福德學校
Bishop Ford Memorial 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. Poon Shu Chiu Edward	Mr. Wai Chi Lap Eric	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					66%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	Please refer to the Chinese version.	1953	Chinese	School Bus	About 8454 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
-	-	$150 (one-off)	$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	BFMS Green Trail, LED-wall (School hall), Interactive Touch Panel (all classrooms)

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Special Rooms including computer room, School Campus TV production room, music rooms, English room, counselling room, dancing room, multi-purpose activity room, prayer room, integrated learning centre, play therapy room and speech therapy 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	34	Total number of teachers in the school	41

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%	41%	81%	9%	29%	62%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	**No. of classes**	1	2	2	3	4	4	16
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	**No. of classes**	1	1	2	2	3	4	13

Mode of teaching at different levels	Small class teaching is adopted in each level. Activity Approach is implemented in teaching and learning. Besides regular curriculum, performing arts including dancing, drama and related lessons are arranged in weekly lessons. The main subjects (Chinese, English, Mathematics) will be taught in specialized groups as needed.
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	Besides tests and exams, assessments include project learning, teachers' observations, performance assessment, cross subjects learning activities, oral presentations and group discussions, etc. for promoting learning and teaching effectiveness. Assessment adaptations are provided to SEN students (according to the reports / opinions from EP and other professionals).
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: Evenly distributed into classes. P.4 - P.6: According to examination results and students' abilities. The main subjects (Chinese, English, Mathematics) will be arranged in a specialized groups format as needed.

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	35 mins	8:10 AM	3:20 PM	12:20 PM - 1:15 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Our school promotes healthy eating with a menu that includes nutritious meal options. We have designated fruit days to encourage students to eat more fruits. Healthy Eating Breakfast Reward Program encourages students to eat a nutritious breakfast every day. We also make outdoor recess active and have students engage in regular exercise and different games.	School ends at 2:00p.m. on Fridays. Extra-curricular activities, tutorial classes and school-based after school care service are arranged every day.

Life-wide Learning

Chinese dance, athletics, rope skipping, basketball, badminton, soccer, table tennis, drama, Lion Dance, Choir,Kpop dance, kendama, Cambridge English, Mathematical Olympiad, STEAM and Catechism Class for children. Uniformed groups are formed such as Young Pioneers of Christ, Scout, Community Youth Club and Flag Raising Team. Variety show, School Picnic, Sports Day, Graduation Camp, study trips outside H.K., visits and intra-/inter-school competitions.

School Mission

We, at Bishop Ford Memorial School, are called to serve our Father and love as He loves us. We endeavour to educate our children to be useful to society with the newest teaching methods. In the process of education, students are growingly achieving perfection, understanding, distinction of right from wrong; the children can be developed to be blissful and devoted citizens with creativity, open-mindedness and a loving heart. Based on the loving spirit of Christ, we pledge to do our best, working in a team of co-operation, mutual respect and forgiveness to achieve the mission.

School Characteristics

School Management

School Management Organisation:
The Incorporated Management Committee supervises the whole school. All teachers and staff work cooperatively for the development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated School Management Committee is composed of professionals from the education sector and other fields. There are altogether 15 members, including sponsoring body managers, ex-officio manager, teacher managers, parent managers, independent manager and alumni manager.

School Green Policy:
Our environmental education curriculum aims at educating and inspiring the next generation to be eco-friendly citizens. The school adopts a whole school and interdisciplinary approach and foster an Environmental Pioneers group to raise students' awareness towards nature and the concept of sustainable development.

School's Major Concerns:
1. To enhance school-based curriculum and teaching-learning evaluation strategies to improve students' learning efficacy and performance.
2. Grounded upon the core values of Catholicism, we cultivate positive values in students and foster the development of healthy lifestyles to promote their holistic well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:
1.Self-directed learning: the school promotes students' self-learning skills through various strategies and activities, e.g. different high order thinking strategies, learning strategies and theme-based learning day, etc.
2.Small class teaching helps cater for students' diverse learning needs, improve learning efficiency and facilitate interactions between students and teachers.
3.Provide a language-rich environment that supports student's language learning.
4.School-based Performing Arts Education: Dance, drama and related lessons for developing students' multiple intelligences like creativity and communication skills.
5.To promote STEAM education, the school provides enriched learning activities and advanced STEAM class for students.
6.Neurodiversity: Appreciating and discovering students' strengths.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthen values education (including life education, national education, and national security education), and integrate the school-based values education curriculum framework for Catholic schools.
2. Make flexible use of learning time to enrich life-wide learning experiences and promote whole-person development; focus on diverse curricula in the afternoons to cultivate students' multiple intelligences and generic skills.
3. Enhance STEAM education by incorporating regular STEAM classes to stimulate students' learning motivation.

4. Enhance assessment literacy to promote teaching and learning effectiveness, achieving the goal of "Assessment for Learning."
5. Cater to student diversity through differentiated instruction strategies.
6. Integrate AI teaching elements to inspire students' diverse creativity and enhance their problem-solving skills. (Note: This line was unnumbered in your prompt, but I have added it as the 6th point for formatting consistency).

Development of Generic Skills:
To develop students' cooperative and communicative skills, cooperative learning and school-based curriculum are adopted. Through various activities, student's creativity and critical thinking skills will be developed.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school aims at nurturing our students the five core values of Catholic education. Through school-based values education framework and positive education, we help students to develop character strengths, build resilience and find meaning and purpose in their life.

Student Support

Whole School Approach to Catering for Learner Diversity:
Student Support Team is set up to cater for student diversity. Members, including school-based EP, school social workers, school-based speech therapist, play therapist and teachers, work together to promote Whole School Approach to Integrated Education (IE) in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with special educational needs. Assignment and assessment adaptations, small class teaching, the arrangement of remedial learning classes, Chinese reading and writing remedial classes, tutorial classes and school-based after school care service after school are provided to students with SEN. School-based speech therapy and play therapy services are also provided.

Whole School Approach to Integrated Education:
Special Educational Needs Coordinator is responsible for planning and optimizing the formulation, implementation and monitoring of IE support strategies in school, reviewing and evaluating the operation of various school support measures and resources, so as to promote the Whole School Approach in our school. Apart from providing suitable homework and assessment arrangements for students with SEN, our school has also set up a number of functional groups to help them in learning, self-care and social skills. Our school attaches great importance to Home-School Cooperation. Counseling services are provided and talks with different themes are held regularly so as to assist the parents.

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 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:
Assignment and assessment adaptations are provided to SEN students according to the reports and opinions from EP. Remedial/ Enhancement learning classes are arranged for students who have different learning abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parent-Teacher Association actively organizes a variety of activities to promote parent education and parent-child relationships, such as parent seminars, luncheons, interest classes, and volunteer services. They also maintain regular contact and exchange opinions with teachers and principals.

School Ethos:
1. Our vision is to support students in their quest for knowledge and wisdom, helping them to develop virtues and flourish as lifelong learners who seek to love God. We emphasize personal development, independence, self-discipline and self-esteem. By creating a harmonious atmosphere, teachers and students build positive relationships with one another. The school has been awarded with the "Caring School Award" award for many consecutive years.
2. Whole School Approach in school guidance and discipline has been adopted by cultivating students' good moral character, prioritizing student mental health and well-being, establishing a positive and proactive life outlook and values.
3. Through school-based curriculum and collaboration with community organizations, we promote students' holistic development through various activities, enhancing their resilience and ability to face different challenges in their growth journey.
4. Our Value Education Framework aims to cultivate students' core values: 'Benevolence', '

Future Development

School Development Plan:
1. To enhance school-based curriculum and teaching-learning evaluation strategies to improve students' learning efficacy and performance.
2. Grounded upon the core values of Catholicism, cultivate positive values in students and foster the development of healthy lifestyles to promote their holistic well-being.

Teacher Professional Training & Development:
The school has established a clear policy for teachers' professional development. Teachers engage in continuous learning, self-reflection and self-improvement based on the school's developmental needs and their own plans. The school has fostered a culture of continuous learning and sharing, and continuously collaborates with various educational organizations to develop a school-based curriculum and promote teachers' professional growth.

Others

Scholarship provided by PTA: To award those students who have excellent performance in academics and conduct. Scholarships provided by OSA: To award those students who have excellent performance in sports or arts; or in school voluntary services. / Religious Education Award / Rev. Bro. Paul Sun Education Foundation General Scholarship Programme