秀茂坪天主教小學
Sau Mau Ping Catholic 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. Thomas-Terrance	Ms. Yeung Mei Ka Sandy	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					93%

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	Realize the truth, Strive to be kind	1971	Chinese (incl.: Putonghua)	School Bus	About 6200 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 (annual each family)	$380	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Eco-garden, Mount Mary, Religious Garden, Chapel, Exhibition Area of Visual Art works, Chi. Cultural Lounge, Mental Health Pavilion, AI Sports Stn, Leisure Zone, African Spurred Tortoise Home etc.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Interactive e-classrooms, STEM MAKERSPACE, Ecological Learning Centre, school canteen, Multi-purpose Room, Visual Arts room, English Room, Music room, etc.	Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment	40	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
100%	100%	33%	53%	19%	14%	67%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	2	3	4	5	5	20
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	2	3	4	5	16

Mode of teaching at different levels	Throughout the teaching of Primary 1 to 6 students, inquiry-based approach and cooperative learning strategies are adopted to enhance students' learning interest and effectiveness.
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	In addition to paper-and-pencil, speaking as well as listening assessments, students' classroom performance is included as part of the assessment for every subject. Diversified learning and teaching strategies are utilised to encourage and promote students' active engagement and incentives in 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	P.1-P.6 Mixed abilities.

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:10 PM	12:30 PM - 1:30 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Programmes and activities such as the mindfulness session, the Examen of Consciousness, healthy eating seminars, Fruit Month, fitness programme and etc., we cultivate healthy lifestyles and dietary habits and foster positive values.	The school utilises the advantages of whole-day primary schooling by offering weekly extra-curricular activities to all levels of students. Since the 2023-2024 academic year, we have implemented a six-day cycle schedule: core academic subjects are prioritized in the morning, while afternoons are dedicated to Multiple Intelligences (MI) and student development activities.

Life-wide Learning

Physical Education: Fencing, Roller skating, Rugby, Swimming, Skipping etc. Visual Arts: Pottery, Oil Painting, Calligraphy, Sculpture, Ink Painting, etc. Music: The "Every Child a Musician" Programme, Handchimes, Choir, Guzheng, Harp, School Orchestra, Violins, etc. Others: Drone Technology, light sculpture, lion dance, computer programming, Mathematics Olympiad, Chinese and English recitation, German Language Course, and various uniformed groups, etc.

School Mission

In the spirit of Jesus Christ, our school is committed to cultivate students in the goal of holistic education in "spiritual, moral, intellectual, physical, social, and aesthetic" aspects, while upholding the five core values of Catholicism - truth, justice, love, life and family, to nurture students through the education of life, love and spirituality, so that students can "Realise the truth, strive to be kind " and become good citizens of our society.

School Characteristics

School Management

School Management Organisation:
The school is sponsored by the Catholic Diocese of Hong Kong and operates under the supervision of the IMC. Alongside the principal and vice principal, administrative and academic divisions ("management and organization", "teaching and learning", and "school ethos and student support") ensure a comprehensive and high-quality educational service. The PTA and Alumni Association serve as school partners for development.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC is composed of the school supervisor and 14 committee members, including the principal, professionals, alumni, teachers and representatives of parents.

School Green Policy:
Infrastructure & Curriculum Integration
We are committed to integrating sustainability into daily campus life through the use of smart power monitoring systems, a solar system and LED lighting. Environmental themes are included into our curriculum to deepen students' awareness and encourage the active practice of a "Green Life" philosophy.
Ecological Education & Community Partnerships
Our school-based Ecological Education curriculum is complemented by participation in external initiatives. These efforts promote the importance of environmental protection, fostering in students' positive attitudes toward caring for nature in daily life.

School's Major Concerns:
1.Integrating the Five Core Values of Catholic Education to strengthen students' character, responsibility, and sense of identity as socially conscious citizens.
2.Leveraging technology to cultivate creative potential and maximize learning efficacy.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Promote immersive language learning to enhance biliterate and trilingual proficiency. School-based materials are developed to support learning effectiveness. Native-speaking teacher conducts interactive English lessons to create an authentic language environment.
2. Develop a school-based curriculum with self-directed, inquiry-based, and project learning to strengthen inquiry, problem-solving and creativity.
3. Optimise curriculum planning and lesson time, emphasising personalised learning. Design diversified learning activities to develop self-directed learning skills and enhance motivation.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Flexibly utilise lesson time to plan diversified learning activities, strengthen values education, and enable students to realise their potential.
2. Continuously optimise the school-based curriculum by promoting cross-curricular learning and integrating elements of Chinese culture to support whole-person development.
3. Collaborate with tertiary institutions and external professional organisations to advance the development of Humanities and Science curricula, enabling experiential learning.
4. Promote STEAM education by integrating real-life contexts and design thinking to cultivate problem-solving skills and an innovative mindset.
5. Design diversified learning experiences, such as Chinese Culture Week, life-wide learning, and project learning, to enrich students' learning experiences and foster whole-person development.

Development of Generic Skills:
Enhance students' communication, collaboration, and information technology skills through cross-curricular learning and interactive e-learning.
Foster creativity, problem-solving, and higher-order thinking skills through STEAM activities, external competitions, and gifted programmes.
Organise Mainland and overseas exchange programmes, e.g. the Mainland and Singapore, to broaden students' horizons, deepen cultural understanding, and strengthen language proficiency, enabling them to integrate and apply generic skills in authentic contexts and become lifelong learners.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school prioritises values education by integrating the Five Core Values of Catholic Education, the EDB's twelve priority values and attitudes, and Chinese virtues across subjects and learning activities. Through Chinese cultural activities, ecological education, and service learning, students develop responsibility, care, and respect for life. Through the Examen of Consciousness, award schemes, and positive task challenge, students are guided towards self-reflection and application, thereby fostering good character and strengthening national identity.

Student Support

Whole School Approach to Catering for Learner Diversity:
A series of learning support programmes are provided for students: Arrange appropriate learning support, counseling and adjustment for students with different learning abilities, school-based educational psychologists and school-based speech therapists are on campus to provide support to students with special learning needs, provide Elite classes, Maths Olympiad class, etc., to explore the potential of students in various aspects, and cultivate higher-order thinking and independent learning ability, provide remedial classes, homework guidance sessions, etc. to improve students' learning ability and self-management ability.

Whole School Approach to Integrated Education:
Our school provides school-based support services for students with special educational needs to cater learning diversity: Provide remedial groups, concentration training, literacy training and social communication groups. Early Identification and Intervention Programme for Primary One Students with Learning Difficulties. Homework and test adjustment. After-school learning support classes, 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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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.

Curriculum Tailoring and Adaptation:
Provide individual learning plans and adjustment measures for students with different learning needs, including focus and remedial groups. Arrange two teachers for collaborative teaching and pull-out classes to cater students' learning needs in an all-round way. Provide students with enrichment or tutoring courses in different areas. Utilise online platforms to study in groups according to students' ability in order to improve students' self-learning ability.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The PTA supports parents in school activities: monitoring uniforms, buses, lunches, textbooks; organizing parent-child activities, workshops, etc. Parents assist during lunch, organize small activities, co-host large events in student activities. The school offers parenting courses to enhance parental skills in educating children.

School Ethos:
Concerning the five core values of Catholicism, the school fulfills the school motto – "Realise the truth, strive to be kind". Aligning with our school's educational belief, our school provides service learning through different forms of school-based activities to strengthen students' interpersonal communication skills, thus promoting the caring culture.

Future Development

School Development Plan:
1. Continuously practise the five core values of Catholicism; strengthen positive education and consolidate the students' national identity.
2. Develop students' potentials in creativity so as to enhance their learning performance by effectively utilizing technology.

Teacher Professional Training & Development:
1. Professional development courses reinforce teachers' professional values and ethics, fulfilling the mission of "cultivating values and nurturing individuals".
2. Teachers engage in varied professional development activities, aligning the school's framework with emerging curriculum trends.
3. The school collaborates with tertiary institutions to establish professional learning communities, enhancing teaching effectiveness through innovative methods.

Others

Scholarships are granted to recognise and encourage students who excel in various aspects, including academic performance, conduct, physical education, arts, and learning attitude.
A series of Primary 1 bridging activities are organised to facilitate smooth transition into primary school life.
After-school care and enrichment programmes are provided from Monday to Friday, offering students support for revision and homework completion. Good habits in time management, regular revision, and self-discipline are cultivated.