



聖伯多祿天主教小學 St. Peter's Catholic Primary School

Phase 2 Lei Tung Estate, Ap Lei Chau, Hong Kong

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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. Ng Kwok Po	Ms. Lam Wai 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					87%
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	To Love God and Mankind; To Seek Virtue and Knowledge.	1958	Chinese	School Bus	About 6200 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Peter's Secondary School					
			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
-	-	\$35	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Basketball court, Speech Therapist Room, Study Room, Meeting Room, Conference Room, Sick Room, St. Peter's Garden, Snacks and Beverage Vending Machine
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STREAM Multi-intelligence Learning Room, STEM+ Room, Tabletop Games Corner, Sports Zone, Science Room, Art Room, Religious Room, Music Room, Multi-Purpose Activity Room, English Room, Chinese Culture Room, P.E. Room, Counselling Room & Treatment Room				Ramp, Accessible lift 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			36	Total number of teachers in the school		39
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
98%	100%	36%	71%	15%	18%	67%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	3	3	3	4	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	3	3	3	16
Mode of teaching at different levels	In coordinate with small class teaching, our school adopts Co-operative Learning Mode in planning and deploying the curriculum. Students participate actively in interactive learning activities. Also, mixed ability grouping is adopted in lessons to cater for student's learning diversity.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)		0	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)		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	Other than annual summative assessments, students are formatively assessed in terms of Show and Tell, Chinese Dictation, English Dictation, Maths diversified assessment, Science based learning activities, project learning, task work and etc. Different modes of assessment (e.g. self-assessment, peer assessment and parent evaluations) are also included.						
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	Student's academic performance and learning abilities (P.5 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	8:00 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	MYB Sports Record Book, Sports Zone Activities, Baduanjin, Mental Health and No-Homework Day, The Examen, Sport Act Award Scheme, Physical Fitness Award Scheme, EACT Jockey Club Active School Programme, Sports Day, Skipping programme, Interclass basketball matches, Sports demonstration, Interclass athletic contests, Joyful Fruit Day, Healthy Eating Promotion Programme and Jockey Club Energy Saver in Schools Project etc.		Apart from regular lessons, there are morning assemblies, afternoon reading scheme, weekly assemblies, class periods, civic education, tutorial lessons, cross-curricular activities and extra-curricular activities, St Peter's Good Student Award Programme, Sex Education Programmes, Anti-drug Talks, emotion and puberty seminars are also implemented.		

Life-wide Learning

1. Regular training interest groups: English Musical Drama, Lion Dance team, Robot Coding Programme, 3D Printing, Choir, Dancing team, Basketball team, Table Tennis team, Dodgeball team, Athletic team, STEAM Elite team, Percussion team etc.
2. Service-learning: School Prefects, Pioneers of Christ, Green Ambassador, Community Youth Club, Scouts, Hong Kong Road Safety Patrol, St. John Pandas, Flag-raising Team etc.
3. Field trips and Overseas Study Tours.

School Mission

By adhering to the spirit of the Gospel, great significance is placed on developing students' moral values as well as independent and critical thinking. We are dedicated to creating an environment conducive to learning and encouraging students to strive assiduously towards excellence. Establishing a strong and solid foundation, like the living stone of St. Peter of the Catholic Church, is the focus of the curriculum. We are also devoted to nurturing our students' sense of citizenship, which enables them to care about the society and love the nation.

School Characteristics

School Management

School Management Organisation:

A clear management framework has been well established. All the teachers work collaboratively to plan, implement and evaluate the school policies with encouraging feedback from all the stakeholders of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee oversees the running of the school. The members include the supervisor, the principal, managers from sponsoring body and representatives of teachers, parents and the school alumni. The view points and comments are comprehensive and it can increase the accountability of the committee.

School Green Policy:

To enhance students' environmental consciousness through setting up a smart green campus, green garden, STEM+ Room etc. A solar power generation system has been installed in order to enhance students' understanding of renewable energy with the implementation of STEAM education.

School's Major Concerns:

1. To employ the five core values of Catholic education to advance value education and strengthen students' mental health.
2. To use a variety of learning modes to optimize learning and teaching and boost learning competency.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Use IT in learning to enhance the effectiveness of learning and teaching, assessment for learning as well as catering for learner diversity.
2. Design diversified assignments, assessments and allow students demonstrate their work in various modes.
3. Collaborate different key learning areas to develop and promote school curriculum and STREAM education. Provide a great variety of learning platform for teachers and students to implement school curriculum and STREAM education.
4. Promote self-directed learning strategies including setting learning targets, applying self-directed learning activities and self reflection skills to have sustainable development of various key learning areas.
5. Create a language-rich learning environment through the provision of more opportunities for pupils to extend their language learning experiences beyond the classroom, so as to enable our students become biliterate and trilingual.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Learning to learn 2+ School-based curriculum development. Promotion of value education (including Life education, National Security education), Catering for learner diversity, Strengthening STEAM education and promoting Reading across Curriculum (RaC).

Development of Generic Skills:

Apart from training students' project-based learning skills through different key learning areas, cross-curricular projects are also implemented. Co-operative learning, group activities, visits and community services are integrated into the curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivate students' positive values and attitudes through moral and civic education and non-formal curriculum.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Gifted groups and enhancement classes are for more-able and less-able students respectively.
2. After-school Learning and Support Programme.
3. Understanding Adolescence Project (Primary).
4. School-based Speech therapy service and School-based Educational Psychologist Services.
5. Other support: Jockey Club Autism Support Network, Social skills training class, Attention Training, individual training etc.

Whole School Approach to Integrated Education:

1. Special Educational Needs Coordinator leads the student support team.
2. Student Support Team which includes Special Educational Needs Coordinator, Special Educational Needs Support Teacher, School-based Educational Psychologist, School social worker, specialist teachers and teaching assistants is set up to plan, implement and review the support measures for students with SEN regularly.
3. We adopt a whole School Approach to cater for student diversity.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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. Chinese Buddy Reading Program.

Curriculum Tailoring and Adaptation:

1. Curriculum tailoring and adaptation are adopted to develop the school-based subject curriculum in Chinese, English and Maths. Worksheets with different levels are designed to suit the needs of students.
2. Adjusting the requirement for dictation in Chinese and English.
3. Balancing the amount and mode of various types of homework for students with special needs.
4. Special arrangements for students with special needs during the school assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Seminars and activities for parents are frequently organised by the PTA. A huge group of parent volunteers is well-established. Parents are proactive in supporting school activities and offering their expertise to the school. The PTA is an asset for strengthening the link between the parents and the school. The PTA enhances communication between the school and parents.

School Ethos:

The school inculcates positive values and good conduct through religion, moral and civic education and other activities. The discipline teacher and the student guidance teacher work collaboratively in supporting students' academic, emotional and behavioral performance. All teachers are dedicated to creating a mutually trusting, respectful, supportive and appreciative learning environment in accordance with the motto of "Love and Care".

Future Development

School Development Plan:

1. Develop school-based curriculum in accordance with "Learning to Learn 2+".
2. Initiate Civic and Moral Education featuring the five core values of Catholic Education. Promote a school-based programme for the "St. Peter's Good Student Award Programme" to reinforce our school motto, "To Love God and Mankind; To Seek Virtue and Knowledge".
3. Promote diversified sports-arts activities to develop students' potential e.g. "P.1 Got Talent Program"
4. Implement School-based BYOD Scheme to develop students interactive learning through IT in education.
5. Organize Study tours outside Hong Kong with focus on Chinese Culture, English enhancement, Pilgrimage, STEAM development etc.
6. Make good use of learning time to offer diverse courses, enriching students' learning experiences.

Teacher Professional Training & Development:

To enhance the effectiveness of learning and teaching, teachers of different subjects work collaboratively with the EDB School-based learning Support Service and various universities to develop school-based curriculum and foster the professionalism of teachers.

Others

- St. Peter's Secondary School Alumni Association provides scholarship for well-performed graduates.
- Alumni provides scholarship for the most improved students of the year.
- PTA provides scholarship for the most improved students of the year.