



大角嘴天主教小學 Tai Kok Tsui Catholic Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lau Pak Ling	Mr. Chow Tak Fai	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
Catholic Diocese of Hong Kong	To Love and Understand, To Nurture and Improve Oneself	1972	Chinese	School Bus	About 10320 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Advanced School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$155 per school term	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	2	1	Air-conditioned teaching rooms, the halls with broadband networked computers, campus TV live broadcast.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chapel, Computer rooms, STEAM LAB, 2 Music Rooms, Art Room, Seed Room, English Room, Activity Room, Parent-Teacher Association Room and Tuck Shop, Evangelization Room, Campus TV.				Accessible lift.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment				55		Total number of teachers in the school		55			
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	
100%	100%	35%		91%		7%		26%		67%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	There are remedial lessons of Chinese, English and Mathematics for Primary 2-6 students. There are also moral classes for Primary 1-6 once a week. A remedial learning team is established to assist students with Special Needs.						
Remarks	With a fully wireless campus, our school integrates campus broadcasting, STEAM initiatives, and AI-driven instruction into the learning experience.						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
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							Yes
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	Diversified assessments are being used in different subjects. Project learning and group discussions are adopted in General Studies and other subjects. There are both self-assessment and peer-assessment.						
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	Putonghua classes and Non-Putonghua classes are provided for Primary two to four students.						

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	3:15 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our commitment to health and well-being is guided by a comprehensive health policy framework. Regular activities include healthy eating initiatives, Fruit Day, Mental Health Day, the Spinal Care Campaign, the "Advanced School" Award under the Whole School Health Programme, the sportACT Award Scheme, the School Physical Fitness Award Scheme, the MVPA60 Award Scheme, health talks, and health information on bulletin boards.		Class Teacher Lesson is scheduled every morning and remedial classes are arranged after school. Co-curricular activities, extra-curricular activities are conducted every week. Value education lesson is arranged every week.		

Life-wide Learning

There are 40 clubs and societies, including Chinese Choral Speaking, Cambridge (English), English Choral Speaking, Maths Olympiad, Chinese Orchestra, Choir, Percussion Band, Chinese Dancing Club, Social Dancing Club, Drama Club, athletic team, Judo, Taekwondo, Rope Skipping, swimming team, various ball teams and uniformed groups. These activities are intended to develop students' multiple intelligence and team spirit.

School Mission

Adhering to the School Motto 'To Love and Understand, To Nurture and Improve Oneself', our school aims to provide quality education. According to the Catholic education beliefs and values, we nurture and groom our students to live out the spirit of Jesus Christ, to attain a balanced and holistic development in spiritual, moral, intellectual, physical, social and aesthetic aspects.

School Characteristics

School Management

School Management Organisation:

Our School is sponsored by the Catholic Diocese of Hong Kong. Led by the Principal and the Vice-Principals, and in close coordination with the School Improvement Team, Administration Team, Functional Groups, Special Task Groups and Subject Panels, various policies, projects and tasks are planned and implemented.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee: Mr. Lau Pak Ling, Principal Chow Tak Fai, Rev. Fr. Mak King Hung, Principal Li Wai Fung, Dr. Wong Ka Chi Joseph, Mr. Cheung Ting Pong, Ms. Lam Cheuk Chi Crystal, Ms. Yu Hang Sang Priscilla, Mr. Tang Chi Ho Francis, Principal Ng Wa Piu Henry, Ms. Chan Pui Ying, Mr. Tse Bartholomew Ka Ngai, Ms. Chan Yin Hoi, Ms. Lu Xue Mei, Ms. Tang Sui Man.

School Green Policy:

We establish a team of green ambassadors and join different activities. We also promote the idea of recycling useful materials and protecting our environment.

School's Major Concerns:

1. Cultivating a strong sense of diligence, responsibility and national identity through consistent daily practices.
2. Empowering students to explore diversified learning modes through varied and engaging activities.
 - 2.1 Equipping students with the essential skills required to excel in assessments and examinations.
 - 2.2 VARK Approach: Tailoring Music, Art, and PE to align with diverse learning preferences—specifically Visual, Auditory, Reading/Writing, and Kinesthetic modalities.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school adopts a small-class teaching model complemented by diversified teaching strategies to foster learner autonomy and active engagement. By equipping students with a variety of thinking tools and strategies, we actively foster higher-order thinking. Furthermore, we are committed to imparting digital education, and integrating it into learning activities to enrich students' learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Aligned with our commitment to all-round development of students, we place a great emphasis on values education, encompassing Life Education, National Education, and National Security Education. By making efficient use of learning time, we create room to promote students' physical and mental well-being. Our supportive learning environment effectively accommodates diverse learning needs, enriching students' life-wide learning experiences and nurturing their whole-person development. To ensure sustainable academic progress, we enhance digital competency, strengthen assessment literacy, and promote cross-curricular reading, cultivating the essential skills required for lifelong learning.

Development of Generic Skills:

To further develop students' generic skills, the school provides a great variety of life-wide learning opportunities and specialized curricula. These include the "FUN FUN FUN" integrated lessons, sports and arts activities, values education courses, cross-curricular reading initiatives, subject-based booth activities, school-based coding programmes, project-based learning, science experiments, advanced mathematical thinking training, and our school-developed Math in Focus English Mathematics curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school aims to promote a positive school culture through a wide range of multiple intelligences activities with the Catholic core values and moral and civil education in order to allow students to appreciate themselves and meanwhile respect others. Students are trained to equip themselves with perseverance to overcome hardship in their future lives and contribute to society as a group of loving and caring citizens.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school arranges many programs, such as bridging courses and curriculum for Primary One and Primary Six, school-based educational psychologist services, school-based speech therapist services, extra remedial classes and programs for the gifted. Besides, teachers design enrichment teaching materials to cater for individual needs. The early identification of children with potential learning difficulties or speech and language problems provide students with early remedial support.

Whole School Approach to Integrated Education:

Special Educational Needs Coordinator (SENCO) in our school is in charge of the planning, the coordination and the implementation of policies related to Integrated Education (IE). Teachers in our school are trained in order to cater for students with different special needs in their learning. Specialized Special Educational Needs Support Teachers are provided to improve the effectiveness and efficiency and further cultivate the inclusive school culture, with extra support as appropriate, e.g. pull-out/small-group classes, etc.

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; 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.

Curriculum Tailoring and Adaptation:

Based on school needs, curriculum tailoring is adopted in school. We implement co-operative learning and provide gifted courses, remedial teaching classes and after-school tutorial classes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We treasure the spirit of co-operation between parents and the school which is further enhanced by the establishment of Parents and Teachers Association (PTA). The activities held by PTA, such as parent-child recreational activities and educational seminars, are diversified. In addition, PTA assists and sponsors the school to organize some large-scale functions like Sports Day, Christmas and Chinese New Year celebrations and Library reading activities, etc.

School Ethos:

The school ethos is simple, and places an emphasis on civic and moral education. The school has arranged a full time professional counsellor and a religious education teaching assistant. We believe in the combination of guidance and discipline and home-school cooperation can create a lively learning environment. We nurture students with the correct values and encourage them to face life with a positive attitude. Students are also provided with opportunities to develop their multiple intelligence. Adaptation measures for primary one students. We also encourage pupils and parents to maintain a good and close relationship with the school.

Future Development

School Development Plan:

Our school aims to provide good quality of education in accordance with Christian values. We also help the students to build up positive thinking and to enhance their learning efficiency and potential.

Teacher Professional Training & Development:

According to the prevailing Continuing Professional Development policy for teachers, teachers are trained and developed based on the seven learning goals of primary education, with the aim of fostering a learning organization.

Others

Our school has a variety of awards and scholarships for students who attain excellent academic performance, exemplary service to the school and outstanding achievements in sports and Visual Arts. We implement the programme 'One child, One aesthetic skill' every year, encouraging students to participate in competitive programmes and supporting their performances to a standard of excellence. We provide both teachers and students different opportunities to learn outside the classroom. Students have been taken on field trips to different cities. The locations visited include Japan, Singapore, Seoul and New Zealand etc. The aim is to broaden the horizons of the students and hone their self-management skills.