



聖公會牧愛小學
S.K.H. Good Shepherd 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
Ms. Hui Wah Ying Joelle	Mr. Leung Ho Wai Eddie	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.	1963	Chinese	-	About 1102 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
-	-	\$60	\$300 (payment in two installments) for improving school environment and facilities.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	1	Air-conditioned classrooms, computers, Smart e-Blackboards and visualizers.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Multi-purpose Room, Students' Guidance Room, English Room, Multi-media Language Centre, Visual Arts Room, General Studies Room, Activity Room, Hall and Music Room.				Accessible lift.

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

Number of teaching posts in the approved establishment			27	Total number of teachers in the school		31
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
87%	100%	32%	48%	23%	13%	64%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	3	2	13
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	3	13
Mode of teaching at different levels	Based on the student-centered approach, we emphasize small group cooperative learning, self-regulated learning, gifted education, inquiry-based learning and e-learning elements in our daily lessons. Furthermore, our school policies and curriculum focus on catering for the learners' diversities.						
Remarks	We have Early Identification and Intervention of Learning Difficulties Programme for P.1 pupils. We also provide training programmes for our students' whole personal development.						

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	We have formative assessments and summative assessments. Also, various forms of assessment such as project learning, tasks, observations, self and peer evaluation and parents' evaluation are used to assess the students' learning and performance. Adjustment for students with special educational needs is also implemented in the summative assessments.				
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 from P.1 to 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	12:50 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and parents can order lunch boxes from the caterer, deliver lunch box or students bring their own lunch.	Students have daily assembly, morning reading, morning exercises, personal growth education and extra-curricular activities. During lunch break, students have leisure and cultural activities. Promote teachers' and students' physical and spiritual development through Christian education.		Lunch Monitoring Team monitors the variety, nutrition value and the food hygiene of the lunch boxes and encourages healthy lunch regularly.		

Life-wide Learning

Choir, Handbell Team, Chinese Orchestra, Chinese Music Class, Dance Group, Pottery Club, Little Artists, English Drama, Speech and Recitation Team, Junior Emcees, Football, Table Tennis, Fancy Rope Skipping, Martial Arts, Mathematical Olympiad, STEM Invention, Robotics Programming, VinciBot, English Ambassadors, Junior Writers, Cub Scouts, Brownies, Flag-raising Team, Constitution and Basic Law Ambassadors, CYC, JPC, and Fellowship.

School Mission

Uphold the founding Christian spirit of our school: "Not to be served but to serve". To offer a balanced education for the development of the WHOLE person based on Christian principles. To evolve a unique cultural identity and to equip students with sound knowledge, social and technical skills to meet future challenges.

School Characteristics

School Management

School Management Organisation:

The well-structured administrative framework is established through collective consultation and discussion. Various committees and teams are designated to make overall plans.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee is formed by professionals and educators. The School Board brings into practice the school-based management, participates actively in school development and builds up distinguished partnership with teachers.

School Green Policy:

We educate the students to protect the environment through the curriculum and activities.

School's Major Concerns:

1. Strengthen national and national security education.
2. Continuously optimize teaching and learning models.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Gifted education: To inspire students' potential through school-based whole-class approach and school-based pull-out approach, such as higher-order thinking skills training, scientific investigation and leadership training, etc.
2. To promote self-regulated learning skills and concept in students' daily learning. Students learn to use different learning strategies to gain the essential learning experiences and improve their learning effectiveness. We aim at establishing a lifelong learning foundation for the students.
3. We use drama education, cooperative learning, gifted education, inquiry-based learning and e-learning elements to enhance the teaching quality. Also, we provide students with dynamic learning experiences to deal with different learning needs and achieve different learning targets.
4. To train and nurture our students apply knowledge effectively by providing various learning experiences, such as co-curricular activities, outdoor learning and online self-study, etc.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. The IT subject incorporates programming teaching elements to cultivate students' creativity, collaboration and problem-solving skills to face the challenges of the 21st century. In addition, different courses and competitions are also arranged for our students. Our school also introduces external resources to enrich the content of the IT courses.
2. In order to guide our students to use IT ethically and help them to become a responsible digital citizen and a life-long learner, elements of 'media and information literacy' are incorporated into the subjects of IT and GS.
3. The cross-curricular reading system enables our students to learn knowledge in various fields and explore the things that they are interested in. We strive to cultivate students to learn to read, love to read and master basic reading skills and strategies, so as to improve learning ability and achieve lifelong learning and whole-person development.

Development of Generic Skills:

Consolidating Collaboration skills, Communication skills, Creativity, Critical thinking skills, Information technology skills, Numeracy skills, Problem Solving skills, Self-management skills and Study skills are developed through both formal and school-based curriculum and a great variety of extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school aims at implementing a positive school culture through promoting positive education.

The life education course can cultivate students to develop positive life values and resilience to cope with stress and hardship. We also encourage students to achieve whole-person growth.

Student Support

Whole School Approach to Catering for Learner Diversity:

Enrichment learning groups and correlated training programmes are organized for the students to cater for individual differences. Provide Individual Education Programme, School-based Speech Therapy and social skill training programmes for students with special needs. We also provide English consolidation course and induction programmes for newly arrived students to help them adapt to the local social environment and education system.

Whole School Approach to Integrated Education:

Teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy services, individual education plan.

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; 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Teachers adjust the requirements in teaching, learning, amount of homework and assessment criteria for the students who have special needs, hoping that their motivation in learning can be improved. Classes for elite students are also arranged in order to nurture them to be the social elites in future.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We think highly of parent education and student development. We have developed clear and definite policies to promote cooperation with the parents. Teachers maintain regular contact with parents through the 'Sunshine Telephoning Scheme', aiming at strengthening communication through various channels and styles in an open-minded manner. The Parent-Teacher Association (PTA) is also devoted to nurturing children's growth. Students, parents and teachers have a strong sense of belonging towards the school, paying close attention to its future development and actively participating in various activities organized by PTA.

School Ethos:

The school thinks highly of the education of 'Love' and positive attitude. The tender solicitude of teachers gives rise to students' love and caring about others to build up our 'Caring and Sympathetic School Campus'. Various activities and reward plans are also organized for building up students' capacity of leadership.

Future Development

School Development Plan:

Based on the major concerns, we have developed school based curriculum and activities for quality teaching.

Teacher Professional Training & Development:

Collaborative teaching and professional development sections for teachers are prepared so that teachers can communicate, share, view and emulate with one another about curriculum development, co-planning and evaluation. It is believed that the effectiveness and quality of teaching can be improved.

Others

IMC was established on 31 August 2018.