



嘉諾撒培德書院
Pui Tak Canossian College

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School Mission

Pui Tak is a subsidized girl secondary school under the Catholic order of Canossian Daughters of Charity. We aim at providing a holistic, values-based education for young teenage girls in the Southern District, shaping and developing their moral character, self-discipline, and a proper sense of responsibility towards society. In the guiding light of our Lord Jesus Christ, we embrace the vision that within a good environment for learning and under the loving care of dedicated teachers, our students will grow into mature and responsible adults faithfully practising our school motto: "We build up ourselves, while building up others; In our love for humanity, we love God."

School Information

Supervisor / Chairman of School Management Committee	Sr. But Cheuk Yee, Regina		
Principal (with Qualifications / Experiences)	Ms. Wong Siu Ling		
School Type	Aided	Student Gende	Girls
School Motto	"We build up ourselves, while building up others; In our love for humanity, we love God."		
Name of Sponsoring Body	Canossian Missions (Hong Kong)		
Area Occupied by the School	About 4000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
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	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Action School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		51
Total Number of Teachers in the School		57
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		75%
Bachelor Degree		100%
Master / Doctorate Degree or above		26%
Special Education Training		5%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
61%	7%	32%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, World History*, Home Economics*, Citizenship, Economics and Society*, Music*, Physical Education, Putonghua, Visual Arts*, Geography (S.2, S.3)*, Computer Literacy (S.1)*, STEM Education (S.2, S.3) , Ethics & Religious Studies*
	English as the Medium of Instruction	English Language, Mathematics (S.1), Science (S.1)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (S.2, S.3)*, Science (S.2, S.3)*
S.4 - S.6	Chinese as the Medium of Instruction	Ethics, Chinese Language, Citizenship and Social Development, Ethics and Religious Studies, Geography (S.6), Tourism and Hospitality Studies, Health Management and Social Care, Visual Arts, Physical Education, Accounting for e-business (ApL) (S.5)
	English as the medium of instruction	English Language, Mathematics (Extended Part), Physics, Chemistry, Biology, Information and Communication Technology, Economics , Vocational English (ApL)
	Adopt a different medium of instruction by class or by group / school-based curriculum	Mathematics (Compulsory), Business, Accounting and Financial Studies (S.6), Geography (S.4, S.5), Exercise Science & Health Fitness (S.4)

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Citizenship, Economics and Society*, Chinese History, World History*, Home Economics*, Music*, Physical Education, Putonghua, Ethics & Religious Studies*, Visual Arts*, Geography (S.2, S.3)*, Computer Literacy (S.1)*, STEM Education (S.2, S.3)*
	English as the Medium of Instruction	English Language, Mathematics (S.1), Science (S.1)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (S.2, S.3)*, Science (S.2, S.3)*
S.4 – S.6	Chinese as the Medium of Instruction	Ethics, Chinese Language, Citizenship and Social Development, Ethics and Religious Studies, Tourism and Hospitality Studies, Health Management and Social Care, Visual Arts, Physical Education
	English as the Medium of Instruction	English Language, Mathematics (Extended Part), Physics, Chemistry, Biology, Information and Communication Technology, Economics, Vocational English (ApL)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (Compulsory), Geography, Exercise Science & Health Fitness (S.4, S.5)

Class Structure & Chargeable Fees (2024/2025)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	3	3	3	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$320	\$320	\$320
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$35					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

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 2025). We value the development of students in all aspects. Our admission criteria for applicants for secondary 1 discretionary places are as below: 1. Academic results (40%) 2. Extra-curricular activities (30%) 3. Interview performance (30%) 4. Conduct grade B or above
Orientation Activities and Healthy Life
In order to help all incoming Secondary One students adapt to our school life and curriculum, we hold Parents’ Day and English and Mathematics bridging programs during the summer vacation. “S.1 Learning Skills Workshop” is also conducted at the start of the school year to guide students on how to use learning techniques to face academic challenges. Aiming for the greater development of our students in mental and physical aspects, we provide S.1-5 students with a variety of activities organized by different subject panels at lunch time. All students are also required to take part in the School Physical Fitness Award Scheme and are encouraged to participate in various interest classes, voluntary work and co-curricular activities so as to establish correct values and positive attitude towards life.

School Characteristics
School Management
School's Major Concerns: <div>1. To foster personal development through character education; 2. To enhance learning and teaching by reinforcing self-directed learning; 3. To enhance teaching efficacy by strengthening staff development.</div>
School Management Organisation: <div>In school-based management, there are various departments and functional teams that enable the participation of teachers in school administration and encourage the expression of opinions. Regular team meetings are conducted to review the progress of various school policies and adjustments are made. Representatives of parents, teachers, students and alumnae can voice their opinions about different issues through different channels.</div>
Incorporated Management Committee / School Management Committee / Management Committee: <div>Our Incorporated Management Committee (IMC) was established on August 31, 2013. The school managers of the sponsoring body are experienced and also share the same vision with our school. They are well-informed of our policies and way of work to keep our management on the track of excellence.</div>
School Green Policy: <div>We strive to promote low carbon life and sustainability: 1. Greening the campus: Thanks to the Greening School Program organised by the Leisure and Cultural Services Department, a Hydroponic Greenhouse system has been built in our school, where plenty of living flowers, trees and bushes have been planted; 2. Supporting the use of renewable energy, solar panels were installed with funding from the Solar Energy Support Scheme for Schools organised by EMSD; 3. Students are required to clean up the classroom daily to enhance the sustainability of the learning environment.</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>1. In light of the Education Bureau’ s MOI fine-tuning policy and the continuous improvement of our students’ English proficiency, starting from 2021, Science subjects of the senior levels have been taught in English. To bridge the gap between secondary school and university, we also offer classes adopting English as the MOI in Maths, Geog, Econ, and BAFS; 2. To create a favourable English learning environment, announcements are delivered mainly in English. Students are encouraged to visit the English Corner, and girls are required to take part in weekly English activities. To introduce more English vocabulary and cultivate a habit of reading English texts, students take part in interdisciplinary activities that are held between the English subject and all other subjects; 3. Enhancement courses are tailored to the needs of students requiring improvements. As for students who are proficient at English, they are encouraged to participate in various English activities; 4. To improve students’ Chinese proficiency, drama education has been integrated into the curriculum; 5. To promote students’ biliteracy and trilingualism, study tours are organised with schools in Mainland and various countries.</div>
Learning and Teaching Strategies: <div>With a focus on improving students’ language ability and creativity, the LAC Committee actively promotes learning in English and strives to create an English-rich environment through cross-curricular collaboration. In S.2, we have included drama as a part of the language curriculum. On top of that, we have also strengthened the development of STEM education in Maths and science subjects to explore and develop students’ full potential. In the coming few years, we strive to refine our teaching strategies and launch diversified teachings such as cooperative learning and SDL. In our school timetable, there is a Reflection Period designed to promote students’ active learning. A wide range of CCA are also provided to broaden the horizons of our students; for instance, the Drama Festival, Music Festival, Dance Festival, Life-wide Learning Day and Outbound Cultural Exchange Activities. Meanwhile, we pay equal attention to the development of every subject and are willing to invest resources in curriculum reform. Our students have achieved good results over the past few years.</div>
School-based Curriculum: <div>1. Electives: 2X and 3X. Our school offers a variety of elective subjects for students’ choices. In addition, to offer studies which linked to broad professional and vocational fields, and provide better curriculum articulation for students' further studies, our school offers various Applied Learning subjects in S.4 & S.5. 2. Curriculum highlights: (1) In order to align with the educational development and to ease the transition from junior secondary to senior secondary education, we have devised and adopted a school-based curriculum in various subjects, including Citizenship, Economics and Society, STEM Education, Business & Economics and Integrating Drama in Language Education program; (2) To better cater to our students’ diverse needs, there are plenty of school-based elements in our English language curriculum and the three other core subjects’ curriculum. We provide different school-based teaching materials and exercises for all levels; (3) English has been adopted as the MOI in school-based subjects, Life and Society, Science, and for classes in secondary one; (4) Cooperate with various tertiary institutes and professional organizations, we provide enrichment programs such as Chinese medicine knowledge, cloud platform operation and UX/UI course in a way to harness our students’ potentials.</div>
Major Renewed Emphases in the School Curriculum: <div>1. Values Education: To cultivate positive values through character education in various subjects. To nurture our students with Canossian virtues through the collaboration between the Religious Formation team and other panels. To encourage our students to participate in volunteering programs and learn to be grateful through serving others. To organise activities about Chinese culture and mainland China to enhance our students’ understanding of their homeland. 2. Reading to learn: To put more emphasis on SDL and reading in our curriculum and assessments. To promote the reading culture by inviting class teachers and students alike to recommend books. To make use of the e-reading platforms and promote e-reading. 3. Project learning: To promote enquiry-based learning in different KLA. Teachers design project tasks that help students in learning how to learn, such as the S.2 Service Learning Project. 4. IT for Interactive Learning: The majority of our students signed up for the BYOD scheme, and most of them are accustomed to using iPads to learn. Together with the onset of the school’ s STEM team, students are given more opportunities to develop their problem-solving skills and creativity.</div>
Life Planning Education: <div>1. A comprehensive CLP curriculum is implemented across all forms. Elements of CLP education are incorporated during class teacher periods, assemblies, and visits to enable students to make informed choices for further studies; 2. Provides individual life planning and academic guidance to students accordingly to their abilities and career aspirations; 3. In light of the vast majority of our students opting for furthering their education after secondary school, the Life Planning & Academic Guidance team has assisted them in planning further studies in recent years. Specifically, the Overseas Education Department has aided students interested in overseas studies by providing them with detailed information regarding education pathways in Europe, America and Japan; 4. To equip students with fundamental knowledge of different careers, our school has taken part in numerous career-related activities and partnered with various business organisations, namely the HKGCC, the Big Education Platform, the HKUAA, the HKSH, TWGHs Jockey Club Lei Tung Integrated Services Centre, and the AKA.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>Students in junior forms are streamed according to their abilities. Brighter students are provided with enrichment curricula in various subjects. Gifted education is offered in Science junior forms to nurture students with potential. Other subjects provide exercises of different levels and arrange applicable ECA for students with diverse educational needs. After-school enrichment classes for core subjects are organized for intensive and remedial purposes.</div>
Whole School Approach to Integrated Education: <div>According to the Education Bureau policy, a SENCO is assigned to offer support to students with special education needs. Other than the SENCO, The Student Learning Support Team was set up to promote early identification and intervention for students and to devise support programs.</div>
Education Support for Non-Chinese Speaking (NCS) Students: <div>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.</div>
Measures to Provide Adaptation for Learning and Assessment: <div>In each term, students are required to sit for a test and an examination for learning assessments. Continuous assessments, which take into account students' performance in class, learning profiles, project learning activities, regular assignments and quizzes, are also practised to reflect and monitor students' learning progress. Besides, by fully utilizing the assessment data analysis, we can provide timely support for students with needs.</div>

Home-School Co-operation and School Ethos
Home-School Co-operation: Our school places a strong emphasis on close home-school co-operation. We create ample opportunities for parent-teacher communication, ranging from organizing PTA and Parents’ Days to issuing parents’ newsletters, as well as developing our school mobile app. Meanwhile, PTA committee members spare no effort to support the development of the school by offering scholarships and participating enthusiastically in various activities like Teachers’ Day, Parents’ Days, Further Study Talks, Family Picnic and DIY workshop etc.
School Ethos: 1. Our school has long been upholding the ethos of purity and simplicity. Value education is a vital component of the school’s mission. Through programmes such as Pui Tak Volunteers, Pui Tak Buddies and the Bakhita Award Scheme, we have been striving to nurture students’ virtues and sense of belonging to the school. The school has been working hard to enhance students’ community involvement through different social programmes in recent years. The joint establishment of ‘Pui Fong Elder Academy’ with the AKA, for instance, has allowed students to reach out to our community and appreciate intergenerational harmony; 2. To provide students with an opportunity to showcase their talents, events such as the annual Open Day and business start-up market are held. Students cooperate with their schoolmates in these activities, through which team spirit is strengthened among them; 3. To create a harmonious learning atmosphere and promote students’ whole-person development, emphasis is placed on both discipline and counselling; 4. To foster empathy and compassion among students, the Social Service Team of more than 100 members has been formed, and regular volunteer services are organized. 5. In addition to organizing various activities, Values Education elements have been included in the curriculum of different subjects to nurture students’ character.
Future Development
School Development Plan: 1. To foster students’ personal development through character education. 2. Using PEAK education as our education belief, our students will be nurtured to be ones with passion, experience, positive learning attitude and knowledge. 3. To enhance learning & teaching by reinforcing self-directed learning. 4. To enhance teaching efficiency by strengthening staff development. 5. We have been creating a pleasant learning environment for our students by providing a wide variety of hardware and school facilities.
Teacher Professional Training and Development: Our school endeavours to facilitate the professional development of teachers. The Staff Development team organized school-based staff development seminars and frequently participate in inter-school staff development days and collaborative projects organized by EDB, Universities and professional organisations. International cultural exchange programs for students are held in which sharing with our overseas counterparts are regularly done. These practices provide teachers with opportunities to establish contacts with educators around the world and promote professional development. Besides, collaborative lesson preparation, peer lesson observation and even experience sharing sessions are encouraged in school so that effective teaching strategies can be generated and employed.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Aside from classroom learning, we are convinced that meaningful activities are indispensable to students' balanced development. In light of this and to cater to our students' different interests, the Co-curricular Activities Team provides students with a diverse range of activities to choose from. These activities range from performance arts, such as Drama, Jazz Dance and Band performance, to uniform groups, such as The Hong Kong Cadet Corps and the Civil Aid Service. The Civil Aid Service (CAS) even established their Southern training bases in our school campus so as to ease students' participation in the regular training. Our school policy is that each Form 1 to Form 4 student must sign up for at least one of these activities. As for co-curricular activities, there are clubs such as the STEM Club and Debating Team. Through taking part in these activities, students are given the opportunity to implement what they have learnt into actual practice and exchange ideas with students from other schools. Thus, their learning experience is enhanced. Before the outbreak of the COVID-19, there were study tours organized to take our students around the world so as to expose them to various cultures and equip them with global knowledge and awareness, which has been a substantial part of the secondary curriculum focus. Speaking of activities that broaden students' horizons, the Open Day is second to none. Firstly, they enhance students' sense of belonging to the school and the community. Besides, it enables students to unleash their potential in designing and setting up games, booths and displays.
School Facilities
Number of Classroom(s): 24
School Facilities: 1. Equipped with digitalized lighting and a sound control system of technical standard, the school hall is a platform where major events and drama competitions are held; 2. The establishment of Campus TV offers students the opportunity to learn and gain hands-on experience of filming and editing work; 3. With the connection speed of 1 Gbps and approximately 50 connection points, the school wireless fibre system guarantees convenient and efficient application of e-learning anywhere at school. 4. Smart TV displays have also been installed in classrooms as iPads are increasingly prevalent among teachers. These displays serve as a powerful incentive that motivates teachers to experiment with new e-learning platforms and teaching strategies; 5. Enrolled in the BYOD scheme, the vast majority of students are equipped with a tablet in class; 6. Founded with the Quality Education Fund, the STEM Education Centre serves as a learning hub for STEM subjects and inter-disciplinary programmes; 7. The fund has also been used to finance an eco-greenhouse and solar panels installed on the rooftop; 8. The school garden provides the STEM Club with a platform to organize horticultural activities on a regular basis.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible toilet.
Others
1. The Scholarship and External Awards Team has encouraged students to participate in external awarding schemes and competitions, in which students have won numerous accolades; 2. Our students have delivered promising performances in both regional and international events. For example, the Harmonica Team secured first place in the Seoul International Harmonica Festival 2018. On top of that, our students have achieved first place in numerous writing and debating competitions. With the efforts of the STEM Team, our students have also displayed exceptional aptitude in the field of STEM, as our school has attained top three positions in many recognized STEM competitions; 3. Puitakians are making steady progress in public exams, and our school's academic performance has been increasingly encouraging. Not only has our university enrolment rate increased, but students have also been accepted by prestigious universities around the world, such as the Beijing Language and Culture University, the China University of Political Science and Law, the National Tsing Hua University, the University of British Columbia, the University of Washington, and the University of Minnesota; 4. Our alumnae have shown their support to the school one way or the other, including setting up scholarship funds, returning as guest speakers to share experiences in the assembly and taking up the role of a tutor for consolidation classes.
Direct Public Transportation to School
School Bus; Buses: 38, 41A, 42, 48, 7, 70, 71, 72, 73, 76, 77, 78, 91, 93, 94, 95, 95C, 98, 107, 595, 970X, 971; Mini-buses: 4A, 4B, 4C, 4M, 27, 39C, 52, 58, 59, 63A, 69.