



香港培道小學 Pooi To Primary School

3 Fuk Cheung Street, Ma Tau Chung, Kowloon

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27613568

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http://www.ptps.edu.hk

Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion	
Supervisor Lam Ka Tai	Ms. Chan Man Yee	Not Applicable	Private 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					Not Applicable	
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School	
The Baptist Convention of Hong Kong	Love, Integrity, Purity and Perseverance	1888	Chinese	School Bus; Nanny van	About 14660 Sq. M	
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)		
Pooi To Middle School						
			Yes			Yes
4Rs Mental Health Charter	-	Whole School Health Programme				-

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$65,000 To be paid in 10 payments	-	\$50	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	2	1	1	All classrooms are equipped with PC and interactive display. Wifi covers the whole school.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Theater & Auditorium; Indoor Stadium, Dance Studio & Swimming Pool; Art Studio & Gallery; MakerLab & Piano Workshop; Life Skill Studio & Café				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Accessible public information / service counter.

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		50
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
74%	64%	36%	6%	52%	24%	24%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year		No. of classes	4	5	4	4	4	25
2026/2027 school year		No. of classes	4	4	5	4	4	25
Mode of teaching at different levels		Students will be taught with multiple teaching methods, according to their educational needs.						
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)	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	Formative assessment/project learning.				
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	Class placement is based on balanced abilities, without any elite classes being offered.				

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	30 mins	7:50 AM	3:00 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To form Lunch Monitoring Committee in order to monitor the food quality provided by the supplier.		Students can have lunch outside. Parents can prepare lunch for them or they can choose to have lunch arranged by the lunch supplier.		

Life-wide Learning

Choir, orchestra, uniformed teams, track and field, various sports teams, badminton team, fencing, jump rope, Chinese dance, Jazz dance, Spanish, Japanese, Korean language classes, Go club, English drama, Cantonese drama, Mandarin drama, Mandarin public speaking, digital drawing, artist training classes, science program, woodworking class, RC car club, robotics team, etc.

School Mission

Pooi To Primary School is committed to providing a quality education. The School offers each student opportunities to strive for academic excellence in order to develop to his/her full potential. Each student, leading a happy school life, will benefit from holistic development based on Christian principles and sound moral values.

School Characteristics

School Management
School Management Organisation: Management Committee → Supervisor → Principal → Middle Management → Teaching and Non-teaching Staff
Incorporated Management Committee / School Management Committee / Management Committee: Pooi To Primary School Management Committee.
School Green Policy: Utilize smart campus systems to promote energy conservation and implement resource recycling.
School's Major Concerns: Know thyself, appreciation of others, Develop students' potential, Witness God's wonderful grace, Give it all, shine for Jesus.
Learning and Teaching Plan
Learning & Teaching Strategies: Each class consists of approximately 30 pupils, with Chinese Language lessons conducted in Cantonese. A distinctive feature of our English curriculum is the Storytelling programme, delivered by native English-speaking teachers. This initiative focuses on moral education, enabling pupils to enhance their language proficiency whilst developing strong character and values. Beyond the formal classroom, a wide range of co-curricular activities is offered, such as academic quizzes, educational visits, overseas exchange programmes, sports days, and elderly care services. Guided by biblical teachings, we strive to cultivate a spirit of proactive learning and inspire multiple intelligences. We place a profound emphasis on pupils' conduct, nurturing a positive and constructive outlook on life from a young age.
Development of Major Renewed Emphases of the Primary Education Curriculum: We actively promote a vibrant reading culture through book fairs and diverse reading promotion activities, encouraging pupils to read widely and develop critical thinking skills. Our English curriculum is continuously refined to enhance learning engagement and strengthen pupils' practical language proficiency. In terms of pedagogy, we implement a Life-wide Learning model, integrating Universal Design for Learning (UDL) principles with Brain-based Learning strategies. This is further supported by the implementation of BYOD (Bring Your Own Device), which facilitates personalised learning and empowers pupils to develop self-directed learning capabilities. Furthermore, we place significant emphasis on Values Education and Life Education; through dedicated Biblical and Life Education lessons, we are committed to nurturing virtues such as gratitude and a spirit of sharing, guiding pupils to grow with integrity.
Development of Generic Skills: We are committed to embedding generic skills across all subjects. Through diverse activities such as 'Chinese Culture Day' and 'Multiple Intelligences Classes', we strive to enhance pupils' communication, collaboration, and problem-solving abilities. By providing immersive cultural experiences and potential-discovery opportunities, we encourage pupils to be courageous in exploration and innovation. Coupled with reading promotion and self-directed learning strategies, we nurture independent critical thinking. Our goal is for pupils to apply their learning flexibly, becoming adaptable lifelong learners with positive values.
Cultivation of Proper Values, Attitudes and Behaviours: We are dedicated to embedding Positive Education across our curriculum. By helping students leverage their character strengths and develop a positive mindset, we empower them to build the resilience needed to navigate life's challenges.
Student Support
Whole School Approach to Catering for Learner Diversity: A Student Development Team is in place to support and nurture students' personal growth. The school also implements a house system at each year level, where students take on leadership roles such as house captains and committee members. Through organising and leading house activities, students develop leadership skills and a spirit of service.
Whole School Approach to Integrated Education: To cater for students with special learning needs, the school provides appropriate adjustments to homework and assessment arrangements. Additional small-group lessons in Chinese and English are offered to provide targeted support and address individual learning needs.
Curriculum Tailoring and Adaptation: The curriculum is tailored and adapted according to students' potential, interests, and learning needs, offering a wide range of learning experiences. E-learning elements are also integrated to enhance students' motivation and ability for self-directed learning.
Home-School Co-operation and School Ethos
Home-School Co-operation: The school offers a "Parent Academy" and a "Parentsland" to foster home-school collaboration, supporting the shared growth and development of both parents and students.
School Ethos: Our school maintains a wholesome and sincere ethos, with a deep commitment to moral education. Grounded in the principles of Christian holistic education, we strive to foster students' balanced development across the six domains: moral, intellectual, physical, social, aesthetic, and spiritual.
We highly value home-school partnerships, providing dedicated platforms such as the 'Parentsland' and 'Parents' Academy'. To encourage active family involvement, we regularly organise thematic workshops, year-group parent-teacher meetings, and outdoor family activities.
Furthermore, the school actively leverages social media and digital platforms to enhance communication between students, teachers, and parents, thereby strengthening communal ties and fostering a profound sense of belonging.
Future Development
School Development Plan: The school places strong emphasis on empowering teachers to make effective use of campus and community resources to enrich students' experiential and inquiry-based learning. Through meaningful interactions with teachers and professionals from various fields, students' language development is further enhanced. We are committed to nurturing students' personal and spiritual growth by engaging them in diverse activities and fellowship life, journeying with them through meaningful life and faith experiences. By promoting reading and offering a wide range of learning opportunities, we aim to broaden students' global outlook, enhance their personal qualities, and cultivate a strong sense of belonging to both the nation and Hong Kong, while nurturing a new generation committed to blessing the community. The school also strengthens students' language abilities in both written and spoken Chinese and English (biliteracy and trilingualism), improves communication skills, and equips them with essential IT knowledge. In addition, we implement growth and life education programmes, launch reading initiatives, and promote arts and sports activities to develop students' multiple intelligences.
Teacher Professional Training & Development: The school places great importance on the well-being and professional growth of teachers, offering a variety of activities and seminars to foster teamwork, mutual appreciation, and support. In response to the changing times, we remain committed to advancing diversified approaches to teaching and learning, while also supporting teachers in their personal development and life journey.
Others
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