



崇真小學暨幼稚園 Tsung Tsin Primary School And Kindergarten

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Chow Yin Yung Esther	Principal Chan Yan Yan Melody	Not Applicable	Private Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tsung Tsin Mission of HK	And now these three remain: faith, hope and love. But the greatest of these is love.	1897	Chinese (incl.: Putonghua) and English	Nanny van	About 9000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$69,000 English Primary School Section	-	\$50	\$22,000 English / Chinese (Putonghua) Enhancement Programmes	\$99,000 International Junior School Section

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	2	1	Wireless network coverage throughout the entire school, and each classroom is equipped with a touch panel.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
The academic building consists of a Lecture Room, a Black Box Theatre, a smart library, future classrooms, a STEAM room, a music room, a visual arts room, a cookery room and Sky Café.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		83
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
100%	100%	43%	-	48%	30%	22%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year		No. of classes	5	4	4	5	4	4	26
2026/2027 school year		No. of classes	4	5	4	4	5	4	26
Mode of teaching at different levels	1. E-learning classes will be offered for P4 to P6 students according to the students' and parents' preferences. 2. JP3-6 students weekly instrumental ensemble classes are taught by external musical instrument specialists.								
Remarks	1. Chinese Language is taught in Putonghua by about 30 Native-speaking Putonghua Teachers. 2. About 30 Native-speaking English Teachers serve as Class teachers and are responsible for teaching the English Language.								

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
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	1. Summative assessment for core subjects is conducted three times a term. Formative assessment, including students' performance in class, coursework, project work and unit revisions, is embedded in the curriculum to encourage students to become reflective learners and continue to strive for excellence. 2. 'Learning tasks' are set for each aesthetic subject to enrich students' learning experience.				
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	1. Mixed ability classes are offered. 2. 3-4 classes per grade in the English Primary School Section and 1-2 class(es) per grade in the International Junior School Section.				

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	9	30 mins	8:05 AM	3:30 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. A designated supplier prepares and distributes lunch on-campus under the Nutritional Guidelines and the nutritionist's advice. 2. Participate in EDB's Health Promoting School Programmes. 3. Highly focused on physical education and actively promote sports culture. Cultivate students' all-round growth and development. 4. Promote and care for the mental health of teachers and students.		1. Worship is held weekly for students to learn the Word of God. 2. The importance of reading and language proficiency is emphasised through designated morning reading sessions, in which class teachers guide students in reading and sharing. 3. Develop students' multiple intelligences through Playful Friday and about 60 After-school Programmes and Saturday Classes. 4. Organise camps for JP3-6 students to train their life skills.		

Life-wide Learning

1. Organise performances to unleash students' athletic and artistic potential; encourage community service to foster a sense of responsibility.
2. Broaden learning experiences through talks, workshops, visits, and appreciation of music, dance, drama, and major sports events.
3. Implement the gifted education programme, providing school teams trainings and after-school activities to develop multiple intelligences.
4. Organise annual themed study tours in Chinese Mainland and overseas to broaden students' horizons.

School Mission

With a mission to promote the ethos of 'Christian whole-person education' and inspire Gospel-centred learning, the School is dedicated to create an enjoyable learning environment that enhances an all-round holistic development in the children for the virtues of spirituality, morality. Intelligence, physicality, social and aesthetic awareness.

School Characteristics

School Management

School Management Organisation:

Our school, together with Tsung Tsin Christian Academy, Shatin Tsung Tsin Secondary School and Tsung Tsin College, is under the management of Tsung Tsin Mission of Hong Kong Shamshuipo Church.

Incorporated Management Committee / School Management Committee / Management Committee:

The school managers are volunteer members of the Tsung Tsin Mission of Hong Kong. They are senior professionals in the education industry or other sectors, dedicated to promoting the development of the school and providing high-quality Christian holistic education for students.

School Green Policy:

1. The school, participating in the Jockey Club BEAM Plus in Schools Project, supports environmental protection through the conservation of energy and water, recycling, and carbon emission reduction.
2. Environmental protection concepts and implementation methods are taught through morning assemblies and digital signage.

School's Major Concerns:

1. To implement Positive Education Programme and Talent Enhancement Programme in nurturing students' whole-person development.
2. To continue providing high-quality and diversified curriculum in enhancing students' biliterate, trilingual reading skills and promoting independent learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Local curriculums are implemented in the English Primary School Section; International curriculums are implemented in the International Junior School Section.
2. Language subjects are taught by native-speaking teachers, with extended conversational practices available at language booths during major recesses. Chinese and English reading promotion is conducted regularly during morning assemblies to enrich the language environment.
3. French and Japanese are taught by native French/Japanese teachers in the International Junior School Section.
4. Improve students' speaking and expressive skills through Drama and Communication classes.
5. Promote coding education and STEAM programmes to enhance students' computational thinking, inquiry and problem-solving abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Incorporate STEAM elements into the curriculum and lunchtime activities: Lego robots, micro:bit, Scratch and science experiments.
2. Presentations relating to National Security Education are held in assemblies: Speeches under the National Flag, National Information Station, Chinese Cultural Day, Traveling Through China with Chinese Teachers, and International Cultures Sharing.

Development of Generic Skills:

1. Camps, project learning and General Studies field trips help to strengthen students' cooperation skills, problem-solving skills and self-management skills.
2. Students' confidence, communication skills, creativity and critical thinking are fostered through TTTV, Master of Ceremony Training Programme and Student Journalists Programme.
3. Students' computational thinking and information technology skills are strengthened through coding and STEAM programmes.
4. Organising overseas study trips allows students to broaden their horizons and enhance their communication and adaptability skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. An annual moral education theme is established to cultivate students' positive mindset, good character, and spiritual development through weekly worships and morning assemblies on moral themes.
2. Moral education curriculum is implemented to cultivate students' holistic development in moral, emotional, and social competencies.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. A variety of courses are designed and recommended based on students' learning needs to cater to the diversity of their learning styles and abilities.
2. Leverage the advantages of inter-school collaboration to promote and implement bridging courses to help JP1 and JP6 students adapt to the primary and secondary school life.

Whole School Approach to Integrated Education:

1. Set up a student support team to support students with special educational needs (SEN) through a whole-school approach and a Three-Tier Intervention Model.
2. A professional support team including a school-based educational psychologist, a school-based social worker and a Student Guidance Officer of the Education Bureau is set up, along with other community resources utilization, to support the needs of students' development.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of 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; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

According to students' learning and growth needs, appropriate adjustments are made to the teaching plans, teaching materials, assignments, and assessments.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. The Parent-Teacher Association was established in 1996 to promote home-school collaboration. Parent volunteers actively support school-based activities and assist in selecting key service providers.
2. Teachers maintain good communication with parents through phone calls, text messages, school circulars, and parent meetings.
3. Seminars are organised for parents to help them with child-rearing.

School Ethos:

1. Educate students with the love of Christ and cultivate students' positive values and attitudes. Each grade establishes key focus areas for student development, setting training objectives based on students' needs.
2. Implement the 'SUPER MORAL CHALLENGE' moral education programme to foster positive character traits and reinforce good moral values through various inter-class competitions.
3. With Prefect teams and uniform groups to train students' discipline and cultivate future leaders.
4. Promote service learning by establishing Student Volunteer Ambassadors and encouraging students to actively participate in Community Youth Club.

Future Development

School Development Plan:

1. To develop the school-based STEAM education so as to enhance students' digital empowerment, collaboration and problem-solving skills and 21st century skills with the facilities provided in the East Wing Academic Building.
2. Through a large and strong team of native-speaking English and Putonghua teachers, students' understanding of the motherland and other cultures is deepened and broadened. A global perspective of the connection between our motherland, Hong Kong and the rest of the world is being cultivated.

Teacher Professional Training & Development:

1. Since 2004, the school has been a member of the Hong Kong Schools Self Evaluation Network (HKSEN), continuously enhancing the awareness of our teaching team to seek self-improvements.
2. School advisor conducts regular classroom observations and provide advice on school administration and development.
3. Teachers participate in school-based professional development activities, and are encouraged to attend external and regional seminars and school visits.

Others

1. In addition to academic achievements, we emphasise multiple intelligences, with students actively participating in inter-school competitions in sports, speech, music, and dance, striving for excellence.
2. Priority will be given to our JP6 graduates for the admission to Tsung Tsin Christian Academy.