



華富邨寶血小學
Precious Blood Primary School (Wah Fu Estate)
27 Waterfall Bay Road, Wah Fu Estate, Hong Kong
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http://www.pbps.edu.hk

Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Yau Lai Ming	Ms. Chung Yuen Yan	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Superiress of the Sisters of the Precious Blood	Faith. Hope. Love. Adoration.	1968	Chinese	-	About 3361 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		Pledged School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	All the classrooms and special rooms are equipped with Interactive Flat Panel. BYOD E-Learning in P.3-P.6.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms, Computer Rooms, Visual Arts Room, Religious Room, General Studies Room, English room, Student Activity Centre, Campus TV studio, STEM Room, Library, Religious Activity Room, Chinese Culture Room, Game Room.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			19	Total number of teachers in the school		26
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%	80%	68%	27%	15%	58%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	0	1	1	2	2	2	8
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	0	0	1	1	2	2	6
Mode of teaching at different levels		Small class Activity Approach teaching. Putonghua as the medium of instruction in Chinese for P.3. PLP-R/W in P.3. Mathematics and General Studies enquiry learning implemented. Coding Education in P.4-P.6. Chinese, English and Mathematics Remedial and Enhancement programs provided to cater for diverse learning needs.									
Remarks		With small class teaching, programs and courses for adolescent, new immigrants and special needs children, speech therapy, the Whole School approach is adopted at school to cater for learners' diversity. Teachers equipped with special education training.									

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	No
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	Projects, Science and technology reports, life study skills, book reports and classroom observation are also employed. Students' self evaluation, peer and parental evaluation are also emphasized. Students can demonstrate their learning outcomes in different forms.						
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	Heterogeneous grouping is the principle based on small class teaching and cooperative learning. Students with mixed abilities learn together, help and inspire each other with their own strengths and characteristics in an inclusive atmosphere.						

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 - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We value pupils' well-being & shape pupils' characters through gospel. In a safe, pleasurable and caring learning environment, awareness of environmental protection is fostered. All these allow pupils to have a healthy balanced school life.		As an EatSmart School, we ensure that pupils have developed their healthy habits. We participate in Cherish Water Campus and won Gold awards; joined SportACT Award Scheme, School Physical Fitness Award Scheme and won Active School Award. We have Environmental Pioneer, Food For Good Programme, Carbon Neutral Programme.		

Life-wide Learning

We develop students' multiple intelligences, including sports: Fencing, Football, Floor Curling, Rope Skipping, Chinese circus etc.; Art development: English Musicals, Chinese Dance, K-POP Dance, HIP HOP Dance, etc.; uniform team and academic: Pioneers of Christ, Scout, Girl Guides, Community Youth Club, Cambridge English, Math Olympiad Class, Phonics Class.

School Mission

Abiding faith, hope, love and adoration in accordance with Jesus Christ, Precious Blood Primary School (Wah Fu Estate) offers a nurturing environment which fosters fraternity and the spirit to serve, thus developing our school into a learning organisation. The school enhances students' virtue, such as positive values, a passion for Chinese Culture, the courage to serve others and a sense of citizenship, by adopting a diversity of learning models.

School Characteristics

School Management

School Management Organisation:

IMC includes members of school sponsoring body, our Supervisor, Principal, Alumni & Parent managers. School based development implemented to democratize the public issues in the school so that stakeholders are able to acquire.

Incorporated Management Committee / School Management Committee / Management Committee:

School sponsoring body representatives, Independent representatives, Principal, Teacher representatives, Parent and Alumni representatives.

School Green Policy:

We won the Gold Award of "Cherish Water Campus" Integrated Education Programme, Bronze Award of the Hong Kong Green School Award and the Silver Award of the Waste Reduction Label. Our school implements Save Food Plan, Smart Waste Reduction Program, Solar Harvest - Solar Energy Support Scheme and Smart energy saving plan, etc. Green and Health campus: We have organic farms, butterfly garden, herb garden. We don't have any tuck shops, no bottled water selling in school. Pupils prepare their own green light snacks every day.

School's Major Concerns:

- 1. Arrange class time flexibly and provide students with diverse learning activities.
- 2. Strengthen students' physical, mental and spiritual health.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Small class teaching, student-centered learning activities are implemented.
- 2. Life-wide learning is targeted. STEM helps to develop pupils' generic skills.
- 3. Self-directed learning includes the utilisation of IT resources such as various online learning platforms, electronic whiteboards & devices.
- 4. The Primary Literacy Programme - Reading and Writing with the Native English teacher forms an ideal English learning environment for pupils. E-books have been adopted in the library and relevant award scheme has been introduced in the library lessons.
- 5. Collaboration planning, teacher observation, teacher sharing and school-based professional support programme all help to maintain the effectiveness of the teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school focuses on developing value education and life planning, strengthening STEAM education, etc., to achieve holistic development and establish a foundation for lifelong learning.

Development of Generic Skills:

Through life-wide learning, pupils' generic skills are nurtured in an all-round approach. Emphasis is put on basic skills (communication, mathematical, IT), thinking skills (critical thinking, creativity, problem-solving) and personal and social skills (self-management, self-learning, collaboration). Gifted education is widely promoted to cater for different learning needs. The HOTS skills training enhances pupils' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We promote positive school-based education programs, create a positive culture in the campus, and building accomplishment for teachers, students, and parents. By participating in the "Positive Education" school-based program, students can build positive emotion and happiness. And develop their character strengths and potential. We also facilitate personal development on positive elements such as optimism, joyfulness, and love by variety positive education activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. We have a student support group to formulate school-based support and training policies.
- 2. Apply the learning support subsidy to hire support teachers and teaching assistants to provide class support, and arrange different activities for students with special learning needs, such as: Taekwondo training, social skills training group, LEGO brick therapy course, focused agent group, social interaction Training groups, learning ability improvement groups, etc., to unleash students' learning potential and improve concentration methods and communication skills.
- 3. Set up Endeavor class and reinforcement classes. We also arrange leapfrog classes for Primary 5/Primary 6 students before exams, and arrange homework and test adjustments for students with special learning needs.

Whole School Approach to Integrated Education:

Our school adopts a Whole School Approach to Integrated Education. School-based educational psychologist, school social workers, school-based speech therapists provide services to students. School-based "One Big Family" Programme established the teacher-student relationship.

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; 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:

Through collaboration lesson planning, lessons are catered for pupils' interests and abilities. Lessons are systematically organised in units. Meanwhile, proper modification is made to the textbook and teaching resources.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Having good communication with parents.
- 2. Parents closely link together to form as a team. They have participated in different events e.g. interest clubs, family picnic, meetings and voluntary services. The close home-school relationship benefits the school and the pupils.
- 3. Parent Education Programme: The purpose of the Parent Education Programmes is to encourage parents to work with their children and nurture their children in a supportive home environment.

School Ethos:

The prevailing morals of our school is simplicity and honesty. Pupils are humble and polite. We uphold the "Sisters of the Precious Blood" vision of education to establish a school of mutual care and harmony. Whole person life education is promoted in order to build pupils' self-confidence.

Future Development

School Development Plan:

- 1. Arrange class time flexibly and provide students with diverse learning activities.
- 2. Strengthen students' physical, mental and spiritual health.

Teacher Professional Training & Development:

- 1. Teachers' professionalism: 150 hours of teachers' professional training for every three years are encouraged.
- 2. Promote small class teaching, catering learners' differences, gifted education, specialized teaching and bi-literacy and tri-lingualism development.
- 3. Specialised workshops for teachers.

Others

We continuously introduce different activities and allow pupils to participate in public or inter-school competitions. Students won awards in different fencing competition. We won the Gold Award in the 8th Hong Kong Inter-Primary School Sign Language Song Competition. Other than that, the school provides pupils different learning experiences by organising two to three overseas exchange programmes every year. Pupils have travelled to Japan, South Korea, Singapore, Beijing, Shanghai, Sichuan and other places.