



聖伯多祿中學

St. Peter's Secondary School

21 Aberdeen Reservoir Road, Aberdeen, Hong Kong

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School Mission

We aim at realizing the Catholic educational ideals by offering a whole-person education. Apart from transmitting knowledge and skills, we endeavour with love and care to guide students to develop themselves concurrently in body, mind and spirit, in interpersonal relationship and social responsibilities.

School Information

Supervisor / Chairman of School Management Committee	Rev. Ng Kwok Po		
Principal (with Qualifications / Experiences)	Mr. Hui Hon Yin (B.Ed. (Chin. Lang.), M.A. (Sociology), M.Ed.)		
School Type	Aided	Student Gende	Co-ed
School Motto	Obedience and Peace (Oboedientia et Pax)		
Name of Sponsoring Body	Catholic Diocese of Hong Kong		
Area Occupied by the School	About 6000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	-	Whole School Health Programme	Pledged School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		60
Total Number of Teachers in the School		63
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		87%
Bachelor Degree		100%
Master / Doctorate Degree or above		46%
Special Education Training		72%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
27%	14%	59%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Chinese History, History, Citizenship Economics & Society, Geography, Science (including Physics, Chemistry and Biology), Computer Literacy, STEM, Religious Studies and Ethics, Music, Putonghua, Visual Arts, Physical Education
	English as the Medium of Instruction	English Language, Mathematics*, Science (including Physics, Chemistry and Biology)*
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Mathematics (Extended Part - Module 2), Citizenship and Social Development, Physics, Chemistry, Biology, Chinese History, History, Economics, Ethics and Religious Studies, Geography, Tourism and Hospitality Studies, Information and Communication Technology, Business, Accounting and Financial Studies (BAFS), Health Management and Social Care, Visual Arts. Non-HKDSE subjects: Physical Education, Religious Studies and Ethics, Arts Education, OLE
	English as the medium of instruction	English Language, Mathematics, Mathematics (Extended Part - Module 2), Physics, Chemistry, Biology
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Chinese History, History, Citizenship Economics & Society, Geography, Science (including Physics, Chemistry and Biology), Computer Literacy, STEM, Religious Studies and Ethics, Music, Putonghua, Visual Arts, Physical Education
	English as the Medium of Instruction	English Language, Mathematics*, Science (including Physics, Chemistry, Biology)*
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Mathematics (Extended Part - Module 2), Citizenship and Social Development, Physics, Chemistry, Biology, Chinese History, History, Economics, Ethics and Religious Studies, Geography, Tourism and Hospitality Studies, Information and Communication Technology, Business, Accounting and Financial Studies (BAFS), Health Management and Social Care, Visual Arts. Non-HKDSE subjects: Physical Education, Religious Studies and Ethics, Arts Education, OLE
	English as the Medium of Instruction	English Language, Mathematics, Mathematics (Extended Part - Module 2), Physics, Chemistry, Biology
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2024/2025)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$300	\$300	\$300
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	\$200 (fee remission upon request)					
Other Charges / Fees	-					

Remarks

Applied Learning: Students can choose from 45 Applied Learning courses.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025). Academic performance: 30%, Conduct: 20%, Extra-curricular activities: 10%, Comments from the primary school: 15%, Affiliation with our school (e.g. child of alumni): 10%, Interview performance: 15%
Orientation Activities and Healthy Life
The School organises an orientation programme and an English Bridging Course to help S1 new students adapt to secondary school life and curricular requirements. Besides, all parents will attend various orientation activities, which aim at providing information on school policies and promoting home-school cooperation, thereby empowering them to support their children in tuning in the new school curriculum and learning environment. The School regularly monitors the nutritional value of student lunch-boxes and the snacks provided by the tuck shop. Through talks and related activities students are made aware of personal hygiene and health.

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School Characteristics
School Management
School's Major Concerns: 1. Promoting students’ autonomy in learning 2. Strengthening students' positive values and sense of responsibility
School Management Organisation: The school has pioneered school-based management since 1991. The school operates through various teams. The staff displays strong team spirit and the school culture favours continuous improvement.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee comprises 12 members, including 7 representatives of the Sponsoring Body, the School Principal, 1 independent member from the community, 1 teacher-elected representative, 1 parent-elected representative and 1 alumnus-elected representative.
School Green Policy: The school attaches great importance to environmental education, aiming to cultivate students' sense of responsibility for protecting the environment and encourage them to take action to establish a sustainable campus, fulfilling the role as global citizens. Beside the installation of water dispensers, implementation of e-learning as well as utilization of electronic notifications, the school has participated in the "Solar Harvest" project, establishing a solar photovoltaic system to promote energy conservation. With the support of the QEF, an organic garden was set up to promote organic farming and a green lifestyle. Furthermore, the school participated in the "Sustainable Development School Award Scheme" and got the "BEAM Plus Existing Schools (Version 1.0) Green School Rating" to promote sustainable development and reduce the school's carbon emissions.
Learning and Teaching Plan
Whole-school Language Policy: The school's policy on the medium of instruction (MOI) is formulated on the basis of students' abilities, needs and learning effectiveness. In response to this, our teaching staff has completed relevant professional training courses aimed at strengthening language and learning across the curriculum. At present, apart from the English Language, Mathematics, Science (including Biology, Chemistry, Physics), the mother tongue (Chinese) is extensively used in the junior secondary curriculum, aided with English. English is adopted to be the MOI in Mathematics, Science (including Biology, Chemistry, Physics) in some classes to increase students' language exposure and opportunity to use English, thus enhancing the language learning environment and boosting students' confidence. In the senior secondary curriculum, more subjects are taught in English, thus enabling students to choose the MOI that suits them most. The school attaches great importance to training students to be bi-literate and tri-lingual. Part of the English classes of all forms are run in small groups, with the assistance of the Native-speaking English Teacher. In the senior secondary classes, grouping according to abilities and reduction in class size have been adopted to improve the quality of teaching and learning of both English and Chinese languages. Besides, Putonghua is also taught in small groups in S.1.
Learning and Teaching Strategies: Spiritual, moral, intellectual, physical, social and aesthetic education forms the basis for our school's curriculum design, with a view to nurturing students to attain all-round development. By offering students a wide range of co-curricular activities, their potential is developed and a spirit of cooperation and service is fostered among them. The school values students' moral development and civic education, and responds positively to the curriculum reform. Apart from catering to students' needs, the school curriculum also meets current social demands. Much emphasis is put on religious and moral education, and affective education as well, which helps students in their character development. Students' participation and performance in extra-curricular activities are also valued. As our school attaches great importance to completion of homework on time, a Homework Policy Enforcement Team is set up to ensure timely intervention and follow-up action with students for late submission of homework. Our school also arranges a 15-minute homeroom period each day to promote positive learning attitudes and habits among students. Extensive reading programmes are launched by the two language subjects, aiming at improving students' language standard. Besides, information technology has been widely used in the school in both learning and teaching activities. In recent years, much emphasis has been put on mobile e-learning strategies to enhance the effectiveness of learning and teaching.
School-based Curriculum: 1. Electives: 2X and 3X. Our school adopts the Student Option Programme (SOP) provided by EDB to assign elective subjects to S.4 students so as to maximise the satisfaction rate of students’ choices and to meet students’ needs. Students may choose either 2X + Applied Learning, 3X or 3X + M2. 2. Curriculum highlights: In order to facilitate learning and teaching, teacher-student ratio has been reduced in both junior and senior forms. Project-based learning incorporating elements of STEM Education is implemented with an aim to boosting students’ creativity and enhancing their problem-solving skills. Drama teaching has been introduced in S.4 English curriculum to boost students’ confidence and arouse their interest in learning English. The school also provides students with more opportunities to be exposed to international English language tests. Various off-campus learning activities including visits, excursions, voluntary work, study tours are organized to expose students to learning opportunities in contexts outside the classroom and to enrich their learning experience.
Major Renewed Emphases in the School Curriculum: Please refer to the previous paragraph on Learning & Teaching strategies.
Life Planning Education: Life planning plays a significant role at school in fostering students’ self-understanding, personal planning, goal setting, reflective thinking and articulation to progressive pathways. Life planning education is implemented in all forms, through which students are equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations as well as connecting their career or academic aspirations with whole-person development and life-long learning. Individual and group career counselling is provided for Forms 3, 5 and 6 students so as to help them make informed choices and to pursue their career goals. Through various career-related activities, students can better understand their career orientations, know about the actual operation of different enterprises and learn the correct work attitude. Our school has taken part in CLAP@JC Project (Phase 3) as a network school to exchange with other schools and optimize our school's career and life planning education and career guidance.
Student Support
Whole School Approach to Catering for Learner Diversity: Twin Class Teacher System, Guidance Prefect Programme, the enhancement and remedial classes and Student Support Team can cater for students with different abilities and needs. Students of outstanding achievements would be given ample opportunities to develop their potential through selective gifted programmes and competitions.
Whole School Approach to Integrated Education: Through the collaboration with parents and allocation of resources, the school provides various kinds of support to cater for students' learning diversity, including services addressing special educational and psychological needs, speech therapy and social training skills groups. A Student Support Team, headed by the SEN Coordinator and comprised of SEN teachers specialised in different subjects as well as counsellors, has been set up to support students with diverse learning abilities and needs. Also, activities promoting an inclusive culture at school are held regularly.
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. Our school also selects appropriate courses based on students' needs and supports them in taking suitable Chinese proficiency exams.
Measures to Provide Adaptation for Learning and Assessment: To accurately reflect students’ academic performance, the school’ s assessment policy includes both continuous and summative assessments. Two tests and two examinations are conducted annually for junior forms, while senior forms have two examinations and continuous assessments. Additionally, each subject assesses student performance through various components, including assignments, class performance, quizzes, and projects on special topics.

Home-School Co-operation and School Ethos
Home-School Co-operation: The PTA executive committee comprises 6 parents and 6 teachers including the Principal. The committee meets regularly and organizes parent-child activities so as to strengthen bonds and enhance communication among parents, children and teachers. A newsletter is jointly published by the PTA and the School on a regular basis to let parents know more about the school life of their children.
School Ethos: The School is characterized by its positive atmosphere, good discipline and excellent teacher-student relationship. The staff shares the school's values and beliefs, and shows great care and concern for the students. The school provides a wide range of guidance and counselling services to students and junior classes are under the charge of two homeroom-teachers each. The positive school ethos that brings about continuous improvement among students is also attributed to the effective pastoral care services, student leadership training and various awards schemes.
Future Development
School Development Plan: Students are able to: - rebuild good study habit - develop a reading habit - make good use of electronic devices for knowledge management - utilise online platforms for self-learning and assessment - master the skill of summarising and expressing learning outcomes - gain a better understanding of personal strengths and weaknesses, and be open to accepting and improving oneself to plan and achieve short, medium and long-term goals - build positive relationships with close ones, especially the care for our staff and students, and be willing to serve others - deeply understand and learn the treasure of Chinese culture from various fields - understand the Sustainable Development Goals and learn how to fulfil one's responsibilities from different perspectives
Teacher Professional Training and Development: The school values teachers' continuous professional development. It organizes school-based or joint-school staff development activities, and participates in various improvement projects, school visits and sharing. The school supports teachers' continued development, offshore learning and secondment to EDB. Furthermore, induction of new teachers, middle management training and teacher experience sharing are regularly held with special attention to effective teaching & learning.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
The Student Union has been established since 1994. Its executive committee is elected annually by all students and teachers, each casting one vote only. Students are affiliated to three different houses. Besides, there are about 30 clubs and interest groups, which fall into four categories, namely religious/ services, academic interest, cultural and sports categories. The school puts a great emphasis on extra-curricular activities, and systematically records, evaluates and reports students' participation and performance. In 2022, the school launched the ‘ One-Student-One-Service’ and ‘One-Student-One-Team’ schemes to help students enrich their learning experience. To make good use of the resources of the Life-wide Learning Grant, experiential learning activities are conducted to widen students’ horizons and achieve the aims of whole-person development. The school utilises the grant in organising and subsidising students in various activities, including programmes promoting STEM Education, physical and cultural education, workshops developing multiple intelligence, local excursions and overseas exchange tours.
School Facilities
Number of Classroom(s): 32
School Facilities: The school moved to a new millennium campus of the latest standard on Aberdeen Reservoir Road in 2012. There are 30 standard classrooms and many special facilities, including 5 laboratories; 2 basketball courts; 1 school hall, lecture hall, Religious Room, STEM innovation laboratory, multi-media learning centre, IT teaching material preparation room, language room, computer room, geography room, multi-function room and student activity centre. The hall and all rooms have been air-conditioned and installed with multi-media projection systems and computers. A wireless network system has been installed for the whole school campus to facilitate the implementation of mobile e-learning. Situated on a slope, the campus offers a pleasant and airy environment conducive to learning.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift, Accessible toilet, tactile guide path, accessible public information / service counter and visual fire alarm system.
Others
The Alumni Association aspires to the building of a harmonious community through networking with schools and members of the Southern District. It is dedicated to promoting exchanges and cooperation between the school and the community. With a view to contributing to the continuous growth of their alma mater, the Alumni started “The Young Scientists Programme” in 2017 to nurture students in the field of scientific research. Starting from 2018, “The Gifted and Talented Youth Pilot Programme” has also been carried out to widen students’ horizons through various English activities. The Alumni Association also fully subsidises students sitting for the IGCSE so as to enhance their examination skills and confidence in taking the HKDSE, as well as awards students who have outstanding academic performance.
Direct Public Transportation to School
Bus: 7, 70, 71, 72, 73, 76, 77, 78, 38, 41A, 42, 48, 90B, 91A, 94A, 95, 95C, 107, 170, 971 Minibus: 4B, 4C, 4S, 52, 4M