聖嘉勒女書院
St. Clare's Girls' School
50 Mount Davis Road, Hong Kong
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School Mission

The school is committed to providing an excellent all-round secondary education for students in the footsteps of St. Clare, a model of truth, honesty and evangelical simplicity. "Truth Conquers" is the School Motto. The School seeks to fulfill its mission through the collaborative effort of dedicated teachers and close cooperation with parents and the community at large.

School Information

Supervisor / Chairman of School Management Committee	Ms. Wong She Lai, Shirley		
Principal (with Qualifications / Experiences)	Ms. Wong Pik Yu		
School Type	Aided	Student Gender	Girls
School Motto	Truth Conquers		

Name of Sponsoring Body	Missionary Sisters of Our Lady of the Angels			Year of Commencement of Operation	1927
Area Occupied by the School	About 11000 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			100%
4Rs Mental Health Charter		Yes	Whole School Health Programme	Pledged School	

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

Number of Teaching Posts in the Approved Establishment	52
Total Number of Teachers in the School	56
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	89%
Bachelor Degree	100%
Master / Doctorate Degree or above	61%
Special Education Training	32%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
44%	20%	36%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Ethics and Religious Education
	English as the Medium of Instruction	Business and Management (S.3), Citizenship, Economics and Society (S.1 and S.2), Computer Literacy, Economics and Commerce (S.3), English Language, Geography, History, Junior Science (S.1 and S.2), Junior Science (Biology/Chemistry/Physics) (S.3), Life and Society (S.3), Literature in English, Mathematics, Music, Physical Education, Technology and Living, 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, Ethics and Religious Studies (DSE)
	English as the Medium of Instruction	Business, Accounting and Financial Studies, Biology, Chemistry, Citizenship and Social Development, Economics, English Language, Ethics and Religious Education, Geography, History, Information and Communication Technology, Literature in English, Mathematics, Mathematics(Extended Part Module 1 - Calculus and Statistics), Physical Education, Physics, Technology & Living, Visual Arts
	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, Ethics and Religious Education
	English as the Medium of Instruction	Business and Management (S.3), Citizenship, Economics and Society, Computer Literacy, Economics and Commerce (S.3), English Language, Geography, History, Junior Science (S.1 and S.2), Junior Science (Biology/Chemistry/Physics) (S.3), Literature in English, Mathematics, Music, Physical Education, Technology and Living, 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, Ethics and Religious Studies (DSE)
	English as the Medium of Instruction	Business, Accounting and Financial Studies, Biology, Chemistry, Citizenship and Social Development, Economics, English Language, Ethics and Religious Education, Geography, History, Information and Communication Technology, Literature in English, Mathematics, Mathematics (Extended Part Module 1 - Calculus and Statistics), Mathematics (Extended Part Module 2 -Algebra and Calculus), Physical Education, Physics, Technology & Living, Visual Arts
	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	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	$340	$340	$340
Parent-Teacher Association Fee	$120					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	$450 (e.g. online learning resources, maintenance of electronic learning devices)					
Other Charges / Fees	-					

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).
The admission criteria and weightings for Secondary 1 (S.1) Discretionary Places (DP) of SSPA:
1. Academic Performance 50%
2. Performance in Interview 30%
3. Performance in Extra-Curricular Activities and Awards 20%

Orientation Activities and Healthy Life

S.1 Parents' Day cum Orientation Day is held for parents and students in August. Adaptation programs and English bridging course are also arranged for S.1 students in the summer.
Students are encouraged to maintain a healthy lifestyle with the help of programs and activities provided by various committees such as the Student Guidance Committee and the Religious, Moral and Civic Education Committee. There are also talks on building a positive self-concept and positive psychology.

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School Characteristics

School Management

School's Major Concerns:
The school is committed to passing on the core values of Catholic education (Truth, Justice, Love, Life and Family) and to providing an excellent all-round secondary education to students. By following in the footsteps of St. Clare, we teach each student to be a wise and honest person (Prudence); be an upright person (Justice); overcome fear and rise above adversity (Fortitude); and lead a life of simplicity (Temperance).

School Management Organisation:
School-based management is implemented by various panels and committees responsible for school policy, school self-evaluation, curriculum development, student guidance, religious, moral and civic education, student activities and leadership training, connection with parents, etc. An appraisal system for teaching staff is set up to improve the quality of management, teaching and learning, and to monitor and facilitate teachers' professionalism.

Incorporated Management Committee / School Management Committee / Management Committee:
Members of the IMC: Ms. Wong She Lai (School Supervisor); Mrs. Chan Wong Pik Yu (School Principal); School Sponsoring Body Managers: Sr. Celina Yuen, Mrs. Chan Cheung Yee Ling, Grace, Mr. Chan Wing Lung, Mrs. Kwok Wong Si Ling, Celina, Ms. Woo Wai See Alice, Dr. Yuen Lai Mei, Susana, Sr. Rose Huang (Alternate) ;Independent Manager: Dr. Lam Che Keung; Alumni Manager: Mr. Chan Kwai Hong Bucky; Teacher Managers: Ms. Chung Pak Ling, Mr. Ma Tin Chun (Alternate); Parent Managers: Ms. Tsang Yuen Shan, Mr. Wong Tik On (Alternate)

School Green Policy:
We try to raise our students' awareness of and engage them in local and global environmental issues through talks, campaigns and visits.

Learning and Teaching Plan

Whole-school Language Policy:
English is the main medium of instruction. After-school enhancement courses are arranged for students who have a weaker English foundation so that more attention and support will be given to raise their English Language competence. In order to enrich the English speaking environment, a variety of interactive English Language activities are organized outside the classroom to maximize students' exposure to English and to provide them ample opportunities to use the language. Examples are English For All, English Broadcast, Inter-class drama competitions and so on.

Learning and Teaching Strategies:
The school emphasizes the importance of nurturing students' ability to learn. With more teacher-student and student-student interactions, students are nurtured to be collaborative, responsible, inquisitive and proactive learners. The quality of teaching is enhanced through systematic teacher development programs which enable teachers to review and reflect their existing teaching practices and learn new ones. Collaboration among teachers is encouraged and peer observation among teachers is a common practice. In order to shape a supportive learning environment for students to be 21st century learners, we have also installed fibre-optic cables and there is full access to WiFi in every corner of the school campus to support learning and teaching.

School-based Curriculum:
1. Electives: 3X. Students can choose 3 electives from 13 subjects.
2. Curriculum highlights: In order to reach the goal of developing students into well-educated people who are able to meet the demands and challenges of the 21st century, the curriculum is designed with the following emphases: Enabling students to attain knowledge and skills in diverse fields so that they will be able to actively explore their own academic pursuits and career paths. Developing students into self-directed learners so that they can be collaborative, responsible, inquisitive and proactive. Designing a vertical curriculum in all subjects to bridge the junior and senior levels.

Major Renewed Emphases in the School Curriculum:
1. Language across the curriculum: Subject teachers, besides teaching subject content, also focus on enhancing students' English Language competence in reading, writing, speaking and listening skills. There is collaboration across the curriculum to help align the teaching curriculum to cater for the language needs of students.
2. Reading to Learn: In order to enhance students' reading skills, to enrich their knowledge and to keep students informed of local and international current issues, students are given opportunities to share their reading experiences.
3. Self-directed learning: The school has created a Self-Directed Learning (SDL) environment and through peer learning circles, engaging students in diverse learning experiences and challenging their academic capacities.
4. Religious, Moral and Civic Education: The school is committed to upholding and passing on the core values of Truth, Love, Life, Family and Justice to our students and seeks to fulfill this mission through a series of whole personal development programs on school liturgies, moral and civic education activities, talks or workshops on the Basic Law and human rights, the appreciation of Chinese History, culture and civilization. All these programs aim to foster among students a positive attitude towards life and a conscience imbued with the following qualities: to cherish life, be discerning, be responsible, be persevering, be respectful, love God and love one another.
5. Information Technology for Interactive Learning: (a) The school provides immense opportunities for students to get access to IT facilities, including mobile devices, WiFi network and optic fibers. (b) The school's Intranet is both an e-learning platform and a central repository of teaching and learning materials. It provides students with channels to discuss with teachers and peers and to facilitate their self-learning. Students are encouraged to incorporate IT skills in their assignments and projects.

Life Planning Education:
School-wide career and life planning activities are arranged for S.1-S.6 students both in and outside school to broaden their horizons, to develop their skills and proper values towards work and studies and to develop their career aspirations. All these correspond to their personal abilities, interests and values so that they can be better prepared to make informed and responsible choices. Thus, they are able to make the best of the opportunities ahead. Activities organized include thematic talks, career and tertiary institutions visits, job shadowing, an alumni mentorship scheme and individual consultation service.

Student Support

Whole School Approach to Catering for Learner Diversity:
The Twin Class Teacher System, Big Sister Program and the enhancement/remedial classes can cater for individual differences and students with different needs. To cater for the needs of more gifted students, the Gifted Education Committee co-ordinates various programs in school. For junior forms, students with outstanding achievements are invited to join the "Accelerated Learner" program where they are given ample opportunities to develop their potential through selective programs and competitions. Budding Leader scheme has also been introduced to nurture junior level students to become young leaders.

Whole School Approach to Integrated Education:
The Student Guidance Committee adopts a whole-school approach in promoting integrated education. Core members of the Student Support Team (SST) include the Principal, Vice-principal in charge of student affairs, Student Guidance Mistress, SEN Coordinator, Educational Psychologist and School Social Worker. To cater for the needs of students with special education needs (SEN), different pull-out programs which are fully funded by Learning Support Grant and Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs are organized. Examples of those programs are Executive Functioning Skill Training Workshop, Speech and Communication Skill Training and Art Therapy Session. Besides, the Learning Buddy Program is organized to provide after-school tutorials for students with SEN. To promote an inclusive culture, various programs and activities such as workshops and talks which aim at promoting mutual understanding and respect are organized. ‘Fun Teen Day’, Lunch Gatherings for Non-Chinese speaking (NCS) students, Chinese and English Reading and Speaking sessions during which both NCS and Chinese students take turns to be the ‘little teachers’ were held. To improve the effectiveness of the SST, members and Student Guidance teachers have received relevant training so as to enhance their professional capacity. Besides, home-school co-operation is emphasized in supporting integrated education. The school has established a regular and effective communication mechanism with parents. Through meetings with parents, teachers and parents would discuss matters regarding student support strategies and plans.

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.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Measures to Provide Adaptation for Learning and Assessment:
Assessment is integral to the curriculum as well as the teaching and learning process. Our school puts emphasis on assessment for learning by making use of data to identify and diagnose student learning problems, and provide quality feedback for students on how to improve. Both summative and formative assessments are used. Various modes are adopted including tests and examinations, class work, homework, projects, portfolios, etc. Adaptation programs are offered for Non Chinese speaking students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Parents offer help in school-based Community Service Learning in S.4 and S.5. Moreover, in recent years, the relationship between parents and the school has become even more proactive and effective, with cooperation emphasized on further promoting affable parent-teacher relationship, boosting student academic achievement and personality development, amplifying parents' potential in assisting the implementation of school policies and the improvement of school facilities. The Parents-Teachers Association is kept well informed of new school policies, even at the initial planning stage, with rationales explained in detail.

School Ethos:
Students are well-mannered, disciplined and virtuous.

Future Development

School Development Plan:
Areas of Concern:
1. To cultivate students to become well-rounded and resilient learners for continuous self-improvement.
2. To nurture students to become effective and confident life-long learners.

Teacher Professional Training and Development:
Regular programmes are held every year to update teachers with recent educational initiatives and effective teaching strategies, as well as to provide them with opportunities for professional exchange and collaborative lesson planning through the formation of a Professional Learning Community.

Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

Activities are organized by around 50 clubs, categorized into 6 groups: namely co-curricular, art and cultural, interest, sports, social service and religious groups, focusing on enhancing students' multiple-intelligences and leadership skills as well as fostering in them a sense of responsibility to society. The School Picnic and Life-wide Learning Day are held for S.1 -S.6 students once a year.

School Facilities

Number of Classroom(s): 30

School Facilities:
The school facilities have been constantly improved to cater for education initiatives and students' needs. An optic fiber network and high-speed WiFi access points have been installed for enhancing I.T. learning and teaching. A STEAM Center has been set up for STEAM education. Other facilities include the Chinese Culture Centre, a round-the-school running path, a fitness room, a Campus TV room, a chapel and a Religious Education Corner.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.

Others

Study tours to overseas countries and the Mainland are organized every summer.
Our school strongly encourages students to participate in all kinds of territory-wide and international competitions and they have won numerous awards and prizes. For details, please refer to our school website.

Direct Public Transportation to School

First Bus: 3A
Mini-Bus: 54, 54S (to Kennedy Town MTR station)
City Bus: A10
School Bus: to Central, Western, Southern and Eastern Districts on Hong Kong Island