



般咸道官立小學

Bonham Road Government 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
Mr. Lam Yu Hang	Mr. Lee Ming Kai Louie	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Study hard and benefit by the company of friends	2000	Chinese	-	About 3765 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	Yes
King's College, Belilios College, Clementi College, Tang Shiu Kin Victoria Government Secondary School					
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
-	-	\$70	\$300	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	Garden, Basketball court, Wireless intranet.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music, Visual Art, Computer, English, Counselling, Conference, Multi-purpose & PTA rooms.				-

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

Number of teaching posts in the approved establishment			25	Total number of teachers in the school		27
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%	67%	11%	19%	70%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	2	2	12
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	We have remedial classes for P.1-P.4 and 'small groups' learning for P.5-P.6. Two teachers co-teach in remedial classes to enhance effectiveness, and if the needs come up, our teachers will offer individual guidance for students.						
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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	There are two tests and examinations set for whole year (P.1 students only have one test and examination in the second term). Formative assessment of students' performance is incorporated in teaching as well.						
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 from Primary 1 to 4. According to students' learning abilities and needs in Primary 5 & 6.						

### 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	3:00 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	After joining 'EatSmart School Accreditation Scheme', we continue providing healthy lunch in school and ensuring the food is in hygienic conditions every year. We also encourage students to develop the habit of doing exercise.		Our school runs on a cycle of 6 days. In morning sessions, we have regular academic classes. In afternoon sessions, we have theme-based activities in order to provide a broad and balanced curriculum for students. We also have a wide range of extra-curricular activities to help students fully realize their potential.		

Life-wide Learning

To align with the school curriculum, we arrange educational visits and talks, STEAM education, activity days of different subjects, interdisciplinary project learning, moral & national education, reading programmes, etc. For other learning aspects, we have Monday and Friday ECA, after-school activities, outbound trips and other school events like Sports Day, School Picnic, Christmas Party, Chinese Cultural Day, etc.

School Mission

In accordance with "Study diligently and benefit by the company of friends" as our motto, we engage to enlighten the potential of students and upgrade their self-learning ability. This enables students to build-up a solid foundation for lifelong learning. We also cultivate multi-interests and general abilities of students through life-wide learning activities which help nurturing good citizens who have creativity, sense of mission and are social-minded.

School Characteristics

School Management

**School Management Organisation:**  
The headmaster, deputy-head, 7 senior teachers, a librarian, 17 teachers, teacher assistants, a school social worker & 2 Native-speaking English teachers.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
Our chairperson is a HKSAR EDB Principal Assistant Secretary. Other members include the headmistress, 2 teachers, 2 parents & 2 outsiders of the community.

**School Green Policy:**  
The Environmental Ambassador Scheme helps beautify the school & carry out recycling activities.

**School's Major Concerns:**  
To encourage students to sustain the development of desirable self-regulated learning habits & strategies in order to enhance learning & teaching effectiveness.  
To nurture students' accurate values and patriotism through the cultivation of positive thinking in school.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
Our school runs on a cycle of 6 days. In morning sessions, we have regular academic classes. In afternoon sessions, we have theme-based activities in order to ensure a balance between curriculum and personal development. We aim to provide a good learning environment. Through different projects in different subjects each year, students' scope of horizons will be widened as they know more about cultures across the globe.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
Strengthening values education (including life education, national education and national security education)\*; making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

**Development of Generic Skills:**  
Through project learning in different subjects, school services and service training activities, students are bound to build up their communication skills, creativity and the ability to distinguish right from wrong.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Through reinforcing students' self-discipline behaviour & positive attitude, enhancing their development of mental & physical well-being, cultivating in school the culture of love & concern and lastly, cooperating with parents, so as to help students to develop braveness, the ability to face adversity & positive relationship with others through positive education.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
We have two class teachers in every class in order to give students more attention. For some classes, we have "co-teaching" to encourage interaction between teachers and students. For certain grades, we divide the classes into smaller groups according to their ability; this will help the bright kids to do even better and at the same time make it easier for the underachievers to catch up.

**Whole School Approach to Integrated Education:**  
We have a student support team, leading by a Special Educational Needs Coordinator, which makes use of resources like learning support grant, specific measures in supporting students with special educational needs (e.g. teaching adaptation and assessment accommodation, remedial learning groups, social skills training, paired reading groups, enhanced school-based speech therapy services, individual education plans). Arrange regular meetings with parents, teachers, school social worker, school-based speech therapist and school-based educational psychologist to discuss on student progress.

**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; and organising activities to create an inclusive learning environment in the school.

**Curriculum Tailoring and Adaptation:**  
We have 'small groups' learning, co-teaching lessons, enrichment programmes & remedial teaching.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
PTA aims to enrich the participation of the parents in home-school activities.

**School Ethos:**  
Our school has a quaint premises and a simple spirit. Teachers have a good rapport with students. We have different teaching & learning methods to help new students adapt to their school life. We have a "homework guidance" session in the afternoon to help students with their homework. Students can also check their homework on the Internet in our school's website. We also value the voice of parents and the unfailing support of Parent Teacher Association (PTA).

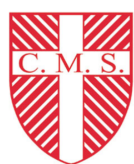
Future Development

**School Development Plan:**  
We aim to enhance learning effectiveness so as to strengthen academic performance and non-academic achievements. We have teachers' professional development and training; we encourage teachers to share experience with teachers from other schools. We are gradually perfecting a "self-evaluation mechanism" and we use multi assessment tools to evaluate the effectiveness of work, so as to upgrade the efficiency of our school.

**Teacher Professional Training & Development:**  
Three Staff Development Days are scheduled to foster a culture of continuous learning amongst teachers.

Others

Headmistress Tsang scholarship, Headmistress Mak scholarship, & PTA scholarships; Iu Po Sham Scholarship; Hong Kong School Drama Festival— English Drama Award for Outstanding Performer, Award for Outstanding Cooperation, Award for Outstanding Audio-visual Effects, Award for Commendable Overall Performance; Schools Speech Festival Champion and 1st Runner-up in Cantonese, 1st Runner-up and 2nd Runner-up in English; Champion, 1st Runner-up and 2nd Runner-up in Putonghua; Champion and 3rd Runner-up in Western District Inter-School Athletic Meets; 2nd Runner-up in Hong Kong Island West Area Inter-Primary Schools Table Tennis Competition (Boys), etc.



# 天主教總堂區學校 Catholic Mission 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
Rev. Lam Minh Pierre	Principal Chung Oi Man	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					-
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	Reverence for Lord, Love to Others; Diligence in Study, Pursuit of Truth	1967	English	Nanny van	About 6000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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	\$450 the campus cleaning, replacement and maintenance fees, other electronic appliances and digital learning software.	\$45 (replacement of student card)

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Multi-functional room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
6 (Chinese Room, English Room, Music Room, Guidance Room, Angel Library, Makerspace).				A lift.

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

Number of teaching posts in the approved establishment			40	Total number of teachers in the school		47
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%	43%	25%	40%	26%	34%

## Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	3	3	3	4	4	21
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	3	3	3	4	21
Mode of teaching at different levels		Students come from local and 30 different nations. They are taught in small classes in Putonghua (Chinese) and English is the medium of instructions for most subjects; learning skills and attitude are emphasized for Primary 1-2 while consolidation of learning is the focus for Primary 3-4. The ultimate goal is to equip Primary 5-6 with better academic skills for further studies in future.									
Remarks		To cater for learning uniqueness, some classes are taught in different ability groups for English, Chinese and Mathematics subjects.									

## 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)		4	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	In order to have a whole picture of students' learning performance from time to time, practical assessments and formative assessments have been added in to different subjects. The use of Star platform, Rainbow One, ICAS and other e-learning platforms have made the assessments be more accessible, which is a good way for us to collect students' learning data quickly.						
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	Students are evenly distributed according to their academic performance. They are in different groupings when learning the major subjects, supplemented by Gifted Education programmes too						

## 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	10	30 mins	8:20 AM	3:20 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school is promoting healthy diet on campus. The Parents-Teacher Association helps monitor the food and environmental hygiene. The school also joins the Joyful Fruit Month by the Department of Health, the SportACT Scheme sponsored by the Leisure and Cultural Services Department.		There are morning assemblies, moral and civic education, STEM lessons and Other Learning Experience. The school joins the Hong Kong Eco-Healthy School Award Scheme and "Joyful Chinese Learning Programme". The School Library and Computer Room are opened at recess, lunch break and after school hours for students to learn independently.		

Life-wide Learning

The extra-curricular activities including Computer Coding, Brownies, Pioneers of Christ, Chinese Lion Dance, Chinese Dance, Chinese Flute, Violin Class, Calligraphy, Cambridge Class, Swimming Training, Football, Rugby, Volleyball, Basketball, Spanish, PuTongHua, Choir, Field Orienteering, Yoga, Hip Hop dance, Cub Scouts, Chinese Kung Fu and table tennis, etc.

School Mission

To preach the gospel of God with love, acceptance and care embodied the spirit of Christ; to emphasize students' personal value and dignity, as well as their multi-cultural background with trust and respect; to provide children with sound quality education foundation.

School Characteristics

School Management

**School Management Organisation:**  
Incorporated Management Committee (June 2015 onwards), School Executive Committee, School Administration Committee

**Incorporated Management Committee / School Management Committee / Management Committee:**  
Incorporated Management Committee (June 2015 onwards).

**School Green Policy:**  
School Environmental Policy Group.

**School's Major Concerns:**  
Integrate multi-cultures; broaden the global vision and establish an international campus; nurture the global talents.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
The school has been implementing small class teaching with cooperative learning approach which helps to reinforce classroom interactions and enhance students' critical thinking skills. Enquiry-based learning skills in General Studies is the key point for the practice of life-wide learning in all levels. The school aims to facilitate students' inter-discipline learning activities. For Chinese education, a joyful Chinese learning program is promoted for Primary 1 with mainly Putonghua as the medium of instructions. To maintain a language-rich environment is the mission of the English subject learning with the asset of English-speaking students. The school has been implementing the school-based literary programme in both Key Stage 1 & 2 levels. It helps develop interactive drama skills from reading to writing and enhance the Children Literature appreciation. The methodology integrating E-Learning into Mathematics and Science education is also introduced.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
In order to cooperate with positive education, the MCE lessons not only conduct the school-based MCE curriculum and school-based personal growth curriculum, but also participate in the "Leader in me" program. Through teacher training, we aim to cultivate students' good habits and establish positive values. This year, we will apply for the Quality Education Fund-Cultural Inheritance Program to strengthen students' national identity through learning activities related to national education and national security education. The design of the overall plan is to use "tea and life" as the main line of discussion, and conduct interdisciplinary learning in MCE, GS, Languages, VA, and Mathematics.

**Development of Generic Skills:**  
With the emphasis on promoting reading; science exploration and E-learning; broadening students' views; creating interactive discussion platforms for students; promoting individual public speech sharing to strengthen students' confidence and expressiveness; recommendation for life-wide learning with students' generic skills.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Promote positive education. In addition to the positive education workshops, the training of mediators and the "Student Ambassador" program of the youth mediation program are also implemented. To enable students to express their inner feelings in an interactive way, not only allows teachers and students to understand everyone's ideas through dialogue, but also strengthens the sense of belonging and security of the class.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
Provide Early Identification and Intervention Programme for Primary One Students with Learning Difficulties; establish students talent bank to promote gifted elite programmes; provide after school tutorial class and Non-Chinese students Chinese learning supporting class. We also cater gifted students through Whole-Class Gifted Education Lesson Planning, small group learning and subject-based skip-level arrangement.  
For the transition of Pre-P.1 students, a bridging course is offered; reinforce P.6 students' abilities by setting up secondary school promotion programme for building up their confidence in secondary education.

**Whole School Approach to Integrated Education:**  
The Student Support Team is responsible for screening, holding meetings, compiling the student support register, arranging support services and resources according to the 3-tier support model, support teachers of students with SEN, administering assessment accommodation, arranging peer tutoring, defining success criteria, and arranging teacher's and parent's training, reviewing the effectiveness of the support measures and modifying the evaluated measures.

**Education Support for Non-Chinese Speaking (NCS) Students:**  
Our school provides additional support for NCS students to facilitate their 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 all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. Additional support is provided for pull-out group learning. Pinyin is taught in grade one. In addition, after school tutorial lessons are provided. There are also Chinese tutorial classes provided for NCS students in summer.

**Curriculum Tailoring and Adaptation:**  
Flexible curriculum and enrichment programmes are tailor-made for all levels; Special arrangements or assistance of assessments or exams for special needs students; non-Chinese students are pulled out for intensive care by giving them after-school tutorials especially in their Chinese learning.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
With the assistance of the Parent-Teacher Association, the school has been organizing more and more academic activities, parent workshops, parent-child learning programmes, Reading Mum and Dad or interest groups. The PTA also involves in handling tenders for some school matters such as school uniforms and lunch box catering services as well as monitoring the school bus services etc.

**School Ethos:**  
New parents chat-rooms; after-school tutorials; little tutor assistance scheme, Parent-child picnics and sports day; English bridging courses for new immigrant children from Mainland; transitional programmes for Pre-P.1 students including moral and civic education etc.

Future Development

**School Development Plan:**  
In the academic years of 2023-2026:  
Main concerns:  
1. In hope and zeal we run to God.  
2. In fellowship our potential turns aglow.  
3. In rebuilding education we revive our convictions.  
4. In the present we gear up for the time ahead.  
Other Concerns:  
1. To use English as the main medium of instructions to keep pace with the outside world under the influence of globalization;  
2. To introduce Liberal Studies and pedagogy of science knowledge in the school-based General Studies curriculum.

**Teacher Professional Training & Development:**  
With the establishment of a campus culture of "self-leadership", the school has been shaped into a harmonious, safe, warm and energetic campus, stimulated the potential of teachers, and developed into student life coaches.

Others

Every year, the PTA sponsors scholarships for the students who have outstanding performance in P.E., Art and services. The school also joins international competitions and assessments in the areas of English, Mathematics and Science conducted by an Australian organisation. In addition, the teachers lead the students to join the cross-border education exchange programmes.



# 中西區聖安多尼學校 Central & Western District St. Anthony's 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
Father So Chi Chiu Joseph	Mr. Kwok Tat Wah	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Society of St. Francis De Sales	FIDE ET CARITATE (FAITH AND CHARITY)	1963	Chinese	School Bus; Nanny van	About 4000 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
-	-	\$40	Approved Collection for Specific Purposes \$150	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
6 Special Rooms (STEM Lab., Visual Art Room, Music Room, Activity Room, Religious Room and English Room).				Ramp.

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

Number of teaching posts in the approved establishment			37	Total number of teachers in the school		37
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%	38%	75%	11%	19%	70%

## Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		Making effective use of small-class environment to facilitate diversified teaching strategies. Different training courses, enrichment courses, enhancement classes and remedial classes are conducted before and after school to cater for learner diversity. NETs co-teach with LETs in some English lessons in all levels. Chinese lessons conducted in Mandarin from Primary 2 to 6.								
Remarks		-								

## Performance Assessment

Number of test(s) per year (P1 only)		0	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)		0	Number of exam(s) per year (P2 to P6 only)		3		
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	In addition to summative assessments, emphasis is also placed on progressive assessments and the use of multiple learning assessments to promote learning. Apart from paper and pencil assessments, there are also multiple assessment models such as project-based learning, oral presentations, and skills assessments, and assessments involving students, peers, and parents are introduced.						
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 ability classes. Streaming P.5 and P.6 students into 3 groups in English lessons is organised.						

## 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	10	30 mins	8:15 AM	3:30 PM	1:05 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We encourage our students to take more fruits and vegetables so as to enhance personal health. We encourage students to participate in various sports activities to live a healthy life.		After lunch, STEM Lab, library, playground etc. are opened for students to join different activities. Big Brother & Sister Scheme helps junior students to adapt to primary school life. Students can join activities such as basketball, table tennis, volleyball and soccer in the playground.		

Life-wide Learning

We provide a variety of Extra-curricular Activities to foster our students' interests and needs.  
(e.g. soccer training, choir, uniformed groups. Please refer to school website.)

School Mission

Faithful to the spirit of Jesus Christ, we provide a quality and holistic education that aims at the spiritual, moral, intellectual, physical, social and aesthetic development of our students. In addition, inspired by the "preventive" system for the education of youth handed down from St. John Bosco, the founder of the Salesian Society, we strive to create an ideal formative environment for our students to develop their full potential.

School Characteristics

School Management
School Management Organisation: Incorporated Management Committee
Incorporated Management Committee / School Management Committee / Management Committee: Was established in 2014-2015.
School Green Policy: We carry out waste classification policy and make our school green by planting trees and flowers.
School's Major Concerns: 1. Promote teachers' professional development to build a progressive and adaptive teaching team capable of meeting new challenges. 2. Foster students' curiosity and learning abilities, empowering them to become knowledge explorers of the new generation. 3. Strengthen home-school collaboration to cultivate healthy lifestyles among students and jointly build a wellness-focused school environment.
Learning and Teaching Plan
Learning & Teaching Strategies: Our school fosters whole-person development through innovative teaching strategies. We optimize curricula with different resources, arranging double teaching periods in the morning and activity classes in the afternoon, as well as innovative strategies such as blended learning, contextual learning and multi-sensory instructions with hands-on experience to promote STEAM and interdisciplinary learning. Students master study skills like note-taking and pre-class learning tasks while using digital tools for self-directed learning. Our integrated program combines life education, religious studies, and cross-curricular projects with life planning and national security education, connecting knowledge to real life. Through our talent pool, we identify and nurture gifted students with advanced courses and external competitions. This comprehensive approach ensures each student achieves their full potential.
Development of Major Renewed Emphases of the Primary Education Curriculum: Seven Learning Goals of Primary Education: To emphasize the importance of cultivating sense of belonging towards country, Chinese culture, values education, active and independent learning, STEAM education, media and information literacy, healthy lifestyles and balanced physical and mental development.
Development of Generic Skills: Our program features math problem-solving, critical thinking in General Studies, interdisciplinary projects, STEAM, cross-curricular activities, and service learning. Through hands-on experiences, students develop different generic skills such as collaboration, problem-solving, creativity, self-directed learning, and critical thinking skills.
Cultivation of Proper Values, Attitudes and Behaviours: Based on the five core values of Catholic education, together with the PERMA model of well-being and the twenty-four character strengths, the school will implement various plans and activities to comprehensively promote the physical, mental, and spiritual well-being development of students. The nurturing environment, filled with love, guides students to establish positive thinking and cultivate good characters by respecting school rules, allowing them to flourish in the loving care of God.
Student Support
Whole School Approach to Catering for Learner Diversity: There are morning remedial lessons and after school remedial lessons for P.2-P.6 students. For the weaker students, we have small class teaching, tutorial lessons after school and on Saturday mornings. For the more able students, we have enrichment programs and school based gifted programs.
Whole School Approach to Integrated Education: Student support team is established to coordinate the Whole School Approach in implementing integrated education. Members include the Principal, Vice-principal, Special educational needs coordinator, Special education needs support teachers, school social workers, school-based Educational Psychologist, school-based Speech Therapist, teacher representatives and teaching assistants. Our school caters for a diverse range of learning needs and offers support to our students. Small group training, after-school remedial programmes and pull-out remedial programmes are provided for students with special educational needs. The school social worker, school-based Educational Psychologist, school-based Speech Therapist also provide support for students in need.
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: In order to strengthen students' motivation and to boost students' confident, teachers, the educational psychologist and the speech therapist make adaptation and adjustment on learning activities, assignments and the curriculum to cater for learner differences. Enrichment and enhancement curriculum is designed to meet the needs of the more able students in different key learning areas.
Home-School Co-operation and School Ethos
Home-School Co-operation: With the assistance of the Parent-Teacher Association, the school organizes different activities for students. Parents support the school by participating in school life and services.
School Ethos: Our school fosters a simple and wholesome atmosphere, where students are eager to learn and follow rules, emphasizing a caring campus culture. We continuously promote positive education to facilitate their well-rounded and healthy growth, nurturing them into responsible citizens.
Future Development
School Development Plan: 1. Promote teachers' professional development to build a progressive and adaptive teaching team capable of meeting new challenges. 2. Foster students' curiosity and learning abilities, empowering them to become knowledge explorers of the new generation. 3. Strengthen home-school collaboration to cultivate healthy lifestyles among students and jointly build a wellness-focused school environment.
Teacher Professional Training & Development: According to the "T-standard" implemented by the Education Bureau.
Others
-





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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
Dr. Cheng King Hoi Andrew	Mr. Chim Hon Ming	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					73%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
HK Chiu Chow Chamber Of Commerce	Propriety, Righteousness, Integrity, The Sense of Shame	1923	Chinese & English	School Bus; Nanny van	About 6000 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
-	-	\$30	-	\$25 for replacement of student school report.

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	Teachers' Resource Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms, Activity Room, Visual Arts Room, Counselling Room, Conference Room, Group Learning Rooms, Speech Therapy Room, STEM Room.				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				43		Total number of teachers in the school		58	
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%	19%		60%	40%		27%		33%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	4	4	4	4	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	3	4	4	4	21
Mode of teaching at different levels	1. Small class teaching. 2. Integrated mode for pupils of different nationalities. 3. English as medium of instruction in Mathematics and General Studies. 4. Equal emphasis in Chinese and English. 5. Split group teaching in Chinese, English and Mathematics to cater for different ability of pupils. 6. Afternoon homework sessions to help students finish homework.							
Remarks	1. Whole School Approach with enrichment and enhancement remedial classes in the afternoon session. 2. Learning Support Grant: teaching assistants for students with special education needs. 3. After-school Chinese tutorial classes to support non-Chinese students.							

## 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)	0	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					No
Diversified Assessment for Learning	Formative Assessments, P.1-P.2 Game Booth Assessments, Summative Assessments.				
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.4-P.6 are streamed according to academic results.				

## 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	6	40 mins	8:00 AM	3:20 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Health education & Life education: Table manners, interpersonal skills and environmental protection. 2. Joyful Fruit Month. 3. "Healthy diet, infinite vitality" - Encourage students to eat more fruit and vegetables through cross-subject activities.		Establish Reading Time and Enrichment/Remedial Classes. In the afternoon, we provide learning sessions and activities in various areas to utilize study time more effectively: promote reading and implement STEAM education, National Education, and Values Education effectively. Additionally, enrichment and remedial courses are conducted to cultivate students' core abilities and promote whole-person development.		

Life-wide Learning

Road Safety Patrol, Flag Raising Team, Brownie, Cub Scout, Environmental Protection Ambassador, Community Youth Club, Junior Police Call, Drawing, Lightweight Clay Making, Basketball, Football, Table Tennis, Comprehensive Arts, Fun with Maths, ProCreate Digital Art, STEM Competition, Hip Hop, Bollywood Dance, Swimming, Taekwondo, Violin, International Chess, Pop Band, Percussion Band, Folk Song Group, Choir, Chinese Dance Class, Lion Dance, Fencing, Track and Field, English Storytelling, Debate, English Story Creation, Radio Drama, Filmit, English Drama

School Mission

In accordance with School Motto "Propriety, Righteousness, Integrity and The Sense of Shame", to educate the new generations of Hong Kong and create a pleasant, clean, healthy and harmonious learning environment aims to prompt students' moral, intellectual, physical, social and aesthetic development.

School Characteristics

School Management

School Management Organisation:

School is operating under the management of school board. School development strategies are designed under the leadership of the principal, vice principals, senior teachers and administrative groups. Different administrative groups are functioned under the co-ordination of the senior teachers to enforce the development of the school and the curriculum plan.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2007 to strengthen the management of the school. IMC is formed by elites from various sectors, such as the University Fellow, lawyers, accountants, business elites and so on. They all participate actively in school activities and provide professional advice and support to the development of school.

School Green Policy:

- 1. Encourage pupils to conform with the environmental rules set by the school and the society and reduce on the use of energy and other resources.
- 2. Reduce production of waste and recycle or reuse useful resources and encourage pupils to participate more in environmental protection activities in the community.

School's Major Concerns:

Healthiness, Confidence, Care and Inclusiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Teaching Language: Mathematics and General Knowledge are taught in English.
- 2. E-Learning: Use interactive displays and tablets in classroom instruction to enhance learning effectiveness.
- 3. Specialized Courses: Engage professional instructors for specialized training in Arts and P.E.
- 4. Experiential Learning: Includes overseas exchanges and comprehensive outdoor learning.
- 5. Outcome-Based Learning: Project learning

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Subject learning is scheduled for the morning to help students focus better and enhance their learning effectiveness.
- 2. The afternoon sessions include a variety of learning and activities designed to make more efficient use of study time, promote reading, and effectively implement STEAM education, National Education, and Values Education. Additionally, advanced and remedial classes are offered to help cultivate students' generic skills and foster holistic development.
- 3. Homework periods are provided in the afternoon to assist students in completing more challenging assignments.

Development of Generic Skills:

Life-wide learning and Project Learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Through Self-growth lessons, Assembly, Overseas Learning Schemes, and participation in extracurricular activities and competitions to implement moral, civic and national education.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Assistant Teachers for Co-teaching.
- 2. After-school classes: English classes for Newly-arrived students, Chinese classes for Non-Chinese speaking students.
- 3. Enrichment classes for students with academic diversity.
- 4. Elite Class: To enhance higher order thinking skills for the able students.

Whole School Approach to Integrated Education:

The school's student support team is coordinated by the SENCO. The members include SENSTs, school-based educational psychologist, school-based speech therapist, school social worker, student counsellor etc. The team leads the whole school to support students with special educational needs. Use the "Learning Support Grant" to organize different training classes and inclusive activities, and also provide enhanced school-based speech therapy service, homework and assessment adjustment, Individual Education Plans, etc. for students with special learning needs, so that these students can receive appropriate support.

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; and organising activities to create an inclusive learning environment in the school. Summer Bridging Programme for Non-Chinese Speaking students. Weekly Cantonese Day for better exposure and immersion of Chinese.

Curriculum Tailoring and Adaptation:

- 1. Remedial groups and homework adaptation to cater for individual differences.
- 2. Special assessment invigilation and assessment papers adaptation for students with special education needs.
- 3. Split group teaching in Chinese and Mathematics to cater for different ability of students.
- 4. Chinese and English curriculum are adapted to cater students with different needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We are committed to enhancing home-school collaboration through activities that improve communication between parents and teachers. Our Parent-Teacher Association (PTA) holds regular meetings to involve parents in decision-making and foster better communication. Parents are encouraged to participate in lesson observation to understand their children's learning environments. We host educational workshops to provide resources for supporting students. Throughout the year, we have two parent days for direct communication about student progress and conduct two home visits per class to gain insights into students' backgrounds. We aim to create a supportive learning environment for all students through these efforts.

School Ethos:

- 1. Create a harmonious and inclusive school environment;
- 2. Pre-Primary Class to bridge kindergarten children to Primary One;
- 3. Two sessions of class-teachers periods daily;
- 4. "Classroom management campaign" to cultivate a sense of belonging of students;
- 5. Full-time station Student Guidance Teacher;
- 6. "I can achieve!" reward scheme, "Understanding Adolescent Project", "Be a decent and polite Chiu Sheung kid" and "Stars of the Month" programme to cultivate good learning attitude and behaviour.

Future Development

School Development Plan:

- 1. Ignite students' passion for learning, enhance personal abilities, fully prepare, and shape the future!
- 2. Cultivate students to live healthily, act lawfully, and keep responsibility in mind.

Teacher Professional Training & Development:

- 1. Schedule regular teacher collaboration for lesson planning and observation, complemented by professional lectures and domestic/international teaching exchanges to elevate instructional quality.
- 2. A sharing culture among teachers, both within and beyond the school, fosters continuous professional development.

Others

- 1. Scholarship for outstanding pupils in academics, performing arts, sports and services.
- 2. With our aim to facilitate students to explore, learn about different cultures and expand worldwide views, our school subsidizes Primary 4 to Primary 6 students to participate in various Mainland and overseas exchange (the U.K., Singapore, Malaysia, Kazakhstan and more) every year.





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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
Mr. Lam Nathaniel	Ms. Wat Ka Man	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
King's College Old Boy's Association School Ltd	Please refer to the Chinese school motto.	1960	Chinese (incl.: Putonghua) and English	School Bus	About 3000 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	Others (\$450)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	STEM path, Reading path, basketball court, central broadcast system and wireless network.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI Resource Center, English room, Innospace, Music room, guidance and counselling room and multi-purpose room.				Elevating platform.

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

Number of teaching posts in the approved establishment			26	Total number of teachers in the school		27
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
96%	100%	41%	54%	26%	26%	48%

### Class Structure

Class Structure			P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	2	2	2	2	2	2	12
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	2	2	2	2	2	12
Mode of teaching at different levels	1. Flipped learning, Thinking curriculum (Six thinking skills), 2. Activity-approach and small class teaching, Chinese (Use Putonghua as a medium of instructions), School-based phonics curriculum (Putonghua and English), NET (Native English Teacher) is responsible to teaching reading programme in English lessons.								
Remarks	-								

### Performance Assessment

Number of test(s) per year (P1 only)	0	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)	0	Number of exam(s) per year (P2 to P6 only)	3		
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	School adopts multi-assessments in various aspects to assess student's performance such as written assessment, formative assessment, observation and project 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	No 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	3:25 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School launches the nutri-agent project for our students to promote their health.		The school week begins with a Monday assembly and flag-raising ceremony. Tuesday features an physical training session and the talent show of students. Wednesday afternoon is dedicated to life-wide Learnings. Thursday afternoon is reserved for life-education lessons. Half-day schedule on Fridays dedicated to independent learning time.		

Life-wide Learning

Harmonica, Coding and Programming, STEM, English Drama, Solo-verse speaking, Mathematics Olympiad, Cambridge English, Visual art, Rope-skippping, Athletics, Community Youth Club.

School Mission

The school provides education for all who come, through balanced curriculum and in the best possible, free and pleasant environment; develops personal potential; and helps cultivate good citizens with values of virtue, positive mind, independent thinking, unceasing quest for knowledge and sense of responsibility.

School Characteristics

School Management

School Management Organisation:

The School Management Committee leads the School. The Principal manages the School with the assistance of her deputies and heads / coordinators of various departments responsible for school policy, curriculum development, discipline and guidance, moral and civic education, ECA, connection with parents, etc. An appraisal system for staff is set up to improve the quality of management and the standard of teachers' professionalism.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee includes: The School Supervisor, the School Principal, School Sponsoring Body, Alumni and Independent Manager.

School Green Policy:

Green education is promoted with students 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. Develop school-based STEAM curriculum and Artificial Intelligence (A.I.) curriculum.
- 2. Develop positive education, national education and healthy growth of students.
- 3. Strengthening cross-curricular learning for developing lifelong learning capabilities

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. E-learning such as iPad teaching and learning.
- 2. Small class teaching.
- 3. Six thinking skills.
- 4. Enrich language learning environment.
- 5. Promote students' independent learning and life-wide learning.
- 6. Developing students' potential, promoting different programs, and actively advancing national education activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Making good use of learning time: introduce alternative sports during flexible class hours, joyful family time (students share their campus life with parents), long lunch breaks, homework classes, and one hour of self-study on Fridays.
- 2. Enriching life-wide learning experiences: JOYFUL LEARNING for effective and enriched learning in the morning and afternoon, JOYFUL activities and future star program (music, sports, and technology learning guided by professional teachers).
- 3. Reinforcing STEAM education, and nurturing students' media and information literacy: Introduce programming learning and artificial intelligence courses for primary 1 to 6, promote corporate CEO dialogue activities, strengthen values education, and introduce virtual reality (VR) application activities.
- 4. Strengthening cross-curricular learning by purchasing 60 professional e-readers and increasing 40,000 e-book collections.

Development of Generic Skills:

Learn through learning activities. Promote life-long learning.

Cultivation of Proper Values, Attitudes and Behaviours:

The school has adopted positive education to build a sense of well-being and towards a fulfilled life.

Through formal and non-formal courses in different subject, we provide students with a positive lifestyle for learning and practicing, such as the life story of the fig character picture book and value learning, school-wide focus positive activities, and integration into regular activities. The positive values of students make students optimistic to face life.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Remedial class
- 2. Homework class
- 3. Assessment and homework adjustment

Whole School Approach to Integrated Education:

Use the Learning Support Grant to implement a school-based support plan based on a whole school approach to support students with special educational needs. The school sets up related activities and plans, such as:

- 1. homework adjustment.
- 2. Assessment adjustment. In addition, the "Intimate Angel Project" was implemented to allow upper primary students to help others in their spare time.

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; 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:

Enrichment course for more able and less able students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

School and PTA organize activities such as joyful family time, educational talks and other home-school activities.

School Ethos:

School emphasizes the importance of a caring, considerate and learning atmosphere to enhance pleasant learning environment and to promote all-round students. To cultivate students' moral development, school runs educational talks every week and has various moral educational and counselling activities. School has set up prizes and scholarships for the distinctive students.

Future Development

School Development Plan:

Philosophy:

To nurture students to become children of joy, self-confidence, health, high achievement, and superior character.

- 1. Create a learning environment and atmosphere, and select interesting and effective learning content to enhance students' learning motivation and curiosity.
- 2. STEAM elements are incorporated into every subject progressively, and STEAM education is applied to learning and daily life.
- 3. Strengthen students' positive thinking and improve interpersonal skills.
- 4. Applying artificial intelligence in educational assessment to enhance student motivation and effectiveness.

Teacher Professional Training & Development:

Teachers participate in different training courses in order to enhance teacher professional development.

Others

The academic achievements of our students are excellent. About 70% of the students are allocated to secondary schools with EMI classes. Besides, our students join many inter-schools competitions and got some prizes.



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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
Mr. Lam Nathaniel	Ms. Lam Shuk Fong	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
King's College Old Boys' Association School Limited	Please refer to the Chinese version.	1960	Chinese	Nanny van	About 4948 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
-	-	\$30	\$310 (Annual)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Garden, roof garden, green corridor and tuck shop.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Visual Art Room, Music Room, Computer Room, STEM Lab, English Activity Room, Science Room, Counselling Room and Conference Room.				-

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

Number of teaching posts in the approved establishment			36	Total number of teachers in the school		39
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%	37%	80%	18%	16%	66%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	Primary Literacy Programme-Reading and Writing (PLP-R/W) for J.1-J.3. Small class teaching for P.1-P.6. Scheme of using Putonghua to teach Chinese Language subject in J.4-J.6. Activity-based teaching and learning for all grades.						
Remarks	High level of students' participation is emphasized for promoting self-directed learning. To enhance the teaching and learning effectiveness, high-order thinking skills and positive learning environment, we provide various teaching modes, including collaborative teaching and curriculum integration.						

### 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					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	There are two tests and two exams for the whole academic year, including written and oral tests/exams. There are various assessments for learning for each subject, including teachers' observation, pupils' oral report, project learning, mini-project learning, Physical Fitness Award Scheme and formative assessments.				
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					Yes
Streaming arrangement	For J.1 to J.3, streaming according to academic results. For J.4 to J.6, the top one-third of the students will be allocated to Elite Class (Class A), while the rest will be allocated to Class B and Class C.				

### 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	10	30 mins	8:25 AM	3:25 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Lunch-box Monitoring Committee and SportAct Award Scheme.		The school holds health talks and conducts broadcasting on health topics during lunch time to promote healthy eating habits among students. There are 2 periods of extra-curricular activities on Friday afternoons (Duration: 1 hour). All interest groups and cub scout activities are held at 3:30p.m. after school or on Saturdays.		

Life-wide Learning

Cub scout, Table-tennis, Football, Basketball, Badminton, Tag rugby, taekwondo, Creative Music Group, Choir, Chinese orchestra, Ukulele team, Harmonica team, AI Drone Class, Lego coding class, Reading Group, Native English Teacher Activities (Oral, Phonics, Drama), Creative Writing, Multiple Intelligence Activities, ArtRage Artist etc.

School Mission

The School provides education for all who come, through balanced curriculum and in the best possible, free and pleasant environment; develops personal potentials; and helps cultivate good citizens with values of virtue, positive mind, independent thinking, unceasing quest for knowledge and sense of responsibility.

School Characteristics

School Management

**School Management Organisation:**  
Sponsoring Body: King's College Old Boys' Association School Limited.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
IMC was established in September 2008.

**School Green Policy:**  
School promotes environmental education through organizing different kinds of activities and competitions, including Environmental Protection Talks, Students are selected to be Environmental Protection Ambassadors. The objectives are to foster a friendly attitude in our students towards our environment and to encourage them to actually enjoy environmental life.

**School's Major Concerns:**  
1. Reinforce values education to enhance whole-person development of students.  
2. Promote positive education to enable students to live their lives to the fullest.  
3. Deepen self-directed learning for the implementation of gifted education.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
To provide students with diversified learning experience through teacher-students/students-students interactive learning activities in the classroom or online lessons. Different learning and teaching strategies include curriculum adaptation, co-operative learning, activities that enhance students' creativity, critical thinking, level of participation, small class teaching and brain-based learning. We also arrange visiting activities for students through flexible arrangements of lesson time and encourage students to use intranet and various IT technology for self-learning. Strategies to promote students' reading habits and quality are also promoted. Students work is also displayed or presented inside and outside the classroom.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
The major renewed emphases include: strengthening values education (including life education, national education and national security education)\*; making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing. STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

**Development of Generic Skills:**  
Generic skills are fundamental to learning. They are developed through learning and teaching in the context of different subjects or KLAs and are transferable from one learning situation to another. Communication skills and collaboration skills are emphasized in junior classes while creativity, critical thinking skills, study skills, self-management skills and problem solving skills are emphasized in senior classes.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
School promotes positive learning through "Learn It, Teach It, Live It and Embed It" which including Positive Education workshop, Strengths of Character course, birthday casual wear day, positive ambassador, School Play Time. Also, the National Security Education helps students develop a sense of national identity.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
Set up "Student Support Team", whole school approach to cater for students with special educational needs. In addition to school-based curriculum, different activities and plans are also provided to cater for students with special educational needs.

**Whole School Approach to Integrated Education:**  
Set up "Student Support Team", whole school approach to cater for students' diverse learning needs. In addition to school-based curriculum, remedial and enhancement curriculum is also provided to cater for more-able or less-able students' needs.

**Curriculum Tailoring and Adaptation:**  
Support Measures for Academically Gifted students: Lego Programming, Mathematical Olympiad Training Course, Creative Writing Course and Information Technology Learning Programme, Art Class, School Reporter. Support Measure for Academically Under-Privileged Students: Pre-school remedial classes, After school homework tutorials, holiday academic tutorial classes and special courses for newly-arrived children from China and non-Chinese Speaking Students, Speech and Language Therapy.  
Curriculum Tailoring and Adaptation: Co-planning for curriculum tailoring, adaptation for assessment.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
Activities include PTA Annual General Meeting cum Students' Cultural and Artistic Performance, Day Trip, Games Day, Educational talks, Interest class etc.

**School Ethos:**  
We foster modest, caring, and loving culture and maintain a good teacher-student rapport. To cultivate students' moral development, we have moral talks conducted by our teachers every week and have various moral education and counselling activities. We also apply "The Jockey Club Comprehensive Student Guidance Grant" for students coming from low-income families. We also set up prizes and scholarships for distinctive students.

Future Development

**School Development Plan:**  
1. Reinforce values education to enhance whole-person development of students.  
2. Promote positive education to enable students to live their lives to the fullest.  
3. Deepen self-directed learning for the implementation of gifted education.  
4. EDB Gifted Education School Network-STEAM  
5. Sister School Scheme: Computational Thinking Curriculum Design.  
6. EDB School-based Curriculum Development Support for English Language Education.  
7. The "Blended Learning" Project for Math, The Hong Kong Jockey Club Charities Trust  
8. Application of brain-based teaching techniques for the enhancement of learning.

**Teacher Professional Training & Development:**  
The school is very concerned about the curriculum reform trends and so has put a lot of effort into enhancing the teachers' professional development. Examples of this include a personal development profile which has been created for every teacher. A peer learning circle is also organized among teachers teaching different grades and different subjects. There are also collaborative lesson planning meetings, evaluations and lesson observations being held throughout the year in different subjects. There are also sharing sessions on subject knowledge and pedagogy, to encourage peer-learning among teachers and to enhance the quality of teaching as a whole. The school also invites professionals in education to conduct seminars for our teachers' professional development on a regular basis. E.g. 'To promote teachers' teaching effectiveness with the application of Brain Base Learning Skills' lesson observation and evaluation activities.

Others

<https://www.kcobaps2.edu.hk/tc/awards>



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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. SHEK WAN HAAN KITTY	Ms. YU Wini	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Please refer to the Chinese version.	1954	Chinese	Nanny van	About 2170 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
King's College, Belilios Public School, Clementi Secondary School, Tang Shiu Kin Victoria Secondary School					
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
-	-	-	-	Replacement of student card (Tap & Go Card): HK\$30

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	Electronic whiteboard, Water dispenser, air purifier and live broadcast system
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer room/Stream Room, library, art room, music room, activity room, English room, counselling room, small class teaching rooms, conference room.				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			23	Total number of teachers in the school		24
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%	44%	74%	13%	13%	74%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	1	2	2	2	2	11
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	1	2	2	2	11
Mode of teaching at different levels		We adopt a student-centred activity approach in all levels. We have started to implement small class teaching. Besides, in order to meet the learning needs of pupils, we are currently conducting split class teaching for Chinese, English and Mathematics in senior grades.								
Remarks										

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)		1	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	All subjects are assessed both formatively and summatively. Skills such as listening, speaking, reading and writing, as well as creativity and physical fitness are also assessed. Other generic skills such as communication skills, critical thinking, collaboration skills are promoted through project learning, extra-curricular activities and various group tasks.						
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	Primary 4-6 students are allocated to different classes according to their academic performance.						

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	8:00 AM	3:00 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We adopt the Whole School Approach to guidance and discipline so as to help students develop themselves and embrace various challenges in learning and in life. We run different educational programmes, like positive education, environmental protection, life education and "Eat Smart School Accreditation Scheme", etc. to promote healthy and balanced living styles among students.		The school finishes at 2:30p.m. on Fridays.		

Life-wide Learning

School Activities: Chinese Orchestra, Dancing, Juggling, Martial arts, Flag-guards, STREAM programmes, KOL training, Poem reciting, Board Games, Beatbox, Percussion, Djembe, Harmonica, Table Tennis, Football, Athletics, Dodgebee, a variety of educational talks, outdoor activities, visits, exchange tours throughout the whole school year.

School Mission

We strive to provide a healthy and effective learning environment that balances the curriculum with the moral and ethical education of our students. This entails fostering self-discipline and social responsibility in our students as much as developing their academic performance. In doing this, we hope students can then grow into respectful and caring members of society who love themselves and are able to tell right from wrong. We also hope that our students will become independent, responsible and brave.

School Characteristics

School Management

**School Management Organisation:**  
Under the supervision of the School Management Committee, and with the joint effort of both teaching and non-teaching staff, the School Head leads the school to implement plans and policies.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The School Management Committee is composed of the chairman, representatives of teachers, parents and the community.

**School Green Policy:**  
Leading students to participate in community activities, encourage students to practise low-carbon living.

**School's Major Concerns:**  
1. Foster students' positive values and construct physically and mentally healthy lifestyles.  
2. Continuously optimize the curriculum, employ diversified strategies to enhance students' learning motivation, and promote lifelong learning capabilities.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
1. With the support from professionals of universities and EDB, we schedule co-planning meetings for Chinese, English, Maths and General Studies' teachers.  
2. To meet students' needs and the society standard, we enrich and broaden students' learning experiences with activities beyond the school timetable which are complementary to classroom learning. Besides, there is also "Orientation Activity Week" to mark the commencement of the school year, "STREAM Activities" to develop problem-solving skills and self-directed learning. Various other subject-based projects to help develop generic skills as well as multiple intelligence in our students.  
3. Through small class teaching, clear teaching objectives, suitable teaching strategies and resources, and interactive learning, students' learning competence is enhanced and positive attitudes and values are cultivated.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
Through Life Education Lessons, Morning Assembly, Class Teacher Periods, etc. to develop students' ability to identify the values embedded, analyse objectively and make reasonable judgement in different issues they may encounter at different developmental stages so that they could take proper action to deal with the challenges in their future life. In terms of national education, flag-raising ceremonies and flag-raising speeches are held every week to promote flag-raising culture and explain some national conditions or important days in China to students. The library has a "National Education Book Corner", where there are different kinds of national education and "Basic Law" books for students to read. Through the "STREAM" week, students are encouraged to apply the scientific knowledge and the general knowledge in their daily lives. Under the guidance of the teacher, students can develop their creativity. Through trial and error, students improve by reflections, and striving for better progress.

**Development of Generic Skills:**  
The school fosters students' communication skills, creativity and critical thinking in order to help them scaffold knowledge and solve problems.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
The school fosters students' positive values and attitudes, so that they could take proper action to deal with the challenges in their future life.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
We cater for diversity through integrated education under the whole-school approach.

**Whole School Approach to Integrated Education:**  
The school has set up a Student Support Team which is coordinated by the Special Educational Needs Coordinator (SENCO). The members include Special Educational Needs Support Teachers (SENSTs), school-based educational psychologist, school-based speech therapist, student guidance personnel and teaching assistants. The team leads the whole school to support students with special educational needs. Use the "Learning Support Grant" to set up different training classes and also provide school-based speech therapy service, homework and assessment adjustment, Individual Education Plans, etc. for students with special learning needs, so that students with special educational needs can receive appropriate support.

**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; and organising activities to create an inclusive learning environment in the school.

**Curriculum Tailoring and Adaptation:**  
1. Design teaching and learning materials to facilitate learning.  
2. Arrange students into ability groups to cater for learning diversities.  
3. Provide diversified programmes to develop students' potential.  
4. Cultivate students' positive values and attitudes.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
To develop and maintain close communication and relationship with parents through home-school activities, Parents' Day, parents' workshops, PTA family outing and Parents Cafe. The school has a close collaboration with the Parent-Teacher Association and organizes various kinds of activities throughout the whole year.

**School Ethos:**  
Our school is a well-established government primary school in the district, characterized by its warm and wholesome atmosphere. Students are courteous, disciplined, and respectful of rules, while teacher-student and home-school relationships remain harmonious.  
To support students and parents during transitional periods, the school organizes Pre-Primary and Pre-Secondary activities to help students and parents adapt to the changes that they are probably going to face. We actively promote a culture of care and compassion on campus, placing great emphasis on moral education and civic awareness to nurture students' character and foster a strong sense of belonging.

Future Development

**School Development Plan:**  
The School Development Plan is reinvented every three years. The plan is a response to student achievement which drives academic, social and developmental school goals. In consultation with the school self-evaluation, learning priorities are highlighted to improve student performance. These objectives and the measurement of their success are also listed in the development plan.

**Teacher Professional Training & Development:**  
Organize Staff Development Days for all teachers to enhance teaching and learning effectiveness. Encourage co-planning, co-teaching and lesson observations among teachers. Making use of community resources and working with professionals to increase teachers of their professional knowledge and to build up the school as a learning community.

Others

Our school organizes study tours to widen students' learning experiences. Besides, we provide many chances for students to join various inter-school competitions to develop their potentials. We have scholarships and "Outstanding Students Award" to encourage promising students with excellence in academics, morality, extra-curricular and community service achievements.



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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. Lee Yuk Shan Rossetti	Ms. Ho Ka Yee Martina	Established	Aided 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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Daughters of Charity of the Canossian Institute	I am the Way, the Truth and the Life (John 14 : 6)	1860	Chinese (incl.: Putonghua) and English	School Bus	About 1900 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Sacred Heart Canossian College					
			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
-	-	\$100	Specific purposes fee \$250	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
10 (Visual Arts Room, 2 Music Rooms, Computer Room, Innolab, Student Guidance Room, English Resource Room, Student Sick Room, 2 Parlours)				-

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

Number of teaching posts in the approved establishment				57		Total number of teachers in the school		60			
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%		83%		23%		15%		62%	

## 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 (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Small class teaching is implemented. Diversified teaching mode includes activity-based learning and teaching, cooperative learning and group discussion.						
Remarks	P.1-P.6 will offer whole-day classes starting from the 2025/2026 school year.						

## Performance Assessment

Number of test(s) per year (P1 only)	0	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)	0	Number of exam(s) per year (P2 to P6 only)	3		
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	Assessment for learning (including student evaluation, peer evaluation and parent evaluation); teacher observation, class performance, daily assignment in the form of continuous assessment; written assessment, performance tasks, skills assessment, meaningful homework (including online assessment, kinesthetic tasks, book report, oral presentation, role play, word list, project etc.).				
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 ability classes from P.1 to P.6.				

## 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	6	40 mins	8:35 AM	3:30 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school promotes students' physical, mental and spiritual health through exhibitions, workshops, and programs, including mass, liturgy, religious day, pilgrimage, morning exercise, eye exercise, "Happy Tuesday", healthy eating month, mental health day, School Physical Fitness Award Scheme, MVPA60 Award Scheme, recess sports activities, Energy-Generating exercise bikes and rope skipping machine.		P.1-P.6 will offer whole-day classes starting from the 2025/2026 school year.		



Life-wide Learning

In order to develop individual interest and one's potential, we have a "Multiple Intelligences Programme" which provides more than 30 extra-curricular activities including music, P.E., V.A., I.T., academics, hobbies, services and uniformed groups. The school also encourages students to participate in different sorts of competitions, excursions and religious activities, so as to widen their scope of learning and become well-rounded citizens.

School Mission

The Canossian Educators of Faith draws inspiration from Jesus on the Cross and St. Magdalene of Canossa. We dedicate ourselves to the Formation of Heart of our students, to love life and learning, to serve the Community, especially those whose needs are greatest.

School Characteristics

School Management

School Management Organisation:

The school is managed by The Incorporated Management Committee of Sacred Heart Canossian School. The School Supervisor, the Principal, the administrative group, lead the staff who are allocated to one of the four core groups namely School Administration Group, Students' Guidance Group, Curriculum Development Group and Spiritual & Religious Development Group, and are responsible for planning, implementing and evaluating the effectiveness of the school policies so as to achieve the school development plan.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee is established in September 2013.

School Green Policy:

Our school joined the Green Schools 2.0 - Energy Smart scheme to cultivate a positive and green school culture. A variety of activities are held to nurture the student's awareness of environmental protection.

School's Major Concerns:

- 1. To promote "Whole School Health Programme".
- 2. To construct highly effective lessons.

Learning and Teaching Plan

Learning & Teaching Strategies:

Students acquire knowledge through different types of learning experiences. Inquiry-based Learning and Project Learning are carried out through integration of subjects. Cooperative learning and small-class teaching strategies are used to strengthen students' generic skills and enhance higher-order thinking. Self-directed and individualized learning are promoted through the use of e-learning, gifted education, STEAM education and performing arts. Students are encouraged to read across the curriculum in order to broaden their horizons. The medium of instruction for teaching Chinese Language in P.1 to P.3 is Putonghua and in P.4 to P.6 is in Putonghua or Cantonese.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strengthening Values Education
  - Implementing school-based A+ values education with a whole-school approach, integrating the moral education with Catholic and Canossian core values to cultivate a positive culture.
  - Develop national education and national security education through cross-curricular learning, cross-border exchange activities, Chinese Culture Day, speeches, etc.
- 2. Creating spaces for whole-person development
  - Cultivate students' independent learning ability through the four-day themed learning activities, together with life-wide learning and cross-curricular reading.
  - Develop students' lifelong learning ability through special reading time, Reading Rainbow Reward Scheme, Christmas reading tasks, etc.
- 3. Enhancing STEAM Education
  - Ignite students' creativity through strengthening students' scientific inquiry and hands-on ability.
  - Promote students' interest in innovation and technology through various activities and learning experiences.

Development of Generic Skills:

Students learn to be independent learners and critical thinkers through generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Students are taught to become Sacred Heartists who understand gratitude, respect all things and have the courage to take responsibility through courses, experiential activities, teacher-student sharing and parent participation.

Student Support

Whole School Approach to Catering for Learner Diversity:

Students' Support Team, Intensive Learning Support for catering individual differences.

Whole School Approach to Integrated Education:

We take care of students with Special Education Needs according to the EDB 'Early Identification and Intervention Programme for Primary One Students with Learning Difficulties' and 'Enhanced School-based Speech Therapy Service'. We also cater for diversity through integrated education under the whole-school approach with the Learning Support Grant. In addition, we implement a 'Buddy Scheme', in which the upper form students assist the P.1 students in adapting to the new school life and school work.

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; 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.. In addition, we provide Chinese Learning Support Class (Chinese Reading Comprehension) and School-based Reading Scheme for NCS students.

Curriculum Tailoring and Adaptation:

Gifted Education and Soaring Team (Chinese, English, Mathematics remedial classes)

Home-School Co-operation and School Ethos

Home-School Co-operation:

Emphasizing home-school collaboration, regular tea gatherings are organised to enhance communication. The Parent-Teacher Association organizes diverse parent education and parent-child activities. A team of parent volunteers is developing to assist in promoting school events.

School Ethos:

With a strong religious atmosphere, our school emphasizes on students' moral and spiritual formation. Their positive values and attitudes are fostered through formal curriculum and various activities. Our school-based achievement programme encourages students to take challenge and strive for excellence. Our school encourages students to engage in the community so as to carry on our foundress' spirit. In order to assist P.1 students to have a smoother transition in the new school environment, we arrange an orientation day and pre-visits for them.

Future Development

School Development Plan:

- 1. Promote Reading across curriculum.
- 2. Enhance learning and teaching effectiveness through e-Learning.
- 3. Facilitate CRT project learning.
- 4. Strengthen students' computational thinking skills and promote STEAM Education.
- 5. Cultivate students' positive values.
- 6. Promote Diversified Assessment for Learning.
- 7. Sustainable development in Gifted Education.

Teacher Professional Training & Development:

In response to annual school plan and major concerns, teachers attend workshops and sharing sessions in order to enhance teachers' professional development.

Others

Overseas study tours allow students to learn other languages and conduct cultural exchange; Mainland exchange programs and Sister school exchange programs allow students to broaden their horizons and strengthen their understanding of their motherland and their sense of belonging.



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11

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Sai Kwong	Mr. Oh Lap Fung	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
The San Wui Commercial Society of HK	HONESTY VIRTUE DISCIPLINE HARDWORKING	1958	Chinese	School Bus	About 700 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
S.W.C.S. Chan Pak Sha School					
			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	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer room, Music room, Medical room, Guest room.				-

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

Number of teaching posts in the approved establishment			23	Total number of teachers in the school		30
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%	28%	47%	22%	34%	44%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	1	1	1	2	2	2	9
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	1	1	1	1	2	2	8
Mode of teaching at different levels	P.1-P.6 small class teaching, teaching with e-Board, P.1-P.6 teaching assistants to assist teaching; learning support groups for children with special learning needs; homework tutorial classes and make up lesson after school.							
Remarks	-							

## Performance Assessment

Number of test(s) per year (P1 only)	0	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)	0	Number of exam(s) per year (P2 to P6 only)	3		
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Formative and Summative assessments for academic and personal development; assessment on project learning (P.4-P.6).				
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 ability classes from P.1 to P.6.				

## 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	12	30 mins	8:10 AM	3:45 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The school builds an energetic playground, encourages students to do more exercise, and develops a one-person-one-exercise program, built up a mentally healthy school. 2. To teach students not to waste food.		Morning reading session 7:50-8:20 a.m.; Core subjects timetabled in morning sessions while music, computer studies, visual arts and P.E. are held in the afternoon. Students have open access to all areas of the school during recess. They may use library, computer room, playground, painting/games area.		

Life-wide Learning

Spanish Beginner, Judo, African Drum, Sketching, Table Tennis, Roller Skating, Chess Club, Drawing Class, Percussion class, Voice Acting Class, Kendama, Pastel Nagomi Art, Kubbb, Molkky, Creative Life Invention, Rope Skipping Class.

School Mission

We strive to provide a successful and enjoyable environment for our students; an environment where they are nurtured and encouraged to be passionate and responsible citizens.

School Characteristics

School Management

School Management Organisation:

The School management board is responsible for making and monitoring the school policy. Form meetings provide opportunity for mutual support and sharing of ideas. Besides, we have different functional teams to carry out duties, including Curriculum Development Team, Pastoral Care Unit, Student Guidance & Counselling Group, Discipline Group, Civic and Moral Education Group, Extra-curricular Activities Team.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee

School Green Policy:

- 1. Paper recycling bins are put in the classroom, so students and teachers can have a good use of paper, and cherish the things we have.
- 2. To teach students to love the food, and reduce the disposal of food waste.
- 3. Reusable food ware.

School's Major Concerns:

To foster and develop pupils' positive attitude, to build up their self-achievement and confidence.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Lessons are given on time-slots to facilitate group learning and project learning.
- 2. Campus is kept open after school.
- 3. Life (P.1-P.3) and adventure training (P.4-P.6); mainland cultural exchanges and reports (P.4-P.6); project learning (P.4-P.6).

Development of Major Renewed Emphases of the Primary Education Curriculum:

STEAM EVERYWHERE:

to enhance students' spirit of inquiry.

National security:

Deepen the understanding of our country.

Development of Generic Skills:

- 1. Systematic project learning training: P.4: group-based project learning course; P.5: group-based project learning course under teacher's guidance; P.6: special topics report making with proper titles under teachers' guidance.
- 2. Develop students' generic skills through systematic school-based information literacy curriculum, school-based reading strategy curriculum and group learning curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Infiltrate the classroom and encourage students to learn.
- 2. Cultivate students' positive values and attitudes through growth lessons.

Student Support

Whole School Approach to Catering for Learner Diversity:

Small class teaching (P.1-P.6), homework tutorials and voluntary services provide supports to the students.

Whole School Approach to Integrated Education:

Members of the student support team include the school Principal, Special Educational Needs Coordinator (SENCO), School-based Educational Psychologist, school Social Worker, Special Educational Needs Support Teachers and Teaching Assistants.

The school Principal and SENCO coordinate and promote the "Whole-School Approach" model of to Integrated Education, and use additional resources such as Learning Support Grants to support students with special educational needs.

The school's specific measures include teaching and assessment adjustments, subject and homework remedial groups, social training groups, school-based speech therapy services, Individual Education Plans, 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; and organising activities to create an inclusive learning environment in the school.

- 1. Provide online study support.
- 2. Arrange homework and dictation adjustments according to student's needs.
- 3. Arrange adjustments according to student's Chinese level for non-internal examinations.

Curriculum Tailoring and Adaptation:

Curriculum tailoring and adaptation for special education needs pupils.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Open campus for parents, parent volunteers, various home-school communication channels and various seminars.

School Ethos:

Love and caring scheme, homework tutorial (after school), individual and group counselling, bridging course for P.1 and P.6, picnics, seminar and workshop for parents, questionnaire.

Future Development

School Development Plan:

STEAM Everywhere

The first is to strengthen the teaching of STEAM literacy and knowledge in the subjects of Mathematics, General Studies and Computer Science: to include programming, IT literacy, flight simulation activities and VR, etc.

The second is to organize STEAM Learning Days to provide hands-on learning of engineering and science.

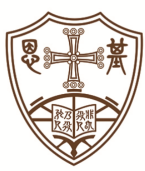
The third is STEAM Everywhere, setting up learning corners in different corners of the school: Coding Everywhere, Engineering Everywhere, Drawing Everywhere.

Teacher Professional Training & Development:

Equip the teacher well to cater for learning diversity of the pupils.

Others

- 1. Each year, students participate in various off-campus competitions: Inter-school English and Chinese Speech Festival, Math Olympiad, STEAM-related competitions, drawing competitions, track and field, rope skipping, and various sports competitions.
- 2. Regular visits to school services such as speech therapy, clinical psychologist, music therapy.
- 3. Stationed social worker.



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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. Lam Chun Wai	Ms. Yeung Kwun Yu	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	1955	Chinese	School Bus	About 4700 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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	\$450 (Specific purposes fee)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	All classrooms and special rooms are air-conditioned with computers and visualizers. Some classrooms are equipped with electronic whiteboards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
1 TV Campus, 1 Visual Arts room, 2 Music rooms, 1 Multi-purpose Activity room, 1 STEM room, 1 English Language room, 1 Remedial Teaching room.				-

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

Number of teaching posts in the approved establishment			37	Total number of teachers in the school		37
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%	42%	89%	5%	19%	76%

### Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		Interactive IT in Education, activity based approach teaching, small group teaching, co-operative learning, STEAM and theme-based teaching are implemented. Native-speaking English teachers co-teach with our local teachers in English lessons.						
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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Both formative and summative assessments are practised. Tasks, classroom observation, oral presentation and project learning reports are employed in order to enable teachers to understand students' learning progress, to give immediate feedback and to adjust teaching strategies when necessary. Peer and self assessments are also used to foster the development of self-learning and generic skills.						
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 ability 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	8:15 AM	3:15 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. According to "Nutritional Guidelines on School Lunch", the school lunch supplier is required to provide everyday lunch with cereal, vegetables and meat at the ratio 3:2:1. 2. In order to develop students' healthy habits, we have Fruit Day and morning exercise sessions. 3. Kei Yan Fun Day.		We provide our students with a number of sports training programme. We also hold morning prayer, hymns sharing, assemblies, Life education, fellowship, worship, Picnic Day, Games Day, Sports Day, birthday parties and festive celebrations. In order to cultivate our students' attitude of appreciation, we offer opportunities for our students to participate in art and music activities.		

Life-wide Learning

To develop and enhance students' multiple intelligences, we have organized various kinds of extra-curricular activities and gifted education programmes including Christian fellowship, choir, percussion, handbell, English Club, English Drama, debate, modern dance, break dance, drawing, fencing, Chinese Opera, badminton, table tennis, basketball, football, volleyball, Scout, Road Safety Patrol, Community Youth Club, Olympiad Maths course, micro:bit etc. The activities include different sorts of competitions, visits, religious activities and voluntary services.

School Mission

Based upon the ethos of Christian whole-person education as propounded by the Anglican Church, our school shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. Our school shall teach our students to live out the motto "Not to be served but to serve"; help our students develop their own potential in a student-centred environment; emphasize the importance of moral education; cultivate students' attitudes in discerning truth and virtues; develop their self-discipline, respect, and confidence; broaden their visions towards the community and the universe; encourage students to practice Christian humility and uphold the stalwarts of hope, affection, insight, and aspiration; share the love of God and the truth of the Bible through biblical teaching; and foster students' daily endeavour in the practice of Christian objectives and steadfast faith in God.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> S.K.H. Kei Yan Primary School is managed by Anglican (Hong Kong) Primary Schools Council Limited. The Incorporated Management Committee and the principal are responsible for making decision and managing school affairs. Different committees, including administrative committees, academic committees and functional committees also help to ensure the smooth operation in school.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> There are 7 sponsoring body managers, 1 dependent manager, 1 ex-officio manager (principal), 1 teacher manager, 1 parent manager, 1 alumni manager, 1 alternate sponsoring body manager, 1 alternate teacher manager and 1 alternate parent manager.
<b>School Green Policy:</b> Saving paper, Computerization of administrative work, electronic notices, the intranet, e-mails, used uniform recycling and bring own utensils, etc.
<b>School's Major Concerns:</b> 1. To foster proper values and attitudes in students 2. To cultivate types of literacy students need in the 21st century
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> 1. Our school implements Formative Instructional Practices. Informal and formal data is collected during the learning so that the teacher can differentiate, support, or adjust the teaching to meet the needs of all students. 2. To strengthen students' ability to apply knowledge and skills across different STEM disciplines, and to nurture their inquiry-based learning ability and creativity. 3. To develop students' higher order thinking skills through co-operative learning and different levels of questioning techniques. 4. Use of information technology to develop students' self-learning abilities. 5. Diversified teaching strategies are designed to develop students' multiple intelligence, so that students can acquire knowledge and master different learning strategies, such as reading strategies and note-taking, so as to stimulate their self-directed learning. 6. Implementation of cross-curricular reading.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> To foster our students' positive values and attitudes, Value Education is included in each subject. Different visits and activities are arranged for students to broaden their learning experience. To nurture students' media and information literacy, workshops are held for them. Furthermore, strengthen cross-curricular learning and reading to develop the ability for lifelong learning.
<b>Development of Generic Skills:</b> We develop our students' communication skills, collaboration skills, problem-solving skills, creativity skills and higher order thinking skills through curriculum design, service learning, project learning and different tasks.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Moral education is infiltrated in different subjects and we create an atmosphere with different themes to enhance students' understanding of the value of life. We also enhance students' positive attitude through rewarding schemes, arrange different activities and seminars for our students to develop their healthy living habits and positive attitudes. Our students also participate in different community services.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> Chinese, English and Mathematics remedial classes for less able students, Chinese, English and Mathematics small group teaching, Math Olympiad classes, English drama, English club, debate lessons and Physical Education and Arts classes.
<b>Whole School Approach to Integrated Education:</b> Small group teaching and assessment accommodation, training on social skills, Enhance School-based Speech Therapy Service, Individual Education Plan, tutorial service, workshops for parents, and board games, etc.
<b>Curriculum Tailoring and Adaptation:</b> During tests and examinations, special arrangements will be given to those students with special needs.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> 1. The Parent-Teacher Association of our school was established in 2001. Members of PTA and the parents voluntary team participate in organizing school activities, and also monitor the school bus and the luncheon provider. 2. Educational seminars are conducted for parents occasionally and Parent's Day is held twice a year. 3. The student guidance teacher conducts workshops for parents. 4. A parent representatives meeting is held regularly throughout the year.
<b>School Ethos:</b> Our school has a long history. We implement Christian character education and our students are well behaved.
<b>Future Development</b>
<b>School Development Plan:</b> 1. To foster proper values and attitudes in students. 2. To cultivate types of literacy students need in the 21st century.
<b>Teacher Professional Training &amp; Development:</b> 1. Offering teachers workshops specializing on pedagogical strategies and special needs for learners. 2. Encouraging teachers to drill in their subjects teaching in IT. 3. Providing our teachers with different professional training and teaching experience sharing with other schools.
<b>Others</b>
Our students participate in different competitions such as Hong Kong Speech and Music Festival, Dance Festival, inter-school sports competitions and Mathematics contests every year and have achieved good results.



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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
Mr. Lui Shiu Wai	Ms. Lee Yin Fun	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					67%
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.	1960	Chinese (incl.: Putonghua) and English	School Bus	About 1300 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$50	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Ergonomic chairs, AC, tech (PC, projector, HD interactive panel, AV), smart bookcase, smart water dispenser, electric mosquito trap, whiteboard, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer rooms, Library, School TV Broadcasting Room, Music Room, Art Room, Technology and Innovation Lab, Reading café, Flyer Learning Room, Church, etc.				Lift (1, 3, 6 / Floor only).

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

Number of teaching posts in the approved establishment			43	Total number of teachers in the school		44
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%	39%	60%	11%	25%	64%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	3	3	4	4	4	4	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	3	3	3	4	4	4	21
Mode of teaching at different levels		Small Class Teaching								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	0	Number of exam(s) per year (P2 to P6 only)	3		
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	Besides written assessments, various modes of assessments will be conducted to evaluate students' learning progress, such as cross-curricular projects, physical fitness tests, science experiments and presentations.				
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 ability classes from Primary 1 to Primary 4. Students of Primary 5 to Primary 6 are streamed according to their academic results.				

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	10	35 mins	7:50 AM	3:00 PM	12:10 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Physical Health – Fitness programs, morning exercises, and STEAM-based PE activities. 2. Healthy eating – Balanced meals and campaigns like "Fruit Month" to promote health. 3. Mental Wellness – Stress management workshops and relaxing lunchtime radio programs. 4. Social Growth – Team-building events, themed seminars (sex education, anti-drug, finance), and information literacy workshops.		We have subject learning in the morning. In the afternoon, we have school assembly, homework tutorial lessons, moral and civil education, and diversified activities lessons. Interest classes and school team training are also conducted after school. Moreover, we have school outings and study tours.		

Life-wide Learning

Our school organizes a variety of clubs and interest groups to develop students' potential, including Mathematical Olympiad, Debate, Choral Speaking, School Reporters, Emcee Training, Drama, Martial Arts, Football, Volleyball, Basketball, Chinese Dance, Choir, Visual Arts, Musical, Coding, Scouts, Girl Guides, Boys' Brigade, and Flag-raising Team.

School Mission

Guided by the educational mission of the Anglican Church, we cultivate students' Christian character and embody the spirit of "Not to be served, but to serve". We provide students with a high-quality and enjoyable learning environment that fosters balanced development in six dimensions - moral, intellectual, physical, social, aesthetic, and spiritual growth. This enables students to practice healthy lifestyles, face life's challenges positively, and realize their full potential.

School Characteristics

School Management
<b>School Management Organisation:</b> Our school is run by the Anglican (Hong Kong) Primary Schools Council. The Incorporated Management Committee supervise our school. Under IMC, our school has multiple executive departments and function groups to execute school affairs.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The members of the IMC include the Reverend, parents, teachers, alumni, and people from legal professional and commercial fields. They can give different opinions from different points of views.
<b>School Green Policy:</b> The school integrates environmental education through practical initiatives, including annual projects like plastic bottles recycling art program ("Zero Waste, Green Campus"), an aquaponics ecosystem, and a "One Person, One Flower" planting campaign. These activities engage students and parents in adopting eco-conscious habits, promoting low-carbon living and resource conservation. An "Environmental Protection Little Pioneers" team further deepens students' sustainability knowledge via experiential learning and field studies, fostering a culture of environmental stewardship.
<b>School's Major Concerns:</b> 1. Continue to promote values education to cultivate students into healthy and well-rounded citizens with physical and mental wellness. 2. Strengthen the implementation of STEAM education to nurture students as proactive learners.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Cultivate students to become active learners and encourage students to think from multiple perspectives to construct knowledge which can enhance students' self-learning ability. 2. Broaden students' learning experience and enhance learning effectiveness by providing diverse and cross-curricular learning experiences. 3. Apply appropriate learning and teaching strategies, such as inquiry-based learning, to enable students to learn and connect what they have learned during the inquiry process to promote learning. 4. Focus on the culture of biliteracy and trilingualism, and develop sports and arts, we adopt after-school elite training classes to develop healthy living style.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Promote holistic Christian education and cultivate students' positive values. 2. Through organizing diversified learning activities, students will have the opportunity to develop their strengths and build their confidence. 3. Promote the teaching of bilingualism and trilingualism in the school-based curriculum NETs Action Plan to enhance students' language skills in communicating with others. 4. Promote STEAM education to learn mathematical, mechanical and programming knowledge through hands-on practice to develop comprehensive skills and applied knowledge to cultivate information literacy.
<b>Development of Generic Skills:</b> To develop students' nine generic skills through classroom and extracurricular learning activities in various learning areas and subjects, such as collaborative learning, project-based learning, Learning and Reading across the Curriculum, programming teaching, life-wide learning and artistic creation.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our school promotes positive values through formal and informal curricula and incentive programs, creating an environment rooted in Confucian virtues and Christian values to nurture moral excellence and healthy, well-rounded citizens.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Adopting a "whole-school approach" model, the school implements the educational philosophy of "making gifted education accessible to all and enriching general education with gifted education elements." High-order thinking skills, creativity, and social competencies are integrated into the curriculum. Through different learning activities, the school is committed to enhancing students' diverse abilities. Tailored support is provided for students with varying abilities, including tiered instruction, group learning, assignment adaptations, after-school tutoring, ability enhancement classes, and post-class training groups. These measures aim to address diverse learning needs and strengthen students' learning capabilities.
<b>Whole School Approach to Integrated Education:</b> Our school has set up a Student Support Team, including school-based educational psychologist and a school-based speech therapist. Guided by the principle of "early identification, early intervention," we provide after-school academic support, enhanced school-based speech therapy services, and social emotional interventions for students with special educational needs. Through initiatives like the "Benevolence Ambassadors" program, we help students recognize and respect individual differences, fostering an inclusive and caring school culture where mutual support and kindness prevail. Together, we strive to build a nurturing campus environment for all.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; and organising activities to create an inclusive learning environment in the school. Provide online Chinese language self-learning resources, an online learning platform, translation pens, and Chinese books.
<b>Curriculum Tailoring and Adaptation:</b> 1. The P.1 Bridging Course includes Chinese Literacy and English Phonics Course, school tours, and activities like meeting teachers and classmates, learning school routines, and joining the Full Moon Growth Ceremony to help students adapt. Dictations and assessments are adjusted to ease the learning transition. Parents are also supported through teacher meetings and various educational activities to enhance home-school cooperation. 2. Curriculum and examination adjustments, school-based writing and reading programmes under the NETs Action Plan, maths speed calculation, and inquiry-based courses will be implemented. 3. Mathematical and Mechanical Programming Course in STEAM education, Metaverse Course in Visual Arts, and Electronic Music Creation Course in Music.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. Strengthen communication and establish collaborative partnerships through the Parent-Teacher Association. 2. Organize parent volunteers to co-host activities such as Chinese Cultural Day and School Sports Day to deepen home-school interaction, enhance a sense of belonging. 3. Organize diverse parent education activities to implement EDB's primary school framework, enhancing family education for a harmonious learning environment. 4. Maintain close contact with parents through effective communication channels such as Parent-Teacher Days, parent seminars, parent circulars, the school website, electronic communication platforms, and a dedicated hotline.
<b>School Ethos:</b> 1. Good teacher-pupil relationship, and the campus is filled with love and care. 2. Our school upholds the Christian spirit, attaches great importance to spiritual cultivation and practice, and actively participates in diverse activities and community services inside and outside the school. 3. Combine discipline, religion and curriculum teaching activities to cultivate positive values and practice good moral character.
Future Development
<b>School Development Plan:</b> Our school upholds the educational philosophy of "STEAM in motion, values in action," dedicated to cultivating students' innovative technological spirit through diverse learning activities while reinforcing the development of generic skills and the practice of twelve priority values and attitudes. This educational framework aims to shape students' moral character, foster robust psychological qualities, and fully unleash individual potential, thereby laying a solid foundation for lifelong development. For more details, please refer to our "School Development Plan" and "Annual School Plan."
<b>Teacher Professional Training &amp; Development:</b> To broaden the horizons of our teachers and sharpen their teaching skills, we have school visits, staff development days, teacher sharing meetings, and lesson co-planning meetings for the professional development of all staff in our school. Many teachers are also taking courses in their disciplines to enhance professional development.
Others
1. Transition measures for secondary school: Hold parent-teacher conferences for secondary school students, secondary school visits and experience activities, and teach Chinese ancient poetry, STEAM in English and other courses. 2. Life planning education: Through various learning activities and career experiences, the school enables students to recognize their own strengths, accept the differences of others, and set personal development goals. 3. Actively broaden students' horizons: mainland and overseas study tours, service learning, field trips. 4. Actively participating in the Hong Kong Speech and Music Festival, Sports, Visual Art, and gifted programme Competitions.





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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. Leung Ka Jor	Mr. Cheung Man Chung	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					53%
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	1876	Chinese	-	About 375 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	-	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	-	Facilities to support students with special educational needs: Play Therapy Room
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Laboratory, English Room, Library Corner, Science Laboratory, Immersive Virtual Reality (VR) Application System.				-

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

Number of teaching posts in the approved establishment				21		Total number of teachers in the school		24	
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%	38%		74%	30%		13%		57%

### Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	1	1	1	2	2	2	9
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	1	1	1	2	2	9
Mode of teaching at different levels		1. Conduct small class teaching. 2. Organize enhancement and remedial courses for the diverse and special learning needs of students with varied abilities. 3. P.1-P.6: join the NET scheme. 4. Stream P.1-6 (Chi. Lang.) pupils according to their learning abilities. 5. Stream P.5-6 (Eng. Lang.) pupils according to their learning abilities. 6. Class placement of P.4-P.6 is based on average abilities.									
Remarks		-									

### Performance Assessment

Number of test(s) per year (P1 only)		0	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)		0	Number of exam(s) per year (P2 to P6 only)		3		
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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	1. Formative assessment: assessment of learning unit, speaking and listening assessment, life skills tests, peer assessment, self-assessment and teachers' assessment. 2. Summative assessment 3. Catering for learning diversity: homework accommodation and dictation adaptation.						
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	1. Class placement of P4-6 is based on average abilities. 2. Stream pupils according to their Chinese learning 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	10	30 mins	8:15 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. STEAM Week, the "Library Cards for All School Children" Scheme, Class Building Activities, Monthly Assembly, Church Services, Gospel Day and Gospel Camp. 2. Maths Games Day, Maths Trail, Putonghua Day, Chinese Culture Day, Mid-Autumn Festival Reunion, Watoto Concert and Campus Wellness Activities 3. Join the Primary School Physical Fitness Award Scheme and different Sports and Art competitions.		To diversify students' learning experiences, the school offers various activities, such as: each student participating in two different Multiple Intelligence activities on Tuesday and Friday afternoons, after-school extracurricular activities from Monday to Friday, overseas exchanges (to South Korea and Australia), the Mainland Exchange Programme for Upper Primary Students, Sister School Scheme.		

Life-wide Learning

Over 30 Multiple Intelligences Activities (MIA), including. Athletics Team, Volleyball Team, Roller Skating Class, Rope Skipping Group, Football Team, Dancing Group, English Drama Team, Cub Scouts, Brownies, The Boy's Brigade, School Campus TV, Darts Class, Hand-chimes etc.

School Mission

We aim to provide quality teaching and diverse activities to develop students' spirits, moralities, intelligences, health, team spirits, and senses of art. We strive to nurture students with well-rounded character traits, promote holistic education, and inspire them to reach their full potential, with aspiration that they will make meaningful contributions to society in the future.

School Characteristics

School Management
<b>School Management Organisation:</b> Four committees including School Management and Organisation Committee, Learning and Teaching Committee, School Ethos and Student Support Committee, Student Performance Committee and 17 functional teams.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Incorporated Management Committee consists of 15 members, including Supervisor, Sponsoring Body Manager, Principal (ex-officio manager), Teacher Manager, Parent Manager, Independent Manager, Alternate Sponsoring Body.
<b>School Green Policy:</b> Class Eco-Ambassador Programme.
<b>School's Major Concerns:</b> 1. Continuously develop suitable teaching and learning strategies, organize cross-disciplinary and cross-domain school-based curricula to enhance learning motivation and interest, and cultivate students with the ability to flexibly apply various learning strategies and metacognitive skills. 2. Continuously nurture students' national identity, establish positive thinking, integrity in words and actions, willingness to serve, and a sense of responsibility towards the country and society through values education.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Conduct cross-disciplinary thematic learning and STEAM-themed activities to develop generic skills. 2. Address diverse learning needs by grouping students based on their abilities and providing differentiated learning materials and teaching strategies. 3. Develop a variety of extracurricular and subject-related activities.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Computer Programming Curriculum: - Lower primary: Implement unplugged programming education through German-style board games. - Upper primary: Promote computational thinking education (JC@COOLTHINK) and introduce AI-related courses. 2. Physical Education: Integrate emerging sports such as lightsaber dueling, Mölkky (Finnish skittles), electronic curling, soft hockey, and spikeball into the curriculum. 3. All classrooms are equipped with smart boards. 4. Use immersive VR systems to provide hands-on experiences aligned with general studies curriculum.
<b>Development of Generic Skills:</b> Foster communication skills, critical thinking, creativity, self-management, and other generic abilities through collaborative learning, project-based research, group collaboration, multi-intelligence classes, and arts activities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Establish a Flag Raising Team, weekly national flag raising ceremony and speeches under the national flag to cultivate students' national identity. 2. Organize seminars, weekly assemblies, and Personal Growth Education (PGE) lessons to foster students' positive value and attitudes.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Provide exchange programmes, training programmes and competitions to students with specific talents or outstanding academic results. 2. Arrange group teaching for P1,P3-6 students according to their Chinese learning abilities. 3. Organise after-school homework tutorial classes. 4. Organise Adaptation Class for Newly-Arrived Children.
<b>Whole School Approach to Integrated Education:</b> 1. Individual and group support training. 2. "Early Identification and Intervention Programme for Primary One Students with Learning Difficulties," which includes arranging enhancement classes for English, Chinese, and Mathematics for students in Primary One and Primary Two. 3. Enhanced School-based Speech Therapy Service and School-based Educational Psychology Service. 4. Play Therapy service, Boardgame Social Training Group, Big Brothers and Big Sister Reading & Writing Scheme. 5. Individual Education Plan. 6. Attention training group and literacy training group. 7. Project on 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorders' (AIM project).
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; and organising activities to create an inclusive learning environment in the school. Provide homework accommodation.
<b>Curriculum Tailoring and Adaptation:</b> Accommodation in homework and special arrangement in summative assessment are adopted to cater for the educational needs and learning diversity of students.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> PTA organizes a lot of activities (e.g. Family Outing, Christmas Party, talks, parent workshops etc.) to strengthen the relationship between parents and home-school.
<b>School Ethos:</b> 1. Enhance students' self-confidence and develop positive value. 2. Promote students' spirit of loving oneself and one another.
Future Development
<b>School Development Plan:</b> 1. To develop generic skills. 2. To cater for learner diversity. 3. To know one's strengths and weaknesses. 4. To know how to love others. 5. To cultivate students' national identity.
<b>Teacher Professional Training &amp; Development:</b> 1. Core domains: Learning and teaching, Student development, School development, Professional Relationships and Services & Teachers' Professional Identity 2. Aims: promoting student learning, school development and teachers' personal growth. 3. To promote a culture of excellence in the teaching team.
Others
1. Scholarships for academic and non-academic subjects are offered to outstanding students. 2. Prizes and awards were won in inter-school competitions. e.g. Hong Kong Schools Drama Festival, Hong Kong Schools Dance Festival, Hong Kong Elite Dance Competition, Hong Kong Youth Elite Dance Contest, Hong Kong Schools Speech Festival, Hong Kong Inter-Primary School Athletic Competition, VEX IQ Robotics Competition in Australia, Skate Victoria Competition. Refer to the school website for details.



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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	
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.



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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
Father Ng Dor Lok Peter	Mr. Ma Kar Kin	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					87%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Society of St. Francis De Sales	Sincerity, faith, compassion and love	1963	Chinese (incl.: Putonghua) and English	School Bus	About 4500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$40	\$300	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
8 rooms (2 staff rooms, INNOSPACE, music room, counselling room, speech therapy room, MAKER SPACE, meeting room)				-

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

Number of teaching posts in the approved establishment				38		Total number of teachers in the school		42	
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%	47%		65%	22%		24%		54%

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	Our school adopts 'collaborative learning' from Primary 1 to 6 to strengthen students' thinking skills. Students working collaboratively in groups experience an enhanced teaching and learning process. The native English teacher uses an activity-based approach to develop students' speaking skills in English lessons, and during recess.						
Remarks	-						

## Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	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)	3		
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	1. There are three formal written exams for the whole academic year. 2. Different kinds of formative assessment and project learning are used to assess students' subject knowledge, attitudes and skills. 3. Through life-wide learning, students' performance in applying their subject knowledge is evaluated.				
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	1. Students are streamed according to their academic results, to serve the purpose of teaching students in accordance with their aptitude. 2. Teachers adapt the learning content so as to cater for individual learning differences.				

## 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	7:45 AM	3:00 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school promotes a healthy lifestyle by requiring our catering provider to provide fruits and ample vegetables. The P.E. department implements the Physical Fitness Award Scheme to enhance students' physical abilities. Special morning exercise time and designated sports areas in the playgrounds are set up to encourage students to engage in physical activities.		There are three reading sessions which help promote good reading habits; extra-curricular activities e.g. Life-wide Learning Week, Putonghua Day, English Week and so on are held to raise students' learning interests. Religious Education is emphasized to nourish their moral values. In recent years, the school has organized study tours to Hu Zhou, South Korea & Singapore to enrich students' life experience.		

Life-wide Learning

Our school designs various learning activities to enrich students' life experiences, such as visits to major museums, film appreciation, and study tours. Current extracurricular activities include: rope skipping, roller skating, fencing, swimming, table tennis, football, basketball, squash, track and field, violin, harmonica, African drums, choir, programming, face painting, magic, Olympiad mathematics, Go, dance, Boy Scouts, and Young Pioneers of Christ.

School Mission

Our mission is to help our students love and respect God, and all people so that ethical, intellectual, physical, social, aesthetic and spiritual development is encouraged. We adopt the 'Preventive Pedagogy' introduced by Salesians of Don Bosco. We instill the core values: religion, intellect and love, so as to create a joyful, trusting and inclusive learning environment.

School Characteristics

School Management

School Management Organisation:

The school is superintended by the Incorporated Management Committee (IMC), which comprises Fathers of Salesians of Don Bosco, parents, alumni, teachers and other representatives. All members maintain a keen interest in and are supportive of school development as well as believe in the leadership of the principal. The IMC examines and approves the Annual School Plan and School Report. The facilitation of student learning and spiritual growth is fostered by the reflection of different opinions expressed by the stakeholders.

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC was established on 19 March 2014.

School Green Policy:

Our school echoes the call for environmental friendliness by engaging in various activities, such as Good Climate Monthly (unofficial translation) organized by Earth Rescue Team, Earth Hour and strive the best in greening the learning environment.

School's Major Concerns:

- 1. Enrich students' diverse learning experiences and broaden their horizons.
- 2. Practice the 'Life' core value in Catholic Education, and live a healthy and positive life in terms of physical, mental, and spiritual health.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Timetable is in cycles to increase the number of core subjects.
- 2. Adopt cooperative learning to encourage student interactions.
- 3. Life-wide Learning Week enables students to experience learning differently outside the classroom setting.
- 4. Gifted Education: P.1-P.6
- 5. Emphasise biliteracy and trilingualism.
- 6. Use a "synthetic approach" in phonics; utilizes segmenting and blending techniques to facilitate reading.
- 7. Adopt a school-based writing programme in Chinese Language curriculum.
- 8. Foster development of a school-based Mathematics curriculum through implementing multifarious activities, nurturing inquiry, expression and problem-solving skills.
- 9. Cultivate students' generic skills, deepen values education and focus on STEAM education in General Studies.
- 10. Use information technology tools to facilitate learning assessments effectively.
- 11. Through cross-curricular reading, cultivate students' interest in reading, broaden their reading range, and strengthen reading depth.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strengthening values education (including life education, national education and national security education).
- 2. Making good use of learning time and creating space to promote a balanced physical and mental development.
- 3. Better catering for learner diversity.
- 4. Reinforcing STEAM education, and nurturing students' media and information literacy.
- 5. Strengthening cross-curricular learning and reading across the Curriculum for developing lifelong learning capabilities.
- 6. Enhancing assessment literacy for promoting learning and teaching effectiveness.
- 7. Science and Humanities subjects are offered in Primary One and Primary Four to cultivate students' overall competencies, promote their ability in different fields.

Development of Generic Skills:

Through project learning and cross-curricular STEAM activities, students develop collaboration skills, problem-solving skills, critical thinking skills and creativity which promote autonomy in learning among students.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Use the Salesian Preventive System to nurture students to love God and all those around them, and to help students develop positive values and attitudes towards life.
- 2. Through school-based Positive Education activities and events, regular religious and moral education seminars, the school inspires, guides and nurtures students' moral character.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Provide gifted education classes after school for more-abled students; and after school remedial classes for academically weaker students.
- 2. Plan, implement and evaluate individualized plans for students with the effort from school-based Educational Psychologist, Speech Therapist and Student Guidance Officer, coordinated by the Student Support Team.

Whole School Approach to Integrated Education:

Through the Student Support Team, a Whole School Approach to Integrated Education is promoted to support students with special educational needs through distributing various resources, aiming to provide suitable and various support services in order to enhance students' learning effectiveness and to guide them to fully integrate in school life.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

The Chinese, English and Mathematics Subjects adopt school-based curricula to enhance student learning abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association (PTA) runs a variety of events every year. Specialists are invited to host family education lectures, workshops and seminars which cover a vast array of topics. Furthermore, the PTA also organises family trips and publishes the PTA Newsletter. The PTA cherishes the opportunities for home-school collaboration and it is its wish to facilitate students' development holistically.

School Ethos:

The school ethos is simple, pure and honest. Students are courteous and self-disciplined. Through practicing the principles under the 'Preventive Pedagogy' and providing moral education, students are cultivated to realize their potential.

Future Development

School Development Plan:

- 1. To cultivate and strengthen students' potential;
- 2. To promote life-wide learning and focus on students' learning experiences; and
- 3. To promote a reading culture and develop students' self-directed learning ability through different strategies.

Teacher Professional Training & Development:

Three of our teachers have been seconded to work at the Curriculum Development Institute and the Hong Kong Examinations and Assessment Authority. Teachers are being invited to be guest speakers at different seminars and workshops and be members of the focus groups to help with current curriculum development.

Others

Our school offers a PTA Scholarship and an Alumni Scholarship for those who have an outstanding performance or great progress in academic subjects.





# 聖嘉祿學校 St. Charles 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. Ho Lai Kwan	Mr. Li Wing Kai	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					100%
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	Cultivating virtue and intellectual excellence	1954	Chinese & English	School Bus	About 4600 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
-	-	\$60	\$300 (To improve the facilities and environment of students' learning)	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
14	1	1	1	Church, Conference Room, Wireless Campus, Interactive touchscreen displays, Smart Card System, Innovation and Technology Zone, Air purifying machines.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STREAM Room, CoolThink@JC Studio, Multi-purpose Learning Room, English Room, Prayer Room.				-

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

Number of teaching posts in the approved establishment			19	Total number of teachers in the school		23
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
78%	100%	40%	56%	30%	13%	57%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	1	0	1	2	2	8
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	1	0	1	2	8
Mode of teaching at different levels	1. Allocation of two class teachers. 2. Implementation of Small Class Teaching. 3. Implementation of Specialised Teaching.							
Remarks	Chinese, English, Mathematics, Humanities and Science lessons in P.1-P.2 will be conducted in small-group lessons.							

## 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)	3		
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	1. Group discussion, Oral presentations, Individual Sharing, eLearning, Cross-curricular Project Learning, STEM Learning etc. 2. Formative assessments, Students' self-evaluation, Peer assessments, Teachers' feedback and Parents' evaluation to foster learning. 3. With formative assessments replacing examinations for P.1.				
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	1. P.1-P.2 Chinese Medium of Instruction and English Medium of Instruction grouping 2. P.3 Mixed ability grouping ; 3. P.4-P.6 Competence-based grouping				

## 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	3:25 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and All parents could enjoy lunch with their children on specified days at school.	Building up a healthy school campus by concerning mental health and organizing related activities such as no-Homework days, doing spinal protection exercise in the morning, cultivating students' healthy eating habits and monitoring the quality of lunch by teachers, parents and students.		Joyful Morning Reading held every morning to encourage students bring their own books and read before class, tutorial sessions and extended learning sessions for homework assistance; Activity Classes and Integrated Classes every week to provide diversified learning, personal growth education and read aloud activities; arrangement of homework classes; extra-curricular activities and school team training after-school.		



Life-wide Learning

More than 30 items, covering academic, sports/ arts and services, including Mathematical Olympiad, Mathematics in English, sport stacking, Hip Hop dance, choir, STEM activities, lion dance, Wing Chun etc. Our girls' football team was featured in Sing Tao magazine while 20 students were selected as the representatives of Hong Kong Skipping Team. A variety show is organized to showcase students' learning achievements annually.

School Mission

To nurture the spirit of love both in God and in our fellow human beings. To master self-learning skills for life-long learning.

School Characteristics

School Management

School Management Organisation:

Central School Management Committee → Incorporated Management Committee → Administration Team: Management and organization, Learning and Teaching, Student Support and School Ethos, Student Performance.

Incorporated Management Committee / School Management Committee / Management Committee:

Members of Incorporated Management of Committee include School Supervisor, School Principal, School Managers designated by SSB, as well as representatives from teachers, parents and alumni and independent manager.

School Green Policy:

Recycling activities: Uniform and Storybooks Collection, Bring your own Utensils Scheme, Earth Hour Campaign etc.

School's Major Concerns:

- 1. Positive mindset and sound values.
- 2. Pupils' learning skills and attitudes in a diverse learning environment.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Implement e-learning in all subjects and use e-learning platforms to enhance students' self-learning ability by making good use of learning time.
- 2. Implement specialized teaching, P.1 bridging course, NET scheme, launch school-based phonics programme and 'Reading across the Curriculum' programme.
- 3. Optimal use of assessment data and information to adjust teaching strategies for improving student learning.
- 4. Use 'Assessment Quality-assurance Platform' and 'Assessment Program for Affective and Social Outcomes' to assess learning and teaching performance.
- 5. Join Religious Education Support Peer Program offered by Catholic Diocese of Hong Kong.
- 6. Organize project learning, cross-curricular integrated curriculum, life-wide learning activities and study tours to enriching life-wide learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Taking General Studies as the lead, sustain the cultivation and provision of learning activities focusing on national identity, national security, media and information literacy, values and life education.
- 2. Implement formative assessment to improve learning and teaching as well as assessment policy.
- 3. Utilize the school e-learning platforms to learn, read and do flipped classroom learning so to strengthen and develop life-long learning ability.
- 4. Organize Chinese Cultural Day, Talent Show and Life-wide Learning Weeks to facilitate whole person development.
- 5. Cater for students' learning diversity through diversified teaching strategies.
- 6. Develop Cross-curriculum STEM and reading activities through Reading & Creativity Stimulation Programme (STREAM).
- 7. Implement Joyful Morning Reading session every day to cultivate reading interest.

Development of Generic Skills:

Develop students' generic skills through cooperative learning, project learning, coding activities and integrated curriculum learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Fulfill the needs of five core values in Catholic education, students' growth and social changes, life experiences to provide authentic learning context to establish students' positive values and attitudes.

- 1. Spiritual, Moral and Civic Education Curriculum;
- 2. Assembly Sharing, thematic seminars and dramas;
- 3. Diversified activities for parents and parent-child volunteer activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Provide comprehensive and effective small-class teaching, as well as homework tutoring sessions and group instruction to cater to students' diverse learning needs.
- 2. Arrange two class teachers to enhance the care and supervision of students' learning and character development.
- 3. Implement SCS 'Make a Breakthrough' Reward Scheme.

Whole School Approach to Integrated Education:

- 1. Use the Learning Support Grant to implement a school-based support plan based on a whole school approach to support students with special educational needs.
- 2. The Student Support Team is responsible for early identification work, conducting meetings with parents and school-based educational psychologists, developing student support plans, and arranging the necessary services and resources for the three-tiered intervention system.
- 3. One school Two Social Workers Policy.
- 4. Hiring support teachers and outsourcing services such as occupational therapy services to provide appropriate assistance.
- 5. School-based education psychologist, school-based speech therapist and school social workers provide more support to students with special educational needs.
- 6. Project on 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorders' (AIM project) .

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:

- 1. Graded worksheets and diversified self-directed learning tools for pre-lesson and post-lesson learning to cater for students' individual differences.
- 2. Special assessment arrangement, homework arrangement and dictation arrangement for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA organizes a team of parent volunteers to assist in school activities as well as different kinds of parent-child activities, like Parent-child Sports Day and seminars etc. Every year, our School publishes School newsletters and PTA newsletters. The provision of a home-school hotline (From 6 a.m. to 10 p.m.), fostering the home-school communication, thus building a caring campus.

School Ethos:

Our school provides a simple school ethos with close co-operation between discipline and guidance, harmonious school atmosphere and teacher-student relationship. Teachers uphold 'No Child Left Behind' spirit while students serve their schoolmates as their responsibility. Our school pays attention to students' mental health and has been awarded 'Caring School Award' many times.

Future Development

School Development Plan:

Face challenges with a positive attitude, and gain knowledge with a new mindset.

Teacher Professional Training & Development:

- 1. Enhance the teaching and learning effectiveness through improving the lesson design and arrangement.
- 2. Make appropriate adjustment for the curriculum, assignment and assessment, thus optimising students' learning time.
- 3. Help to develop teachers' professionalism.
- 4. Join the Sister School Scheme and exchange with the Mainland Sister School.

Others

- 1. Provision of various learning activities through joining 'Sunnyside Up Project' by Yuk Ching Charity Trust.
- 2. Participation in various social media programmes as guests, interviewees and performers.



# 聖士提反女子中學附屬小學 St. Stephen's Girls' 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
Rev. The Reverend Canon KOON Ho Ming Peter Douglas	Ms. Or Ching Yu	Not yet established	Aided Whole Day	Girls	Protestantism / Christianity
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
St. Stephen's Girls' College School Council	In Faith Go Forward	1906	Chinese	School Bus; Nanny van	About 1196 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Stephen's Girls' College					
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
-	-	\$200	\$400 (For daily operation expenses, e.g. printing fees)	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	- Infrared body temperature monitoring system: installed at the school entrance - Interactive whiteboards: installed in classrooms and special rooms
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, Student Activity Centre, Visual Arts Room, English Room, Putonghua Room, Music Room, Multi-purpose Room, Computer Room, etc.				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			44	Total number of teachers in the school		47
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%	70%	57%	4%	23%	73%

## Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		Activity approach is adopted. Small class teaching is implemented from P.1 to P.6. Teacher assistants are arranged to help in the classrooms. Special programmes are organized for students with special education needs.								
Remarks										

## 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)		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	1. P.1: Formative assessments; observation and assignments are used to assess the acquisition of various skills. 2. P.2-P.6: Apart from tests and exams, pupils' lesson performance and their assignments are assessed to provide feedback to 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	Random						

## 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	10	30 mins	8:00 AM	3:00 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	<ul style="list-style-type: none"> <li>Encourage students to have healthy snacks.</li> <li>Request lunch suppliers to design menus based on the 'Healthy Eating Pyramid'.</li> <li>Participate in the "Joyful Fruit Month" event organized by the Department of Health, and organize the "Healthy Fruit Day" to help students build a habit of eating fruit regularly.</li> <li>Organize mental health-related activities for students, parents, and teachers.</li> </ul>				

Life-wide Learning

Choir, Orchestra, Enhancement Classes for Chinese, English, Mathematics and Science, Debating School Teams, Brownies, Christian Fellowship, Cantonese Opera Group, Chinese Calligraphy Class, Home Economics Class, Magician Workshop, Coding, STEAM Class, Aquaponics, Spanish, Gymnastics, Dance School Team, School Teams for ball games etc.

School Mission

St. Stephen's Girls' Primary School is a Christian school which holds the mission to provide Whole-person Education in Christian faith, and to nurture pupils' physical, mental as well as spiritual development in a balanced way. It aims to help students develop their potentials and guide them towards a perfect character.

School Characteristics

School Management
<b>School Management Organisation:</b> The School Council oversees the operation of the school. There are different functional groups which are responsible for school self-evaluation, discipline, counselling, curriculum development, extra-curricular activities, etc.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> St. Stephen's Girls' Primary School is under the supervision of the St. Stephen's Girls' College School Council. Its members include representatives from Hong Kong Sheng Kung Hui, St. John's College and St. Stephen's Church, the Principal of St. Stephen's Girls' College, chairperson of the Parent-Teacher Association, chairperson of the Alumnae Association and independent entities.
<b>School Green Policy:</b> 1. To nurture the awareness of environmental protection among pupils and encourage them to put it into actions in daily life. Activities include: 'Earth Hour', school uniform recycling, storybooks recycling, food-waste recycling activity, etc. 2. To support environmental protection and reduce the use of paper, the school uses e-notices to communicate with parents.
<b>School's Major Concerns:</b> A. To enhance pupils' understanding of our country and strengthen their sense of national identity. B. To foster pupils' physical, mental and spiritual well-being by reinforcing Values Education.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Our school aims at providing a balanced curriculum which develops pupils morally, intellectually, kinesthetically, interpersonally, aesthetically and spiritually. High emphasis is put on the development of problem-solving skills and creative thinking skills. We also emphasize the development of bi-literacy and tri-lingualism. Various activities are introduced to develop reading habits and reading enjoyment among pupils. We believe that each pupil is unique. We aim at developing pupils' strengths and stretching their potentials. We make flexible use of the afternoon to arrange reading lessons and cross-curricular activities for pupils.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1.National Education and Values Education are our major concerns in 2024/25-2026/27. 2.Establish a working group to implement and supervise activities related to National Education. 3.Make good use of learning time and create space for learning: Flipped Classroom 4.Enrich life-wide learning experiences: sustain the development of Extra-curricular Activities Within School Hours and After-school Activities 5.Cater for learner diversity: Programmes for more able students and the less able ones 6.Reinforce STEAM education: infuse 'Engineering Design Process' in Science and General Studies curriculum and organize activities like 'Science Day'. 7.Nurture students' media and information literacy: infuse in computer lessons and organize talks for pupils 8.Strengthen cross-curricular and reading across curriculum for developing lifelong learning capabilities: Cross-curricular project and reading 9.Enhance assessment literacy for promoting learning and teaching effectiveness: Multiple modes of assessment
<b>Development of Generic Skills:</b> Generic skills are developed in classroom activities and life-wide learning activities of different subjects.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. To incorporate into all subjects the learning elements that can nurture positive values and attitudes among pupils. 2. Class teachers conduct Life Education period weekly. 3. To implement school-based Value Education activities with themes including courtesy, responsibility, self-discipline, respect, honesty and caring for others. 4. To provide professional training for teachers, so as to help them act as role models for students in respect of values, attitudes and behaviours by walking the talk. They also give timely positive feedback for pupils to make improvements. 5. To organize parent education activities and encourage parents to maintain quality communications with their children so that they are able to provide suitable guidance to their children and hold hands with the school to nurture positive values among children.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> The school provides after-school enhancement activities for those who have special potential in languages, Mathematics and Science. We also nominate them to join various competition to stretch their potentials. Early-intervention classes and various guidance activities are provided. Pupils' learning diversity is also catered for through classroom activities and learning tasks.
<b>Whole School Approach to Integrated Education:</b> Our Student Support Team consists of SENCO, teachers, the school-based speech therapist, the school social worker and teacher assistants. We make use of the 'Learning Support Grant' to deploy teacher assistants to guide pupils in morning reading and provide in-class support. The grant is also used for buying services for afternoon small group activities and purchasing teaching resources. Related measures for pupils with special learning needs include adjustments on homework and assessment, and implementing 'Individual Education Plan'.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; 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.
<b>Curriculum Tailoring and Adaptation:</b> Pupils with higher abilities are provided with enhancement programmes in Chinese, English, Mathematics and General Studies. Enhancement classes and remedial classes are arranged for pupils.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The school has a long established Parent Teacher Association. It enhances communication between the school and parents. It has also provided an interface for working towards the common goal of promoting school development.
<b>School Ethos:</b> Our pupils are obedient, polite and caring. They are confident, enjoy learning and are willing to communicate and collaborate with others. Our parents are supportive to their daughters and school policies. Apart from being parent helpers, they participate actively in various school functions. We have a strongly bond alumni who contribute tremendously to various aspects of school development. There is a close collaboration among the college, the primary school and the kindergarten. We organize activities for pupils of the three sections regularly to help them adapt to the different stages of schooling.
Future Development
<b>School Development Plan:</b> A. To enhance pupils' understanding of our country and strengthen their sense of national identity. B. To foster pupils' physical, mental and spiritual well-being by reinforcing Values Education.
<b>Teacher Professional Training &amp; Development:</b> Teachers participate actively in various professional development activities for professional advancement. To cultivate a culture of sharing and learning, teachers take part in co-planning, peer lesson observation and sharing sessions regularly.
Others
1. The school offers various scholarships for those who have outstanding performance in academic subjects, services, music, sports and visual arts. 2. Pupils are encouraged to join different inter-schools competitions. 3. The school arranges upper primary pupils to join exchange programmes organized by the EDB to broaden pupils' horizons.



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Not  
applicable

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Hung Chi Lung	Dr. Au Wai Man	Not Applicable	Private 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tsung Tsin Mission of HK	Faith, Hope, Love	1946	Chinese (incl.: Putonghua)	School Bus	About 5000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
About 30 places are reserved for our graduates from our affiliated Secondary School -United Christian College (KLN) yearly			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
\$70,600 (in 10 instalments)	-	-	-	Miscellaneous Charges including story books and IT materials.

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
20	1	1	1	Air-conditioning & WiFi installed all around school building. Well-equipped rooms with notebooks and iPads. Our kitchen prepares our daily meal.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Special Rooms, Roof Garden, Cookery Room, Steam Maker Room, 4,000 sq. ft. Integrated Arts Center, 6,000 sq. ft. Learning Centre (including Visual Arts facilities, 30,000 books & IT facilities).				Accessible lift and multiple sizes small group learning spaces, Student Counselling Room.

## 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		43
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
95%	100%	35%	7%	41%	26%	33%

## Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	3	4	4	3	2	2	18
2025/2026 school year			No. of classes	3	3	4	4	3	2	19
Mode of teaching at different levels		Our classes are led by two class teachers. Lessons are mostly delivered through cooperative learning with teacher's talk in moderation, students are engaged in investigation, discussion and receiving feedback from peers and teachers. Pull-out groups, ability grouping and collaborative classrooms are in place to meet the various requirements of different subjects.								
Remarks		Pull out teachers are assigned to Chinese/English/Mathematics classes to support small group learning and cater for learner diversity. The teachers provide appropriate guidance based on the developmental and learning needs of students at each grade level. We provide modular curriculum and STEAM education for P.1-6								

## 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)		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	We utilize various kinds of formative assessments such as class participation, homework, projects, pre-and pro-learning test, presentations, display of learning outcomes etc. to provide feedback for learning and teaching and to complement the short-comings of summative assessments and to alleviate unnecessary stress due to high stake test and exams.						
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							No
Streaming arrangement	P.5 & P.6 classes are arranged into groups according to students' educational needs in order to leverage their learning effectiveness.						

## 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	5	55 mins	7:55 AM	3:00 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
3 lunch options are offered at site by catering service. Students may also bring their own lunch.	To promote healthy living, the school provides healthy meals daily. Various sports programmes, extracurricular activities and school team training are available. Furthermore, we care for our students' psychological, social and spiritual health. At the same time, we endeavor to cultivate a loving and respectful school.		Hot, fresh, and nutritious meals are prepared daily by catering service at our very own kitchen. No Tuck Shop at school. Parents are strongly encouraged to prepare healthy snacks for their children.		

Life-wide Learning

The modular curriculum enriches learner's experience by offering mandatory lessons in cultural learning (Culinary Arts, Sewing and Chinese painting), sports, STEAM, service learning, life experience learning and global citizenship education. There are over 100 optional after school activities offered in areas of sports, music and performing arts, visual arts, STEAM, chess etc. for student's choice. An enrichment week is organized yearly to encourage learning outside the confines of classrooms and to engage in meaningful and fun investigations.

School Mission

We believe all children deserve respect from their parents, teachers and friends. We believe every student is teachable and has the potential to be successful. Founding on the love of Christ, we pursue to offer a holistic education. We strive to empower our parents to develop an enthusiastic, encouraging and healthy learning environment for their children. Together we can experience the joy of educating through the truth of love.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> The Sponsoring Body of our school appoints professionals as members of our School Management Committee.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Sponsoring Body appoints professionals, parents and alumni representatives to be School Board Managers for decision-making and managing important affairs.
<b>School Green Policy:</b> The School organizes various activities to promote conservation of resources and reduction of carbon emissions. Students bring their own cutleries, snack boxes and water bottles. Paper conserving & recycling, uniform recycling, electricity conservation and minimal elevator usage are strongly encouraged.
<b>School's Major Concerns:</b> We instill the beliefs in Learn to Love and Love to Learn to our students while disciplining them to be respectful and responsible by implementing Christian Education, Positive Education, STEAM education and Differentiated school-based curriculum and instructions. While emphasizing a happy learning process, we also pay attention to the quality of learning and performance.
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> Our curriculum aims to promote the learning interest of students and the skill sets required for autonomous and inquiry learning. The key modes of learning includes investigations, cooperative learning, experiments, field trips etc. which are supported steadfastly by our IT infrastructure. Knowledge is constructed through comparing, analyzing, integrating and creating. The language curricula are tailored to cater for learner diversity and for individual needs, and with the deployment of teaching assistants and co-teachers for pull-outs and differentiation, learning and teaching can be effectively enhanced. In addition, the extended learning activities and modular curriculum, which includes items listed in the 'Life-wide Learning Activities', complements the existing KLA to promote a more holistic childhood development. The Responsive Classroom® Approach and the Essential Bible curriculum are adopted to promote social and learning skills and as part of our moral and religious education.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> In response to the anticipated learning differences among students after the epidemic, the school has made great efforts to strengthen strategies for adaptive teaching and adjustments in the school-based curriculum. In terms of curriculum design, the school has made arrangements in terms of content, processes, product and environment, which are in line with the students' abilities, interests, and learning needs. The school also provides diverse learning opportunities and avenues for showcasing learning achievements. Furthermore, through relevant teacher training and focused observations by subject coordinators and the principal, every effort is made to enhance the learning effectiveness of each student.
<b>Development of Generic Skills:</b> The school-based curriculum and the school environment is organized in ways to elevate students' abilities in self-management, social networking, exploration, communication, problem-solving and creativity and to inspire students' minds at the same time.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> We foster our students To endure adversity in Faith: Daring, responsible, persistent in living virtuous, positive values and attitudes in daily life. To encounter frustration in Hope: Optimistic, unfettered, creative in solving problems and envisioning possibilities for the future. To embrace the world with Love: Love the Earth, treasure natural resources and conserve the environment, love people and cherish life, respect and treat others in kindness regardless of race, wealth and age.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> The school adopts a school-based curriculum to provide academic choices for students in order to encourage their participation. Teaching Assistants and parents are recruited to develop students' effectiveness in learning. Besides, Social Workers at school are available to provide necessary support and assistance to those students in-need.
<b>Whole School Approach to Integrated Education:</b> N.A.
<b>Curriculum Tailoring and Adaptation:</b> The school-based curriculum and the learning activities thereof are designed to meet the interests, ability and learning styles of our students. They are not only targeted on knowledge, skills, attitudes development, but are also up-to-date. Students are provided with open-ended types of assignments aiming to stretch their abilities, encourage critical thinking and utilize learnt knowledge. The pull out group learning, special examination arrangement for special need students are measures to raise teaching and learning effectiveness.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> Kau Yan School organizes school-parent activities to foster close communication between the school and the parents. To keep our parents up-to-date, we organize Parent/ Teacher Conferences, Home-school Morning prayer meeting, we post updates on the school website, social media and issue letters from the principal. Besides, parents are also encouraged to participate in school activities, or even to assist struggling students to learn. In order to provide better parent education, the school and Kau Yan Church jointly organized weekly classes for the parents so that they can share ideas on parenting and to encourage them to be more engaged in their child's learning process and school development.
<b>School Ethos:</b> Our school seeks to create a student-oriented and encouraging environment for students. We aim to nurture our students to love others and themselves with a pure heart. Through various training and reflection programs, our students learn to be a responsible, caring and committed persons. Upper grade students are matched to lower grade to establish cross-grade relationship and a sense of belonging. The school plays an active role in promoting harmony between school and parents through different means of collaboration. Our students and their family can fit well into our school culture subsequent to their participation in our school events.
<b>Future Development</b>
<b>School Development Plan:</b> We place passion and compassion at the heart of our school development plan. Our goal is to inspire students to love learning and life, while nurturing empathy, respect for diversity, and the ability to lead with understanding. We emphasize whole-person development by integrating positive education, life education, and technology, helping students strengthen their inquiry and collaboration skills to build knowledge together. We also foster a caring and inclusive school culture, supporting students' growth in body, mind, and spirit, so they are well-prepared to embrace future challenges.
<b>Teacher Professional Training &amp; Development:</b> The school places high priority on professional development, therefore, workshops are regularly held to cater teachers' teaching needs. Topics include Cooperative Learning, Autonomous Learning, Inquiry Learning and Catering for individual differences, Gifted Education, Positive Education, etc. To enhance teaching and learning effectiveness, teachers' co-planning sessions, lesson observations by heads of subject department and by the school principal are organized. Teacher exchanges, local and overseas, are arranged to further enhance their professionalism.
<b>Others</b>
The school has opted out from taking the TSA (Territory-wide System Assessment). For P.1 and P.2, an assorted formative assessments are used to replace examinations. For P.3, there is one examination throughout the year, whereas P.4 and beyond, there are two examinations.



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Not  
applicable

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Wong Pui Ling Virginia	Principal Wong Yuen Ching	Not Applicable	Private AM	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
Daughters of Charity of the Canossian Institute	Via Veritas Vita	1860	Chinese	School Bus; Nanny van	About 6500 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Sacred Heart Canossian College					
			-		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
\$53,680 (in 10 instalments)	-	\$120	Application Fee \$150	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
19	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
9 Rooms (Computer Room, Visual Arts Room, STEM Room, Multi-purpose Room, Activity Room, English Resources Room, Guidance Counselling Room, Student Sick Room and Parlour.)				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			-	Total number of teachers in the school		29
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
90%	100%	24%	14%	38%	10%	52%

### Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	3	2	3	3	3	18
2025/2026 school year				No. of classes	4	3	3	2	3	3	18
Mode of teaching at different levels		There are 5 lessons every day and 40 minutes per lesson.									
Remarks		Adopting the 6-Day Cycle System so as to have a balanced teaching schedule & curriculum for all subjects, approximately 28 cycle per scholastic year.									

### 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	No
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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Different means of assessment in all subjects: quiz, oral presentation, project, formative assessments and summative assessments (examinations).						
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 ability classes from P.1 to P.6						

### 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
5.5 Days	5	40 mins	7:40 AM	12:45 PM	Not Applicable
Lunch arrangement	Healthy school life		Remarks		
Not Applicable.	- P.4 - P.6 students participate in the "School Physical Fitness Award Schemes" yearly. - Fruit Week				

Life-wide Learning

After school extra-curricular activities: Musical Instruments, Orchestra, Oriental Dance, Badminton, Basketball, Swimming, Rhythmic Gymnastic, Table Tennis, Athletic, Chinese Painting, Pottery and Dyeing, Chinese Debate, STEM, Mathematical Olympiad.

Whole School special outdoor activities: School Picnic, visits and outings, Chinese Cultural Day, Sports Day and PTA Fundraising Walkathon.

Uniform Teams: Brownies, HK Red Cross JU17, Catholic Leader, Flag-Hoisting Team.

School Mission

We give emphasis to the Formation of Heart, enabling students to acquire self-discipline, diligence, sense of responsibility and mutual respect. We promote creativity, critical thinking and concern for the less privileged among students.

School Characteristics

School Management

**School Management Organisation:**

Sponsoring Body → School Management Board → Administration Team:

1. School Management and Development
2. Learning and Teaching
3. School culture and Student Support

**Incorporated Management Committee / School Management Committee / Management Committee:**

The school supervisor, school headmistress and four appointed members from the sponsoring body made up the School Management Committee.

**School Green Policy:**

Actively participated in various campaigns to promote strong sense of environmental conservation among studies.

**School's Major Concerns:**

1. Actively develop team spirit and promote the inheritance culture in the school.
2. Cultivate students to learn independently, think critically and solve problems.
3. Provide students with opportunities for self-practice and encourage the courage to try.
4. Students know how to be grateful and cherish what they have; they are willing to live frugally, love life, and respond with loyalty.
5. Nurture positive values and attitude.

Learning and Teaching Plan

**Learning & Teaching Strategies:**

1. Nurture well-being through religious commitment. Emphasis on lifelong faith formation.
2. Life-wide learning: arrange various outings for all level to align with the curriculum.
3. Weekly "After School Remedial" of different levels on main subjects, student learning support team.
4. Primary Science is taught in Primary 3 to Primary 6 in English.
5. School-based curriculum used in Primary 1 to 6 English and use a higher grade English textbook.
6. Primary 1 to 3 use Putonghua for Chinese Language teaching. Starting from 2024-25, Primary 4 adopts Putonghua and Cantonese as the medium of instruction in lessons. This practice will be taken up progressively by senior classes.

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

Value Education, National Security Education, Interdisciplinary learning, Pr.1 thematic curriculum for early adaption.

**Development of Generic Skills:**

Various projects, Life Education curriculum, diversified activities and outings help to develop generic skills among students.

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

Focus on developing the three Canossian Education core values: respect, gratitude, and responsibility. Integrate these values into religious education, national education, life education lessons, counseling and daily teaching to cultivate students' positive attitudes and good values. Set up award plans to match the character strengths of students so as to foster their sense of self-competence and achievement. Help students establish a positive thinking model. Develop their communication, problem-solving and collaboration skills and enhance their emotional intelligence and resilience.

Student Support

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

Curriculum Tailoring and Pedagogies Restructuring:

Design curriculum according to students' abilities and needs during resource meetings. Small class remedial lessons are provided after school to consolidate students' learning.

**Whole School Approach to Integrated Education:**

1. Integrated Education:  
Measures are taken to screen Primary 1 students annually to identify students with special education needs at an early stage. Professional advice and referral are provided according to students' needs.
2. A social worker at school to provide counseling service and assist students' growth.

**Curriculum Tailoring and Adaptation:**

1. School-based curriculum applied in various subjects to enhance students' learning effectiveness.
2. Special activities and competitions for gifted students.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**

PTA actively participates in various school functions and generously sponsors teaching materials to facilitate learning and teaching at school. Seminars and workshops are arranged for parents to improve parent-child communication skills.

**School Ethos:**

1. Create a harmonious and caring campus atmosphere.
2. Pay attention to students' moral development and establish correct values.

Future Development

**School Development Plan:**

1. Professional learning community
2. Self-directed learning
3. Value education

**Teacher Professional Training & Development:**

Professional development training workshops and seminars are held yearly to enhance professional knowledge and expertise of teachers.

Others

Active participation in the Hong Kong School Speech Festival, Dance Festival, Music Festival, Mathematics and Debate Contests and various Inter-area Sports Competitions with excellent results achieved.





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Not  
applicable

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong She Lai Shirley	Ms. Li Man Yan Elsa	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
Missionary Sisters of Our Lady of the Angels	Truth Conquers	1927	Chinese & English	School Bus	About 2509 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Clare's Girls' School					
			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
\$51,000 (in 10 instalments)	-	\$90	-	Activity Fees

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Chapel
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music room, Religious room, Counselling room, Conference room and Medical room.				Accessible lift.

### 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		31
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
90%	100%	25%	-	45%	25%	30%

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	3	3	3	18
2025/2026 school year				No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		We aim to foster Clarians' qualities in line with the Four Cardinal Virtues (Prudence, Justice, Fortitude and Temperance). Our school offers a language-rich learning environment for children. Core subjects are taught in English and we offer Chinese, Putonghua and French lessons.								
Remarks		To cater for learners' diversity, the school organizes various activities for students to enhance their learning and showcase their different talents, like Chinese Cultural Festival, English International Day, Challenge Days & Maths in Wonderland. Reading is promoted through book sharing and various reading schemes.								

### 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	No
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	Summative assessment and Formative assessment are used for assessing students' learning progress. Summative assessment includes examinations held during each academic year; formative assessment includes tests, classroom observation, student's work and project 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 ability 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	7:50 AM	3:10 PM	12:15 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students are encouraged to have a balanced diet and healthy lifestyle. Through promotion of Fitness Friday, Fruit Day, Green School and yearly Inter-class Cleanliness Competition, students' healthy lifestyle can be enhanced and ensured.		-		

Life-wide Learning

Pioneers of Christ, CYC, Brownies, Choir, Art, French Classics, English for Fun, STEM Genius, Board Games & French.  
Interest class: Chinese Dance, Rope Skipping team, Swimming team, Athletic team, Mini-tennis team, Drawing Club, Ensemble, Calligraphy, Musical Instruments and Hand Chimes.

School Mission

Our School aims to provide quality education. We are committed to developing all Clarians into mature and responsible persons possessing the four Cardinal Virtues-Prudence, Justice, Fortitude and Temperance. The school, mindful of the values of its foundation, endeavors to cultivate respect for the spiritual and moral beliefs of the Christian tradition.

School Characteristics

School Management

School Management Organisation:

The School Management Committee leads the School. The Principal manages the School with the assistance of her deputies and heads / coordinators of various departments responsible for school policy, curriculum development, discipline and guidance, moral and civic education, ECA, connection with parents, etc. An appraisal system for staff is set up to improve the quality of management and the standard of teachers' professionalism.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee includes: The School Supervisor, the School Principal, Sisters of School Sponsoring Body (MND), Alumni and Independent Manager.

School Green Policy:

Through active participation in different environmental protection activities, e.g. Rescuer of Food, Save Water Campaign, Earth Hour Campaign, Collection of Recycling Paper, students' environmental protection awareness can be enhanced.

School's Major Concerns:

- 1. To nurture students to be proud to be positive;
- 2. To develop students to be reflective learners.

Learning and Teaching Plan

Learning & Teaching Strategies:

To enhance students' learning motivation and interest, a variety of learning activities are tailor-made to suit their needs, for instance, role-plays, group discussions, experiments and other activities. We accommodate students' diverse learning styles through various activities, like overseas study tour, visits, seminars, learning camps, inter-school competitions, services etc. These learning activities provide students with authentic situations to construct knowledge by themselves and help develop students' problem-solving abilities and life skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school participates in the Wealth by Virtue, The Financially Literate Schools Programme which is launched by the IFEC and the Centre for University & School Partnership of the Chinese University of Hong Kong (CUHK). This programme develops School-based financial management and moral education in aspects such as: curriculum development" and "environmental arrangement", so as to enhance and consolidate students' financial literacy and moral character.

Development of Generic Skills:

Generic skills are the key elements to help students learn how to learn. Students have the opportunities to develop their own generic skills through different learning and teaching materials. This kind of life-wide learning situation helps students to achieve the aims of whole-person development and enables them to develop the capacities and capabilities of life-long learning.

Cultivation of Proper Values, Attitudes and Behaviours:

To nurture students to be proud to be a part of SCPS (Simple, Caring, Positive, Self-confident).

Student Support

Whole School Approach to Catering for Learner Diversity:

To nurture and foster students' whole-person development, whole-school approach is adopted. To provide support for students with different abilities, we have tutorial classes and enhancement classes for students. Our school provides a harmonious environment for their moral, social and spiritual growth where their needs are responded to with care and respect.

Whole School Approach to Integrated Education:

Assessment accommodation, remedial learning groups.

Curriculum Tailoring and Adaptation:

Core subjects are taught in English. Students are required to study Putonghua and French.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents' support to school is of paramount importance. In order to have a better understanding among parents, teachers and school, the Parent-Teacher Association was established in 2005. It has organized various activities so as to uphold the collaboration and co-operation among different stakeholders.

School Ethos:

We believe in education for the whole person development with emphasis on the cultivation of the Four Cardinal Virtues (Prudence, Justice, Fortitude and Temperance). We are also committed to enhance students' awareness of humility, self-discipline, self-respect, care and respect for others.

Future Development

School Development Plan:

Teachers' professionalism is enhanced through regular seminars and refreshment courses. Staff Development Days are held to strengthen teachers' teaching skills as well as to uphold their enthusiasm in teaching. Students' moral development will continue to be our major concern. Different activities, like assembly praying, sharing sessions and pilgrimages are held to help students become loving, caring, responsible and life-long learners.

Teacher Professional Training & Development:

Peer lesson observations help to enhance the qualities of teaching and learning. We emphasize teachers' continuing professional development, active participation in workshops and seminars.

Others

Sister Eugenia Tse Scholarship  
St. Clare's School--Parent-Teacher Association Scholarship  
Sister Lorraine Scholarship



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Not  
applicable

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Fr. Chan Hung Kee	Ms. Chan Hoi Mei	Not Applicable	Private Whole Day	Boys	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
Salesians of Don Bosco	Scientia Et Pietas	1927	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 9200 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Louis School					
			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
\$55,000 (in 10 installments)#	-	\$100	-	About \$2,500 (miscellaneous fees)

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	1	Classrooms and special rooms are air-conditioned and equipped with multi-media facilities. Some classrooms are equipped with interactive whiteboards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are 4 special rooms - a STREAM room, an English Drama room, a music room and a GP room.				-

### 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		25
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%	48%	52%	20%	26%	26%	48%	

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	2	2	12
2025/2026 school year	No. of classes	2	2	2	3	2	13
Mode of teaching at different levels	The foundation of counselling is based on the Preventive Education of Salesians of Don Bosco. Besides one social worker, all teachers are responsible for counselling students.						
Remarks	-						

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	The number of test and examination is reduced. Formative assessments, project learning, extra-curriculum, daily performance, and self-evaluation and peer-evaluation are emphasized. To evaluate students' progress, quizzes are implemented before test and examination.						
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							No
Streaming arrangement	Students are streamed according to their performance.						

### 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	7:40 AM	2:55 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	EatSmart@School.hk Programme		Promote various activities during school time and Eagle Programme after school to help students develop learning interest and ability, and confidence in oneself.		

Life-wide Learning

STEM, Football Team, Basketball Team, Swimming Team, Fencing Team, Table Tennis Team, Chinese and English Choral Speaking Teams, School Choir, School Orchestra, Catholic Society, English Drama, I.T. Ambassadors, Gardening, English Drama, Music Games, Creative Drawing, Origami, P.E. Games / Sports Games, Drawing & Handicraft etc.

School Mission

Our school is a Catholic education organization that nurtures young people in the spirit of Salesian education. We provide our students with a pleasant, open, trustable and inclusive learning environment, equipping them with professional abilities, as well as cultivating their virtues and spirituality.

School Characteristics

School Management

School Management Organisation:

SMC leads the School. The Principal and Teachers are responsible for the daily operation of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The school supervisor, school headmaster and seven appointed members from the sponsoring body form the SMC.

School Green Policy:

Through different environmental protection activities, e.g. Save Water Campaign, Collection of Recycling Paper, pupils' environmental protection awareness can be enhanced.

School's Major Concerns:

A dream of love developing in holistic approach of multi-skills with self-initiative to learn for life

Learning and Teaching Plan

Learning & Teaching Strategies:

To match up with students' needs and goals, and provide diversity of learning experience, the duration of a lesson is 35 minutes. Based on various topics and cross-subject curriculum, different competitions and project learning are implemented.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school has a Liberal Studies program, which includes elements such as personal growth, Chinese culture, and sense of identity, to help students establish a national consciousness and respect for the rule of law.

In addition, our school has a flag-raising team that holds weekly flag-raising ceremonies, as well as on the National Day and the opening ceremony of the school year in order to enhance students' awareness of their national identity.

We also hold competitions and activities related to national security education regularly, such as the "National Security Education Day" quiz competition, the online quiz competition on National Day and National Constitution Day, etc.

By integrating national security education into students' daily school life, it would deepen their understanding of their motherland and emphasize that students are the young masters of our country.

Development of Generic Skills:

Through various teaching activities, project learning and visits growing up pupil's generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school will set up different themes of positive values for our students every year. We will design a series of talks, personal growth lessons and school-based activities to educate students to develop positive values and attitudes. In addition, we will encourage students to put these values into practice in their family, campus and society through reinforcement program. Teachers and social workers will choose Courtesy Ambassadors to assist teachers in organizing school activities and promote positive atmosphere in our campus.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for the student diversity and enhance their confidence and self-esteem, Eagle Programme is carried out.

Whole School Approach to Integrated Education:

Assist the needy pupils, such as: increase the duration of test and exam, give appropriate amount of homework to them and talk with them in order to understand their needs, the adaptation in school and their school life attitude.

Curriculum Tailoring and Adaptation:

Student must pass the Exam for all main subjects and gain the Pass grade for average mark before he can be promoted.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents support the school by participating in school life and services.

School Ethos:

1. Students can participate in all activities after school and during holidays.
2. Students can establish friendly relationship with teachers.
3. Parents support the school by participating in school life and services.
4. School stresses the spiritual, moral, intellectual, physical, communal and aesthetic of development of students.

Future Development

School Development Plan:

In order to develop students to be biliterate and trilingual, school has been developed into a whole-day school started from 2005-2006 school year. Mathematics and General Studies/Science are taught in English. Putonghua is adopted as a medium of instruction in Chinese lesson.

Teacher Professional Training & Development:

All teachers join the Teacher Development Activities organised by Salesians of Don Bosco or other educational organisation three times every year.

Others

Congratulations to our English Choral Speaking Team members for winning the 76th Hong Kong Schools Speech Festival, Group of Primary 4-6, Boys, the first place.

They have gone through so much hard work and challenges during the practice, yet overcoming all with great understanding of the poem piece, countless attempts and endless patience.

We kindly look forward to our future days of practice, not forgetting our passion towards choral speaking.

#The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$52,000