



東莞同鄉會方樹泉學校 Tung Koon District Society Fong Shu Chuen 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
Dr. Wong Chi Ho Jimmy	Mr. Tsang Ying Yin	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
The Tung Koon District General Association	Diligence, Filial Piety, Loyalty, Integrity	1970	Chinese	-	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
-	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	2	1	Environmental Education Garden, Counselling Room, Medical Inspection Room, Conference Room, Group Learning Room and PTA Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Coding Room, STEAM LAB, Maker Space, 2 Computer Rooms, School Library, Kiddy Jolly Room, English Room, Chinese Learning Room, Music Room, Visual Arts Room, Sports Playhouse, Student Activity Room and Audio/Visual 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			32	Total number of teachers in the school		34
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%	55%	76%	3%	35%	62%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	3	4	15
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	3	13
Mode of teaching at different levels	Small-class teaching.						
Remarks	For non-Chinese speaking students in the lower primary, we provides pull-out classes in Chinese Language, offering targeted support to address their specific learning needs.						

Performance Assessment

Number of test(s) per year (P1 only)		1	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	Number of exam(s) per year (P2 to P6 only)		2		
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	We value formative assessment, focusing on students' daily learning. Through diversified strategies, teachers gain insights into students' performance in knowledge, skills and attitudes. For Primary One, varied assessments such as science inquiry experiments, family interviews and drama performances are used to showcase learning achievements, enhance interest and strengthen adaptation.						
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 to P.6 students are placed in mixed-ability classes. To enable teachers to better understand and follow up on students' progress throughout their learning stages, students from P.2 to P.3 and P.4 to P.6 remain in the same class as they are promoted.						

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	8:00 AM	3:30 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Vegetarian meals are provided.	We foster sports culture via Active School Programme, School Physical Fitness Award Scheme, Straighten Up Campus Campaign, School Sports Programme and Martial Arts @ School. Events like games day, sports day and inter-house ball games encourage participation. Smart facilities like the Sports Playhouse and AI Sports System help students build habits, confidence and values. Through EatSmart School Accreditation Scheme, we promote healthy eating.		We utilise a parent mobile app and a smart student card system for attendance tracking, payment processing, notice signing and school news distribution.		

Life-wide Learning		P.2
Various levels of visits, experiential activities, outbound exchange programmes, school picnic, games day, and extracurricular activities—such as hockey, athletics, Taekwondo, martial arts, table tennis, volleyball, basketball, rope skipping, Chinese dance, Smart IT Kids, art creation team, ink painting, pottery, little writer, Cambridge English, wind band, choir, Scouts and Girl Guides, etc.—allow students to develop their potential and achieve holistic development.		
School Mission		
Our school is committed to creating a joyful learning environment and offering a balanced, structured and diversified curriculum. We aim to foster all-round development in ethics, intellect, physique, social skills and aesthetics, aligning with our school motto: Diligence, Filial Piety, Loyalty, Integrity.		
School Characteristics		
School Management		
School Management Organisation: Incorporated Management Committee, the Principal and different administrative committees.		
Incorporated Management Committee / School Management Committee / Management Committee: The members of the IMC include the Supervisor (Dr. Wong Chi Ho Jimmy SBS, BBS, JP), School Sponsoring Body Managers, the Principal, teachers, parents, alumni and independent members.		
School Green Policy: 1. Our school collects donated uniforms, textbooks and reading materials from students to support those in need. 2. Reusable utensils are provided to promote sustainability. 3. Three-colour recycling bins are installed on campus for effective waste sorting. 4. Renewable energy facilities, solar panel system, are installed on the rooftop.		
School's Major Concerns: 1. Foster a healthy school environment and cultivate positive values in students. 2. Enhance learning and teaching continuously.		
Learning and Teaching Plan		
Learning & Teaching Strategies: We provide diverse learning experiences to cater for students' different needs. Highlights include classical poetry and reading strategies in Chinese; co-teaching with native English-speaking teacher to strengthen speaking and reading; phonics and drama in lower primary with daily-life topics to enhance English use; Mathematics emphasises problem-solving; General Studies, Science and Humanities promote inquiry and higher-order thinking; IT introduces coding and AI from P.1 to 6. School-based courses include hockey, swimming, printmaking and recorder. Collaboration with external organisations enriches learning through calligraphy, lion dance, Wing Chun and science inquiry. Adopting a pupil-centred approach, we use e-platforms to support knowledge construction and showcase achievements, fostering holistic development.		
Development of Major Renewed Emphases of the Primary Education Curriculum: We promote values, national and national security education, integrating the priority values into all subjects. Chinese culture is fostered through diverse activities to cultivate students' national identity. STEAM education is reinforced with coding and scientific inquiry, alongside information and AI literacy to develop ethical use of information. Reading is emphasised through library lessons, morning reading, cross-curricular reading and e-reading. Life-wide learning activities, including visits, competitions, workshops and talks, enrich students' experiences. E-platforms are used to support self-directed learning, enabling preparation, research and sharing at home while maximising lesson time.		
Development of Generic Skills: Through a variety of learning activities, including project-based learning, co-curricular programmes, life-wide learning experiences, training sessions, community service, and outbound exchange programmes, we develop students' collaboration and communication skills. Our emphasis on Maths, Coding, and STEAM education cultivates computational thinking, creativity, and problem-solving abilities. Additionally, we prioritise reading and values education to nurture students' self-directed learning, self-management and critical thinking skills.		
Cultivation of Proper Values, Attitudes and Behaviours: We nurture students' whole-person development through ambassador programmes, life education, positive education, and diverse classroom management activities, fostering a positive school culture. We encourage students to actively participate in community service, show concern for society and the nation, and develop into proactive, responsible citizens who contribute meaningfully to our country.		
Student Support		
Whole School Approach to Catering for Learner Diversity: We adopt the Cater for Learner Differences Approach to address the diverse needs of our students. A three-tier operation mode is implemented for gifted education: 1. Advanced thinking strategies are introduced in lessons, and a talent pool is established. 2. Gifted students are selected for specialised training programmes. 3. Ample opportunities are provided for students to participate in external gifted programmes and competitions. Additionally, we offer various support programmes, including Homework Support Classes, Induction Programme for Newly Arrived Children, Chinese Proficiency Programme for NCS students and the School-based After School Care Service Scheme, operating from 15:30 to 18:30, to accommodate the diverse needs.		
Whole School Approach to Integrated Education: The Student Support Team coordinates a three-tier support system, ensuring early identification and tailored assistance through initiatives such as the School-based Adaptation Programme and Remedial Classes. Funded by the Learning Support Grant and the Enhanced School-based Speech Therapy Service, a range of support measures are provided, including Chinese/English Reading and Writing Skills Training, Social Skills Training, Attention Training, Fine Motor Skills Training, Executive Function Skills Training, Emotion Management Training, Arts Therapy, Sensory Integration Training and School-based Speech Therapy. Parents receive an annual Summary of Support for Students, and regular inclusive activities are organised to strengthen home-school collaboration.		
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: We emphasise the popularisation of gifted education by integrating high-order questioning, problem-solving scenarios and challenging tasks into regular lessons to strengthen students' thinking and problem-solving skills. Extension classes in core subjects are arranged for higher-ability students to further stretch their potential and consolidate advanced learning. To cater for diverse learning needs, school-based adaptation plans or individual education plans are formulated for students with special educational needs. Through varied tasks replacing routine assignments, learning motivation is enhanced while accommodating different needs and learning styles.		
Home-School Co-operation and School Ethos		
Home-School Co-operation: 1. Parent-Teacher Association (PTA): Strengthen teacher-parent communication to foster collaboration. Establish a PTA Volunteer Team to leverage parental strengths, support school initiatives, and enhance educational effectiveness. Improve student welfare through activities such as Parent-Child Cooking Day and Day Trips. 2. Parent Education: Promote positive parenting via seminars, workshops, and gatherings, including Parent's Day, Parent's Night, and Tea Sessions. 3. Parent-Child Activities: Through the Parent-Child Academy, promote parental well-being and children's balanced growth. Enhance understanding of multicultural families for a harmonious campus. Activities include festival sessions and sports & arts workshops.		
School Ethos: 1. Positive Education thematic activities are organised to strengthen students' resilience and instill positive values and attitudes. 2. Moral Education lessons are conducted in alignment with the twelve priority values to promote character development. 3. Various moral education themes are introduced to help students establish healthy living habits. 4. A comprehensive student award scheme encourages excellence in moral, intellectual, physical, social and aesthetic aspects, fostering holistic growth. 5. The Caring Ambassador Programme cultivates mutual support, with senior students assisting juniors as role models.		
Future Development		
School Development Plan: 1. We strengthen curriculum development to keep pace with the times and equip students with the competencies needed for the future. 2. We attach equal importance to academic subjects, Physical Education and the Arts to unleash students' potential and promote whole-person development. 3. We place strong emphasis on values education to nurture positive attitudes and foster a caring, inclusive school culture. 4. We promote artificial intelligence education and cross-curricular reading to enhance students' learning across subjects.		
Teacher Professional Training & Development: 1. Establish professional learning communities to foster collaboration and continuous improvement. 2. Collaborate with the Education Bureau, universities and tertiary institutions to enhance teaching practices. 3. Organise workshops, seminars, exchanges and experiential activities on diverse themes to support teachers' holistic well-being.		
Others		
1. A wide range of scholarships are offered to encourage students' whole-person development. Our sponsoring body has established awards and programmes such as the School-based Gifted Education Grant, School Outstanding Student Award, Best Performance in Arts and Sports Award and Extra-curricular Activity Award Programme to support students in pursuing excellence. 2. Sports development is promoted through initiatives such as the Yau Tsim Mong District Taekwondo Training Programme for Young Talents. 3. We are currently participating in the MYP A60 Award Scheme and have received numerous accolades over the years, including the award of Hi-Five Student Engagement Award Scheme, the Caring School Award Scheme, Racially Friendly Campus and Hong Kong Schools Biotechnology and STEAM Education Elite Competition.		