



嘉諾撒聖心學校
Sacred Heart Canossian School

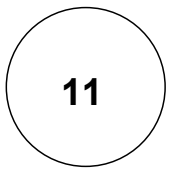
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lee Yuk Shan Rossetti	Ms. Ho Ka Yee Martina	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
Daughters of Charity of the Canossian Institute	I am the Way, the Truth and the Life (John 14 : 6)	1860	Chinese (incl.: Putonghua) and English	School Bus	About 1900 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Sacred Heart 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
-	-	\$100	Specific purposes fee \$250	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	-
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
10 (Visual Arts Room, 2 Music Rooms, Computer Room, Innolab, Student Guidance Room, English Resource Room, Student Sick Room, 2 Parlours)			-	

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

Number of teaching posts in the approved establishment		57	Total number of teachers in the school		60	
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%	52%	83%	23%	15%	62%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	5	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	5	5	5	5	5	5	30
Mode of teaching at different levels		Small class teaching is implemented. Diversified teaching mode includes activity-based learning and teaching, cooperative learning and group discussion.												
Remarks		P.1-P.6 will offer whole-day classes starting from the 2025/2026 school year.												

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	Assessment for learning (including student evaluation, peer evaluation and parent evaluation); teacher observation, class performance, daily assignment in the form of continuous assessment; written assessment, performance tasks, skills assessment, meaningful homework (including online assessment, kinesthetic tasks, book report, oral presentation, role play, word list, project 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 ability classes from P.1 to P.6.				

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	6	40 mins	8:35 AM	3:30 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school promotes students' physical, mental and spiritual health through exhibitions, workshops, and programs, including mass, liturgy, religious day, pilgrimage, morning exercise, eye exercise, "Happy Tuesday", healthy eating month, mental health day, School Physical Fitness Award Scheme, MVPA60 Award Scheme, recess sports activities, Energy-Generating exercise bikes and rope skipping machine.		P.1-P.6 will offer whole-day classes starting from the 2025/2026 school year.		

Life-wide Learning

In order to develop individual interest and one's potential, we have a "Multiple Intelligences Programme" which provides more than 30 extra-curricular activities including music, P.E., V.A., I.T., academics, hobbies, services and uniformed groups. The school also encourages students to participate in different sorts of competitions, excursions and religious activities, so as to widen their scope of learning and become well-rounded citizens.

School Mission

The Canossian Educators of Faith draws 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 school is managed by The Incorporated Management Committee of Sacred Heart Canossian School. The School Supervisor, the Principal, the administrative group, lead the staff who are allocated to one of the four core groups namely School Administration Group, Students' Guidance Group, Curriculum Development Group and Spiritual & Religious Development Group, and are responsible for planning, implementing and evaluating the effectiveness of the school policies so as to achieve the school development plan.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee is established in September 2013.

School Green Policy:

Our school joined the Green Schools 2.0 - Energy Smart scheme to cultivate a positive and green school culture. A variety of activities are held to nurture the student's awareness of environmental protection.

School's Major Concerns:

1. To promote "Whole School Health Programme".
2. To construct highly effective lessons.

Learning and Teaching Plan

Learning & Teaching Strategies:

Students acquire knowledge through different types of learning experiences. Inquiry-based Learning and Project Learning are carried out through integration of subjects. Cooperative learning and small-class teaching strategies are used to strengthen students' generic skills and enhance higher-order thinking. Self-directed and individualized learning are promoted through the use of e-learning, gifted education, STEAM education and performing arts. Students are encouraged to read across the curriculum in order to broaden their horizons. The medium of instruction for teaching Chinese Language in P.1 to P.3 is Putonghua and in P.4 to P.6 is in Putonghua or Cantonese.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthening Values Education
 - Implementing school-based A+ values education with a whole-school approach, integrating the moral education with Catholic and Canossian core values to cultivate a positive culture.
 - Develop national education and national security education through cross-curricular learning, cross-border exchange activities, Chinese Culture Day, speeches, etc.
2. Creating spaces for whole-person development
 - Cultivate students' independent learning ability through the four-day themed learning activities, together with life-wide learning and cross-curricular reading.
 - Develop students' lifelong learning ability through special reading time, Reading Rainbow Reward Scheme, Christmas reading tasks, etc.
3. Enhancing STEAM Education
 - Ignite students' creativity through strengthening students' scientific inquiry and hands-on ability.
 - Promote students' interest in innovation and technology through various activities and learning experiences.

Development of Generic Skills:

Students learn to be independent learners and critical thinkers through generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Students are taught to become Sacred Heartists who understand gratitude, respect all things and have the courage to take responsibility through courses, experiential activities, teacher-student sharing and parent participation.

Student Support

Whole School Approach to Catering for Learner Diversity:

Students' Support Team, Intensive Learning Support for catering individual differences.

Whole School Approach to Integrated Education:

We take care of students with Special Education Needs according to the EDB 'Early Identification and Intervention Programme for Primary One Students with Learning Difficulties' and 'Enhanced School-based Speech Therapy Service'. We also cater for diversity through integrated education under the whole-school approach with the Learning Support Grant. In addition, we implement a 'Buddy Scheme', in which the upper form students assist the P.1 students in adapting to the new school life and school work.

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; 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.. In addition, we provide Chinese Learning Support Class (Chinese Reading Comprehension) and School-based Reading Scheme for NCS students.

Curriculum Tailoring and Adaptation:

Gifted Education and Soaring Team (Chinese, English, Mathematics remedial classes)

Home-School Co-operation and School Ethos

Home-School Co-operation:

Emphasizing home-school collaboration, regular tea gatherings are organised to enhance communication. The Parent-Teacher Association organizes diverse parent education and parent-child activities. A team of parent volunteers is developing to assist in promoting school events.

School Ethos:

With a strong religious atmosphere, our school emphasizes on students' moral and spiritual formation. Their positive values and attitudes are fostered through formal curriculum and various activities. Our school-based achievement programme encourages students to take challenge and strive for excellence. Our school encourages students to engage in the community so as to carry on our foundress' spirit. In order to assist P.1 students to have a smoother transition in the new school environment, we arrange an orientation day and pre-visits for them.

Future Development

School Development Plan:

1. Promote Reading across curriculum.
2. Enhance learning and teaching effectiveness through e-Learning.
3. Facilitate CRT project learning.
4. Strengthen students' computational thinking skills and promote STEAM Education.
5. Cultivate students' positive values.
6. Promote Diversified Assessment for Learning.
7. Sustainable development in Gifted Education.

Teacher Professional Training & Development:

In response to annual school plan and major concerns, teachers attend workshops and sharing sessions in order to enhance teachers' professional development.

Others

Overseas study tours allow students to learn other languages and conduct cultural exchange; Mainland exchange programs and Sister school exchange programs allow students to broaden their horizons and strengthen their understanding of their motherland and their sense of belonging.