聖愛德華天主教小學
St. Edward's 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
Mr. Balubun Anthonius Reynolds	Mr. Yung Wai Hung	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	Respect God and live a life of love. Be learned and adhere to morals.	1996	Chinese	School Bus	About 7000 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	3	1	1	Canteen, Activity Room, Basketball Court, Volleyball Court, Fish Pond, Chapel, PTA Centre, Group Study Rooms, Medical Room, On-campus Wi-Fi Connection

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Art room, Music room, Science room, Maker Lab, Games room, Campus TV, Table Tennis Room, Virtual Reality Learning Lab, Theatre Almanax and Steam Lab.	Ramp and Accessible Lift.

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	62

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
92%	100%	40%	52%	40%	23%	37%

Class Structure

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

Mode of teaching at different levels	Our school uses a variety of teaching and learning strategies to cater for learners' diversity. We have adopted a student-centered approach; they work together to achieve shared goals. Furthermore, we encourage students to be self-motivated to inquire and pose questions during their learning process. Through this learning process, students can construct their own knowledge.
Remarks	Learning should be student-centered, nurturing their individual talents and enhancing their learning efficiency.

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	1. Formative Assessment: performance in class; assignment; worksheets; dictation; learning logs; project report; regular checking; making real objects, etc. 2. Summative Assessment: examinations.
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	Mixed ability classes in P.1 and P.2. Starting from cohort 2024-2025, streaming according to academic results will start from P.3.

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	8:10 AM	3:30 PM	12:10 PM - 1:10 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Our school participates in the Department of Health's "Sunshine Smiles Mobile Classroom," "Joyful Fruit Month," "Active Students, Active People" Campaign, "School Physical Fitness Award Scheme," "MVPA60 Activity," "sportACT Award Scheme," "Healthy School Programme," and "4Rs Mental Health Charter," among others.	A pleasant learning environment is provided for students with flexible utilizing full-day learning time. The morning session is dedicated to core subjects, while the afternoon is enhanced with multiple intelligence classes, including FUN, values education, computer education classes, ECA activities on Fridays, Interdisciplinary Learning, School Team Trainings and pull-out sessions for gifted groups.

Life-wide Learning

All-rounded Education programmes on: Choral speaking, STEAM, Drama, Mathematical Olympiad and Visual Arts.

Sports programmes: Swimming, Skateboarding, Handball, Floor Curling

Music programmes: Chinese musical instruments, Chinese Opera, Handbell and Chinese Bass Drums

Uniformed groups: Cub Scouts, Brownies, Teaism Alliance and Flag-guards

Others: Campus TV, Chinese dance, K-Pop Dance, My Movieland, Board Games, Martial Arts and Taekwondo

School Mission

We have been striving to create a pleasant learning environment with well-rounded education for our students. We cater for the diverse needs of students to help them develop their potential.

School Characteristics

School Management

School Management Organisation:
With the development of organizational structure based on the Performance Indicators for Hong Kong Schools, continuous self-improvement is promoted through putting in place a systemic Planning-Implementation-Evaluation (P-I-E) cycle to enhance schools' sustained development in different domains, subjects, curriculum planning, teaching and all other aspects.

Incorporated Management Committee / School Management Committee / Management Committee:
Our IMC consists of 15 members. There are 9 sponsoring body managers, 2 teachers, 2 parents, 1 alumni manager and 1 independent manager.

School Green Policy:
1. Our school has received funding from the Environment and Conservation Fund to install environmental protection facilities.
2. In response to the "Green Campus 2.0 – Smart Energy Saving" initiative and the "Solar Harvest – Solar Energy Support Scheme for Schools and Welfare Non-Governmental Organisations."
3. Participating in the "Jockey Club BEAM Plus in Schools Project 2.0" to help reduce carbon emissions across the school's overall environment.
4. Participating in the "Jockey Club Energy Saver in Schools Project" of the Catholic Diocese of Hong Kong.

School's Major Concerns:
We are committed to implementing the set of expectations stated in "the T-standard+" in the four domains including 'Management and Organization', 'Learning and Teaching', 'Student Support and Student Ethos' and 'Student Performance' to nurture proactive learners with competences in constructing knowledge. It is our mission to empower our students to be eager, intelligent and disciplined learners.

Learning and Teaching Plan

Learning & Teaching Strategies:
Being the co-ordinator of Quality Education Fund Thematic Networks, the participating school in the IT in Education Centre of Excellence (CoE) Scheme and serving as the resource school in CoolThink@JC, we offer professional support to other schools including promotion of the use of IT at school and formation of learning groups on game-based learning. With a wide range of learning elements including Chinese culture, movies and picture books appreciation, board games, educational electronic games, STEAM and virtual reality technology, students will be able to learn interactively with authentic and challenging contexts created.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school offers a well-balanced education for the development of the whole person by e-learning, provision of student-oriented activities in afternoon sessions, putting emphasis on the seven learning goals by integrating organically in, connecting naturally with the curriculum and making use of Performance Indicators and School Self-evaluation Tools.
1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education;
2. Know how to distinguish right from wrong, fulfill their duties as members of the family, society and our country, and demonstrate positive values and attitudes such as perseverance, respect for others, integrity and care for others, as well as thoughtful and sensible judgements and behaviours;
3. Be equipped with a solid knowledge base and perspectives across the eight Key Learning Areas (KLAs) to facilitate personal growth and development.

Development of Generic Skills:
We adopt Apprenticeship Education to enable students to develop their potential through theme-based learning with the use of interdisciplinary media. The wide range of themes, including history, literature, culture, art and STEAM help students develop and apply the generic skills learned, ranging from analytical thinking to effective acting, relationship building to social awareness.

Cultivation of Proper Values, Attitudes and Behaviours:
We are committed to providing a holistic education based on Christian principles and Chinese cultural values by incorporating them into both formal and informal curricula. We provide our students with a positive learning environment where they achieve a spiritual, moral, intellectual, physical, social and aesthetical balance.

Student Support

Whole School Approach to Catering for Learner Diversity:
We adopt learning and teaching strategies and offer small group remedial classes, small group teaching, individual education plans, School-based After-school Learning and Support Programmes, school-based curriculum and lesson studies to build an inclusive school culture.

Whole School Approach to Integrated Education:
With the Student Support Team, the 3-Tier Support Model is effectively adopted to allocate appropriate resources to students with special educational needs. The Early Identification and Intervention Programme for Primary One Students with Learning Difficulties, School-based Educational Psychology Service, School-based Speech Therapy Service and various training sessions are provided to cater for learners' diversity.

Curriculum Tailoring and Adaptation:
We provide enhancement and remedial programmes to cater for learners' diversity to unleash the potential of students. Tiered assignment and assessment accommodations are made for students with special educational needs.

Home-School Co-operation and School Ethos

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

School Ethos:
1. Our school adheres to the core values of Catholic education to practise holistic Christian education. With integration of guidance and discipline service, we nurture students to possess the 'St. Edward's qualities'.

2. We aim at fostering students' the twelve priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety".

Future Development

School Development Plan:
1. Foster core values to excel
2. Nurture a sense of patriotism and promote creative learning
3. Cultivate diverse interests to enhance holistic development

Teacher Professional Training & Development:
We organize teachers' development day, subject-based training, lesson study, peer observation and so on. These help teachers learn together with a view to enhancing quality of teaching and learning.

Others

Please refer to our school website: www.stedward.edu.hk/