



聖博德學校 St. Patrick's 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
Ms. Lee Choi Yin Fancy	Principal Yip Chun Yin	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					73%
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	Respect Our Lord and love our neighbours	1965	Chinese	-	About 3510 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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$250 (for six years)	\$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	IRTP Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
5 Rooms (Visual Arts Room, Music Room, IT Room, English Room, Language Learning 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			47	Total number of teachers in the school		51
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
94%	100%	27%	78%	18%	20%	62%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	24
Mode of teaching at different levels	Activity Approach, Small Class Teaching (P.1 to P.6); pull-out classes, Advanced Classes & catering for individual differences.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	1	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)	2	Number of exam(s) per year (P2 to P6 only)	2		
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	Pupils' Self-evaluation, Peer evaluation & Parents' evaluation, as well as evaluation through intranet.				
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	According to academic results (P.4 - P.6).				

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	8:15 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Spinal Campus Campaign, Healthy Diet Implementation Plan in order to promote healthy eating habit. School Physical Award Scheme in order to promote healthy life.		Homework Period, Life Education Period & Extra-curricular Activities, school library & IT Room for pupils to use during recess and after school.		

Life-wide Learning

Uniform Groups: Young Pioneers of Christ, Cub Scout, Grasshopper Scout, Brownie, CYC & Flag Raising Team; Music: String orchestra, Choir, Violin Class & Cello Class, Flute, Clarinet Classes; Academic: Solo Speech, Speech Team, Mathematics Team; Physical Education: Basketball, Table Tennis, Athletics, Swimming, Dodge Disk, Chinese Dance & Cheerleading Team; STEAM: Drone training & Agricultural Technology Courses.

School Mission

To facilitate holistic education and development of children with Christian values and attitudes.

School Characteristics

School Management

School Management Organisation:

The principal works as the leader of the management team; The members in the management team lead the functional groups which were formed according to the four key dimension areas in the School Performance Indicators.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of The Incorporated Management Committee include the representatives of the school sponsoring body and experienced principals, members outside the School, parents, past students, teachers.

School Green Policy:

To increase pupils' awareness of environmental protection by promotion and implementation of related activities.

School's Major Concerns:

1. To enhance learning and teaching effectiveness through diverse learning.
2. To further develop the core values of Catholic education and nurture positive values.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Implement SCOLAR programme "Using PTH to teach Chinese Language Subject" in P.2 to P.6;
2. implement "Develop students' self-learning ability in Chinese, Programme" in P.1 to P.4;
3. implement "Tiered Intervention Model Programme" in Chinese Language Subject in P.1 to P.6;
4. implement School-based curriculum & KEYS 2 programme in English Language Subject in P.4 to P.6;
5. implement "Drama in Education Programme" in P.4;
6. implement School-based curriculum & Space Town programme in English Language Subject in P.1 to P.3;
7. implement split class in English Language Subject in P.5 & P.6;
8. participate in the "Hong Kong Jockey Club Science Exploration" programme in P.3 to P.5;
9. to enhance students' communication skills and use information technology skills through cross-curricular learning activities and STEAM education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Values Education: Promote learning activities on the Constitution, the Basic Law, the Hong Kong National Security Law and inside outside the classroom to cultivate students' positive values and attitudes;

Effective use of learning time: Adjust the class timetable and learning schedule;

Life-wide learning: Enrich students' diverse learning experiences and promoting balanced development;

Catering for learner diversity: implement afternoon streaming classes and co-curricular activities for diverse learning needs;

STEAM Education: Enhance interactive learning and cultivate students' information literacy through online platforms and STEM courses;

Cross-curricular reading: Enhance students' reading interest, motivation and cultivate students' reading habits through online reading platforms and events such as World Reading Day.

Development of Generic Skills:

Organize collaborative learning activities, General Studies project learning & School technology Day to enhance students' common abilities such as critical thinking, problem-solving, and creativity.

Cultivation of Proper Values, Attitudes and Behaviours:

In accordance with the theme of the school, the "School-based Counseling Activity" and "St. Patrick's Good Child" reward programs are organized every year to cultivate student moral character and positive values.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. "Reading and Writing Group";
2. "Reading fluency training on Chinese high-frequency words Programme";
3. "Daily reading and writing training plan";
4. "Play and Learn Programme for Dyslexia";
5. Concentration Skills Training; Emotional Behavior Management Training Group;
6. Social Communication Skills Training; Occupational Therapy Training;
7. Individual Education Plan (IEP); School-based Speech Therapy Service;
8. School counselor and Outsourcing school social work services.

Whole School Approach to Integrated Education:

1. Members of the Student Support Team include the principal, vice-principal, special educational needs coordinator, special educational needs support teacher, school-based educational psychologist, school-based speech therapist and student guidance officer, Learning Support Assistant, etc.
2. The school makes good use of resources and sets up different groups, such as concentration groups, literacy groups, and social communication skills training groups, to support students in need.

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; 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. 1. Organize "After-school Chinese Learning Classes for Non-Chinese Speaking Students" after school to support non-Chinese speaking students to learn Chinese effectively and lay a solid foundation for learning Chinese. 2. Organize activities to promote cultural inclusion in schools to enhance their knowledge of Chinese culture.

Curriculum Tailoring and Adaptation:

Providing accommodations in homework, dictation, tests and examinations to students with special learning needs; SCOLAR (EEGS) Reading to Writing Workshop (P.3 - P.6); School-based Support Services – General Studies Unit Teaching Plan Design; Chinese Read & Write Plan.

Home-School Co-operation and School Ethos

Home-School Co-operation:

"Smart Parent Volunteers" assist school activities; "Student Scholarship and Sponsorship Scheme".

School Ethos:

Whole-school culture of "Affection & Inclusion"; pure, honest ethos, mutual respect and affection between teachers and pupils.

Future Development

School Development Plan:

Make good use of e-learning tools to foster students' learning motivation;

Continue to deepen students' understanding of the five core values of Catholic schools.

Teacher Professional Training & Development:

In order to improve the effectiveness of teaching and learning, we actively arrange teachers to participate in different professional training activities, try out different teaching plans, conduct regular class observation and evaluation, conduct school-based teaching seminars, and promote professional exchanges between teachers. Participate in school-based support services, inter-school learning circles and learning communities to enhance teachers' professional knowledge and capabilities.

Others

1. Champion of Kowloon North Area Inter-Primary Schools Basketball Competition (Boys & Girls);
2. Champion of Hong Kong Primary School Inter-School Dodgeball;
3. The flag-raising team won the runner-up title in the "Youth Chinese Marching Competition 2026";
4. Continue to serve as the coordinating school for the Quality Education Fund's "Thematic Network Program," promoting and assisting core schools in planning primary school science subjects, establishing a cross-school professional exchange network, and assisting in the development of primary school science education.