



香港培道中學

Pooi To Middle School

2 Inverness Road, Kowloon City, Kowloon

23361706

23379762

ptm-info@pooito.edu.hk

http://www.pooito.edu.hk

School Mission

(1) School Vision — Encouraging Growth for All — We aim at establishing a community in which teachers and students pursue growth through mutual encouragement and commitment.

(2) School Mission — (i) With bilingual education, students learn to express themselves well, enjoy thinking and become proficient in Chinese and English. (ii) With love and expectation, students get to know Christ, respect people, and set goals for life. (iii) Through multiple learning experiences, students develop their potential, become acquainted with different cultures and care about the world. The spirit of "Love, Integrity, Purity and Perseverance" is in all things.

School Information

Supervisor / Chairman of School Management Committee	Dr. Lee Shu Kam		
Principal (with Qualifications / Experiences)	Ms. Cheung Mei Wah (BSc in Mathematics HKUST, Master of Education (Curriculum) CUHK, Master of Statistics HKU)		
School Type	Aided	Student Gender	Girls
School Motto	Love, Integrity, Purity and Perseverance		
Name of Sponsoring Body	The Baptist Convention of Hong Kong		
Area Occupied by the School	About 15512 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Action School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		55
Total Number of Teachers in the School		58
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		90%
Bachelor Degree		100%
Master / Doctorate Degree or above		41%
Special Education Training		57%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
26%	19%	55%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua# (S.1-S.2), Life and Society* (S.2-S.3), Citizenship, Economics and Society* (S.1), Geography*, History* (S.3), Chinese History, Biblical Studies, Technology and Living* (S.1-S.2), Visual Arts*, Music*, Physical Education*
	English as the Medium of Instruction	English Language, Mathematics, Science (S.1-S.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	History (S.1-S.2), Information and Communication Technology
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Geography, History, Economics, Chinese History, BAFS (Business Management Strand), Visual Arts, Biblical Studies, Music (S.4), Physical Education
	English as the medium of instruction	English Language, Mathematics, Mathematics Module 2, Biology, Chemistry, Physics, Information and Communication Technology, BAFS (Accounting Strand).
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

\* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua# (S.1-S.2), Life and Society*(S.3), Citizenship, Economics and Society(S.1-S.2), Geography*, History*(S.3), Chinese History, Biblical Studies, Technology and Living* (S.1-S.2), Visual Arts*, Music*, Physical Education*  # Putonghua as medium of instruction.
	English as the Medium of Instruction	English Language, Mathematics, Science (S.1-S.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	History (S.1-S.2), Information and Communication Technology
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Geography, History, Chinese History, BAFS (Business Management Strand), Visual Arts, Biblical Studies, Music (S.4), Physical Education
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Module 2, Biology, Chemistry, Physics, Information and Communication Technology, BAFS (Accounting Strand).
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Economics (EMI / CMI Group)

Class Structure & Chargeable Fees (2024/2025)

\* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	\$600	\$600	\$600	\$600	\$600	\$600
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	\$300 (S.1-S.5), \$150 (S.6)					
Other Charges / Fees	\$40 (Reissue student ID), \$50 (Registration fee for transfer students)					

Remarks

1. We provide English extended learning activities for S.1 to S.3 students. 2. Small group teaching is implemented in core subjects. 3. Our GEMS Programme is for S.1-S.3 students talented in Mathematics and Science. 4. Our EXCEL Programme is for S.2-S.3 students talented in Language. 5. STREAM and PSHE cross-curricular learning foster students' innovation and creativity. 6. Other than academic subjects, we provide religious education, pastoral care, moral education and other learning experiences to support students' development.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025). (1) Academic results (report card and EDB rank order list) 40% (2) Conduct 20% (3) Service, awards and performance in extra-curricular activities (including sports, music and arts) 20% (4) Interview Performance 20%
Orientation Activities and Healthy Life
The S.1 Orientation Week during the summer holidays is provided for new S.1 students to adapt to the new learning environment through team-building activities and an English bridging programme. During the school year, S.1 students can take English drama classes and join the Mathematics and Science Extended Learning Courses every Monday after school to adapt to the new English learning environment. We have our own kitchen to prepare freshly-cooked home-made meals with plenty of vegetables. Students are encouraged to live a healthy lifestyle by providing them with different learning opportunities through talks along with Technology and Living lessons.

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Pooi To Middle School

School Characteristics
School Management
<b>School's Major Concerns:</b> 1. Strengthening the team through leveraging internal and external collaboration, passing of the torch. 2. Improving teaching efficiency and boosting students' confidence in learning; cultivating a vibrant Chinese cultural atmosphere and equipping students for the future. 3. Enhancing the cultivation of positive values among students.
<b>School Management Organisation:</b> The Incorporated Management Committee represents the highest authority in strategising for the development of the school and supervising its operations, while daily administration is managed by the Executive Committee which meets every week. The Executive Committee, includes the Principal, 3 Vice Principals and 2 senior teachers. The function of the Executive Committee is to implement the school policy as stipulated by the Incorporated Management Committee. Under the Executive Committee, there are three divisions including the Management and Organisation Division, Learning and Teaching Division and Student Development Division to implement the school policies and daily routine work.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The objectives of the Pooi To Middle School Incorporated Management Committee aim to invite stakeholders including representatives of the school sponsoring body, principal, members of the society, elected representatives of parents, teaching staff and alumni to take part in school decisions, so as to enhance transparency and accountability of school management to improve quality of education in the school.
<b>School Green Policy:</b> 1. Air-conditioning is regulated according to daily temperatures. 2. Having our own kitchen and students should bring their own eating utensils and not use disposable lunch boxes. 3. E-letters are used to reduce the use of paper. 4. Solar panels collect electricity. 5. All classrooms are equipped with variable frequency air conditioners and LED lights, and the electricity consumption of each classroom is monitored. 6. Each classroom has separate garbage bins for recycling.
Learning and Teaching Plan
<b>Whole-school Language Policy:</b> To strengthen bilingual education at all levels, language classes are split into groups according to student abilities for adopting a variety of teaching strategies. At the junior level, a language arts programme has been implemented. Native English speakers are hired to teach students drama and poetry appreciation, while our EDB NET teacher teaches public speaking. We provide an English learning environment in assemblies, after school and in many activities for students to use English.
<b>Learning and Teaching Strategies:</b> We believe that students are willing to learn. If they are provided a complete opportunity to learn, they will excel. Now we focus our attention on developing learning and teaching strategies that are compatible with the curriculum reform, and will take a step further in enhancing the academic achievement of the students by developing them as responsible learners and promoting a learning culture in school. Another focus is to further raise the level of English proficiency through extended learning activities and the change of the medium of instruction into English in some academic subjects. The " Student Learning Development Committee" promotes forums, school exchanges, peer learning, etc.
<b>School-based Curriculum:</b> 1. Electives: There are different combinations of 3X for S.4 students to choose from. 2. Curriculum highlights: A. English Language Arts Programme (S.1-S.3) B. STEM curriculum and STREAM Project Learning (S.1-S.2) C. EXCEL Programme (S.2-S.3) D. GEMS Programme (S.1-S.3)
<b>Major Renewed Emphases in the School Curriculum:</b> The Positive Education Team has designed the school-based curriculum grounded on the five essential elements, namely positive emotions, engagement, relationships, meaning and achievement of the PERMA Model developed by Martin Seligman, with the aims of strengthening students’ resilience and helping them strive for a truly meaningful and rich life through cultivating a growth mindset. Through teacher professional development workshops, training and sharing sessions, teachers acquire necessary techniques to deliver positive education, to foster growth mindset, and to build a positive school environment for students.
<b>Life Planning Education:</b> S.1 students cultivate good habits, understand their dreams and develop more self-awareness. S.2 students set goals and action plans to achieve their dreams with better understanding of their strengths and constraints. S.3 students identify their learning styles, improve memory skills and make informed decisions about their study choices in the senior secondary curriculum. S.4 students set goals for post-secondary studies with practical plans through increased self-understanding. S.5 students develop reflective habits of mind by encouraging goal setting and reviewing of goals for further adjustment in the planning loop. S.6 students are equipped with strategies for making informed choices in university application in order to grasp the best further studies opportunities.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Teachers share the responsibility to cater for learners’ diversity. Under the same curriculum, learning activities are arranged in accordance with students’ abilities to facilitate their learning. Our "GEMS Programme" and "EXCEL Programme" in junior forms give special opportunities to elites. As for senior forms, enhancement and remedial classes of all subjects are provided. Besides, individual tutorials are provided for the students who have special learning needs. IEPs are used to cater for those students in need of individual intensive support.
<b>Whole School Approach to Integrated Education:</b> We are committed to building an inclusive culture and supports students with special educational needs through a "whole-school approach" model. By using the Learning Support Grants, supplementary funds and community resources to enhance students' learning effectiveness and help students integrate into campus life. Our school's "Student Support Team" is led by the Special Educational Needs Coordinator and includes special education needs support teachers, school-based educational psychologists, school-based speech therapists and social workers. We regularly review goals and results to ensure that students receive appropriate support. Support details are as follows: 1. Academic support: We have been providing after-school individual homework tutorials for junior form SEN students and subject-based tutorials for senior form SEN students. Differentiated learning materials and examination accommodations are provided to students who have special educational needs. 2. Inclusive culture: To further strengthen an inclusive culture, we run a regular junior form inclusive education programme to educate students to accept and appreciate uniqueness and individual differences. 3. Learning Support Grant: We hire professional services such as social skills training, clinical psychology counselling services , speech therapy, etc. to enhance students’ interpersonal social skills and broaden their horizons. 4. Home-school cooperation: We strongly value the importance of home-school cooperation of SEN students. Communication is the key to success. Parents are invited to discuss and support the needs of SEN students so that students can grow holistically.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; and organising activities to create an inclusive learning environment in the school.
<b>Measures to Provide Adaptation for Learning and Assessment:</b> We provide continuous assessment on students' performance in class, assignments and tests. To further evaluate the effectiveness of the assessment accommodations, we conduct exam invigilator reports for individual students for both term examinations. After studying the reports, we modify the assessment accommodations and support measures according to the evaluation results, and give constructive feedback to students so as to promote assessment as learning.

Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The Parent-Teacher Association has been established since 1994. Through comprehensive communication channels including bi-weekly parents’ letters, the school has a good relationship with the parents. Apart from encouraging parents to participate in school functions and act as parent volunteers, the Association jointly organizes parenting seminars and parent-child activities so that parents can understand the needs of their daughters at different developmental stages. Besides, the Association also assists the school with a variety of school activities that enrich students’ learning experiences, namely Arts in Action and post-exam activities.
<b>School Ethos:</b> A positive school ethos contributes to a harmonious yet disciplined and orderly school life. We not only believe that a close teacher-student relationship facilitates learning and teaching, peers also help and encourage each other through schemes like the Academic Prefect, "Alumni Support", etc.
Future Development
<b>School Development Plan:</b> Three major concerns from 2022 to 2025: 1. Strengthening the team through leveraging internal and external collaboration, with a focus on the seven learning goals of students. 2. Improving teaching efficiency and boosting students' confidence in learning; cultivating a vibrant Chinese cultural atmosphere and equipping students for the future. 3. Enhancing the cultivation of positive values among students.
<b>Teacher Professional Training and Development:</b> The school is a place for teachers' and students' growth. Teachers pursue professional development through a wide range of duties, school-based curriculum development and reforms. The school also arranges for teachers to take part in the EDB curriculum development. Besides study tours, we invite professionals to speak and each year we have professional exchange sessions for subject teachers. In recent years, we have focused on "lesson studies" to enhance teaching effectiveness. The secondment of teachers to the Education Bureau is also encouraged to broaden teachers' experience. Annual staff development activities follow the school theme.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
1. The weekly life-wide learning activity sessions broaden students’ horizons through various activities including geography field trips, aesthetic and physical activities, moral activities, academic competitions and site visits for different forms. 2. An array of after-school extra-curricular activities like academic clubs, arts education activities, choirs, acapella choirs, school team training, uniform groups, social service groups and interest groups are provided to enrich the school life of students. 3. Students are encouraged to establish clubs and learn different techniques for planning an event. 4. Form-based extended learning days are organized for achieving students’ whole-person development. 5. Regular whole-school activities, such as house activity days, Chinese New Year activities, and spring-cleaning activities are organized to enhance students’ sense of responsibility and belonging to the school. 6. Co-curricular activities are integrated and coordinated with the aim of providing students with ample learning activities to enrich the campus life of students.
School Facilities
Number of Classroom(s): 41
<b>School Facilities:</b> The new campus was completed in 2009, an area of 15512 Sq.M with an Arts Education Centre, Main Hall, Christian Education Centre, School History Museum, Religion Education Centre, Indoor Gymnasium, Auditorium, a 2-storey high library, Geography Room, Five Laboratory, Chinese Culture Room, History and Culture Room, Two Home Management Room, STEM Room, MMLC, Music Room, Mrs. Y.K. Leung Health, Art Room, Student Leaders' Room, Two Outdoor Gymnasium, Student Activities Centre, Gym Room, Student Canteen, P-Garden, T-Garden, Amazing Lane and a High Speed WIFI Connection that covers the whole school premise.
<b>Facility(ies) for Supporting Students with Special Educational Needs:</b> Ramp, Accessible lift and Accessible toilet.
Others
Please refer to our school website.
Direct Public Transportation to School
Bus: 1, 7B, 10, 11D, 40, 42, 75X, 85, 85A, 85B, 113; MTR: Lok Fu Station, Sung Wong Toi Station.