聖公會基顯小學
S.K.H. Kei Hin Primary School
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48
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Sung Kam Man, Kelvin	Ms. Wong Fung Yee	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	1968	Chinese	School Bus	About 3000 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

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$40	$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	1	STEAM Corner, Sunshine Corner, Chinese Culture Gallery, School Hall LED electronic display screen, Fitness Bike Area, Classroom Interactive Digital Touch Whiteboards and computers, Solar PV System

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
2 Music Rooms, STEAM ROOM 1 Computer Room, 1 Multimedia Learning Centre, 1 Dance Studio, 1 English Room, 1 Chinese Language and Mandarin Room, 1 Mathematics Room, 1 Science Room, 1 Visual Arts Room, 1 Guidance Room.	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	47	Total number of teachers in the school	47

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%	34%	76%	6%	23%	71%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	4	4	4	4	23

Mode of teaching at different levels	We adopt Activity Approach for all classes.
Remarks	-

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	0	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	In addition to written assessments, we use diversified formative assessment methods to assess students' learning progress, such as oral presentations, practical assessments, science and technology activities, cross-curricular project learning and physical fitness tests, aiming to evaluate students' learning outcomes, provide feedback for teaching and learning, and enhance learning effectiveness.
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	P.1-P.4: Mixed ability streaming. (From P.2-P.4, one class per grade uses Putonghua as the medium of instruction for the Chinese Language subject.) P.5-P.6: One class per grade is streamed based on students' English proficiency.

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	8:00 AM	3:20 PM	12:35 PM - 1:30 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Our school promotes a healthy campus through a comfortable environment and diverse activities. "Sunshine Corners" and class planting foster relaxation and teamwork, while the new "Chinese Culture Gallery" cultivates inner peace through traditional arts. Additionally, Friday exercises, "Fruit Month," and "Healthy Living Week" encourage healthy habits, ensuring students grow with balanced physical and mental well-being.	The three recesses are evenly spread within the long school hours. The first and the second recess has twenty five and twenty minutes. They allow students though time to both satisfy individual needs on eating snacks and using the toilets and also can play different games in the playground.

Life-wide Learning

1. To enable students to apply knowledge to life, Cross-curricular learning activities are organized at all grade levels, such as "Let's Go Shopping", led by the English subject, as well as "Victoria Harbour Tour," jointly led by General Studies and Chinese Language subjects.
2. We set up swimming lessons for all P.3 students. We have arranged English class-based drama lessons for students in P.4 and a 2-days English Local Study Tour for all students in P.5, in order to improve students' English proficiency.
3. The P.6 Electronic Music Composition curriculum fosters technological literacy and enhances students' self-confidence.

School Mission

With Christ's love and compassion as our foundation, we uphold our school motto, "Not to be served but to serve." We are committed to nurturing students' balanced development in the spiritual, moral, intellectual, physical, social and aesthetic domains, so as to foster whole-person education.

School Characteristics

School Management

School Management Organisation:
Our school is under the supervision of the Anglican (Hong Kong) Primary Schools Council and is governed by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee comprises the Reverend, parents, teachers, alumni, and professionals from the education and business sectors, offering diverse perspectives and advice to support school development.

School Green Policy:
Our school is a green school that has received numerous awards and certifications for its environmental efforts. Every year, we organize various environmental activities, including seminars, campus greening, planting activities, waste recycling, and plastic reduction campaigns.

School's Major Concerns:
To cater for learner diversity and enhance students' well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Primary one students transition to school life through theme-based learning and diversified assessments instead of first-term exams, supported by dedicated parent workshops.
2. To immerse students in an English-rich environment, we offer a wide range of English activities such as English drama, overseas study tours, English Days, English co-curricular classes, English morning reading sessions, recess English activities and an English snack bar, enabling students to naturally develop their ability to use English.
3. English teachers and NET have established a set of systematic phonic courses to help students enhance learning efficiency.
4. Our school is progressively integrating AI into different subjects, adopting diversified strategies to cater for learner diversity and improve the effectiveness of learning and teaching.
5. By integrating tiered tasks with collaborative lesson research, we cultivate students' proactive learning attitudes and positive interdependence.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Make good use of the learning time, set a 25-minute break, and provide diversified learning activities.
2. In order to cooperate with STEAM education, our school has STEAM courses such as AI, Scratch, LEGO robots and Micro:bit, allowing students to learn programming and STEAM skills to develop the spirit of inquiry and innovation.
3. In order to cultivate students' ability to "read to learn", our school promotes interdisciplinary reading in the curriculum to broaden students' reading scope, enhance the depth of reading and overall learning ability.
4. Strengthen value education in each subject (including national and national security education).

Development of Generic Skills:
1. Our school has co-curricular activities at all levels.
2. Various themed learning days have been organized, including Chinese Culture Day, English Day and STEAM Day. In addition, there are P.3 swimming classes, P.4 English drama classes, and English study tours organized.
3. During recess, students are welcome to visit English tuck shop to buy food and participate in various subject-based activities, such as using self-generating exercise bike, archery, and ball games to enrich their learning experiences and develop generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Our school places great emphasis on the mental health and values education of students, creating a healthy and caring school culture. Through class management and gratitude activities, students learn to be grateful and become responsible good students.
2. To motivate students to learn diligently, our school has established the "Principal's Appreciation Award" and the "Goal Achievement Award". In addition to academic awards, students with different potentials can also receive recognition. Coupled with the "Mission Possible Program", students learn to strive for their goals.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Whole School Approach is adopted to cater for learner diversities.
2. Small Group Learning and collaborative teaching.
3. Provide gift education training and enrichment programmes for elite groups.
4. Arrange after school classes to meet the needs of high and low achievers.

Whole School Approach to Integrated Education:
1. Set up Student Support Team.
2. Provide appropriate support for students through Early Identification and Intervention.
3. Use learning support grant to provide services for students in need.
4. School-based Educational Psychology Service and Speech Therapy Service are provided for students in need.
5. Moral education programmes and different peer support groups are established to foster the culture among students.

Curriculum Tailoring and Adaptation:
Individual differences are catered through diversified teaching, curriculum and assessment adaptation and graded worksheets.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1.The Parent-Teacher Association co-organizes various activities, including Annual General Meeting, Teacher Appreciation Day, Graduation Buffet, parent-child picnic, parent-child sports day events and second-hand school uniform donation events.
2.Parent volunteers assist in school activities and teaching, such as interdisciplinary activities and comprehensive counseling activities.
3.The school actively promotes parent education by organizing various parent seminars, workshops, reading clubs, and interest classes.

School Ethos:
1.Our school has a good reputation. Students are well-behaved, self-disciplined, decent and polite. We develop a caring school culture through various activities provided by all the subjects and functional groups.
2.Our school upholds a culture of appreciation and encourages home-school cooperation to acknowledge the good behavior of children. At the same time, the school often advocates the policy of "Making Good Choices" to educate children, helping them understand "Logical Consequences".

Future Development

School Development Plan:
1.To afford students the chance to apply what they have learned in their daily lives, different cross and co-curriculum and project learning activities are held to allow students the opportunity to learn outside the classroom.
2.Our school's study tour stimulates students to connect the knowledge they have learned in the classroom with what's happening around the world. Students get to know more about the culture and ecological resources from different places and their horizons are broadened.
3.Implement STEAM and AI education to inspire students to seek knowledge, solve problems, think critically, and collaborate in teams.

Teacher Professional Training & Development:
1.Seminars and professional training are organized for teachers to promote a positive working atmosphere and foster a learning-oriented teachers team.
2.To enhance teachers' professional development, we participate in school-based support and learning community programs organized by the Education Bureau and universities to enhance teachers' professional development in curriculum and academia, and share experiences with peer schools.
3.Enhance teachers' professional competence through teacher development days, workshops, lesson analysis, lesson observations and reviews and co-planning meetings.

Others

Our school places great emphasis on developing students' potential. There are more than 40 interest classes in the school, including drama, STEAM, various music and sports activities. Last year, our students won over 500 awards in Hong Kong Schools Speech Festival, Hong Kong School Drama Festival, STEAM events, sports competitions, music competitions and academic competitions etc. Our school's LEGO Robotics team have represented Hong Kong in competitions held in Vietnam, Thailand and other countries, and have achieved remarkable success.