



塘尾道官立小學 Tong Mei Road Government Primary 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. Li Wai Bing, Vickie	Mr. Tsang Kwok Wai	Not Applicable	Gov't 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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Please refer to the Chinese version	1959	Chinese	-	About 2380 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Queen Elizabeth School, Homantin Government Secondary School, Kowloon Technical School, Jockey Club Government Secondary School			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
-	-	\$40(per family)	\$240 (School-based Management Fees)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	1. Wi-Fi, computers, interactive whiteboard, visualizers and air purifier. 2. Spine-care chairs are used to maintain all students' spinal health.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Campus TV Station, Stream Room, Art Room, Music Room, Student Activity Room, Computer Room, Multi-Purpose Room, Counselling Room, English Room, Parent-Teacher Resource Room, Meeting Room, Social Workers' 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				42	Total number of teachers in the school		43
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%	98%	41%	76%	5%		30%	65%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	4	4	4	4	22
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	3	3	4	4	4	20
Mode of teaching at different levels	1. Boost interaction and positive mutual dependence amongst students through small group collaboration in class. 2. Enhance learning effectiveness of students with different learning style through life-wide learning activities and diversified teaching and learning strategies.							
Remarks	1. Elite groups and remedial groups are set up. 2. The school is backed up by an educational psychologist and a school-based speech therapist.							

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Conduct diversified learning assessments throughout the year, including summative assessments and progressive assessments within the school. 2. Assessment forms are diverse, together with teachers' appropriate feedback, to comprehensively collect students' learning evidence.				
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.3 mixed abilities; P.4 to P.6 streamed according to academic performance.				

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	3:10 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Participate in the 4Rs Mental Health Charter to enhance the mental health of students, teachers and parents. 2. Arrange a wide range of physical activities to improve students physical fitness. Enable students to nurture positive values and develop a habit of doing exercise regularly. 3. Participated in 'Eat Smart School Accreditation Scheme', pursue a healthy eating policy and promote healthy eating.		1. Arrange diversified lunchtime activities. Allow students to show their diverse talents by creating them a performance platform. 2. Broadcast different programs to promote moral education and other school events via the campus TV channel. 3. Set up activity classes, uniform teams, arts integration classes and multiple intelligences classes.		

Life-wide Learning

Creating a holistic learning experience to develop students' multiple intelligences and help them become self-directed learners through cross-curricular activities and utilizing diverse resources. To cater for pupils' whole person development, we also coordinate ample of life-wide learning experiences for students to broaden their horizons, such as outdoor visits, co-curricular activities, exchange tours, English Day, English Drama, Chinese cultural programs and STREAM Week.

School Mission

Our school adheres to the school motto and encourages students to be diligent, perseverant, loving and confident.

School Characteristics

School Management

School Management Organisation:

1. The school is affiliated to the EDB and a school management committee has been set up.
2. The principal leads vice-principals and different administrative teams to develop school plans. Teachers form different administrative teams or task forces to perform duties together and enhance teacher professionalism in teaching and learning.

Incorporated Management Committee / School Management Committee / Management Committee:

The Government assigns personnel to be the chairperson of the school management committee, with the principal being the ex officio member and community members being independent members. Besides, there are representatives from alumni, parents and teachers. Hence, professionals and stakeholders from all walks of life work together with the school to formulate development plans and examine school policies.

School Green Policy:

1. The posts 'Green Ambassador' and 'Lunch Ambassador' are set up. It is to raise students' environmental awareness through service learning and activities.
2. Utilize the Life-wide Learning to cultivate students' attitude towards protecting the environment, learning to live in a low-carbon life through waste recycling, and cherishing resources.

School's Major Concerns:

1. Understanding Science Popularization for the Future — Advancing Innovation and Technology Trends through STREAM Education to Deepen Students' Inquiry and Problem-Solving Skills.
2. Embracing a Positive Life for Family and Nation — Fostering Positive Values, Well-being, and Patriotism through Curriculum and Diverse Learning Experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Providing students with a diversified learning experience by offering multiple intelligences lessons, arts integration lessons, project-based learning, cross-curricular learning and enhance students' sense of national identity.
2. Enhancing students' computational thinking and promoting STREAM education by taking part in different STREAM activities and competitions.
3. Catering for learner diversity by strengthening students' higher order thinking ability and adopting different teaching modes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education and national education, fostering positive values, well-being, and patriotism.
2. Reinforcing STREAM education, and nurturing students' media and information literacy to deepen students' inquiry and problem-solving skills.
3. Enriching life-wide learning experiences and fostering whole-person development.
4. Strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities.
5. Enhancing assessment literacy and making good use of learning time and creating space to promote balanced physical and psychological development.

Development of Generic Skills:

Implementing project learning and STREAM activities to develop students' generic skills and foster their independent learning ability and scientific inquiry spirit are implemented through daily lessons.

Cultivation of Proper Values, Attitudes and Behaviours:

To promote a positive values and National Security Education based on a whole school approach through setting up a school-wide participation rewards program various activities. The elements of positive values and National Security Education are incorporated into different subject activities, personal growth lessons and parent education to create a positive learning atmosphere and promote students' sense of national identity.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Provide early support to P.1 students who have special educational needs through 'Early Identification and Intervention Programme for P.1 Students with Learning Difficulties'.
2. Support from teachers or teaching assistants is obtained in class. Homework and assessment adaptation and different after-school intervention groups are provided to SEN students.
3. Arrange elite and remedial classes for students in need. Provide opportunities for gifted students to participate in a variety of courses and competitions.

Whole School Approach to Integrated Education:

1. Utilize the Learning Support Grant flexibly to cater for learning diversity of students.
2. School-based Educational Psychologist (SBEP) conducts I.Q. and Reading & Writing assessments for students. School-based Speech Therapist (SBST) conducts speech assessment and individual/group training for students.
3. SBEP and SBST conduct relevant workshops and talks to parents, teachers and students. Parent Support Group is formed.
4. Conduct Individual Education Plan (IEP) for concerned students with SEN.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. Establish 'Caring Ambassador Scheme' to assist non-Chinese speaking students to integrate into campus life. Provide NCS students with after-school support programmes in learning Chinese as appropriate.

Curriculum Tailoring and Adaptation:

1. Cater for learner diversity by making adaptation to the curriculum.
2. Launch STREAM elite training, before-school and after-school elite and remedial classes.
3. Provide opportunities for gifted students to join different courses and competitions.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. The Parent-Teacher Association holds annual meetings, parent-child picnics, workshops and talks, and organizes parent volunteer teams to assist the school in organizing large-scale events which helps strengthen the harmonious partnership between parents and the school.
2. Parents can provide valuable advice for school development through PTA, SMC and the monitoring committee on trading operation.

School Ethos:

1. The school culture is simple and unpretentious, with mutual respect between teachers and pupils. The school organizes bridging programmes for P.1 and P.6 pupils and a "Little Teacher" programme, establishing a culture of care.
2. Promote moral and civic education, patriotic education, life education, and positive education to enhance students' positive values and patriotism.
3. Advocate for a healthy campus to promote the physical and mental well-being of pupils.

Future Development

School Development Plan:

1. Advancing innovation and technology trends through STREAM education to deepen Pupils' inquiry and problem-Solving Skills.
2. Fostering positive values, Well-being, and patriotism through curriculum and diverse learning experiences.

Teacher Professional Training & Development:

1. Policies on professional development are formulated to encourage teachers' continuing professional development.
2. Collaborative lesson planning meetings and observations are carried out and school-based support programmes are conducted regularly to facilitate teachers' professional development.

Others

Provide ample opportunities for pupils to join various inter-school competitions, allowing them to develop their potential; Establish scholarships and awards for outstanding pupils to recognize their excellence in academics, extra-curricular activities, and community service; Encourage pupils to participate in study tours and exchange activities with sister schools to broaden their horizons.