



嘉諾撒小學 (新蒲崗)  
Canossa Primary School (San Po Kong)

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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. Yuen Wai Ching	Mr. Chan Cheong Shun Charley	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					85%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Canossian Missions	Charity, Righteousness, Humility	1968	Chinese	School Bus	About 5960 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	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	Special-used fee \$100	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	4	1	1	Roof-top Garden, Medical Room, PTA Room, Prayer Room, Counselling Room, Conference Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, English Room, Activity Rooms, Language Room, Multi-purpose Rooms, Visual Arts Room, Music Rooms, General Studies Room.				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		66	Total number of teachers in the school		67	
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%	30%	59%	22%	28%	50%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	6	6	6	6	6	6	36
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	6	6	6	6	6	6	36
Mode of teaching at different levels		Collaborative learning in small groups. Implementation of small class teaching from P.1 to P.6.												
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
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Diversified Assessment for Learning	A total of 3 summative assessments per academic year (1 on main subjects, 2 on all subjects); regular written formative assessments; project learning, research-based learning, oral presentation, self-evaluation, peer review, 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 abilities in class arrangement to cater for learner diversity. For each year level, 4 classes out of 6 adopt Putonghua as the medium of instruction in Chinese Language; 2 classes out of 6 adopt Cantonese as the medium of instruction in Chinese language.				

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	8	35 mins	7:50 AM	3:00 PM	12:30 PM - 1:25 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		Our students have morning exercise every week. We join the LCSD's SportAct, School Physical Fitness Award Scheme and School Sports Programme, training students to build up healthy exercise habits.		Class teacher period, Morning reading, Morning exercise, After-lunch activities, Remedial classes, Extra-curricular activities, etc.	

## Life-wide Learning

Debate Team, Junior Musical, Olympiad Maths Classes, School Teams (Basketball, Table Tennis, Badminton, Volleyball, Swimming, Football, Athletics), Choir, Orchestra, Music Classes (violin, flute, clarinet), Visual Arts Classes, STEM courses, mBot, VEXIQ, Programming and Drone courses, Taekwondo Classes, Artistic Gymnastics, Chinese Dance, Jazz Dance, Chinese Opera;  
Life-wide Learning Days, Multi-intelligence Classes, Study Tours, Outdoor Learning Activities, Educational Camp, Adventure Based Camp, Cub Scouts, Brownies, Red Cross, CYC.

## School Mission

The Canossian educators of Faith draw inspiration from Jesus on the Cross and St. Magdalene of Canossa. We dedicate ourselves to the Formation of Heart of our students, to love life and learning, to serve the Community, especially those whose needs are greatest.

## School Characteristics

### School Management

#### School Management Organisation:

The sponsoring body of our school is Canossian Missions. Under the supervision of the Incorporated Management Committee, the school is empowered the autonomy of self-management by the School Policy Executive Committee and the other four functional committees.

#### Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established on 31st August 2013. Members include representatives from the sponsoring body, the supervisor, principal, teacher and other independent managers to give advice on the school development.

#### School Green Policy:

Environmentally-friendly lunchboxes, Renewable (Solar) Energy System (Feed-in Tariff Scheme), Energy saving facilities and policies, such as the lighting system; optimal room temperature of the air-conditioning, Sky garden that lowers the room temperature of the top floor, Collection of materials for recycling.

#### School's Major Concerns:

1. Foster students' physical, mental, and spiritual well-being, cultivate a willingness to serve, establish positive values, and develop into law-abiding citizens with good civic awareness.
2. Optimize school-based curriculum development, enrich learning and teaching experiences, utilize technology wisely, promote innovation, and expand students' diverse potential.

## Learning and Teaching Plan

### Learning & Teaching Strategies:

1. Emphasis on moral and civic education, various learning experiences, such as Leader in me curriculum, 'Our Foundress' Programme, core value curriculum, reading schemes, STEM curriculum, overseas exchange programmes, cross-curricular learning activities and social services for students' life-wide and life-long learning.
2. Small class teaching across all year levels. Putonghua is used as the medium of instruction in some classes.

### Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Our school optimizes the "Canossian Values Education" curriculum, which is implemented in collaboration with the various subject groups, to cultivate students' positive values and attitudes of gratitude, respect and responsibility.
2. Through the national education and the national security education, the curriculum enables students to understand our country and Chinese culture, cultivates and strengthens our national identity.
3. Optimizing STEAM education, broadening all-round learning experiences to develop students' generic skills and inquisitive thinking and promote whole-person development.
4. Encourages students to utilize class time to create room, cultivate independence and promote independent learning.
5. Strengthen reading across the curriculum, cultivate students' habit of active reading and use information technology in a rational and responsible manner.
6. To meet the learning needs of students, strengthen home-school cooperation to cater for the diversity of students' learning.

### Development of Generic Skills:

Focus on creativity, critical thinking problem solving and communication skills through collaborative learning.

### Cultivation of Proper Values, Attitudes and Behaviours:

Sharing the common vision and mission of the Canossian educators, our dedicated Canossian teachers have always been striving for excellence to nurture students' 'Formation of Heart' to love life and learning, to serve the Community, especially those whose needs are greatest.

Our school-based moral and civic education curriculum embraces the core values of Catholic education, guiding our students to love and to be the salt and light to the needy ones in society.

## Student Support

### Whole School Approach to Catering for Learner Diversity:

Small group activity approach teaching, Collaborative learning activities and "Mentor & Me Program" for P.1 pupils let students help and inspire others to learn and achieve their own goals.

### Whole School Approach to Integrated Education:

Our school has a strong commitment to inclusion. Through a flexible allocation of resources, personalisation of the curriculum and differentiated learning and teaching strategy, we provide students with specialized support in order to raise their learning efficiency and to enable them to adapt in their school life. We utilize different subsidies to hire teachers and counsellors to cater for learning diversity. We offer a range of activities such as remedial programmes, reading, writing and social skills workshops and School-based Speech Therapy Service for students with a range of needs. Furthermore, we offer workshops for parents to understand the special educational needs of their children, to coach them at home and to collaborate with teachers and students to achieve students' personal growth.

### 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; 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:

Cater for different learning needs through flexible seating and examination arrangement, various forms of homework, etc. Recommend gifted students to participate in training programmes and competitions organised by other institutes.

## Home-School Co-operation and School Ethos

### Home-School Co-operation:

To enhance parent-teacher communication, parents days and nights are adopted. Performing the important role as a bridge between parents and our school, the PTA has established a good relationship of mutual trust with the school. Through various functions, two-way communication has been strengthened.

### School Ethos:

Build up a harmonious teacher-student relationship, develop the spirit of love and serving others, and stress on positive culture through the core values of Catholic education, class management, sincere communication and self-learning activities. Widen pupils' vision, extra care is given to P.1 pupils' adaptation to primary school life and P.6 pupils' preparation for their secondary education. Develop parent education for better parent - school cooperation.

## Future Development

### School Development Plan:

1. Promote e-learning, develop self-learning skills and utilize assessment as learning in order to raise students' learning efficacy.
2. Develop the 'Canossian qualities' in our students so that they can become grateful citizens.
3. Promote professional development among our teachers. Establish a learning organization and demonstrate the achievement of learning and teaching.

### Teacher Professional Training & Development:

1. Promote professional development among our teachers. Establish a learning organization.
2. Showcase professional development and achievements; encourage mutual appreciation culture among teachers and students.

### Others

Scholarship given by Parent-Teacher Association and Alumni Association.