



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Yung Po Shu, Benjamin	Ms. Cheng Yuk Ching	Not Applicable	Gov't 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
Government	please refer to the Chinese school motto	1946	Chinese	Nanny van	About 5046 Sq. M
Nominated Secondary School		Past Students' / School Alumni Association		Parent-Teacher Association (PTA)	
NT Heung Yee Kuk Tai Po District Secondary School, Fanling Government Secondary School		Yes		Yes	

2020/2021 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, 2 Green Roofs.
Special Rooms				Facility(ies) Support for Students with Special Educational Needs
2 Computer Rooms; 2 Music Rooms; 1 Visual Arts Room; 1 English Activity Room; 1 Students Activity Centre; 2 Conference Rooms; 1 Parent-Teacher Association Room.				Accessible lift and Accessible toilet.

Teaching Staff Information (including School Head) in the 2019/2020 school year

Number of teaching posts in the approved establishment		53	Total number of teachers in the school			60
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
100%	100%	22%	57%	8%	18%	74%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2019/2020 school year	No. of classes	5	5	4	5	5	5	29
2020/2021 school year (Based on the approval of EDB in March / April 2020)	No. of classes	5	5	5	4	5	5	29
Mode of teaching at different levels	We adopt whole-school approach to meet students with different learning needs and provide additional support for the pupils with learning difficulties.							
Remarks	-							

Performance Assessment

No. of exam(s) per year	No. of test(s) per year	Streaming arrangement
2	2	Mixed ability classes from P.1 to P.6.
Diversified Assessment for Learning		
A variety of assessment tools are adopted to obtain a more comprehensive picture regarding student abilities, learning progress and achievements.		

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 min	8:15AM	3:15PM	12:45 - 13:45
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and Prepared 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 exercise regularly.		Extra-curricular activities every Friday; interest groups, individual counselling scheme, learning support programmes 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 Mathematical Olympic Course and Cambridge Young Learners English Test Preparatory Course to develop their academic abilities. To enhance their skills in sports, they can join Rope skipping, Running, Badminton and Table-tennis teams. To foster arts, students can join classes including School Choir, Marching Band, Dance and Dragon Lion Dance. In addition, they can also join service groups such as Scouts and CYC.

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, green roofing and organic farming to nurture the love for the environment.

School's Major Concerns:

1. To enhance teaching effectiveness in order to develop students to become self-directed learners.
2. To foster students self-management and positive thinking which are essential to students' personal and social development.

Learning and Teaching Plan

Learning & Teaching Strategies:

Cross-curricular activities are held to provide ample learning experiences in helping the development of students' generic skills. To cultivate and strengthen students' critical thinking by exposing them to different levels of scientific investigations. To enhance the teaching and learning effectiveness, we adopt self-directed learning and co-operative learning.

Development of Key Tasks:

We enhance students' interest and motivation in reading through reading award schemes and morning-reading sessions. To foster different generic skills, we adopt thematic learning for P.1 to P.4 students and project learning for P.5 and P.6 students. These approaches develop communication, collaboration, problem-solving, self-management, study and information-technology skills in our students. The Life Education curriculum is specially designed to cultivate our students' positive values in civic and moral education. Using interactive IT, elearning and STEM education in different subjects enhances the teaching and learning. To facilitate the students' interactive learning, we provide a self-learning platform on the Internet.

Development of Generic Skills:

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

Promotion of Positive Values and Attitudes:

Self management, self discipline.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have student support team to cater for the diverse learning needs of students through the 3-Tier Intervention Model.

Tier-1 support refers to quality teaching in regular classroom for supporting students with transient or mild learning difficulties.

Tier-2 support refers to "add on" intervention for students assessed to have persistent learning difficulties, including those with SEN. This may involve small group teaching, pull out programmes, etc.

Tier-3 support refers to intensive individualized support for students with severe learning difficulties and SEN such as drawing up of an Individual Education Plan.

Whole School Approach to Integrated Education:

Our Student Support Team consists of the following members: Vice principal, SENCo, Curriculum development leaders, class teachers and subject teachers, guidance teachers, school social workers; and if necessary, invite parents and EDB support officers/specialists to attend relevant meetings.

Principles and consideration on deployment of resources, e.g. learning support grant, enhanced speech therapy grant.

Specific measures in supporting students with SEN, e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, speech therapy services, individual education plan.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: Learning support programmes, holiday language enhancement classes and outdoor learning are provided.

Curriculum Tailoring and Adaptation:

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

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 foster students self-management and positive thinking which are essential to students' personal and social development.

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

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