



聖公會聖彼得小學
S.K.H. St. Peter's Primary School

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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
Ms. Chang See Mun Lily	Ms. Lai Ho Yan Debbie	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	1884	Chinese	School Bus	About 7960 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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$450 (To purchase non-standard teaching aids, equipment and improve the school environment.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	4	2	2	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Computer Room, Visual Arts Room, STEAM Room, English Room, Student Activity Room, Campus TV.				-

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

Number of teaching posts in the approved establishment			67	Total number of teachers in the school		74
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
88%	100%	45%	59%	24%	16%	60%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	6	6	6	6	6	36
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	6	6	6	6	6	36
Mode of teaching at different levels		Each level consists of six classes of students with mixed abilities. Enrichment programmes and intervention programmes are arranged before and after school. Different kinds of specialist training courses are organized to enhance students with varied abilities and potential.								
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	Summative assessments as well as formative assessments are adopted to promote assessment for learning. Various modes of assessment are used including written tests, project work and classroom observations. Assessments of learning from individuals, peers, teachers and parents are also involved in the learning process, encouraging students to develop self-directed 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	Mixed abilities classes.						

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	7:55 AM	3:05 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students' physical, mental and spiritual development are nurtured through God's love and Biblical principles. We cultivate the virtues of appreciation, blessings, learning and sharing between teachers and students.		School ends at: Monday to Thursday~3:05p.m. Friday~1:30p.m.		

Life-wide Learning

Pull-out Gifted English and Chinese Programmes, Chinese and English Debate, English and Putonghua Drama, Mathematical Olympiad, Visual Arts Society, Chinese and Western Painting, Chinese Puppet Show, STEAM Team, Training courses on "Test of Proficiency in Putonghua", Life Planning Programme, Little Reporter, Chinese Orchestra, String Ensemble, Chinese and Western Musical Instruments, Choir, Track and Field Training, Orienteering, Chinese Dance, Swimming, Taekwondo, Chinese Chess, Community Youth Club and various types of ball games.

School Mission

Following the Christian principle, "NOT TO BE SERVED BUT TO SERVE", our school aims at helping students to grow intellectually, physically, socially, emotionally, morally and spiritually. Students acquire not only the knowledge and skills, but also the qualities of an all-round person with moral values and Christian beliefs.

School Characteristics

School Management

School Management Organisation:

Our School is managed by the Anglican (Hong Kong) Primary Schools Council Limited. The Incorporated Management Committee is responsible for making decisions and managing school affairs. Different committees, including administrative, academic and functional committees, are responsible for managing and directing our school's self-evaluation, discipline, counselling, curriculum development, extra-curricular activities, etc.

Incorporated Management Committee / School Management Committee / Management Committee:

There are 15 committee members in the IMC: 7 sponsoring body managers (including the school supervisor), 1 alternate sponsoring body manager, 1 independent manager, 1 teacher manager, 1 alternate teacher manager, 1 parent manager, 1 alternate parent manager, 1 alumni manager and the school principal.

School Green Policy:

Green education is promoted with students being appointed as Environmental Protection Ambassadors and Energy-saving Ambassadors. Various activities are carried out to enhance students' awareness of environmental protection.

School's Major Concerns:

- 1. Fostering students' growth mindset and positive values to live a healthy and confident life.
- 2. Enhancing students' high order thinking and communication skills, integrating STEAM education and history-cultural education, and applying what they have learnt in practice.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school organizes interactive learning and teaching activities, increasing student interaction whilst catering for learner diversity. We are a pioneer to introduce the Science and Integrated Humanities subjects to P4-P6. The Science subject highlights scientific theories and concepts. Students learn the latest developments of technologies and apply the 'design cycle' model during enquiry learning and experiments. The Integrated Humanities subject guides students to establish a holistic view of history by restructuring the current curriculum and enriching teaching materials. Students' world view stems from an innate understanding of reality with references from the past to the present, and onwards. The Mathematics subject develops mathematical modelling topics at all levels, enabling students to apply mathematical concepts to solving real-life problems through collaboration and discussion.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Through the Chinese Culture Day and national security related activities, students learn about and pass down Chinese culture values. To equip students with positive values and attitudes, all panels share the same aim - 'cultivating students' growth mindset'. To widen students' horizons and unlock their potentials, school-based and cross-disciplinary curricula are introduced, providing them with ample opportunities to apply generic skills during and outside their learning time. We actively teach students reading and information literacy skills with extensive reading and lesson activities in which students learn to analyse and use information. Having a healthy lifestyle, body, mental and social well-being is also fundamental. We value students' long recesses so that they can unwind and enjoy quality time with their peers.

Development of Generic Skills:

Our curricula, teaching strategies and assessments aim at developing students' generic skills, such as collaborative and self-management skills. Interdisciplinary activities, such as English yoga activities, enable students to think outside the box and make plausible connections across knowledge areas. To enhance students' communication skills and boost their confidence, oral presentation skills are taught in the Chinese, English and Putonghua subjects. Students learn the art of persuasion and to make evidence-based arguments.

Cultivation of Proper Values, Attitudes and Behaviours:

The school recognizes the importance of values education and students' whole person development. Students' understanding of the rule of law and national conditions are enhanced via learning and teaching activities, history lessons and mainland study tours, enabling students to understand the importance of safeguarding national security. Nurturing students' positive values and attitudes is crucial. The 'play area' in the classrooms enables students to develop social skills and understand the importance of following rules. Our school has developed a school-based curriculum framework for information literacy. Students learn how to use information technology ethically by taking part in teaching and learning activities from different subjects.

Student Support

Whole School Approach to Catering for Learner Diversity:

Learning support and remedial classes are organized to cater for learners' diversity. School-based Educational Psychologists, Speech Therapists, Social Workers and SENCO work together to care for students with special educational needs. Furthermore, parents' workshops are regularly organized. Pull-out programmes and whole-class programmes are established to enhance the gifted students. Different training courses are carried out to fully explore and develop the potential of students with different talents.

Whole School Approach to Integrated Education:

Our school uses the learning support grant to implement a whole-school approach to support students with special educational needs. A student support team, consisting of Special Educational Needs Coordinator, Special Educational Needs Support Teachers, School Social Workers, School-based Educational Psychologists, School-based Speech Therapists and school teachers, has been established. It plans a comprehensive program that is implemented by all school teachers.

Curriculum Tailoring and Adaptation:

The essence of classical Chinese literature and children literature are incorporated in the Chinese curriculum. With the 'reading-to-writing' programme, the school aims to enhance students' creativity and literary appreciation skills. Classic readers and other reading programmes are incorporated in the English curriculum to promote reading across the curriculum. The mathematical modelling topics in the Mathematics curriculum enable students to apply mathematical concepts to solving real-world problems. The General Studies curriculum is STEAM-based, which cultivates students' creativity and problem-solving skills through hands-on and project-based activities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA regularly organizes different activities for students and parents, like the spring picnic, the Chinese New Year reunion dinner and the Christmas party. Parent-volunteers are very supportive of school development. They do storytelling in the classroom and help out in Sports Day.

School Ethos:

We have high expectations on students' discipline and academic performance. Students are well-mannered, humble, well-behaved and interested in learning. They are motivated to participate in various extra-curricular activities and social services. We also have a high reputation among parents.

Future Development

School Development Plan:

- 1. Enable students to establish a growth mindset and positive values. Provide them with sufficient care, support and affirmation to enhance their sense of identity. Create an atmosphere of appreciation, mutual encouragement and recognition, enabling them to develop a positive outlook on life and the courage to face challenges.
- 2. Broaden students' knowledge of innovative technology, cultivate analytical, problem-solving, and creative thinking skills, and promote STEAM (Science, Technology, Engineering, Arts, Mathematics) Education across curriculum. Enhance students' historical and cultural literacy, leading them to understand the local situation, national conditions, and global development trends. By integrating STEAM and history-cultural education, the school aims at improving students' abilities, skills, and confidence in expressing personal opinion.

Teacher Professional Training & Development:

In addition to collaborative teaching and open lessons, we actively seek external resources to equip our teachers with the most updated educational theories and teaching practices. Subject teachers work together to understand the content and aims of other subjects. Our school is one of the participating schools of the school-based support services (Primary Mathematics) organised by the Education Bureau. We have developed our school-based mathematical modelling curriculum via collaborative lesson planning and peer lesson observations. The school also collects feedback on teaching and learning from teachers and students. With feedback and active follow-up enquiry, we strive to improve the quality of our curricula and excel in teaching.

Others

Our School has a long history of producing alumni who became accomplished members in the society. We have a simple school spirit and teachers have a rapport with students. We place emphasis on student ethics and academic excellence, helping them develop a positive outlook on life and mutual respect for others.