基督教培恩小學
Christian Pui Yan 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
Prof. Chun Ka Wai Cecilia	Ms. Cheung Ching Han	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					64%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Student Aid Society Ltd.	Believe, Intelligence, Health, Persistent, Optimistic, Kind, Brave, Creative	2002	Chinese & English	Nanny van	About 6100 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
-	-	$50	$450 Fees for Specific Purposes (Printing of learning resources, test and exam paper maintenance fee of printing eqpt.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Tree house, theme-based extended learning areas in different floors, 100m running track, greenhouse, soccer pitch, religious room, The Café,Golf Putting Green.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Library, English Room, Immersive Classroom, somatosensory motion room, eLab@STEM, Campus TV,Joyful Living Space,Cooking Studio, Kimochi Room,Pui Yan Me-Time Zone, Science Space.	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	31	Total number of teachers in the school	34

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
85%	100%	44%	41%	11%	36%	53%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	3	3	2	2	3	15
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	3	3	2	2	14

Mode of teaching at different levels	1. The school conducts Small Class Teaching in P.1-P.6 levels. 2. In order to cater different students' learning needs, based on their capability, the school would split them into different classes such as Elite Class. 3. The school fully utilizes the learning software of Smarter Classroom to implement e-Teaching.
Remarks	-

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
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Diversified Assessment for Learning	Via diversified and continuous assessment mode, we measure students' performance in the aspect knowledge, skill and attitude.
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	One English enhancement class in p1-p6. Mixed ability grouping for other classes. In order to cater for students' learning diversity, the selection criteria include academic performance, learning attitude and conduct.

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	35 mins	8:40 AM	3:20 PM	12:45 PM - 1:35 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	The school is honoured to receive Happy Schools Campaign Star Award, Happy School Recognition Campaign Star Award, the silver award of the Hong Kong Healthy School Award Scheme. The school has a Lunch Monitoring Committee. We arrange the injection of Fluvax for our students, parents, and staffs. We also have Recess Sport Zone, health seminars and feet fitness check up for our students a	We have Morning Reading Sessions, Assemblies, Growth Lessons, Class Teacher Lessons, School Sports Day, Chinese Cultural Day, Book Day, Outing, Study Tours. We are honoured to receive Outstanding Moral Teaching Award, and We have been awarded "Harmonious School" and "Caring School". Our core subject teachers have been repeatedly honored with the HKU Outstanding e-Learning Awards.

Life-wide Learning

The school has four houses, which provides different inter-house activities.
Extra curricular activities includes, Choral Speaking Class, Drama, Cub Scouts, Basketball, Baseball, Ruby, Golf, Soccer, Athletic (field and track), Table tennis, Chinese Dance, Jazz Dance, Snare Drum, Handbell, Flag-Raising Team, Visual Arts Elite, Chess, Storytelling Ambassadors etc.
Study Tour: South Korea, and China.

School Mission

Provide a quality whole life education. Emphasize balanced development in students' academic achievement, emotional management, physical training, interpersonal skills and life management skills. We promote life long learning and facilitate students to develop their characters, potentials and a positive attitude towards life, so that they can become responsible and contributing citizens.

School Characteristics

School Management

School Management Organisation:
The Incorporated Management Committee (IMC) of the school appoints the Principal to manage school affairs and implements School Based Management governance.

Incorporated Management Committee / School Management Committee / Management Committee:
Our IMC members included managers form our sponsoring body, principals, teachers, parents, alumni, and independent representatives.

School Green Policy:
Adopt 4 Rs principles – Reduce, Reuse, Recycle and Replace. The school implements different measures e.g. economy in use of paper, economy in use of electricity, economy in use of air conditioning and ventilation device to reduce the unnecessary expenditure and save resource.

School's Major Concerns:
1. Deepening the Culture of Self-Directed Learning.
2. Continuing to Promote Positive Education to Cultivate Students' Values of Diligence and Responsibility, and to Promote the Christian Spirit of Glorifying God and Benefiting Others.

Learning and Teaching Plan

Learning & Teaching Strategies:
According to students' learning need, the school develops school-based curriculum, promotes various generic skills such as self-directed learning, creativity, collaborations, communications and problem-solving so as to enhance students' learning effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:
We emphasis on the balanced development of our students' different aspects. In order to enhance our students' positive thinking skills, we promote life education, civil and national security education, and values education. Our motto is "All for Children". We respect the uniqueness of every student. We believe that our students can "Learn to learn. Learn to live. Learn to create". The development direction of our school curriculum is “SMILE Approach (Learning is fun) Immersive Experience Going Global". We develop our own Gifted education programme, "Drama in education" programme, environmental protection programme, cross-curriculum reading programme and STREAM education programme. We aim at stimulating our students' potentials and catering our students' learning diversities which we believe we can also promote comprehensive development of personality.

Development of Generic Skills:
In respect of building up students' generic skills, the school implements school-based curriculum, inter-subject collaboration, life-wide learning, systematic research and high-order thinking training.

Cultivation of Proper Values, Attitudes and Behaviours:
The founding principle of our school is the love and kindness in Christianity spirit. Steering by the faith of "All for children, children for all", and following our Lord's words, "Train up a child in the way he should go, and even when he is old, he will not depart from it." (Proverbs 22:6) We value and enthusiastically promote character education.
We believe in cultivating students' positive value and attitude with rich learning experiences through diversified activities such as picture storybooks sharing, KIMOCHIS social and emotion education, volunteer works, class-based Adventures, Talented Juniors, weekly assemblies, and civil education sharing.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Adopt whole school approach. Based on students' interest, learning attitude and capability, allow them to experience different intelligence lessons and attend after-class learning support sessions so as to cater for learning diversity.
2. Design bridging programmes for P.1 and P.6 students so that they could adapt the new learning environment more easily.

Whole School Approach to Integrated Education:
Special Educational Needs Coordinator(SENCO) leads the Student Support Team and assists the School Principal and the Vice-principal in deploying resources (e.g. Learning Support Grant, School-based Speech Therapy Service related resources), specific measures in supporting students with SEN such as teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, individual education plan(s), mechanism in soliciting parents' view and discussion on student progress.

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.; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:
1. The school infuses the high-order thinking training in our daily lessons so as to enhance students' learning capability.
2. Based on students' potential, the school provides suitable school-based gifted education to unleash students' potential.
3. Promote STREAM Education. Enhance students' creativity, collaboration and problem-solving abilities.
4. In the subject of Chinese, English and Mathematics, the school has tiered assignment and assessment adaptation.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. The Parent Teacher Association organizes different activities such as Parents children Picnic, Parent Interest Groups, Parents Volunteers Seminars etc.
2. The school also organizes Parents Lesson Observation week and P.1 Parents Class to help our parents understand their children's school lives.

School Ethos:
1. Via Positive Value Activities such as KIMOCHIS Emotional Intelligence Course, Peer Mediator Project, Class-based Adventure activities, Picture Book Teaching, foster students' commitment and caring spirit.
2. Via various School Service Teams and Training Activities, nurture students' leadership and fortitude spirit.

Future Development

School Development Plan:
1. To optimize lesson design and make good use of effective teaching strategies in order to nurture students as self-directed learners.
2. To cultivate teachers, parents and students' positive values through diversified learning experiences.

Teacher Professional Training & Development:
Enhancing teachers' professional training and development via following methods:
1. University and EDB's school-based support services.
2. Collaborative lesson planning, lesson observation and lesson assessment.
3. School-based professional teaching development workshop.
4. School-based mentorship scheme.
5. Inter-school collaboration project.

Others

We provide difference awards for students with outstanding performance in conduct, studies and extra-curricular activities.