



聖公會九龍灣基樂小學
S.K.H. Kowloon Bay Kei Lok 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. Chow Siu Lui	Ms. Chan Siu Yin	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	2003	Chinese	School Bus	About 6345 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	Yes
4Rs Mental Health Charter		-	Whole School Health Programme		-

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	A mini-tennis court, five lanes of 50m track (connecting a sandpit), climbing wall, two basketball courts and one football field.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Fifteen special rooms including School Library, two Music Rooms, Visual Arts Room, Science Laboratory, Computer Room, Language Room, Multi-purpose Activities Room, Dance Room, Religious Room, Medical Room.				Ramp, Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment		56	Total number of teachers in the school			61
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%	27%	61%	10%	20%	70%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	5	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	5	5	5	5	5	5	30
Mode of teaching at different levels		'Small Class Activity Learning and Teaching Approaches' and 'High Levels of Motivation, Participation, Display and Feedback Strategies' are carried out to strengthen students' learning efficiency.												
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
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Diversified Assessment for Learning	Various formative and summative assessments involving different parties such as teachers, students, peers and parents are implemented through observations, activities and projects.				
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 from Primary 3 to Primary 6 are allocated to different classes with reference to their abilities in Putonghua.				

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	3:05 PM	12:55 PM - 1:55 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		Implement Healthy Campus, Caring Campus and Life Education to nurture students' physical, mental and social well-being with a focus on developing students' healthy lifestyles, positive values and attitudes and practical life skills.		The school nurtures children with Christian teaching. There are daily morning prayers, religious classes, life skills classes, and life growth classes.	

Life-wide Learning

Choir, Percussion, Handbell, Ocarina , Cajon , Dance, Rope Skipping, Dodgebee, Swimming, Taekwondo, Karate, Table Tennis, Football, Basketball, Volleyball, Games, Athletics, Robotic Coding and Mechanics, Cambridge Courses, Little Scientists, VR Sketch, 4D Frame, 3D Printing, STEAM Team, Mathematical Olympiad, Speech Festival, Fellowship, Flag Raising Team and Uniformed Groups etc.

School Mission

Our school is committed to providing our students with an integral development of the spiritual, moral, intellectual, physical, social, and aesthetic aspects, and a holistic education in accordance with our belief, "Children as our centre, humanity as our foundation. God as our cornerstone".
We believe that every child can be successful.

School Characteristics

School Management

School Management Organisation:

The Principal and Vice-Principal manage the school under four domains and refine the school development plans continuously to optimize the school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The Management Committee comprises fifteen members, including members of S.K.H., individual parties, teaching staff, alumnus and parents. The committee constantly works on formulating appropriate policies.

School Green Policy:

Environmentally friendly Campus; Recycling Programme (Plastic bottles, paper); Uniform Recycling; Clean your plate campaign.

School's Major Concerns:

1. Optimize learning and teaching to improve student achievement.
2. Develop a positive learning environment. Cultivate students' positive attitudes and values.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Co-operative Learning Strategies are adopted to promote learning and teaching efficiency.
2. Promote students' self-directed learning ability through school-based curriculum design.
3. Provide a wide range of learning activities to extend students' learning and increase motivation.
4. Promote project-based learning, collaborative learning, e-learning and self-directed learning to strengthen students' learning skills.
5. Co-operate with organization to establish Teacher-Professional Learning Community, so as to develop diversified teaching strategies and promote learning and teaching efficiency.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Promote reading across curriculum:

1. Using picture books to promote reading in Junior Primary
2. Promote learning through reading in different subjects
3. Upgrade library facilities and use 'Hyread' reading platform (Happy Reading)

Incorporate coding programme in Computer Literacy lessons to enhance digital literacy skills:

1. P.1-P.2: Scratch Junior and Code.org
2. P.3-P.6: Scratch and Micro:bit
3. Organise Programming Fun Day
4. Primary Humanities and Primary Science subjects will be offered in Primary 1 and Primary 4 in the 2025-2026 academic year.

Development of Generic Skills:

The nine generic skills are developed through teaching, learning and other activities. For example, overseas exchanges and campings are arranged to broaden students' horizons, strengthen students' affective and social development.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Implement positive education assist student to recognize their strengths and develop a positive mindset.
2. Impart positive values to students like being respectful and grateful through life education.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Sunshine Ambassador Project for nurturing P.1 students.
2. Gifted small class teaching.
3. Joint School-based and Community-based Projects.
4. Remedial support classes.
5. Small group tutoring are conducted to provide support for the students in need.
6. Our school social workers work closely with the class teachers to support students' growth.
7. There are dedicated teachers at each form to support the growth of students.
8. Implement various school-based measures to help newly arrived students adapt to learning.

Whole School Approach to Integrated Education:

1. Every member of staff at the school cares for students and teaches them with love, and cultivates a positive culture.
2. To cater students' learning diversity, a whole school approach is adopted.
3. According to the fund provided, small group training, school-based speech therapy and school-based educational psychology services are provided.

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:

1. Identify the students' strengths and weaknesses through students' performance analysis. Design appropriate school-based curriculum with suitable teaching and learning strategies.
2. Small group tutoring and assessment accommodations are arranged to cater for students' needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Organise parent-teacher conferences to strengthen home-school cooperation.
 2. Our parents actively participated in students' learning activities such as "Family Sports Day" and "PTA picnic".
 3. Arrange various activities to enhance effective parent-teacher co-operation such as Parents-Also-Appreciate-Teachers Drive and Storytelling by Dads & Mums.
 4. Promote parent support through various talks and workshops.
 5. Sustain and promote parent-teacher communication through "Sunshine Call".
 6. Invite parents to join the Caring Parents Volunteering Team and Parent Fellowship.
- Parents and teachers ensure mutual support for each other's roles as partners.

School Ethos:

1. Students are nurtured with love and care to excel in academic performance and conduct.
2. Positive Education in school curriculum and the provision of diversified learning experience cultivates students' positive values and attitudes.
3. Our school provides an education which embraces the joy of learning and stresses the spiritual, moral, intellectual, physical, communal and aesthetic development of students.
4. Duty For Every Student Programme helps enhance students' willingness to make commitment and contribution.
5. "Be encouraging, be caring" is the principle of discipline and guidance, and cultivates students' good character.
6. The Point Reward Program and Student Leadership Training are designed to enhance students' good behaviour and spirit of service.

Future Development

School Development Plan:

1. Every student is nurtured to excel in both academic performance and conduct.
2. Adopt "high levels of motivation, participation, display and feedback" strategies to enhance students' learning effectiveness.
3. Through project learning, learning from reading, learning with information technology, and moral & civic education, expand students' knowledge and cultivate students' life-long learning skills.
4. Provide students with quality STEM learning opportunities.
5. Utilise information technology to enhance interactive learning and promote students' self-directed learning.
6. Establish a professional learning community for teachers through different support programmes.
7. Through providing an array of extensive opportunities, such as gifted education, leadership training, and overseas exchanging programmes, students are empowered to explore their full potentials.

Teacher Professional Training & Development:

Through collaborative lesson planning and sharing, our teachers can improve the school's learning environment. Teachers are encouraged to attend workshops and continue their education in order to increase their professional expertise.

Others

In order to allow students to expend their knowledge and enrich their learning experiences, the school will organise overseas exchange activities for students to learn more about different countries and cultures, as well as to broaden their horizons.