



天神嘉諾撒學校
Holy Angels Canossian School

21 Hok Yuen Street, Hung Hom, Kowloon

23624448

info@hacs.edu.hk

23646665

http://www.hacs.edu.hk

35

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Wong Pui Ling Virginia	Ms. Lui Po Ki	Established	Aided Whole Day	Girls	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Canossian Missions	Humility and Charity	1958	Chinese	Nanny van	About 2300 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Mary's Canossian College				Yes	Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$150	\$100	- Replacement of Smart card \$33

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Campus Radio Station.
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
Activity Room, Music Room, Multi-purpose Room, Language Learning Room, Computer Room, STEM Room, Remedial Teaching Rooms and Prayer Room.			Ramp, Accessible lift and Accessible toilet.	

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

Number of teaching posts in the approved establishment		34	Total number of teachers in the school		35	
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%	97%	34%	49%	14%	29%	57%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		Implementing small class teaching from P.1 to P.6. Using Putonghua as the medium of instruction in teaching Chinese language for one of the classes in each level, starting from P.3.						
Remarks		-						

Performance Assessment

Number of test(s) per year (P1 only)	1	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)	2	Number of exam(s) per year (P2 to P6 only)	2		
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					No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Apart from test and examination, diversified modes of assessment, such as self, peer and parent assessment as well as learning attitude assessment, are adopted. Analysing and evaluating written assessment results aim at improving learning and teaching. Besides, for those with marked learning difficulties, assessment adaptation is provided.				
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	To cater for learner diversity, the higher ability class of each level would use Putonghua to learn Chinese language and the other two classes would be mixed ability classes. The streaming arrangement would start from Primary 3 according to students' academic performance.				

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	10	35 mins	8:10 AM	3:25 PM	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Regular mindfulness exercise is organised for students. Every Monday is Sports Day. Through organising different activities, we expect to raise students' awareness on environmental protection and promote healthy lifestyle. By engaging in sportACT Award Scheme, we aim at nurturing students' interest in sports so as to foster a sporting culture. The lunch monitoring team maintains food safety.		-		

Life-wide Learning

Provide students with life-wide learning experiences through cross-curricular learning activities. Provide students with opportunities to appreciate and reflect on works of art so as to cultivate their art and cultural literacy. In order to help students to achieve whole-person development, various modes of activities, such as talks and exploration activities, are held.

School Mission

Our school upholds the values of St. Magdalene of Canossa for the moral, intellectual, physical, social, aesthetic and spiritual development of the students. We aim at providing a caring environment for students, developing students' potential through diversified learning activities and nurturing their positive values in order to turn them into caring and responsible citizens.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee is chaired by the Supervisor. The Principal manages the school with the assistance of Deputy Head, middle managers, panel chairs and coordinators from different subject groups. There are four administration groups named as 'Management & Organisation', 'Learning & Teaching', 'Student Support & School Ethos' and 'Student Development'.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee includes: The Supervisor, Sponsoring Body Managers, the Principal (ex officio member), Teacher Managers, Parent Managers, Alumni Manager and Independent Manager.

School Green Policy:

The campus greening and recycling scheme enables the students to live an environmentally friendly life.

School's Major Concerns:

1. To nurture students to become good law-abiding citizens who demonstrate love for their country, family and school.
2. To lead a healthy lifestyle in order to promote physical strength and spiritual well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

To ensure students to have a smooth transition from KS2 to KS3 and satisfy the needs of Through Train mode, school-based curriculum for different KLAs are designed and implemented. Opportunities for students to utilize effective problem solving skills are offered during lessons, fostering the development of their higher order thinking skills. Self-directed learning and e-Learning are promoted. Differentiated instruction is applied to cater for learner diversity. Furthermore, various activities including 'Inquiry-based activities', 'Life-wide learning' and 'Project learning' not only enrich students' learning experience, but also enlighten their curiosity, creativity and generic skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To promote whole-person development, we strengthen values education, including national education, national security education and life planning education. We also make good use of learning time and create space to promote a balanced physical and mental development for students by organising life-wide learning activities. To better cater for learner diversity, students' media and information literacy is nurtured through STEAM education curriculum. Besides, cross-curricular learning and reading across the curriculum are implemented for developing students' lifelong learning capabilities.

Development of Generic Skills:

Students' generic skills are developed through different learning activities such as Project Learning, Life-wide learning, cross-curricular learning and inter-school activities.

Cultivation of Proper Values, Attitudes and Behaviours:

To facilitate students' whole-person development and promote their well-being, our school fosters students' positive values and attitudes through Moral and Civic Education and the provision of relevant learning experiences. Moreover, we nurture 'Canossian' through school-based moral education programme. From personal, interpersonal and religious perspectives, we aim at nurturing our students the six priority values and attitudes: 'Perseverance', 'Responsibility', 'Justice', 'Respect for Others', 'Integrity' and 'Gratitude' by imitating the virtues of the saints and the significant people from China as well as experiential learning.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for learner diversity, remedial classes (for Chinese, English & Mathematics) are organised, so that students can develop to their full capacity. Higher ability class of P.3 to P.6 use Putonghua as the medium of instruction for Chinese Language learning. We also provide different enrichment programmes to widen students' horizons, expand their knowledge and learning skills, thus enabling them to be well-rounded in their learning for life. Student Support Team aims at helping students with learning difficulties.

Whole School Approach to Integrated Education:

Our Student Support Team utilises funding from 'Learning Support Grant' to provide training for students with special educational needs to enhance their concentration, social skills and Chinese reading and writing skills. In the meanwhile, Enhanced School-based Speech Therapy Service supports students with speech and language impairment in their development of learning and communication. In addition, our school values home-school collaboration, with Special Educational Needs Coordinator, school social workers, school-based speech therapist and school-based educational psychologist communicating regularly with parents to provide professional support.

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; and organising activities to create an inclusive learning environment in the school.
1. Chinese Remedial Class
 2. Parent-led Reading Scheme

Curriculum Tailoring and Adaptation:

In order to cater for learner diversity, graded learning tasks and materials are designed. Moreover, teachers incorporate higher-order thinking skills into the curriculum.

Home-School Co-operation and School Ethos

Home-School Co-operation:

In order to enhance parents' sense of belonging, PTA activities are held throughout the year. With parents' active participation and support, the school is able to hold and implement various activities, such as storytelling time, field trips, etc. Through Parents' Day, Parent Teacher Association, Intranet and Parent App, we can maintain a close relationship between the school and the families.

School Ethos:

Our school maintains a harmonious teacher-student relationship. Parents participate actively in all kinds of school activities. Upper primary students serve as 'Big Sisters', 'Lunch Ambassadors', 'Discipline Prefects' and 'Reading Buddies', a loving and caring atmosphere is created. Through discipline, guidance, moral and religious education, students build up positive values and good behaviour. The school provides various types of support for pupils, such as bridging course for Primary one students, seminar for preparing students' for secondary education. The Understanding Adolescent Project is a comprehensive support programme for personal growth. It aims at enhancing upper primary students' resilience in coping with the challenges they have to face as they grow up.

Future Development

School Development Plan:

By implementing school policies that integrating school-based curriculum and diverse activities, our school aims at cultivating students' sense of national identity, establishing a healthy lifestyle and developing good living habits, thereby creating a harmonious campus.

Teacher Professional Training & Development:

'Professional Development Days' with different themes are held for all teachers every year. Teachers attend courses, seminars, workshops, participate in learning communities or join Teachers' Network so as to update their skills, share their knowledge and views; through co-planning and peer lesson observation, their teaching effectiveness is enhanced.

Others

76th Hong Kong Speech Festival: A total of 50 students were awarded top three places for Chinese, English and Mandarin Solo Verse Speaking.

A.S. Watson Group Hong Kong Student Sports Awards Awardee.

Gold Medal Award of Outstanding Cub Scout Group

HKU CITE Student Award Scheme-In STEAM - SDL-STEAM Innovation and Technology Implementation Award and SDL-STEAM My Favourite Booth Award

Silver Award in Junior Grade Hong Kong Inter-School Choral Festival Competition Cum Masterclass

Silver Award in Hong Kong Joint School Music Association Competition (Group Ensemble (String))