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

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$50	$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
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 2025/2026 school year

Number of teaching posts in the approved establishment	54	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
93%	100%	28%	81%	18%	27%	55%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	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
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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.	Our Healthy Campus policy fosters students' physical, mental and spiritual wellbeing and the guidelines help establish healthy eating habits. We regularly hold activities so that students can practise a healthy lifestyle in a fun atmosphere. We prioritise students' mental wellbeing 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 is committed to nurturing students' diverse talents and providing a wide range of learning opportunities. After-school activities include uniformed teams, such as Cub Scouts, Brownies, Pandas, Chinese dance, English Drama Club, PE, Visual Arts, Choirs, Musical instrument groups, STEM, and top-tier programs for biliteracy and trilingualism are provided for students to enhance their multiple-intelligence. Fun Fun Saturdays further focus on developing students' interests in areas such as PE, Arts, English Language, and STREAM.

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 implements an environmental protection policy and follows the "BEAM Plus" framework, to build a sustainable "green campus". The campus environment is comfortable and pleasant. Through eco-related activities, teachers encourage students to put the "Four R's of Sustainability" into practice, so as to achieve harmony and co-existence between people and nature. Solar photovoltaic systems have been installed on the rooftops of our school building to generate clean electricity, which directly powers the entire campus. This initiative promotes low-carbon living and contributes to sustainable development.

School's Major Concerns:
1. To nurture the application of digital education and enhance reading literacy in students, so as to promote their lifelong learning.
2. To nurture Chinese traditional virtues deeply for enlightening the growth of students' Mind, Body and Spirit, for promoting mental well-being in school and putting into action the aspirations of leading a positive and healthy life.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Leverage AI education platforms to optimize teaching and activities in accordance with subject-specific characteristics and student needs, thereby enhancing students' digital learning capabilities.
2. Construct an Information Literacy curriculum framework to promote the effective, ethical use of information and a truth-seeking attitude.
3. Optimize reading schedules and school-based reading award schemes to increase reading volume and help students establish consistent reading habits.
4. Launch diverse reading activities to create a school-wide reading culture, boosting students' interest in reading and their ability to engage in self-directed learning through reading.
5. Utilize language subjects as the backbone to continuously promote cross-curricular reading across different levels and themes. This aims to strengthen connections between learning areas, improve students' strategies for handling various reading materials, broaden their horizons, and cultivate lifelong learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. To implement the school-based Values 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 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.

Development of Generic Skills:
Through the implementation of Project-based Learning and STREAM education, we aim to nurture students' 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:
Our school upholds the spirit of Catholic benevolence. Through religious and spiritual education, as well as values education, we guide students to understand the five core values of Catholic education: Truth, Justice, Love, Life, and Family. Students deepen their understanding of Chinese traditional virtues and core values through assemblies, values education lesson and diverse class activities. These experiences help cultivate students' compassion, sense of responsibility, and the ability to distinguish right from wrong. We value holistic development of the whole person - body, mind, and spirit. By supporting students in building positive values and attitudes, we work together to create a campus filled with love and truth.

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 other professionals. 4. To provide appropriate support for students in need through bringing in community resources.

Whole School Approach to Integrated Education:
The Student Support Team uses resources to provide workshops or remedial learning groups to SEN students. In addition, teaching is adapted and accommodations 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. 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 the 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 help raise the next generation with positive and healthy values.

School Ethos:
1. We strive to cultivate and encourage 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 Exempla Virtues: Practising 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. Systematically implement STREAM-based thinking training within the curriculum, and develop students' abilities in digital learning, in order to enhance the effectiveness of teaching and learning. 3. Provide students with diverse learning experiences to stimulate their innovative thinking and spirit of inquiry, thereby promoting Self-directed Learning. 4. Cultivate students to become good citizens who love God, love others, and are patriotic and vigorous.

Teacher Professional Training & Development:
1. Recognize the five core values of Catholic education, and foster teachers' physical and mental well-being and spiritual health. 2. Conduct regular co-planning meetings; leverage digital empowerment to optimize teaching strategies and enhance the effectiveness of teaching and learning. 3. In line with the school's areas of concern and development priorities, encourage teachers to continue professional development to promote growth in expertise. 4. Actively seek and secure external resources and collaborate with external organizations to enhance teachers' professional competencies and skills.

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 collaborative effort, 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.