



中西區聖安多尼學校 Central & Western District St. Anthony'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
Father So Chi Chiu Joseph	Mr. Kwok Tat Wah	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Society of St. Francis De Sales	FIDE ET CARITATE (FAITH AND CHARITY)	1963	Chinese	School Bus; Nanny van	About 4000 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
-	-	\$40	Approved Collection for Specific Purposes \$150	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	-All classrooms are equipped with interactive touch-screen displays -Multi-purpose Space -Rooftop Running Track -Soundproof Showroom
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
6 Special Rooms (STEM Lab., Visual Art Room, Music Room, Activity Room, Religious Room and English Room).				Ramp.

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

Number of teaching posts in the approved establishment			37	Total number of teachers in the school		37
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%	40%	75%	11%	16%	73%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	3	3	3	3	3	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		Making effective use of small-class environment to facilitate diversified teaching strategies. Different training courses, enrichment courses, enhancement classes and remedial classes are conducted before and after school to cater for learner diversity. NETs co-teach with LETs in some English lessons in all levels. Chinese lessons conducted in Mandarin from Primary 2 to 6.								
Remarks		-								

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	In addition to summative assessments, emphasis is also placed on progressive assessments and the use of multiple learning assessments to promote learning. Apart from paper and pencil assessments, there are also multiple assessment models such as project-based learning, oral presentations, and skills assessments, and assessments involving students, peers, and parents are introduced.				
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	Mixed ability classes. Streaming P.5 and P.6 students into 3 groups in English lessons is organised.				

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	10	30 mins	8:15 AM	3:30 PM	1:05 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We encourage our students to take more fruits and vegetables so as to enhance personal health. We encourage students to participate in various sports activities to live a healthy life.		Morning assembly, weekly moral training, and a diverse range of Multiple Intelligence (MI) activities, Life-wide Learning lessons, Integrated lessons, tutorial lessons, and class teacher lessons are arranged. To prioritize student wellness, a daily "Campus Well-being" session is held after lunch. In addition, diverse school-wide lunchtime activities are organised, including recreational activities, "Big Brothers & Big Sisters" activities, "Fun Teen Ambassadors", "Language Playground", etc.		

Life-wide Learning

We provide a variety of Extra-curricular Activities to foster our students' interests and needs.
(e.g. sports training, choir, uniformed groups. Please refer to school website.)

School Mission

Faithful to the spirit of Jesus Christ, we provide a quality and holistic education that aims at the spiritual, moral, intellectual, physical, social and aesthetic development of our students. In addition, inspired by the "preventive" system for the education of youth handed down from St. John Bosco, the founder of the Salesian Society, we strive to create an ideal formative environment for our students to develop their full potential.

School Characteristics

School Management
School Management Organisation: Incorporated Management Committee
Incorporated Management Committee / School Management Committee / Management Committee: Was established in 2014-2015.
School Green Policy: We carry out waste classification policy and make our school green by planting trees and flowers.
School's Major Concerns: 1. Promote teachers' professional development to build a progressive and adaptive teaching team capable of meeting new challenges. 2. Foster students' curiosity and learning abilities, empowering them to become knowledge explorers of the new generation. 3. Strengthen home-school collaboration to cultivate healthy lifestyles among students and jointly build a wellness-focused school environment.
Learning and Teaching Plan
Learning & Teaching Strategies: The school aims to foster whole-person development by introducing innovative resources and make good use of learning time. Through diverse teaching strategies (including blended learning, contextual teaching, and multi-sensory teaching), we design activities to cultivate students' spirit of inquiry and promote STEAM education and cross-curricular learning. To empower self-directed learners, we provide systematic training in note-taking and pre-lesson preparation, complemented by advanced e-learning tools for extended study. At the same time, the school integrates growth lessons, religious studies, cross-curricular project learning, and cross-curricular reading, incorporating elements of life planning and national education to help students connect knowledge with life experiences. For gifted education, the school maintains a "talent pool" and, through school-based enrichment programmes, external gifted education activities and competitions, enables students to realise their full potential.
Development of Major Renewed Emphases of the Primary Education Curriculum: The school actively fosters students to develop a healthy lifestyle, which has been designated as a school concern. Making good use of learning time to create space, the school promotes students' physical and mental balanced development in various aspects such as subject planning, cross-curricular learning and reading, and campus life, implementing the key curriculum updates of "creating space" and "healthy lifestyle". The school actively promotes values education and national education, integrating elements of national security education, and enriches life-wide learning experiences to facilitate students' whole-person development, responding to the curriculum directions of "strengthening values education" and "cultivating values and nurturing people".
Development of Generic Skills: Through diverse learning experiences such as science inquiry and engineering design, mathematics problem-solving training, general studies thinking skills practice, cross-curricular project learning, STEAM education, cross-curricular reading programmes, and service learning, the school enables students to develop generic skills including communication, collaboration, problem-solving, innovation and creativity, study skills, and critical thinking through hands-on experiences and systematic learning.
Cultivation of Proper Values, Attitudes and Behaviours: Based on the five core values of Catholic education, together with the PERMA model of well-being and the twenty-four character strengths, the school will implement various plans and activities to comprehensively promote the physical, mental, and spiritual well-being development of students. The nurturing environment, filled with love, guides students to establish positive thinking and cultivate good characters by respecting school rules, allowing them to flourish in the loving care of God.
Student Support
Whole School Approach to Catering for Learner Diversity: There are morning remedial lessons and after school remedial lessons for P.2-P.6 students. For the weaker students, we have small class teaching, tutorial lessons after school and on Saturday mornings. For the more able students, we have enrichment programs and school based gifted programs.
Whole School Approach to Integrated Education: Student support team is established to coordinate the Whole School Approach in implementing integrated education. Members include the Principal, Vice-principal, Special educational needs coordinator, Special education needs support teachers, school social workers, school-based Educational Psychologist, school-based Speech Therapist, teacher representatives and teaching assistants. Our school caters for a diverse range of learning needs and offers support to our students. Small group training, after-school remedial programmes and pull-out remedial programmes are provided for students with special educational needs. The school social worker, school-based Educational Psychologist, school-based Speech Therapist also provide support for 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.
Curriculum Tailoring and Adaptation: In order to strengthen students' motivation and to boost students' confident, teachers, the educational psychologist and the speech therapist make adaptation and adjustment on learning activities, assignments and the curriculum to cater for learner differences. Enrichment and enhancement curriculum is designed to meet the needs of the more able students in different key learning areas.
Home-School Co-operation and School Ethos
Home-School Co-operation: With the assistance of the Parent-Teacher Association, the school organizes different activities for students. Parents support the school by participating in school life and services.
School Ethos: Our school fosters a simple and wholesome atmosphere, where students are eager to learn and follow rules, emphasizing a caring campus culture. We continuously promote positive education to facilitate their well-rounded and healthy growth, nurturing them into responsible citizens.
Future Development
School Development Plan: Aligned with the school's three-year development plan, we will actively develop positive feedback strategies across subjects, focusing on enhancing the effectiveness of assessment for learning and improving students' self-efficacy. Embracing the future, the school is pioneering AI-assisted pedagogy by integrating AI literacy into the core curriculum. By leveraging AI resources, we provide students with instant, personalized feedback, allowing them to track their progress and tailor their learning paths. This initiative not only enhances learning efficiency but also equips students with the essential digital competencies for the 21st century.
Teacher Professional Training & Development: In line with the school's concerns and the development goals of the school sponsoring body, the school systematically formulates an annual professional development plan and arranges and promotes teacher professional development. Through collaborative lesson preparation, peer lesson observation, and external professional support, we continuously enhance teachers' professional capacity. At the same time, teachers are encouraged to actively participate in internal and external sharing and training to improve teaching effectiveness and promote professional growth.
Others
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