



# 五旬節新茂生小學 Pentecostal Gin Mao Sheng Primary School

4 Pik Fung Road, Fanling, N.T.

26700103

26685422

pgms\_off@yahoo.com.hk

http://www.pgms.edu.hk

81

POA School Net No.

## School Information

| Supervisor / Chairman of Management Committee                                                                                                                     | School Head             | Incorporated Management Committee | School Type                                     | Student Gender        | Religion                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------|-------------------------------------------------|-----------------------|----------------------------------|
| Prof. Mo Yiu Wing                                                                                                                                                 | Mr. Ma Hing Fai William | 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 |                         |                                   |                                                 |                       | 95%                              |
| Name of Sponsoring Body                                                                                                                                           | School Motto            | Year of Commencement of Operation | Medium of Instruction                           | School Bus            | Area Occupied by the School      |
| Kowloon Pentecostal Church                                                                                                                                        | Faith, Hope, Love.      | 1986                              | Chinese (incl.: Putonghua) and English          | School Bus; Nanny van | About 3400 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 |
|------------|----------|---------|-----------------------------------------|----------------------|
| -          | -        | \$20    | \$340 (Miscellaneous expenses)          | -                    |

## School Facilities

| No. of Classroom(s)                                                                                        | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others                                                               |
|------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|---------------------|----------------------------------------------------------------------|
| 26                                                                                                         | 2                    | 1                     | 1                   | Air-conditioned Campus.                                              |
| Special Room(s)                                                                                            |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs |
| 13 (STEM Laboratory, Visual Arts Room, Music Room, English Room, Science Laboratory, Multi-purpose Rooms). |                      |                       |                     | Ramp and Accessible lift.                                            |

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

|                                                        |                 |                                    |                            |                         |                                        |                   |    |
|--------------------------------------------------------|-----------------|------------------------------------|----------------------------|-------------------------|----------------------------------------|-------------------|----|
| Number of teaching posts in the approved establishment |                 |                                    |                            | 45                      | Total number of teachers in the school |                   | 49 |
| 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%            | 20%                                | 80%                        | 19%                     | 10%                                    | 71%               |    |

## Class Structure

|                                                                                   | P1                                                                                                                                                                                                                                                                                             | P2 | P3 | P4 | P5 | P6 | Total |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|-------|
| 2025/2026 school year                                                             | No. of classes                                                                                                                                                                                                                                                                                 | 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                                                                                                                                                                                                                                                                                 | 4  | 4  | 4  | 4  | 4  | 24    |
| Mode of teaching at different levels                                              | Implementing small class teaching: Adopt cooperative learning and diversified teaching methods to align with students' learning styles, in order to enhance teacher-student interaction and foster higher-order thinking skills through group activities, collaboration, and project learning. |    |    |    |    |    |       |
| 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) | 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                                                                                                                                                                                                                                                                 | Besides summative assessments, formative assessments are integrated into every subject. Students' self-learning skills, co-operation and communication skills are also included in the assessments. The School Physical Fitness Award Scheme is also employed in Physical Education. |                                            |   |                                                                                     |     |
| 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                                                                                         |                                                                                                                                                                                                                                                                                      |                                            |   |                                                                                     | No  |
| Streaming arrangement                                                                                                                                                                                                                                                                               | Students are evenly distributed to classes based on their academic achievement and emotional needs.                                                                                                                                                                                  |                                            |   |                                                                                     |     |

## 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                        | 8:40 AM          | 3:40 PM        | 12:05 PM - 1:05 PM |
| Lunch arrangement                                        | Healthy school life                                                                                                                                                                                                                                                                                                                               |                                | Remarks          |                |                    |
| Provided by designated supplier and arranged by parents. | There is morning exercise, spinal care exercise and eye care exercise to remind students the importance of keeping physically, mentally and spiritually fit and healthy. In order to promote healthy eating habits, the school follows 'Guidelines on Meal Arrangement in Schools' issued by the Education Bureau when selecting lunch suppliers. |                                |                  |                |                    |

## Life-wide Learning

Life-wide Learning Days, STEM Learning Week, Chinese Culture Day, study tours, seminars, booth games, coding, robot design, jumping rope tricks, martial arts, basketball training, table-tennis training, netball training, badminton training, field and track training, swimming classes, Mathematical Olympiad, Chinese dancing, artistic gymnastics, integrated art, puppetry, Go club, choir, visual arts, etc

## School Mission

The school aims at spreading the Gospel, leading students to know the truth, stimulating them to learn according to their abilities and interests, and enabling them to develop spiritually, morally, intellectually, physically, socially and aesthetically in a balanced manner.

## School Characteristics

### School Management

#### School Management Organisation:

The school management committee is formed by a group of school managers appointed by the sponsoring body. Under the school management committee, there are school administrative groups and functional groups. The principal takes the lead to formulate and implement the school policies.

#### Incorporated Management Committee / School Management Committee / Management Committee:

A total of 18 members including the principal, teachers, parents, alumni, professionals, independent managers and the school pastor.

#### School Green Policy:

In order to cultivate a green culture and develop environmental awareness, cross-curricular environmentally-friendly activities and 'Angel of Greening', etc., are implemented.

#### School's Major Concerns:

1. Implement the school-based cross-curricular learning and reading so as to enable students to integrate and apply cross-curricular knowledge and skills.
2. Facilitate students' development of positive values through five core values.

### Learning and Teaching Plan

#### Learning & Teaching Strategies:

The school aims at developing students' initiative towards learning and equipping them with the skills of learning to learn so that they can be life-long learners. The school-based curriculum is developed according to the students' needs, characteristics and interests, and revised to meet the new trends in curriculum development.

#### Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education (including life education, national education and national security education).
2. Enriching life-wide learning experiences and promoting whole-person development.
3. Better catering for learner diversity.

#### Development of Generic Skills:

To enhance students' higher order thinking skills through the school-based curriculum.

#### Cultivation of Proper Values, Attitudes and Behaviours:

Students' positive values and attitudes such as accepting, appreciating and respecting lives are developed through the school-based curriculum.

### Student Support

#### Whole School Approach to Catering for Learner Diversity:

The School-based Gifted Education Programme is implemented to encourage the gifted students to develop their potentials and to pursue excellence. Students with special educational needs are identified at an early stage. Graded worksheets and tasks are designed to cater for the students with different learning needs.

#### Whole School Approach to Integrated Education:

Whole School Approach is implemented to cater for students with special educational needs. Workshops and training are provided to equip teachers with appropriate skills to design different teaching methods to cater for the needs of the students with SEN. The Big Brothers and Sisters Programme is implemented to foster a loving and caring culture, and to develop understanding and acceptance in the campus.

#### 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. Collaborative teachers are employed to provide before and after school support for non-Chinese speaking students to facilitate their learning of Chinese.

#### Curriculum Tailoring and Adaptation:

Collaborative teachers are employed to co-teach and to carry out pull-out lessons to facilitate the learning of the SEN students. Besides, Individualized Education Program (IEP) is also provided for individual students with special needs. Moreover, the After-school Gifted Programme, which aims at maximizing students' potentials and enriching their learning experiences, is provided for more able students.

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

#### Home-School Co-operation:

Parent-Teacher Association and Parent Volunteer Team have been established to help parents develop a sense of belonging and a harmonious relationship with the school.

#### School Ethos:

Students are nurtured by the principles of Bible and are well-disciplined. They also show love and care to one another, and have a harmonious relationship with teachers.

### Future Development

#### School Development Plan:

1. Implement the school-based cross-curricular learning and reading so as to enable students to integrate and apply cross-curricular knowledge and skills.
2. Facilitate students' establishment of positive values through five core values.

#### Teacher Professional Training & Development:

Teachers' professional development is enhanced in different ways which include the implementation of specialized teaching, teachers' professional development day, collaborative lesson planning and lesson observation. Teachers are also encouraged to participate in seminars and workshops with not fewer than 50 hours every year, and join the EDB School-based Support Services and Seed Projects.

### Others

Kowloon Pentecostal Church Scholarship, Pentecostal Gin Mao Sheng Alumni Scholarship.