



中華基督教會何福堂小學 C.C.C. Hoh Fuk Tong Primary School

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70

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ko Kwok Hung	Ms. Wan Shuk Fan	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					50%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of The Church of Christ In China	When you know the truth, the truth will set you free	1971	Chinese	School Bus	About 6200 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
-	-	\$180 (Permanent)	\$450	Alumni (18 years old \$100 permanent annual fee)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	3	1	1	General Office, Counselling Room, Reception Room, Conference Room, Games Room, Tuck Shop and Butterfly House.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Dancing Room, STEAM Room, ITPC Room, Campus TV Station, English Room, Visual Arts Room, Music Room, School History Gallery.				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				43	Total number of teachers in the school		44
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%	39%	61%	25%	34%	41%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	3	4	3	4	4	22
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	4	3	4	3	4	20
Mode of teaching at different levels	1. Small class teaching. Two class teacher system. 2. Diverse teaching and learning strategy to cater for learner diversity. 3. Diversified activities and life education in the afternoon lessons to develop holistic education.							
Remarks	Starting from 2021/2022, the medium of instruction for the Chinese Language subject is going to be Putonghua for P.1 to P.2 and Cantonese for P.3-P.6. For students admitted in 2020/2021, the medium of instruction for the Chinese subject remains Putonghua.							

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	Apart from regular tests and exams, objective based project learning and formative assessments are adopted to enhance students' learning effectiveness and to develop their generic skills. The regular dictation test and exam of P.1 students are cancelled in the first term.						
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	P.1-P.3 students are grouped with mixed abilities. P.4-6 students are streamed according to their learning abilities and academic results. Grouping students with similar learning abilities and aptitudes is aimed to improving teaching effectiveness and catering for learner diversity.						

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	8:10 AM	3:30 PM	12:50 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Morning jogging, Chinese Martial Art. 2. Nutrition lunch. 3. Promotion plan in physical education. 4. Promote 4RS Mental Health Charter for cultivating a positive mental health in school.		3 recess every school day. In recess, 30 minutes for diversified activities. School ends at: Monday to Thursday: 3:30pm Friday: 3:00pm		

Life-wide Learning

Picnic, Overseas Study tour, talent show, Carnival, Sports Day, flag raising. With various activities, students' potential can be well developed. Their interest in sports and arts could also be cultivated with the following activities: Swimming Team, Athletics Team, Table-tennis Team, Football Team, Basketball Team, Taekwondo Team, English and Putonghua Drama Teams, English Puppetry Team, Percussion Team, Marching Band, Chime Kids, Chinese Dance Team, Chinese and English Choral Speaking Teams, Uniform Groups: Scouts, Girl Guides, Boy Scout, Community Youth Club; English and Putonghua Broadcasting, International Mathematical Olympiad & General Studies Ambassador, Coding Team, Martial Arts, English Ambassador, Chinese Dragon Dance, Japanese

School Mission

With the love of Christ, compassion for humanity and a progressive attitude, we strive to provide educational excellence to develop pupils' potential to the fullest and to share with them the words of the Gospel while nurturing them to become good citizens who will contribute to our society and nation.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee of the School participates in the development direction of the school and the school policy is launched by the School Head with the Executive Council to implement relevant work.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of the Church of Christ in China Hoh Fuk Tong Primary School was established on 22nd August 2006, which participates in the development direction of the school.

School Green Policy:

School rooftop is equipped with 44 solar panels.

We promote energy conservation and recycling. We also compost kitchen waste in order to work towards a greener lifestyle.

School's Major Concerns:

1. Strengthen national identity, cultivate positive values and lead a healthy life.
2. Strengthen student's reading abilities KLA knowledge language skills and generic skill's through learning and teaching.

Learning and Teaching Plan

Learning & Teaching Strategies:

In alignment with the seven learning goals, we facilities the process of knowledge construction through various interactions between teachers and students, as well as among peers. We employ different modes such as inquiry, study, peer assessment, collaboration, discussion, performance, and self-directed learning. We also incorporate electronic learning materials to enhance students' learning interests faster self-learning attitudes and develop independent learning labilities. Additionally, we systematically implement interdisciplinary STEAM project studies throughout the school. We guide students to go beyond the classroom for visits, allowing them to enjoy a comprehensive learning experience.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school is strongly promoting primary humanities and science education and STEAM education(programming, AI and aerospace). We also cultivate students' whole- person development. More importantly, we put emphasis and resources on promoting Chinese culture and national education curriculum to our next generation.

Development of Generic Skills:

We emphasis on students' generic skills development, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Thirteen primary values and attitudes are developed in students.

Establish a dual class teacher system to enhance the culture of care and promote positive values and attitudes.

'Develop School-based Life education' curriculum to enhance student's growth.

Student Support

Whole School Approach to Catering for Learner Diversity:

Under the 3-tier Intervention Model, students' learning diversity are catered for quality teaching, with graded in-class tasks and assignments, after-school enhancement classes, School Team Training and outside-school Gifted/ More Able student training.

Whole School Approach to Integrated Education:

Our Student Support Team, provides assessment and teaching arrangements, special training groups, Enhanced School-based speech therapy service, individual education plan, etc., to support our students with special educational needs.

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 certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

Our school curriculum which aims to facilitate students' whole person development, is broad and balanced. Streaming is done according to individual ability and aptitude of students. We look after students with different learning needs with tiered tasks. We also develop students' potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents of our school actively support and are involved in the development of the school including establishment of Parent-teacher Association, organizing parent volunteers and co-organizing parent education and parent-child activities, etc. Parent-teacher Association has set up a scholarship scheme to show appreciation to and encourage students to be outstanding in both conduct and academics.

School Ethos:

Our school is famous for students' good discipline. Students are willing to co-operate with others. We implement "individual" and "class" award schemes: (SHINE) to enhance students' self-confidence. We also put heavy emphasis on a harmonious learning atmosphere and a good student-teacher relationship. We cultivate a respectful, friendly, courteous and fair environment to nurture students in the love and truth of Christ.

Future Development

School Development Plan:

1. Our school continuously develops students' virtues and self-directed learning skill, promote the civic values such as self-regulation and responsibility.
2. Promote the study of Chinese culture and deepen the understanding of traditional culture.
3. Teach students to deal with emotions, cope with stress and overcome difficulties with a positive attitude.
4. Emphasize students reading and study skills through cross-curriculum learning.
5. Through STEAM education to enhance student's genic skills in the aspect of programming AI and aerospace.
6. Emphasize student's knowledge though self-directed learning.

Teacher Professional Training & Development:

The continuous professional development of teachers is formulated in line with student growth, curriculum needs, individual teacher development and school development needs. This includes the use of e-learning and metacognitive strategies to promote autonomous learning. We believe that teaching theories, skills and practices are interconnected. Though classroom learning research, we share "subject-specific pedagogical knowledge", "inheritance", "transformation" and "innovation", aiming to become a "community of practice" within a teaching professional center.

Others

We are organizing parent seminars and other parent education activities to teach parents how to build more harmonious relationships with their children.

To encourage students to develop their talents, we have established a number of scholarships to praise students for their achievements in academics, conduct and service.