



聖保祿學校 (小學部)

St. Paul's Convent School (Primary Section)

GR-6/F of Primary School Building, 140 Leighton Road, Causeway Bay, HK

25760601

corr@spscpr.edu.hk

25778433

http://www.spscpr.edu.hk

Not applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Koo Sui Sang Susan	Ms. Ko Suk Pui Magdalena	Not Applicable	Private Whole Day	Girls	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Sisters of St Paul de Chartres	All things to all people	1864	English	School Bus	About 8826 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Paul's Convent School			-	-	
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
\$55,000(P. 1)	-	-	-	Application Fee \$50.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Badminton Court, Chapel, Changing Room, Janitor Staff Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Rooms for Music, G.S., R.E., Language, Art, Reading, Mathematics, Computer, Conference, Guest, Sick, Staff, Dance.				Ramp, Accessible lift 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		-	Total number of teachers in the school			63
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
83%	86%	41%	14%	7%	22%	71%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	5	5	5	5	5	30
2025/2026 school year		No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		Information technology is integrated with diversified pedagogy. A variety of reading schemes is conducted to help pupils cultivate good reading habits.						
Remarks		-						

Performance Assessment

Number of test(s) per year (P1 only)	2	Number of exam(s) per year (P1 only)	2	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					No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	1. On-going assessments on daily performance and regular tests are carried out. 2. Project based learning is conducted. 3. Summative assessments are carried out at the end of school terms.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
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					No
Streaming arrangement	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	8	35 mins	8:30 AM	3:00 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students can participate in the Primary School Physical Fitness Award Scheme, SportACT Award Scheme, School Cleaning Day and various services.				

Life-wide Learning

Ball Games (Basketball, Badminton, Table-Tennis, Mini-Volleyball, Volleyball), Dance, Drama (Chinese and English), Gardening, Athletics, Craft, Brownies, CYC, Hospitality, Choir, Computer, Stamping-Collecting, Religious Activities, Knitting, Chess, Sewing, Sign Language, Chinese Painting, Guitar, Fencing, Kung Fu, Chinese Dance.

School Mission

The school aims at giving an all-round education to students based on Christian values and preparing them to have a positive attitude towards themselves and others so that they can face the challenges of their future life.

School Characteristics

School Management

School Management Organisation:

School-based management which includes committees such as curriculum planning, information technology, discipline, counselling, pastoral care, moral education, extra-curricular activities, library, health care, staff development, etc.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee

School Green Policy:

Different facilities are provided to support environmental protection such as the backyard, roof garden, the Food Waste Machine, recycle bin for aluminium cans, paper and plastic bottles. There is solar system for saving energy on the roof.

School's Major Concerns:

All things to all people.

Learning and Teaching Plan

Learning & Teaching Strategies:

Block time-table catering for diversified activities is implemented. Peer learning and activity approach are involved in pupils' learning. A cross-curricular approach is adopted to enable learners to establish meaningful links among concepts and ideas acquired in different key learning areas and to facilitate the implementation of thematic teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To improve students' comprehensive quality as well as their ability to cope with the rapid changes in society, we have included related materials to our school curriculum in particular with emphasis on Values Education, namely Life Education, Civic Education and National Security Education. We aim to instill positive values among students and raise their awareness of caring for their families, schools and the country.

To broaden students' learning experiences and promote their whole-person development, we conduct a large variety of meaningful activities, both inside and outside the classroom. Different teaching strategies are adopted to cater for student diversity and to encourage students' creativity. Our ultimate goal is to equip students with the skill sets and mindsets they will need to take on the challenges and opportunities for tomorrow.

Development of Generic Skills:

Generic skills are developed through the learning and teaching of the KLAs, taking into account of the contexts and activities of each subject. For example: project learning, reading, games, interactive learning on the Internet.

Cultivation of Proper Values, Attitudes and Behaviours:

Positive values and attitudes, which is also the school's core value, is inculcated into our daily school life through morning assemblies, Moral lessons, Religious Education, Classmistress Periods and a number of activities. To raise areas of concern and development, one-to-one interactions between teachers and students, including our Student Guidance Officer from Pastoral Care Team, are conducted during lunch break.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. After school enrichment class.
2. Small-class teaching is adopted for Chinese and English Writing lessons to cater for different learning abilities. Small-class teaching is also implemented in P.E., Visual Arts and English Oral lessons.
3. Chinese Studies is provided to the non-Chinese students.
4. Speech Therapy and Assessment are provided to cater for children's special needs.

Whole School Approach to Integrated Education:

Not applicable.

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

Our school provides additional support for NCS students to facilitate their learning of 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; and organising activities to create an inclusive learning environment in the school. Small class teaching.

Curriculum Tailoring and Adaptation:

Theme-Based Teaching and the application of multiple intelligence to design classroom activity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents' Gathering serve as a channel for enhancing understanding between parents and school. There are Parents' Gathering for each grade. Parents' seminars are also held. Professionals are invited to give talk on parenting. Besides, parents could share their experiences by writing in the Pastoral Care Bulletin. There are also activities of parent-children involvement such as pilgrimage, Sports Day, Swimming Gala and community services of flag selling.

School Ethos:

Ours school aims at developing students' awareness and concern to the society and their self-dependent ability. Throughout the year, a variety of activities such as visits, workshops and community services are organized to train students to be polite, loving and caring persons.

Future Development

School Development Plan:

Computer courses are run to enhance teachers' IT skills. Regular Staff Development Activities are organized for teachers to share and exchange views and practices of teaching to meet the needs of pupils and school. Teachers also participate in different courses for their own professional development. Peer observation and collaborative teaching are carried out to improve learning and teaching. Self evaluation and appraisal are conducted annually to ensure teaching professionalism.

Teacher Professional Training & Development:

Regular Staff Development Activities are organized for teachers to share and exchange views and practices of teaching to meet the needs of pupils and school. Teachers also participate in different courses for their own professional development. Peer observation and collaborative teaching are carried out to improve learning and teaching.

Others

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