中華基督教會拔臣小學
C.C.C. But San Primary School
28 Castle Peak Road, San Hui, Tuen Mun, N.T.
24596221 cccbs@butsan.edu.hk
24400266 http://www.butsan.edu.hk

71
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Ko Kwok Hung	Ms. Chung Wai Kuen	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
The Hong Kong Council of the Church of Christ in China	Enlightenment through education	1920	Chinese	-	About 3900 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	-	School Alumni Association Permanent membership fee $100

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	2 staff rooms, a teaching resources room, a social worker's room, a reception room, a general office, and a principal's office.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
5 rooms (computer room (STREAM room), music room, visual arts room, and 2 multi-purpose rooms).	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	27	Total number of teachers in the school	30

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%	100%	38%	63%	19%	22%	59%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	2	2	12
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	2	2	2	2	11

Mode of teaching at different levels	1. An inclusive whole-school approach is adopted to cater for students' individual differences. Enrichment classes and remedial classes are also provided through pull-out sessions, co-teaching, or after-school groups. 2. P.1 – P.6 classes: Putonghua as a medium of instruction in Chinese language teaching.
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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes

Diversified Assessment for Learning	1. Written assessment 2. Online assessment 3. Oral assessment 4. Project learning 5. Parent-child reading 6. In-class performance 7. Self-learning assessment 8. Coding Education
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	Average in abilities.

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	8:15 AM	3:15 PM	12:40 PM - 1:30 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1. Participate in green campaign (such as One Person One Flower Scheme). 2. Setup "Sports Corner" at recess. 3. Performances at recess. 4. Morning runs. 5. Joyful Fruit Month	-

Life-wide Learning

Academic: Debate Team, English Fun Class, English Creative Writing, English Drama, Putonghua Drama, Choral Speaking Team, Mathematics Olympiad Class, Abacus Arithmetic, Go (Weiqi), Robot Assembly Course etc.
Art and Music: Art and Craft, Creative Painting, Super Light Weight Modeling Clay, Pencil Sketch, Chinese Calligraphy and Painting, Choir, Violin, Chinese Dancing, Recorder, Instrumental Music Class, Ceramics.
Uniformed Groups: Community Youth Club, Brownies, Boy Scouts, The Boys' Brigade.
Sports: Swimming, Running, Table Tennis, Soccer, Mini Tennis, Basketball, Volleyball, Rope Skipping Class, Fencing etc.

School Mission

"To Minister and Service through Schools", coupled with the teachings of Jesus Christ, to provide youths with a "Holistic Education" through school curriculum and activities with great emphasis on the values of Morality, Intelligence, Physique, Sociability, Aesthetics and Spirit. With a happy and harmonious learning environment, to inculcate students with core life values for the preparation of being a responsible and self-disciplined citizen to serve our society in the future.

School Characteristics

School Management

School Management Organisation:
1. School Organization - The School IMC and the School Sustainable Development sub-group.
2. Regular executive teacher meeting.
3. Regular staff meeting.

Incorporated Management Committee / School Management Committee / Management Committee:
There are 12 managers in the committee including 1 school supervisor, 6 sponsoring body managers, 1 principal, 1 teacher manager, 1 parent manager, 1 alumni manager and 1 independent manager.

School Green Policy:
1. Greening school.
2. Saving energy, recycling waste.

School's Major Concerns:
1. To optimise diversified learning and teaching strategies, promote students' self-directed learning, and enhance their learning confidence.
2. To develop positive education, nurture students' proper civic attitudes, and help them build a positive and healthy life.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Cross-subject / KLAs Learning.
2. Theme Learning and Collaborative Learning.
3. Construction of students' pre-learning.
4. Enhancing teachers' assessment literacy as feedback for teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
strengthening values education; enriching life-wide learning experiences and promoting whole-person development; reinforcing, STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:
Through nine types of generic skills and independent learning skill to enable students to face the future needs of the community.

Cultivation of Proper Values, Attitudes and Behaviours:
Promote values education and cultivate students' positive thinking and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Hold support and guidance classes, emotional / social training groups and assessments.
2. Give extra assistance to students of special attention, especially in assignment and assessment.
3. Support for transition from Primary Six to Secondary One and from kindergarten to Primary One.

Whole School Approach to Integrated Education:
1. Have Special Educational Needs Co-ordinator.
2. Additional resources like Learning Support Grant and School-based Speech Therapist.
3. Core members of student support team including SENCO, discipline master, student guides personnel and SBEP.
4. Have teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy service, individual education plan.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of 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:
Organize specific classes and activities to further release the potential of the gifted students (e.g. Mathematical Olympiad class, Maths in life course); as well as classes to motivate those less able students in learning (e.g. home-work tuition class, remedial class, and emotion support team).

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. To organise regular functions with the assistance of P.T.A. e.g. parents' workshops and seminars, picnics and visits and parents helping scheme, to enhance the home-school co-operation and mutual communications.
2. The volunteers (parents) give their great efforts in the school, e.g. lunch time, outing, teaching Chinese with Putonghua, reading dad/mum, assist in theme week activities and English lessons etc.

School Ethos:
1. With simplified school ethos, the school is intent to preach the love of Christ, to promote cultural interest and to maintain a harmonious teacher-student / home-school co-operation relationship.
2. For students to have an all-round balanced development, students are encouraged to take part actively in community services.
3. School management is keen to facilitate teachers to enhance their professional knowledge and development, whereby providing effectively a qualitative education to our students.

Future Development

School Development Plan:
1. To develop students' reading strategies.
2. To enrich students' experience and cultivate students' ability of multi-direction thinking by combining of reading, STEM theory and civil science into project learning.
3. To enhance the teachers' assessment literacy for teaching and learning.

Teacher Professional Training & Development:
1. Promoting cross-curriculum lesson observation and learning.
2. Sharing the school-based lesson studies.

Others

Scholarships.