聖公會基愛小學
S.K.H. Kei Oi Primary School
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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
Rev. Lee Yat Fan Frankie	Ms. Cheung Lok Pui Ami	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					28%

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	To serve but not to be served	1958	Chinese (incl.: Putonghua) and English	School Bus	About 1630 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
-	-	$30	$150 per school term for school facilities improvement and optimization	2025-26 Student Accident Insurance premium will be confirmed. Student ID replacement card costs $10.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	All rooms with air conditioners, wireless network and projectors; all classrooms with E-whiteboards and mosquito killers; UVC water machines

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Multi-intelligence learning room, Visual Art room, Computer room, School Campus TV room, CoolThink Programming Classroom, English Room, Parents' resources room, Music room, History Gallery, Mental Health Corner	Small-class Teaching Rooms, Speech Therapy Room.

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

Number of teaching posts in the approved establishment	48	Total number of teachers in the school	54

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%	31%	69%	15%	19%	66%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	5	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	4	4	4	4	23

Mode of teaching at different levels	Small class teaching, mixed classes in lower grades, an English Elite class in upper grades. Remedial classes, after-school tutorials, and gifted training for talented students. Focus on high engagement, timely display, and effectiveness. Differentiated Instructions cater to learning diversity, enhancing collaboration, creativity, IT, and communication skills.
Remarks	3 to 4 students are chosen as caring targets by teachers under the "Pastoral Care Scheme". A "one-page profile" is adopted for better understanding of students' physical and mental needs. There are regular "Sunshine Calls" for enhancing home-school collaboration and cultivating better relationships.

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)	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
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Diversified Assessment for Learning	Assessments include written assessments, project learning, performance assessments, scientific experiments, daily performance (including class participation and assignments), and oral and listening assessments. In-class performance and attitude serve as indicators for Computer Studies, Physical Education, Music, Visual Arts, and Religion Studies. Formative and unit assessments are adopted in P.1.
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 grouping is used in lower grades. A class for English elites is available for P.4-6. Mixed ability grouping is used in the rest of classes. Upper primary English classes are streamed by ability. E-Learning policy is adopted for P.4-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	8:15 AM	Please see Remarks	12:35 PM - 1:35 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Emphasizing balanced development with positive thinking and emotion, organizing morning jump rope and running programme, recess physical activities and joining Fitness Scheme to promote healthy life, life planning activities and light meal program to emphasize on mental and spiritual development. Joining child sponsorship and voluntary services to cultivate the willingness to share.	School ends at 03:25 p.m.(Mon to Thur.), 02:35 p.m. (Fri.). Organizing assemblies, growth lessons and national education; sermons, enlightenment ceremony, thematic talks, community kitchen visits, life experience activities, service learning, overseas learning, Joyful Fruit Month, health seminars, etc. The library department provides students with a excellent reading environment, which cultivates good reading habit and facilitates healthy lifestyle.

Life-wide Learning

Woodwind instruments, Choir, English and Putonghua Choral Speaking, Puppetry, CYC, Scouts, The Boys' Brigade HK, Fellowship, Visual Arts, Mathematical Olympiad Group, Lion Dance, Coding, STEM, Chinese dance, HIP HOP, Pastel Nagomi Art, School Journalists, etc. School sports teams: Athletics, Basketball, Volleyball, Table tennis, Football (Boys and Girls), Badminton, Gymnastics, Sport stacking, Rope skipping, Handbell, Martial arts, etc.

School Mission

Embodying our school's ethos of "expand virtue to nurture, education for everyone, and enlighten students' potential" to cultivate students with a positive philosophy of life and ensure holistic development in moral, intellectual, physical, social, aesthetic, and spiritual domains."

School Characteristics

School Management

School Management Organisation:
Implementing school-based management, establishing the IMC, responsible for leading and supervising the school operations. The school sets up different function groups, including school management, professional leadership, student support, school partnerships, curriculum and evaluation, school development, finance, national security education, crisis management, and curriculum development. The Parent-Teacher Association also actively provides advice to enhance and improve the school operations.

Incorporated Management Committee / School Management Committee / Management Committee:
Managers are from School Sponsoring Body, independent individual, teacher representatives, alumni representatives and parents.

School Green Policy:
Committed to promoting environmental protection through activities like thematic seminars and workshops, community kitchen tours, organic farming, used school uniform recycling, and "Food For Good".

School's Major Concerns:
1. Stimulate students' learning confidence through exploring their creativity. 2. Live a healthy and fruitful life with the love of the country, family and self.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Designing school-based curriculum, including Chinese writing booklets, English word banks, self-learning booklets, and theme-based booklets. 2. Enriching learning experiences through project learning, outdoor activities, visits, overseas exchanges, Chinese Culture Day, Reading Day, cross-curricular programs (national security & STEAM), speech training, storytelling, singing competitions, and specialized training. 3. Enhancing thinking and problem-solving skills via "Six Steps for Self-learning", SCAMPER, the 13 HOT skills, e-learning, and programming education. 4. Stimulating creativity through activities with life and values education for P.1 students, promoting learning through observation, experience, and hands-on operation. 5. Catering to diverse learning needs and unleashing potential through interest groups and targeted support activities.
6. Creating a rich language environment with English and Mandarin activities to enhance proficiency.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Prioritizing seven learning objectives, fostering reading and healthy living habits through morning exercises, jogging, reading sessions, specialized sports training, and reading classes. Afternoon integrated classes enhance students' knowledge and skills via multilingual, STEAM, and experiential activities, elevating learning from understanding to application.
2. Following the National Education Calendar for speeches under the national flag, weekly flag-raising ceremonies, organizing National Education Learning Courses, thematic displays, online quizzes, sister school programs, and mainland cultural exchange activities to deepen students' understanding of the nation.
3. The curriculum integrates national security and values education to establish correct values and understanding of national security's importance in students.

Development of Generic Skills:
1. Enhancing students' communication and collaboration skills through learning activities like operation, cooperative learning, group presentation and discussions and learning platforms. 2. Enhancing students' creativity, thinking, problem solving and study skills through organizing subject activities, and STEAM activities. 3. Enhancing I.T. skills and facilitating interactive learning through deploying coding and establishing flipped classroom video channels and interactive learning platforms to enhance self-learning, I.T. skills, thus facilitating interactive learning. 4. Cultivating self-learning ability through applying different self-learning thinking strategies.

Cultivation of Proper Values, Attitudes and Behaviours:
Focusing on stimulating students' character strengths, building positive emotions and feeling of happiness. Unleashing students' potential and teaching students to face challenges with a positive and persevering attitude towards a positive life through various activities, class management activities, "UpPotential" electronic incentive scheme, speciality training, experiencing disabilities, adventure based training activities, sharing seminars of professionals and service learning.

Student Support

Whole School Approach to Catering for Learner Diversity:
Gifted students are supported through a school-based gifted program emphasizing potential discovery, skill building, and talent growth. Activities like Olympiad math training, the "JC Project MuSE" program, Campus Young Reporter training programme, cup-stacking, English drama, and puppetry enhance diverse skills. For students with special learning needs, whole school approach is adopted for appropriate support. Services such as adaptation courses for P.1 students, S1 admission seminars, adaptation courses for new arrivals, intensive remedial classes, after-school tutorial classes, homework assistance classes, non-Chinese language learning activities, pastoring program, after-school learning groups, teaching/exam/homework adjustment plans, individual learning plans, and advanced courses for enhancing students' learning abilities and effectiveness.

Whole School Approach to Integrated Education:
Our school has set up a Student Support Team to promote inclusive education through whole-school approach. The use of the Learning Support Grant to recruit additional teachers and teaching assistants, procure support services, including literacy, attention and social training groups, and provide a wide range of support services for students with special educational needs, including assessment, referral and training, with school-based educational psychologists and school-based speech therapists, so as to help students overcome their difficulties. Various activities are organized to help students recognize and respect individual differences, fostering an inclusive, supportive, and caring school environment.

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:
Providing differentiated teaching instructions, assessment, and homework adaptation for students, also through the provisions of graded worksheets, school-based booklets, and prompt notes for catering for learners' diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Emphasizing student growth and learning by prioritizing family-school communication and cooperation. Class teachers regularly report students' learning progress to parents through "Sunshine Calls". Putting importance on parent education by establishment of "Parent Academy" and Principal's Chit-Chat Time, enhancing school-parent communication and allowing parents to understand the learning and growth needs of their children. Furthermore, setting up a "Parent Volunteer Team" to assist in various school activities.

School Ethos:
Nurturing students' morality and spirit of service through various activities and training, including "Rising Star" Principal's Commendation and Reward Scheme, pastoral care scheme, class management, leadership training, peer guidance, values education, career planning and social services to let students put the school motto "to serve but not to be served" into practice.

Future Development

School Development Plan:
The school's extended premises will come into service next school year, complementing the curriculum to enhance the quality of teaching and learning. Afternoon sessions offer integrated lessons, tutorials, cross-curricular and interdisciplinary learning, Chinese and English speaking training, multiple intelligence activities, and growth education. The school actively promotes STEAM education, values education, and national security education. Through school-based support programmes, life-wide learning activities, service learning, "Stars on Stage" Music Performance Gala, and programming activities, students develop a growth mindset, discover character strengths, and build confidence and problem-solving abilities.
To strengthen English proficiency, the school implements a school-based RWI phonics programme for P.1, alongside diversified English reading activities, drama performances, overseas exchange programmes, and internationally recognised language assessments to broaden students' horizons. Guided by seven learning goals, the school remains student-centred in fostering holistic development and lifelong learning.

Teacher Professional Training & Development:
Conducting school-based training in creative teaching, digital education, student support, crisis management, teaching strategies, and national security education; providing continuous education for teachers in gifted education, special education, specialized teaching, national security education, and leadership to broaden their professional perspectives. Promoting professional exchanges among teachers through collaborative lesson planning, peer lesson observation, subject-based lesson study and school-based support programs. The promotion of "Mentoring Scheme" to let experienced teachers lead newly-joined teachers and help them grow in their teaching careers.

Others

Scholarship: thirteen scholarships are available for students with distinguished performance and improvement in studies, conduct, Art and service. Open and inter-school competition awards: Students are awarded in many open and inter-school competitions such as Hong Kong Schools Speech Festival, Hong Kong Schools Music Festival, Bible Speaking Festival, Hong Kong Drama Festival, Schools Dance Festival, Kowloon West Track and Field Competition, Mathematical Olympiad Contest, School Art ambassadors. Overseas Exchange Programmes: Participating in the Sister School Scheme and the Same Roots, Same Heart Programme, visiting different places outside Hong Kong through school visits and exploring local culture at famous attractions.