聖公會聖紀文小學
S.K.H. St. Clement's Primary School
5 Fortune Street, Cheung Sha Wan, Kowloon
23615663 info@skhscps.edu.hk
23605166 http://www.skhscps.edu.hk

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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
Mr. So Kai Ming	Mr. Ma Chun Kong	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
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
Anglican (Hong Kong) Primary School Council Ltd	Not to be served but to serve	1969	Chinese	School Bus	About 1520 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	Action School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	3	1	1	-

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Central Library, Music Room, Art Room, Student Activity Centre, Information Technology Room, English Room, Speech Therapy Room, Counselling Room, Group Teaching Room, Prayer Room, multi-purpose classroom	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	50	Total number of teachers in the school	53

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%	33%	74%	12%	27%	61%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	5	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	4	4	4	4	4	25

Mode of teaching at different levels	1. Some levels of Chinese, English and Mathematics subjects are taught in parallel classes (in smaller groups) to reduce the teacher-student ratio. 2. Some major subjects at different levels are grouped according to students' ability to cater for learners' diversity.
Remarks	1. Students with higher abilities will be recommended by the school to participate in elite courses or activities. 2. In order to cater for learners' diversity, foundation classes are provided for students in need at all levels.

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)	4		

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
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Diversified Assessment for Learning	Adopted diversified assessment model, including online thematic forum, recording, filming, speaking assessment, listening assessment, assessing learning products, written assessment, project learning, performance assessment, data collection, scientific inquiry, classroom performance and so on.
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	Classes are divided evenly. Some grades and subjects will be grouped according to students' ability to cater for learners' diversity.

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	3:15 PM	1:00 PM - 2:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1. Clement's Explorer School-Based Reward Program 2. MVPA60 Award Scheme 3. Joyful Fruit & Veg Month	A flexible timetable has been introduced to maximize students' learning time. Students have spiritual time and focus on various subjects in the morning every day. The learning experience in the afternoon will be richer and more diversified, including homework classes, elite classes, personal sharing, assemblies, value education, classroom management activities, OLE and Joyful Friday.

Life-wide Learning

Public Speaking, English & Putonghua Choral Speaking, Mathematics Olympiad, Coding Course, STEM Robotics Programming; Creative Technology Academy, General Studies Quiz, Soccer, Basketball, Swimming, Badminton, Table Tennis, Track & Field, Lacrosse, Mini Tennis, Chinese Dance, Orchestra, Choir, Recorder, Color Exploration, Chinese Ink Painting, Campus Reporters, Cub Scouts, Flag-Raising Team and Fellowship, etc.

School Mission

Based upon the ethos of Christian whole-person education as propounded by the Anglican Church, the school shall nurture students' development in the areas of spirituality, morality, intelligence, athletics, community spirit and aesthetics.
1. Nurture students to live out the motto "Not to be served but to serve";
2. Implement quality teaching, teach students to learn independently;
3. Inspire creativity, develop students' multiple intelligences;
4. Nurture moral education, establish students' noble sentiments.

School Characteristics

School Management

School Management Organisation:
Supervised by the Incorporated Management Committee under Anglican (Hong Kong) Primary Schools Council Limited, the school has administrative, academic and various working groups to promote school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:
IMC was set up on 31 August, 2015.

School Green Policy:
Our school actively participates in various environmental protection work, co-organizing environmental protection activities with various organizations and donating used school uniforms. Our school also promotes energy conservation. Every student is asked to bring their own handkerchief, and use environmentally friendly tableware, so as to develop environmental awareness in students. Our school has also participated in the BEAM Plus and Solar Harvest - Solar Energy Support Scheme for Schools and Welfare Non-Governmental Organisations programme, with the goal of reducing carbon emissions.

School's Major Concerns:
1.Enhance learning and teaching to nurture students as excellent learners.
2. Build a culture of student leadership and establish the tradition of being ""Clementers"" (SCPS)

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Make good use of study time to create space and enrich experiential learning experiences.
2. Promote whole-person development and reading across the curriculum to train students to become independent learners.
3. Develop school-based curriculum in various subjects and design diversified assignments to cater for learners' diversity.
4. Promote and establish a school-based STEAM curriculum that provides hands-on experiments for students.
5. The mathematics curriculum is accelerated from P.1 onwards, allowing P.6 students to learn English Mathematics and transit to secondary school.
6. The English department implements a school-based curriculum, using school-specific assignments and materials in key stage one, and selecting more advanced textbooks.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school makes flexible use of class time and creates more space by implementing a new timetable model to provide diverse and meaningful learning experiences, including cross-curricular reading, STEAM activities, and national security education activities etc., to develop students' ability to learn independently. Our school provides adaptive teaching in response to the learning diversity of students, including the implementation of small groups and supplementary courses to cater for learner diversity.

Development of Generic Skills:
Enhance students' generic skills through the formal curriculum and extracurricular activities, such as problem solving, critical thinking and positive values.

Cultivation of Proper Values, Attitudes and Behaviours:
Through teacher training, parent lectures and courses, student group activities and non-formal curriculum such as value education classes, assemblies, school-based reward program, and level-based activities, our school promote a positive culture.

Student Support

Whole School Approach to Catering for Learner Diversity:
Student Support Team co-ordinates the care for gifted students and students with different learning needs, for example, homework/assessment adaptation, establishing subject enrichment classes, remedial teaching, after-school learning support programmes and conducting the Chinese, English and Mathematics lessons for some grade levels in small groups so as to cater for students with different learning needs.

Whole School Approach to Integrated Education:
SENCO co-ordinates the Student Support Team which formulates school-based support policies to allow all teachers to participate, and also formulates curriculum adaptation policies and Individual Education Plans for students with special needs. The school-based educational psychologist visits the school every month to support students, parents and teachers. Moreover, a school-based speech therapist also comes to school regularly to provide school-based speech therapy service for students.

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 our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:
Our school has curriculum/homework/assessment adaptation policies for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our school Parent-Teacher Association organizes diversified activities for parents every year to establish a good partnership with parents. Our home-school relations team is dedicated to promoting the Parent Academy, recruiting Parent Volunteer Groups and establishing Parent Advisory Group.

Our school has established a school-based "Parent Academy" and implemented a credit system to encourage parents to continue learning and strengthen parent-child relationships. By organizing various activities and courses, parents can enhance their skills and well-being, providing families with ample support to nurture well-rounded children. "Principal's Café" is held monthly, where the principal shares insights on child development and the school latest's developments.

School Ethos:
Our school spirit is simple and honorable, aims to follow Christ's spirit of serving others, and cultivates four core values (SCPS) in students. We empower Servant leaders to exhibit Confidence and Perseverance towards Success. Our school has won the support of parents.

Future Development

School Development Plan:
We believe that school is a place where students can Experience Being Loved, Experience Growth, and Experience Success. At the same time, adhering to the fine traditions of the past fifty-five years, we will strive to make the school an academic and joyful school.
1. Optimize hardware facilities (school renovation and equipment upgrade)
2. Continually develop the school-based curriculum
3. Focus on the development of innovation and technology (science and technology, artificial intelligence, big data, metaverse...)
4. Strengthen the Future Star - Gifted Programme
5. Create a student-led campus culture (such as Students' Union, class committee)
6. Strengthen the parent growth and support platform

Teacher Professional Training & Development:
The school actively promotes teacher development and training activities. In addition to regular professional development days, a "Teaching and Research Session" is established every Friday afternoon. This initiative encourages teachers to pursue further education, engage in teaching research, and share their professional experiences. Through collaborative lesson planning, peer observations, performance evaluations, and thematic sharing sessions, we aim to enhance the effectiveness of teaching and learning.

Others

Scholarships will be granted to those who have distinguished performance in academics, arts, sports and conduct. Exchange programmes are organized and participated by the school, e.g. Sister School Scheme and overseas study tours, to broaden teachers' and students' horizons and increase students' learning experiences outside the classroom.