



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Wong Pui Ling Virginia	Principal Au Man Yi	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					
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Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Canossian Missions	One Heart And One Way	1900	Chinese (incl.: Putonghua) and English	School Bus	About 6780 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	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
-	-	\$50	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Chapel, Medical Room, Student Guidance Room cum PTA Centre.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
10 rooms (Art Room, Music Rooms, Computer Room, Multi-Media Room, STEAM LAB, Marian Maker Space, Marian Cave Plus (Immersive Learning Room), Remedial Rooms, Activities Room).				Ramp, Accessible lift, Accessible toilet and Visual fire alarm system.

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

Number of teaching posts in the approved establishment		44	Total number of teachers in the school			44
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%	56%	44%	63%	16%	33%	51%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	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	24
Mode of teaching at different levels		Activity-Based Teaching, Self-Directed Learning, Collaborative Teaching, Group/Cooperative Learning						
Remarks								

Performance Assessment

Number of test(s) per year (P1 only)	2	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)	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					Yes
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	Assessment for learning: Self-Assessment, Peer Assessment, Formative Assessment, Project-Based Assessment, Summative Assessment, Practical Assessment, Oral 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 ability classes in P.1. Students of P.2 and P.3 are allocated to Putonghua class or Cantonese class according to Chinese and Putonghua abilities. Students of P.4 to P.6 are streamed according to their academic results.				

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	8:05 AM	3:00 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We promote a healthy lifestyle through various campus activities, including the Fitness Incentive Program, morning exercises, short exercise breaks, Fruit Day, Wellness Breaks with multiple activities during lunchtime, organizing different types of sports and competitions for students and teachers, and mindfulness training. These initiatives aim to cultivate good health habits among students.				

Life-wide Learning

Our school offers over 30 extra-curricular activities (including 5 uniform groups) and more than 50 after-school leisure programmes, school picnic, sports day, overseas and mainland exchange programmes, inter/intra-school academic, physical and aesthetic activities, social services and summer programmes to help students develop their potential. Through "Integrated Lesson," we provide diverse learning experiences to enrich students' learning journeys.

School Mission

The School upholds the educational philosophy of the Canossian Daughters of Charity by developing students' integrity and gospel values through a balanced educational programme. The School attaches great importance to moral, intellectual, physical, social, aesthetic and spiritual development, to live up to the school motto "One Heart and One Way". With these qualities, St Marians would in return contribute to their families, school, community and country.

School Characteristics

School Management

School Management Organisation:

Based on the Education Bureau's performance indicators, we divide our core teams into four major categories and establish different working groups to drive school development. We foster a culture of self-assessment, the whole school approach of 'Planning-Implementation-Evaluation' is implemented. We utilize stakeholder surveys to collect data for continuous improvement in teaching and learning.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee consists of 14 members. It has been set up to manage the School and to promote education in the School, ensuring that the Vision, Mission and Core Values of the School are carried out.

School Green Policy:

We put efforts to arouse children's concern about the environment.

School's Major Concerns:

1. We implement the Canossian educational philosophy to nurture students' spiritual growth, helping them understand, experience, and transmit the core values of Canossian education for holistic development.
2. Lead a healthy lifestyle, develop personal hobbies and talents in order to achieve a balanced physical and mental development.
3. We actively promote STEAM education to enhance students' general competencies.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. We encourage self-directed learning and e-learning strategies to develop students' lifelong learning abilities. Our BYOD program (for Pr. 4-6) fosters students' information literacy.
2. By optimizing lesson and learning time through blended learning, we provide meaningful pre-learning and post-extension activities. We design diverse learning experiences for students, inspiring their multifaceted potential through various learning opportunities.
3. Evidence-based review and feedback drive our teaching practices, aiming to enhance both teaching and learning effectiveness.
4. In addition to regular classroom learning, students participate in various learning activities, such as school-based gifted programs, comprehensive learning experiences, outdoor learning, and overseas exchanges, enriching their educational journey.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Utilize blended learning and flexible schedules to create learning opportunities and enrich students' experiences.
2. Emphasize value education, including Chinese culture, National Security Education, to promote students' holistic development.
3. Encourage interdisciplinary learning through project-based studies, integrating STEAM education to foster creativity, problem-solving, and generic skills. Use tech knowledge to improve lives and support those in need, while embodying compassion and humility.
4. Promote healthy living habits through sports and mental well-being activities to achieve balanced physical, mental, and spiritual development.

Development of Generic Skills:

Through various subject-based learning activities, classroom activities, and diverse types of activities, students develop generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school values a caring campus culture, actively promoting values education. We emphasize gratitude, respect, and responsibility as core elements, enabling students to build a positive and resilient mindset during their six years of primary school.

Student Support

Whole School Approach to Catering for Learner Diversity:

We implement the differentiated instruction strategies in the classroom. Enrichment classes for elite students and remedial classes for weaker students. Speech therapist and educational psychologist pay regular visits to help students in need.

Whole School Approach to Integrated Education:

Funds from the Learning Support Grant and the Enhanced Speech Therapy Grant are deployed to support students with SEN and cater for student diversity. Students are provided with diversified modes of support to enhance their learning effectiveness and help them adapt to school life.

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; 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:

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Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA plays a crucial role in the school by organizing workshops, seminars on parenting and parent-child activities and subsidizing the expenses on exchange study tours and activities. Newsletters are published regularly so as to inform parents of their children's school life. Representatives from the PTA supervise school bus, lunch boxes, and take part in school tendering affairs. Volunteers provide valuable manpower support.

School Ethos:

With a strong religious atmosphere and the emphasis in the formation of heart, the School upholds and teaches the core values, Charity, Commitment, Humility, Integrity, Perseverance and Respect to prepare students properly for their life and future responsibilities. Students are given opportunities towards attaining excellence in accordance with their aptitudes.

Future Development

School Development Plan:

1. Promote the cultivation of Canossian values — gratitude, respect, and responsibility — among students, and help them establish positive life values and attitudes.
2. Foster a school-wide atmosphere that enhances students' understanding of the nation and Chinese culture, nurtures their national identity and sense of citizenship, instills patriotism, and encourages the practice of good behavior rooted in traditional Chinese virtues.
3. Promote a healthy lifestyle and a positive outlook on life to support the physical, mental, and spiritual well-being of students and the development of a positive mindset.
4. Cultivate students' generic skills through cross-curricular learning, integrating technology and interactive learning methods. Enable them to connect knowledge and skills from various subjects to real-life understanding, and continuously develop their learning capabilities through diverse learning experiences, equipping them to become future pillars of society.

Teacher Professional Training & Development:

To adapt to educational reforms and school development, we systematically arrange various teacher training programs at the school level. We encourage teachers to pursue professional development based on their individual needs.

Others

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