聖公會聖約翰曾肇添小學
S.K.H. St. John's Tsang Shiu Tim 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. Chan Hon Man	Mr. Kam Wing Tim	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.	1969	Chinese	School Bus; Nanny van	About 6400 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

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$50	$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	All classrooms in the school are equipped with computers, interactive whiteboard, visualizers and air-conditioners.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Library, English Room, Computer Room, STEAM Room, Music Room, Language Room, Guidance Activity Room, Art Room and Multi-purpose Room.	Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment	56	Total number of teachers in the school	56

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%	54%	69%	18%	23%	59%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	4	5	5	5	6	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	5	4	5	5	5	27

Mode of teaching at different levels	Small class teaching and cooperative learning are adopted for P.1 to P.6. Provide whole-school gifted education programmes, and remedial classes are arranged to cater for learners' diversity. We also provide after-school enrichment programmes for students with different learning needs.
Remarks	Understanding Adolescent Project (Primary) and school-based Life Education are implemented.

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. The 3 Mini-Tests annually let teachers know the learning progress of Chinese, English and Mathematics of the students. 2. Assessment of language subjects includes written and speaking assessment, thus the skills of listening, speaking, reading and writing can be assessed. 3. Other diversified assessments include Project Learning of General Studies, and assessments of different 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	Classes with Putonghua as medium of instructions in Chinese subject lessons are available in Primary 2 to 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	8:15 AM	3:15 PM	1:05 PM - 2:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Students are encouraged to do exercise daily and there is a committee which takes part in lunch and snacks monitoring to foster a healthy and environmentally friendly eating habit.	We encourage students to eat healthily. Information about healthy habits is introduced. All subject teachers work together to emphasize the importance of both physical health and mental health. There is a variety of activities including sports and arts for students in the afternoon.

Life-wide Learning

In order to promote "One Life One Sport One Art", there are more than 70 different extra-curricular programmes about sports, arts, academic, science and technology, and uniformed groups for students.
Students are encouraged to explore the community and the world. Other than excursions such as going to exhibitions, museums, historic monuments and places of interest, students also have ample learning opportunities to broaden their horizons in Mainland and overseas such as Osaka and Seoul.

School Mission

The School shall teach its students to live out the motto "Not to be served but to serve" ; foster a supportive and rich environment that enable students to develop their full potential ;and to cultivate children to become responsible citizens who contribute to society.

School Characteristics

School Management

School Management Organisation:
Our school is operated by the Anglican (Hong Kong) Primary Schools Council and is governed by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:
The members of the School Management Committee are from different scopes of our society. They can give different opinions from different points of view.

School Green Policy:
Our school has a solar power generation system. Environmental Education Team organises various green activities.

School's Major Concerns:
We strive for excellence in learning and teaching, gifted education for all and the effective use of technology in learning.
As to better cater for learner differences, using different learning and teaching strategies incorporating positive education and healthy life style concerns us and all subject teachers are working for this.

Learning and Teaching Plan

Learning & Teaching Strategies:
1) Diversified learning activities with different teaching strategies help activate students' intrinsic motivation and enrich their learning experiences. Learner diversity is catered.
2) We promote reading for learning and facilitate students to learn with electronic devices and platforms independently.
3) Embracing biliterate and trilingual learning environment
Chinese subject: "READ & WRITE" programme for Primary 1 to Primary 3 students and there is one Putonghua class, using Putonghua as the medium of instruction when they learn Chinese, in each level from Primary 2 to Primary 6.
English subject: "Space Town Literacy Programme" for Primary 1 to Primary 3 students and there are three British Native English Speaking teachers in the school.
4) There is a series of learning activities with cross-curricular linkage which encourages students to take the initiative to explore and stimulate their motivation in self-directed and self-regulated learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Reinforce the importance of whole-person development and create space for students' balanced development through flexible time-tabling. Accord higher priority to values education in schools, including strengthening life education, and moral, civic, and national education; and start life planning education early at the upper primary levels. Strengthen STEAM education so as to develop students' capacity to apply knowledge and skills acquired in different STEAM-related subjects in an integrated and creative manner to solve daily problems and to help create a metropolitan city.

Development of Generic Skills:
To cultivate the students nine generic skills, especially focus on communication skills, collaboration skills, creativity and project learning skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Positive values and attitudes are taught through school assemblies, class-teacher periods and personal growth programmes. Also Life Education is implemented from P.1 to P.6. And students are given ample opportunities to participate in theme-based education activities and competitions.

Student Support

Whole School Approach to Catering for Learner Diversity:
Remedial classes for students with lower academic performance. After-school tutorial classes are also provided. Participate in the Integrated Education Programme with adaptation in curriculum, teaching strategies and assessment for students with special education needs. Early-identification and Intervention Programme for P.1 students with learning Difficulties. The New Arrival Students' Familiarization Course and School-based After School Learning and Support Programmes are provided.

Whole School Approach to Integrated Education:
A Student Support Team is in place to co-ordinate and implement the whole-school approach support service. The staff have established an inclusive school culture to cater for the students' learning needs. In order to cater for the different learning needs of students, programmes such as individual learning programmes, social skill, attention and literacy skills training groups have been conducted. We have also joined 'Jockey Club Keen and Active Kids Project' to provide holistic support for students with ADHD. Provide school-based Educational Psychology and speech therapy services. Facilitate 'Hong Kong Chinese Language Tiered Intervention Model for Lower Primary Students: Curriculum Package': A layered teaching model for P.2, P.3 students in learning Chinese: Provide after-school support to less able students in learning Chinese so that they can learn various language skills gradually.

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. To facilitate NCS students' early integration into school life, our school provides diversified after-school programmes to support NCS students' Chinese learning and social skills.

Curriculum Tailoring and Adaptation:
Remedial classes in English, Chinese and Mathematics are arranged for students to enhance their academic performance. Adaptation in curriculum, teaching strategies and assessment are exercised for students with special education needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
We maintain a close relationship with the parents through various workshops and activities organised by the Parent-Teacher Association.

School Ethos:
Through the teachers' guidance and discipline, and an inclusion in a nurturing and caring school culture, students' positive personal integrity is cultivated.

Future Development

School Development Plan:
1. Enhance learning and teaching strategies.
2. Strengthen STEAM education and cultivate students' innovative and problem-solving skills.
3. Develop positive education.
4. Students are supported to have their healthy lifestyle and they can immerse themselves in the school's harmonious and caring culture.

Teacher Professional Training & Development:
Open classrooms, regular peer lesson observations and lessons evaluation sessions are organised to enhance professional learning and interactions among teachers. Other school-based professional development programmes are organised to further develop collaboration among staff. Teachers actively take part in different workshops, courses and exchange programmes.

Others

Students' achievements in STEAM, sports, music, solo and choral speech speaking, dance etc. are outstanding. We stress on the building of a culture of a loving and caring in school. In recent years, we have received the honour of Caring School Award under the territory-wide scheme organised by Hong Kong Christian Service.
Lay solar photovoltaic panels on the roof and participate in the energy saving plan, and the proceeds will be used for scholarships and school development.