



嘉諾撒培德學校 Pui Tak Canossian Primary 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
Sister Fok Wai Man Veronica	Sister Ting Chi Man	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Canossian Missions	Please refer to the Chinese School Motto.	1897	Chinese	School Bus	About 1756 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Pui Tak Canossian College			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$120	Year fees for Specific Purposes \$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	There is a GS display corner, a solar power system, a garden, a self-service library station and a Fun Discovery Wall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, Activity Room, Multi-purpose Room, Music Room, English Room, Conference Rooms, Medical and Guest Room, Reading Café, Pui Yung Court, Prayer Room, Speech Therapy Room, Chill Corner and InnoTech Lab. Classrooms are equipped with interactive blackboard and WiFi.				Accessible lift and Frequency Modulation (FM) System.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment				19	Total number of teachers in the school		20
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%	95%	35%	90%	25%	5%	70%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	1	1	1	2	1	2	8
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)		No. of classes	1	1	1	1	2	1	7
Mode of teaching at different levels	1. Small class teaching has been implemented in school. Teachers use different approaches and co-operative learning in order to arouse students' participation. E-learning, Inquiry-based learning and the STEAM curriculum have been adopted to enhance students' learning has been both at school and at home. 2. With the support of Whole school approach, we adopt integrated education programme.								
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	Formative and summative assessment are conducted in each subject. Diversified assessment tasks are adapted apart from written assessment, including project learning, scientific inquiry, oral report, performance assessment, classroom performance and academic performance. Teachers can offer feedback to students and parents appropriately, and self-evaluation is practiced in order to improve learning.				
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	Both classes in each level with similar 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	9	35 mins	8:00 AM	3:20 PM	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Encourage regular physical activity and healthy week. 2. Promote class management to create the atmosphere of home. 3. Promote active lifestyle among students, e.g. "Eat Smart School Accreditation Scheme", "Joyful Fruit & Veggie Month", "sportACT Award Scheme", iSmart Fitness Scheme, MVPA60 Award Scheme.		1. Hi-Five Engagement Award Scheme: Hi-Five School of Excellence 2. Caring School Award 3. Recognised as an EatSmart School. 4. Award for Continuous Participation: From "Joyful Fruit Day" and "Joyful Fruit Month" to "Joyful Fruit and Veggie Month"		

Life-wide Learning

Young Pioneers of Christ, Scout, CYC, Flag Hoisting Team, Badminton Team, Track and Field Team, LEGO Robot Course, Chinese Dance Team, Fancy Rope Skipping, Chinese Drum, Chinese Choral Speaking, English Choral Speaking, String Orchestra, Hand chime Team, English Drama Team, Mathematics Interest Class, Mathematical Thinking Skills, Mathematics Problem Solving Class, Visual Arts Elite Classes, STEAM Team, STEAM Engineers, Coding Kids, etc.

School Mission

Following the spirit of Canossian philosophy of education, the School aims at providing a holistic education for students to develop their moral, intellectual, physical, social, aesthetic and spiritual values, and to cultivate in them positive values so that they may show greater concern for others and may contribute to society.

School Characteristics

School Management

School Management Organisation:

The sponsoring body of our school is Canossian Missions. The Incorporated Management Committee advises on the school development. Daily running of the school is the responsibility of our administrative teacher groups. The school is empowered by the autonomy of the four self-management domains namely, 'Management & Organisation', 'Learning & Teaching', 'Student Support & School Ethos' and 'Student Achievement'.

Incorporated Management Committee / School Management Committee / Management Committee:

Composition of Incorporated Management Committee includes Sponsoring Body Manager, School Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.

School Green Policy:

1. Join the Greening School Subsidy Scheme.
2. Join the Solar Harvest (Solar Energy Support Scheme).
3. Organise environmental protection activities: Re-cycling, conservation of energy, carbon reduction lifestyle, no air-conditioning day, green picnic, turning off the light during the lunch time, etc.
4. Participate in One Person, One Flower Scheme.

School's Major Concerns:

Building a spirit of harmony, mutual respect and inclusive unity

Learning and Teaching Plan

Learning & Teaching Strategies:

School-based curriculum has been designed so as to fulfill students' needs. Different learning strategies are taught in order to develop and improve students' self-directed learning ability. Besides, life-wide learning and thematic learning activities have been organised to enrich students' learning experiences. Together with inquiry-based learning, collaborative learning and e-learning, students' interactions, generic skills and potential can be further enhanced.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Foci of Development:

1. To promote whole person development through different curriculum-based learning and teaching activities.
2. To implement value education and life planning education in order to cultivate key values and the virtue of caring and to promote value education and Chinese culture in different subjects.
3. To strengthen STEAM education by training students' mathematical thinking.

Development of Generic Skills:

Students' learning and generic skills are enhanced through diversified learning activities, such as thematic learning activities, project learning, collaborative learning, gifted education curriculum, self and peer evaluation, etc. Besides, they are taught to set their learning objectives, to review their learning outcomes, to reflection and to give recommendations for their own learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school puts emphasis on Life Education. We focus on the school-based curriculum on the six core values of Canossian Education. We aim at nourishing students' positive values and attitudes, self-discipline and promoting resilience through Personal Growth Education, assembly, Religious Education and diversified activities including class management, Failure Week and Film Education.

In order to deepen students' understanding of our culture as well as to strengthen their sense of belonging towards the country and sense of national identity, we organise activities related to National Education such as flag raising ceremony, sister school exchanges and Mainland educational visits.

Student Support

Whole School Approach to Catering for Learner Diversity:

There are curricula designed to support the transition from kindergarten to Primary One and the transition from Primary Six to Secondary One. Our school has the Hand-in-hand Scheme to cater for the needs of P.1 students. To help students adapt to the modes of assessment gradually, the following arrangements are available to P.1 students: dictations will not be conducted before the first exam, marks in the first exam will not be counted towards the final marks and questions will be read out by teachers during assessments. Moreover, there are after school homework tutorial classes for students with financial hardships and after-school custodial care service.

Whole School Approach to Integrated Education:

To align with the development of Integrated Education, the school has provided support services on a whole school approach. The school caters for the students' diverse learning needs by hiring a Special Educational Needs Support Teacher, support teaching assistants, and relevant professional services such as in-class support, specific learning difficulties support services and school-based speech therapy services are provided.

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

Curriculum Tailoring and Adaptation:

Small class teaching is implemented along with co-operative learning approach. Based on students' needs, appropriate assignment are created and assessment design strategies are formulated to improve the learning of students in need.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association holds the annual meeting every year, conduct the parent-child trip and parents' talk, organizes the Parent volunteer team. Every year, prizes will be given to students for those with excellent conduct, academic results, and the most remarkable progress. The parents obtain information about the school and students through the school website.

School Ethos:

Our students are tender and teachable. Whole school approach is implemented with an emphasis on inspired learning approach to nurture students' positive value. (e.g. Service Learning, Life Education, Teaching values through film appreciation, Pui Tak talent shows, etc.)

Future Development

School Development Plan:

1. To enhance student's creativity and problem-solving skills through a diversified learning mode.
 - (i) To provide different learning opportunities for students to develop their creativity and problem-solving skills.
 - (ii) To develop a school-based STREAM curriculum to help students master the related knowledge and skills for solving problems.
2. To develop values education in order to cultivate good characters and build up healthy living habits in students.
 - (i) To establish and implement a school-based values education framework.
 - (ii) To develop personal interests and potentials for building up healthy living habits.

Teacher Professional Training & Development:

1. Different workshops and seminars are held regularly.
2. Co-planning meetings, peer lesson observations, lesson studies and professional sharing sessions are conducted.
3. Our school has joined the CoolThink@JC, which is funded by The Hong Kong Jockey Club Charities Trust; we also joined Quality Education Fund Thematic Network on "Little Spark, Make it Great" STEAMaker Programme and Film-based Life Education to carry out our curriculum development.
4. Teachers are encouraged and strategically arranged to participate in further training.
5. Teachers' performances were appreciated.

Others

Champion, The 12th Hong Kong Children English Calligraphy Competition (P.5 - P.6 Category), 1st Place (Harp Duet), Hong Kong International Harp Elite Competition, The 13th Hong Kong International Performance Arts Festival, Silver Award (String Violin Ensemble - Rising Star Junior High School Category), GBAMS Music Award, CUHK-Shenzhen School of Music GBA Music Season, Champion (Chinese Music Category - P.3 - P.4), The 10th 18 Districts Album Music Competition, Champion, The 2nd Hong Kong Youth & Children Art Journey of Colors Drawing Competition (P.5 - P.6 Category), Gold Award (Youth Category), PICASSO World Children Art Master Competition, Gold Award (Street Dance Category - Kindergarten Section), Hong Kong Youth Elite Dance Competition