聖博德天主教小學（蒲崗村道）
St. Patrick's Catholic Primary School (Po Kong Village Road)
178 Po Kong Village Road, Wong Tai Sin, Kowloon
22460783
spcps001@spcpspkv.edu.hk
22460780
http://www.spcpspkv.edu.hk

45
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Father Ngai Tak Man Elton	Dr. Chan Lai Chu	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 Catholic Diocese of Hong Kong	Love God, Love One Another	1965	Chinese (incl.: Putonghua) and English	School Bus	About 10000 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	$310 (For Air conditioning bill, purchasing learning aids and other facilities)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	School village shared facilities, "Chill" Zone (gaming area), Tuck Shop, Outdoor Performance Space, Greenland and Car Park, etc.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Library, Language Room, STEAM Base, Student Guidance Room, Music Room, Visual Art Room, Computer Room, Language Lab, Small Group Study Room, Multi-purpose Room and Chapel.	Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment	56	Total number of teachers in the school	59

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%	43%	58%	7%	3%	90%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	5	30

Mode of teaching at different levels	Small-class teaching is implemented in all classes which facilitates interaction between teachers and students. Morning remedial classes, 4 small study groups, consolidation classes and after-school elite classes are arranged to cater for different learning needs. There are P.1 and P.2 word-recognition classes to enhance students' ability to read words.
Remarks	A school-based English reading programme is implemented, which aims at enhancing students' competence in using English. We have already used Putonghua as our medium of instruction in teaching Chinese for twenty three years.

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	There are three examinations (two examinations in P.1) in each academic year. Formative assessment methods including students' self-assessment, peer assessment or parent evaluation will be adopted when necessary. Other student performance data such as Project Learning, social service and extra-curricular activities are also used as reference.
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	Students are evenly distributed according to the academic results. Elite and enhancement classes are arranged to cater for learner diversity.

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	3:25 PM	1:10 PM - 2:05 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Healthy school policy has been set up. Students are required to do eye and physical exercise. We have also participated in SportACT Award Scheme, Eat Smart School Accreditation Scheme and New Frontiers Project to promote healthy living among teachers and students.	Our school provides Morning Assembly, Class Teacher Period, Tutorial Period and Multi-intelligent Activities Period. Tutorial classes, uniform groups, and extra-curricular activities are provided after school or on Saturdays to facilitate the whole-person development of students. School finishes at 2:25p.m. on Wednesday to spare time for teachers to carry out co-planning meetings.

Life-wide Learning

There are more than 70 types of activities, e.g. Ball games, swimming, athletics, Taekwondo, Little Scientists, Lego Robot Class, AI Class, Public Speaking Team, English musical team, Putonghua drama team, verse speaking, handbell, percussion, violin, flute, Chinese dance, Western folk dances, Jazz dance, rope skipping, lion dance, Go Organic Cultivation, English learning courses, Young Pioneers of Christ, CYC, Scouts & Brownies, Road Safety Patrol, Red Cross and Environmental Ambassadors, etc.

School Mission

We aim at embracing the five core values upheld by the Diocese of Hong Kong - truth, justice, love, life and family. We educate our students by promoting the love of Christ and the spirit of service. Christ is the foundation of our educational enterprise, which means delivering a Christian holistic curriculum centered on spiritual, moral, intellectual, physical, social and aesthetic formation. At St. Patrick's Catholic Primary School, we emphasize the development of a quality livelihood along with the development of a quality spiritual life with our Patron Saint Patrick as our model.

School Characteristics

School Management

School Management Organisation:
Under the leadership of the Incorporated Management Committee, the Principal, Administrative Team and Subject Panels take a leading role in providing quality education.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee includes representatives from parish minister, experienced principal, professionals, independent member, teachers, parents and alumni.

School Green Policy:
We promote a low-carbon lifestyle by using eco-friendly eating utensils during lunchtime and participating in CLP's Green Excellent Campus Certification Programme. We also participate in different campaigns to encourage our students to actively participate in environmental protection. Environmental Protection Ambassadors on our Green Lands use different plant types to beautify the school environment.

School's Major Concerns:
Nurture students' the correct values and attitudes.
Develop students' different potentials and build their confidence.

Learning and Teaching Plan

Learning & Teaching Strategies:
Learning activities are diverse, including joint lessons, educational visits and seminars. Life-wide learning activities are arranged, such as Flag Ceremony, enrich-language environment activities and visiting to schools in Mainland. Apart from that, our school also focuses on developing four school-based curriculum:
1. School-based English reading programme;
2. Using Putonghua to teach Chinese Language;
3. Art curriculum integrates with Music, Visual Art, drama education as well as performance and media art;
4. Life Education to help students search for their own purpose in life and foster positive life attitudes.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. For more than 20 years, we have been committed to building a school-based curriculum on Life Education, aiming at fostering students' positive values and attitudes.
2. STEAM learning is constructed at all levels and with the good use of STEAM bases and extracurricular activities, we aim at improving students' innovation, communication, and problem-solving abilities.
3. With the flexibility in timetable setting, life-wide learning is implemented in the school curriculum to help students achieve whole-person development.

Development of Generic Skills:
Students' generic skills are spirally developed through school-based curriculum planning, tailor-made classroom activities and project learning.

Cultivation of Proper Values, Attitudes and Behaviours:
The school promotes the five core values of Catholic education and the spirits of St. Patrick: perseverance, to brace up in adversity, to be dedicated, to return good for evil and to be persistent in truth. Through different learning experience, we hope our students can live out the school motto: Love God, Love Others.

Student Support

Whole School Approach to Catering for Learner Diversity:
Students are provided with appropriate support by arranging elite classes, remedial classes and tutorial classes after school. Different learning experiences are organised for pre-primary and Primary Six students to help them adapting the new learning environment.

Whole School Approach to Integrated Education:
1. Adapting the curriculum and arranging different modes of assignments to cater for SEN students;
2. Individual Education Plans (IEPs) and appropriate trainings are provided;
3. The School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service and Occupational Therapy Service are provided;
4. Hiring external service to support students with special educational needs;
5. Peer Support Scheme is set up to help students with different needs.

Curriculum Tailoring and Adaptation:
Curriculum Tailoring and Adaptation: Our school has different programmes to cater for students' individual learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Parent and Teacher Association (PTA) is the most valuable partner of our school. We have established a strong relationship with our PTA. Educational seminars and a monthly newsletter are provided to enhance the communication between the school and parents. We also organize different interest classes and award schemes for parents to raise their sense of belonging to school.

School Ethos:
The prevailing moral of our school is to love God and love One Another. We provide spiritual and moral guidance based on the spiritual foundation offered by Saint Patrick. The discipline teacher and the student guidance teacher work collaboratively in supporting students' academic, emotion and behavioral performance. We have won the Caring School Award for nineteen consecutive years.

Future Development

School Development Plan:
1. Develop a growth mindset among students to help them become a new generation of leaders and contributors at our school.
2. Enable our students to become biliterate, trilingual and numerically literate by providing different learning experiences, language-rich environments and reading strategies;
3. Help students build their self-esteem and sense of achievement by providing multiple activities and service learning.

Teacher Professional Training & Development:
In accordance with the school development and individual professional training needs, school-based and external teacher professional trainings, sharing with teachers and principals from Mainland and overseas are implemented.

Others

1. Engage all our Primary 1 and Primary 2 students in the Grasshopper Scouts programme, with the aim of helping them develop skills in teamwork and collaboration
2. Adaptation programme is provided for primary one students. Our school organizes a Student Leadership Programme in which a big brother or big sister is assigned to a primary one student during the first month of the school year. There are no examinations in Term One. Orientation programmes and assessment guide is provided for parents.
3. Scholarship fund is established by PTA and Alumni Association to encourage students to achieve outstanding performance in academic areas.
4. We actively participate in the Sister School Scheme and organizes overseas study tours.