



浸信會孔憲紹天虹小學 Baptist Hung Hin Shiu Rainbow 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
Mr. Tsang Ka Shek	Mr. Fung Yiu Cheung Fielie	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
Hong Kong Baptist Convention	Broaden knowledge, Preach the Gospel.	1984	Chinese	School Bus	About 6250 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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	\$380	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Innovation Lab, Chapel, Lecture Theatre, Rainbow Rangers Lego Zone, Gym, Eco Garden, Reptiles Zone, Astrology Zone
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Visual Arts Room, General Science Room, Multi-purpose Room, Small Group Teaching Room, Student Activity Centre, Computer Room, Library, 2 Basketball Courts				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				Total number of teachers in the school		
47				56		
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%	49%	67%	30%	40%	30%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	4	4	4	4	3	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	4	4	4	4	26
Mode of teaching at different levels	Our school adopts small class teaching and activity approach. We focus on cultivating students' interest in reading. We developed e-learning facilities for students to use technology to enhance their learning motivation and performance. We implement BYOD programme from Primary 4, and use Flipped Classroom to enhance students' self-directed learning ability.							
Remarks	-							

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)		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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Summative assessment - all 4 skills (listening, speaking, reading, and writing) are included.						
	2. Formative assessment - to identify students' strengths and weaknesses and diagnose their learning difficulties.						
	3. Peer and self-evaluation. 4. No summative assessments in Primary 1.						
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	Classes are assigned based on an average of academic results and conduct. For Primary 5 and 6, students are grouped by their ability in the subjects of Chinese, English, and Mathematics.						

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	3:30 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We believe a healthy physique is the key to students' growth. We're part of the "Whole School Health Programme," participating in "EatSmart School" and "Straighten Up Campus Campaign" to ensure dietary and spinal well-being. All training integrates daily exercise, fostering regular habits. We cultivate a vibrant campus, holistically safeguarding students' physical and mental health, helping them grow positively and achieve their full potential.		Our school is dedicated to values education, integrating "Positive Education" and "Responsive Classroom" to uncover each student's strengths, build resilience, and foster well-rounded citizenship. To continually improve teaching, school dismisses early on Wednesdays. This provides teachers with dedicated time for curriculum design, professional training, and collaboration, ensuring we create an up-to-date and positive learning environment for our students.		

We provide students with international learning opportunities and a diverse range of extracurricular activities encompassing religious studies, academics, music, sports, performing arts, leisure pursuits, fine arts, and social service groups. Our students actively engage in prestigious competitions like the Hong Kong Music Festival, Hong Kong Speech Festival, and Hong Kong Schools Sports Federation. Our goal is to nurture their varied intelligence and talents through these endeavors. Additionally, we offer Unit Modularisation to all students, comprising 18 units over 6 years, allowing them to participate in a variety of activities and classes, including Arts, Music, Sports, STEAM, Astronomy, and service learning.

School Mission

Uphold the spirit of Jesus Christ to nurture quality citizens for our future society through emphasizing on the six educational dimensions - spiritual, moral, cognitive, kinetic, social and aesthetic.

School Characteristics

School Management

School Management Organisation:

The hierarchy is managed by The Incorporated Management Committee. Various functional units are deployed to implement school policies. PTA and School Alumni work as our partners.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in August 2007. We invite parents, alumni and the public to participate in the development of our school. This enhances school transparency and accountability.

School Green Policy:

As a participating school in the "Happy Green Campaign," we are dedicated to building a green campus. Our "Rainbow Earth-Defenders" lead students in the daily recycling of waste paper and plastic bottles. The collective effort of our teachers and students led us to win the championship in the Wong Tai Sin District Energy Saving Competition. We also cultivate a sense of responsibility and commitment to protecting the Earth in our students through "Environmental Missions" and the "Green@Community" experience.

School's Major Concerns:

Our focus and goal for 2024/25-2026/27 are encapsulated in the theme 'Transcend. Shine.' We aim to uncover and amplify students' strengths, unlock their full potential, and encourage the free expression of their creativity. By tailoring our efforts to the individual needs of students, we strive to foster growth across various domains and offer platforms for them to truly shine.

Learning and Teaching Plan

Learning & Teaching Strategies:

Flexibly utilizing lesson time and learning time, we implement a dual academic structure that features academic studies in the morning and holistic, life-wide learning in the afternoon. This approach, combined with real-world experiences from outdoor and comprehensive learning activities, allows students to integrally apply knowledge and skills across various subjects. It aims to unleash their potential and creativity, thereby promoting whole-person development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school focuses on holistic student development, nurturing lifelong learners guided by Christ. Through a comprehensive curriculum, we instill essential values and character education. By facilitating interdisciplinary learning within a well-structured timetable, we create opportunities for students to achieve physical and psychological equilibrium. We cultivate a culture of reading on campus to bolster cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities. We embrace diversity among students and enhance teaching effectiveness and assessment literacy through training and collaborative partnerships with external organizations. Programs like DreamStarter and Unit Modularisation bridge the learning experiences between morning academic sessions and afternoon Life-wide Learning activities helping students to build knowledge and cultivate a broad range of competencies essential for their growth and well-being.

Development of Generic Skills:

Through an interdisciplinary curriculum, STEAM education, and the DreamStarter program, the school integrates inquiry-based learning to embed communication, collaboration, problem-solving, and creativity into daily teaching. We encourage students to think proactively and apply what they have learned in solving real-world problems. By means of rich learning experiences, they can solidly deepen various core competencies to confidently meet future challenges.

Cultivation of Proper Values, Attitudes and Behaviours:

We are committed to promoting Christian and life education. We hope that students will learn to be grateful and to cherish the life and diverse talents God has given them. Our goal is for them to experience God, emulate the Lord, and grow into children who think with a growth mindset, are grateful and resilient, demonstrate positive care for others, and have excellent character.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1.Tiered intervention to address the diverse needs of students. The Student Support Team develops support programs and tracks the advancement of students with special educational requirements.
2. A professional team comprising Special Educational Needs Support Teachers, school social workers, school-based educational psychologists, and school-based speech therapists is in place to provide comprehensive support for students.

Whole School Approach to Integrated Education:

Our school adopts a "whole-school approach" to implement inclusive education, utilizing a variety of teaching strategies and assistive tools to cater to the diverse learning needs of our students. We make effective use of both on-campus and community resources to provide support where it is needed. As part of this commitment, the school offers assessment and homework accommodations, social-emotional skills training groups, attention management training groups, as well as school-based educational psychology and speech therapy services.

Curriculum Tailoring and Adaptation:

1. Homework and assessment policies are tailored to accommodate the requirements of students with special educational needs.
2. Enhancement programmes and small group teaching are arranged for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

By offering diverse communication channels and enhancing the collaboration between home and school through structured parent courses, seminars, and volunteer initiatives, we establish a robust partnership. This active engagement between parents and the school cultivates a cooperative environment that contributes to enhanced learning outcomes.

School Ethos:

1. Our school embraces a nurturing and compassionate approach to assist students in cultivating self-confidence, fostering enthusiasm, promoting good conduct, and nurturing responsible citizenship grounded in respect for others.
2. Our yearly theme sets a focal point for learning and underscores the specific behaviors we aim to cultivate in our students.

Future Development

School Development Plan:

1. Cultivate students to become autonomous, self-directed lifelong learners possessing the critical thinking and adaptability required to thrive within an increasingly complex and rapidly changing global society.
2. Implement "Student Agency" by integrating competency-based assessments and constructing a robust, student-centered curriculum that respects individual learning potential and cultural diversity.
3. Launch a whole-school "Positive Education" model to fortify psychological resilience and proactively equip students with essential future-ready skill sets required for 21st-century success.
4. Foster holistic growth by systematically promoting multiple intelligences and ensuring a balanced education across the vital domains of moral, physical, social, aesthetic, and spiritual progress.
5. Embody Christ-centered life education to cultivate a transformative campus culture anchored in values of hope, harmony, and mutual respect, providing a supportive environment for soul development.
6. Strengthen the home-school partnership by sharing positive discipline techniques and parenting strategies to ensure a unified, consistent, and supportive growth journey for every child.
7. Build professional learning communities (PLC) that foster collaborative innovation, ensuring the sustainable transmission of the school's core mission and the philosophy of "Life Influencing Life."

Teacher Professional Training & Development:

Our school's Continuing Professional Development (CPD) framework is crafted to address the developmental requirements of both the school and the teachers. By strategizing, executing, and assessing the school-based CPD program, the teaching staff's professionalism is bolstered, fostering a positive influence on students, teachers, and the institution as a whole.

Others

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