



聖公會聖彼得小學 S.K.H. St. Peter's Primary School

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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
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		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
-	-	\$50	\$450 (To acquire additional teaching aids & equipment, and to enhance school environment.)	\$40 (Replacement of Student ID Card)

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, English Room, Student Activity Room, Campus TV, STEAM Room.				-

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

Number of teaching posts in the approved establishment				67	Total number of teachers in the school		75
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	
89%	100%	44%	65%	20%	20%	60%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	6	6	6	6	6	36
Mode of teaching at different levels	Each level consists of six mixed ability classes. Enrichment and support programmes are provided before and after school to stretch high-achieving students and to strengthen the learning of those who need additional support. A range of specialist training courses is also offered to nurture students' diverse 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
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Diversified Assessment for Learning	Both summative and formative assessments are used to enhance learning effectiveness. A wide range of assessment modes is adopted, including written tests, project work, oral and listening tasks, and skills-based assessments. Assessment as learning is also emphasised to strengthen students' self-assessment, peer assessment and parent feedback, fostering the development of 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 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	7:55 AM	3:05 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Grounded in Christ's love and the principles of positive psychology, our school nurtures students to develop sound values and an optimistic, proactive attitude towards life. We foster a culture of appreciation and blessing between teachers and students, encouraging children to enjoy learning, to share with others, and to grow in physical, mental and spiritual well-being.		School ends at: Monday to Thursday~3:05p.m. Friday~1:30p.m.		

Gifted English and Chinese Programmes, Chinese and English Debate, English and Putonghua Drama, Mathematical Olympiad, Visual Arts Club, Chinese and Western Painting, Chinese Puppetry, STEAM Team, Life Planning Group, Campus Reporters, Chinese Orchestra, Western Orchestra, Chinese and Western Instrumental Classes, Choir, Ball Games, Track and Field, Orienteering, Rope Skipping, Chinese Dance, Swimming, Taekwondo, Chinese Chess and Community Youth Club.

School Mission

Guided by Christ's teaching and our school motto, 'Not to be served, but to serve', we emphasise the balanced development of moral, intellectual, physical, social, aesthetic and spiritual growth. We nurture students in knowledge, character formation and Christian faith, enabling them to receive appropriate guidance in every aspect of their development and to embody the ideal of whole person education.

School Characteristics

School Management

School Management Organisation:

The Anglican (Hong Kong) Primary Schools Council Limited serves as the school's sponsoring body. The Incorporated Management Committee acts as the supreme decision-making body, overseeing all school affairs. To ensure holistic development, various administrative, academic, and functional groups are established to coordinate essential areas, including school self-evaluation, curriculum development, student discipline and guidance, as well as co-curricular activities.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee consists of 15 members: 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 Principal.

School Green Policy:

We place high priority on environmental education by appointing Environmental Protection Ambassadors and Energy-saving Ambassadors. Through a diverse range of activities, we empower students to cultivate a deep sense of environmental responsibility.

School's Major Concerns:

- 1. To cultivate a growth mindset and positive values in students, empowering them to lead a healthy and confident life.
- 2. To enhance students' higher-order thinking and communication skills through the integration of STEAM and historical-cultural education, encouraging the practical application of knowledge.

Learning and Teaching Plan

Learning & Teaching Strategies:

We foster student engagement and cater to learner diversity through interactive activities. By leveraging assessment data, teachers tailor strategies and enrichment content to sharpen higher-order thinking, including analytical and creative skills. The Science curriculum emphasizes theory and inquiry-based experiments to build technological knowledge linked to global trends. The Humanities curriculum integrates enriched materials and outdoor learning activities to help students develop a holistic historical perspective. Furthermore, our BYOD programme empowers students to conduct real-time research and collaborate effectively in class.

Development of Major Renewed Emphases of the Primary Education Curriculum:

All levels implement cross-curricular thematic learning to help students connect knowledge and transfer generic skills. Our school-based curricula provide opportunities to apply these skills within and beyond the classroom. We equip students with reading and information literacy through extensive reading and immersive activities to analyze and evaluate information. A "Healthy Lifestyle" focus covers physical and spiritual well-being, utilizing recess and after-school activities to nurture character and collaboration. AI is also integrated across subjects to assist in organizing data and brainstorming, enhancing learning efficiency.

Development of Generic Skills:

The design of our curriculum and assessments is anchored in the development of generic skills, particularly collaboration and self-management. In Chinese, English, and Putonghua, specialized training in public speaking, impromptu speech, and group discussion is provided to bolster students' communication competence and self-confidence. Other disciplines incorporate language and logic training, teaching students the art of reasoned persuasion and evidence-based argument. Additionally, students utilize our school-based AI-assisted learning platform to refine their writing and conduct extended inquiries, fostering a culture of self-directed learning.

Cultivation of Proper Values, Attitudes and Behaviours:

The school places great emphasis on Values Education and whole-person development. Through diversified subject activities, history education, and Mainland study tours, we deepen students' understanding of the Rule of Law and national conditions, highlighting the importance of safeguarding National Security. We have also established a comprehensive School-based Information Literacy Framework, guiding students to use information and communication technology ethically. As we promote the application of AI, we emphasize the importance of using AI as a supportive learning companion for exploration, rather than a shortcut for seeking direct answers, ensuring a responsible and principled approach to technology.

Student Support

Whole School Approach to Catering for Learner Diversity:

To embrace learner diversity, we provide Learning Enhancement Classes and Subject-based Remedial Teaching to support students with varying academic needs. Our multidisciplinary team—comprising school-based educational psychologists, school-based speech therapists, school social workers, and the special educational needs coordinator—collaborates to address individual learning requirements while providing professional training and workshops for parents. Furthermore, we implement both pull-out and whole-class gifted education programmes, alongside specialized training initiatives designed to cultivate students' diverse talents and unlock their full potential.

Whole School Approach to Integrated Education:

Utilizing the Learning Support Grant, our school adopts a Whole-school Approach to implement school-based support schemes for students with Special Educational Needs (SEN). The Student Support Team—which includes the SENCO, SEN support teachers, school social workers, school-based educational psychologists, school-based speech therapists, and frontline teachers—formulates comprehensive support plans. These strategies are executed by the entire teaching staff, with additional expert guidance and professional resources integrated from external organizations when necessary.

Curriculum Tailoring and Adaptation:

Our curriculum is designed to be both intellectually rigorous and inclusive of diverse learning abilities. The Chinese Language curriculum incorporates classical poetry and children's literature to foster literary appreciation and creative thinking. The English Language curriculum features classic masterpieces and Reading Across the Curriculum to enhance literacy skills. In Mathematics, the integration of Mathematical Modelling encourages students to apply concepts to real-world scenarios. Meanwhile, Science and Humanities leverage diversified assessments, outdoor experiential learning, and Project-based Learning to empower students with the skills needed to solve everyday problems.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association organizes a wide array of activities to strengthen family bonds and school community, including family outings, Lunar New Year gatherings, and Christmas celebrations. Our parents are invaluable partners who actively contribute to school development through dedicated service. Their involvement ranges from serving as "Storytelling Parents" in classrooms to providing essential volunteer support during major events like the Annual Sports Day.

School Ethos:

We maintain high standards for both academic excellence and exemplary conduct. Our school is characterized by a refined and wholesome atmosphere where students are known for being courteous, disciplined, and eager to learn. Our students not only strive for academic success but also actively engage in community service and excel in sports and the arts. This commitment to holistic development has earned the school a stellar reputation and high acclaim among parents.

Future Development

School Development Plan:

- 1. Cultivating a Growth Mindset and Positive Values: We are dedicated to providing students with abundant care, support, and affirmation to bolster their self-identity. By fostering a culture of mutual appreciation, encouragement, and recognition, we inspire students to embrace a positive outlook on life and develop the resilience to tackle future challenges with confidence.
- 2. Advancing Innovation, STEAM, and Cultural Literacy: We aim to broaden students' horizons in innovative technology while honing their analytical, problem-solving, and creative thinking skills through cross-curricular STEAM integration. Simultaneously, we enhance students' historical and cultural literacy, guiding them to understand local contexts, national developments, and global trends. By uniquely combining STEAM with historical and cultural education, we empower students to articulate ideas with clarity, logic, and confidence, enabling them to present evidence-based arguments and narratives effectively.

Teacher Professional Training & Development:

To ensure our teaching staff remains at the forefront of educational excellence, we actively integrate external professional resources, complemented by collaborative teaching and open lesson observations. These initiatives assist teachers in mastering contemporary pedagogical concepts and practical methodologies. We foster a strong culture of collaboration through cross-disciplinary projects, workshops, and action research, allowing teachers to align learning objectives across subjects. Furthermore, the school maintains a robust feedback loop by collecting insights from both teachers and students, driving continuous refinement of curriculum content and instructional techniques. Aligning with the latest educational trends, the school strategically plans and encourages participation in professional development, ensuring our educators are well-equipped to excel in an ever-evolving learning landscape.

Others

With a long-standing history and a fine tradition of academic excellence, our school has nurtured generations of outstanding talent. We take pride in our wholesome school ethos and the harmonious rapport between teachers and students. Placing deep importance on both character formation and academic cultivation, we are committed to empowering students to build a positive outlook on life, pursue excellence, and embrace a spirit of care and compassion for others.