



般咸道官立小學 Bonham Road Government Primary School

9A Bonham Road, Hong Kong

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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
Mr. Mr Lam Yu Hang	Mr. Lee Ming Kai Louie	Not Applicable	Gov't 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
Government	Study hard and benefit by the company of friends	2000	Chinese	-	About 3765 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
King's College, Belilios College, Clementi College, Tang Shiu Kin Victoria Government Secondary School				-	
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
-	-	\$70	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	Garden, Basketball court, Wireless intranet.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music, Visual Art, Computer, STEAM, Counselling, Conference, Multi-purpose & PTA rooms.				-

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

Number of teaching posts in the approved establishment			25	Total number of teachers in the school		28
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%	60%	67%	4%	11%	85%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	2	12
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	We have remedial classes for P.1-P.4 and 'small groups' learning for P.5-P.6. Two teachers co-teach in remedial classes to enhance effectiveness, and if the needs come up, our teachers will offer individual guidance for students.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	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	From the 2026-2027 academic year, P.2 to P.5 students will undergo one test and two examinations annually. P.6 students will have two rounds of Internal Assessments for SSPA and one graduation examination. Teachers effectively utilize formative assessments to provide feedback and enhance learning outcomes.						
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 abilities from Primary 1 to 4. According to students' learning abilities and needs in Primary 5 & 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	9	35 mins	8:00 AM	3:00 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We are committed to fostering a healthy campus through the 'EatSmart School' framework, providing nutritionally balanced and hygienic meals for all students. To cultivate an active lifestyle, we implement the 'MVPA60 Award Scheme', motivating students to engage in regular exercise and develop physical fitness as a foundation for lifelong learning.		We adopt a 7-day school cycle featuring a dynamic mix of morning academic lessons and afternoon theme-based learning. This balanced approach is enriched by an extensive array of life-wide learning activities, providing students with ample opportunities to explore their interests, develop diverse talents, and reach their full potential.		

To complement our curriculum, we provide multi-dimensional learning through STEAM, interdisciplinary projects, and robust reading and values education programmes. These are seamlessly integrated with Life-wide Learning (LWL) initiatives—ranging from weekly ECAs and outbound trips to signature events like Chinese Cultural Day, Sports Day, Students' Variety Show and Arts Expo—to foster students' holistic development and unleash their diverse potentials.

School Mission

Upholding our motto 'Study diligently and benefit by the company of friends,' we empower students to become proactive learners with a solid academic foundation. We enrich student life through diverse extracurricular activities, fostering creativity and social awareness. Our goal is to nurture well-rounded, social-minded citizens who embrace their mission with passion and integrity.

School Characteristics

School Management

School Management Organisation:
The headmaster, deputy-head, 8 senior teachers, a librarian, 16 teachers, teacher assistants, a school social worker, a speech therapist & 2 Native-speaking English teachers.

Incorporated Management Committee / School Management Committee / Management Committee:
Our SMC features professional leadership chaired by a Principal Assistant Secretary of the HKSAR Education Bureau. The committee comprises a balanced membership of the Headmaster, two teacher managers, two parent managers, and two independent community managers. This collaborative structure ensures professional governance and a multi-perspective approach to the school's strategic development.

School Green Policy:
The Environmental Ambassador Scheme helps beautify the school & carry out recycling activities.

School's Major Concerns:
Diverse Learning for Future Readiness: Broadening perspectives to empower students to excel in an ever-changing world.
Positive Values for Holistic Growth: Promoting healthy living and core values to nurture confident, boundary-transcending individuals.

Learning and Teaching Plan

Learning & Teaching Strategies:
Our school operates on a 7-day cycle designed to optimize learning efficiency. The curriculum is strategically structured with academic sessions in the mornings, followed by theme-based activities in the afternoons to ensure a holistic balance between academic excellence and personal development. By integrating interdisciplinary projects across various subjects annually, we create an enriched learning environment that broadens students' global perspectives and fosters deep appreciation for diverse cultures. To optimize learning time and foster well-being, our refined curriculum will include three PE lessons per cycle starting from the 2026-2027 academic year, helping students develop healthy exercise habits.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school is dedicated to holistic education. We deepen Values Education by integrating Life, National, and National Security Education to nurture responsible citizens with a strong national identity. By strengthening STEAM and Media and Information Literacy, we enhance innovation and critical thinking. We prioritize cross-curricular learning and reading to build lifelong learning capacities. Furthermore, we enrich life-wide learning and elevate assessment literacy to optimize teaching effectiveness. To address learner diversity, we provide targeted support and enrichment, ensuring every student can unleash their potential and embrace future challenges with confidence.

Development of Generic Skills:
Our school is dedicated to developing students' communication, creativity, and critical thinking skills. Through interdisciplinary project-based learning, specialized training, and various leadership service roles, we empower students to enhance these core competencies and apply them in real-world contexts.

Cultivation of Proper Values, Attitudes and Behaviours:
Aligning with the 2026 Values Education Framework, BRGPS focuses on "Nurturing Positive Values and Living a Healthy Life." Through diverse learning strategies, we broaden students' horizons and cultivate core values such as fortitude, responsibility, and national identity. We emphasize holistic wellness, media literacy, and a spirit of service, empowering students to maintain self-discipline in the AI era. Through strong home-school partnership, we inspire students to transcend boundaries and embrace the future with a global perspective.

Student Support

Whole School Approach to Catering for Learner Diversity:
To enhance student support and engagement, we implement a dual-class teacher system in P.1-2, ensuring personalized care during the transition to primary school. Our curriculum features co-teaching models to foster dynamic classroom interactions. Furthermore, small-group differentiated instruction is adopted in specific levels, catering to diverse learning needs by stretching high achievers and providing targeted scaffolding for those requiring extra support.

Whole School Approach to Integrated Education:
Our school adopts a Whole School Approach to Integrated Education, led by a dedicated Student Support Team and coordinated by a Special Educational Needs Coordinator (SENCO). We strategically deploy the Learning Support Grant to provide comprehensive interventions, including differentiated teaching and assessment accommodations, social skills training, and enhanced school-based speech therapy. For students with intensive needs, we develop Individual Education Plans (IEP) and facilitate multi-disciplinary case conferences involving parents, educational psychologists, and social workers to ensure holistic 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
We employ collaborative co-teaching and flexible small-group learning to foster dynamic classroom interaction. Our tiered support structure caters to learner diversity through enrichment programmes that stretch high achievers and targeted remedial teaching that provide essential scaffolding for students' academic growth.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parent-Teacher Association (PTA) is dedicated to fostering a strong home-school partnership by encouraging active parental involvement in a diverse range of school activities. Together, we create a supportive environment that enhances student well-being and facilitates the holistic development of our children.

School Ethos:
Our school is characterized by its quaint premises and a harmonious, simple spirit, fostering a strong teacher-student rapport. We provide structured afternoon homework guidance and utilize the GRWTH APP to facilitate an efficient home-school communication. We highly value parental involvement and benefit from the unwavering support of our Parent-Teacher Association (PTA) in creating a collaborative learning community.

Future Development

School Development Plan:
To elevate students' academic and holistic performance, the school implements a systematic teacher professional development plan, encouraging continuous learning and pedagogical exchange. In alignment with the School Development Plan, we have established a robust "Planning-Implementation-Evaluation" (P-I-E) self-evaluation mechanism. By utilizing diverse assessment tools and data-driven insights, we continuously refine our management and instructional strategies. This cycle of self-improvement ensures the ongoing optimization of school effectiveness and creates an exceptional learning environment for all.

Teacher Professional Training & Development:
We are committed to building a learning organization by holding three annual Teacher Professional Development Days. We actively encourage staff to pursue continuous professional development (CPD) and academic advancement, ensuring our educators possess the expertise to deliver high-quality, innovative education.

Others

Our students consistently excel in diverse domains. In Performing Arts, we garnered multiple honours at the Hong Kong School Drama and Dance Festivals, including Awards for Outstanding Performer. In Speech and Literacy, students clinched championships in Cantonese, English, and Putonghua at the Schools Speech Festival. Our athletes also excelled in the Western District Inter-School Athletic Meets and Table Tennis Competitions. To provide a performance platform, an annual Variety Show is held to showcase students' learning outcomes from interest classes to parents. To recognize such achievements, various scholarships, including the PTA and Headmistress Scholarships, are awarded to encourage continued excellence.