



深水埗官立小學 Sham Shui Po Government 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
Dr. Dr Chan Pik Wa, Gloria	Ms. Wong Lai Sheung	Not Applicable	Gov't 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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Strive for Success and Perfection	2002	Chinese	School Bus	About 5679 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Tsuen Wan Government Secondary School, Homantin Government Secondary School, Jockey Club Government Secondary School, Kowloon Technical School					
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
-	-	-	\$150 per year for School-based Management Fee	About \$30per term for Visual Arts Fee

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Football Field, Basketball Field, Open-air Theatre, Garden, Broadcast Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Steam Room, Activity Room, English Reading Room, Visual Arts Room, Music Room, Inclusive Education Centre, PTA Resource Centre, Medical Inspection Room, etc.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				47	Total number of teachers in the school		49
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%	44%	90%	46%	33%	21%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	4	5	4	5	5	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	4	5	4	5	22
Mode of teaching at different levels	Small class teaching is implemented from P.1-P.6. A whole school approach is adopted to cater for learner diversity. Learning support programmes such as small group support programmes and after-school homework tutorial programme are provided.							
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)	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Apart from taking tests and examinations (except P.1), formative assessments, project learning, lesson observation, self-evaluation, APASO, etc are also adopted to assess students' learning ability, value judgement and attitude.				
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	P.1-P.2 mixed abilities classes. P.3-P.6 streamed classes according to academic performance.				

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	3:05 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Good Academic and Behavior Award Programme, Student Fitness Programme, Morning Reading Programme, EatSmart School Accreditation Scheme, School Teams, Service Teams, Leadership Programme, Whole Person Development Award Programme.				

Life-wide Learning

Football, Badminton, Table Tennis, Basketball, Volleyball, Track and Field Athletics, Lion Dance, Martial Arts, Taekwondo, Chinese Orchestra, Choir, Chinese Drum, Chinese Dance, Ballet, English Puppetry Team, Choral Speaking, Chinese Water Colour Painting, Art & Crafts, Programming, Scouts, Road Safety Team, CYC, JPC, Volunteer Helper Team etc.

School Mission

Develop pupil's potentials fully. Equip them with life-long learning skills. Cultivate position values. Strengthen the understanding of the motherland. Help them develop a global outlook.

School Characteristics

School Management

School Management Organisation:

The school-based management is implemented. There are different administrative streams to plan for and implement various school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee monitors and promotes school development. It composes a representative from the Education Bureau and eight other members including the school head, 2 teacher representatives, 2 parent representatives and 3 independent members.

School Green Policy:

The Green Ambassadors assist to promote Green activities.

School's Major Concerns:

Adaptive class structures and teaching modes for learners' diversity, self-learning, cultivate position values, mental health and wide-ranging development programmes for holistic growth.

Learning and Teaching Plan

Learning & Teaching Strategies:

Promote digital education and student-centred pedagogical learning strategies such as Chinese (Poetic and picturesque & Read to Write); English taught by NET and local teachers; Mathematics (Activity-based Learning and STEAM Interdisciplinary Studies) and General Studies (Project Learning and Creativity and Science Discovery Learning). The Science Department implements a school-based interdisciplinary engineering design curriculum, while the Humanities Department integrates AI and AR elements into its curriculum.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education and national security education, Better catering for learners' diversity, Reinforcing STEAM education, Enriching life-wide learning experiences and promoting whole-person development.

Development of Generic Skills:

Project learning, group discussion, homework and extra-curricular activities cultivate students' communicative, creative and higher level thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Positive education activities have been implemented to enhance students' character strengths, help students build positive emotions and happiness, and thus lead students to a successful life. To achieve these aims, a series of positive education activities have been launched and a positive atmosphere has been created throughout the campus. Such activities include Moral and Civic Education activities, Personal Social Education, Moral Education in monthly assemblies and morning assemblies, Flag Raising Ceremony, campus TV, seminars, dramas, discipline training activities and Good Behaviour Award Scheme.

Student Support

Whole School Approach to Catering for Learner Diversity:

Organize Support Programmes focusing upon individual needs and competencies. Develop Students Support Team to assist less able students to solve problems.

Whole School Approach to Integrated Education:

Student Support Team has been set up. The members include headmistress, deputy head, Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teachers (SENST) and School Social Workers. Various funding, allowances and external resources have been used to set up different study groups such as social networking, focus groups class, emotional management, Enhanced School-based Speech Therapy Service, and Individual Education Plans (IEPs). Parents' talks and tea gatherings have also been organized to strengthen home-school communication so as to cater for students with special educational needs (SEN).

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Promotes reading strategies in Chinese, Phonics in English; Problem-solving skills in Mathematics.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent Teacher Association arranges activities regularly such as picnics, workshops, meetings, interest groups for parents and educational seminars. It also encourages effective communication and home support through active involvement in school activities. This would include active recruitment of parent volunteers.

School Ethos:

Develop different promotional schemes to build up the culture of self-discipline, caring and appreciation.

Future Development

School Development Plan:

To promote digital education and nurture I&T talents.
To create independent learners who are capable of working in cross-curricular settings;
To establish a framework for students to learn life-long learning skills;
To enhance pupils' innovative spirit;
To instil pupils' positive values;
To enhance pupils' national security education and national identity.

Teacher Professional Training & Development:

Put an emphasis on teachers' professional skills, special educational needs and master of updated teaching demands.

Others

Various scholarships are awarded to students with distinctive academic achievements.