



# SCHOOL PROSPECTUS

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奧柏學校是由愛培自閉症基金成立及營運  
AP School is established and operated  
by Autism Partnership Foundation





# About AP School

## 奧柏學校簡介



AP School is formally registered under the Education Bureau, which is established and operated by Autism Partnership Foundation (APF) in a self-financed model. Our premises is located in Kowloon Bay, equipped with top-notch facilities to ensure students with Autism Spectrum Disorder (ASD) a diversified and pristine learning environment and school life.

Since 2006, APF has been committed to supporting children with ASD and their families, also advocated the need for a designated school for children with ASD, in which they can receive adequate attention for their individual needs and to build upon their strengths effectively, so as to integrate into the community smoothly. APF started the school service in 2007 and our current clinical team consists of over 50 people. To expand our service scale, we began to develop a new school – AP School in 2021, aiming to provide professional and appropriate educational services for more children with ASD.

AP School provides a bilingual curriculum for students with ASD ranging from 5.5 to 15 years old. We provide each student with a tailor-made Individualised Education Programme (IEP) which paints a clear picture for their specific learning areas, execution plans, and their perceived outcomes. With high teacher-student ratio of 1:2, enabling us to work extensively with each student and their needs.

## About Autism Partnership Foundation (APF)

APF is a registered charitable organisation founded in Hong Kong. We are committed to making a difference to the lives of children with ASD by providing Applied Behaviour Analysis (ABA) therapy and school service. APF generates public awareness and knowledge about ASD through various public education and publicity campaigns. We are also devoted to advocate ABA therapy through publications and research programmes, in order to let children with ASD receive educational services and treatment programmes which are effective and scientifically proven.





奧柏學校是由愛培自閉症基金（APF）成立及營運，是一所在教育局正式註冊並以自負盈虧的模式運作的小學。校舍位於九龍灣，配備嶄新設施及先進裝備，確保學生在多元化及優質的環境下成長和學習，並擁有愉快的校園生活。

自2006年起，APF一直致力幫助患有自閉症譜系障礙（簡稱自閉症）的兒童及其家庭。我們提倡自閉症兒童需要有專門為他們而設的學校，協助他們有效地學習和發揮所長。因著這理念，APF於2007年開展了學校服務，而教學團隊近年已超過50人。為了擴展服務規模，我們於2021年開始籌備一間全新的學校——奧柏學校，旨在提供專業及適切的教育予更多患有自閉症的兒童。

奧柏學校為5.5至15歲的自閉症學生提供雙語課程，我們會根據他們的個別狀況而釐定個人化的教育計劃，仔細地列出切合他們需要的學習範疇、執行計劃和學習進度。學校還推行1：2的高師生比例教學模式，好讓每一位學生得到適切的照顧。

## 關於愛培自閉症基金 (APF)



APF是於香港註冊的慈善機構，致力透過提供密集式應用行為分析（ABA）治療及教育服務，幫助自閉症兒童發揮最大潛能及支援其家庭成員。APF還會定期舉辦公眾教育及宣傳活動、出版刊物和進行研究等來加強大眾對自閉症的認識，同時提倡普及ABA，好讓每位自閉症兒童可以得到最適切及具有科學實證效用的治療及教育。

# Message from the Principal

## 校長的話

“

I am honoured to be the Principal of AP School and to shoulder the responsibility of providing appropriate and superior quality of education for children with ASD together with my teaching team who share the same belief.

AP School is student-centred. We focus on each student's personality and learning needs by using effective teaching methods to maximise their potential.

At AP School, every teacher is enthusiastic in teaching. Our core teaching team has extensive experience in educating individuals with ASD. We adopt Autism Partnership Method (APM) and focus on the natural and fascinating learning environment, so as to enhance students' learning interests and practical application capacity.

I have been dedicated to autism-specific education for more than ten years. Every student I have met is precious and unique. My biggest hope is that our students become proactive in learning and are able to flexibly apply the knowledge and skills they have learnt to their daily lives. I also expect them to be capable of overcoming communication difficulties and enjoy building fulfilling relationships, and most importantly dare to open up new doors, go through limitations, integrate into the community, and live their life of independence to the fullest. In addition, I would love to take this opportunity to express my yearning for public awareness and acceptance of ASD, and this would lead to further developments and opportunities for children with ASD.

”





**Ms. Abbie Chan 陳恩婷女士**  
**Principal of AP School 奧柏學校校長**

“

我十分榮幸能夠成為奧柏學校的校長，與一眾有共同理念的教職員，一同肩負起為自閉症孩子提供適切和優質教育的重任。

奧柏學校的教學理念是以學生為本，通過有效的教育方法，照顧他們不同的個性特質和學習需要，發揮他們最大的潛能。

在奧柏學校，每一位老師都盡心盡力地教導學生。我們的核心教學團隊擁有豐富的自閉症教育經驗，運用AP教學法，著重自然又不乏趣味性的學習模式，從而提高學生的學習興趣和實際應用能力。

在從事自閉症教育的十多年間，我所遇到的每一位學生都是珍貴及獨一無二的。我希望每一位學生都樂於主動學習，並把所學會的知識和技巧靈活地運用在日常生活當中。期望他們能夠克服溝通的困難，享受和別人建立社交關係；更寄望我的學生能夠勇於嘗試新事物，突破限制，融入社區，活出獨立自主和豐盛的人生。我也期盼社會大眾能夠加強對自閉症的認識和接受程度，令自閉症孩子有更多的發展空間和機會。

”



# Vision, Mission and Values

## 願景、使命與價值觀

### Vision

All children with ASD can receive proper education services with superior quality to meet their unique needs and to achieve their full potentials.

### Mission

To provide tailor-made and excellent education services and create joyful learning experience for students by our pioneering, unique and effective approach.

### Values

- Caring, Student-centred and Child-friendly
- Pioneering and Inspiring
- Professional, Enthusiastic and Team Spirit
- Trust, Respect and Integrity







## 願景

所有自閉症兒童都能夠接受優質和適當的教育服務以切合他們的獨特需要，並且充分發揮潛能。

## 使命

致力以創新、獨特和有效的方法來提供度身訂造且優質的教育服務，並為學生帶來愉快的學習體驗。

## 價值觀

- 關懷備至、學生為本和兒童友善
- 創新和啟發
- 專業、熱誠和團隊協作精神
- 信任、尊重和誠信

# What is Autism Partnership Method (APM)?

## 甚麼是AP教學法？

AP School adopts a very own treatment method – Autism Partnership Method (APM). APM is a progressive model of ABA that is highly individualised, child friendly, holistic and focused on “in-the-moment analysis” and “clinical judgement”.

APM is a high-quality treatment approach for ASD. It is based on 60 years of research and effective clinical practice. In contrast to conventional ABA, the APM is a highly flexible, yet systematic and compassionate approach meeting the individual needs of people with ASD.

AP School programmes are high clinically driven and utilise procedures that have been developed upon working with children and support from research. We aim to maximise the progress of each child and to provide guidance and support to the family.





奧柏學校採用獨特的治療自閉症的方法——Autism Partnership Method (AP教學法)。AP教學法是一種注重即時分析及臨床判斷，而且能夠為患有自閉症的兒童提供全方位及高度個人化的密集式干預訓練的ABA教學模式。

AP教學法是一種建基於60年的研究和有效的臨床實踐的優質自閉症治療方法。與傳統的ABA不同，AP教學法是一種有系統但具高度靈活性，同時富有熱誠的教學模式，滿足每位患有自閉症的兒童的個別需求。

我們的教學方法著重臨床研究，善用自家研究中心所開發的以兒童為本的教學程序。我們的目標不單是兒童的學習進度，還會為家庭提供指導和支持。



# Our Professional Team

## 我們的專業團隊

AP School's biggest asset is the amazing school team, which is made up of intelligent and professional staff. They are all employed by APF and have undergone a highly selective hiring process and intensive training.

Our professional team of Consultants / Supervisors, which have 10 years of experience in implementing APM in a classroom setting on average, are responsible for overseeing every student's learning goals and progress. They also equip the teachers with APM knowledge to ensure the effectiveness of teaching and therapy. All of them have already obtained or are in the progress of obtaining Board Certified Behaviour Analyst (BCBA).

A BCBA is certified through the Behaviour Analyst Certification Board®. There are three distinctions for certified behaviour analysts: BCaBA, BCBA, and BCBA-D. All certified behaviour analysts have completed coursework specific to behaviour analysis, completed required supervised fieldwork experience, and passed a board exam. BCBAs are required to hold a minimum of a master's degree in their field.

Our students will exceedingly be benefited aside from the traditional pull-out therapy services, but to learn from our teaching staff in terms of speech, emotional management, social skills, play, leisure, and other ASD related areas during teaching hours. The teaching staff are passionate, expert, and confident to fulfill their duties in the classroom.

All our teachers hold at least a bachelor's degree, while some of them hold master's degrees from local or overseas universities. They are required to attend at least 160 hours of intensive training of APM before the start of teaching in the classroom and receive over 450 hours of supervision in their first year of teaching.







專業的教師團隊是奧柏學校最重要的資產。他們通過嚴謹的甄選機制後受聘於APF，每位教師於正式投入教學前，均接受了密集式的培訓。

我們的顧問及主任團隊在AP教學法的課堂實踐上均擁有10年以上的經驗，他們負責監察每位學童的學習目標及進度，並提供AP教學法培訓予學校教師，以確保課堂之成效。每一位顧問及主任都已具備或將獲得國際認證行為分析師（BCBA）的認證。

BCBA（Board Certified Behaviour Analyst）由國際行為分析師認證委員會（Behaviour Analyst Certification Board®，BACB）統一認證。完成BACB認可的課程（包括理論、實操和督導課程），經考試合格後才能獲得BACB頒發的相應等級的行為分析師證書（即BCaBA、BCBA及BCBA-D）。BCBA一般至少持有碩士學位。

透過日常課堂的教學，教師直接指導學生各方面的技巧，包括：語言溝通能力、情緒管理、社交技巧等，對比傳統的抽離式指導更具成效。我們的教師充滿教學熱誠，而且專業及有能力去應對課堂上的各種情況。

學校任教的教師至少擁有學士學位，其中更有些是本地或海外之碩士生。每位教師在正式投入教學前，必須接受160小時AP教學法培訓。而在第一年的任教期間，教師還需要接受學校的顧問及主任團隊超過450小時的監督。

# Curriculum Design: Well-Rounded and Balanced Education

## 課程設計：著重多元化發展及均衡教育



At AP School, we provide a holistic programme that adapts UK National Curriculum approved by the Hong Kong Education Bureau. It includes academic modules and extra-curricular activities in order to cultivate all-rounded individuals. Our well-trained team plan and execute such an inclusive and individualised curriculum, expecting to unleash students' unique potential and maximise their progress. We adopt the APM, a progressive model of ABA which is the researched intervention that shows a portion of children with ASD can become indistinguishable from their peers following intensive treatment from a young age.

奧柏學校參照英國國家課程並得到香港教育局認可，旨在為學生提供學術課程及課外活動的全面教學計劃。我們專業的教學團隊負責設計和執行多元化和個人化的課程，希望讓每一位學生都能夠發揮其最大潛能，並且有效地提升他們的學習進度。學術課程及課外活動均採用AP教學法。這是改良版的ABA，而且是一種經研究證實有助部分患有自閉症的兒童在接受了密集式的治療後變得與同齡的小朋友無異的教學方式。



## Autism-specific Curriculum 針對自閉症情況而設計的課程

Students are regarded as unique individuals in their developmental stages and have needs in various aspects. At AP School, they receive education with learning academic curriculum that suits their cognitive level and receives APM treatment to alleviate the adverse impact of ASD symptoms. We always strive our best to improve the quality of students' school life and maximise their potential for future development.

無論是成長進度或學習需求，每一位學生都擁有其獨特之處。奧柏學校會因應他們的個別情況而製定適合的課程，並以AP教學法為教學基礎，從而減輕自閉症對他們各方面的影響。我們一直致力提升學生的校園生活質素，並且確保學生將來的發展和前程都充滿著無限的可能。





# Language & Communication

## 語言溝通



### Level 級別

# 1

- Spontaneous Requests
- Labelling
- Commenting
- Vocabulary Building
- Understanding Simple Questions
- Following Simple Instructions
- 自發地作出要求
- 標籤物件
- 給予意見
- 建立詞彙庫
- 理解簡單問題
- 遵從簡單指令

### Level 級別

# 2

- Asking Questions
- Describing
- Comprehension
- Reasoning Skills
- Following Multiple Step Instructions
- Initiating Basic Conversation
- Problem Solving
- Time Concepts
- General Knowledge
- 發問問題
- 形容事物
- 理解能力
- 邏輯推理能力
- 理解複雜指令
- 主動與別人交談
- 解難技巧
- 理解時間觀念
- 基本常識

### Level 級別

# 3

- Conversational Skills
- Advanced Reasoning
- Abstract Thinking
- Summarisation
- Describing Experiences
- Retelling Events
- Syntax, Grammar & Tenses
- Perspective Taking
- 溝通技巧
- 高階邏輯推理
- 理解抽象概念
- 摘要邏輯
- 經驗分享
- 事件重組
- 語言句法及文法
- 理解不同觀點與角度





## Play & Leisure Skills 遊戲技巧

### Level 級別

# 1

- Cause & Effect Play
- Close-Ended Activities
- Engagement Games
- Basic Pretending
- 有因果關係的遊戲
- 完整性的遊戲
- 如何投入遊戲
- 基本模仿

### Level 級別

# 2

- Sports
- Generating Ideas
- Rule-Based Games
- Sequenced Symbolic Play
- Computer Games
- Video Games
- Imaginary Play
- Large Group Games
- 運動
- 創意構想訓練
- 具遊戲規則的遊戲
- 次序性抽象遊戲
- 電腦遊戲
- 電視遊戲
- 幻想創作
- 集體遊戲

### Level 級別

# 3

- Teamplayer Skills
- Role-Playing
- Developing Hobbies
- Developing Story Scripts
- Group Project Skills
- 團隊合作能力
- 角色扮演
- 嗜好及興趣培養
- 故事創作
- 團體合作技能

# Social Skills

## 社交技巧



### Level 級別

# 1

- Social Tolerance
- Imitating Others
- Responding To Peers
- Turn Taking
- Developing Social Interest
- Initiating Play & Social Activities
- Joint Attention
- Sustaining Attention During Play
- Responding With Basic Gestures
- 社交忍耐力
- 模仿友伴
- 回應同伴
- 輪流的概念
- 培養社交興趣
- 發起遊戲及社交活動
- 共同關注
- 維持集中力
- 以身體語言作回應

### Level 級別

# 2

- Playing By The Rules
- Joining In
- Assertiveness
- Flexibility
- Following Peers' Ideas
- Identifying Different Relationships
- Understanding Body Language
- Initiating Ideas
- 遵守遊戲規則
- 加入遊戲
- 判斷技巧
- 加強靈活性
- 跟隨同伴的意見
- 理解不同的關係
- 理解身體語言
- 提出構思

### Level 級別

# 3

- Negotiating
- Compromising
- Perspective Taking
- Social Inference
- Social Problem Solving
- Expressing Opinions
- Expressing Emotions To Others
- Understanding Social Dynamics
- 談判及協調的技巧
- 學習妥協及和解
- 理解不同的觀點與角度
- 社交暗語
- 社交問題的處理
- 表達意見
- 情緒表達
- 理解社交動態

## Academics 學科



Chinese	中文
English	英文
Mathematics	數學
Physical Education	體育
Integrated Science	綜合科學
Information Technology	資訊與科技
Arts & Design	藝術與設計

\* The content of the above academic subjects complies with the guidelines of UK National Curriculum

\* 以上學科均根據英國國家課程指引編制







## Pathway after Primary Section 完成小學課程後的路向

For students aged 15 or above, they may continue their learning by choosing specialised placement at the “Aspire Programme” operated under APF. It is an individualised programme that provides high level of expertise in planning and systematic teaching, generating exceptional outcomes in skills and knowledge, and helps young adults find their strengths, develop independency, build relationships and discover life-long interests for a better quality of life.

15歲或以上的學生可選擇參加APF推行的「Aspire計劃」。這是一個高度個人化的訓練計劃，在規劃和系統教學方面提供高水平的培訓，使Aspirers在技能和知識範疇得到更豐富和卓越的成績。計劃旨在幫助自閉症青年發掘其潛能、發展獨立性和建立良好的人際關係，同時引導他們探索自己的興趣及方向，從而開展更豐盛的人生。

Please scan the QR code to know more about the “Aspire Programme”.

請掃描二維碼以了解更多「Aspire計劃」之詳情。





# Communications with Parents

## 與家長的溝通



We believe that parents play a critical role in the development of their children. AP School offers various kinds of communications between parents and teachers regularly and upon parents' request, including but not limited to IEP meetings every 4 months for the teacher to review and discuss the learning plan with parents; Parent-Teacher Meeting (PTM) for parents to initiate meeting with Class Supervisor and Lead Teacher

whenever necessary. To cope with the issues that parents may encounter at home, they may also choose to conduct home observation or home visits and parents training sessions provided by our Senior Therapists.

父母在孩子的成長過程中擔任非常重要的角色。奧柏學校會定期或因應家長要求提供多種家長與教師之間的溝通渠道，包括但不限於每4個月安排一次個人化教育計劃（IEP）會議，讓教師與家長討論學生的情況及學習計劃。家長還可以在有需要時提出與班主任和顧問舉行家長教師會議（PTM）。另外，家長也可以選擇由我們的資深治療師所提供的家居觀察評估服務或家訪，以及培訓課程，學習相關技巧，以處理子女在家中有可能出現的狀況。



# Other Support

## 其他支援



### After School Support 課後支援

In response to the diversified needs of our students, we bring forward Intensive Individual Therapy after school hours for students who need further support or accelerated progress. Students will stay for 2 hours after school twice a week to work on specific programmes designed by Therapists and Supervisors for improvements in various areas.

為切合學生不同的需要，我們會在課堂外為需要額外支援或加速進步的學生提供個人化的密集式治療。學生可在放學後接受每週兩次兩小時由治療師和顧問設計的特定課程，從而改進各個領域。





## Transition Support 過渡期支援

Teacher support service is available for students with exceptional achievements who can promote to mainstream schools. Teachers and Supervisors will walk through the transition process with parents to provide as much support and advice as possible to help students and families choose, apply and adapt to a new learning environment.

學校會提供教師支援服務予適合入讀主流學校的學生。教師和顧問會在過渡期中給予最大的支持和建議，幫助學生和家庭選擇、申請及適應新的學習環境。





# Admission Criteria

## 入學條件

### 1

#### School Readiness 學前準備

- Able to follow basic instructions
  - Able to regulate behaviours to conform to school rules
  - Does not show aggressive or serious self-injurious behaviours
- 懂得跟從指示
  - 懂得遵守校規及控制自己的行為
  - 沒有嚴重的自殘或侵略性行為

### 2

#### Language 語言能力

- Process with existing basic range of vocabulary
  - Able to make spontaneous requests and understand simple questions
- 能夠運用基本詞彙
  - 能夠自發性地表達自身需要及回答簡單問題

### 3

#### Play & Leisure Skills 玩樂技巧

- Able to express interest in various play equipment
  - Able to engage in a variety of classroom activities
- 對於不同類型的玩具或遊樂設備感到興趣
  - 能夠參與大部分課堂活動

### 4

#### Self-Care 自理能力

- Able to handle toileting, eating, and dressing independently
  - Able to follow simple routines independently
- 能夠單獨地如廁、進食及更衣
  - 能夠獨立地跟從簡易的常規



# Application Procedure 入學程序

We offer admissions on a rolling basis and are always on standby for families who seek quality education for their child with ASD. They can enter school any time during the academic year if school places are available.

奧柏學校全年均接受入學申請，好讓自閉症學童能夠接受優質的教育。只要學校還有剩餘學額，學童可在學年期間的任何時間入學。

## Steps 步驟

1

Please do an online registration for a parent information session. Our School Principal, Ms. Abbie Chan, will lead the information session for you to understand more about AP School. You will be amazed by our professionalism and how effective the APM is in educating the students.

請於網上登記參觀學校及出席家長座談會。陳恩婷校長將會親自講解奧柏學校所提供的專業教學模式，以及如何將AP教學法配合教育課程，從而有效地教導自閉症學童。

2

Submit a completed online application form along with all the necessary documents required for processing the admission. A non-refundable application fee will be charged.

遞交填妥的申請表格、相關文件及報名費。有關費用一經繳交，概不退還。

3

A trial lesson will be scheduled for assessment purposes which will be conducted by School Principal and Classroom Consultants. The result will be released to parents in around 2 weeks' time after the trial lesson.

收到申請後，我們將會安排試堂，並由校長及顧問評估學生適合於本校就讀與否。學校會在試堂後大約兩星期通知家長有關結果。

4

Successful applicants will be required to secure the placement with a 1-month deposit (amounting to a 1-month school fee) and the first month's school fee in advance.

若學生成功通過評估並獲本校錄取，家長需繳付一個月的按金及首月學費（按金將於退學時退還）以作確認收生及保留學位之用。

# Acknowledgement 鳴謝

Mr. Cheung Chung Yan Nathan

張頌仁小朋友

Mr. Fan Wai Kuen

范惠權先生

Mr. Marcus Goh Wei Yu

吳煒譽小朋友

Mr. Leung Pui Chiu & Ms. Michelle Cheung Hoi Ping

梁沛釗先生及梁張海萍女士

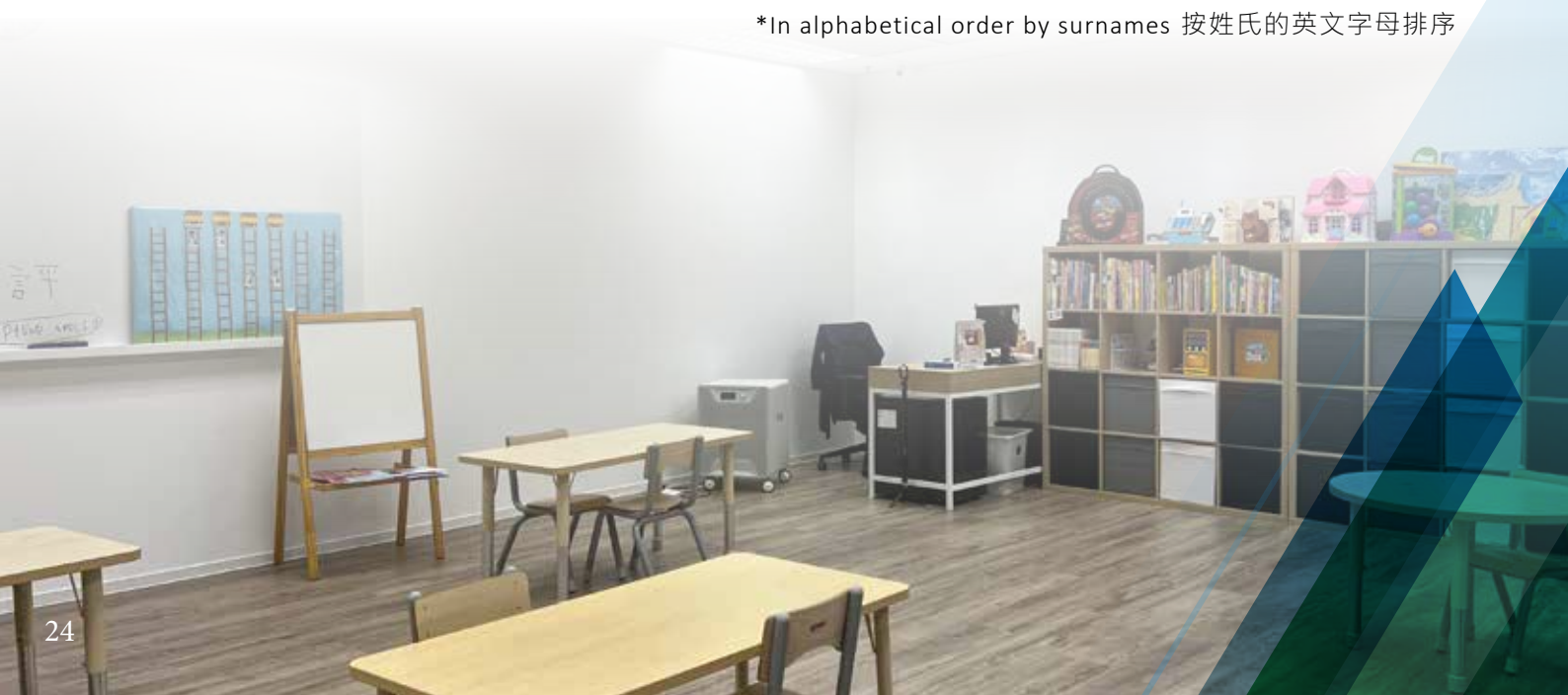
Mr. Qian Feng

千峰先生

Mr. Tsoi Chick Lai Samson & Mrs. Tsoi Chiu Ching Man Linda

蔡節禮先生及蔡趙靜雯女士

\*In alphabetical order by surnames 按姓氏的英文字母排序







香港九龍九龍灣宏光道39號宏天廣場二樓01及02室

Unit 01 and 02, 2/F., Skyline Tower, 39 Wang Kwong Road,  
Kowloon Bay, Kowloon, Hong Kong



2526 8880



2526 3229



school@apf.org.hk



[www.apschool.edu.hk](http://www.apschool.edu.hk)



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