



嘉諾撒聖方濟各學校
St. Francis' Canossian School

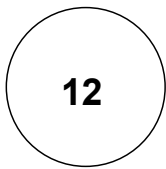
42 & 44 St. Francis Street, Wanchai, Hong Kong

25281763

sfcso@sfc.edu.hk

28657681

http://www.sfc.edu.hk



POA School Net No.

School Information

| Supervisor / Chairman of Management Committee | School Head | Incorporated Management Committee | School Type | Student Gender | Religion |
|---|---------------------------|-----------------------------------|---|----------------------------------|-----------------------------|
| Sister Kwan Siu Mui | Ms. Chong Yan Wai | 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 | | | | | 100% |
| Name of Sponsoring Body | School Motto | Year of Commencement of Operation | Medium of Instruction | School Bus | Area Occupied by the School |
| Canossian Missions | Live by the Truth in Love | 1869 | Chinese | School Bus | About 4000 Sq. M |
| Feeder Secondary School | | | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) | |
| St. Francis' Canossian College | | | | Yes | Yes |
| 4Rs Mental Health Charter | Yes | Whole School Health Programme | | Pledged School | |

2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| - | - | \$100 | Fees for specific purposes \$450 | - |

School Facilities

| No. of Classroom(s) | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others |
|---|----------------------|-----------------------|--|--------|
| 24 | 2 | 1 | 1 | - |
| Special Room(s) | | | Facility(ies) for Supporting Students with Special Educational Needs | |
| Chapel, Gymnasium, Music Room, Computer Education Room, Remedial Teaching Room, Student Activity Room, English Language Room, Language Room, Visual Art Room, General Studies Room, General Purpose Room etc. | | | Accessible toilet. | |

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

| Number of teaching posts in the approved establishment | | 49 | Total number of teachers in the school | | 56 | |
|--|-----------------|------------------------------------|--|-------------------------|-------------|-------------------|
| 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% | 39% | 69% | 21% | 13% | 66% |

Class Structure

| | | | | | | | P1 | P2 | P3 | P4 | P5 | P6 | Total | |
|---|--|--|--|--|--|--|----------------|----|----|----|----|----|-------|----|
| 2024/2025 school year | | | | | | | No. of classes | 4 | 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 | 4 | 24 |
| Mode of teaching at different levels | | Activity approach and Small Group Learning are adopted for P.1 - P.6 pupils. | | | | | | | | | | | | |
| 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 | Both formative assessments and summative assessments are practised. Through its diversified assessment, teachers examine the effectiveness of their teaching strategies. Teachers also identify learners' strengths and weaknesses and try to diagnose their learning problems. Tasks, project learning and classroom observation are also designed to facilitate the efficacy of the formative assessment. | | | | |
| 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 abilities. | | | | |

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 | 7:55 AM | 3:30 PM | 12:30 PM - 1:30 PM |
| Lunch arrangement | | Healthy school life | | Remarks | |
| Provided by designated supplier and arranged by parents. | | To assist students in establishing a healthy lifestyle, activities are held in conjunction with the "School Certification Program," "Happy Fruit Month," and the "School Sports Promotion Plan." The school-based growth lessons integrate the four elements of the "4Rs Mental Health Charter" to enhance students' mental well-being. | | Morning classes are conducted in a "cyclical week" format, with a six-day cycle; afternoon classes follow a Monday to Friday schedule. On Mondays through Thursdays, school ends at 3:30 pm, while on Fridays, it ends at 2:30 pm. | |

Life-wide Learning

Life-wide learning is integrated across all subject areas, including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities and co-curricular activities (integrated curriculum for Primary 1 to 3, service learning for Primary 4 to 6, and STREAM courses). Additionally, diverse extra-curricular activities and gifted programs are arranged to develop students' potential; students are actively encouraged to participate in inter-school competitions, leadership training programs, uniform group activities, and volunteer services.

School Mission

Adhering to the school vision of the Canossian Daughters of Charity, we devote ourselves to creating a caring culture, providing holistic education. We deeply believe that each child possesses a unique personality and potential and all students can develop to their full capacity. By the love of Christ on the cross, we teach by words and example, influence life with life, enable students to make a clear distinction between right and wrong and establish the positive values.

School Characteristics

School Management

School Management Organisation:

Managed by the Incorporated Management Committee. The school administration spreads under 4 domains, namely "Management and Organization", "Learning and Teaching", "Support to children and School Culture" and "Students Performance".

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established in 2013/14.

School Green Policy:

To implement environmental education by Whole School Approach. Let students practise sustainable lifestyle through multiple activities.

School's Major Concerns:

"Values Education" and "Enriching Students' Learning Experiences," allowing students to develop holistically across six areas, practicing whole-person education. Emphasis is placed on values education to cultivate students' character based on the Canossian values of "Respect," "Gratitude," and "Responsibility," enabling them to become good citizens. Effective use of learning time creates space to enrich students' diverse learning experiences and integrates health elements to promote students' physical, mental, and social well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

A variety of learning activities are organized to enrich learning experiences through a life-wide learning approach. Effective use of learning time enhances the utilisation of electronic learning resources, broadening learning spaces for extended learning and strengthening self-directed learning abilities. Emphasis is placed on students' holistic development, promoting arts education across four major areas: music, dance, drama, and visual arts. Each subject incorporates project-based learning and inquiry-based learning, allowing students to collaborate with peers through cooperative learning to construct knowledge and prepare for future learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Promote interdisciplinary school-based activities with the theme of "Angel's Song", to strengthen value education and cultivate students to become good citizens; strengthen students' national identity through flag-raising ceremonies, flag speeches, environmental decoration, etc.; reorganize the class timetable, combine healthy living elements, arrange different co-curricular activities, enrich students' learning experience, and expand students' diverse learning activity space while helping them to establish healthy living habits; strengthen innovative technology elements, optimize STREAM education to allow students to use creative thinking to study; connect with real situations, optimize cross-curricular learning, and allow students to comprehensively apply relevant knowledge and skills to conduct problem-based special studies.

Development of Generic Skills:

Endeavour to develop students' communication, collaboration, creativity and critical thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school adheres to the school motto of 'Veritas in Charitate Live by the Truth in Love'. The teaching of regular courses such as the school-based Personal Growth Education, Civic Education, Religious Studies, and other disciplines, work together with non-formal courses such as the school-based counselling courses, and religious activities, creating a religious atmosphere on campus. The mode of school-wide participation provides students a holistic learning experience to learn the spirit of Loving Christ, to adhere to positive values, to uphold good attitude and behaviour in daily life, and hence living out truth, goodness, and beauty.

Student Support

Whole School Approach to Catering for Learner Diversity:

Implementation of 'Enhancement Groups' in the lower primary levels for the needs of students of different abilities, implement the 'Learning Support Team' for students with learning needs, provide tutoring session for P.1 to P.6 classes, arrange P.3-P.6 learning groups, tutorial groups to support students with learning differences.

Whole School Approach to Integrated Education:

The Student Support Team using a Whole School Approach to support the students with special educational needs. Besides arranging Teaching Assistants to support the classroom teaching using collaborative teaching mode, we also organize After-school Support Services like 'Speech Therapy' group, 'Social Skills Training' group as well as 'Attention Training' group. Simultaneously, meetings with parents individually are often carried out so as to strengthen Home-School cooperation.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Mathematics and General Studies School-based Problem Solving Training, Chinese Language and English Language School-based Curriculum, P.1 to P.3 Curriculum Integration, P.4 to P.6 Service Learning have been developed. 'Using Putonghua as the medium of instruction for teaching the Chinese Language subject' has been implemented in all levels (P.1 to P.6) under the school's circumstances.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association has been formed for thirty years. To coordinate with the school development, a lot of activities such as seminars for parents, volunteering service, fundraising for school premises facilities, recruiting parent volunteers and picnics are carried out. PTA Newsletter is published every year to promote home-school communication.

School Ethos:

The school ethos is simple. Teachers are diligent. Students are decent and teachable. The Civic Education Group cooperate with the Guidance and Discipline Group to implement school-based programmes to assist children growth. Arrange an orientation day for the P.1 new comers and Parents' Day for all levels. Spiritual activities are held for Catholic students. Good partnership is built between the school and the Parent-Teacher Association, organizing various activities, parents are willing to volunteer. The SFCS Past Students' Association can also unite the power of the past students and prolong a sense of belonging to the school.

Future Development

School Development Plan:

Demonstrate the School-based Management spirit, establish the self-assessment culture; committed to the professional development of teachers so as to build up a learning community and to raise the Information Technology (IT) teaching level. Seeking for more resources to improve teaching, promote arts education to develop students' potential. Take initiatives to participate in curriculum reform, innovate new teaching ideas, develop school-based curriculum and diversified modes of assessment, make good use of assessment to promote independent learning. Enhance students' competence in bi-literacy and tri-lingualism by creating a good language learning environment. Reading habits are encouraged to broaden students' scope of knowledge.

Teacher Professional Training & Development:

In response to the school development, matching with education trends, focusing on learning and teaching effectiveness, diverse training is provided for teachers to enhance the professional level.

Others

St. Magdalene Scholar Scholarship and Past Student Association Scholarship