



聖羅撒學校
St. Rose of Lima's 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 Kong Sze Wai	Ms. Chan Wai Yin Maria	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					86%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Franciscan Missionaries of Mary	THROUGH CHARITY TO TRUTH	1948	Chinese & English	School Bus	About 2872 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
St. Rose of Lima's College			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Sky Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Innovation Space, Visual Art Room, Music Rooms, Multipurpose Rooms, Computer Rooms, General Studies Room, Mathematics Room, English Room, Small Group Teaching Rooms, Conference Room, Student Guidance Room, Medical Room, PTA Room, Performing Arts Space, Social Worker Room, Pastoral Care Room				Ramp, Accessible lift, Accessible toilet and Braille and tactile floor plan.

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

Number of teaching posts in the approved establishment				48	Total number of teachers in the school		52
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	
98%	98%	40%	76%	14%	16%	70%	

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	Mixed ability grouping is adopted from P1, P3-P6. Learning and teaching strategies are differentiated to address the learning needs of students of different classes. There are remedial classes to help the struggling learners to consolidate their foundation in Chinese Language, English Language and Mathematics and enrichment classes for P4-P6 to stretch the potentials of higher ability students.							
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							No
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							No
Diversified Assessment for Learning	The school values diversified assessment. Apart from exams as summative assessment, a variety of assessment modes (e.g. hands-on tasks, product design and project learning) is adopted to gain a comprehensive understanding of students' performance and growth in knowledge, skills, generic skills, values and attitudes across different KLAs.						
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 P1 to P6. Flyer class is offered in P2 to help struggling learners to develop learning skills to cope with their learning challenges.						

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	7	35 mins	7:45 AM	3:15 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To enhance students' health and fitness level and to further engage students in developing an active and healthy lifestyle, the school has participated in 'Physical Fitness Award Scheme' and 'MVPA60 Award Scheme'. 'Morning Run' has been arranged before the morning assembly, 'Morning Exercise' sessions during the morning assembly and 'Motion Afternoons' during lunch recess. Under 'Healthy Snacks' policy, students can only bring healthy snacks.		Every day after lunch is the life-wide learning time. A variety of cross-curricular activities, extended learning tasks and values education activities are arranged. The 'Learning to Learn' activities develop students' 'Learning to Love' and 'Loving to Learn' capabilities. Experiential learning experiences are arranged for our girls to achieve certain learning goals (e.g. generic skills, whole-person development, values education) that are more difficult to attain solely through classroom learning.		

Life-wide Learning

Chinese Orchestra, Wind Band, Choirs, Chinese Drum, Judo, Gymnastics, Table Tennis, Basketball, Fencing, Rope Skipping, Chinese Musical, English Musical, Chinese Dance, Ballet, Jazz, Contemporary Dance, Cheerleading, Knitting, Brownies, Flag-guards, Young Pioneers of Christ (YPC), Franciscan Kids, Altar girls, Rotary Junioract Club, Chinese Debate Team, Lego Robotics, Coding, Rummikub, Light Clay, Chinese Painting, Fashion Design, Campus TV, Maker Class, Gardening, Story-telling (by teachers/parents/alumni), Dim-sum cooking. Co-curricular activities like STEAM Week and Chinese Culture Week are organised to provide students with opportunities to integrate and apply the knowledge and skills learned in different Key Learning areas to complete missions and solve problems.

School Mission

The school endeavours to live the spirit of Franciscan Missionaries of Mary, with the vision of a holistic development of our students in the aspects of spiritual, moral, intellectual, physical, social and aesthetic so that they become joyful and loving individuals and responsible citizens who are devoted to serve the others.

School Characteristics

School Management

School Management Organisation:

The School is founded by Franciscan Missionaries of Mary. In August 2015, the school established its Incorporated Management Committee which is responsible for the direction and development of the School. The School Sponsoring Body, the Incorporated Management Committee, the Supervisor, the Principal, the School Executive Committee and the School Development Committee work collaboratively for the development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in August 2015. The IMC consists of Sponsoring body managers, the Principal, Teacher manager, Parent manager and Independent manager. The managers manage the School, formulate school policies to ensure that the vision, mission and core values of the School are implemented effectively.

School Green Policy:

We have green and clean campus scheme which enables the students to cherish a green and low-carbon lifestyle.

School's Major Concerns:

1. Fostering students' self-understanding and cultivating a positive attitude to help them realise their potential and serve the community.
2. Strengthening students' generic skills and broaden their horizons.

Learning and Teaching Plan

Learning & Teaching Strategies:

6-day cycle, with morning/afternoon reading sessions, afternoon life-wide learning periods and cross-curricular activities. A variety of learning activities are organised to enrich students' learning experiences. Every year, learning and teaching and student support strategies and student support strategies are refined according to the major concerns of the school. Inquiry-based approach is adopted to ignite students' curiosity, to motivate students to become proactive learners and to increase their interest in reading. Experiential learning opportunities are provided to support students to achieve some learning goals that are more difficult to attain through classroom learning alone. Deeper learning is promoted through hands-on experience and reflection.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education (life education, patriotic education and national security education, 5 Core Values of HK Catholic Education, positive education); making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

To foster students' 21st century skills through conducting learning activities in different Key learning areas, cross-curricular activities (Intangible Cultural Heritage projects, STEM projects), life-wide learning activities and extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school promotes Values Education through nurturing in our students the twelve priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity" "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety" to promote whole-personal development and to equip students to contribute to the society. Our school aims at fostering students' positive values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences. We strive for developing students' ability to identify the values embedded, analyse objectively and make reasonable judgements in different issues they may encounter at different developmental stages so that they could take proper actions to deal with the challenges in their future life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Differentiation instruction is adopted to cater for learner diversity to improve the effectiveness of learning and teaching. Teachers differentiate the curriculum, learning and teaching strategies and use different modes of assessment to assess the performance of students.
2. Bridging Programme for P1 students is arranged to help them experience a smooth transition of the new learning environment.
3. Enrichment Classes and Remedial Classes are designed to support student learning.
4. Learning programmes are designed to identify and develop students who demonstrate exceptional achievement or potential in specific academic subject area(s), creative thinking and leadership skills; remarkable talent and outstanding performance in different domains like visual and performing arts, sports and technology.

Whole School Approach to Integrated Education:

The school has established a "Student Support Team" led by the Special Educational Needs Coordinator to plan, implement, and review support for students with special educational needs. Different modes of support (remedial classes, various courses focused on academic improvement, skills enhancement groups, interest development) are provided to address the needs of students with special educational needs. A school-based speech therapist has been hired to provide group or individual speech therapy training sessions for students with language disorders.

Curriculum Tailoring and Adaptation:

Differentiation instruction is adopted to cater for learner diversity to improve the effectiveness of learning and teaching. Teachers differentiate the curriculum, learning and teaching strategies and use different modes of assessment to assess the performance of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Home-school co-operation is fostered and parent education is promoted to create a positive environment for students to enhance learning effectiveness and foster their healthy development. PTA acts as a medium of communication between the school and the parents. The active participation of parents fosters the collaboration between the school and families and parents gain a better understanding of the school through different types of school activities. The Parents' Academy has been set up to promote parent education. Learning opportunities are offered for SROLS parents on six categories—Religious formation, Academic, Parenting, Higher-order thinking skills, Innovative Technology and Parent-child workshops.

School Ethos:

St. Rose of Lima's School has the characteristics of simplicity and harmony, with a strong emphasis on Christian faith and positive attitudes and values. The relationship between students and teachers is good and our students have a strong sense of belonging to the school.

Future Development

School Development Plan:

In the past two development cycles, the school has been committed to nurturing students' leadership qualities and spirit of serving the community through understanding and practicing the "7 Habits" and the five core values of Catholic education. These efforts have also aimed to help students unleash their diverse potential. To sustain and deepen the achievements of the past cycles and further enhance students' leadership qualities, the school will focus in this cycle on inspiring students to explore themselves, understand their character strengths, discover their interests and talents, and build a positive attitude. This will help them become leaders who understand themselves and actively utilize their strengths and potential to serve others. Moreover, to build on the six years of experience in promoting self-directed learning and to further develop students' critical thinking, self-management, and independent learning skills, the school will focus on enhancing students' generic skills and broadening their horizons in this development cycle.

Teacher Professional Training & Development:

Our school emphasises teacher professional development. Through internal lesson studies and collaborating with universities, Education Bureau and other organisations, teachers keep abreast of the latest developments in curriculum, teaching pedagogies and assessments to continuously improve the school-based curriculum to enhance learning and teaching effectiveness.

Others

Our school has formed sister school pairs with Qingdao Hainuo School. School management and teachers enhance their professionalism through exchanges of school management experiences, lesson observations. Students broaden their horizons and deepen their understanding of the Mainland/Hong Kong by participating in exchange activities, thereby enhancing their sense of national identity.