



元朗朗屏邨惠州學校
Yuen Long Long Ping Estate Wai Chow School

Phase II, Long Ping Estate, Yuen Long, N.T.

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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. Li Mei Lam Danny	Mr. Cheng Ting Fai	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					13%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yuen Long Wai Chow School Limited	Please refer to the Chinese version.	1986	Chinese	Nanny van	About 4000 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	\$250 (It is used for improving school equipment and environment)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	3	1	1	All classrooms and multi-purpose rooms are equipped with air-conditioning, wireless internet and multi-media learning systems.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, Science Room, Library, Visual Art Room, Music Room, Activity Room, English Room, Campus TV, Remedial Learning Room, Counselling Room and Learning Supporting Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			50	Total number of teachers in the school		60
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
95%	98%	30%	77%	22%	28%	50%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year				No. of classes	4	5	4	4	4	5	26
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	3	4	5	4	4	4	24
Mode of teaching at different levels		Small class teaching and mixed ability grouping are implemented. Provides enhancement classes for students with high learning ability and remedial teaching programmes for students with lower learning ability so as to cater for individual differences.									
Remarks		For one class in each level (P.1-P.3), Putonghua is used as the medium of instruction in Chinese subject. Period for adaptation for P.1 students in the first term. Dual class teacher system is implemented in P.1-P.2									

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Assessment for learning is implemented and the formative and summative assessments are used in various subjects. Students' learning performance is evaluated through project learning, reading performance, routine Chinese and English dictation and students' learning attitudes.				
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					Yes
Streaming arrangement	P.1-P.3 are streamed by average abilities; P.4-P.6 are streamed according to the academic results.				

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	9	35 mins	8:15 AM	3:30 PM	12:45 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Promote healthy life education and foster students' positive attitudes and values through regular curriculum and extra-curriculum activities. The Lunch Supervision Team is set up to monitor the nutrition and hygiene of the food provided by the designated lunch supplier.		Reading Time is arranged every day; Silent Time is scheduled for students to take a break for a while between lesson 7-8 in the afternoon. 'Arts Fair' and 'Talent Show on Stage' are held during the recess in order to expose students to more art, create an artistic campus atmosphere, and give students opportunities to showcase their talents and build confidence.		

Life-wide Learning

Multi-intelligence courses are provided for all students. In addition, a wide range of extra curricular activities are organized such as Boy Scouts, Girl Guides, Ball Teams, Dancing Class, Choir, Chinese and Western Musical Instruments Class, Karate, Gymnastics, Drama, Musical, the Mathematical Olympiad Course, Phonics Class, Robotic Class, Rope Skipping, Chinese Opera, etc. Through these activities, students can extend their potential according to their own interests and strengths.

School Mission

Respect and implement the right to education for children. Fulfill the spirit of humanistic education. School, parents and community collaborate to create a learning environment where children can flourish and develop their potential to the fullest.

Children can also acquire self-learning ability and adopt positive values to have a foothold in society and open their eyes to the world.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the Principal and Vice-Principals, Core School Development Committee is set up. 4 major management domains, 11 Sub-committees are categorized to formulate school policies and carry out school works.

Incorporated Management Committee / School Management Committee / Management Committee:

Established in 2008. The IMC is organized by the school supervisor, 6 managers of School Sponsoring Body, the ex-officio manager (the Principal), 2 parent managers, 2 teacher managers and 2 independent managers.

School Green Policy:

Environmental Protection and sustainable development are our major concerns. Organic farming are implemented. Also, plastic drinking bottles are not sold at the tuck shop. Environmental Protection Ambassadors in each class help conducting related activities.

School's Major Concerns:

1. To create diversified learning experiences that enhance students' interest in learning
2. To continue promoting values education and foster a happy school campus

Learning and Teaching Plan

Learning & Teaching Strategies:

Implement the "3A Campus" Scheme, focusing on the development of three aspects: Academic (academic enhancement), Attitude (moral and character education) and Arts (art cultivation). Our focuses are on the development of students' self-directed learning and cultivation of students' active learning attitudes. Teachers implement the "brain-based teaching" and the "13 HOT Skills" learning strategies to achieve the three classroom highs (high participation, high display, high feedback). Through a wide variety of activities, values education and positive education is promoted and students can cultivate the artistic accomplishment and enrich students' life-wide learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Further enhancing whole-school curriculum planning and developing cross-curricular learning and reading, strengthening values education (covering national education, civic education, life education, health education, etc. Reinforcing STEAM education and nurturing students' media and information literacy; making good use of learning time and creating space to promote balanced physical and psychological development; enriching students' life-wide learning experiences and fostering whole-person development and to nurture their lifelong and self-directed learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness. Knowledge, generic skills, and values and attitudes permeate through various levels of learning, ensuring the vertical continuity and lateral coherence of the curriculum.

Development of Generic Skills:

Through classroom practice and diverse activities, enhance students' generic skills and media and information literacy, so as to help students use various information tools effectively and correctly, promote learning and support balanced and healthy growth in mind and body.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote values education curriculum, within and beyond the classroom, in order to cultivate students' positive values and attitudes. To create positive atmosphere on the school campus and cultivate students' law-abidingness and positive values through various teacher training, parents' talk and school-based student guidance and discipline activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Implement 'Co-operative learning', 'Brain-Based Learning', '13 Hot Skills' and 'e-learning' to cater for diversity in student learning.
2. Provide top-notch training courses for gifted and talented students.
3. Various top-notch programmes or training, such as Maths Olympiad, Robotics programme, English Ambassadors, Chinese Cultural Ambassadors and School journalism team.
4. Small group teaching and tutorial classes after school are implemented.
5. Arrange appropriate transition measures for P6 students to help them adapt positively to secondary school life.

Whole School Approach to Integrated Education:

Our school uses Whole School Approach to support students with Special Educational Needs. Student Support Team led by Special Educational Needs Coordinator and Pastoral Care Head, members include school-based educational psychologist, school-based speech therapist, support teachers, who work in collaboration with all subject departments to enhance teaching and learning. We utilize the Learning Support Grant to provide comprehensive support:

Learning: homework tutorials, literacy training, peer reading schemes, Special Examination Arrangements.

Personal Growth: social skills training, focus and attention coaching, emotional management groups, career planning, adventure activities.

Individual Development: Individual Education Plans.

We value Home-School Cooperation. Through regular communication, we discuss support strategies together to build an inclusive and supportive campus for every student.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Different courses are adapted to cater for diverse abilities. For gifted and talented students, the school organises top-notch training. For below-average students, learning support assistance, adjustment to homework assignments and examinations are provided.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. PTA and Parent Volunteers' Support Team is set up in order to develop home-school collaboration, for example, Storytelling PaMa and Arts PaMa, Activity Volunteers, etc.
2. Provide parents with a variety of parent talks, parent-child activities, parent-child outings, workshops, and more.
3. Regular communication between teachers and parents through phone calls, Parents' Day and Parent volunteers' work.

School Ethos:

Our school is committed to creating a caring culture and values students' physical, mental, and spiritual well-being. Through participation in multi-intellectual sports and arts activities, students can develop confident, proactive character and courage to face challenges. The scheme of school prefects, uniform groups and leadership training enhance students to be strong and responsible. Moreover, through award schemes and a wide variety of activities, our school promote the values education actively so as to foster students' development of positive and proactive values, attitudes and behaviours.

Future Development

School Development Plan:

1. Further enhance whole-school curriculum planning and cross-curricular learning and reading;
2. To develop students' lifelong learning capabilities through enhancing Self-Directed Learning (SDL) skills and optimizing e-Learning;
3. Promote Values Education: Students are encouraged to maintain positive attitudes and values through curriculum and life-wide learning activities;
4. Develop STEAM Education: An integrative science and mathematics knowledge-based cross-curriculum with computational and design thinking skills is designed to cultivate students' creative problem-solving skills;
5. Deepen students' understanding of the development of the nation. Strengthen students' national awareness and sense of belonging to the nation.

Teacher Professional Training & Development:

Through the collaboration programme held by the EDB and universities, teachers are working to improve innovative teaching strategies, values education, life education and STEAM education.

Others

Our students have achieved excellent results in various competitions:

Yuen Long Inter-Primary Schools Volleyball Competition: Champion (Girls), 1st runner-up (Boys)

Yuen Long Inter-Primary Schools Five-a-side Football Competition: 2nd runner-up

The 77th Hong Kong Schools Speech Festival Awards: Choral-3 1st runner-up, Solo-Champion (1), 1st runner-up (1), 2nd runner-up (3) and merits (58)

The 7th Greater Bay Area and New Territories West Bilingualism and Trilingualism Challenge: 1 First Prize; Best English Writing: Champion, First Runner-up (1), and Merits (4); Best Chinese Writing: Champion, First Runner-up (1) and Merits (1)

Hong Kong School Elite Competition 2025: Gold medal (7), Silver medal (7), Bronze medal (4)