聖公會基恩小學
S.K.H. Kei Yan Primary School
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**11**
**POA School Net No.**

## School Information

| Supervisor / Chairman of Management Committee | School Head | Incorporated Management Committee | School Type | Student Gender | Religion |
|---|---|---|---|---|---|
| Rev. Lam Chun Wai | Ms. Yeung Kwun Yu | 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 | 1955 | Chinese | School Bus | About 4700 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 |
|---|---|---|---|

## 2026/2027 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|---|---|---|---|---|
| - | - | $50 | $450 (Specific purposes fee) | $35 (replacement of school report) |

## School Facilities

| No. of Classroom(s) | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others |
|---|---|---|---|---|
| 18 | 1 | 1 | 1 | All classrooms and special rooms are air-conditioned with computers and visualizers. Most of the classrooms are equipped with electronic whiteboards. |

| Special Room(s) | Facility(ies) for Supporting Students with Special Educational Needs |
|---|---|
| 1 Science Room, 1 Visual Arts room, 2 Music rooms, 1 Multi-purpose Activity room, 1 STEM room, 1 English Language room, 1 Remedial Teaching room. | - |

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

| Number of teaching posts in the approved establishment | 37 | Total number of teachers in the school | 37 |
|---|---|---|---|

| 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% | 46% | 100% | - | 14% | 86% |

## Class Structure

| | | P1 | P2 | P3 | P4 | P5 | P6 | Total |
|---|---|---|---|---|---|---|---|---|
| 2025/2026 school year | No. of classes | 3 | 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 | 3 | 18 |

| | |
|---|---|
| Mode of teaching at different levels | Our school promotes a diversified range of teaching models, integrating interactive IT tools, activity-based learning, and collaborative learning. Through STEAM and thematic cross-curricular studies, we cultivate students' innovative thinking and practical skills. Native-speaking English Teachers co-teach with local teachers and support teachers are deployed to conduct small-group tutorials. |
| Remarks | Our school offers dedicated tutorial sessions led by teachers to help students internalize classroom knowledge and resolve academic challenges. While establishing disciplined study habits, these sessions also effectively alleviate the pressure of homework on families. |

## 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) | 1 | 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 | We implement formative and summative assessments. We utilize diversified assessment modes, including written examinations, project-based learning, practical tasks, video productions and group presentations to gain a holistic understanding of student performance. This enables teachers to provide immediate feedback and adjust teaching strategies. Self and peer evaluations are also integrated. |
| 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 | Mixed ability classes. |

## 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 | 8:15 AM | 3:15 PM | 12:35 PM - 1:30 PM |

| Lunch arrangement | Healthy school life | Remarks |
|---|---|---|
| Provided by designated supplier and arranged by parents. | Regarding nutrition, we strictly follow the Guidelines on School Lunch Arrangements to provide healthy lunches in the "3:2:1" golden ratio (grains, vegetables, and meat). Educationally, through initiatives like "Joyful Fruit Month" and the "School Sports Promotion Program," we help students to establish habits of regular exercise. Health information is also integrated into our school-based growth classes and morning exercise sessions. | We committed to the holistic development of students' physical, mental, and spiritual well-being. Beyond sports training, we provide a spiritual foundation through activities. We implement mental health education via growth classes, mindfulness practices and health seminars. A joyful atmosphere is fostered through Sports Days, school picnics, birthday parties and festive celebrations. We also organize community cultural, artistic, and musical events to cultivate artistic appreciation and humanistic literacy. |

## Life-wide Learning

We offer a diverse range of extra-curricular activities and gifted education programmes. These include Christian fellowship, choir, various musical ensembles (percussion, handbell and electronic Chinese orchestra), English Club, English Drama, and debate. We also provide training in performing arts and sports, such as modern dance, break dance, Chinese opera, drawing, fencing, and various ball games (badminton, table tennis, basketball, football, volleyball). Additionally, students can participate in service and uniformed groups like the Scouts, Road Safety Patrol, Community Youth Club and the Chinese-style flag team, as well as academic and tech-focused courses like Olympiad Mathematics and micro:bit. Students are encouraged to participate in various competitions and outdoor activities.

## School Mission

Based upon the ethos of Christian whole-person education as propounded by the Anglican Church, our school shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. Our school shall teach our students to live out the motto "Not to be served but to serve"; help our students develop their own potential in a student-centred environment; emphasize the importance of moral education; cultivate students' attitudes in discerning truth and virtues; develop their self-discipline, respect, and confidence; broaden their visions towards the community and the universe; encourage students to practice Christian humility and uphold the stalwarts of hope, affection, insight, and aspiration; share the love of God and the truth of the Bible through biblical teaching; and foster students' daily endeavour in the practice of Christian objectives and steadfast faith in God.

## School Characteristics

### School Management

**School Management Organisation:**
S.K.H. Kei Yan Primary School is managed by Anglican (Hong Kong) Primary Schools Council Limited. The Incorporated Management Committee and the principal are responsible for making decisions and managing school affairs. Different committees, including administrative committees, academic committees and functional committees also help to ensure the smooth operation in school.

**Incorporated Management Committee / School Management Committee / Management Committee:**
There are 7 sponsoring body managers, 1 dependent manager, 1 ex-officio manager (principal), 1 teacher manager, 1 parent manager, 1 alumni manager, 1 alternate sponsoring body manager, 1 alternate teacher manager and 1 alternate parent manager.

**School Green Policy:**
Our school installs recycling bins and adopts digital systems to cut paper waste. Students appointed as "Green Ambassadors" promote environmental sustainability, while a uniform recycling program promotes resource sharing. Additionally, the community is encouraged to bring reusable cutlery, fostering an eco-friendly and sustainable campus environment.

**School's Major Concerns:**
1. To foster proper values and attitudes in students.
2. To cultivate types of literacy students need in the 21st century.

### Learning and Teaching Plan

**Learning & Teaching Strategies:**
1. Implementing "Assessment for Learning" strategies to monitor student progress and adjust curriculum design based on performance.
2. Promoting STEAM-themed cross-disciplinary activities to inspire students' spirit of inquiry and unleash their innovative potential.
3. Utilizing multi-level questioning and collaborative learning to guide deep thinking and construct higher-order thinking skills.
4. Leveraging information technology to optimize classroom interaction and drive the development of self-directed learning capabilities.
5. Developing multiple intelligences through diverse instructional designs, and teach reading strategies and note-taking skills to lay a solid foundation for independent learning.
6. Implementing "Reading across the Curriculum" to help students accumulate knowledge across disciplines, broaden their horizons, and strengthen cross-disciplinary information integration.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**
1. Integrating traditional virtues and national identity into all subjects to cultivate a sense of belonging to society, the nation, and the world, nurturing responsible citizens.
2. Strengthening students' self-study skills and information literacy, integrated with Reading across the Curriculum, to lay a solid foundation for lifelong learning.
3. Promoting innovation and problem-solving skills through project-based learning that integrates Science, Technology, and Mathematics.
4. Enriching learning through local and overseas exchanges, field trips, and diversified talent training, guiding students to embrace a global perspective.
5. Implementing a "Healthy Lifestyle" and optimizing curriculum schedules to alleviate pressure, enhancing students' mental well-being and overall quality of life.

**Development of Generic Skills:**
1. Cultivating students' ability to listen, express ideas, and reach consensus through collaborative learning and group discussions.
2. Utilizing higher-order questioning to guide students in analyzing information and identifying facts, empowering them to devise solutions within project-based learning.
3. Encouraging students to realize creative concepts using digital tools through STEAM curricula and coding activities.
4. Guiding students in using note-taking strategies and assessment rubrics to reflect on their learning progress, fostering self-discipline and a mindset of continuous improvement.

**Cultivation of Proper Values, Attitudes and Behaviours:**
Regarding curriculum design, we permeate core values across various subjects and school assemblies to sharpen students' moral discernment. In terms of campus life, we foster a warm and positive cultural atmosphere through morning prayers, hymn sharing, life education seminars, and Good Conduct Award Scheme, touching students' hearts with genuine care. To achieve the integration of knowledge and practice, the school actively encourages students to join the Community Youth Club and uniformed groups, while organizing diverse community services. This guides students to translate abstract positive values into concrete acts of kindness through community engagement.

### Student Support

**Whole School Approach to Catering for Learner Diversity:**
1. Remedial classes and withdrawal groups in Chinese, English, and Mathematics are implemented to provide "Tiered Support." Simultaneously, Olympiad Mathematics, English Drama, Debate, and various sports and arts programs are offered to nurture students' diverse potentials and multiple intelligences.
2. Led by the Special Educational Needs Coordinator, a professional team including the school-based educational psychologist, the school-based speech therapist, and the school social worker formulates individualized support plans for students with special needs. Regular parent training and workshops are also held to foster a strong home-school partnership.
3. Through peer mentoring initiatives like the "Shepherd Scheme" and various inclusive activities, we foster a campus atmosphere of mutual acceptance and growth, cultivating the behaviour of respecting and supporting others.

**Whole School Approach to Integrated Education:**
Our school utilizes the 'Learning Support Grant' to implement a Whole-School Approach for school-based support, catering for learner diversity. A multidisciplinary Student Support Team has been established, comprising the Special Educational Needs Coordinator, SEN support teachers, school social workers, the school-based educational psychologist, the school-based speech therapist, and subject teachers to design and coordinate holistic intervention programs. Key initiatives include small-group teaching, assessment accommodations, social skills training, board game therapy, and enhanced speech therapy services. Additionally, we provide Individualized Education Plans and after-school homework tutoring. We also host parent workshops to foster resilience in students and ensure a collaborative partnership between home and school.

**Curriculum Tailoring and Adaptation:**
During tests and examinations, special arrangements will be given to those students with special needs.

### Home-School Co-operation and School Ethos

**Home-School Co-operation:**
1. The Parent-Teacher Association of our school was established in 2001. Members of PTA and the parents voluntary team participate in organizing school activities, and also monitor the school bus and the luncheon provider.
2. Educational seminars are conducted for parents occasionally and Parent's Day is held twice a year.
3. A parent representatives meeting is held regularly throughout the year.
4. Parent Volunteering.

**School Ethos:**
Our school has a long history. We implement Christian character education and our students are well behaved.

### Future Development

**School Development Plan:**
1. To foster proper values and attitudes in students.
2. To cultivate types of literacy students need in the 21st century.

**Teacher Professional Training & Development:**
1. We provide workshops on learning and teaching, as well as catering for student diversity, while encouraging teachers to pursue further studies in IT and AI education.
2. In addition to subject-specific professional development, our teachers actively participate in external pedagogical exchanges.

### Others

Our students participate in different competitions such as Hong Kong Speech and Music Festival, Dance Festival, inter-school sports competitions and Mathematics contests every year and have achieved good results.