



# 九龍灣聖若翰天主教小學 Kowloon Bay St. John The Baptist Catholic Primary School

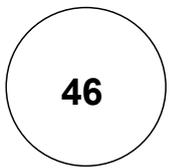
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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Fr. Dhos Johnson	Ms. Ko Tsui Ping Michelle	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					50%
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	Be Strong and Seek the Truth.	2003	Chinese	School Bus	About 7285 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	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$300	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	60mTrack, Reading Corner, Organic Farm, Virgin Mary Shrine, ArtsHaus (Art Bus), School History Room, Fitness Station, Campus Cycling Path.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, Activity Room, English Reading Room, STEM SPACE, General Studies Room, Computer Room, Chinese Culture Room, Visual Arts Room and Music Room.				Accessible lift, Accessible toilet, Tactile guide path and Visual fire alarm system.

## Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment		54		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	
97%	100%	47%	81%	27%	16%	57%	

## Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		Adopt small class teaching.						
Remarks		-						

## Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Besides written assessments, various modes of assessments will be conducted, e.g. projects, school-based booklets, in-class learning activities, self-evaluation, presentations, performance assessments, formative assessments, etc.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:10 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and brought by students.	We have implemented a comprehensive Healthy School Policy to cultivate healthy eating habits by "Three Lows" for lunch. We organize activities to promote health e.g. Fruits Day. Also, we prioritize students' mental well-being by encouraging mindfulness, developing their self-awareness and emotional management skills to foster inner calm, physical and mental balance, and spiritual growth.		Creating an environment for learning, promoting all round development: 1st-7th lessons: Cycle mode (Day 1-6) subject learning. 8th lesson: Fixed mode (Monday to Friday) Assembly, Multiple-intelligence activities, Values education, Reading session, Study groups, ECA Friday. 9th lesson: Homework lesson.		

## Life-wide Learning

Our school provides a variety of activities to develop broad interests and a positive attitude towards lifelong learning. We aim to provide diversified activities such as Cub Scouts, Brownies, Pandas, Chinese dance, Musicals (English), P.E, Visual Arts, Choir, musical instruments, STEM and different language activities in order to enhance students' multiple-intelligence. During "Saturday Activity Fun", experienced instructors provide training in different aspects.

## School Mission

Our mission is to aid the development of our students' moral, intellectual, physical, social, aesthetic and spiritual values and encourage them to: Follow the teachings of St. John the Baptist and spread the gospel. Show care and concern for others and help to build a just and compassionate society. Love their country and appreciate their culture. Learn how to learn and become life-long learners. Enjoy life and learning.

## School Characteristics

### School Management

#### School Management Organisation:

The school is managed by a sponsoring body - The Catholic Diocese of Hong Kong, and operated by an Incorporated Management Committee (IMC). The Supervisor, Principal and Deputy Principal lead the school administration committee and teaching affairs team to manage school affairs. Staff is subdivided into four domains, namely "Management and Organisation", "Learning and Teaching", "Student Support and School Ethos" and "Student Performance and Activities".

#### Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC committee members included eight nominees from The Catholic Diocese of Hong Kong, one independent committee member, two teacher representatives, two parent representatives, one representative from School Alumni Association and our school head. All of us will work together to enhance our school management.

#### School Green Policy:

Our school campus is vast, measuring about 7,285 square metres. We place emphasis on making the environment green. Teachers actively participate in and promote environmental protection activities, encouraging students to act "Green", by saving electricity and water, reducing, recycling and reusing materials, to aid environmental protection. In addition, our school has installed a Solar Power System (solar panels) on the roof of the school building, and the electricity produced is directly supplied to all parts of the school, striving to put low-carbon lifestyle into practice.

#### School's Major Concerns:

1. To promote Values Education and facilitate whole person development in students.
2. To nurture students' self-directed learning abilities continuously for enhancing the effectiveness of learning.

## Learning and Teaching Plan

### Learning & Teaching Strategies:

1. Self-directed learning elements are incorporated into the school-based curriculum and reinforcement booklets, which can enhance students' self-learning ability and its effectiveness. 2. To focus on the culture of biliteracy and trilingualism, and develop sports and arts, we adopt Multiple Intelligence classes and after-school elite training classes during the week in order to develop healthy living style. 3. Promote cross-curricular learning activities and STEM exploration in order to enhance students' high-order thinking, creative thinking, communication and collaboration skills. 4. To encourage "Reading to Learn": Building on students' reading experiences in the primary stage can lay the foundation for further development of students' reading skills and strategies to enhance their interest and reading abilities.

### Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To implement the school-based Value Education curriculum and cultivate a positive atmosphere for nurturing the ten priority values and attitudes, a sense of belonging and national identity in students.
2. To make good use of learning time to create a self-directed learning environment for students to strengthen the STREAM education and cultivate media and information literacy. To foster whole-person development by providing learning activities across different learning areas to enrich students' learning experiences.
3. To strengthen "Reading across Curriculum" to enhance students' lifelong learning abilities.

### Development of Generic Skills:

Through the implementation of Project Learning and STREAM education, we aim to nurture nine generic skills. Therefore, students can master and build knowledge, enabling them to apply the skills learnt, to solve daily life problems.

### Cultivation of Proper Values, Attitudes and Behaviours:

Through Spiritual / Religious Education and Values Education, the five core values of Catholicism (Truth, Justice, Love, Life and Family) are imparted, in order to strengthen the cultivation of students' physical, mental and spiritual health, which can help build up students' positive outlook towards life thus enable students to uphold these positive values and active attitudes in their lives. Students attend assemblies, values education classes, class teacher lessons and activities of class management, which can help students recognize the great traditional spirit of Chinese culture and nurture their correct values, behaviour and attitudes for the whole-person development.

## Student Support

### Whole School Approach to Catering for Learner Diversity:

1. To tailor to individual needs: Enrichment programmes are offered to foster skills and abilities in gifted and talented students while individual or group remedial lessons are provided to cater for learner diversity. 2. To design group-learning activities in class: Teachers develop diversified school-based booklets for students to accommodate their needs. 3. To broach professional support: Staff include social workers, a School-based Educational Psychologist, a School-based Speech Therapist and an Occupational Therapist. 4. To provide appropriate support for students in need through bringing in community resources.

### Whole School Approach to Integrated Education:

The student support team will use resources to provide workshops or remedial learning groups to SEN students. In addition, teaching will be adapted and accommodations will be made in homework and assessments for the SEN students, to help ease and overcome the difficulties in studying.

### Curriculum Tailoring and Adaptation:

Curriculum tailoring and accommodation for students with special education needs:

1. A bridging course is provided for P.1 students to help prepare them towards adapting to primary schooling. The course enables students and parents to know more about the campus environment, characteristics of the school curriculum and assignments. Theme-based learning is based on the students' needs to integrate the school-based curriculum for enrichment.
2. Providing enrichment programmes for gifted students, recommending them to participate in off-campus programmes and open assessments.

## Home-School Co-operation and School Ethos

### Home-School Co-operation:

We encourage a high level of involvement from parents. Parents can take on the role of parent managers. They can join the PTA and participate in voluntary work at school.2. We unite our beliefs for building a harmonious and delightful learning environment to reach the concentric aims of teachers and parents.

We provide supporting services to the parents such as Parent Education Programme. To provide chances for parents to participate in school-based parenting education and diversified physical, mental and spiritual activities. We hope parents can build the ability to assist their children and gain different kinds of information and community support services to help the next generation with positive and healthy values.

### School Ethos:

1. We strive to nourish students to be responsible citizens who are loving and eager to seek the truth.
2. We place importance on our students' moral development. In an atmosphere imbued with values of Catholicism, our students are polite and grateful.
3. Our students exhibit the Students' Ten Exemplary Virtues: Fulfilling the love of God, passionate about life, responsible, open and gregarious, confident, creative, technologically literate, self-disciplined, self-motivated and seekers of virtual and academic excellence.

## Future Development

### School Development Plan:

1. Perpetuate development and optimization of the school-based curriculum; tighten the linkage across subjects and promote cross-curricular learning.
2. Carry out STREAM education and I.T. skills systematically throughout the curriculum in order to promote the effectiveness of learning.
3. Provide various learning experiences to cultivate students' creativity and self-directed learning.
4. Nurture students to be citizens who revere God, love their neighbors and are patriotic and vigorous.

### Teacher Professional Training & Development:

1. have an in-depth knowledge of the core values of Catholicism, be healthy in body, mind and spirit. 2. have co-planning meetings regularly in order to optimize and enhance the effectiveness of teaching and learning. 3. have continuous training that pertains to the school's major concerns and development foci, in order to promote professional development.
4. To strive for different kinds of external resources proactively and cooperate with other organisations, teachers' professional skills and abilities are promoted.

## Others

Students who have brilliant academic achievements and talent in sports and arts, can receive prizes from Rev Bro. Paul Sun Education Foundation, who is one of the patrons. PTA and School Alumni Association also provide prizes to students who learn proactively, showing academic and moral character improvement.

To broaden horizons, students have chances to join different school excursions outside HK, which can deepen their learning experiences, strengthen the collaborative effort of teamwork and communication skills.

Students perform well in academic and moral conduct. They also do well in other areas, such as, STEAM, Maths, P.E., Chinese Dance, etc. Students always get prizes in HK and in international competitions.