

Primary School Profiles 2026

Southern District

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香港仔聖伯多祿天主教小學 Aberdeen St. Peter's Catholic Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Ng Kwok Po	Ms. Hou Lai Shan	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	To Love God and Mankind; To Seek Virtue and Knowledge	1958	Chinese	School Bus	About 5300 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
St. Peter's 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
-	-	\$50	To optimize the learning environment and facilities and provide quality education services, \$350 is charged per year.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Smart Green House, Learning Garden, PTA Centre.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Religious Room, Visual Art Room, English Room, Computer Room, Music Room, Dancing Room, Sensory Room, Flexible Learning Room, Campus TV, etc.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			52	Total number of teachers in the school		50
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%	98%	35%	80%	6%	12%	82%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	5	5	5	27
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	4	4	4	5	5	24
Mode of teaching at different levels	Through e-learning, online learning and group learning, students are able to learn interactively. We use Putonghua as the medium of instruction for teaching Chinese language in part of the Primary 2-6 classes. There are also intensive remedial groups for students with special educational needs.							
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	Both Summative Assessments and Formative Assessments are used to assess students' performance. Diversified modes of assessment are adopted, such as performance assessment, pen-and-paper assessment, classroom observation, project learning, experiment, dictations and assignments, 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	Streaming is applied to students from P.5, 6 according to their academic performances. P.1-4 students are evenly distributed in each class. We use Putonghua as the medium of instruction for teaching Chinese language in part of the P.2-6 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	3:30 PM	12:00 PM - 12:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. To enhance awareness of healthy lifestyle in students, the school has participated in "Joyful Fruit Month" and "School Physical Fitness Award Scheme". We have developed a school-based healthy eating policy already. 2. Students do exercises during morning assembly every Tuesday.		Assembly is held every morning, a variety of lunchtime activities are provided, multiple intelligence activities are provided on the ninth lesson on Fridays.		

Life-wide Learning

Our school provides a diverse range of learning activities for students. Our Service Teams comprise the Little Pioneers of Christ, Prefects, Flag-raising Team, Scouts, Girl Guides, Community Youth Club (CYC), English and Putonghua Ambassadors, Rotary Club, Reading Ambassadors, Caring Ambassadors. We also offer various training in sports and arts, including ball games, track and field, Chinese Dance, Chinese Drum, rope skipping, sport stacking, Orchestra, and Choir. On top of that we have activities that focus on building up students' talents, such as Mathematical Olympiad, English Drama, and STEAM.

School Mission

Based on the spirit of the gospel of Christ, and the virtues and spirit of our patron saint of St. Peter, our school cultivates students' good morals and citizenship, independent thinking and ability to distinguish right from wrong, diligently practice the school motto of "To love God and Mankind; To Seek Virtue and Knowledge", and care for our society and love our own country, give back to the society and the community.

School Characteristics

School Management

School Management Organisation:

Under the Incorporated Management Committee, the school Supervisor, Principal, Vice-Principal and various subject groups co-ordinate the school management, and plan, coordinate and supervise the management and organization of the school, learning and teaching, school ethos, student support and student performance.

Incorporated Management Committee / School Management Committee / Management Committee:

The school has an Incorporated Management Committee, which includes school sponsoring bodies managers, teachers, parents and alumni representatives. School management teacher consultation meetings are held regularly.

School Green Policy:

The school has established an environmental policy including environmental management and environmental education.

School's Major Concerns:

1. To enhance students' generic skills by aligning with the development of the school-based curriculum.
2. To assist students in setting aspirations and fostering good learning habits through implementing the ""The Stars of ASPCPS"" Talent Educational Program.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Language Education through: Undergoing the READ and WRITE Project; Implementing Drama Education; Fostering a Language-rich Environment, Teaching Chinese using Putonghua, students' ability to use different languages can be enhanced.
2. Training of High-Order Thinking and Self-directed learning through: ""The Stars of ASPCPS"" Educational Program; School-based E-platform to accelerate Adaptive Learning; Coding Education; STREAM Curriculum; and Math Olympiad.
3. Inquiry Learning: Students explore knowledge through reading, project learning, observing, experimenting, etc.
4. Creative Education: Implement creative teaching methods into learning activities to enable students to develop their creativity.
5. Thematic Learning: Enrich students' learning experiences and enhance their generic skills through various activities.
6. Health Education: To enhance students' physical, mental, and spiritual well-being through health education program and activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. National Security Education: Through multiple learning activities, students can understand China and its culture, and cultivate National Identity.
2. Strengthening care for the diversity of students: In addition to helping students acquire knowledge through e-learning, establishing the talent pool, a mix of activities, etc. It creates space for students to realize their potential.
3. Make good use of learning time to create space and promote whole-person development: Optimize curriculum, assessment, homework and all-round learning so that students can enjoy a broader learning space and develop their potential.
4. Strengthening STREAM education and cultivating students' media and digital literacy: Develop logical and innovative thinking, and use information and information technology ethically.
5. Promoting lifelong learning: Enhance cross-curricular learning and reading, cultivate students' international perspective and self-learning ability.

Development of Generic Skills:

Developing students' generic skills through making good use of the lesson time and learning time in different learning areas, life-wide learning and hidden curriculum. Teachers also use variety of teaching strategies to cater learning diversity and develop students' Creativity, Collaboration, Communication and Critical Thinking skills. Students' Problem Solving, Self-management, Mathematical and IT skills can also be developed through Digital Education and Coding Education.

Cultivation of Proper Values, Attitudes and Behaviours:

We have incorporated ways to foster and develop in our students, attributes such as gratitude, positivity and toughness. This is done through our School-based Curriculum, Catholic Cultivation, Moral and Civic Education, National Security Education, School-based Support Services and Home-School Co-operations. All of these help students learn to be grateful, reflective and law-abiding, and maintain a positive and optimistic attitude towards life in order to face the opportunities and challenges life brings and grow bravely!

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Promote small-class teaching. Cooperative learning or collaborative teaching are used in teaching and learning.
2. Make good use of information technology to integrate teaching activities, enhance classroom interaction and learning interest.
3. Implement Study Plan to provide tutorial lessons in Chinese and English.

Whole School Approach to Integrated Education:

The school employs teachers and teaching assistants to adopt the whole school approach in order to achieve an inclusive school campus. Training is provided to cater for students with special needs, such as training in "execution skills", "social skills", and "literacy and writing skills". Our School-based educational psychologist provides assessment services and professional advice to assist in the early identification and support of students with special educational needs. School-based speech therapist provides speech assessment and therapy training to improve students' verbal communication and expression skills.

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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

1. School-based bridging course for primary one.
2. Accommodation is given to students with regards to homework, curriculum and exams for students who have special learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA has close ties with parents and the school. Many diversified activities such as parent classes, workshops, forums and festival parties are arranged to promote home-school connections. Fostering the culture of mutual learning among parents through "A+ Parent Education Reward Program". The Parent Volunteer Team assists in promoting reading, lunchtime activities, school events and serving the community.

School Ethos:

Based on the five core values of Catholic schools, our school provides school-based whole-person education curriculum, life planning education programmes and diversified activities for students to learn the virtues and spirit of our Patron Saint "St. Peter", and establish a positive attitude towards life. Moreover, our school helps students practice strategies to achieve their goals thereby helping them to develop their personal potential.

Future Development

School Development Plan:

1. Develop systematic collaboration among functional groups and subjects to enhance students' generic skills.
2. Develop a school-based talents and professional education program to nurture students' positive values and habits.

Teacher Professional Training & Development:

1. Teachers attend professional development activities actively to fulfill the training requirement of EDB.
2. To promote professional reflection and teaching effectiveness through collaborative lesson planning, peer observation, teaching and resources sharing.
3. To develop the abilities of designing school-based curriculum and diversified teaching strategies by joining various school-based supporting programs continuously.

Others

Our school annually awards the ""FAITH IN HIM"" and ""Light of St. Peter"" Scholarships to students with exceptional achievements. Our students actively engage in diverse activities to unleash their potential, consistently earning prestigious accolades across various fields. Notable recent achievements include the 11th consecutive championship in the HK Island West District Inter-School Girls' Volleyball Competition, 1st Runner-up in the 16th All Hong Kong Inter-Area Primary Schools Volleyball Competition, and 2nd Runner-up in the 2025-26 HK Island West District Inter-School Boys' Volleyball Competition. Our students secured 2nd Runner-up in Chinese Choral Speaking at the 76th Hong Kong Schools Speech Festival, 2nd Runner-up in "China's Famous Landmarks – Virtual Reality Design" Competition, the Honours Award in Chinese Dance at the 62nd Schools Dance Festival, and the Champion in Live Creative Writing Competition.



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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. Chu Yuet Wah	Mr. Wan Shu Hung	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
Aplichau Kaifong Welfare Association	Honesty, trustworthiness, diligence and agility	1954	Chinese	School Bus	About 6200 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
25	2	1	1	The hall and all classrooms are air-conditioned. There are over 100 desktop and laptop computers and around 160 iPads with Internet access.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Inno Space, VR Cave, Multimedia Learning Room, Dance Studio, Sensory Integration Room, Speech Therapy Room, Library, Multipurpose Room, English Room, Music Room, Visual Arts Room, Parents' Resource Room, Counseling Room and Interview Room.				Our school features a Sensory Integration Training Room that offers structured activities to help students build adaptive responses and boost brain development. We also have a Speech Therapy Room providing a supportive and welcoming space for professional training. Moreover, we utilize AI technology to develop custom self-learning software.

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

Number of teaching posts in the approved establishment			17	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
83%	100%	56%	74%	26%	17%	57%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	0	1	1	1	1	2	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	0	1	1	1	1	5
Mode of teaching at different levels	The school classes and implements small class teaching. We have enrichment and remedial groups. After school, we have various English activity groups, STEAM Innovation Team, special Chinese lessons for Non-Chinese Students, concentration training groups and homework tutorial lessons conducted by school teachers. Project-based learning and experimental learning are also provided.							
Remarks	Implement 'Small Class Teaching' approach which allows more individual guidance and cares for their all-round development. Conduct experiential learning (e.g. Forest Curriculum) to allow students to learn by their hands-on experience, and thereby enhance their curiosity in exploring and acquiring knowledge.							

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							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	Diversified formative assessment is developed. Self-assessments, peer and group assessments, evaluation of learning during lessons and summative assessment are conducted. To accommodate P.1 students with primary school learning, test and exam have been replaced by formative assessments. 'Fun Dictations' motivate students to learn Chi. and Eng. as they allow them to score over 100.						
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	Small-class teaching for core subjects (Chinese, English, and Maths) is implemented in higher grades. Placement is determined by academic results as well as students' behavior and moral standing.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:30 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	A 'Healthy Campus' team is established to promote healthy eating. Various activities such as the 'Fruit Month' and the Healthy Eating Programme are held every year. Life Education and Health Education are also conducted. A monitoring team oversees the quality of lunch boxes.		In addition to regular classes, the school also offers morning reading sessions, library lessons, personal growth classes, tutorial sessions, extracurricular activities, and diversified learning courses. During the school day, there are enrichment and remedial classes for Chinese, English, and Mathematics. After school and on Saturdays, a variety of activities and training programs are available.		

Life-wide Learning

Students participate in various school team trainings, interest groups, and service teams, such as: Drum band, Dance, Recitation, English drama, Language lab, Writing class, English phonics class, Ball games training, English class, Visual arts class, Math Olympiad class, Community Youth Club, Scouts and Girl Guides, English Ambassadors. They also engage in social services, performances, and competitions, including: Visiting elderly homes, Overseas exchange programs, Talent Showcase.

School Mission

'Honesty, trustworthiness, diligence and agility' is the school's motto. We help students to acquire knowledge and skills, and develop positive life values. We promote balanced development of the five moral strands and develop their potential with quality education in a harmonious and joyous environment. We aim to foster an excellent school spirit of good-behaviour and build quality personal character as willing to serve others.

School Characteristics

School Management

School Management Organisation:

An Incorporated Management Committee, School Core Team, an administrative team and individual subject panel have been established.

Incorporated Management Committee / School Management Committee / Management Committee:

The constituents of the Incorporated Management Committee are as follows: 7 members from the school founding association, 2 independent incumbents, 1 principal, 2 teachers and 2 parents.

School Green Policy:

Green Education Team implements environmental teaching and learning activities, such as planting, organic gardening, and food waste recycling. We also promote sustainable measures on campus, such as carbon reduction actions, continuous use of green bioenergy, and reductions of waste.

School's Major Concerns:

1. Leverage student diversity to enhance learning performance. 2. Foster positive values in students, and strengthen and consolidate their positive behaviors.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Enriching students' learning experiences and developing their generic skills through thematic reading, sister-school exchanges, overseas learning, and life-wide learning activities.
2. Enhancing students' self-learning abilities through inquiry-based learning, higher-order thinking training, and the implementation of e-learning, AI courses and Digital Education.
3. Integrating STEAM education elements into various subjects to strengthen students' investigative skills. 4. Introducing a "Forest Curriculum", allowing students to step outside the classroom, gain hands-on experience, acquire interdisciplinary knowledge, and learn wilderness survival skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening values education, national education and national security education.
2. Making good use of learning time and creating space to promote a balanced physical and mental development.
3. Enriching life-wide learning experiences and promoting whole-person development.
4. Better catering for learner diversity.
5. Reinforcing STEAM education, and nurturing students' media and information literacy.
6. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
7. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Development of generic skills through diversified learning activities and experiences such as scientific exploration, creative activities, theme-based learning, outdoor learning and foreign exchanges visits.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school aims to create a culture of positive values, to help students develop such values and attitude towards life. The school-based student guidance programme, Positive Energy Kid, is designed to promote positive self-value and the drive for excellence within students. We also integrate the programme with various learning experiences, leadership training, community services, monthly-themed assemblies, and personal growth lessons, to help students discover their own character strengths, maintain their emotion management and strengthen their abilities to encounter stress and challenges.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Teachers care for students and adapt the curriculum for those with special needs.
2. A bridging program is offered before the school year starts to help Primary 1 students familiarize themselves with the school and adapt to campus life as quickly as possible.
3. In-class pull-out and remedial programs are available, along with after-school support groups taught by our teachers, including the "District-based Support Scheme" tutoring group, reading and writing group, emotional training group, and social skills group.
4. Platforms are provided for students to showcase their talents and enhance their sense of achievement.
5. Additional support includes programs for newly arrived children from Mainland, a peer reading scheme, a mentorship program, and school-based speech therapy services.

Whole School Approach to Integrated Education:

The school has established a Student Support Team to co-ordinate the resources of the school and the community. We implement various activities to support students with special educational needs, such as School-based Educational Psychology service, and learning and social skills groups. Our teachers also actively seek professional development to increase the readiness of fast-paced curriculum adaptation. Our school also organizes various peer support programmes, such as the "Big Brother and Sister Scheme" to facilitate the value of mutual 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:

1. Several classes are split into ability groups for main subjects.
2. Catering to students with SEN for homework and assessments, such as providing extra time and a separate room.
3. Adjust dictation difficulty according to student ability and implement.
4. Design levelled-worksheets and adapt course books for different abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school maintains close contact with parents through various measures (e.g. via phone call, text message, letter and meeting face to face). The school hosts activities involving students and their families, such as interest groups or volunteering events, and even invite parents to or help in school activities, encouraging dialogue and involvement with the school.

School Ethos:

Teachers foster students' moral character via love and care. Students support and respect one another, building a harmonious and caring school culture.

Future Development

School Development Plan:

1. Promote creative education, develop experiential learning, encourage diversified teaching approaches, and optimize the effectiveness of learning and teaching.
2. Develop sustainable multiple intelligence activities, enrich holistic learning experiences, foster whole-person development, and unlock students' potential.
3. Strengthen values education (including life education, national and national security education).
4. Enhance STEAM education and cultivate students' media and information literacy.
5. Introduce Digital Education to develop students' logical thinking and creativity. 6. Strengthen cross-curricular learning and reading to cultivate lifelong learning capabilities.
7. Deepen understanding of Chinese culture and enhance national identity. 8. Improve assessment literacy to enhance the effectiveness of learning and teaching.

Teacher Professional Training & Development:

1. Enhance professional exchange through collaborative lesson planning and peer observation.
2. Boost teaching efficacy by arranging regular seminars and workshops.
3. Optimize classroom teaching through active involvement in external support and exchange programs.
4. Promote continuous learning by encouraging attendance at EDB and university-led training courses.

Others

1. Established over 20 categories of scholarships to commend students who demonstrate exceptional academic performance and exemplary character.
2. Provides financial subsidies for students to participate in overseas exchange programs, fostering a global perspective and broadening their horizons.
3. Successfully integrated external resources through strategic collaborations with organizations such as the Rotary Club to drive school development.
4. Distinguished Awards :Award at the ""2nd Outstanding School Study Tour Commendation Ceremony"" organized by Ming Pao, First Runner-up in Shot Put (Girls' Special Group), Hong Kong Island West Area Inter-Primary Schools Athletics Competition, Outstanding Team Award under the Community Youth Club (CYC) Merit Award Scheme, First Class Award in the Preliminary Round of the 2025-2026 ""Elite Cup"" On-site Essay Writing Competition.



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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
Miss Miss Lam Si Hang, Yvonne	Ms. Leung Wai Kwan	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	We live with passion and we do our very best.	2000	Chinese	School Bus	About 4840 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 Government 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
-	-	\$50	\$270	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Play Counselling Room, Parents-Teachers Association Room, Medical Room, AI Sports Zone.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, General Studies Room, Music Room, Visual Arts Room, Computer Room, STEM Room, Dancing Room, School Campus TV.				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		45			
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%	42%		76%		4%		18%		78%	

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	1. Streaming according to students' abilities (P.3-P.6). 2. Small class teaching. 3. Intensive Remedial Teaching and learning support programmes are provided to students with special needs.						
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	Formative and summative assessment (oral evaluation, practical evaluation, life study skill and project learning) are adopted to improve students' learning. The scope of assessment is wide-ranging. The level of difficulty suits the students needs and abilities.				
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	Streaming according to students' abilities (P.3 - P.6).				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:20 AM	3:25 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and brought by students.	1. To promote healthy eating habits, we have participated in the School "Nutri-Agent" Project. 2. Morning exercise and recess activities are being provided for students to maintain a habit of exercising.		Apart from the formal curriculum, we advocate for morning reading sessions, library classes, moral education, tutorial classes, extracurricular activities, and comprehensive multiple intelligence courses. There are enrichment classes in Chinese, English, and Mathematics, along with after-school options like Olympiad Math and subject tutoring. During recess, students can enjoy various vitality activities.		

Life-wide Learning

There are various interest groups in extracurricular activities: Drama, Gardening, Junior Journalists, Technology Activities, Sports Activities, Handicrafts, Board Games and Chess, Chinese Orchestra, Handbell Ensemble, and Choir.

After-class activities include Oriental Dance, Jazz Dance, Hip-Hop, Martial Arts, Rope Skipping, Taekwondo and various sports. Language enrichment is available through Cambridge English classes, while cultural appreciation and performance skills are nurtured in the Lion Dance Team and Academic Enrichment Classes.

The service team includes Juvenile Police, CYC, Scout and School Flag Guards.

School Mission

The mission of our school is to impart a quality well-rounded education to our students and we treat all classes with equal importance. We strive to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process takes place in an environment conducive to learning and will nurture our students to become good citizens.

School Characteristics

School Management

School Management Organisation:

The school management under the school management committee is composed of principal, deputy principals and various administrative groups. It is responsible for formulating and supervising the operation of all school affairs and assisting in the implementation of various school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

The chairperson of our School Management Committee is appointed by EDB. Other members include the school headmaster, representatives from each of the four parties of stakeholders, namely teachers, alumni, parents and independent members. Regular meetings are held to discuss school development policy so as to enhance learning and teaching.

School Green Policy:

Through various inter and outer school green activities to establish the pupils' concept and attitude of protecting the environment. Train kids as environmental ambassadors to carry out 'Save Energy and Resources' campaign.

School's Major Concerns:

1. Promote innovative teaching methodologies, foster student-centred learning, enrich diverse learning experiences, enhance students' self-confidence, and prepare them for the future.
2. Broaden students' horizons, cultivate a positive life attitude, and nurture students to become responsible citizens of the new generation.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Use cooperative learning to enhance students' collaborative ability.
2. Through the training of self-learning skills and high-order thinking, and the implementation of e-learning to enhance students' self-learning ability.
3. Implement life-wide learning, such as visits, competitions and overseas exchanges to develop commonality among students' abilities.
4. Introduce STEAM elements into various subjects to enhance students' inquiry ability.
5. Actively participate in learning support programmes to improve learning and teaching effectiveness continuously.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include:

1. Strengthening values education, national education and national security education.
2. Making good use of learning time and creating space to promote a balanced physical and mental development.
3. Enriching life-wide learning experiences and promoting whole-person development.
4. Better catering for learner diversity.
5. Reinforcing STEAM education, and nurturing students' media and information literacy.
6. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
7. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

1. Cultivation of common ability: Integrate the cultivation of skills in various fields of study and develop students' common skills in analysis, problem-solving, creativity, and communication.
2. Students combine the knowledge and abilities of related subjects to carry out inquiry learning and develop students' generic skills by project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

The school attaches great importance to the cultivation of student moral character, and integrates moral education from formal and informal courses. In the formal curriculum, moral education is infiltrated in the teaching of various subjects, while in the informal curriculum, life education courses, school-based counselling activities and theme lectures are provided to cultivate students' good character and positive outlook on life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Through different education programmes to cater for individual differences;
2. School-based small class teaching, after-school educational support, school-based educational psychology service, and school-based speech therapy service.
3. We also offer a P.1 orientation for our newcomers to experience and adapt to primary school life.

Whole School Approach to Integrated Education:

The school has implemented a whole-school approach to Integrated Education. Our school uses the learning support grant and enhanced school-based speech therapy services to provide appropriate support to students with special educational needs, such as remedial learning groups, teaching adaptation and assessment accommodation, speech therapy services and individual education plans.

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 school provides appropriate support tailored to the diverse needs of students, including small-class teaching, after-school group counselling, as well as curriculum and examination adjustments.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school keeps close contact with parents, and builds mutual trust through adequate communication. Activities and seminars for parents are frequently organised by The PTA. The PTA supports the development of the school and jointly creates a quality learning environment for children.

School Ethos:

We create a safe, caring environment in which all children are respected and respect others. We are proud of our school and everyone's contribution is valued. Our expectations of behaviour are high and our code of conduct binds us as a whole school community. We have high expectations for all our children, academically, physically and in a wide range of creative activities. Through creative teaching and learning we aim to inspire and challenge children of all abilities.

Future Development

School Development Plan:

1. Strategic deployment of various funding resources to enhance and upgrade teaching facilities and equipment.
2. Actively promote STEAM education to enhance students' inquisitive and problem-solving capabilities.
3. Continue to promote e-learning and incorporate AI-assisted teaching to enhance students' IT competency and learning effectiveness.

Teacher Professional Training & Development:

1. Set up peer lesson preparation and peer observation lessons to strengthen teachers' professional exchanges.
2. Regularly arrange lectures, workshops and other training activities for teachers to enhance teachers' teaching effectiveness.
3. Actively participate in learning support programme and professional exchange activities to optimize classroom teaching.
4. Arrange teachers' professional training.

Others

1. P.1 students are exempted from taking 1st term examination.
2. Gifted education to develop students' potential.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Au Yi Man Agnes	Principal Lam Shuk Cho	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
Sisters of the Precious Blood	Please refer to the Chinese version.	2000	Chinese	School Bus	About 9129 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	\$260	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Library, Hall, History Museum, Social Worker Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV Control Room, Dancing Room, Prayer Room, Computer Room, STEAM Room, English Room, Science Room, Music Room, Visual Art Room, Special Teaching Room, etc.				Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		50
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%	87%	11%	28%	61%

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	Small class teaching, cooperative learning and theme based learning are implemented along with the use of IT in teaching. The collaboration and interaction among students are encouraged.						
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)	1		
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	3 assessments are carried out each year to consolidate students' learning. Diversified modes of assessments are used for assessing students' learning progress. Self evaluation, peer evaluation, teacher or parent evaluation are also emphasized to help facilitate students' 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	Students of P.3 to P.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	9	35 mins	8:05 AM	3:15 PM	12:25 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Tendering procedure are used to selected supplier. PTA monitor lunch box quality.	Religious Atmosphere, Safe Campus, Health Scheme, Eco-Friendly School, Etiquette Education, Love and Concern School Programme, Energetic Campus, Fruit Day, School Physical Fitness Award Scheme and activities about Healthy Lifestyle and Environmental Protection are carried out.		To build a school of love and concern by moral education, positive education, and campus facilitation. A healthy lifestyle is introduced to enhance the physical, mental, and spiritual health of students, and also improve anti-epidemic power and strengthen their happiness.		

Life-wide Learning

A wide variety of extra-curricular activities are implemented to enhance students' abilities. Students can explore their potential by participating in various in-class and after-school activities, such as a reading-across-the-curriculum program, self-learning activities, All-round Learning Day, outdoor learning, educational camps, social services, mainland and overseas learning tours, uniform teams, stage performances, and moral education talks. Additionally, we offer various school teams and interest groups that meet on Wednesdays and Saturdays, providing students with diverse experiences.

School Mission

Based on the ethos of the Sisters of Precious Blood, we spread the Gospel through education. We provide quality education by fostering a positive, student-centered environment of harmony and love that nurtures students' whole-person development. We encourage service and exploration of students' potential.

School Characteristics

School Management

School Management Organisation:

Our school is established by Sisters of Precious Blood. The Incorporated Management Committee leads the school and oversees the operation of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Our Incorporated Management Committee includes members of school sponsoring body, the school principal, Sisters, teacher representatives, alumni and independent managers.

School Green Policy:

To nurture the awareness of environmental protection among pupils, different environmental protection education programs and activities are organized, such as Fish and Plant Symbiosis System, Solar Energy Generation, Save Water and Electricity Program, Greening School Scheme, School Uniform and Paper Recycling, Waste No Food Campaign, organic farming, and Green Christmas and LED Tubes, etc.

School's Major Concerns:

1. To promote Innovation and Technology Education to enhance the effectiveness and skills of learning and teaching.
2. To strengthen Values Education to foster students' balanced development in body, mind, and spirit.

Learning and Teaching Plan

Learning & Teaching Strategies:

Each lesson lasts 35 minutes, with a 20-minute reading period before the first lesson. Extra-curricular and moral education lessons are scheduled on Wednesdays, while Edu Play lessons take place on Fridays. From Primary 1, small class teaching and the use of Putonghua as the medium of instruction in Chinese lessons are implemented. Specialized instruction is provided in Music, PE, and Visual Arts.

To enhance teacher-student interaction, we employ cooperative learning, activity-based teaching, performance-based instruction, and higher-order thinking strategies. These methods incorporate IT teaching and flipped classrooms, promoting self-directed learning and individualized support.

We also implement Life-wide Learning, Physical and Arts Activities, Unveiling Science, Project Learning, STEAM Day, Outdoor Education Visits, and Camps to encourage student participation, demonstration, and appreciation, thereby fostering confidence and holistic education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Develop EDB Seven Learning Goals: Promote a balanced physical and mental development, nurturing students' media and information literacy, developing lifelong learning capabilities and language ability, equip knowledge of key learning area, strengthening values education, cultivate a sense of belonging and national identity towards our country. All the above are to nurture our student with board vision, patriotism, good character and communication skill, board base knowledge, and healthy lifestyle.

Development of Generic Skills:

Students' self-learning and generic skills are developed to support whole-person development, focusing on communication skills, numeracy skills, information technology skills, critical thinking skills, creativity, problem-solving skills, self-management skills, collaboration skills, and study skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To promote positive values and education, we engage students in cross-subject learning and various activities. This approach nurtures personal strengths, morals, a sense of accomplishment, and harmony, helping students navigate daily challenges and become responsible citizens.

Student Support

Whole School Approach to Catering for Learner Diversity:

We implement gifted education and establish a database to support gifted students in developing their abilities. Gifted groups are available to help nurture these talents. Courses from The Hong Kong Academy for Gifted Education and leadership training are recommended for gifted students. We also arrange exposure to internationally recognized examinations, such as TOEFL, ICAS, and GAPS, providing tailored assistance to meet students' diverse learning needs and broaden their horizons.

Whole School Approach to Integrated Education:

The whole school is involved in integrated education. The student support team is set up for coordination. We will provide service according to individual needs and students' learning needs in order to develop their abilities. Besides, the culture of love and concern is reinforced to facilitate respect between one another and to build up a loving and happy school environment. A 3-tier support mode is implemented to provide immediate support to students' needs.

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:

Some teaching and guidance strategies are adapted to support students in need. Cross-subject reading and life-wide learning activities are employed to facilitate effective learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PBPSSH and parents are partners in educating the next generation of society aiming at developing the life long learning attitude and capacity of our pupils in school.

School Ethos:

To encourage and cultivate a healthy and caring environment, our school focus on the Five Core Value (Truth, Justice, Love, Family, and Life). We integrate the value of gospels and the Discipline and the Student Guidance Team to nurture students by carrying out different kinds of activities, such as religious activities, charity donations, counseling activities, social services, etc.

Future Development

School Development Plan:

1. To reinforce value education and cultivate positive thinking and attitude.
2. Broaden student horizons and multi-intelligence ability through the Edu Play Lessons and experiential learning.
3. To establish a healthy way of living among students. Increase the chance of joining physical & art activities, and thus achieve healthy development.
4. Intensify IT teaching by carrying out the BYOD IT Learning Program in higher form.
5. Develop cross-subject teaching, STREAM education, and information literacy, in order to facilitate students' self-directed learning abilities.
6. Establish a performance platform for students to cultivate their confidence and to develop elites.
7. To improve the Chinese and English curriculum and enhance students' language skills to connect the country and the world.

Teacher Professional Training & Development:

The teacher Induction Scheme is implemented to support new teachers. Teacher professional training, development, and team-building activities are practicalized according to the needs of the school, referencing education reforms to improve teaching staff morale and stability.

Others

A number of scholarships and programmes are offered to students in recognition of their academic or non-academic performance. Domestic and Overseas Study Tours are organized to broaden students' horizons. Students in our school are lively and cheerful, polite and disciplined, have a sense of belonging to the school, and participate enthusiastically in school activities. They have good communication skills and are willing to share with others. They respect their teachers, get along well with their peers, and help each other wholeheartedly. The student helpers, who are responsible and have a devoted heart, participate in Hong Kong or regional competitions and perform well in sports and arts.



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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
Sister Fok Wai Man Veronica	Sister Ting Chi 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
Canossian Missions	Please refer to the Chinese School Motto.	1897	Chinese	School Bus	About 1756 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Pui Tak Canossian College			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
-	-	\$120	Year fees for Specific Purposes \$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	There is a GS display corner, a solar power system, a garden, a self-service library station and a Fun Discovery Wall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, Activity Room, Multi-purpose Room, Music Room, English Room, Conference Rooms, Medical and Guest Room, Reading Café, Pui Yung Court, Prayer Room, Speech Therapy Room, Chill Corner and InnoTech Lab. Classrooms are equipped with interactive blackboard and WiFi.				Accessible lift and Frequency Modulation (FM) System.

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		20
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%	95%	35%	90%	25%	5%	70%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	1	1	1	2	1	2	8
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	1	1	1	1	2	1	7
Mode of teaching at different levels	1. Small class teaching has been implemented in school. Teachers use different approaches and co-operative learning in order to arouse students' participation. E-learning, Inquiry-based learning and the STEAM curriculum have been adopted to enhance students' learning has been both at school and at home. 2. With the support of Whole school approach, we adopt integrated education programme.								
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	Formative and summative assessment are conducted in each subject. Diversified assessment tasks are adapted apart from written assessment, including project learning, scientific inquiry, oral report, performance assessment, classroom performance and academic performance. Teachers can offer feedback to students and parents appropriately, and self-evaluation is practiced in order to improve 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	Both classes in each level with similar abilities.				

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	3:20 PM	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Encourage regular physical activity and healthy week. 2. Promote class management to create the atmosphere of home. 3. Promote active lifestyle among students, e.g. "Eat Smart School Accreditation Scheme", "Joyful Fruit & Veggie Month", "sportACT Award Scheme", iSmart Fitness Scheme, MVPA60 Award Scheme.		1. Hi-Five Engagement Award Scheme: Hi-Five School of Excellence 2. Caring School Award 3. Recognised as an EatSmart School. 4. Award for Continuous Participation: From "Joyful Fruit Day" and "Joyful Fruit Month" to "Joyful Fruit and Veggie Month"		

Life-wide Learning

Young Pioneers of Christ, Scout, CYC, Flag Hoisting Team, Badminton Team, Track and Field Team, LEGO Robot Course, Chinese Dance Team, Fancy Rope Skipping, Chinese Drum, Chinese Choral Speaking, English Choral Speaking, String Orchestra, Hand chime Team, English Drama Team, Mathematics Interest Class, Mathematical Thinking Skills, Mathematics Problem Solving Class, Visual Arts Elite Classes, STEAM Team, STEAM Engineers, Coding Kids, etc.

School Mission

Following the spirit of Canossian philosophy of education, the School aims at providing a holistic education for students to develop their moral, intellectual, physical, social, aesthetic and spiritual values, and to cultivate in them positive values so that they may show greater concern for others and may contribute to society.

School Characteristics

School Management

School Management Organisation:

The sponsoring body of our school is Canossian Missions. The Incorporated Management Committee advises on the school development. Daily running of the school is the responsibility of our administrative teacher groups. The school is empowered by the autonomy of the four self-management domains namely, 'Management & Organisation', 'Learning & Teaching', 'Student Support & School Ethos' and 'Student Achievement'.

Incorporated Management Committee / School Management Committee / Management Committee:

Composition of Incorporated Management Committee includes Sponsoring Body Manager, School Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.

School Green Policy:

1. Join the Greening School Subsidy Scheme.
2. Join the Solar Harvest (Solar Energy Support Scheme).
3. Organise environmental protection activities: Re-cycling, conservation of energy, carbon reduction lifestyle, no air-conditioning day, green picnic, turning off the light during the lunch time, etc.
4. Participate in One Person, One Flower Scheme.

School's Major Concerns:

Building a spirit of harmony, mutual respect and inclusive unity

Learning and Teaching Plan

Learning & Teaching Strategies:

School-based curriculum has been designed so as to fulfill students' needs. Different learning strategies are taught in order to develop and improve students' self-directed learning ability. Besides, life-wide learning and thematic learning activities have been organised to enrich students' learning experiences. Together with inquiry-based learning, collaborative learning and e-learning, students' interactions, generic skills and potential can be further enhanced.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Foci of Development:

1. To promote whole person development through different curriculum-based learning and teaching activities.
2. To implement value education and life planning education in order to cultivate key values and the virtue of caring and to promote value education and Chinese culture in different subjects.
3. To strengthen STEAM education by training students' mathematical thinking.

Development of Generic Skills:

Students' learning and generic skills are enhanced through diversified learning activities, such as thematic learning activities, project learning, collaborative learning, gifted education curriculum, self and peer evaluation, etc. Besides, they are taught to set their learning objectives, to review their learning outcomes, to reflection and to give recommendations for their own learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school puts emphasis on Life Education. We focus on the school-based curriculum on the six core values of Canossian Education. We aim at nourishing students' positive values and attitudes, self-discipline and promoting resilience through Personal Growth Education, assembly, Religious Education and diversified activities including class management, Failure Week and Film Education.

In order to deepen students' understanding of our culture as well as to strengthen their sense of belonging towards the country and sense of national identity, we organise activities related to National Education such as flag raising ceremony, sister school exchanges and Mainland educational visits.

Student Support

Whole School Approach to Catering for Learner Diversity:

There are curricula designed to support the transition from kindergarten to Primary One and the transition from Primary Six to Secondary One. Our school has the Hand-in-hand Scheme to cater for the needs of P.1 students. To help students adapt to the modes of assessment gradually, the following arrangements are available to P.1 students: dictations will not be conducted before the first exam, marks in the first exam will not be counted towards the final marks and questions will be read out by teachers during assessments. Moreover, there are after school homework tutorial classes for students with financial hardships and after-school custodial care service.

Whole School Approach to Integrated Education:

To align with the development of Integrated Education, the school has provided support services on a whole school approach. The school caters for the students' diverse learning needs by hiring a Special Educational Needs Support Teacher, support teaching assistants, and relevant professional services such as in-class support, specific learning difficulties support services and school-based speech therapy services are provided.

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:

Small class teaching is implemented along with co-operative learning approach. Based on students' needs, appropriate assignment are created and assessment design strategies are formulated to improve the learning of students in need.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association holds the annual meeting every year, conduct the parent-child trip and parents' talk, organizes the Parent volunteer team. Every year, prizes will be given to students for those with excellent conduct, academic results, and the most remarkable progress. The parents obtain information about the school and students through the school website.

School Ethos:

Our students are tender and teachable. Whole school approach is implemented with an emphasis on inspired learning approach to nurture students' positive value. (e.g. Service Learning, Life Education, Teaching values through film appreciation, Pui Tak talent shows, etc.)

Future Development

School Development Plan:

1. To enhance student's creativity and problem-solving skills through a diversified learning mode.
 - (i) To provide different learning opportunities for students to develop their creativity and problem-solving skills.
 - (ii) To develop a school-based STREAM curriculum to help students master the related knowledge and skills for solving problems.
2. To develop values education in order to cultivate good characters and build up healthy living habits in students.
 - (i) To establish and implement a school-based values education framework.
 - (ii) To develop personal interests and potentials for building up healthy living habits.

Teacher Professional Training & Development:

1. Different workshops and seminars are held regularly.
2. Co-planning meetings, peer lesson observations, lesson studies and professional sharing sessions are conducted.
3. Our school has joined the CoolThink@JC, which is funded by The Hong Kong Jockey Club Charities Trust; we also joined Quality Education Fund Thematic Network on "Little Spark, Make it Great" STEAMaker Programme and Film-based Life Education to carry out our curriculum development.
4. Teachers are encouraged and strategically arranged to participate in further training.
5. Teachers' performances were appreciated.

Others

Champion, The 12th Hong Kong Children English Calligraphy Competition (P.5 - P.6 Category), 1st Place (Harp Duet), Hong Kong International Harp Elite Competition, The 13th Hong Kong International Performance Arts Festival, Silver Award (String Violin Ensemble - Rising Star Junior High School Category), GBAMS Music Award, CUHK-Shenzhen School of Music GBA Music Season, Champion (Chinese Music Category - P.3 - P.4), The 10th 18 Districts Album Music Competition, Champion, The 2nd Hong Kong Youth & Children Art Journey of Colors Drawing Competition (P.5 - P.6 Category), Gold Award (Youth Category), PICASSO World Children Art Master Competition, Gold Award (Street Dance Category - Kindergarten Section), Hong Kong Youth Elite Dance Competition



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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
Prof. Yeung Law Koon Chui	Ms. Sung Man Yue	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve	1957	Chinese	School Bus; Nanny van	About 2835 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	School Development Fund \$310	Reissue student transcript \$25

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Dome Observatory, 5G Observatory, Star Kaleidoscope, Rock Climbing Wall, Green House, AI Sport Station, Smart bike.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Science Reading Room, STEM Lab, English Activity Room, IT Room, Medical Room, Music Room, Art Room, Remedial-teaching Classroom, Campus TV, Counselling Room, Green Garden, Conference Room and Chinese Culture Room.				Ramp, 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				30	Total number of teachers in the school		38
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
97%	100%	41%	82%	21%	23%	56%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	1	2	2	4	3	14
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	1	2	2	4	12
Mode of teaching at different levels	Remedial classes before and after school.							
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)	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	Formative and summative assessments including theme-based projects, Science and Technology Exploration, oral and self-discipline competencies are implemented. Students' self and peers evaluation and cross-curriculum learning evaluation is used as feedback for learning and teaching.				
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	Streaming from P.6 is based on students' academic result, behaviour, performance, and learning needs.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:00 AM	3:15 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The luncheon menu is in line with the "3 High 1 Low" healthy diet policy. We are also launching "Healthy snack" and "Fruit-day" to promote well-balanced eating habit.		Students will participate in multiple intelligence learning activities on Monday and Thursday afternoons; Assemblies and Life Growth classes on Tuesday afternoons; students will have subject enrichment classes on Wednesday afternoons. Teachers' professional development on Fridays. We train students to participate in competitions covering STEAM, programming, music, choral speaking, visual arts, mathematics, etc. and are committed to developing students' potential.		

Life-wide Learning

Assemblies are held weekly for national and moral education, religion, English, etc. Life growth classes are held every week to nurture students' positive thinking and attitude. Students are encouraged to participate in various extra-curricular competitions, covering STEAM, programming, music, choral-speaking, visual arts, Mathematical Olympiad Team, creative writing, English Drama, Flag-raising team, Lion Dance Team etc. to highlight students' talents and potential.

School Mission

In pursuing the truth of gospel, our school aims to develop students to the full based on Christian principles. It aims to provide an ideal environment for students to grow in love and care, to learn effectively, to develop positive ways of life, as well as to instill in every student the proper values and attitudes.

School Characteristics

School Management

School Management Organisation:

1. Incorporated Management Committee
2. Administration Team
3. Teaching and Learning Team, Curriculum Team, Students' Affairs Team, Student Guidance and Discipline Team, Moral and National Education Team, Life-wide Learning Activity Team and School Promotion Team.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee consists of 15 members including the Principal and other appointed members (e.g. teachers parents and alumni).

School Green Policy:

Energy saving policy includes recycling boxes, regulations of using air-conditioner (e.g. temperature settings, operating hours).

School's Major Concerns:

1. Cultivate student reading habit by enriching the reading environment. Equip them with the self-directed learning. To enhance one's reading capacity learning to life-long learning and empower own's national identity.
2. Nurture students' positive values and attitudes. Be capable of enhancing self-management skill, leading a healthy and self-confident life.

Learning and Teaching Plan

Learning & Teaching Strategies:

Promote elicit curriculum to enhance students potential, i.e. study tours and competitive. Implement co-operative learning and self-directed learning strategies to develop different generic skills and acquire knowledge. Incorporating questioning techniques to motivate and stimulate high order thinking in learning. With good use of various educational and school platforms to enhance self and habitual learning ability. Organize thematic interdisciplinary learning to integrate and consolidate what students have learned.

Development of Major Renewed Emphases of the Primary Education Curriculum:

National Education, STEAM Education, Values Education, Information Literacy

Development of Generic Skills:

Through cross-curricular project learning and high order thinking question technique to nurture students' communication, collaboration, problem-solving and critical thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Life education curriculum is adopted to nurture the core values of positive life beliefs and promote reflection through picture books, experiential activities and teachers' sharing. We also use the 24 character strengths as training themes, such as the 'Appreciation' activity helps students learn to appreciate the strengths of other students. Through morning assemblies, counseling activities, and theme activities, we promote and convey core values such as national identity, diligence, integrity, and benevolence.

Student Support

Whole School Approach to Catering for Learner Diversity:

Provide learning groups for gifted students to develop their potential, arrange students with different learning needs to participate in different types of group activities and provide appropriate assistance in response to students' different talents. A 3-tiered intervention model is adopted to provide appropriate support according to the needs of students. Strategies for catering for learning differences: Provide assessment accommodation and offer more support to less able students. Inviting expertise to conduct seminars for teachers regarding the teaching strategies and skills of the students with special educational needs.

Whole School Approach to Integrated Education:

In the whole-school approach, we support students with special educational needs. Utilizing the Learning Support Grant, we implement a tiered support framework between the Student Support Team and teaching staff. In-class strategies include differentiated instruction and co-teaching support, complemented by after-school training groups for Chinese and English reading and writing. Enhanced school-based speech therapy service, assessment accommodations, and tailored teaching materials further enhance learning outcomes. Beyond academics, we cultivate social-emotional growth through experiential, adventure-based activities and social skills groups. A structured parent-school collaboration mechanism ensures regular case conferences to review and dynamically adjust support strategies aligned with student development stages, fostering an inclusive campus community.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

There are adaptation measures for P.1-P.6 students in worksheet, dictation and assessment. Support strategies also encompass small-class cooperative learning and peer buddy programmes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Set up a system for parents to share their suggestions through the Parents' Teacher Association. Mobile apps are used to deliver school development updates. Members of the Parents' Teacher Association and Parents Volunteer Team participated in organizing school activities including Sports Day, The Parents-Also-Appreciate-Teachers programme, graduation lunch, theme talk, district service programme. They also monitor the school bus service and lunch provider.

School Ethos:

Promote love, caring and serving culture in school. Value moral development. Establish adaptation measures for P.1 students before and during the school year, P.1 Cross curricular "CFCN Accompanying my growth" and "Star of Chi Fu Chi Nam Awarding Scheme", to develop a sense of belonging and ownership in school.

Future Development

School Development Plan:

Develop school-based curriculum through school-based curriculum development support services; actively promote STEAM education, value education and physical and artistic development in line with curriculum policies and school-based student needs; strengthen the cultivation of students' independent learning ability, promote reading habits, increase students' curiosity, and cultivate students' positive life.

Teacher Professional Training & Development:

1. AI in Education
2. Diversified teaching strategies and pedagogies
3. Teachers' positive teaching language
4. STEAM Education Development

Others

Scholarship for academic achievers and outstanding achievement in multiple-intelligences Award.



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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
Prof. Yeung Law Koon Chui	Mr. Leung Kwok Keung	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	1957	Chinese	School Bus; Nanny van	About 5300 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
-	-	\$40	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	School hall equipped with multiple LED walls. E-whiteboards equipped in special rooms. Full Wi-fi coverage in whole campus. All classrooms equipped with computers, visualisers and projectors.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Studio, Music Room, Visual Arts Room, General Studies Room, Remedial Teaching Room, Computer Room, Play Therapy Room, Place of Worship, English Room, Mathematics Learning Centres, Campus TV Studio, Library, Student Activity Centre, PTA Resource Centre, Parents' Corner.				Ramp, Accessible lift, Accessible toilet, Tactile guide path, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment				57		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%	44%		79%		14%		22%		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	4	5	5	5	5	29
Mode of teaching at different levels	Activity approach is adopted in all six levels. To enhance learning and teaching effectiveness, lessons are designed to facilitate self-directed learning, digital education and cooperative learning. Remedial classes (P.2-P.4) are conducted in small groups. Other customized enrichment and intervention courses are designed for students with special needs before and after school.						
Remarks	Flexible grouping in all levels to maximize teacher-student interaction, thus providing ample resources for differentiated instructions. P.5 & P.6 English classes are re-grouped to form small homogeneous learning groups for addressing the needs of students with different abilities, so as to enhance L & T effectiveness.						

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. AI and digital education foster students' self-efficacy 2. Formative & Summative Assessment 3. Self/Peer/Parent Assessment 4. Portfolio Assessment 5. Curriculum integration 6. Science Quest in G.S. & P.H. 7. Diversified assessment for evaluating the effectiveness in life-wide learning activities, field trips, study tours and so on.						
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	PMI classes (Putonghua as the Medium of Instruction) and CMI classes (Cantonese as Medium of Instruction) are adopted in P.1-P.3. P.4-P.6 students are streamed according to their academic achievement and proficiency in Chi., Eng. and Math. Streaming in small groups in P.5-P.6 Eng.						

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	40 mins	7:50 AM	3:10 PM	12:05 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and every day, teachers monitor lunch quality.	1. Annual Sports Days for students at all levels. Inter-class sports & basketball competitions and physical fitness assessments help develop students' habits of exercising regularly. 2. "Mindfulness Programme". 3. "One Person, One Flower Scheme". 4. Positive Campus. 5. Chinese calligraphy.		To broaden students' horizons, students take part in inter-school competitions and activities, such as Flag-raising team, Inter-school competitions: Ball games, Track & Field, Swimming, Speech Festival, Music Festival, Choir, A cappella, Handbells, Handchimes, Math Olympiad, Science Quests, Junior Scientist, Bridge-making, Ice-lolly sticks car-making, Robotics, Coding with drones, Lion dance and Scouting skills etc.		

Life-wide Learning

Coding Class, Olympiad Math, Abacus Class, STEAM activities, Leadership Training Course, Positive-Thinking Theatre, Eng & Putonghua Choral Speaking, Cambridge English, Eng Ambassadors / Eng Odyssey (for high-achievers), Drama Club, MC training, Reading Ambassadors, School Campus TV, Percussion class, Choir, Handbell & Handchime Teams, Calligraphy, Chinese painting, Track & Field School Teams, Football & Basketball school teams, Taekwondo, Break Dance, Rope-skipping Team, Christian Fellowship, Lion Dancing Team, Constitution and Basic Law Student Ambassadors Training Scheme and uniform groups.

School Mission

Our Mission: 1.To establish a conducive learning environment so that students can put the Sheng Kung Hui motto ~ "Not to be served but to serve" into practice. 2.To shepherd children to love God and love their neighbors as themselves. 3.To inculcate children with a positive attitude in life, and a sense of commitment for the world. 4. To motivate every child to develop his/her potentials, strive for improvement, so as to live a rich and fulfilling life.

School Characteristics

School Management

School Management Organisation:

Whole-school approach is adopted to involve the entire teaching team in the school management. In response to the findings from the evaluation of annual plans and projects, Executive Committee sets policies and directions for school's further development.

Incorporated Management Committee / School Management Committee / Management Committee:

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

School Green Policy:

Implementing 4Rs to reduce unnecessary purchases. Policies and procedures are formulated and followed to preserve the environment, such as joining 'Waste Separation and Recycling Scheme' and building a Green Campus.

School's Major Concerns:

1. To nurture students to become reflective learners, who persistently strive to thrive at their own pace and, so as to meet the ever-changing needs of the future.
2. To let our students live an active and healthy life by strengthening students' positive values in a positive school culture. *Priority Values – Respect for others & Commitment; Christian values: Confidence & Gratitude #Motto of the Year: Positive Mindset Powers Growth and Creates a Bright Future!

Learning and Teaching Plan

Learning & Teaching Strategies:

1. AI, digital education, self-directed learning and cooperative learning boost and sustain students' motivation, cater for learner diversity and self-efficacy.
2. Ability grouping in language studies provides ample resources for differentiated learning.
3. Putonghua as the medium of instruction in selected KS1 classes provides a chance to learn the language in greater depth.
4. Conducive language rich environment to facilitate language learning via Specialised Teaching, Trilingual Announcements & Campus TV programmes that report updates of school events, current affairs, moral, civic & national education, etc.
5. Reading across curriculum, thus establishing students' self-directed learning habits and study skills.
6. Students' learning experience is enriched via life-wide learning, including outbound tours, visits to places of interest in HK.
7. Students take part in competitions and social services for challenges, recognition and making connections with the society.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Continue to adopt the approaches of "organic integration", "natural connection", "diversified strategies", "mutual coordination", "learning within and beyond the classroom", and "whole-school participation" in providing students with diversified, appropriate and meaningful learning experiences. Adhere to the three major directions: 1. Cultivating Values 2. Creating Space 3. Student-centred Learning. Striving to achieve the Seven Learning Goals: 1. Strengthening values education (including life education, NE and NSE) 2. Making good use of learning time and creating space to promote a balanced physical and mental development 3. Enriching life-wide learning experiences and promoting whole-person development 4. Better catering for learner diversity 5. Reinforcing STEAM education, and nurturing students' media and information literacy 6. Strengthening cross-curricular learning and RaC for developing lifelong learning capacities 7. Enhancing assessment literacy for promoting L & T effectiveness.

Development of Generic Skills:

Subject-based learning activities, thematic cross-curricular projects, extra-curricular activities, training of different school teams and 'learning-to-serve' help nurture students' higher-order thinking skills, computational thinking, nine generic skills, 4Fs (Fact, Finding, Feeling & Future) and other study skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Objective: We aim at nurturing our students to be 'Positive TCNians' by instilling positive values and Christian values, helping them identify, nurture and develop their character strengths and potentials, so as to help them face the stress and challenges in life. Students take part in a variety of activities organized by different subjects and departments. They record their achievement in the six domains: 'health', 'kindness', 'self-discipline', 'achievement', 'diligence' and 'engagement' in the school's 'My Growth Footprints' logbook. Hence, students' positive deeds are recognised and celebrated. As a result, seeds of positive education can be embedded and students can embody positivity in their lives.

Student Support

Whole School Approach to Catering for Learner Diversity:

Implementing Gifted Education (GE) at class level, arranging students to enroll in EDB GE online courses, and organising School-based Pull-out Enrichment programmes. Ability grouping in language studies in P.5 and P.6. Morning remedial classes (Chinese, English, Mathematics), pull-out remedial classes, early identification and intervention support groups, training for 'reading and writing', social skills training, attention training, speech therapy to cater for learner diversity; regular co-planning sessions are in place for developing strategies and revising learning & teaching materials to cater for learner diversity; provision of learning and teaching support by teaching assistants.

Whole School Approach to Integrated Education:

Our school student support team aims at building a harmonious inclusive culture that strengthens teachers' and parents' understanding about students with special educational needs. Our school provides in-service training to strengthen teachers' abilities to identify students' needs and provide them with appropriate support accordingly. The school's IE policy makes flexible use of resources and provides a holistic support framework that encompasses parents' education, parent-teacher activities, curriculum and methodology adaptation and assessment accommodation, to raise students' ability and performance in learning.

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; 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. Parent-child workshops and seminars are organised to facilitate the integration of NCS families into local culture.

Curriculum Tailoring and Adaptation:

School-based Chinese, English and Mathematics programmes, Graded worksheets, Cooperative Learning, Peer support learning group, Homework adjustment, "100+" dictation scheme, Extended examination time, examination paper screen reading, etc.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. PTA holds functions with school collaboratively, namely, annual picnic, graduation dinner, interest classes for parents, Parents' Corner, parents-children activities/workshops.
2. In view of school's & students' needs, parent helpers take part in organising activities, such as Lunch Mama / Papa, Reading activities (such as Reading Gala / World Book Day, Reading Parents). Kindergarten-Primary Bridging Course, etc.
3. Promoting Positive Parent Education via holding a series of Parent-education-workshop, so as to build a positive, joyful and mindful campus.

School Ethos:

Implementing integrated discipline-guidance policy, fostering positive education and caring culture, building close and harmonious teacher-student and student-student relationship, cultivating class spirit and sense of belonging to the school with inter-class activities and competitions; School Counselling Team, PTA and parent volunteers organize seminars, workshops, outings, gatherings & Teachers' Day for building harmonious home-school relationship, facilitating good collaboration between parents and teachers and nurturing positive education.

Future Development

School Development Plan:

1. AI & Digital Education (Coding & IT Literacy)
2. Service Learning
3. STEAM Programmes
4. Thematic Cross-curricular Project
5. School-based Gifted Programme
6. Putonghua as a Medium of Instruction (PMI)
7. Chi. Classics (Poetry)
8. School-based Chi. and Eng. Curricula.
9. School-based Maths Problem-solving Programme
10. Cooperative Learning
11. Encouraging students to take part in competitions so as to help them gain motivation, recognition and confidence in learning
12. Establishing a Trilingual Campus to enhance students' language proficiency and self-learning abilities
13. Enhancing students' learning motivation to deepen and sustain their self-directed learning habits and polish their presentation skills, so as to facilitate their life-long learning
14. Nurturing a Positive and Caring Campus
15. Values Education & Patriotic education

Teacher Professional Training & Development:

1. Organising professional development seminars/workshops which cater to school's needs, for example: Mental Health First Aid Course, Catering for Learner Diversity, Value Education, National Education, National Security Education, AI & digital education, STEAM Education, Coding, IT literacy, Self-directed Learning, Whole School Gifted Education, Cooperative Learning, Brain-based learning, Positive Discipline.
2. Facilitating professional development via regular co-planning and lesson observations.
3. Developing Value Education.

Others

We help our students build self-confidence with solid all-rounded education, so as to achieve their potentials, nurture them to be law-abiding, patriotic, future-ready citizens.



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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. Ng Kwok Po	Ms. Lam Wai 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					87%
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	To Love God and Mankind; To Seek Virtue and Knowledge.	1958	Chinese	School Bus	About 6200 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Peter's 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
-	-	\$35	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Basketball court, Speech Therapist Room, Study Room, Meeting Room, Conference Room, Sick Room, St. Peter's Garden, Snacks and Beverage Vending Machine
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STREAM Multi-intelligence Learning Room, STEM+ Room, Tabletop Games Corner, Sports Zone, Science Room, Art Room, Religious Room, Music Room, Multi-Purpose Activity Room, English Room, Chinese Culture Room, P.E. Room, Counselling Room & Treatment Room				Ramp, Accessible lift and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			36	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
98%	100%	36%	71%	15%	18%	67%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year			No. of classes	2	3	3	3	3	4	18
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)			No. of classes	2	2	3	3	3	3	16
Mode of teaching at different levels		In coordinate with small class teaching, our school adopts Co-operative Learning Mode in planning and deploying the curriculum. Students participate actively in interactive learning activities. Also, mixed ability grouping is adopted in lessons to cater for student's learning diversity.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Other than annual summative assessments, students are formatively assessed in terms of Show and Tell, Chinese Dictation, English Dictation, Maths diversified assessment, Science based learning activities, project learning, task work and etc. Different modes of assessment (e.g. self-assessment, peer assessment and parent evaluations) are also included.						
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	Student's academic performance and learning abilities (P.5 to P.6).						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	MYB Sports Record Book, Sports Zone Activities, Baduanjin, Mental Health and No-Homework Day, The Examen, Sport Act Award Scheme, Physical Fitness Award Scheme, EACT Jockey Club Active School Programme, Sports Day, Skipping programme, Interclass basketball matches, Sports demonstration, Interclass athletic contests, Joyful Fruit Day, Healthy Eating Promotion Programme and Jockey Club Energy Saver in Schools Project etc.		Apart from regular lessons, there are morning assemblies, afternoon reading scheme, weekly assemblies, class periods, civic education, tutorial lessons, cross-curricular activities and extra-curricular activities, St Peter's Good Student Award Programme, Sex Education Programmes, Anti-drug Talks, emotion and puberty seminars are also implemented.		

Life-wide Learning

1. Regular training interest groups: English Musical Drama, Lion Dance team, Robot Coding Programme, 3D Printing, Choir, Dancing team, Basketball team, Table Tennis team, Dodgeball team, Athletic team, STEAM Elite team, Percussion team etc.
2. Service-learning: School Prefects, Pioneers of Christ, Green Ambassador, Community Youth Club, Scouts, Hong Kong Road Safety Patrol, St. John Pandas, Flag-raising Team etc.
3. Field trips and Overseas Study Tours.

School Mission

By adhering to the spirit of the Gospel, great significance is placed on developing students' moral values as well as independent and critical thinking. We are dedicated to creating an environment conducive to learning and encouraging students to strive assiduously towards excellence. Establishing a strong and solid foundation, like the living stone of St. Peter of the Catholic Church, is the focus of the curriculum. We are also devoted to nurturing our students' sense of citizenship, which enables them to care about the society and love the nation.

School Characteristics

School Management

School Management Organisation:

A clear management framework has been well established. All the teachers work collaboratively to plan, implement and evaluate the school policies with encouraging feedback from all the stakeholders of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee oversees the running of the school. The members include the supervisor, the principal, managers from sponsoring body and representatives of teachers, parents and the school alumni. The view points and comments are comprehensive and it can increase the accountability of the committee.

School Green Policy:

To enhance students' environmental consciousness through setting up a smart green campus, green garden, STEM+ Room etc. A solar power generation system has been installed in order to enhance students' understanding of renewable energy with the implementation of STEAM education.

School's Major Concerns:

1. To employ the five core values of Catholic education to advance value education and strengthen students' mental health.
2. To use a variety of learning modes to optimize learning and teaching and boost learning competency.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Use IT in learning to enhance the effectiveness of learning and teaching, assessment for learning as well as catering for learner diversity.
2. Design diversified assignments, assessments and allow students demonstrate their work in various modes.
3. Collaborate different key learning areas to develop and promote school curriculum and STREAM education. Provide a great variety of learning platform for teachers and students to implement school curriculum and STREAM education.
4. Promote self-directed learning strategies including setting learning targets, applying self-directed learning activities and self reflection skills to have sustainable development of various key learning areas.
5. Create a language-rich learning environment through the provision of more opportunities for pupils to extend their language learning experiences beyond the classroom, so as to enable our students become biliterate and trilingual.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Learning to learn 2+ School-based curriculum development. Promotion of value education (including Life education, National Security education), Catering for learner diversity, Strengthening STEAM education and promoting Reading across Curriculum (RaC).

Development of Generic Skills:

Apart from training students' project-based learning skills through different key learning areas, cross-curricular projects are also implemented. Co-operative learning, group activities, visits and community services are integrated into the curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivate students' positive values and attitudes through moral and civic education and non-formal curriculum.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Gifted groups and enhancement classes are for more-able and less-able students respectively.
2. After-school Learning and Support Programme.
3. Understanding Adolescence Project (Primary).
4. School-based Speech therapy service and School-based Educational Psychologist Services.
5. Other support: Jockey Club Autism Support Network, Social skills training class, Attention Training, individual training etc.

Whole School Approach to Integrated Education:

1. Special Educational Needs Coordinator leads the student support team.
2. Student Support Team which includes Special Educational Needs Coordinator, Special Educational Needs Support Teacher, School-based Educational Psychologist, School social worker, specialist teachers and teaching assistants is set up to plan, implement and review the support measures for students with SEN regularly.
3. We adopt a whole School Approach to cater for student diversity.

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. Chinese Buddy Reading Program.

Curriculum Tailoring and Adaptation:

1. Curriculum tailoring and adaptation are adopted to develop the school-based subject curriculum in Chinese, English and Maths. Worksheets with different levels are designed to suit the needs of students.
2. Adjusting the requirement for dictation in Chinese and English.
3. Balancing the amount and mode of various types of homework for students with special needs.
4. Special arrangements for students with special needs during the school assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Seminars and activities for parents are frequently organised by the PTA. A huge group of parent volunteers is well-established. Parents are proactive in supporting school activities and offering their expertise to the school. The PTA is an asset for strengthening the link between the parents and the school. The PTA enhances communication between the school and parents.

School Ethos:

The school inculcates positive values and good conduct through religion, moral and civic education and other activities. The discipline teacher and the student guidance teacher work collaboratively in supporting students' academic, emotional and behavioral performance. All teachers are dedicated to creating a mutually trusting, respectful, supportive and appreciative learning environment in accordance with the motto of "Love and Care".

Future Development

School Development Plan:

1. Develop school-based curriculum in accordance with "Learning to Learn 2+".
2. Initiate Civic and Moral Education featuring the five core values of Catholic Education. Promote a school-based programme for the "St. Peter's Good Student Award Programme" to reinforce our school motto, "To Love God and Mankind; To Seek Virtue and Knowledge".
3. Promote diversified sports-arts activities to develop students' potential e.g. "P.1 Got Talent Program"
4. Implement School-based BYOD Scheme to develop students interactive learning through IT in education.
5. Organize Study tours outside Hong Kong with focus on Chinese Culture, English enhancement, Pilgrimage, STEAM development etc.
6. Make good use of learning time to offer diverse courses, enriching students' learning experiences.

Teacher Professional Training & Development:

To enhance the effectiveness of learning and teaching, teachers of different subjects work collaboratively with the EDB School-based learning Support Service and various universities to develop school-based curriculum and foster the professionalism of teachers.

Others

- St. Peter's Secondary School Alumni Association provides scholarship for well-performed graduates.
- Alumni provides scholarship for the most improved students of the year.
- PTA provides scholarship for the most improved students of the year.



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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. Lee Kwong Yee Jason Joseph	Mr. Chan Sai Kong Christopher	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
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty, Faithfulness, Self-achievement for Benefiting Others	2005	Chinese & English	School Bus	About 5000 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
-	-	\$30	2-installment Specific Purposes fees, \$150 each (learning materials, software platform, bus fee, accident insurance, etc)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Basketball court, mini-soccer pitch, covered playground, English Cafe, garden, conference room and PTA room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
eSports Space (ESS), Dream Builder Space (STEAM Room), Computer Room, Hok Shan Campus TV, English Activity Room, Library, Mathematics Room, Music Room, Dance Room, Visual & Arts Room, Multi-purpose Room.				Ramp, Accessible lift, Accessible toilet and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			29	Total number of teachers in the school		34
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%	68%	29%	79%	20%	24%	56%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	2	2	2	3	3	13
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	1	2	2	2	3	11
Mode of teaching at different levels	Small class teaching in all classes and activity-approach teaching are adopted for the whole school. Besides, homework class, remedial class and enhancement programmes are provided to pupils in need.							
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)		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	Formative assessment of Chinese, English, Maths and General Studies are on modular basis. There are various kinds of assessment modes, including speaking assessment, written assessment, and teacher and peer observation. Summative assessment is carried out in each term. Besides early-identification assessment, learning needs assessment and accommodations, fitness award scheme are established.						
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.1 Inter-class grouping (Maths and Science), including 'English Group'. P.2-P.3 Mixed-mode streaming. P.4-P.6 Inter-class grouping, including 'Budding Class'.						

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	7	35 mins	8:10 AM	3:30 PM	12:50 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and self-taking lunch or lunch taken by parents.	Participating in 'Eat Smart School Accreditation Scheme', 'Chiropractic Health School Scheme' and establishing 'Healthy Eating and Drinking Policy' in school are to go with maintaining a healthy life by doing morning exercise, eye exercise and implementing 'Fitness Training Programme'.		Computer Room, Library, Games Room, English Activity Room, Dream Builder Space (STEAM Room), eSports Space and Mathematics Room are open to pupils during lunch and after school hours. School ends at 2:10 pm on Wednesday.		

Life-wide Learning

The aim of our school is to develop "one life one sport/art" for our pupils. Various kinds of activities are arranged for them including leadership training, Cambridge course, drama, Mathematics Olympiad, Taekwondo, Chinese dance, martial arts, lion dance, violin, African drum, dodgeball, tennis, floor Curling, athletic, scouts, CYC, etc. Moreover, activities and exchange programmes are held with Kellett School each year.

School Mission

Our mission is to provide high quality, comprehensive and balanced basic education service for children in Southern District. We hope our students can develop their individual potential, learning to learn skills and a secure foundation for further study and personal growth throughout their school life. With 'Diligence, Frugality, Loyalty, Faithfulness and Self-achievements for Benefiting Others' spirit, students are well-equipped with knowledge, skills and a heart to care for the community, shoulder responsibility, and eventually, become useful citizens with positive attitude.

School Characteristics

School Management

School Management Organisation:

The school is run by Tung Wah Group of Hospitals and Hong Kong Hok Shan Association. It is managed by Education Division of Tung Wah Group of Hospitals and the Incorporated Management Committee of Tung Wah Group of Hospitals Hok Shan School.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Hok Shan School was established on 1st September, 2009.

School Green Policy:

We embark on proactive approach in environmental education to encourage recycling and sorting of waste and electric and water saving. Apart from continuous refinement in environmental management including greening campus and e-home automation system to manage switches in special rooms, various scales of solar energy systems were installed on the rooftop to promote use of renewable energy.

School's Major Concerns:

1. Making good use of learning time, creating space, and showcasing potential.
2. Cultivating students to become "good students" who love their school, themselves, and others.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Implement small class teaching with student-oriented activities to promote learning skills and positive learning attitude.
2. Implement Bring Your Own Device (BYOD) in P4-P6 to arouse students' learning interest and enhance their self-learning ability.
3. "No Written Homework Day" on every Wednesday to allow time for self planning.
4. Introduce the element of STEAM education in featured classes and extra-curriculum activities in order to motivate the initiatives of our students to gain hands-on experience and train them with logical creativity, collaborative and problem-solving skills.
5. Create biliterate and trilingual learning environment to facilitate language learning capabilities of our students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Optimizing school timetable and making good use of study time to create space.

We put the "In-class Experts" theory into practice in afternoon featured lessons. We have enriched students' holistic learning experience and promoted their overall development. Meanwhile, we have introduced elements of eSports to create the atmosphere of "the love for exercising" in the campus. Promoting self-learning through setting meaningful homework and paperless assignments in order to cater for learners' diversity. Applying QEF to design courses, enhancing STEAM education, cultivating students' media and information literacy, and strengthening values education (including life education, national education and national security education). In addition, through interdisciplinary curriculum planning, strengthen cross-curricular learning and reading develop lifelong learning abilities, and promote the effectiveness of learning and teaching.

Development of Generic Skills:

Through experience learning, e.g. service learning, project learning, STEAM scientific inquiry learning, cross-subject activities and different subject activities, we develop our students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Through weekly assembly, featured lessons, life education lesson, class teacher lesson, General Studies and school activities, we promote positive values and attitudes.
2. Through 'Positive Education' curriculum and activities, such as positive education in featured classes, parent talk, service learning, we establish positive thinking and positive attitudes of parents and students.
3. Through the optimization of the school-based reward program, comprehensively review and assess students' performance in character and behavior, gradually cultivating their good character in dealing with others.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. In some classes, we have two class teachers to give students more attention. We have 'collaborative teaching' to encourage interaction between teachers and students.
2. We also provide half hour tutorial lesson time before the end of the school day, morning remedial classes, after-school homework remedial classes and language learning classes, etc.
3. We develop Gifted Education and provide Elite Training Classes outside school hours.
4. We provide school-based educational psychology services and school-based speech therapy services to identify students' learning difficulties and care for their different needs through remedial homework class, exam and curriculum adaptation.

Whole School Approach to Integrated Education:

Student Support Team consists of Special Educational Needs Coordinator, Vice-leader of Student Support Group, Special Educational Needs Support Teachers, School-based Speech Therapist, School-based Educational Psychologist and School Social Worker. With Learning Support Grant and Enhanced School-based Speech Therapy Service, Student Support Team provides suitable support in accordance with different students' needs under the umbrella of three-level hierarchy of whole-school approach, such as ability grouping, teaching and assessment adaptation, counselling group, social training group, speech therapy services and individual education plans.

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. The school provides English version school notice and school calendar, and communicates with non-Chinese parents regularly so that they can understand the learning progress of their children.

Curriculum Tailoring and Adaptation:

1. Co-operative learning and Multi-sensory teaching methods.
2. Using IT in teaching activities to arouse students' learning motivation and interest and enhance student-student and teacher-student interactions.
3. Catering students' diversity through the use of questions of different levels and questioning techniques.
4. Different modes of assessment to enhance students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Diversification of PTA activities, e.g. Parents' Talk/workshop, Family interest groups, Family picnic, Parent Voluntary Group, etc.

School Ethos:

1. Establish a positive culture, positive thinking and value at school and reinforce resilience of our students.
2. Cultivate students' spirit of caring and helping for others and build up a fraternal and harmonious in-school culture. Promote peer support and service learning.
3. Promote the importance of healthy life, to encourage students to have healthy life habit and to build up a 'caring, harmonious, healthy and happy' school culture.

Future Development

School Development Plan:

1. Guide and support students in living a healthy and flourishing life through the cultivation of positive values.
2. Develop students' creative potential through STEAM Education.
3. Enhance students' English learning interest and motivation through creating English-rich environment.

Teacher Professional Training & Development:

Based on the school concern, the school introduces workshops, seminars, courses, professional development day or inviting experts from universities to improve teachers' professional ability.

Others

1. Scholarships: Leung King Mau Memorial Fund Scholarship, Mr Robert Chiu-yin Kwan, J. P. Scholarship, Tung Wah Outstanding Student Award, Hong Kong Hok Shan Association Scholarship, Cambridge Examination Scholarship. 2. Public Competitions: Hong Kong School Speech Festival, Music Festival, Drama Festival, HKSSF Inter-Primary Schools Sports Competition, International Competitions and Assessments for Schools (ICAS), Chinese Wushu Championship and Territory-wide Lion Dance Competition, etc. 3. To enhance professional exchange, the school participates in "Promoting Interflows between Sister Schools in Hong Kong and the Mainland" scheme. 4. The school actively arranges overseas study tours, visiting places such as Singapore, the United Kingdom, and Australia in recent years, to enrich students' learning experiences and broaden their horizons.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Yau Lai Ming	Ms. Chung Yuen Yan	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
Superiress of the Sisters of the Precious Blood	Faith. Hope. Love. Adoration.	1968	Chinese	-	About 3361 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	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	All the classrooms and special rooms are equipped with Interactive Flat Panel. BYOD E-Learning in all classes.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms, Computer Rooms, Visual Arts Room, Religious Room, General Studies Room, English room, Student Activity Centre, Campus TV studio, STEM Room, Library, Religious Activity Room, Chinese Culture Room, Game Room,LEGO 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				16		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%	23%		100%		5%		14%		81%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	0	0	1	1	2	2	6
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	0	0	1	1	2	4
Mode of teaching at different levels	Small class Activity Approach teaching. Classes are conducted in small groups. Mathematics and General Studies enquiry learning implemented. Coding Education in P.4-P.6. Chinese, English and Mathematics Remedial and Enhancement programs provided to cater for diverse learning needs.							
Remarks	With small class teaching, programs and courses for adolescent, new immigrants and special needs children, speech therapy, the Whole School approach is adopted at school to cater for learners' diversity. Teachers equipped with special education training.							

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	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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Projects, Science and technology reports, life study skills, book reports and classroom observation are also employed. Students' self evaluation, peer and parental evaluation are also emphasized. Students can demonstrate their learning outcomes in different forms.				
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	Heterogeneous grouping is the principle based on small class teaching and cooperative learning. Students with mixed abilities learn together, help and inspire each other with their own strengths and characteristics in an inclusive atmosphere.				

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	3:15 PM	12:30 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We value pupils' well-being & shape pupils' characters through gospel. In a safe, pleasurable and caring learning environment, awareness of environmental protection is fostered. All these allow pupils to have a healthy balanced school life.		As an EatSmart School, we ensure that pupils have developed their healthy habits. We participate in Cherish Water Campus and won Gold awards; joined SportACT Award Scheme, School Physical Fitness Award Scheme and won Active School Award. We have Environmental Pioneer, Food For Good Programme.		

Life-wide Learning

We develop students' multiple intelligences, including sports: Fencing, Football, Floor Curling, Rope Skipping, Dancing etc.; Art development: English Musicals, Chinese Dance, K-POP Dance, etc.; uniform team and academic: Pioneers of Christ, Scout, Girl Guides, Community Youth Club, Cambridge English, Math Olympiad Class, Phonics Class.

School Mission

Abiding faith, hope, love and adoration in accordance with Jesus Christ, Precious Blood Primary School (Wah Fu Estate) offers a nurturing environment which fosters fraternity and the spirit to serve, thus developing our school into a learning organisation. The school enhances students' virtue, such as positive values, a passion for Chinese Culture, the courage to serve others and a sense of citizenship, by adopting a diversity of learning models.

School Characteristics

School Management

School Management Organisation:

IMC includes members of school sponsoring body, our Supervisor, Principal, Alumni & Parent managers. School based development implemented to democratize the public issues in the school so that stakeholders are able to acquire.

Incorporated Management Committee / School Management Committee / Management Committee:

School sponsoring body representatives, Independent representatives, Principal, Teacher representatives, Parent and Alumni representatives.

School Green Policy:

We won the Gold Award of "Cherish Water Campus" Integrated Education Programme, Bronze Award of the Hong Kong Green School Award and the Silver Award of the Waste Reduction Label. Our school implements Save Food Plan, Smart Waste Reduction Program, Solar Harvest - Solar Energy Support Scheme and Smart energy saving plan, etc. Green and Health campus: We have organic farms, butterfly garden, herb garden. We don't have any tuck shops, no bottled water selling in school. Pupils prepare their own green light snacks every day.

School's Major Concerns:

1. Arrange class time flexibly and provide students with diverse learning activities.
2. Strengthen students' physical, mental and spiritual health.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Small class teaching, student-centered learning activities are implemented.
2. Life-wide learning is targeted. STEM helps to develop pupils' generic skills.
3. Self-directed learning includes the utilisation of IT resources such as various online learning platforms, electronic whiteboards & devices.
4. The Primary Literacy Programme - Reading and Writing with the Native English teacher forms an ideal English learning environment for pupils. E-books have been adopted in the library and relevant award scheme has been introduced in the library lessons.
5. Collaboration planning, teacher observation, teacher sharing and school-based professional support programme all help to maintain the effectiveness of the teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school focuses on developing value education and life planning, strengthening STEAM education, etc., to achieve holistic development and establish a foundation for lifelong learning.

Development of Generic Skills:

Through life-wide learning, pupils' generic skills are nurtured in an all-round approach. Emphasis is put on basic skills (communication, mathematical, IT), thinking skills (critical thinking, creativity, problem-solving) and personal and social skills (self-management, self-learning, collaboration). Gifted education is widely promoted to cater for different learning needs. The HOTS skills training enhances pupils' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We promote positive school-based education programs, create a positive culture in the campus, and building accomplishment for teachers, students, and parents. By participating in the "Positive Education" school-based program, students can build positive emotion and happiness. And develop their character strengths and potential. We also facilitate personal development on positive elements such as optimism, joyfulness, and love by variety positive education activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. We have a student support group to formulate school-based support and training policies.
2. Apply the learning support subsidy to hire support teachers and teaching assistants to provide class support, and arrange different activities for students with special learning needs, such as: Taekwondo training, social skills training group, LEGO brick therapy course, focused agent group, social interaction Training groups, learning ability improvement groups, etc., to unleash students' learning potential and improve concentration methods and communication skills.
3. Set up Endeavor class and reinforcement classes. We also arrange leapfrog classes for Primary 5/Primary 6 students before exams, and arrange homework and test adjustments for students with special learning needs.

Whole School Approach to Integrated Education:

Our school adopts a Whole School Approach to Integrated Education. School-based educational psychologist, school social workers, school-based speech therapists provide services to students. School-based "One Big Family" Programme established the teacher-student relationship.

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:

Through collaboration lesson planning, lessons are catered for pupils' interests and abilities. Lessons are systematically organised in units. Meanwhile, proper modification is made to the textbook and teaching resources.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Having good communication with parents.
2. Parents closely link together to form as a team. They have participated in different events e.g. interest clubs, family picnic, meetings and voluntary services. The close home-school relationship benefits the school and the pupils.
3. Parent Education Programme: The purpose of the Parent Education Programmes is to encourage parents to work with their children and nurture their children in a supportive home environment.

School Ethos:

The prevailing morals of our school is simplicity and honesty. Pupils are humble and polite. We uphold the "Sisters of the Precious Blood" vision of education to establish a school of mutual care and harmony. Whole person life education is promoted in order to build pupils' self-confidence.

Future Development

School Development Plan:

1. Continue to optimize the allocation of class hours, promote diverse and interdisciplinary learning activities, and encourage students' independent exploration and holistic development.
2. To promote students' physical, mental and spiritual well-being in all aspects, cultivate their positive values, and practice the spirit of charity.

Teacher Professional Training & Development:

1. Teachers' professionalism: 150 hours of teachers' professional training for every three years are encouraged.
2. Promote small class teaching, catering learners' differences, gifted education, specialized teaching and bi-literacy and tri-lingualism development.
3. Specialised workshops for teachers.

Others

We continuously introduce different activities and allow pupils to participate in public or inter-school competitions. Students won awards in different fencing competition. We won the Gold Award in the 8th Hong Kong Inter-Primary School Sign Language Song Competition. Other than that, the school provides pupils different learning experiences by organising two to three overseas exchange programmes every year. Pupils have travelled to Japan, South Korea, Singapore, Beijing, Shanghai, Sichuan and other places.



聖保羅男女中學附屬小學

St. Paul's Co-educational College Primary School

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http://www.spccps.edu.hk

Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lee Chien	Ms. Cheung Wai Shun Katherine	Not Applicable	DSS 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
The Council of St. Paul's Co-educational College	Faith, Hope and Love	1915	Chinese	Nanny van	About 16000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Paul's Co-educational 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
\$85,700 (P.1 to P.3)	-	\$100	-	School Fee: \$82,200 (P.4), \$77,300 (P.5-P.6)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Mini Farm, Butterfly Garden, whole-school WiFi coverage.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Hall, Swimming Pool, Canteen, Laboratory, Fencing Room, Dancing Room, Innotech Room, Visual Arts Rooms, Music Rooms, Chapel, Table Tennis Room, Multi-purpose Hall, Campus TV Room and STEM room.				Ramp, 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		100
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%	51%	51%	37%	19%	44%	

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 (Based on the approval of EDB in 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Activity-based Learning and Teaching.						
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	Formative and Summative Assessments.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:00 AM	3:00 PM	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Morning Exercise, Friday Sports Day, Healthy School Programme.		There is a full-time nurse to look after students' medical needs and promote health education in the school.		

Life-wide Learning

A great variety of school teams, extra-curricular activities, Primary Four Greater Bay Area Exchange Activities, Primary Five Outward Bound, Primary Six Graduation Camp, overseas competitions and exchange programmes, inquiry-based activities of MASTER Integrated Programme (P.1-P.5), Global Education (P.6) and subject-related visits.

School Mission

St. Paul's Co-educational College Primary School is affiliated with Hong Kong Sheng Kung Hui. We emphasize academic excellence and aim to instill in our students the attitudes, skills and moral value system that a person needs to succeed in life.

School Characteristics

School Management

School Management Organisation:

St. Paul's Co-educational College Primary School is under the management of the Council of St. Paul's Co-educational College.

Incorporated Management Committee / School Management Committee / Management Committee:

The College Council is composed of a group of renowned and dedicated people. Members include: Chairman Dr. Moses Cheng, Supervisor Dr. Chien Lee, Hon Treasurer Mr Stephen Yiu and Hon Secretary Ms Michelle Chow.

School Green Policy:

When designing our new school campus and curriculum, environmental education was an important consideration. As a green school, we organize thematic planting activities and butterfly conservation programmes for students. They learn to care about the environment.

School's Major Concerns:

1. Showcase personal strengths, respect and appreciate others, and foster positive connections.
2. Leverage technology, optimise learning time and resources, and enhance self-management.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school is committed to developing our students' multilingual abilities and providing a rich and diverse language learning environment, making use of Information Technology to broaden students' knowledge, as well as their ability to apply and explore what they have learnt. Elements of multiple intelligence and STEAM are also integrated in our curriculum allowing our students to develop an interest in research in order to reach their greatest potential.

Development of Major Renewed Emphases of the Primary Education Curriculum:

School-based Values Education, MASTER Integrated Program, Global Education, Extensive Reading Scheme, Reading across the Curriculum, e-Learning, Blended Learning and Environmental Education.

Development of Generic Skills:

Drama Education, Science Biweekly / Science Exploration Month, Cross-curriculum Learning and Self-directed Learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Live a life of St. Paul's student attributes.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. To promptly identify the needs of students with special educational needs (SEN), assess and intervene accordingly.
2. To apply the Three-Tier Intervention Model by assigning subject teachers to each level.
3. To set up special examination arrangements in accordance with the needs of students with SEN.
4. To provide additional support like the services from school-based educational psychologist and clinical psychologist.
5. To provide gifted programme, Chinese, English and Mathematics tutorial class, early intervention programme, enrichment programme, parent-child reading programme and student support activities for students in need.
6. Pre-Primary One English Bridging Programme.

Whole School Approach to Integrated Education:

The School deploys the Whole School Approach to Integrated Education in order to formulate the school policies, measures and practicable strategies to support students with special educational needs (SEN) and the academic low achievers. These measures are to provide mental health and educational support and services to cater for diverse learning needs and students with SEN.

Curriculum Tailoring and Adaptation:

School based Chinese, English and Mathematics curriculum. Drama education, science and humanities curriculum for Primary 6 students. Music Enhancement curriculum for Primary 3 and Primary 6 students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The School highly values home-school cooperation. By providing parents education programmes featuring the SPCC virtues, parents are equipped with the knowledge and skills to nurture their children in a supportive home environment. The well-established Parents and Teachers Association (PTA) works diligently to strengthen the co-operation and communication between the School and parents. Dedicated members take an active role in collaborating with the School to organise educational visits, special activities and parenting seminars.

School Ethos:

Fostering values of our school's motto, "Faith, Hope, and Love", we strive to instill positive values and altruistic attitudes in our students. By strengthening our school-based value education and providing them with a supportive, invigorating and healthy learning environment, we are committed to nurturing our students into future leaders who incessantly strive for excellence.

Future Development

School Development Plan:

1. Deepen values education, balance the body and the mind, and live life with love.
2. Practice self-directed learning and have the courage to explore and innovate.

Teacher Professional Training & Development:

To promote professional growth and further professional status, teachers participate in a variety of activities at the following three levels:

School level: whole school professional development programmes, local and overseas learning programmes;

Subject Panel level: subject-based professional development programmes, collaborative lesson preparation and observation, and/or lesson study;

Personal level: continuing education courses, school exchange programmes and sharing activities on school-based Moodle platform.

Fee Remission

Our school offers full school fee remission 20%, 40%, 60% and 80% fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission before 4 month(s) of commencement of the new school year. Application results will be announced within 2 month(s) after submission of applications.

- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

The school introduces the Kindergarten Nomination Scheme for underprivileged children of good conduct and outstanding academic performance, ensuring no eligible students be deprived of quality education due to financial hardship. Both scholarships and bursaries are available to students. The bursaries help cover the expenses on textbooks, school meals, school uniform and school bus for needy students. Subsidies are also provided for extra-curricular and overseas exchange activities.



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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. Mak Chi Ho Michael	Mr. Ma Yiu On Kirk	Not Applicable	DSS Whole Day	Boys	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. Paul's College Council	The fear of the Lord is the beginning of wisdom	1851	Chinese (incl.: Putonghua) and English	School Bus	About 5380 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Paul's College				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
\$32,000(in 10 installments)	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
19 Rooms (General Studies Room, Music Rooms, Visual Arts Rooms, English Language Room, Chinese Culture Room, Computer Rooms, Small-class Teaching Rooms, Chapel, etc.)				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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		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
98%	100%	59%	57%	16%	16%	68%

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 (Based on the approval of EDB in 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	1. Streaming 2. Self-regulated learning 3. Activity approach 4. Discovery and experiential learning 5. E-learning & M-learning 6. Trans-curricular learning						
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	Writing, speaking, life skills, performance in class and formative assessment.				
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 to 6 students are allocated according to their abilities in Chinese and Mathematics.				

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	8:05 AM	3:20 PM	12:25 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Healthy Lifestyle Programme 2. Physical Fitness Programme 3. Sports Training and Interest Groups 4. Eco-bike 5. School Gardening 6. Exercise Programme during Recess		-		

Life-wide Learning

Service Groups: Altar Servers, Lay Readers, Prefects, Cub Scouts, CYC;
Musical Groups: Symphonic Orchestra, Windchime Ensemble and School Choirs;
Sports Groups: Swimming Team, Athletics Team and Ball Games;
Speech training: Chinese, Putonghua and English Verse Speaking Teams, Chinese and English Debate Teams and Drama & Speech Club;
Others: Maths Team, CCAs and other interest groups.

School Mission

The offering to Hong Kong youths of a modern, liberal education founded upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

School Characteristics

School Management

School Management Organisation:

St. Paul's College Council

Incorporated Management Committee / School Management Committee / Management Committee:

The College Council is established under the St. Paul's College Council Incorporation Ordinance and there are seventeen members.

School Green Policy:

- Recycling of textbooks and school uniforms
- Set up of e-notices
- Use of solar panels and batteries to generate and store power
- School gardening and planting of crops
- Environmentally-friendly campus
- Healthy Living Month

School's Major Concerns:

Fostering in our students a genuine passion for life and a strong devotion to learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our teaching curricula among the core subjects have been tailor-made to suit our student needs.

1. Streaming of classes
2. Self-regulated learning (Note-taking Skills)
3. Activity approach
4. Discovery learning
5. Experiential learning
6. E-learning & M-learning
7. Trans-curricular learning

Development of Major Renewed Emphases of the Primary Education Curriculum:

STEAM Education, Values Education, Cross-Curricular Learning.

Development of Generic Skills:

Our school embraces an all-round education and provides a multi-faceted learning environment for our boys with a variety of extra-curricular activities. Through these activities, we strive to enhance our pupils' potential in different areas and develop problem-solving skills, the ability to work with others, and build up their self-confidence.

Cultivation of Proper Values, Attitudes and Behaviours:

We instil in our students' core values and attitudes on which they are nurtured to become an active learner who strives for excellence and wholeheartedly serves others.

Student Support

Whole School Approach to Catering for Learner Diversity:

Learning Support policies have been established. We adopt the early intervention approach: special homework and assessment policies are in force to cater for learner differences.

Whole School Approach to Integrated Education:

1. Early Identification and Intervention Scheme
2. Students with Special Education Needs Assessment Scheme
3. Student Support Team
4. School-based Speech Therapist
5. School-based Educational Psychologist
6. School Social Worker

Curriculum Tailoring and Adaptation:

The school renders various support to students according to their learning diversities or growth needs, like small class teaching, small group activities, curriculum and assessment adaptation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The St. Paul's College Primary School Parent Teacher Association was established in October 1995. Its aim is to promote close liaison between school and home as well as to foster friendly relations between parents and teachers, and among the parents themselves.

School Ethos:

The School places emphasis on students' moral education, fosters students' self-discipline and encourages self-reflection. The students are expected to learn to "do the right thing at the right time and in the right place". In the love of Christ, the School cultivates students' attitude in serving and caring about others.

Future Development

School Development Plan:

1. Global Learning
2. Enhancement of external communication and exchanges
3. Improvement of physical learning environment and its facilities
4. AI in education

Teacher Professional Training & Development:

Our teachers have joined various professional development programmes such as seminars, workshops, sharing sessions on lesson studies. Besides pursuing individual professional courses, our teachers will also participate in school-initiated training sessions.

1. School-based training programmes
2. Professional development of teachers
3. Courses, seminars and workshops
4. To foster professional communication through the inter-school network
5. Overseas training and staff development

Fee Remission

Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission Bursary Scheme (Learning support and school bus fare subsidy). Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission before 2 month(s) of commencement of the new school year. Application results will be announced within 3 month(s) after submission of applications.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

Various scholarship schemes have been set up to acclaim outstanding students for their achievements and contributions.



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St. Stephen's College Preparatory School

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Not
applicable

P.26

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Prof. Leung Koon Shing Frederick	Mr. Lo Ka Kay Kelvin	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
St. Stephen's College Council	Faith is the Foundation of Courage	1938	English	Nanny van	About 20000 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
St. Stephen's College			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
\$97,150	-	\$200	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	School Hall, Auditorium, Dormitories, Canteen, Swimming Pool, Soccer Field, Basketball Courts, Covered Playgrounds, Climbing Wall, Green House, whole-school WiFi Coverage etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms, VA Room, Computer Room, Campus TV Station, STEM Lab, Prayer Room, Music Instrument Practice Rooms, Multi-purpose Activity Rooms etc.				Ramp, 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		57
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%	52%	-	41%	13%	46%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	4	24
2026/2027 school year	No. of classes	4	4	4	4	4	4	24
Mode of teaching at different levels	Individual subjects' lessons are conducted by subject-trained teachers for effective learning and teaching. English and Science are taught by Native-speaking English teachers. Chinese and Humanities are taught in Putonghua. Co-teaching is implemented for G1 and G2 Chinese and English. G3 to G6 students are split into 5 to 6 groups for English and Chinese 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	No
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	Apart from summative assessment twice a year (thrice for G6), formative assessment and inquiry-based projects are an important part of learning consolidation and students' performance assessment.				
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	Mixed ability students are integrated with both genders represented evenly (No elite class system).				

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	8:10 AM	3:20 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	A morning exercise / mindfulness session is scheduled every day before lessons commence.				

Life-wide Learning

To ensure that our students can explore diverse experiential learning activities, approximately 50 extracurricular activities are offered by the School. Some of these popular activities include Orchestra, Choirs, Music Instrument Classes, English and Putonghua Choral Speaking, Science Workshop, English Debate, Go Chess, Cub Scouts, Apps Design Programme, Oil Painting Explorers, Fellowship, Swimming, Athletics, Football, Basketball, Volleyball, Tennis, Rugby, Table-tennis, Badminton, Rope-skipping, Taekwondo, etc. A whole-year boarding programme is also offered to all G6 students.

School Mission

To prepare ethical and knowledgeable leaders of tomorrow's changing world.

School Characteristics

School Management

School Management Organisation:

To ensure a fine implementation of school developmental plans and execution of various tasks, numerous committees for administration, curriculum, counselling, ethics education, etc. are formed.

Incorporated Management Committee / School Management Committee / Management Committee:

Prof. Christopher W. To (Chairman)
 Prof. Frederick K.S. Leung (Supervisor)
 Mrs. S.F. Choy
 Dr. Edward Y.K. Chi
 Ms. Winnie Kong
 Mr. Jacky V.H. Chau
 Mrs. Julie Ma
 Mr. Kelvin Lo

School Green Policy:

The school encourages environmental awareness and conservation through different programmes and learning activities. Government-endorsed recycling bins are used.

School's Major Concerns:

The school cultivates sound virtues and a positive mindset by providing a whole-person education that focuses on developing and utilising every student's potential.

Learning and Teaching Plan

Learning & Teaching Strategies:

School based curriculum ensures that diverse learning and teaching strategies are employed to allow students with different abilities, skills and learning styles to reach their potential. Inquiry-based learning, STEM education, excursions and overseas tours are also incorporated into the curriculum to widen our students' horizons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

N.A.

Development of Generic Skills:

To ensure that our students are creative and analytical, cross curricular activities are planned and implemented. Ample opportunities are also provided to develop students' interpersonal skills. Emphasis is also put on developing students' emotional and digital quotient.

Cultivation of Proper Values, Attitudes and Behaviours:

The School focuses on ensuring positive reinforcements in life-wide learning to the students. Students are encouraged to enjoy different challenges. However, at the same time platforms for mutual appreciation and constructive feedback are provided. This encourages them to learn how to improve without taking others' feedback negatively and to help others enhance by giving honest advice.

Apart from regular moral lessons and weekly assemblies, the Ethics Education Committee designs a series of activities in collaboration with all departments. These cross curricular activities subtly build students' self-confidence and positive emotions. Our aim is to create a positive, healthy and cheerful learning environment for our students.

Student Support

Whole School Approach to Catering for Learner Diversity:

School has a system in place to identify assess and intervene for students with special needs. Co-teaching, remedial teaching and enrichment classes are provided.

Whole School Approach to Integrated Education:

Curriculum Tailoring and Adaptation:

Teaching material is developed and designed to cater for the diverse needs of the students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school fosters a close relationship with parents through information sessions and parent-teacher meetings. The school also works closely with the PTA to organise various activities throughout the year.

School Ethos:

The school promotes a caring culture and cultivates a harmonious teacher-student relationship to enhance the students' sense of belonging.

Future Development

School Development Plan:

1. To develop the school-based curriculum
2. To develop strategies to cater for students' learning differences
3. To emphasise the development of independent learning skills and positive ethical behavior

Teacher Professional Training & Development:

1. Annual Staff Developmental Days
2. Regular Teacher Development Workshops
3. Collaborative lesson planning and lesson observation
4. Overseas training for teachers

Others

1. Gold Award and Category Winner for Orchestra (Age 12 below), Gold Award and Category Winner for String Orchestra (Age 12 below), Gold Award and Category Winner for Choir (Age 12 below), Overall Champion of the Choir Competitions in 2018 Bratislava International Youth Music Festival
2. Grand Prix, Gold Award and Category Winner for Children's Choir, The Best Performance of Contemporary Music, and The Best Choreography in 2025 Florence International Choir Festival
3. The 4th Outstanding Teaching Award for Moral Education Jointly organized by the Education Bureau and Winsor Education Foundation (2021)
4. 2022-2023, 2023-2024, 2024-2025 Boys Overall Champion in Hong Kong Island East Primary Schools Sports Competitions organized by The Schools Sports Federation of Hong Kong, China
5. Gold Award in 2026 Geneva International Exhibition of Inventions Young Talent Competition