



聖公會基福小學
S.K.H. Kei Fook Primary School

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40

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Fan Chun Ho Samson Jeremiah	Dr. Wong Yuet Ming	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	2005	Chinese	School Bus; Nanny van	About 8000 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
-	-	\$50/Family (Until the student graduates)	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	3	1	1	Climbing wall, 'Enchanted Forest', KF Café, KF Theatre, KF Ecological Park, Healing Herb Garden, Greenhouse, Intelligent Library Station, School garden, Conference room and Pond.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
3 English rooms, 3 Small-group Classrooms, 2 Computer-assisted Learning Rooms, 2 Music Rooms, Mindfulness Room, Play Therapy Room, Visual Arts Room, Students' Activity Centre, School Campus TV, STEAM Lab+, MI Lab.				Ramp, 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				70	Total number of teachers in the school		71
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%	99%	37%	74%	11%	16%	73%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	6	6	6	6	6	36
Mode of teaching at different levels	There are remedial classes of different subjects for P.2 to P.6 students. In addition, textbook adaptation, homework tutorial classes, various learning activities are promoted to cater for students' diverse learning needs and develop students' confidence and learning abilities.						
Remarks	3 Native English teachers for P.1-P.3 English Reading and Writing Programme.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	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	For P.1, diversified assessments showcase students' achievements. For P.2-P.6, there are three exams and formative assessments each year. Students are assessed using various methods, including dictations, projects, practical tasks, classroom observations, self-evaluations, peer evaluations, and parent feedback. Parents can track students' performance through formative assessment reports.				
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.2 classes are evenly distributed among classes of the level based on their academic performance. Elite classes in P.3-P.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	3:20 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Our school is awarded the greatest honor, 'The Gold Award' in the Hong Kong Healthy School Scheme. 2. To build up students' healthy living by conducting the EatSmart Campaign, Joyful Fruit Month, morning exercises, Sports Award Scheme, Body Fitness Programme, various kinds of sporting activities. 3. Lunch and Snack Monitoring Group is formed to monitor the food quality provided by the supplier.		1. Hot and fresh rice and vegetables are prepared at our own school kitchen. 2. "On-site Meal Portioning" in school is based on the principle of reducing and minimizing wastage. Students are encouraged to have healthy meals and cherish food.		

There is a variety of school teams and after-school interest groups including Squash, Ice hockey, Handball, Mini hockey, Golf, Mini tennis, Basketball, Football, Badminton, Volleyball, Table Tennis, Cheerleading, Rope Skipping, Track and Field, Sport Climbing, Chinese Dance, Touch Rugby, Wushu, Drum Ensemble, String Orchestra, Percussion, Harp, Choir, Acapella, Cantonese Opera, English Musical, Cub Scouts, Brownies, Community Youth Club(CYC) and Flag-guards.

School Mission

In pursuance of the ethos of whole-person education, in accordance with the Christian principles propounded by the Anglican Church, the School shall nurture and develop students spanning morality, intelligence, athletics, community spirit, aesthetics and spirituality.

School Characteristics

School Management
School Management Organisation: The school development projects will be implemented by the school staff functional teams which are under the leadership of the Supervisor and the Principal.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee is formed by our School Supervisor, Sponsoring Body Managers, Independent Managers, Teacher Managers, Parent Managers, Alumni Manager and School Principal.
School Green Policy: The school has launched the "Green in KF" initiative, which features environmental facilities such as a Green Garden, a Healing Herb Garden, a Greenhouse, and an Ecological Park. This initiative is integrated with environmental education through diverse programs like the "Smart Farming" class, Environmental Little Pioneers, and Ecological Green Pioneers. Students engage in activities including beach cleaning, ecological lectures, outdoor field trips, and international exchange programs. They also participate in practical measures such as waste recycling, kitchen waste management, solar energy utilization, and a book-sharing scheme. The aim is to foster a sense of responsibility in students to care for nature and to appreciate the value of resources. Through these hands-on activities, students learn by doing and strengthen their environmental consciousness.
School's Major Concerns: 1. To enhance students' personal qualities and shape positive resilience character. 2. To develop common competencies comprehensively to promote autonomous learning growth.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. To cater students' learning diversity through school-based curriculum, school-based gifted education courses, etc. 2. Students construct and apply knowledge through inquiry and experiential learning. Furthermore, we enrich students' learning experiences and enhance their self-learning abilities through outdoor learning activities, overseas excursions, project learning, STEAM activities etc. 3. To develop students' potential through taking part in different competitions and activities. 4. Cantonese is used as the medium of instruction for teaching the Chinese language subject. P.1-3 students participate in the Primary School Literacy Programme organised by the NET Section of the EDB. 5. Enhance interactive learning, assessment for learning, and to cater for students' individual learning needs through e-learning and flipped learning approach.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. The afternoon class hours is optimized. Every week, there are Life Education, All-round Learning classes, Co-curricular activities, Lunchtime Reading, Weekly assemblies, Cross-curricular learning activities and Multiple Intelligence activities to enrich students' learning experience. 2. To impose positive thinking and values, strengthen National Education and National Security Education, enhance the sense of national identity through school-based education programmes of life education. 3. Enrich students' learning experience and enhance students' sense of achievement through All-round Learning classes and Multiple Intelligence Activities. 4. Nurture students with multiple skills and develop creative thinking through school-based STEAM and AI curriculum to meet the challenges of the 21st century. 5. Strengthen the transition between early childhood, primary education and secondary education, addressing students' needs for holistic development and lifelong learning.
Development of Generic Skills: The generic skills are developed through cross-curriculum activities, STEAM activities, Subject Week activities, Gifted Education curriculum, Life Education, All-round Learning classes, Reading classes, Multiple Intelligence activities and Project Learning. Students are also encouraged to participate in various activities and competitions to explore their diverse potentials.
Cultivation of Proper Values, Attitudes and Behaviours: The school not only integrates positive values into all subjects but also offers school-based education programmes, including Life Education Courses, Growth Courses, National Education, Moral Education, Civic Education, Positive Education, Sex education, Mindfulness Courses, Life Skills Lessons and Career Planning Education. Through diverse learning experiences, including Positive Parents' Day, The Understanding Adolescent Project, Simulated Society and Thematic experiential activities, etc, the school equips students to meet future challenges.
Student Support
Whole School Approach to Catering for Learner Diversity: A whole school approach is used to cater for the needs of different students. Gifted students' curriculum and intensive remedial classes are included to support the students.
Whole School Approach to Integrated Education: SENCO co-ordinates the Student Support Team which formulate school-based support policies to allow all teachers to participate. The team also formulate curriculum adaptation policies and Individual Education Plans for students with special needs. School-based Educational psychologist visits the school every month to support students, parents and teachers. A school-based speech therapist also provides speech therapy services for students.
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; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Curriculum Adaptation is used to cater for the needs of students. Gifted Education Programmes are being developed for the more capable students. Different lift-off programmes are organized after school for students who are weak in Chinese, English and Maths.
Home-School Co-operation and School Ethos
Home-School Co-operation: The Parents and Teachers Association (PTA) adheres to the adage of Jesus Christ, 'Not to be served but to serve.' We aim to create a parent community around the school to support and enrich our children's learning. With parents' involvement and support, the time students spend at the school will be a happy and enriching one. The PTA is to enhance the education of our students in building closer relationships with the staff, parents and others associated at school. We also have activities which support the school and advance the education of the students attending it. We have activities such as PTA annual general meeting, PTA annual outings and parent helpers training workshops. We welcome support on any level from parents.
School Ethos: 1. Students are polite, obedient, unsophisticated and eager to learn. 2. Students love participating in school activities and have a strong sense of belonging to the school. 3. To develop a positive culture among students. Different rewarding schemes are set up to develop positive values and good characters. 4. To encourage students to help each other and develop peer support, cultivate them into good citizens, we organize 'Elder Brothers and Sisters', 'Kindness Buddy' programmes, Chinese Culture Day. 5. To encourage students to take part in voluntary services. 6. Alumni association facilitates communication between teachers and graduate students.
Future Development
School Development Plan: Enhance students' qualities, cultivate gratitude and a positive mindset, promote self-discipline and respect for others, develop self-learning, collaboration, and communication skills, and strengthen resilience in facing challenges.
Teacher Professional Training & Development: 1. Organizing school-based professional development programmes such as Professional Standards for Teachers of Hong Kong. 2. Strengthening the bonds between our school and EDB, other educational organizations in order to improve teaching effectiveness through professional sharing. 3. Carry out the learning and teaching evaluation plan, through teachers' professional exchange, discussion and analysis, focusing on evaluation to promote student learning. 4. Peer learning and collaboration is emphasized and facilitated through co-planning sessions, peer lesson observations and post-lesson conferences to enlarge the repertoire of teaching strategies and hence enhance teaching effectiveness.
Others
Scholarships will be granted to those who have distinguished performance in academics, arts, sports and conduct.