



真鐸學校 Chun Tok 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. Kwok Chi Kay Peter	Mr. Chan Tak On Alex	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					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Chun Tok School	Faith, Hope and Love	1935	Chinese	Nanny van	About 10000 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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	Fees for specific purposes \$340 (payment in 2 installments)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	2	1	Pottery Room, Multi-purpose Room, Stargazing Corner, Basketball Court, Track & Field Sports Ground, Rock Climbing Wall, Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
20 rooms including Gym, Musical Theatre, Art Gallery, English Room, Leisure Cafe, Math Point Lab, STEM Room, Multimedia Computer Room, Adventure Room				Ramp, Accessible lift, Accessible toilet and Visual fire alarm system.

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		40
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
88%	100%	43%	88%	22%	10%	68%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	2	2	3	3	3	16
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	3	2	2	3	3	15
Mode of teaching at different levels	P.1 to P.6 students are streamed into different groups according to their abilities and performances in different subjects. Small class teaching. To enhance their English, three Native English Teachers assist teaching in all forms. One of the classes in P.2 & P.3 will use Putonghua as the medium of instruction in Chinese lessons.							
Remarks	1. Tutorial lessons, Sport & Art Specialised Training lessons are provided in the afternoon school time. 2. Two class teachers in each class (P.1-P.6). 3. Tutorial groups after school are provided for dual-career families. 4. IRTP for P.1. 5. Nanny van service.							

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	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					No
Diversified Assessment for Learning	With reference to the principles of "Enhancing Learning", "Improving Learning and Teaching Effectiveness" and "Enhancing students' Learning Confidence", both Formative Assessment and Summative Assessment are adopted. P.1 to P.2: Formative assessments (e.g. homework, observation)				
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	To cater for P.1 - P.6 learner diversity, students are streamed according to their ability in different subjects. There are foundation groups to consolidate their learning in smaller groups. Gifted Education is also provided to enrich the learning of the more able students.				

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	8	40 mins	8:15 AM	3:30 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and parents can deliver the meals.	Morning prayers, lunchtime music, worship team, personal growth education lessons, student ambassadors, uniformed groups, gospel camp and sunlight parent groups.		1. Over 60 multiple intelligent activities & 40 specialised learning programmes are provided. Providing the Training Course of Creativity for enhancing students' generic skills and cultivating their social cares. 2. Organizing life-wide learning activities and adopting multiple modes of assessment for the whole person education. 3. The eighth lesson is a 40-minute tutorial lesson.		

Life-wide Learning

1. Cultural and Science Technology Exchange Learning Tours to Mainland or other countries.
2. Sport and Art Specialized Training.
3. Learning Beyond the Classroom Scheme.

School Mission

Faith, Hope and Love are our school Motto from Our Lord Jesus Christ. With the combination of activity teaching approach and guidance and discipline counselling approach, we nurture our students to be independent and responsible citizens in pursuing excellence without any limits. We believe that every child has the potential to succeed and none of our students should be neglected.

School Characteristics

School Management

School Management Organisation:

With well-developed school management and monitoring system, a team of teaching staff pursue excellence in teaching.

Incorporated Management Committee / School Management Committee / Management Committee:

Established under the Constitution for IMC

School Green Policy:

1. Implement green activities including "One Person, One Flower Scheme" and "Food Waste Composting Scheme".
2. Design a diversified learning curriculum to enhance students' respect and responsibility towards the environment.

School's Major Concerns:

1. Activate interest and motivation for enjoyable and effective learning.
2. Promote values education and live a healthy body, mind and spirit.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. In one of the P.2 classes and one of the P.3 classes, Putonghua is used as the medium of instruction in Chinese lessons.
2. Three NETs co-teach with local teachers in P.1-6 classes using a variety of learning activities.
3. P.1 to P.6 students are streamed into different ability groups during Chinese lessons, English lessons and Mathematics lessons.
4. Implement Whole School Gifted Education.
5. Promote students' generic skills through project work, life-wide learning, service learning, community performing and sport & art specialized training.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. With the optimization of our school streaming policy, the arrangement of differentiated teaching, different ability groups, whole school gifted education and catering for learner diversity, our students are well prepared to strive for excellence in learning and personal growth.
2. With the newly renovated STEAM Laboratory and the principle of quality over quantity, our school-based STEAM Curriculum is implemented through cross curricular activities and connected to our daily lives. We provide students with rich and active learning experiences in the mode of project learning.
3. Through our school based GRIT+ programme, our students' social and emotional skills, positive attitude and perseverance are well cultivated. Our students learning experiences and whole person development are enriched through life wide learning support and multiple intelligence activities.

Development of Generic Skills:

Provide students with various learning experiences and assessment activities to facilitate their generic skills and help them generate knowledge while cultivating in them positive attitudes.

Cultivation of Proper Values, Attitudes and Behaviours:

1. To raise awareness of Positive Education and facilitate students' application of positive values and attitudes.
2. To create the positive learning environment for nurturing students' positive values and fostering their involvement in school.
3. To foster students' self-directed learning skills and attitudes through a variety of learning activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Set up Individual Educational Plan for all students.
2. Provide "After School Child-Care Service" for working parents (Duration: after school to 6:30 pm).
3. Provide 32 after-school remedial classes after school for enhancing their specific abilities such as writing, attention, word recognition, communication, verbal expressions, revision and written test strategies.

Whole School Approach to Integrated Education:

1. The Student Support Team consists of the Special Educational Needs Coordinator, the integrated education team coordinators, counseling teachers, class teachers, subject teachers and school social workers.
2. Through the effective deployment of manpower and resources, our school provides a diversified range of appropriate support services to help students promote their learning and to adapt to our school.
3. Home-school cooperation is crucial in the entire process of our school support programme. Our school has established a regular communication mechanism with parents to let them take part in the planning of intervention programmes.

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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school. To facilitate NCS students' mastery of the Chinese Language, the after-school Chinese Language Learning Support Group has been formed to provide training, including:

1. Chinese language learning skills training
2. Adaptation of Chinese language curriculum
3. Appreciation of Chinese culture
4. Paired reading Chinese stories
5. Collaborative learning

Curriculum Tailoring and Adaptation:

To suit the needs of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Focusing on home-school cooperation, Parent-Teacher Association was established. Parents' seminars and workshops are held weekly. Parents and teachers can communicate or share their ideas at any time. Through the channels of 'Warm and Caring Action' and 'Two Teachers for Each Class', students' learning progress and professional support is provided for parents.

School Ethos:

Caring Culture is deeply rooted in our school. Our students learn from each other despite their different family backgrounds and their learning diversity. They learn to be considerate and caring. They love their mother school, respect their teachers and parents.

Future Development

School Development Plan:

1. Activate interest and motivation for enjoyable and effective learning.
2. Promote values education and live a healthy body, mind and spirit.

Teacher Professional Training & Development:

1. Focusing on nurturing a team of teachers with professional teaching.
2. Promoting the professional development of teachers across the continuum of the teaching profession.
3. Invited by the Education Bureau and other institutions, our school has shared our experiences in the domains of teaching and learning.

Others

1. Pre-Primary Assessment and P.1 Adaptation Lessons are provided for P.1 students.
2. P.5 and P.6 students join the Scheme of Adventure-Ship for enhancing students' social and problem-solving skills.