



中華基督教會基灣小學 C.C.C. Kei Wan 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. Yung Chuen Hung	Mr. Lam Wai Hung	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 Hong Kong Council of The Church of Christ In China	Train up a child in the way he should go: and when he is old, he will not depart from it.	1970	Chinese	School Bus	About 2520 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
-	-	\$60	Fee for non-standard items \$500	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Activity Room, Music Room, Computer Room, Campus TV Room, Art & Craft Room, General Studies Room, Student Activity Centre, Language Room, Small Group Learning Room.				Accessible lift, Accessible toilet 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				48		Total number of teachers in the school		48	
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%	36%		53%	2%		17%		81%

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	Chinese and English enrichment programmes are offered to improve students' language proficiencies. Small group remedial classes are provided to consolidate students' knowledge. High achievers are encouraged to study enhancement courses in order to develop their talents and potentials in various aspects.						
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)	1	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	Summative assessment and formative assessment are used for assessing students' learning progress. Summative assessment includes examinations held during each academic year; and formative assessment includes classroom observation, students' portfolios and project learning etc.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
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	In order to cater for students' differences in academic performances, students are streamed from P.4 to 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	7	40 mins	8:40 AM	3:30 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. We promote the chiropractic care campaign in school. 2. Lunch monitoring group with the support of parents was set up to scrutinize the quality and nutrition of students' lunch boxes.		-		

Life-wide Learning

Over thirty different extra-curricular activities are scheduled for broadening pupils' learning experiences. Clubs and groups can be categorized into three types, namely, sports, art and personal growth. Please refer to our website for details. (<http://www.keiwan.edu.hk/>)

School Mission

"Together we nurture fullness of life; Hand in hand we witness the love of Christ": With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

School Characteristics

School Management
School Management Organisation: The school is sponsored by The Church of Christ in China and managed by the Incorporated Management Committee.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee was established on 31st August, 2007.
School Green Policy: 1. To strengthen students' awareness of the importance of protecting the environment. 2. To instill in students a sense of duty to protect the environment.
School's Major Concerns: Study hard, be introspective and strive for excellence.Be caring and considerate to become a good citizen.
Learning and Teaching Plan
Learning & Teaching Strategies: Collaborative lesson preparation and peer lesson observation are promoted in our school to enhance the effectiveness in teaching. We help students cultivate generic skills with the adoption of various school-based teaching items in the curriculum. School-based Gifted Development Programme and Homework Policy are reviewed yearly as a means to due with learner differences.
Development of Major Renewed Emphases of the Primary Education Curriculum: We make use of everyday life events and coordination of learning and teaching activities in different subjects to strengthen values education and National Security Education in school. A variety of activities are organized for students during lunch breaks, after school time and post exam days. Double lessons and scheduled inter class activities are also flexibly arranged to create space and cater for learner diversity. Small group teaching and remedial classes are provided to address students with different learning needs. We incorporate elements of STEAM education into the school curriculum. Reading and information literacy is cultivated through the learning and teaching in various subjects. Much emphasis are put in enhancing assessment literacy in school. Various formative assessments and constructive feedbacks are used for assessing students and facilitating learning.
Development of Generic Skills: We develop students' generic skills through various learning activities and experiences in different subjects, with focus on promoting and strengthening students' collaborative, communication and problem solving skills.
Cultivation of Proper Values, Attitudes and Behaviours: We have been devoted to continue nurturing students' positive values and attitudes through incorporating related elements into various subjects, cross-curricular domains in values education and other relevant learning experiences. We develop our own Moral and Civic Education with emphasis on strengthening students' "care for others" and positive attitudes towards life. We also provide students with authentic learning experiences so that they know how to put positive values and attitudes such as the traditional virtues of China into practice. Moreover, workshops are organized for parents and teachers to arouse their awareness of mental health and to encourage stakeholders to collaborate with school to create learning environment conducive to the cultivation of students' moral and civic qualities.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. We adopt a Whole School Approach to cater for student diversity. The Student Support Team was set up to plan, implement and review the support measures for students with SEN. 2. We establish programmes for the gifted and talented to develop their talents and potentials in various aspects.
Whole School Approach to Integrated Education: We adopt the Whole School Approach to support students with SEN and provide appropriate and diversified support services to enhance students' learning effectiveness. We flexibly utilize the "Learning Support Grant" in conjunction with other resources to recruit supporting teaching staff and outsource professional services to provide trainings groups according to students' special learning needs.
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; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
Curriculum Tailoring and Adaptation: We adapt the curriculum to deal with learner differences. School-based task sheets and teaching strategies are provided for students with different abilities. Enhancement programmes and gifted education policy are organized for high achievers. Small group teaching, collaborative teaching, assignment and examination adaptation are provided to address students with different learning needs.
Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent Teacher Association has been established for over thirty years. Parents form a volunteer team to assist in many school events. PTA actively promotes parental education by organizing seminars and workshops. Annual outings and regular gatherings are held to facilitate collaboration and co-operation between the school and the parents.
School Ethos: Our school emphasizes the cultivation of a harmonious teacher-student relationship and the enhancement of students' team co-operation. A series of school programmes are conducted such as school-based counseling activities, moral and growth education, religious activities, student service learning and peer reading.
Future Development
School Development Plan: 1. To develop generic and project learning skills to enhance learning effectiveness. 2. To cultivate positive values and help students acquire a stronger sense of national identity.
Teacher Professional Training & Development: Seminars, workshops, school-based professional development programmes and sharings are arranged to enhance the professionalism of school teachers.
Others
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