



丹拿山循道學校 Chinese Methodist School, Tanner Hill

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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
Rev. Chiu Sau Kuen Ada	Ms. Chui Yuen Pik	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					94%
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	Complying with the Word of God	2010	Chinese	School Bus; Nanny van	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
-	-	\$30	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
22	2	1	1	Every classroom is equipped with an electronic whiteboard, a computer and a visualizer. There is a canteen, a reading-corner, a medical room, a roof garden and Happy Zone.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are special rooms to facilitate learning and teaching. They are a Music Room, an IT room, a Visual Arts Room, a General Studies Room, a Counseling Room, a Student Activity Centre and Life Education Centre.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			41	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%	55%	83%	7%	25%	68%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	3	3	4	4	3	21
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	3	3	4	4	21
Mode of teaching at different levels	The school has adopted small class teaching and joined the New Funding Mode. The Student Support Team caters for students' individual differences and needs by adjusting the curriculum, observing students' learning progress and providing customized support through studying individual cases in regular meetings.							
Remarks	To develop holistic education based on Christian principles. Life Education is promoted by implementing whole-school approach curriculum and positive values and attitudes are nurtured in students through different activities and KLAs.							

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	Various modes of assessment are adopted such as on-going teacher observation, students' self- and peer-assessments, formative and summative assessments. Project learning is employed as part of the assessment of some subjects like General Studies.						
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: Mixed ability classes. P.4-P.6: The highest scoring students throughout the academic year are placed in one class whereas the remaining students are evenly placed in classes.						

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	8:10 AM	3:10 PM	12:25 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To lead a "Healthy Lifestyle" is one of the main goals of our school curriculum. We implement Healthy School Policy to help students achieve favourable physical, psychological and social well-being so as to foster students' whole-person development. We also encourage students to establish balanced healthy living habits.		- School ends at 1:45pm on Friday. - Learning and teaching are facilitated through different ways: Reading Sessions, class teacher periods, assemblies, personal growth lessons, integrated lessons, library lessons, tutorial lessons, drama lessons, Dear Time, multi-learning experience, and extra-curricular activities. Remedial classes are arranged to cater for students' learning differences.		

Life-wide Learning

The multi-intelligence quotient of students can be developed through joining various extra-curricular activities. For instance, students can join the Cub Scout, Student Environmental Protection Ambassador Team, English Ambassador Team, Putonghua Ambassador Team, Music and Speech Contests, Choir Chime Ensemble, Choir, Brass Band, Dancing Club, Drama Club, Basketball Team, Badminton Team and Football Team.

School Mission

Develop whole-person education based on Christian principles,
Nurture wholesome life through preaching of the gospel.

School Characteristics

School Management

School Management Organisation:

Our School was renamed from Chinese Methodist School, North Point (P.M.) to Chinese Methodist School, Tanner Hill and changed from a half-day to whole-day school in 2010. Our school has implemented school-based management policies to enhance self-assessment since 1996. The School Board of Directors is composed of the Parent-Teacher Association, the School Director-Teacher Consultation Committee, the Administration Committee, the Panel Committee and the Functional Constituency to enable managing the School in a collective and accountable way.

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, teachers, parents and former students.

School Green Policy:

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

School's Major Concerns:

2025-2028 Care, Mission & Self-discipline

Learning and Teaching Plan

Learning & Teaching Strategies:

The School provides students with dynamic learning experiences to cater for different learning needs and achieve different learning targets. Lessons are student-oriented - interactions among students and active participation in learning. Through diversified learning activities, students' interest in learning and curiosity are agitated, and knowledge is systematically scaffolded. Lesson time is flexibly arranged to accommodate different types of theme-based learning activities. Life-wide learning is highly promoted in a whole-school approach, for instance: inter-school sports, music, speech and art competitions, drama, cross-curricular activities, community service programmes, visits and field trips. Students' learning experiences and horizons are broadened and their multiple intelligences are utilized to ensure that they develop to their full potential. To this end, curriculum integration, project learning, life education, e-learning and drama education have been implemented.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school based curriculum is being revised and improved, effective use of learning time is emphasized. Diversified and meaningful activities are fitted in with the school time table in order to encourage students to take initiative to learn enrich their learning experiences and promote whole-person development. Among them, emphasis on strengthening values education is of paramount importance; through life education, national education and national security education, and adding materials about Chinese culture in lessons, students' sense of national identity can be nourished. Besides, through cultivating the right values of STEAM education, media and information literacy, students can have a healthy life, mentally and physically.

Development of Generic Skills:

Our school has been striving to broaden students' horizons through activities such as drama education, theme-based learning tasks, curriculum integration, cross-curricular activities, STEAM activities and multiple intelligences activities. Our aims are to cultivate students' creativity, enhance students' inquisitiveness and investigative skills for the construction of knowledge, independent learning capabilities, enhance students' critical, logical thinking and communication skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The school theme is promoted through an integrated curriculum and various activities. Students are encouraged to put in practice the positive values including showing care, responsibility and dedication not only to others, as well as Hong Kong, China and the world through school and community services in daily life. This would serve as a strong and solid foundation for students to face future challenges, develop their leadership skills and broaden their horizons so as to lead them to become citizens who are able, virtuous, responsible, equipped with a sense of national identity and love for the country and the city.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school provides individual students with emotional and behavioural counselling, encourages self-improvement and better learning attitude. The Personal Growth Group, Peer Counselling Programme and Big Buddy Reading Programme enable strong bonding among peers. Furthermore, parenting seminars enhance parents' communication skills with their children. A school-based Educational Psychologist, a school-based Speech Therapist and 2 school social workers provide services to help those students in need.

Whole School Approach to Integrated Education:

1. Student Support Team provides appropriate support to students with special educational needs.
2. It supports students with special educational needs through teaching strategies and adaptation.

Curriculum Tailoring and Adaptation:

Guidelines on assignment load and graded worksheets are tailor-made to assist student learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our parent managers participate in the school-based management in order to assure quality education.

School Ethos:

A positive school culture cultivates intimate harmonious relationships among the staff, between teachers and students, and among students themselves. All the stakeholders fully support the school.

Future Development

School Development Plan:

- 1.To optimize the development of school-based curricula to equip students to become lifelong learners who enjoy and excel in learning.
- 2.To cultivate students with CMSTH+ values based on Christian principles to guide them toward a healthy life.

Teacher Professional Training & Development:

- 1.To cultivate an atmosphere of educational research for enhancing our effectiveness in learning and teaching.
- 2.To arrange co-planning meetings, peer lesson observation and co-teaching sessions for the enhancement of the effectiveness in learning and teaching.
3. To emphasize on teachers' professional development, drama education, gifted education, arts development, IT and STEAM education.

Others

Please refer to the following website for more information.
<http://www.cmsth.edu.hk>