聖公會聖多馬小學
S.K.H. St. Thomas' Primary School
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40
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tseng Yen Wei William	Ms. Yu Pui Ching	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					80%

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	1924	Chinese (incl.: Putonghua)	School Bus	About 4124 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
-	-	$30	Miscellaneous Fee $400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	History Gallery, Garden, Air-conditioned and interactive whiteboard classroom, Multi-use sports playgrounds, 60m running track, AI Sports Machine, Student Teacher Productive Space, etc.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
English room, STEAM Centre, Science & Computer room, Language Hub, Library, Chapel, Music room, Visual Art room, Student activity centre, small group teaching 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	38	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
97%	100%	28%	81%	23%	23%	54%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	3	3	3	3	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	3	3	3	3	3	18

Mode of teaching at different levels	The school has a total of 18 classes and also has established learning and mentoring groups to support students with different learning needs before and after classes, enhancing both advanced and remedial education. The school promotes differentiated instruction by organizing small group teaching for specific grades and subjects, and conducts group teaching through cooperative learning models.
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
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Diversified Assessment for Learning	Progressive assessment across subjects includes practical tasks, projects, task books, presentations and activities to evaluate knowledge, skills, attitudes and Generic Skills. Multi-assessment involves self/peer-evaluation, reflections and parent feedback. BYOD is implemented for P.4-6 with online platform assessments.
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	Evenly distributed according to students' ability.P.5-P.6 are arranged for group teaching of Chinese, English and mathematics.

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	12:25 PM - 1:15 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Healthy School Policy promotes morning exercises, AI exercises, recess sports (rope-jumping, basketball, etc.), language activities etc. Monthly and weekly values education includes assemblies, mental health activities, career planning, peer growth program, fruit days, etc. Inspiration period fosters wellness.	Morning prayers are led by teachers and students, featuring shared messages and religious/moral stories. During breaks, students can use the library, English room, STEAM Centre and computer room. Various games, language immersion and reading activities are available during lunchtime.

Life-wide Learning

Service: Cub Scouts, Flag-raising Team, various Student Ambassador teams (Caring Ambassadors, Sports Ambassadors, English and Putonghua Ambassadors, etc.). Academic: STEAM Mathematics and Science Team, Olympiad Mathematics, English Elite Team, Reading Club, etc. Music: Choir, Wind Band, Handbells and Chinese Drums. Visual Arts: Chinese Ink Painting and Young Visual Artists Programme. Sports: Various school teams (including Athletics, Football, Volleyball and Martial Arts), Taekwondo, Dragon Dance, Fencing, etc.

School Mission

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

School Characteristics

School Management

School Management Organisation:
The school is managed by the Incorporated Management Committee under the Church of England (Hong Kong) Primary School. It has a hierarchical administrative structure that includes four domains: management and organization, teaching and learning, student and learning support, and student performance. Additionally, each subject and working group collaborates to promote school development and support the needs of students.

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

School Green Policy:
The school has implemented an environmental and green policy, collaborating with various organizations to arrange for environmental initiatives and recycling programs. This includes the PTA assisting in finding new owners for old school uniforms, book circulation and waste recycling. The school also promotes energy conservation among students, encouraging them to bring their own handkerchiefs and water bottles, as well as to use eco-friendly utensils, thereby practicing a low-carbon campus lifestyle.

School's Major Concerns:
1. Optimize learning and teaching, cultivate comprehensive literacy and become learners who pursue excellence.
2. Promote values education, live a healthy life, and become a global-minded citizen.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. To align with new curriculum development and students' learning needs, our school has established "Inspiration Period" learning sessions to enhance the effectiveness of study time. 2. The curriculum is "student-centered" and promotes life-wide learning, emphasizing values education and the development of multiple intelligence. 3. By deepening autonomous learning, applying learning strategies, and developing common competencies, active learning and interactive learning processes are implemented. 4. Through cross-curricular reading, project-based learning, advanced thinking, and innovative teaching, students' learning motivation is enhanced, promoting multi-perspective thinking. 5. Promote collaborative learning and differentiated instruction, providing an environment for small class and group learning. 6. Implementation of BYOD in P.4 to P.6.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1.Promote cross-curricular reading, enhance reading habits and abilities through early reading sessions, theme reading and reward programs. 2.Utilize e-learning to enhance STEAM teaching effectiveness, fostering self-learning supported by online platforms and AI. 3.Optimize religious, values, life, sex education and health programs for holistic development. 4.Implement diverse learning activities and discussions to strengthen students' understanding of the rule of law and national identity.

Development of Generic Skills:
Our school cultivates students' problem-solving and generic skills through diverse learning tasks and experiences across various subjects. By encouraging classroom questioning and utilizing open-ended questions with higher-order thinking strategies, we enhance learning quality and effectiveness.

Cultivation of Proper Values, Attitudes and Behaviours:
The school incorporates positive values and attitudes into teaching and learning, along with diverse learning experiences (such as situational teaching, current events discussions, and service learning) and a positive environmental atmosphere, creating spaces for sharing and reflection. Students recognize their strengths and weaknesses, effectively utilize LBD (Learning by Doing) and the 4F learning approach to overcome difficulties, they learn to face challenges with a positive mindset, leverage their individual strengths and potential, and actively confront pressure and challenges. Through their growth experiences, they learn from both successes and failures, challenge themselves and move towards success and happiness.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Our supporting team establishes students' ability to show resilience and develop a sense of competence. 2. Different groups and projects cater for students with different educational needs, including NCS students in learning Chinese. 3. To develop gifted education and support the gifted students through different kinds of courses.

Whole School Approach to Integrated Education:
A Student Support Team has been formed and its members include the Principal, SENCO, PSMCD and SENST. Different kinds of teams are formed for promoting students development. For individual students' needs, we enhance home-school co-operation and make teaching adaptations. We also arrange special examinations and assessments, as well as strengthen our liaison with professionals and make good use of community resources for enhancing the learning effectiveness of 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; 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 implements differentiated instruction tailored to students' learning needs. We adapt teaching methods, assignments and assessments to accommodate diverse learning styles and abilities. After-school enrichment programs are offered across various disciplines to nurture gifted students' potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Through diversified parent volunteer and family activities organized by the PTA, along with school initiatives like parent groups and seminars, we maintain excellent communication with families. These efforts - combined with our Positive Reward Scheme and Parent Corner (HOME CUBE) - foster strong, collaborative partnerships between school and home.

School Ethos:
Our school embodies a simple and genuine ethos, practicing the school motto "Not to be served, but to serve," following the spirit of Christ in serving others, and nurturing future servant leaders. The school is committed to developing students' characteristics as St. Thomas' students, including the courage to take responsibility, the ability to strengthen oneself despite adversity, the habit of positive thinking, an independent and confident temperament, a spirit of lifelong learning, and the ambition to pursue excellence, all of which have garnered strong support from parents.

Future Development

School Development Plan:
Learning and Teaching:
1. Make effective use of language learning environments and English-medium instruction to enhance students' bilingual and trilingual abilities. 2. Optimize the school-based curriculum (mathematics, science, STEAM, arts, etc.) to develop students' collaborative skills and inquiry-based thinking. 3. Deepen autonomous learning to cultivate students' independent and proactive learning attitudes. 4. Promote interdisciplinary and thematic reading to foster students' habits of independent and extensive reading. 5. Implement BYOD (Bring Your Own Device) to enable students to use IT and artificial intelligence in a disciplined and responsible manner.
Values Education:
1. Strengthen national awareness and cultivate correct values, attitudes and national identity through values and positive education within the curriculum. 2. Promote the establishment of healthy lifestyles among students, develop personal interests and potential, and achieve balanced physical and mental development. 3. Utilize the eight intelligences to unleash students' diverse potentials.

Teacher Professional Training & Development:
1. Through subject specialization, new curriculum implementation, collaborative lesson planning and peer classroom observations, we enhance teaching and learning effectiveness. 2. Our teaching team designs professional development programs aligned with school development goals and student needs, in accordance with the Education Bureau's teacher continuing professional development policy. 3. We collaborate with the Education Bureau and external educational organizations to conduct school-based programs, increasing teachers' exchange opportunities. 4. Our teachers actively share successful experiences in language education, Mathematics & STEAM education, and AI-powered physical activities with the education community.

Others

1. The Outstanding Achievement Awards, Dr. Yiu Sing Nam Scholarship (Academic Excellence, Most Improved & STEM Potential), alumnus Mr. Siu Wai Yip Scholarship (Extraordinary Achievement) and Dr. Chi Chung Chai Scholarship (Sports & Arts), etc. to recognize outstanding achievements in academics, conduct, innovation, and talents. 2. Students participate in district-wide and inter-school competitions across various disciplines. 3. Our school actively organizes exchange programmes in the mainland and overseas to broaden students' horizons and enrich their learning experiences. 4. We provide a Primary One adaptation programme and various kindergarten-to-primary transition activities to help Primary One students adapt to primary school life.