青松侯寶垣小學
Ching Chung Hau Po Woon Primary School
Fu Tung Estate, Tung Chung, Lantau Island, 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. Kung Chung Lai	Ms. Chan Yee Wah	Established	Aided Whole Day	Co-ed	Taoism
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
Ching Chung Taoist Association of HK Ltd	Respect nature and value morality	1997	Chinese & English	School Bus	About 9000 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	$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Parent-Teacher Association Room, School History Centre, Indoor Football Pitch, 2 Basketball Courts and Chinese Medicine Garden.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Ching Chung Aerospace Science and Technology Discovery Centre, STEAM Room, Chinese Medicine Information Corner and Science Laboratory, 2 English Room, Music Room, Art Room, Dance Room, Library, Multi-Purpose Activity Room, Counseling Room, Distance Learning Classroom, Gym Room and Mathematics 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	56	Total number of teachers in the school	59

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%	97%	36%	81%	22%	29%	49%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	5	30

Mode of teaching at different levels	1. Collaborative learning, higher-order thinking skills, self-directed learning skills are incorporated to the curriculum. 2. Provision of STEAM, Gifted Education, and Enhanced Reading Skills Programmes. 3. Focus on Student Career Planning, there are Project-based Learning Weeks and Life-wide Learning Weeks.
Remarks	Students are assigned to classes according to their abilities. We offer ample support and small-class teaching for gifted and students with special needs. English as the medium of instruction is provided in Mathematics and Science in P.5-P.6. Pull-out science groups (English as medium) in P.3-P.6 are provided for students in need.

Performance Assessment

Number of test(s) per year (P1 only)	1	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)	1	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	1. Formative Assessment: Schoolwork, Quizzes, Unit Assessments, Dictations and Project Works, Oral Presentations and Practical Assessment. 2. Summative Assessment: One test and three examinations per academic year.
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	Academic performance and conduct.

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	3:35 PM	12:25 PM - 1:20 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier, arranged by parents and lunch at home.	1. The Parent-Teacher Association forms an inspection group to inspect the quality of lunch boxes provided by the designated caterer. 2. Delivers the SportsAct programme, 4Rs Mental Health Charter, EatSmart School Accreditation Scheme (ESAS) and Joyful Fruit & Veg Month.	Students will be arranged to have sports activities during recess and lunch breaks to enhance physical well-being and strength.

Life-wide Learning

School-based Aviation course, Ching Chung Little Chinese Medicine Practitioner, Gifted Students' Cabinet, Choir, Marching Band, School Orchestra, Chinese Orchestra, Musical Instrument Classes, Latin dance, Debate team, JPC, Community Youth Club, Hong Kong Adventure Corps, Girl Guides, Cambridge English Examinations Preparation Classes, Swimming, Ball Games, Arts and Crafts, English Drama, AI classes.

School Mission

We are maintaining a well balanced curriculum that caters to our student's individual needs. We are committed in teaching students in accordance with their aptitudes, emphasising on the balanced development of the five key educational areas: Moral, Intellectual, Physical, Social and Aesthetic Education and unlock each student's potential.

School Characteristics

School Management

School Management Organisation:
1. The administrative group consists of the principal, vice-principals, primary school master and assistant masters to manage the school's administration, curriculum development, student support, academics, public relation, IT, discipline, guidance, student health and activities.
2. Subject Panel heads lead the curriculum development. The School Improvement Committee gives advice on advancing the school's developments.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee (IMC) was established on 31 January, 2008. Its members include the School Supervisor, Principal, Sponsoring Body Members, Parent Trustee, Alumni Trustee and Teacher Trustee.

School Green Policy:
We promote Green Environment curriculum, construct a green campus and incorporate environmental education into ongoing activities. we are awarded with the Silver Award in the Hong Kong Green School Award.

School's Major Concerns:
1. Promote values education and cultivate in students' a healthy, positive and empowering outlook on life.
2. Enhance assessment literacy to promote the effectiveness of learning and teaching.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. We have adopted a small class teaching model, with diverse learning activities and higher order thinking elements to motivate students to be self-directed learners.
2. We implement diverse art activities to enhance students' creativity and develop students' physical and artistic potential. We also have various Friday extracurricular activity sessions to develop our students' multiple intelligence.
3. We provide homework tutorial sessions to help students with their homework and morning reading sessions to cultivate student reading habits.
4. We curated components of AI to enhance the quality of learning and teaching; emphasising biliteral and trilingual skills to enhance learning environment.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Strengthen aspects of values education (including Life Education, National Education and National Security Education), Enrich life-long learning experiences and promoting whole-person development, Cater for learner diversity through curriculum design and evaluating teaching and learning strategies, Promote AI education to empower students with digital literacy, creativity, and the ability to solve complex problems. Enhance STEAM education, and nurturing students' media and information literacy, Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities, Utilise learning hours to promote balanced physical and mental development, Improve assessment literacy and promote the effectiveness of learning and teaching, Enhance kindergarten to primary Education Bridging course by tailoring the curriculum to enable students to adapt smoothly to primary school education and the curriculum is adapted to enable students to adapt to school life.

Development of Generic Skills:
Through the school based curriculum, cross-curricular collaboration and life-wide learning in conjunction with high order thinking skills mental training, students' generic skills are strengthened, thus cultivating students to become excellent lifelong learners.

Cultivation of Proper Values, Attitudes and Behaviours:
To nurture students' values and attitudes holistically, we developed a school-based Moral and Civic Education curriculum that instils proper values and direction and caters for students' developmental needs. Each subject cultivates twelve core values and attitudes in students through both formal and informal curricula, and implements moral and civic education across three dimensions: cognitive, emotional, and practical.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. The school emphasises life-long learning to develop students' talents. The schools Arts Development Committee, Activity Committee and Gifted Education Committee implement various programmes and activities to help students flourish outside classroom. Over forty activities are organised to develop students' multiple intelligences.
2. The Gifted Education Committee recommends gifted students to take part in the Gifted Education Programme. Students are encouraged to take part in off-campus exchange, courses and competitions to enrich students' learning experience.
3. Implement whole-class gifted education programs by incorporating subject-specific content and problem-solving strategies into each subject to enhance classroom effectiveness.

Whole School Approach to Integrated Education:
1. Our school has adopted the "Whole School Approach" in promoting a caring school culture. We are dedicated to building our school into a caring campus.
2. We have set up a Student Support Team to map out and coordinate the support measures for students, promote parent education and strive for external resources to help nurturing the healthy growth of our students.
3. Our school adopts the policies and measures of 'Early Identification' and 'Early Intervention.' These initiatives include remedial teaching classes, pull-out group instruction, social groups, support programs, and adjustment policies, all designed to provide appropriate support for students in need.
4. Our teachers actively participate in professional training internally and externally to enhance their professional competence in catering for students with different learning needs.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
Through collaborative lesson planning, support measures are designed for academically gifted, under-privileged students and catering for students' diverse needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
We value home-school cooperation as means to facilitate students' positive and holistic development. Parent-child activities, e.g. barbecue night, field trips, reading club and parents' interest groups, etc are held to facilitate effective communication.

School Ethos:
Adhering to the principle of "Respecting Nature and Valuing Morality", with strong emphasis on character education, and nurtures students to instill correct values in all aspects under rationale of "Whole-school Participation in Unified Discipline and Counseling". We prioritize National Security Education to cultivate patriotic, respectful and law-abiding citizens. The school incorporates students' character education through diversified curricula and activities. In addition to morning assemblies, weekly assemblies, and moral education classes that help students establish correct values, the Discipline and Guidance Section promotes peer counseling and a caring culture through the Buddy Programmes and Volunteering Projects. We encourage students leverage strengths and address their weaknesses through participating in different competitions, fostering grit and devotion to learn and prosper.

Future Development

School Development Plan:
1. Major concerns: Promote values education and cultivate students' correct outlook on life, Improve assessment literacy and promote the effectiveness of learning and teaching.
2. Optimise S.1 bridging curriculum and school-based English General Studies, Science and Mathematics curriculum for students' readiness to transit to English secondary schools. Integrating traditional Chinese medicine into humanities and GS curricula to foster students' understanding of health and wellness, and to preserve the wisdom of Chinese culture.
3. Implement life planning education, develop STEAM Education - nurturing future pioneer with integrity while deeply rooted in our historical heritage.
4. To Proactively promote mental health wellbeing awareness for students, parents and teachers.

Teacher Professional Training & Development:
Teachers formulate individualised professional development plans and participate in diverse professional development programs, seminars, workshops, forums, field trips, regular internal collaborative lesson planning, lesson observation and professional sharing for continuous enhancement of teachers' competence and professional identity.

Others

1. We set up Parents Reading Club to cultivate students' reading habits and foster parent-child relationships, We offer regular student cultural exchanges for students to explore in different countries to broaden students' horizons.
2. We offer Outstanding Achievement in Competitions Scholarship and Ching Chung Scholarship to encourage students and graduates to excel.
3. Our school has achieved numerous outstanding accomplishments: the Grand Prize in the 8–12 age group at the Geneva International Exhibition of Inventions(For the first time in Hong Kong); the Outstanding Caring School Award; the Gold Award for Healthy Schools; the Excellence Award for Teaching and Research Projects; the Judges' Recommendation Award for English Drama; the Championship in the English Debate Competition; the Championship in the Chinese and English Choral Recitation Competition (with an invitation to perform publicly); and numerous team and individual awards in mathematics, physical education, and STEAM competitions.