



北角循道學校 Chinese Methodist School (North Point)

15 Pak Fuk Road, North Point, 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. Leung Cheuk Fai	Principal Cheng Ka 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					88%
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	Comply with the Word of God	1964	Chinese	School Bus	About 3200 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	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Our school has installed fiber-optic internet and Wi-Fi network. Each classroom is equipped with an interactive electronic board and a reading corner.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Visual Arts Room, STREAM Lab, Campus TV Room, Creative Music Studio, Multi-purpose Room, IT Room, Language Activity Room, Life Education Centre and Tram Library.				Toddler toilet seat with step stool.

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

Number of teaching posts in the approved establishment				47	Total number of teachers in the school		50
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%	98%	46%	85%	12%	32%	56%	

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	- Small-class teaching and collaborative learning are implemented at school to facilitate interaction. - To maintain a warm and caring atmosphere for promoting students' well-being, diversified class activities are conducted. - To cater for our students' needs, there are two class teachers in P.1, P.4 to P.6.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)		1	Number of exam(s) per year (P1 only)		1	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
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Diversified Assessment for Learning	Our school emphasizes two ideas: 1) The involvement of different stakeholders: teachers' feedback, students' self-assessment, peer assessment and parental feedback. 2) Various means of assessment: <DREAMS> Self-reflection booklet, GS, Humanities and Science(project learning formative assessments), Religious Studies, Physical Education and Visual Arts.						
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	For P.1-P.3: There are classes adopting Putonghua as the medium of teaching in Chinese lessons. For P.4-P.6: One elite class is formed, while the remaining students are evenly allocated.						

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	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school develops an active healthy lifestyle among students through different means, for instance, the school-based curriculum of rope skipping, the MVPA60 Award Scheme and WE Time (WholesomE Time) recess activities. To take care of students' mental health, we also organise "Hello, Brain Friends", "Our Joyful Six" and "Teacher-Student Sweet Talk", enabling students to express their emotions and develop a positive mindset.		Our school highly values the Christian-based and values education, further shaping students' life qualities through in-class and diversified whole-school activities. "Moreover, learning and teaching are facilitated through different modes, such as class teacher periods, diversified assemblies, morning reading sessions, integrated lessons, multi-intelligence activities, tutorial lessons and remedial classes.		

Life-wide Learning

- Provide different platforms for students to showcase their talents, such as arranging "CMSNP Dream Square" where students can voluntarily perform, organizing intra-school competitions, participating in inter-school competitions.
- Organise domestic and international study tours to enhance students' understanding of our country and expand their global perspectives.
- Arrange various extra-curricular activities, such as Girls' Brigade, Orchestra, Chinese and English Debate Team and Rope Skipping Team.

School Mission

To develop whole person education based on Christian principles, and to nurture wholesome living through the preaching of the Gospel.

School Characteristics

School Management

School Management Organisation:

- Our school has implemented school-based management policies since 1996. The Incorporated Management Committee is composed of a number of subcommittees which provide professional advice and support for school development.
- Our school has a development and self-evaluation committee and a management committee, which are divided into subject and functional groups to jointly create a conducive learning environment for students.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the Incorporated Management Committee are professionals from varying sectors, our teachers, parents and alumni.

School Green Policy:

Our school advocates reducing waste and valuing natural resources. We offer various learning opportunities to encourage students to be responsible for actively protecting natural resources.

School's Major Concerns:

1. Establish learning circles (WE) that loves learning and sharing : Incorporate AI in the school-based curriculum to increase the enjoyment of learning ; Promote school-wide collaborative group learning and interdisciplinary exhibitions.
2. Nurture the attributes of "CMSNP People", cultivate a united community (we) filled with happiness and create our DREAMS : Continue the story of "Our Joyful Six" to foster a playful environment; establish the "CMSNP Dream Square" to unleash students' limitless potential.

Learning and Teaching Plan

Learning & Teaching Strategies:

- Implement various school-based curriculum programmes: Primary 1 Bridging Course, Primary 6"Dreams-Future"Advanced Course, Life Education experiential activities, ""From Speaking to Writing"" Chinese Writing Programme, J ockey Club "Fueling Minds" Chinese Reading Programme, Chinese and English KS2 AI Writing Programme, English AI-infused Interdisciplinary Projects for Self-Directed Learners, ELTA Scheme, Gifted Education School Network (Maths), Self-directed Learning (SDL) and Engineering Design Process (EDP)in STEAM(Science).- Develop cross-curricular learning: Promote STREAM Education by carrying out interdisciplinary project learning in Science and establishing STREAM Path and STREAM Lab. - Promote life-wide learning: Organize various activities, field trips and training. Encourage students to join both intra-school and inter-school competitions. Arrange community service programmes to broaden students' learning experience and horizons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- Values Education: Taking the twelve priority values and attitudes from the EDB into consideration, our school has designed "Our Joyful Six" and associated school-based thematic activities to foster "DREAMS Life Values". Various activities are organised to nurture positive values and attitudes, such as Life Education lessons and regular lessons.- Good use of learning time: Our school values the whole-person development of students. Thus, we offer a wide range of diversified learning experiences both inside and outside of the classrooms.- STREAM Education: STREAM cross-curricular project learning is implemented in P.1-P.6, which encourages students to solve the problems in their daily lives by integrating and applying the knowledge and skills developed, such as coding and arts.

Development of Generic Skills:

By organically integrating classroom knowledge with our interdisciplinary exhibition, 'Together We Build a Happy Hong Kong,' we empower students to become self-directed learners. This platform allows them to synthesize their skills, showcase their outcomes to the community, and connect learning to their daily lives while cultivating nine essential generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school endeavours to nurture students' positive values and attitudes from multiple perspectives through high-quality Christian Life Education. Different means and activities are incorporated to foster the twelve priority values and attitudes from the EDB and to equip our students to pursue our "DREAMS".

Student Support

Whole School Approach to Catering for Learner Diversity:

- Implement the "Three-Tier Implementation Model" for gifted education and establish a talent pool to recommend students for gifted programmes and nominate them for competitions and scholarships, fostering a school atmosphere of pursuing excellence.- Provide individual students with emotional and behavioural counselling.- Implement the "Our Joyful Six Energy Award Scheme" to encourage self-improvement and desirable learning attitudes.- Participate in the "Understanding Adolescent Project", and organise the Personal Growth Group and the Peer Mentoring Programme to promote a cross-level caring culture.- Provide a variety of after-school activities to unleash students' potential.- Promote teacher well-being, believing that happy teachers nurture happy students.

Whole School Approach to Integrated Education:

SENCO is responsible for leading the Student Support Team. Our school draws on diversified resources eg. Learning Support Grant and Enhanced School- based Speech Therapy Service to help the students with special educational needs. Special measures such as adaptation in teaching, adjustment in assessments, remedial learning groups, training on social skills, school-based speech therapy service and individual education plan. Parent meetings are arranged to facilitate collaboration between parents and the school to enhance students' learning effectiveness and social skills.

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:

Chinese, English and Mathematics are taught in groups at the same level. Homework and assessments are differentiated to assist students with diverse learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our Parent-Teacher Association has been established for many years, with parent managers participating in school management to enhance the quality of education. Currently, we have a dedicated team of about 300 parent volunteers. Working hand in hand with the school, they co-organize and conduct various activities both on and off campus. Furthermore, events such as Pop-up Meetings, Parents' Day, and Parent Cafés are held regularly to strengthen home-school communication and cooperation.

School Ethos:

Our school prioritizes the cultivation of students' wholesome and caring character. In 2023, we were awarded the Excellent Award in the 6th Outstanding Teaching Award for Moral Education, jointly organized by the Education Bureau and the Winsor Education Foundation. We also received the 'Lee Wong Ping Sze Memorial Education Fund Outstanding Teaching Program Award' for the 'Soaring CMSNP Dream Point Reward Scheme and Soaring Carnival' in 2024, and for the 'Our Joyful Six' Thematic Activities and Energy Reward Scheme in 2025. Additionally, our school has received 'The Caring School Award' for 11 consecutive years, affirming our remarkable achievements.

Future Development

School Development Plan:

School Development Theme (2024-2027): Together, we learn and create our dreams. Be the Salt and Light of CMSNP attributes.

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Teacher Professional Training & Development:

1. Leverage external professional support and actively participate in external support programmes to enhance teachers' professionalism. Examples include the Jockey Club 'Fueling Minds' Chinese Reading Programme, QSIPI AI-infused Interdisciplinary Projects for Self-Directed Learners, the Gifted Education School Network, the Support Programme on 'Fostering Communities of Practice to Enhance Small Class Teaching (2025/26)' for Mathematics, and 'Self-directed Learning (SDL) and Engineering Design Process (EDP) in STEAM' for Science. 2. Build a learning organization and facilitate professional exchanges and growth. 3. Arrange co-planning meetings, peer lesson observations, and co-teaching sessions to enhance the effectiveness of learning and teaching.

Others

- Organizing Mainland and cross-border and overseas exchange tours to deepen students' understanding of the development of our Motherland and international cultures.-Whole-Person Development: Music: Music Professional Learning Communities (Information and Digital Technology in Music Education) Cultivation of Positive Values: Participating in the Social and Emotional Learning Program --"Chill" Power Curriculum organised by the Methodist Centre for Quality Life Education to foster students' positive values through a whole-school approach. -Our students have won numerous awards in various competitions: Five members of the rope skipping team have been selected for the Hong Kong, China Rope Skipping Representative Team. Gold Award in the 7th Greater Bay Area STEAM Excellence Award 2025 (Hong Kong). First Runner-up in the Cantonese Choral Speaking event at the 77th Hong Kong Schools Speech Festival.