



沙田崇真中學

Shatin Tsung Tsin Secondary School

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School Mission

It is hoped that each Shatin Tsung-Tsiner can acquire the 5 personality traits, namely being self-disciplined, thoughtful, trustworthy, self-motivated, and willing to serve, thus growing into a youngster with self-care, love for others as well as God and becoming a leader in step with the times by being innovative, having global perspectives and capable of commitments in this knowledge-based society.

School Information

Supervisor / Chairman of School Management Committee	Ms. MAN Lok Yan Joyce	
Principal (with Qualifications / Experiences)	Ms. LEUNG Kit Yin (BSSc, DipEd, MEd)	
School Type	Aided	Co-ed
School Motto	"And now these three remain: faith, hope and love. But the greatest of these is love." 1 Corinthians 13:13	
Name of Sponsoring Body	Tsung Tsin Mission of Hong Kong	
Area Occupied by the School	About 6600 Sq. M	Religion Protestantism / Christianity
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association

Teaching Staff Information (including School Head) in the 2021/2022 School Year

Number of teaching posts in the approved establishment	65	
Total number of teachers in the school	73	
Qualifications and professional training (% of teaching staff)		
Teacher Certificate / Diploma in Education	97%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	41%	
Special Education Training	22%	
Years of Experience (% of teaching staff)		
0 - 4 years	5 - 9 years	≥10 years
15%	6%	79%

Subjects Offered in the 2021/2022 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language (Cantonese/Putonghua), Chinese History, Putonghua, General Studies (including curriculum on thinking skills and project-based learning), Christian Education (conducted in the form of a fellowship with groups led by teachers and preachers)
	English as the medium of instruction	English Language, English Literature, Mathematics, Science (S.1, plus an independent STEM lesson), Technology (An integration of Computer and Design and Technology with a curriculum that covers programming and robotics), Physics (S.2 & S.3), Chemistry (S.2 & S.3), Biology (S.2 & S.3), History, Geography, Economics (S.3), Arts-in-Life (An integration of Music, Visual Arts and Home Economics), Physical Education
	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, Chinese History, Chinese Literature, Citizenship and Social Development (S.4), Christian Education, Physical Education (HKDSE elective subject)
	English as the medium of instruction	English Language, Mathematics, Maths Extended Modules 1&2 (S.5 & S.6), Physics, Chemistry, Biology, Information & Communication Technology, Geography, Economics, History, BAFS, Visual Arts, Physical Education
	Adopt a different medium of instruction by class or by group / school-based curriculum	Liberal Studies (S.5, S.6)

Subjects to be Offered in the 2022/2023 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language (Cantonese/Putonghua), Chinese History, Putonghua, General Studies (including curriculum on thinking skills and project-based learning), Christian Education (conducted in the form of a fellowship with groups led by teachers and preachers)
	English as the medium of instruction	English Language, English Literature, Mathematics, Science (S.1, plus an independent STEM lesson), Technology (An integration of Computer and Design and Technology with a curriculum that covers programming and robotics), Physics (S.2 & S.3), Chemistry (S.2 & S.3), Biology (S.2 & S.3), History, Geography, Economics (S.3), Arts-in-Life (An integration of Music, Visual Arts and Home Economics), Physical Education
	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, Chinese History, Chinese Literature, Christian Education, Physical Education (HKDSE elective subject)
	English as the medium of instruction	English Language, Mathematics, Maths Extended Modules 1&2 (S.5 & S.6), Physics, Chemistry, Biology, Information & Communication Technology, Geography, Economics, History, BAFS, Visual Arts, Physical Education
	Adopt a different medium of instruction by class or by group / school-based curriculum	Citizenship and Social Development (S.4, S.5), Liberal Studies (S.6)

Class Structure & Chargeable Fees (2021/2022)

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$70					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard items	Improvement of school non-standard facilities: \$300 (S.1-S.5); \$200 (S.6)					
Other Charges / Fees	Small-class teaching (6 classes in each form with 27 students in one class): \$1,779 (S.1-S.5); \$1,186 (S.6)					

Remarks

Regarding the charges for specific purposes (implementation of small-class teaching), the amount will be adjusted annually based on the inflation rate and the percentage of pay increase for civil servants. Recipients of CSSA or full grant of School Textbook Assistance Scheme will be exempted from paying the fees automatically. Recipients of half grant need to pay half of the fees. Families having other financial difficulties may apply for full or partial exemption.

S.1 Admission, Orientation Activities & Healthy School Life

<p>Secondary One Admission</p> <p>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 2022). Rankings by the EDB (45%; each applicant gets a score proportionate to his/her ranking); Performance in the interview (40%; all applicants will be interviewed. The interview in which applicants have to read a passage, tell a story and answer some questions will be conducted in English and Cantonese. It aims to assess their language proficiency, comprehension skills and thinking ability); Outstanding external awards in arts, sports and services (10%); Conduct in P.5 & P.6 (5%).</p>
<p>Orientation Activities and Healthy Life</p> <p>In mid-July (the day having the HK Attainment Test), an S.1 Parent Gathering is held to promote parents' understanding about school policies. An English Bridging Program (5 mornings), a Drama Workshop (4 afternoons) and a Chinese Debate Course (4 afternoons) are conducted from late July to early August. An S.1 Orientation Day and Sports Fun Day cum selection of school sports teams are held in late August. Also, a 3-day Life Education Camp is held for all S.1 students in late September or early October to help them develop the personality traits of Shatin Tsung-Tsiners and foster a positive attitude towards life. A meeting with class teachers and a talk on how to prepare for exams are arranged for parents and/or S.1 students in October and November respectively. The Peer Mentoring Scheme is in place to allow senior form students serving as student counselors to assist S.1 students in adapting to a new learning environment through their own growth experience. Positive Education and Life Education are implemented to foster in students the healthy values and One-student-one-art/sport Scheme is effective in promoting a balanced school life.</p>

School Characteristics**School Management****School's Major Concerns:**

1. To make use of the advantages of small classes to implement various tactics to enhance students' self-regulated learning;
2. To implement positive education to promote the well-being of students;
3. To widen students' horizons by enriching their exposure to different growth and life experiences.

School Management Organisation:

The School encourages all teachers to take part in devising the school development plan and give suggestions regarding school policies. The School Advisory Council, including four elected teacher representatives, conducts regular meetings to discuss school policies. All subject departments and committees implement measures enabling students' development in various domains and plan for the coming year based on the end-of-term evaluation. The leaders give timely advice, monitor and support the work of departments and committees effectively by joining relevant meetings, and review their plans and minutes.

Incorporated Management Committee / School Management Committee / Management Committee:

15 members drawn from different profession sectors (like education, social service, legal profession and commerce and so on), including representatives from the school sponsoring body (Shamshuipo Tsung Tsin Church), parents, alumni, teachers, the Principal and an independent manager.

School Green Policy:

(Please refer to the "Others" field for details.)

Learning and Teaching Plan**Whole-school Language Policy:**

English is used as the MOI in most subjects as what we did in the past. (Please refer to Subjects Offered in the 2021/22 & 2022/23 School Years for details). To create an English-rich learning environment, announcements in morning assemblies are made by students in English and school major functions are also conducted in English with students being the MCs. School notices and internal posters are all bilingual. Students are trained to share in English in morning assemblies and English Week is held annually. Regarding the training of Putonghua in junior forms, some classes are taught in Putonghua for Chinese (if there are enough applicants in S.1) and there is an individual Putonghua lesson for each class every cycle. Students are trained to participate in the Speech Festival of different languages, as well as English and Cantonese debating and drama activities. All these help to equip students with bi-literacy and tri-lingualism.

Learning and Teaching Strategies:

Collaborative teaching featuring joint effort to work out the curriculum framework, division of labour in lesson preparation, collective discussion, revision in teaching plans, peer/cross-curricular lesson observation, as well as reflection and evaluation, is promoted. We promote a student-centered learning approach which also emphasizes teacher-student and peer interactions. In addition, students are required to have lesson preparation and reflect on what they have learnt during lessons to cultivate in our students the ability for self-learning to enable them to become a life-long learner. Together with the project learning in various KLAs, students can construct their own learning in these processes. We strive to create a rich English learning environment. We also promote teaching of Chinese through Putonghua. We designed the S.1-S.3 Chinese Language, English Reading Comprehension and English Literature curriculum. Small-class teaching (students will be divided into 6 classes with each class consists of 26-28 students), together with the streaming mechanism based on students' abilities in English, Mathematics and learning Chinese Language through Putonghua, have been practised in all levels since September 2015 to further enhance teacher-student and peer interactions and to cater for the needs of students with mixed abilities. Over the past few years, over 70% of the students agreed that the teacher-student and student-student interaction in class, as well as teachers' concern given were enough. Enhancement or remedial classes in core subjects are arranged at different levels. Student performance in public exams reflected that these strategies have been effective. For HKDSE, the average percentage of attaining Level 4 or above in 2017-2021 is around 76% while that of attaining Level 5 or above is about 34%. More than 90% of students were offered a local degree programme in each of the past three years. In 2021, 80% were offered a UGC funded degree program while 10.4% were offered a self-financing degree program. 46.7% were offered a degree program in HKU, CUHK or HKUST.

School-based Curriculum:

1. Electives: 2X and 3X. The subject combinations of 12 elective subjects allow students to study all arts or all science subjects or a combination of arts subjects, science subjects, business subjects, Visual Arts and Physical Education.
2. Curriculum highlights: (i) There are school-based curricula like Thinking Skills, Arts-in-Life, Technology, Christian Education & Life Education. (ii) English Literature is in place to enhance students' awareness of language arts. Arts-in-Life is an integration of music, home economics and visual arts. Life education aims at instilling correct values in our students. There is more emphasis on drama education to enhance students' expression of ideas and creativity. (iii) Junior form students have to complete projects on arts, science, LS and cultural to equip them with various generic skills. (iv) Our Thinking Skill Curriculum and teaching of various subjects aim at helping our students develop their critical thinking and problem-solving skills. English and Chinese debate training is promoted to enhance their critical thinking and debating skills. (v) STEM education is practised in every junior form. The curriculum covers different topics such as programming and robotics. In STEM lessons in S.1, students learn about electronics, hydroponics and making fan cars. (vi) Junior form students are streamed into different classes based on their abilities in different subjects. There are programs for gifted students and remedial classes for students. (vii) A great variety of learning experiences are provided for our students and a non-academic report is in place to encourage our students to take an active role in arts, sports, personal development and services.

Development of the Four Key Tasks:

1. Moral and Civic Education: Foster in students the correct values through the Life Education program (including topics on personal and healthy life, social life, civic and national education, career and life planning), Christian Education lessons, teachers' sharing of their life experiences in morning assemblies and the publication of 'Messages to Shatin Tsung-Tsiners' and the preaching of the Gospel. Students are encouraged and organized to take part in various social services so as to care about different groups in the society.
2. Reading to learn: The Afternoon Reading Scheme (20 minutes each day) for all students, LaLaRead (the mobile book carts), the Junior Form Reading Award Scheme and holiday reading schemes are implemented. Talk given by writers, book exhibitions and book sharing are organized to raise the reading quality.
3. Project Learning: During S.1 to S.3, each student has to submit projects on arts, science, LS and cultural to equip them with different generic skills.
4. Information technology for interactive learning: with consideration to the curriculum, eClass, iPads and different software are employed by different subject panels to facilitate teaching and learning.

Life Planning Education:

(Please refer to the "Others" field for details.)

Student Support**Whole School Approach to Catering for Learner Diversity:**

Students in the junior and senior forms are allocated to different classes with reference to their abilities in English, Mathematics or their choice to learn Chinese Language through Putonghua. These classes have a tailor-made curriculum to maximize students' strengths. Gifted students are arranged to take part in relevant internal and external courses and activities. Remedial classes are provided to students who are less capable. In addition to counseling students on an individual basis, the two School Social Workers and one Student Support Assistant also lead some growth groups and run various activities for different forms. School - based educational psychology and speech therapy services have been introduced to conduct assessments and carry out follow-up work for students in need.

Whole School Approach to Integrated Education:

With the aim of being inclusive and nurturing a caring school culture, our school adopts the "Whole School Approach" to provide support for students with special educational needs. Through home school cooperation and appropriate allocation of resources, we provide our students with suitable and comprehensive support in the hope of enhancing students' learning effectiveness and ability to adjust to the school life. A Student Support Team has been established in our school. The team consists of the Vice Principal, the SENCO, a SENST, the school social workers, the educational psychologist, the speech therapist, class teachers and teaching assistants. Teachers and teaching assistants have taken courses on integrated education so as to enhance their professional capabilities. For students with special educational needs, our school provides assessment and referral to the educational psychologist if necessary. With a Learning Support Grant and the school resources, school-based inclusive activities and training for students are provided with the help of external institutions. Our school invites relevant professionals, teachers and parents to join IEP meetings and draw up an IEP for students who are assessed to be in need of intensive individualized support. Parents concerned are equipped with effective nurturing skills. Furthermore, our school arranges internal assignment and assessment accommodation and helps them to apply for accommodation in public exams.

Measures to provide adaptation for Learning and Assessment:

There are one Uniform Test (only 3 core subjects are included in the S.1 & S.2 Uniform Test) and two exams for junior forms supplemented by continuous evaluation of students' assignments to alleviate students' examination pressure and remind students of their continued effort towards learning. Regarding students with special educational needs, suitable adaptation for assignments and assessments will be provided based on expert opinions.

Home-School Co-operation and School Ethos
<p>Home-School Co-operation: To maintain effective contact between parents and the school, the PTA continues with programmes that contribute to the forging of a better home-school cooperation culture. Such programmes include 'Meeting Parents of First-formers', a school policy forum, Parents' Day, talk for parents and seminars on the senior secondary curriculum. Moreover, home-school communication can be further strengthened through various publications (e.g. Tips for Parents of First-formers, Bulletin for Parents and the Parent Basic Law), a hotline, an email link, WhatsApp and other channels like lunchtime gatherings and 'Parents Prayer Meeting'. Parents are also welcome to sit in the meeting of the Parent-Teacher Association. eClass Parent App is used to deliver the most updated news and information about their wards' learning and campus life to parents and/or guardians.</p>
<p>School Ethos: Students are generally attentive and motivated to learn. They follow teachers' instructions and classroom discipline can be maintained. Most students are serious about completing their pre-lesson tasks. They have established the habit of doing pre-lesson preparation well. Students can learn from each other and strive for excellence by exchanging views. They construct knowledge collaboratively and the learning atmosphere is pleasing. Students have a serious and active learning attitude, and are keen to seek for improvement. Students have a neat and modest appearance. They respect teachers and get along well with each other. They love and care about the school. They enjoy school life and are willing to participate, organize and manage school activities. They have a sense of belonging to the school (extracted from 2019 EDB ESR report). Refer to "Others" section for the strategies.</p>
Future Development
<p>School Development Plan: 2018/19 to 2021/22 School Development Plan: 1. To make use of the advantages of small classes to implement various tactics to enhance students' self-regulated learning; 2. To implement positive education to promote the well-being of students; 3. To widen students' horizons by enriching their exposure to different growth and life experiences.</p>
<p>Teacher Professional Training and Development: Our teachers are experienced and hardworking. They are professional, caring and committed to nurturing the youth. Their relationship with students is harmonious. They actively take part in school-based and external training programs to strive for excellence. Collaborative teaching and Mentorship Scheme are in effect to encourage teachers to conduct collective lesson planning, mutual class observation and class reflection to enhance teaching effectiveness. Student-centered teaching approach, which emphasizes peer interaction as well as teacher-student interaction, is promoted.</p>
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
<p>Our school offers a variety of more than 30 interest groups (including the ones initiated by students) and school teams, and some 20 music instrument classes. The "One-student-one-music" and "One-student-one-art/sport" policies adopted in the junior forms and the "One-student-one-art" policy implemented in the senior forms encourage students to unearth their potential in aesthetics and sports. Our school's Chinese Orchestra, Symphonic Orchestra and School Band have received high regard for their spectacular standard. The STTSS Variety Show is held regularly to share the fruitful results of different school teams with our parents and students. Students are arranged to join various gifted programs in the domains of aesthetics, languages, maths & science, leadership training, etc. Students have obtained awards in international and territory-wide mathematics and science competitions, the Hong Kong Biology/Physics/Informatics Olympiad and the World Robot Olympiad (Hong Kong). Our school also arranges and trains students to join various Chinese and English writing and debating competitions as well as the Speech Festival and our students often obtain various awards. In 18/19, the School Drama Team received a total of 7 individual and team awards in inter-school drama competitions, in both Cantonese and English sections. In 19/20, our Chinese and English Debating Teams were one of the 16 finalists in Sing Tao Inter-school Debating Competition. Our school teams took part in all grades of the inter-school competitions of 11 types of sports. The boys basketball team seized the championship in Grade A while the girls got the first runner-up. Both teams qualified to join the territory-wide Jing Ying Basketball Tournaments. As for table tennis, our Grade A boys got first runner-up while the girls team won the championship. Among 50 secondary schools in Shatin and Sai Kung District, we rank first 8th in boys' overall championship and 2nd to 5th in girls' section every year.</p>
School Facilities
<p>School Facilities: The campus is about 7,000 sq. meters and is equipped with 36 classrooms, 12 laboratories and special rooms, a hall, a mini-hall, a library, an Arts Technology Room with iMac computers, a computer and robotics room, a computer assisted learning room, a multimedia learning room and a garden on the roof (with a "Science Learning Area" where there are aquaculture and hydroponics). In addition, there are five courts (with an area for archery), tracks, a fitness room, a climbing wall, a lecture theatre, a performing arts room and a student activity room so that students can have fixed and enough space to practice various sports and performing arts. There are also a Students' Union Office, a Prefect Room and a Joint-House Office for various groups of student leaders. It is hoped that our school will be an effective tool in providing students with aesthetic development and leadership training. Air-conditioning has been installed in the two covered playgrounds, and the library and self-study room have been renovated to provide students with a more comfortable environment for leisure, self-study and activities.</p>
Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.
Others
<p>To build up the personality traits of a Shatin Tsung-Tsiner, the following measures are implemented: 1) Two class teachers are arranged for each junior class. Over the past six years, in the student stakeholder survey, the marks of the question "The teachers care about me" increased from 3.6 to 3.9 (the maximum is 5). 2) The Strive-for-excellence Scheme encourages students to take initiative and challenge themselves. 3) The promotion of community services, the Voluntary Services Award and the Ching Tsung Elderly Academy can help instill into students the lofty qualities of being considerate and willing to serve. 4) Discipline awards are set up to nurture a better sense of discipline and encourage law-abiding behavior. 5) Through our life education and religious education, it is hoped that our students can be indoctrinated with the values of honesty and trustworthiness. 6) Through career planning, students are encouraged to explore their career expectation and make respective planning for their academic and non-academic domains. 7) Study tours are organized or students are arranged to join different study tours organized by external institutions to widen students' horizons. 8) The Students' Union and House Captains are elected based on the principle of "one person, one vote" to nurture students' willingness to shoulder responsibilities and their sense of self-governance and democracy. 9) About 200 leaders from all forms are given training to prepare them for the roles of becoming honest and trustworthy pillars for the 21st century.</p> <p>School Green Policy: There is an extensive green belt in the school campus, a garden on the roof top, an orchid, a vegetable-growing area, an ecological fish pond and a solar energy panel for generating electricity. E-notices are used and paper recycling is practised. Teachers and students can join a planting program. Issues on environmental protection will be discussed in LS, Geography, Biology and Christian Education lessons.</p> <p>Career and Life Planning: 1. We equip students with the concepts and skills of career planning in the Life Education lessons starting from S.1. Topics shared include setting goals, knowing one's aptitude, etc. 2. Students are arranged to take part in a range of activities related to local educational paths. Alumni studying in different institutions are invited to hold talks and visits to introduce various disciplines and campuses to our students to broaden their knowledge of various educational paths. 3. Activities like "Mentorship Scheme" and "STTSS Career Expo" are held in which parents and alumni working in different sectors are invited to be the speakers to share with our students the updated entry requirements and working conditions of their careers. Students are also arranged to join site visits and job shadowing schemes organized by external agencies or our alumni to deepen their knowledge of different careers. 4. All students take part in an elementary career aptitude test in junior forms and some senior form students will be arranged to take the advanced test by paying the fees on their own. 5. The School holds talks for S.3, S.5 & S.6 students and parents on choosing subjects / disciplines. Group and individual counselling services are also provided for S.5 & S.6 students to help them plan their future development. 6. Seminars and workshops are organized to better equip our students with relevant skills required for a successful interview. 7. Professional teachers advise students how to apply for programmes offered by different overseas institutions. 8. A career planning file has been designed for our students to record their progress and reflection on career planning.</p>
Direct Public Transportation to School
<p>Bus: 46X, 72A, 80, 80K, 81C, 82B, 82K, 85, 85B, 86A, 87B, 88, 88K, 89B, 170, 182, 249x, 281M, 286X, 287X, E42; Train: Take the MTR to Tai Wai Station.</p>