



德貞女子中學 Tack Ching Girls' Secondary School

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http://www.tackching.edu.hk

School Mission

Our school aims to provide an all-round education based on Christian values which nurture students with the value of propriety, righteousness, integrity and self-consciousness as well as the spirit of persistence. We provide students with a congenial learning environment filled with love, peace, friendship, honesty, fairness, mutual trust and understanding.

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

Number of Teaching Posts in the Approved Establishment	75	
Total Number of Teachers in the School	78	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	92%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	64%	
Special Education Training	78%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
21%	9%	70%

School Information

Supervisor / Chairman of School Management Committee	Dr. Cheung Wing Ming, Francis			Bachelor Degree		100%
				Master / Doctorate Degree or above		64%
Principal (with Qualifications / Experiences)	Ms. Chung Ka Lo, Carol (BA(Hons)TESL, PGDE, MEd)			Special Education Training		78%
				Years of Experience (% of Teaching Staff)		
				0 - 4 Years	5 - 9 Years	>= 10 Years
School Type	Aided	Student Gender	Girls	21%	9%	70%
School Motto	Courtesy, Justice, Integrity, Dignity					
Name of Sponsoring Body	Superioress of Sisters of Precious Blood			Year of Commencement of Operation		1923
Area Occupied by the School	About 7380 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				-
4Rs Mental Health Charter		Yes	Whole School Health Programme		Action School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship, Economics and Society, Chinese History, Geography*, Integrated Science (S.1 and S.2), Biology (S.3), Physics (S.3), Chemistry (S.3), Computer Literacy, Putonghua (S.1 and S.2), Ethics & Religious Studies, Visual Arts, Physical Education, Technology and Living*, Rhythmic Gymnastics and Music
	English as the Medium of Instruction	English Language
	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, Mathematics, Mathematics Extended Part (Module 1), Chemistry, Physics, Biology, Geography, Chinese History, History, Tourism and Hospitality Studies, Economics, Information and Communication Technology, Visual Arts, Chinese Literature, Ethics & Religious Studies, Arts Development, Physical Education, Citizenship and Social Development, Personal Development, Health Management and Social Care (S.4 and S.5), Applied Learning (S.5 and S.6)
	English as the Medium of Instruction	English Language, Reading across the Curriculum
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Chemistry, Physics, Economics, Geography

* 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, Mathematics*, Citizenship, Economics and Society, Chinese History, Geography*, Integrated Science (S.1 and S.2)*, Biology (S.3), Physics (S.3), Chemistry (S.3), Computer Literacy, Putonghua (S.1 and S.2), Ethics & Religious Studies, Visual Arts*, Physical Education*, Technology and Living*, Rhythmic Gymnastics and Music*
	English as the Medium of Instruction	English Language
	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, Mathematics, Mathematics Extended Part (Module 1), Chemistry, Physics, Biology, Geography, Chinese History, History, Tourism and Hospitality Studies, Economics, Information and Communication Technology, Visual Arts, Chinese Literature, Ethics & Religious Studies, Arts Development, Physical Education, Citizenship and Social Development, Personal Development, Health Management and Social Care, Applied Learning (S.5 and S.6)
	English as the Medium of Instruction	English Language, Reading across the Curriculum
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Chemistry, Physics, Economics, Geography

Class Structure & Chargeable Fees (2025/2026)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	\$60	\$60	\$60	\$300	\$300	\$300
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	\$240 (S.1 to S.3), \$10 (S.4 to S.6)					
Other Charges / Fees	House Fee: \$20 per academic year					

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 is based on the following criteria: Interview (30%) Academic Performance (50%) Conduct (10%) Extra-curricular Activities (5%) and Others (e.g. achievements in talented aspects, public service) (5%)
Orientation Activities and Healthy Life
An orientation day, a parents' talk, bridging courses and a parents' seminar are held during the summer holidays. In order to encourage students to lead a healthy life, not only are the school lunch supplier and the tuck shop required to provide students with nutritious and healthy food for all meals in school, but students are also taught healthy diet and living in their Technology and Living lessons.

德貞女子中學
Tack Ching Girls' Secondary School

School Characteristics
School Management
School's Major Concerns: 1. To nurture students to be positive, self-disciplined and self-directed Tackchingers. 2. To nurture students to be confident and proactive Tackchingers.
School Management Organisation: In accordance with the mission of the Superioress of Sisters of Precious Blood, the school is committed to providing a holistic education for students. Under the supervision of the Incorporated Management Committee (IMC), through the school supervisor, the school's various administrative committees and working forces put into full swing the school goals and key concerns.
Incorporated Management Committee / School Management Committee / Management Committee: The school's IMC comprises representatives of the school sponsoring body, the principal, teachers, parents, alumnae and professionals.
School Green Policy: The promotion of environmental protection in school is assisted by CYC Environmental Protection Ambassadors through various recycling programmes, activities, workshops and voluntary services. In addition, class ambassadors for sustainable development help to save energy through the vigilant use of electrical appliances in classrooms.
Learning and Teaching Plan
Whole-school Language Policy: 1. Established in 1923, the school places equal emphasis on the use of both Chinese and English as the medium of instruction. 2. There are 10 English lessons per cycle for junior forms. For senior forms, there are 9 English lessons and 2 lessons for Reading across the Curriculum (RaC). To address learner diversity and enhance students' English language proficiency, they are conducted in small groups. 3. Cross-curricular English glossary learning is implemented in junior forms to strengthen students' English foundation. 4. To cultivate a rich English environment, the school arranges a wide range of regular English learning activities and competitions including English drama, debating, writing, speech, reading and sharing activities, etc. The school's English Society and the English Debate Team have been founded to develop students' interest in learning English. All the English teachers, especially the three Native English teachers, are committed to organizing a wide range of internal and external English activities in order to increase students' exposure and chances of learning English.
Learning and Teaching Strategies: 1. To cultivate the spirit and the habit of self-learning among students, the school plays an active role in implementing the policy of biliteracy and trilingualism, e-learning, other multifaceted teaching and learning activities. 2. The school promotes e-learning and enhances students' ability of life-long and self-directed learning. 3. To cater for learner diversity, junior form students are taught in groups according to their abilities in the three core subjects including Chinese, English and Mathematics, with additional guidance provided in the after-school diverse learning programmes, which provide support for students with different learning needs and abilities. 4. To broaden students' scope of learning and enhance their learning skills and abilities, various life-wide learning activities are arranged. 5. To promote the culture of reading, whole-school morning reading sessions and regular cross-curricular reading activities are launched. 6. A wide range of regular English activities and English Week are organized to create a school-wide English learning environment.
School-based Curriculum: 1. Electives: 2X. For details of Elective subjects, please refer to the school website. 2. Curriculum highlights: Junior form students are allocated to different classes according to their abilities. S.4-S.6 : Reading across the Curriculum, Personal Development. S.1-S.3 : STEAM School-based Curriculum
Major Renewed Emphases in the School Curriculum: 1. Moral and Civic Education: Various curricula and activities are structured in accordance with the framework of Moral and Civic Education and the Policy for Healthy Campus, so as to instill among students the right and positive values and attitudes. 2. Reading to Learn: Whole-school reading sessions and cross-curricular reading activities are conducted to promote the culture and habit of reading. 3. Project Learning: Project learning is incorporated into different subjects as needed to develop students' generic skills and provide them with opportunities to apply subject knowledge. 4. E-learning: In order to enhance self-directed learning, e-learning (BYOD in senior forms) is widely promoted and information literacy is developed. Besides, the school-based STEAM curriculum is developed to promote students' learning and enhance their capability in Information Technology.
Life Planning Education: 1. A school-based Life Planning Programme is implemented to help students know their interests and abilities, equip them with the necessary knowledge, skills and cultivate among them the right attitude for work and studies, so as to help them make wise decisions for further studies and choice of careers. 2. Talks and workshops suitable for each form are organized every year. Study and career guidance and counselling are also provided for students with additional support to S.3, S.5 and S.6. A teacher from the Life Planning Committee is allocated to each of the classes of the above-mentioned forms to provide individual guidance for students and help them plan for their future studies and careers. 3. To help enhance students' knowledge and understanding of the workplace requirements as well as explore their personal potentials, the school also takes part in the Business-School Partnership Programme.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. The school adopts a whole-school approach under the concerted effort of the school's Disciplinary and the Counselling Team and Student Growth Team. 2. The teaching of Chinese, English and Mathematics is conducted in groups according to students' abilities. 3. In line with the Education Bureau's policy for special educational needs, the school has a Student Support Team to cater for the personal growth and learning needs of students with special educational needs and provide them with care and support services, so as to enhance their learning effectiveness. 4. The school also provides enhancement and remedial learning support for students.
Whole School Approach to Integrated Education: The Student Support Committee is composed of the vice principal (students' growth), assistant principals, SEN co-ordinator (SENCO), educational psychologist, SEN support teachers, counsellors and teaching assistants. With the Learning Support Grant, the Committee adopts a whole-school approach to accommodate diverse learning needs and develop students' confidence by promoting integrated education and providing diverse and appropriate support service. The SENCO has completed 2-year professional training. Students can enroll themselves for a wide variety of walk-in sessions conducted in the Student Support Room to communicate with their peers and the counsellors. To provide students with professional training, assessments, and special exam arrangements, the Committee enhances school-based speech therapy and furnishes different kinds of professional training services, including on-site clinical and educational psychology sessions. The Committee schedules internal programmes including after-school learning support groups, social groups, exam revision classes and peer counselling services, etc. To broaden students' life experience, external activities including school visits, job shadowing and voluntary services, etc. are organized. Apart from that, the Committee schedules workshops and seminars for parents to help them gain a better understanding of student support.
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.; and organising activities to create an inclusive learning environment in the school. (e.g. orientation, cultural special zone, various cultural festivities and experiential learning) to cultivate their interest and confidence in learning Chinese language.
Measures to Provide Adaptation for Learning and Assessment: 1. There are two uniform tests and two examinations in each academic year. 2. Formative assessments include quizzes, assignments, group discussions as well as project learning. 3. Also, based on the evaluation of students' performance after the mid-year examinations, adaptations to teaching strategies will be made, so as to enhance students' learning effectively.

Home-School Co-operation and School Ethos
Home-School Co-operation: Established in 1994, the Parent-teacher Association has organized various activities and the members have participated in a range of large-scale activities which have not only helped with students' development in both academic and moral aspects, but also strengthened the bond and communication between parents and the school.
School Ethos: 1. The harmonious and orderly campus is reflected by the school mottos 'Courtesy', 'Justice', 'Integrity' and 'Dignity'. 2. It has been the school's mission to provide whole-person education fostering students' development in the moral sphere and the desirable personalities with positive outlook on life.
Future Development
School Development Plan: 1. To build a positive school culture and promote their physical, emotional and spiritual well-being. 2. To boost student agency so that students become self-disciplined and self-directed learners. 3. To enhance students' interest and motivation in learning so as to increase their learning efficiency and achieve a sense of accomplishment. 4.To unleash students' potential and enhance their self-confidence.
Teacher Professional Training and Development: Based on the school's future development and major concerns, the Human Resources Management Committee organizes at least three Staff Development Days in each academic year. Teachers are also encouraged to pursue life-long learning and participate actively in various seminars and workshops.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
1. The school provides students with more than 40 extra-curricular activities, ranging from academic to services and from aesthetics to sports and interests. 2. To enrich students' school life, develop their potential and increase their sense of belonging to the school, We organizes various events or activities annually, such as Teacher's Day, Christmas celebration, House Activity Day, Singing Contest, House Ball-game Competitions, School Picnic, visits, Life-wide Learning Day etc. 3. The 'Adopt-A-School' Project co-organized by the Hong Kong Jewellery and Jade Manufacturers Association and the school's Life Planning Committee provides students with an invaluable opportunity for internship in the jewellery industry which helps to broaden their horizons. 4. The school also provides lots of different opportunities for students to develop their leadership qualities through training camps, the running of the school Student Association Houses, Leaders of Tomorrow, Student Ambassadors, Life Planning Ambassadors etc. 5. The school encourages students to take part in various external school competitions, life-wide learning activities and overseas study tours so as to enrich their school life.
School Facilities
Number of Classroom(s): 36
School Facilities: 1. The school is of standard millennium design, with 36 classrooms, 15 special rooms including the Visual Arts Room, Music Room, Cookery Room, Needlework Room, Geography Room, the library, Student Activity Centre and a laboratory each for Integrated Science, Biology, Physics and Chemistry. 2. Equipped with a Computer Room and a Computer Assisted Learning Centre, the school serves to promote students' use of multi-media for learning and develop their information technology skills. 3. There are also the STEAM Learning Room, Joyful Hub, the School Hall, the School History Room, the Prayer Room (Religious & Ethics Room) and the Parent Resource Room.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and Accessible toilet.
Others
1. Various internal scholarships have been set up for students' pursuit of excellence and self-improvement in terms of academic, moral and conduct, sports and arts, service and leadership. 2. The school also nominates students for external scholarships.
Direct Public Transportation to School
MTR: Lai Chi Kok (EXIT D4); Nam Cheong (EXIT A). Public Bus Routes: 6C, 12, 12A, 18, 36A, 296C, 701, 701S, 702, 702A, 702S, 914, A21, 971, 914P, 914X, 118, 118P, 286C, N118. Mini-Bus Routes: 44, 44A, 44M, 44s 81K.