



東涌天主教學校 Tung Chung Catholic School

Yat Tung Estate, Tung Chung, N.T.

21094962

21210166

tccs_pri@tccs.edu.hk

http://www.tccs.edu.hk

98

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Yeung Mei Hay May	Ms. Chan Pui Shan	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
The Catholic Diocese of Hong Kong	Strive for personal best and spread love	2000	Chinese	School Bus	About 12000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Tung Chung Catholic School					
			Yes	Yes	Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	6	2	2	Wireless network has been set up in classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, Music Rooms, Art Room, English Learning Centre, STEAM Innovation Lab., Computer Room, Multimedia Learning Centre, General Studies Room, Student Guidance Office and Meeting Room.				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment				50	Total number of teachers in the school		59
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	
88%	100%	30%	78%	21%	25%	54%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	5	4	4	5	5	26
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	5	5	4	5	26
Mode of teaching at different levels	Language-rich environment policy is implemented in English lessons. Putonghua is the medium of instruction in Chinese Language lessons in some classes in P.3 to P.6. English elements are added in Mathematics / GS / Science / Humanities in some classes in P.1 to P.6.							
Remarks	-							

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	1	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					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	To minimize the pressure from the exams, we emphasize students' continuous effort. Hence there are continual assessments with a focus on students' coursework, learning attitude and performance in project learning.				
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	According to students' academic performance. (P.3 to P.6)				

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	10	35 mins	8:05 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Lunch Supplier provides lunch with less salt, less sugar, less oil and high-fiber for students. In order to keep students' health in good condition, we encourage students to do exercise through physical fitness. Students participate in activities like skipping during recess.				

Life-wide Learning

Professional itinerant tutors are employed to organize various extra-curricular activities after school, e.g. Sports Teams, Athletics Team, Swimming Team, Chinese Dance Team, Cheerleading Team, Taekwondo Team, Choir, Orchestra, Handbell Ensemble, Choral Speaking Team, English Drama Team, Junior Reporters, STEAM Team, Visual Arts Team, Uniform Teams and Junior Pioneers of Christ, etc.

School Mission

The school has realized the through-train education mode advocated by EDB. The through-train curriculum ensures continuity and consistency across different learning stages. With emphasis on students' learning process, individual learning mode and interests, students can get successful learning experience in the school.

School Characteristics

School Management

School Management Organisation:

Based on the philosophy of Hong Kong Catholic Diocesan Schools Council, the principal, vice principals and executive teams lead all different departments to establish the school development goals and policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the Incorporated Management Committee include the representatives of the sponsoring body, supervisor, the principals of primary and secondary sections, independent people and representatives of teachers and parents. The duties of School Executive Committee are:

1. Reviewing the school goals.
2. Evaluating the school policies.
3. Monitoring the School administrative practices.

School Green Policy:

The green policies are as follows:

1. Energy saving and waste reduction.
2. Green campus.
3. Using garbage disposal equipment to make fertilizer for the plants in the school garden.
4. LED tubes were installed in the school premises.

School's Major Concerns:

2025-2028 Major Concern:

1. Enhancing Students' Character and Learning Qualities
 - (1) Objective 1: To strengthen the cultivation of students' values and moral sentiments
 - (2) Objective 2: To cultivate students' habits of self-directed learning
2. Fostering Students' Positive Values and Practicing a Healthy Lifestyle with Catholic Education as the Core
 - (1) Objective 1: To nurture a 'TCCS Student' who knows how to love and care
 - (2) Objective 2: To create an empathetic school culture

Learning and Teaching Plan

Learning & Teaching Strategies:

As a through-train school, more flexibility is allowed for developing a twelve-year curriculum with consistency and continuity. This also relieves students' pressure when being promoted to secondary school.

1. Our twelve-year curriculum emphasizes developing students'
 - ability of using language (English, Putonghua & Cantonese) to communicate effectively;
 - abilities of logical thinking, problem solving & creative thinking;
 - ability of the appreciation of the oriental and western arts and culture;
 - physical health through exercise;
 - communication and cooperation skills;
 - abilities of self-reflection and self-improvement.
2. We use diversified teaching methods like cooperative learning to make the lessons more interesting and cater for students' learning diversity.
3. We enhance students' English through Language-rich environment policy.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Learning activities in different aspects (e.g. service learning, STEAM education and visits) will be arranged in normal school hours.

Development of Generic Skills:

Students' generic skills are to be acquired through learning and teaching in the context of different learning areas, and are transferable to different learning situations. Communication skills, collaboration skills and creativity are to be developed in language subjects. Thinking skills and problem solving skills are to be developed through Mathematics while Project learning, critical thinking and study skills are to be developed in Humanities and Science.

Cultivation of Proper Values, Attitudes and Behaviours:

To uphold and pass on the core values to students, as fitting the vision and mission of a Catholic school.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for individual learning differences, our school adopts diverse and effective learning strategies.

Whole School Approach to Integrated Education:

Our school has a "Student Support Team" to cater for students with Special Educational Needs through "Whole School Approach". We provide professional support such as homework and assessment accommodation, pre-lesson study 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; 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.

Curriculum Tailoring and Adaptation:

To satisfy the learning needs in every key stage, through-train curriculum is planned across the levels.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. To maintain effective mutual communication and a close relationship between parents and teachers.
2. To implement parent education.

School Ethos:

Founded on Jesus' love, we foster a caring and inclusive environment. Through acceptance and empathy, we inspire growth and nurture core values of integrity, honesty, and appreciation for others.

Future Development

School Development Plan:

Our school's focus is on cultivating students' good learning habits so as to foster responsible students within a constructive school culture. As for teaching and learning, we aim to build up students' bi-literate and trilingual abilities. To foster whole person development, students' talent in STEAM, Music, Physical Education and Art are showcased in order to boost their confidence.

Teacher Professional Training & Development:

Teachers' development day, lectures, workshops and sharing sessions especially on the five core values of Catholic education, ways to enhance students' higher-order thinking skills and cater for students' learning diversity are organised regularly to enhance the profession of teachers.

Others

Scholarship for the students who get outstanding performance in both academic and morality.

Scholarship for the students who get outstanding performance in Chinese Language, English Language and Mathematics.