



將軍澳天主教小學
Tseung Kwan O Catholic Primary School

6 Tong Yin Street, Tseung Kwan O, N.T.

26235679

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95

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Fr. Reginio Mechelle Tongoy	Mr. Ma Yat Lung	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Congregation of the Immaculate Heart of Mary	Diligence, Wisdom, Love, Honesty	1990	Chinese	School Bus	About 6000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
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			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300	Alumni Association Fee \$20

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Chess Corner, English Corner, EPS, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, MMLC Room, Prayer Room, Art Room, Music Room, Activity Room, Visual Arts Workshop, Campus TV, English Room, Chillax Zone, Energy Zone				Accessible lift and Accessible toilet.

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment			55	Total number of teachers in the school		57
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%	100%	49%	76%	12%	27%	61%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Small class teaching can enhance students' participation and take care of learners' diversified learning needs.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	1	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)	2	Number of exam(s) per year (P2 to P6 only)	2		
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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. The assessment of Chinese and English are diversified into reading, writing, speaking and listening, etc. 2. Beyond tests and exams, subjects such as J1,J4Science,Humanities,Putonghua,Religious,IT, Music, PE and VA use formative assessments, evaluating homework, class performance, and other learning experiences to measure student progress.				
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	J.4- J.6 classes are streamed according to their academic results and abilities.				

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	9	35 mins	8:05 AM	3:25 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Implement the MVPA60 Active and Healthy School Program to encourage regular physical activity, promoting fitness and fostering healthy, active lifestyles.		1. Extra-curricular activities will be held from 2:35 p.m. to 3:25 p.m. every Wednesday. 2. Life-Wide Learning will be held every Friday afternoon. 3. Different extra-curricular activities and long-term training programs are held after school or on Saturdays.		

Life-wide Learning

Interest Groups: English Adventure, Chimes, Exploring Art, Comics, Art work, etc.
Specialist training programs: Choral Speaking, Hymn Singing, Melodica Band, Orchestra, Dancing, Ball games, Swimming, Track and field, etc.

School Mission

Following Jesus Christ's foot steps, we nurture our students in the Spiritual, Moral, Intellectual, Physical and Aesthetic dimensions. Through continuous self-perfection, we encourage children to strive for excellence and expand their talents to become charitable, sympathetic and responsible citizens of the society.

School Characteristics

School Management

School Management Organisation:
We have a well-structured management framework, primarily managed by the School Management Organisation and implemented by different departments.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee of Tseung Kwan O Catholic Primary School

School Green Policy:
To enhance the school's awareness of environmental protection: Save Energy, Love Our Earth.

School's Major Concerns:
Be Positive Role Models

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Putonghua as the medium of instruction, Classical Chinese language school-based curriculum added to the second semester of Grade 6.
2. English subject focus: Sing to learn, Learn to read, Read to learn, RWI (Phonics).
3. Introduce Mathematics in English into J6 second term pre-secondary Mathematics curriculum.
4. Introduce Science subject in the school curriculum with English as the medium of instruction.
5. Learning outside the classroom, in a real life situation, ensures effectiveness in teaching and learning through co-teaching. Besides academic knowledge, we nurture our students in the spiritual, moral, intellectual, social and aesthetic dimensions.
6. The Project Learning Week with its focus on the cross-subject curriculum enables students to learn through the process from research to presentation.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school has established the central theme "Be Positive Role Models" to help our students foster a good attitude in learning, broaden their intellectual horizons, and maintain acceptable moral standards.
This focus: "Be Positive Role Models", enables us to develop our school's characteristics in cross-curricular themed activities; by adopting the approaches of 'organic integration'; 'natural connections'; 'diversified strategies'; 'natural coordination'; 'learning within and beyond the classroom'; and 'whole-school participation'. We have also implemented the updated Seven Learning Goals of Primary Education: National Identity, Positive Values and Attitudes, Knowledge of Key Learning Areas, Language Skills, Generic Skills, Reading and Information Literacy, and Healthy Lifestyle, to better equip our students through the provision of diversified, appropriate and meaningful experiences, putting into practice the teaching of Christ, and also to establish correct life perspectives.

Development of Generic Skills:
Lessons are conducted using a variety of learning activities in order to help develop students' different generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
We promote Positive Education, enable students to discover their character strengths that match their inner-qualities, in order to face the pressure and challenges laying ahead with positivity and perseverance, so as to embrace the fruitful life to come. We immerse Life Education, teach students to treasure life and enhance their resilience.

Student Support

Whole School Approach to Catering for Learner Diversity:
Different services are provided, e.g. individual education plan, cooperative teaching, peer support, parent participation, after school remedial teaching classes, remedial teaching classes, enhancement courses and gifted courses to cater for learning diversity.

Whole School Approach to Integrated Education:
Our school adopts the Whole School Approach to Integrated Education in catering for students with special educational needs (SEN). A Student Support Team (SST) has been set up to plan, implement and review student support services. We have regular parent meetings to discuss and work out the students' learning support plans, so as to provide the most appropriate support for the students.

Curriculum Tailoring and Adaptation:
Through strong collaboration, co-planning and regular subject planning meetings, our teachers work in partnership to incorporate teaching strategy which aligns with EDB standards. We also design education programmes which are specifically tailored for our students' unique strength and potential. We regard our students as centre of education and continuously enhance their self-learning skills.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Parent-Teacher Association hold many activities in every school year, including PTA Day Camp and Games Day.

School Ethos:
1. The spirit of the school is simple and students are polite and eager to learn.
2. Close teacher-student relationship. Graduates have a strong sense of belonging to the mother school.
3. Introduction of the J.1 adaptation course.

Future Development

School Development Plan:
1. School curriculum is in line with the curriculum reforms and introduction of new teaching strategies by the PSMCD.
2. Adopt biliteracy-trilingualism in teaching and learning.
3. Well-developed school self-evaluation.

Teacher Professional Training & Development:
Through strong collaboration, co-planning and regular subject planning meetings, our teachers design education programmes which are specifically tailored to the needs of our students' unique strength and potential.

Others

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