九龍城浸信會禧年（恩平）小學
Kowloon City Baptist Church Hay Nien (Yan Ping) 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
Dr. Yip Chee Tim	Ms. Tao Kim Kwok Kajusa	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					100%

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	Please refer to the Chinese version.	2006	Chinese	School Bus	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
-	-	$30	$450 (School Development fee and optimize learning facilities.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	Accessible Wi-Fi and Intranet; Classroom facilities: air conditioner, Smart TV, projector and computer; water dispenser, ARK café and Rainbow Zone

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
AI STEAM Room, Creative Media Production Centre, Music Room, Activity Room, Science Room, Library, Chinese Culture Art Room, Life Skills Room, English Activity Room, Legoland, Ark Theatre, Heal & Chill Zone, Polar Security Education center, Religion Room and 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	29	Total number of teachers in the school	33

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
97%	97%	30%	86%	15%	18%	67%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	3	3	4	13
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	3	3	10

Mode of teaching at different levels	Implements small-class teaching, provide remedial classes in upper levels for the main subjects. With two class teachers in each class for catering students' needs. Implement activity-based teaching to enable students to "learn by doing". Sustainable school-based programmes such as English language teaching, STEAM and coding are designed. BYOD policy for P.4-P.6 to enhance self-directed learning.
Remarks	Native English Teacher and Assistant Teacher are allocated to support in P1. Native English Teacher enhance P1 students' English proficiency by teaching phonics. NSE, Life Education, ECA, Life Skill Education, English Hub and tutorial are conducted in the afternoon. 1 class in P5-6 is conducted in PTH in Chinese lesson

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	Besides quizzes and exams are adopted to assess students' overall performance, meaningful assignments are designed to enhance students' thinking skills and strengthen their knowledge. To revise the effectiveness of teaching and learning, students are assessed through class observation, online assessment, performance assessment, oral assessment eLearning tasks and project-based learning.
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	One elite class is streamed per level in P.5-P.6 to take care of the differences in learning between students of different potentials.

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	10	30 mins	8:00 AM	3:15 PM	1:00 PM - 1:55 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1. Design sports zones for students to exercise before morning assembly and during recess. 2. Promote balanced nutrition by organizing ""Joyful Fruit Month"". 3. Enhance holistic health through mental health talks and spiritual well-being initiatives. 4. Cultivate a healthy lifestyle through the MVPA60 Scheme. 5. School social workers carry out monthly thematic activities to nurture student resilience and positive mindsets.	Morning reading and exercises cultivate consistent habits and physical health. The curriculum integrates library skills, life growth, and civic education to enhance literacy and national identity, complemented by diverse activities to unlock potential. Tutorial periods and after-school homework classes are provided, where teachers guide students to complete assignments efficiently.

Life-wide Learning

No-homework Learning Days are organized to enrich students' experiences, featuring themes such as STEM Day, Chinese Culture Day, English Day, and National Security Education Day. For gifted development, we offer specialized training in English Drama, Choral Speaking, Basketball, Rugby, Maker Entrepreneurship, Chinese Martial Arts, E-orchestra, Handbells, African djembe and Dance. Also, we hold a wide array of interest classes—including Brownies, Little Scientists, Rope skipping, Break dancing, Fencing, Skateboarding and Taekwondo. Exchange tours are held yearly.

School Mission

Building upon the spirit of Jesus Christ, and whole-person development, the school aims at providing high quality whole-person education to guide students to learn about God, to cultivate well-rounded characters and to serve our community.

School Characteristics

School Management

School Management Organisation:
Kowloon City Baptist Church, the School Management Committee, the supervisor of the Management Committee and school principal manage all school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:
The school is now managed by the School Management Committee.

School Green Policy:
Our school promotes the idea of environmental protection through different learning experiences. We have joined the Solar Harvest 2022 from EMSD, learning hydroponics farming and microalgae. The establishment of a "Nature and Polar Safety Education" center is to enhance students' understanding of environmental conservation and sustainable development. All these are to encourage students to implement green lifestyle, and practice low-carbon living.

School's Major Concerns:
1. Expanding Value Education for Positive Student Development.
2. Making good use of learning time and creating space to facilitate students' learning.

Learning and Teaching Plan

Learning & Teaching Strategies:
Implement small class teaching, using effective teaching strategies to guide different learning methods, enabling students to acquire knowledge. The school emphasizes learning by doing to cater to diverse learning needs and to cultivate students' self-learning abilities and higher-order thinking skills. Through remedial and advanced courses, the school develops students' potential. Classroom activities utilize cooperative learning to establish a positive learning community. High-quality displays of students' learning achievements enhance their confidence. A variety of assessment strategies are implemented to promote learning through evaluation.

Development of Major Renewed Emphases of the Primary Education Curriculum:
The school is committed to promoting values education, developing life education with different themes and diverse activities during growth classes. It encourages students to participate in national and national security education activities, helping them understand the country and Chinese culture, while fostering a sense of national identity and citizenship. In terms of STEAM education, the school effectively utilizes instructional time to create opportunities for hands-on activities, developing students' common skills and inquiry thinking, as well as promoting independent and proactive learning. A variety of learning experiences are arranged, including life education classes, overseas exchange programs, lectures, and service activities. In English classes, foreign English teachers are arranged to teach phonics and reading strategies, enhancing students' ability to use English. In first-grade classes, English is integrated into music, visual arts, and physical education.

Development of Generic Skills:
Utilize diverse teaching and learning methods, along with Life-wide Learning activities to develop students' Generic Skills. Through project-based learning experiences, systematically cultivate students' research skills, collaboration abilities, problem-solving skills, critical thinking, creative thinking and communication skills. Additionally, through online platforms, the campus TV, and after-school STEAM and Creative Media Production activities to enhance students' self-directed learning, self-management and information technology skills.

Cultivation of Proper Values, Attitudes and Behaviours:
1. With the theme of "HNYP Good Citizen Month" establish a sense of empathy among students, encouraging them to care for the community and society. To promote the positive value of law abidingness and caring
2. "Star of the Class" which is The star of the class is chosen by class teachers each month, class teachers recognize and praise students who have shown improvement in behavior, attitude, or academic performance, helping to build their self-image.
3. "HNYP CEO" which students are chosen to become a CEO and have meetings with the principle. They can make suggestions regarding school matters.

Student Support

Whole School Approach to Catering for Learner Diversity:
Our school applies 'Whole School Approach' to enhance catering for students' differences. Besides enhancing classroom teaching, we provide intensive remedial groups, after-school tutorial classes and after-school academic support programmes to students in need.

Whole School Approach to Integrated Education:
Our school has already set up the Student Support Team and a Special Educational Needs Coordinator is appointed to support integrated education and coordinate SEN programmes such as adaptation of learning and assessment, remedial learning groups, social skills training groups and school-based speech therapy services. Besides, Summary of Support for Student will be given to the parents of SEN students every year.

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:
To cater for students learning diversity teachers hold regular co-planning meetings to adjust learning and assessment based on student needs. Teachers design tiered worksheets, homework adaptations, speech therapy services and Remedial Class for students of varying abilities. During exams, accommodations such as extended time or alternative assessments are arranged according to individual needs. Different gifted and support programs to develop students' diverse potentials and better address learning differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:
We believe that a strong partnership between home and school is essential. By utilizing diverse platforms—from Parent Tea Gatherings to heartfelt check-in calls—we establish deep trust and open lines of communication. Our PTA serves as a hub for growth, offering workshops and activities that bring families closer and provide valuable educational insights. We are also proud of our dedicated Parent Volunteer Team, whose support is indispensable to our daily operations. Beyond academics, we care for our parents' spirits through the "Parent Hannah Group," a space for mutual encouragement. We are equally committed to supporting our SEN families, ensuring that together, we create a nurturing and positive environment where every child can flourish.

School Ethos:
With Christian belief and faith, we aim to build a well-rounded personality for our children. Using our Life Growth Curriculum ,we support students through every step of their journey. Here, teachers lead with love, creating a warm bond with their students. Our parents are equally vital to our success, working hand-in-hand with us as dedicated partners. Through holistic guidance services and activities , we strive to build a healthy, positive campus. Even though our students come from different walks of life and have diverse talents, they learn the beauty of empathy and kindness. Beyond their academic pursuits, they practice the core values of loving their school and family. They learn to be considerate and caring. They love their school, respect their teachers and parents.

Future Development

School Development Plan:
1. Promote National Education: Enhance the curriculum with elements of national security education to deepen students' understanding of and sense of belonging to their country. 2. Implement Positive Education: Foster students' positive values and diverse character traits, including perseverance, diligence, and a spirit of unity. 3. Optimize instructional time through AI adaptive learning and human-AI collaborative cross-disciplinary activities to enhance students' holistic competencies. 4. Integrate Generative AI (GenAI) into STEAM education to strengthen students' AI collaboration, prompt engineering, and creative problem-solving skills. 5. Encourage Reading Education: Cultivate consistent reading habits and information literacy among students to promote lifelong learning. 6. Enhance Teacher Professional Development: Strengthen teachers' AI literacy and leverage big data to analyze learning gaps, achieving precision in holistic development.

Teacher Professional Training & Development:
Our school encourages teachers to engage actively in professional development and lifelong learning aligned with both personal interests and school priorities. We hold regular school-based workshops on topics such as Positive Education, National Security Education, and STEAM. Recently, we have also introduced AI training to equip teachers with cutting-edge tools that enhance instructional effectiveness and digital literacy. In addition, teachers foster collaboration through lesson observations, co-planning, and cross-school exchanges. By participating in Education Bureau (EDB) development programmes, our team continuously enhances classroom quality and contributes to the school's overall growth.

Others

1. Establish Kowloon City Baptist Church Scholarship, Outstanding Student Scholarship Outstanding Volunteer, Best Athlete, and Art & Sports Ambassador awards, and Best Male and Female Athlete Scholarships. 2. Chinese Choral Speaking Team won 3 consecutive championships; also secured English Solo Verse Speaking champion. 3. For two consecutive years, we represented Hong Kong in Beijing at the Future City (China) Competition , ranking in the National Top 8 with the Grand Prize and Best Model Award in the primary group. 4. Earned 2nd Runner-up in Girls' A-Grade 200m and Boys' A-Grade Shot Put at the Shatin District Primary School Inter-School Athletics Competition. 5. Students honored with the H.K. Primary School "Three-Potentials" Outstanding Student Award. 6. Secured the First-Class Award at the H.K. International Wushu Elite Competition. 7. Golden Apple Award - First Prize for Outstanding Creative Campus Design