嘉諾撒小學
Canossa 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
Ms. Yuen Wai Ching	Mr. Soon Fuk Chun	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					100%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Canossian Missions	Charity Justice Humility	1968	Chinese	School Bus	About 2700 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	Action School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$60	$350 per annum for school assets maintenance and other school development.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Counselling Room, Staff Common Room, Covered Playground, PTA Resource Room, Student Running Track.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Canossa Pioneering Space, Art Room, Chinese Culture Room and Campus TV, Study Room, Small Group Teaching Room, Reading Room, Student Activity Centre, Prayer Room, etc.	Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment	47	Total number of teachers in the school	49

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%	96%	20%	65%	8%	8%	84%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	4	24

Mode of teaching at different levels	Classes in P.1 to P.3 are mainly arranged based on average academic performance. From P.4 to P.4, class placement is determined by language subject results, while students are grouped separately for Mathematics and Science. For students in all levels who are significantly behind in their academic performance, pull-out group teaching or remedial groups are provided.
Remarks	Small class teaching is implemented from Primary One to Primary Six.

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)	3	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	Various modes of assessment for learning, e.g. self assessment and peer assessment are implemented in daily learning. Formative assessment of main subjects in the form of unit quiz helps to improve teaching and learning. Teachers' comments on students' learning are issued every year to help parents monitor students' progress.
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	Classes in Primary One to Three are mainly arranged based on average academic performance. From Primary Four to Six, class placement is determined by language subject results, while students are grouped separately for Mathematics and Science.

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	8:10 AM	3:15 PM	12:20 PM - 1:20 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Students are encouraged to build their own healthy lifestyle by engaging in daily school life, from healthy lunches to sports training sessions held on weekends and after school.	Measures to ensure a healthy school environment: maintenance of a hygienic environment.

Life-wide Learning

We place great importance on the holistic development of students and offer a wide range of extracurricular activities, including various uniformed groups (such as Cubs, Brownies, Public Service Brigade, and Christian Cadet Corps), sports activities (team sports like basketball, soccer, and volleyball, as well as swimming and athletics), art activities (such as Chinese orchestra, percussion ensemble, sacred choir, recitation, Chinese dance, jazz dance, and painting), and academic activities (such as Olympiad mathematics, Cambridge English, English ambassadors, debate, and emceeing).

School Mission

We believe each and everyone of our pupils has unique attributes with potential to be unleashed. We strive to develop our pupils as "Whole Persons" emphasizing "Formation of the Heart" so that they can become persons committed to service, ready to assume responsibility to God, Family and Country.

School Characteristics

School Management

School Management Organisation:
School affairs are decided by the school sponsoring body's board of directors and implemented by the school administration team. The administration team is divided into four major departments: Administration and Organization, Teaching and Learning, School Culture and Learning Support, and School Performance. Representatives from the Parent-Teacher Association and Alumni Association represent different stakeholders.

Incorporated Management Committee / School Management Committee / Management Committee:
The school management system has been developing towards democracy and transparency that meets the needs of the stakeholders. Members of The Incorporated Management Committee, which comprise representatives from the school sponsoring body, school principal, teachers, parents and alumni, design and formulate policies and discuss on management of resources that suit the needs of our school. The school management team led by the principal ensures the quality of learning and teaching by close collaboration with parents and frontline teachers.

School Green Policy:
1. Environmental education is highly valued, and a dedicated Environmental Education Team is established to coordinate the school's environmental policies.
2. The Parent-Teacher Association assists in collecting used school uniforms and supporting other environmental initiatives.

School's Major Concerns:
To cater for learning diversity; enhance the performance of gifted children; to implement life education.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. The Curriculum Team plans and manages subject curricula.
2. Teachers engage in collaborative lesson planning and professional exchanges to promote professional growth and foster a learning-oriented school culture.
3. Learning assessment is enhanced to create learning opportunities in terms of time and space, improving learning effectiveness.
4. Lesson time is used flexibly to conduct cross-curricular activities.
5. The curriculum is integrated to enrich students' learning experiences and develop generic skills.
6. A school-based curriculum is developed to inspire critical thinking and facilitate effective learning.
7. Language-rich environments are created to enhance students' biliterate and trilingual abilities.
8. Information technology is integrated into subject teaching and STEAM education to enhance the effectiveness of e-learning.
9. Students are grouped according to their abilities in different subjects to cater to diverse learning needs.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. In line with the educational direction, the school places great emphasis on the cultivation of students' qualities and integrates the essence of Chinese virtues. It implements the values education of Canossa, including gratitude, respect, and responsibility.

2. The school promotes a whole-school atmosphere of character education, which is integrated across various subject areas. It incorporates the five core values of Catholicism, the twelve primary values of the Education Bureau, and the school motto to build a "Happy School".

3. Through holistic education development, the school aims to inspire students' diverse potentials through different experiences.

Development of Generic Skills:
Pupils' generic skills are developed through project learning, collaborative learning, cross-curricular theme-based learning as well as daily learning experiences.

Cultivation of Proper Values, Attitudes and Behaviours:
Through the implementation of school-based positive life education to nurture the positive and proactive values and attitudes among students.

Student Support

Whole School Approach to Catering for Learner Diversity:
Using whole school approach to assist students with special learning needs through specialized services and collaboration between parents and teachers.

Whole School Approach to Integrated Education:
Sensible use of the Learning Support Grant and other resources to promote integration education. The post of SENCO is established to coordinate services to SEN students including curriculum and assessment adaptation, School-based Speech Therapy Service, IEPs and other related training programmes.

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:
Remedial teaching groups, homework and exam adaptation for students with special learning needs. Enhancement programmes in languages and Mathematics for more-able students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Two Parent Days are held each year, during which report cards are distributed and parents can have individual meetings with class teachers. Parent forums are also organized at each grade level to strengthen home-school communication.
2. Parents participate in volunteer services, enhancing their sense of belonging to the school community.
3. The Parent-Teacher Association raises funds to support school development.
4. Several Principal-Parent Tea Gatherings are held each year to further enhance communication between the school and parents.

School Ethos:
1. Through the curriculum, life education lessons, and weekly assemblies, students are nurtured with positive values and attitudes towards life.
2. Service learning is implemented to encourage students to care for underprivileged communities.
3. Through a school-based guidance program, students are guided to develop self-love, responsibility, care for others, and concern for society.
4. The "Sky of Growth" program is carried out to enhance students' resilience.
5. The "One Student, One Post" program is implemented to strengthen students' sense of belonging.

Future Development

School Development Plan:
The school places a strong emphasis on the effectiveness of teaching and learning, optimizing curriculum planning. It also strives to deepen the values education of Canossa, inspiring the holistic development of students.

Teacher Professional Training & Development:
Classroom Strategies Sharing/A Great Lesson

Others

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