聖公會聖約瑟小學
S.K.H. St. Joseph's 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
Mr. Ho Chia Hsing Kevin	Ms. Chung King Cheung	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					100%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (H.K.) Primary School Council Limited	To serve, not to be served.	1954	Chinese	Nanny van	About 1900 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	$470 Special Purpose Fee(Campus Improvement, Teaching Equipment & Maintenance)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
14	3	1	1	Indoor sports facility for squash and drone training. Covered playground with VR cycling area for students to exercise during breaks and after school.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
AI STEM classrooms, multimedia computer rooms, English rooms, music rooms, visual arts rooms, conference rooms, and PTA rooms.	Accessible lift.

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

Number of teaching posts in the approved establishment	28	Total number of teachers in the school	30

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%	16%	96%	10%	30%	60%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	2	2	2	12
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	2	2	12

Mode of teaching at different levels	A dual class teacher system is implemented in the first grade to strengthen the transition from kindergarten to primary school. For grades four to six, after-school tutoring groups for Chinese, English, and Mathematics are established. Additionally, for grades five and six, there are after-school advanced English teaching groups.
Remarks	-

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	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
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Diversified Assessment for Learning	In the first grade, qualitative assessments are used to report students' learning performance in the first and second terms, while a year-end exam is conducted in the third 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	Grades one to six are divided into classes based on students' abilities. For grades four to six, Chinese, English, and Mathematics are taught in groups or small classes according to the students' abilities and needs.

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	8	35 mins	8:00 AM	3:00 PM	12:30 PM - 1:20 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Our school has joined the Healthy School Network Scheme and has formulated the "Active Campus Policy." Through a wide range of house activities, sports programmes, and various initiatives—including specialised school team sports training, morning exercises, morning runs, Little Athletes activities, Fitness Day, VR cycling during recess, and Active Square activities—the school fosters a vibrant sports culture on campus. These efforts help students	From Monday to Thursday, the last period is a tutorial session to reduce homework pressure. On Fridays, school ends at 12:30 PM, with afternoon sessions for team training or advanced activities. Students not staying can have parents arrange external activities. The last period on Fridays is a one-hour "Multiple Intelligences Class" with diverse activities to develop students' potentials.

Life-wide Learning

Every Friday, the whole school participates in the "Multiple Intelligences Class," and there are over 40 extracurricular activities covering technology, academics, sports, arts, and leadership training. School teams include STEM LEGO robotics, STEAM programming and public speaking, drone soccer, campus TV station, squash, soccer, fancy rope skipping, dragon and lion dance, flag martial arts, drama, wind band, choir, and visual arts talents.

School Mission

In accordance with S.K.H.'s gospel mission, religious and moral enlightenment nurtures children in an optimistic and positive view of life, enabling them to fully realise their potential to become considerate and well-rounded. Based on our motto, 'Not to be served, but to serve', we cultivate our students to be kind-hearted and willing to serve the community where they can exemplify the spirit of "Christ Loves".

School Characteristics

School Management

School Management Organisation:
The principal leads the vice-principal in managing various administrative teams. Under the four major areas of "Management and Organization," "Learning and Teaching," "School Culture and Student Support," and "Student Performance," different academic and administrative teams are established to promote the implementation and development of various school policies.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee of S.K.H. St. Joseph's Primary School.

School Green Policy:
Keep the room temperature at 26°C; Use water saving devices; Install solar energy-saving panels and set up ecological pool in order to teach students to save energy.

School's Major Concerns:
1. Make good use of diversified teaching strategies to develop students' inquiry thinking and common abilities.
2. Create a healthy campus atmosphere to build students' positive life.

Learning and Teaching Plan

Learning & Teaching Strategies:
Enhance assessment literacy to inform teaching and curriculum design. Review students' learning and progress through periodic assessments, making timely adjustments to improve teaching quality. Promote interdisciplinary learning, integrating digital education, values education, STEAM education, self-directed learning, and strategies to cater to diverse learning needs. This aims to boost students' interest in learning, deepen their habits of self-directed learning and problem-solving skills, and cultivate a positive and proactive learning attitude, achieving holistic development.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Enhance digital education, values education, strengthen STEAM education, and promote cross-curricular learning and interdisciplinary reading. Encourage students to engage in self-directed learning based on their personal interests during their free time to foster balanced physical and mental development and develop lifelong learning abilities. In line with the Education Bureau's policies, establish teacher groups for digital education and science/humanities subjects to train teachers and optimize school-based subject development.

Development of Generic Skills:
Through learning activities inside and outside the classroom in various learning areas, students are guided to combine life experiences, use information technology, and apply what they have learned in class to complete learning tasks. By integrating comprehensive learning activities and interdisciplinary reading elements, various common abilities are utilized to extend learning, uncovering students' personal potential and uniqueness.

Cultivation of Proper Values, Attitudes and Behaviours:
Promote a whole-school approach to positive education through curriculum integration, inter-grade house activities, Christian values education, and growth lessons at all levels, creating a positive, proactive, caring, and harmonious campus atmosphere.

Student Support

Whole School Approach to Catering for Learner Diversity:
Various support services are provided for students with different learning needs, aiming to address their diverse requirements and development. Examples include nominating students for External Gifted Programmes, Elite Team Training, Group Teaching, Pull-out Learning, Collaborative Teaching, and Enrichment Courses, all tailored to meet different students' needs.

Whole School Approach to Integrated Education:
The Student Support Team coordinates and promotes the "Whole-School Approach" to Integrated Education. By utilizing resources such as the Learning Support Grant, School-based Educational Psychology Service, and Enhanced School-based Speech Therapy Service , appropriate tiered support is offered to students in need. This includes Social Skills Training Programmes, Individual Education Plans, and small group teaching. Through home-school Co-operation, students receive appropriate 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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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.

Curriculum Tailoring and Adaptation:
For students in need, homework and assessment adjustments are implemented in core subjects at all levels, with appropriate learning goals set. Assignments and teaching content are differentiated according to students' abilities, ensuring instruction is tailored to individual needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our Parent-Teacher Association and parent volunteer group fully support the school's development, nurturing children's growth together. Through parent forums, parent days, the school website, Facebook page, and school publications, we introduce the latest school updates. By organizing parent-child activities, large school events, and parent classes, we invite parents to engage with the school and grow alongside their children. Professional counselors, parent workshops, and special lectures help parents understand their children's developmental characteristics, master parenting methods, and improve parent-child interaction skills. At the same time, a Parent-Child Activities Reward Scheme is implemented to promote home-school collaboration.

School Ethos:
Our school is one of the schools affiliated with the S.K.H. (Anglican) Primary School Supervisory Committee. Upholding the spirit of Christian care, we practice the school motto "Not to be served, but to serve," encouraging and nurturing children to grow healthily in a campus atmosphere of mutual help and love. The school has a holistic development team that coordinates training, counseling, life education, health education, career planning, moral and civic education courses, and learning activities. We implement comprehensive counseling services to create a caring campus culture together.

Future Development

School Development Plan:
With the theme of the year "Embrace challenges with mindful heart. Launch new chapter with smart tech's spark" the school develops its school-based curriculum through curriculum development initiatives, as well as support services from the Education Bureau and universities. In alignment with curriculum policies and the needs of students, the school actively promotes STEAM education, values education, and the development of sports and the arts. Efforts are also made to strengthen students' self-directed learning abilities, foster a strong reading culture, and cultivate a positive outlook on life.

Teacher Professional Training & Development:
We prioritize the physical, mental, and spiritual well-being of teachers, encouraging diverse and specialized professional development to enhance their teaching and learning expertise.

Others

Our school values the development of students' multiple intelligences. By participating in various activities, school team training, and competitions, we inspire students' potential. Over the years, students have achieved outstanding results in numerous inter-school competitions, particularly excelling in squash, football, STEM LEGO robotics, and drone soccer. They have repeatedly achieved excellent results in various inter-school events. Additionally, the dragon and lion dance team has been invited to perform by government departments and external organizations multiple times, showcasing students' talents and boosting their confidence.