



Primary School Profiles 2026

Central & Western District

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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. Mr Lam Yu Hang	Mr. Lee Ming Kai Louie	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
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
Government	Study hard and benefit by the company of friends	2000	Chinese	-	About 3765 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	Yes
King's College, Belilios College, Clementi College, Tang Shiu Kin Victoria Government Secondary School					
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
-	-	\$70	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	Garden, Basketball court, Wireless intranet.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music, Visual Art, Computer, STEAM, Counselling, Conference, Multi-purpose & PTA rooms.				-

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

Number of teaching posts in the approved establishment				25	Total number of teachers in the school		28
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%	60%	67%	4%		11%	85%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	12
Mode of teaching at different levels	We have remedial classes for P.1-P.4 and 'small groups' learning for P.5-P.6. Two teachers co-teach in remedial classes to enhance effectiveness, and if the needs come up, our teachers will offer individual guidance for students.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	1	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	From the 2026-2027 academic year, P.2 to P.5 students will undergo one test and two examinations annually. P.6 students will have two rounds of Internal Assessments for SSPA and one graduation examination. Teachers effectively utilize formative assessments to provide feedback and enhance learning outcomes.				
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 abilities from Primary 1 to 4. According to students' learning abilities and needs in Primary 5 & 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	8:00 AM	3:00 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We are committed to fostering a healthy campus through the 'EatSmart School' framework, providing nutritionally balanced and hygienic meals for all students. To cultivate an active lifestyle, we implement the 'MVPA60 Award Scheme', motivating students to engage in regular exercise and develop physical fitness as a foundation for lifelong learning.		We adopt a 7-day school cycle featuring a dynamic mix of morning academic lessons and afternoon theme-based learning. This balanced approach is enriched by an extensive array of life-wide learning activities, providing students with ample opportunities to explore their interests, develop diverse talents, and reach their full potential.		

To complement our curriculum, we provide multi-dimensional learning through STEAM, interdisciplinary projects, and robust reading and values education programmes. These are seamlessly integrated with Life-wide Learning (LWL) initiatives—ranging from weekly ECAs and outbound trips to signature events like Chinese Cultural Day, Sports Day, Students' Variety Show and Arts Expo—to foster students' holistic development and unleash their diverse potentials.

School Mission

Upholding our motto 'Study diligently and benefit by the company of friends,' we empower students to become proactive learners with a solid academic foundation. We enrich student life through diverse extracurricular activities, fostering creativity and social awareness. Our goal is to nurture well-rounded, social-minded citizens who embrace their mission with passion and integrity.

School Characteristics

School Management

School Management Organisation:

The headmaster, deputy-head, 8 senior teachers, a librarian, 16 teachers, teacher assistants, a school social worker, a speech therapist & 2 Native-speaking English teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

Our SMC features professional leadership chaired by a Principal Assistant Secretary of the HKSAR Education Bureau. The committee comprises a balanced membership of the Headmaster, two teacher managers, two parent managers, and two independent community managers. This collaborative structure ensures professional governance and a multi-perspective approach to the school's strategic development.

School Green Policy:

The Environmental Ambassador Scheme helps beautify the school & carry out recycling activities.

School's Major Concerns:

Diverse Learning for Future Readiness: Broadening perspectives to empower students to excel in an ever-changing world.

Positive Values for Holistic Growth: Promoting healthy living and core values to nurture confident, boundary-transcending individuals.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school operates on a 7-day cycle designed to optimize learning efficiency. The curriculum is strategically structured with academic sessions in the mornings, followed by theme-based activities in the afternoons to ensure a holistic balance between academic excellence and personal development. By integrating interdisciplinary projects across various subjects annually, we create an enriched learning environment that broadens students' global perspectives and fosters deep appreciation for diverse cultures. To optimize learning time and foster well-being, our refined curriculum will include three PE lessons per cycle starting from the 2026-2027 academic year, helping students develop healthy exercise habits.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school is dedicated to holistic education. We deepen Values Education by integrating Life, National, and National Security Education to nurture responsible citizens with a strong national identity. By strengthening STEAM and Media and Information Literacy, we enhance innovation and critical thinking. We prioritize cross-curricular learning and reading to build lifelong learning capacities. Furthermore, we enrich life-wide learning and elevate assessment literacy to optimize teaching effectiveness. To address learner diversity, we provide targeted support and enrichment, ensuring every student can unleash their potential and embrace future challenges with confidence.

Development of Generic Skills:

Our school is dedicated to developing students' communication, creativity, and critical thinking skills. Through interdisciplinary project-based learning, specialized training, and various leadership service roles, we empower students to enhance these core competencies and apply them in real-world contexts.

Cultivation of Proper Values, Attitudes and Behaviours:

Aligning with the 2026 Values Education Framework, BRGPS focuses on "Nurturing Positive Values and Living a Healthy Life." Through diverse learning strategies, we broaden students' horizons and cultivate core values such as fortitude, responsibility, and national identity. We emphasize holistic wellness, media literacy, and a spirit of service, empowering students to maintain self-discipline in the AI era. Through strong home-school partnership, we inspire students to transcend boundaries and embrace the future with a global perspective.

Student Support

Whole School Approach to Catering for Learner Diversity:

To enhance student support and engagement, we implement a dual-class teacher system in P.1-2, ensuring personalized care during the transition to primary school. Our curriculum features co-teaching models to foster dynamic classroom interactions. Furthermore, small-group differentiated instruction is adopted in specific levels, catering to diverse learning needs by stretching high achievers and providing targeted scaffolding for those requiring extra support.

Whole School Approach to Integrated Education:

Our school adopts a Whole School Approach to Integrated Education, led by a dedicated Student Support Team and coordinated by a Special Educational Needs Coordinator (SENCO). We strategically deploy the Learning Support Grant to provide comprehensive interventions, including differentiated teaching and assessment accommodations, social skills training, and enhanced school-based speech therapy. For students with intensive needs, we develop Individual Education Plans (IEP) and facilitate multi-disciplinary case conferences involving parents, educational psychologists, and social workers to ensure holistic development.

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

Curriculum Tailoring and Adaptation:

We employ collaborative co-teaching and flexible small-group learning to foster dynamic classroom interaction. Our tiered support structure caters to learner diversity through enrichment programmes that stretch high achievers and targeted remedial teaching that provide essential scaffolding for students' academic growth.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association (PTA) is dedicated to fostering a strong home-school partnership by encouraging active parental involvement in a diverse range of school activities. Together, we create a supportive environment that enhances student well-being and facilitates the holistic development of our children.

School Ethos:

Our school is characterized by its quaint premises and a harmonious, simple spirit, fostering a strong teacher-student rapport. We provide structured afternoon homework guidance and utilize the GRWTH APP to facilitate an efficient home-school communication. We highly value parental involvement and benefit from the unwavering support of our Parent-Teacher Association (PTA) in creating a collaborative learning community.

Future Development

School Development Plan:

To elevate students' academic and holistic performance, the school implements a systematic teacher professional development plan, encouraging continuous learning and pedagogical exchange. In alignment with the School Development Plan, we have established a robust "Planning-Implementation-Evaluation" (P-I-E) self-evaluation mechanism. By utilizing diverse assessment tools and data-driven insights, we continuously refine our management and instructional strategies. This cycle of self-improvement ensures the ongoing optimization of school effectiveness and creates an exceptional learning environment for all.

Teacher Professional Training & Development:

We are committed to building a learning organization by holding three annual Teacher Professional Development Days. We actively encourage staff to pursue continuous professional development (CPD) and academic advancement, ensuring our educators possess the expertise to deliver high-quality, innovative education.

Others

Our students consistently excel in diverse domains. In Performing Arts, we garnered multiple honours at the Hong Kong School Drama and Dance Festivals, including Awards for Outstanding Performer. In Speech and Literacy, students clinched championships in Cantonese, English, and Putonghua at the Schools Speech Festival. Our athletes also excelled in the Western District Inter-School Athletic Meets and Table Tennis Competitions. To provide a performance platform, an annual Variety Show is held to showcase students' learning outcomes from interest classes to parents. To recognize such achievements, various scholarships, including the PTA and Headmistress Scholarships, are awarded to encourage continued excellence.



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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
Rev. Li Chi Yuen	Principal Chung Oi Man	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
The Catholic Diocese of Hong Kong	Reverence for Lord, Love to Others; Diligence in Study, Pursuit of Truth	1967	English	Nanny van	About 6000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	-	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 the campus cleaning, replacement and maintenance fees, other electronic appliances and digital learning software.	\$45 (replacement of student card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Multi-functional room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
6 (Chinese Room, English Room, Music Room, Guidance Room, Angel Library, Makerspace).				A lift.

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

Number of teaching posts in the approved establishment			40	Total number of teachers in the school		46
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%	43%	68%	34%	35%	31%

Class Structure

2025/2026 school year		No. of classes	4	4	3	3	3	4	21
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	4	4	4	3	3	3	21
Mode of teaching at different levels	Students come from local and over 40 different nations. They are taught in small classes in Putonghua (Chinese) and English is the medium of instructions for most subjects; learning skills and attitude are emphasized for Primary 1-2 while consolidation of learning is the focus for Primary 3-4. The ultimate goal is to equip Primary 5-6 with better academic skills for further studies in future.								
Remarks	To cater for learning uniqueness, some classes are taught in different ability groups for English, Chinese and Mathematics subjects.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		4	Number of exam(s) per year (P2 to P6 only)		0		
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 order to have a whole picture of students' learning performance from time to time, practical assessments and formative assessments have been added in to different subjects. The use of Star platform, Rainbow One, ICAS and other e-learning platforms have made the assessments be more accessible, which is a good way for us to collect students' learning data quickly.						
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	Students are evenly distributed according to their academic performance. They are in different groupings when learning the major subjects, supplemented by Gifted Education programmes too.						

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	3:20 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school is promoting healthy diet on campus. The Parents-Teacher Association helps monitor the food and environmental hygiene. The school also joins the Joyful Fruit Month by the Department of Health, the SportACT Scheme sponsored by the Leisure and Cultural Services Department.		There are morning assemblies, moral and civic education, STEM lessons and Other Learning Experience. The school joins the Hong Kong Eco-Healthy School Award Scheme and "Joyful Chinese Learning Programme". The School Library and Computer Room are opened at recess, lunch break and after school hours for students to learn independently.		

Life-wide Learning

Interest activities include Coding, Chinese and English drama, Brownies, Little Pioneers of Christ, lion dance, Chinese dance, instrumental classes, Cambridge English, swimming training, soccer, rugby, sailing, equestrianism, volleyball, basketball, gymnastics, Putonghua, choir, orienteering, yoga, hip hop, Chinese martial arts, Roblox, Cub Scouts, and table tennis.

School Mission

Dedicated to spreading the Catholic Gospel, the school embodies the Christian spirit through love, acceptance, and care, while deeply valuing the individual worth, dignity, and multicultural backgrounds of every student. We maintain a foundation of absolute trust and respect, providing a high-quality basic education for all children through individualized instruction tailored to their unique needs and potential.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee (June 2015 onwards), School Executive Committee, School Administration Committee

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee (June 2015 onwards).

School Green Policy:

Green Campus Policy Group.

School's Major Concerns:

Integrate multi-cultures; broaden the global vision and establish an international campus; nurture the global talents.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school has been implementing small class teaching with cooperative learning approach which helps to reinforce classroom interactions and enhance students' critical thinking skills. Enquiry-based learning skills in General Studies is the key point for the practice of life-wide learning in all levels. The school aims to facilitate students' inter-discipline learning activities. For Chinese education, a joyful Chinese learning program is promoted for Primary 1 with mainly Putonghua as the medium of instructions. To maintain a language-rich environment is the mission of the English subject learning with the asset of English-speaking students. The school has been implementing the school-based literary programme in both Key Stage 1 & 2 levels. It helps develop interactive drama skills from reading to writing and enhance the Children Literature appreciation. The methodology integrating E-Learning into Mathematics and Science education is also introduced.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In order to cooperate with positive education, the MCE lessons not only conduct the school-based MCE curriculum and school-based personal growth curriculum, but also participate in the "Leader in me" program. Through teacher training, we aim to cultivate students' good habits and establish positive values. This year, we will apply for the Quality Education Fund-Cultural Inheritance Program to strengthen students' national identity through learning activities related to national education and national security education. The design of the overall plan is to use "tea and life" as the main line of discussion, and conduct interdisciplinary learning in MCE, GS, Languages, VA, and Mathematics.

Development of Generic Skills:

With the emphasis on promoting reading; science exploration and E-learning; broadening students' views; creating interactive discussion platforms for students; promoting individual public speech sharing to strengthen students' confidence and expressiveness; recommendation for life-wide learning with students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote positive education. In addition to the positive education workshops, the training of mediators and the "Student Ambassador" program of the youth mediation program are also implemented. To enable students to express their inner feelings in an interactive way, not only allows teachers and students to understand everyone's ideas through dialogue, but also strengthens the sense of belonging and security of the class.

Student Support

Whole School Approach to Catering for Learner Diversity:

Provide Early Identification and Intervention Programme for Primary One Students with Learning Difficulties; establish students talent bank to promote gifted elite programmes; provide after school tutorial class and Non-Chinese students Chinese learning supporting class. We also cater gifted students through Whole-Class Gifted Education Lesson Planning, small group learning and subject-based skip-level arrangement.

For the transition of Pre-P.1 students, a bridging course is offered; reinforce P.6 students' abilities by setting up secondary school promotion programme for building up their confidence in secondary education.

Whole School Approach to Integrated Education:

The Student Support Team oversees early identification, collaborates with parents and school-based educational psychologists through regular meetings, and maintains comprehensive student support records. The team coordinates the resources and services necessary for the three-tier support model, provides instructional assistance, manages assessment accommodations, and organizes peer tutoring programs. In addition to establishing success criteria and facilitating training for both teachers and parents, they continuously review and refine support measures to ensure their effectiveness. Specific initiatives encompass teaching and assessment adjustments, remedial learning groups, social skills training, speech therapy, and Individualized Education Plans (IEPs).

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 our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. Additional support is provided for pull-out group learning. Pinyin is taught in grade one. In addition, after school tutorial lessons are provided. There are also Chinese tutorial classes provided for NCS students in summer.

Curriculum Tailoring and Adaptation:

Flexible curriculum and enrichment programmes are tailor-made for all levels; Special arrangements or assistance of assessments or exams for special needs students; non-Chinese students are pulled out for intensive care by giving them after-school tutorials especially in their Chinese learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

With the assistance of the Parent-Teacher Association, the school has been organizing more and more academic activities, parent workshops, parent-child learning programmes, Reading Mum and Dad or interest groups. The PTA also involves in handling tenders for some school matters such as school uniforms and lunch box catering services as well as monitoring the school bus services etc.

School Ethos:

New parents chat-rooms; after-school tutorials; little tutor assistance scheme, Parent-child picnics and sports day; English bridging courses for new immigrant children from Mainland; transitional programmes for Pre-P.1 students including moral and civic education etc.

Future Development

School Development Plan:

In the academic years of 2026-2029:

Main concerns:

1. In hope and zeal we run to God.
2. In fellowship our potential turns aglow.
3. In rebuilding education we revive our convictions.
4. In the present we gear up for the time ahead.

Other Concerns:

1. To use English as the main medium of instructions to keep pace with the outside world under the influence of globalization;
2. To introduce Liberal Studies and pedagogy of science knowledge in the school-based General Studies curriculum.

Teacher Professional Training & Development:

With the establishment of a campus culture of "self-leadership", the school has been shaped into a harmonious, safe, warm and energetic campus, stimulated the potential of teachers, and developed into student life coaches.

Others

Every year, the PTA sponsors scholarships for the students who have outstanding performance in P.E., Art and services. The school also joins international competitions and assessments in the areas of English, Mathematics and Science conducted by an Australian organisation. In addition, the teachers lead the students to join the cross-border education exchange programmes.



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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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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Cheung Marn Kay	M.H. Chim Hon Ming	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					80%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
HK Chiu Chow Chamber Of Commerce	Propriety, Righteousness, Integrity, The Sense of Shame	1923	Chinese & English	School Bus; Nanny van	About 6000 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
-	-	\$30	-	\$25 for replacement of student school report.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	Teachers' Resource Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms, Activity Room, Visual Arts Room, Counselling Room, Conference Room, Group Learning Rooms, Speech Therapy Room, STEM Room.				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				41		Total number of teachers in the school		58			
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%	19%		60%	40%		27%		33%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	3	3	3	4	4	4	21
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	3	3	3	3	4	4	20
Mode of teaching at different levels	1. Small class teaching. 2. Integrated mode for pupils of different nationalities. 3. English as medium of instruction in Mathematics and General Studies. 4. Equal emphasis in Chinese and English. 5. Split group teaching in Chinese, English and Mathematics to cater for different ability of pupils. 6. Afternoon homework sessions to help students finish homework.								
Remarks	1. Whole School Approach with enrichment and enhancement remedial classes in the afternoon session. 2. Learning Support Grant: teaching assistants for students with special education needs. 3. After-school Chinese tutorial classes to support non-Chinese students.								

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)	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					No
Diversified Assessment for Learning	Formative Assessments, P.1-P.2 Game Booth Assessments, 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	P.4-P.6 are streamed according to academic results.				

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	6	40 mins	8:00 AM	3:20 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Health education & Life education: Table manners, interpersonal skills and environmental protection. 2. Joyful Fruit Month. 3. "Healthy diet, infinite vitality" - Encourage students to eat more fruit and vegetables through cross-subject activities.		Establish Reading Time and Enrichment/Remedial Classes. In the afternoon, we provide learning sessions and activities in various areas to utilize study time more effectively: promote reading and implement STEAM education, National Education, and Values Education effectively. Additionally, enrichment and remedial courses are conducted to cultivate students' core abilities and promote whole-person development.		

Life-wide Learning

Road Safety Patrol, Flag Raising Team, Brownie, Cub Scout, Seahorse Rangers, Community Youth Club, Junior Police Call, Drawing, Lightweight Clay Making, Basketball, Football, Table Tennis, Comprehensive Arts, Fun with Maths, ProCreate Digital Art, STEM Competition, Hip Hop, Bollywood Dance, Swimming, Taekwondo, Violin, International Chess, Pop Band, Percussion Band, Folk Song Group, Choir, Chinese Dance Class, Lion Dance, Fencing, Track and Field, English Storytelling, Debate, English Story Creation, Radio Drama, Filmit, English Drama

School Mission

In accordance with School Motto "Propriety, Righteousness, Integrity and The Sense of Shame", to educate the new generations of Hong Kong and create a pleasant, clean, healthy and harmonious learning environment aims to prompt students' moral, intellectual, physical, social and aesthetic development.

School Characteristics

School Management

School Management Organisation:

School is operating under the management of school board. School development strategies are designed under the leadership of the principal, vice principals, senior teachers and administrative groups. Different administrative groups are functioned under the co-ordination of the senior teachers to enforce the development of the school and the curriculum plan.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2007 to strengthen the management of the school. IMC is formed by elites from various sectors, such as the University Fellow, lawyers, accountants, business elites and so on. They all participate actively in school activities and provide professional advice and support to the development of school.

School Green Policy:

1. Encourage pupils to conform with the environmental rules set by the school and the society and reduce on the use of energy and other resources.
2. Reduce production of waste and recycle or reuse useful resources and encourage pupils to participate more in environmental protection activities in the community.

School's Major Concerns:

Healthiness, Confidence, Care and Inclusiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Teaching Language: Mathematics, General Knowledge, Science and Humanities are taught in English.
2. E-Learning: Use interactive displays and tablets in classroom instruction to enhance learning effectiveness.
3. Specialized Courses: Engage professional instructors for specialized training in Arts and P.E.
4. Experiential Learning: Includes overseas exchanges and comprehensive outdoor learning.
5. Outcome-Based Learning: Project learning

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Subject learning is scheduled for the morning to help students focus better and enhance their learning effectiveness.
2. The afternoon sessions include a variety of learning and activities designed to make more efficient use of study time, promote reading, and effectively implement STEAM education, National Education, and Values Education. Additionally, advanced and remedial classes are offered to help cultivate students' generic skills and foster holistic development.
3. Homework periods are provided in the afternoon to assist students in completing more challenging assignments.

Development of Generic Skills:

Life-wide learning and Project Learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Through Self-growth lessons, Assembly, Overseas Learning Schemes, and participation in extracurricular activities and competitions to implement moral, civic and national education.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Assistant Teachers for Co-teaching.
2. After-school classes: English classes for Newly-arrived students, Chinese classes for Non-Chinese speaking students.
3. Enrichment classes for students with academic diversity.
4. Elite Class: To enhance higher order thinking skills for the able students.

Whole School Approach to Integrated Education:

The school's student support team is coordinated by the SENCO. The members include SENSTs, school-based educational psychologist, school-based speech therapist, school social worker, student counsellor etc. The team leads the whole school to support students with special educational needs. Use the "Learning Support Grant" to organize different training classes and inclusive activities, and also provide enhanced school-based speech therapy service, homework and assessment adjustment, Individual Education Plans, etc. for students with special learning needs, so that these students can 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; and organising activities to create an inclusive learning environment in the school. Weekly Cantonese Day for better exposure and immersion of Chinese.

Curriculum Tailoring and Adaptation:

1. Remedial groups and homework adaptation to cater for individual differences.
2. Special assessment invigilation and assessment papers adaptation for students with special education needs.
3. Split group teaching in Chinese and Mathematics to cater for different ability of students.
4. Chinese and English curriculum are adapted to cater students with different needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We are committed to enhancing home-school collaboration through activities that improve communication between parents and teachers. Our Parent-Teacher Association (PTA) holds regular meetings to involve parents in decision-making and foster better communication. Parents are encouraged to participate in lesson observation to understand their children's learning environments. We host educational workshops to provide resources for supporting students. Throughout the year, we have two parent days for direct communication about student progress and conduct two home visits per class to gain insights into students' backgrounds. We aim to create a supportive learning environment for all students through these efforts.

School Ethos:

1. Create a harmonious and inclusive school environment;
2. Pre-Primary Class to bridge kindergarten children to Primary One;
3. Two sessions of class-teachers periods daily;
4. "Classroom management campaign" to cultivate a sense of belonging of students;
5. Full-time station Student Guidance Teacher;
6. "I can achieve!" reward scheme, "Understanding Adolescent Project", "Be a decent and polite Chiu Sheung kid" and "Stars of the Month" programme to cultivate good learning attitude and behaviour.

Future Development

School Development Plan:

1. Ignite students' passion for learning, enhance personal abilities, fully prepare, and shape the future!
2. Cultivate students to live healthily, act lawfully, and keep responsibility in mind.

Teacher Professional Training & Development:

1. Schedule regular teacher collaboration for lesson planning and observation, complemented by professional lectures and domestic/international teaching exchanges to elevate instructional quality.
2. A sharing culture among teachers, both within and beyond the school, fosters continuous professional development.

Others

1. Scholarship for outstanding pupils in academics, performing arts, sports and services.
2. With our aim to facilitate students to explore, learn about different cultures and expand worldwide views, our school subsidizes Primary 4 to Primary 6 students to participate in various Mainland and overseas exchange (the U.K., Singapore, Malaysia, Kazakhstan and more) every year.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lam Nathaniel	Ms. Wat Ka Man	Established	Aided Whole Day	Co-ed	Not Applicable
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
King's College Old Boy's Association School Ltd	Please refer to the Chinese school motto.	1960	Chinese (incl.: Putonghua) and English	School Bus	About 3000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$80	Others (\$470)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	STEM path, Reading path, basketball court, central broadcast system and wireless network.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI Resource Center, English room, Innospace, Music room, guidance and counselling room and multi-purpose room.				Elevating platform.

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

Number of teaching posts in the approved establishment				26	Total number of teachers in the school		27
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%	41%	67%	15%		33%	52%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	12
Mode of teaching at different levels	1. Flipped learning, Thinking curriculum (Six thinking skills), 2. Activity-approach and small class teaching, Chinese (Use Putonghua as a medium of instructions), School-based phonics curriculum (Putonghua and English), NET (Native English Teacher) is responsible to teaching reading programme in English lessons.						
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	School adopts multi-assessments in various aspects to assess student's performance such as written assessment, formative assessment, observation and project learning.				
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	No streaming.				

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	3:25 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School launches the nutri-agent project for our students to promote their health.		The school week begins with a Monday assembly and flag-raising ceremony. Tuesday and Wednesday feature physical training sessions. Tuesday includes the talent show of students. Wednesday afternoon is dedicated to life-wide Learnings. Thursday afternoon is reserved for life-education lessons. Half-day schedule on Fridays dedicated to independent learning time.		

Life-wide Learning

Diversified Sports, Arts Activities, and Service Groups: English Elite Class, Golf Training Class, Story Writing Workshop, AI English Course, AI & IoT Creation Class, Introduction to Programming, Emerging Technology Interest Group, Robotics Programming Elite Class, 3D Creation & Harmonica Class, Robotics Programming, Creative Invention Squad, English Drama, Speech & Recitation, Olympiad Mathematics Class, Leadership Training Program, Swimming Class, Drumming Group, Football

School Mission

The school provides education for all who come, through balanced curriculum and in the best possible, free and pleasant environment; develops personal potential; and helps cultivate good citizens with values of virtue, positive mind, independent thinking, unceasing quest for knowledge and sense of responsibility.

School Characteristics

School Management

School Management Organisation:

The School Management Committee leads the School. The Principal manages the School with the assistance of her deputies and heads / coordinators of various departments responsible for school policy, curriculum development, discipline and guidance, moral and civic education, ECA, connection with parents, etc. An appraisal system for staff is set up to improve the quality of management and the standard of teachers' professionalism.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee includes: The School Supervisor, the School Principal, School Sponsoring Body, Alumni and Independent Manager.

School Green Policy:

Green education is promoted with students appointed as Environmental Protection Ambassadors and Energy-saving Ambassadors. Various activities are carried out to enhance students' awareness of environmental protection.

School's Major Concerns:

1. Develop school-based STEAM curriculum and Artificial Intelligence (A.I.) curriculum.
2. Develop positive education, national education and healthy growth of students.
3. Strengthening cross-curricular learning for developing lifelong learning capabilities

Learning and Teaching Plan

Learning & Teaching Strategies:

1. E-learning such as iPad teaching and learning.
2. Small class teaching.
3. Six thinking skills.
4. Enrich language learning environment.
5. Promote students' independent learning and life-wide learning.
6. Developing students' potential, promoting different programs, and actively advancing national education activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Making good use of learning time: introduce alternative sports during flexible class hours, joyful family time (students share their campus life with parents), long lunch breaks, homework classes, and one hour of self-study on Fridays.
2. Enriching life-wide learning experiences: JOYFUL LEARNING for effective and enriched learning in the morning and afternoon, JOYFUL activities and future star program (music, sports, and technology learning guided by professional teachers).
3. Reinforcing STEAM education, and nurturing students' media and information literacy: Introduce programming learning and artificial intelligence courses for primary 1 to 6, promote corporate CEO dialogue activities, strengthen values education, and introduce virtual reality (VR) application activities.
4. Strengthening cross-curricular learning by purchasing 60 professional e-readers and increasing 40,000 e-book collections.

Development of Generic Skills:

Learn through learning activities. Promote life-long learning.

Cultivation of Proper Values, Attitudes and Behaviours:

The school has adopted positive education to build a sense of well-being and towards a fulfilled life.

Through formal and non-formal courses in different subject, we provide students with a positive lifestyle for learning and practicing, such as the life story of the fig character picture book and value learning, school-wide focus positive activities, and integration into regular activities. The positive values of students make students optimistic to face life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Remedial and Homework class
2. Assessment and homework adjustment, School-based Enhancement Classes

Whole School Approach to Integrated Education:

Use the Learning Support Grant to implement a school-based support plan based on a whole school approach to support students with special educational needs. The school sets up related activities and plans, such as:

1. Procurement of services: Providing after-school groups to support student needs;
2. Purchasing learning resources;
3. Arranging learning activities.

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 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:

Enrichment course for more able and less able students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

School and PTA organize activities such as joyful family time, educational talks and other home-school activities.

School Ethos:

School emphasizes the importance of a caring, considerate and learning atmosphere to enhance pleasant learning environment and to promote all-round students. To cultivate students' moral development, school runs educational talks every week and has various moral educational and counselling activities. School has set up prizes and scholarships for the distinctive students.

Future Development

School Development Plan:

Philosophy:

To nurture students to become children of joy, self-confidence, health, high achievement, and superior character.

1. Create a learning environment and atmosphere, and select interesting and effective learning content to enhance students' learning motivation and curiosity.
2. STEAM elements are incorporated into every subject progressively, and STEAM education is applied to learning and daily life.
3. Strengthen students' positive thinking and improve interpersonal skills.
4. Applying artificial intelligence in educational assessment to enhance student motivation and effectiveness.

Teacher Professional Training & Development:

Teachers participate in different training courses in order to enhance teacher professional development.

Others

The academic achievements of our students are excellent. About 70% of the students are allocated to secondary schools with EMI classes. Besides, our students join many inter-schools competitions and got some prizes.



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11

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lam Nathaniel	Ms. Lam Shuk Fong	Established	Aided Whole Day	Co-ed	Not Applicable
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
King's College Old Boys' Association School Limited	Please refer to the Chinese version.	1960	Chinese	Nanny van	About 4948 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
-	-	\$30	\$310 (Annual)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Garden, roof garden, green corridor and tuck shop.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Visual Art Room, Music Room, Computer Room, STEM Lab, English Activity Room, Science Room, Counselling Room and Conference Room.				-

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

Number of teaching posts in the approved establishment			35	Total number of teachers in the school		39
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%	44%	80%	32%	8%	60%

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		Primary Literacy Programme-Reading and Writing (PLP-R/W) for J.1-J.3. Small class teaching for P.1-P.6. Scheme of using Putonghua to teach Chinese Language subject in J.4-J.6. Activity-based teaching and learning for all grades.								
Remarks		High level of students' participation is emphasized for promoting self-directed learning. To enhance the teaching and learning effectiveness, high-order thinking skills and positive learning environment, we provide various teaching modes, including collaborative teaching and curriculum integration.								

Performance Assessment

Number of test(s) per year (P1 only)	2	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)	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	There are two tests and two exams for the whole academic year, including written and oral tests/exams. There are various assessments for learning for each subject, including teachers' observation, pupils' oral report, project learning, mini-project learning, Physical Fitness Award Scheme and formative assessments.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
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	For J.1 to J.3, streaming according to academic results. For J.4 to J.6, the top one-third of the students will be allocated to Elite Class (Class A), while the rest will be allocated to Class B and Class C.				

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	8:25 AM	3:25 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Lunch-box Monitoring Committee and SportAct Award Scheme.		The school holds health talks and conducts broadcasting on health topics during lunch time to promote healthy eating habits among students. There are 2 periods of extra-curricular activities on Friday afternoons (Duration: 1 hour). All interest groups and cub scout activities are held at 3:30p.m. after school or on Saturdays.		

Life-wide Learning

Cub scout, Table-tennis, Football, Basketball, Badminton, Tag rugby, taekwondo, Creative Music Group, Choir, Chinese orchestra, Ukulele team, Harmonica team, AI Drone Class, Lego coding class, Reading Group, Native English Teacher Activities (Oral, Phonics, Drama), Creative Writing, Multiple Intelligence Activities, ArtRage Artist etc.

School Mission

The School provides education for all who come, through balanced curriculum and in the best possible, free and pleasant environment; develops personal potentials; and helps cultivate good citizens with values of virtue, positive mind, independent thinking, unceasing quest for knowledge and sense of responsibility.

School Characteristics

School Management

School Management Organisation:

Sponsoring Body: King's College Old Boys' Association School Limited.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established in September 2008.

School Green Policy:

School promotes environmental education through organizing different kinds of activities and competitions, including Environmental Protection Talks, Students are selected to be Environmental Protection Ambassadors. The objectives are to foster a friendly attitude in our students towards our environment and to encourage them to actually enjoy environmental life.

School's Major Concerns:

1. Reinforce values education to enhance whole-person development of students.
2. Promote positive education to enable students to live their lives to the fullest.
3. Deepen self-directed learning for the implementation of gifted education.

Learning and Teaching Plan

Learning & Teaching Strategies:

To provide students with diversified learning experience through teacher-students/students-students interactive learning activities in the classroom or online lessons. Different learning and teaching strategies include curriculum adaptation, co-operative learning, activities that enhance students' creativity, critical thinking, level of participation, small class teaching and brain-based learning. We also arrange visiting activities for students through flexible arrangements of lesson time and encourage students to use intranet and various IT technology for self-learning. Strategies to promote students' reading habits and quality are also promoted. Students work is also displayed or presented inside and outside the classroom.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include: strengthening values education (including life education, national education and national security education)*; making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Generic skills are fundamental to learning. They are developed through learning and teaching in the context of different subjects or KLAs and are transferable from one learning situation to another. Communication skills and collaboration skills are emphasized in junior classes while creativity, critical thinking skills, study skills, self-management skills and problem-solving skills are emphasized in senior classes.

Cultivation of Proper Values, Attitudes and Behaviours:

School promotes positive learning through "Learn It, Teach It, Live It and Embed It", which include Positive Education workshop, Strengths of Character course, birthday casual wear day, positive ambassador, School Play Time. Also, National Security Education helps students develop a sense of national identity.

Student Support

Whole School Approach to Catering for Learner Diversity:

Set up "Student Support Team", whole school approach to cater for students with special educational needs. In addition to school-based curriculum, different activities and plans are also provided to cater for students with special educational needs.

Whole School Approach to Integrated Education:

Set up "Student Support Team", whole school approach to cater for students' diverse learning needs. In addition to school-based curriculum, remedial and enhancement curriculum is also provided to cater for more-able or less-able students' needs.

Curriculum Tailoring and Adaptation:

Support Measures for Academically Gifted students: Lego Programming, Mathematical Olympiad Training Course, Creative Writing Course and Information Technology Learning Programme, Art Class, School Reporter. Support Measure for Academically Under-Privileged Students: Pre-school remedial classes, After-school homework tutorials, holiday academic tutorial classes and special courses for newly-arrived children from China and non-Chinese Speaking Students, Speech and Language Therapy. Curriculum Tailoring and Adaptation: Co-planning for curriculum tailoring, adaptation for assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Activities include PTA Annual General Meeting cum Students' Cultural and Artistic Performance, Day Trip, Games Day, Educational talks, Interest class etc.

School Ethos:

We foster modest, caring, and loving culture and maintain a good teacher-student rapport. To cultivate students' moral development, we have moral talks conducted by our teachers every week and have various moral education and counselling activities. We also apply "The Jockey Club Comprehensive Student Guidance Grant" for students coming from low-income families. We also set up prizes and scholarships for distinctive students.

Future Development

School Development Plan:

1. Reinforce values education to enhance whole-person development of students.
2. Promote positive education to enable students to live their lives to the fullest.
3. Deepen self-directed learning for the implementation of gifted education.
4. EDB Gifted Education School Network-STEAM
5. Sister School Scheme: Computational Thinking Curriculum Design.
6. EDB School-based Curriculum Development Support for English Language Education.
7. The "Blended Learning" Project for Math, The Hong Kong Jockey Club Charities Trust
8. Application of brain-based teaching techniques for the enhancement of learning.

Teacher Professional Training & Development:

The school is very concerned about the curriculum reform trends and so has put a lot of effort into enhancing the teachers' professional development. Examples of this include a personal development profile which has been created for every teacher. A peer learning circle is also organized among teachers teaching different grades and different subjects. There are also collaborative lesson planning meetings, evaluations and lesson observations being held throughout the year in different subjects. There are also sharing sessions on subject knowledge and pedagogy, to encourage peer-learning among teachers and to enhance the quality of teaching as a whole. The school also invites professionals in education to conduct seminars for our teachers' professional development on a regular basis. E.g. 'To promote teachers' teaching effectiveness with the application of Brain Base Learning Skills' lesson observation and evaluation activities.

Others

<https://www.kcobaps2.edu.hk/tc/awards>



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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. Shek Wai Haan, Kitty	Ms. Yu Wini	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
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
Government	Strive for excellence in learning and foster community spirit	1954	Chinese	Nanny van	About 2170 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
King's College, Belilios Public School, Clementi Secondary School, Tang Shiu Kin Victoria Secondary School			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
-	-	-	-	Replacement of student card (Tap & Go Card): HK\$30

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	AI Fitness Bar, Electronic whiteboard, Water dispenser, air purifier and live broadcast system
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer room/Stream Room, library, art room, music room, activity room, English room, counselling room, small class teaching rooms, conference room.				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				23	Total number of teachers in the school		24
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%	35%	78%	13%	13%	74%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	1	2	2	2	11
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	1	2	2	10
Mode of teaching at different levels	We adopt a student-centred activity approach in all levels. We have started to implement small class teaching. Besides, in order to meet the learning needs of pupils, we are currently conducting split class teaching for Chinese, English and Mathematics in senior grades.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	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	All subjects are assessed both formatively and summatively. Skills such as listening, speaking, reading and writing, as well as creativity and physical fitness are also assessed. Other generic skills such as communication skills, critical thinking, collaboration skills are promoted through project learning, extra-curricular activities and various group tasks.						
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	Primary 4-6 students are allocated to different classes according to their academic performance.						

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	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We adopt the Whole School Approach to guidance and discipline so as to help students develop themselves and embrace various challenges in learning and in life. We run different educational programmes, like positive education, environmental protection, life education and "Eat Smart School Accreditation Scheme", etc. to promote healthy and balanced living styles among students.		The school finishes at 2:30p.m. on Fridays.		

Life-wide Learning

School Activities: Chinese Orchestra, Dancing, e-Orchestra, Juggling, Martial Arts, Flag-raising Team, STREAM Programme, AI Applications, Recitation, Calligraphy, Junior Emcee Training, Board Games, Beatboxing, African Drum, Cantonese Opera, Harmonica, Table Tennis, Football, Athletics, Dodgeball, Educational Seminars, Outdoor Learning, Visits, Sister School Exchange Tours, and other exchange tours.

School Mission

We strive to provide a healthy and effective learning environment that balances the curriculum with the moral and ethical education of our students. This entails fostering self-discipline and social responsibility in our students as much as developing their academic performance. In doing this, we hope students can then grow into respectful and caring members of society who love themselves and are able to tell right from wrong. We also hope that our students will become independent, responsible and brave.

School Characteristics

School Management

School Management Organisation:

Under the supervision of the School Management Committee, and with our teaching and non-teaching staff, the School Head leads the school to implement plans and policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee is composed of the chairman, representatives of teachers, parents and the community.

School Green Policy:

Leading students to participate in community activities, encourage students to practise low-carbon living.

School's Major Concerns:

1. Cultivate positive values in students to build a mentally healthy lifestyle that embraces a law-abiding and patriotic spirit, physical and mental balance, and sustained personal growth. 2. Continuously refine curricula and digital education strategies, foster a culture of reading, enhance students' learning motivation, interest, and innovative thinking, and strengthen their competencies for lifelong learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

- Through small-class teaching, set clear goals, use effective strategies and resources, and promote interaction to help students build knowledge, skills, and positive values. - Use diversified assessments (self, peer, teacher, and parent) to enhance teaching and learning effectiveness. - Develop a school-based curriculum responsive to student needs and current trends, offering rich experiences such as English Tuesday, Chinese poetry, picture books, hands-on activities, morning reading, and lunchtime broadcasts. - Actively develop a school-based AI and STREAM curriculum through inquiry learning weeks and interdisciplinary sessions to foster innovative thinking and technological literacy.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- Flexibly schedules for STREAM cross-curricular learning with subject collaboration and reading integration, enhancing problem-solving, communication and other generic skills, deepening learning effectiveness. - Promote digital teaching, teach software like App Inventor, Canva and Thingercard during cross-curricular sessions to enhance learning efficacy. - Make good use of the Language Learning Support Grant to purchase e-learning platforms for English and Putonghua, enhancing self-learning abilities. - Participate in school-based support programmes, invite EDB English specialists for professional exchanges, and integrate Canva and values education into English lessons. - Embrace digital education trends, with teachers actively using AI to enhance self-learning abilities and classroom interaction. - Introduce Humanities and Science subjects, guiding students to apply scientific knowledge in daily life, encouraging creativity and continuous improvement through reflection.

Development of Generic Skills:

Our school proactively organises a wide range of activities and offers diverse opportunities to nurture students' communication, creative, and critical thinking skills, facilitating knowledge construction, problem-solving, and the fulfilment of their potential.

Cultivation of Proper Values, Attitudes and Behaviours:

- Our school actively promotes positive values and fosters lifelong learning capabilities through formal lessons and a diverse range of activities, thereby equipping students to meet future challenges. - Through life education lessons and weekly assemblies, we nurture positive attitudes, guiding students to identify values, make objective analyses and reasonable judgments, and put them into practice. - In terms of national education, a weekly flag-raising ceremony and speech are held to explain national conditions and important dates. The library has a "National Education Book Corner" providing relevant books.

Student Support

Whole School Approach to Catering for Learner Diversity:

We cater for diversity through integrated education under the whole-school approach.

Whole School Approach to Integrated Education:

The school has set up a Student Support Team which is coordinated by the Special Educational Needs Coordinator (SENCO). The members include Special Educational Needs Support Teachers (SENSTs), school-based educational psychologist, school-based speech therapist, student guidance personnel and teaching assistants. The team leads the whole school to support students with special educational needs. Use the "Learning Support Grant" to set up different training classes and also provide Enhanced School-based Speech Therapy Service, homework and assessment adjustment, Individual Education Plans, etc. for students with special educational needs, so that students with special educational needs can 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.; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

- Design teaching and learning materials to facilitate learning. - Arrange students into ability groups to cater for learning diversities. - Provide diversified programmes to develop students' potential. - Cultivate students' positive values and attitudes. - Provide tailored accommodations in both homework and assessments according to individual needs, such as adjusting the quantity of homework, extending assessment time, reading examination papers aloud, conducting assessments in a separate venue, providing enlarged print examination papers, and implementing special seating arrangements.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The School maintains a close and collaborative partnership with the PTA, holding regular meetings to jointly plan and implement various home-school collaboration activities. In addition, the School further strengthens home-school communication and partnership through channels such as the parent volunteer team, parent school manager participation, parent surveys, and home-school newsletters, thereby rallying the support of parents and working hand in hand to promote the whole-person development of students.

School Ethos:

- The School is a long-established government primary school in the district. Upholding the motto "Commitment to Diligence and Harmony", it fosters a simple, upright culture where students are courteous, teacher-student relationships are harmonious, and home-school collaboration is strong. - The School actively promotes a caring culture and moral education. Through service teams and class duties, students develop self-discipline, responsibility, and a sense of belonging. - Initiatives such as the "Positive Li Sing Kids Award Scheme" and "Li Sing Star Showcase" help students build positive values and self-confidence. - To ease transitions, the School organises articulation activities: Kindergarten-to-primary articulation: Primary 1 uses diversified assessment instead of formal exams for gradual adaptation. Primary-to-secondary articulation: Alumni share their experiences to help students plan for the future.

Future Development

School Development Plan:

- Focus on digital education transformation, making good use of artificial intelligence and electronic platforms to promote self-directed learning and classroom interaction. - Enhance student learning effectiveness as the core, strengthening academic performance and co-curricular achievements. - Home-school collaboration: organise regular parent workshops and sharing sessions to strengthen communication and support children's self-directed learning. - Community resources: engage tertiary institutions and Education Bureau school-based support to enrich learning experiences. - Management team regularly reviews resource allocation and implementation effectiveness to ensure measures are carried out effectively. - Continuously refine the school-based self-evaluation mechanism by integrating diverse data from student self-assessment, peer assessment, teacher evaluation, and parent feedback to inform curriculum planning and teaching decisions. - Unite the efforts of all stakeholders to drive sustained school development and move towards excellence.

Teacher Professional Training & Development:

Our school organises Teacher Professional Development Days, collaborative lesson planning, and peer lesson observations to help teachers refine their teaching strategies, stay abreast of the latest educational trends, and build a learning community that enhances teaching effectiveness. At the same time, we actively arrange for teachers to participate in professional development programmes and engage in exchanges with other schools, thereby aligning with the school's annual priorities and subject-based development, and ensuring that we remain responsive to emerging educational trends.

Others

- The School actively encourages students to participate in a wide range of internal and external activities and competitions, allowing them to demonstrate their outstanding potential. Awards across diverse areas: Students have attained numerous accolades in areas including Language, Mathematics, STREAM, Music, Dance, Physical Education, and the Flag-raising Team. Awards include: Championship, runner-up, and second runner-up prizes in Speech Festivals; Gold and Silver Awards in Mathematics Competitions; Innovation and Technology Award in AI Painting Competitions; Overall Champion in Robotics Competitions; Gold Award in Dance Competitions; Multiple awards in Athletics competitions; - Scholarships: The School offers a variety of scholarships to recognise and commend students' outstanding performance. - Broadening horizons: Students actively participate in local and overseas exchange activities, enriching their learning experiences and broadening their international perspectives.



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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 Yuk Shan Rossetti	Ms. Ho Ka Yee Martina	Established	Aided Whole Day	Girls	Catholicism
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
Daughters of Charity of the Canossian Institute	I am the Way, the Truth and the Life (John 14 : 6)	1860	Chinese (incl.: Putonghua) and English	School Bus	About 1900 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Sacred Heart Canossian College					
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
-	-	\$100	Specific purposes fee \$250	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
10 (Visual Arts Room, 2 Music Rooms, Computer Room, Innolab, Student Guidance Room, English Resource Room, Student Sick Room, 2 Parlours)				-

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		59			
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%	53%		86%		19%		17%		64%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	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	30
Mode of teaching at different levels	Small class teaching is implemented. Implement cooperative learning and encourage group collaboration.						
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	Assessment for learning (including student evaluation, peer evaluation and parent evaluation); teacher observation, class performance, daily assignment in the form of continuous assessment; written assessment, performance tasks, skills assessment, meaningful homework (including online assessment, kinesthetic tasks, book report, oral presentation, role play, word list, project etc.).						
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	6	40 mins	8:35 AM	3:30 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school promotes students' physical, mental and spiritual health through exhibitions, workshops, and programs, including mass, liturgy, religious day, pilgrimage, morning exercise, eye exercise, "Happy Tuesday", healthy eating month, mental health day, School Physical Fitness Award Scheme, MVPA60 Award Scheme, recess sports activities, Energy-Generating exercise bikes and rope skipping machine.		-		

Life-wide Learning

In order to develop individual interest and one's potential, we have a "Multiple Intelligences Programme" which provides more than 30 extra-curricular activities including music, P.E., V.A., I.T., academics, hobbies, services and uniformed groups. The school also encourages students to participate in different sorts of competitions, excursions and religious activities, so as to widen their scope of learning and become well-rounded citizens.

School Mission

The Canossian Educators of Faith draws inspiration from Jesus on the Cross and St. Magdalene of Canossa. We dedicate ourselves to the Formation of Heart of our students, to love life and learning, to serve the Community, especially those whose needs are greatest.

School Characteristics

School Management

School Management Organisation:

The school is managed by The Incorporated Management Committee of Sacred Heart Canossian School. The School Supervisor, the Principal, the administrative group, lead the staff who are allocated to one of the four core groups namely School Administration Group, Students' Guidance Group, Curriculum Development Group and Spiritual & Religious Development Group, and are responsible for planning, implementing and evaluating the effectiveness of the school policies so as to achieve the school development plan.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee is established in September 2013.

School Green Policy:

Our school joined the "Green Schools for ZeroWaste" scheme to cultivate a positive and green school culture in order to nurture the student's awareness of environmental protection.

School's Major Concerns:

1. To promote "Whole School Health Programme".
2. To construct highly effective lessons.

Learning and Teaching Plan

Learning & Teaching Strategies:

Students acquire knowledge through different types of learning experiences. Inquiry-based Learning and Project Learning are carried out through integration of subjects. Cooperative learning and small-class teaching strategies are used to strengthen students' generic skills and enhance higher-order thinking. Self-directed and individualized learning are promoted through the use of e-learning, gifted education, STEAM education and performing arts. Students are encouraged to read across the curriculum in order to broaden their horizons. The medium of instruction for teaching Chinese Language in P.1 to P.3 is Putonghua and in P.4 to P.6 is in Putonghua or Cantonese.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening Values Education
 - Implementing school-based A+ values education with a whole-school approach, integrating the moral education with Catholic and Canossian core values to cultivate a positive culture.
 - Develop national education and national security education through cross-curricular learning, cross-border exchange activities, Chinese Culture Day, speeches, etc.
2. Creating spaces for whole-person development
 - Cultivate students' independent learning ability through the four-day themed learning activities, together with life-wide learning and cross-curricular reading.
 - Develop students' lifelong learning ability through special reading time, Reading Rainbow Reward Scheme, Christmas reading tasks, etc.
3. Enhancing STEAM Education
 - Ignite students' creativity through strengthening students' scientific inquiry and hands-on ability.
 - Promote students' interest in innovation and technology through various activities and learning experiences.

Development of Generic Skills:

Students learn to be independent learners and critical thinkers through generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Students are taught to become Sacred Heartists who understand gratitude, respect all things and have the courage to take responsibility through courses, experiential activities, teacher-student sharing and parent participation.

Student Support

Whole School Approach to Catering for Learner Diversity:

Students' Support Team, Intensive Learning Support for catering individual differences.

Whole School Approach to Integrated Education:

We take care of students with Special Educational Needs according to the EDB 'Early Identification and Intervention Programme for Primary One Students with Learning Difficulties' and 'Enhanced School-based Speech Therapy Service'. We also cater for diversity through integrated education under the whole-school approach with the Learning Support Grant. In addition, we implement a 'Buddy Scheme', in which the upper form students assist the P.1 students in adapting to the new school life and school work.

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 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. In addition, we provide Chinese Learning Support Class (Chinese Reading Comprehension) and School-based Reading Scheme for NCS students.

Curriculum Tailoring and Adaptation:

Gifted Education and Soaring Team (Chinese, English, Mathematics remedial classes)

Home-School Co-operation and School Ethos

Home-School Co-operation:

Emphasizing home-school collaboration, regular tea gatherings are organised to enhance communication. The Parent-Teacher Association organizes diverse parent education and parent-child activities. A team of parent volunteers is developing to assist in promoting school events.

School Ethos:

With a strong religious atmosphere, our school emphasizes students' moral and spiritual formation. Their positive values and attitudes are fostered through formal curriculum and various activities. Our school-based achievement programme encourages students to take challenges and strive for excellence. Our school encourages students to engage in the community so as to carry on our foundress' spirit. In order to assist P.1 students to have a smoother transition in the new school environment, we arrange an orientation day and pre-visits for them.

Future Development

School Development Plan:

1. Promote Reading across curriculum.
2. Enhance learning and teaching effectiveness through e-Learning.
3. Facilitate CRT project learning.
4. Strengthen students' computational thinking skills and promote STEAM Education.
5. Cultivate students' positive values.
6. Promote Diversified Assessment for Learning.
7. Sustainable development in Gifted Education.

Teacher Professional Training & Development:

In response to annual school plan and major concerns, teachers attend workshops and sharing sessions in order to enhance teachers' professional development.

Others

Overseas study tours allow students to learn other languages and conduct cultural exchange; Mainland exchange programs and Sister school exchange programs allow students to broaden their horizons and strengthen their understanding of their motherland and their sense of belonging.



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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. Leung Sai Kwong	Mr. Oh Lap Fung	Established	Aided Whole Day	Co-ed	Not Applicable
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
The San Wui Commercial Society of HK	HONESTY VIRTUE DISCIPLINE HARDWORKING	1958	Chinese	School Bus	About 700 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
S.W.C.S. Chan Pak Sha School					
4Rs Mental Health Charter	-	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	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Music Room, Medical Room, Guest Room, Science Room, STEAM Lab.				-

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

Number of teaching posts in the approved establishment				20	Total number of teachers in the school		22
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%	32%	47%	32%	18%	50%	

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	2	2	8
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	1	1	1	1	2	6
Mode of teaching at different levels	P.1-P.6 small class teaching, teaching with e-Board, P.1-P.6 teaching assistants to assist teaching; learning support groups for children with special learning needs; homework tutorial classes and make-up lesson after school.							
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Formative and Summative assessments for academic and personal development; assessment on project learning (P.4-P.6); e-Assessment; Life-wide Learning; Peer Assessment; Self-Assessment; oral or video record.				
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	12	30 mins	8:10 AM	3:45 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The school has created an "Active Playground" by setting up an electronic cycling station, table-tennis and skipping corners. By providing e-fitness learning tools, it encourages students to exercise more, promotes a "one student, one sport" scheme, and helps build a mentally healthy campus. 2. Teach students to cherish food and not to waste it.		7:50-8:20 a.m. is morning reading time; Chinese, English, Mathematics and General Studies are usually taught in the morning, while in the afternoon lessons such as Visual Arts, Music, Physical Education and Computer Studies are arranged to further develop students' learning interests; On Mondays, Wednesdays and Fridays (3:45-4:30 p.m.) there are academic learning activities; From Monday to Friday (4:30-5:45 p.m.) there are after-school homework classes and the extra-curricular activity period.		

Life-wide Learning

Chinese Arts and Culture Class, Board Games Corner, English Little Chefs, Chess, Sketching Painting Class, Pastel Nagomi Art Class, Joyful Band / Joyful Music Group, Rope Skipping, Table Tennis, Roller Skating, Dance Class;
Sport Climbing, Breakdance, Virtual Dodgeball, VEX IQ Robotics, Japanese, Chess, Electronic Rubik's Cube Class;
Campus Junior Reporters, Flag Party, Ceremonial Guard;
Cub Scouts, Girl Guides, Road Safety Patrol, English Football.

School Mission

We strive to provide a successful and enjoyable environment for our students; an environment where they are nurtured and encouraged to be passionate and responsible citizens.

School Characteristics

School Management

School Management Organisation:

The School management board is responsible for making and monitoring the school policy. Form meetings provide opportunities for mutual support and sharing of ideas. Besides, we have different functional teams to carry out duties, including Curriculum Development Team, Pastoral Care Unit, Student Guidance & Counselling Group, Discipline Group, Civic and Moral Education Group, Extra-curricular Activities Team.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee

School Green Policy:

1. Paper recycling bins are put in the classroom, so students and teachers can have a good use of paper, and cherish the things we have.
2. To teach students to love the food, and reduce the disposal of food waste.
3. Reusable food ware.

School's Major Concerns:

To foster and develop pupils' positive attitude, to build up their self-achievement and confidence.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Lessons are given on time-slots to facilitate group learning and project learning.
2. Campus is kept open after school.
3. Life (P.1-P.3) and adventure training (P.4-P.6); mainland cultural exchanges and reports (P.4-P.6); project learning (P.4-P.6).

Development of Major Renewed Emphases of the Primary Education Curriculum:

STEAM EVERYWHERE:

to enhance students' spirit of inquiry.

National security:

Deepen the understanding of our country.

Development of Generic Skills:

1. Systematic project learning training: P.4: group-based project learning course; P.5: group-based project learning course under teacher's guidance; P.6: special topics report making with proper titles under teachers' guidance.
2. Develop students' generic skills through systematic school-based information literacy curriculum, school-based reading strategy curriculum and group learning curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Infiltrate the classroom and encourage students to learn.
2. Cultivate students' positive values and attitudes through growth lessons.

Student Support

Whole School Approach to Catering for Learner Diversity:

Small class teaching (P.1-P.6), homework tutorials and voluntary services provide supports to the students.

Support for newly arrived students in Hong Kong:

Hire tutors to provide them with homework guidance and set up additional English support classes.

Whole School Approach to Integrated Education:

Members of the student support team include the school Principal, Special Educational Needs Coordinator (SENCO), School-based Educational Psychologist, school Social Worker, Special Educational Needs Support Teachers and Teaching Assistants.

The school Principal and SENCO coordinate and promote the "Whole-School Approach" model of Integrated Education, and use additional resources such as Learning Support Grants to support students with special educational needs.

The school's specific measures include teaching and assessment adjustments, subject and homework remedial groups, social training groups, school-based speech therapy services, Individual Education Plans, etc.

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

1. Provide online study support.
2. Arrange homework and dictation adjustments according to student's needs.
3. To participate in off-campus competitions.

Curriculum Tailoring and Adaptation:

Curriculum tailoring and adaptation for special education needs pupils.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Open campus for parents, parent volunteers, various home-school communication channels and various seminars.

School Ethos:

Love and caring scheme, homework tutorial (after school), individual and group counselling, bridging course for P.1 and P.6, picnics, seminar and workshop for parents, questionnaire.

Future Development

School Development Plan:

STEAM Everywhere

The first is to strengthen the teaching of STEAM literacy and knowledge in the subjects of Mathematics, General Studies and Computer Science: to include programming, IT literacy, flight simulation activities and VR, etc.

The second is to organize STEAM Learning Days to provide hands-on learning of engineering and science.

The third is STEAM Everywhere, setting up learning corners in different corners of the school: Coding Everywhere, Engineering Everywhere, Drawing Everywhere.

Teacher Professional Training & Development:

Equip the teacher well to cater for learning diversity of the pupils.

Enhance teachers' effectiveness in using artificial intelligence in teaching and learning.

Others

1. Each year, students participate in various off-campus competitions:

Inter-school English and Chinese Speech Festival, Math Olympiad, STEAM-related competitions, drawing competitions, track and field, rope skipping, and various sports competitions.

2. Regular visits to school services such as speech therapy, clinical psychologist, music therapy.

3. Stationed social worker.



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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
Rev. Lam Chun Wai	Ms. Yeung Kwun Yu	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	1955	Chinese	School Bus	About 4700 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
-	-	\$50	\$450 (Specific purposes fee)	\$35 (replacement of school report)

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 and special rooms are air-conditioned with computers and visualizers. Most of the classrooms are equipped with electronic whiteboards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
1 Science Room, 1 Visual Arts room, 2 Music rooms, 1 Multi-purpose Activity room, 1 STEM room, 1 English Language room, 1 Remedial Teaching room.				-

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%	46%		100%	-		14%		86%

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	Our school promotes a diversified range of teaching models, integrating interactive IT tools, activity-based learning, and collaborative learning. Through STEAM and thematic cross-curricular studies, we cultivate students' innovative thinking and practical skills. Native-speaking English Teachers co-teach with local teachers and support teachers are deployed to conduct small-group tutorials.						
Remarks	Our school offers dedicated tutorial sessions led by teachers to help students internalize classroom knowledge and resolve academic challenges. While establishing disciplined study habits, these sessions also effectively alleviate the pressure of homework on families.						

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)		1	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	We implement formative and summative assessments. We utilize diversified assessment modes, including written examinations, project-based learning, practical tasks, video productions and group presentations to gain a holistic understanding of student performance. This enables teachers to provide immediate feedback and adjust teaching strategies. Self and peer evaluations are also integrated.						
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.						

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	3:15 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Regarding nutrition, we strictly follow the Guidelines on School Lunch Arrangements to provide healthy lunches in the "3:2:1" golden ratio (grains, vegetables, and meat). Educationally, through initiatives like "Joyful Fruit Month" and the "School Sports Promotion Program," we help students to establish habits of regular exercise. Health information is also integrated into our school-based growth classes and morning exercise sessions.		We committed to the holistic development of students' physical, mental, and spiritual well-being. Beyond sports training, we provide a spiritual foundation through activities. We implement mental health education via growth classes, mindfulness practices and health seminars. A joyful atmosphere is fostered through Sports Days, school picnics, birthday parties and festive celebrations. We also organize community cultural, artistic, and musical events to cultivate artistic appreciation and humanistic literacy.		

Life-wide Learning

We offer a diverse range of extra-curricular activities and gifted education programmes. These include Christian fellowship, choir, various musical ensembles (percussion, handbell and electronic Chinese orchestra), English Club, English Drama, and debate. We also provide training in performing arts and sports, such as modern dance, break dance, Chinese opera, drawing, fencing, and various ball games (badminton, table tennis, basketball, football, volleyball). Additionally, students can participate in service and uniformed groups like the Scouts, Road Safety Patrol, Community Youth Club and the Chinese-style flag team, as well as academic and tech-focused courses like Olympiad Mathematics and micro:bit. Students are encouraged to participate in various competitions and outdoor activities.

School Mission

Based upon the ethos of Christian whole-person education as propounded by the Anglican Church, our school shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. Our school shall teach our students to live out the motto "Not to be served but to serve"; help our students develop their own potential in a student-centred environment; emphasize the importance of moral education; cultivate students' attitudes in discerning truth and virtues; develop their self-discipline, respect, and confidence; broaden their visions towards the community and the universe; encourage students to practice Christian humility and uphold the stalwarts of hope, affection, insight, and aspiration; share the love of God and the truth of the Bible through biblical teaching; and foster students' daily endeavour in the practice of Christian objectives and steadfast faith in God.

School Characteristics

School Management
School Management Organisation: S.K.H. Kei Yan Primary School is managed by Anglican (Hong Kong) Primary Schools Council Limited. The Incorporated Management Committee and the principal are responsible for making decisions and managing school affairs. Different committees, including administrative committees, academic committees and functional committees also help to ensure the smooth operation in school.
Incorporated Management Committee / School Management Committee / Management Committee: There are 7 sponsoring body managers, 1 dependent manager, 1 ex-officio manager (principal), 1 teacher manager, 1 parent manager, 1 alumni manager, 1 alternate sponsoring body manager, 1 alternate teacher manager and 1 alternate parent manager.
School Green Policy: Our school installs recycling bins and adopts digital systems to cut paper waste. Students appointed as "Green Ambassadors" promote environmental sustainability, while a uniform recycling program promotes resource sharing. Additionally, the community is encouraged to bring reusable cutlery, fostering an eco-friendly and sustainable campus environment.
School's Major Concerns: 1. To foster proper values and attitudes in students. 2. To cultivate types of literacy students need in the 21st century.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Implementing "Assessment for Learning" strategies to monitor student progress and adjust curriculum design based on performance. 2. Promoting STEAM-themed cross-disciplinary activities to inspire students' spirit of inquiry and unleash their innovative potential. 3. Utilizing multi-level questioning and collaborative learning to guide deep thinking and construct higher-order thinking skills. 4. Leveraging information technology to optimize classroom interaction and drive the development of self-directed learning capabilities. 5. Developing multiple intelligences through diverse instructional designs, and teach reading strategies and note-taking skills to lay a solid foundation for independent learning. 6. Implementing "Reading across the Curriculum" to help students accumulate knowledge across disciplines, broaden their horizons, and strengthen cross-disciplinary information integration.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Integrating traditional virtues and national identity into all subjects to cultivate a sense of belonging to society, the nation, and the world, nurturing responsible citizens. 2. Strengthening students' self-study skills and information literacy, integrated with Reading across the Curriculum, to lay a solid foundation for lifelong learning. 3. Promoting innovation and problem-solving skills through project-based learning that integrates Science, Technology, and Mathematics. 4. Enriching learning through local and overseas exchanges, field trips, and diversified talent training, guiding students to embrace a global perspective. 5. Implementing a "Healthy Lifestyle" and optimizing curriculum schedules to alleviate pressure, enhancing students' mental well-being and overall quality of life.
Development of Generic Skills: 1. Cultivating students' ability to listen, express ideas, and reach consensus through collaborative learning and group discussions. 2. Utilizing higher-order questioning to guide students in analyzing information and identifying facts, empowering them to devise solutions within project-based learning. 3. Encouraging students to realize creative concepts using digital tools through STEAM curricula and coding activities. 4. Guiding students in using note-taking strategies and assessment rubrics to reflect on their learning progress, fostering self-discipline and a mindset of continuous improvement.
Cultivation of Proper Values, Attitudes and Behaviours: Regarding curriculum design, we permeate core values across various subjects and school assemblies to sharpen students' moral discernment. In terms of campus life, we foster a warm and positive cultural atmosphere through morning prayers, hymn sharing, life education seminars, and Good Conduct Award Scheme, touching students' hearts with genuine care. To achieve the integration of knowledge and practice, the school actively encourages students to join the Community Youth Club and uniformed groups, while organizing diverse community services. This guides students to translate abstract positive values into concrete acts of kindness through community engagement.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Remedial classes and withdrawal groups in Chinese, English, and Mathematics are implemented to provide "Tiered Support." Simultaneously, Olympiad Mathematics, English Drama, Debate, and various sports and arts programs are offered to nurture students' diverse potentials and multiple intelligences. 2. Led by the Special Educational Needs Coordinator, a professional team including the school-based educational psychologist, the school-based speech therapist, and the school social worker formulates individualized support plans for students with special needs. Regular parent training and workshops are also held to foster a strong home-school partnership. 3. Through peer mentoring initiatives like the "Shepherd Scheme" and various inclusive activities, we foster a campus atmosphere of mutual acceptance and growth, cultivating the behaviour of respecting and supporting others.
Whole School Approach to Integrated Education: Our school utilizes the 'Learning Support Grant' to implement a Whole-School Approach for school-based support, catering for learner diversity. A multidisciplinary Student Support Team has been established, comprising the Special Educational Needs Coordinator, SEN support teachers, school social workers, the school-based educational psychologist, the school-based speech therapist, and subject teachers to design and coordinate holistic intervention programs. Key initiatives include small-group teaching, assessment accommodations, social skills training, board game therapy, and enhanced speech therapy services. Additionally, we provide Individualized Education Plans and after-school homework tutoring. We also host parent workshops to foster resilience in students and ensure a collaborative partnership between home and school.
Curriculum Tailoring and Adaptation: During tests and examinations, special arrangements will be given to those students with special needs.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. The Parent-Teacher Association of our school was established in 2001. Members of PTA and the parents voluntary team participate in organizing school activities, and also monitor the school bus and the luncheon provider. 2. Educational seminars are conducted for parents occasionally and Parent's Day is held twice a year. 3. A parent representatives meeting is held regularly throughout the year. 4. Parent Volunteering.
School Ethos: Our school has a long history. We implement Christian character education and our students are well behaved.
Future Development
School Development Plan: 1. To foster proper values and attitudes in students. 2. To cultivate types of literacy students need in the 21st century.
Teacher Professional Training & Development: 1. We provide workshops on learning and teaching, as well as catering for student diversity, while encouraging teachers to pursue further studies in IT and AI education. 2. In addition to subject-specific professional development, our teachers actively participate in external pedagogical exchanges.
Others Our students participate in different competitions such as Hong Kong Speech and Music Festival, Dance Festival, inter-school sports competitions and Mathematics contests every year and have achieved good results.



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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. Lui Shiu Wai	Ms. Lee Yin Fun	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					79%
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.	1960	Chinese (incl.: Putonghua) and English	School Bus	About 1300 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
24	1	1	1	Ergonomic chairs, AC, tech (PC, projector, HD interactive panel, AV), smart bookcase, smart water dispenser, electric mosquito trap, whiteboard, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI Metaverse Classroom, AI Sports Classroom, Computer Room, Library, Campus TV Studio, Music Room, Visual Arts Room, Innovation & Technology Classroom, Language Room, Science Lab, Reading Café, Church, etc.				Lift (1, 3, 6 / Floor only).

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

Number of teaching posts in the approved establishment			41	Total number of teachers in the school		43
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%	35%	90%	14%	19%	67%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year			No. of classes	3	3	3	4	4	4	21
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)			No. of classes	3	3	3	3	4	4	20
Mode of teaching at different levels		1.NETs and local teachers create an immersive English environment to enhance students' English and writing skills. 2.STEAM and AI programming are integrated into lessons to foster creativity, problem-solving skills and design thinking. 3.Cross-curricular learning and values education, supported by service learning and reflection, nurture positive values, good character and holistic development.								
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	Besides written assessments, various modes of assessments will be conducted to evaluate students' learning progress, such as cross-curricular projects, physical fitness tests, science experiments and presentations.				
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 Primary 1 to Primary 4. Students of Primary 5 to Primary 6 are streamed according to their academic results.				

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	35 mins	7:50 AM	3:00 PM	12:35 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school actively participates in the "Whole School Health Programme," striving to promote a balanced diet, encourage students to engage in regular physical activity, and strengthen their physical well-being. In addition, through a variety of values education activities and religious formation, we nurture the holistic development of our students.		In the morning, we have subject-based lessons. In the afternoon, we attend the school assembly, Integrated Studies, homework tutorials, moral and civic education, and diversified activity lessons. After school, interest classes and school team training are also conducted. In addition, we have school outings and study tours.		

Life-wide Learning		P.23
Our school organizes a variety of clubs and interest groups to develop students' potential, including Mathematical Olympiad, Debate, Choral Speaking, School Reporters, MC Training, Drama, Martial Arts, Football, Volleyball, Chinese Dance, Choir, Visual Arts, Orchestra, Coding, Scouts, Girl Guides, Boys' Brigade, and Flag-raising Team.		
School Mission		
Guided by the educational mission of the Anglican Church, we cultivate students' Christian character and embody the spirit of "Not to be served, but to serve". We provide students with a high-quality and enjoyable learning environment that fosters balanced development in six dimensions - moral, intellectual, physical, social, aesthetic, and spiritual growth. This enables students to practice healthy lifestyles, face life's challenges positively, and realize their full potential.		
School Characteristics		
School Management		
School Management Organisation: Our school is run by the Anglican (Hong Kong) Primary Schools Council. The Incorporated Management Committee supervise our school. Under IMC, our school has multiple executive departments and function groups to execute school affairs.		
Incorporated Management Committee / School Management Committee / Management Committee: The members of the IMC include the Reverend, parents, teachers, alumni, and people from legal, professional and commercial fields. They can give different opinions from different points of view.		
School Green Policy: The school integrates environmental education through practical initiatives, including annual projects like plastic bottles recycling art program ("Zero Waste, Green Campus"), an aquaponics ecosystem, and a "One Person, One Flower" planting campaign. These activities engage students and parents in adopting eco-conscious habits, promoting low-carbon living and resource conservation. An "Environmental Protection Little Pioneers" team further deepens students' sustainability knowledge via experiential learning and field studies, fostering a culture of environmental stewardship.		
School's Major Concerns: 1. Continue to promote values education to cultivate students into healthy and well-rounded citizens with physical and mental wellness. 2. Strengthen the implementation of STEAM education to nurture students as proactive learners.		
Learning and Teaching Plan		
Learning & Teaching Strategies: 1. Cultivate students to become active learners and encourage students to think from multiple perspectives to construct knowledge which can enhance students' self-learning ability. 2. Broaden students' learning experience and enhance learning effectiveness by providing diverse and cross-curricular learning experiences. 3. Apply appropriate learning and teaching strategies, such as inquiry-based learning, to enable students to learn and connect what they have learned during the inquiry process to their school and home lives. 4. Focus on the culture of biliteracy and trilingualism, and develop sports and arts. We adopt after-school elite training classes to develop healthy living style.		
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Promote holistic Christian education and cultivate students' positive values. 2. Through organizing diversified learning activities, students will have the opportunity to develop their strengths and build their confidence. 3. Promote the teaching of biliteracy and trilingualism in the school-based curriculum and NETs Action Plan to enhance students' language skills and communication skills. 4. Promote STEAM and AI education to learn mathematical, mechanical and programming knowledge through hands-on practice to develop comprehensive skills and applied knowledge to cultivate information literacy.		
Development of Generic Skills: To develop students' nine generic skills through classroom and extracurricular learning activities in various learning areas and subjects, such as collaborative learning, project-based learning, Learning and Reading across the Curriculum, programming teaching, life-wide learning and artistic creation.		
Cultivation of Proper Values, Attitudes and Behaviours: Our school promotes positive values through formal and informal curricula and incentive programs, creating an environment rooted in Confucian virtues and Christian values to nurture moral excellence and healthy, well-rounded citizens.		
Student Support		
Whole School Approach to Catering for Learner Diversity: Adopting a "whole-school approach" model, the school implements the educational philosophy of "making gifted education accessible to all and enriching general education with gifted education elements." High-order thinking skills, creativity, and social competencies are integrated into the curriculum. Through different learning activities, the school is committed to enhancing students' diverse abilities. Tailored support is provided for students with varying abilities, including tiered instruction, group learning, assignment adaptations, after-school tutoring, ability enhancement classes, and post-class training groups. These measures aim to address diverse learning needs and strengthen students' learning capabilities.		
Whole School Approach to Integrated Education: Our school has set up a Student Support Team, including a school-based educational psychologist and a school-based speech therapist. Guided by the principle of "early identification, early intervention," we provide after-school academic support, enhanced school-based speech therapy services, and social emotional interventions for students with special educational needs. Through initiatives like the "Benevolence Ambassadors" program, we help students recognize and respect individual differences, fostering an inclusive and caring school culture where mutual support and kindness prevail. Together, we strive to build a nurturing campus environment for all.		
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; and organising activities to create an inclusive learning environment in the school. We provide online Chinese language self-learning resources, an online learning platform, translation pens, and Chinese books.		
Curriculum Tailoring and Adaptation: 1. The P.1 Bridging Course includes Chinese Literacy and English Phonics Course, school tours, and activities like meeting teachers and classmates, learning school routines, and joining the Full Moon Growth Ceremony to help students adapt. Dictations and assessments are adjusted to ease the learning transition. Parents are also supported through teacher meetings and various educational activities to enhance home-school cooperation. 2. Curriculum and examination adjustments, school-based writing and reading programmes under the NETs Action Plan, Maths speed calculation, and inquiry-based courses will be implemented. 3. Mathematical and Mechanical Programming Course in STEAM and AI education, Metaverse Course in Visual Arts, and Electronic Music Creation Course in Music.		
Home-School Co-operation and School Ethos		
Home-School Co-operation: 1. Strengthen communication and establish collaborative partnerships through the Parent-Teacher Association. 2. Organize parent volunteers to co-host activities such as Chinese Cultural Day and School Sports Day to deepen home-school interaction, enhance a sense of belonging. 3. Organize a variety of parent education activities to implement the EDB's primary school framework and enhance family education, creating a harmonious learning environment. 4. Maintain close contact with parents through effective communication channels such as Parent-Teacher Days, parent seminars, parent circulars, the school website, electronic communication platforms, and a dedicated hotline.		
School Ethos: 1. Good teacher-pupil relationship, and the campus is filled with love and care. 2. Our school upholds the Christian spirit, attaches great importance to spiritual cultivation and practice, and actively participates in diverse activities and community services inside and outside the school. 3. Combine discipline, religion and curriculum teaching activities to cultivate positive values and practice good moral character.		
Future Development		
School Development Plan: Our school upholds the educational philosophy of "STEAM in motion, values in action," dedicated to cultivating students' innovative technological spirit and to apply the use of AI through diverse learning activities while reinforcing the development of generic skills and the practice of twelve priority values and attitudes. This educational framework aims to shape students' moral character, foster robust psychological qualities, and fully unleash individual potential, thereby laying a solid foundation for lifelong development. For more details, please refer to our "School Development Plan" and "Annual School Plan."		
Teacher Professional Training & Development: To broaden the horizons of our teachers and sharpen their teaching skills, we have school visits, staff development days, teacher sharing meetings, and lesson co-planning meetings for the professional development of all staff in our school. Many teachers are also taking courses in their disciplines to enhance professional development.		
Others		
1. Students achieve excellent academic results, with about 65% gaining admission to prestigious EMI secondary schools. 2. Students excel in both academic and personal development, earning awards in international and local competitions, including 4D Frame, speech, drama, athletics, and scholarship programmes. 3. Overseas study tours to Finland, Germany, and Singapore broaden students' global perspectives and foster an international outlook.		



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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
Rev. Leung Ka Jor	Mr. Cheung Man Chung	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					87%
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	1876	Chinese	-	About 375 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
-	-	\$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	-	Facilities to support students with special educational needs: Play Therapy Room
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Laboratory, English Room, Library Corner, Science Laboratory, Immersive Virtual Reality (VR) Application System.				-

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

Number of teaching posts in the approved establishment			21	Total number of teachers in the school		24
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%	28%	68%	42%	13%	45%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year				No. of classes	2	1	1	1	2	2	9
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	1	2	1	1	1	2	8
Mode of teaching at different levels		1. Conduct small class teaching. 2. Organize enhancement and remedial courses for the diverse and special learning needs of students with varied abilities. 3. P.1-P.6: join the NET scheme. 4. Selected subjects are taught in ability-based groups in certain grades.									
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	1. Formative assessment: assessment of learning unit, speaking and listening assessment, life skills tests, practical assessment, peer assessment, self-assessment and teacher's observation. 2. Summative assessment 3. Catering for learning diversity: homework accommodation and dictation adaptation.						
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 class placement						

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	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. STEAM Week, the "Library Cards for All School Children" Scheme, Class Building Activities, Monthly Assembly, Church Services, Gospel Day and Gospel Camp. 2. Maths Games Day, Maths Trail, Putonghua Day, Chinese Culture Day, Mid-Autumn Festival Celebration and Campus Wellness Activities 3. Join the Primary School Physical Fitness Award Scheme and different Sports and Art competitions.		To diversify students' learning experiences, the school offers various activities, such as: each student participating in two different Multiple Intelligence activities on Tuesday and Friday afternoons, after-school extracurricular activities from Monday to Friday, overseas exchanges, the Mainland Exchange Programme for Upper Primary Students, Sister School Scheme.		

Life-wide Learning

Over 30 diverse extracurricular activities to enrich students' learning experiences. These include the Athletics and Football School Teams, specialized sports groups like Figure Roller Skating and Freestyle Jump Rope, and cutting-edge STEM programs such as Robotics, Drone Training, AI Training, and the Chinese Aerospace & Satellite Course. Students can also explore their creative and cultural interests through Chinese Dance, Martial Arts, Dodgebee, Darts, and English Drama. For leadership and character development, the school hosts uniform groups including the Cub Scouts, Brownies, and The Boys' Brigade, alongside musical ensembles like African Drumming and Handbell classes.

School Mission

Committed to holistic education, our mission is to foster well-rounded development across the six domains—spiritual, moral, intellectual, physical, social, and aesthetic—through inspiring teaching and diverse activities. We aim to nurture character, unlock student potential, and prepare them to contribute meaningfully to society.

School Characteristics

School Management

School Management Organisation:

Four committees including School Management and Organisation Committee, Learning and Teaching Committee, School Ethos and Student Support Committee, Student Performance Committee and 17 functional teams.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee consists of 15 members, including Supervisor, Sponsoring Body Manager, Principal (ex-officio manager), Teacher Manager, Parent Manager, Independent Manager, Alternate Sponsoring Body.

School Green Policy:

Class Eco-Ambassador Programme.

School's Major Concerns:

1. Continuously develop suitable teaching and learning strategies, organize cross-disciplinary and cross-domain school-based curricula to enhance learning motivation and interest, and cultivate students with the ability to flexibly apply various learning strategies and metacognitive skills.
2. Continuously nurture students' national identity, establish positive thinking, integrity in words and actions, willingness to serve, and a sense of responsibility towards the country and society through values education.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Promoting Interdisciplinary and STEAM Learning: Actively implement interdisciplinary thematic learning, reading across the curriculum, and STEAM inquiry activities to inspire students' innovative thinking and cultivate lifelong transferable skills (common capabilities).
2. Catering to Learning Diversity: Comprehensively cater to students' diverse learning needs through flexible ability-based grouping, complemented by tiered learning materials and diversified instructional strategies, ensuring that every student can fulfill their full potential.
3. Creating Diversified Learning Experiences:

Design a rich and diverse range of extracurricular and subject-extension activities to broaden students' horizons and promote holistic (whole-person) development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Computer Studies Programming Curriculum

Lower Primary: Implement unplugged programming education using German-style board games.

Upper Primary: Adopt the "Jockey Club Computational Thinking and Education" (CoolThink@JC) programme and promote the Artificial Intelligence (AI) curriculum.

2. PE Curriculum Integration

The Physical Education curriculum integrates emerging sports, such as Molkky (Finnish kubb), e-curling, floorball, and spikeball.

3. Smart Classrooms

Smart whiteboards (interactive displays) have been installed in all classrooms across the school.

4. Immersive VR Learning

Utilize an immersive VR (Virtual Reality) application system in conjunction with the General Studies curriculum to provide students with realistic, hands-on experiential learning.

Development of Generic Skills:

Our school actively creates a diversified learning environment to fully unlock students' potential through cooperative learning, project-based learning, multiple intelligence classes, and a rich array of arts activities. We place a strong emphasis on cultivating core transferable skills (generic skills)—such as communication, critical thinking, creativity, and self-management—equipping our students to confidently meet the challenges of the future.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Deepening National Identity

Establish a school flag-raising team and regularly conduct weekly national flag-raising ceremonies alongside "Speeches Under the National Flag." Through these initiatives, we aim to enhance students' national consciousness and foster a profound sense of national identity.

2. Cultivating Positive Values and Attitudes

Guide students in a holistic manner to build a positive, optimistic attitude towards life and establish core positive values through both formal and informal curricula, including seminars, weekly assemblies, and Personal Growth Education periods.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Provide exchange programmes, training programmes and competitions to students with specific talents or outstanding academic results.
2. Arrange group teaching for P1-P6 students according to their Chinese learning abilities.
3. Organise after-school homework tutorial classes.
4. Organise Adaptation Class for Newly-Arrived Children.

Whole School Approach to Integrated Education:

1. Individual and group support training.
2. "Early Identification and Intervention Programme for Primary One Students with Learning Difficulties," which includes arranging enhancement classes for English, Chinese, and Mathematics for students in Primary One and Primary Two.
3. Enhanced School-based Speech Therapy Service and School-based Educational Psychology Service.
4. Play Therapy service, Boardgame Social Training Group, Big Brothers and Big Sister Reading & Writing Scheme.
5. Individual Education Plan.
6. Attention training group and literacy training group.
7. Project on 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorders' (AIM project).

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

Curriculum Tailoring and Adaptation:

Accommodation in homework and special arrangement in summative assessment are adopted to cater for the educational needs and learning diversity of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA organizes a variety of activities—such as family school trips, Christmas celebrations, parent seminars, and workshops—to strengthen connections among parents and foster closer home-school partnerships.

School Ethos:

1. Boosting Self-Confidence and Positive Values: Enhance students' self-confidence and guide them in building positive values.
2. Cultivating a Caring Attitude: Cultivate in students an attitude of loving themselves and caring for others.

Future Development

School Development Plan:

To foster students' holistic development by developing their generic skills, catering to learner diversity, and guiding them to recognize their own strengths and weaknesses, while concurrently teaching them how to love others and cultivating their national identity.

Teacher Professional Training & Development:

1. Domains: Learning and Teaching, Student Development, School Development, Professional Relationships and Services, and Teacher Professional Identity.
2. Strategic Directions: Promoting student learning, driving school development, and fostering teachers' personal professional growth.
3. Professional Excellence: Recognizing teachers' professional competence to build a teaching professional team that is dedicated to learning, highly adaptive, and committed to excellence.

Others

1. Scholarships for academic and non-academic subjects are offered to outstanding students. 2. Prices and awards were won in inter-school competitions. e.g. Hong Kong Schools Drama Festival, Hong Kong Schools Dance Festival, Hong Kong Elite Dance Competition, the Open Dance Contest, Hong Kong Youth Elite Dance Contest, Hong Kong Schools Speech Festival, Hong Kong Inter-Primary School Athletic Competition, VEX IQ Robotics Competition in Australia, Skate Victoria Competition. Refer to the school website for details.



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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. Chang See Mun Lily	Ms. Lai Ho Yan Debbie	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	1884	Chinese	School Bus	About 7960 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
-	-	\$50	\$450 (To acquire additional teaching aids & equipment, and to enhance school environment.)	\$40 (Replacement of Student ID Card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	4	2	2	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Computer Room, Visual Arts Room, English Room, Student Activity Room, Campus TV, STEAM Room.				-

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

Number of teaching posts in the approved establishment				67	Total number of teachers in the school		75
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
89%	100%	44%	65%	20%		20%	60%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	6	36
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	6	6	6	6	6	36
Mode of teaching at different levels	Each level consists of six mixed ability classes. Enrichment and support programmes are provided before and after school to stretch high-achieving students and to strengthen the learning of those who need additional support. A range of specialist training courses is also offered to nurture students' diverse abilities and potential.						
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	Both summative and formative assessments are used to enhance learning effectiveness. A wide range of assessment modes is adopted, including written tests, project work, oral and listening tasks, and skills-based assessments. Assessment as learning is also emphasised to strengthen students' self-assessment, peer assessment and parent feedback, fostering the development of self-directed learning.						
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.						

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	7:55 AM	3:05 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Grounded in Christ's love and the principles of positive psychology, our school nurtures students to develop sound values and an optimistic, proactive attitude towards life. We foster a culture of appreciation and blessing between teachers and students, encouraging children to enjoy learning, to share with others, and to grow in physical, mental and spiritual well-being.		School ends at: Monday to Thursday~3:05p.m. Friday~1:30p.m.		

Gifted English and Chinese Programmes, Chinese and English Debate, English and Putonghua Drama, Mathematical Olympiad, Visual Arts Club, Chinese and Western Painting, Chinese Puppetry, STEAM Team, Life Planning Group, Campus Reporters, Chinese Orchestra, Western Orchestra, Chinese and Western Instrumental Classes, Choir, Ball Games, Track and Field, Orienteering, Rope Skipping, Chinese Dance, Swimming, Taekwondo, Chinese Chess and Community Youth Club.

School Mission

Guided by Christ's teaching and our school motto, 'Not to be served, but to serve', we emphasise the balanced development of moral, intellectual, physical, social, aesthetic and spiritual growth. We nurture students in knowledge, character formation and Christian faith, enabling them to receive appropriate guidance in every aspect of their development and to embody the ideal of whole person education.

School Characteristics

School Management

School Management Organisation:

The Anglican (Hong Kong) Primary Schools Council Limited serves as the school's sponsoring body. The Incorporated Management Committee acts as the supreme decision-making body, overseeing all school affairs. To ensure holistic development, various administrative, academic, and functional groups are established to coordinate essential areas, including school self-evaluation, curriculum development, student discipline and guidance, as well as co-curricular activities.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee consists of 15 members: 7 Sponsoring Body Managers (including the School Supervisor), 1 Alternate Sponsoring Body Manager, 1 Independent Manager, 1 Teacher Manager, 1 Alternate Teacher Manager, 1 Parent Manager, 1 Alternate Parent Manager, 1 Alumni Manager, and the Principal.

School Green Policy:

We place high priority on environmental education by appointing Environmental Protection Ambassadors and Energy-saving Ambassadors. Through a diverse range of activities, we empower students to cultivate a deep sense of environmental responsibility.

School's Major Concerns:

- 1. To cultivate a growth mindset and positive values in students, empowering them to lead a healthy and confident life.
- 2. To enhance students' higher-order thinking and communication skills through the integration of STEAM and historical-cultural education, encouraging the practical application of knowledge.

Learning and Teaching Plan

Learning & Teaching Strategies:

We foster student engagement and cater to learner diversity through interactive activities. By leveraging assessment data, teachers tailor strategies and enrichment content to sharpen higher-order thinking, including analytical and creative skills. The Science curriculum emphasizes theory and inquiry-based experiments to build technological knowledge linked to global trends. The Humanities curriculum integrates enriched materials and outdoor learning activities to help students develop a holistic historical perspective. Furthermore, our BYOD programme empowers students to conduct real-time research and collaborate effectively in class.

Development of Major Renewed Emphases of the Primary Education Curriculum:

All levels implement cross-curricular thematic learning to help students connect knowledge and transfer generic skills. Our school-based curricula provide opportunities to apply these skills within and beyond the classroom. We equip students with reading and information literacy through extensive reading and immersive activities to analyze and evaluate information. A "Healthy Lifestyle" focus covers physical and spiritual well-being, utilizing recess and after-school activities to nurture character and collaboration. AI is also integrated across subjects to assist in organizing data and brainstorming, enhancing learning efficiency.

Development of Generic Skills:

The design of our curriculum and assessments is anchored in the development of generic skills, particularly collaboration and self-management. In Chinese, English, and Putonghua, specialized training in public speaking, impromptu speech, and group discussion is provided to bolster students' communication competence and self-confidence. Other disciplines incorporate language and logic training, teaching students the art of reasoned persuasion and evidence-based argument. Additionally, students utilize our school-based AI-assisted learning platform to refine their writing and conduct extended inquiries, fostering a culture of self-directed learning.

Cultivation of Proper Values, Attitudes and Behaviours:

The school places great emphasis on Values Education and whole-person development. Through diversified subject activities, history education, and Mainland study tours, we deepen students' understanding of the Rule of Law and national conditions, highlighting the importance of safeguarding National Security. We have also established a comprehensive School-based Information Literacy Framework, guiding students to use information and communication technology ethically. As we promote the application of AI, we emphasize the importance of using AI as a supportive learning companion for exploration, rather than a shortcut for seeking direct answers, ensuring a responsible and principled approach to technology.

Student Support

Whole School Approach to Catering for Learner Diversity:

To embrace learner diversity, we provide Learning Enhancement Classes and Subject-based Remedial Teaching to support students with varying academic needs. Our multidisciplinary team—comprising school-based educational psychologists, school-based speech therapists, school social workers, and the special educational needs coordinator—collaborates to address individual learning requirements while providing professional training and workshops for parents. Furthermore, we implement both pull-out and whole-class gifted education programmes, alongside specialized training initiatives designed to cultivate students' diverse talents and unlock their full potential.

Whole School Approach to Integrated Education:

Utilizing the Learning Support Grant, our school adopts a Whole-school Approach to implement school-based support schemes for students with Special Educational Needs (SEN). The Student Support Team—which includes the SENCO, SEN support teachers, school social workers, school-based educational psychologists, school-based speech therapists, and frontline teachers—formulates comprehensive support plans. These strategies are executed by the entire teaching staff, with additional expert guidance and professional resources integrated from external organizations when necessary.

Curriculum Tailoring and Adaptation:

Our curriculum is designed to be both intellectually rigorous and inclusive of diverse learning abilities. The Chinese Language curriculum incorporates classical poetry and children's literature to foster literary appreciation and creative thinking. The English Language curriculum features classic masterpieces and Reading Across the Curriculum to enhance literacy skills. In Mathematics, the integration of Mathematical Modelling encourages students to apply concepts to real-world scenarios. Meanwhile, Science and Humanities leverage diversified assessments, outdoor experiential learning, and Project-based Learning to empower students with the skills needed to solve everyday problems.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association organizes a wide array of activities to strengthen family bonds and school community, including family outings, Lunar New Year gatherings, and Christmas celebrations. Our parents are invaluable partners who actively contribute to school development through dedicated service. Their involvement ranges from serving as "Storytelling Parents" in classrooms to providing essential volunteer support during major events like the Annual Sports Day.

School Ethos:

We maintain high standards for both academic excellence and exemplary conduct. Our school is characterized by a refined and wholesome atmosphere where students are known for being courteous, disciplined, and eager to learn. Our students not only strive for academic success but also actively engage in community service and excel in sports and the arts. This commitment to holistic development has earned the school a stellar reputation and high acclaim among parents.

Future Development

School Development Plan:

- 1. Cultivating a Growth Mindset and Positive Values: We are dedicated to providing students with abundant care, support, and affirmation to bolster their self-identity. By fostering a culture of mutual appreciation, encouragement, and recognition, we inspire students to embrace a positive outlook on life and develop the resilience to tackle future challenges with confidence.
- 2. Advancing Innovation, STEAM, and Cultural Literacy: We aim to broaden students' horizons in innovative technology while honing their analytical, problem-solving, and creative thinking skills through cross-curricular STEAM integration. Simultaneously, we enhance students' historical and cultural literacy, guiding them to understand local contexts, national developments, and global trends. By uniquely combining STEAM with historical and cultural education, we empower students to articulate ideas with clarity, logic, and confidence, enabling them to present evidence-based arguments and narratives effectively.

Teacher Professional Training & Development:

To ensure our teaching staff remains at the forefront of educational excellence, we actively integrate external professional resources, complemented by collaborative teaching and open lesson observations. These initiatives assist teachers in mastering contemporary pedagogical concepts and practical methodologies. We foster a strong culture of collaboration through cross-disciplinary projects, workshops, and action research, allowing teachers to align learning objectives across subjects. Furthermore, the school maintains a robust feedback loop by collecting insights from both teachers and students, driving continuous refinement of curriculum content and instructional techniques. Aligning with the latest educational trends, the school strategically plans and encourages participation in professional development, ensuring our educators are well-equipped to excel in an ever-evolving learning landscape.

Others

With a long-standing history and a fine tradition of academic excellence, our school has nurtured generations of outstanding talent. We take pride in our wholesome school ethos and the harmonious rapport between teachers and students. Placing deep importance on both character formation and academic cultivation, we are committed to empowering students to build a positive outlook on life, pursue excellence, and embrace a spirit of care and compassion for others.



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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 Ng Dor Lok Peter	Mr. Ma Kar Kin	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					87%
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	Sincerity, faith, compassion and love	1963	Chinese (incl.: Putonghua) and English	School Bus	About 4500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
8 rooms (2 staff rooms, INNOSPACE, music room, counselling room, speech therapy room, MAKER SPACE, meeting room)				-

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		42			
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%	47%		78%		22%		24%		54%	

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	Our school adopts a 'cooperative learning' model from Primary 1 to 6 to strengthen students' thinking skills. Through student collaboration in groups, the effectiveness of teaching and learning is enhanced. The Native English Teacher conducts activity-based learning during English lessons and in their free time to improve students' English speaking skills.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	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. Three summative written exams are conducted in a school year. 2. Through ongoing formative assessments and project-based learning, students' knowledge, attitudes, and skills are evaluated. 3. Life-wide learning activities are utilised to assess students' ability to apply their knowledge.						
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	1. Students are streamed according to their academic results, to better cater to their individual aptitudes. 2. Teachers adjust the learning content to meet the needs of each class, better addressing the diverse learning needs of students.						

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	7:45 AM	3:00 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school promotes a healthy lifestyle by requiring our catering provider to provide fruits and ample vegetables. The P.E. department implements the Physical Fitness Award Scheme to enhance students' physical abilities. Special morning exercise time is held to cultivate the habit of exercising. Designated sports zones are set up in the playgrounds to encourage students to be more active.		We cultivate reading habits with three reading sessions in a cycle and boost learning interest through activities like Life-wide Learning, Putonghua Day, and English Week. We also emphasise moral development and enrich student experiences with study tours to destinations like Huzhou, South Korea, and Singapore.		

Life-wide Learning

Our school designs various learning activities to enrich students' life experiences, such as visits to major museums, film appreciation, and study tours.

Current extracurricular activities include: rope skipping, roller skating, fencing, swimming, table tennis, football, basketball, squash, track and field, violin, harmonica, African drums, choir, programming, face painting, magic, Olympiad mathematics, Go, dance, Boy Scouts, and Young Pioneers of Christ.

School Mission

The school's motto is 'With Faith and Love', guiding students to understand how to revere God and care for others, aligning with the holistic development of moral, intellectual, physical, social, aesthetic, and spiritual aspects. The school adopts the 'Preventive System' of its founder, Father John Bosco, based on religion, reason, and loving-kindness. Teachers are present and accompany students in their school life, aiming to allow children to learn in an autonomous, joyful, open, trusting, and inclusive environment.

School Characteristics

School Management

School Management Organisation:

The school is governed by the Incorporated Management Committee (IMC), which comprises Salesian Fathers, parents, alumni, teachers and other representatives. All members maintain a keen interest in and are supportive of school development, and they trust the principal's leadership. The IMC examines and approves the Annual School Plan and School Report. It also facilitates student learning and supports religious education by reflecting diverse opinions expressed by its stakeholders.

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC was established on 19 March 2014.

School Green Policy:

Our school responds to the call for environmental protection by participating in various activities, such as the 'Good Climate Monthly' initiative, Earth Hour, and campus greening projects.

School's Major Concerns:

1. Enrich students' diverse learning experiences and broaden their horizons.
2. Practice the 'Life' core value in Catholic Education, leading to a healthy and positive life (physical, mental, and spiritual well-being).

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Timetable is in cycles to increase lesson time of core subjects.
2. Adopt the cooperative learning model to encourage student interactions.
3. Life-wide Learning activities enable students to experience learning differently outside the classroom setting.
4. Gifted Education: P.1-P.6
5. Emphasise biliteracy and trilingualism.
6. Use a 'synthetic approach' in phonics; utilizes segmenting and blending techniques to facilitate reading.
7. Adopt a school-based writing programme in Chinese Language curriculum.
8. Foster development of a school-based Mathematics curriculum through implementing multifarious activities, nurturing inquiry, expression and problem-solving skills.
9. Cultivate students' generic skills, deepen values education and focus on STREAM education in General Studies, Humanities and Science.
10. Use information technology tools to facilitate learning assessments effectively.
11. Develops reading interest, breadth, and depth via cross-curricular reading.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education (including life education, national education and national security education).
2. Optimising learning time and create opportunities to promote students' balanced physical and mental development.
3. Catering for learner diversity.
4. Reinforcing STREAM education, and nurturing students' media and information literacy.
5. Strengthening cross-curricular learning and reading across the Curriculum for developing lifelong learning capabilities.
6. Enhancing assessment literacy for promoting learning and teaching effectiveness.
7. Science and Humanities subjects are offered in Primary One, Two, Four and Five to cultivate students' overall competencies and foster their abilities in different fields.

Development of Generic Skills:

Through project learning and cross-curricular STREAM activities, students develop their abilities in collaboration, problem-solving, and critical thinking. These activities also foster their creativity and guide them towards autonomous learning.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Use the Salesian Preventive System to nurture students to love God and all those around them, and to help students develop positive values and attitudes towards life.
2. Through school-based Positive Education activities and events, regular religious and moral education seminars, the school inspires, guides and nurtures students' moral character.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. To cater to student diversity, we provide after-school gifted classes for high-achieving students and remedial classes for those who are academically weaker.
2. Coordinated by the Student Support Team, our school-based Educational Psychologist, Speech Therapist, and Student Guidance Officer collaborate to plan, implement, and evaluate individualised support plans for students with special educational needs.

Whole School Approach to Integrated Education:

The Student Support Team coordinates a 'Whole School Approach' to Integrated Education to support students with special educational needs. It provides appropriate and diverse support services, incorporating professional help from experts and external organisations, to enhance students' learning effectiveness and assist them in integrating into school life.

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

Curriculum Tailoring and Adaptation:

The Chinese, English and Mathematics subjects adopt school-based curricula to enhance student learning abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association (PTA) promotes communication between the school and parents. It regularly organises parent seminars on various topics, parent academies, parent-child interest classes, and family trips. The PTA also publishes a newsletter and assists with school activities. Through these initiatives, the PTA creates more opportunities for home-school collaboration to support the holistic development of our students.

School Ethos:

The school ethos is one of simplicity and integrity, and students are courteous and well-disciplined. Through the 'Preventive System' and moral education activities, we encourage students to realise their full potential.

Future Development

School Development Plan:

1. To make gifted education universal, discovering the talents of every student.
2. To promote life-wide learning, with an emphasis on students' learning experiences; and
3. To encourage reading and enhance students' self-directed learning abilities through various strategies.

Teacher Professional Training & Development:

Three of our teachers have been seconded to the Education Bureau's Curriculum Development Institute and the Hong Kong Examinations and Assessment Authority. Teachers have also been repeatedly invited by the Education Bureau to serve as guest speakers and focus group members, contributing to curriculum development in Hong Kong.

Others

Our school's Parent-Teacher Association (PTA) and Alumni Association award scholarships in the form of book vouchers to students with outstanding academic performance and those who have made great progress.



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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. Ho Lai Kwan	Mr. Li Wing Kai	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					100%
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	Cultivating Virtue and Intellectual Excellence	1954	Chinese & English	School Bus	About 4600 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	\$400 (To improve the facilities and environment of students' learning)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
14	1	1	1	Church, Conference Room, Wireless Campus, Interactive touchscreen displays, Smart Card System, Innovation and Technology Zone, Air purifying machines.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STREAM Room, CoolThink@JC Studio, Multi-purpose Learning Room, English Room, Prayer Room, Sensory Integration Room.				-

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

Number of teaching posts in the approved establishment				19	Total number of teachers in the school		23
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	
78%	100%	40%	61%	29%	19%	52%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	2	1	0	1	2	2	8
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	2	2	1	0	1	2	8
Mode of teaching at different levels	1. Allocation of two class teachers. 2. Implementation of Small Class Teaching. 3. Implementation of Specialised Teaching.								
Remarks	Chinese, English, Mathematics, Humanities and Science lessons in P.1-P.3 will be conducted in small-group lessons (Chi & Eng Grouping).								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	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. Group discussion, Oral presentations, Individual Sharing, eLearning, Cross-curricular Project Learning, STEM Learning etc. 2. Formative assessments, Students' self-evaluation, Peer assessments, Teachers' feedback and Parents' evaluation to foster learning. 3. With formative assessments replacing examinations for P.1.						
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	1. P.1-P.2 Chinese Medium of Instruction and English Medium of Instruction grouping 2. P.4-P.6 Competence-based grouping						

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	3:25 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and All parents could enjoy lunch with their children on specified days at school.	Building up a healthy school campus by concerning mental health and organizing related activities such as no-Homework days, doing spinal protection exercise in the morning, cultivating students' healthy eating habits and monitoring the quality of lunch by teachers, parents and students.		Reading sessions encourage students bring their own books and read before class, tutorial sessions and extended learning sessions for homework assistance; Activity Classes and Integrated Classes every week to provide diversified learning and personal growth education; arrangement of homework classes; extra-curricular activities and school team training after-school.		

Life-wide Learning

More than 30 items, covering academic, sports/ arts and services, including Mathematical Olympiad, Mathematics in English, sport stacking, Hip Hop dance, choir, STEM activities, lion dance, Wing Chun etc. Our girls' football team was featured in Sing Tao magazine while 20 students were selected as the representatives of Hong Kong Skipping Team. A variety show is organized to showcase students' learning achievements annually.

School Mission

To nurture the spirit of love both in God and in our fellow human beings. To master self-learning skills for life-long learning.

School Characteristics

School Management

School Management Organisation:

Central School Management Committee → Incorporated Management Committee → Administration Team: Management and organization, Learning and Teaching, Student Support and School Ethos, Student Performance.

Incorporated Management Committee / School Management Committee / Management Committee:

Members of Incorporated Management of Committee include School Supervisor, School Principal, School Managers designated by SSB, as well as representatives from teachers, parents and alumni and independent manager.

School Green Policy:

Recycling activities: Uniform and Storybooks Collection, Bring your own Utensils Scheme, Earth Hour Campaign etc.

School's Major Concerns:

1. Positive mindset and sound values.
2. Pupils' learning skills and attitudes in a diverse learning environment.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Implement e-learning in all subjects and use e-learning platforms to enhance students' self-learning ability by making good use of learning time.
2. Implement specialized teaching, P.1 bridging course, NET scheme, launch school-based phonics programme and 'Reading across the Curriculum' programme.
3. Optimal use of assessment data and information to adjust teaching strategies for improving student learning.
4. Use 'Assessment Quality-assurance Platform' and 'Assessment Program for Affective and Social Outcomes' to assess learning and teaching performance.
5. Join Religious Education Support Peer Program offered by Catholic Diocese of Hong Kong.
6. Organize project learning, cross-curricular integrated curriculum, life-wide learning activities and study tours to enriching life-wide learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Taking Humanities as the lead, sustain the cultivation and provision of learning activities focusing on national identity, national security, media and information literacy, values and life education.
2. Implement formative assessment to improve learning and teaching as well as assessment policy.
3. Utilize the school e-learning platforms to learn, read and do flipped classroom learning so to strengthen and develop life-long learning ability.
4. Organize Chinese Cultural Day, Talent Show and Life-wide Learning Weeks to facilitate whole person development.
5. Cater for students' learning diversity through diversified teaching strategies.
6. Develop Cross-curriculum STEM and reading activities through Reading & Creativity Stimulation Programme (STREAM).
7. Implement Reading session every day to cultivate reading interest.

Development of Generic Skills:

Develop students' generic skills through cooperative learning, project learning, coding activities and integrated curriculum learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Fulfill the needs of five core values in Catholic education, students' growth and social changes, life experiences to provide authentic learning context to establish students' positive values and attitudes.

1. Spiritual, Moral and Civic Education Curriculum;
2. Assembly Sharing, thematic seminars and dramas;
3. Diversified activities for parents and parent-child volunteer activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Provide comprehensive and effective small-class teaching, as well as homework tutoring sessions and group instruction to cater to students' diverse learning needs.
2. Arrange two class teachers to enhance the care and supervision of students' learning and character development.
3. Implement SCS 'Make a Breakthrough' Reward Scheme.

Whole School Approach to Integrated Education:

1. Use the Learning Support Grant to implement a school-based support plan based on a whole school approach to support students with special educational needs.
2. The Student Support Team is responsible for early identification work, conducting meetings with parents and school-based educational psychologists, developing student support plans, and arranging the necessary services and resources for the three-tiered intervention system.
3. Hiring support teachers to address student learning diversity.
4. Outsource occupational therapy services.
5. Provide support for students with special educational needs through school-based educational psychologist, school-based speech therapist, school social worker, and student guidance counsellor.
6. Project on 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorders' (AIM project).

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. EDB Summer Bridging Programme for Non-Chinese Speaking Students

Curriculum Tailoring and Adaptation:

1. Graded worksheets and diversified self-directed learning tools for pre-lesson and post-lesson learning to cater for students' individual differences.
2. In some major subjects, instruction, assignments, and assessments are conducted in English.
3. Special assessment arrangement, homework arrangement and dictation arrangement for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Regular open morning meetings are held to allow parents to participate. Other events include parent meetings, parent's days, and parent/child workshops.

PTA organizes a team of parent volunteers to assist in school activities as well as different kinds of parent-child activities, like Parent-child Sports Day and picnic etc. Every year, our School publishes School Profile and PTA newsletters. The provision of a home-school hotline (From 6 a.m. to 10 p.m.), fostering the home-school communication, thus building a caring campus.

School Ethos:

Our school provides a simple school ethos with close co-operation between discipline and guidance, harmonious school atmosphere and teacher-student relationship. Through the "Make a Breakthrough Award Scheme," cultivate virtues of "Spiritual", "Courageous" and "Self-regulated". Our school pays attention to students' mental health and has been awarded 'Caring School Award' many times.

Future Development

School Development Plan:

Face challenges with a positive attitude, and gain knowledge with a new mindset.

Teacher Professional Training & Development:

1. Enhance the teaching and learning effectiveness through improving the lesson design and arrangement.
2. Make appropriate adjustment for the curriculum, assignment and assessment, thus optimising students' learning time.
3. Help to develop teachers' professionalism.
4. Promoting collaborative research and professional dialogue to enhance reflective practice and teaching effectiveness.

Others

English Excellence: We participate in the 'Sunny Egg Project' sponsored by the 'Yuk Ching Charity Trust,' offering diverse activities to strengthen students' English language foundations.

Media Recognition: Our vibrant school life is frequently featured in major media outlets such as the SCMP and Sing Tao Daily. Students also enjoy unique opportunities to participate in TVB and ViuTV television recordings.

Inclusive Culture: We celebrate our multicultural student body by fostering an inclusive environment and providing an immersive bilingual setting for all learners.



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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
Rev. Canon KOON Ho Ming Peter Douglas	Ms. Or Ching Yu	Not yet established	Aided Whole Day	Girls	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
St. Stephen's Girls' College School Council	In Faith Go Forward	1906	Chinese	School Bus; Nanny van	About 1196 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
St. Stephen's Girls' College			Yes		Yes
4Rs Mental Health Charter		Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$200	\$400 (For daily operation expenses, e.g. printing fees)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	- Infrared body temperature monitoring system: installed at the school entrance - Interactive whiteboards: installed in classrooms and special rooms
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, Student Activity Centre, Visual Arts Room, English Room, Putonghua Room, Music Room, Multi-purpose Room, Computer Room, etc.				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				44	Total number of teachers in the school		47
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%	66%	63%	9%		18%	73%

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 is adopted. Small class teaching is implemented from P.1 to P.6. Teacher assistants are arranged to help in the classrooms. Special programmes are organized for students with special education needs.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	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		1. P.1: Formative assessments; observation and assignments are used to assess the acquisition of various skills. 2. P.2-P.6: Apart from tests and exams, pupils' lesson performance and their assignments are assessed to provide feedback to learning.					
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		Random					

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	8:00 AM	3:00 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	- Encourage students to have healthy snacks. - Request lunch suppliers to design menus based on the 'Healthy Eating Pyramid'. - Participate in the "Joyful Fruit Month" event organized by the Department of Health, and organize the "Healthy Fruit Day" to help students build a habit of eating fruit regularly. - Organize mental health-related activities for students, parents, and teachers.				

Life-wide Learning

Choir, Orchestra, Enhancement Classes for Chinese, English, Mathematics and Science, Debating School Teams, Brownies, Christian Fellowship, Cantonese Opera Group, Chinese Calligraphy Class, Home Economics Class, Magician Workshop, Coding, STEAM Class, Aquaponics, Spanish, Gymnastics, Dance School Team, Swimming Team and School Teams for ball games etc.

School Mission

St. Stephen's Girls' Primary School is a Christian school which holds the mission to provide Whole-person Education in Christian faith, and to nurture pupils' physical, mental as well as spiritual development in a balanced way. It aims to help students develop their potentials and guide them towards a perfect character.

School Characteristics

School Management

School Management Organisation:

The School Council oversees the operation of the school. There are different functional groups which are responsible for school self-evaluation, discipline, counselling, curriculum development, extra-curricular activities, etc.

Incorporated Management Committee / School Management Committee / Management Committee:

St. Stephen's Girls' Primary School is under the supervision of the St. Stephen's Girls' College School Council. Its members include representatives from Hong Kong Sheng Kung Hui, St. John's College and St. Stephen's Church, the Principal of St. Stephen's Girls' College, chairperson of the Parent-Teacher Association, chairperson of the Alumnae Association and independent entities.

School Green Policy:

1. To nurture the awareness of environmental protection among pupils and encourage them to put it into actions in daily life. Activities include: 'Earth Hour', school uniform recycling, storybooks recycling, food-waste recycling activity, etc.
2. To support environmental protection and reduce the use of paper, the school uses e-notices to communicate with parents.

School's Major Concerns:

- A. To enhance pupils' understanding of our country and strengthen their sense of national identity.
- B. To foster pupils' physical, mental and spiritual well-being by reinforcing Values Education.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school aims at providing a balanced curriculum which develops pupils morally, intellectually, kinesthetically, interpersonally, aesthetically and spiritually. High emphasis is put on the development of problem-solving skills and creative thinking skills. We also emphasize the development of bi-literacy and tri-lingualism. Various activities are introduced to develop reading habits and reading enjoyment among pupils. We believe that each pupil is unique. We aim at developing pupils' strengths and stretching their potentials. We make flexible use of the afternoon to arrange reading lessons and cross-curricular activities for pupils.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. National Education and Values Education are our major concerns in 2024/25-2026/27.
2. Establish a working group to implement and supervise activities related to National Education.
3. Make good use of learning time and create space for learning: Flipped Classroom
4. Enrich life-wide learning experiences: sustain the development of Extra-curricular Activities Within School Hours and After-school Activities
5. Cater for learner diversity: Programmes for more able students and the less able ones
6. Reinforce STEAM education: infuse 'Engineering Design Process' in Science and General Studies curriculum and organize activities like 'Science Day'
7. Nurture students' media and information literacy: infuse in computer lessons and organize talks for pupils
8. Strengthen cross-curricular and reading across curriculum for developing lifelong learning capabilities: Cross-curricular project and reading
9. Enhance assessment literacy for promoting learning and teaching effectiveness: Multiple modes of assessment

Development of Generic Skills:

Generic skills are developed in classroom activities and life-wide learning activities of different subjects.

Cultivation of Proper Values, Attitudes and Behaviours:

1. To incorporate into all subjects the learning elements that can nurture positive values and attitudes among pupils.
2. Class teachers conduct Life Education period weekly.
3. To implement school-based Value Education activities with themes including courtesy, responsibility, self-discipline, respect, honesty and caring for others.
4. To provide professional training for teachers, so as to help them act as role models for students in respect of values, attitudes and behaviours by walking the talk. They also give timely positive feedback for pupils to make improvements.
5. To organize parent education activities and encourage parents to maintain quality communications with their children so that they are able to provide suitable guidance to their children and hold hands with the school to nurture positive values among children.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school provides after-school enhancement activities for those who have special potential in languages, Mathematics and Science. We also nominate them to join various competition to stretch their potentials. Early-intervention classes and various guidance activities are provided. Pupils' learning diversity is also catered for through classroom activities and learning tasks.

Whole School Approach to Integrated Education:

Our Student Support Team consists of SENCO, teachers, the school-based speech therapist, the school social worker and teacher assistants. We make use of the 'Learning Support Grant' to deploy teacher assistants to guide pupils in morning reading and provide in-class support. The grant is also used for buying services for afternoon small group activities and purchasing teaching resources. Related measures for pupils with special learning needs include adjustments on homework and assessment, and implementing '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; 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; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; 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:

Pupils with higher abilities are provided with enhancement programmes in Chinese, English, Mathematics and General Studies. Enhancement classes and remedial classes are arranged for pupils.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school has a long established Parent Teacher Association. It enhances communication between the school and parents. It has also provided an interface for working towards the common goal of promoting school development.

School Ethos:

Our pupils are obedient, polite and caring. They are confident, enjoy learning and are willing to communicate and collaborate with others. Our parents are supportive to their daughters and school policies. Apart from being parent helpers, they participate actively in various school functions. We have a strongly bond alumni who contribute tremendously to various aspects of school development. There is a close collaboration among the college, the primary school and the kindergarten. We organize activities for pupils of the three sections regularly to help them adapt to the different stages of schooling.

Future Development

School Development Plan:

- A. To enhance pupils' understanding of our country and strengthen their sense of national identity.
- B. To foster pupils' physical, mental and spiritual well-being by reinforcing Values Education.

Teacher Professional Training & Development:

Teachers participate actively in various professional development activities for professional advancement. To cultivate a culture of sharing and learning, teachers take part in co-planning, peer lesson observation and sharing sessions regularly.

Others

1. The school offers various scholarships for those who have outstanding performance in academic subjects, services, music, sports and visual arts.
2. Pupils are encouraged to join different inter-schools competitions.
3. The school arranges upper primary pupils to join exchange programmes organized by the EDB to broaden pupils' horizons.



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Hung Chi Lung	Dr. Au Wai Man	Not Applicable	Private 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tsung Tsin Mission of HK	Faith, Hope, Love	1946	Chinese (incl.: Putonghua)	School Bus	About 5000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
United Christian College (Kowloon East)					
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$75,550 (in 10 instalments)	-	-	-	Miscellaneous Charges including story books and IT materials.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
20	1	1	1	Whole school has central air-conditioning, Wi-Fi, tablets, and an on-site kitchen serving fresh lunches.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multiple-purpose rooms, a Rooftop Garden, a Culinary Arts room, a Makerspace classroom, a Visual Arts room, a multi-purpose hall, and a Learning Centre.				Accessible lift and multiple small-group learning spaces, and a student counselling room.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		46
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
91%	100%	33%	7%	61%	13%	26%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	3	3	4	4	3	2	19
2026/2027 school year		No. of classes	3	3	3	4	3	3	19
Mode of teaching at different levels	The school-based curriculum adapts content and design to students' needs, interests, and abilities. Teachers develop materials to enhance self-directed learning and inquiry. Classes use cooperative group work, discussion, and feedback. Pull-out groups and subject-based grouping strategies support diverse learners. A co-class teacher system strengthens student care and home-school communication.								
Remarks	Pull-out teachers are assigned to Chinese/English/Mathematics classes to support small group learning and cater for learner diversity. The teachers provide appropriate guidance based on the developmental and learning needs of students at each grade level. We provide modular curriculum and STEAM education for P.1-P.6								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	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)		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							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	We utilise a range of formative assessments to provide constructive feedback and reduce the pressure associated with high-stakes testing. These include class participation, homework assignments, project-based work, pre- and post-learning tests, oral presentations, and displays of learning outcomes.						
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							No
Streaming arrangement	P5 & P6 classes are arranged into groups according to students' educational needs in order to leverage their learning effectiveness.						

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	5	55 mins	7:55 AM	3:00 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Three healthy lunches made fresh on-site daily; home-packed lunch also allowed.	We promote a healthy lifestyle through nutritious meals, a variety of sports programmes, and extracurricular activities. In addition, we prioritise students' psychological, social, and spiritual well-being within a respectful and supportive school environment.		The school operates its own kitchen, where a lunch supplier prepares delicious, hot, and nutritious meals for students. Although the school does not have a tuck shop, parents are encouraged to provide healthy snacks for their children.		

Life-wide Learning

We offer compulsory lessons in Culinary Arts, Sewing, Chinese Painting, STEAM, Service Learning, Life Experience Learning, and Global Citizenship. Over 100 optional after-school activities are available, covering sports, music, performing arts, visual arts, STEAM, and chess. An annual Enrichment Week is also held to encourage meaningful learning experiences outside the classroom through investigative projects.

School Mission

We believe that every child deserves respect and that every child can be taught and can achieve. Grounded in the love of Christ, we provide quality whole-person education, strengthen the role and function of parents, and build a positive, healthy, and cheerful learning atmosphere for children, so that together we may experience an education of love.

School Characteristics

School Management
School Management Organisation: The school is managed by a School Management Committee composed of professionals appointed by the sponsoring body to serve as school managers.
Incorporated Management Committee / School Management Committee / Management Committee: The Sponsoring Body appoints professionals, parents and alumni representatives to be School Board Managers for decision-making and managing important affairs.
School Green Policy: The entire school participates in energy-saving and emission-reduction activities, practices recycling and reusing, and establishes environmentally friendly habits. We use eco-friendly lunch boxes that are washed and reused. Our environmental policies include paper recycling, collection boxes for waste paper, recycling of old school uniforms, switching off unnecessary lights, and taking the stairs instead of lifts to raise environmental awareness.
School's Major Concerns: Guided by the concepts of "learning to love" and "loving to learn," along with the principle of respect and fulfilling one's responsibilities, we promote Christian education, positive education, school-based curricula, STEAM education, and attention to individual student differences. While emphasising an enjoyable learning process, we also focus on learning quality and performance.
Learning and Teaching Plan
Learning & Teaching Strategies: The curriculum boosts learning interest, self-directed learning, and inquiry. Students learn through inquiry, cooperation, experiments, fieldwork, and strong IT support. Hands-on practice helps them compare, analyze, synthesize, and create knowledge. The language arts curriculum is tailored to individual needs using teaching assistants and grouping strategies. School-based units and extended activities foster whole-person development (see "Life-wide Learning Activities"). The Responsive Classroom® Approach and Essentials Bible curriculum build character, social skills, and learning abilities.
Development of Major Renewed Emphases of the Primary Education Curriculum: In response to the anticipated learning gaps among students, the school has placed particular emphasis on strengthening differentiated instructional strategies and school-based curriculum adaptations to enhance student learning effectiveness. Regarding school-based curriculum design, adjustments are made in four areas — content, process, product requirements, and learning environment — to align with students' abilities, interests, and learning needs. Diverse pathways for learning and demonstrating learning outcomes are provided. Furthermore, relevant teacher training, along with focused lesson observations conducted by subject heads and the principal, are implemented to ensure that every student's learning effectiveness is enhanced.
Development of Generic Skills: Through a rich campus life and a well-aligned curriculum, we enhance students' self-management, social, inquiry, communication, problem-solving, and creative abilities, thereby inspiring multiple intelligences.
Cultivation of Proper Values, Attitudes and Behaviours: We foster in our students: • To face adversity with faith: dare to challenge, be willing to take responsibility, and persistently practise positive values and life attitudes. • To face failure with hope: maintain an optimistic and positive attitude in dealing with people and matters, unconfined by difficulties, and be willing to solve problems creatively to create new opportunities for the future. • To face the world with love: love the earth, cherish resources, and protect the environment; love people, value life, and show respect regardless of race, wealth, or age, treating others with courtesy and honesty.
Student Support
Whole School Approach to Catering for Learner Diversity: The school has developed its own school-based curriculum to provide choices in both learning content and processes, thereby enhancing student engagement and performance. The school also employs teaching assistants and invites parents to provide student support, helping to improve the learning effectiveness of students with different abilities. School social workers offer assistance and support to students in need.
Whole School Approach to Integrated Education: N.A.
Curriculum Tailoring and Adaptation: Each subject designs school-based curricula and learning activities according to students' interests, abilities, and learning needs, with appropriate time allocation targeting the three domains of knowledge, skills, and attitudes. Assignments are mainly open-ended, encouraging thinking and application of knowledge. Pull-out small-group learning is provided to enhance overall learning effectiveness, and examination accommodations are arranged for students in need.
Home-School Co-operation and School Ethos
Home-School Co-operation: We promote home-school communication through parents' evenings, home-school prayer meetings, the school website, letters, and principal's letters. We also promote parent education by co-organising weekly parent education programmes with the church every Sunday, where parents and teachers gather together to share ways of nurturing children. Parents are also encouraged to participate in school activities and even assist students in the classroom.
School Ethos: Our school upholds a sincere and down-to-earth ethos. We encourage students to love themselves and others, care for the community, and live out Christian values through various group activities. Service teams are formed in P5 and P6, with training and opportunities to serve others. Senior grade students are paired with younger peers to establish relationships and foster a sense of belonging, thereby enhancing social skills. We actively promote home-school cooperation, fostering harmonious relationships among teachers, students, and parents. An annual orientation week is organized to support new students' adjustment, and ensure they receive appropriate care, creating a joyful and positive campus atmosphere.
Future Development
School Development Plan: In response to the trend of technology reshaping the world, our school's development plan deepens the essence of "passion and compassion" and strives to enhance students' thinking and judgement abilities. We emphasize that in the era of AI collaboration, children must possess the ability to discern right from wrong, refrain from blindly following algorithms, and safeguard the space for independent thought. The school will continue to promote whole-person education by integrating digital literacy with life values, teaching students to examine learning and technology application through empathy and neighborly love. On the foundation of balanced physical, psychological, social, and spiritual development, students will be able to master advanced technology while maintaining a warm and positive disposition, thereby becoming future citizens with moral courage.
Teacher Professional Training & Development: The school places great importance on teacher professional development and regularly organises training tailored to school needs, such as teacher training workshops, seminars on sharing educational philosophies, and small-group teaching experience exchange sessions. Workshops on various topics are also arranged, including cooperative learning, self-directed learning, inquiry-based learning, catering for individual differences, gifted education, and positive education. The school also arranges internal and external exchange activities to enhance teacher quality. In terms of teaching and learning, the school has established collaborative lesson preparation sessions as well as lesson observations by the principal and subject heads.
Others
The school does not participate in the Territory-wide System Assessment (TSA). The annual examination arrangement is as follows: no examinations for P.1 and P.2, only school-based progressive assessments; one examination for P.3; and two examinations for P.4 to P.6.



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Wong Pui Ling Virginia	Principal Wong Yuen Ching	Not Applicable	Private AM	Girls	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Daughters of Charity of the Canossian Institute	Via Veritas Vita	1860	Chinese	School Bus; Nanny van	About 6500 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	Yes
Sacred Heart Canossian College					
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$53,680 (in 10 instalments)	-	\$120	Application Fee \$150	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
19	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
9 Rooms (Computer Room, Visual Arts Room, STEM Room, Multi-purpose Room, Activity Room, English Resources Room, Guidance Counselling Room, Student Sick Room and Parlour.)				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				-	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%	29%	13%	35%	13%	52%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	4	3	3	3	2	3	18
2026/2027 school year		No. of classes	4	3	3	3	3	2	18
Mode of teaching at different levels	There are 6 lessons every day and 40 minutes per lesson.								
Remarks	Adopting the 6-Day Cycle System so as to have a balanced teaching schedule & curriculum for all subjects, approximately 28 cycle per scholastic year.								

Performance Assessment

Number of test(s) per year (P1 only)	2	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	No
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Different means of assessment in all subjects: quiz, oral presentation, project, formative assessments and summative assessments (examinations).				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
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					No
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
5.5 Days	5	40 mins	7:40 AM	12:45 PM	Not Applicable
Lunch arrangement	Healthy school life		Remarks		
Not Applicable.	- P.4 - P.6 students participate in the "School Physical Fitness Award Schemes" yearly. - Fruit Week				

Life-wide Learning

After school extra-curricular activities: Musical Instruments, Orchestra, Oriental Dance, Badminton, Basketball, Swimming, Rhythmic Gymnastic, Table Tennis, Athletic, Chinese Painting, Pottery and Dyeing, Chinese Debate, STEM, Mathematical Olympiad.

Whole School special outdoor activities: School Picnic, visits and outings, Chinese Cultural Day, Sports Day and PTA Fundraising Walkathon.

Uniform Teams: Brownies, HK Red Cross JU17, Catholic Leader, Flag-Hoisting Team.

School Mission

We give emphasis to the Formation of Heart, enabling students to acquire self-discipline, diligence, sense of responsibility and mutual respect. We promote creativity, critical thinking and concern for the less privileged among students.

School Characteristics

School Management

School Management Organisation:

Sponsoring Body → School Management Board → Administration Team:

1. School Management and Development
2. Learning and Teaching
3. School culture and Student Support

Incorporated Management Committee / School Management Committee / Management Committee:

The school supervisor, school headmistress and four appointed members from the sponsoring body made up the School Management Committee.

School Green Policy:

Actively participated in various campaigns to promote strong sense of environmental conservation among studies.

School's Major Concerns:

1. Actively develop team spirit and promote the inheritance culture in the school.
2. Cultivate students to learn independently, think critically and solve problems.
3. Provide students with opportunities for self-practice and encourage the courage to try.
4. Students know how to be grateful and cherish what they have; they are willing to live frugally, love life, and respond with loyalty.
5. Nurture positive values and attitude.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Nurture well-being through religious commitment. Emphasis on lifelong faith formation.
2. Life-wide learning: arrange various outings for all level to align with the curriculum.
3. Weekly "After School Remedial" of different levels on main subjects, student learning support team.
4. Primary Science is taught in Primary 3 to Primary 6 in English.
5. School-based curriculum used in Primary 1 to 6 English and use a higher grade English textbook.
6. Primary 1 to 3 use Putonghua for Chinese Language teaching. Starting from 2024-25, Primary 4 adopts Putonghua and Cantonese as the medium of instruction in lessons. This practice will be taken up progressively by senior classes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Value Education, National Security Education, Interdisciplinary learning, Pr.1 thematic curriculum for early adaption.

Development of Generic Skills:

Various projects, Life Education curriculum, diversified activities and outings help to develop generic skills among students.

Cultivation of Proper Values, Attitudes and Behaviours:

Focus on developing the three Canossian Education core values: respect, gratitude, and responsibility. Integrate these values into religious education, national education, life education lessons, counseling and daily teaching to cultivate students' positive attitudes and good values. Set up award plans to match the character strengths of students so as to foster their sense of self-competence and achievement. Help students establish a positive thinking model. Develop their communication, problem-solving and collaboration skills and enhance their emotional intelligence and resilience.

Student Support

Whole School Approach to Catering for Learner Diversity:

Curriculum Tailoring and Pedagogies Restructuring:

Design curriculum according to students' abilities and needs during resource meetings. Small class remedial lessons are provided after school to consolidate students' learning.

Whole School Approach to Integrated Education:

1. Integrated Education:
Measures are taken to screen Primary 1 students annually to identify students with special education needs at an early stage. Professional advice and referral are provided according to students' needs.
2. A social worker at school to provide counseling service and assist students' growth.

Curriculum Tailoring and Adaptation:

1. School-based curriculum applied in various subjects to enhance students' learning effectiveness.
2. Special activities and competitions for gifted students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA actively participates in various school functions and generously sponsors teaching materials to facilitate learning and teaching at school. Seminars and workshops are arranged for parents to improve parent-child communication skills.

School Ethos:

1. Create a harmonious and caring campus atmosphere.
2. Pay attention to students' moral development and establish correct values.

Future Development

School Development Plan:

1. Professional learning community
2. Self-directed learning
3. Value education

Teacher Professional Training & Development:

Professional development training workshops and seminars are held yearly to enhance professional knowledge and expertise of teachers.

Others

Active participation in the Hong Kong School Speech Festival, Dance Festival, Music Festival, Mathematics and Debate Contests and various Inter-area Sports Competitions with excellent results achieved.



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Not applicable

P.38

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong She Lai Shirley	Ms. Li Man Yan Elsa	Not Applicable	Private Whole Day	Girls	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Missionary Sisters of Our Lady of the Angels	Truth Conquers	1927	Chinese & English	School Bus	About 2509 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Clare's Girls' School					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$51,000 (in 10 instalments)	-	\$90	-	Activity Fees

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Chapel
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music room, Religious room, Counselling room, Conference room and Medical room.				Accessible lift.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		32
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
90%	100%	25%	-	41%	18%	41%

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	No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	We aim to foster Clarians' qualities in line with the Four Cardinal Virtues (Prudence, Justice, Fortitude and Temperance). Our school offers a language-rich learning environment for children. Core subjects are taught in English and we offer Chinese, Putonghua and French lessons.						
Remarks	To cater for learners' diversity, the school organizes various activities for students to enhance their learning and showcase their different talents, like Chinese Cultural Festival, English International Day, Challenge Days & Maths in Wonderland. Reading is promoted through book sharing and various reading schemes.						

Performance Assessment

Number of test(s) per year (P1 only)	2	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	No
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					No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Summative assessment and Formative assessment are used for assessing students' learning progress. Summative assessment includes examinations held during each academic year; formative assessment includes tests, classroom observation, student's work and project learning.				
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.				

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	7:50 AM	3:10 PM	12:15 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students are encouraged to have a balanced diet and healthy lifestyle. Through promotion of Fitness Friday, Fruit Day, Green School and yearly Inter-class Cleanliness Competition, students' healthy lifestyle can be enhanced and ensured.		-		

Life-wide Learning

Pioneers of Christ, Brownies, Choir, Art, French Classics, English for Fun, STEM Genius, Board Games & French.

Interest class: Chinese Dance, Rope Skipping team, Swimming team, Athletic team, Mini-tennis team, Drawing Club, Ensemble, Calligraphy, Musical Instruments and Hand Chimes.

School Mission

Our School aims to provide quality education. We are committed to developing all Clarians into mature and responsible persons possessing the four Cardinal Virtues-Prudence, Justice, Fortitude and Temperance. The school, mindful of the values of its foundation, endeavors to cultivate respect for the spiritual and moral beliefs of the Christian tradition.

School Characteristics

School Management

School Management Organisation:

The School Management Committee leads the School. The Principal manages the School with the assistance of her deputies and heads / coordinators of various departments responsible for school policy, curriculum development, discipline and guidance, moral and civic education, ECA, connection with parents, etc. An appraisal system for staff is set up to improve the quality of management and the standard of teachers' professionalism.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee includes: The School Supervisor, the School Principal, Sisters of School Sponsoring Body (MND), Alumni and Independent Manager.

School Green Policy:

Through active participation in different environmental protection activities, e.g. Rescuer of Food, Save Water Campaign, Earth Hour Campaign, Collection of Recycling Paper, students' environmental protection awareness can be enhanced.

School's Major Concerns:

1. To nurture students to be positive;
2. To develop students to be reflective learners.

Learning and Teaching Plan

Learning & Teaching Strategies:

To enhance students' learning motivation and interest, a variety of learning activities are tailor-made to suit their needs, for instance, role-plays, group discussions, experiments and other activities. We accommodate students' diverse learning styles through various activities, like overseas study tour, visits, seminars, learning camps, inter-school competitions, services etc. These learning activities provide students with authentic situations to construct knowledge by themselves and help develop students' problem-solving abilities and life skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school participates in the Wealth by Virtue, The Financially Literate Schools Programme which is launched by the IFEC and the Centre for University & School Partnership of the Chinese University of Hong Kong (CUHK). This programme develops School-based financial management and moral education in aspects such as: curriculum development" and "environmental arrangement", so as to enhance and consolidate students' financial literacy and moral character.

Development of Generic Skills:

Generic skills are the key elements to help students learn how to learn. Students have the opportunities to develop their own generic skills through different learning and teaching materials. This kind of life-wide learning situation helps students to achieve the aims of whole-person development and enables them to develop the capacities and capabilities of life-long learning.

Cultivation of Proper Values, Attitudes and Behaviours:

To nurture students to be proud to be a part of SCPS (Simple, Caring, Positive, Self-confident).

Student Support

Whole School Approach to Catering for Learner Diversity:

To nurture and foster students' whole-person development, whole-school approach is adopted. To provide support for students with different abilities, we have tutorial classes and enhancement classes for students. Our school provides a harmonious environment for their moral, social and spiritual growth where their needs are responded to with care and respect.

Whole School Approach to Integrated Education:

Assessment accommodation, remedial learning groups.

Curriculum Tailoring and Adaptation:

Core subjects are taught in English. Students are required to study Putonghua and French.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents' support to school is of paramount importance. In order to have a better understanding among parents, teachers and school, the Parent-Teacher Association was established in 2005. It has organized various activities so as to uphold the collaboration and co-operation among different stakeholders.

School Ethos:

We believe in education for the whole person development with emphasis on the cultivation of the Four Cardinal Virtues (Prudence, Justice, Fortitude and Temperance). We are also committed to enhance students' awareness of humility, self-discipline, self-respect, care and respect for others.

Future Development

School Development Plan:

Teachers' professionalism is enhanced through regular seminars and refreshment courses. Staff Development Days are held to strengthen teachers' teaching skills as well as to uphold their enthusiasm in teaching. Students' moral development will continue to be our major concern. Different activities, like assembly praying, sharing sessions and pilgrimages are held to help students become loving, caring, responsible and life-long learners.

Teacher Professional Training & Development:

Peer lesson observations help to enhance the qualities of teaching and learning. We emphasize teachers' continuing professional development, active participation in workshops and seminars.

Others

Sister Eugenia Tse Scholarship

St. Clare's School--Parent-Teacher Association Scholarship

Sister Lorraine Scholarship



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Fr. Chan Hung Kee	Ms. Chan Hoi Mei	Not Applicable	Private Whole Day	Boys	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Salesians of Don Bosco	Scientia Et Pietas	1927	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 9200 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Louis School					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$57,000(in 10 installments)	-	\$100	-	miscellaneous fees

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	1	Classrooms and special rooms are air-conditioned and equipped with multi-media facilities. Some classrooms are equipped with interactive whiteboards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are 4 special rooms - a STREAM room, an English Drama room, a music room and a GP room.				-

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		24
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%	96%	29%	30%	21%	25%	54%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	2	1	2	3	3	2	13
2026/2027 school year		No. of classes	2	2	1	2	3	3	13
Mode of teaching at different levels	The foundation of counselling is based on the Preventive Education of Salesians of Don Bosco. Besides one social worker, all teachers are responsible for counselling students.								
Remarks	-								

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	No
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	The number of tests and examinations is reduced. Formative assessments, project learning, extra-curriculum, daily performance, and self-evaluation and peer-evaluation are emphasized. To evaluate students' progress, quizzes are implemented before tests and examinations.				
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					No
Streaming arrangement	Students are streamed according to their performance.				

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	7:40 AM	3:00 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	EatSmart@School.hk Programme		Promote various activities during school time and Eagle Programme after school to help students develop learning interest and ability, and confidence in oneself.		

Life-wide Learning

STEAM, Football Team, Basketball Team, Swimming Team, Fencing Team, Table Tennis Team, Rope Skipping Team, Athletic Team, Chinese and English Choral Speaking Teams, School Choir, School Orchestra, Catholic Society, English Drama, Problem Solving Class, Singapore Science Programme, Maths Olympiad Class, Sport Climbing Class, Arts Class, Guitar Class, Drum Kit Class, Orchestra Class, Flag Raising Team, Cub Scout

School Mission

Our school is a Catholic education organization that nurtures young people in the spirit of Salesian education. We provide our students with a pleasant, open, trustable and inclusive learning environment, equipping them with professional abilities, as well as cultivating their virtues and spirituality.

School Characteristics

School Management

School Management Organisation:

SMC leads the School. The Principal and Teachers are responsible for the daily operation of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The school supervisor, school headmaster and seven appointed members from the sponsoring body form the SMC.

School Green Policy:

Through different environmental protection activities, e.g. save Water Campaign, collection of Recycling Paper, pupils' environmental protection awareness can therefore be enhanced.

School's Major Concerns:

Explore the digital realm, seek truth in values of immense and varied network of relationships. Embrace the love of the God and let positivity guide your life.

Learning and Teaching Plan

Learning & Teaching Strategies:

To match up with students' needs and goals, and provide diversity of learning experience, the duration of a lesson is 35 minutes. Based on various topics and cross-subject curriculum, different competitions and project learning are implemented.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school has a Liberal Studies program, which includes elements such as personal growth, Chinese culture, and sense of identity, to help students establish a national consciousness and respect for the rule of law.

In addition, our school has a flag-raising team that holds weekly flag-raising ceremonies, as well as on the National Day and the opening ceremony of the school year in order to enhance students' awareness of their national identity.

We also hold competitions and activities related to national security education regularly, such as the "National Security Education Day" quiz competition, the online quiz competition on National Day and National Constitution Day, etc.

By integrating national security education into students' daily school life, it would deepen their understanding of their motherland and emphasize that students are the young masters of our country.

Development of Generic Skills:

Through various teaching activities, project learning and visits growing up pupil's generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school will set up different themes of positive values for our students every year. We will design a series of talks, personal growth lessons and school-based activities to educate students to develop positive values and attitudes. In addition, we will encourage students to put these values into practice in their family, campus and society through reinforcement program. Teachers and social workers will choose Courtesy Ambassadors to assist teachers in organizing school activities and promote positive atmosphere in our campus.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for the student diversity and enhance their confidence and self-esteem, Eagle Programme is carried out.

Whole School Approach to Integrated Education:

Assist the needy pupils, such as: increase the duration of test and exam, give appropriate amount of homework to them and talk with them in order to understand their needs, the adaptation in school and their school life attitude.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese.

Curriculum Tailoring and Adaptation:

Student must pass the Exam for all main subjects and gain the Pass grade for average mark before he can be promoted.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents support the school by participating in school life and services.

School Ethos:

1. Students can participate in all activities after school and during holidays.
2. Students can establish friendly relationship with teachers.
3. Parents support the school by participating in school life and services.
4. School stresses the spiritual, moral, intellectual, physical, communal and aesthetic of development of students.

Future Development

School Development Plan:

In order to develop students to be biliterate and trilingual, school has been developed into a whole-day school started from 2005-2006 school year. Mathematics and General Studies/Science are taught in English. Putonghua is adopted as a medium of instruction in Chinese lesson.

Teacher Professional Training & Development:

All teachers join the Teacher Development Activities organised by Salesians of Don Bosco or other educational organisation three times every year.

Others

We are approaching to our 100th anniversary.