



北角衛理小學 North Point Methodist 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
Mr. Tsang Lap Ki Richard	Ms. Wong Lui Size	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
The Methodist Church, Hong Kong	Resist temptation, the benevolent will have no worries, the brave will not succumb to fear	1959	Chinese	School Bus; Nanny van	About 4000 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
-	-	\$100	School-based Management Fees \$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Conference Room, Staff Room, NPMPs Garden, Alumni Room, PTA Room, Life Ed. Room, Covered playground, NPMPs Plaza, Reading Corner, Climbing Wall, Student playground, Science Exploration Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music room, Art room, IT room, CAL room, STEM room, small group classrooms, Medical room, English Kingdom, General Studies Room, Campus TV, Chapel, Counselling Room.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path, 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				48		Total number of teachers in the school		48			
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%	47%		70%		26%		13%		61%	

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	Using a small group teaching approach, teachers modify curriculum activities to assist those students who require more support. Various teaching strategies are implemented to encourage more interaction opportunities, improve interests as well as self-confidence.						
Remarks	-						

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	A wide range of assessment strategies are implemented including daily observations, discussions, homework, project learning and written tests. There is a strong emphasis on student progress with three summative assessments each school year.				
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	Cater for individual learning differences (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	7	35 mins	7:50 AM	2:55 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and school finishes at 1 p.m. on Fridays. No lunch session will be provided.	The school encourages students to establish balanced, healthy living habits. Through the Sport Act Award Scheme, exercise sessions and Sports Day, students cultivate the habit of doing exercise. Joyful Fruit Day promotes balanced, healthy eating habits.		NPMPs students can enjoy more diverse learning experiences in daily afternoon sessions. These programmes aim at fostering students' positive values and attitudes through four key areas promoting Arts, Science and Technology, moral and civic education, and students' physical and aesthetic development.		

Life-wide Learning

Handbell team, School Orchestra, Classes of different musical instruments, English and Putonghua Interest Classes, Robot interest class and AI team, School Choir, Sports Club, Swimming Club, Track and Field Class, Taekwondo, Chinese Chess, Hiphop Dance, Chinese Dance, Brownies, Cub Scouts, Community Youth Club, Little Reporter Team, Gardening Club, Pottery Class, Mathematical Olympiad, English Elite Team, Drama Group and Rugby amongst many other activities.

School Mission

To develop holistic education based on Christian spirit, and to nourish abundant life through evangelism.

School Characteristics

School Management

School Management Organisation:

1. The school administrative body is made up of members from the school and the school principal to promote effective development of the school.
2. School Based Management has been implemented. Several functional groups have been set in order to superintend and aid school development.
3. Establish a culture of self-evaluation and self-improvement in order to further enhance the school development, organization and management.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Board of Directors is representative of society. It is comprised of professionals from different sectors, the school principal, teachers, parents and former students.

School Green Policy:

To encourage students to become actively responsible for protecting natural resources through STEAM-related learning opportunities and life-wide learning experiences. To promote green practices in school, students are nominated to serve as Environmental Protection Ambassadors and Aquaponics system team members.

School's Major Concerns:

1. To foster joyful learning atmosphere and encourage exploration in different learning areas
2. To strive with resilience and shape the future

Learning and Teaching Plan

Learning & Teaching Strategies:

Emphasis on developing students' creativity and generic skills through school based curriculum & cross-subject learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Cultivates morals, fosters creativity, emphasises on students learning, life-wide learning, values education, cross-curricular learning and reading, STEAM education

Development of Generic Skills:

Students can develop their generic skills through assistance in project learning, cross-subject curriculum activities and the use of information technology.

Cultivation of Proper Values, Attitudes and Behaviours:

Key concerns in the three-year-plan of discipline and guidance, religious studies and life education.

Student Support

Whole School Approach to Catering for Learner Diversity:

Different teaching methods are deployed to cater for student diversity. These methods include collaborative teaching, small-group teaching and multi-level instruction, among others. We offer well-designed school-based programmes and extensive activities in the afternoon curriculum to explore students' creativity, high-order thinking and social skills so as to help gifted students and students with different learning styles unleash their potentials.

Whole School Approach to Integrated Education:

A differentiated curriculum has been implemented to cater for student diversity. This includes some comprehensive school-based programmes and services such as student guidance services, enhancement programmes, after-school learning and support programmes, school-based speech therapy service, etc.

Curriculum Tailoring and Adaptation:

During the co-planning sessions, teachers develop appropriate teaching plans or strategies and therefore design learning, teaching and assessment activities to suit students' needs. Assessment accommodations are provided for some of the middle and upper primary students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We have a strong alliance between the parents and the school with more than 200 families as members of the PTA. Therefore, more than 150 enthusiastic parents who have given selflessly to the PTA which has held many events during the year. Several examples include Story Telling Team, Family Resilience Ambassador, the Peer Reading Programme, etc. Furthermore, we have established Parents Fellowship and Parents Prayer Group. There are also secondary school mock interview workshops throughout the school year.

School Ethos:

Students are honest, polite and well-behaved. Teachers also establish a close rapport with the students. The school actively promotes many guidance schemes and various extra-curricular activities in partnership with the guidance department and parents. By implementing various reward systems and positive reinforcement strategies, the school will nurture students to exhibit excellent conduct.

Future Development

School Development Plan:

NPMPs students can enjoy diverse learning experiences in whole-day schooling. These include programmes for promoting reading to learn, namely Amazing Reading Journey, moral and civic education, namely Leadership and Ambassador Training for KS2 and self-regulated learning courses for KS1. Other experiences include the use of information technology such as STEAM and Gifted Kids Group for interactive learning, life education curriculum, cross-curricular learning and other programmes to develop students' multiple-intelligences, enhance students' whole-person development and lifelong learning capabilities.

Teacher Professional Training & Development:

Our school collaborates with different universities in order to promote research culture, strengthen curriculum leadership and planning.

Others

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