



救世軍田家炳學校 The Salvation Army Tin Ka Ping School

Pok Hong Estate, Shatin, N.T.

26489283

26494305

tkpps@hkm.salvationarmy.org

<http://www.satkp.edu.hk/web/>

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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
Captain Lee Choi Ling	Mr. Li Andy	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
The Salvation Army	Honest, Faith, Love, Diligence	1983	Chinese	School Bus	About 5000 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
-	-	\$100	Charge as needed (not exceeding 300 HKD per year).	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Jellyfish Eco-museum, Green Garden, basketball court and badminton court.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Reframe Theatre, Physical Fitness Centre, Computer-assisted Creative Music Room, Computer Room, Language Learning Room, Student Activity Centre, English Fun Room, General Studies Room, Music Room, Mathematics room, Guidance Games Room, Visual Art Room.				Ramp, 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				48	Total number of teachers in the school		57
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%	33%	44%	28%	12%	60%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Small Class Teaching has been implemented in Primary One to Six to enhance the effectiveness of students' learning by using different learning and teaching strategies. There is a focus on self-directed learning to enhance students' motivation.						
Remarks	1. Double class teachers for P.1 and P.6, catering students' needs of primary school adaption. 2. For P.1 to P.3, Students are streamed evenly according to their ability, with two classes use Putonghua as the medium of instruction for teaching Chinese Language. 3. Divide P.4 students into classes based on their ability.						

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)	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	Students are promoted in learning through formative and summative assessments. Besides written assessments, students are also assessed through reading, project learning, creativity, physical skill performance and etc.				
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	The upper level students are distributed into classes according to their academic performances and abilities. One class is Elite Class, the other three classes are grouped evenly. In order to motivate students, varied teaching materials are tailor-made to enhance learning.				

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 mins	8:20 AM	3:30 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Parents' Education in Primary Schools Programme. 2. The Hong Kong Jockey Club School Mindfulness Programme (Enhance students' awareness through meditation bottles). 3. iSmart Fitness Scheme. 4. MVPA60 (Promote a healthy lifestyle) 5. AI Sports Station (Evaluate students' athletic performance through the application of AI and data analysis techniques)		1. Focusing on classroom learning in the morning, while engaging in STEAM+ activities in the afternoon. Including exploration in both new sports and outdoor activities and grade-specific events. 2. Music channels, special broadcasts and TKP news updates for students at lunch time. 3. Morning physical fitness activities and trainings to promote better health and encourage growth. 4. Extra-curriculum activities.		

Life-wide Learning

1. STEAM+ outdoor learnings. 2. Cross-curricular week, Intangible cultural heritage week, exchange programmes, Jellyfish Programme, coding and BYOD. 3. Uniformed Groups: Red Cross and Boys Scout. 4. More than 38 multi-intelligence classes are arranged on Fridays. 5. Offering various activities including martial arts, taekwondo, swimming team, LEGO class, Spanish language class, magic team, drama group, and more.

School Mission

Based on Christian values, educate with love, nurture students' confidence, integrity, diligence, passion towards life and respect towards community.

School Characteristics

School Management

School Management Organisation:

Our school is led by "The Salvation Army".

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was set up in the 2008/2009 school year.

School Green Policy:

- 1. To protect the environment, more plants will be grown.
- 2. Energy efficient products will be used.
- 3. Solar-Powered Smart Planting Machine.

School's Major Concerns:

- 1. Making good use of "study-hour" to enhance effectiveness of student learning.
- 2. Fostering virtuous and gifted TKPers with the motto of "caring for the campus, cultivating values and nurturing talents".

Learning and Teaching Plan

Learning & Teaching Strategies:

1. To cultivate students' ability to utilize reading comprehension strategies. We adopt "From Reading to Writing" pedagogy. 2. Primary Literacy Programme (Space Town Literacy Programme for KS1) and School-based Reading Programme for KS2. 3. TOEFL syllabus is incorporated in KS2 curriculum. 4. To use different classroom activities to enhance students' "numerical sense" and the competency of utilizing "mathematical language". 5. Running BYOD. 6. Learning Chinese Language through Putonghua, two classes in P.1-P.3. 7. GAPSK syllabus is incorporated in KS2 curriculum. 8. Events of Science Explorer and Project learning. STEAM education is incorporated in the school curriculum. 9. Every student has a good range of extra-curricular activities in school which covers Art, Music and Sports. 10. Manageable homework policy: a tutorial class period for completing homework; homework can be completed within 1.5 hours on average. 11. Set up a talent pool for gifted education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Optimizing the overall curriculum planning by flexibly utilizing teaching and learning time, integrating, and connecting relevant learning content to enhance the effectiveness of teaching and learning.
- 2. Making good use of learning time both inside and outside classroom, involving the whole school community, to enrich students' all-round learning experience and promote whole-person development.
- 3. Providing comprehensive support for students' growth, collaboratively building a caring campus, and nurturing well-rounded TKPers with love and care.

Development of Generic Skills:

- 1. Strengthen students' capabilities of comprehensive application, problem solving, self-management and self-learning.
- 2. Through activities and competitions, students are able to build up collaboration skills, communication skills and creativity.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Establishing a foundation based on Christian and school's educational philosophy, and the holistic development of students through the school-based virtuous education program. In alignment with virtues cultivation, we have designed a six-year developmental framework that focuses on the promotion and nurturing of 'Eight Core Virtues'.
- 2. Implement service learning through a whole school participation model to establish positive and proactive attitudes and behaviors.
- 3. By implementing classroom management, mental health initiatives, and positive education activities, we aim to enhance positive emotions in daily life, leverage individual strengths, and establish positive interpersonal relationships.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Plan school-based gifted education courses, including Little Reporter, Little Writing Pioneer and Olympiad class. Students are recommended to join gifted education programs and training provided by professional institutions such as The Hong Kong Academy for Gifted Education and CUHK Program for the Gifted and Talented.
- 2. Remedial and Enrichment classes for Chinese language, English language and Mathematics are arranged.
- 3. After school tutorial classes are arranged for P.1 to P.6.

Whole School Approach to Integrated Education:

- 1. With a post of Special Educational Needs Coordinator (SENCO), we can better provide professional instructions to our students especially in design of homework, curriculum and assessment.
- 2. Provide professional support to improve the learning and social efficacy of students with special educational needs.
- 3. Teachers are skillful in catering learner's diversity and setting learning tasks in different levels. We improve our teaching by lesson observation and gaining instructions from professors.
- 4. Arrange counselors to join the class to support students with special educational needs.
- 5. School-based speech therapist provides appropriate support services to students and parents.

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; and organising activities to create an inclusive learning environment in the school. After school homework tutorial class and peer support.

Curriculum Tailoring and Adaptation:

- 1. School-based curriculum, homework and assessments are designed to cater for the learning diversity of students.
- 2. Organize a parent open class to allow parents to observe their children's classroom learning, enhancing their understanding of the school's curriculum and teaching methods.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Making effective use of the parent education funding to establish a Parent Academy to facilitate systematic parental education and promote a holistic approach to parenting.
- 2. Has a well-developed Parent-Teacher Association and a Parent Volunteer Team.
- 3. High level of engagement from parents.

School Ethos:

- 1. Implement positive counseling through 'early reminders, early intervention, and continuous follow-up' to cultivate students' positive values.
- 2. To promote Christian spirit and develop students' faith by our Chaplain.
- 3. Implementing a comprehensive student counseling program that involves diverse activities and whole-school participation, also adapting an integrated counseling approach to foster students' positive development.
- 4. We fully implement the school-based reward program via the "Monthly Star", "TKPPS Passport For All" and "Gem Card Scheme" to affirm and praise the students' good performance in all aspects.

Future Development

School Development Plan:

- 1. Learning and Teaching: School-based learning curriculum and strategies are implemented across all subjects. Implement BYOD e-learning scheme, optimize learning and teaching strategies, enhance the efficacy of learning and teaching.
- 2. Moral Education: Cultivate students' good conduct through school-based planning and external supports.
- 3. Multiple activities: Through diversified activities and learning experiences, students can achieve their full potential.
- 4. External Qualified Certification Courses: Through taking part in the public Mandarin and English qualified certification assessments, students' abilities to be biliterate and trilingual can be affirmed.
- 5. Parent Education: Through 'TKP Parent Academy' and the 'Home-School Partnership' program, we systematically organize parent seminars, learning groups and other activities, to foster better grown and development in students by promoting collaboration between home and school.

Teacher Professional Training & Development:

Fostering learning communities to enhance learning and teaching through peer observation and sharing with educators.

- 1. The Education University of Hong Kong: "From Language Learning to Value Cultivation, Learning Classical Chinese Texts through Multi-Text Reading.
- 2. The Education University of Hong Kong: "Jockey Club Inquiry-Based Science Learning and Teaching Enhancement Project.

Others

Accolades received: 1. Outstanding Teaching Award for Moral Education from the Education Bureau. 2. The Happiness Campus Recognition Scheme has received the Excellence Award for Happy Campus. 3. The 61st Schools Dance Festival - Chinese Dance (Lower and Upper Primary Section) Honours Award (Highest Honor). School-based learning curriculum: 1. Jellyfish Program. 2. Gifted education curriculum (Language study, Mathematics, Science). 3. School-based Reading and Writing Task Book. 4. TKP Talent Pool.

Overview of Secondary School Placement:90% of graduated students were allocated to their top three choices of secondary schools in the 2024 academic year.