香港浸會大學附屬學校王錦輝中小學
HKBUAS Wong Kam Fai Secondary and Primary School
6 On Muk Lane, Shek Mun, Shatin, N.T.
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http://www.hkbuas.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
Prof. Fu Hoo Kin Frank	Dr. Chan Wai Kai	Not Applicable	DSS 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
Hong Kong Baptist University	Passionate to Learn, with Confidence; Determined to Succeed, with Vision	2006	English	School Bus	About 12000 Sq. M

Through-train Secondary School	Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)
same school	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
$46,600(10 instalments)	-	$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Sports & Aquatic Complex, Indoor Gymnasium, 2 Fitness Training Hubs, Endangered Species Museum, Herbal and Butterfly Garden, HomeRun Sports Training Centre

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
InnoLab, Campus Broadcast Studio, Visual Arts Gallery, Performing Arts Theatre, Student Activities Centre, Science Laboratory, Dance Studio, Theatre, Lecture Theatre, Reading Centre & A-Planetarium	Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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	81

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%	99%	49%	43%	29%	25%	46%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	5	30
2026/2027 school year (Based on the approval of EDB in 2026)	No. of classes	5	5	5	5	5	5	30

Mode of teaching at different levels	In order to cater for students' learning needs and encourage individual growth, split classes will be arranged for Chinese, English and Mathematics subjects at all grade levels. Students will benefit from receiving more attention and increased participation as the group size is smaller.
Remarks	Primary & Secondary Divisions are on the same campus. Students from the Primary Division can access facilities in the Secondary Division.

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)	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	Students will be assessed continuously from many aspects on an ongoing basis including exercise, project, class participation, service and conduct. G1 - No test & exam; G2 - Two term-end assessments per year. G3 to G6 - One test and two term-end assessments per year. The two summative assessments reflect the academic achievements of students in their learning stage.
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	No
Streaming arrangement	Class by mixed abilities. Chinese, English and Mathematics grouping are streamed according to their learning needs.

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	8:05 AM	3:20 PM	12:50 PM - 1:50 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1) Morning exercising session and sports recess for students to participate in various sport activities; 2) SportACT Award Scheme; 3) A-Fitness Diary.	1) The school's professional team monitors the lunch menu for students in order to ensure a balanced diet; 2) Music and stories are broadcast during lunch time to foster students' interest in music & language appreciation. We also have student sharing and Story Parents at lunch time.

Life-wide Learning

Orchestra, Chinese Drum, Choir, Handbell, Stone Climbing, Rope Skipping, Dance, Swimming, Softball, Soccer, Table Tennis, Badminton, Basketball, Fencing, Martial Arts, Battle of the Books, Poetry Club, Grammar Tales, Mathematics Olympiad, Green Workshop, Astronomy, Coding for Kids, Robotics Workshop, Advanced Chinese Painting, Western Calligraphy, Boys' Brigade & Cub Scout, etc.

School Mission

Our Mission is to provide quality education based on Christian heritage and concern for others. Students will explore their potential in an environment, where East meets West, giving them the best of both cultures. We mentor our students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity, providing a basis for lifelong learning.

School Characteristics

School Management

School Management Organisation:
The School Management Committee (SMC) is the top management and decision-making body. Committees are formed to maintain the normal operation of the School and development in learning and teaching. Fields of concern include facility management, curriculum development, quality assurance, information technology and extra-curricular activities, etc.

Incorporated Management Committee / School Management Committee / Management Committee:
School Management Committee members are appointed by the HKBU including deans, department heads, professors and professionals from the community.

School Green Policy:
Conservation of paper and energy, 3Rs, environmental management, environmental education, environmental ambassador and green roof.

School's Major Concerns:
1) Nurture lifelong and innovative learners;
2) Strengthen students' resilience, positive relationships and social responsibility;
3) Build a digital and healthy school environment.

Learning and Teaching Plan

Learning & Teaching Strategies:
Students engage in cooperative learning activities, technology-driven active project-based learning, and receive differentiated instruction.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1) Strengthen values education through PERCCI core values (P-Perseverance, E-Empathy, R-Respect, C-Courage, C-Commitment & I-Integrity) activities in reading and life education;
2) Strengthen national education and national security education by creating interactive learning materials;
3) Make good use of learning time through experiential learning, subject week activities in lunch recess, half day school during assessment period and double lesson periods for some subjects;
4) Campus TV, coding, digital citizenship and STEAM lessons to promote technology-driven interdisciplinary learning;
5) Positive Value embedded into Chinese Reading programmes;
6) Leader in Me programme to promote whole person development.

Development of Generic Skills:
The following approaches are implemented: 1) High Order Thinking Strategies; 2) Self-Directed Learning; 3) Problem / Project Based Learning; 4) Big Brothers Big Sisters Programme to develop a strong bonding and culture (for G1-2 & G5-6 Students); 5) Gifted Programmes to help students achieve their fullest potentials.

Cultivation of Proper Values, Attitudes and Behaviours:
We guide our students and foster their personal growth with the Positive Education essentials to:
1) Build a sense of purpose and meaning of life;
2) Establish a positive relationship with parents, school members, society and the nation;
3) Cultivate positive emotion, engagements in learning;
4) Foster perseverance and "Growth mindset";
5) Distinguish the right from the wrong and show acceptance towards varied values;
6) Develop independent learning skills, particularly self-management skills and collaboration skills;
7) Use their character strengths in ways that support the self and others; 8) Build a positive and healthy lifestyle.

Student Support

Whole School Approach to Catering for Learner Diversity:
1) The professional team, including registered nurse, Guidance Teachers and Social Worker, looks after the holistic development of all students;
2) Dual class teacher system is implemented;
3) Bridging activities will begin in Grade 5 and 6 so our students will be well-prepared for their secondary school life.

Whole School Approach to Integrated Education:
With the professional support of our Social Worker, Guidance Teacher and registered nurse, preventive, developmental and remedial programmes are introduced to cater for students' individual needs.

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 all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:
For students who are behind the learning expectations of their grade level, personal guidance will be provided to raise their learning ability. Enrichment programmes are offered to provide challenges to students. Through these programmes, students can explore and develop their strengths and interests. In addition to small class learning, students may have opportunities to participate in gifted programmes offered by various educational institutions, e.g. HK Academy of Gifted Education, Johns Hopkins Center of Talented Youth Gifted Program, etc. In our "through-train" system, students can benefit from the acceleration of individual subjects or even a whole grade. Various support measures are also developed for their unique affective development.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1) Parents participate and volunteer in many school activities, e.g. Play Day, Athletic Meet, Aquatic Meet, Story Parents Programme, school library operation, etc.;
2) Parent-Teacher Association was established in 2007;
3) Parents Education Academy is established to equip parents with positive communication techniques and to understand their children's emotion, so as to build up a positive relationship.

School Ethos:
Students are encouraged to develop independent thinking skills, and be a responsible citizen through respect to others and the environment.

Future Development

School Development Plan:
1) Leveraging on digital technology at all levels of the School;
2) Promoting student wellbeing and national pride through character-building initiatives;
3) Creating sustainable and flexible learning and teaching environment.

Teacher Professional Training & Development:
1) The professional development of teachers is strongly supported by the Hong Kong Baptist University and other universities to enhance teachers' professional growth;
2) Co-lesson planning, peer lesson observation, Quality Circle Meetings, and whole-school or subject-based local and overseas professional development programmes are frequently held. Teachers are eager to serve in public exams and EDB committees, and share teaching experiences with others on public occasions.

Fee Remission

Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission and supplementary scholarship to subsidize book purchase and activities, etc. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. The deadlines for fee remission application are August 31 and January 31 every year. However, special cases for emergency situation will be processed in between the application periods.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

Scholarship will be granted to students who excel in academics, sports & performing arts, music, visual arts, social services or leadership. Fee remission will be arranged for the needy families on school fee and paid courses, up to full assistance on the school fee for 3 years.