



秀茂坪天主教小學  
Sau Mau Ping Catholic Primary School

Po Tat Estate, Kwun Tong, Kowloon

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Thomas Terrance	Ms. Yeung Mei Ka Sandy	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					71%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Realize the truth, Strive to be kind	1971	Chinese (incl.: Putonghua)	School Bus	About 6200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
				Yes	Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30 (annual each family)	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Eco-garden, Mount Mary, Religious Garden, Chapel, Exhibition Area of Visual Art works, Chinese Cultural Lounge, Mental Health Pavilion, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Interactive e-classrooms, STEM MAKERSPACE, Ecological Learning Centre, school canteen, Multi-purpose Room, Visual Arts room, Music room, etc.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment		47	Total number of teachers in the school			50
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
100%	100%	30%	46%	20%	20%	60%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	2	3	4	5	5	5	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	1	2	3	4	5	5	20
Mode of teaching at different levels		Throughout the teaching of Primary 1 to 6 students, inquiry-based approach and cooperative learning strategies are adopted to enhance students' learning interest and effectiveness.												
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
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Diversified Assessment for Learning	In addition to paper-and-pencil, speaking as well as listening assessments, students' classroom performance is included as part of the assessment for every subject. Diversified learning and teaching strategies are utilised to encourage and promote students' active engagement and incentives in learning.				
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	P.1-P.6 Mixed abilities.				

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	3:10 PM	12:30 PM - 1:30 PM
Lunch arrangement		Healthy school life	Remarks		
Provided by designated supplier and arranged by parents.		Programme and activities such as the mindfulness session, "Morning Jog", healthy eating seminars, Fruit Month, fitness programme and etc., we cultivate students' healthy lifestyles and dietary habits, and foster positive values.	The school utilises the advantages of whole-day primary schooling by offering weekly extra-curricular activities to all levels of students. Starting from the 2023-24 academic year, the school had adopted a six-day cycle. Subject lessons are conducted in the morning, and the afternoons are used for multiple intelligences and activities to enhance students' overall development.		

## Life-wide Learning

Physical Education: Fencing, Roller skating, Rugby, Swimming, Wing Chun, Floor curling, rock-climbing etc.

Visual Arts: Pottery, Oil Painting, Calligraphy, Sculpture, Ink Painting, etc.

Music: Handbells, Choir, Guzheng, Harp, Orchestra, Violins, etc.

Others: Drones, light sculpture, lion dance, programming, mathematics Olympiad, Chinese and English recitation, uniformed teams, Japanese and German courses, etc.

Life skills classes are introduced in KS1 to enhance students' confidence and self-care abilities.

## School Mission

In the spirit of Jesus Christ, our school is committed to cultivate students in the goal of holistic education in "spiritual, moral, intellectual, physical, social, and aesthetic" aspects, while upholding the five core values of Catholicism - truth, justice, love, life and family, to nurture students through the education of life, love and spirituality, so that students can "Realise the truth, strive to be kind" and become good citizens of our society.

## School Characteristics

### School Management

#### School Management Organisation:

The school is sponsored by the Catholic Diocese of Hong Kong and operates under the supervision of the IMC. Alongside the principal and three vice principals, administrative and academic divisions ("management and organization", "teaching and learning", and "school ethos and student support") ensure a comprehensive and high-quality educational service. The PTA and Alumni Association serve as school partners for development.

#### Incorporated Management Committee / School Management Committee / Management Committee:

The IMC is composed of the school supervisor and 14 committee members, including the principal, professionals, alumni, teachers and representatives of parents.

#### School Green Policy:

Practise Green Life by adopting an electricity Monitoring System, a Solar system and LED lightings. The school implements the concept of environmental protection within the curriculum by conducting activities on different environmental protection topics. Aiming to deepen students' awareness of environmental protection, reducing electricity consumption and to encourage to practice green-living habits. Providing ecological education activities and participating in various programmes, to promote the importance of environmental protection and foster the positive attitudes toward caring for nature in daily life.

#### School's Major Concerns:

1. Deepen value education with the five core values of Catholicism; broaden students' global vision and consolidate the students' national identity.
2. Encourage students' creativity so as to excel their learning potentials by upbringing technology education.

### Learning and Teaching Plan

#### Learning & Teaching Strategies:

We value the development of "two literacy and three languages" and strive to create a language rich environment to cultivate students' language development; we set up a school-based English curriculum enriching with English phonics and story reading for English literacy. Our school-based curriculum focuses on subject knowledge with the development of generic skills, through the cross-disciplinary learning mode and diversified activities of STEAM education.

We make good use of "learning hours" to optimize curriculum planning. Attaching the importance to personalized learning, a wide range of courses and learning activities are designed according to each student's learning ability, as well as to cultivate students' self-learning ability.

Provide students with opportunities to gain overseas learning experience by various study tours to China, South Korea, the United Kingdom, Canada and other places. Students will improve their language skills and broaden their horizons.

#### Development of Major Renewed Emphases of the Primary Education Curriculum:

1. We strive to promote value education and national education, enhance students' understanding of national history, culture and national conditions, and help them understand the importance of inheriting Chinese culture, thereby enhancing students' civic awareness and cultivating positive values;
2. Strengthen the innovative English language curriculum, set learning goals with students using the Agora personalized learning method, conduct special studies based on students' interests, and enable them to become lifelong learners;
3. Collaborate with Ocean Park to implement humanities and science courses to develop students' potential through different experiences;
4. Make good use of online platforms to cultivate students' self-learning ability, understand their learning progress, and explain their learning difficulties;
5. Design diversified learning activities, such as Chinese Culture Week, field visits, and intangible cultural heritage topics, to enrich students' all-round learning experience.

#### Development of Generic Skills:

1. To broaden the breadth of the school-based curriculum, enhance students' learning ability and soft skills, and cultivate a lifelong learning attitude.
2. Cooperate with colleges and universities and external institutions to develop different courses so that students can learn through practice and broaden their horizons to become future leaders.
3. To develop students' generic abilities and enhance their abilities in Chinese, English, mathematics, physical education, music and vision through all-round activities, extra-curricular competitions, overseas exchanges and gifted programmes, so as to achieve holistic education.

#### Cultivation of Proper Values, Attitudes and Behaviours:

1. Encourage students to practice positive behaviors through mindfulness activities, student reward programs and small positive tasks; help students develop values such as diligence and empathy and promote self-identity by incorporating life-related topics into the classroom.
2. Add library elements to the "Life Education" booklet to encourage students to read books related to positive values and share their life experiences to consolidate their knowledge of "Life Education" books.

### Student Support

#### Whole School Approach to Catering for Learner Diversity:

Whole School Approach to Catering for Learner Diversity

A series of learning support programmes are provided for students: Arrange appropriate learning support, counseling and adjustment for students with different learning abilities, school-based educational psychologists and school-based speech therapists are on campus to provide support to students with special learning needs, provide Elite classes, Maths Olympiad class, etc., to explore the potential of students in various aspects, and cultivate higher-order thinking and independent learning ability, provide remedial classes, homework guidance sessions, etc. to improve students' learning ability and self-management ability.

#### Whole School Approach to Integrated Education:

Our school provides school-based support services for students with special educational needs to cater learning diversity: Provide remedial groups, concentration training, literacy training and social communication groups. Early Identification and Intervention Programme for Primary One Students with Learning Difficulties. Homework and test adjustment. After-school learning support classes, etc.

#### Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

#### Curriculum Tailoring and Adaptation:

Provide individual learning plans and adjustment measures for students with different learning needs, including focus and remedial groups. Arrange two teachers for collaborative teaching and pull-out classes to cater students' learning needs in an all-round way. Provide students with enrichment or tutoring courses in different areas. Utilise online platforms to study in groups according to students' ability in order to improve students' self-learning ability.

### Home-School Co-operation and School Ethos

#### Home-School Co-operation:

The PTA supports parents in school activities: monitoring uniforms, buses, lunches, textbooks; organizing parent-child activities, workshops, etc. Parents assist during lunch, organize small activities, co-host large events in student activities. The school offers parenting courses to enhance parental skills in educating children.

#### School Ethos:

Concerning the five core values of Catholicism, the school fulfills the school motto – "Realise the truth, strive to be kind". Aligning with our school's educational belief, our school provides service learning through different forms of school-based activities to strengthen students' interpersonal communication skills, thus promoting the caring culture.

### Future Development

#### School Development Plan:

1. Continuously practise the five core values of Catholicism; strengthen positive education and consolidate the students' national identity.
2. Develop students' potentials in creativity so as to enhance their learning performance by effectively utilizing technology.

#### Teacher Professional Training & Development:

1. Professional development courses reinforce teachers' professional values and ethics, fulfilling the mission of "cultivating values and nurturing individuals".
2. Teachers engage in varied professional development activities, aligning the school's framework with emerging curriculum trends.
3. The school collaborates with tertiary institutions to establish professional learning communities, enhancing teaching effectiveness through innovative methods.

### Others

1. Scholarships are granted to recognise and encourage students who excel with great learning attitudes in different aspects, i.e. academics, conduct, P.E. and arts.
2. A series of bridging activities are designed for P1 students facilitating their early adaptation to the primary school life.