



西貢崇真天主教學校 (小學部) Sai Kung Sung Tsun Catholic School (Primary Section)

Blocks F & G Ancillary Block, Po Tung Road, Sai Kung, 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
Rev. Duggimpudi Raja Ratna Reddy	Ms. Lee Ka Man	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
Catholic Diocese of Hong Kong	Modesty, Love, Diligence, Honesty	1924	Chinese (incl.: Putonghua) and English	Nanny van	About 15000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Sai Kung Sung Tsun Catholic School (Secondary Section)					
			Yes	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	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
16	1	1	1	Sacred Heart Church, The Prayer Rock of Mother Mary, Environmental Controlled Greenhouse, Smart IoT Garden, Eco-Rooftop and Conference Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, STEAM Room, Science Room, Religious Room, Reptiles House, Tutorial Room, Activity Room and Multipurpose Room.				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			27	Total number of teachers in the school		31
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
93%	100%	40%	88%	30%	19%	51%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	2	2	2	2	13
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	3	2	2	2	13
Mode of teaching at different levels	Small class teaching is adopted to cater for learners' diversity. We are implementing "Bring Your Own Device" (BYOD) policy for allowing students to bring their own mobile devices to schools for eLearning and STEM activities, so that personalized and student-centered learning facilitate students' 21st century skills effectively.						
Remarks							

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)		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. There are three summative assessments for Primary 2 to 6 (No summative assessment in Primary 1) with analysis and follow-up after each assessment. 2. Teachers can assess students' learning progress and adjust teaching content through the adaptive learning system. 3. Students are provided with different learning experiences through project learning and excursions in different subjects.						
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	Class by average 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	10	35 mins	7:55 AM	3:20 PM	12:50 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. To cultivate students' interests and habits of doing sports, we arrange Sports Paradise in each cycle. 2. Organize different sports activities in recess, to cultivate students' habit of continuous exercise. 3. To promote newly emerged sports, e.g. Padel, Kinball, helping students to explore their different potentials.		1. Personal Evaluation Portfolio sessions are set for both students and teachers to share their growth in life. 2. The whole school promotes gifted and talented courses such as: International Mathematical Olympiad, Green Mech, Art training, Tiptop ball games and emerging sports, etc. 3. English drama and musical lessons are conducted each week to enhance our students' language proficiency.		

Life-wide Learning Provide multiple interest classes such as padel, fencing, kinball, speed staking, athletics, rugby, basketball, football, fancy skipping, taekwondo, harp, ukulele, Chinese dance and lion dance; provide multiple intelligence lessons and project-based excursions; set up school uniform teams, including Scouts, Brownies, the Young Pioneers of Christ, Volunteer Team Road Safety Patrol, and Community Youth Club.
School Mission Upholding Catholic parochial schools' beliefs, our school is devoted to proclaiming the Gospel, and encouraging students to experience the Christ spirit in a practical way. With the motto of Modesty, Love, Diligence and Honesty, we aim to cultivate our students' ability of self-study, self-development and self-realization. Meanwhile, we get our students ready to serve our community, to know our country and to embrace the world. Our students are guided to understand the importance of five core values of Catholic schools: Truth, Justice, Love, Life and Family.
School Characteristics School Management School Management Organisation: Under the leadership of the Principal, four key areas are led by respective coordinators/heads. Through the active participation of all teachers, the school development plan is implemented collaboratively. Incorporated Management Committee / School Management Committee / Management Committee: Sai Kung Sung Tsun Catholic School (Primary Section) Incorporated Management Committee School Green Policy: 1. Our school advocates green canteen 2. School-Wide Ecological Education courses: Our school is participating in the "Seahorse Club" established by the Ocean Park Conservation Alliance. To encourage students to advocate for conservation and develop eco-friendly habits through Service- learning. 3. Reptile Pavilion: To cultivate students' appreciation for the precious value of life education, we have specially set up a Reptile Pavilion. This allows all students to experience interaction with reptiles first hand and increase their awareness of caring for and protecting animals. School's Major Concerns: (I) Cultivate students to uphold values, helping them become a new generation that is committed to society, possesses national awareness, and has an international perspective. (II) Enhance students' learning abilities and cultivate them to become confident lifelong learners who can adapt to different changes.
Learning and Teaching Plan Learning & Teaching Strategies: 1. Use Putonghua to teach Chinese Language subject, cooperating with reading, literacy and writing programme in order to prompt the awareness of using written Chinese. 2. Adopt 'Big Book approach' in Primary One in order to enhance students' abilities in using vocabulary, sentence and grammar; sets up eLearning for teaching core subjects. 3. Focus on teaching problem-solving skills in Mathematics and provide support for non-Chinese-speaking students to learn mathematics in English. 4. Teach Science Subject through science experiments, field trips and ecological learning activities. 5. Develop BYOD project to cooperate with online classrooms to enable students to make good use of I.T. to assist learning. Development of Major Renewed Emphases of the Primary Education Curriculum: Guided by the aim of cultivating students' positive values and attitudes, we use life-oriented themes to integrate moral and religious education, civic education, national education, life education, digital education, and information literacy education. Through diverse learning activities, we provide students with comprehensive learning experiences that inspire them to achieve their full potential. To optimize learning time, the "RACE Curriculum" was introduced in the second term of the 2025–2026 academic year. This curriculum includes Reading, National Security and Culture, Innovation and Technology, and Life Education, all designed to promote students' whole-person development. Development of Generic Skills: Implementing the Theory of Multiple Intelligences and multisensory learning approaches in the classroom to cultivate students' generic skills, including communication, collaboration, creativity, critical thinking, problem-solving, self-management, self-directed learning, mathematical thinking, and information technology skills. Cultivation of Proper Values, Attitudes and Behaviours: Our school participates in the "Religious Education Support Program" organized by the Catholic Education Office. This promotes a school-based values education curriculum combined with comprehensive student counseling services. Focusing on character strengths from positive mindset, we aim to cultivate students' appreciation for themselves and others. Through volunteer services, students enhance their understanding of different communities and develop a sense of responsibility towards society, promoting positive life qualities and building resilience.
Student Support Whole School Approach to Catering for Learner Diversity: 1. Offer bridging courses and after-school support for Primary One students. 2. Extend special training and activities to gifted students and allow students to perform their full potential. 3. Organize 'Understanding Adolescent Project', emotional counselling group and other counselling group to support students who are in need. Whole School Approach to Integrated Education: Our school fosters an inclusive and caring environment, supporting students with special educational needs (SEN) through a whole-school approach and tailored services. The Student Support Team includes the Vice Principal, SENCo, teachers, social workers, teaching assistants, and school-based educational psychologists. We use the Learning Support Grant to employ additional staff and engage professionals, enabling specialized services like attention training and dyslexia support. Personalized accommodations for learning, homework, and assessments are provided, along with IEPs. Peer mentoring and regular parent communication further support student integration. 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 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. The course of "Learning Chinese by Playing Board Games" is organized to allow non-Chinese speaking students to learn and apply Chinese vocabulary through games. Curriculum Tailoring and Adaptation: Set up personalized timetable in the afternoon in order to help students to finish their homework or take gifted courses. 'No Homework Day' on Wednesday to ensure students have sufficient time to revise for Chinese and English dictation or assessment. There is a revision period before the summative assessments. There is no summative assessment for primary One.
Home-School Co-operation and School Ethos Home-School Co-operation: 1. Set up parents' voluntary team to assist students' indoor and outdoor school activities. 2. Organize parents' workshop, parent-child trip and summer courses. School Ethos: 1. Implement 'Positive Attitude Award Scheme' to appreciate students' good behaviors and self-discipline attitude. 2. Focus on students' spiritual development and practice love in life. 3. School social worker support by identifying students' academic, social or emotional problems. 4. Organize parents' talk regularly; set up "School Parents Mobile App" for parents to get the latest information and circular.
Future Development School Development Plan: Our school continuously develops innovation and technology (I&T) education, value education and a diversified curriculum to broaden students' horizons, enrich their knowledge, help them plan their future pathways, and inspire them to contribute to the nation and society. Teacher Professional Training & Development: The school is dedicated to advancing teachers' professional development and encourages all teaching staff to engage in continuous professional learning to enhance teaching quality. By organising regular internal seminars and participating in major education programmes — such as the Jockey Club Innovative Education Empowerment Programme, the Jockey Club Exploring Science Pioneer Teacher Training Programme, and the Jockey Club Artificial Intelligence Education Programme (Phase One) — the school aims to comprehensively improve teaching standards and drive sustainable school development.
Others 1. To provide students with rich performing and learning experiences, the school participates every year in the School Drama Festival, the School Music Festival, and various arts and sports training programmes. 2. The school also recommends well-rounded students who have excelled in both conduct and academics to take part in Outstanding Student Recognition activities, in order to acknowledge and honour their exceptional performance. 3. All students are involved in service learning, including visits to senior citizens, volunteering, and environmental conservation activities. 4. Study Tours: Students in Primary 4 to 6 take part in exchange and learning programmes. They travel to the Mainland (e.g., Beijing and Guangzhou) as well as overseas destinations (e.g., Japan and the UK) to broaden their perspectives.