NURTURE
BRILLIANT
GENERATIONS

Our Mission

In 1946, our first school in Hong Kong, Pui Kiu Middle School, was founded. Our mission is to nurture outstanding young people for the ever improving Hong Kong society, as well as to contribute to China’s growth. In 2005, we established Pui Kiu College in the Shatin District, further committing ourselves to the nurturing of the younger generation for the society as well as the nation.

The 21st century will see the renaissance of great Chinese culture and people. China, rooted in its deeply ingrained culture from the previous ages, will move towards a bright and glorious future. With steady progress on the political, economic, technological and cultural fronts and endowed with tremendous national power and vast markets, China will further display her boundless vitality and potential on the international stage. Surely, she will also exert greater impetus towards the development of human civilization.

Hong Kong is the melting pot where Chinese and Western cultures integrate harmoniously. Geographically and culturally, it is in the best strategic position to play a pivotal role. In this ever-changing world, Hong Kong has found her appropriate position and role.

Now is an era for China and the West to work hand in hand to build a new culture. Now is an era of abundant opportunities and challenges. In the past sixty odd years, we have maintained the provision of national education whilst committed to achieving all-round development in students. The success of our work in nurturing people for the society is evident to all. Fully capitalizing on our past experience of operating schools in Hong Kong and the close connections established with Mainland China and overseas, our new “through-train” school, Pui Kiu College, which embraces an international perspective and roots in the Chinese culture, is established in the early 2000s. We endeavour to provide students with broad learning experiences and encourage them to explore the multi-faceted cultures of the world. Our students are nurtured to become a new generation that is proficient in both English and Chinese, deep-thinking & adaptive, inquiring & truth-seeking, firm in Chinese cultural foundation, in possession of sense of national identity and global vision, and capable of grasping opportunities to give their best and contribute to China’s integration with the world.
我们的学生

Our students

A new “through-train” school operating both secondary and primary sections – the Pui Kiu College – was established in Shatin district in 2005. Our school adopts English and Putonghua as the media of instruction, immerses students in both Chinese heritage as well as Western ideas, and hence develops people who, as part of a new generation of outstanding individuals, are able to contribute to the opening up of Hong Kong and China to the outside world. We expect our students will:

- have a broad international perspective
- have a deep understanding of Chinese culture and passion for China
- be proficient in both English and Chinese
- be sharp & thoughtful, studious & well-behaved, and willing to take on responsibilities

“NURTURE BRILLIANT GENERATIONS”
Our Strategies

We have redesigned the 12-year learning experiences of students in primary and secondary stages according to their psychological and physiological development. Through the provision of a rich language environment, enrichment-reading, a revamped curriculum and implementation of life-wide learning, we aim to nurture our students to become active learners, learning more widely, deeply and effectively.
Rich Language Environment

A language-rich environment 豐富語言環境

Rich Language Environment aims to provide a comprehensive learning experience that promotes the acquisition and development of language skills. It is designed to create an engaging and stimulating environment where students can practice and enhance their language abilities. Through a variety of activities and resources, students are encouraged to engage with the language in a range of contexts and settings.

- English Immersion Environment

English as the medium of learning across various knowledge dimensions.

We endeavor to create a dynamic and stimulating language learning environment. By integrating English into various aspects of the curriculum, we aim to foster a deeper understanding and appreciation of the language. This approach not only enhances language proficiency but also encourages critical thinking and creative expression.

Characteristics of our English Immersion Environment:

Knowledge in all subjects is organized so as to provide broad areas through which students can hone their language skills. Based on students' interests and capabilities, interesting and challenging curricula are developed.

- Our curricula include activities like drama, games, poetry, movies, debate, writing competitions, story-telling and role-playing, etc., in order to enhance students' artistic appreciation and creativity.

- Primary students are encouraged to join in various English clubs such as Massive Media, English Chanters, Improvisation Theatre and Showstoppers.

- Primary students are given opportunities to show off what they have learnt in EPA classes and various English clubs in the English Week. This event is held twice a year and it aims to encourage students to speak English on campus.

- All learning activities will be conducted in English or Putonghua. Students will also be provided with opportunities to study other international languages and to fully develop their language potential.
English Immersion Environment

Recruiting high percentage of quality Native English-speaking Teachers (NETs) to enrich the international diversity in our teaching and learning, and promote natural interaction in English.

Rich Language Environment

以普通話為中國語文，中國歷史及中國文學的教學語言，通過課堂內外的活動和交流，提升學生的普通話水平。

其他課程，如社會成長課和課外活動等，融入語言學習元素，強化學生的語文學習環境。

採用多元化的語文教學，發揮學生的語文潜能，除了課堂講解、教材、課本、練習和測試等，還邀請學員豐富的語文活動，如朗誦、創意作文、演講比賽等，以及校外語文活動，如校園文化節、名著閱讀會等，營造活躍的語文學習環境。

All Chinese language teachers are fluent in Putonghua. Students are expected to use Putonghua in their daily communication.

International Perspective

舉辦交換生計劃以提供國際化的校園生活

Cultivate international school life through student exchange programmes. Overseas schools cooperate with overseas institutes and organize international exchange programmes, so as to broaden students’ exposure and enhance their English abilities.

普通話學習環境 Putonghua Learning Environment

Putonghua is used as the medium of instruction for Chinese Language, Chinese History and Chinese Literature. Students’ proficiency in using Putonghua can be enhanced through various learning activities inside and outside classrooms.

Language learning is also integrated into other parts of the curriculum, such as Social Development Curriculum and Extra Curricular Activities, so as to strengthen the language learning environment in school.

We aim at building a lively and rich language environment to enable students to learn and use authentic language. Summer programmes will be arranged for students to gain learning experiences in the mainland, and to use Putonghua in an authentic situation.

Students’ language sense is developed through the Chinese Language Arts curriculum, besides public speaking, choral speaking, drama, debate and book sharing. Students are also encouraged to participate in various activities, such as animation dubbing, Chinese cross talk and Chinese opera etc. Through these activities, students will be able to master and grasp the standard spoken Putonghua.

All Chinese language teachers are fluent in Putonghua. Students are expected to use Putonghua in their daily communication.
International Perspective

We aim to foster students with a broad international perspective and a deep understanding of Chinese culture and passion for China.

The curriculum includes elements of East and West cultures, with the incorporation of cultural characteristics from different countries.

By knowing the cultural characteristics of different countries, students are encouraged to appreciate other cultures.

China Emotion

Passion for China

Organize different cultural activities to deepen students' understanding of Chinese culture and establish positive national values.

Nurture students to have a certain understanding of Chinese culture in order to deepen students' understanding of our nation.
Reading is the core of our curriculum. We aim at building a strong reading culture in our school. Students are exposed to different media texts as a means of appreciating the wider world. Students will be able to develop a good reading habit in early stages of their learning and have it sustained throughout their learning process.

The development of reading interests and abilities has been set as the core of the English and Chinese syllabi, thereby assisting our students in mastering different reading strategies. Through reading, we hope that students could learn how to learn as well as enjoy learning.

We set out a central curriculum structure, specifying guidelines and requirements according to the learning features of each key learning stage. Through the collaborative efforts of various subjects, we cultivate the reading atmosphere within the school and motivate students’ interests in reading.

Reading is a key medium for knowledge acquisition. Reading elements have been incorporated into the curricula of various subjects. In addition, our library works closely with subject teachers to organise different kinds of reading activities, with the purpose of motivating students to think as well as to learn independently.
全方位學習

Life-wide Learning

打破科目與課文的局限，配合學生心智發展的特點統整各科的知識和能力，推行跨學科綜合活動。

Break down the limitations of subject boundaries and textbooks, and reorganize the knowledge and abilities developed in each subject. Cross-curricular learning activities are key features of the curriculum.

Physical Education is emphasized in order to build up students’ healthy mind and body as well as develop their perseverance and team spirit. Students may participate in uniform group activities to receive physical and discipline training, and hence develop the spirit of teamwork whereby students learn to be earnest, responsible and let go of personal interest for team achievement.

拓展學生的學習經歷，例如就業、創業、求生、歷奇、社區合作、社會服務，讓學生全面參與、知行合一。

Broaden students’ learning experiences, for instance in employment and entrepreneurship, survival and adventure activities, as well as cooperation with and participation in community service, so as to enable them to participate fully in the community and to put their knowledge into practice.
正面訓練
Positive Discipline

我們的信念
1. 無論家庭及社會背景如何，每位學生都可以作出正面的轉變，他們亦有能力為自己的前途作出抉擇。
2. 建立互相尊重及彼此欣賞的文化，有助提升學生的學習動機及成就。
3. 青少年容易受周遭的環境影響，只要有清晰的行為規範讓他們參考，以及良好的行為表樣讓他們借鏡，
便可促使其提升個人品德修養。
4. 自律行為基於互信及接納。對學生訂立適當的期望及令他們明白自己要對自己的選擇及行為負責，
是成功的要素。

Our Beliefs
1. Each student can be changed in a positive way regardless of his/her family or social background. They are also capable of making their own choices in their future path.
2. Through the nurturing of the culture of mutual respect and appreciation, students’ learning motivation and performance can be promoted.
3. Teenagers are susceptible to external influence. Should clear behavioral guidelines be provided for them and good role models be presented to them, they can be driven to develop personal and ethical qualities.
4. Self-discipline builds on mutual trust and acceptance. Setting appropriate expectations on students and making them understand that everyone has to be responsible for his/her own choices or behavior are crucial elements of success.

我們的重點
1. 以人為本：各人必須尊重其他人，強調自律及注重人與人之間的溝通。
2. 讓學生擁有成就感：學生從被接受中感到自己被接納，獲得更多支持及成功的機會
從而建立自信。
3. 肯定同樂間的正面影響：提高同學間溝通的質素及技巧。
4. 與家長緊密合作：透過家長日、工作坊及家教會活動及家長共同探討如何培育子女
成長。
5. 結合訓練和輔導：培育學生正面價值觀；協助學生自律，建立良好的習慣及行為；重視
發展潛能及提升解決問題的能力。

Our Emphasis
1. People-oriented: Stressing the importance of respecting one another as well as emphasizing self-discipline and mutual communication.
2. Students experiencing the sense of achievement: Students can feel that they are accepted through appreciation from others, with self-confidence strengthened through the accumulation of support and successful experience.
3. Recognition of positive impacts from peers: Enhancing the quality and skills of communication among students.
5. Integration of counseling and discipline: Fostering positive values in students; Helping students to exercise self-discipline, establishing good habits and proper behavior; Focusing on the development of students' potential as well as the enhancement of their problem-solving skills.
Fostering Positive Values

School based activities help to foster and enhance students’ positive values.

"共創成長路" Plan

In order to promote students’ holistic development, our school, in collaboration with the Boys’ & Girls’ Clubs Association of Hong Kong (BGCA), has launched the “P.A.T.H.S to Adulthood” Scheme for Grade 7 and Grade 8 students, with the sponsorship from the Hong Kong Jockey Club Charities Trust. The Scheme is divided into two intervention tiers. In Tier 1, teachers teach students about moral values and life-long skills development during Class Teacher periods. In Tier 2, one fifth of our 7th and 8th students are selected to participate in small group activities, adventure-based trainings, parent-child relationship programmes and in-school services organized by the Social Worker. The programmes aim at promoting resilience under adversity and enhancing self-confidence of students.

After completion of the scheme, students find out their personal competencies and understand the importance of team communication. At the same time, teachers discover students’ various potential outside the classrooms. In addition, parents recognize the strength of their children and develop a closer bond with them.

Full support for whole person development

Assess students for special educational needs; Provide professional advice for parents and teachers to facilitate student development.

Family education seminars and interest groups

Through organizing family education seminars and interest groups, we offer parental workshops on positive parenting, and enable the family and school to collaborate better in the upbringing of children.
校評估政策
Assessment Policy

- 追蹤進步、促進學習
  Tracking Learning Progress

- 有意義的課業：建設所學，深化理解，促進反思和建構知識
  Meaningful "home-task": Consolidating knowledge, deepening understanding, facilitating reflection and constructing knowledge.

- 持續及進步評估：促進學習的評估（在此過程中教師找出和診斷學生在學習上遇到的困難，並能提供有效的回饋，使學生改善他們的學習。）
  Continuous and progressive assessment: Assessment for learning (a process in which teachers seek to identify and diagnose student learning problems, and provide quality feedback for students on how to improve their work.)

- 利用形成性評估，幫助學生培養自我監控等自我管理能力，發展良好的學習習慣和合作技巧
  Making use of formative assessment in helping students to plan and take control of their own learning, checking their own progress, developing good studying habits, and working in groups to develop collaborative skills.

- 照顧學習差異
  Catering for individual learning differences

小學階段 - 學生學習歷程檔案
Student Learning Portfolio for Primary Students

在小學階段，為每名學生設計學習檔案袋，記錄其成長經歷。
Portfolios are kept for each student, recording his/her developmental experiences.

學生學習檔案袋載有學生的課業，該等課業經由收集、選擇、組織、反思後，再安排學生親自向家長匯報，
目的在於展示學生的學習進展。
The student learning portfolio consists of a collection of work that a student has collected, selected, organized, reflected upon, and presented to parents to show his/her learning progress.

中學階段 - 學生學習概要
Student Learning Profile for Secondary Students

中學階段 - 持續互動、正面反思、建構概要
Secondary Section: On-going and interactive assessment for the construction of a reflective and positive Learning Profile

利用全面及持續的評估成績報告，配合有效溝通，令師生之間更能互相了解，有助
建立更具成效的教學過程。
With comprehensive and continuous assessment, the assessment report can be used as the platform of communication among teachers and students. With better understanding of the needs of learning and teaching, educational programmes can be designed and delivered in a more effective manner.

在高中階段，每位學生能透過電子平台，建立個人的活動及成長概要，進行反思
和自我檢討，並改善學習。
By constructing Student Learning Profile (SLP) via the e-class platform, senior students are able to go through the process of reflection and evaluation of their own learning to facilitate them in making improvement.
靈活學制  Flexible Learning System

Under the “through train” arrangement, learning components are introduced at the four key stages according to features in learning psychology of children. Our primary students will be promoted directly to the Secondary Section, leading to continuity in the curriculum.

直資優勢  Advantages of Direct Subsidy

Apart from government subsidies, the school is able to obtain additional funding to support the implementation of quality education through the collection of a reasonable amount of tuition fees. Furthermore, the direct subsidy mode allows greater flexibility in school policies, including the medium of instruction, curriculum design, teaching methodologies, the arrangements by which students are entered for local / overseas public examinations and teacher manpower, etc.

優質團隊  High Quality Team

A number of our English teachers are either native English speakers, or have lived for extended periods of time in English language environment. Our Chinese Language teachers are able to speak fluent Putonghua. Thus, students are brought up in a rich language environment. Teachers attach great importance to self-evaluation, experience exchange and collaboration, exploration in teaching philosophy, curriculum and pedagogies, thus creating the culture of learning organisation.
Professional Consultation

We invite other professionals, such as Clinical Psychologist, Social Worker, Physiotherapist, Occupational Therapist, Art Therapist and Medical Practitioner, to serve as consultants, providing advice to facilitate us in devising measures that can better cater to students' psychological and physiological needs at different stages of development.

全方位學習
Life-wide Learning

一至六年級 Grade 1-6
配合學生的生理及心智發展，安排不同的學習活動，以拓展學生的學習經歷。

Based on students' physical and psychological development, different activities are organized in order to broaden students' learning experiences.

七至十二年級 Grade 7-12
除了學科學習外，課程包括體育、音樂、視覺藝術，還有各類課外活動，如社會服務、與工作有關的經驗等其他學習經歷，讓學生闊闊視野，訂立目標，全面發展。

Apart from academic subjects, physical education, music, visual arts and various extra-curricular activities, such as social service and career-related experience, are included in the curriculum in order to broaden students' horizon, help them set up their goals and facilitate their all-round development.
Our spacious school library is equipped with advanced software to facilitate students in undertaking various knowledge-building activities. School facilities include athletics tracks, playgrounds, a swimming pool, an outdoor theatre, a multimedia learning centre, small group teaching rooms, a dancing room, a school hall with a capacity of more than 1200 participants and a canteen, etc, which are conducive to all-dimensional language learning and the development of artistic and sporting abilities.

拥有多功能图書館，配備最先進的軟件裝置，有利學生進行各種知識建構活動；校園設施齊全，設有田徑跑道、球場、游泳池、露天劇場、多媒體學習室、小組學習室、舞蹈室、能容納一至二百人以上的特大禮堂及飯堂等，有利於全方位語文學習和體藝發展，及能容納千二百人以上的特大禮堂等，有利於全方位語文學習和體藝發展。

提高學生對生態及環境保育的關注。
To raise students' awareness of ecological and environmental protection.

建設一個融合學習及教育的休憩空間。
To create a playspace incorporating educational or learning opportunities for students.

營造一個充滿活力及文化藝術氣息的校園環境。
To develop a vibrant environment with an arts and cultural landscape.
家校合作 HOME-SCHOOL COOPERATION

家校合作十分重頻，家長是學校的重要一環。我校在多方面建立了溝通的橋樑，包括:

1. 在校內設有全校性活動，讓學生與老師在同一時間活動。
2. 家長可透過家校合作平台，了解學校的最新消息，並與老師進行互動。
3. 家長會定期舉辦家長講座，讓家長了解學校的教育理念和教學方法。

eClass

eClass系統提供了“Parents’ Centre”，家長可透過此系統了解學校的最新消息，並與老師進行互動。eClass系統還設有專門的家校合作平台，讓家長和老師在同一時間活動。

家庭教育會 PARENT-TEACHER ASSOCIATION

家庭教育會於2007年成立，定期舉辦不同類型的活動及有關家校教育的講座，收集及傳達家長意見。家庭教育會設下設立了多個工作小組，包括校舍、校服及膳食小組，並透過家長的意見，協助學校改善教學及服務。

The Parent-Teacher Association (PTA) was established in 2007. The PTA regularly organizes various activities and parent education seminars, collects and reflects parents' opinions, thus acting as a bridge of communication between parents and the school. The PTA has established a number of working groups, focusing on school bus, school uniform and catering services. The PTA also makes use of the funds obtained from the sale of recycled school uniforms to finance student activities. The PTA conducts parent manager election once every two years to elect two parent managers to serve in the incorporated Management Committee, providing advice on school development.

家長義工 PARENT VOLUNTEERS

我們強大的家長義工隊伍分別設有圖書館組、中文組、英文組、數學組、社會成長組、視藝組、音樂組及慶典組等。家長可以親身參與學校活動，既能促進家校合作，也能提升親子關係。

We have a strong parent volunteers team, composing of the Librarian Division, English Division, Mathematics Division, Social Development Division, Visual Arts Division, Music Division and Celebration Division, etc. Parents are welcome to participate in school activities, facilitating home-school co-operation as well as enhancing parent-child relationship. Parent volunteers play an important role in assisting in the daily affairs of the school.
1. Student Centered Approach - students being actively involved in fun-filled and challenging activities
2. Integrated Curriculum – Interdisciplinary Education
3. International Perspectives, Passion for China
4. Higher Order Thinking – nurturing creativity and critical thinking skill
5. Building a Language-rich Environment
6. Assessment for Learning - emphasis on learning progress as well as learning outcome
7. Reading as the core curriculum
8. 12-Year Coherent Curriculum
英語

ENGLISH CURRICULUM

- School-based teaching and learning resources
  校本教學資源。

- Theme-based modules and projects
  主題為本單元與項目。

- Integrated Reading Scheme – quality readers are associated with the themes learned throughout each year.
  綜合閱讀計劃 – 以優良讀本貫串全年的學習課題。

- General Studies elements incorporated into English Curriculum
  常識科目融入英語課程。

- Learning through English: presentation skills, problem-solving, literature appreciation
  通過英語: 講演技巧、問題解決能力、文學欣賞。

- Incorporate drama, games, poetry, story-telling, singing and writing competition in our curriculum to improve students’ communication skills in addition to promoting artistic appreciation and creativity.
  融合話劇、遊戲、詩歌、講故事、作文比賽等活動於課程內，以提高學生的溝通能力、藝術欣賞和創意能力。

- Create a language portfolio-based assessment system to monitor our students’ progress for each module/unit. The evaluation system focuses on individual development and skills instead of overall class aptitude.
  創造一個課程檔案為基礎的評估系統以監察學生進程於每單元。評估系統重視個別發展及技能，而非整體班級適應度。

Excursions are arranged for different modules in order to broaden and deepen students’ understanding of the modules studied.

English Performing Arts (01-06) & English Drama (07-09)

Primary English Performing Arts (EPA) — Grade 1-6
The primary EPA curriculum consists of four core areas: dance, drama, music and voice. Through EPA, students get to learn some basic drama and music theories as well as how to make use of their voice and body to express feelings. Exposure to different beat types in the dance sessions enables students to improve their own standard of fitness in dance as well as to co-ordinate their body with rhymes and move responsively to instructions and musical notes. Working on different chants, musicals and poems helps to enhance their vocal variety and improve their singing abilities through learning different songs. All these contribute in developing skills such as teamwork and confidence building in students through creative and interactive activities.

In Grade 6 EPA, students work on improving their presentation skills, learn the skills of debate and participate in debating competitions; and work on producing performances with a clear and comprehensible storyline. They also write scripts which include all the literary elements of character, plot, setting, climax and solution.
中國語文
Chinese Curriculum

利用科學方法，因應語文學習的規律，讓學生迅速掌握探求及自學能力，從而拓展知識面和思想深度。
Through scientific methods, the language is taught according to the cognitive development of language learning. Students will be enabled to grasp the inquiry and self-learning skills rapidly, and to broaden their knowledge and deepen their thought.

課程內容緊貼生活脈絡，融入社會時事，以便開放態度鼓勵學生表達意見，要求學生勇於探求，讓學生成為關心社會、坦誠、有主見、敢於表達的新一代。
The content of the curriculum is closely related to life pulse and current affairs. We encourage students to express their opinions with an open mind and to require them to dare to inquire in order to enable them to become a new generation which is honest, independent, and cares about the society.

通過學習優美的文字，培養語感和文學欣賞能力，同時鼓勵學生積極創作、樂於分享。
Through the study of beautifully written passages, we aim to enhance students’ language sense and ability to appreciate literature. Creativity and enthusiasm in sharing is also highly encouraged.

融入中華文化元素，透過學習和沉浸，培養中國情懷。
Chinese culture is integrated in the curriculum; love of China is being cultivated through inquiry and immersion in Chinese learning.

由小開始，用普通話教中文，讓學生逐步掌握普通話的表達技巧。
The language is taught in Putonghua from Grade 1 (primary 1) so students are gradually led to use Putonghua to express themselves.

引導學生，培養閱讀能力，習慣和興趣：每年要求學生看一定數量的名著，從而累積知識，增進讀書。
Intergrate reading into the lesson. Through diverse teaching activities, direct students and nurture their reading ability throughout the year.

全港中學「國文三語」菁英大比拚（第八屆）「最優秀中文文章」（2011-12年度）
（學習與能力）伍家杰（12C）

早前，一則新聞報道引起全港熱烈討論，該報道指一名香港中文大學的碩士生在畢業後數年內申請超過二百份工作，部無一勝。這一報道完全粉碎我們堅信不移的「學歷高，能力高」的觀念，更確定了「分工低能」的這種說法。事後，有關單位危詐該名大學生意識並安排他進行一次職業測試。從實踐上當之，佊態度

可惜，「職能低下」者，首選條件，至今仍被視為合適職位。學生關心的不是能否掌

握知識及能力，而是如何應付考試。考一張漂亮的成績單，在補習風氣的推波助瀾下，學

生唯一的目的就是考試，學生的學習能力被高壓迫。恐怕只是有限。諱事無可奈何，工作，現在許多學生在基本的家務都學不會做。我們在報章上看到一則可笑又可悲的報道，

指初生之犧的ちら不懼事。把整個人職的爸爸放進監內，幸得老師及時攔止。此等事態

在現今社會中或說是比比皆是。

近來，看了一部印度製作的電影，其中講述三名工程學院的學生在學校裏的生活，主

角是一名英國大學的僑，因為馬達善，被當局要求破格升讀工程，三年的學士學位後，

主為把加權給了主人，在許多人的操做下，因三年公視了。但其實在德的比較學更為

為寶貴，那便是能力。隨後，他成了全印度最著名的科學家，發明了如目標專利品，他有

一句名言：「追求卓越，成功便会隨之而來。

回顧我們的過去，我們所追求的是學問，而不是能力。而我們現在，應當如此

努力於實力的心態，又有何能取得成功？在培養我們各自的使用，好享受學習的過

程，好好培養自己的能力，因只有真正卓越的人才得以取得成功。

培僑書院中文組國文比賽初級組冠軍（2011-12年度）
《抗逆境》 江洛慧 SB (13)
數學

Mathematics

- 激發學生對學習數學的興趣
  Stimulate the interest of the students in learning Mathematics

- 理解及掌握數學的基本概念及計算技巧
  Guide students to understand and acquire basic mathematical concepts and computational skills

- 培養學生思維、探討及數學推理的能力，以數學語言清楚和合乎邏輯地表達意見
  Develop the ability to conceptualize, inquire and reason mathematically and to use Mathematics to formulate and solve problems in daily life as well as in mathematical contexts and other disciplines

- 利用數學來解決日常生活的問題
  Using mathematical concepts and skills to solve daily life problems

- 建立數字感、符號感、空間感及度量感
  Cultivate a strong sense in number, symbol, space and measurement as well as the capability of appreciating structures and patterns

- 培養正向學習數學的態度以及欣賞數學的美
  Develop a positive attitude towards Mathematics learning and the capability of appreciating the aesthetic and cultural aspect of Mathematics

- 多元化課堂活動
  Games, models, videos and diversified learning activities are employed to strengthen basic mathematical concepts

- 發展批判性思考及創意
  Develop critical thinking and creativity

- 培養高層次邏輯思維
  Exploratory activities to develop high-order thinking abilities

- 重視課堂討論
  Discussions in class is highly valued

中國歷史

Chinese History

- 本科重視中國歷史及文化的傳承，讓學生透過學習中國歷史，認識、照顧和反映除了民族、國家的發展。並在學習過程中，培養對社會、國家、民族的責任感。建立積極的態度和價值觀。
  Passing on the heritage of Chinese History and culture is highly emphasized in the subject. Students comprehend, show concern, and reflect upon the development of their own race and country. Responsibility, positive attitude and values towards the society, country and race are cultivated through the learning of Chinese History.

- 課程中，我們設計了一系列學習活動，讓學生透過體驗學習，活動包括：外出考察、角色扮演、議案討論及新聞事件探究，希望培養學生敏銳的分析力及批判力，借古鑑今。將歷史學問融納入生活經驗中。
  Within the curriculum, we have designed a series of activities in order to help students learn through experience. These activities include: site visit, role play, current issue discussion and news events inquiry, through which students can develop sharp analytical skills and critical thinking. Students can learn from history an understanding of present society and an appreciation of different points of view in daily life.
Integrated Science

Within Pui Kiu College, students should develop knowledge and skills in the areas of life science, physical science, and chemistry. At each grade level, topics in earth/space, life science, chemistry, and physical science are interconnected to show students the relationships that exist among the sciences, technology, society, and the natural world. This is best experienced through open-ended, hands-on inquiry that promotes student-generated questions that result in children thinking and acting like a scientist.

A variety of education programmes will be held to enhance students’ understanding and awareness of our natural environment, e.g. “Oceanographer”, “Marine discovery”, “Mangrove Field Study” and “Astronomical Activities”, etc. Students will also use computer technology as a tool to support learning in existing curriculum areas and in many other contexts, including inquiry, communication, expression, and construction. In some learning programmes, e.g. “International Students Virtual Conference” and “Knowledge Forum”, students are challenged to think independently, to use their natural curiosity to investigate the world and to gain the skills to communicate with others. Besides, some learning programmes, e.g. “Butterfly Explorer”, “Renewable Energy & Solar Model Car Challenge”, “Mad Science”, “Young Scientists Club”, and “Robot Challenge” etc. are designed to cater for the learning needs of outstanding and talented students in a variety of situations.

Thus, students will:

- understand and appreciate the workings of their natural and physical environment, and develop an interest in and enjoyment from the study of science;
- demonstrate substantial knowledge of facts, concepts, conceptual networks, and process skills that enable them to continue to learn and think logically;
- understand how science, technology, society, and environment are interrelated and use this knowledge in everyday decision making, and develop an attitude of responsible citizenship, including respect for the environment and wise use of resources.
HUMANITIES

Pui Kiu Humanities programme is devised to help students develop the knowledge, attitude and skill they need to participate actively and responsibly in an ever-changing and increasingly interrelated world. It includes problem solving and analysis, clarification and discussion of human cultural heritage, local and global concerns affecting the community and the environment. It also leads to critical thinking and to develop a sense of cultural and personal identity.

Committed to a multi-disciplinary, problem-solving and issue-based approach, our humanities studies are designed to strengthen students' macro-vision, mentality for innovation and capability to deal with challenges.
LIBERAL STUDIES

Since the NSLS Curriculum starts in September 2009, the Liberal Studies Curriculum has already been one of the four core subjects under the new curriculum. Two years have passed, the curriculum framework, assessment scheme and also the supplementary plans for abilities training and enhancement have gradually become more comprehensive.

To comply with the requirements stated in the Curriculum Handbook issued by the EDB, our curriculum is composed in six modules and the Independent Enquiry Studies (IES). Till the academic year of 2010 and 2011, different grades have assigned to study different modules according to their development of their level of recognition and abilities. Diagrams 1 and 2 have demonstrated the system in different ways. For the IES, all G1 students are required to complete the whole scheme in the year.

The followings are the outline of the rationales of the design of curriculum:

1. "Learning from surroundings (from self to society, then to nation and the globe) so that the confidence in learning can be gradually established."

2. "Inquiry Learning" has been adopted as the learning mode. Daily hot issues are selected as the medium and together with various learning activities to promote thinking in various perspectives and to stimulate students awareness to the world. (See Diagram 3)

3. "Great diversity of learning activities (like group discussion and feedback, worksheet, small group project, newspaper clipping, module quiz etc) are used to strengthen students ability of applying key concepts and background knowledge to analyse daily issues.

4. "Social Learning Pattern" has been introduced to the curriculum of Grade 10 since the academic year of 2011 and 2012 so as to further promote the consciousness of learning content of different grades.

This, besides, for the toughly high school students have to have basic knowledge of liberal studies and curriculum, they should learn the rationality and methodology. Since 2011 year in the academic year, students have been instructed to study various subjects such as history, politics, science, and social studies.

Finally, in order to prepare the students from junior forms to study the NSLS Curriculum. Since the second semester of the academic year of 2010 and 2011, IES elements and curriculum has been incorporated into the G6 curriculum. And, this scheme has been promoted to G7 and G6 curriculum in the academic year of 2012 and 2013, so that students from junior forms can master the requirements, learning patterns and corresponding background knowledge to certain extent before entering the senior form.

<table>
<thead>
<tr>
<th>學習階段</th>
<th>級別</th>
<th>學習專題 Modules to be studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>模組A：個人成長及人際關係</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組B：現代中國</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組C：公共健康</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>模組B：現代中國</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組C：公共健康</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組D：現代中國</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組E：現代中國</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組F：現代中國</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組G：現代中國</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組H：現代中國</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>模組F：現代中國</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組G：現代中國</td>
</tr>
<tr>
<td></td>
<td></td>
<td>模組H：現代中國</td>
</tr>
</tbody>
</table>

「項目探究」 Issue-based Inquiry Learning
Social Development (SD) is a typical school-based integrated curriculum at Pui Kiu College. Through a wide range of learning approaches such as inquiry learning, service learning, cooperative learning and independent learning, SD aims at cultivating a sound, concrete foundation for students in developing their general knowledge, lifelong learning skills and good attitudes. There are a wide range of rich learning experiences, namely, international collaboration projects, scientific experiments, field trips, excursions, workshops, seminars, community services, and so on. Each grade level contains different thematic modules and units, which cover life science, earth science, natural science, health education, environmental education, sex education, as well as civic and moral education.

Through learning in the SD Curriculum, we aim:
- To enhance their personal and social development - developing a healthy lifestyle, self-management skills and living in harmony with other people;
- To develop a caring concern for the well-being of their family, the community of Hong Kong, the Chinese nation and the global world;
- To develop an awareness of their role in society and a sense of national identity;
- To develop students’ inquiry-mindedness, investigative skills and problem-solving capabilities in science and technology; and
- To connect what they have learnt in school to daily life and their living environment for exploring the possibility of environment and sustainability.
V 視覺藝術
VISUAL ARTS

學生能透過藝術形式表達感受和想法。
To enable students to express their personal feelings and thoughts through artistic presentations; thus enabling them to give shape to their emotions, perspectives and responses, and transforming those invisible elements into art forms.

透過藝術加深不同的文化，開拓視野，並讓學生發掘個人的特質。
To cultivate personal refinement, values and attitudes, self-identity and a sense of commitment towards the community, and to enhance multiple perspectives through exploration of the visual arts of diverse cultures;

透過藝術創作和欣賞，培養學生的創造力和敏感度。
To foster students’ creativity and visual sensitivities, with special emphasis on perceptual, aesthetic and arts experience;

Strengths of Pui Kiu Arts:
我們提供多元化的課程，由不同的專家教授繪畫、雕塑、設計、書法、多媒體及攝影。
Wide and broad learning for KLS 1- KLS 3 students: they are introduced to the diversity available. There are specialist teachers for painting, sculpture, design, Chinese calligraphy, new media and photography.

為有素養藝術的學生提供適當的配對以深化他們的藝術素質。
In-depth study for KLS 4 students and outstanding students

安排各種藝術參觀及講座以擴展學生對藝術的認識。
Different kinds of visits and art talks by specialists are arranged to broaden students’ horizon.

定期舉辦展覽及顯示學生的創作能力及展示學習的成果。
Exhibitions are held regularly to provide motivation, reinforcement and recognized achievements of students.
Music 音樂

- The complete music courses aim to build students’ music foundation and their knowledge in different kinds of music and to enhance their interests in music.
- G1 and G2 music lessons focus on singing and playing Chinese & Western percussion instruments to develop basic performing skills.
- G3 to G6 students develop performing skills through playing Chinese & Western instruments. The courses are carried out in small classes. We will hire specialized musical instrument teachers to teach, and the fees are already included in the tuition fee. Potential students will be chosen to participate in school music teams and open competitions.
- Secondary music curriculum consists of singing, music knowledge, music appreciation and creating music. Students are encouraged to participate in various kinds of music activities, open competitions which allow them to accumulate experience.
- We provide enough space and instructions for students in order to allow them to express their music creativity and talents.
- In order to widen students’ musical experience, students will be provided with opportunities to attend different musical performances to learn about different kinds of music, including eastern and western orchestra, pop music, musical plays, ballet, etc.
- We provide good musical facilities and instruments in order to allow students to have a high quality music-learning environment.
- We offer students opportunities to perform inside/outside the school and encourage them to participate in open competitions which allow them to accumulate experience.
- There are many instrumental classes organized in the secondary section. Students could participate in the music education with discounted fees. The instrumental classes include Chinese and western instruments, pop instruments, hand chimes and musical classes, which provide various music experiences to our students.

小學音樂團隊 : 初中小合唱團、美小合唱團
- 輔樂團
- 管樂團
- 鼓樂團
- 拉弦樂團
- 木管樂團

Primary music school team
- Junior Choir
- Senior Choir
- Chinese orchestra
- Western orchestra
- Percussion band
- Chinese Drum Team

中學音樂團隊及活動:
- 合唱團
- 中樂團
- 管弦樂團
- 拉弦樂團
- 鋼琴樂團
- 中學音樂會
- 伴奏合唱團

Secondary music school team
- Choir (The Pui Kiu Singers)
- Chinese orchestra
- Western orchestra
- Marching Band
- Music club
- A Cappella group
体育
PHYSICAL EDUCATION

● 兒童至青少年的成長階段是人生最重要的時刻，我們認為在此期間進行全面而有系統的體育鍛鍊，配合腦力鍛鍊，使之和諧結合，身心才能達致最佳境界。
Childhood and adolescence are the most important developmental stages in life. We believe that comprehensive and systematic physical education training can facilitate brain-body coordination, and thus develop all aspects of the individual.

● 本校以12年年級培養出新一代的體育人才，使之具有強健的體魄和積極上的人生態度，充滿青春活力的感染力和對生活的熱愛。
Pui Kiu College devotes to each student a twelve-year physical education programme in order to nurture them to become a brilliant generation, with a healthy mind and body, as well as a positive attitude towards life.

● 黨學生在12年學習裡深入體育的運動項目，藉以提升學生的運動潛能和增加其生活經騈，同時讓他們尋找適合自己的運動項目，發展有潛質的運動員成為精英運動員。
Students will be exposed to the most popular sports within the 12 years. Students’ sports sense and life experience will thus be enhanced. Students will be provided with opportunities to choose their own life-long sport. Potential students will also be chosen for extra training to become elite athletes.

● 體育科主要有兩個特點:
  • 讓學生全方位全類參加
  • 身體素質和運動專項相結合
The 2 main characteristics of physical education are:
  * Provide students with ample opportunities to take part in different kinds of sports
  * To strengthen students' physical condition and at the same time enhance skills in special sports events

● 讓學生了解各項目的比賽規則和戰術，學懂如何欣賞比賽，擴闊健康生活的圈子，提高課餘生活的層次。
Rules and strategies of games will be introduced to students, so that they can enjoy the pleasure in being an audience, so as to broaden their interest and lead to a healthy and high quality of leisure life.
新高中課程
New Senior Secondary Curriculum

進入新高中課程的準備階段，同學們須在學習生活的新領域中認識自己、建立目標，從而主動計劃時間，積極
發展興趣，為此，本校在策劃及配合上訂立了多項措施，以推展學生的多元發展，啟發學生的
興趣及熱誠，讓學生自由選擇，發展其護才。

Stepping into the preparation for senior secondary studies, students should get to know about their own
strengths and weaknesses, set goals for themselves, allocate time appropriately and develop their potentials.
To achieve this, our school has devised a series of policies / measures. Our senior secondary curriculum is flexible,
coherent and multi-dimensional to cater for students of diversified interests, needs and aptitudes. We hope that
all the students could be well prepared to meet the challenges in the final stage of their secondary school life.

策略及配套 Strategies and Support

- 職業輔導 Career Guidance: 透過職業輔導課程，加深學生對社會上各行各業的認識；同時，透過性向測試等評估，
  認識個人特點和所長，從而於十年級選科結合，探索並規劃人生的發展方向。
Through the career guidance programme, students can know more about different occupations; also, through
evaluations such as aptitude tests, students can know more about their own characteristics and strengths, thus
facilitating them in making subject choices in Grade 10 as well as their future life planning.

- 除了中文、英文、數學、通識、地理、歷史、中國歷史及綜合科外，九級的同學還需選修高中的科目
  先修課程，以了解自己的興趣和能力，為日後選科作準備。
Other than Chinese, English, Mathematics, Liberal Studies, Geography, History, Chinese History and
Integrated Science, Grade 9 students will also be provided with the opportunities to take preparatory
courses of senior secondary subjects in order to understand their own interests and abilities, thus facilitat-
ing their subject selection in future.

科目(核心/選修) Subject (Core/Elective)

科目的設置基於以下原則：

- 符合升讀大學的基本要求，並能擴闊學生選科出路
To meet the admission requirements of universities and to widen students’ subject choices

- 背著新高中課程理念：文中有理，理中有文
To reinforce the rationale of new senior secondary curriculum: Integrating humanities and science subjects

- 為學生提供多元化的學習經歷
To provide students with various learning experiences

- 服務本校初中課班
To link up with our junior secondary curriculum

- 發揮本校優勢，善用資源
To build on our strengths and to use resources effectively

核心科目 Core Subjects

中文、英文、數學、通識
Chinese Language, English Language, Mathematics, Liberal Studies

選修科目 Elective Subjects

以學生調查結果而定
Based on survey results

物理、化學、生物、中國歷史、經濟、地理、歷史、中國文學、
音樂、視覺藝術、體育、資訊及禮儀科技
Physics, Chemistry, Biology, Chinese History, Economics, Geography, History, Chinese Literature, Music, Visual Arts, Physical Education, Information and Communication Technology

其他學習經歷 Other Learning Experiences

「其他學習經歷」是新高中課程中的三個組成部分之一，讓學生按
其興趣及能力在能力範圍內，讓學生按

五個範疇的「其他學習經歷」，包括德育及公民教育、社會服務、與工作有關的經驗、藝術發展和
體育發展。在規劃科目「其他學習經歷」的過程中，令學生有機會為 "以學生為本"。
- 供學生獲得的經緯及他們的目標
- 協調進度及個人發展

我們採用綜合方式來設計項目，包含 "其他學習經歷" 的五個範疇的關鍵元素。

"Other Learning Experiences" (OLE) is one of the three components of the New Senior
Secondary Curriculum that complements the core and elective subjects for the whole
person development of students.

The five areas of OLE include Moral and Civic Education, Community Service, Career-
related Experiences, Aesthetic Development and Physical Development. One of the
guiding principles in the design of school-based OLE programme is “Student-focused”:
- Focusing on the experience gained by students and their feedback
- Emphasizing on individual active engagement in activities

The integrated approach is adopted in the design of OLE programme, incorporating the
key elements across the five learning areas.
Extra Curricular Activities

In order to meet the needs of students with diversified interests and potentials, different kinds of extra-curricular activities are provided.
優良傳統，薪火相傳

培儒中學創立於1946年。位於香港島南區，是本港首間華文學校之一。培儒中學以優良的傳統和卓越的教學表現，為學生提供良好的學習環境。

培儒小學創立於2000年。位於香港島西北部，是本港首間華文學校之一。培儒小學以優良的傳統和卓越的教學表現，為學生提供良好的學習環境。

Reputed traditions passing onto the next generation

The sponsoring body of Pui Kiu College is Pui Kiu Education Foundation, which has three schools at present: Pui Kiu Middle School, Pui Kiu Primary School, and Pui Kiu College. Founded in 1946, Pui Kiu Middle School is the first Chinese medium school in Hong Kong. Pui Kiu Primary School was founded in 2000. Pui Kiu College was founded in 2005.

In the past 60 years, Pui Kiu has nurtured many talented individuals in China and Hong Kong. Our alumni include:

Scholars: Fellow Lu Yongqian, Professors Hou Boyuan and Wong Dong of the Chinese Academy of Sciences, as well as Professors Cheng Kai-Ming, Shum Kar-Man, Chan Lai-Kwai, Wang Yu-Kwan and Kwong Chung-Ping in Hong Kong.

Professioanls: Mr. Felix Fong (director), Mr. Kuan Man-Kai (interior designer) and Mr. Chan Man-Kai (accountant).

Businessmen: Mr. Liu Li, Mr. Man, Mr. Christopher W. F. Cheung and Mr. Yeung Kam-Kai.

Politicians: Mr. Ma Li and Ms. Barbara Tai Fai.
交通便利
Accessible Campus

Situated near the Tai Wai MTR station and the exits to Lion Rock Tunnel, Shing Mun Tunnel and Tate’s Cairn Tunnel, our campus is easily accessible from everywhere in the territory. School bus service is available, with bus routes covering different districts to cater for the needs of students.