馬鞍山聖若瑟小學
Ma On Shan St. Joseph's Primary School
Heng On Estate, Ma On Shan, Shatin, N.T.
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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. Kwok Yuk Chee	Ms. Yeung Chui Shan	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					100%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Minister in HK of the Order of Friars Minor	Deus Meus et Omnia (My God and All)	1987	Chinese (incl.: Putonghua) and English	School Bus	About 3500 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
-	-	$50	$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	All classrooms are equipped with interactive blackboards and online homework platform. There are children's playground, counselling room, gym room, student activity centre and Prayer Room.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Eight Rooms (STEM room, Science room, Visual Arts Room, Music Room, Computer Room, English Room, Campus TV Station, School Library, Sensory Integration Room & Snooker Room).	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	33	Total number of teachers in the school	37

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%	27%	78%	49%	8%	43%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	3	3	4	16
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	2	2	3	3	13

Mode of teaching at different levels	Small class teaching is adopted, with e-learning strategies used to cater for students' diverse learning needs and promote learning effectiveness. Enhancement classes, homework classes, remedial classes, new immigrant student classes and School-based After School Care Service Scheme are provided to support students, helping them consolidate their foundation and improve their abilities progress.
Remarks	From P.2-P.6, each level has at least one Mathematics class which is conducted in English. There are modules in General Studies or Science conducted in English throughout P.1-P.6.

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
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Diversified Assessment for Learning	Modes of assessments include regular school day performance through listening, speaking, reading, observing learning attitude and performing creative task process. Diversified modes of assessment are also used such as project learning, e-assessment and performance assessment.
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	From Primary Two to Primary Six, all levels are streamed and each level has at least one English Mathematics class. In Science, certain units are taught in English. Remedial lessons and small group teaching are arranged.

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	7	45 mins	8:15 AM	3:30 PM	12:50 PM - 1:50 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1. The Lunch Monitoring Committee monitors the food quality. 2. SportACT Award Scheme and group sports games are conducted. 3. The school-based self-care ability module is launched in General Studies/ Primary Humanities in lower primary levels. 4. The school joins 4Rs Mental Health Charter. 5. During recess, the sensory integration room and Children's Playground are open. 6. Eng., Music and Putonghua Ambassadors help conduct activities.	STEAM learning activities, PLP-Reading and Writing lessons, personal development lessons and school-based civic education programme are launched. The school will implement Primary Humanities and Primary Science in P.1, P.2, P.4 and P.5 in the 2026/27 school year.

Life-wide Learning

Spanish Class, Boy Scouts, Brownies, Young Pioneers of Christ, Community Youth Club, Drama Team, Little Reporters, Reading Club, Math Olympiad, Spike Coding, VR Production, LEGO, Choir, Recorder Band, Hand Bell Team, Violin Class, Chinese musical instrument class, Visual Arts Group, Dance Team, Gymnastics, Rope Skipping, Athletics, Volleyball, Basketball, Fencing, Bouldering, Gardening and more Saturday activities

School Mission

We uphold the core values of Catholic education, committing to and nurturing the values of truth, righteousness, love, life, and family, and putting them into practice with the spirit of Minority and Fraternity.

School Characteristics

School Management

School Management Organisation:
The IMC of Ma On Shan St. Joseph's Primary School

Incorporated Management Committee / School Management Committee / Management Committee:
Members of IMC: School Supervisor, Principal, teacher representatives, parent representatives, alumni representatives and other professionals.

School Green Policy:
The school has developed policies about protecting the environment to raise students' awareness of environmental protection.

School's Major Concerns:
Cater for students' learning diversity through diversified learning strategies;
Create a positive campus atmosphere and promote the positive development of students' physical, mental and spiritual health.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Through diversified reading activities, students can develop positive reading attitudes and habits.
2. Through the use of an AI learning platform, we foster students' habits and ability in self-directed learning and enhance their motivation to learn.
3. The school has collaboration with the EDB and other institutions to develop school-based curriculum in order to nurture students' self-directed learning habits and develop generic skills.
4. Each subject team regularly reviews and adjusts its curriculum in flexible ways to support effective co-teaching and collaboration.
5. Extra activities are arranged before lessons and after lunch time, such as reading programmes, morning exercise, English assembly and game booths of different subjects.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. To launch interdisciplinary activities in the afternoon twice a week, offering diverse learning experiences such as STEAM, sports and arts, as well as civic education activities to enable students to apply their knowledge in activities;
2. To strengthen Learning and Reading across Curriculum to nurture students' reading interests;
3. To develop school-based curriculum projects with external institutions to foster value education, national education and life education;
4. To launch school-based STEAM modules to cultivate problem-solving skills and information literacy;
5. To conduct multiple intelligence programmes to develop students' potentials
6. Provide a wide variety of physical activities beyond regular lessons to help students develop a healthy lifestyle.

Development of Generic Skills:
Through subject lessons and participation in a wide range of extracurricular activities, students are exposed to knowledge from different domains and systematically develop generic skills, enabling them to transfer and apply what they have learned to various learning situations. These nine types of generic skills include collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Students build values and good characters through various learning activities in all subjects. They also experience the Franciscan spirit of 'minority and fraternity'.
The school implements life planning education in personal development lessons and the school-based civic education programme. Students develop moral values and positive attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:
By making use of Learning Support Grant, the school adopts the 3-Tier Intervention Model and continues to provide different kinds of small-group training, including Whole School Approach to Providing Tiered Support for Students with ASD and READ & WRITE A Jockey Club Learning Support Network, according to students' needs with the support from the EDB and the NGOs. The school also provides intensive learning support and special examination arrangements for students in need.

Whole School Approach to Integrated Education:
Student Support Team has been formed in the school. Teachers are also encouraged to receive inclusive education training. Moreover, 'Secret angels' scheme and different peer-support schemes are also launched in order to promote inclusive school culture. Moreover, the school has been recognised as 2024/25 Racially Friendly Campus Champions under the "Racially Friendly Campus Recognition Scheme", which was held by the Equal Opportunities Commission (EOC).

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.

Curriculum Tailoring and Adaptation:
Enhancement classes, remedial classes, P.1-P.6 homework tutorial lessons and P.1 bridging courses are held. School-based curricular activities are organised based on the learning needs of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Regular meetings are held by the Parent-teacher Association. We also provide seminars, workshops, meetings and sharing for parents and students to gain better understanding and bonding.

School Ethos:
Recognizing the importance of religious education, we teach our students to live a spiritual life founded on Christian values. Regular civic education activities are organised to enhance students' moral values. Various subject-related activities are designed to strengthen students' interest in learning. There are also events such as Open Day, Primary One Summer Course, and parent-teacher meetings.

Future Development

School Development Plan:
1. To use diversified learning strategies, such as differentiated instructions, to cater for learner diversity;
2. To strengthen e-learning strategies by using AI technologies to promote interactive learning and self-directed learning;
3. To develop diversified teaching activities and adopt various teaching methods to help students develop their potential and generic skills;
4. To utilise external resources such as QEF to develop school-based e-Learning curriculum and cross-curricular curriculum;
5. To create a positive campus atmosphere, promote the positive development of students' physical, mental and spiritual health and uphold the Franciscan spirit of 'minority and fraternity' and improve spiritual quality.

Teacher Professional Training & Development:
Teacher professional development programmes are organized to raise their teaching capacity.

Others

Students attained a wide range of Inter-schools competition awards, including Shatin District Inter-Primary School Volleyball Competition (Boys), Schools Dance Festival, Hong Kong Schools Music Festival, Hong Kong School Drama Festival, Mathematics, STEAM, information technology, arts, sports, etc.