聖公會聖安德烈小學
S.K.H. St. Andrew's 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
Mr. Tsang Hing Chung	Mr. Chan Ka Man	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					86%

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 Schools Council Limited	Not to be served but to serve	2006	Chinese	School Bus	About 6528 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	Pledged School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$20	$300 (School Notices Administrative Fee, Insurance, School Development)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	3	2	1	Basketball Courts (2), Volleyball Courts (3), Badminton Courts (2), Green Corner, All-weather Running Tracks.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms (2), Music Rooms (3), Visual Arts Room, STEAM Room, Student Activity Centre, Multi-purpose Rooms (4), English Wonderland, plaYcid (play room and placid room), Leung Chik Wai Multi-purpose Hall.	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	71	Total number of teachers in the school	73

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%	41%	66%	3%	18%	79%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	6	6	6	6	6	6	36

Mode of teaching at different levels	To cater to the diverse learning needs of students, our school has established pull-out group learning classed for the core subjects (Chinese and English).
Remarks	-

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	No
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	No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders	No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	Yes
Diversified Assessment for Learning	Various modes of assessment such as formative assessment, projects, activities of different subjects and examinations, are used to assess students' performances and enhance learning and teaching effectiveness.
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays	No
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	Streaming is based on learning performances, conduct and academic results. (P.3 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	8:30 AM	3:35 PM	12:30 PM - 1:30 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier, arranged by parents and brought by students themselves.	Healthy Living Project: such as Joyful Fruit Month, 'Clean the classroom' Competition, etc. Food monitoring program: To launch healthy eating campaign in our school.	The school team training and some interest classes are conducted during the tutorial lessons or after school. Various fee-based interest classes are offered on Saturdays.

Life-wide Learning

Our school provides a variety of extra-curricular activities such as Badminton, Table tennis, Football, Basketball, Volleyball, Athletics, Swimming, Chinese Dance, T-ball, Mathematical Olympiad, Choir, Orchestra, Chinese Orchestra, Percussion, Handchime, Uniformed Groups, Fellowship, Gardening Class, Drama Classes, Coding Class, Media Production Class etc.

School Mission

Based on the teaching of Christ - Not to be served but to serve - we aim at developing our students' ethical, intellectual, physical, social, aesthetic and spiritual qualities. We encourage our students to respect and serve one another, and to love God as well as other people. Consequently, our students will become healthy and self-disciplined citizens who are always ready to serve our society.

School Characteristics

School Management

School Management Organisation:
Managed by the Incorporated Management Committee of the Anglican (Hong Kong) Primary Schools Council Limited, the management structure consists of executive, subjects and working committees to conduct the school work.

Incorporated Management Committee / School Management Committee / Management Committee:
There are fourteen members in the Incorporated Management Committee. They are the supervisor, principal, sponsoring body managers, parent managers, alumni manager, teacher managers and independent manager.

School Green Policy:
Our school participates in Feed-in Tariff Scheme, by installing solar photovoltaic system, which generates about 160kWh of electricity, so as to promote different 36environmental protection education programmes in the school.

School's Major Concerns:
1. Optimize learning and teaching so that students can enjoy learning.
2. Help students develop positive values and have a healthy life.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Lesson time is flexibly adjusted, so as to implement life-wide learning and various activities such as learning activity week, outdoors teaching, interdisciplinary thematic study, service-learning, visiting and project learning. These activities provide authentic settings for learning and enriching pupils' learning experiences.
2. In order to develop bi-literacy and tri-lingualism learning environment, A.I. English platform and Putonghua (Mandarin) Week are provided/held to enhance pupils' learning ability.
3. Design various and illuminating assignments and learning activities, enhancing our pupils' learning motivation and catering to learner diversity.
4. Through thinking skills training, pupils are able to build up a thinking skills framework for enhancing their ability of critical thinking.
5. To enhance pupils' self-learning skills, self-learning strategies and online learning platforms are integrated into various subjects.
6. Promote and develop STEAM Education.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Integrating National Security and related knowledge into relevant subjects to strengthen students' understanding about the rule of law and their sense of national identity.
2. Making better use of time and space for students by adjusting the school timetable. This adjustment allows students to participate in various activities in tutorial class such as school team training, homework guidance etc., which promotes a balanced development of our students' body and mind.
3. Our school promotes positive education, allowing students to develop their own strengths of character, cultivate positive emotions, establish positive relationships and to live a happy and fulfilling life.
4. The establishment of Primary Science and Primary Humanities Curriculum.

Development of Generic Skills:
By means of different learning activities in various subjects, pupils can develop generic skills. We mainly focus on self-learning skills, creativity, problem-solving skills and critical thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Through different subject curricula and diversified life-wide learning experiences, we have helped our students develop positive and active learning attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. School-based teaching strategies for subject-specific remedial classes.
2. Establishment of a Student Support Team to implement whole-school policies. The team, comprising the SENCO, SEN teachers, and a school-based Speech Therapist, works closely with the Curriculum Development Team, Academic Committee, Discipline Team, and Student Guidance Team.
3. Services provided by a school-based Educational Psychologist.
4. School-based support programmes held after school.
5. After-school care services for students in need.

Whole School Approach to Integrated Education:
1. By promoting a Whole School Approach to integrated education, we devote ourselves in establishing a caring school culture to help students fully develop their potential.
2. The school deploys the Learning Support Grant to provide comprehensive services for students by employing teaching assistants and providing after-school Learning and Support Programmes.
3. The school treasures home-school co-operation by building mechanism of communications channels. Responsive support strategies are made through working in close collaboration.

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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:
To cater for diverse learning needs, adaptation for homework and examinations is adopted.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Parents show their concern and support to the school by attending various parents' activities. We adopt the spirit of "the home-school co-operation" to develop the parents voluntary services and parents' education activities. We provide various channels to collect parents' opinions and feedback to strengthen the strategies to help students.

School Ethos:
1. The harmonious atmosphere forges a strong bond between students and teachers. Students have a strong sense of belonging to the school.
2. The school strives to promote Holistic Education and "Moral-civic education".
3. "Care, Wholly and Holy" is the main theme of the guidance and counselling services.
4. Students are educated as healthy and holistic kids.

Future Development

School Development Plan:
1. Optimize learning and teaching so that students can enjoy learning.
2. Help students develop positive values and have a healthy life.

Teacher Professional Training & Development:
1. Enroll in professional support programmes with empower our teachers to take forward the education reform initiatives in a strategic manner.
2. Focus on collaborative lesson preparation peer lesson observation panel head lesson observation and open class lesson observation to promote the teachers' professionalism.
3. Encourages teachers to participate in workshops to enhance our schools' professional capacity (including subject knowledge and pedagogic skills) in key learning areas so as to maximize the effectiveness of learning and teaching.

Others

Scholarships will be granted to those who have distinguished performance in academics, arts, sports and conduct.