



嘉諾撒聖瑪利書院
St. Mary's Canossian College

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School Mission

We are committed to a belief that all our students CAN develop to their full capacity. We provide a positive learning environment for the promotion of the whole person grounded in Christian virtues and the formation of heart, to empower them all to make the best use of God’s given talents in service to their fellowmen.

School Information

Supervisor / Chairman of School Management Committee	Sister Fok Wai Man Veronica		
Principal (with Qualifications / Experiences)	Ms. Wong Wai Chun Janet		
School Type	Aided	Student Gende	Girls
School Motto	One Heart and One Way		
Name of Sponsoring Body	Canossian Daughters of Charity		
Area Occupied by the School	About 10000 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	-	Whole School Health Programme	Pledged School

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

Number of Teaching Posts in the Approved Establishment		76
Total Number of Teachers in the School		78
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		97%
Bachelor Degree		99%
Master / Doctorate Degree or above		70%
Special Education Training		64%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
10%	7%	83%

Subjects Offered in the 2024/2025 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, Chemistry, Physics, Biology, Geography, History, Integrated Science, Life and Society/ Citizenship, Economics and Society, Visual Arts, Home Economics, Music, Physical Education, Information Technology, Religious Education
	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
	English as the medium of instruction	English Language, Mathematics, Citizenship and Social Development, Chemistry, Physics, Biology, Geography, History, Economics, Physical Education, Visual Arts, Religious Education, Music, Literature in English, Business, Accounting and Financial Studies, Information and Communication Technology, Health Management and Social Care
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Subjects to be 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, Chemistry, Physics, Biology, History, Geography, Integrated Science, Life and Society/ Citizenship, Economics and Society, Visual Arts, Home Economics, Music, Physical Education, Information Technology, Religious Education
	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
	English as the Medium of Instruction	English Language, Mathematics, Citizenship and Social Development, Chemistry, Physics, Biology, Geography, History, Economics, Physical Education, Visual Arts, Religious Education, Music, Literature in English, Business, Accounting and Financial Studies, Information and Communication Technology, Health Management and Social Care
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	6	6	6	6	6	6
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$280	\$280	\$280
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$80					
Approved Charges for Non-standard Items	School Publication \$70					
Other Charges / Fees	-					

Remarks

Secondary School Net: Secondary Schools in Own District

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). The School considers academic performance, conduct and other achievements as the selection criteria for interview. Besides, EDB Rank Order and interview performance will be considered as the S.1 admission criteria. (For details, please refer to the school website.)
Orientation Activities and Healthy Life
Orientation programme is held for incoming F.1 students and parents in late August before the term starts. Our school takes measures to prevent the spread of infectious diseases by taking students' body temperature when they arrive at school and regularly alerting parents to the preventive measures. The quality and nutritive values of lunch boxes and snacks provided by the tuckshop are closely monitored. Seminars on healthy eating and weight management are conducted. “Joyful Fruit Day” is organized monthly. The Health Ambassadors help to promote benefits of eating right and exercising habitually.

School Characteristics
School Management
School's Major Concerns: Please refer to school website.
School Management Organisation: IMC Management is enthusiastically promoted: a Senior Administration Team and a Middle Management Team set the direction for the whole school. A 3-year development strategy and an annual school plan are formulated to guide and co-ordinate the work of various functional teams throughout the year.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee includes: seven members of school sponsoring body, the school principal, a teacher manager, a teacher alternate manager, a parent manager, a parent alternate manager, an alumna manager and an independent manager.
School Green Policy: Being a member school of the Student Environmental Protection Ambassador Scheme, the school has integrated ‘green’ elements into both formal and informal curricula to stress the importance of environmental protection. The Environmental Education Team is set up to make a conscious effort to create a green learning atmosphere in school. Selected students are trained to help promote environmental conservation messages and organize relevant activities in school. Students are frequently encouraged to exercise their civic responsibilities as green citizens in the school as well as in the community.
Learning and Teaching Plan
Whole-school Language Policy: Proper language medium is adopted for learning in our classrooms: except for the subjects of Chinese Language and Chinese History, all subjects are taught in English. Students are expected to use only English as the language for their everyday life on campus while English and Putonghua are the two spoken languages in whole school gatherings, functions and ceremonies.
Learning and Teaching Strategies: We actively promote a self-motivated, high-order thinking learning environment; through project learning our students are empowered to excel in the nine generic skills. To promote interactive learning classrooms, student-centered teaching strategies including pair work and group work are regular features in classroom teaching. Blended learning and elearning is widely adopted. Besides, each subject department reviews and refines the curriculum and class assessments using various kinds of assessment data to help students attain more desirable outcomes.
School-based Curriculum: 1. Electives: 2X, 3X and 4X. We offer over 100 different subject combinations for NSS students. 2. Curriculum highlights: School-based curriculum is developed and promoted in junior secondary levels in order to achieve a full-integration with the New Senior Secondary Education System. Due emphasis is put on differentiation which has been adopted in planning the school-based curriculum and assessments in all subjects to cater for learners in view of the school context and students’ specific needs and competence.
Major Renewed Emphases in the School Curriculum: 1. Reading to Learn: For years, the Reading and Thinking Enhancement Team has been promoting a reading atmosphere on campus. A reading time is built in the time-table which allows both students and teachers to engage in reading. Reading activities are promoted to the whole school periodically during morning assemblies. Throughout the year, the Team holds workshops on reading skills and thinking skills which could facilitate students’ learning. Besides, collaboration between language subject teachers and other subject teachers in promoting Reading across the Curriculum (RaC) has been strengthened, widening students’ reading perspectives and keeping up with the momentum for Reading to Learn. 2. Information Technology for Interactive Learning: The school-based Information and Communication Technology (ICT) curriculum, with the focus on enhancing self-directed learning, aims to prepare students as lifelong and self-directed learners as well as effective, flexible and ethical users of information and IT. Our school strives to promote e-learning for a more interactive mode in learning and teaching via various e-learning platforms. 3. Project Learning: To provide opportunities for students to integrate and apply knowledge and skills across disciplines and promote self-directed learning, students are engaged in mini-projects/presentations in various subjects as well as STEM-related projects in the junior levels. Our emphasis is to develop students’ independent learning capabilities, generic skills and interpersonal relationships through conducting group research. 4. Moral and Life Education: Nurturing our students with Gospel values, we aim at empowering them to become spiritual, compassionate and integrated persons who are able to uphold true moral values, appreciate life and embrace challenges posed by life confidently. Basic Law Education is also incorporated in the curriculum and students’ related knowledge and values are enriched. Students’ whole-person development can hence be fostered and active life-long learners as well as informed and responsible Chinese nationals and global citizens are developed via formal and informal curricula.
Life Planning Education: The Careers and Further Studies Team aims at equipping students with the knowledge, skills and attitude required so that they can make informed choices in careers and life planning. Some examples of the wide variety of programmes include talks on local and overseas university applications, parents’ evenings, careers workshops on leadership and interview skills, university programme sharing sessions by alumni studying at local universities. Students also have authentic exposure to careers world through alumni mentorship programme, job shadowing and careers visits to different workplaces, all of which cover a wide range of work fields. To further strengthen support for our students to pursue their interests and realize their potential, target students are invited for individual counseling sessions. During the session, students can decide the focus of the discussion, including life planning, personal development, time management, goal setting skills, overseas studies and matters related to university admission.
Student Support
Whole School Approach to Catering for Learner Diversity: Catering for student diversity has been one of the school’s major concerns. Each subject department has applied various learning & teaching strategies to take care of students' diversified learning abilities, needs and styles. The Student Support Team provides support to both gifted students and students needing enhancement. Its members include the Section Head of Learning and Teaching Section, Team Head of Student Support Team, and Subject Teachers from English, Chinese, Maths, Integrated Science and Visual Arts Departments. Various grants, including Learning Support Grant and Diversity Learning Grant are utilized to organize programmes which aim to nurture students’ talents in different disciplines. Some of the school-based gifted programmes include Mathematics High-flyer Programme, Science competitions, Annual Fashion Show and Artist-in-Residence Programme. Gifted students are also nominated to many programmes and trainings organized by tertiary institutions and various organisers throughout the year. Remedial work includes school-based enhancement classes (providing additional academic support to F.1 – F.6 students) and Learning Support Centre (in which F.3 – F.5 tutors assist junior form students with homework and revision).
Whole School Approach to Integrated Education: The Student Support Team (Learning Support Section) provides support to students with special educational needs. It comprises Coordinator of Special Educational Needs (SENCO), Head of Learning and Teaching, Speech Therapist and SEN Counsellor. Learning Support Grant and NCS SEN Grant are utilized. Support to students and NCS students with SENs include early identification, collaboration with different parties (teachers, parents, Guidance Team, school social workers, Educational Psychologist, School-based Speech Therapist and EDB officers), special examination arrangements, and speech therapy. Whole-school inclusive programmes are organized to promote inclusive culture among students. Teachers are also invited to attend trainings and workshops which equip them with professional skills on catering for diversified learning needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their 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. Tailor-made curriculum for NCS students is developed according to their needs. Drawing reference to the learning progress at different learning stages as described under the Learning Framework, appropriate teaching strategies are adopted. In addition, teacher-student reading program and summer bridging course are also launched to enhance students' learning and prepare them for a healthy and colourful school life. Students are also prepared to sit for internationally recognized language examinations.
Measures to Provide Adaptation for Learning and Assessment: Special examination arrangements (such as supervised breaks or extra time allowance) are provided for students with special education needs subject to professional recommendation on students' need.

Home-School Co-operation and School Ethos
Home-School Co-operation: Home-school co-operation is enhanced through the Parent-Teacher Association, which aims at providing support to the school and students, in order to create a more welcoming and supportive environment for all. Different activities are organized by the five teams: Cultural & Recreation Team, Parenting Education Team, Publications & Communication Team, School Service Team and Welfare Team. Every year, the PTA holds talks, workshops, annual outing and Parent-daughter Obstacle Race on Sports Day. Parents are also encouraged to join as volunteers on different occasions like F.1 lunch box distribution, Joyful Fruit Days and Christmas Celebration.
School Ethos: The school is committed to grooming St. Marians to be open to growth, intellectually competent, sound in moral and religious values, loving persons and willing to serve others.
Future Development
School Development Plan: The school will set the path towards the direction of providing a balanced curriculum to develop students academically, morally and spiritually in a positive learning environment. It is also our aim to cultivate among students the spirit of our Foundress, St. Magdalene of Canossa, so that they can be sensitive to others’ needs, willing to serve the community with humility and contribute to the well-being of our society at large.
Teacher Professional Training and Development: Teachers are encouraged to pursue their own professional and career development subject to their own needs and school concerns. A team has also been set up to tailor-make programmes for all staff in alignment with the school’ s development and needs.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Over 20 Co-curricular Activities Clubs are grouped into four main categories, namely, Academic Clubs, Cultural & Interest Clubs, Uniform Groups & Social Service & Religious Groups. The Student Council and the Four Houses coordinate all student activities at school level. Individual subjects such as English & Chinese Language, Mathematics, Sports and Music hold interschool contests for students at various levels.
School Facilities
Number of Classroom(s): 36
School Facilities: Hall, Gymnasium, Chapel, Playground, Covered Playground, IT Laboratory (3), Demonstration Room, Multimedia Learning Centre, Activities Room, Library, Geography Room, Art Room (2), Music Room, Needle Work Room, Home Economics Room, English Learning Centre, Careers Resources Centre, Medical Room, Counselling Room (2), Self Access Language Learning Centre, Student Council's Office and Laboratory (5).
Facility(ies) for Supporting Students with Special Educational Needs: Ramp.
Others
The school offers over 35 scholarships donated by alumnae to recognize students' attainments in leadership, services, sports, music, visual arts, drama & language arts, information technology, Christian values and conduct. There are also over academic awards to encourage students to make impressive improvement and achievements in learning.
Direct Public Transportation to School
MTR: Jordan, Tsim Sha Tsui or Hung Hom Station; Hung Hom Cross Harbour Tunnel: Kowloon Side Entrance; All bus routes that stop at Chatham Road.