中華基督教會灣仔堂基道小學
C.C.C. Wanchai Church Kei To 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
Rev. Luk Fai	Ms. Lam Mei Ha	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					-

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Church of Christ in China Wanchai Church	Therefore you shall be perfect, just as your Father in heaven is perfect.	1968	Chinese	-	About 3277 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
-	-	$30	$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Multimedia teaching equipment, Remote Video Teaching Rm, Ecological Plantation Park, STEAM animal pavilion and Solar energy education zone

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
AI Space, Library, Music Room, Student Activity Room, Counselling Room, Information Technology Room, AI Space, English Room, Staff Room, Guest Room and Religious Room, Aerospace, Chinese Culture Room	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	39

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
95%	100%	36%	71%	15%	21%	64%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	3	3	3	3	3	17
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	3	3	3	3	16

Mode of teaching at different levels	To cater for students' diversity, various levels of intensive remedial teaching programmes are offered to students with special educational needs.
Remarks	-

Performance Assessment

Number of test(s) per year (P1 only)	1	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)	1	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	No tests or exams in the first term for P.1. Dictations include fun dictations and traditional dictations. Besides formative and summative assessments, we also use a diversified and progressive student portfolio. The school makes some assessment adjustment for SEN students, including enlarging the paper & extending the assessment time.
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 class in all P.4 - P.6 based on academic performance.

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	8:00 AM	3:15 PM	1:00 PM - 2:05 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier, arranged by parents and students bring their own lunch.	Physical health (Morning exercise on alternate Thursdays for all students, after-school ball game classes), Fruit Day, school-based healthy policy and food monitoring programme, Fun Day @ Kei To plus Mental Health Day, exercise area during recess, mental health talk, etc.	Before lessons: Reading, assemblies & morning exercise Recess: "Kei To Got Talents", STEAM/English activities Lunch: ITE/reading/English activities, music and board games Thursdays: Integrated lessons & OLE interest classes Fridays: Growth lessons After-lessons: MIC after-class interest courses, Student Christian Fellowship, uniform group training

Life-wide Learning

Integrated lessons, MIC after-school activities and OLE interest groups (e.g. unicycling, fencing, Chinese dance, taekwondo, sand art, etc.), gifted training (e.g. singing, arts gifted education, and innovative technology inventors, etc.), leaders training, service and uniform teams, School Picnic Day, Sports Day, Fun Day @ Kei To, Reading Day, International Showcase Day, study tours, STEAM Fun Day.

School Mission

The school aims to provide our students with a spiritual, moral, intellectual, physical, social and aesthetic education; to nurture talents and abilities and to develop them to the full, to grow and to develop in character and in personality, as well as to instill proper moral values and conduct based on sound Christian principles.

School Characteristics

School Management

School Management Organisation:
Managed by the Incorporated Management Committee and headed by school supervisor and principal.

Incorporated Management Committee / School Management Committee / Management Committee:
IMC was formed in August 2007.

School Green Policy:
1. Environmental student ambassadors
2. Waste recycling bins
3. School-based sustainable development education (gardening zone & solar panels)

School's Major Concerns:
1. Enhance self-directed learning and cultivate lifelong learning capabilities through strategic curriculum planning.
2. Promote value education and foster the holistic development of students' body, mind, and spirit.

Learning and Teaching Plan

Learning & Teaching Strategies:
Use of graphic organisers and thinking strategies, note taking, cross-curriculum reading, cooperative learning, ITE, flipped classroom / pre-task learning, OLE (all subjects), theme-reading teaching (Chi. & Eng.), Learning Subject Chinese in Putonghua <Reading Strand> (Chi.), 5E teaching (Maths.), 5 Levels of Affective Development, The 4F Framework, hand-on learning activities (GS, Science, integrated lessons, STREAM), project learning (GS, Humanities, Music), Service Learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Flag-raising team, weekly flag-raising ceremonies, growth courses, Chinese Culture Day, Sister School Exchange Scheme.
2. Homework tutoring lessons, intensive remedial groups, remedial classes and foundation classes.
3. Morning reading time/library lessons, Themed Reading Days, cross-curricular reading and extended reading, electronic reading platforms, and library/reading activities.
4. A variety of all-round learning experiences, such as overseas exchanges, special training for gifted students (e.g. STREAM, Chinese, English, sports, Music, Visual Arts), integrated lessons, MIC after-School activities and OLE interest groups, Sports Day, Reading Days, STREAM Fun Day, Fun Day @ Kei To, Variety Show, outdoor visits, etc.

Development of Generic Skills:
By employing cooperative learning , graphic organizers and thinking strategies across diverse educational activities so as to strengthen collaboration and problem-solving capabilities. Through Project-Based Learning, the curriculum is integrated with real-world contexts to cultivate mathematical competency, critical thinking, and research proficiency, while further developing their self-management, information technology literacy, communication skills, and creativity. Students are provided with various platforms to apply these competencies in practice, including Integrated Curriculum, English Week, Reading Day, STREAM Fun Day, and the School Gala.

Cultivation of Proper Values, Attitudes and Behaviours:
"Keito Kid Power-up! Rewards Program", Moral and Civic Education, growth lessons, Religious Education (Bible lessons, religion assemblies, Religion Week, student fellowship), integrated lessons, Chinese Culture Day, Service Teams (Prefects, School Helpers, Environmental Ambassador Programme), Uniform Teams (The Red Cross, The Boys' Brigade), School-based life planning education, service learning, flag raising ceremony.

Student Support

Whole School Approach to Catering for Learner Diversity:
High achievers: Enrichment and Enhancements Programmes (language, Maths, STEAM, Music, sports, Visual Arts).
Low performers: Foundation courses, remedial classes, small classes, after-school tutorial learning classes.
Learning programs for students with dyslexia (reading and writing skills).
Speech Training Programmes for students with speaking problems.
Support for transitions: P.1 bridging summer course, F.1 adaptation talk, F.1 interview course & mock interview.

Whole School Approach to Integrated Education:
Our school has set up a Student Support Team. It responds to student diversity in their study and development through the following measures: Chinese, English and Mathematics foundation courses, remedial classes, small classes, social skill training groups, social and emotional focus training group, inclusive board game group, expressive arts therapy group, executive skill training groups, etc.

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; 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 our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. YCT After-school Chinese Learning Class, notices translated to English and outings for learning about the school and the community.

Curriculum Tailoring and Adaptation:
Provide core and extended curriculum for all KLS and regularly examine the vertical curriculum. Adapt the teaching content according to students' learning needs. Reduce the amount of homework and dictation scope, arrange dictation bonus marks scheme, enlarge the test/exam paper and add extra time in tests and exams for students with special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
To strengthen Home-school co-operation: Parent-Teacher Association, interest groups, special talks and workshops, parent-teacher meetings, demo class observation activity, recruit parents as volunteers or facilitators to support school activities.

School Ethos:
1. To instill proper moral values in students so as to cultivate a caring school culture: counselling programme, Religious Education, Civic and Moral Education, after-school homework tutorials and school-based discipline programmes.
2. To cultivate students' correct values and attitudes: Morning assemblies, afternoon assemblies, class teacher classes, growth classes, integrated lessons, etc.

Future Development

School Development Plan:
Promote Self-directed Learning, continuously strengthen school-based value education programme, interdisciplinary STEAM curriculum, picture book teaching strategy (Chi.), RaC reading texts (Eng.) and Financial Literacy Education (Humanities). Introduce off-school resources such as e-reading platforms and newly emerged sports, let students participate in diversified learning activities and enjoy a happy and fruitful school life.

Teacher Professional Training & Development:
1. Centralized co-planning periods.
2. Teachers' training targets and records.
3. Open lessons and peer observations.
4. School-based teachers' development training and workshop.

Others

1. Scholarships sponsored by IMC.
2. Scholarships sponsored by School Alumni Association.