



嘉諾撒聖心書院
Sacred Heart Canossian College

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School Mission

We aim at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	77	
Total Number of Teachers in the School	84	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	100%	
Bachelor Degree	41%	
Master / Doctorate Degree or above	59%	
Special Education Training	71%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
38%	8%	54%

School Information

Supervisor / Chairman of School Management Committee	Sister Fok Wai Man Veronica				
Principal (with Qualifications / Experiences)	Miss Renie Sinn (BA (Hons), PGDE, MA HKBU, AdvCert ABRSM)				
School Type	Aided	Student Gender	Girls		
School Motto	Jesus Christ is the way, the truth and the life - "Via, Veritas, Vita".				
Name of Sponsoring Body	Canossian Missions		Year of Commencement of Operation	1860	
Area Occupied by the School	About 5574 Sq. M	Religion	Catholicism		
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / Association	Yes
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets		77%	
4Rs Mental Health Charter	-	Whole School Health Programme	-		

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua
	English as the Medium of Instruction	English Language, Mathematics, English Literature (S.3), Geography, History, Integrated Science (S.1 & S.2), Citizenship, Economics and Society, Science (Biology) (S.3), Science (Chemistry) (S.3), Science (Physics) (S.3), Religious & Moral Education, Computer Literacy, Drama (S.1 & S.2), Home Economics, Music, P.E. & Dance (S.1 & S.2), Visual Arts
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Chinese Literature
	English as the Medium of Instruction	English Language, Citizenship and Social Development, Mathematics, Biology, Business, Accounting and Financial Studies, Chemistry, Economics, Ethics and Religious Studies, Geography, History, Information and Communication Technology, Literature in English, Physics, Tourism and Hospitality Studies, Music (non-DSE), P.E., Religious & Moral Education, Visual Arts (non-DSE)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua
	English as the Medium of Instruction	English Language, Mathematics, English Literature (S.3), Geography, History, Integrated Science (S.1 & S.2), Citizenship, Economics and Society, Science (Biology) (S.3), Science (Chemistry) (S.3), Science (Physics) (S.3), Religious & Moral Education, Computer Literacy, Drama (S.1 & S.2), Home Economics, Music, P.E. & Dance (S.1 & S.2), Visual Arts
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Chinese Literature
	English as the Medium of Instruction	English Language, Citizenship and Social Development, Mathematics, Biology, Business, Accounting and Financial Studies, Chemistry, Economics, Ethics and Religious Studies, Geography, History, Information and Communication Technology, Literature in English, Physics, Tourism and Hospitality Studies, Music (non-DSE), P.E., Religious & Moral Education, Visual Arts (non-DSE)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	6	6	6	6	6	6
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$120					
Student Union / Association Fee	\$25					
Approved Charges for Non-standard Items	Fees for Specific Purposes (S.1-S.3): \$360					
Other Charges / Fees	House Fee: \$25					

Remarks

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S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission

Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).

Please refer to the school website for details, including the admission criteria and weightings.

Orientation Activities and Healthy Life

S.1 Bridging Course, S.1 Orientation Day and Guidance Sisters Scheme are organised to help S.1 students to cope with the secondary school life. In September, various activities, including the Club Promotion Days and S1 Welcoming Programme are organised by the Student Council and Houses to help S.1 students to get familiarised with the school environment.

The school strives to provide a healthy and safe environment for students to maximise their potential and prepare for future challenges. We value the whole person development of the students and encourage them to adopt a balanced lifestyle. Mental well-being ambassadors will organise various activities to enhance the mental well-being of students. Values education has always been a major focus of the school. Various departments and teams work collaboratively to offer diverse programmes to enhance the positive outlook of students and give support to them in becoming knowledgeable as well as emotionally, physically and spiritually healthy.

The Newcomers Support Team helps newly admitted students transition to secondary school life by organising orientation activities and parent engagement sessions to promote integration into school culture, foster a sense of belonging, and provide academic, social, and emotional support to boost confidence and motivation.

School Characteristics
School Management
School's Major Concerns: 1. Developing student agency for empowering students to be active learners and owners of their learning. 2. Grooming our students to be leaders of tomorrow. 3. A stronger bondage of the Sacred Heart community is built.
School Management Organisation: SHCC is a school of LOVE patterned after the Sacred Heart of Jesus. The interest and welfare of students, as well as their whole person development are the prime concerns of the school. Under the guidance of the IMC and the Senior Administration Team, the Administration Core Team, the Learning and Teaching Advancement Team and the Student Qualities Development Core Team take care of the school administration, learning and teaching and student qualities development respectively. Different staff members contribute to the development of these areas through various teams and departments. The school also fosters close collaboration with the EDB, the school sponsoring body, AA, PTA and other tertiary institutes.
Incorporated Management Committee / School Management Committee / Management Committee: The composition of the Incorporated Management Committee includes: seven members from the school sponsoring body, the School Principal, a teacher manager, an alternate teacher manager, a parent manager, an alternate parent manager, an alumna manager and an independent manager.
School Green Policy: It aims to raise students' awareness on environmental protection through the following: 1. Education on environmental protection delivered during morning assemblies, home periods, formal and informal sharing, and cross-curricular activities. 2. Implementation of green practices such as the installation of photovoltaic system and energy generating bicycles; collection of recyclable materials; proper use of air-conditioners; economical use of paper; use of reusable cutlery; consumption of healthy lunch and drinks. 3. Appointing green prefects to promote green policy in each class and each class devises own green class policy to keep the classroom an environmentally-friendly learning environment.
Learning and Teaching Plan
Whole-school Language Policy: The medium of instruction for all subjects is English, except for Chinese Language, Chinese History, Chinese Literature and Putonghua. The official languages to be used in formal school functions are English and Putonghua. All students are expected to become bi-literate and tri-lingual.
Learning and Teaching Strategies: Our school promotes a holistic education which emphasises academic, moral and spiritual development. Learning and teaching strategies encourage students to develop generic skills, self-motivation, creativity and to strive for intellectual growth. Formation of the heart, cultivation of diverse interests and a balanced personal development are given equal emphasis as academic excellence. We offer different subject combinations and a range of extra-curricular activities such as overseas cultural study tours and service programmes to widen the exposure of students. E-learning elements have been included in the daily learning and assessment of students. We also empower our students to read beyond the classroom and enhance their language proficiency.
School-based Curriculum: 1. Electives: 3X in S.4, S.5 and S.6 2. Curriculum highlights: Our school integrated Drama Studies into our S.1-S.2 English Language curriculum. The current courses incorporate elements of performance, script writing, speech training, language arts, applied theatre, improvisation and theatre history. Students are encouraged to explore language in an interactive and relaxed fashion. Dance is introduced to S.1-S.2 students. Experiential learning and life-wide learning activities are organised. Students are also required to fulfill a minimum of 5 hours of service a year.
Major Renewed Emphases in the School Curriculum: 1. Spiritual, moral, civic and national education - All-round education is provided to help students recognise true moral values and core values, foster students' whole person development, cultivate a sense of responsibility and respect, and appreciate life. Emphasis on values and positive education, alongside activities to deepen understanding of Chinese culture, remains a priority. 2. Reading to learn - Our school aims to foster a positive attitude towards reading, cultivating students' character and widening their exposure. The reading scheme, eLibrary and sharing aim to enhance students' literacy. 3. Project-based learning – PBL in junior levels aims to develop students' generic skills and design thinking skills as they work on self-directed learning projects. Humanities and STEAM projects are offered to S.2 students to acquire project, application and integration and problem-solving skills as they exercise creativity and empathy. "Sacred Heart Enterprise Challenge" provides S3 students with an authentic business experience through the start-up, operation and liquidation of their class-based social enterprise. Their awareness of business ethics and social responsibility are strengthened. 4. I.T. – Through providing a technology-rich environment, adopting the "Bring Your Own Device" policy and the use of e-learning strategies, students' self-directed learning, problem-solving, collaboration and computational thinking competency are strengthened. Information literacy is also cultivated. 5. Experiential learning - Experiential learning extends education beyond the classroom, including opportunities abroad: Secondary 1 students engage in community service, Secondary 2 students participate in project-based learning and study trips to the Greater Bay Area, Secondary 3 students participate in Outward Bound, Secondary 4 students undertake extended learning abroad, and Secondary 5 students embark on a cultural trip to Mainland.
Life Planning Education: Our school aims to develop life planning skills of students including self-understanding, goal setting, problem solving, reflective thinking and personal planning through home period curriculum, talks, workshops, career-related experience and individual guidance. Apart from equipping students to make informed choices for their future studies and pave their way for career aspirations, we also aim to assist students to develop a positive attitude towards work and learning so that they can fully utilise their strengths for a fulfilling life. In collaboration with a non-profit organisation, we offer interactive lessons, workshops, and simulation games to enhance junior and senior students' engagement and agency in decision-making.
Student Support
Whole School Approach to Catering for Learner Diversity: Differentiated instructions are implemented to cater for learner diversity. Special and individualised assistance are given to students with special financial, emotional and learning needs. Small class teaching for three core subjects in junior forms (Chinese Language, English Language and Mathematics) and tutorials groups are arranged to help individual students build a stronger foundation in academic area. Pull-out programmes are organised for students with talents in different areas. They are also encouraged to take part in different competitions to stretch their potential further.
Whole School Approach to Integrated Education: We adopt the 'Whole School Approach to Integrated Education' for students with special educational needs (SEN) and provide specific measures to enhance their learning and personal development. Student Support Team is established with the Special Educational Needs Coordinator and teacher members under the supervision of the Principal for formulating SEN policies and incorporating such policies into the School Development Plan. The team also collaborates with the Educational Psychologist, Speech Therapist, Social Worker, Counselling Team, Discipline Team and Homeroom Teachers concerned to provide individualised support for students with SEN. An individual education plan (IEP) will be arranged if such a need arises. We encourage and give support to staff to participate in training courses to improve their professional knowledge in integrated education. Tutorials and training courses to strengthen interpersonal skills and mental health management are organised with the Learning Support Grant. Other programmes are organised for students to respect individual differences and promote a caring school ethos. The Chinese Department conducts early identification for S.1 students to identify any specific learning difficulties among these students and give prompt measures. The Student Support Team conducts evaluation meetings with parents to review the effectiveness of IEP and strengthen family-school cooperation to develop their talents and overcome any shortcomings.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of 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.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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.
Measures to Provide Adaptation for Learning and Assessment: 1. One common test and one exam in the first term and one common test and one exam in the second term. 2. Formative feedback and on-going assessment are carried out throughout the school year. 3. Individualised learning programmes and special examination arrangements are provided for SEN students after consulting the Educational Psychologist, social workers, teachers, parents and other professionals.

Home-School Co-operation and School Ethos
<p>Home-School Co-operation: The school places a lot of importance on the collaboration and communication with students and parents so as to fully utilise school resources for students' balanced development in academic, social and cultural areas as well as to ensure that proper care has been given to their growth. The Parent Teacher Association (PTA) forms an integral part of this collaboration and provides a communication channel between the parents and the school. The PTA also plays an active role in monitoring the running of the tuck shop and the provision of school uniforms and school bus service.</p>
<p>School Ethos: Students in SHCC enjoy an environment filled with love and trust. All members of the Sacred Heart family are encouraged to model on the love shown by Jesus on the cross. Attention to the needy, being respectful and responsible are stressed. Our school also encourages students to express their views through channels such as student forums. The School Development Advisory Committee ensures that opinions from different stakeholders are respected and taken into consideration at the school administration level. The school is supportive to students in the pursuit of excellence with local and international learning experiences and competitions. Students are empowered to be effective learners.</p>
Future Development
<p>School Development Plan: The 2024-2027 school development cycle centres on the theme 'Joyful Motivated Learners; Earnest Thoughtful Citizens'. Built on our school mission, the School is committed to create opportunities for students to understand their learning needs and groom them into self-directed learners. In the process, they will find joy and meaning of learning. With a whole-school approach to values education, students gain a better understanding of their community and country and grow to become caring citizens, contributing to the community.</p>
<p>Teacher Professional Training and Development: Staff development programmes are organised in relation to the school theme and the major concerns of the year. Workshops, seminars and intensive school-based courses, school visits, group sharing and peer lesson observations are conducted to enhance teachers' professionalism. Teachers are encouraged to employ effective teaching approaches to broaden students' international perspectives. Working groups are set up to explore new teaching strategies to enhance the effectiveness on student learning.</p>
<p>Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)</p>
<p>Students are offered a range of co-curricular activities to cater to their intellectual, interest, aesthetic and physical development, service and religious development as well as to develop their interests. Regular activities include: Annual Athletics Meet, Swimming Gala, Fun Fair & various inter-house competitions. Experiential learning & learning beyond the classroom are stressed. In particular, activities that allow students to develop positive attitudes and values will be organised.</p>
School Facilities
Number of Classroom(s): 43
<p>School Facilities: College Hall, Charity Fung Auditorium, Campus TV Studio, Conference Room, Computer-assisted Learning Laboratory, Gym, Language Consultation Room, Library, Multi-media Learning Centre, Religious Activity Room, Self-access Learning Centre, Sacred Heart Spring, air-conditioned classrooms with interactive white boards, student lockers, library (and e-library) and lift to all floors.</p>
<p>Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.</p>
Others
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Direct Public Transportation to School
<p>Buses: 33X, 37A, 37B, 38, 40, 40M, 95C, 970, 970X Minibuses: 22, 23M</p>