



香港鄧鏡波書院
Hong Kong Tang King Po College

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School Mission

Succeeding the Mission of St. John Bosco, the founder of Salesian Society, the school educates young people with the Preventive System, which is based on reason, religion and love. We are called to cultivate an educational environment as a family filled with love and affection. We are dedicated to nurturing the students to be Harmonious, Knowledgeable, Trustworthy, Kind, Perseverant and Competent youngsters.

School Information

Supervisor / Chairman of School Management Committee	Bro. Cheung Koon Wing		
Principal (with Qualifications / Experiences)	Ms. Wong Ka Ming, Tracy (B.Soc.Sc., B.Rs, M.Ed)		
School Type	Aided	Student Gende	Boys
School Motto	DILIGENTER DIRIGOR		
Name of Sponsoring Body	Society of St. Francis De Sales		
Area Occupied by the School	About 2000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
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	Pledged School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		57
Total Number of Teachers in the School		58
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		82%
Bachelor Degree		100%
Master / Doctorate Degree or above		50%
Special Education Training		64%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
28%	10%	62%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Computer Literacy (S.1 & S.2), Business Fundamentals (S.1 & S.2), Chinese History, History, Geography, Citizenship, Economics and Society (S.1), Life and Society (S.2 & S.3), Religious Education, Visual Arts, Music, Physical Education
	English as the Medium of Instruction	English Language, Mathematics (S.1 & S.2), Science (S.1 & S.2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (S.3), Science (S.3), Business Fundamentals (S.3), Computer Literacy (S.3)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Geography, Economics, Chinese History, Health Management and Social Care, Information & Communication Technology, Ethics and Religious Studies, Visual Arts, Physical Education
	English as the medium of instruction	English Language, Mathematics, Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Mathematics Extended Part Module 1 or 2
	Adopt a different medium of instruction by class or by group / school-based curriculum	Mathematics, Physics, Chemistry, Biology (Chinese group)

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Computer Literacy (S.1 and S.2), Business Fundamentals (S.1 and S.2), Chinese History, History, Geography, Citizenship, Economics and Society (S.1), Life and Society (S.2 and S.3), Religious Education, Visual Arts, Music, Physical Education
	English as the Medium of Instruction	English Language, Mathematics (S.1 and S.2), Science (S.1 and S.2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (S.3), Science (S.3), Business Fundamentals (S.3), Computer Literacy (S.3)
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Geography, Economics, Chinese History, Health Management and Social Care, Information & Communication Technology, Ethics and Religious Studies, Visual Arts, Physical Education
	English as the Medium of Instruction	English Language, Mathematics, Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Mathematics Extended Part Module 1 or 2
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Physics, Chemistry, Biology (Chinese group)

Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$320	\$320	\$320
Parent-Teacher Association Fee	\$120					
Student Union / Association Fee	\$60					
Approved Charges for Non-standard Items	\$280 (Miscellaneous fees & I.T. fee)					
Other Charges / Fees	-					

Remarks

Students having financial difficulties can apply for grants and subsidies.

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 2025). The Secondary One Discretionary places admission criteria and weighting are as follows: 1. Academic performance (P.5-P.6 Chinese, English and Mathematics) 40% 2. Position in the Rank Order List provided by the EDB 10% 3. Conduct (P.5-P.6) 10% 4. Non-academic achievement (Music, Physical Education, Art, Service, etc.) 10% 5. Performance at Interview 30%
Orientation Activities and Healthy Life
1. S.1 Bridging Course and school tour 2. S.1 Team building Camp 3. S.1 Parents' Day: the school motto, school policies and PTA will be introduced. Parents will also meet the class teacher of their son. Concerned about students' physical, mental and spiritual health, the school aims at helping students develop a healthy living style. In order to help students get used to a healthy eating habit, the school has chosen a food caterer that provides a healthy and nutritious menu. The School also cares about students' development in sports and different interests. Students are encouraged to set aspirations, make good use of leisure, and embrace themselves in learning. The school provides religious, spiritual and moral education to instill correct values in students. All these have made students able to distinguish right from wrong, resist temptation, choose the right course and follow it.

School Characteristics
School Management
School's Major Concerns: Diversity Learning Empowers Your Mind; Virtues and Beauty Enrich Your Life; The dream that makes us dream. A heart that turns ‘wolves’ into ‘lambs’
School Management Organisation: 1. The school supervisor is the head of the Incorporated Management Committee. School policies are discussed within the executive committee, then reviewed among the teacher body, and finally sent to the IMC for approval. 2. A teacher appraisal system has been implemented. 3. The Finance and Human Resources Team has been set up to assist the approval of tenders, staff promotion, and the annual budget. 4. The School Improvement Team has been set up to facilitate school development and quality assurance. 5. The Parent-Teacher Association, Don Bosco Alumni Association, The Salesians of Don Bosco and various community groups maintain close co-operation to offer our school a wide spectrum of advice.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC is made up of 12 members, including priests from The Salesians of Don Bosco, the principal, teachers, parent, alumni and independent managers.
School Green Policy: The whole school adopts the Environmental Protection Charter and has put into action the Action Blue Sky Campaign. We advocate love of the school environment, reduction of power consumption, greening the campus. Recycling bins have been installed to encourage reuse of materials and reduce waste.
Learning and Teaching Plan
Whole-school Language Policy: 1. The School emphasises on "bi-literacy and tri-lingualism". We are committed to providing a language-rich learning environment for the students by adding extra learning materials and extended learning activities in English funded by EDB and Alumni. All our language teachers have met the Language Proficiency Requirement while the non-language teachers are qualified to teach in English. 2. Teaching methodologies are devised to meet students' diverse needs and to bridge the gaps between individuals' abilities and the demand of the NSS. Starting from the school year of 2022/23, all S.1 students will learn Mathematics and Science in English. 3. The School has enriched the language learning environment on campus through a series of activities, including tailored curricula, online learning platforms, enhanced reading schemes, extended learning activities in English, after-school extended activities and courses, whole-school English Days, and English Study Tour.
Learning and Teaching Strategies: 1. In order to match with the educational reform in diversified learning, each lesson lasts for 45 minutes. Diversified learning enables students to take part in the learning process through different learning strategies. For example group discussion, experienced learning, cooperative learning are used to build up knowledge and to develop critical thinking. 2. Problem-based learning and 'all-round learning' provide enrichment learning activities which cater to the need and the learning differences of learners. 3. A variety of teaching strategies, including group discussion, collaborative learning. e-learning flip classroom teaching are adopted to engage students in active learning. 4. E-learning platforms are established to facilitate students' learning and encourage better use of learning resources. Students are taught with note-taking skill, so that they can grasp an effective learning strategy. 5. The 'Lunchtime Reading Scheme' is implemented in our school. Through participating in the Chinese extensive reading scheme, English reading scheme, the online reading platforms 'Chinese i-Learner' for junior forms, as well as 'Language Fun and Star Page' sections of Mingpao Education for senior forms, students develop their life-long learning skills. 6. The three areas, teaching, learning and assessment, are closely linked with each other. Real-time and continuous assessments promote learning. 7. Remedial and enrichment classes of the three subjects, Chinese, English and Mathematics are arranged for students to cater for learner diversity.
School-based Curriculum: 1. Electives: 2X and 3X. Students are to choose two to three electives among fourteen choices according to their interests and abilities. 2. Curriculum highlights: Tailored curricula and teaching methodologies are devised to meet students' diverse needs and to bridge the gaps between individuals' abilities and the demand of the NSS. The school-based curricula of Life & Society, Geography and Business Fundamentals serve to broaden students' horizons. Teachers adopt varied teaching methodologies including cooperative learning, field studies, to foster students' generic skills and enhance their participation. Split-class policy in language lessons has proven a success in boosting junior students' motivation. Regular musical instrument lessons are provided for junior form students to cultivate artistic talent. S.4 and S.5 Life-wide Experiential Learning emphasizes learning in real contexts and authentic settings. Such learning helps students to achieve the aim of whole-person development and enables them to develop life-long learning capabilities that are needed in our ever-changing society.
Major Renewed Emphases in the School Curriculum: For the content of "Development of the Four Key Tasks", please refer to the "Others" field.
Life Planning Education: Please see our school website for more details: www.hktkpc.edu.hk/zh-HK/students/career_lifeplanning
Student Support
Whole School Approach to Catering for Learner Diversity: Our school provides a variety of plans, adjustments and support strategies for students of diverse learning abilities and growing backgrounds. To cater for their needs and styles and stimulate learning outcomes, various teaching programmes, methods as well as assessment mechanisms are implemented. We nurture students in a learning environment of multiple intelligences. Positive Education Programme aims at discovering individual strengths and potentials. Through collaborating with community resources, students are immersed in both on-and-off-campus activities of specialised fields in the hope that maximal opportunities are provided to trigger aspirations.
Whole School Approach to Integrated Education: Our school is committed to building an inclusive and caring campus and adopting a 'Whole School Approach' to support students with special educational needs (SEN). The school has set up a Student Support Team comprising the Principal, a Vice-Principal, the SEN Coordinator, Support Teachers, Social Workers and learning support teaching assistants. The Team work together with professionals such as Educational Psychologists, Clinical Psychologists, Speech Therapists, etc. to formulate inclusive education policies to be carried out by all staff members to create an inclusive environment to cater for the educational needs of all students. The curricula and assignments are adjusted according to the learning needs of students. Different strategies such as 'group learning' , 'cooperative learning' and 'e-learning' are adopted to enable students of different abilities to participate actively in class and construct their own learning. The school also makes good use of the Learning Support Grant and the Support Grant for Non-Chinese Speaking (NCS) Students with Special Educational Needs to provide 'remedial' counselling (e.g. social group, executive skills training, after-school tutorials and pull-out counselling, etc.) to local and NCS students in accordance with their learning or personal development needs, so as to enable them to adapt to the campus life and to make smooth transitions through different learning stages.
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; and developing school-based Chinese Language curriculum and/or adapting learning and teaching materials. Our school also organises cultural inclusion activities such as arranging NCS and Chinese-speaking students to take part in competitions, visits and on-site writing activities. NCS students are led by teachers to participate in activities like exploring the Wan Chai community and visiting Man Mo Temple to learn about Chinese and local culture.
Measures to Provide Adaptation for Learning and Assessment: Focusing on students' individual learning needs, our SENCO, KLA Heads and support teachers arrange timely meetings to make homework and curriculum adjustments with the intention of improving students' learning effectiveness and boosting their confidence. To ensure students with special educational needs are equitably assessed, special rooms for tests and examinations are provided so that these students can receive assistance such as having extended assessment time, screen readers and timely reminders.

Home-School Co-operation and School Ethos
Home-School Co-operation: The PTA was founded in 1994 with the following aims: 1. To enhance the connection between the school and families, to foster parent-teacher relationship and parent-parent relationship, and to enhance teaching effectiveness. 2. To discuss important issues in order to help students achieve all-round development. 3. Parental education and school education fulfil complementary needs of education. The PTA includes various teams such as editorial, recreation, development, contact, public affairs and meal inspection. Parents are willing to join and support school activities, aid learning activities and organise parent education courses and become a member of the IMC.
School Ethos: 1. "The Preventive System" suggested by Don Bosco is based on reason, religion and loving kindness which leads students to a positive development. 2. The school motto "Diligenter Dirigor" requires students to be hardworking, polite and positive. 3. With a pleasant school culture, the student-teacher relationship is harmonious and students have a sense of belonging. 4. School discipline emphasises autonomy in order to develop responsibility and self-esteem. 5. Discipline and counselling approaches are adopted when handling behavioural differences. 6. Students respect, care, tolerate and help each other. This enhances students' confidence and sense of satisfaction and improves physical and mental well-being. 7. Bi-weekly moral topics to develop students' awareness of the society and positive moral values, improve morals, academic performance and critical thinking. 8. Make good use of fruitful material in the community, broaden students' horizons and take care of other people. 9. To sustain benevolence and love, students can always get professional guidance from school counsellors (from NAAC) as well as teachers.
Future Development
School Development Plan: For the academic years 2022-2025, our school has formulated a development plan which focuses on the two following areas: 1. Diversity Learning Empowers Your Mind - Enriching students' learning experience and raising their language proficiency through diversity learning; - Enhancing students' learning effectiveness through self-directed learning. 2. Virtues and Beauty Enrich Your Life - Students can have a deeper understanding of positive values and have a caring and helpful heart; - Students can put into practice their positive values by doing social service; - A positive atmosphere will be strengthened to nurture positive values.
Teacher Professional Training and Development: High-quality teaching is vital for students' success. We value professional development of teachers as a means of improving achievement of students. We are a group of professional teaching staff who are active, caring and reflective participants in the ever changing process of teaching and learning. (Over 50% of our teaching members are equipped with a master's degree or above) With frequent participation in educational seminars, workshops, school-based professional training, collaborative lesson planning and peer observations, teachers can acquire and use new knowledge and skills in their lessons.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Extra-curricular activities 1. To foster students' interest in participating in extra-curricular activities, to emphasize the importance of teamwork, devotion and dedication. 2. To broaden students' horizons, stimulate their thinking and creativity, and promote diversified learning. 3. To establish harmonious teacher-student relationships and strengthen their sense of belonging. 4. The school runs more than thirty clubs and interest groups, classified into five groups including religious, academic, interest, service and sports. 5. Junior form students have to join at least one extra-curricular activity. Catholics in junior forms are required to take part in one religious group, thus boosting their religious beliefs. 6. There are a number of school teams, namely Putonghua Choral Speaking Team, Chinese Debate Team, English Choral Speaking Team, Maths Team, School Choir and various sports teams (soccer, basketball, handball, table-tennis, badminton, swimming) which enable students to unearth their potential. 7. Various subjects, boards and clubs motivate students to engage in inter-school competitions or activities as well as offering mainland or overseas study tours, thereby broadening students' horizons. 8. Engaging in regular voluntary school service. 9. Arrange the Mainland Study Tours of the Subject of Citizenship and Social Development, volunteer teaching activities.
School Facilities
Number of Classroom(s): 24
School Facilities: The air-conditioned and Wi-Fi covered campus features a STEM ROOM and a multi-function activity room.
Facility(ies) for Supporting Students with Special Educational Needs: An elevator is available to provide access to all floors of the campus. Some locations are accessible via some flights of stairs.
Others
Various scholarships such as Madam Janet Tang Kwai Yuk Scholarship for student's Excellent all-around achievement, The Jubilee Scholarship and HKTKPC Don Bosco Past Pupils' Association Scholarship, The Best Athlete Scholarship and Aesthetic Development Scholarship are provided to motivate students to strive for excellence in all aspects. The Alumni has a variety of scholarships to recognise students' excellence in studies, language, social service, STEM, arts, music, religious studies, multi-learning and sports. Students are encouraged to take part in inter-school competitions. Hong Kong Schools Music and Speech Festival, debate competition, essay writing competition and sports competitions are examples. Students have actively participated in the above competitions in the past and their performances have been outstanding. Development of the Five Key Tasks: 1. Using information technology (IT) in learning: To enhance IT learning, the cultivation of information literacy, the use of E-learning management system and the continuous optimization of IT facilities are implemented to develop a student-centred learning mode. The optimum use of e-learning resources, together with full WiFi coverage on campus and portable IT equipment, helps facilitate both individual and group learning. 2. STEM education: STEM contents are incorporated into subjects including Integrated Science, Computer Literacy and Mathematics at the junior secondary level. Meanwhile, STEM-related activities are arranged after school, so that students can put theory into practice, which would nurture the spirit of innovation and expand their technological vision. 3. Project Learning: Students can participate in activities organized or co-organized by different subjects and groups. They can link their subject knowledge with their everyday life. Additionally, students can choose topics of their own interests and do in-depth explorations. Gradually and progressively, students can learn and apply different skills in Project Learning. In addition, curricular project learning is conducted: STEM education and Humanities. 4. Religious, Moral, Civic and National Education: Students are guided to understand Christian values and use them as judging criteria. Weekly assemblies, talks, life education, and other activities are used to cultivate active citizenship and moral discernment so that students can become rational and responsible youths instilled with correct values. Voluntary service is promoted to nurture students with the heart to care for minority groups. Training is provided so that students can put theories into practice in their service. 5. Reading to Learn: There is a 15-minute reading session every school day to encourage students to develop a reading habit. S.1 and S.2 students will sometimes listen to audio books in English. Teachers and students are invited to share their books in the Morning Assemblies. Establish the 'Hall of Wisdom' to promote Chinese culture and reading, set up the English Book Corner in the library and arrange for junior form students to read in the ' Hall of Wisdom' or the library. S.1 and S.2 students select books to read according to reading themes. They are given opportunities to share positive words of encouragement and books in their own class. For cross-curricular language learning (including reading) in junior forms, students will learn and apply reading strategies. They are encouraged to integrate their learning experiences in different subjects to improve their language proficiency, to construct new knowledge and broaden their horizons.
Direct Public Transportation to School
Mini bus: Route 28 (Tram and bus routes also reach the vicinity of our school); MTR: Wan Chai Station Exit D (10-minutes walk from Wan Chai Station, via 17th Floor of Hopewell Center)

