石籬聖若望天主教小學
Shek Lei St. John'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
Mr. CHOI TAK SHING STANLEY JP	Ms. Chan Po Yee	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	Diligence, Courage, Simplicity and Integrity	1970	Chinese	Nanny van	About 7482 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
-	-	$55	$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
19	2	1	1	Rooftop Garden

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, English Funland, Campus TV, Computer Room, Student Activity Centre, Music Room, Visual Arts Room, Science Lab, Counselling Room and Small Group Teaching Room.	Ramp, Accessible lift, Accessible toilet, 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	38	Total number of teachers in the school	43

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%	35%	73%	19%	26%	55%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	4	3	3	3	3	19
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	3	4	3	3	3	18

Mode of teaching at different levels	Mixed ability classes from P.1 to P.6. The placement of independent subjects in P.5-6 will be ability-based.
Remarks	Intensive Remedial Teaching Programme implemented in some of the levels, extra teachers to take care of students with special learning needs so they can catch up with the mainstream curriculum.

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	1. Each subject has implemented progressive assessment in knowledge, skills and attitude. Results will be indicated in respective assessment reports. 2. Establish practical marking rubric to enable students to construct and apply knowledge and skills to solve problems.
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. The placement of independent subjects in P.5-P.6 will be ability-based. This approach allows us to better cater to each student's individual needs, ensuring they receive the best support and development in their learning.

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
Days	9	35 mins	8:00 AM	3:30 PM	12:55 PM - 1:45 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	School monitors the caterers of the tuckshop regularly to ensure healthy food is provided to students. School organizes a variety of activities to emphasize the importance of a healthy life, such as "Schoolbag Weight Control Activity", "Fruit Month" and "School Physical Fitness Award Scheme".	We offer a thoughtfully curated range of sports training programmes, diverse, exciting challenges, advanced activities, and interest groups designed to nurture students' multiple intelligences and unlock their full potential through joyful play, bringing energy, confidence, and fun to every step of their healthy growth!

Life-wide Learning

The school offers a diverse range of extracurricular activities, including:
Academics: Olympiad Mathematics Classes, English Puppetry, English Musical, Youth Forum, etc.
Sports: Football, Athletics, Basketball, and Taekwondo Teams.
Music and Arts: School Choir, Ballet, Handbell, Violin Class, etc.
General Knowledge and Technology: Drone Workshops, Microcomputer Programming Groups, Firefly Breeding Projects, Chinese Herbal Garden Planting Projects, etc.
Also, various uniformed groups are formed. These activities fully develop students' potential.

School Mission

The school aims at introducing the Catholic religion and Christ's spirit to students. The school emphasizes on the five core values of Catholic Education: Truth, Justice, Love, Life and Family. We provide a quality holistic curriculum through promoting the love of Christ and the spirit of service. The school helps students to develop multi-intelligence, creativity, positive values and desirable moral qualities, so that they can become confident and responsible citizens with good self-learning habits.

School Characteristics

School Management

School Management Organisation:
The organizational structure, which is subordinated to Catholic Diocese of Hong Kong, is managed by the Catholic Education Office. The Central Management Committee for Diocesan Schools and Incorporated Management Committee also supervise the implementation of school policy. To match up with the policy of EDB, PTA and Alumni Association are well-established. These parties meet regularly to give advice and support to develop the excellence of the school and to provide students with quality education.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee was established on 1st April, 2014. The committee consists of Supervisor, Principal, sponsoring body managers, an independent manager, teacher managers, parent managers and an alumni manager. The School is monitored and managed by different stakeholders.

School Green Policy:
Green practices are highly promoted in the Campus. Recycling bins are available around the school campus so that the students are encouraged to practise the 3R guides.

School's Major Concerns:
1. Implement school-based values education based on the five core values of Catholic education - to create a holistic educational environment that nurtures not only intellectual growth but also character development.
2. Deepen self-directed learning strategies and exploratory abilities and build a growth-oriented learning community for future readiness.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Establish diverse learning experiences and a comprehensive and highly engaging learning environment for students to develop their potentials and equip students with the learning skills of 21st century.
2. Implement student-centered learning mode to enhance students' self-directed learning skills.
3. To empower students' biliterate and trilingual capacities, a better language-rich environment is established so as to strengthen their communication skills such as using Putonghua as the medium of instruction in the P4-6 Chinese learning while English native speaking teachers are recruited for further developing students' English phonics and acquiring their multicultural knowledge.
4. Cater to diverse learning needs through group teaching, and ability grouping in some subjects. Teachers adjust teaching strategies and coursework according to students' needs to improve learning performance.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthen values education with the focuses on life & national education including the national security. It aims to reinforce students with whole-person education based on the FIVE Core Values of Catholic Education and TWELVE priority values and attitudes by adapting to students' needs and social expectations. Values education should also be integrated into daily learning & teaching. Besides, each subject is incorporated with the elements of national and national security education. It upholds related activities to strengthen students' national identity and sense of national pride.
2. Each subject uses a spiral learning model to infuse various common skills into the curriculum, allowing students to develop different common skills. Emphasize on cross-curricular learning.
3. Strengthen AI and STEAM education to cultivate students' ability to innovate through design thinking and the design cycle, improving the quality of human life.

Development of Generic Skills:
1. Focusing on the inquiry-based learning process to deepen a growth mindset. It aims to cultivate an environment for self-directed learning and value-based holistic development through experiential learning and diversified assessment.
2. The "Think Big" Course aims to enhance students' multi-intelligence, high-order thinking and problem-solving abilities by encouraging critical thinking. Also, the course aims to improve students' cooperation and communication skills and cultivate their willingness to accept challenges, thus emphasize the connection and application of knowledge to real life.

Cultivation of Proper Values, Attitudes and Behaviours:
The Guidance and Discipline Team, the Moral and Civic Education Team and the Religious Department work together to create a caring environment where students' positive behaviours, values, attitudes and interpersonal relationship can be cultivated through different school-based activities.

Student Support

Whole School Approach to Catering for Learner Diversity:
Whole School Approach is implemented to cater for learner diversity. We make good use of different funding and resources to meet individual needs. We also conduct school-based after-school learning-support programmes to provide more assistance for students with economical needs.

Whole School Approach to Integrated Education:
The Whole School Approach caters for different learner needs on individual or group basis. The School Social Worker provides training to students in needs. The Student Support Team formulates and coordinates the allocation of resources such as Enhanced School-based Speech Therapy Service and so on. Remedial classes and adjustments in assessments are provided for students in need. The School-Based Educational Psychologist conducts professional assessments, arranges referral of service and provides professional advice.

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.

Curriculum Tailoring and Adaptation:
Regular co-planning sessions are arranged to enhance curriculum tailoring and adjustment of teaching strategies in order to provide quality education for students with different learning needs. Different courses and tutoring are provided for both more and less abled students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
PTA is well-established to build up parents' commitment towards the school through organizing various activities. Parent education is emphasised through talks, meetings, informal gatherings, and volunteer participation in various activities and events.
Bilingual electronic notices help parents access school information easily, improving communication and strengthening connections with the school.

School Ethos:
A whole-school approach that integrates discipline and guidance is adopted at our school to prioritise character cultivation and facilitate students' holistic development. Through a variety of effective positive activities, we instil correct values in students, fostering their sense of belonging to the school and enhancing their spirit of commitment.

Future Development

School Development Plan:
1. Preach the gospel and learn from Jesus. Hold Catholic activities regularly.
2. Optimize classroom teaching to enhance effectiveness of learning and teaching and to improve students' learning competency.
3. Improve students' learning competency and strengthen core values and value education, develop positive attitudes among students.

Teacher Professional Training & Development:
1. Practise co-planning and peer observation regularly.
2. Optimize lesson studies supported by external educational bodies.
3. Participate in teacher training activities organized by the Education Bureau and external organizations, as well as professional exchange activities held by educational groups.
All of these efforts are to reinforce effectiveness of learning and teaching and strengthen teachers' leadership skills.

Others

1. Setting up Four Houses to strengthen students' sense of belonging, team spirit and leadership.
2. The "Outstanding Talents and Abilities Program" aims to implement different activities to help students discover their diverse talents.
3. Through the Opening up School Facilities Scheme, our school provides facilities to support and promote sports development in the community.
4. Establish scholarships and school-based awards to recognise student achievement and progress, encouraging active learning and the fulfilment of potential.