聖公會聖十架小學
S.K.H. Holy Cross Primary School
9 Muk Hung Street, Kowloon City, Kowloon
23204931 info@skhhcps.edu.hk
23277104 http://www.skhhcps.edu.hk

34
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Lau Wing Kai	Mr. Chan Chung Hong	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					-

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	Not to be served but to serve	2015	Chinese	Nanny van	About 6800 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	$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Reading Corner, Multipurpose Area, Bible Garden, Outdoor Classroom, Running tracks, Agricultural land, Butterfly Garden, Courtyard, Covered Playground, Grassland.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Chapel, Student Activity Centre, Cooking Centre, Campus TV Studio, Music Room, Visual Arts Room, Computer Room, Innovation AI Lab, Annoviation Science Lab, Language Room, Counseling Room, School Social Worker Room.	Ramp, 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	60

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
97%	100%	14%	55%	20%	16%	64%

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	1. Implement small class teaching so as to establish a caring culture and to cater for students' individual differences. 2. Conduct remedial and enrichment classes, and design appropriate teaching and learning materials for students of diverse abilities which can help consolidate students' learning as well as increase students' learning effectiveness.
Remarks	Implement a three-tier gifted education support mode, provide both academic and non-academic competitions and courses within or outside school nominate gifted students to Hong Kong Academy for Gifted Education (HKAGE) and different outstanding 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	1. Assess students' learning progress through formative and summative assessment. 2. Implement a comprehensive assessment (listening, speaking, reading and writing) in both Chinese and English subjects. 3. Implement self-evaluation, peer evaluation and parents' evaluation etc to assess students' learning effectiveness. 4. Provide assessment accommodation for students with special needs.
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	Implement English-as-the-basis class starting from P.4.

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	3:10 PM	1:05 PM - 1:55 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and promote healthy lunch and emphasize on balanced diet..	Morning and weekly assemblies and compassionate communication (Just Feel) are conducted to promote the students' physical and mental health; life education and religious education are developed with strong devotion; Students are encouraged to actively participate in physical and aesthetic trainings; students' positive life values & attitudes and moral values are cultivated with the love of Christ.	1. Moral education lesson, assemblies, reading lesson, Multi-intelligence activities, tutorial groups and after-school activities are held. 2. Organize study tours outside Hong Kong to enrich students' learning experiences and widen their horizons. 3. STEAM project-based learning week in aviation.

Life-wide Learning

1. Our school aims at 'one life, one sport, one art and one service', organizing different sports, art and uniformed groups activities.
2. Actively participate in inter-school competitions, so to let students know about themselves better, learn to appreciate others and gain more successful experiences.
3. Arrange different kinds of visits, talks and variety shows in different levels so as to enhance students' multi-intelligence as well as expose their potentials and learning outcomes.

School Mission

Our school's philosophy is based on Christ's teaching with a focus on "not to be served but to serve". To nurture children's personality of Jesus and let them learn about God and Christian faith. We aim to develop our students as whole people. We concentrate on their moral, intellectual, physical, social, artistic and spiritual development - finding a balance in their life. After our teaching, we hope our students can learn, think, explore, create and be innovative to achieve lifelong learning.

School Characteristics

School Management

School Management Organisation:
Supervise by the Incorporated Management Committee of S.K.H. Holy Cross Primary School and the school development projects will be implemented by the school staff functional teams which are under the leadership of the Supervisor and the Principal.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee conducts regular meetings to make decisions and supervise school policies.

School Green Policy:
1. Adopt District Cooling System to provide air-conditioning as the school premises is located in Kai Tak Development Area.
2. Encourage students to practise 4Rs in their daily life. Strive for environmental protection and promote sustainable living to construct a healthy environment.

School's Major Concerns:
1. Utilize diverse strategies to enhance the effectiveness of self-directed learning and academic performance.
2. Deepen values education to promote the holistic development of students' physical, mental, and spiritual well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:
Adopt diversified teaching strategies such as adopting discovery learning, STEAM education, education of artificial intelligence, differentiated instruction, developing students' self-directed learning capability and consolidating teaching effectiveness. Utilize flexible lesson time and implement cross-curriculum learning and e-learning platforms, which enhance whole-person development.

Development of Major Renewed Emphases of the Primary Education Curriculum:
- To facilitate whole-person development by implementing values education comprehensively and promoting a healthy lifestyle through diversified learning activities.
- Natural connect different learning areas by diversified teaching strategies and activities, cultivate students' positive values and attitudes and enhance their academic performance.
- Creating space for students to have meaningful learning experiences within and beyond the classroom.
- Refine and enhance Primary Science and Humanities Curriculum.

Development of Generic Skills:
Upgrade students' communication skills, thinking skills and collaboration skills through regular lessons and a variety of life-wide learning activities. Cultivate students with critical thinking, problem solving skills and foster their creativity.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Arrange Life-education lessons to let students learn to treasure lives and overcome challenges courageously.
2. Implement the award scheme 'The Holy Crossian' to strengthen the five core values- politeness, responsibility, honesty, love and innovation.
3. Arrange moral and civic education lessons to develop a positive atmosphere of like unity and friendship, compassionate communication, mutual assistance and understanding in the class.

Student Support

Whole School Approach to Catering for Learner Diversity:
Implement Whole School Approach to Integrated Education so as to utilize resources flexibly to support students in need. Assess students' learning need by Students Support Committee and provide appropriate accommodation. Consolidate students' fundamental learning through remedial classes; Upgrade students' learning abilities through enrichment classes.

Whole School Approach to Integrated Education:
Special Educational Needs Coordinator leads the Student Support Team to deploy grants (such as Learning Support Grant and Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs), implementing specific measures to support students with special educational needs (such as teaching adaptation and assessment accommodation, learning support group, school-based speech therapy services, school-based educational psychology services), establishing mechanism to solicit parents' views and discussion on students' learning progress.

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; 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.
- Teach the Chinese language to NCS students using appropriate materials.

Curriculum Tailoring and Adaptation:
1. No examinations for P.1 students during the first semester. Adopt formative assessment and fun dictation in P.1.
2. Publish school-based Chinese, English, Mathematics teaching materials and homework to enrich students' learning.
3. Arrange group teaching according to students' ability to enhance learning effectiveness.
4. Organize co-planning meetings to adapt the existing teaching materials which caters for learners' diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Arrange parents' helpers to assist in school activities and Life education and strengthen the communication between the school and the parents which contribute to the sturdy growth of the next generation.
2. Organize Parent-child Inspiring Courses, Parent Education Programme, seminars and form Parent Gathering Group.
3. PTA organize different activities to enhance positive parent-child interaction and relationship.
4. Communicate with parents effectively by sunshine call, parents' day and parent questionnaire.

School Ethos:
1. Establish a caring campus with the values embedded in Christianity.
2. Expose students' potentials in moral, social, intellectual, physical, aesthetic and spiritual development through reward schemes.

Future Development

School Development Plan:
1. Boost up students' self-confidence through cross-curriculum learning, different kinds of activities and service reward schemes.
2. Empower the efficiency of small-class teaching by adopting differentiated instruction to cater for learners' diversity.
3. Foster a culture of reading on campus to consistently improve the breadth and depth of reading.
4. Implement AI to enhance the effectiveness of learning and teaching.

Teacher Professional Training & Development:
1. Establish a teachers' learning organization through developing the professional learning community.
2. Enhance learning and teaching through adopting differentiated instruction teaching skills.

Others

Upon the invitation from EDB to be the co-ordinating school of Quality Education Fund Thematic Networks: The Pioneering Programme of Primary Science Education, establishing the professional network between schools in steam and science education.