



PUI KIU COLLEGE

培僑書院

NURTURE BRILLIANT GENERATIONS

中西薈萃 | 培育出類拔萃新生代

NURTURE BRILLIANT GENERATIONS

辦學宣言 OUR MISSION

秉承一九四六年培僑中學建校以來誠心誠意為香港的進步、為中國富強培養人才的教育精神，我們於二零零五年在香港沙田開辦一所培僑書院，決心在為社會、為國家培育新生代方面作出進一步的承擔。

二十一世紀的中國是偉大的中華民族復興的中國，她與上世紀的深厚文化接軌，肩負歷史的沉積走向輝煌的未來。隨著政經、科技及文化事業穩步向前，擁有雄厚的國力、龐大的市場，中國在國際舞台上將更展現無限的活力和生機，也必然在推動人類文明發展方面發揮更大的作用。

香港是中西文化和諧融合的地方，是中國走向世界的窗口，無論在經濟上或文化上，都擁有發揮樞紐作用的最佳優勢，在這個大時代中恰恰找到了自己繼續發展的定位及角色。

這是中西文化交匯沖擊發展的時代，這是充滿機遇和挑戰的時代。在過去六十多年，我們在香港堅持國家民族觀念教育，重視學生全面發展，為社會培養了不少人才，成績有目共睹。在新世紀之初，我們決心繼承和運用在香港辦學多年所累積的經驗及所建立的網絡優勢，開辦一所國際視野與中國文化兼備的中、小學一條龍書院，讓學生接觸世界多元文化，為學生提供廣闊學習經歷，培養他們成為中英兼擅、思辯敏銳、求真好問、有深厚中華文化根基、具國民身份認同感及國際視野的新生代，能在新世紀把握機遇發揮所長，為香港繼續繁榮、為中國走向世界作出貢獻。

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 the 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 2000's. 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 & astute, 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.

我們的學生 OUR STUDENTS

全新的一條龍中小學——培僑書院，於2005年在香港沙田大圍開辦，以英語及普通話作為授課語言，中西薈萃，培育能為香港、為中國走向世界作出貢獻的出類拔萃新生代。我們期望學生能：

- 擁有廣闊的國際視野
- 具備深厚的中華文化涵養和中國情懷
- 通曉中英語文
- 思辯敏銳、好學篤行、勇於承擔

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



我們的教育策略 OUR STRATEGIES

我們根據學習者的心理及生理發展特點，重新設計中小學共12年的學習經歷。通過豐富的語言環境，強化閱讀，統整課程，推行全方位學習，使學生認真投入，學得更廣、更深及更有效。

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.



12 growing years



English Immersion Environment

以英語貫通學習活動及各知識領域
English as the medium of learning across various knowledge dimensions

我們致力建立一個不斷豐富的英語環境。通過一系列的措施及有趣的活動，讓學生從小學習欣賞英語文學作品，從而培養英語語感和興趣，使他們在讀、寫、聽、說、表現及探討西方文化方面都有全面發展。
We aim at building an ever-growing English-rich environment for our students. Through a variety of measures and interesting activities, we enable students to learn to appreciate English literature, and hence develop their language sense and interests in English.

我們建立一個讓學生沉浸於使用英語的生活環境：
Characteristics of our English Immersion Environment:

統籌各科知識，提供廣闊的領域讓學生學習語文，照顧學生的興趣，因材施教。
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.



課程包括戲劇、遊藝、詩歌、電影、辯論、寫作比賽、講故事和角色扮演等活動，以提高學生的藝術賞評能力和創意。
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 The PKC Drama Team, English Chanters and "Make Your Own Yearbook".



• 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.

Rich Language Environment



A language-rich environment 豐富語言環境

各科學習活動以英語或普通話進行。此外，本校為學生提供接觸及學習其他國際語言的機會，以發展其語言天份。

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

聘請高比例的高質素以英語為母語的教師，提供有國際文化的教學環境。

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.



International Perspective

國際視野



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.
與海外學校合作組織國際交流課程，使學生能從中擴闊視野，增強英語能力。
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



以普通話作為中國語文、中國歷史及中國文學的教學語言，透過課堂內外的活動和交流，提高學生的普通話水平。

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。

營造豐富、活潑的語言學習環境，發揮語文的應用功能；和內地學校交流，暑期到內地實習、體驗生活，在實踐中學好語文。



採用多元化的語感教學，發揮學生的語言潛能，除了演講、朗誦、戲劇、辯論、閱讀分享，還鼓勵學生更多地參與如動畫配音、相聲、京劇、快板等活動，讓學生掌握流暢、地道的普通話，同時享受學習優美、純正、精采的普通話的樂趣。

中文科老師能操流利的普通話，學生在校園日常的交流中學習語言。

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.





國際視野 INTERNATIONAL PERSPECTIVE

我們著重培養擁有廣闊的國際視野，以及具備深厚的中華文化涵義和中國情懷的學生。
To integrate the best of East and West, we focus on nurturing students to have an international vision as well as a deep Chinese cultural sense of belonging.

課程包含豐富的中西文化元素，將不同國家的文化特色融入各科學習內容。
The curriculum includes elements of the East and the West, and the characteristics of different countries will also be included in the curriculum.

培養學生以開放態度認識不同國家的文化，並學習欣賞其他國家文化的精粹。
By knowing other countries' cultural characteristics, students are encouraged to appreciate different cultures.



中國情懷 Love of China



舉辦不同的節慶活動，加深學生對傳統文化的了解，從而認識中華文化，建立正面的民族價值觀。

培養學生對中國書法、繪畫、音樂等有一定的造詣，陶冶氣質、品味；同時組織學生到內地交流和實習，加深對國情的認識，培養中國情懷。

Hold different festivals celebrating activities to deepen students' understanding of the traditional culture in order to assist them to know the Chinese culture and establish positive national values.

Nurture students to have certain attainments in Chinese calligraphy, drawing, music, etc and organize students to have exchanges or practices in Mainland China in order to deepen their knowledge of the nation.





愛上閱讀 IN LOVE WITH BOOKS

閱讀與課程結合，全校共同推動閱讀文化

With the integration of reading into the curriculum, the whole school is involved in the promotion of reading culture.



擁有偌大的圖書館為學習中心，供學生作探究式學習。

Our large school library serves as the learning centre for students to carry out discovery learning.

閱讀文化 READING CULTURE

閱讀是課程的核心，我們致力營造濃厚的閱讀文化，讓學生閱讀不同媒體的文字以擴闊眼界，學生從小培養良好的閱讀習慣，並於整個學習過程中貫徹始終。

將閱讀興趣及能力的培養作為英文及中文課程的核心，協助學生掌握各種閱讀策略，並透過閱讀，讓學生學會學習，樂於學習。

鋪設中央課程架構，因應每個主要學習階段的學習特點，提出具體指引和要求，有系統地透過各學科的配合，啟動閱讀風氣，引發閱讀興趣。

閱讀是學生獲取知識的重要途徑，各科的課程設計均融入閱讀元素，更經常和圖書館合辦多元化的閱讀活動，務求使學生從閱讀中思考，透過閱讀培養自學精神。

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.



注重體育鍛鍊，培養學生強健的體魄、堅毅的意志和合群的精神。學生可參加制服隊伍，接受紀律及體能訓練，培養認真負責、顧全大局的群體精神。

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.



MAPLE
WILLOW
PINES
BIRCH

正面訓育 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路作出抉擇。
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其參考，以及良好的行為榜樣讓其借鏡，便可促使他們提升個人品德修養。
4. 自律行為建基於互信及接納，對學生訂立適切的期望及令他們明白各人要對自己的選擇或行為負責，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 model be presented to them, they can be driven to develop personal and ethnical 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. 讓學生擁有成功感：學生從被欣賞中感到自己被接納，獲得更多支持及成功的機會，從而建立自信。
3. 肯定同輩間的正面影響：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，與家長共同探討如何培育子女成長。
5. 結合訓導和輔導：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.
4. Close co-operation with parents: Exploring with parents on topics of nurturing children's growth through Parents Day, workshops and PTA (Parent-Teacher Association) activities.
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.

F 培育正面的價值觀 FOSTERING POSITIVE VALUES

不同主題的全校輔導活動培養及促進學生的正面價值觀
School based activities help to foster and enhance students' positive values.



「共創成長路」計劃

為促進學生的全人發展，本校與香港小童群益會合作，成功申請香港賽馬會慈善信託基金，在七年級及八年級推行「共創成長路」計劃。計劃分兩層介入，第一層培育活動由老師於班主任課中，教導德育和成長課題；第二層活動計劃由社工帶領該兩級的五分之一學生，進行小組活動、歷奇體驗、親子關係和校園服務等活動，藉以提升學生的抗逆能力及自信心。

同學在參與這個計劃後，不但發現到個人的能力，而且亦明白到團隊溝通的重要性；同時，老師發掘到學生在課堂以外的潛能，以及個人自信的提升；再者，家長進一步肯定了孩子的強項，以及拉近了彼此的溝通。

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 G7 and G8 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.

positive discipline



全面支援，全人發展

Full support for whole person development

專業社工及臨床心理學家駐校

School stationing service provided by social worker and clinical psychologist

為有需要的同學進行評估，以及為家長和老師提供能促進學生個人發展的專業意見。
Assess students for special educational needs; Provide professional advice for parents and teachers to facilitate student development.

家庭教育講座及小組

Family education seminars and interest groups

通過組織家庭教育講座及小組，與家長共同探討「正面訓育」在家庭裏實踐的適切方法。
Professional advice about family education is provided for parents, so that the family and school can collaborate together in the upbringing of children.

W 適切評估 WELL-BALANCED ASSESSMENT

基本信念 Our Ground Belief

促進學習的評估模式
An assessment framework that is conducive to learning

課業及評估的設計是為了促進學生的理解，幫助其掌握學習技巧和能力，鼓勵其發揮創意，避免不必要的操練。
Coursework and evaluation aim at enhancing students' understanding and abilities to facilitate learning. Creativity is encouraged and unnecessary drillings are avoided.

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

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

學生學習歷程檔案載有學生的課業，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.

本校評估政策 Assessment Policy

- ✓ 追蹤歷程，促進學習
Tracking Learning Progress
- ✓ 有意義的課業：鞏固所學，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.
- ✓ 持續及漸進式評估：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，進而提供有效的回饋，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學自理能力，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

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

中學階段 - 持續互動、正面反思、建構概覽
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，有助建立更有果效的教與學過程。

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覽，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.





我們的配套措施 OUR SUPPORT

「小學中學一條龍」制度給予我們靈活的教與學空間；先進齊備的數碼校園設施為探索式學習、創造性學習提供良好的條件；專業團體及各界人士的支援，使我們無論在軟件或硬件方面都有優質配套，能夠實踐教育理想。

The "through train" arrangement allows us more flexibility in deploying teaching and learning space. A state-of-the-art digital campus provides excellent conditions for exploratory and developmental learning. Support from professional organisations and people from all walks of life means that we have excellent backup facilities for both the infrastructure and implementation, enabling us to achieve our educational vision.

● 靈活學制 Flexible Learning System

在「小學中學一條龍」制度下，我們根據學生的學習心理特點，分四個階段滲入學習元素。本校小學生直升中學部，使中小學課程一貫。

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

除了政府資助，學校透過收取合理的學費，籌集額外經費發展優質教育；直資制度令學校政策有更大彈性，如語文政策、課程設置、教學方法、學生報考本港 / 海外公開試的安排及教師人手等。

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

部份英語教師是外籍人士或曾在英語環境中生活，中文科教師能操流利的普通話，讓學生能在豐富的語言環境中學習；本校教師重視反思、交流和協作，共同探討教學理念、課程和教學法，建構學習型組織的文化。

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.



● 專業諮詢
Professional Consultation

邀請其他專業人士，如臨床心理學家、社工、物理治療師、職業治療師、藝術治療師、醫生等為顧問，為學校提供意見，以便更適切地照顧學生不同階段的心理和生理成長需要。

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，讓學生擴闊視野，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.



優越設施 Leading Edge Facilities

Our Support



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.

擁有偌大的多功能圖書館，配備最先進的軟件裝置，有利學生進行各種知識建構活動；校園設施齊備，計有田徑跑道、球場、游泳館、露天劇場、多媒體學習室、小組學習室、舞蹈室、能容納一千二百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，及能容納千二人以上的特大禮堂等等，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護的關注。
To raise students' awareness of ecological and environmental protection.

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



家校合作 HOME-SCHOOL COOPERATION

本校十分重視與家長的關係。家長是學校的好伙伴，家長對學校的關心、支持或鼓勵，對學校發展和學生成長尤為重要。為加強家校合作，本校在多方面建立了溝通的橋樑，包括：
Our school values home-school cooperation. Parents are close partners of the school. Parents' concern, support or encouragement is important for the development of the school and the growth of students. In order to enhance home-school cooperation, we have established a number of communication channels, which includes:

eClass

在e-Class系統的「Parents' Centre」下設立家長討論區，為教師與家長之間、家長與家長之間提供交流的平台，促進彼此的瞭解。同時，家長可透過e-Class系統，得知校園最新消息，有助他們了解其子女的學校生活。

The establishment of the forum under "Parents' Centre" of the eClass system provides a platform for communication between teachers and parents as well as parents and parents, thus enhancing their mutual understanding. The eClass system also facilitates parents in getting access to the latest news of the school, thus assisting them in understanding the school life of their children.



家長教師會 PARENT-TEACHER ASSOCIATION

家長教師會於2007年成立，定期舉辦不同類型的活動及有關家長教育的講座，收集及反映家長意見，作為家長與校方溝通的橋樑。家長教師會轄下設立了多個工作小組，關注校車、校服及膳食服務，並透過在校內義賣環保校服，將所籌得款項資助學生活動。家長教師會每兩年舉辦一次家長校董選舉，選出兩位家長校董進入法團校董會，為學校的發展出謀獻策。

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 service. The PTA also makes use of the funds obtained from the sale of recycled school uniform 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各項活動，既可促進家校合作，也能提升親子關係。家長義工在協助學校日常事務方面扮演著重要角色。



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.

C 課程特色 CURRICULUM HIGHLIGHTS



- 1** 學生為本—學生主動投入趣味與挑戰性兼備的學習活動
Student Centered Approach - students being actively involved in fun-filled and challenging activities
- 2** 課程統整—跨學科課程
Integrated Curriculum - Interdisciplinary Education
- 3** 國際視野·中國情懷
International Perspectives, Passion for China
- 4** 高階思維—培養創意及批判性思考能力
Higher Order Thinking - nurturing creativity and critical thinking skill
- 5** 豐富的語言環境
Building a Language-rich Environment
- 6** 促進學習的評估·重視學習過程及成果
Assessment for Learning - emphasis on learning progress as well as learning outcome
- 7** 閱讀作為核心課程
Reading as the core curriculum
- 8** 12年一貫課程
12-Year Coherent Curriculum

E 英語 ENGLISH CURRICULUM

- School-based teaching and learning resources
校本教學資源。
- Theme-based modules and projects
主題為本單元與習作。
- 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
常識科元素融入英語課程。
- Learning through English- presentation skills, problem-solving, literature appreciation
通過表達、解難和文學賞析學習英語。
- 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、詩歌、遊戲、唱歌、講故事、作文比賽等活動於課程內，以提高學生的溝通能力、藝術欣賞和創造能力。
- 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.
每個學生都有一個學習檔案，包括該學生的學習發展報告和學習材料，以便跟進學生在每單元的學習進展。



Theme-based modules and projects

English Performing Arts (G1-G6) & English Drama (G7-G8)



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.



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

C 中國語文 CHINESE CURRICULUM

- 利用科學方法，因應語文學習的規律，讓學生迅速掌握探究和自學能力，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搏、融入社會時事，以開放的態度鼓勵學生表達意見，要求學生勇於探究，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 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，透過研習和沉浸，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.
- 由小一開始，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，增添涵養。
Integrate reading into the lesson. Through diverse teaching activities, direct students and nurture their reading ability throughout the year.



培僑書院家教會與中小學中文組合辦的「抗疫自強」徵文比賽一初中組冠軍
(2019-2020年度)

《抗疫自強》周晨玥 (9M)

豈日無衣，與子同裳。——詩經

2020如約而至，卻不聞鞭炮齊鳴，不見燈火闌珊。一切皆因新型冠狀病毒而起，這場全球性疾病導致大家被迫放了個漫長的疫假，各個城市像是一夜之間被按了「暫停鍵」停止運轉。病例直線攀升、人心越發慌亂，但在這艱難的時期我感受到了人間大愛。

所有人自覺配合防疫工作，毫無怨言。不少人甚至主動加入志願者隊伍—主動去小區門口站崗為保安分擔工作，全員抗疫。儘管個人的力量是渺小的，但是大家抱團取暖，齊心協力熬過這漫漫長夜。

魯迅曾說：「有一份熱，就發一分光。像螢火一般，也可以在黑箱裏發一點光，不必等待燧火。」疫情爆發，小到個人，大到國家都在努力抗疫。多少人竭盡所能奉獻自己的力量，白衣天使們壓抑住內心對疾病的恐懼堅守一線，他們放棄了與家人團聚、忽視自身的安危只為守護廣大人民的生命。我看這一個視頻：武漢一位一線護士的孩子忍不住思念跑來找媽媽，但由於病毒的高傳染性只能隔著很遠的距離大喊著媽媽一定要回家。醫護人員是天使，但也是孩子啊，他們只是學著前輩的樣子，穿著白大褂拼了命的從死神手中攔人，他們只是在盡力付出自己的力量。

一個人的力量很微弱，但是如果集合起一座城、一個國家呢？縱使個人力量微不足道，但彌足珍貴。只要我們團結起來，黑箱過後終有破曉，漫長的疫假讓我感受到了人間真情，更讓我明白了團結的重要性。

培僑書院中文組徵文比賽初中組冠軍(2011-12年度)
《抗逆境》江淑慧9B (13)

頑強的暴風雨
怒號著無止境的叛逆
無情地肆虐天地萬物
只見花草默默地低頭
沉默地承受
眼淚卻靜靜地流

水忍心淹沒大地
草卻不忘吸取養份
我奮力忘卻悲傷
忘卻一切惡毒
也暫且忘卻流出過的血淚
我一拐一拐
遠離絕望的地域

我毅然從荆棘叢林中奔跑
聽那繼續在吼
幽暗角落隨之開啟
瞬間又再枯萎
冰冷的身軀任由雷電洗禮
魂魄卻在掙扎中力抵

抬頭
只見一彎皎潔的明月
映照著一地厚真的人心
剩下一種堅持
做我的明燈

我靜靜俯身挖掘
熾熱之處被牢牢埋在泥土下
若隱若現
宛如點點之處的點點火花
若即若離

M 數學 MATHEMATICS

- 提高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
- 培養學生構思、探究及數學推理的能力，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 mathematic 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
- 培養正面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



C 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、關顧和反思民族、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、時事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，借古鑒今，將歷史學習融入生活經驗中。

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.



I 綜合科學 INTEGRATED SCIENCE

在培僑書院，學生將發展「生命科學、化學、物理」的知識與技能。課程內容以地球 / 太空、生命科學、化學和物理互相聯繫，讓學生瞭解科學、科技、社會和自然世界的關係。透過開放的探究和實踐，鼓勵學生提出問題，深入研究，培養學生不論在思考上或實踐上均具科學精神。

- 了解和欣賞他們身處的自然和物理世界，並培養對科學的興趣
- 展示實際的理論、事實和思維，以讓學生學會理性思考
- 了解科學、科技、社會和環境的因果關係，並應用知識解決日常生活的疑難，培養其成為愛護環境、善用資源的良好公民

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 forms 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.





H 人文科 HUMANITIES

人文科的設計是為了幫助學生在知識、心態和技能上作全面的發展，以應付這個瞬息萬變的時代。課程包括：解決和分析難題、承傳及討論人文文化遺產、探討社會上的時事熱點，從而引入理性思考，並建立文化價值觀和個人意識。

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.

我們期望一個集多元科目和專題研究的人文課程，能拓闊學生的宏觀視野、加強其創造力，以迎接未來的挑戰。

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.



學生參加由嘉道理農場主辦「本地樹保育計劃」
"Native Tree Adoption" programme organized by Kadoorie Farm and Botanic Garden



口述歷史報告：安排學生訪問浸會大學的教授、本地博物館館長以及抗日游擊隊戰士。

Oral history projects are also launched giving chances for our students to interview chair professor from the Baptist Universities, curator from local museum and members of guerrilla in the Sino-Japanese War.

通識科 LIBERAL STUDIES

隨著新高中學制正式於2009年9月啟動，通識教育科也隨之成為新的四大核心必修科目。本校的通識科也正式於同期開展。經過兩年以來的努力，本校的通識科課程大綱、考核安排及研習和應試能力培訓配套計劃等方面也漸趨完善，且不斷總結改進。

配合教統局課程指引要求，本校課程由六大單元及獨立專題研習組成。至2010年-11年度為止，不同年級的學生會按其能力和認知層面，循序漸進地修讀不同單元內容。詳見表1和表2。至於獨立專題研習(校本評核部份)則於十一年級完成。

Since the NSS 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 graders 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 G11 students are required to complete the whole scheme in the year.

表一



表二

學習階段 Learning stages	年級 Grade	學習單元 Modules to be studied
1	10	單元A: 個人成長與人際關係 + 今日香港 Module A: Self-development and interpersonal relationship + HK Today 單元B: 現代中國 Module B: Modern China 單元C: 公共衛生 Module C: Public Health
2	11	單元A: 個人成長與人際關係 + 今日香港 Module A: Self-development and interpersonal relationship + HK Today 單元B: 現代中國 Module B: Modern China 單元C: 能源科技與環境 Module C: Energy, Science Technology and Environment 校本評核: 獨立專題研習 SBA: Independent Enquiry Studies
3	12	單元D: 全球化 + 應試計性訓練 Module D: Globalization + Public Exam Papers Training

以下為編修本科課程設計理念:

- (1) 由自己熟悉的事物出發，再延伸至社會、國家，以至全球的認知層面，增添同學修讀這科的信心。
- (2) 參考教統局課程指引中列載的各個單元研習概念，要求和探究主題，採用「議題探究」(Inquiry Learning) 學習模式，結合日常生活熱門議題，配合不同的教學活動，引導學生作多角度思考，培養其時事觸覺。(見表三)
- (3) 透過多元考評模式和活動(如小組討論反思回饋、工作紙、剪報習作、課堂/導修課前材料準備、小組議題研習報告、單元小測等) 鞏固學生活用所學概念和知識分析議題的能力。
- (4) 為進一步強化不同年級學習內容的連貫性，自11至12年度學年起，將自十年級起，逐步採用「螺旋式」學習模式學習不同單元概念和議題知識。

The followings are the outline of the rationale 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' abilities in applying key concepts and background knowledge to analyze daily issues.
- (4) "Spiral Learning Pattern" has been introduced to the curriculum of G10 since the academic year of 2011 and 2012 so as to further promote the consistence of learning content of different grades.

此外，為了讓初中學生及早認識通識科所學知識，熟悉學習模式和答題要求，自10-11年度下學期，已逐步於初中九年級課程中加進通識課程元素，於2012-13年度已全面推廣至七、八年級，為迎接高中通識課程作好準備。

Finally, in order to prepare the students from junior forms to study the NSS LS Curriculum. Since the second semester of the academic year of 2010 and 2011, LS elements and curriculum has been incorporated into the G9 curriculum. And, this scheme has been promoted to G7 and G8 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.

表三



S 社會成長科 SOCIAL DEVELOPMENT (G1-G6)

透過社會成長科，我們希望學生

- 保持健康的個人發展，成為充滿自信、理性和富責任感的公民；
- 認識自己在家庭和社會所擔當的角色及應履行的責任，並關注本身的福祉；
- 培養對國民身份的認同感，並致力貢獻國家和世界；
- 培養對自然及科技世界的興趣和好奇心，了解科學及資訊科技發展對社會的影響；以及
- 建立宏大的世界觀，關心及愛護周遭的環境，探究可持續發展。

社會成長科 (SD) 是本書院為學生特設的校本課程。通過廣泛的學習方法，如：探究性學習、服務學習、合作學習和自主學習，社會成長科旨在讓學生建構知識、培養終身學習的能力和好的態度。此校本課程提供學生多元化的學習經歷，包括國際協作專題研習、科學實驗、實地考察、參觀、工作坊、講座、社區服務等等。每個級別亦包含不同主題單元，貫穿生命科學、地球科學、自然科學、健康教育、環境教育、性教育，以及公民和道德教育，讓學生奠定良好的學習基礎。

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.

透過藝術認識不同的文化，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.

為有意進修藝術的學生提供適當的配套以深化他們的藝術造詣。

In-depth study for KLS 4 students and outstanding students

安排各種藝術參觀及講座以擴闊學生對藝術的認識。

Different kinds of visits and art talks by specialists are arranged to broaden students' horizon.

定期舉辦展覽以提高學生的創作動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

- 全面的音樂課程，旨在讓學生建立穩固的音樂基礎，向學生推廣多種音樂類別，提高學生對音樂的興趣。
- 中、小學音樂課程均包括歌唱、音樂知識、音樂欣賞及音樂創意四大元素，老師會積極鼓勵學生參加各類型的音樂活動，發揮同學的音樂創意及才能。
- 科組亦會邀請具備傑出音樂才能的學生，加入各種多元化的音樂團隊，參加香港及國際的公開音樂比賽。
- 學校除積極帶領學生參加比賽外，亦會盡力增加學生於校內及校外進行音樂表演的機會。音樂科近年籌備多次音樂表演及交流團，目的地包括內地、東南亞及歐洲等，讓學生累積表演經驗，提高演奏水平，擴闊視野，並建立自信。

小學音樂課程

一年級至二年級學生：

- 學習綜合音樂理論，參與音樂團隊和樂器訓練班。

三年級至六年級學生：

- 學習中國樂器、西洋樂器及聲樂；及
- 發展樂器及聲樂演奏技巧。其中，樂器及聲樂演奏班，由專業導師以小組形式教學，有關費用已包含於學費內。

中學音樂課程

七年級至九年級學生：

- 學習綜合音樂理論，參與音樂團隊和樂器訓練班。

十年級至十二年級學生：

- 可選擇音樂作為香港中學文憑考試課程的修讀科目。

音樂團隊 Music teams

初小合唱團	Junior Primary Choir	小學中樂團	Primary Chinese Orchestra
高小合唱團	Senior Primary Choir	中學中樂團	Secondary Chinese Orchestra
中學合唱團	Secondary Choir	小學管弦樂團	Primary Western Orchestra
節奏樂隊 (小學)	Percussion Band (Primary)	中學管弦樂團	Secondary Western Orchestra
		音樂學會 (中學)	Music Club (Secondary)

- A comprehensive music curriculum aims at helping students build up a solid music foundation, promote various genres of music to students and enhance their interests in music.
- Both secondary and primary music curriculums consist of four elements, including singing, music knowledge, music appreciation and music creativity. Students are actively encouraged by their teachers to participate in various kinds of music activities, and showcase their music creativity and talents.
- Students with music talents will be invited by the subject panel to join the diverse music teams to take part in Hong Kong and international open music competitions.
- Apart from actively taking students to participate in different competitions, the school also maximizes the opportunity for students to participate in music performances on and off campus. In recent years, the Music panel has organized numerous music performances and exchange tours to places including Mainland, South East Asia and Europe. In which we allow students to accumulate performance experiences, enhance their performing skills, broaden their horizons and build up their self-confidences.

Primary music curriculum

G1 to G2 students:

- Learning about fundamental rhythm

G3 to G6 students:

- Learning about Chinese musical instruments, Western musical instruments and Vocal; and
- Developing of instrumental and vocal performance skills. The instrumental and vocal performance classes are taught by professional tutors in small groups, the costs are covered by the school tuition fee.

Secondary music curriculum

G7 to G9 students:

Learning about integrated music theories, participating in music teams and instrumental training classes.

G10 to G12 students:

Having the opportunity to choose Music as an elective subject in the Hong Kong Diploma of Secondary Education Examination.



P 體育 PHYSICAL EDUCATION

- 兒童至青少年是人生最重要的成長階段，我們認為在此期間進行全面而有系統的體育鍛煉，配合腦力鍛煉，兩者和諧結合，身心才會達到最佳境界。

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.

- 體育科課程主要有兩個特點：

- * 讓學生多方位全面參與
- * 身體素質和運動專項相結合，讓學生了解各項目的比賽規則和戰術，學懂如何欣賞比賽，蕩開健康生活的圈子，提高課餘生活的層次。

The 2 main characteristics of our physical education curriculum are:

- * Provide students with ample opportunities to take part in different kinds of sports
- * To strengthen student's physical condition and at the same time enhance skills in special sports events. 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.

- 我們以12年時間打造出新一代培僑書院學生，讓學生在12年時間內學習現時最受歡迎的運動項目，藉以提升學生的運動潛能和增加其生活經驗。一方面學生能尋找適合自己的終生運動項目，另一方面我們亦能發掘有潛質的學生，培養他們成為精英運動員。

Pui Kiu College devotes a twelve-year physical education programme to each student in order to nurture them to become a brilliant generation. 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. Talented students will also be chosen for extra training to become elite athletes. Hopefully, every Pui Kiu students will be mentally and physically strong to embrace a vibrant life.

- 期望所有學生都具備強健的體魄，並培養出積極的人生態度，從而建立活躍及健康的生活模式，以此感染別人的生命。We hope that every Pui Kiu student is physically fit with a positive attitude towards life, and develops an active and healthy lifestyle to impress others.



N 新高中課程 NEW SENIOR SECONDARY CURRICULUM

踏入高中課程的準備階段，同學們須在學習生活的新階段中認識自己、樹立目標，從而主動規劃時間，積極發揮潛能。為此，本校在策略及配套上制訂了一連串的措施，以富彈性、連貫及多元化的高中課程，照顧學生的不同興趣、需要和性向，協助同學做好充分準備，迎接新的挑戰。

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，從而與十年級選科結合，探索並規劃人生的發展路向。

Through the career guidance programme, students can know more about different occupations; also, through assessments, 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、中國歷史及綜合科學外，九年級的同學還需學習高中科目的先修課程，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 facilitating 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
- 貫徹新高中課程理念：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
- 銜接本校初中課程
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、資訊及通訊科技

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」是新高中課程下的三個組成部分之一，與核心及選修科目相輔相成，讓學生達至全人發展。

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。在規劃校本「其他學習經歷」的其中一項主導原則為「以學生為本」：

- 著重學生獲得的經歷及他們的回饋
- 強調個人積極投入活動

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.

九年級 Grade 9

課程與新高中課程科目掛鉤，結合與工作相關的學習經歷，讓學生多體驗及探索。
Curriculum will be linked up with NSS subjects, with the integration of career-related experience, in order to provide students with more exposure and exploration.

十至十二年級 Grade 10 - Grade 12

學生根據之前各種體驗及按本身興趣，選修不同科目。
Students can choose their own electives according to their learning experiences and interests.

E 課外活動 XTRA CURRICULAR ACTIVITIES

為了培養學生不同領域的興趣和專長，我們舉辦多元化的課外活動，以照顧學生的成長需要。
In order to meet the needs of students with diversified interests and potentials, different kinds of extra-curricular activities are provided.

S 架構及範疇 Structure & Domains

Sports 運動

Music 音樂

Visual Arts 視覺藝術

Uniform Groups
制服隊伍

Community Service
Groups 社會服務

Academic Groups
學術小組

Student Leaders
學生領袖

Houses 學社

Clubs / Interest Groups
學會 / 興趣小組

Student Union
學生會

Outstanding Student
Programmes 傑出學生計劃



課外活動項目 EXTRA CURRICULAR ACTIVITIES ITEMS

管弦樂團 Orchestra
中華樂隊 Chinese Orchestra
銅鑼樂隊 Percussion Band
中國鼓隊 Chinese Drum Ensemble
合唱團 Choir
扶輪社音樂隊 Pu Ky Skayers
鼓樂樂隊 Gung Ensemble
斯拜奧合唱小組 A cappella group
音樂學會 Music Club

中文話劇 Chinese Drama
中國舞劇隊 Chinese Dance
英語辯論 English Debating
英語話劇 English Drama
音樂 Music
正統道 Alliance
花式跳绳隊 Rope Skipping
STEM
體育 Sports Team

跆拳道 Taekwondo
劍擊 Fencing
花式跳绳 Rope Skipping
羽毛球 Badminton
排球 Volleyball
乒乓球 Table Tennis
足球 Soccer
籃球 Basketball
田徑 Track and Field
游泳 Swimming

中文學會 Chinese Club
英文學會 English Club
數學學會 Mathematics Club
人文學科學會 Humanities Club
電腦學會 Computer Club
科學學會 Science Club
物理學會 Physics Club
生物科技學會 Biotechnology Club
商業學會 Business Club

視覺藝術學會 Visual Arts Club
藝術小組團 Art Cell
話劇隊 Drama Team
舞蹈學會 Dance Club
芭蕾舞及舞蹈 Ballet Workshop
拉丁舞班 Latin Dance Class
中國舞班 Chinese Dance Class
中國水墨畫班 Chinese Ink Painting Class
中國書法班 Chinese Calligraphy Class
手工藝學會 Handcraft Club
動畫及模型製作學會 Anime and Model Making Club
攝影學會 Photography Club
電影學會 Movie Club
詠春學會 Wing Chun Club
瑜伽學會 Yoga Club
中文書法學會 Chinese Calligraphy Club
遙控車學會 Remote Controlled Car Club
健康工房 Fitness and Health Club
英文書法學會 Calligraphy Club
刺繡學會 Embroidery Club
環保學會 Environment Protection Club

棋藝學會 Board Game Club
橋牌學會 Bridge Club
解謎學會 Puzzle Club
魔術學會 Magic Club
廣播學會 Radio Club
烹飪學會 Culinary Club
多媒體學會 Multimedia Club
演講學會 Toastmaster Club
舞台管理組 Stage Management Team
校園記者 Student Reporter Team
桌遊學會 Board Game Club

辯論隊 Debate Team
奧林匹亞數學班 Olympic Mathematics Class
科學實驗班 Science Explorer Class

少年警訊 Junior Police Call
香港青年獎勵計劃 Hong Kong Award for Young People
紅十字青年團 Red Cross Cadet

綠童軍 Grasshopper Scout
小童軍 Club Scout
童軍 Scout
探險童軍 Venture Scout
香港少年團團團

法文學會 French Club
德文學會 German Club
日語班 Japanese Class
西班牙語班 Spanish Class
歷史學會 History Club
人文學科學會 Humanities Club
日本文化學會 Japanese Culture Club
韓國文化學會 Korean Culture Club
文化探索學會 Culture Discovery Club

1946

PUI KIU MIDDLE SCHOOL
HAI MAH HILL

培僑中學
寶馬山

2000

PUI KIU PRIMARY SCHOOL
SIU SAI WAN

培僑小學
小西灣



優良傳統，薪火相傳

「培僑教育機構」是培僑書院的辦校團體，現有3所學校。

培僑中學60多年來，為中國和香港培養不少人才，其中包括：

學者：
中國科學院的盧永根院士、侯伯元教授及王東教授；香港的程介明教授、岑嘉評教授、陳乃九教授、黃耀堃教授及鄺重平教授

專業人士：
方和律師、高文安設計師、陳文表會計師

工商人士：
廖烈文先生、張華輝先生及楊金溪先生

政界人士：
馬力先生、費斐女士

培僑中學創立於1946年，位於港島北角寶馬山，校風純樸，學業成績優良。據教育局統計，學生由中一至中五的成績增值連續5年為全港頂級。

培僑小學創立於2000年，位於港島小西灣，在短短4年內，已成為港島東區家長喜愛的學校之一。在教育局最近進行的校外評核中，培僑小學在14項指標中有7項獲得最高的優異等級。



2020
培榛國際幼稚園暨
國際幼兒園
(沙田)



法團校董會主席
吳康民先生

Chairman of our Incorporated Management Committee
Mr. Ng Hong Mun

大紫荊勳賢 | 資深全國人大代表
香港特別行政區基本法委員會委員



Supervisor
Mr Tsang Yok Sing



Principal
Mr Wu Yuk Chi

校監
曾鈺成太平紳士

校長
吳育智先生

Members of the Incorporated Management Committee 培僑書院法團校董會成員

曾鈺成先生 Mr. Tsang Yok Sing Jasper

周世耀先生 Mr. Chau Sai Yiu

吳育智先生 Mr. Wu Yuk Chi

葉祖賢先生 Mr. Ip Cho Yin

盧德盛先生 Mr. Lo Tak Lau

黃瑞英女士 Ms. Wong Shui Ying

周志洪先生 Mr. Chow Chi Hung

林友淳先生 Mr. Lam Yau Fau

李昆建先生 Mr. Li Kwan Yuen

鄭樹森先生 Mr. Cheng Shu Sum Summa

鄭沅欣女士 Ms. Cheng Yuen Yan

吳少偉先生 Mr. Wu Siu Wai

李家華先生 Mr. Lee Ka Wah

Founded in 創校年份

2005

培僑書院

PUI KIU COLLEGE



培僑書院於2005年，在香港沙田大圍開辦，是香港全新的一條龍中小學。以英語及普通話學習，中西兼萃，培育能為香港、為中國走向世界作出貢獻的出類拔萃新生代。

Pui Kiu College, a new "through-train" school incorporating both secondary and primary school sections, was established in Sha Tin district in 2005. Our school provides instruction in English and Putonghua, and aims to immerse students in both Chinese heritage as well as Western ideas, and hence develop 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.

Reputed traditions passing onto the next generation

The sponsoring body of Pui Kiu College is Pui Kiu Education Foundation, which has 3 schools at present:

Pui Kiu Middle School was established in 1946. The school has an ethos of honesty and integrity, and its students have achieved good academic results. According to statistics from the Education Bureau, the value-addedness from Secondary 1 to Secondary 5 has been, for four consecutive years, amongst the best in Hong Kong.

Pui Kiu Primary School was founded in 2000 at Siu Sai Wan on Hong Kong Island. Within four years, it has become one of the most highly rated schools by parents in the Eastern district in Hong Kong. In the recent External School Review conducted by the Education Bureau, 7 out of 14 performance indicators have been rated as excellent.

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

Scholars: Fellow Lu Yonggen, Professors Hou Boyuan and Wang Dong of the Chinese Academy of Sciences, as well as Professors Cheng Kai Ming, Shum Kar Ping, Chan Lai Kow, Wong Yiu Kwan and Kwong Chung Ping in Hong Kong

Professionals: Mr. Felix Fong (solicitor), Mr. Ko Man On Kenneth (interior designer) and Mr. Chan Man Kau (accountant).

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

Politicians: Mr Ma Lik and Ms. Barbara Fei Fih.



培僑書院

PUI KIU COLLEGE



交通便利 Accessible Campus

本校鄰近大圍港鐵站、獅子山隧道、城門隧道及大老山隧道出口，從港九新界各區均可迅速抵達。本校備有校巴服務，路線遍佈不同區域，以照顧學生的需要。

Situated near the Tai Wai MTR station and the exits to Lion Rock Tunnel, Shing Mun Tunnel and Tale'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.

