



石籬天主教小學 Shek Lei 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
Ms. Cheung Wai Ching Ada	Mr. Leung Yu Fai	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
Bishop of the Catholic Diocese of Hong Kong	Diligence, Courage, Modesty, Honesty	1969	Chinese	School Bus	About 8610 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
-	-	\$50	Fees for Specific Purposes cost \$400.(Charged in two semesters)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	Every classroom is equipped with an on-line computer, and interactive electronic teaching and learning panel.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
13 rooms (Music Room, Computer Room, General Studies Room, Student Activity Room, Counselling Room, Reading Room, Visual Art Room, STEAM Room, Religious Activity Room, Campus TV, etc.)				Ramp, Accessible lift, Accessible toilet and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment		47	Total number of teachers in the school			48
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
96%	96%	28%	67%	10%	27%	63%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		P.1 - P.6 Small class teaching and P.1 - P.6 Activity approach.						
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	We value the learning process of students rather than just focusing on the results. In all subjects, we make good use of progressive assessments as well as project learning to grasp a better understanding of students' learning progress. For P.1 students, we cancel the first examination and use the progressive assessment instead. It's can assist the students in adapting to P.1.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability streaming supported by elite classes and remedial classes during morning and after school sessions.				

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	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Equipped with Eco-friendly dining hall.	1. "Straighten Up Campus Campaign" is launched.Morning exercises for the whole school take place every Monday and Friday. 2. Pupils take part in physical activities during recesses, so as to build a healthy body.During lunchtime, ball games are open for student participation. 3. Utilize the "Jump Rope" app to allow students to practice physical fitness online at home.		In the morning, formal classes are conducted, while the afternoon is dedicated to recreational activities. All activities are offered to provide students with opportunities for balanced growth in different areas. On weekdays after school, there are training sessions for different elite school teams, while on Saturdays, there are various interest groups activities. There is a Mandarin/English Day set every week.		

Life-wide Learning

Cross-boundary exchange activities: Study Tour for the environmental protection and STEM, Religion, English summer camp, etc. Extra-curricular Activities: Symphonic band, Choir, Dance, Public Speaking, Drama, Marching band and drum corps, Board games, Football, Mini-tennis, Badminton, Volleyball, Basketball, Coding Activity, etc. Services Association: CYC, JPC, Pioneers of Christ, Cub and Little Scouts, Brownies, Red Cross, Road Safety Team, Flag-guards.

School Mission

We are committed to evangelizing and highlighting God's love in order for children to know God and care for others and society. We also aim to develop children's moral, intellectual, physical, social, aesthetic and spiritual potential to the fullest, equipping them for facing life and work challenges as well as serving the public and contributing to society.

School Characteristics

School Management

School Management Organisation:

The Headmaster and Deputy Headmaster lead and coordinate different functional groups to facilitate operation and development of our school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in January, 2015. It includes the School Supervisor, the School Principal, 7 Sponsoring Body Managers, 1 Teacher Manager, 1 Parent Manager, 1 Alumni Manager and 1 Independent Manager. 1 Alternate Parent Manager and 1 Alternate Teacher Manager are in the meeting too.

School Green Policy:

The school actively promotes green education. We have a green canteen, an indigenous botanical garden, butterfly garden and Renewable Energy Learning Centre with school-based environmental curriculum.

School's Major Concerns:

1. To foster students' positive values and attitudes by practising the five core values of Catholic education as a result creating a positive culture in campus.
2. To promote the development of cross-curricular / Key Learning Areas (KLA) collaboration to strengthen students' generic skills and lead them to be self-directed learners.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Students are trained to speak trilingually and write bilingually. Two NETs are employed by the school to create and promote an authentic language-rich environment.
2. The curriculum adjustment and interdisciplinary learning for grades one to six will be developed based on students' needs to create a school-based curriculum.
3. Small Class Teaching and Life-wide Learning are implemented.
4. Bring up the self-learning ability of students through implementation of e-learning.
5. Organize overseas trips to provide students with diverse learning experiences.
6. Arrange different courses for gifted students and cross boundary learning activities for students to explore different learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Making good use of learning time: Rearrange the schedule of the lessons in the afternoon, Include tutorial lesson, uniform group, personal growth education and moral and civil education, physical & arts activities, creating space to promote a balanced physical and mental development.
2. Enriching life-wide learning experiences and promoting whole-person development: Use Life-wide learning grant to support about 50 activities and 3 study tours outside Hong Kong. Organize the meaningful life-wide learning activities for students.
3. Reinforcing STEAM education: Using QEF to establish the STEAM LAB. Provide many different STEAM activities. For examples, LEGO SPIKE robot, 3D printing, micro:bit coding, Drone Soccer and AI coding. School has joined the COOLTHINK@JC programme to bring computational thinking education to students and INventoo-STEM inventors in School by HKCIN using arduino coding.

Development of Generic Skills:

Through a wide range of classroom activities and project learning to cultivate students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Based on whole person development, Moral and Civic Education and Religious Education cultivate the student for Truth, Justice, Love, Life and Family.
2. Schools could promote Values Education through nurturing in their students the twelve priority values and attitudes and Values Education will be integrated and connected in our school curriculum.
3. In key dates of National Education Event Planning Calendar, School-based Learning Activities will be held by school, For example, Make arrangements for the raising of the national flag, and the playing and singing of the national anthem.

Student Support

Whole School Approach to Catering for Learner Diversity:

A Special Educational Needs Coordinator is assigned to develop appropriate policy and coordinate all resources to cater for learners' diversity. Student support team is established to ensure both elite and remedial students receive the best education.

Whole School Approach to Integrated Education:

Supporting integrated education (IE) in accordance with early identification, early intervention, person-centered approach, home-school co-operation, IE activities and professional teacher training to cater for students with special educational needs (SEN) through the 3-Tier Intervention Model.

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; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

1. Reading across the Curriculum and project learning are adopted from P.1 to P.6.
2. Chinese, English and Maths elite and remedial classes are also established.
3. The support classes for Primary 2 and Primary 3 are established to implement small group teaching, adjust curricula, and adapt assignments, thereby providing more effective support for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We hold different functions and activities to improve communication between school and family. We also use mobile parents' apps and e-notices to facilitate home-school communication.

School Ethos:

1. To provide comprehensive nurturing of the physical and spiritual development of students and practise the educational philosophy of caring and inclusion through a range of student counselling services.
2. To integrate the practices of teaching, counselling and discipline, utilising systematic techniques to promote the development of good citizens with a sense of responsibility and patriotism.
3. To reinforce attitudes of personal improvement and a desire to help others through the "Shek Lei Catholic Primary Volunteer Group".

Future Development

School Development Plan:

Major concern:

1. To foster students' positive values and attitudes by practising the five core values of Catholic education as a result creating a positive culture in campus.
2. To promote the development of cross-curricular / Key Learning Areas (KLA) collaboration to strengthen students' generic skills and lead them to be self-directed learners.

Teacher Professional Training & Development:

The planning of teachers' professional development is based on the changes in society and the needs of the students. The main focuses for the following year will be:

1. e-Learning and self-directed learning.
2. Subject knowledge and following development trends.
3. Special courses catering for different educational needs.

Others

1. Champion of the Boys' B Grade Team at the Kwai Chung District Primary School Athletics Competition.
2. Runner-Up in the Research Report Competition on Chinese Historical Figures
3. First Prize in the Sichuan-Chongqing-Hong Kong-Macau Youth Science Competition
4. Time to Talk Competition (Round 2)_third place