



聖公會聖匠小學 S.K.H. Holy Carpenter Primary School

14 Kwei Chow Street, Kowloon

23332313

23647757

hcps1974@gmail.com

http://www.hcps.edu.hk

34

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Cheung Shu Suen	Ms. Ng Mei Ying Rebecca	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					70%
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	1974	Chinese	Nanny van	About 1791 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	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	School Canteen, Basketball Court, Counselling Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
5 special function rooms (Computer Room, Student Activity Centre, Music Room, G.S. Room, Visual Arts Room).				Ramp and Accessible lift.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment				31		Total number of teachers in the school		35	
Qualifications and professional training (%)						Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years		5 - 9 years		10 years or above	
100%	97%	37%	63%	23%		17%		60%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	3	3	14
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	3	13
Mode of teaching at different levels	Small class teaching is implemented. There are elite pull-out classes in P.4 for Chinese, English and Mathematics and elite classes in P5-6.						
Remarks	A Gifted Education Programme and small supporting groups are provided to maximize students' potential in Chinese, English and Mathematics. After-school homework tutorial classes are provided for P.1-P.2 students, P.1-P.6 after-school care programme.						

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)	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	Performance evaluation, classroom observation, cross-curricular learning, STEAM project learning, peer assessments and learning attitude 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	A Streaming policy is adopted in P.4, 5 and 6 with a monitoring system for students' learning progress.				

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	3:30 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Regular activities include Straighten Up Exercise, Vibrant Playground activities, participation in the EACT Jockey Club Active School Programme, the Sport ACT Rewarding Scheme, and Other Learning Experiences and Interest Group sessions. Mental Health Days and emotional workshops are to promote health messages.		Monday to Thursday: Primary 1-2 After-school Homework Tutorial Class Monday to Friday: Whole-school NCS Homework Tutorial Class Monday to Saturday: Primary 1-6 After-School Learning Support Programmes / English Tutorial Class/Extra-Curricular Activities. Support Services for Newly-arrived Children, School-based After-School Support Programs (homework, tutorial, sports, and various activities) and after-school care programme.		

Life-wide Learning

Cambridge YLE Course, English Drama, Visual Arts Ambassador, Chinese Painting, Basketball, Athletic Training, Soccer, Kids' Fitness Program, Lion dance, Sea Scouts, Girl Guides, Chinese Dance, Chinese Drum, Fencing, Stop-motion animation, Little Chef, Pickleball, Newly Emerged Sports, Fellowship, MC training, Choir, Choral Speaking, Robot Models, Drone, Mbot, Scratch, Mathematics Olympiad, Study Tour and Life Education Camp.

School Mission

Our school aims at offering a balanced education based on Christian principles. Our school motto is "Not to be served but to serve". A dynamic learning environment is provided to equip our students with essential moral qualities and a positive attitude for lifelong learning.

School Characteristics

School Management

School Management Organisation:

We are under the organization of the Anglican (Hong Kong) Primary Schools Council Limited. Supervised by the Incorporated Management Committee of S.K.H. Holy Carpenter Primary School.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee members include: Supervisor, School Principal, Sponsoring Body Manager, Alternate Sponsoring Body Manager, Teacher Manager, Alternate Teacher Manager, Parent Manager, Alternate Parent Manager, Independent Manager.

School Green Policy:

By participating in the "Seahorse Rangers" under the "Ocean Park Conservation Alliance," students can form conservation teams to assist the school's recycling initiatives. They can step out of the classroom to engage in service and experiential learning, thereby cultivating their passion for environmental protection.

School's Major Concerns:

1. Encourage students to learn with confidence and develop an active and healthy campus.
2. Expand values education to cultivate students' positive character and attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Continuously optimize learning and teaching, encouraging students explore their own learning strategies to enhance learning effectiveness.
2. Create a positive and encouraging learning atmosphere. Emphasize positive feedback and recognition to build self-confidence. Provide them with opportunities to discover and understand their talents.
3. Promote STEAM education and curriculum integration to enhance students' creativity and problem-solving skills.
4. Utilize life-wide learning, including study tours, outdoor learning activities and services, allowing students to experience and consolidate knowledge.
5. Make good use of diversified assessments, helping students set achievable goals to motivate them to learn.
6. Encourage students to take part in physical and art activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Integrate National Education, National Security Education into curriculum and celebrate Chinese Culture Day and arrange Mainland Teachers, Students, and Parent-Child Tour. Students can appreciate Chinese traditional arts, understand Chinese culture, and cultivate patriotism.
2. A theme related to positive values is set every term. Students can demonstrate positive values and attitudes via Moral Education lessons and morning assemblies.
3. Promote reading. Help students cultivate interests in reading by holding Reading Day and reinforcing cross-curriculum reading.
4. Cultivate students' information literacy in GS and ICT, and promote the use of information technology in a rational and responsible way.
5. Promote other learning experience via making good use of learning time. Outdoor learning and physical and art activities are arranged during "Other Learning Experience" period on Wednesdays.

Development of Generic Skills:

We enhance students' creativity, generic skills and problem solving skills through project learning, reading, curriculum integration, and IT programmes.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Our School nurtures students' positive values and caring about others through weekly assemblies, moral education talk and lectures.
2. We engage students to express their care to teachers, family and classmates through a variety of activities.
3. We render moral education through both formal and informal learning activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Subsidized ECA and learning resource to promote learning equality.
2. Provide remedial classes, training classes and Pre S1 classes.
3. Provide Individualized Education Plan, including the scope of learning, emotion, communication and adaptation aspects.
4. Support the teaching and learning of English and Maths remedial tutorial classes; provide elite subject and STEAM courses. Provide after-school homework tutorial classes.
5. Provide 'Social Skill Training Group', / 'Emotional Management and Social Skill Training', 'Executive Function Training', 'Motor Skill Training' and 'Parent-child reading' to address students' individual needs.
6. Early Identification and Intervention Programme for Primary One Students, School-based Educational Psychology services, Enhanced School-based Speech Therapy Service and Counselling services.

Whole School Approach to Integrated Education:

The Student Support Team consists of the following members: Principal, vice principal, Special educational needs coordinator and Special educational needs support teachers, school social worker; and if necessary, parents, and school-based educational psychologist and school-based speech therapist will attend relevant meetings. Our school also makes good use of both internal and external community resources to organize professional teaching development, to implement diversified training sessions to cater for individual differences. Apart from this, our school arranges school-based educational psychology service as well as school-based speech therapy service to conduct timely professional assessment, therapy and support services for students so as to assist students with special needs to better integrate into ordinary schools.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students. We provide additional support for NCS students' Chinese learning: arranging intensive Chinese learning and teaching modes, e.g. pull-out learning, after-school Chinese learning programmes; hiring additional teaching staff to support their Chinese learning; interpretation services to enhance communication with parents; organising activities to create an inclusive learning environment.

Curriculum Tailoring and Adaptation:

1. Curriculum accommodation: Teachers work together through teacher collaboration and co-planning meetings to tailor and adapt the school curriculum to cater for different needs.
2. The specialists such as the speech therapist and the educational psychologist collaborate with teachers to improve the learning outcomes through co-teaching.
3. Differentiated teaching: Teachers provide diversified teaching and learning strategies and assistive equipment such as multiple intelligences and multisensory teaching approach as teaching basis.
4. Assignment accommodations: Reduce homework which mainly focuses of copying and provide graded worksheets for students.
5. Dictation accommodations: The content of dictation are adapted and the score are based on adding points.
6. Assessment accommodations on learning attitudes: Appropriate special test and examination arrangement are provided for students with SEN.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. PTA joins student affairs and school policy decisions.
2. PTA instant messaging group reinforces communication.
3. Parent Volunteers or Flag Selling Campaign.
4. Organize various parent activities, such as parent-child trips, parent-child relationship seminars and workshops, primary school transition programs, and the "S.K.H. Primary School Counselling Service Children's Creation Future Scholarship Program".
5. Workshops for parents on "Life and Values Education".

School Ethos:

1. Our school equips our students with moral integrity and offers them opportunities for lifelong learning. Cultivate students' self-discipline, self-confidence, self-reflection and self-directed learning ability.
2. We aim at offering a balanced education based on Christian principles, which blend naturally with ethical, intellectual, physical and social skills, as well as the aesthetic and spiritual aspects of life.
3. We also implement National Education and National Security Education to enhance students' patriotism.

Future Development

School Development Plan:

1. Promote a reading culture, enhancing reading ability through cross-curriculum reading.
2. Develop high-order thinking skills.
3. Use different teaching and cooperative learning strategies to cater for learning diversity. Utilize life-wide learning, including study tours and outdoor learning activities, allowing students to experience and consolidate knowledge from activities.
4. Apply IT to learning both inside and outside the classroom to foster interactions between teacher and students.
5. Promote STEAM education, life education and career planning to enhance students' creativity and problem-solving skills.

Teacher Professional Training & Development:

In order to sustain efficient middle-level management, teachers are encouraged to join leadership workshops organized by EDB and S.K.H. Education Services to know more about the latest curriculum reform; arrange training related to A.I. education, career planning and moral education to strengthen professional leadership; encourage teachers to participate in online or face-to-face courses related to life education, national security education and new developments on General Studies.

Others

1. Strengthen patriotic education, arrange study tours in Mainland. This allows both teachers and students to have the opportunity to learn about their motherland.
2. Expand the global perspectives of teachers and students through study tours to Singapore and beyond. Enrich students' life-wide learning experience.
3. Arrange adventure-based training, boosting self-confidence.
4. Provide bridging courses and strengthen ties with kindergartens and secondary schools.