



中華基督教會灣仔堂基道小學 (九龍城)
C.C.C. Wanchai Church Kei To Primary School (Kowloon City)

170 Kau Pui Lung Road, Kowloon City, Kowloon

27147000

27147744

cccktkc@ktkc.edu.hk

https://ktkc.edu.hk

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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
Supervisor Lee Doen Yee	Principal Tse Pui Ying	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					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
CCC Wanchai Church	Be perfect, as your heavenly Father is perfect.	1968	Chinese (incl.: Putonghua)	Nanny van	About 2117 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
CCC Kei To Secondary School					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Visualizers, computers, electronic whiteboards, solar power generation system and smart bicycles.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Art Room, Music Room, Computer Assisted Learning Room, STEAM Working Station, STEAM Innovation Centre, Student Activity Room, Guidance Activity Room, Conference Room, Distance Learning Centre (Campus TV Studio) and English Room.				Ramp, Accessible lift and Accessible toilet.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment				36		Total number of teachers in the school		39			
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%	27%		74%		19%		35%		46%	

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	3	3	3	3	3	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		The school offers one Putonghua-medium class in P.1 & P.2 to enhance students' exposure to and proficiency in Putonghua. From P.3-P.6, there is one elite class established to provide a more challenging learning environment. For P.4-P.6, 1 more small-group class are arranged. Students in the small-group class receive withdrawal support in Chinese, English and Mathematics.								
Remarks		We strive to provide holistic learning opportunities for pupils and are eager to cultivate them with love and care. We are committed to helping students pursue knowledge and truths. Teachers spend efforts to develop students' potential and encourage them to strive for excellence.								

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Knowledge areas: We have formative assessments and summative assessments. Skills and attitudes: Daily performance through students' daily work, participation in class, projects and oral presentation. Self-evaluation, peer-evaluation and teachers' feedback are emphasized.				
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	In order to cater for students' differences in academic performances, students will be streamed from P.3 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	10	35 mins	8:10 AM	3:25 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and bring to school by students.	Our school works closely with parents and school caterer in providing healthy meals for students. We have received the Certificate of EatSmart School Accreditation and Prizes of EatSmart Schools presented by Department of Health. Also, we have parent volunteers monitoring the quality of student lunch and arrange activities to actively promote healthy living and habits among students.		To provide holistic care to our students, we have a team of professionals like pastor, social worker, Student Guidance Team and Christian Fellowship. We have multi-intelligence activities and reading activities every week. Activities such as science and technology games and sports games are also arranged at recess regularly. Besides, we provide lots of interests groups to the students after school and at the weekend.		

Life-wide Learning

Providing interesting and diversified activities to the students in spiritual, moral, intellectual, physical, social and aesthetic aspects.
 Physical aspects: Track and Field, Tae kwon do, Football, Rope Skipping, Badminton, Table Tennis, Chinese Dance, Foot Shuttlecock and Chinese fighting skills
 Aesthetic aspects: Digital Art Class, Comic Drawing, Art and Craft, Hand Bell, Violin, Choir, Recorder and Percussion.
 Moral and Social aspects: Prefects, Big Brothers and Sisters, Harmony Ambassadors, Flag-guards, Scouts, Christian Youth Army and other community service.
 Intellectual aspects: Programming (Mirco:bit, Gigo.....), 3D Printing, 3D Virtual Entity Racing, drone, Science Club, Speech and drama training, Subject Ambassadors.

School Mission

Based on the Bible principles and Christian values, we aim at serving the community by spreading the word of God with the love of Christ. We strive to deliver a quality and holistic education, to develop students' potential to the fullest, to foster their spiritual development, to cultivate in them a sense of good citizenship which will benefit our society and nation.

School Characteristics

School Management

School Management Organisation:

We have clear school administration structure including the IMC, the management and administration team, school principal, senior teachers and subject panels. Our responsibility is to formulate school policies in line with the mission and vision of school and undertake the finance, human resources, curriculum design and delivery, etc.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established in 2007. We have sponsoring managers, independent manager, and managers from parents, alumni, principal and teachers.

School Green Policy:

We are committed to build a green campus and implement eco-friendly policies by promoting environmental and ecological activities, such as energy conservation, recycling, organic farming, wilderness field trips, and power-generating bicycles — all aimed at nurturing a sense of global responsibility and appreciation for nature.

School's Major Concerns:

1. Empowering Self-Directed Learners · Building New Competencies for the AI Era
2. Nurturing Perfect Character · Building a New Milestone for KTKC.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school adopts a student-centred mindset inspired by UNESCO, ensuring that learning experiences are designed around students' needs, interests and active participation. Learning tasks emphasise inquiry-based and problem-solving learning, with AI tools integrated to support exploration, analysis and creative expression, enabling students to develop independence and future-ready competencies. The school also strengthens AI-enhanced assessment literacy by providing personalised feedback, learning analytics and diversified assessment modes that promote multi-dimensional growth. Through continuous refinement of the learning-teaching-assessment cycle, teachers ensure that instruction remains responsive, evidence-based and aligned with students' developmental needs, nurturing confident inquirers equipped with AI-era learning strengths.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school provides diverse and forward-looking learning experiences that support balanced moral, intellectual, physical, social, aesthetic and spiritual development. Guided by UNESCO's student-centred mindset and aligned with the EDB's seven learning goals, the curriculum promotes cross-curricular learning, reading development and strong language proficiency. Through collaborative planning, teachers design engaging and authentic activities that nurture meaningful learning, positive values and independent learning habits. With a solid STEAM foundation, the school is advancing AI-enhanced learning to develop students' AI-era competencies, equipping them with inquiry, analytical, creative and responsible technology-use abilities for the future.

Development of Generic Skills:

The school adopts a student-centred mindset and develops students' generic skills through cross-curricular learning, reading and language-rich activities that strengthen communication, collaboration and critical thinking. Life-wide learning and strong STEAM foundations, together with AI-era competencies, further enhance creativity, problem-solving and responsible technology use.

Cultivation of Proper Values, Attitudes and Behaviours:

Anchored in the theme "Nurturing a Perfect Character, advancing a New Journey at KTKC", the school deepens students' growth by guiding them to emulate Christ and pursue the qualities of the perfect person. Through curriculum learning and life-wide experiences, the school cultivates a caring, self-disciplined and harmonious campus culture. Students practise values in authentic contexts, strengthening good character, enhancing their sense of belonging to the school, and nurturing a genuine love for life.

Student Support

Whole School Approach to Catering for Learner Diversity:

We put much emphasis on catering students' individual differences. Elite programmes are also arranged for bright students in different areas. Our school adopts small class teaching and is able to provide remedial lessons for the students with special educational needs.

Whole School Approach to Integrated Education:

Starting from Primary Four, the school offers small-group classes in Chinese, English and Mathematics to provide targeted withdrawal support for students with special educational needs, ensuring instruction that aligns with their learning pace and needs. The school also provides on-site services from a school-based educational psychologist, speech therapist, and school social worker, delivering appropriate assessment, intervention and emotional support for students with special educational needs and their families, fostering their whole-person development.

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; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; 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:

To enhance students' language proficiency, the English Department implements a school-based curriculum across all levels, co-designed and co-taught by two Native-speaking English Teachers. The programme enriches the English learning environment, strengthens literary appreciation and provides diversified language experiences to build a solid foundation in English. Other subjects will progressively integrate AI-supported personalised learning as an adaptation strategy to offer differentiated support according to students' abilities and improve learning effectiveness.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association (PTA) aims to foster home-school collaboration by regularly organizing parent seminars, interest groups, and family-bonding activities. Additionally, parent volunteers are invited to assist in curricular and extracurricular programs. These efforts align with the school's development goals, working together to create an optimal learning environment for students.

School Ethos:

The school has served the Kowloon City District for over twenty years with a simple and positive school ethos. Students are polite and well-disciplined. External reviews commend their attentiveness, willingness to share and active participation in extracurricular activities.

Future Development

School Development Plan:

The school adopts a student-centred approach and empowers students through cross-curricular learning, STEAM experiences and reading to strengthen inquiry, build self-directed learning and develop AI-era competencies for future readiness. Guided by the theme "Nurturing a Perfect Character, Advancing a New Journey at Kei To," the school deepens values education and positive culture, cultivating Christ-like qualities aligned with the ideal of the perfect person. Through curriculum and life-wide learning, a caring, self-disciplined and harmonious culture is fostered, strengthening students' character, sense of belonging and love for life.

Teacher Professional Training & Development:

The school upholds its Christian mission, with all teachers sharing the same faith as a defining strength of our team. Through professional training in inquiry-based learning and AI-enhanced pedagogy, teachers strengthen their capacity to guide students in independent inquiry and the development of new AI learning competencies. Grounded in values education and a positive school culture, the teaching team deepens its professionalism in nurturing students to emulate Christ and develop whole-person character. Together, teachers foster a caring and self-disciplined environment and accompany students as they grow toward new milestones.

Others

Our school has excelled in various competitions, including:
 - Eco-Model Tournament: Multiple championships and top awards in the primary category.
 - World STEM & General Studies Open Competition: Gold, silver, and bronze awards.
 - Hong Kong GreenMech Contest: Champion and being invited to join world contest overseas.
 - HK Schools Dance Festival: First Class Honors for both senior and junior Chinese dance teams.
 - Putonghua Choral Speaking team: Champion in Bible Speaking Festival.
 - Greater Bay Area Gifted Creative English Writing Competition: Multiple gold, silver, and Star of Excellence awards.
 Most students actively participate in diverse competitions to build up their horizons of knowledge and experience.