



國民學校 Kwok Man 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
Mr. Lau Hon Wing	Ms. Kwok Yuen Ki	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Incorporated Management Committee Of Kwok Man School	Politeness, Righteousness, Diligence and Honesty	1899	Chinese	-	About 2500 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
-	-	\$40	-	replacement of student card \$10

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
17	2	1	1	e-classroom, 2 classrooms for IRTTP, farm and Multi-Media facilities.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
8 Rooms (English Room, Activities Room, Computer Room, Music Room, Teaching and Learning Resources Room, Visual Art Room, E-library and Stem 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			26	Total number of teachers in the school		30
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%	27%	56%	38%	28%	34%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	2	12
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	Small-class teaching. To cater for students' diverse learning needs, we adopt 'whole-school approach' and provide remedial classes in small group size before school for students who need extra help in Chinese, English or Mathematics.						
Remarks	School employs two foreign English teachers to have 2-4 SESSIONs of NET classes per week for students at all levels to strengthen their English skills. A third NET is also employed for organising English activities that enhance English learning at the school.						

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	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	In the daily teaching and learning, teachers will conduct formative assessments such as unit assessment, verbal feedback, projects, presentations and online learning to understand the learning progress of students.				
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	Integrated classes based on ranking.				

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	8:30 AM	3:10 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Arranged by parents or at home.	Creating a healthy campus environment. Developing healthy lifestyle habits among students. Identifying students in need and establishing appropriate referral mechanisms.		Free self-study classes are offered until 4:30 pm with learning support provided. In addition, there are various types of after-school support and counseling groups, weekly assemblies, personal development classes, library classes, and extracurricular activities that develop multiple intelligences.		

Life-after-school Learning

On Wednesday, more than 30 different types of Multiple Intelligences Classes are provided to enrich students' learning experiences which include unicycling, rope skipping, Chinese drum team, pottery class, hip hop dance, and so on. Our school also provides various volunteer opportunities and uniformed team training, including Brownies, Cub Scouts, and Flag Guards.

School Mission

Our school provides quality education and an enjoyable learning experience to children on the island. We train students to be good citizens: to be polite, righteous, diligent and honest as our school motto said.

School Characteristics

School Management

School Management Organisation:

To enhance the quality of School organization through the establishment of the Incorporated Management Committee while maintaining excellent teaching standards.

Incorporated Management Committee / School Management Committee / Management Committee:

There are different professionals in the Incorporated Management Committee.

School Green Policy:

We support Green Policy and build a Green School campus.

School's Major Concerns:

The students' Bi-literacy and Tri-lingualism will be consolidated; The students' positive value and analytical abilities will be fostered; An atmosphere optimal for the development of mathematics, science and technology will be created; Creative mind-set will be fostered.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our curriculum covers 8 key learning areas. We focus on developing students to be biliterate and trilingual. NET coteach a certain amount of lessons with local English teachers. We adopt the Primary Literacy Programme (PLP-/RW) for P.1-P.3 and 'From Reading to Writing' for P.4-P.6. Chinese language in P.1 to P.3 is taught in Putonghua only in order to develop their abilities in listening, speaking, reading and writing.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To develop and promote STEAM education, implement cross-curriculum courses, and organize cross-curricular activity week. To provide students with diverse learning opportunities and continue to promote students' self-directed learning. In accordance with the Education Bureau's guidelines and recommended timeline, the school is transitioning General Studies into Primary Humanities and Primary Science.

Development of Generic Skills:

We provide different types of learning experiences such as exchange programmes, extra-curricular activities and theme-based whole school cross-curriculum learning activities in order to develop students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school is committed to the all-round cultivation of positive values in students. Through the "Values Education Learning Circle" and the "Academic and Moral Excellence Award Scheme," we integrate diligence, perseverance, and self-confidence into daily life. Regarding national education, we strictly implement National Security Education. Every Friday, we hold a flag-raising ceremony and sing the national anthem together. By participating in Constitution and National Security competitions and organizing Mainland exchange tours, students can witness the development of our country firsthand. This deepens their sense of national identity through practice and helps them establish a correct attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for students' learning needs, there are subject based small classes. A School-based Educational Psychologist and a School-based Speech Therapist visit our school regularly to work with the Student Guidance Teacher to support students' learning and give professional advice and training to parents. Adaptations in assignments, dictations and assessments are provided to students with special learning needs.

Whole School Approach to Integrated Education:

The Student Support Team, which consists of the Principal, Vice Principal, SENCO, the Curriculum Leader, the Student Guidance Teacher, the School Social Worker, the School-based Educational Psychologist and other teachers, is responsible for planning, implementing and evaluating the support for students in need. Other specialists and organizations will be invited to provide supports when necessary.

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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

Free school based learning materials are provided. We have school based adaptation policy to assist students with special education needs in learning and assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parents are invited to come to our school to take part in developing the school.
2. Organize talks, workshops and different types of courses for parent education.
3. A representative of PTA joins the Incorporated Management Committee.

School Ethos:

1. Cultivate positive culture and promote mental wellness.
2. Our school motto is "propriety, justice, diligence, and honesty". We aim to cultivate good character in our students, establish a simple and honest school atmosphere, and educate our students to become responsible citizens.

Future Development

School Development Plan:

1. To facilitate and implement STEAM education and cultivate students' generic skills (self-directed learning, critical thinking skills and collaboration skills).
2. To foster students' proper values and national identity in conjunction with our school motto: politeness, righteousness, diligence, and honesty. Allow students to demonstrate a diligent, perseverant, and confident learning attitude.
3. Adopts the professional roles of teachers and principals as portrayed in the "T-standard+" as the goals for teachers' professional development, and the three core elements of teachers' professional growth (including professional competencies; professional values and conduct; and aspiration for self-advancement through self-reflection) as its foundation.
4. Introduce AI tools and programmes for empowering learning and teaching.

Teacher Professional Training & Development:

The focus of the teacher professional development programme is on catering for learning diversity. We have teacher professional development days every year. Teachers are encouraged to achieve higher teaching proficiency through regular co-planning and lesson observations. We also visit other schools to exchange experiences.

Others

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