九龍城浸信會禧年小學
Kowloon City Baptist Church Hay Nien Primary School
Chevalier Garden, Ma On Shan, Shatin, N.T.
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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. Poon Hing Fai	Ms. Choi Yuen Ling Phyllis	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
Kowloon City Baptist Church	Respect, honesty, parental obligation and diligence.	1988	Chinese & English	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
-	-	$50	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Sculpture walk, green path, reading corridor, solar energy generation system.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
STEM room, Computer room, Library, Music room, Art room, TV campus production centre, Multi-purpose activity room, Counselling room.	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	45	Total number of teachers in the school	47

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%	42%	45%	17%	28%	55%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	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	3	4	4	4	4	4	23

Mode of teaching at different levels	Small class teaching is implemented in P.1 to P.6. An intensive remedial teaching program is offered to students of lower ability with special needs.
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	No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	No
Diversified Assessment for Learning	Diversified assessments for learning in different subjects help our students attain the objectives of learning and their progression towards achieving these objectives. Teachers can understand their students' strengths and weaknesses in learning; and guide them to improve and self-regulate their work so as to move to the next stage of learning, eventually becoming self-directed learners.
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	Streaming according to academic performance from Primary 4 to Primary 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	12:25 PM - 1:15 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	We have implemented the "School policy on Healthy Eating" and gained the honour of "Caring School Campus Award Scheme". Physical Fitness Award Scheme, Healthy Eating Plan, Fruit Day and Reduce Schoolbag Weight Programme are also promoted. Students can enjoy concerts, song dedication and various types of activities during lunch recess.	Students are provided with more than sixty kinds of diversified activities after school hours. There are also more than ten kinds of activities on Saturday. These activities provide the children the opportunity for a more comprehensive education.

The school information is provided and vetted by schools. If further details are required, please contact the school direct.

Last revision date: 1 September 2026

Life-wide Learning

Students have ample opportunities to develop their interests and talents in sports, music, dance, drama and STEM, such as String Orchestra, Percussion Training Course, Choirs, Basketball Team, Athletics Team, Swimming Team, K-pop Dance, Chinese Dance, Chinese Chess, Mandarin Drama, Cantonese Drama, English Drama, Taekwondo, Fencing, Baseball, Volleyball, Table Tennis, Science Interest Programme, Computer Game Production, Flag Guards, Mathematical Olympiad, Light clay, Visual Arts training Course.

School Mission

The School aims to provide an ideal environment for students to learn. Students have balanced input in moral, intellectual, physical, social, aesthetic and spiritual education. Students are eager to learn in the harmonious atmosphere.

School Characteristics

School Management

School Management Organisation:
Our school is managed by Social Welfare Department (School Section) of Kowloon City Baptist Church. Supervision and policy decisions are executed by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:
An Incorporated Management Committee was established in 2009.

School Green Policy:
Renewable energy device, collection of recyclable materials to raise students' sense of environmental conservation.

School's Major Concerns:
Develop students' language, self-learning abilities, positive thinking and individual potential.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Provide high-quality holistic education through core subjects, supplemented by information technology, and teamwork of teachers. Plan interdisciplinary courses on different themes.
2. Take advantage of small classes to promote cooperative learning.
3. Provide students with training activities for the development of multiple intelligences after school.
4. Increase students' diversified learning opportunities through collaborative teaching and outdoor learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Students can grasp the learning objectives of the lesson, engage in learning activities, and love learning (Will).
2. Students can be responsible for their own learning and prepare lessons diligently before class.
3. Students can make good use of appropriate learning tools and learning skills (Skills), such as electronic-learning, higher-order thinking skills, and actively participate in classroom activities.
4. Students can evaluate their own learning outcomes, thereby monitoring their own learning progress and self-reflection.
5. Students can conduct extended learning on topics they are interested in.
6. Students can build positive thinking from the learning process and strengthen their will to learn.

Development of Generic Skills:
Students can develop their generic skills through core curriculum, project learning, joint curricular activities and co-operative learning.

Cultivation of Proper Values, Attitudes and Behaviours:
Through School Based Students Guidance Programme and Life-wide learning Activities, we provide different activities for students and their parents to acquire positive experiences. In this way we can help students to develop a positive mindset, to cultivate an attitude of gratitude and to learn how to care about people. We hope our children can be good role models for others.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Specialized counseling groups are set up for students with learning difficulties, and teachers also provide individual counseling for students with special learning needs.
2. Take into account students' learning differences in class, divide them into heterogeneous groups, use the strong to lead the weak, increase student interaction and jointly improve each other's abilities.
3. Provide diversified gifted courses for gifted students.

Whole School Approach to Integrated Education:
Our school has established a Student Support Team which consists of the Principal, Vice Principal, the Guidance teacher, Special Educational Needs Coordinator and senior teachers, to provide support programmes and assistive facilities in assessment to cater for students' abilities and needs. This enables students to achieve their expected learning objectives. By making use of the Learning Support Grant, we also employ specialists to provide assistance to students. We offer remedial learning groups, social skill, behavioural and emotional training, reading and writing learning groups, attention building, school-based speech therapy services and individual education plans. Our team also reviews the accommodation measures with teachers, parents and specialists from time to time.

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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:
To better cater the learning needs for our students, we offer a comprehensive school-based curriculum for Maths at P.1 level, IT from P.1 to P.6, and the Primary Literacy Programme (Reading and Writing) in English from P.1 to P.3. School-based Reading Skills and Writing Skills Workshops are also designed for P.4 to P.6 students, aiming to develop these skills spirally and systematically. We use Putonghua to teach Chinese Language from P.1 to P.6. Students are given the opportunity to complete the more challenging aspects of their homework with teacher support in the 9th lesson every day.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Students excel in academics and character in an environment filled with Christian love. The cultivation of arts and sports has also been effective.
2. The Discipline and Counselling Group and the Civic Education Group work together to train students to be self-disciplined and abide by the rules, as well as to help and love each other. The head teacher is the core of a class. They accompany students in their growth. Their responsibilities are not only to impart knowledge and solve confusions; they are also the ones for students to share their inner joys and sorrows.

School Ethos:
Discipline and counselling tutors work alongside with teachers in civic education to motivate students to behave well and cooperate with each other.

Future Development

School Development Plan:
1. Improve students' self-learning ability and broaden their horizons and knowledge.
2. Build the school into a "caring campus" so that students can learn in a harmonious, mutually supportive and pleasant environment.
3. Develop students' potential, increase their self-confidence and interest in life.
4. Promote school-based teacher training on lesson planning, observation and evaluation.
5. Promote positive education.

Teacher Professional Training & Development:
1. Teachers participate in frequent professional school development workshops.
2. Teachers are encouraged to develop cross-border academic and cultural exchange activities.
3. Teachers acquire new skills and improve existing lesson plans through frequent interaction with partner schools, including lesson observations and experience sharing workshops.
4. Teachers conduct regular peer observation classes, co-planning meetings and collaborative teaching to foster a culture of sharing and professional growth.

Others

1. Five scholarships are offered to recognize students with excellent academic performance, outstanding athletic performance, outstanding performance in extracurricular activities, significant improvement in academic performance, and active practice of environmentally friendly living.
2. Our school organizes study tours every year to broaden students' international horizons.