



博愛醫院陳國威小學
Pok Oi Hospital Chan Kwok Wai Primary School

Sheung Tak Estate, Tseung Kwan O, N.T.

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95

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Sin Mun Ying Monica	Ms. Wai Suk Ching Mela	Established	Aided Whole Day	Co-ed	Not Applicable
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
Pok Oi Hospital	Erudition and Virtue	1998	Chinese	School Bus	About 6000 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
-	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are sixteen special rooms including English Language Learning Room, STEM LAB, Creative and Multimedia Technology Centre, Flight Simulator and Golf Course.				Accessible lift, Accessible toilet, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment				27		Total number of teachers in the school		32	
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%	19%		73%	22%		31%		47%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	3	13
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	The school advocates collaborative learning to stimulate students' development in various aspects. Through learning with peers, in heterogeneous groups, students are encouraged to support and learn from each other. The school's aims are to cultivate students' exploring and learning abilities, in order to attain a higher level of cognitive learning.						
Remarks	Small-class teaching is implemented to cater for learning diversity. There are less than 25 students in a class.						

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	There are 3 summative written assessments for all subjects throughout the year. For P.1, there are no exams during the 1st and 2nd terms; instead, student performance is recorded through a learning portfolio. Ongoing assessments are conducted to review learning progress and performance. Each subject will also provide a learning attitude assessment report, offering specific feedback.						
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	We believe that every child has their own potential. We encourage students to establish mutual support, learn cooperatively, respect and appreciate each other. All classes are of average ability, no elite class is set.						

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	8:10 AM	3:30 PM	1:05 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Daily morning exercise sessions; 2. SportACT Award Scheme & Physical Fitness Award Scheme; 3. Promote healthy eating on campus and cultivate good eating habits for students. 4. A total of 60 minutes of break time each day, including short breaks and lunch, with various activities available for students to participate in for relaxation.		1. Reading Sessions are set every morning and lunchtime in order to foster students' reading habits. 2. Lunch / Recess Activities: Recreation and sports activities, Experiments for Kids, ENGLISH PEGLAND, Subject Activities, etc.		

1. Based on an experiential learning philosophy, the timetable is arranged to have classes in the morning and diverse learning activities in the afternoon, including invitational education courses, language activities, and reading activities.
2. Organise Life-wide Learning Days and visits held by different subjects to increase students' learning experience and broaden their horizons.
3. Organise overseas exchange activities for P.4-6 students to broaden their horizons.
4. Provide over 30 extracurricular activities.

School Mission

Pok Oi Hospital schools, with the motto of "Erudition and Virtue", cultivates students to "love, care and serve" the community. We support professional leadership and teaching in education, and endeavor to create a salutary learning atmosphere. Together with stakeholders, we work to build a learning community. We foster whole-person development, noble character, positive values, lifelong learning, and the pursuit of excellence in students. We nurture students to have an all-rounded leadership quality, including capacity to think independently with international perspective, excel in communicating and collaborating with others, and who value cultural inheritance, empathy and patriotism.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee / Supervisor / Principal.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2006.

School Green Policy:

Teach and raise students' awareness of environmental issues through Moral and Civic curriculum; Set up recycling facilities, arrange for environment related activities.

School's Major Concerns:

- A.Promoting Invitational Education: Our student-centered curriculum and intentional environment foster departmental collaboration to unlock potential, building students' confidence and positive values.
- B.The theme of the School Development Plan 2024-27 is Joyful Learning and Thoughtful Exploration; Confidence, Resilience, and Compassion.
- Continue to deepen self-directed learning to enhance learning confidence and effectiveness.
- Strengthen values education to cultivate the qualities of a compassionate individual.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Promote cooperative learning to cater for students' diversified learning needs. 2. Promote e-learning models to cultivate students' self-directed learning skills. 3. Implement dual-subject-teacher policy in CHI, ENG & MATHS for P.1 to take good care of students' needs through collaborative learning and group activities. 4. Chinese Language: Parents of P.1-6 can choose to use Cantonese or Putonghua as the medium of instruction. 5. English Language: Use "Big Book Approach" to teach English through interesting stories and lively language learning activities. The school employs 3 NET teachers to create better learning environments for students. The PIE International English Programme is implemented in Lower Primary and incorporates IB teaching method into the English curriculum to strengthen students' English learning ability. 6. Mathematics and General Studies: Use inquiry-based approach.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. According to the "Curriculum Framework of National Security Education in H.K.", implements the content of the 8 major areas of "National Security Education" in each subject.
2. There are STEAM and Information Technology classes every week on the school timetable, so that students can learn STEAM and programming education systematically.
3. Set up cross-subject theme learning and reading activities to cultivate students' generic skills with diverse learning experiences.
4. There are morning reading classes on the school timetable to cultivate students' good reading habits.

Development of Generic Skills:

Curriculum using a competency-based approach to develop students' creativity, collaboration, communication, analytical, critical thinking and problem-solving skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Flag-raising ceremonies and speeches under the national flag are held every week to strengthen national identity.
2. Implement the Enhanced 'My Pledge to Act' Programme optimizes moral education and information literacy courses to cultivate correct values.
3. Service learning: Build empathy, learn to be grateful and cherish blessings.
4. One person, one job scheme: Build self-confidence, cooperation, courage and commitment.
5. School-based Guidance Award Scheme.
6. Large-scale performance activities: Give full play to students' strengths, build self-confidence and sense of identity.

Student Support

Whole School Approach to Catering for Learner Diversity:

Adopting a Three-Tier Support Model for diverse learning needs:

Level 1: Optimizing classroom instruction for students with minor or temporary difficulties.

Level 2: Offering extra support via small groups, after-school help, and withdrawal sessions.

Level 3: Tailoring Individual Education Plans for those with intensive and ongoing needs.

Diverse support groups include: Chinese and English literacy training, attention skills training, social-emotional groups, and P.1 adaptation programs. In addition, small-group pull-out instruction is provided, with pre-lesson tutoring adjusted according to students' academic performance each term.

Whole School Approach to Integrated Education:

- Our Support Team: A multidisciplinary team led by the SENCO, including school-based educational psychologist, school-based speech therapist, teachers, school counselor and teaching assistants.
- Professional Collaboration: We offer comprehensive services such as School-based Educational Psychology Service, School-based Speech Therapy Service, SMHSS, JC "Joy of Moving" (Focus), AIM Project (Social), and Enhanced Support Service for Students with Hearing Impairment.
- Key Initiatives: "Walking Together" Scheme: Monitoring progress through academic data and assessment scales.
- Classroom Assistance: In-class support provided by teaching assistants.
- Personalized Care: One-on-one IEP training and continuous teacher monitoring.

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.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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.

Cross-disciplinary Chinese Learning (Library Studies), Chinese & English School Circulars

Curriculum Tailoring and Adaptation:

1. Homework: Adapted Chinese worksheets and reduced copying. 2. Teaching: Differentiated instruction, visual aids, and multi-sensory methods. 3. Assessment: Specialized exam venues, extra time, paper reading, and flexible answering modes. 4. G&T Support: Subject-based "Talent Pools" offering enrichment and potential-building activities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Strengthen home-school communication through parents' day, sunshine calls, parent's talk; 2. Arrange Classroom Observation for parents to let them know more about students' learning; 3. Host parent-child activities, such as home-school day trip and Sports Day; 4. Established PTA and Volunteer Team to allow parents to participate in school affairs.

School Ethos:

Nurture students' motivation and eagerness to do self-learning and develop moral values. Teach students to establish an environmentally friendly way of life by cutting wastes created purely for leisure and comfort. Teach students to be grateful for being fortunate, respect elders and cherish the weak. Establish a mechanism where the strong leads the weak, the elder cares for the young. Strengthen peer relationships and home-school cooperation.

Future Development

School Development Plan:

1. To optimize the performances of teaching and learning, take competency orientation as the direction of curriculum development. We strive to cultivate students to master various abilities and build up a solid foundation for lifelong learning.
2. To teach students learn to love and appreciate themselves and others, take the initiative to care the needs of people. To strengthen positive attitude through experiences.
3. To incorporate e-learning elements into teaching to enhance students' interest in learning and make learning more effective.
4. To develop STEAM and programming courses to enhance students' inquiry, logical thinking and problem solving skills.

Teacher Professional Training & Development:

Professional trainings for teachers are encouraged and undertaken.

Others

Provide scholarship for students who have excellent academic performance; Encourage potential students to participate in Inter-schools competitions; Arrange for students to exchange in Asia and China.