



聖公會聖提摩太小學
S.K.H. St. Timothy's Primary School

14 & 19 Hok Yuen Street, Hung Hom, Kowloon

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35

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Mok Henry Wing Kai	Mr. Tin Siu Bun	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	NOT TO BE SERVED BUT TO SERVE	1887	Chinese (incl.: Putonghua) and English	Nanny van	About 3406 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	A fee of \$300 is charged for the purchase of teaching equipment and the organisation of special programmes for students.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	2	Classrooms are equipped with electronic blackboard, computers linked up with projectors and visualizer.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 music rooms, 2 arts and crafts rooms, 2 English activities rooms, 2 student guidance rooms and 2 computer rooms.				Ramp, Accessible lift, Accessible toilet and Accessible public information / service counter.

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment			34	Total number of teachers in the school		39
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
95%	100%	31%	70%	14%	11%	75%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	3	3	3	4	17
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	2	3	3	3	15
Mode of teaching at different levels		According to students' ability and willingness, some classes from P.1 to P.4 implement Putonghua to teach Chinese. Space Town Programme for P.1 to P.3. Enhancement classes are implemented in P.3 to P.6 to cater for students' diversity.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	2	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Based on the learning objectives of the school-based curriculum, we have designed a diversified assessment for pupils learning. Students' performance is reflected through the different forms of assessment that includes written exercises, daily observation, project learning etc.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	According to the students' performance in examinations.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:25 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Participated in the "Fruit Day", Dance and Exercise, Movement Break, Physical Fitness Award Scheme and new sports experience activities to enhance students' physical fitness and resistance, and set up classroom cleaning activities for all teachers and students.		We plan pupils' learning according to children's development and needs. Both active and passive ways of learning are included and are kept in balance through combining pupils' learning inside and outside school. Pupils learn through social interaction and grow with individual development.		

Life-wide Learning

We endeavour to provide opportunities for pupils to learn outside of normal school work. The activities we hold compliment our curriculum planning and key focus items. Every year, we organize the Sports Day, Open Day, Interdisciplinary Theme Study Day, STEAM Activities Day etc. There are also other optional activities available, for example, Choir, Tae Kwon Do, Ball Games, Artificial Intelligence Course, School Pop Band, Martial Art, Chinese Drum Training Course and Lion Dance training etc.

School Mission

We aim to achieve a balance in the education of pupils in the areas of development that include: moral, academic, physical, social and aesthetic aspects. We help pupils develop an attitude of working to their fullest potential and a love of others under a religious and spiritual influence.

School Characteristics

School Management
School Management Organisation: Our school is managed by Anglican (Hong Kong) Primary Schools Council Limited. School Management Committee and the principal are responsible for making decision and managing school affairs. Different committees, including administrative committees, academic committees and functional committees also help to ensure the smooth operation in school, and carrying out the administrative duties, the teaching duties in various subjects.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee.
School Green Policy: The Environmental Ambassador Scheme and the Gardening Team help beautify the school. Environmentally friendly lunch boxes are used for lunch, and energy saving activities are held.
School's Major Concerns: Cultivate insight, explore the truth. Embrace a growth mindset, perceive things anew. Keep a compassionate heart, forgive and renew.
Learning and Teaching Plan
Learning & Teaching Strategies: Depending on students' abilities and wishes, the Chinese Language Programme in Putonghua has been implemented in some classes in Grades 1-4. Cooperative Learning Strategies and Space Town English Curriculum are implemented in Years 1-3. Flexible deployment of lesson time is provided to cater for activities and project learning in various subjects. In addition to regular classes, students participate in Life-wide Learning activities and Design Thinking programmes to enhance their interest in learning and to broaden their learning experience.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Implement life education courses, and cultivate students' affection and concern for themselves, others, nature and heaven through different forms of experience activities. 2. Promote national and national security education, so as to strengthen students' understanding of national security and national identity. In addition, students are encouraged to participate in competitions or activities related to national education, and lectures are held for parents and students to enhance their understanding of the motherland. 3. Make good use of during class hours, after class and on Saturdays to actively provide students with a variety of activities to promote balanced physical and mental development, enrich all-round learning experiences, promote whole-person development, and strengthen care for the diversity of students. 4. Strengthen STEAM education. 5. To implement the Energetic School Policy to promote healthy lifestyles.
Development of Generic Skills: Develop students' multiple generic skills through cross-curricular activities, STEAM projects, design thinking lessons, and life-wide learning experiences.
Cultivation of Proper Values, Attitudes and Behaviours: Through the Moral Education Award Scheme and Life Education, we help students to develop positive values. This academic year, we aim to cultivate students with a growth mindset, an open heart, and the ability to be inclusive and accepting in their interpersonal interactions.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. For high achievers, enhancement lessons, physical or art activities are arranged. 2. Provision of subject consolidation programmes 3. Provision of school-based speech therapy services, non-Chinese speaking support programmes and counselling programmes for newly arrived students, etc.
Whole School Approach to Integrated Education: The Student Support Team is formed by the Vice Principal, School Social Worker and Special Educational Needs Coordinator to implement the Whole School Approach (WSA) to Integrated Education based on five underlying principles, namely early identification, early intervention, WSA, home-school co-operation and cross-sector collaboration. The school also provides School-based Speech Therapy Service and School-based Educational Psychology Service to support students with different learning needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Tailored homework and assessment scheme according to students' needs and capability.
Home-School Co-operation and School Ethos
Home-School Co-operation: We maintain a close relationship with the parents through various workshops and activities organized by the Parent-Teacher Association. We also invite parents as volunteers to assist and lead our students while they participate in different activities and functions.
School Ethos: Our school places great emphasis on fostering a caring and inclusive campus culture, where students learn to accept and respect one another. We are committed to promoting whole-person education, nurturing students to develop a growth mindset, broaden their perspectives, and become inclusive and accepting individuals.
Future Development
School Development Plan: 1. Students are inspired to think from multiple perspectives and are equipped with insight and problem-solving skills to become active and confident learners. 2. Students are nurtured to appreciate the people and things around them, to have hope for the future, and to be optimistic and tolerant.
Teacher Professional Training & Development: Planning various forms of teacher training both on-campus and off-campus, such as attending various symposiums, teacher sharing sessions, joint lesson preparation, and through peer observation, teachers can learn from each other and exchange experiences to improve teaching quality.
Others
The school received donations to establish Education Fund to encourage students with good performance in academics, conduct and service.