錦田公立蒙養學校
Kam Tin Mung Yeung Public 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
Ms. Tang Wing Yee Winnie	Ms. Ho Wing Sum Miranda	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
Kam Tin Mung Yeung Educational Organisation Limited	Loyalty, Honesty, Diligence, Simplicity	1953	Chinese	Nanny van	About 2000 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	Pledged School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$30	$410-600 (Worksheet Printing, Art and Craft materials, Student Card, Online Learning Account, GS Learning Pack)	$20

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	-	1	-

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
5 rooms (Reading Room, Intensive Remedial classroom, Computer Room, STEAM Room, Speech Therapy Room.)	-

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

Number of teaching posts in the approved establishment	17	Total number of teachers in the school	24

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
90%	100%	35%	80%	15%	35%	50%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	1	6

Mode of teaching at different levels	We focus on task-based learning, unit teaching and collaborative learning. In order to cater for the different learning needs of our students, our school not only uses a variety of teaching methods but also individually tailors support programs in a student-centered manner to achieve students' holistic development.
Remarks	Two class teachers per class; Chinese Foundation Course for Non-Chinese Students; After-school enhancement lessons for Chinese etc.

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	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	Promote learning through oral assessment, students' self-assessment, peer-to-peer evaluation, formative and summative assessments. Use project learning and students' progressive portfolios to monitor students' learning progress. A written report with comments is used to reduce the dependency of marks.
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	Not applicable.

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	30 mins	8:00 AM	2:55 PM	12:35 PM - 1:25 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Set up a personal growth lesson and a talk by teachers to strengthen the psychological and spiritual qualities of the teachers and students. Set up a food surveillance team to ensure a healthy diet. Set up physical fitness testing in P.E. lessons.	We focus on the cultivation of the body and mind. We have morning reading session every day, promote sports culture every day, and implement a life-long art and sports through different activity groups.

Life-wide Learning

English Drama Class, Cyber Media Class, Recorder Club, Erhu Club, Positive Sports Class, Children's Yoga group, Skateboard Class, Cricket Class, Football Class, Basketball Class, Dancing class, Dodgebee Class, Boy Scouts, English Drama Club, Taekwondo Class, Lion Dance Class, Hakka Pixiu Dance Class, Table Tennis Team, Magic Communication Workshop, Rope Skipping Team, Handicraft Club, Robomaster Team, Drone Team, Arts Club, Little Masters of Emotions Group.

School Mission

We provide quality education to develop a balanced growth in moral education, intelligence, physical health, social skill and arts for our children. Our School Motto is Loyalty, Honesty, Diligence and Simplicity. We believe that each of our students has the ability to excel in at least one area. We cater for learner diversity to help our students begin their journey of life-long learning.

School Characteristics

School Management

School Management Organisation:
The IMC comprises the Supervisor, the Principal, the Vice-Principal, the development supervisors and the panel heads who form the school management. They plan, coordinate and monitor the management and organisation of the school, learning and teaching, the school ethos as well as student support and student performance.

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

School Green Policy:
We have a paper recycling and environmental awareness scheme - we also encourage our students to re-use our textbooks and school uniforms.

School's Major Concerns:
1. Cultivate students' spirit and ability of self-directed learning
2. Promote positive education continuously and establish a healthy lifestyle

Learning and Teaching Plan

Learning & Teaching Strategies:
Our school will aim to achieve the following two objectives in 2024-2027:
1. To cultivate students' spirit and ability of self-directed learning;
2. To promote positive education continuously and establish a healthy lifestyle
We hope to nurture students to become creative, collaborative, communicative, critical and self-learning individuals with positive personalities.
Teaching Strategies
1. Through cooperative learning, students can participate more and enhance the classroom learning atmosphere.
2. Inquiry-based learning, focusing on practice.
3. Cultivation of high-order thinking and critical-thinking ability.
4. Broaden students' horizons through different outings and study tours.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Make Good Use of Learning Time:
Students acquire subject knowledge in the morning lessons and generic skills in the afternoon lessons in order to re-adjust the frequency of homework and the evaluation mode to improve students' independent learning ability.
2. Enrich Life-wide Learning Experience:
Extra-curricular activities on Wednesdays and Saturdays.
3. Catering for Students' Learning Diversity:
School-based graded teaching materials, multiple teaching strategies and assessments, and a three-tiered support model to support the needs of students with different abilities and backgrounds. To strengthen STEAM education: Through whole-class, interdisciplinary and detachable STEAM education, comprehensively develop students' generic skills.
4. Reading across Curriculum: Implement Reading across Curriculum to broaden students' reading scope and develop their generic skills.
5. Enhancement of Assessment Literacy: Multiple modes of assignments to promote students' learning development.

Development of Generic Skills:
We develop students' communicative skills, critical thinking skills and creativity.

Cultivation of Proper Values, Attitudes and Behaviours:
Promote Positive Education including positive health, positive engagement, positive relationships, positive meaning and positive accomplishment.

Student Support

Whole School Approach to Catering for Learner Diversity:
For students with special educational needs, we provide remedial classes, after-class homework tutorial classes, Chinese reading classes and two English teachers per class. An orientation course is organised for our new P.1 students. Seminars are held to help our P.6 students prepare for their secondary school life.

Whole School Approach to Integrated Education:
Teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, enhanced school-based speech therapy service, professional service with educational functions and occupation-related training and IEPs (Individual Education Plans) etc.

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; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:
Curriculum adjustments are provided for students with special learning needs, such as providing graded worksheets, withdrawal counselling, homework adjustments, examination adjustments, etc.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Parent-child activities are held regularly.
2. The opinion of parents is collected and reflected by the PTA.
3. Our school is monitored by the Parent Managers who advise the school.
4. Parent education is provided. Personal growth problems of students can be solved by parents in collaboration with teachers.
5. We handle students' issues through collaboration with parents.

School Ethos:
Our school philosophy is "Small school, Big family." We teach our students to care for themselves and care for each other. We welcome every culture, race and belief systems to our family, and show our students that politeness and courtesy can lead to a better life for one and all.

Future Development

School Development Plan:
1. To promote whole-class STEAM education to cultivate students' ability to explore and solve problems.
2. To promote interdisciplinary STEAM education, enhance students' creativity and interest in science and technology.
3. To provide diversified learning opportunities and develop students' inquiry skills using STEAM.
4. To enhance professional development of teachers to design STEAM learning activities and learning strategies focusing on scientific inquiry.
5. To allow teachers and parents to study positive psychology and enhance their abilities to promote positive education.
6. To facilitate teaching staff to live out positive values inside and outside school.
7. To teach students the knowledge, skills and attitudes of positive education through school-based curriculum and activities.
8. To integrate the concept of positive education into school culture in combination with school policies, environmental settings, and all-round learning activities to create a positive atmosphere.

Teacher Professional Training & Development:
Teachers' professional training and development on English Language teaching, small class teaching, non-Chinese students teaching, students with learning difficulties, high order thinking and positive education etc.

Others

We believe that every child has a unique talent. Students are encouraged to participate in different kinds of competitions so that they can discover and demonstrate their own strengths and talents. Students can improve and train themselves in the learning process, strengthen their self-confidence and become children who are willing to pursue excellence.