



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Kwok Chi Kay Peter	Ms. Kwong Ka Man	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	2004	Chinese	School Bus	About 6100 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	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$450	Replacement of student card \$40

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Classrooms, special rooms and the hall are equipped with multi-media facilities. Bible Garden, Lybyrith, Railway Museum are installed.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Language Room, English Interactive Learning Centre, two Music Rooms, General Studies Room, Visual Art Room, Campus TV Room, Computer Assisted Learning Room, Student Activity Room, Student Guidance Room, Prayer room.				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			28	Total number of teachers in the school		35
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%	20%	63%	10%	36%	54%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	1	1	2	2	4	3	13
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	1	1	2	2	4	11
Mode of teaching at different levels		The school adopts the Activity Approach and small class teaching from P.1 to P.6. We have employed four Native English Teachers to teach Reading with our local teachers. We have joined SPACE TOWN in P.1 and PLPR/W scheme in P.2-P.3.									
Remarks		Before term starts, bridging courses are provided to P.1 and P.6 students for a week.									

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					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					Yes
Diversified Assessment for Learning	Assessment includes 1 test and 2 exams as summative assessment conducted during the year and formative assessment of each subject. Project learning is integrated across subjects. We utilize peer assessment and self assessment to evaluate the students in their 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	Streaming according to students' academic results for 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	10	35 mins	8:00 AM	3:15 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To cultivate the habit of regular exercise, our school provides lots of opportunities for students to participate in various sports. Additionally, students can join different sports activities before lessons in the morning and during recess, as well as extracurricular activities to improve their physical fitness.		Prayer is held every morning. Flag-raising ceremony takes place on Mondays, moral and national education are held. Every Tuesday and Thursday afternoon, students participate in Diversity Learning Programme which design is based on the principle of "experiential learning". It not only consolidates subject knowledge, but also promotes communication and cooperation among students and develops generic skills.		

Life-wide Learning

Tailored to students' developmental needs, this approach provides essential experiential learning opportunities, allowing students to enhance their learning outcomes through firsthand exploration and experimentation. Activities include large-scale school events such as Subject Days, Field Trips, Educational Visits, Sports Days, and diversified learning sessions held every Tuesday and Thursday afternoon. Each activity is designed to enrich students' experiences and promote inquiry-based learning, enabling them to apply knowledge in real-life contexts.

School Mission

In accordance with the school motto 'Not to be served but to serve', our school shall nurture and develop our students morally, academically, physically, socially, aesthetically and spiritually and aim at promoting the all-round development of students. Our school shall equip our students to develop a lifelong self-learning, thinking, exploring, creativity and adaptive skills in order to help them be confident and collaborative to make contribution to the country and the society in the future.

School Characteristics

School Management

School Management Organisation:
Anglican (Hong Kong) Primary Schools Council authorizes the School Management Board to run the school.

Incorporated Management Committee / School Management Committee / Management Committee:
Our IMC is composed of seven sponsoring body managers, one ex-officio manager (the principal), one independent manager, together with one alumni manager, two teacher managers and two parent managers. They lead our school development and supervise the school's daily routine.

School Green Policy:
Solar panels are installed on the roof to provide electricity. Touch-free faucets are replaced to reduce water waste. Drinking fountains are installed to encourage students to BYOB. Environmental recycling activities are held regularly. Students are taught to use recycling bins, and Environmental Ambassadors in each class are assigned to manage and promote paper recycling and energy conservation. The "Butterfly Garden" and "Butterfly Corner" are set up to allow students to observe the growth of butterflies in our beautiful campus.

School's Major Concerns:
1. Cultivate students with confidence and happiness as 'Tseung Kei Kids' by learning from the bible and love people as themselves.
2. Promoting STEAM to improve students' inquiry abilities through cross-curricular courses.
3. Improving students' interest in reading by promoting all-round reading atmosphere on campus.

Learning and Teaching Plan

Learning & Teaching Strategies:
Morning prayers and weather reports are held in biliterate and trilingual. Subject activity days are held every year. Generic skills are applied through life-wide learning and STEAM activities. Study tours outside Hong Kong are held to broaden students' horizons. To promote and optimize the updated Seven Learning Goals of Primary Education.

Development of Major Renewed Emphases of the Primary Education Curriculum:
National Security Education, Reading across the curriculum.

Development of Generic Skills:
Our school organizes cross-curricular reading days, project learning, subject activity days, STEAM activity day and outdoor activity days to cultivate students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school develops students' learning habits through daily learning routines. We also promote the motto from bible verse 'Not to be served but to serve' to students. We shall offer, in a Christian context, and all-rounded education that encourages and enhances the development and growth of the students morally, academically, physically, socially, aesthetically and spiritually. We also aim to raise students' self-esteem by appreciating oneself, being responsible and developing interpersonal intelligence.

Student Support

Whole School Approach to Catering for Learner Diversity:
We have adjusted our school based curriculum to cater to student learning diversity. We provide extra support and training to more able students in order to maximize their competency. We also provide various social and academic training classes to cater Newly-arrived Children. SENCO coordinates and works with a team of professionals (e.g. School-based Educational Psychologist, Speech Therapist, School social worker etc.) to help and train the students with special needs.

Whole School Approach to Integrated Education:
Training and support measures for gifted students include co-teaching, remedial teaching in small groups during morning and afternoon sessions, and purchasing service training groups for underprivileged students. The school-based educational psychologist, school-based speech therapist, and school social worker collaborate to support students with special educational needs (SEN) through "Early Identification", "Early Intervention", "The Whole School Approach", "Home-School Cooperation", and "Cross-Sectional Collaboration".

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:
For students of different abilities, we provide levelled worksheets in the enriched or tailored courses to improve their learning. We also have tutorial classes, enhancement classes and pull-out programmes which provide appropriate learning activities for students with different learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
PTA organizes numerous interesting and meaningful activities for parents and students every year such as parent-child activities, outdoor activities, workshops and parents' training. Through PTA, parents also participate in voluntary work contributing to student learning. They even set up scholarships to encourage students' performance. The School has organised parent education programme. 'Tseung Kei Community' is set up to discover parents' talents which are valuable resources to the development of the school.

School Ethos:
Our students are polite and well-behaved. In accordance with the teachings of Jesus Christ and the school motto 'Not to be served but to serve', our school shall nurture and develop our students morally, academically, physically, socially, aesthetically and spiritually. Our school value both guidance and discipline so that students can stay in a loving and harmonious environment.

Future Development

School Development Plan:
1. Implementing Inquiry-based Learning through cross-curriculum project.
2. Employ a number of Native-speaking English teachers to enrich the English learning environment.
3. Optimizing Inquiry-based Learning and problem-solving activities in Mathematics to develop students' thinking modes using multiple perspectives.
4. Promoting cross curricular reading.
5. Developing school-based Railway Museum Programme and STEM curriculum.
6. The school facility, Labyrinth Garden, and its curriculum has been set up to enhance students' national awareness and nurture their positive values and attitudes.

Teacher Professional Training & Development:
Using high-order thinking strategies and cooperative teaching strategies in daily teaching activities to enhance teaching effectiveness.

Others

1. Eight scholarships in each level are offered every year.
2. Student Study Tours & Exchange Programs (e.g., Xi'an Historical Culture & Aerospace Technology Exploration Tour, Macau Cultural Exchange Tour, Tokyo Sports Exchange Tour in Japan, Exchange Program with Sister School in Huizhou, etc.)
3. Extracurricular Activities covering a wide range of fields, with a strong emphasis in sports and music. Sports offerings include emerging activities such as golf and skateboarding, with free courses available. Additionally, free musical instrument rentals are provided to expand learning opportunities.
4. Students are also encouraged to participate in external activities, including community service, event spectating, art experiences, tree-planting initiatives, and public performances, all aimed at boosting their confidence and broadening their social awareness.