



滬江小學 Shanghai Alumni Primary School

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14

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lam Pei Peggy	Ms. Lok Hoi Yan	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					50%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
University of Shanghai Alumni Association of Hong Kong Limited	Faith, Righteousness, Diligence, Love	1987	Chinese	School Bus	About 4000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Victoria Shanghai Academy					
			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
-	-	\$80	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	PTA Resources Centre, Butterfly Land, Conference Room, Multi-purpose Activity Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
11 rooms — Visual Art Room, English Room, MakerSpace, Inno Lab, MetaSpace, Science Space, Music Room, Musical Instrument Practising Room and Campus TV.				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			47	Total number of teachers in the school		50
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%	35%	83%	22%	16%	62%

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	2 levels (P.5-P.6) adopt the large class mode, i.e. with a class size of 30 students. The school switches to 25 students per class starting from P.1 in the academic year 2023-2024. Small class teaching is implemented in Chinese, English and Maths lessons from P.3-P.6 classes in order to lower the teacher-students ratio and to cater for students' needs in the lessons.							
Remarks	Enrichment: 1. Maths Olympiad Training Class; 2. English Enrichment Programmes; 3. Chinese Writing Training Class; 4. Personal Growth Education Programme; 5. School-based Moral Education Programme; 6. Artists-in-School Programme; 7. STEAM+ Cross-Curricular Programme; 8. English Gifted Programmes.							

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Diverse Formative Assessments: Classroom observations, differentiated questioning, group work, Project-based learning and discussions. Summative Assessments: Held twice each term.						
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	To cater for learners diversity, one class includes students with higher ability while the other three classes would be mixed ability classes. The streaming arrangement would start from Primary 3 according to students' academic performance.						

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	30 mins	8:10 AM	3:00 PM	12:05 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1) Morning Exercise. 2) Lunch Monitoring Team by PTA. 3) School Physical Fitness Award Scheme. 4) Green Schools 2.0. 5) Recess Sports Activities.		Moral Education Lessons, Extracurricular Activities and Multiple Intelligence Classes will be held on Tuesdays, Wednesdays and Fridays afternoon.		

Extra-curricular activities are organized by school, more than 200 items are led by external instructors. Activities cover areas of Chinese Orchestra, Western Orchestra, Chinese Drum, Ball Games, Athletic Sports, Martial Arts Team, Fencing, Drama, Dancing, Scouts, Swimming, Robotic Engineering Team, etc.

School Mission

We adopt "Whole-person Education: and the motto "Faith, Righteousness, Diligence and Love". We foster excellence through the five virtues of ethics, intellect, physique, social skills and aesthetics. We empower students to judge wisely, respect others and develop upright values.

School Characteristics

School Management

School Management Organisation:
It contains the four main domains of 'Management and Organization', 'Learning and Teaching', 'Student Support and School Ethos' and 'Student Support'. The organization structures of the four main domains are listed as follows:
'Management and Organization': 'Planning and Administration Team' and 'School Improvement Team';
'Learning and Teaching': 'Curriculum Development Team' and 'STEAM Education Development Team';
'Student Support and School Ethos': 'Student Guidance and Discipline Team', 'Special Education Team', 'Support Services for Students with Special Needs Team' and 'Parent-Teacher Association';
'Student Support': 'Extra-curricular Activities Team' and 'School Administration Management System Team'.

Incorporated Management Committee / School Management Committee / Management Committee:
The School Incorporated Management Committee was set up in 2008. Members of the Committee comprise School Sponsoring Body Managers, Principal, Independent Managers, Teacher Managers, Parent Managers, and Alumni Managers. The School Incorporated Management Committee participates in decision-making and is accountable to key stakeholders, hence enhancing managing proficiency.

School Green Policy:
1. Incorporate environmental education elements into school-based curriculum activities;
2. Funding programmes: Solar Photovoltaic Panels, Green School Subsidy Scheme;
3. Other environmental education activities: "Cherish Water Campus" Integrated Education Programme - Primary School, GreenLink Environmental Education Support Programme;
4. Environmental Ambassador.

School's Major Concerns:
Digital Education, STEAM Education, Gifted Education, Biliteracy and Trilingualism Policy, Value Education.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Adjust class schedules to arrange thematic talks and outdoor visits, organize subject-specific learning days, host Artist-in-School Programme for teachers and students, and English Day activities.
2. Encourage students to actively explore and seek knowledge, develop their potential through hands-on experience, and cultivate a positive outlook on life and lifelong learning spirit in a pleasant atmosphere.
3. Encourage student self-evaluation. Students can achieve comprehensive development through diverse experiences including elderly home visits, adventure training, and public performances.
4. Collaborate with external organizations or tertiary institutions to enhance teaching and learning effectiveness and promote student learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Strengthening values education (covering national education [including patriotic education, national security education], life education and sex education); making good use of learning time and creating space to promote balanced physical and psychological development; enriching life-wide learning experiences and fostering whole-person development; better catering for learner diversity; reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness

Development of Generic Skills:
School enhances students' communication skills by having listening and speaking activities, such as the English Day and Chinese Culture Day, and nurtures students' critical thinking skills via project learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:
School develops school-based moral education programme which stresses and conveys different values such as diligence, responsibility, politeness, etc. School has participated in various programmes offered by university or institute.

Student Support

Whole School Approach to Catering for Learner Diversity:
Big Brothers and Big Sisters Counseling Programme, All-Around Counseling Programme.

Whole School Approach to Integrated Education:
Student Support Team is established. Whole school approach is implemented in order to cater for student diversity and students with special educational needs such as Assessment Accommodation, Remedial Learning Groups, Training on Social Skills, school-based speech therapy service, school-based educational psychology service, Pull-out Remedial Support Groups, Training on Attention Deficit, Parent-child Parallel Class and Individual Education Plan.

Curriculum Tailoring and Adaptation:
School explores students' potential through implementation of School-based Curriculum, Curriculum for Gifted Students and STEAM Education Programme. Learning groups are set up to address the needs of students with diverse abilities and characteristics.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The PTA is committed to working with the school to nurture the children of SAPS so that they can grow up in love. PTA organizes a variety of activities, such as local and overseas parent-child trips, parent-child interest classes, parent-child seminars, etc. At the same time, we recruit parent volunteers to assist in school activities, and cooperate with social welfare organizations in our neighborhood, such as donating scarves, so that people outside the school can also feel the love of SAPS.

School Ethos:
Focused on moral education, our school cultivates positive values through a reward scheme that encourages good habits and self-improvement. We promote responsibility through service-based learning, offering diverse leadership roles such as Prefects (General, Lunch, and IT), Ambassadors (Hygiene, Green, and Campus) and Service Teams (Librarians, Sports, Flag Raising, and Student Tutors).

Future Development

School Development Plan:
1) Advancing Digital Education to Inspire AI Literacy:
In alignment with the Digital Education Development Blueprint for Primary and Secondary Schools, the school will fully integrate AI-assisted learning and computational thinking into the curriculum. By optimizing the digital campus environment, we aim to equip students with AI application skills and technological ethics from a young age, enhancing their problem-solving resilience and future-ready digital competitiveness.
2) Refining the Values Education Framework to Nurture Responsible Citizens:
Following the Values Education Curriculum Framework (2026), we adopt the core ethos of "Rooted in China, Connecting the World." We will integrate national identity, cultural heritage, and traditional virtues into cross-curricular learning, guiding students to develop sound moral judgment and a strong sense of social responsibility while fostering a positive and proactive life attitude.

Teacher Professional Training & Development:
Training courses will be provided for teachers according to the development of school. Teachers also participate in projects to enhance professional competence.

Others

24 scholarships are set.
Students' achievements are listed:
- Hong Kong Youth Music Interflows - Chinese Orchestra and Orchestra - Hong Kong Schools Speech Festival
- Hong Kong Schools Music Festival - Hong Kong School Drama Festival
- Hong Kong Synergy 24 Drum Competition - Robofest
- The Greater Bay Area STEM Excellence Award (HKSAR) Best 10 STEM Schools
- Interflows between Sister Schools in HK and the Mainland
- Wushu Challenger Cup Greater Bay Area Junior Wushu Championships.
Please refer to the school website for more details.