



筲箕灣官立小學
Shau Kei Wan Government Primary School

19 Main Street, East Shaukeiwan, Hong Kong

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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. LEUNG Wing Shan, Magnolia | Mr. Wong Wai Kit | Not Applicable | Gov't 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 | | | | | 100% |
| Name of Sponsoring Body | School Motto | Year of Commencement of Operation | Medium of Instruction | School Bus | Area Occupied by the School |
| Government | Be brave, joyful and kind, embrace life-wide learning; respect others and love our community. | 1958 | Chinese | School Bus | About 2200 Sq. M |
| Nominated Secondary School | | | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) | |
| Shau Kei Wan Government Secondary School, Clementi Secondary School | | | | 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 |
|------------|----------|---------|---|----------------------|
| - | - | \$70 | - | - |

School Facilities

| No. of Classroom(s) | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others |
|--|----------------------|-----------------------|--|--------|
| 24 | 1 | 1 | 1 | - |
| Special Room(s) | | | Facility(ies) for Supporting Students with Special Educational Needs | |
| Visual Art Room, Music Room, Computer Room, Activity Room, School Campus TV, Student Counseling Room, Study Room, Learning Support Room, Multi-purpose Room, STEAM Space, AI Fitness, Chill and Relaxing Zone, Mindful Café. | | | 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 | | 32 | Total number of teachers in the school | | 33 | |
|--|-----------------|------------------------------------|--|-------------------------|-------------|-------------------|
| 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% | 97% | 39% | 90% | 9% | 12% | 79% |

Class Structure

| | | | | | | | P1 | P2 | P3 | P4 | P5 | P6 | Total | |
|---|--|--|--|--|--|--|----------------|----|----|----|----|----|-------|----|
| 2024/2025 school year | | | | | | | No. of classes | 2 | 2 | 2 | 3 | 3 | 4 | 16 |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) | | | | | | | No. of classes | 1 | 2 | 2 | 2 | 3 | 3 | 13 |
| Mode of teaching at different levels | | Small class teaching is implemented on all class levels. Split classes or remedial teaching in Chinese, English or Maths are used in some class levels to cater for pupils' needs. | | | | | | | | | | | | |
| Remarks | | - | | | | | | | | | | | | |

Performance Assessment

| | | | | | |
|---|---|--|---|---|-----|
| Number of test(s) per year (P1 only) | 0 | 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 | Our school has formulated concrete assessment policies and measures. Diversified modes of assessment such as quizzes, homework, observation, questioning, projects and so forth are introduced. Besides, to motivate students in learning, the involvement of different stakeholders such as students and parents in the assessment process are emphasized. | | | | |
| 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 to P.3 classes are mixed-ability classes. Partial streaming begins in P.4 and P.5. Students with better performance enter Class A. The rest goes to Classes B and C without streaming. | | | | |

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 | 8:15 AM | 3:15 PM | 12:35 PM - 1:35 PM |
| Lunch arrangement | Healthy school life | | Remarks | | |
| Provided by designated supplier and arranged by parents. | 1. We have introduced the "Energetic and Healthy Campus" programme. 2. We join the "Eat Smart" programme. 3. All pupils join the "Physical Fitness Programmes". | | - | | |

Life-wide Learning

We have arranged a variety of extra-curricular activities (ECA) for students during the ECA session on Friday afternoon. We have 26 activity groups to suit students' interests and needs. Besides, we have more than 10 self-financed interest classes for students to join, e.g. Taekwondo, I.T., Go, violin, artistic gymnastics, traditional Chinese dance, table tennis and oil painting, etc.

School Mission

Our school strives to create a pleasurable learning environment for students and to unlock their potential through developing their knowledge, problem-solving and self-learning skills in order that the five goals of education (morality, wisdom, physical health, social skills and aesthetics) are achieved. It is our hope that our students will have a sense of responsibility, be kind and good to others, and possess good physical and mental health. When they grow up, they will become good citizens of society.

School Characteristics

School Management

School Management Organisation:

Under the supervision of our School Management Committee, the School Self-assessment and Development Team and various administration units are responsible for the school's development and decision making.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee is chaired by the Principal Assistant Secretary of the Education Bureau. Other committee members include the Principal, teacher representatives, alumni representatives, community representatives and parent representatives. Meetings are held regularly to discuss and evaluate issues relating to our school's operation and development, and to enhance the quality of teaching and learning.

School Green Policy:

Measures have been taken to minimize the wastage of energy and promote the recycling of materials. Students' environmental awareness is enhanced in different learning areas, by different learning activities, and through moral and civic education.

School's Major Concerns:

(2024/25 to 2026/27)

1. Foster students' interest in reading and improve their reading skills.
2. Encourage students to enhance their physical and mental health in order to lead a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school implements small-class teaching and incorporates teaching strategies such as self-directed learning, cooperative learning, interactive e-learning, etc., to cater for students learning diversities. Through engagement in activities, exploration, and practical application, students are helped to construct knowledge, enhance their learning ability, and promote their self-learning ability. To cultivate reading habits in students, we are committed to promoting reading such as morning reading time. By teaching reading strategies and implementing a School library reading award scheme, we aim to enhance students' reading abilities. Through project studies, cross-curricular learning, life-wide learning activities, moral education, and overseas learning opportunities, we provide students with diverse learning experiences and cultivate them into good citizens. We promote e-learning and STEAM education to foster an inquisitive spirit and creative thinking.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We continue to strengthen values education and optimize national security education, and life education. We create space for students to promote their physical and mental development through flexible use of learning time.

Development of Generic Skills:

Through classroom learning activities, extra-curricular activities, life-wide learning activities and cross-curricular activities, we develop student's generic skills such as collaboration skills, communication skills, problem-solving skills, creativity and self-management skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To promote an active and positive attitude in students through a multifaceted learning model that incorporates elements of life education in both formal and informal curriculum.

Student Support

Whole School Approach to Catering for Learner Diversity:

In order to cater for students with different abilities and learning needs, the upper class levels use ability grouping when it comes to division of students into different classes. To increase students' confidence in learning, Chinese, English and Maths enhancement classes conducted by our teachers, and after-school homework assistance programmes and elite classes provided by outside agencies are organized for our students.

Whole School Approach to Integrated Education:

'Whole School Approach' is used to help and support students with special educational needs, after-school tutorial classes, guidance classes and school-based speech therapy service are provided for students with learning needs to enhance the effectiveness of learning.

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; 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.

Curriculum Tailoring and Adaptation:

Our school has systematic guidelines to identify students with individual learning needs and adapt our curriculum accordingly. Both enhancement and remedial workshops are provided to students of different ability levels. To ensure the smooth transition of our new students from K.3 to P.1, we have a "P.1 Adaptation Programme" and bridging courses are implemented in P.1.

Home-School Co-operation and School Ethos

Home-School Co-operation:

A number of activities will be organized by Parent-Teacher Association (PTA) to facilitate the relationship between parents and teachers. A variety of professional workshops and parent-child activities are held to enlighten interested parents on parenting skills.

School Ethos:

Cultivating positive values in students with life education to aid in their growth into upstanding citizens of the future.

Future Development

School Development Plan:

1. Help students establish correct values and attitudes to enhance their resilience to stress.
2. Strengthen the integration of value education and carry out career and life planning education
3. Develop students' healthy and active lifestyle
4. Optimize learning and teaching, and adopt appropriate learning and teaching strategies to cater for students' diversity
5. Promote national education, strengthen students' sense of national identity and ethnic pride

Teacher Professional Training & Development:

To promote teachers' professional exchanges, a variety of school-based professional teacher development activities such as lesson co-planning and peer lesson observation / evaluation / discussion are organized. 'Teacher Induction Scheme' is implemented to support new teachers. According to the development direction of school and the needs of students, focused teaching development strategies and professional training courses will be carried out strategically to strengthen the effectiveness of teaching and learning.

Others

1. P1 has assessments to evaluate students' performance, second term has exams.
2. Tutoring sessions for P.1-P.6 will be held every school day.
3. Integrated learning sessions are scheduled weekly to provide students with diverse learning activities.