光明英來學校
Kwong Ming Ying Loi School
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Man Man	Mr. Chui Chi Kuen	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kwong Ming School Ltd.	Courtesy, Righteousness, Integrity, Contrition	1982	Chinese	Nanny van	About 7200 Sq. M

Through-train / Feeder / Nominated Secondary School	Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)
-	Yes	Yes

4Rs Mental Health Charter	Yes	Whole School Health Programme	Action School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$50	$450 (Maintaining campus environmental facilities, replacing classroom teaching equipment)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	4	1	1	Campus TV, outdoor performance venue, running track, pond, greenhouse, reading corner, Aviation Simulator Learning Room, Mini School Hall.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Two computer rooms, STEM room, a student activity center, a small theater, conference room, Science room, English activity room, Visual Arts room, music room, multi-purpose activity room, counseling and support room.	Accessible lift.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment	65	Total number of teachers in the school	66

Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	31%	76%	-	14%	86%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	7	7	6	5	5	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	6	7	7	6	5	36

Mode of teaching at different levels	P2&P3 Small Group Teaching, Pre-class Group Teaching, school-based after-school learning and support programme to cater for learner diversity; Small class teaching in P.4, P.5 and P.6 to assist the less able students.
Remarks	-

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		

Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies	Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders	Yes
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Diversified Assessment for Learning	The school designs appropriate assessments based on the purpose of assessment, learning objectives and teaching methods. Assessment methods include reading reports and unit revision.
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays	Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance	No
Streaming arrangement	P.1 to P.4 are randomly distributed (gender ratio is taken into consideration).

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:30 AM	3:30 PM	12:05 PM - 1:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Jump Rope for Heart Program from the Hong Kong College of Cardiology, EatSmart@school.hk Campaign, Whole school health programme.	-

Life-wide Learning

Academic activities, Athletics, Performing arts, Visual arts, School Little Reporters, English, Mandarin, Mathematical Olympiad, STEM, Swimming, Skipping, Soccer, Volleyball, Badminton, Table tennis, Martial arts, Gymnastics, Cheerleading, Sport stacking, Debate team, Verse reading, Dancing, Orchestra, Choir, Drama and Moral education and Social services such as Scouts, Community Youth Club and Flag-raising team, Junior Police Call.

School Mission

We are committed to equipping students with the tools they need to maximize their potential and establish a positive life philosophy to meet future challenges. This is accomplished by using tailor-made activities to cater for learner diversity, thus facilitating students' development in all of the following areas: ethical, intellectual, physical, social and aesthetic education.

School Characteristics

School Management

School Management Organisation:
The school's organizational structure adopts the model of collaborative decision-making, and discusses and formulates important policies through administrative meetings, school staff meetings, and academic subject meetings to establish common values and beliefs. The principal oversees six sub-committees in charge of the school's administration and educational matters.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee was established in 2008.

School Green Policy:
Develop students' awareness of environmental problems through implementing activities.

School's Major Concerns:
1. Implement national education to enhance students' sense of national identity.
2. Create a healthy campus to help students establish a healthy lifestyle.
3. While celebrating the school's 20th anniversary, we aim to strengthen students' sense of belonging to the school.

Learning and Teaching Plan

Learning & Teaching Strategies:
Double lessons are arranged for major subjects to enable co-teaching and the implementation of various learning and co-curricular activities. This promotes the "Classroom Without Walls" initiative which pushes beyond the limitations of traditional classroom teaching by using different learning methods, materials and spaces to achieve whole-person education that broadens students' minds.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthen values education in formal and non-formal curriculum.
2. Encourage students to develop independent learning skills according to their personal interests in their leisure time in order to promote balanced development of body and mind.
3. In addition to learning core classroom knowledge, students are also encouraged to participate in diversified learning activities to promote whole-person development.
4. According to the diversified needs of students, provide learning support such as remedial learning groups, small group after-school support, etc., to help students learn more effectively.
5. Organize school-based STEAM courses, while paying special attention to cultivating students' media and information literacy during the teaching process.
6. Strengthen cross-curricular learning to develop students' generic skills.
7. Schools use different assessment tools, such as questionnaires, observation records, assignments, examinations, etc., to promote learning and teaching effectiveness.

Development of Generic Skills:
The school curriculum works to achieve the goal of Learning to Learn through a range of formal curriculum as well as Life-wide Learning that provides students with a broad base of learning experiences to develop students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
A positive thinking and learning environment has been established in our school through the implementation of formal and informal curriculum which helps students build self-confidence and enhance their ability to face challenges by cultivating their positive thinking and problem-solving skills. Additionally, the conducting of systematic moral education and counselling activities helps students establish positive personal values and promote healthy teacher-student relationships so as to create a positive school campus.

Student Support

Whole School Approach to Catering for Learner Diversity:
The school uses tailor-made teaching activities to challenge more capable students to pursue excellence and facilitate less capable students to achieve a basic level of competence and proficiency.

Whole School Approach to Integrated Education:
Our school has set up different measures to facilitate students who have special learning needs(e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, enhanced school-based speech therapy services, individual education plans, established mechanism in soliciting parents' views and discussion of student progress).

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
Our school develops its curriculum plan according to the different needs of our students. For the less able students, we offer learning support in both homework and exam accommodations, aiming to increase students' confidence and interest. For gifted students, enrichment classes are arranged to enhance their learning experience.

Home-School Co-operation and School Ethos

Home-School Co-operation:
We understand the multifaceted nature of children's education and pay special attention to family-school collaboration so that parents are fully involved in their children's education. The Parent Teacher Association acts as a bridge between the school and parents to promote family-school cooperation through meetings and PTA organized events.

School Ethos:
1. The good relationship between teachers and students is based on the combination of student guidance, counselling and discipline that emphasizes more positive encouragement and less punishment.
2. Provide comprehensive student guidance to develop students' self-discipline.
3. Cultivate students' right values through the school's Personal Growing Education course.

Future Development

School Development Plan:
1. Implement national education to enhance students' sense of national identity.
2. Create a healthy campus to help students establish a healthy lifestyle.

Teacher Professional Training & Development:
The school pays close attention to the curriculum reform trends and so has put a lot of effort into enhancing the teachers' professional development. Collaborative lesson planning meetings, evaluations and lesson observations are held throughout the year in different subjects. There are also sharing sessions on subject knowledge and pedagogy, to encourage peer-learning among teachers and to enhance the overall quality of teaching. The school actively participates in various education programs, including professional support from the Education Bureau and other educational experts, for our teachers' ongoing professional development.

Others

Students have won prizes and honours in various competitions.