沙頭角中心小學
Sha Tau Kok Central Primary School
Sha Tau Kok Hui, Sha Tau Kok, N.T.
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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
M.H. Lee Koon Hung	Mr. Lam Kam Hung	Established	Aided Whole Day	Co-ed	Not Applicable
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
Sha Tau Kok Central Primary School Limited	Friendship, Love, Loyalty, Integrity	1988	Chinese	School Bus; Nanny van	About 3500 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
-	-	$100	$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	3	1	1	Other school facilities include an AI running track, an AI sports zone, a multi-sensory training centre, a tree house, a gift house, an art gallery, and rooftop renewable energy generation facilities.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
CoolThink@JC Studio, STEAM Innovation Lab, AI Robotics Lab, Science Lab, Pottery Creation Studio, Media Creation Lab, English Room, National Security Education Resource Room, Smart Home for the Cats etc.	Ramp, Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment	16	Total number of teachers in the school	18

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%	52%	80%	-	50%	50%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	1	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	1	1	1	1	6

Mode of teaching at different levels	Our school develops a curriculum based on Diversity, Innovation, Integration and Excellence, integrating English, STEAM and digital education. Through e-learning, interactive tools and AI support, students develop self-learning, creativity and problem-solving skills. Teachers use group work, tiered questioning and data feedback to cater for learner diversity and enhance teaching effectiveness.
Remarks	Our school develops students' biliterate and trilingual skills. Junior students have five NET English lessons and English support in non-core subjects. After-school NET training builds confidence in English communication. Over 40 activities are offered, including music, art, sports and STEAM.

Performance Assessment

Number of test(s) per year (P1 only)	0	**Number of exam(s) per year (P1 only)**	0	**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)**	0		

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	For P.1 to P.3, progressive assessment replaces traditional exams, using observation and varied tasks to review learning and reduce pressure. Each stage includes a Learning Progress Report. For P.4 to P.6, exams and practical assessments reflect students' knowledge, skills and attitudes. Four school-based curricula cover English, technology, sports and arts.
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	Ability grouping is adopted in Chinese, English and Mathematics for P.4 to P.6. High-achieving students receive greater challenges, while others receive suitable foundation training in their original classes, catering for diverse learning needs.

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	8:30 AM	3:35 PM	12:55 PM - 1:50 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	The school cares for students' physical and mental well-being, with a strong focus on mental health. Through diverse activities, including sports, life education, sex education and anti-drug education, students develop positive values and life skills. A safe and caring environment is provided to support students' growth into healthy and responsible members of society.	The school runs full-day classes from Monday to Thursday, with eight lessons and one guided study session each day. Friday is a half-day. After lessons, students join a 45- to 75-minute learning session for special training or homework support. Saturday activities include interest groups, training and outdoor learning. Whole-school activities, field trips and online platforms further broaden students' horizons.

Life-wide Learning

We are committed to providing rich and diverse learning experiences. Each month, school-based curricula and “walking classroom” activities are carefully arranged for students at all levels to broaden their horizons and knowledge. Our students have travelled to Mainland, Singapore, South Korea, Australia and the United States for international exchanges in different fields, developing a global perspective.

School Mission

We uphold a student-centred educational philosophy and are committed to developing each child’s multiple intelligences. We nurture students’ abilities in lifelong self-directed learning, active exploration, deep reflection, innovative thinking and adaptability. By building a strong foundation of self-esteem, confidence and self-discipline, we equip students to face future challenges with resilience and encourage them to contribute meaningfully to society, the nation and global well-being.

School Characteristics

School Management

School Management Organisation:
Our school adopts school-based management. Led by the Principal, three core committees—the School Development Committee, the Learning and Teaching Development Committee, and the School Ethos and Student Development Committee—coordinate various administrative groups and drive the school’s continuous improvement and development.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee is composed of representatives of the sponsoring body, the Principal, teachers, parents, alumni and independent members. Guided by the school’s mission, it promotes campus development and provides students with quality education.

School Green Policy:
Our school is committed to building a green campus and nurturing environmentally responsible citizens. Our strategies for promoting environmental education include integrating STEAM with environmental protection to encourage students to design innovative green solutions; implementing waste reduction, recycling and green procurement measures; organising ecological field trips, tree planting and environmental service activities; developing green spaces on campus; and promoting cross-curricular environmental education to cultivate students’ critical thinking on environmental issues.

School's Major Concerns:
1. Enhance the curriculum to strengthen students’ knowledge across Key Learning Areas and language abilities.
2. Enrich diverse learning experiences to foster national identity, positive values and attitudes.
3. Improve the learning environment to develop students’ generic skills, reading and information literacy, and healthy lifestyles.

Learning and Teaching Plan

Learning & Teaching Strategies:
Diversity, Innovation, Together We Shine, Unleashing Potential, Caring Campus, Joyful Learning
Diversity: Our school-based curriculum offers diverse programmes, including English puppetry, robotics, pottery and motion-sensing training. With English support in non-core subjects, students broaden their horizons and achieve whole-person development.
Innovation: Our STEAM education platform inspires creativity and inquiry. Students are encouraged to “dare to create and learn from mistakes”, building confidence through exploration, practice and reflection.
Together We Shine: Like grains of sand forming a tower, every student has unique strengths and potential. Through collaboration, students share their talents and create new possibilities for the future.
Unleashing Potential: In our caring campus, children discover their potential, build confidence and lay a solid foundation for future growth.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school upholds Invitational Education and provides a forward-looking learning environment. The curriculum aligns with the Primary Education Curriculum Guide, emphasising core competencies, values education, Science and Humanities. Through robotics, inquiry learning, STEAM, coding, AI, data application and English puppetry, students develop creativity, problem-solving skills, communication, collaboration, information literacy, self-directed learning, national identity and a global outlook.

Development of Generic Skills:
Our school adopts the “Think–Pair–Share” interactive teaching approach to promote students’ deep engagement and thinking. Through outdoor learning, e-learning, AI-assisted learning, cross-curricular activities and project-based studies, students develop critical thinking, creative problem-solving, collaboration and communication, information processing and digital application skills, building future-ready core competencies.

Cultivation of Proper Values, Attitudes and Behaviours:
We are committed to nurturing students’ gratitude, responsibility, care for self and others, courage to face challenges, spirit of service, law-abiding patriotism, and an open, inclusive global outlook. Through diverse learning experiences, students internalise these values, develop sound character and a positive attitude towards life, and grow into outstanding citizens who contribute to society.

Student Support

Whole School Approach to Catering for Learner Diversity:
Our teachers use digital technology and e-learning platforms to engage students in diverse activities and support different learning styles. Through tiered tasks, curriculum adaptation, group teaching, AI tools and school-based support, diverse needs are addressed. High achievers join enrichment, innovation activities and competitions, while senior students mentor juniors to promote care and peer support.

Whole School Approach to Integrated Education:
The SEN Coordinator follows up on students’ individual needs, while the Student Support Team integrates resources, including e-learning platforms, to support learning diversity. Based on professional assessments, the school provides personalised adaptations and individual learning plans. Parent-child activities strengthen home-school cooperation, supporting holistic growth and an inclusive learning environment.

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. Specialized after-school tutoring and homework accommodation for non-Chinese speaking students.

Curriculum Tailoring and Adaptation:
Our school offers diverse curricula to create joyful learning and support whole-person development. BYOP enhances English expression, robotics develops creativity and hands-on skills, pottery builds artistic appreciation, and motion-sensing training supports coordination, helping students face future challenges confidently.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The school maintains close communication with parents and the community through its website, WeChat class groups, e-notices and social media. Parent meetings, education programmes and home-school activities strengthen shared understanding of the school’s vision. Parent volunteers support lessons and activities, fostering trust, respect and students’ whole-person development.

School Ethos:
Our school upholds a culture of optimism, respect and trust. We are committed to respecting students’ diverse abilities and believe that every student has the opportunity to showcase their strengths and learn from mistakes. With an optimistic attitude, we face challenges together and look forward to witnessing every student shine.

Future Development

School Development Plan:
Sha Tau Kok Central Primary School is located at the boundary between Hong Kong and Mainland, giving it a unique geographical and cultural mission. With “connecting the local and the global” as its development focus, the school integrates the distinctive features of the Sha Tau Kok border area to promote global perspectives and national identity education, nurturing bicultural talents with cross-boundary collaboration skills.
We make good use of our geographical advantage to foster inter-school cooperation and cultural exchange between Hong Kong and the Mainland. Through cross-boundary learning, national security education, and land-and-sea nature exploration programmes, students gain a deeper understanding of national development and local culture.
Over the next three years, the school will focus on developing AI and technology education, integrating it with life-wide learning curricula to expand diverse learning spaces, connect classroom learning with real-life experiences, and strengthen home-school-community collaboration. We aim to build an innovative education platform with Sha Tau Kok characteristics, nurturing students’ whole-person development and broadening their global outlook.

Teacher Professional Training & Development:
The school promotes teachers’ professional development through external support, training and school-based collaboration. Key areas include small-class teaching, Invitational Education, tiered support, classical Chinese, scientific inquiry and STEAM. Future training will focus on digital education, AI, e-learning, data analysis, cybersecurity and media literacy.

Others

Sha Tau Kok Central Primary School is committed to building a diverse, innovative and forward-looking learning environment. The school actively promotes STEAM and digital education through robotics courses, AI applications, coding learning and technology-related activities, cultivating students’ creative thinking and problem-solving skills.
Students are encouraged to participate in off-campus learning, technology innovation activities and various competitions to broaden their horizons. Looking ahead, the school will continue to enhance the digital learning environment, strengthen teachers’ professional training and home-school cooperation, and nurture students’ proper use of technology, information literacy and lifelong learning abilities.