



十八鄉鄉事委員會公益社小學

Shap Pat Heung Rural Committee Kung Yik She Primary School

22 Tin Shing Road, Tin Shui Wai, N.T.

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POA School Net No

School Information

| Supervisor / Chairman of Management Committee | School Head | Incorporated Management Committee | School Type | Student Gender | Religion |
|---|---|--|-----------------------|----------------------------------|-----------------------------|
| Mr. Ching Chan Ming | Mr. Yiu Chung Man, Edmond | Yes | Aided Whole Day | Co-ed | Not Applicable |
| Name of Sponsoring Body | School Motto | Year of Commencement of Operation | Medium of Instruction | School Bus | Area Occupied by the School |
| Shap Pat Heung Rural Committee School Limited | Be knowledgeable and tenacious of purpose | 2002 | Chinese & English | | About 5300 Sq.M |
| Through-train / Feeder / Nominated Secondary School | | Past Students' / School Alumni Association | | Parent-Teacher Association (PTA) | |
| - | | Yes | | Yes | |

2022/2023 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for Non-standard Items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| - | - | \$20 | \$155 per term | - |

School Facilities

| No. of Classroom(s) | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others |
|---|----------------------|-----------------------|---------------------|--|
| 30 | 4 | 1 | 1 | Millennium-designed school campus with 30 classrooms, 2 standard basketball courts and 1 farmland. |
| Special Rooms | | | | Facility(ies) Support for Students with Special Educational Needs |
| Campus TV, Library, Chinese Room, English Room, Mathematics Room, General Studies Laboratory, Music Room, Computer Room, Visual Arts Room and Multi-function Rooms. | | | | Accessible lift, Accessible toilet, Tactile guide path and Accessible Handrails. |

Teaching Staff Information (including School Head) in the 2021/2022 school year

| | | | | | | |
|--|-----------------|------------------------------------|----------------------------|--|-------------|-------------------|
| Number of teaching posts in the approved establishment | | | 56 | Total number of teachers in the school | | 59 |
| Qualifications and professional training (%) | | | | Years of Experience (%) | | |
| Teacher Certificate / Diploma in Education | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years | 5 - 9 years | 10 years or above |
| 92% | 100% | 32% | 27% | 24% | 32% | 44% |

Class Structure

| | | P1 | P2 | P3 | P4 | P5 | P6 | Total |
|--|--|----|----|----|----|----|----|-------|
| 2021/2022 school year | No. of classes | 5 | 5 | 5 | 5 | 5 | 5 | 30 |
| 2022/2023 school year (Based on the approval of EDB in March / April 2022) | No. of classes | 5 | 5 | 5 | 5 | 5 | 5 | 30 |
| Mode of teaching at different levels | Small-class teaching is implemented in our school. Diversified teaching methods are adopted to provide students with rich learning experience. | | | | | | | |
| Remarks | - | | | | | | | |

Assessment for Learning

| No. of exam(s) per year | No. of test(s) per year | Streaming arrangement |
|---|-------------------------|--|
| 3 | 0 | Students' academic performances are similar across P.1 to P.3 classes. For P.4 to P.6 students, they are allocated to classes according to their language proficiency. |
| Diversified Assessment for Learning | | |
| There are three examinations in each academic year. To ease students' pressure during the examination week, some sub-papers are conducted in different periods. Apart from traditional examinations, other paperless assessments are conducted in different subjects thereby assessing students holistically. An 'All-Round Development Report' is generated for all students to record their other learning experiences. | | |

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 | 45 min | 7:55AM | 3:10PM | 1:10PM - 2:05PM |
| Lunch arrangement | Healthy school life | | Remarks | | |
| Provided by designated supplier and arranged by parents. | School-based Healthy School Policy: Students are given time inside and outside classrooms to participate in various school activities so that they can achieve the MVPA60 goal proposed by World Health Organization. | | In order to promote holistic education, our school provides students with diverse learning experience. For example, there are overseas exchange programs and educational camps for P.3 to P.6 students every year. After-school training sessions are provided for students to realize their full potential in various aspects. | | |

Life-wide Learning

Our school provides diverse life-wide learning opportunities for students, including a weekly 110-minute co-curricular activity session. In addition, there are a variety of after-school activities, e.g. educational camps for all levels and student exchange programmes for upper primary levels. For lower primary students, a weekly 55-minute life-wide learning session is scheduled, aiming to expose students to activities like fencing, track and field, swimming, musical instruments and music rhythm.

School Mission

With the belief of the student-centred approach of our school sponsoring body , our school aims to nurture students’ integrity and ethical qualities by providing holistic education.

School Characteristics

| School Management |
|--|
| School Management Organisation: The IMC formulates the main foci of the school development policies. Guided by the Principal and the Vice-principals, all teachers and staff develop strategies to implement the policies. |
| Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee consists of representatives from the school sponsoring body, the Principal, teachers, parents, alumni and independent parties. Every committee member adopts a student-centred approach to manage the school and is committed to implementing the school's philosophy of promoting holistic education. |
| School Green Policy: We have the target of enhancing students' awareness of environmental protection and encouraging students to put this into practice. Some areas of the school premises are installed with thermal insulation film to reduce heat transfer. Energy is conserved by the installation of sensor lights and reduced use of air-conditioning. Our concerted effort has won us the Hong Kong Green School Award. |
| School's Major Concerns: The three concerns are to enhance students' communication skills, self-directed learning ability and social-emotional competence. |
| Learning and Teaching Plan |
| Learning & Teaching Strategies: 1. A reader-based curriculum is developed for Chinese and English across all levels. Readers are used to substitute textbooks in order to raise students’ reading interest and promote both extensive and intensive reading. 2. A Dialogic Teaching approach is adopted to enhance learning and teaching. In each lesson, attention is given to the following aspects: talking chances, talking content, talking strategies, talking culture, scaffolded dialogues, motivating learning and building self-confidence by conversation, and assessment by classroom dialogues. We believe that this practice of learning through talking has a high impact and students’ high-order thinking skills can be developed. |
| Development of Key Tasks: Various modes of learning and assessment have been introduced to equip students with the competencies needed for the 21st century, especially excellent communication skills and critical thinking skills. Apart from written homework, video assignments are designed to provide students with language use opportunities. Speaking examinations are adopted in different subjects to develop students’ critical thinking skills. For example, there are oral problem solving and oral evaluation for Maths assessments in P.5 and P.6, which stress the importance of both the correct answer and the logical thinking involved in working out the final answer. |
| Development of Generic Skills: Based on Leaders of Tomorrow Framework, we cultivate students’ generic skills such as 21st century skills and social-emotional skills through curriculum centring around Dialogic Teaching and experiential learning experience. |
| Cultivation of Positive Values and Attitudes: The moral education curriculum empowers students to acquire different social emotional competences such as self-awareness, self-management, social-awareness, interpersonal skills and responsible decision making. Regular morning and weekly assembly periods focusing on building different positive attitudes are scheduled. There are also camping trips, foreign exchange programmes and experience-based activities to cultivate positive attitudes and achieve the goal of nurturing the leaders of tomorrow. |
| Student Support |
| Whole School Approach to Catering for Learner Diversity: There are gifted education programs such as English Drama Elite and Anchor Training Courses to enhance the creativity, leadership and higher-order thinking skills of more able students. |
| Whole School Approach to Integrated Education: Our integrated education is based on three basic principles - Early Identification and Intervention, Home-School Co-operation and Cross-Sector collaboration. A three-tier support model is also adopted in order to cater for students’ diverse needs in a comprehensive manner, and establish inclusive values and a caring school culture. |
| 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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising cultural integration activities. |
| Curriculum Tailoring and Adaptation: Differentiated worksheets and learning materials are adopted across all subjects and levels to cater for learner diversity. Assessment schemes are adapted in a way to ensure fair assessment of students with special educational needs. |
| Home-school Co-operation and School Ethos |
| Home-School Co-operation: Our school values good communication with parents. School policies and affairs are made clear to parents through different means. Diverse parent activities strengthen the relationship with parents and allow them to better understand the development direction of the school. Apart from expressing their opinions through the questionnaires distributed regularly by the school, parents can also enrol in KYS Parents Academy. The parent-volunteering chances and seminars offered help to promote home-school co-operation. |
| School Ethos: Focusing on establishing a caring culture, consolidating core values and nurturing leaders of tomorrow, our school aims to equip students with the abilities to understand themselves, care for others and be aware of social and world issues. The Principal shows care and concern for students and staff members. The strong cohesion created among all parties has enabled the school to keep making progress. Good student-teacher relationships have been observed. All teachers show good team spirit and have close rapport with colleagues. Students enjoy their school life and respect teachers and schoolmates. Our school has been awarded the Caring School Award for many years. We also work on class management and class ethos and aim at helping students build a sense of belonging to the school. |
| Future Development |
| School Development Plan: 1.Through holistic education we equip students with the qualities of leaders of tomorrow who can contribute to people’ s well-being and advancement in the future; 2. Through constant innovative designs of curriculum, pedagogy and assessment we provide forward-thinking education; 3. Through continuous teacher professional development and empowerment we strive for raising teaching professionalism; 4. Through establishing a culture centring around learning we construct school-based knowledge and develop into a learning community in pursuit of excellence. |
| Teacher Professional Training & Development: The professional training and development of teaching staff includes collaborative lesson planning, peer lesson observations, lesson sharing, professional meetings, staff development days, exchange camps, school-based support services by EDB, joint-school learning programmes and school-based support programmes. |
| Others |
| A smooth transition from kindergarten to primary school: A summer induction course is designed to prepare students for P.1 school life. No dictations or written assessments are arranged for P.1 in the first term in order to better facilitate students’ adaptation process. Recognition of achievements: With the aim of recognizing different strengths and talents, our school has various awards and scholarships. This can maximise the chances for students to get appreciation for their hard work in different aspects. Excellent student performance: Our school has been getting very satisfactory results in Secondary One Places Allocation. It is also very encouraging to see our students getting a number of awards in different competitions. |