



沙田崇真學校 Shatin Tsung Tsin School

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91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Liu Man Kin	Ms. To Yee Ching	Established	Aided 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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Tsung Tsin Mission	Faith, Hope and Love	1975	Chinese (incl.: Putonghua)	Nanny van	About 1792.5 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Ma On Shan Tsung Tsin Secondary School					
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	2	1	The STEM Room, the school library, English Reading Room, Music Room and GS Room have been renovated in recent years.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Resource Room, GS Room, Student Activity Centre, English Reading Room, 2 Small Group Teaching Rooms, Visual Art Room & Music Room.				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				48	Total number of teachers in the school		53
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%	34%	73%	32%	21%	47%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	4	4	4	4	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	5	4	4	4	25
Mode of teaching at different levels	Cooperative learning approach is adopted. There are 3 small groups for P.2, P.3 and P.4 pupils, aiming at providing effective learning support for the students. Learners' diversity is addressed through differentiated instruction.						
Remarks	Parents and students can choose whether they would use Putonghua or Cantonese as a medium of instruction to learn Chinese Language from Primary 2 to 4. They have to make their decision in the second term in P.1 and students will use the same medium of instruction to learn Chinese Language in P.2-P.4.						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	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)		2		
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	Formative and summative assessment are used to achieve balance between assessment of learning and assessment for learning. Formative assessment: project-based learning, self-assessment, peer evaluation, teachers' observation, oral feedback, assignments and tasks. Summative assessment: 2 exams and 1 mid-year assessment per year.						
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	P.1 - P.4, students are grouped with mixed abilities. P.5 - P.6, students with higher academic results throughout the year will be placed in one class. The rest are grouped with mixed abilities.						

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	7	35 mins	8:10 AM	3:15 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and pupils may bring their own meals as well.	Promote Christian education and positive education. Offer diverse activities to help students develop their potential and build confidence. Incorporate team games and adventure elements into class management lessons to enhance students' social skills and resilience. The schedule includes dismissal at 2:25 PM, with short breaks and lunch breaks of 25 minutes each. Organize Joyful Fruit Month.		1. Students lead morning prayers; parents' prayer group is held every Monday; 2. Big Brothers/ Sisters scheme enables the Primary 5 & 6 students to take care of Primary 1 & 2 students; 3. Remedial Classes / After School Care Service / Extra-curricular Activities are held after class; 4. The school has a strong reading culture; 5. Variety show is held every year to showcase students' effort and talents.		

Life-wide Learning

There is a wide range of interest groups, including: Overseas Excursion & Study Tour, Debate, English drama, Putonghua drama, Hong Kong Odyssey of the Mind Programme (OMP), Story Telling, Mathematical Olympiad, Percussion, Ocarina, Cello, Violin, Pottery, School Choir, Verse Speaking, rhythmic gymnastics, Latin Dancing, Hip hop, Athletics, Soccer, Cycling, Basketball, WeiQi, Robomaster, Boy Scouts, Girls Guides, the Boys' Brigade, Red Cross Junior Unit, Robotic and STEM activities.

School Mission

We aim at providing quality and all-round education, and our school motto is "Faith, Hope and Love". We provide an environment which enhances ethical, intellectual, physical, social skills, aesthetic and spiritual development. We aim at nurturing our students to be a seeker of truth and wisdom, a keeper of the environment, a team player and a servant leader.

School Characteristics

School Management

School Management Organisation:

Our school is composed of Incorporated Management Committee, the supervisor, the principal, functional groups and their sub-groups. The accountability and responsibilities of the functional groups are clearly and strictly defined and they are administered by the principal and coordinated by the vice principal.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee is composed of the supervisor, the principal, teachers, parents and alumni managers.

School Green Policy:

Our school promotes greening activities. We set up an aquaponics system in the school garden to encourage green ideas, not only to beautify the school environment, but also to cultivate students' awareness of environmental protection and recycling.

School's Major Concerns:

1. We develop school-based life education curriculum to develop students' positive values and attitudes; 2. We promote reading, we believe in the early development of numeracy and literacy at a young age; 3. It is our belief that both drama and recitation are modes of learning best designed to increase self-confidence and improve clarity and creativity in communication; 4. Debate education is an effective way to foster critical thinking as well as cooperative learning; 5. We promote overseas cultural exchange programmes to widen students' horizons.

Learning and Teaching Plan

Learning & Teaching Strategies:

A cooperative learning approach is adopted to foster peer interaction and knowledge building. We advocate school-based curriculum research and development in pedagogy such as knowledge building, drama in education, and participation in debates to enhance speaking and creative writing skills. Verse speaking and reading are also actively promoted. Blended learning is adopted to enhance the effectiveness of learning and teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Review and refine the school timetable to create adequate time for whole-person development;
2. Promote life-wide learning experiences in different modes, aim at providing ample opportunities for students to gain five essential learning experiences;
3. Enhance assessment literacy and refine school assessment policy;
4. Strengthen values education through reinforcing coordination and collaboration among subject departments.

Development of Generic Skills:

We set up school-based framework of generic skills development that shows the gradual development of all generic skills throughout the six years at school.

Cultivation of Proper Values, Attitudes and Behaviours:

We have school-based life education curriculum. We hold at least one nature trip for each level to get students explore the nature and the beauty and strength of life. We use picture books in Chinese and English reading lessons to build a positive attitude.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Establish senior primary school-based gifted programs, and also provide courses such as Cambridge English and Mathematical Olympiad. Offer after-school tutoring and homework support.
2. Hire professional instructors to cultivate and develop students' interests and potential in academics, sports, music, and arts. Encourage participation in diverse activities and competitions.
3. Organize adaptation programs and multiple intelligence training activities for Primary One new students to facilitate the transition from kindergarten to primary school; provide Secondary One interview training and "Secondary School Adaptation" seminars for Primary Six students.

Whole School Approach to Integrated Education:

We have Special Educational Needs Coordinator (SENCO) to lead the student support team and assist the school in planning, coordinating and implementing the Whole School Approach of Integrated Education in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with special educational needs. We have Individual Education Plans (IEP) and after-class tutorials. We have also joined different programmes and provided training sessions to facilitate students' social skills and help them tackle their learning difficulties.

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; 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 certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. Our school provides additional support for admitted NCS students to enhance their Chinese learning. A wide range of activities is offered, including after-school remedial classes, the Reading Buddy Programme, and Chinese cultural experience activities. Besides, we maintain regular communication with parents to provide support for students' development.

Curriculum Tailoring and Adaptation:

We have school-based Gifted Programme and after-class tutorial classes. School-based learning and teaching materials are tailored for learners' diversity. School-based policies and guidelines are developed for homework and assessment accommodation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We build up a strong and supportive relationship between PTA and school. Our school parent volunteers are dedicated in fostering school reading culture and providing assistance to school activities. The school life education promotes quality parental time. Parents and the Principal have prayer time every Monday morning to pray for the school.

In the 2024/2025 school year, parent programs such as the Parent Play Instructor Course, Parent Pottery Class and Pottery Exhibition, Parent Hip Hop Class, and Parent Ocarina Class are offered. These aim to encourage parents to develop their potential while setting a role model for their children.

School Ethos:

We promote a school life full of joy. "Love your neighbour as yourself"; "Never cease to learn" and "Seeking the truth" are the mottos we cherish. Students develop self-discipline, love & care sense to others and foster sense of responsibility, caring & service to the community through various schemes. We provide workshops to equip parents with guidance techniques and provide support to parents. Alumni Mr Wong Kam Po (SBS, BBS, MH) Scholarship is offered on the basis of students' outstanding academic and non-academic performance.

Future Development

School Development Plan:

1. Promote service learning to equip students to be servant leaders; 2. Sustain positive school culture; 3. Enhance assessment literacy; 4. Refine school-based STEM curriculum;
5. Promote debate, drama and gifted education to nurture high-order thinking and creativity; 6. Broaden students' horizons and promote intercultural learning through overseas cultural tours. We've organized tours to Italy, Canada, Spain, Japan, Taiwan, Singapore, Korea, Beijing, Inner Mongolia and Shanghai.

Teacher Professional Training & Development:

1. We work concertedly with university support staff, professional communities, partner-schools and EDB support officers. We have collaborative lesson planning meetings, lesson studies, discussions, sharing sessions, visits and workshops;
2. We encourage teachers to join local and international educational trips to broaden horizons;
3. We promote the cooperation and exchanges among teachers from primary and secondary schools in debate through holding inter-school debate competitions.

Others

Student Achievement:

Being one of the 2011 MassMutual Jr. Astronauts / School Dance Championships: Championship (Team) / Winning the gold prize in Elite Student Programme in Chinese Language / Winning the championship of Hong Kong Inter-Primary School Debate Competition / 'Odyssey of the Mind Hong Kong Regional Tournament' First Division Champion / All Hong Kong Inter-Area Primary Schools Volleyball Competition: Championship (Girls), First Runner-up (Boys)/ Shatin District Volleyball Competition: Seven consecutive championships (Boys), Two consecutive championships (Girls) / All Hong Kong Schools Jing Ying Table Tennis Tournament Championship (Boys), Shatin District Inter-Primary Schools Table Tennis Competition: Four consecutive championships (Boys' Team), Championship (Girls' Team), Two consecutive championships (Boys) / Award winners in storytelling competitions, Speech Festivals, music competitions and Drama Festivals