



Primary School Profiles 2026

Tai Po District

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HKKKWA Sun Fong Chung 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
Mrs. Tan Chiu Joise	Principal Choi Wai Yee	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
Hong Kong & Kowloon Kaifong Women's Association	Diligence, Integrity, Trustworthiness and Prudence	1987	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 4000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
H.K. & Kowloon Kaifong Women's Association Sun Fong Chung College					
			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
-	-	\$50	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Wireless network is available throughout campus. Classrooms are equipped with interactive flat panel displays.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Art Room, Science Room, Music Room, Multi-function 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				46	Total number of teachers in the school		49
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%	47%	59%	16%	35%	49%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	We implement cooperative learning, high-order thinking skills and e-Learning strategies as the main teaching modes. We design gifted, enrichment and remedial programmes to cater for learner diversity. We aim to help students acquire a solid academic foundation by maximizing the potentials of gifted children and those with special educational needs.						
Remarks	Small class teaching has been deployed since 2008.						

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Formative assessment, self-evaluation, peer assessment and parents' comments are used to promote learning. Exams are used as summative assessment to evaluate students' academic performance.				
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.5-P.6 students are streamed according to their 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	8	30 mins	7:45 AM	3:00 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Through various healthy school projects, we cultivate healthy eating habits and a quality lifestyle within the campus.		A wide range of extra-curricular activities are provided to enhance whole-person development of students. We implement co-curricular and online learning activities to facilitate life-wide and experiential learning.		

Life-wide Learning

Students are strongly encouraged to participate in at least one of the physical and aesthetic activities offered by our school. For example, there are sports teams, swimming, athletics, rope-skipping, verse-speaking, choirs, handchimes, CYC, Grasshopper Scouts, Cub Scouts, Brownie, quiz team, scientific exploration. Students can also attend lessons in various interest groups, such as marching band, musical instruments, dancing, Taekwondo, Go, fencing and art in their spare time. Furthermore, Gifted Education programmes in school, languages, Maths, STEAM, coding, music and art are steadily being developed.

School Mission

Using Putonghua and English as the mediums of instruction, we aim to facilitate students' bi-literate and trilingual proficiency. Our school's mottos are diligence, integrity, trustworthiness and prudence. Therefore, we are committed to nurturing students' balanced development in the domains of ethics, intellect, physique, social skills and aesthetics. We put forth our utmost effort to develop students' distinctive potentials, fostering an optimistic personality, good physique, high-level creativity and esteemed visions, in order to become responsible citizens who are willing to contribute to the future well-being of the nation.

School Characteristics

School Management

School Management Organisation:

There are 11 departments. All teachers in the school are invited to join in various administration departments according to their expertise and interests. Team effort is highly appreciated.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC includes 7 sponsoring body managers, the Principal, 2 teacher managers, 2 parent managers, 1 alumnus manager and 1 independent manager.

School Green Policy:

We emphasize a simple life attitude. By organizing various energy saving and green school programmes and activities within the campus, we cultivate a sense of consideration and responsibility to our environment.

School's Major Concerns:

1. Leading a healthy lifestyle.
2. Enhancing students' communication and thinking skills.

Learning and Teaching Plan

Learning & Teaching Strategies:

We create a bi-literate, trilingual learning environment for students to learn with life-wide learning experiences. High-order thinking skills, cooperative learning strategies and e-Learning are incorporated into the school curriculum. With the help of reading and online learning activities, we organize balanced and diversified integrated curriculum activities. Students are encouraged to take the initiative to learn and collaborate with teammates with a passion for life-long and self-motivated learning, which facilitates their whole-person development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Reinforcing STREAM education, enhancing students' ability to integrate and apply knowledge and skills within and across the KLAs of Science, Technology and Mathematics Education; nurturing students' media and information literacy, enable students to grow into responsible citizens and lifelong learners; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.

Development of Generic Skills:

We arrange diversified learning activities such as project learning, STREAM activities, gifted programmes and experiential learning activities to broaden students' horizons. By providing training for students as MCs, student leaders, school ambassadors etc, students are encouraged to communicate with others and explore the outside world, developing their generic skills through life-wide learning experience.

Cultivation of Proper Values, Attitudes and Behaviours:

We nurture students' positive values and attitudes through classroom learning, assemblies, class meetings and life-wide learning activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

We cater to students' academic and developmental needs by setting up a variety of rewarding programmes, the Understanding Adolescent Project, gifted education and enrichment programmes. Through these programmes, we aim to reaffirm students' capabilities and encourage them to develop to their full potential.

Whole School Approach to Integrated Education:

Our school adopts a whole school approach to support students with special educational needs and utilizes additional resources to provide appropriate support, including teaching and assessment adjustments, small group teaching, social skills training, enhanced school-based speech therapy service, and Individual Education Plans.

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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. Reading Buddies Programme. Our school's measures for promoting home-school cooperation with parents of NCS students include explaining and emphasising the importance of their children to master the Chinese language, and providing parents of NCS students with information of learning Chinese.

Curriculum Tailoring and Adaptation:

1. School-based Hanyu Pinyin programme
2. Reading and writing programmes: Space Town (P.1-P.3), Keys2 (P.4-P.6)
3. School-based STEAM activities (P.1-P.6)
4. Coding education (P.1-P.6)
5. School-based gifted education or curriculum adaptation

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA participates in school activities enthusiastically. Parents take on an active role both in planning and carrying out school activities of various subjects. Every year, PTA organizes various home-school activities to enhance communication and cooperation between the school and families.

School Ethos:

We nurture our students based on our school motto: Diligence, Integrity, Trustworthiness and Prudence.

Future Development

School Development Plan:

1. Leading a healthy lifestyle.
2. Enhancing students' communication and thinking skills.

Teacher Professional Training & Development:

1. Self-directed learning
2. e-Learning (including artificial intelligence)
3. High-order thinking skills
4. Small-class teaching strategies

Others

Students of our school achieved excellent performance in different areas. We have captured 3 champions, 13 runner-ups and 10 second runner-ups in the 78th Hong Kong Schools Music Festival, with our flute ensemble capturing the first prize. We also captured Gold Award in the Tai Po District Singing Contest, extending our champion run to 17 consecutive years. The school's Chinese Drama Team was awarded Adjudicators' Award in Hong Kong School Drama Festival. English and Chinese Choral Speaking Teams captured one championship, 2 runner-ups and 1 second runner-up in the Speech Festival. The Sand Art group came first in the Creative Drawing Competition for the third consecutive year. In sports, the boys and girls volleyball team captured second place and champion respectively. The score is jumping rope team won 19 medals in total in this year's interschool competition. The scores robotics team won second runner-up and robotics competition.



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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. Leung Tsan Wing	Ms. Cheng Kei Man	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Taoist Association	Grasp Principles, Cultive Virtues	1984	Chinese & English	School Bus; Nanny van	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		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	Charges for Specific Purposes \$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	Running track, electricity blackboard, projectors and iPads.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Electronic Science and Technology Centre, Music Room, Art Room, Student Counselling Room and InnoLab.				Ramp, Accessible lift, Accessible toilet and Joyful Land which is a place for students to have counselling, training and leisure activities.

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

Number of teaching posts in the approved establishment				33	Total number of teachers in the school		41
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%	24%	64%	42%	16%	42%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	3	3	3	16
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	3	3	15
Mode of teaching at different levels	1. With two class teachers in each class for catering students' needs and promote personal growth. 2. Implement activity-based teaching to enable students to "learn by doing". 3. Advanced and Remedial sessions of different subjects will be arranged after class.						
Remarks	-						

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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	1. Main subjects will be assessed by both formative assessment and summative assessment. 2. No examinations for primary one students in the first term, instead of life-wide learning days.				
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	1. A native English teacher and two local teachers will be class teachers of an English enrichment class from P.1 to P.5. 2. There is one elite class from P.3 to P.6, while other classes are mixed ability classes.				

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	8:15 AM	4:00 PM	12:20 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Through joining "Eat Smart School Accreditation Scheme" and various activities such as "FUN" to Move Exercise before class, health Talks, "Joyful Fruit Month", helping students to develop healthy life and eating habit, and raise awareness of healthy living.		1. Reading session and Reading lesson - to cultivate students' reading habit; 2. Morning jogging - to improve students' physical and mental health; 3. Happy Time session - participate in different subject activities; 4. Lunch hour - Watching News and the Central Broadcasting - English and Putonghua Programme.		

There are multi-potential lessons every Wednesday and over 50 extra-curricular activities during after-school sessions, such as Robotic Programming, English Science Club, French Class, Spanish Class, Mathematical Olympiad, Fencing team, Jazz Dance, Ballet, Junior Tennis, Swimming, Karate, Martial Arts, Pottery Club, Chinese Orchestra, Western Instruments, Fashion Design etc.

School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students' moral, intellectual, physical, social and aesthetic development. In accordance with our motto "Grasp Principles, Cultivate Virtues", we are dedicated to helping students develop moral integrity and academic excellence.

School Characteristics

School Management
School Management Organisation: There are eight administration groups under the Incorporated Management Committee include Curriculum Development Group, Academic Affairs Group, Discipline and Guidance Group, Extra-curricular Activities Group, Student Support Group, General Affairs Group, Electronic Science and Technology Team and Promotion Team. The above groups share the management and development of the school.
Incorporated Management Committee / School Management Committee / Management Committee: Members of the IMC include sponsoring body manager, teacher manager, parent manager, and independent manager (most of them are experienced principals). IMC has also set up various administration committees, such as School Environment Committee, Teachers Professional Development Committee, Financial Management Committee and Teaching and Learning Support Committee for managing the school.
School Green Policy: Implementation of Waste Paper Recycling Program. Encouraging teachers and students to use both sides of the paper and setting up Gardening Team.
School's Major Concerns: 1. Enhance reading skills, optimize learning and teaching strategies to strengthen students' learning effectiveness. 2. Cultivate students' positive outlook on life, so that they can plan for the future and face challenges with a positive attitude.
Learning and Teaching Plan
Learning & Teaching Strategies: Our school put an emphasis on the following programmes: 1. Multicultural Class - allow students to understand the cultures of various places and build students' self-identity as global citizens. 2. Museum Culture Course -broaden students' horizons, stimulate their creativity and enhance their personal quality. 3. School-based 'reading and writing' lessons, Maths and GS lessons which are conducted by NET teachers-to enhance students' English abilities and interest. 4. School-based LBD programme-allow students "learning by doing", unleash their potential.
Development of Major Renewed Emphases of the Primary Education Curriculum: The major renewed emphases include: 1. strengthening values education (including life education, national education and national security education); 2. enriching life-wide learning experiences and fostering whole-person development; 3. strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities.
Development of Generic Skills: Enhance generic skills and various abilities through enrich school life and curriculum.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Implement 'Good Qualities Award' scheme to help develop students' positive value. 2. Provide assembly and Moral Education to promote the whole-person development of students.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Catering learner differences with whole-school approach by providing after-school learning and support classes e.g. elite/remedial classes, School-based After-school Learning and Support Programmes, Understanding Adolescent Project etc.) 2. Organize various activities for students to enrich their learning experiences and unleash their full potential in different aspects.
Whole School Approach to Integrated Education: 1. We adopt whole-school approach to cater for students with special educational needs. There is a Students Support Team with the Special Educational Needs Coordinator, Special Educational Needs Support Teachers, learning support assistant teachers, and additional teaching assistant. 2. We flexibly deploy the Learning Support Grant (LSG) through cooperative learning, after-school tutorial lessons and various kinds of groups to support students.
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: 1. Adjustment of homework and assessment according to students' abilities; 2. School-based English Curriculum: RW Programme co-taught by NETs and LETs; 3. Diversified Collaborative support services provided by EDB in our school to adapt a tailor-made curriculum to elicit students' effective learning.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. We hold Parents' Day, home visits, parent teacher gathering, publish "Lai WO News" etc. in order to Strengthen home-school communication. 2. We also hold different activities each year, such as parents' talks, parents' interest class, parent volunteer group etc. in order to foster a closer relationship with teachers and to develop a more harmonious relationship with their children.
School Ethos: 1. We develop a positive and happy environment. The teacher-student relationship in our school is harmonious. 2. Students follow the school rules and are polite, eager to learn, appreciate, care and accept others 3. Students can unleash their potential, make innovation and face challenges.
Future Development
School Development Plan: 1. To gather stakeholders' opinions to formulate school development plan and implement student-centred teaching concept; 2. To arouse students' intrinsic interest in learning through making specific teaching arrangements; 3. To make students master various approaches to exploration progressively, enhance different skills and subject knowledge; 4. To encourage the parents to take part in the school activities in order to have a closer relationship with the school.
Teacher Professional Training & Development: 1. Teachers participate in various seminars, co-planning meeting, subject meeting and Teachers' Development Day training in order to share teaching experience; 2. Teachers also join inbound and outbound professional exchange and overseas exchange programme in order to share and exchange teaching experience and enhance teaching effectiveness.
Others
1. Provide various scholarships for students; 2. Excellent results from various inter-school competitions, such as i) Chinese Orchestra: Hong Kong Joint School Music Competition: 3 silver award, 1 bronze award; The Sixth Hong Kong Chinese Music Competition: 1 champion, 1 first runner-up, 6 silver, 5 bronze award, 1 Outstanding Award; Hong Kong Youth Music Interflows-Primary School Class A: bronze award; ii) Choir team: Tai Po District Inter-School Singing Competition-Bronze Award; HKICF Competition-Bronze Award; Taoist Songs Singing Competition: second runner-up; iii) Karate: Hong Kong-Macao Dojo Competition: 3 championships, 3 first runner-up, and 7 second runner-up.



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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
M.H. Lam Luk Wing	Mr. Leung Chi Man	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
Tai Po Lam Tsuen Heung Education Development Committee	Fidelity, Respect, Friendliness, Diligence	1988	Chinese	School Bus	About 4800 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
26	2	1	1	Smart Classrooms with facilities, such as all-in-one interactive flat panel. Recreational area with climbing walls and a terrace garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, Science Laboratory, Library, English Room, Visual Art Room, Music Room, Counseling Room, Activity Rooms and Campus TV.				Ramp, Accessible lift and Tutorial Rooms.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		52
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
85%	100%	35%	29%	27%	29%	44%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		Student-centred Approach is adopted to enhance student engagement through "cooperative learning", "self-directed learning" and "differentiated Instruction". This design incorporates elements of gifted education and IT for interactive learning. Cross-curricular reading, catering to learning diversity								
Remarks		To enhance a smooth bridging between kindergarten and P.1 & P.6 and secondary one, two class teachers are assigned to every P.1 and P.6 class. Teaching strategies: 1. Cooperative learning. 2. Training on thinking skills. 3. Gifted education.								

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Formative as well as summative assessments are arranged to gauge students' overall progress. Diversified modes of assessment are used appropriately to enable parents and students to gain a better understanding of their strengths and weaknesses in learning. Descriptive reports are given to Primary 1 students to keep track of their learning progress.				
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	Class streaming for 26/27 school year is as follows: 1. P 1 - P 3 students are placed in classes of mixed ability 2. P 4 - P 5 students' abilities and needs are considered in the placement				

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	8:10 AM	3:20 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Through participating in diversified school activities, our students develop a healthy lifestyle and have a balanced diet. Our school provides different health information every month and nutritionist organize healthy snack class. We also participate in the sportACT incentive program and conduct WFL stretching exercise and morning jogging to encourage students to develop healthy lifestyle habits.		1. Teachers lead daily tutorial lessons to assist students with assignments and activities. 2. Moral and life education classes promote values education. 3. Enriching learning experiences include multiple intelligence, STEAM, field trips, service learning, and study tours. 4. A comprehensive reward system recognizes positive behavior. 5. Engaging English activities foster student interest in learning.		

Life-wide Learning

Chinese and English elite classes, Mathematical Olympiad, verse speaking, handchime team, handbell team, recorder team, school choir, wind band, swimming, athletic team, rope skipping, taekwondo, cheerleading, school teams of various ball games, martial arts, dancing team, English drama club, painting, Chinese calligraphy, STEAM class, Science Explorers Class, young writer, young MC training, boy scout, Brownies, Grasshopper Scouts, Community Youth Club, outbound exchange and so on.

School Mission

Our school motto 'Fidelity, Respect, Friendliness, Diligence' stresses our commitment to provide a comprehensive teaching and learning environment. It is also our priority promote students' wholesome personal growth, positive values and attitudes towards life.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee sets directions of the school development. The Principal leads the administrative divisions in coordinating and executing the policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2008. The committee is composed of Sponsoring Body Manager, Teacher Manager, Alumni Manager, Parent Manager and Independent Manager.

School Green Policy:

Diversified environmentally friendly activities are implemented. They include greening activities installation of Aquaponics, field trips and community clean-ups. Donations of old uniforms are encouraged. Students take part in wastes sorting. Energy conservation habits are cultivated for a low-carbon life.

School's Major Concerns:

1. Respect your peers, take responsibility, and let health and benevolence shine across the campus.
2. Broaden students' reading horizons and expand their knowledge and perspectives.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Cater for learner diversity through implementing differentiated instruction, gifted education and remedial support.
2. Cultivate students' biliterate and trilingual learning through professional reading and writing programmes.
3. Through E-learning and coding courses to enhance learning effectiveness and outcomes.
4. Promote ""assessment for learning"" by means of positive feedback for learning through formative assessment.
5. Through project-based learning, reading across the curriculum and diversified activities, learning experience is enriched to cultivate students' correct values and national identity.
6. Emphasizing students' English speaking proficiency. In addition to various interest classes taught by Nets, each class is divided into three small groups to promote English speaking. Contents such as drama, speeches and self-introductions provide students with ample training opportunities in which student-to-teacher ratio is high.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Learning and reading across the curriculum to cultivate reading habits through reading activities and reading platforms
2. STEAM education, Media and Artificial Intelligence Literacy Education through STEAM Week, with inquiry-based learning and development of generic skills
3. Values education incorporated into subject learning to cultivate moral character and positive values. Lectures, visits and experiential activities are scheduled in school-based life education and moral education courses
4. Good use of school time" to enrich students' learning experiences through Chinese Culture Day and Multicultural Day
5. Life-wide learning with all-round academic and sports activities to allow students' development of own interests
6. Assessment literacy with diversified assessment tasks. RASCH&MCI MODEL is used to analyze assessment data to adjust teaching & learning strategies
7. Catering for Learner Diversity with assignments designed in levels and suitable for students with special education needs

Development of Generic Skills:

Through subject-based and comprehensive learning, students acquire the ability to construct, apply, extend, and deepen their knowledge. Language curriculum is designed with an aim to develop students' competence in skills of listening, speaking, reading and writing, along with students' communication skills, creativity, critical thinking skills through systematic language training. Students' self-management, study skills, problem-solving skills, critical thinking skills and numeracy skills are nurtured.

Cultivation of Proper Values, Attitudes and Behaviours:

The school focuses on providing students with diverse life experiences, allowing them to establish positive values such as respect, responsibility, and compassion through campus life. It also enhances awareness of good living habits and regular exercise, fostering a lifestyle that promotes both physical and mental health. Through a variety of activities, students increase their sense of belonging to the school, develop teamwork spirit, and cultivate good character, establishing a positive and proactive attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Establish Talent Pool and organize various academic, sports, and arts-related activities for the elites to unleash their full potential in different aspects.
2. Recommend students to participate in extra-curricular gifted programs and activities to enrich their learning experiences.
3. Cater for individual learning diversities through implementing differentiated instruction learning.
4. Support the less-able students by providing after-school classes and homework tutorials.

Whole School Approach to Integrated Education:

1. The Student Support Team makes plans and strategies to provide early identification, homework and assessment adaptations to students with special educational needs (SEN).
2. School-based educational psychologist, school-based speech therapist and school social workers provide professional assessments and supports for students' learning and personal development.
3. Tailored activities are conducted after school to support 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: 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:

1. School-based gifted development programmes.
2. Effective Classroom Management - adopting school-based pull-out approach.
3. Different learning and teaching strategies, such as flexible grouping.
4. Assessment arrangements and adaption in assignments and dictations are provided.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Establishing parent-teacher associations and parent class representatives to strengthen communication and build a good partnership through regular meetings.
2. Our school values parent education and frequently organizes parent workshops, parent-child activities, and events.
3. Arranging experiences such as parent-child luncheon, lesson observations, and parent-teacher workshops for parents of P1 students to help them understand their child's personal growth and learning progress.
4. Inviting parent volunteers to assist in various school activities, allowing them to experience their child's learning journey and witness their growth first hand.

School Ethos:

1. Our school considers moral education to be a priority and aims to nurture students with positive values and attitudes.
2. We provide a caring and supportive atmosphere. With a harmonious teacher-student relationship, parents and students have a growing sense of belonging to our school.
3. We believe every student is unique. Therefore, we support students with specific needs and at the same time encourage diversified development.
4. Our education is student-centered. Through different growth support activities, in aid of community resources, students are able to develop good physical and mental health.

Future Development

School Development Plan:

1. Cultivating positive values to promote students' healthy living.
2. Promoting Reading across the Curriculum (RaC) to encourage students' self-directed learning.

Teacher Professional Training & Development:

1. Through conducting collaborative lesson planning and lesson observations, the quality of teaching and learning is enhanced. Collaboration with experts from other institutions allows an exchange of teaching ideas.
2. Professional development sessions are organized for subject teachers to align with the uniqueness of each subject.
3. Teaching training workshops are held to broaden teachers' professional knowledge.
4. Encouraging teachers to participate in workshops to maintain the teaching profession.

Others

1. Recognitions are given to students who excel in academics, sports, and the arts. The Super Kid reward programmes motivate students to set goals for themselves.
2. Students are recommended and sponsored to participate in various external activities and competitions to develop their potential and overall abilities.
3. Study tours in Mainland and overseas are organised to broaden students' horizons and increase their understanding of different cultures.
4. The STEAM ROOM helps cultivate a spirit of scientific inquiry through school-based STEAM activities.
5. The Science Laboratory allows students to explore scientific principles through experiments.
6. The school-based English drama programme enhances students' confidence in speaking English.



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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
Supervisor Lee Christina Maisenne	Principal Yiu Wai Yu	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
New Territories Women & Juveniles Welfare Association Ltd.	Loyal, Filial Piety, Diligence, Honesty	1981	Chinese	Nanny van	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
-	-	\$30	\$350	Replacement Charge: Student transcript \$20; Library card \$20; Student pick up card for parents \$10

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	AI Sports Station, botanical promenade, a koi pond, a track, horizontal rock-climbing wall, Speech Therapy Rm, Tuck Shop, Medical Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Innovative Technology Centre, Science Discovery Room, The Play Therapy Room, Inno-Tech Room, Campus TV studio, Music Room, Chinese Music Instrument Room, Chinese Learning Room, English Room, Maths Learning Room, Green kitchen, Social Worker Room, PTA office, etc.				Ramp, Accessible lift, Tactile guide path and Railings.

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		46			
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	
94%	100%	36%		81%		15%		29%		56%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	3	4	4	4	21
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	3	4	4	18
Mode of teaching at different levels	We adopt Cooperative Learning in classroom teaching, with interactive e-learning elements, we aim to strengthen students' problem-solving skills and cultivate higher-order thinking.						
Remarks	1. The school offers a curriculum with student development, enrichment, extension, and interdisciplinary courses, emphasizing values education and cultivating diverse potential. 2. After-school intensive and consolidation classes plus small-group teaching are adopted to address learner diversity.						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	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	Diversified modes of assessment, like P.1 Comprehensive Assessment Activities, Formative Assessment, Project learning, Performance Assessment, students' self-evaluation and parents' assessment. Multimedia productions, like videos, audio-recordings and programming work, are used for assessing learning performance. Students keep Learning Logs and set Self-directed Learning Plans.						
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	There is no streaming for P.1 to P.2 classes (Students with mixed learning abilities) whereas in P.3 to P.6 streaming according to students' needs and learning abilities						

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	3:20 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. EACT Jockey Club Active School and Physical Fitness Scheme are carried out. We initiate SportACT Award Scheme, Health Education and Jump rope for heart, Urban Sports Funding Scheme together with school based health education. 2. We have 3 recesses every day.		1. In order to have good use of learning time and suggested time allocation as suggested by PEGG, we design new curriculum like Growth Education, Trans-disciplinary and Enrichment & Extension in everyday afternoon session. 2. There is homework tutorial after lunch for P.1-P.6 students. 3. On Fridays, school ends at 12:50pm and there are optional OLE activities for students to join.		

Life-wide Learning

More than seventy groups, involving academic, arts and sports activities are organized. They include Olympiad Math, Cambridge classes, Phonic class, Track and field, Basketball, Badminton, Table Tennis, Football, Dodgeball, Hockey, Sport Stacking, Rope skipping, Taekwondo, The Chinese Orchestra, String instruments, Wind instruments, Percussion, Latin Dance Class. Besides these, the school authority organizes Outdoor Learning Day. Students are always encouraged to join interschool competitions and performances, as well as annual school activities, such as Cross Curricular Day, Chinese Culture Day, Stem Day, Overseas Study Tours.

School Mission

Our mission is rooted in the principle of "Family-based Education and Moral Character Building." Guided by the school motto "Loyalty, Filial Piety, Diligence, and Integrity," We embrace the philosophy of "Achievement for Every Child." We strive to nurture students' growth in character, academics, and multiple intelligences. By providing diverse activities, we empower students to reach their full potential and excel in their strengths, ultimately achieving holistic development.

School Characteristics

School Management

School Management Organisation:

The Incorporate Management Committee monitors the routine operation of the school. The Principal supervises different administrative groups in their collaborative planning and execution of various policies, as well as promotes the school development.

Incorporated Management Committee / School Management Committee / Management Committee:

This comprises the Incorporated Management Committee, the School Management Committee and the Management Committee. The Incorporated Management Committee was established in 2008. It includes the sponsoring body managers, teacher manager, alumni manager, parent manager and independent manager.

School Green Policy:

We aim at initiating the 'Green Living' education, developing students' environmental protection awareness, guiding them to conserve energy and love plants, helping students to practise the Green Living. Green Lunch policy requires lunch suppliers to prepare meals on-site in the school's "Green Kitchen", which facilitates on-site meal portioning. Meals are served with reusable lunch containers to reduce the amount of waste generated.

School's Major Concerns:

1. Optimize diversified teaching and learning strategies to cater for learner diversity, enhance their learning motivation, and foster autonomous learning skills.
2. Promote Values Education to nurture students' physical, mental, and spiritual well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

Guided by the "4E Learning Framework," we build interactive classrooms with high engagement and daily gamified learning to inspire motivation. A strong reading culture is nurtured through reward schemes, Reading Bus, and Reading Days. The Morning session of school emphasizes academics, while afternoon's features STEAM, heritage, growth, and E&E courses with supervised study. Diverse assessments and "My Homework, My Choice Rewarding Scheme" enhance self-management. Subject Fortnights and on-off campus activities, supported by e-learning and inquiry, optimize authentic exploration and lifelong learning effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We renew our curriculum by optimizing lesson time and supervised study to promote balanced growth. Values Education is deepened through Life Education and National Security Education in Growth Classes and life-wide learning. Cross-curricular learning is strengthened via Intangible Cultural Heritage and STEAM, fostering cultural confidence and innovation. Precision teaching supports diverse learners through small groups, remedial and gifted classes. Digital learning enhances literacy, while multi-modal assessment, feedback, and authentic experiences enrich holistic performance and empower students to "read to learn."

Development of Generic Skills:

Our school cultivates core generic skills through diverse experiences such as Outdoor Learning Days, cross-disciplinary activities, Enrichment and Extension (E&E) courses, and Subject Fortnights to strengthen communication, collaboration, and problem-solving skills. We emphasize "Learning to Learn" with daily gamified lessons, guided reading schemes, Life Education, and students' tutorial class to foster critical thinking and self-learning. Together, these initiatives empower students with essential tools for lifelong learning, personal growth, and adaptability in a rapidly changing global environment.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivation of Proper Values education is integrated into academic subjects to help students distinguish right from wrong and put these values into practice. Elements of National and National Security Education are incorporated to cultivate students' sense of nationhood, national identity, and their awareness and responsibility to safeguard national security. Furthermore, a wide range of learning experiences is provided, including student growth education, school-based life education, overseas study tours, seminars, experiential learning and community service.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Pull-out classes and after-school remedial classes are organized to cater for students learning diversity in English, Chinese and Maths learning.
2. School-based speech therapist provides services to students who are in need.
3. Different support programs and training groups are introduced to students who are in needs. These include programs such as "The Early Identification and Intervention Programme for P.1 Students with Learning Difficulties", "The Student Mental Health Support Scheme" as well as social groups, play therapy services, literacy training groups, and sports, music, art play groups to address students' needs.
4. School-based educational psychologist provides services and trainings to meet the needs of students and their parents.
5. Parent seminars or workshops are organized enhance parents' skills in supporting their children.

Whole School Approach to Integrated Education:

The Student Support Team has been established to draw up plans and measures for helping students with special educational needs (SEN). A "three-tiered support model" is used to address individual differences among students: Tier-1 support focuses on optimizing classroom teaching and assisting students with mild learning difficulties. Tier-2 support involves providing additional assistance to students with special educational needs, including learning support groups, small learning groups and subject tutoring. Tier-3 support caters for students with severe learning difficulties, offering enhanced individual support such as the implementation of "Individual Education Plans".

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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

Each subject adapts and tailors courses according to students of different levels and designs tiered assignments for different levels. For students with special educational needs, accommodations are provided in homework, dictation and examinations, along with after-school homework support.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Elect representatives to be one of the school managers in IMC to provide advice on the development of school.
2. The school has a parent-teacher association office.
3. Various parent-child activities are organized throughout the year.
4. Parent volunteer Team is established to help in carrying out schools' daily affairs.

School Ethos:

1. Strengthen positive education to help students develop their personal character strengths, cultivate positive responsibility, practice holistic development, nurture and leverage their strengths and motivation, and create a positive and caring atmosphere.
2. Through growth education classes, systematic school-based counseling activities, and moral guidance courses, cultivate students' ability to actively solve problems, bravely face challenges, and enhance their resilience.
3. Establish an incentive program to comprehensively emphasize values education.

Future Development

School Development Plan:

1. Optimize teaching to develop students' self-directed learning and strengthen their performance.
2. Stimulate intrinsic motivation through gamification and interdisciplinary learning.
3. Integrate community and technology to cultivate creativity and empathy.
4. Provide personalized assistance with AI, enabling every child to develop strengths.
5. Use digital platforms to extend learning beyond time and space.
6. Carry out Positive Education to nurture optimism and initiate Gifted Education to realize potential.

Teacher Professional Training & Development:

1. The school strengthens teachers' professional expertise by arranging collaboration among teachers in school, through co-planning and peer observation, as well as curriculum research, participating in programmes in partnership with various Tertiary Institutions.
2. The school enhances the professional development of teaching staff in their respective disciplines.
3. To fulfill the areas of concern in the school development plan, the school encourages teachers to join professional development activities.
4. Professional sharing is emphasized to enhance the professional development of teachers.

Others

1. Students go beyond Hong Kong to join overseas competitions and study tours, in order to widen their personal perspectives and understanding of the world.
2. The school has set up awards and scholarships to reward students who excel in the moral, academic, arts and sports aspects, with a view to promoting students' all-round development which is an aim of the 'Student-centred' teaching ideology.
3. The School Sponsoring Body has established a Student Support Fund to sponsor low-income families, enabling their children to participate in activities and providing academic support or enhancement classes, ensuring that all students have equal learning and growth opportunities.
4. Joint-school activities, such as inter-school sports days and visual arts exhibitions, are organized in collaboration with schools and organizations under the same sponsoring body.



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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. Kwok Ho Chuen	Ms. Chan Po Ling	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					67%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence and Sincerity	2002	Chinese (incl.: Putonghua) and English	School Bus	About 9370 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
-	-	\$80	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Basketball court, volleyball court, football field, Tree Hub, Smart Garden, Star Deck, Smart Green House, Star track, TKPM Eco-Wonderland, LITTLE Shellhouse.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Arts Room, Music Room, Star Lab, Star Paradise, DREAM Studio, Cocoon, TKPMTV Studio, HORIZONS Studio, Language Room, ENGLISH Dreamland, etc.)				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		60
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
97%	100%	33%	40%	26%	19%	55%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	30
Mode of teaching at different levels	Different modes of remedial teaching are adopted. Diverse pedagogic strategies are used to raise students' learning effectiveness. Small group teaching will be provided for lower-performing students to cater for diverse learning needs.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)		0	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)		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	The academic year is divided into 3 semesters. Students' learning performance is assessed through various modes of formative and summative assessment on each semester. P.1 students undertake our STAR Assessment, though no marks are recorded for them throughout the year. At the end of the school year, an OLE record of students' performance in extracurricular activities and service is also issued.						
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	Mixed ability classes.						

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	8:25 AM	3:35 PM	1:10 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have received awards for achieving the highest honour of Healthy Lunch Quality Accreditation and Healthy Snack Quality Accreditation. Students and teachers are encouraged to do sports everywhere; we are a participating school of the School Physical Fitness Award Scheme and MVPA60 to raise students' awareness of living a healthy life and to help them build a habit of doing sports.		Student's whole-person development is fostered in diverse activities. Every day, students can unleash their energy and improve their social skills during the Joyful Recess, which features various indoor and outdoor activities organized by different groups and subject departments.		

Life-wide Learning

Athletics, Swimming, Fencing, Basketball, Football, Volleyball, Rope Skipping, Western Dance, Cycling, Rugby, Table-tennis, Biathlon, Long Distance Running, STEAM Group, Mathematical Olympiad, TKPM TV, Flag Raising Team, Scout, Junior Police Call, Creative Arts Group, Ceramic Art, Calligraphy, Sketching, Chinese Choral Speaking, Debating, Musical, English Drama, Lion dance, Choir, Music Instrument Groups, Chinese Drums, Handbell, Board Games, etc.

School Mission

To nurture our students with Value Education and foster their Whole-person Development.

School Characteristics**School Management****School Management Organisation:**

Our Administrative Board is led by the Principal, Vice Principals, and board members (PSM). The three management bodies are School Management Committee, Teaching and Learning Committee, School Ethos and Student Support Committee, in which our school's policies and development are planned, implemented, and reviewed collectively.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC of Po Leung Kuk Tin Ka Ping Millennium Primary School

School Green Policy:

We are a participating PLK school of Low Carbon Living Scheme, a scheme launched by Environment and Ecology Bureau. Solar panels and a smart energy-saving systems are installed at our campus. Our Star Curriculum features curriculum and activities related to environmental protection and technology. This allows our students to make good use of the school's resources and environment, gain a deeper understanding of environmental conservation, and put what they have learned into practice.

A Project Learning Scheme on Technology and Environmental Protection has been implemented to broaden students' generic skills. We have also taken systematic energy-saving measures, participated in Food for Good@Campus and installed solar panels at our campus.

School's Major Concerns:

1. To enhance teaching and learning quality and nurturing students to become independent learners.
2. Create a positive campus environment to nurture joyful and well-rounded students.

Learning and Teaching Plan**Learning & Teaching Strategies:**

By providing a quality language-rich environment, adapting diverse teaching approaches and activities, we guide our students to think creatively, critically and independently. Our cross-curriculum programme and project learning programme aim at nurturing students' multiple intelligence and their integration skills across different subjects which aim at nurturing students' multiple intelligences are conducted across different departments.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We adopt the approaches such as "organic integration" and "natural connection" to create space to foster students' whole-person development. Their well-being is also well taken care of with the implementation of Joyful Recess and Joyful Lunch Recess. We enrich students' life-wide learning experiences and cater for learning diversity. We reinforce STEAM education and nurture students' media and information literacy. We strengthen cross-curricular learning and reading across the curriculum for developing students' lifelong learning capabilities. Last but not least, we enhance assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Our "Star Tour" help students develop Ethical Qualities, 21st Century Skills, Digital Competence and Literacy Skills, which equip them for leading a fruitful and healthy life, fulfilling their dreams, and making our world a better place. They will be a joyful and loving person.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school implements a school-based values education curriculum to foster a positive school culture and nurture students' character development. Through a range of values education programmes and class-based activities, students are encouraged to develop the virtues of respect, integrity, responsibility, commitment, love, empathy, perseverance, diligence, gratitude, forgiveness, unity and filial piety. In addition, Moral and Civic Education lessons are provided to strengthen students' skills and competencies in personal growth, social development, emotional management and learning, empowering them to become caring, responsible and well-rounded individuals.

Student Support**Whole School Approach to Catering for Learner Diversity:**

Under the 3-tier Intervention Model, students' learning diversity are catered for quality teaching, with graded in-class tasks and assignments, after-school enhancement classes, School Team Training and outside-school Gifted/ More Able student training.

Whole School Approach to Integrated Education:

Our Student Support Team, with the resources from the Education Bureau, provides assessment arrangements, counselling support, social skill training groups, Enhanced School-based speech therapy service, individual education plan, etc., to support our students' growth and cater for learner diversity.

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:

The curriculum of each subject has been tailored and integrated with e-Learning to cater for learner diversity. Assignments consisting of questions varying in level of difficulty also ensure both high-flyers and low achievers are engaged.

Home-School Co-operation and School Ethos**Home-School Co-operation:**

Our school has always placed great importance on parent-school collaboration and has established close bonding. The Parent-Teacher Association organizes various activities (such as parent talks, workshops, parents award schemes and Principal's Chatroom) to strengthen the cooperation between parents and the school, working together to support students' growth.

School Ethos:

At TKPM, we are committed to providing a joyful and caring learning environment where students enjoy school life and are encouraged to discover and develop their unique potential. We also nurture students' character and aspire for every graduate to embody the twelve core virtues of respect, integrity, responsibility, commitment, love, empathy, perseverance, diligence, gratitude, forgiveness, unity and filial piety.

Future Development**School Development Plan:**

1. To enhance teaching and learning by conducting teaching study and lesson study for our teachers, and developing school-based curriculum.
2. To promote Chinese and English literature to students while instilling moral values in them.
3. To develop students' ethics and values in our core subjects' school-based curriculum, Moral and Civic Education Curriculum and lessons on Emotional Regulation.
4. To enhance our curriculum across different subjects sustainably.
5. To develop students' multiple intelligences with diverse learning experiences in our newly introduced Star Curriculum, which features Leadership Training, Life Education, Physical and Aesthetic Development.
6. To provide students with a spacious natural learning environment in our TKPM Eco-Wonderland, which is adjacent to Tai Po Kau Nature Trail.

Teacher Professional Training & Development:

Our teachers' professional training and development is aligned with our school development. In-school programs include New Teacher Induction, Peer Lesson Observation, Teaching Study and Lesson Study. Teachers, as our ever-learning team members, are also encouraged to further their professional training to fulfil their individual needs.

Others

1. To develop students' creativity, collaborative skills, and problem-solving skills, our STEAM curriculum has adopted the 3Ps approach – Problem-based Learning, Project-based Learning, and Proactive Learning.
2. To familiarize parents of P.1 with our curriculum and help them better prepare for their child's new school life, Parent Orientation and Star Tour Jr. are organized during the summer break.



保良局田家炳小學 Po Leung Kuk Tin Ka Ping 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
Dr. Chan Ching Yan Daniel	Mr. Lee Wai Kau	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
Po Leung Kuk	Love, Respect, Diligence, Integrity	1991	Chinese (incl.: Putonghua) and English	School Bus	About 4590 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$30	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Accessible Wi-Fi and Intranet; Classroom facilities include Smart TV, projector, computer, student lockers, book shelf and air purifier etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
IT Room, STEAM LAB, Music Room, Art Room, English Fun Room, Multi-Purpose Rooms, Tutorial Rooms, Counselling Room, Conference Room, Seminar Rooms, Activity 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				45	Total number of teachers in the school		51
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	
96%	100%	29%	80%	45%	20%	35%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Our school focuses on cooperative learning and higher-order thinking, supported by e-learning to boost learning effectiveness. We address learning differences with school-based gifted programs, enrichment courses, interdisciplinary projects, and small-group tutoring, helping students reach their full potential.						
Remarks	https://www.plktkp.edu.hk/site/view?name=%E7%8F%AD%E7%B4%9A%E6%9E%B6%E6%A7%8B						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	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	Meaningful assignments are designed to enhance students' thinking skills and strengthen their knowledge. Students are assessed through class observation, thematic projects and progressive assessments. Quizzes and exams are adopted to assess students' overall performance.				
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	Streaming of P.4 to P.6 is based on students' academic results in exams.				

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	8:00 AM	3:10 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and lunch boxes brought by students.	To promote healthy life styles, we organize a wide variety of activities, such as 4Rs Mental Health, healthy breakfast, fruit days, morning exercise, schoolbag-weighting scheme, Bright Smiles Campus Programme, 5-a-day challenge and seminars to help students cultivate healthy attitudes and habits.		Students can finish their homework in the tutorial lessons. Moral and National Education lessons, library lessons and extra-curricular activities are also provided. Different activities, such as chess, English games, practising musical instruments, making crafts and Principal story telling are held during lunch time to enrich the students' school life.		

Life-wide Learning

Our school offers 13 gifted training courses, including Voice Acting Training, Debate Team Training, Campus TV Club, Visual Art Teams, Little Scientists, etc. Service teams such as Boy Scouts, Girl Scouts, CYC, Hong Kong Flag-guards. We also provide training and interest classes for athletic teams, including Track and Field, Choir, Dance Team, Wind Band, String Orchestra, Percussion, Musical Theatre, Juggling, Magic, Double Dutch, Dragon and Lion Dance Team, Basketball Team, Badminton Team, and Table Tennis. Enrich students' learning experiences through diverse extracurricular activities.

School Mission

To win recognition, trust and respect from the community, we strive to establish and maintain excellent school ethos. We emphasize as much on improving our teaching quality as on encouraging students' self-learning. Students are educated both academically and morally. We train students to be both confident and independent so as to enable them to keep pace with the times. It is our aim that students would be able to face future challenges.

School Characteristics

School Management

School Management Organisation:

We adopt the School Based Management scheme. In pursuit of self-perfection, the School principal and all teaching staff will conduct an annual analysis of the current status of the School and its needs. A list of main concerns for the coming year would be drawn up from the analysis, which will form the basis of decision-making regarding how we balance our competitive edges, how our development plan should evolve, and to ensure all targets are met smoothly. School Improvement Team was established to help evaluate the effectiveness of our school.

Incorporated Management Committee / School Management Committee / Management Committee:

Established on 2 January 2008.

School Green Policy:

We have setup three-colour recycling bins, which aims to encourage students the practice of separating waste paper, metals and plastic for recycling. Besides, we have implemented "No Air-conditioning Day", it aims to enhance students understanding of the importance of resources conservation. Our school has joined the "Food for Good School Programme", P.3 to P.6 students' meals will be served in reusable containers which are portioned in the classroom in order to reduce the waste of food.

School's Major Concerns:

1. Synthesize Knowledge, Apply Meaningfully – Bridging Learning to Life Through multimodal Pedagogies.
2. Anchor Virtues, Nurture National Identity, Cultivate Positive Values.

Learning and Teaching Plan

Learning & Teaching Strategies:

We aim to creating a biliterate and trilingual learning atmosphere, paying equal attention to Chinese, English, and Putonghua, effectively improving students' language ability. Cooperative learning strategies, higher-order thinking skills training, and collaborative teaching of electronic materials are used to enhance students' learning motivation and effectiveness, take care of individual differences and learning needs to promote learning and teaching. Through thematic project learning, computational thinking courses, life-wide learning activities, and online learning platforms, students are encouraged to learn directedly, so as to develop their multiple intelligences and generic skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include: strengthening values education (including life education, national education and national security education); making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Through quality school-based curricula (e.g., Chinese Culture curriculum), project-based learning activities (e.g., Tai Po Blessing Culture), cross-curricular learning, and holistic learning programs, students are nurtured to develop the nine generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We believes that positive values and attitudes can help students flourish in life. We also emphasise students' holistic development. To achieve the preceding objectives, morning assemblies, moral and national education lessons including positive education, life education, national security education are specially designed to allow our students to discover, nurture and utilise their character strengths and potentials. Learning activities aim to assist our students to develop positive values and attitudes which are the key to flourishing in life.

Student Support

Whole School Approach to Catering for Learner Diversity:

In order to cater for students' diversity, our school provides support and training to students through different award schemes, love ambassadors, Reading Ambassador, Understanding Adolescent Project, school-based gifted education courses, after-school homework guidance, etc. Students can develop their potentials from different experiences.

Whole School Approach to Integrated Education:

Student support team is committed to developing an inclusive culture through the Whole School Approach to support students with special educational needs (SEN). We provide these students with diversified support including school-based speech therapy service, school-based educational psychology service, and specific measures such as teaching adaptation and assessment accommodation, remedial learning groups and training on social skills to enhance their learning and adjustment to the school life. Furthermore, we have meetings with parents regularly to discuss students' progress and appropriate adjustments.

Curriculum Tailoring and Adaptation:

Our school adjusts and tailors the curriculum according to students' abilities and needs, developing quality school-based programs and promoting interdisciplinary learning and project studies to enhance the cultivation of the nine generic skills and foster independent learning. Additionally, our school offers enrichment or remedial courses to improve students' learning effectiveness and address learning differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association (PTA) of the School was established in 1998 to promote closer links between parents and the School, and to foster friendly partnership between the two sides. The PTA has been cooperating with the School to nurture our students in a healthy and happy environment. With the effort of The PTA and our school, we hold various types of activities such as parental school picnic, seminars, parent workshops, games days etc. each year to provide different learning environments to our students.

School Ethos:

The School's Discipline and Counselling Committee is in charge of the task of guiding students to live by the general motto for the Kuk's primary schools – that each of them would value "Love, Respect, Diligence and Integrity". The entire school staff work closely together with parents to formulate moral and civic education programmes and events for students. Incorporating discipline with counselling, our activities teach students about reasons behind discipline, and guide them through constant counselling. Each student is taught right from wrong in an environment that upholds simple good virtues. They are trained to love their school, understand one's rights and obligations in society, care for the community and for the country, and become good citizens. In addition, our school also holds different activities for student leadership training. In addition, our school also offers leadership training for students, such as prefect training program and caring ambassador training workshops.

Future Development

School Development Plan:

The school development plan emphasizes flexible, practical learning. It adopts diversified teaching strategies to promote knowledge integration and application. At the same time, it cultivates a deep sense of national and civic commitment, strengthening students' positive values.

Teacher Professional Training & Development:

The school provides suitable teacher trainings and workshops to assist our teaching staff to achieve their specific goals and enhance teaching effectiveness.

Others

Our students excel in extracurricular activities, winning multiple awards at the Hong Kong Schools Speech Festival in Chinese, English, and Putonghua, including championships, runner-up titles, and commendations. In STEM, they captured the Engineering Design Award in the SWEETIE AI Aerospace Exploration Big Challenge (Junior and Upper Primary champions) and the Upper Primary championship in the AI Robot Aerospace Exploration Big Challenge. In sports, the Men's team won the Silver Cup group championship and placed 4th, while the Women's team placed 4th at the North District Primary School Volleyball Challenge 2025. They also earned Gold and Silver in the Primary School Team event at the All Hong Kong Schools Martial Arts Competition 2024. In the National Security General Knowledge Challenge, they were team second runners-up and swept the top three individual places. Students in Visual Arts and Music further received international and territory-wide awards.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Lam Sair Ling	Ms. Lau Man Yee	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Love	1962	Chinese	School Bus	About 5000 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/yr or \$100/6yrs	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Chapel, Pastoral Room, Parent-Teacher Association Room, Sports Room, Conference Room and Gardens.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room (CoolThink Studio), Science Room, STEMport, Language Room, Visual Art Room, 2 Music Rooms, Teaching Resource 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			47	Total number of teachers in the school		50
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%	39%	74%	20%	27%	53%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Small class teaching (P.1 - P.6) is used to cater for learning diversity.						
Remarks	-						

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Apart from regular examinations, we have different methods of assessment such as note-taking, observation, online assessment, project learning and task-based learning. Through students' self and peer assessments and teachers and parents' assessments so as to enhance students' self-reflection ability and their desire for improvement.				
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	Elite and normal classes (P.4 - P.6).				

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	7:55 AM	3:05 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Participate in "sportACT Sports Reward Scheme" and "School Physical Award Scheme", focusing on physical abilities, a habit of regular exercise. Engage in "4Rs Mental Health Charter" to promote mental health messages. Join "EatSmart@school.hk" Campaign to develop healthy eating policy, monitor nutritional quality of food. Promote "Reduce Backpack Weight" program to monitor the weight of school bags.		All students do morning exercise together. Students can play different sports activities during recess. A wide variety of sports challenges and sports competitions are held regularly to cultivate students' exercise habits, reaching MVP A60 (doing exercise for 60 min every day). Physical fitness training and tests are conducted and Body Mass Index (BMI) is calculated to monitor students' fitness.		

Life-wide Learning

There are more than forty extra-curricular activities providing our students with an all-round education and the development of multi-intelligence. e.g. Little Pioneer of Christ, Grasshopper Scouts, Cub Scout, Brownies, Choir, Handbells, Handchimes, e-Orch, Dancing, Drama, Tae Kwon Do, Tennis, Basketball, Football, Dodge Ball, Athletics, Rope Skipping, STEM, etc. In addition, there are more than ten tip-top talent groups for outstanding students.

School Mission

Teaching with love Embracing children

School Characteristics

School Management

School Management Organisation:

Our school is sponsored by the Catholic Diocese of Hong Kong. The Incorporated Management Committee (IMC) is composed of multi-professionals, responsible for the monitoring and management of school affairs. Our administrative structures are comprised of four groups: Management and Organisation, Learning and Teaching, Value Education and Student Support and Diverse Activities, which develop and nurture students in different facets of life.

Incorporated Management Committee / School Management Committee / Management Committee:

For the purposes of maintaining quality school management and promoting school performance, the school managers of IMC work collectively as a team. The core values of Catholic education: Truth, Justice, Love, Life and Family are implemented to accomplish the school mission: Love.

School Green Policy:

Develop "School-based Environmental Policy", attaching importance to education for sustainable development. Participate in "Jockey Club Energy Saver in Schools Project" to further promote energy-saving initiatives. Focus on whole-school participation, "Green Campus Campaign", "4R Principles", "Resource Recovery", "Energy Conservation" and curriculum integration. Encourage students to practice environmental protection in their daily lives, with the support of Environmental Ambassadors, Green Prefects, Sacred Heart Gardeners and Sacred Heart Environmental Leaders to help promote environmental messages.

School's Major Concerns:

1. Establish a healthy lifestyle, develop pupils' interests and potentials, get along with the communities.
2. Equip students with the knowledge and vision of the eight learning areas, get prepared for personal growth and development.
3. Know right from wrong, fulfill the responsibility towards the family, society and country, show the correct values.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. We make use of assemblies and joint class lessons to carry out moral and civic education. In addition to the core subjects, there are morning reading times, morning exercise, life education, monthly meetings for students and cross-curricular activities to enhance students' multi-intelligences of students.
2. Through prayers, morning assemblies, students' monthly meetings, students' journals, house committee member elections and training, national flag hoisting ceremonies and daily lessons, we nurture students' twelve priority values and attitudes.
3. We implement "Reading Across the Curriculum" to continuously cultivate students' interests and reading habits, combine reading and task-based learning, enhance students' learning abilities, and achieve life-long learning and whole-person development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Incorporating the new curriculum to promote values education. We take cultivation of positive values as the direction. We make use of everyday life events to strengthen the coordination of learning activities among various cross-curricular domains in values education, including moral education, national education, life education, media and information literacy education, education for sustainable development, etc. so as to cultivate students' positive values and attitudes. We also provide students with all-round learning experience conducive to their whole-person development. To improve the school timetable, make good use of "Learning Time", and create space to promote a balanced physical and mental development of students. By optimizing the curriculum, assessment, homework, A.I. and Life-wide Learning, students can enjoy a broader learning space. Strengthening STEAM education and optimizing reading across the curriculum develop students' lifelong learning capabilities and diverse talents.

Development of Generic Skills:

For generic skills, the school has formulated differentiated learning objectives and learning stages to cater for learner diversity. A variety of learning and teaching strategies and holistic activities are used to develop students' generic skills, as well as enhancing students' creativity, critical and communication skills through project-based learning. The implementation of "Reading Across the Curriculum" to develop students' problem-solving skills and study skills. Through different online learning platforms and ICT training, students can develop self-directed learning and information technology skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school carries out a Catholic-style value education program by implementing school-based curriculum, enforcing teachers' professional development and cultivating school atmosphere. The program highlights the Five Core Values in Catholic Education and the school motto "Love," aiming to cultivate students' proper values, encouraging them to face challenges positively, practice the love of Christ, discern right from wrong, and appropriately fulfill their responsibilities in their families, society, and country.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school supports diverse students' learning and growth needs through a variety of reward programs, peer tutoring programs, gifted and enrichment courses, positive education and the Understanding Adolescent Project (UAP).

Whole School Approach to Integrated Education:

Student Support Team is set up to promote whole school approach to integrated education and foster the inclusive culture among students. Resources are deployed to provide appropriate and diversified support to these students.

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 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:

To cater for learner diversity and students' varying needs, a variety of activities and courses develop students' potential. These include enhancement classes and activities to develop cognitive training skills, employing various physical and artistic skills.

Home-School Co-operation and School Ethos

Home-School Co-operation:

"Parent-Teacher Association" is established to support the school with the power of parents and promote the relationship between the school and the family. "Sacred Heart Parent Volunteer Team" is organized to assist school activities such as library, lunch time and various types of activities. Through volunteer work, parents understand the operation of the school, connect with teachers as a parenting partner, and provide suggestions for school improvement.

School Ethos:

We are dedicated to making the school a loving and caring community. Different programmes and plans such as Positive Education, National Security Education, "Understanding Adolescent Project", Value Education, Peer Counsellor Scheme and "I CAN DO IT" Award Scheme are organised to develop students' ability to be resilient, to respect and to care for each other and to nurture positive values. The Student Support Programme aims at catering for students' diverse learning needs and nurturing an inclusive culture.

Future Development

School Development Plan:

1. Promote positive value education: students learn from the aspects of "knowledge, emotion, and action" in order to love themselves and others.
2. Create a healthy and happy campus: students develop good healthy living habits.
3. Cultivate students to become lifelong learners: students are willing to learn, good at learning, and keen on exploring the world.

Teacher Professional Training & Development:

1. Promote the professional development of teachers through 'Lesson Study'.
2. Continuously provide teachers with learning opportunities and establish a professional teacher learning team to lead students towards lifelong learning, and actively face future challenges.

Others

1. SHMCPS Scholarship - Best Sportsman, Best Artist, Best Creator, Best Service Provider: Each student will be awarded \$500 and maximum 10 students will be chosen each year.
2. Academic Improvement Award – Each student will be awarded a \$100 book coupon.
3. Our students actively participate in various external competitions and have won numerous awards in fields such as tennis, dance, choir, handbells, verse speaking, athletics, basketball, football, Mathematics & Olympiad Math, STEAM and Visual Art etc.
4. Our school organizes different themed exchange activities every year, in order to broaden students' horizons, with locations including New Zealand, Japan, Singapore, Seoul, Beijing, Sichuan, and Shanghai etc.



三水同鄉會禰景榮學校 Sam Shui Natives Association Huen King Wing 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. Huen Kwok Chuen	Ms. Lee Siu Po	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					81%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Sam Shui Natives Association School Fund Ltd	Knowledge and values Behaviour Diligence Learning to learn	1986	Chinese & English	School Bus	About 4800 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$150 (purchase of online platform, addition of IT software and hardware)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	2	1	1	STEM Bus, Dynamic Power Zone, Star Theatre, Reading Ark, Dinosaur Reading Alley and Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Music room, Art room, LAMP Reading Room, English room, Classroom of 21st Century, Pottery room, Art Studio, Band room and Drama 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				51	Total number of teachers in the school		60
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	
85%	72%	28%	20%	28%	25%	47%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	5	5	26
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	4	4	4	5	24
Mode of teaching at different levels	The school has established a curriculum planning team dedicated to the development of small-class teaching. By employing an activity-based teaching approach, the school provides diverse learning experiences and employs various assessment methods, aiming to cultivate students' abilities to tackle future challenges with a wide range of skills.							
Remarks	The medium of instruction for Chinese is Cantonese. Native English Teachers are assigned to enhance students' English proficiency by teaching phonics and reading strategies. English is the medium of instruction for P.1 music, visual arts, and P.E. classes. Some classes integrate English into Maths and GS.							

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	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	1. There are three terms each year. 2. There is one summative and two formative assessments in each term. 3. No assessments will be set for the P1 students during Term 1 and 2.				
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 students will be assigned to classes based on their English subject academic results, while P.4 to P.6 students will be grouped according to their scores in Chinese, English, and Mathematics.				

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	8:10 AM	3:20 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. A variety of after-lunch activities are arranged for students every day. 2. After-school Care Programmes are available until 6:00 p.m. every day. 3. Students who need extra help with homework can join after-school homework support classes from Mondays to Fridays.		1. Students leave school at 2:20 p.m. every Wednesday. 2. Our school places a strong emphasis on Whole Person Development. Core curriculum is taught in the morning, while the afternoon is dedicated to the implementation of the 3S WPD Programmes.		

Life-wide Learning

Every year, the school hosts Themed Learning Week, Christmas Carnival, Halloween Party, Thanksgiving Day, Cultural Festivals, overseas study tours and field trips. There are over 70 extracurricular activities, such as Harp, Percussion, Dance, Drama, Sports, Robotics and Mathematical Olympiad training. Service activities include Scout, librarians, school prefects, and volunteer teams.

School Mission

Striving for balance and aiming for happiness.

We aspire for children to equip themselves to face the challenges of future life while enjoying a joyful childhood.

By providing diverse learning experiences, we cultivate their multiple intelligences, while also emphasizing the consolidation of fundamental academic knowledge.

Putting students at the forefront, we inspire their individual potential, fostering a positive outlook on life.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee represents the highest authority in the school management structure. Daily operation is managed by the principal and department heads.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was founded in 2008. The members of the Committee include sponsoring body managers, the Principal, teachers, parents, alumni and independent managers.

School Green Policy:

Our school has established the "Sam Shui Small Farm" for students to experience planting.

Solar panels are installed on the rooftop to supply part of the school's electricity, instilling environmental awareness.

School's Major Concerns:

Create a Unique & Rich English Learning Environment.

To Infinity & Beyond---Challenge yourself at every turn

Stars Highlight---We See "The Strengths in YOU"

Learning Everywhere---Our Tailor-made Kids-land

The beauty of Our balanced & whole person curriculum -- 3S

If the Heart is Thankful. Life will be Beautiful.

Let's Enjoy a Journey to Become "The Better ME"

Learning and Teaching Plan

Learning & Teaching Strategies:

The school places great emphasis on the whole-person development of students. In addition to teaching core curriculum in the morning, we also dedicate the afternoons to the development of the 3S Whole Person Development Program. This includes the "SHINE" program, which focuses on cultivating students' positive thinking and values through service learning. The "SMART" program offers diverse skills training such as coding, critical thinking, and STEM activities. The "STAR" program aims to build students' confidence, reading and communication skills through cross-curricular reading, interdisciplinary activities and performing arts.

Each school year includes the Themed Learning Week, during which cross-curricular learning activities and comprehensive learning are conducted based on specific themes.

Environmental learning activities are arranged at all levels, allowing students to engage in comprehensive learning outside the campus.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school has newly established the School and Student Culture Team, which oversees all aspects of values education throughout the school. Additionally, there is a National Education Team equipped with a comprehensive national education promotion plan, as well as a dedicated interdisciplinary development group responsible for promoting STEM education.

Development of Generic Skills:

Cultivating students' communication, collaboration, creativity, critical thinking, computation, problem-solving, self-management, information technology and research skills.

Cultivation of Proper Values, Attitudes and Behaviours:

With "perseverance" as our theme, we help students establish correct behaviors and values through school-based moral education programmes.

The school hopes to guide students to be better persons through voluntary work and to show care in the neighbourhood.

Student Support

Whole School Approach to Catering for Learner Diversity:

Elite and remedial groups; After-school tutorial classes. The school-based educational psychologist and school-based speech therapist provides training and workshops for students, teachers and parents on a regular basis.

Whole School Approach to Integrated Education:

1. Adopt the Whole school approach to integrated education, building an inclusive campus.
2. Establish student support team, develop a school-wide support strategy.
3. School-based educational psychology services and enhanced school-based speech therapy services provides different services and remedial learning groups.
4. On Parents' Day, teachers and parents discuss students' progress individually.

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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students. We employ more staff to enhance the Chinese proficiency of the students.

Curriculum Tailoring and Adaptation:

We stream students according to their academic performance and ability. Apart from providing individual support, we adopt small-group teaching in different subjects to help students in need. As for higher-ability students, we provide elite courses to bring out their potentials. We also have adaptations in daily coursework, tests and assessments.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA was established in 2000. PTA meeting is hosted every three months. Other parents and teachers meet monthly. We connect parents through different parent-teacher and family activities. A parent volunteer group is established.

School Ethos:

1. Improve the quality and culture of students throughout the school, and establish positive values for students.
2. Provide different learning and counseling activities, competitions and reward programs to enhance students sense of belonging and self-discipline.
3. Home-school cooperation, hold parent workshops and parent-child activities, and work together to educate the next generation.

Future Development

School Development Plan:

Cultivate students with sense and behaviour of self-discipline, leading them to become responsible and reflective children:

- a. Continuously cultivate students with correct values and good behaviours;
- b. Develop positive attitudes and abilities in learning and teaching to enhance students' learning effectiveness and performance.

Teacher Professional Training & Development:

The school organizes overseas exchange programmes and lesson observations on Teachers' Professional Development Day every year. Our teachers have been to Japan, Taiwan, Shanghai, Changzhou, Hangzhou, Hunan and Xi'an for professional development.

Others

English choral speaking team have won many awards at HK Schools Speech Festival.

The handball team won the Hong Kong championship in early 2019. Our players were invited to join the U12 Hong Kong handball team.

Our team won the WER World Educational Robot Contest (Hong Kong) and represented Hong Kong to participate in the World Championship in Shanghai.

Odyssey of Mind World: We won the HK championship and represented HK to participate in the World Competition in Michigan State University (America).



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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
Rev. Au Yeung Siu Kei Tony	Mr. Tsang Cheuk Lung Gary	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
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
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served, but to serve	2009	Chinese (incl.: Putonghua) and English	School Bus	About 4850 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
-	-	\$30	Fees for Specific Purposes \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	There are readers, board games, a computer and a projector in each classroom. A LED video wall and HDTVs are installed in school.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
A computer room, an assembly hall, a library, a music room, a multi-purpose activity room, parent resource centre, a counselling room, a remedial teaching room, a meeting room, a STEAM room (developing).				Ramp and Accessible toilet.

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

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		51
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%	34%	58%	16%	20%	64%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	5	4	4	4	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	5	4	4	25
Mode of teaching at different levels	We teach students by using the Activity Approach. Flexible grouping and various teaching activities are implemented in class to cater for learner diversity.						
Remarks	1. Language Elite classes and Logic Elite classes are both offered in P.2 to P.3. 2. In P.4 to P.6, one EMI (English as the medium of instruction) class and one Logic Elite class are offered.						

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Diversified assessment for different subjects: formative, summative, parent evaluation, self, and peer evaluation. There are exhibitions of students' work at the end of seminar. 2. Thematic projects are provided for our students in order to assess generic skills.				
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	Students will be enrolled in classes based on academic results to accommodate different learning abilities. The EMI Class and Logic Elite Class programs for P.2 and above effectively enhance training in English, Chinese, and logical reasoning.				

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	8:15 AM	3:30 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Promote physical exercises and recreational activities on campus to develop healthy habits. Organize morning prayers, weekly meetings, festival worship, and bi-weekly religious sessions to foster a positive mindset through faith. Additionally, hold Chinese Culture Day to understand national culture, strengthen identity, and cultivate virtues of the Chinese heritage.		There are morning assemblies for daily messages, praying, and teachers and students' sharing. The library is open to students during recess and lunch break. Audio and Video programmes, which are produced by our Campus TV Team, are broadcast during lunch break. Also, organize STEAM Day, Math Week, and ENG Fun Day to enhance learning experiences in logical reasoning, scientific exploration, and the use of English.		

Life-wide Learning

English Club, Drama Club, Stagecraft, Robotics Engineering, Science Club, Chess, Rope Skipping Club, Dance Group, Lion Dance, Taekwondo, Western Painting Class, Creative Art Class, School Chinese and Western Orchestra, Recorder Team, Harmonica Team, School Choir, Percussion Class, Athletic Team, Swimming Club, Volleyball Team, Badminton Team, Table-tennis Team, Basketball Team, Christian Fellowship, Speech Club, Cub Scouts, Boys' Brigade, Community Youth Club, Little School Reporter, Chinese Calligraphy, Maths Group for Gifted Children, and more.

School Mission

Our mission is to lay a sound foundation for our students' future by providing quality education based on Christian principles for their spiritual, ethical, intellectual, physical, social and artistic development.

School Characteristics

School Management

School Management Organisation:

We are organised at three levels: Management & Organisation, Learning & Teaching, Student Support & School Ethos.

Incorporated Management Committee / School Management Committee / Management Committee:

There are 13 members on the School Managing Committee, each from a different background.

School Green Policy:

The General Studies Department implements the School Green Policy and helps students develop an awareness of environmental conservation. Students participate in flower planting activities, and they are encouraged to turn off the air-conditioners when it is cool.

School's Major Concerns:

Step forward together with Grace
Be an active learner and innovator

Learning and Teaching Plan

Learning & Teaching Strategies:

The school offers a school-based curriculum in different subjects with the aim to cater for different learning styles, and to promote independent learning and higher order thinking skills. The school aims to provide a language-rich environment and to enhance student collaboration by integrating eLearning in class.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school offers the LIFE Programme (life education and religious education), 21st Century Learning and national security education with the aim to reinforce sense of national identity, Chinese culture, Values Education, STEAM education and nurturing students' media and information literacy across the curriculum for developing lifelong learning capabilities.

Development of Generic Skills:

In order to develop generic skills, we concentrate on developing our students' creativity, critical thinking skills and communication skills through the key learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:

Students can foster positive emotions by practicing gratitude that will enable them to be optimistic and hopeful. With a positive attitude they will learn to deal with difficulties and challenges and so recognize their own personality strengths. This awareness will increase self-identity and through different forms of activities and the school-based curriculum will lead to meaningful achievements.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. The 3-tier Intervention Model is adopted to cater for learner diversity.
2. Remedial programmes are designed for students who require extra assistance in developing their learning skills.
3. We offer advanced Language courses, Maths Olympiad, visual arts and athletic activities to develop students' potential.

Whole School Approach to Integrated Education:

1. The student support team (SST) is led by the Special Educational Needs Coordinator (SENCO). The core members of SST include the principal, vice-principals, the SENCO, curriculum development leader, school guidance leader, school discipline teachers and teachers.
2. Adopt a 3-Tier Intervention Model to address students' special needs, including providing support or training in class, in groups, and individually.

Curriculum Tailoring and Adaptation:

We offer a school-based curriculum in different subjects, including Story-book for teaching in Chinese, Classical Chinese, English Phonics Programme, English Primary Literacy Programme - Reading and Writing, Mathematics Problem-Solving Programme, sport science, 21st Century Learning and LIFE Programme. We also provide skill enhancement courses and remedial classes according to students' learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. In the PTA, parents and teachers plan organized activities together, such as Teachers' Day, picnic day, stall games for School Open Day and School Carnival, and parents' workshops.
2. Parents identify with the school's vision. They communicate well with teachers and participate actively as voluntary helpers in various school activities.

School Ethos:

Through Christian education and positive education, students are nurtured to develop a proactive attitude towards challenges and a desire for knowledge and growth.

Future Development

School Development Plan:

1. Enhance students' self-confidence, self-appreciation, and positive emotions through positive values education.
2. Fulfill the spirit of active learning, exploration, and enhance students' creative thinking ability.

Teacher Professional Training & Development:

1. Focusing on teachers' individual professional growth and development.
2. Organizing school-based professional development programmes.
3. Strengthening the bonds between our school and other educational organizations in order to improve teaching effectiveness through professional sharing and workshops.
4. Creating a culture of professional exchange and sharing within and outside of the school.
5. Peer learning and collaboration is emphasized and facilitated through co-planning sessions, peer lesson observations, and post-lesson conferences to enlarge the repertoire of teaching strategies and hence as such enhances teaching effectiveness.

Others

Anglican Outstanding Students scholarship, Rev. Wong Lai Hai scholarship, Mr. Wong Pak Jiu scholarship.
Establish a student reward program that electronically records outstanding student performances and provides regular rewards to encourage positive progress.
Student exchange group, to enable students to learn and experience local cultures in different places around the world.
There are Alumni Association strives to unite alumni to support school development.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Au Yeung Siu Kei Tony	Ms. Dung Yi Ping	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					33%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve.	1984	Chinese (incl.: Putonghua)	School Bus	About 4850 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	\$470	Re-issue a new Student ID Card: \$25

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Every classroom is provided with a computer, electronic whiteboard, visualizer and air conditioner. Our hall is provided with LED Wall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 Music rooms, 1 computer room, 1 STEAM room, 1 activity centre, 1 English learning room, 1 counseling room and 1 campus television station.				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		58
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%	39%	84%	3%	16%	81%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	30
Mode of teaching at different levels	Small class teaching is implemented in our school, with three elite classes in each of Primary 4 to 6, and the option of teaching Chinese Language with either Cantonese or Putonghua.						
Remarks	P.1 promoted to P.2 in the same classes. In P.3, students are reallocated evenly into mixed-ability classes.						

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Provide feedback to students through a variety of assessment methods, such as written examinations, speaking examinations, project learning, online assessment, student self-assessment etc. 2. Online assessment is also introduced to collect evidence of students' learning in various aspects. 3. Through a great variety of learning activities, students can develop a wide range of generic skills.				
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-P.3: The placement is based on students' average ability so as to strengthen the foundation and make learning enjoyable. P.4-P.6: The streaming is based on students' learning abilities to enhance their English and Putonghua skills and to develop their potential for the future.				

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	7:50 AM	2:50 PM	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy School Policy: Implementing the Healthy School Policy so as to foster a healthy school environment and to develop students' healthy lifestyles.		School emphasizes the integration and application of IT. By improving the school facilities and beautifying the school premises, students are provided a colourful, pleasant and inspiring environment to learn and to grow.		

In order to provide students with a variety of learning experiences, we organise educational outings such as visits to museums and zoos. We also integrate them into the cross-curricular curriculum to help students develop life-long learning skills and achieve the goal of whole-person development so as to cope with the changes in society. In addition, students can participate in various subject-based extra-curricular activities including Music, Physical Education, STEAM, etc.

School Mission

Basing upon the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality.

School Characteristics

School Management
School Management Organisation: We are organised at three levels: Management & Organisation, Learning & Teaching, Student Support & School Ethos.
Incorporated Management Committee / School Management Committee / Management Committee: There are 15 members on the school management committee each comes from sponsoring body, principal, teachers, parents, alumni and independent manager.
School Green Policy: Positive values in protecting the environment are instilled to encourage students to adopt an environmentally-friendly living.
School's Major Concerns: 1. Optimize learning and teaching to enhance students' confidence, allowing them to take initiative in their learning, enjoy learning, and be eager to learn. 2. Promote values education to cultivate healthy children in body, mind, and spirit.
Learning and Teaching Plan
Learning & Teaching Strategies: Some school-based programmes, including the Teaching of Chinese Poetry, Creative e-Learning Programme, Space Town Literacy Programme, Problem Solving Programme in Mathematics and Coding Programme etc. enhance students' interest in learning and academic performance. We also have a series of comprehensive school-based English Reading and Writing Workshops and a online learning platform to enhance students' English proficiency. Teaching Chinese Language with Putonghua Programme in Primary 4-6 boosts students' listening and speaking skills in Putonghua. We put great emphasis in the promotion of e-learning and make appropriate use of the Learning Management System (LMS) to mark students' assignments, manage their learning progress and understand their learning situation. We make good use of a variety of e-learning applications to provide students with diversified learning resources, so as to broaden the depth and breadth of students' learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: In order to strengthen the promotion of values education, a life education curriculum in the growth lessons has been developed. We encourage students to participate in national security education activities, so that they can learn more about the country and Chinese culture and develop a sense of national identity. In terms of STEAM education, we make good use of learning time for students to "do" activities, so as to develop students' generic skills and inquisitive thinking, independent and active learning. We promote a reading culture by setting up a reading programme to cultivate students' interest in extensive reading, as well as enhancing information literacy to cultivate students' rational and responsible attitude towards the use of information and information technology. We create a healthy campus to cater for the needs of students, and develop students' individual interests and potentials. A healthy lifestyle can help students to achieve balanced physical and mental development.
Development of Generic Skills: Through all kinds of learning activities, the development of generic skills is embedded in the curriculum of all Key Learning Areas, such as STEAM activities, life education lessons, life-wide learning activities, cross-curricular activities, visits, extra-curricular activities to develop students' creativity, critical thinking skills and communication skills.
Cultivation of Proper Values, Attitudes and Behaviours: To implement national education and national security education, learning elements including nationhood, national sentiments, national identity, as well as students' awareness and sense of responsibility in safeguarding national security are integrated into our school-based curriculum. We have participated in the Basic Law Ambassador Programme to broaden students' horizons and enhance their self-care, communication and problem-solving skills. Students are able to nourish positive values and attitudes through a great variety of learning experiences such as personal growth education, study tours, talks, experiential learning, service learning, etc. in our school-based life education programme.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Small class teaching in our school enhances teacher-student interactive learning opportunities. 2. Different courses are provided for students' participation in Maths Olympiad and Visual arts to enhance students' potential. Professional coaches are hired to train athletic elites. 3. We offer Enhancement Classes so as to further improve elite students' performance. 4. We promote various off-school learning opportunities for gifted students. 5. We hold subject-based small classes and Remedial Classes in order to cater for students with different learning difficulties.
Whole School Approach to Integrated Education: Small class teaching is established in our school. Teaching assistants supporting students with special educational needs (SEN) are arranged to assist individual students with SEN during lessons. Individual Education Plans (IEPs) are tailor-made for these students, and various types of academic and non-academic group training sessions are offered to support them. Additionally, our school utilizes the 'Learning Support Grant' to purchase social worker services, providing training in social skills and attention for students in need. Furthermore, school-based speech therapists offer individual and group training for students with speech and language impairments.
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; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Tasks in different levels are designed in various subjects to cater for individual differences. We hold enhancement classes and remedial classes for students with special learning needs.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Our school has established Parent-Teacher Association, which holds regular meetings and organizes various parent-child activities, workshops, and seminars. This aims to strengthen communication between home and school, maintain close ties with parents and build a partnership to jointly promote school development. 2. Parents support the school's educational philosophy and are enthusiastic about participating in volunteer work for the school.
School Ethos: 1. Promote values education to establish a positive atmosphere, fostering positive energy that helps students face challenges, failures, and adversity, and become optimistic individuals. 2. Cultivate a healthy lifestyle among students, ensuring their well-being in physical, mental, and spiritual aspects. 3. Enhance students' understanding, appreciation, and inheritance of Chinese culture.
Future Development
School Development Plan: 1. Optimize learning and teaching to enhance students' confidence, allowing them to take initiative in their learning, enjoy learning, and be eager to learn. 2. Promote values education to cultivate healthy children in body, mind, and spirit.
Teacher Professional Training & Development: In order to cater for staff development, the following strategies are employed: 1. Co-planning, co-teaching, peer observation, general observations. 2. Workshops, seminars, experience sharing on good practices.
Others
1. Anglican Outstanding Students Scholarship, Maun Chen Scholarship and other awards are presented to students who has outstanding performance in different aspects. 2. Students participate actively in intra and inter school competitions activities and social services. Their achievements in sports and music are highly appreciated. 3. To enrich students' learning experiences, the school organizes cross-border study tours twice every year.



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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. Hung Ling Man Raymond	Principal Wong Wing Shing Raymond	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
Tai Po Shung Tak School Limited	To be sound and fit in moral, intellectual, physical, social and aesthetic dimensions.	1985	Chinese (incl.: Putonghua)	-	About 4500 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		Advanced School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$360	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
12 Rooms (Including Information Technology Learning Centre, Music room, Reading room, English Activity room, Function room, Visual Arts room, STEAM Room etc.)				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				47		Total number of teachers in the school		49	
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%	37%		83%	3%		24%		73%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Remedial teaching and learning support in Chinese, English and Mathematics. Small Class and group learning, School based curriculum and tailor-made syllabus are practised to promote students' interests in learning.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	2	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)	2	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. Other than Mid-term and final assessments, teachers will assess the children through project learning, group discussion and presentation, observation and other formative assessment to record the students' learning process and progress. 2. To support P.1 students, the two first-semester assignments were non-graded mock exams designed to prepare them for primary-school assessments.				
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.4 to P.6: based on academic results.				

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	8:00 AM	3:20 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Implement a school- based Healthy School Policy to help students reach a state of physical, mental and social well-being.		Whole-day session: Five-days a week.		

Life-wide Learning

Different groups of Extra-curricular Activities will be held after school, on Fridays or on Saturdays. They include: Basketball, Rugby teams, Football, Athletics team, Lion & Dragon Dances Group, Taekwondo, Gymnastics, Chinese Orchestra, Dancing group, School Choir, Instrumental ensemble, Reading Club, Health ambassadors, English ambassadors, Uniform Team, Flag-guard team, STEAM ambassadors, Rope Skipping team, Robot Class, Drone Class, English Drama, Board Game Class, Choral Speaking Teams, Sand Art Class, Photography Class etc.

School Mission

Our school places great emphasis on a holistic education. Apart from imparting knowledge, the integral formation of the whole person is the primal aim of our school. We endeavor to develop our students to be sound and fit in moral, intellectual, physical, social and aesthetic dimensions.

School Characteristics

School Management

School Management Organisation:

The principal is strongly supported by the Incorporated Management Committee to lead the ongoing development of the school. Senior teachers are designated to be in-charge-of different functional groups. With the close supervision of the vice-principals, school progresses steadily as time goes by.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC of Sung Tak Wong Kin Sheung Memorial School was founded by a group of enthusiastic education practitioners in Tai Po. The School Management Committee consists of representatives from sponsoring body, principal, teachers, parents, alumni and independent managers.

School Green Policy:

1. Cultivate the knowledge and sense of responsibility in environmental protection among students.
2. Encourage students to join the environmental protection activities.
3. Through the joining of the "Hong Kong Awards for Environmental Excellence", we widen the horizons of our students in how to care for our environment. Set up recycling bins.
4. Work together with PTA to collect second hand school uniforms.

School's Major Concerns:

Major Concerns for 2024-2027

1. Be a self-directed and confident learner.
2. Be grateful and cherish others and oneself.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Great emphasis are put on students' learning experience beyond lessons.
2. Teachers who are subject expertise teaching Chinese and English. Chinese lessons using Putonghua as medium of instruction.
3. Case study, Joint class activities, Moral and civic education, environmental protection education, Life-wide Learning and outdoor learning activities for the development of pupil's multi-intelligence and potentials.
4. Develop the School-based Small Class Teaching scheme.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education (including life education, national education and national security education).
2. Making good use of learning time and creating space to promote a balanced physical and mental development.
3. Enriching life-wide learning experiences and promoting whole-person development.
4. Better catering for learner diversity.
5. Reinforcing STEAM education, and nurturing students' media and information literacy.
6. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
7. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Generic skills and multi-intelligence and potentials are integrated and practised in lessons of different subjects and learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivate students' positive values through diversified activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

Set up Student Support Team.

Hold seminars and workshops for parents in order to enhance parental support in special education skills.

Employ specialist teachers in assisting those students who have learning difficulties.

Our school adopts the "Three-Tier Implementation Model" for gifted education. Under a flexible learning and teaching environment, gifted students can unleash their full potential.

Whole School Approach to Integrated Education:

1. Student support team members include principal and vice principal, the Special Educational Needs Co-ordinator, the Special Educational Needs Support Teachers, the curriculum leader, the school social worker and subject teachers.
2. Additional teachers and teaching assistants are employed to implement teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, attention skills and self-care skills, individual education plan to catering for student diversity.
3. Academically low achievers are provided with pull-out/Chinese, English and Mathematics remedial lessons.
4. Enhanced school-based speech therapy service is provided.

Curriculum Tailoring and Adaptation:

Both academic and non-academic support for weaker students to promote their learning skills. Practise homework and assessment adaptation for students who have special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA organized parent-teacher meetings, one-day trip, day-camp to enhance good relationship among parents, students and teachers.

School Ethos:

1. Build up students' positive thinking.
2. Keep better communication with parent through PTA, with alumni through Alumni Association, seminars, parents day, newsletter and web page.
3. Set up parent volunteer team.
4. Promote Health education and Environmental education.
5. Run orientation activities to help P.1 and prepare P.6 to cope with new learning environment.
6. Enable students' holistic development through varieties in school activities.

Future Development

School Development Plan:

1. Be a self-directed and confident learner.
2. Be grateful and cherish others and oneself.

Teacher Professional Training & Development:

1. We organize staff development activities to foster our development goals in teaching and learning. We also encourage teachers to take part in co-planning, peer lesson observation and attending training courses to enhance the effectiveness of teaching.
2. Teachers should have 150 professional training hours in 3 years for professional development.

Others

Hong Kong Health Promoting Schools Gold Award, EatSmart 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. Tsang Ka Shek	Ms. Siu Ting	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					60%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tai Po Baptist Church	Be humble, full of love, learn together diligently and strive for excellence.	1946	Chinese	School Bus	About 4850 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	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
29	2	1	1	BP Jungle, Shining Arena, Basketball Court, Infinity, Showtime Corner, Smart e-Blackboards, Solar Energy Support Scheme (Rooftop Solar Panels), One Heart, One Art Lobby
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Activity Room, Busking Studio, Chit-Chat Zone, English Discovery, Library, Life Education Center, Music Room, Nature Discovery Gallery, Pottery Room, STEAM Space, Visual Arts				Ramp, Accessible lift, Accessible toilet and Counselling Room.

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

Number of teaching posts in the approved establishment				50	Total number of teachers in the school		56
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%	40%	72%	25%	32%	43%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	26
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	4	4	4	4	22
Mode of teaching at different levels	Electronic interactive learning and teaching, experiential learning, self-regulated and small group learning, achieving 4 high learning effectiveness: high motivation, high participation, high presentation and high feedback.						
Remarks	English medium education in Primary 1 and English streaming classes in Primary 4 to Primary 6 to cater for the learning diversity of students.						

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Number of exam(s) per year: P.1 to P.2: 2; P.3 to P.5: 3; P.6: 2 There are no exam for P.1 in the first term and P.6 in the third term. Diversified assessment methods, project learning, oral report, practical assessment, test paper assessment, speaking assessment, classroom performance,						
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	English streaming classes are provided from P.5 to P.6 and small group teaching at all levels to cater for the learning diversity of the students.						

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	8:20 AM	3:30 PM	12:30 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We concern about students' mental health, emotions and feelings. To promote healthy living, we encourage students to participate in sports or other relaxing activities before class in the morning and at recess, stretching and eye exercises in the break, Joyful Fruit Month, Physical Fitness Programme, Happiness Relaxation, Wheel of Feelings, half-day classes on Wednesdays.		1. Daily tutorials. 2. Academic lessons (a.m.) & exploration lessons (p.m.). 3. English Day, Putonghua Day, Morning Reading, Weekly Assembly, National Flag Speech, Flag-raising Ceremony, religious activities. 4. Life Education, Reading & Writing, P.1 & 2 Interest Classes, Natural Life & Community Exploration, Design Thinking, P.1, 5 & 6 Transition briefing sessions. 5. Half-day classes (Wed.) & DREAM sessions (p.m.).		

Life-wide Learning

AI PoPo Protection Team, STEAM School Team, Musical, English Ambassadors, Mathematical Olympiad, Choral Speaking, School Choir, Handchime, School Tubers, Rope Skipping Team, Basketball Team, Football Team, Cycling Team, Athletics Team, Aerobic Gymnastics Team, Cheering Team, Taekwondo Team, Fencing Team, Table Tennis Team, Flag-raising Team, Scouts, Brownie, The Boys' Brigade Hong Kong, Arts Ambassadors, Jazz Dance

School Mission

Based on the love of Jesus, biblical truth and Chinese traditional spirit, our school motto is "Be humble, full of love, learn together diligently and strive for excellence. Our school aims to provide a harmonious learning environment, promote the moral, intellectual, physical, social, aesthetic and spiritual development of each student and cultivate students to become responsible and patriotic citizens.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee monitors school operation. The Principal and Vice Principals manage school administrative, academic and functional committees and ensure smooth operation of the school. In order to enhance the learning process of the students, teachers adopt the latest and innovative teaching strategies.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established in August 2008, members include primary & secondary school principals, community professionals, Tai Po representatives, parents, alumni and teachers.

School Green Policy:

We teach our students to love the Earth and to conserve valuable resources. We help them to develop green attitudes and habits by:

1. Pilot Programme on Provision of Small Food Waste Composters at School
2. "Cherish Water Campus" Integrated Education Programme – Primary School
3. One Person, One Flower Scheme
4. Solar Harvest - Solar Energy Support Scheme for Schools
5. 'BP Jungle' Reptile Corner
6. Nature Discovery Gallery
7. Pilot Programme on Installing Smart Water Dispensers in Schools
8. Greening School Subsidy Scheme
9. Environmental leadership training Programme

School's Major Concerns:

1. Learning through experiences, creating infinite possibilities, nurturing outstanding talents.
 2. Cultivating the correct values, establishing a mindset of happiness, embracing a healthy lifestyle.
- Read to Learn, Serve to Learn, Make to Learn, Play to Learn.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school implements a comprehensive curriculum that prioritizes Values and Character Education to foster positive student development. Embracing the philosophy of "Learning by Doing," we integrate experiential learning with interactive e-learning and higher-order thinking strategies to enhance students' problem-solving and collaborative skills. To cultivate a language-rich English environment, we promote self-regulated learning through diverse learning activities and extensive after-school experiences. Furthermore, our cross-curricular thematic learning approach ensures a holistic education that prepares students for future challenges.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen the cultivation of overarching values and attitudes through life-wide learning experiences and experiential activities, and to deepen students' understanding of Chinese culture and respect for national symbols and icons.
2. Optimize the curriculum design and create space for interdisciplinary collaboration to enable students to learn anytime.
3. Enrich life-wide learning by arranging overseas exchange activities to broaden students' horizons.
4. Adopt the tiered teaching strategy and small class teaching to cater for students' learning diversity and support different learning needs.
5. Integrate AI&STEAM elements into the curriculum to enhance students' self-management skills and problem-solving skills.
6. Strengthen cross-curricular learning and reading habits to enhance self-learning skills and to become leaders of tomorrow.
7. Review and improve the assessment policy continuously, provide diversified assessment modes according to the school situation and students' needs.

Development of Generic Skills:

1. Employ additional foreign English teachers to create a biliterate and trilingual language environment for students to enhance their communication skills.
2. Experience experiential exploratory programme to equip students with generic skills such as collaboration, creativity, problem solving, learning, use of IT and self-management skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. With a focus on traditional Chinese culture, enhance students' understand and practice of traditional Chinese virtues, fostering a strong sense of national identity.
2. Implement a school-based values education curriculum in alignment with class management activities to nurture the 12 priority values and attitudes, including Law-abidingness, Perseverance, National Identity, Responsibility, Benevolence, Integrity, and Empathy.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Bridging programmes for the P.1 and P.6 students.
2. P.1 and P.2 Whole-child Nurturing Programme.
3. School-based speech therapy service and school-based educational psychology service.
4. After-school remedial classes, and the Early Identification and Intervention Programme for P.1 students with learning difficulties.
5. Training in languages, mathematics, science and sports and arts for gifted students.
6. Problem-solving skills training for the gifted.
7. English language programmes for the new students from Mainland.
8. Regular meetings with parents.

Whole School Approach to Integrated Education:

Our school adopt the whole school approach to take care of students with special educational needs. We have Student Supporting Team. Through The 3-Tier Intervention Model, including optimization of classroom teaching, providing study groups and social support, and Individual Education Plans. Furthermore, through Sports Education, we provide SEN students with diverse experiences and training to actualize their inherent potential and achieve personal growth.

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; and organising activities to create an inclusive learning environment in the school. Extra Chinese classes and homework tutorials.

Curriculum Tailoring and Adaptation:

1. Through collaborative lesson planning, teachers tailor a school-based curriculum to meet for individual learning differences.
2. Special assessment arrangements are made for students who need additional support.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Build up good partnerships with parents who are enthusiastic and helpful in organising different types of activities for our students.
2. Maintain a good parent-teacher relationship through Sunshine Calls, gatherings and Parents' Day.
3. Promote parental involvement through their participation in the school IMC.
4. Equip parents with different skills through various workshops and programmes.
5. Organize activities such as Child-parent workshops, Sports Day and flag selling activities to promote parent-child relationships.
6. Storytelling by parent volunteers.
7. Parents-Also-Appreciate-Teachers Drive.
8. Chinese Culture Day.

School Ethos:

1. Adopt a Unifying Counseling and Disciplining Approach to inculcate our students to be self-disciplined and to love one another.
2. Build up a caring school with emphasis on moral and spiritual growth.
3. Cultivate students' moral development through educational talks, spiritual growth education and counselling activities.
4. Student leaders training through student team and activities.
5. Dr. Peter Chung Yin Lee Memorial Fund Scholarships for students with outstanding academic, Arts, STEAM and talent achievements.
6. Bridging courses and peer support for P.1 students.
7. Engage students in charitable events.
8. Rainbow Kids and Rainbow Bank schemes.

Future Development

School Development Plan:

1. Teachers, students and parents work together to build a healthy and caring school environment.
2. Connecting with the community and nature beyond the school campus as a natural classroom to cultivate children's love of exploration and achieve whole-person growth.
3. Deepen life education and the cultivation of core values and attitudes. To motivate children to love life, their family, their country to become good citizens.

Teacher Professional Training & Development:

1. Teacher professional development and sharing.
2. Co-planning lessons, lesson observation and learning circles.
3. Professional support from EDB and universities.

Others

1. Champion in Hong Kong Districts Primary School Rope Skipping Championships (Tai Po) in Girls group for 10 consecutive years (2015-now) and Boys group for 2 consecutive years
2. Honours Award and Best Choreography Award in Group Dance in The 61st Hong Kong Schools Dance Festival
3. 2024 Aerobic Gymnastics Age Group Competition (Champion, 2nd runner-up)
4. Tai Po District Primary Schools Inter-School Athletics Competition: Champion of Girls' B Grade 60m, Champion of Girls' B Grade Long Jump, 1st runner-up of Boys' A Grade 400m
5. The 77th Schools Speech Festival (One Champion, three 1st runner-up, five 2nd runners-up in Solo Verse Speaking)
6. Platinum Award of Excellence in International Handbell Competition 2025



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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. Hui Chi Fung	Ms. Lai Pui Shan	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					100%
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 school motto	1946	Chinese	Nanny van	About 5046 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
NT Heung Yee Kuk Tai Po District Secondary School, Fanling Government Secondary School					
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	\$200	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	2 Covered Playgrounds, LED Wall, all-in-one interactive touch panels.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 Computer Rooms; 2 Music Rooms; 1 Visual Arts Room; 1 English Activity Room; 1 Flight Simulation Room; 1 Students Activity Centre; 1 STEAM Room; 1 Science Room; 1 Reading Room; 1 Mindful Movement Room; 1 Parent-Teacher Association Room.				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			24	Total number of teachers in the school		25
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%	32%	87%	-	12%	88%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	2	2	2	3	11
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	2	2	2	9
Mode of teaching at different levels	We adopt a student-centred teaching approach, co-teach in some classes and implement cooperative learning and self-directed learning Small class teaching groups are designed and offered to cater for learners diversity.							
Remarks	-							

Performance Assessment

Number of test(s) per year (P1 only)	0	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	A variety of assessment tools are adopted to obtain a more comprehensive picture regarding student abilities, learning progress and achievements.				
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	Mixed ability classes from P.1 to P.6.				

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	8:15 AM	3:15 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school promotes a healthy policy. We run a food monitoring program and participate in healthy eating promotion projects such as EatSmart School Accreditation Scheme. We also participate in sportACT Award Scheme to encourage pupils to do morning exercise regularly.		Extra-curricular activities every Friday; interest groups, individual counselling scheme, learning support programmes, care service scheme and school team training after school. The school organizes study tours to broaden students' horizons and enrich their learning experiences.		

Life-wide Learning

Our school offers a great variety of extra-curricular activities to maximize students' potential. They can join classes including Fun with Maths Class, Cambridge Young Learners English Test Preparatory Course and STEAM Course to develop their academic abilities. To enhance their skills in sports, they can join Basketball, Running, Badminton, Hip-Hop dance and Dragon and Lion Dances in teams. To foster arts, students can join classes including Chinese Ink Painting, Chinese Orchestra and Chinese Dance Class. In addition, they can also join service groups such as Scouts, Flag-guards, JPC, CYC and Environmental Ambassador.

School Mission

Our school mission is to provide students with an all-round education enhancing moral, cognitive, physical, social and aesthetic growth. We are committed to nurturing students to learn with initiative and joy, instilling in them the values to be positive and responsible citizens. In partnership with parents, we strive to work for the best future for our students.

School Characteristics

School Management

School Management Organisation:

The School Management Committee is comprised of the chairperson (PAS) from EDB, the Principal, 2 teacher representatives, 2 parent representatives, 2 community members and one alumni representative.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee was set up in 1999. The School Management Committee is comprised of the chairperson (PAS) from EDB, the Principal, 2 teacher representatives, 2 parent representatives, 2 community members and one alumni representative.

School Green Policy:

Provide a green campus to nurture the love for the environment.

School's Major Concerns:

1. Promoting student self-directed learning and broadening opportunities for diverse learning experiences.
2. Cultivating positive values and strengthening students' physical, mental, and spiritual well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

We enhance effectiveness by integrating e-learning, self-directed learning, and co-operative learning strategies. We leverage AI-assisted teaching and coding education to cultivate students' computational thinking. Our STEAM curriculum strengthens problem-solving and inquiry skills. Through integrated reading activities and e-resources, we broaden students' horizons and nurture a lifelong love for learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include: strengthening values education (including life education, life planning, national identity and national security education); reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development.

Development of Generic Skills:

By adopting co-operative learning methodology in daily classroom teaching, students fully participate in activities to develop their generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school prioritizes holistic development. Through morning assemblies, seminars, optimized classroom management, and school-based incentive schemes, we nurture a strong sense of responsibility and unity among students. We are dedicated to instilling positive values, such as law-abidingness and respect for others, while actively promoting filial piety to guide students in practicing gratitude towards their families and embracing a positive outlook on life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Implement enrichment programs and organize various academic, sports and arts-related activities to cater for the learner diversity and motivate students' learning. Strategic plans are designed to cater for individual learning needs to enhance students learning in Chinese, English and Mathematics. Various school resources are pooled together to provide extra support service and hiring of teaching assistants.

Whole School Approach to Integrated Education:

We have student support team to cater for the diverse learning needs of students through the 3-Tier Intervention Model. The student support team provides early identification, homework and assessment adaptations to students with special educational needs (SEN).

Specific measures in supporting students with SEN, e.g. remedial learning groups, training on social skills, enhanced school-based speech therapy service and individual education plan for students with severe learning difficulties.

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; and organising activities to create an inclusive learning environment in the school. Our school organizes a variety of activities for NCS students to explore and understand Hong Kong's history and culture to deepen their understanding of Hong Kong. This year's highlight is the 'Cantonese Opera Experience'.

Curriculum Tailoring and Adaptation:

We provide suitable adjustment on homework and arrangement of examination for the students with special educational needs based on the advice of professionals.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Organize Home-School activities, parental educational talks and parental voluntary services to strengthen home-school co-operation.

School Ethos:

1. Through organizing whole-school activities, students are nurtured with a "positive and caring" school culture. Their sense of belonging to school and optimal thinking are enhanced.
2. Through the "Understanding Adolescence Programme", we are helping the upper primary students to develop their resilience in coping with the challenges they face as they grow up.
3. We promote healthy development of students by providing diversified learning opportunities through activities inside and outside the classroom setting.

Future Development

School Development Plan:

To enhance teaching effectiveness in order to develop students to become self-directed learners. To enhance learning effectiveness through self-directed learning and develop STEM education to strengthen students' inquiry skills. The implementation of values education to foster students' positive values and attitudes in their life.

Teacher Professional Training & Development:

Teachers are encouraged to join professional training courses. Collaborative lesson preparation and peer lesson observation are also promoted among teachers.

Others

Multi-media facilities, such as all-in-one interactive touch panels are provided in classrooms to enhance teaching effectiveness. Using a blended learning approach known as the "flipped classroom" model, students are encouraged to watch short videos before class and answer questions or complete assignments. This enables students to come to class prepared and ready to learn. Flexible School Time-Table Arrangement, aiming to extend and enrich students' learning experiences, make active use of class time, and create space for comprehensive learning and STEAM learning activities. Emphasizing the development of STEAM education, a three-tiered framework is implemented, along with the establishment of school-based flight simulation courses and virtual reality (VR) courses. These initiatives aim to enhance students' abilities in scientific exploration.



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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. LEE Shun-king	Ms. Lee Yee King Yuky	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
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
Methodist Church HK	To discern truth and uphold morals. Be erudite and companionable.	1992	Chinese (incl.: Putonghua)	School Bus	About 6000 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	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	2	1	Religious Activity Room, Student Activity Room, Flower zone and Butterfly Garden, Eco pond, Environmental Education and Organic Farm
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Hub: InnoSpace and IdeoStudio (Maker Workshop) Indoor Sports Complex: AI ARENA and Sky Playground Cultural Nexus: Library, English Language Room, Visual Arts Room, Dance Studio, and Three Music Rooms				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		60
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	
98%	98%	25%	74%	51%	27%	22%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	3	5	5	5	5	28
Mode of teaching at different levels	Activity approach, collaborative learning, self-directed learning, IT in learning, gamification of learning, split class with various grouping strategies to cater for learner diversities, inquiry-based learning and BYOD in the upper primary						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	0	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	Formative Assessment: We conduct formative assessments throughout the year. Teachers provide timely and qualitative feedback in order to facilitate students' learning. Summative Assessment: There are 2 summative assessments per year. There are no summative assessments for P.1 in the first term. There is a Graduation Test in June for P.6 in the second term.				
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 - P.6: All Classes are arranged with students of mixed abilities. Enrichment and enhancement learning groups are arranged to support learners' diversities in Chinese, English and Mathematics.				

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	8:10 AM	3:15 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Establishment of the Health Education Unit: By promoting initiatives such as "Joyful Fruit Month" and "Healthy Snacks," we assist students in building healthy lifestyle habits. Additionally, we regularly host "Mental Health Awareness Days," featuring various games designed for students and parents to enjoy together, thereby enhancing their resilience.		Our school launches the following special learning days every year: Inter-disciplinary Learning, Project-based Learning Week, Talent Show, Sports Week with Sports Day and Games Day, English Week, Chinese Culture Week, World Book Day activities, Gospel Week etc.		

Life-wide Learning

1. Uniformed Groups (5 teams)
2. "The Shining Me" Curriculum
 - Elite/Talent Development Programs:
 - Distinction/Elite Programs: e.g., Drama, AI Programming;
 - Experiential Programs: e.g., Violin, Piano, Swimming Experience Courses;
 - Academic Enrichment Programs: e.g., Chinese/English/Putonghua Choral Speaking Teams
3. School Teams: e.g., Volleyball Team, Football Team, Junior/Senior Choirs
4. Upper Primary Service Learning
5. After-school Interest Classes: e.g., Rhythmic Gymnastics

School Mission

To develop whole person education based on Christian spirit; and to nourish abundant life through Evangelism.

School Characteristics

School Management

School Management Organisation:

Based on the School Sponsoring Body policy, School Council establishes a strategic direction of school development. Principal and the executives organise all the subjects and teams to implement.

Incorporated Management Committee / School Management Committee / Management Committee:

Members of the Incorporated Management Committee consists of the School Supervisor, Principal and managers from the sponsoring body, independent school managers, teachers, parents and alumni.

School Green Policy:

The school is targeting to become a "Green School" by guiding students to be environmentally friendly. We arouse students' to be attentive of their surroundings by promoting green living and providing them with hands-on experience in farming.

School's Major Concerns:

1. To ignite students' intrinsic motivation, enhance their sense of competence in learning, promote deep learning, and cultivate them into 21st-century learners.
2. To nurture a sense of well-being on campus (based on the PERMA model) and empower children's whole-person development.

Learning and Teaching Plan

Learning & Teaching Strategies:

We promote interactive classrooms, self-directed learning, and science and technology education to enhance learning effectiveness and develop students' generic skills. Chinese and English library lessons foster reading habits, while six NETs collaborate closely with English teachers to enrich students' learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promote cross-curricular learning and Reading across the Curriculum to help students integrate knowledge and develop lifelong learning skills.
2. Make effective use of learning time through experiential and inquiry-based learning to build learning-to-learn habits.
3. Actively promote integrated STEAM education with arts to strengthen students' creativity and their problem-solving skills.

Development of Generic Skills:

Promote self-directed learning, STEAM projects, IT in education, project learning and cross-curricular learning etc.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Faith-Based Life Education: Rooted in the Christian faith, we provide high-quality life education to inspire a love for life and a positive, optimistic outlook among students.
2. "Positive Kid" Initiative: Through the "Positive Kid" Program, we cultivate character virtues and encourage students to leverage their strengths, thereby enhancing their resilience.
3. "My Little Happiness" Project: We promote the "My Little Happiness" Project to encourage a spirit of gratitude in all things and to nurture a profound sense of well-being.
4. National & Civic Education: By immersing students in a Chinese cultural atmosphere and experiential service learning, we develop them into responsible and upright citizens.

Student Support

Whole School Approach to Catering for Learner Diversity:

The implementation of split classes in Chinese, English and Mathematics lessons helps cater for learners' diversity. Tutorial classes and different support training groups are organized by the Student Support Team to accommodate students with special education needs.

Whole School Approach to Integrated Education:

We have Special Educational Needs Coordinator and Special Educational Needs Support Teachers to plan and implement Integrated Education: We support students who need it in terms of personal growth and learning and assessment.

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; and organising activities to create an inclusive learning environment in the school. Special Educational Needs Support Teachers and teacher assistants design different games about Chinese literacy and have individualized training with the students in the tutorial lessons.

Curriculum Tailoring and Adaptation:

Differentiated instruction and whole class gifted education are systematically implemented. Through co operative learning and tiered lesson design, students' diverse learning needs are addressed.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Launch events and parent education programmes with the parent-teacher association (PTA).
2. Collaborate with parent volunteers in school events.
3. Promote home-school communication and collaboration through diversified approaches (e.g. school website, publications like newsletters, e-circulars, PTA and Parents' Day).

School Ethos:

The school lays its emphasis on whole-person development. It is our aim to create an honest and caring environment for our students. We educate our students to be grateful and cooperative through an implementation of schemes like religious education and life education, etc. A series of programmes such as classroom management, level groups, Buddy Scheme are implemented. Students explore and develop their interests by joining elective courses, leadership training scheme and a diversity of activities. They are encouraged to strive for excellence.

Future Development

School Development Plan:

1. To ignite students' intrinsic motivation, enhance their sense of competence in learning, promote deep learning, and cultivate them into 21st-century learners.
2. To nurture a sense of well-being on campus (based on the PERMA model) and empower children's whole-person development.

Teacher Professional Training & Development:

1. Nominate teachers to participate in international, Education Bureau (EDB), and external professional development and research programs, in accordance with global educational trends and the school's strategic direction.
2. Facilitate curriculum development and create a learning community by joining school-based support programmes offered by the Education Bureau and local universities.
3. Co-plan meetings, lesson study and lesson observations are carried out every cycle to enhance teaching and learning effectiveness and enhance teachers' professionalism.
4. Continuous professional development is arranged.
5. A cooperation agreement has been signed with Guangdong University of Foreign Studies to host regular professional exchange and development activities, fostering the mutual growth of teachers from both regions.

Others

Whole-school Award: International Alliance for Invitational Education Award 2023,2022 Caring Award Scheme Themed Award

Academic: Hong Kong Schools Music & Speech Cantonese Speech Competition 2nd Prize

Science and Technology: 2024 Inter-School Drone Challenge Level 1 Certification

Sports: 2526 Tai Po District Inter-School Athletics Competition Boys C Grade: Overall 3rd Runner-up; Boys A Grade 4x100m Relay: 2nd Runner-up

Music:2526 Tai Po District Inter-School Singing Competition Primary Junior Section: Silver Award; Senior Section: Bronze Award

Others: Tai Po North District Little Scout District Governor Challenge Cup Competition Dribbling Army Runner-up



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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. Li Kwok Fai	Ms. Cheung Lai Chu	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
Tai Po Old Market Public School Ltd.	Humble, Prudence, Honesty, Intellectual	1964	Chinese (incl.: Putonghua) and English	Nanny van	About 6400 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$30	\$450	Swimming lesson \$350

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Every classroom is equipped with a computer, a visualizer, 86" LED Interactive Board. We have more than 500 computers and a standard swimming pool.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
60iLAB, InnoSpace, Pottery Room, Activity Room, Digital Music Room, Campus TV Room, English Room, IEco Learning Space, IGreen Park, Science Zone, Amusement Zone, Ecological Zone etc.				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				49	Total number of teachers in the school		57
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%	51%	49%	26%	16%	58%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	The Activity Approach and the Co-operative Learning are adopted in all levels. The various strategies incorporated in the lessons are gifted education, STEM Education, IT interactive learning, learner diversity and pivotally - critical thinking skills. Implementation of small class teaching from P.1.						
Remarks	Co-operative Learning: complementary, mutually beneficial and goal-orientated; Thinking Skills Training: to think in different perspectives & to solve problems; Gifted Education: higher-order thinking skills, creativity and individual social skills; E-Learning: pre-class preparation, enrichment, self-directed learning.						

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	The practice of everyday life and self-assessment are emphasised. Multi-formative assessments, Life education reports, student learning portfolios ranging from P.1 to P.6, are implemented and aim to inform teacher, parents and students on the strengths and weaknesses of students. Furthermore, assessment guidelines for all subjects are set so that students are aware of the learning objectives.						
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	Streamed classes are implemented, from P.4 - P.6, according to the students' academic results.						

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	8:15 AM	3:15 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We were granted the Outstanding Spine Care Campus for the Straighten Up School Campaign in Tai Po. The School Health Committee endeavors to establish a healthy, harmonious and safe school environment, promote student mental and physical fitness and emphasise an anti-drug education.		The school life is enriched with teacher-student reading time, gymnastic exercises and lunch break activities. The swimming lessons and the morning play corner e.g. skipping-ropes and short distance races enhance students' health. The School Hygiene Prefects monitor the school's cleanliness. The Anti-drug Education, Don't Laugh at Me programme and Positive Education is run by the School IE Committee.		

Life-wide Learning

Study Tours for all P.3 to P.6 students. Experience Camp for learning life skills for all P.1 to P.2 students. Over 100 interest groups, with over 5,500 participants, are conducted by teachers and are run by the Teacher-Parent Association and include: Little Composer Seed Project, Explore Science, Robot Club, LEGO, Boy Scouts, Girl Guides, The Orchestra, The Chinese Orchestra and Dancing. Overseas Cultural Exchange Programmes: U.S.A., Australia, Japan, Korea, Singapore, Beijing, etc. There are over 4,000 participants in other outdoor activities.

School Mission

Our school seeks to provide quality all-round education for our students. We strive to enhance development in seven aspects of life encompassing moral, emotional and intellectual development, physical education, social integration, aesthetics and spiritual growth. We encourage our students to take the initiative to explore the world, to acquire international views and to maximise each individual's potential.

School Characteristics

School Management

School Management Organisation:

With brilliant management, efficient administration, an unambiguous and transparent administrative framework, the school earns the parents' support and trust. The school strives to acquire various external resources to expand the school curriculum and develop self-perfection anchored and home-school cooperation in the school-based management experience.

Incorporated Management Committee / School Management Committee / Management Committee:

With whole-hearted support, the School Supervisor and Managers attend school activities and ceremonies and offer valuable comments. All IMC meetings and Teacher Advisory Meetings, are not only attended by the Principal, School Supervisor and Managers but also the parent and teacher representatives.

School Green Policy:

To cultivate students' positive values and attitudes in treasuring the natural resources, protecting the environment through the development of TPOMPS Ecological Zone. The school organises school-based programmes such as Green Farming, Ecology Field Trips, overseas cultural exchange programmes, clothes and plastic bottles recycling.

School's Major Concerns:

1. To equip students with future skills by enriching students' learning experiences.
2. To continuously nurture the positive values and attitudes in order to create a smart joyful learning environment and to build a healthy habit for life.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school strives on enhancing students' biliterate and trilingual proficiency by creating a reading atmosphere to help students acquire the habit of reading. The fourth language (programming) has been developed for schools, and artificial intelligence experience lessons have been incorporated at all levels. We enable students to acquire necessary mathematical concepts and skills for everyday life. For General Studies, we implement the Whole-School Science Programme, Inquiry-based Learning and Project Work. We implement a Cross-curricular Integrated School-based Curriculum in which we design theme-based to enrich students' learning experience. We set up the subject, Life and Technology and we employ an IT interactive teaching strategy and systematic thinking training. To cater for learner diversity, we adopt gifted education and remedial teaching programme. Comprehensively implement education that inspires potential and positive education, fostering students' correct values.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education (including Life education, Positive Education, Financial education)
Making good use of learning time and creating space to promote a balanced physical and mental development.
Reinforcing STEAM education, and nurturing students' media and information literacy.
Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.

Development of Generic Skills:

To cultivate students' nine generic skills, we seek professional help to conduct co-planning meetings to design innovative lessons.

Cultivation of Proper Values, Attitudes and Behaviours:

We encourage students to learn in real contexts and authentic settings such as Global Citizenship Experience Programme, Entrepreneurship Experience Programme, theme-based learning programmes, cross-curricular learning, service learning, Uniformed Groups, Students' Union and we actively participate various programmes from EDB so as to help students develop positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school arranges remedial and enhancement classes and collaborates with the universities and the EDB to elevate the teaching effectiveness. Extra remedial classes are conducted by teachers qualified with special training. Besides, to cater for students' special needs, there are services provided by the school-based educational psychologist and the school-based speech therapist which can provide students with early remedial support.

Whole School Approach to Integrated Education:

Student support team consideration on deployment of resources, specific measures in supporting students with Special Educational Needs, e.g. remedial learning groups, training on social skills, enhanced school-based speech therapy service, individual education plan, mechanism in soliciting parents' views and discussion on student progress.

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

Curriculum Tailoring and Adaptation:

Our school is dedicated to advancing school-based gifted education, fostering both academic excellence and emotional growth to support students' holistic development. As one of the eight pilot schools in Hong Kong's Gifted Education Network, we design and implement a wide range of enrichment programs that integrate key elements of gifted education — such as higher-order thinking, creativity, and social development — into everyday lessons. School-based gifted education not only nurtures all-rounded growth but also enables groups of gifted learners to fully realize their potential. In addition, we actively encourage students to participate in diverse competitions, providing them with opportunities to showcase and further develop their talents.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA, which is well-organised, has been established for 30 years. It aims to help parents understand the development of the school. We have the full support and trust of the parents. This is evident through the 300 parent volunteers and 5,000 participants helping in various activities. Workshops and seminars are conducted to educate parents in computing skills and parenting skills.

School Ethos:

The school ethos is excellent. On top, we have the students' growing support committee, discipline committee and counselling committee. Under these committees, there are the citizenship education committee, health education committee, positive education committee and invitational education committee. All committees strive to promote Life-wide Counselling services and a caring school. We strive to establish a good relationship with the students, parents and the community. We encourage students to be responsible before asserting their rights; to discipline themselves before asking for freedom.

Future Development

School Development Plan:

We are dedicated to provide an excellent education by broadening the international horizons of our students and teachers as well as building up students' biliteracy and trilingualism. We will keep developing students' learning to learn abilities and becoming up-right persons, cultivating students' creativity and abilities in putting theories into practice to create a new generation with ideals and the seven elements of the holistic education.

Teacher Professional Training & Development:

Teachers are encouraged to strive for self-enhancement by attending workshops and seminars regarding their individual interests and needs. In addition, overseas cultural exchange is also provided and we partner with territory education institutes and educational bodies, numerous local, overseas educational bodies, schools for interchange programmes, sharing sessions to enhance teachers' professional development.

Others

We encourage students to broaden their horizons and cultivate students' international perspectives by providing various learning experiences for students. Students participate in overseas cultural exchange such as US and Japan. Then students are encouraged to participate different competitions and win numerous awards.



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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. Lee Siu Ming Kenneth	Mr. Yip Yick Siu	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
Tai Po Old Market Public School Ltd	Humility, Discreetness, Integrity, Sagaciousness	2002	Chinese	Nanny van	About 6400 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		Advanced School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$470 (specific purpose charge) \$200 (Swimming Lesson Fees)	\$31 (replacement of student card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Indoor Swimming Pool, Chinese Cultural Pathway, Yuanlin Grove, "Go" Corner, Aquaponics, Spurred Tortoise Garden, Herb Garden, Farmland.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Lab, Lab for innovation science, Ancient Earth Museum, Environmental Protection Resources Center, English Funland, Music Room, Visual Art Room, Computer Lab, Campus TV etc.				Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment				58	Total number of teachers in the school		60
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%	50%	77%	13%	12%	75%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	30
Mode of teaching at different levels	In P.1 - P.3, every class is of heterogeneous ability, whereas in P.4 - P.6 individual students' learning abilities and needs are considered.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Adopts diversified assessment modes—including formative assessments, authentic tasks, project learning, and real-life applications—to holistically evaluate students' development. Encouraging students to utilize learning logs and student portfolios for self-reflection and peer evaluation. Provide tailored assessment accommodations and interactive group evaluations to cater diverse learning needs.				
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					No
Streaming arrangement	According to students' learning needs.				

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	3:05 PM	11:50 PM - 12:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We foster a healthy lifestyle by promoting nutritious dining, physical fitness, and mental well-being. Recognized as an "Advanced School" under the "Whole School Health Programme" and joining the "Active Students, Active People" Campaign, we organize diverse sports and positive education to nurture students' physical, emotional, and spiritual health, cultivating an energetic and caring campus.		"Healthy lunch with nutrition ratio 3:2:1", "more fruit and vegetables", and "less oil, salt and sugar", we advocate healthy eating habits to improve students' health.		

Life-wide Learning

The school nurtures leadership qualities through the Student Council, Junior Leaders and uniformed groups. Through diverse activities such as STEAM projects, Chinese and Western orchestras, choir, athletics and ball games, the school provides the Five Essential Learning Experiences — Intellectual Development, Values Education, Community Service, Physical and Aesthetic Development, and Career-related Experiences — to broaden learning opportunities and achieve whole-person development.

School Mission

We provide our students an excellent and supportive learning environment to help them acquire holistic and balanced development with respect to the areas of ethics, intellect, physique, social skills, aesthetic, affective and spiritual growth, to encourage our students to take the initiative to explore the world with an international perspective and inspire their potential.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the principal, the teachers and executive teams carry out the school policy established by the Incorporated Management Committee (IMC).

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC was well established, the members of which include the school managing directors, teachers, alumni, parents and professionals.

School Green Policy:

We provide school-based curriculum and various activities to nurture our students' attitude and habit on environmental protection.

School's Major Concerns:

1. Nurture proactive learners equipped with innovation skills and a strong sense of contribution. 2. Nurture students to develop positive emotions and adopt a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school values the connection between life and learning. We implement a range of distinctive school-based curricula that are organically integrated and naturally connected with the core curriculum, nurturing students' innovative thinking and inquiry spirit, humanistic care values, scientific and technological literacy, information literacy, and the ability to comprehensively apply knowledge and skills. Adopting the TARGET instructional model as the axis of learning and teaching, the school designs higher-order questions to guide students in active questioning and analysis. Through the metacognitive strategy of "Questioning – Verifying – Reconstructing" and deepening blended learning, we make good use of the school and community environment for experiential learning, constructing a learning journey of "Knowledge, Action, Creation" to develop students' critical thinking skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Using Chinese culture as the backbone, designing diversified learning activities to strengthen values education (covering patriotic education, national security education, and life education).
2. Reinforcing STEAM education and maker culture, promoting AI integration across all subjects, developing a school-based AI literacy curriculum and nurturing students' media and information literacy.
3. Continuously deepening reading across the curriculum, leveraging information technology to develop students' lifelong learning capabilities.
4. Enriching life-wide learning experiences and fostering whole-person development.
5. Making good use of learning time and creating space to promote balanced physical and psychological development.
6. Better catering for learner diversity and formulating support plans according to students' learning needs.
7. Making good use of diversified assessment data to optimise instructional design, enhancing assessment literacy to promote learning & teaching effectiveness.

Development of Generic Skills:

1. Implementing the "Cultural and Arts Values Education Programme" at all levels, providing students with diverse learning experiences to enhance their humanistic care and artistic sentiments, and developing students' generic skills.
2. Through cross-curricular project learning and STEAM inquiry activities, creating authentic contexts to develop students' critical thinking, problem-solving, and innovation skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The school promotes values education, using Chinese culture as the backbone and integrating cross-curricular values education across all subjects and life-wide learning to help students develop proper values and attitudes. Adopting the "Knowledge-Affection-Action" affective pedagogical model, and incorporating patriotic education, national security education, and life education, the school strengthens the practical dimension in school-based curricula and activities, enabling students to transform cognitive understanding into action and internalise it as good character and a spirit of contribution.

Student Support

Whole School Approach to Catering for Learner Diversity:

Focus on developing gifted education. We provide over forty gifted programmes such as School Leaders, Mathematics Olympiad, English Ambassadors, STEAM CLUB, Little Editor and Lego Robot are provided for gifted students to explore their thinking and creativity abilities and social skills. Remedial classes are offered for students in need.

Whole School Approach to Integrated Education:

Our school adopts the "Whole School Approach" model to support students with special educational needs (SEN), establishing a Student Support Team to cater for individual differences through the "3-Tier Intervention Model": 1. Tier-1: optimising classroom teaching; 2. Tier-2: providing remedial teaching and group services such as enhanced school-based speech therapy, social skills groups and study skills groups; 3. Tier-3: providing Individual Education Plans (IEPs). Through various channels such as parent workshops and interviews, parents are assisted in understanding their children's needs.

Curriculum Tailoring and Adaptation:

To cater for learner diversity, we implement distinctive school-based programmes, cross-curricular learning and curriculum integration, making good use of blended learning and appropriate e-learning strategies to design suitable learning plans for students. For example, whole-class gifted learning programmes and pull-out programmes are provided for students with special abilities. According to students' learning needs, gifted classes and remedial teaching groups are offered. AI tools are leveraged to facilitate personalised learning, helping students develop their potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Elect representatives to be school managers in IMC to provide advice on school development.
2. Establish Parent Network for open communication between parents and the school.
3. Assist in organising diverse activity groups, summer classes and tutoring groups.
4. Establish a Parent Volunteer Team to support school affairs and diversified curriculum activities such as booth hosting, guest sharing and guided visits.
5. "Parent-Child Reading Club" conducts parent-child reading activities aligned with cross-curricular reading themes, fostering students' critical thinking through home-school collaboration.
6. Organise parent workshops to help parents master effective methods for promoting their children's whole-person development.

School Ethos:

1. Promote values education in a whole-school approach, with the "Values Education Curriculum Framework" as the backbone, encompassing the twelve priority values and attitudes, integrating positive education to foster whole-person development and create a positive and caring campus atmosphere.
2. Enrich the spirit of "TPOMPSPC People", enabling students to leverage personal strengths in a supportive environment, communicate with positive attitudes, embrace a growth mindset, and become confident individuals with a sense of well-being.
3. Through systematic school-based counselling activities, life education programmes and leadership programmes, students are nurtured to solve problems positively, face challenges courageously, and enhance their resilience and sense of contribution.
4. Promote the "4Rs Mental Health Charter" to establish a healthy lifestyle.

Future Development

School Development Plan:

1. Continuously develop cross-curricular learning to strengthen students' abilities in integrating and applying knowledge, and enhance their competence in solving real-life problems.
2. Continuously optimise school-based curricula with organic integration of subject knowledge, making good use of the campus environment and community resources to create contexts for life-wide learning.
3. Sustain reading as the core of learning, enabling students to enjoy reading and develop lifelong learning abilities through extensive and in-depth reading.
4. Promote AI integration across all subjects, reinforce STEAM learning and maker culture, inspire innovative thinking and nurture students' attitude of technology for good.
5. Make good use of e-learning platforms and AI tools to enhance classroom interaction and personalised learning experiences, promoting self-directed learning.
6. Deepen values education, cultivating good character, proper values and healthy well-being to enrich the spirit of "TPOMPSPC People".

Teacher Professional Training & Development:

A systematic and theme-based professional development plan is formulated annually. Training workshops and sharing sessions are scheduled each year, covering "Teachers' Professional Roles, Values and Conduct", "Local, National and International Education Issues", "Teaching Strategy Sharing", "Peer Lesson Observation and Research Lessons", and "Deepening Teaching Skills". This year focuses on "Enhancing Students' Critical Thinking Skills", strengthening AI and innovative teaching strategy training to equip teachers with digital technology tools and foster students' information literacy, continuously enhancing teachers' professionalism.

Others

We provide various Award Schemes to encourage students to strive for excellence in multiple areas and award and reinforce students' good performance. We train students to participate in academic, scientific and technological, physical and artistic activities. Students have won many awards in competitions including swimming, track and field, fancy rope skipping, music, science and technology, dance, visual art etc. Every year, the school also arranges students to go abroad for exchange and study. They have been to major cities in the Mainland, Japan, Korea, the United States, Scotland, Greece, New Zealand, etc., to learn about local culture.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Hui Chin Yim Stephen	Ms. Cheung Kam Yan	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 EdUHK Schools Limited	A passion for learning towards excellence	2002	Chinese & English	School Bus	About 7000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		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
-	-	\$50	\$500 (Fees for specific purposes)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	Students can use the library, indoor swimming pool, football pitch and Pak Shek Kok Sports Centre at the EdUHK.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Amphitheatre, Multi-Purpose Hall, English Room, General Studies Room, Visual Arts Room, Dance Room, Computer Room, CoolThink@JC Studio, Chinese Culture Room and Window Classroom.				Ramp, Accessible lift, Accessible toilet and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		50
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
96%	100%	48%	80%	16%	30%	54%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	4	24
Mode of teaching at different levels	The School adopts an innovative pedagogy that integrates STEAM and sustainable development education. We employ diverse learning approaches—including e-learning, experiential learning, and collaborative learning—to cater to student diversity and cultivate high-order thinking skills.							
Remarks	1. Putonghua (PTH) as the Medium of Instruction for Chinese Language: offer PTH classes and Progressive PTH classes in P.1-P.3. 2. e-Bag classes: in some P.4-P.6 classes. 3. Specialized Courses: Cross-curricular, STEAM and Chinese Culture & History.							

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	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	Formative assessments include coursework, classroom performance, project-based learning to encourage learning, self-reflection, and peer evaluation. For P2-6, three summative assessments are conducted for core subjects such as Chinese, English, Maths, General Studies (Science/Humanities), and Putonghua. P1 students will have their first summative assessments in Term 3 alongside ongoing evaluation.				
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	1. Putonghua (PTH) as the Medium of Instruction for Chinese Language: offer PTH classes and Progressive PTH classes in P.1-P.3. 2. e-Bag classes: in some P.4-P.6 classes.				

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	8	35 mins	8:40 AM	3:40 PM	12:25 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Nurture student well-being by cultivating healthy lifestyle habits through daily morning exercises, mindfulness activities and the SportFIT Award Scheme 2. Promote student healthy eating habits through establishing the 'EatSmart@school' parent volunteer group, organising food nutrition talks and workshops, and engaging in the school-wide 'Joyful Fruit Month' event		1. Pre-lesson morning reading and exercising sessions 2. Basketball & badminton courts are open during recess and lunch breaks; as well as sports areas and motion-sensing sports facilities 3. 'Reading Mum & Dad' and mini concerts during lunch breaks 4. Homeroom and self-study periods every day 5. Library and Computer Room open during recess and lunch breaks 6. Offer Multiple Intelligences classes and various after-school extra-curricular activities		

Students can choose from over 50 extracurricular activities designed to nurture diverse talents, including Drama Club, English Fun Time, Debating, STEAM, SDG Programme, Innovative Scientists, Chinese Dance, Gymnastics, Ball Sports, Jump Rope, Pottery, Visual Arts Gifted Programme, various Instrumental classes, Life Education Ambassadors, Flag-raising Team, Uniformed Groups, etc. We also provide extensive overseas exchange learning programmes to the UK, Singapore and South Korea, as well as mainland study tours to cities like Beijing, Xi'an, Chengdu, and Guangzhou, fostering a truly global perspective.

School Mission

Our mission is to foster a joyful and caring environment that provides high-quality education for holistic development. By implementing evidence-based innovative educational philosophies, we aim to enhance both student learning and the overall quality of school life. We serve as a hub for demonstrating innovative teaching methodologies to elevate educational standards and promote the pursuit of excellence. Furthermore, we provide a premier training ground for teachers to master innovative pedagogies and gain practical classroom experience.

School Characteristics

School Management

School Management Organisation:

The School has a clear management framework. The School Sponsoring Body, the Incorporated Management Committee, the Supervisor, the Principal, the School Executive Committee and the School Development Committee work collaboratively for the development of the School.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was set up in 2011. The sponsoring body managers of the IMC include senior scholars of the EdUHK who have profound knowledge of the philosophy and practice in education. The independent and parent managers are also renowned educators or professionals who are passionate about quality education.

School Green Policy:

The School cultivates students' environmentally friendly attitudes and encourages active participation in environmental conservation through initiatives such as 'Clean Fundraising', 'Parent-Child Charity Flower Sales', 'One Person, One Flower', Hong Kong Ocean Park's 'Seahorse Rangers', the school-based 'Discover2se—Sustainable Development and Ecological Conservation Programme' and the International Eco Expo 2025. We aim to enhance students' awareness of conservation and promote sustainable development.

School's Major Concerns:

1. Initiate future-oriented learning, enhance students' learning capabilities, and cultivate lifelong learners.
2. Internalise positive values, strengthen national identity, and promote healthy living.

Learning and Teaching Plan

Learning & Teaching Strategies:

1.Emphasise developing proficiency in biliteracy and trilingualism. Via experiential learning and diverse learning activities, students master various key learning areas while strengthening their independent learning and self-reflection skills to enhance overall learning efficacy. Also nurturing generic skills and instilling positive values to promote comprehensive holistic development. 2.Implement digital learning by integrating AI-assisted instruction, computational thinking, and STEAM education. By leveraging innovative technology, we aim to comprehensively enhance students' digital mindsets and complex problem-solving capabilities. 3.Effectively utilising professional resources from the EDB, the EdUHK, and Microsoft Education, we have developed unique school-based curricula covering cross-curricular studies, Chinese culture, and history. These efforts provide students with diverse learning opportunities, enhance interdisciplinary learning abilities, and nurture critical thinking skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To align with the EDB's latest Primary Education Curriculum Guide (PECG), the whole school engages in ongoing renewal of its school-based curriculum by organising learning activities with appropriate strategies and action plans. These efforts aim to help students achieve the latest 7 learning goals:

1. Strengthen values education (including life education, national education and national security education). 2. Optimize the use of learning time and create space to promote balanced physical and mental development. 3. Enrich life-wide learning experiences and foster whole-person development. 4. Better cater for learner diversity. 5. Reinforce STEAM education, and nurture students' media and information literacy. 6. Strengthen cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities. 7. Enhance assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

The School develops school-based cross-curricular programmes which provide students with a wide range of learning activities including field trips, inquiry-based learning, science and engineering experiments as well as entrepreneurship experience to develop students' critical thinking, global awareness and to showcase their learning outcomes.

Cultivation of Proper Values, Attitudes and Behaviours:

The School is committed to cultivating a harmonious and caring school culture through 'Sunshine Calls', class teacher meetings, 'P.S. I Love You' letters, Appreciation Day, etc. Students' positive values and attitudes are nurtured through 'Speech under the National Flag', thematic activities (Law-abidingness and Empathy), assemblies, personal growth classes, Life Education Week and camps.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Implement specialised gifted programs and proactively nominate students for external gifted education courses and competitions. 2. Participate in collaborative projects with the EDB and The EdUHK to continuously refine the school-based curriculum. 3. Provide support through a Dual Class Teacher system, daily tutorial periods, and assistant teacher collaborations. Learning efficacy is further enhanced through small-class teaching, remedial classes, and specialised training. 4. Execute structured Primary 1 bridging programmes and transition measures for Primary 6 students moving into secondary education.

Whole School Approach to Integrated Education:

1. Adopt a whole-school approach and 3-tier Intervention Model to support students with special educational needs. 2. Provide in-class support, after-school training groups and Individual Education Plan (IEP). 3. Provide School-based Educational Psychology Service (SBEPS), Enhanced School-based Speech Therapy Service and other parent support.

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 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:

To address individual learner diversity, the school offers a school-based curriculum featuring tailored adjustments to instructional timelines, home assignments, and evaluative criteria based on student readiness and growth.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Establish regular communication, where teachers maintain close ties with parents through Parents' Day, 'Sunshine Calls', and 'PS. I Love You' letters to address student needs.
2. Invite experts to host parent seminars, workshops, and parent-child events, enhancing parents' understanding of child psychology and their roles in the digital age.
3. The PTA aids school development by participating in tasks such as services procurement and book selection, while organising fundraisers to improve facilities.
4. The PTA runs parent workshops and engages volunteers in activities like the "EatSmart@school.hk" Campaign, gardening, storytelling, Primary One Orientation, and the Secondary School Transition Task Force.

School Ethos:

The School encourages students to participate in a variety of positive initiatives and activities. Through life education, invitational education, national security education, and service learning, students enhance their positive emotions through the process of planning, execution, and reflection. Students leverage their personal character strengths, manifest good character, enhance their empathy, and sharpen their social awareness.

Future Development

School Development Plan:

1. Continue to strengthen the partnership with The EdUHK to explore innovative teaching methods, promote professional development for teachers, and enhance overall learning and teaching efficacy. 2. Effectively utilise diverse assessment tools and data analytics to optimise the use of teaching resources, refine teaching and learning strategies, and support student learning. 3. Deepen Values Education to cultivate students' positive character and attitudes, aligning with the educational goal of "Cultivate Values for Leaders of Tomorrow."
4. Sustain the development of STEAM, AI, and Computational Thinking, inspiring innovative mindsets and equipping students with essential 21st-century competencies. 5. Leverage the unique characteristics of a "Window School" to strengthen collaboration and exchanges within the education sector, enhance teachers' professional competencies, and achieve sustainable development in teaching.

Teacher Professional Training & Development:

Invite experts from The EdUHK as subject consultants to support the development of school-based curriculum and provide professional training for teachers; Encourage teachers to actively pursue further education, create learning communities and exchange teaching experiences; Actively share school-based experiences at local and international seminars; Support teachers' participation in local and overseas professional exchange activities with Teacher Professional Development Fund.

Others

Microsoft Showcase School (2014-26); CoolThink@JC Jockey Club Computational Thinking Education Resource School(2020-25); Winner of the International Outstanding e-Learning Awards; EdCity Teacher Award (Excellent Award 2023); Innovative Teacher Award(2021); Edtech Heroes Award 2023 (K12-Grand Award); InnoExpo@Tai Po 2024 'Most Creative STEM Creation - Primary School Division-Champion'; Sichuan-Chongqing-Hong Kong-Macao Youth Science Competition: Excellent Science School Award; 6th cohort JC InnoPower Fellowship for Teachers; Hong Kong Institute of Architects Annual Architectural Award 2002



五旬節聖潔會永光小學

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POA School Net No.

P.36

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Miss Au Lai Yee	Ms. Hung Mo Chuk	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					90%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Superintendent in Hong Kong of the Pentecostal Holiness Church	Put your trust in the light while there is still time; then you will become children of the light. (John 12:36a)	2024	Chinese & English	School Bus	About 7085 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
					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	\$400 (Charged separately for each semester)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	1	1	2	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Picture Book Library, INSPIRE X AI Science Laboratory, World Discovery Centre, 2 Music Rooms, Visual Arts Room, Dance Room, Student Activity Centre, Life Education Resource Centre, 3 Indoor Sports Areas, Outdoor Running Track, 2 Basketball Courts				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment				35	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%	100%	30%	20%	10%	30%	60%	

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year				No. of classes	4	2	4	4	4	0	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	2	4	2	4	4	4	20
Mode of teaching at different levels		We promote collaborative learning and self-directed learning. Classes are conducted using a teaching model of 'high expectations, high participation, high demonstration, and plenty of praise', guiding students to make good use of learning strategies and reflect on their learning. In addition, diversified assessments and feedback are used to improve student learning.									
Remarks		-									

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	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	We adopt a diversified teaching model, complemented by a variety of assessment methods such as regular mini challenges, student assignments, classroom performance, daily observations, oral presentations, hands-on tasks, and project-based learning, to build a learning cycle of reflection and improvement.						
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	We believe that every child is unique, invaluable, and cherished by God, and that each child can achieve success. Hence, we do not have elite classes and instead distribute students into classes based on ability and individual characteristics.						

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	3:30 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and students can have their lunch boxes delivered by family members or bring their own light lunch.	Students participate in 'Active Time' every day before class, where they can play games and exercise. Assemblies, reading and fitness also form a core part of their morning routine. We launched the 'School Physical Fitness Award Scheme', 'Straighten Up School Campaign' and 'Happy Fruit Day'. We encourage students to exercise 60 minutes per day, and we promote school-based Christian Life Education.				

1. Multi intelligence activities for students twice a week.
2. Extra-curricular activities such as The Boys' Brigade.

School Mission

Building on the concept of an 'INSPIRE' school, The Pentecostal Holiness Church Wing Kwong Junior School is founded on Christian truth, creating a campus that inspires creativity, fosters a loving and harmonious atmosphere, and provides diverse learning experiences. The goal is to ignite children's passion for learning, guide them to showcase their potential, and nurture a new generation rooted in Hong Kong, connected to the nation, and linked to the world.

School Characteristics

School Management

School Management Organisation:

A learning organization where team members develop a mind of Christ; are committed to serving the kingdom of God; live faithfully on mission with God; and love God and others.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC of The Pentecostal Holiness Church Wing Kwong Junior School

School Green Policy:

Establish environmental protection agreements; care for nature; cherish and use resources effectively, and save energy in daily life.

School's Major Concerns:

Faith, Hope and Love

1. Faith: Shaping character strengths with the Truth of Christ
2. Hope: Enhancing 21st Century AI competencies, nurturing multiple intelligences, and equipping for the future.
3. Love: Establish a caring campus culture using the 5 love languages; to love our country and the world

Learning and Teaching Plan

Learning & Teaching Strategies:

Teaching Beliefs:

1. Knowledge is constructed.
2. Experiential learning is an effective model (interaction, inquiry, collaboration).
3. The primary role of teachers in teaching is as facilitators.

Classrooms focus on cooperative learning and self-directed learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Enhance values education (including life education, civic and national security education); make good use of learning time to create space, promoting balanced physical and mental development; enrich all-round learning experiences to promote holistic development; strengthen support for student diversity; enhance STEAM education and cultivate students' media and information literacy; strengthen cross-curricular learning and reading to develop lifelong learning abilities; and improve assessment literacy to enhance the effectiveness of learning and teaching.

Development of Generic Skills:

A school-based interdisciplinary curriculum called 'Global Studies' is established, using the United Nations' 17 Sustainable Development Goals as a framework. This involves diverse task-based projects and community service missions to develop students' transferable skills. Additionally, referring to the OECD's Learning Compass for the 21st Century, various learning experiences are designed within each subject to equip students with 21st-century soft skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We strive to create a harmonious and loving school environment, providing diverse learning experiences to help children become children of light, capable of warming hearts and shining brightly as global citizens.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Selection and training of gifted students to participate in competitions.
2. All school teachers adopt a "whole-school approach" to cater for individual differences, which includes support from social workers, school-based educational psychologists, and school-based speech therapists for students with special educational needs.
3. Provide learning, homework, and examination accommodations for students in need.

Whole School Approach to Integrated Education:

1. Our school is committed to fostering an inclusive culture, with all teachers supporting students with special educational needs through a "whole-school approach".
2. School social workers, school-based educational psychologists, and school-based speech therapists regularly station at the school to evaluate and support students and their parents.
3. Homework and assessment adaptations are provided as needed.

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

Curriculum Tailoring and Adaptation:

1. Design "school-based curriculum" with flexibility, adapting and tailoring materials to suit students' learning needs while adjusting assignments and assessment methods accordingly.
2. Diversify classroom designs and extra-curricular activities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Establish the Parent-Teacher Association (PTA) and a team of parent volunteers to help organize various school functions.
2. Host different parent-child activities and parent education workshops.
3. Organize regular home-school tea gatherings to enhance communication between parents and the school.
4. Establish a Life Education Picture Book Volunteer Team to collaborate with teachers in promoting life education.

School Ethos:

We endeavour to nurture children with positive values, innovative thinking, resilience, the courage to chase dreams, self-directed learning, a strong sense of responsibility, mutual support, and a global perspective.

Future Development

School Development Plan:

Embarking with Faith, Hope, and Love

1. Faith: Shaping strong character through the truth of Christ.
2. Hope: Enhancing 21st Century AI competencies, nurturing multiple intelligences, and equipping for the future.
3. Love: Cultivating a caring campus culture through the language of love, with a heart for homeland and the world.

Teacher Professional Training & Development:

1. Cultivate teachers with a healthy body, mind, and spirit, serving with a joyful heart.
2. Foster a culture of professional exchange, where teaching and learning enhance each other.
3. Broaden teachers' international perspectives, looking forward to the future.

Others

An INSPIRE school that nurtures children with Christian truth.

We collaborate with various Non-Governmental Organizations (NGOs) to develop life education and multiple intelligences programmes.



仁濟醫院蔡衍濤小學 Y.C.H. Choi Hin To 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
Mr. CHOI SIU CHOW TONY, JP	Principal Tsui Kim	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yan Chai Hospital	Serving the Community in the Spirit of Benevolence	1992	Chinese (incl.: Putonghua) and English	Nanny van	About 8000 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
-	-	\$50	Special purposes: online platforms and STEM education development \$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	Ecology Lab, Immersive Room, Historical Corridor, Holistic Art Zone, Reading Zone, Space Zone, Sports Climbing Wall, Campus TV and organic garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
General Studies Room, Arts & Crafts Room, Music Room, STEM Room, MMLC, Student Activity Centre, English Room, Exergaming & Fitness Centre, Counselling 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			39	Total number of teachers in the school		50
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%	48%	81%	22%	32%	46%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	3	4	4	4	19
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	2	3	4	4	16
Mode of teaching at different levels	1. Bring Your Own Device (BYOD) Scheme in Primary 4 to Primary 6 classes fosters students' self-learning skill and teaching effectiveness. 2. Co-teaching is arranged to cater for learner diversity. 3. Multi-perspective thinking skills are infused in curriculum to enhance students' learning.							
Remarks	The small class teaching mode is adopted with a class size of 25 students from primary one to primary three.							

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							No
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	Summative assessment is arranged for all subjects at the end of each school term, whereas formative assessment is arranged for the Chinese Language, English Language and Mathematics subjects. For General Studies, assessment includes project work and scientific investigations. Students also participate in self-assessment and peer assessment for reflection on learning progress.						
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	Primary one to four students can choose to enroll in the school-based SPARK English classes. All classes are in mixed mode to prevent labelling. To promote e-learning, BYOD classes are arranged in Primary 4 to 6.						

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	8:00 AM	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and with a centralised on-campus dining arrangement provides students with freshly cooked vegetables.	We foster holistic student growth by having morning academics and afternoon hands-on activities. To boost fitness, we offer morning exercise and team training. Harmony Campus Week, mindfulness talks and parent-child seminars help physical and mental well-being. Counselling builds a kind campus, instils good values, and aids students to balance academics and well-being, nurturing future talent.		We blend life education with career planning, offering themed activities covering mindfulness, values discovery and career paths. We also include Business-School Partnership Scheme, arts education and civic practice. Hands-on activities like overseas study tours, charity sales and volunteering, deepen the link between knowledge and life, nurture social responsibility, foster moral values and achieve holistic growth.		

Life-wide Learning

Diversified extra-curricular activities including school teams of choirs, track and field, choral speaking, Chinese dance, judo, Cub Scouts, Brownies, drama, Mathematical Olympiad, campus TV, gardening, drum band and basketball. Saturday interest classes include taekwondo, phonics, musical instruments.

School Mission

We pledge to carry out the principle of "Serving the Community in the Spirit of Benevolence". We aim to provide quality holistic education to our students, and hope that our students have a balanced development in the domains of ethics, intellect, physique, social skills and aesthetics.

School Characteristics

School Management

School Management Organisation:

The IMC represents the highest authority in the school management structure. Daily operation is managed by the principal and department heads.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School IMC Board was established in 2006 with 17 members at present, including sponsoring body manager, independent manager, parent manager, alumni manager, ex-officio manager (principal) and teacher manager.

School Green Policy:

We are a healthy green school. We have launched environmental education campaigns and recycling programmes including the installation of inverter air-conditioners and LED lights. We have set up a central kitchen. The food waste residue we collect at lunchtime is converted to compost to create a soil supplement for organic gardening at school. Students also join the school-based ambassador programme, and participate in organic gardening and collect waste regularly such as paper and plastic bottles for recycling.

School's Major Concerns:

1. To Enhance Learning Effectiveness
2. To Promote Healthy Living and Reinforce Whole-person Development

Learning and Teaching Plan

Learning & Teaching Strategies:

1. The interdisciplinary learning mode with various assessment tools is introduced in order to cultivate 21st century skills.
2. Adopt the overseas learning mode and develop student-oriented teaching and learning approaches through high-order-thinking questioning and discussion to fully cater for learning diversity.
3. Positive values and core competencies are infused in the school-based curriculum and school learning environment.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We make full use of school hours to create space for students to gain opportunities for learning and growth. In the mornings, we focus on academic subjects, and in the afternoons, we offer various courses, such as language classes taught by foreign teachers, Life Education Programmes, Culture Day, and Team Training Activities to enrich students' learning experiences. We provide diverse learning opportunities to cater to different learning styles and multiple intelligences while also considering diversity. We are committed to enhancing students' I.T. literacy to equip them with essential skills for the 21st century. We cultivate independent learners to become the future leaders.

Development of Generic Skills:

Self-directed learning strategies, reading strategies, computational thinking skills and presentation skills are introduced in regular classes to enhance students' generic skills. Such skills are further enhanced in life-wide learning week, STEAM activity week, project learning, outdoor visits, study tours, voluntary services and charitable activities.

Cultivation of Proper Values, Attitudes and Behaviours:

The school is well aware of the importance of environmental education for students. Our school is committed to promoting environmental education, allowing students to learn about ecology, cherish the environment, and value life from an early age. We achieve this by building ecological classrooms, promoting a green campus, and implementing energy-saving measures, etc., to let students experience the importance of environmental protection in practice. Meanwhile, through environmental education courses, we cultivate students' awareness and knowledge of environmental protection, believing that they can become future environmental advocates and leaders. We adhere to this philosophy and action, enabling students to learn to cherish life and protect the environment from an early age, and contribute to creating a better environmental future.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Co-teaching and Remedial classes are provided to cater for learner diversity.
2. English online reading platform.
3. Challenging questions included in assignments: to enhance the learning ability of higher academic achievers.
4. Afternoon streamed learning: to enhance students' performance in core subjects.
5. Pre-S1 bridging courses: equip students for secondary school life both academically and mentally.

Whole School Approach to Integrated Education:

The school-based educational psychologist, the special educational needs coordinator, special educational needs support teachers, special educational needs support assistants as well as school-based speech therapist help students with special educational 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; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; 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:

1. The school-based curriculum is tailored for students' learning needs.
2. Students with outstanding academic performance are pulled out for additional training.
3. Tuition classes are provided for lower academic achievers after school.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. The Parent-Teacher Association organises annual gatherings, parent workshops, weekend interest classes and parent-child and teacher-student local and Mainland trips.
2. 'Saturday Parent-child gathering' is held every month and activities are held to motivate P.5 and P.6 students to study hard for the standardized assessments.
3. Parents have a high participation rate in school voluntary work including services for Yan Chai Hospital.

School Ethos:

1. Our students are courteous and modest.
2. The school has been accredited "Honourable Caring Campus" in the Caring School Award Scheme over ten years.
3. Our caring teachers act as role models to educate students to be responsible, courageous, conscientious, caring and respectful.

Future Development

School Development Plan:

1. Enhancing students' technological and creative abilities, developing immersive education, and strengthening the cultivation of information literacy.
2. Promoting environmental education, students learn about ecology, cherish the environment, and value life from an early age. This is achieved through activities such as building an ecological lab, promoting a green campus, and implementing energy-saving measures.
3. From first to fourth grade, English, general knowledge, art, and life education courses are integrated to provide students with a better English language environment.
4. During morning classes, subject learning is the main focus, while afternoon sessions are dedicated to talent cultivation and moral education to train students' communication and problem-solving abilities and build their confidence.

Teacher Professional Training & Development:

1. All teachers attend school-based training workshops organised by the school. Teachers are also encouraged to further study according to individual needs.
2. Collaborative lesson planning, peer observation and lesson study are carried out to sharpen teaching skills.
3. Demonstration classes are arranged to increase teaching and learning professional capability.

Others

Different award schemes help students build up their self-confidence including Yanchai Student Excellence Award and ABC Award Scheme. Students are awarded for their outstanding performances in study, conduct, service and extra-curricular activities.



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Not
applicable

POA School Net No.

P.40

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Kam Shau Wan Sanly	Ms. Au-Yeung Wing Yan	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
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
New Territories Women & Juveniles Welfare Association Ltd.	FAITH HOPE LOVE	2018	Chinese	-	About 4140 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		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	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Computers, projectors, screen, Apple TV and air-conditioners in classrooms. Herbs and Butterfly Garden, Stem Wall and Ubar Castle
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Language Room, Visual Art Room, Music Room, General Studies Room, Computer Room, Play Therapy Room, Chaplain Room, School Campus TV Room, Student Guidance Room, Stem Room.				-

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

Number of teaching posts in the approved establishment			20	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
87%	100%	26%	30%	22%	30%	48%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	0	0	0	3	4	7
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	0	0	0	3	3
Mode of teaching at different levels	Use multiple-intelligent learning strategies to construct a lesson with high motivation, high participation, student frequent performance, and teachers' instant inspiring feedback.						
Remarks	1. There is a school-based curriculum focuses on developing students' creativities, diverse potentials, and build up their lives through life education, Explorer Programme, Life Planning and multi-intelligence activities etc. 2. After-school class and pull-out programme are designed for the gifted and the need.						

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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	All levels have three times summative assessment, except P1. Students in P1 have exemption from the first summative assessment. The multi-forms of assessment includes written, speaking, listening and practical papers. Besides, we also treasure formative assessments which enables us to adopt various forms of assessment to create room for students to evaluate their learning strategy for the better.						
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	Classes are arranged with students of mixed abilities.						

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	8:00 AM	3:25 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Mental Health Scheme and Physical Fitness Scheme like 60-minute activity time including running and exercise are carried out. Also, we have, Health Education and Joyful Fruit Day. Food supplier is requested to supply healthy meals for students every day.		-		

Life-wide Learning

Routine activities: Explorer Programme, multiple intelligences lessons, service-learning programme, cross-curriculum activities, inter-class competitions and reading scheme.
 After-school activities: STEM Class, Sports Class, Performing Arts, Religious studies, Visual-spatial, Musical-rhythmic, and interpersonal.
 Long-term training: School Sports teams, Music Team, Dancing Team, The Boys Brigade, The Cub Scout and Leadership Programme.
 Special events: Sports Day, out-of-town learning activities, Educational camps, festival celebrations and post-exam activities.

School Mission

1. Provide students with a good quality education in Christ's love.
2. Develop students' all-round talents to let them shine on their stage.
3. Nurture students to be future servant leaders in China.

School Characteristics

School Management

School Management Organisation:

The Incorporate Management Committee monitors the routine operation of the school. The Principal supervises different administrative groups in their collaborative planning and execution of various policies, as well as promotes the school development.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee includes four managers from the sponsoring body, one ex-official manager, one teacher manager, one parent manager and one independent manager.

School Green Policy:

We aim at initiating the 'Sustainable Development' education, developing students' environmental protection awareness, guiding them to conserve energy and love plants, helping students to practise the Green Living.

School's Major Concerns:

1. Construct a self-learning atmosphere, let students be their own master of learning.
2. Being a community-based school campus, strengthen the effectiveness of school.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. To get started with the school-based reading curriculum, teachers make use of higher order questioning techniques to stimulate students' thinking. They also establish cross-curricular study platform with the view to providing students with the opportunities to practise knowledge.
2. Implementation of Multi-talents afternoon Programme provides students a platform to show creativity and offer help to the community with their knowledge.
3. Implement the homework scheme "I _____ decide what I do" to minimize the repetition of copying vocabulary but raise them up with self-learning abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include: strengthening values education (including life education, national education and national security education); making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Promote self-learning and develop students' generic skills through various extracurricular activities and regular lessons. Let students acquire different learning strategies to increase their degree of self-learning and its duration. So they have the abilities for life-learning.

Cultivation of Proper Values, Attitudes and Behaviours:

We base on the teaching of Holy Bible to nurture students' positive values and attitudes. We make use of authentic topics to strengthen the connection among learning activities of values education in various cross-curricular domains.

We provide students with holistic and balanced learning experience through the integration of Bible and Life Education classroom learning, Positive Education learning atmosphere and practical experience on loving and serving the people around.

Students are prepared for different challenges in their future life. When facing choices and difficulties, they are able to identify the values involved, analyse the issues based on the teaching of Holy Bible, make reasonable judgements and take action accordingly.

We enable our students to grow with a growth mindset and become the pillar of the future society by equipping them with the truth and love of God and enhance their ability to embrace challenges.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. The after-school learning support classes together with the small- group and level teaching, as well as the extra adjustments made to homework and assessment papers of individual students to cater to their diverse learning needs.
2. The professional services offered may include School-based speech therapy service, School-based educational psychology service, Counselling from school social workers, and Game Therapy.

Whole School Approach to Integrated Education:

The 3-Tier Intervention Model is the principle to our whole school supporting plans under the Learning Support Grant. To align with, we provide after-school tutorial classes and training programmes to cater for the diverse learning progress of individual students in order to enhance their learning effectiveness. In addition, there are regular meetings between our (school) teachers and school-based educational psychologist to review the support plan of individual students and to explore what further support could be offered to individual students.

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

Curriculum Tailoring and Adaptation:

1. Implement school-base children literature in curriculum.
2. Homework and assessment alteration or adjustment to suit the needs of different students.
3. Worksheets are designed with different tiers to let students complete according to their own learning pace and abilities. Students then can have their unique progress in upgrading their own learning standard.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association was established in 2019. We organize parent volunteers to help carry out different school activities that foster the rapport between school and parents.

School Ethos:

We provide students with a relaxing, positive and energetic learning atmosphere, and nurture students to have positive characters to embrace challenge.

Future Development

School Development Plan:

Nurture students' self-regulated learning ability and strengthen their ability in mastering learning strategy. Implement Positive Education and establish a healthy and harmonious school. Advocate Gifted-education in order to inspire students' potential. To develop Information Technology and enhance students' ability in using it to equip them with self-learning ability.

Teacher Professional Training & Development:

According to our school development plan, teachers' professional development workshops are arranged with the help of professionals outside school. They are encouraged to update their professional development through seminar participation or going abroad and do professional sharing with other parties. We aim at building up a learning team.

Others

1. Through Sister School Exchange programme, enable students to know home country well, widen horizons and get touch with the world.
2. Learning by doing to explore the world, equip students with knowledge and skills in the Stem field.