



沙頭角中心小學 Sha Tau Kok Central Primary School

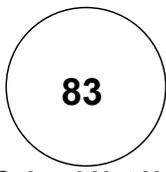
Sha Tau Kok Hui, Sha Tau Kok, N.T.

26749080

26592055

office@stkcps.edu.hk

http://www.stkcps.edu.hk



POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
M.H. Lee Koon Hung	Mr. Lam Kam Hung	Established	Aided Whole Day	Co-ed	Not Applicable
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
Shatakok Central Primary School Limited	Friendship, Love, Loyalty, Integrity	1988	Chinese	School Bus; Nanny van	About 3500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	3	1	1	Other school facilities include an AI running track, a gift shop, Sandy Art Gallery, and solar power generation equipment on the rooftop.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
CoolThink@JC Studio, STEAM Innovation Lab, AI Robotics Lab, Science Lab, Pottery Creation Studio, Media Creation Lab, Multi-sensory Training Centre, Tree House, Smart Home for the Cats, English Room, National Security Education Resource Room etc.				Ramp, Accessible lift, Accessible toilet, Tactile guide path 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		16	Total number of teachers in the school			21
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%	52%	80%	-	50%	50%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	1	1	1	1	1	1	6
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	1	1	1	1	1	1	6
Mode of teaching at different levels							Our teaching follows "Diversity, Innovation, Convergence, Emergence" principles. We integrate English into technical subjects while fostering creative expression and problem-solving. Student groups with diverse traits inspire each other through interaction, with layered questioning guiding deeper thinking. Our warm classroom atmosphere creates joyful, efficient learning.							
Remarks							Our school emphasizes biliteracy and trilingualism with five native English teacher lessons in lower primary. Technical subjects incorporate English, while after-school programs include dedicated English training and 40+ activities in music, art, sports, and STEAM to develop students' confidence and skills.							

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	0		
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	P.1-P.3 use progressive assessment instead of traditional tests, reducing pressure while tracking progress. Term portfolios showcase student work. P.4-P.6 combine paper exams with performance assessments to support secondary school applications and provide comprehensive evaluation.				
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.5-P.6 use ability grouping in Chinese, English and Math, challenging high achievers while others receive appropriate foundational instruction in original classes to meet diverse learning needs.				

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	8:30 AM	4:30 PM	12:55 PM - 1:50 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		The school comprehensively cares for students' physical and mental wellbeing, with special emphasis on psychological health development. Through diverse activities including sports, life education, sex education, and anti-drug education, we cultivate proper values and life skills. We create a safe and caring environment that helps students thrive and become healthy pillars of society.		We schedule eight regular classes and one teacher-guided tutorial session daily, with classes ending at 15:35, followed by a 45-75 minute diverse learning period for specialized training or homework support. On Saturdays, interest groups, specialized training, and outdoor learning activities are offered to cultivate productive leisure habits. On weekdays, whole-school activities, field trips, and online learning.	

Life-wide Learning

We are committed to providing rich and diverse learning experiences, carefully arranging monthly off-campus excursions for students at all grade levels to effectively expand their horizons and knowledge domains. Our students travel to Mainland, Singapore, South Korea, Australia, and the United States to participate in international exchanges across different fields, cultivating a global perspective.

School Mission

We uphold a "student-centered" educational philosophy, committed to inspiring each child's multiple intelligences and cultivating their abilities for lifelong independent learning, active exploration, deep reflection, innovative thinking, and flexible adaptation. By establishing solid foundations of self-respect, self-confidence, and self-discipline, we equip students to calmly face future life challenges and encourage them to contribute meaningfully to the well-being of society, nation, and the global community.

School Characteristics

School Management

School Management Organisation:

Our school implements a school-based management model, with the principal leading senior teachers to form three core committees — the "School Development Committee," "Learning and Teaching Development Committee," and "School Ethos and Student Development Committee." Together, they constitute the leadership core of the school, effectively coordinating and driving the professional work of various administrative groups to ensure continuous optimization and development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Our Incorporated Management Committee brings together diverse perspectives from representatives of the sponsoring body, the principal, professional teachers, parents, alumni, and independent members, forming the school's highest governance structure. This committee is dedicated to guiding campus development in accordance with the school's mission, committed to providing students with a comprehensive, high-quality educational experience.

School Green Policy:

Our school is dedicated to creating a green campus and cultivating environmentally conscious citizens. Our environmental education strategies include: integrating STEAM with environmental protection, encouraging students to design innovative eco-solutions; implementing waste reduction programs, recycling systems and green procurement; organizing ecological field trips, tree planting and environmental service activities; developing green campus spaces; and creating cross-disciplinary environmental curricula to foster students' critical thinking skills about environmental issues.

School's Major Concerns:

1. Cater for diversities to enhance learning and teaching. 2. Develop positive education to foster positive attitude. 3. Strengthen professional capabilities among teachers.

Learning and Teaching Plan

Learning & Teaching Strategies:

Diversity • Innovation • Integration • Excellence • Caring Campus • Joyful Learning

Diversity: Our curriculum features English puppetry, robotics, pottery, and kinesthetic training, with English-assisted teaching to broaden horizons and promote holistic development.

Innovation: Our STEAM platform sparks creativity and inquiry. We encourage students to "dare to create and dare to fail," building confidence through trial and reflection.

Integration: Like sand grains forming a tower, each student has unique strengths. Through collaboration, we combine talents to create new forces for the future.

Excellence: In our nurturing environment, children showcase potential, build confidence, and establish solid foundations for their future.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school embraces Invitational Education, creating quality learning environments. Our curriculum aligns with the Primary Education Curriculum Guide, addressing the split of General Studies into Science and Humanities. We develop STEAM through robotics education and enhance language skills via English puppet drama. Cross-disciplinary learning builds creativity, collaboration, and problem-solving. We emphasize cross-curricular reading for self-directed learning while integrating national security and healthy lifestyle education. Our culture respects diversity through differentiated teaching, helping students develop in a positive environment to become a generation with national identity, global perspective, and lifelong learning skills.

Development of Generic Skills:

Our school adopts the "Think-Discuss-Share" interactive teaching approach as our core, promoting deep classroom engagement and thinking. Through systematic diversified learning experiences including authentic outdoor learning, innovative e-learning, specialized skills training, cross-curricular activities, and inquiry-based project learning, students progressively develop generic skills such as critical thinking, creative problem-solving, collaborative communication, and information processing, establishing core competencies for the future.

Cultivation of Proper Values, Attitudes and Behaviours:

We are committed to guiding students in developing a mindset of gratitude and appreciation, character of responsibility, compassion for self and others, courage to face challenges, spirit of service, sense of patriotism and law-abiding citizenship, and an open, inclusive worldview. Students internalize these values through diverse learning contexts, forming well-rounded personalities and positive life attitudes, nurturing outstanding citizens for society.

Student Support

Whole School Approach to Catering for Learner Diversity:

Teachers employ technology to lead diverse learning activities, enabling students of varying abilities to showcase their talents. The school offers tiered assignments, e-learning, curriculum adaptations, small group teaching, and school-based professional support services to comprehensively address learning needs.

High-achieving students participate in enhancement training and external competitions to develop their potential. The school also encourages older students to guide younger ones, fostering peer support and extending this caring culture to the community.

Whole School Approach to Integrated Education:

The SEN Coordinator tracks individual student needs while the Student Support Team addresses learning differences using various resources including e-learning tools. Based on assessments, the school provides personalized accommodations and IEPs. Parent-child activities strengthen home-school co-operation, supporting students' development in an inclusive environment.

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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students. Specialized after-school tutoring and homework accommodation for non-Chinese speaking students.

Curriculum Tailoring and Adaptation:

Our school offers diverse curricula in a joyful learning environment, helping students discover potential and develop holistically. The English Puppetry Program (BYOP) enhances language skills through puppet manipulation and script creation. STEAM education including robotics cultivates hands-on abilities and creativity; pottery elevates artistic literacy; kinesthetic training improves coordination. Through inquiry and practice, we nurture innovation and confidence to meet future challenges!

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school communicates with parents through multiple channels including websites, WeChat groups, electronic notices, and social media. We organize parent meetings, workshops, and activities to share our educational philosophy. Parent volunteers assist in classrooms and events, creating a collaborative partnership that supports students' holistic development.

School Ethos:

Our school integrates discipline and guidance, embedding our motto and core values into campus life. Through life education courses, growth classes and group training, we cater to students' needs at different stages. We establish diverse service platforms, including student service teams, peer programs and community volunteering, fostering a spirit of mutual support. Experiential learning builds a caring culture and develops positive thinking. We encourage students to understand themselves, pursue goals, and contribute to society.

Future Development

School Development Plan:

1. Continuously optimize school-based curriculum: Diverse programs including English Puppetry (BYOP), robotics education, pottery, and kinesthetic training.
2. Focus on students' holistic development: Emphasize physical and mental health and character education, based on the "Study Locally, Think Globally" philosophy, providing diverse learning experiences to nurture students as outstanding citizens with global perspectives.
3. Improve campus facilities and resources: Enhance student safety and comfort, integrate green campus concepts to promote sustainable development education, and strengthen students' abilities in digital technology and artificial intelligence applications.

Teacher Professional Training & Development:

The school actively promotes teachers' professional development through diverse external support programs. The English Department participates in CUHK's small-class teaching support scheme; the Curriculum Team implements Invitational Education to discover student talents; the Student Support Team applies tiered Chinese language teaching to address learning diversity; the Chinese Department joins EdUHK's "Animation, Famous Passages, Classical Chinese" program; and the General Studies Department enhances inquiry teaching through the Science Education Pilot Scheme. Through these professional collaborations, teachers continuously grow to create quality learning experiences for students.

Others

Sha Tau Kok Central Primary School is committed to creating a diverse and innovative learning environment through STEAM education, cultivating creative thinking and problem-solving skills through robotics courses and technology activities. The school encourages students to participate in off-campus learning experiences such as astronomical observations, eco-friendly art creation, and various academic competitions to broaden their horizons and enhance their comprehensive abilities. We emphasize a caring culture, fostering a mutually supportive and inclusive campus atmosphere where students build confidence and embrace new challenges. The school also works closely with parents and the community to create a joyful and inspiring learning journey.