



天主教聖安德肋小學 St. Andrew'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
Rev. FUNG CHE HO Joseph, Ass. P.P.	Mr. Chan Sin Fo	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
Catholic Diocese of Hong Kong	God's love transforms our lives.	1961	Chinese (incl.: Putonghua) and English	School Bus	About 9600 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$40	\$300 (To create a diversified and comfortable learning environment for students.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	60mTrack, Reading Corner, Facilities for football, basketball and table tennis, Virgin Mary Shrine, Kiln, Planting Area, Table Football, Roman Square
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, English Garden, English Funland, Dancing Room, STEAM Room, Computer Room, Campus TV, Music Room, Visual Art Room, Library, Activity Zone.				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			55	Total number of teachers in the school		57
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%	42%	38%	8%	24%	68%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	30
Mode of teaching at different levels	We implement Small Class Teaching (SCT) in P.1-P.6. We use Putonghua as the medium of instruction for Chinese Language at all levels (P.1-P.6). Besides, we adopt a Whole-school Gifted Education Programme to cater for students' diversified learning needs.						
Remarks	School-based Programme - Ready to Read (R2R) in P.1-P.2 to enhance the reading proficiency of students. EDB support Programme - Speaking to Writing (S2W) in P.3 to enhance the writing proficiency focus on speaking to build writing skills. P.1 and P.3 Liberal Studies & Science: Learning by doing programme (non test-based).						

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	Different modes: Formative Assessment, Quality Assignment, Project Learning, Creative Writing, Model Design and Making, Cross-subject Learning Assignment. Participation of different parties: Teachers' Assessment, On-line Assessment, Students' Self-assessment, Peer assessment and Parents' Assessment. Acquired the Quality Assessment and Accreditation dealt by HKEAA. No exams for P.1 in first term.				
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 from P.1 to P.3. According to students' academic results from P.4 to P.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	8:10 AM	3:20 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	As we aim to help develop students' physical fitness and healthy eating habits, we participate in the QEF Thematic Network on Healthy Schools Campaign and promote the Straighten-Up Exercise (implemented by Children Chiropractic Foundation). We have already attained the EatSmart School Accreditation.		Creating an environment for learning, promoting all round development: 1st-7th lessons: Cycle mode (Day 1-6) subject learning. 8th lesson: Multiple-intelligence Activities, Values Education, Reading session, STEAM session, Art session, Study groups. 9th lesson: Homework tutorial.		

Our school provides a variety of diversified activities to develop life-wide learning. Dancing: Folk Dance, Ballet. Sport teams: Tag Rugby, Ice Hockey, Karate, Athletics, Swimming, Rope Skipping, etc. STEAM: AI Drone Mission Programming, Astronomy Club. Music: Handchime, Harp, Choir, Violin, Percussion Band. Art: Ceramics, Oil Painting, Art Club. Uniform groups: Cub Scout, Brownie, Hong Kong Road Safety Patrol, Hong Kong Red Cross Junior Units.

School Mission

Let every student be filled with the unconditional love of Jesus Christ, be equipped with the qualities of self-esteem, self-understanding, self-confidence, self-discipline and self-reliance.

School Characteristics

School Management
School Management Organisation: Our school is subordinated to the Catholic Diocese of Hong Kong directly, and governed by the Incorporated Management Committee which is led by the Supervisor. The Principal is authorized to lead the School Improvement Team, various Policy Making Team, Administrative Team, various Functional Team and Subject Panel Team in order to establish school policies and development plans, to execute various school affairs and implement the Whole Person Education of Catholic Schools. The Parent Teacher Association and the Alumni Association support the development and daily operations of the school, and also provide advice regarding the improvement and development of the school. Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of St. Andrew's Catholic Primary School was established on 1 April 2014. The committee members included eight nominees from The Catholic Diocese of Hong Kong, one independent committee member, two teacher representatives, two parent representatives, one representative from School Alumni Association and our school head. All of us will work together to enhance our school management. School Green Policy: Green Policies: We teach students to treasure everything in the nature that is created by God and be a responsible Earth keeper. Teachers actively promote environmental protection activities, encouraging students to aid environmental protection. School's Major Concerns: 1. Develop new educational ideas to promote diversified learning. 2. Promote values education to cultivate students' physical, mental and spiritual health. Core Values: Study hard; Appreciate everyone; Care for others; Pray to God; Share your joy.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Create an authentic "Language-rich Learning Environment" to enhance students' language skills. 2. Implement T3, C3, CEO Reading program and Speaking to Writing in English learning. 3. The 'SK2' (Skill and Knowledge in 2 periods) session in the afternoon includes VIP (Value-added Programme) and Smart Programme. The VIP programme caters for learning diversity by streaming students into different ability classes. 4. Promote STEAM teaching to cultivate students' critical thinking ability, creativity and inquiry spirit. 5. Promote gifted education in different levels through the training on critical thinking skills, and the Science and Technology curriculum. 6. Carry out the School-based Financial education. Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Enhance care for student diversity:P.1 is examined twice throughout the year, with progressive assessments replacing exams. 2. Strengthening the transition course between kindergarten and primary school: focus on experiential activities to help students learn to know themselves, take care of themselves, and acquaint them with the school environment and the school staff; create a classroom climate to build children's sense of security and adapt to the new learning environment. 3. Strength value education: integrating life education, positive education, and national education. 4. Enhance learning and reading across the curriculum. Development of Generic Skills: Cultivate students' creativity, problem-solving skills and critical thinking skills through appropriate learning activity design, cooperative learning, project learning and other activities. Cultivation of Proper Values, Attitudes and Behaviours: We aim to promote positive education. Through the incorporation of religious education, moral and civic education, and the school-based activities held by the Discipline and Guidance Department, we create a loving and caring learning environment which elevates positive attributes of our students. In order to introduce the 12 priority values and attitudes to students, we hold various class management activities and promote them through the booklet for the Positive Growth Programme. Furthermore, we have implemented a 'One student-One service' programme in the hope of building students' self-affirmation, self-confidence, and positive interpersonal relationships through class-based and school-based service teams.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. We have the Student Support Team which is responsible for designing and implementing strategies to cater for learning diversity among students and formulate student support accordingly. 2. A Value-added Intelligence Programme (VIP) is conducted in the afternoon whereby students are grouped according to their different learning abilities. 3. With the cooperation of the school-based educational psychologist and external organizations, we provide appropriate student guidance and discipline service. Whole School Approach to Integrated Education: Our school uses the "Whole-school Approach to Integrated Education" to support students with special educational needs. The "Student Support Team" is responsible for implementing and evaluating the strategies which include peer tutoring, collaborative teaching, small group learning and Homework & Assessment accommodation. Further, individual education plan will be implemented for Tier-3 support. 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; 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 all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. Curriculum Tailoring and Adaptation: P.4-P.6 classes are divided according to the ability of the students. To cater for learner diversity, there are different ability groups with differentiated teaching designs in the afternoon sections.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parent-Teacher Association organizes parent education workshops, interest groups and other activities, such as parent-child trip. We have Parent Volunteers and Class Parent Representatives to facilitate the co-operation and communication between the school and parents. School Ethos: 1. We promote Positive School Culture through the implementation of school-based activities like 'Proud of You' and 'A Praise a Day'. 2. We also encourage Classroom Management. 3. Each student takes up a duty in class to serve one another. 4. Through the incorporation of religious education, transition courses, moral and civic education and school-based activities to promote Holistic Education.
Future Development
School Development Plan: 1. Develop new educational ideas to promote diversified learning. 2. Promote values education to cultivate students' physical, mental and spiritual health. Teacher Professional Training & Development: 1. We arrange co-planning periods, peer lesson observation and lesson demonstration training. 2. Provide systematic training to teachers for professional development including gifted education, e-learning programme and students assessment data analysis etc.
Others
Acquired the Quality Assessment and Accreditation dealt by HKEAA. Hong Kong Awards for Environmental Excellence (Environmental Campaign Committee) The champion in the Hong Kong Schools Dance Festival Western Dance for twelve years, Hong Kong Green Organisation Certification (HKGOC), Cherish Water Campus" Integrated Education Programme (Sai Kung) Gold medal