聖公會主風小學
S.K.H. Holy Spirit 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
Rev. Ip Tsz Leung	Ms. Cheng Sze Sze	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					93%

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	To serve but not to be served.	1976	Chinese	School Bus	About 1200 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	Approved Collection for specific purposes $400 including air-conditioning fee.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
8 rooms including 1 STEAM room, 1 visual art room, 2 music rooms, 1 library, 2 activity rooms and 1 English Activity 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	49	Total number of teachers in the school	54

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%	98%	35%	65%	20%	28%	52%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	4	24

Mode of teaching at different levels	Supporting teachers conduct collaborative teaching or pull out teaching during lessons to help the less able students to learn better.
Remarks	Two class teachers are arranged in each Primary One class for taking care of the students.

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)	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	Yes
Diversified Assessment for Learning	Three assessments are conducted in each level yearly. Additionally, diversified assessment tools, such as STEAM activities, project learning, formative assessment, cross-curricular learning tasks, peer evaluation and evaluation of parents, are also included to continuously assess Primary One to Six students' performance and development in the areas of knowledge, skills and values.
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	Pupils will not be streamed but study in a mixed ability groups from Primary One to Primary Six. For Chinese Language, Putonghua is used as the medium of instructions for one to two classes in each level of junior primary classes.

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	3:20 PM	12:25 PM - 1:20 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier, arranged by parents and students bring their own lunch boxes.	We have participated in various schemes, such as the Promoting Healthy Eating Projects, the Eye Exercises, the Spinal Exercises and the Joyful Fruit Day.	We provide a number of sports training to our students. We also hold morning prayer, assemblies, moral education, fellowship and worship. In order to cultivate our students' multiple intelligence, we arrange two afternoon sessions for our students to participate in art and music activities.

Life-wide Learning

Debate and Drama teams (English), Choral Speaking, Rummikub, Mathematical Olympiad Class, Scouts and Brownies, Orchestra, Percussion, Chinese Musical Instruments, Choir, Sand Painting, Chinese Opera, Drama, Rhythmic Gymnastics, Touch Rugby, Football, Basketball, Mini Tennis, Athletic Team, Swimming, Table Tennis, Stem Activities (Robot programming, Drone Soccer)

School Mission

Our school is a subsidized school which was established in 1976. We are one of the members of Anglican (Hong Kong) Primary Schools Council Limited. Through different kinds of meaningful teaching activities, students are enabled to achieve a balanced development virtually, intellectually, physically, socially, aesthetically, and spiritually. The school motto, "To serve but not to be served", has been created to motivate students to contribute to the society.

School Characteristics

School Management

School Management Organisation:
Under the leadership of the school committee, the Incorporated Management Committee has been established to foster and monitor the development of the school. All the departments, executives, administrative and the school development team work together to develop all aspects of the school.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee has been established since August 2015. Incorporated Management Committee is comprised of Sponsoring Body Manager, School Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.

School Green Policy:
We have been working closely with higher education institutions and community organizations in promoting environmental education. In order to enhance students' awareness of environmental protection, we organize various activities, such as project learning, workshops on green issues, exhibitions and the use of degradable lunch boxes.

School's Major Concerns:
Major Concerns (2025-2028):
1. Develop digital technology education to foster self-directed learning and digital literacy among students.
2. To deepen the implementation of values education to help students lead a fulfilling life.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Enriching and diversifying learning experiences to enhance students' sense of efficacy, broaden their horizons, and cultivate their spirit of serving others.
2. Enhancing the use of information technology in teaching and learning, employing the flipped classroom approach, engaging students with pre-study and extension learning tasks to expand their learning time, and equipping students with self-directed learning skills and positive values.
3. Utilizing diverse teaching strategies to strengthen classroom interaction and to promote teaching, such as drama education, formative assessment strategies, universal design for learning (UDL), STEAM education and AI education, etc.
4. Utilizing collaborative lesson planning, school-based lesson observation, peer teaching research, and assessment data feedback to optimize teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Professional Synergy: Collaborate with the EDB and professional bodies to establish school-based Professional Learning Communities (PLCs), enhancing teaching effectiveness through cross-disciplinary synergy.
2. AI Integration: Incorporate Artificial Intelligence (AI) into core subject competencies to foster students' information literacy, critical thinking, and logical reasoning.
3. STEAM & Values Education: Facilitate collaboration between the STEAM Coordinator and Curriculum Leader to develop integrated I&T and Values Education curricula, nurturing national identity and holistic talents with integrity.
4. Reading across the Curriculum (RaC): Stimulate self-directed reading interests through diversified strategies, including role-play, e-reading, and picture book videos across various disciplines.
5. Smooth Transition & Wellbeing: Utilize the ""Primary 1 Bridging Month"" and diversified assessments to alleviate student anxiety and optimize learning efficacy during the transition stage.

Development of Generic Skills:
1. Inquiry-based Learning: Humanities, Science, and Mathematics subjects utilize Project-Based Learning (PBL), ""learning beyond the classroom,"" and hands-on practices to develop students' creativity, self-management, numeracy, and IT application skills.
2. Interdisciplinary Learning Days: Guided by the Nine Generic Skills, the curriculum integrates scenario-based teaching, service learning, and scientific inquiry to encourage reflection and application in authentic contexts.
3. Global Outlook: Upper primary study tours are organized to sharpen independent problem-solving and communication skills while broadening students' international horizons.

Cultivation of Proper Values, Attitudes and Behaviours:
1. With the whole school approach, we promote Positive Values, National Education and Life Education through activities such as class spirit establishment, class meetings, life education classes, morning assemblies/weekly assemblies, talks, flag-raising ceremony, "the speech under the national flag" etc.
2. Cultivating positive values in students, allowing them to learn positive emotions, thereby establishing good interpersonal relationships and healthy lifestyles.

Student Support

Whole School Approach to Catering for Learner Diversity:
School-based After-school Learning and Support Programme provides training lessons for the students who have special educational needs after school; Understanding the Adolescent Project (Primary) strengthens Primary Four to Primary Six students' ability to face adversities.

Whole School Approach to Integrated Education:
Setting up a Student Support Team to plan, implement and review student support services in catering for students' diversity. We provide students with appropriate support through a 3-tier support model.
Tier-1 : Quality Teaching Tier-2 : Additional Support Tier-3 : Intensive Individualized Support

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

Curriculum Tailoring and Adaptation:
1. To enhance students' learning effectiveness, we provide School-based Cross-subject Curriculum Integration.
2. "Talent Bank" and Gifted Education Programmes are being developed for the more capable students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. The Parent-Teacher Association of our school has established for 28 years. We have organized 'Parent-Child Outing', 'Parent Volunteer Team', 'Parent Representative Meetings' and 'Parent Education Seminars or Workshops'. Through these activities, home-school cooperation has been enhanced.
2. The officer of S.K.H. Holy Spirit Church has organized parental fellowship for our parents in order to cultivate their positive mind and build up their spiritual life.

School Ethos:
1. Students are polite and obedient. 2. Teachers and students have a strong sense of belonging to school. Teachers have developed a close rapport with the students.
3. Parents are supportive. 4. Students like learning and love exploring.

Future Development

School Development Plan:
1. Person-Centered & Tech-Enabled: Our core vision is to nurture lifelong learners who possess a strong sense of national identity, a global perspective, and robust digital literacy.
2. Consolidating and Deepening STEAM and Values Education: We will continue to deepen the integration of STEAM and Values Education.
3. Advancing AI Literacy: We aim to further develop AI education and optimize the ethical and effective use of Information Literacy.
4. Optimizing School-based Curriculum: We will continuously refine our unique school-based programs, including Reading across the Curriculum, Theme-based Learning Days, Life Education, Drama Education, Picture Book Teaching, and Financial Literacy.

Teacher Professional Training & Development:
The school actively collaborates with the Education Bureau and various tertiary institutions in designing its curriculum, engaging jointly in lesson preparation, classroom observation, and teaching evaluation. Additionally, the school facilitates overseas teacher training programs in places like Mainland and the United States. Furthermore, as a partner of the IT in Education Centre of Excellence (EOC), school provides professional experience sharing for the education sector, fostering an environment for teachers to connect and exchange ideas both within the school and beyond.

Others

1. In 2024-2025, various subject groups won 278 awards and nearly 1245 awardees.
2. Junior Achievement Hong Kong Jockey Club Life Adventure Opportunity Hub Most Outstanding Team
3. Office for film, Newspaper and Article Administration Healthy Student Drama Contest 2024-25 Champion
4. Watsons Athletic Club 35th Anniversary Challenge - Boys' U12 4×100m Relay Champion
5. UNESCO Hong Kong Association UNSDGs Debating Competition 2024/25 (Primary Junior 1A 2ND Runner-up)
6. 77th Hong Kong Schools Music Festival Percussion Band_ Primary School (Age 13 or under) 3rd Place