



德雅中學 Tak Nga Secondary School

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School Mission

We uphold the conviction of the great educator, St. John Bosco, that love is the core of education and prevention is better than cure. In a caring and loving environment, we nurture our students with reasons, Christian faith and love so that they achieve a balanced moral and academic development.

School Information

Supervisor / Chairman of School Management Committee	Sister Chan Wai Fan Mabel			Bachelor Degree			100%
				Master / Doctorate Degree or above			41%
Principal (with Qualifications / Experiences)	Ms Cheung Ka Wai, Winnie [Bachelor of Social Sciences (CUHK), Post-graduate Diploma of Education (CUHK), Master of Educational Management (University of Melbourne)]			Special Education Training			53%
				Years of Experience (% of Teaching Staff)			
				0 - 4 Years	5 - 9 Years	>= 10 Years	
School Type	Aided	Student Gender	Girls	27%	29%	44%	
School Motto	Wisdom: To distinguish between right and wrong; Courage: Assume responsibilities; Diligence: Love of learning & persist studying; Perseverance: To overcome challenges with a positive attitude						
Name of Sponsoring Body	The Sisters Announcers of the Lord			Year of Commencement of Operation			1962
Area Occupied by the School	About 2693 Sq. M	Religion		Catholicism			
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association		Yes	Student Union / Association	Yes	
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					100%
4Rs Mental Health Charter		Yes	Whole School Health Programme			Action School	

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	53	
Total Number of Teachers in the School	59	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	92%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	41%	
Special Education Training	53%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
27%	29%	44%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Religious Studies, Putonghua
	English as the Medium of Instruction	English Language, English Enhancement, Mathematics, Science
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Humanities*, Music*, STEAM*, PE* and Visual Arts*, Home Economics (S.1& S.2)*,
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Ethics and Religious Studies, Chinese History, Tourism and Hospitality Studies, Visual Arts, Information and Communication Technology
	English as the Medium of Instruction	English Language, Mathematics (Compulsory Part), Mathematics (Extended Part Module 2), History, Geography, Economics, Business, Accounting and Financial Studies, Physics, Chemistry, Biology
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Religious Studies, Putonghua
	English as the Medium of Instruction	English Language, English Enhancement, Mathematics, Science
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Humanities*, Music*, STEAM*, PE* and Visual Arts*, Home Economics (S.1& S.2)*,
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Ethics and Religious Studies, Chinese History, Tourism and Hospitality Studies, Visual Arts, Information and Communication Technology
	English as the Medium of Instruction	English Language, Mathematics (Compulsory Part), Mathematics (Extended Part Module 2), History, Geography, Economics, Business, Accounting and Financial Studies, Physics, Chemistry, Biology
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2025/2026) * Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$10					
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 2026). Admission criteria: - Academic results (40%), - Interview performance (45%), - Schools' comments on their conduct (10%) and - Results of extra-curricular activities (5%).
Orientation Activities and Healthy Life
S.1 students and their parents are invited to attend Orientation Day and workshops in which they are introduced to the school mission, special features of the school and the curriculum. During summer holidays, teachers organize Bridging Courses in Chinese, English, Mathematics, Science, STEAM, Humanities and Religious Studies. Besides, pre-S1 Chinese, English, Mathematics summer remedial classes are arranged. The Pastoral Care Committee organizes orientation programmes for S.1 students. It also organizes a series of activities for S.1 students to enhance their self-confidence and team spirit so that they may adapt quickly to secondary school life. The Health Education Committee coordinates health education programmes and promotes healthy lifestyle, such as healthy eating habits and regular physical exercises. All students have to take part in physical fitness award scheme. The PTA, teachers and students jointly supervise the variety and quality of food provided by the school tuck shop and lunch supplier.

德雅中學
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School Characteristics
School Management
School's Major Concerns: (1) To foster an environment (class, school, home) favourable to students' wellness. (2) To enhance students' resilience to meet challenges in learning and in social interaction.
School Management Organisation: The School Development Team, under the supervision of the Incorporated Management Committee, co-ordinates matters concerning Learning and teaching, pastoral care, student guidance, values education, civic and national education, national security education, STEAM education, information technology, extra-curricular activities, home-school co-operation, alumni and community liaison.
Incorporated Management Committee / School Management Committee / Management Committee: Tak Nga Secondary School Incorporated Management Committee
School Green Policy: Environmental Education Committee has been set up to formulate and implement environmental protection policies and environmental education. We have joined the Student Environmental Protection Ambassador Scheme, Youth Organic Training Program. Through this scheme, our team of Green Ambassadors has been set up and trained for promoting environmental education and recycling in school. Our school has also been enhancing environmental protection facilities such as flow controllers. We have joined the 'Pilot Scheme for Provision of Necessary Equipment for "Plastic-free" School Lunch'. In addition, we have joined the Solar Harvest project of the Electrical and Mechanical Services Department for installing small-scale solar PV systems at our school premises.
Learning and Teaching Plan
Whole-school Language Policy: We use English as the medium of instruction in most of the classes in junior forms. To cater for learner diversity, some subjects in S.1-S.3 are taught in Chinese supplemented with extended learning activities in English. For details, please refer to "Subjects offered 2025/26 and 2026/27" and our school webpage. Our policy is to create a language-rich environment to train students to become bi-literate and tri-lingual. The policy is implemented through tri-lingual assemblies, Top Readers Awards, English Speaking Days, English activities and Putonghua Club, etc.
Learning and Teaching Strategies: We aim at enhancing learning and teaching effectiveness through curriculum planning and adaptation. Through the implementation of school-based curriculum, we strategically incorporate life-wide learning in our teaching and student learning. Our teachers plan lessons collaboratively, arrange lesson study and share their teaching experiences and resources regularly. In addition, we strive for additional resources in order to raise the quality of learning and teaching. A variety of assessment tools are used to provide teachers with comprehensive information about student learning in order to enhance learning and teaching effectiveness. Our school implements the "Study Skills Programme" and "Reading Lesson" in junior form to help students improve their self-directed learning.
School-based Curriculum: 1. Electives: 3X. Senior secondary students can take three elective subjects and Mathematics Extended Part Module. For details, please refer to "Subjects Offered in 2025/26 and 2026/27". 2. Curriculum highlights: Bridging Course is launched in S.1 to help students adapt to the new ways of learning in secondary education. STEAM Education has been implemented into the curriculum in order to strengthen students' abilities in the area of Science, Technology and Mathematics. To help S.3 students make subject choices and to prepare them for the Senior Secondary Education, taster programmes of elective subjects are arranged. Schools promote values education, learning skills, reading, social-emotional learning, and career planning through formal curricula to cultivate students' correct values and goals, while enhancing their overall learning effectiveness and resilience.
Major Renewed Emphases in the School Curriculum: We are committed to cultivating students' positive values, including the core Catholic values and HK Education Priority Values under our school mottos " Wisdom, Courage, Diligence and Perseverance". These values are integrated into the curriculum of different subjects. At the same time, we promote values education through different student activities, such as Thanksgiving Day and Prefect Team training, etc. The Religious Education Committee uses morning assembly time every day to instill positive values in all students through prayer. In addition, the Academic Committee coordinates the implementation of the "Reading-Across the Curriculum" Scheme for all subjects, which design values-embedded reading tasks to encourage students to deepen and extend classroom learning, as well as to learn and internalize positive values from reading. We implement Project Learning in junior forms, in which all teachers serve as advisors. The topics for each level are: S1: Chinese Culture; S2: STEAM; S3: Life Planning. By exploring and studying their own inquiry questions, students can integrate and apply knowledge from different disciplines, extend classroom learning, deepen their understanding of topics, broaden their knowledge, and enhance their generic skills. We implement study skills curriculum in junior forms. Students are taught different study skills, such as pre-lesson study, note-taking, graphic organizers, memory methods, etc. The Academic Committee coordinates various subjects to provide opportunities for students to use the study skills in the curriculum. Since 2020, the school has implemented BYOD policy, and the Staff Development Committee has organized a number of school-based workshops where teachers from various subjects share how to promote interactive learning and self-directed learning through e-learning.
Life Planning Education: We promote career and life planning education in a whole-school approach. We provide students with opportunities and support for career and life planning in all levels. To facilitate individual student planning, career counselling and consultation sessions are conducted by career teachers to help S.3 and S.6 students plan and make successive, interlocking decisions on choices of study. Different kinds of career activities such as S.6 talk on JUPAS programme selection and talk on subject selection and mock release of HKDSE results are organized for students, teachers and parents. Customized programmes like interview workshop, personal statement writing workshop, firm visit and university visit are arranged. Moreover, we have our annual career day in which alumni from different professions share their job experiences with students in small groups. We have been collaborating and networking with experienced NGOs like JAHK, HYC, the HKFYG and the HKACMG to step up career and life planning programmes tailored to our student needs.
Student Support
Whole School Approach to Catering for Learner Diversity: There are afterschool homework guidance classes for S.1 and S.2. Remedial classes for S.1-S.6 students are held after school. To cater for students' learning interest and learning needs, senior form classes are split into groups. Subject panels and committees have formulated strategies in their schemes of work to cater for learner diversity.
Whole School Approach to Integrated Education: Our school is dedicated to foster a caring and inclusive culture. We adopted "whole school approach" in supporting SEN students. The Pastoral Care Committee, led by SENCO, coordinates the deployment of resources and support measures for students of special education needs. The school fully utilizes Learning Support Grant to assist students with SEN. Measures such as instructional adaptations and assessment accommodations, social skills training, study & writing skills workshops and conducted remedial learning groups are implemented. Regular meetings and discussions on student progress are held. Professional and parents' views are solicited on formulating specific strategies for students with SEN.
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. We equip NCS students to take international Chinese Language assessments, which serve as alternative qualifications in Chinese Language for JUPAS admission.
Measures to Provide Adaptation for Learning and Assessment: We use continuous assessment including a combination of assignments, on-line learning, projects, activities, quizzes, tests and examinations, etc to assess the performance of students throughout the academic year. Examinations are conducted twice in a school year.

Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent-Teacher Association was set up in 1992, with the Parent Resource Centre being set up in the campus in 2006. We have a team of enthusiastic parent volunteers who serve in various school functions such as S.1 registration, Parents' Day etc. and perform daily duties at school. There is close bonding between home and school.
School Ethos: We promote a simple and modest school climate and a harmonious relationship between teachers and students. We encourage students to follow the virtues of humility and charity of our patron St. Teresa. We uphold the principles of Preventive Education which centers on Reason, Religion and Love. We maintain a firm or disciplined approach in managing student behavior, while also show care, affection and compassion. We foster strong religious atmosphere in school through morning assemblies, Religious Studies curriculum and love whole-school religious activities.
Future Development
School Development Plan: Major concerns in (2025–2026) School Development Plan: (1) To foster an environment (class, school, home) favourable to students' wellness. (2) To enhance students' resilience to meet challenges in learning and in social interaction.
Teacher Professional Training and Development: To enhance teaching professionalism, teachers take part in continuing professional development courses. Through staff development days, teachers participate in professional exchange on teaching and learning, curriculum development, education policy, student guidance and communication with stakeholders etc. The school-based new teacher induction programme and the EDB Enhanced Training Requirements for Promotion are implemented.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
There are more than 40 activities units of different nature, including academic societies, service groups, physical fitness training, performing arts, uniform groups, interest clubs, STEAM club, etc. With the use of Life-wide Learning Grant and Student Activities Support Grant, subjects and function committees organize a wide range of life-wide learning activities for our students, such as field trips, visits, experiential learning, etc.
School Facilities
Number of Classroom(s): 24
School Facilities: There are 24 classrooms, 20 special rooms (including STEAM Room, computer assisted learning room, a music room, a dance room, a multi-purpose room, a campus TV room and a library), an assembly hall and a basketball court. All classrooms and special rooms are air-conditioned and equipped with multi-media teaching facilities (e.g. computers, visualizers and projectors) to enhance learning and teaching effectiveness. To help students learn through the Internet, the school has also installed Fiber Optics network and wireless LAN network. Mobile devices are provided for e-learning.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet and accessible public information / service counter.
Others
Our school emphasizes whole-person development. We always nominate students to apply for scholarships, such as Ng Teng Fong Scholarship, Upward mobility Scholarship, St. John Bosco Memorial Scholarship and Sir Edward Youde Memorial Prizes, etc. Also, we encourage our students to participate in different award schemes, such as "Hong Kong 200" Leadership Project, SSP Outstanding Students Award and Outstanding Youth & Volunteer Commendation Scheme. A.S. Watson Group Hong Kong Student Sports Awards, the Consumer Culture Study Award, etc. Besides, students participate in Exchange Tour organized by Sham Shui Po District Office and Shine Tak Foundation Scientific Research Youth Development Program – the Aerospace Science and Technology Study Tour. Our school has also been awarded the SportAct Award Scheme organized by Leisure and Cultural Services Department for consecutive years.
Direct Public Transportation to School
Bus: 203c MTR: Kowloon Tong Station; Green Mini bus: 2, 2A, 41A, 41M