



天主教崇德英文書院  
Shung Tak Catholic English College

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**School Mission**

We follow our school motto 'Ora et Labora (Pray and Work)': to empower our students to do their best in academic pursuits and glorify the Creator with their work. We provide quality education to prepare students to become bilingual, independent thinking and socially aware citizens who play a positive role in the ever-changing, culturally diverse and challenging world.

**School Information**

Supervisor / Chairman of School Management Committee	Ms Kwong Cheuk Man Charmaine		
Principal (with Qualifications / Experiences)	Ms Lai Wai Man BA, Cert Ed, M.SocSc, M.Ed., M.APP (University of Pennsylvania)		
School Type	Aided	Student Gender	Co-ed
School Motto	Ora et Labora (Pray and Work)		
Name of Sponsoring Body	The Catholic Diocese of Hong Kong		
Area Occupied by the School	About 8000 Sq. M	Religion	Catholicism
Parent-Teacher Association	Yes	Past Students' Association / School Alumni 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

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

Number of Teaching Posts in the Approved Establishment	51
Total Number of Teachers in the School	54
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	91%
Bachelor Degree	100%
Master / Doctorate Degree or above	44%
Special Education Training	19%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	30%
5 - 9 Years	16%
>= 10 Years	54%

**Subjects Offered in the 2025/2026 School Year**

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

## Subjects to be Offered in the 2026/2027 School Year

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

### Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$120					
Student Union / Association Fee	\$60					
Approved Charges for Non-standard Items	\$310					
Other Charges / Fees	-					

### Remarks

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### 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 Criteria and weightings for S1 Discretionary Places are: Academic Performance (40%), Interview (20%), Conduct (20%), Participation in Extra-curricular Activities & Awards Received (10%) and Relationship with the School such as participation in activities organised by our school, religion etc. (10%).

#### Orientation Activities and Healthy Life

The Summer Bridging Programme is compulsory. It helps students acquire a smooth transition to secondary education by developing their understanding of the new school life and facilitating the use of English as the medium of instruction and of everyday life on the campus.

S.1 Orientation Day for S.1 parents & students and S.1 Orientation Camp for students are organized in August. These activities help prepare students and their parents for the challenges that lie ahead.

With the provision of two large steam ovens, we encourage students to bring home-made food for their lunch.

<b>School Characteristics</b>
<b>School Management</b>
<b>School's Major Concerns:</b> 2024-2027 School's Major Concerns: The first major concern is 'To cultivate students' positive values and attitudes through promoting a school-based values education curriculum'. The second major concern is 'To broaden students' horizons through collaboration across different disciplines'.
<b>School Management Organisation:</b> Through shared vision and close collaboration, the IMC, the principal, teachers, parents and alumni endeavour to promote quality education in Shung Tak.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The IMC was established on 2nd April, 2013.
<b>School Green Policy:</b> The School's Green Policy falls under the Environmental and Health Education Committee. The Committee implements a series of activities to increase students' awareness of environmental protection and healthy living habits. We recruit Environmental Protection Ambassadors, Health Ambassadors and Food Wise Ambassadors every year. These ambassadors organise stall games, exhibitions, quizzes and competitions regularly to remind fellow schoolmates to save energy and to promote personal hygiene; to assist teachers with health checks every morning; to run 'Food Wise' Campaign to reduce food waste at source; and to collect leftovers and process them into organic fertilizers.
<b>Learning and Teaching Plan</b>
<b>Whole-school Language Policy:</b> The school provides a very rich and strong English learning environment. All subjects except for Chinese Language and Literature, Chinese History, Putonghua, Ethics & Religious Education, Life and Society, Citizenship, Economics and Society and Citizenship and Social Development are taught in English. English-for-all Day is monitored on Mondays but everyone is strongly encouraged to use English as the medium for communication throughout the week. Morning Prayers, assemblies, prize-giving sessions, announcements and even meetings among staff are all conducted in English. Besides, Chinese Cultural Day and Putonghua Day are also held annually.
<b>Learning and Teaching Strategies:</b> The school lays strong emphasis on effective teaching and learning and adheres to the Seven Learning Goals. We have a student-centered curriculum coupled with IT and project learning. Teachers adopt diversified strategies to encourage students' active participation and develop their critical thinking skills. Our school focuses on a balanced and diversified secondary school curriculum for whole-person development to enable students to possess a broadened knowledge base that includes independent learning and interpersonal skills for lifelong learning.
<b>School-based Curriculum:</b> 1. Electives: 3X. S.1-S.2: Living Arts & STEM, S.3: Business Fundamentals. In addition to studying school-based subjects, senior form students can also take DSE subjects like Visual Arts, Design and Applied Technology, Music, Physical Education, Japanese, or Korean through joint-school programmes, or opt to study any Applied Learning Course. 2. Curriculum highlights: Our curriculum helps students build a solid knowledge foundation for whole-person development and nurture lifelong and self-directed learning capabilities. Knowledge (broadly organized around eight Key Learning Areas), generic skills, and values and attitudes permeate through various levels of learning, ensuring the vertical continuity and lateral coherence of the curriculum. For S1, a mixed-class approach is adopted, and additional resources are allocated to set up an enrichment course 'Be an Effective Learner', training sessions for elite students, and other enhancement courses to strengthen the transition from primary to secondary school. Classes in other levels are organized into two elite classes and two mixed classes to facilitate differentiated teaching and cater for diverse learning needs. Furthermore, the school applies the concept of 'learning time' to arrange various after-school enrichment programs and reinforcement classes, utilizing diverse online resources such as the Moodle platform to provide different learning opportunities both inside and outside the classroom, fostering students' holistic development. The school implements a 'Three-Tier Implementation Model' to plan and implement school-based gifted education. Teachers provide opportunities in regular classes to tap students' potential in areas like creativity, critical thinking, problem-solving, or leadership skills. Simultaneously, appropriate pull-out programs are offered to higher-ability students. Additionally, the school recommends students to participate in gifted programmes at tertiary institutions or government institutions to enable gifted education to be more accessible to all students.
<b>Major Renewed Emphases in the School Curriculum:</b> Moral, Civic and National Education at STC nurtures students to be responsible and respectful citizens through a range of visits and activities arranged throughout the school year. Through a school-based values education curriculum, with different themes designated to different year groups, targeted values are integrated into students' daily learning and thus develop students' positive values and attitudes. The School encourages collaboration across different disciplines. Through diverse learning activities, such as Reading across the Curriculum, Language-across-the-Curriculum, Project Learning, cross-border study tours and exchange activities with our sister schools, other study tours, students' horizons can further be broadened.
<b>Life Planning Education:</b> The Career and Life Planning Committee applies a thematic approach across different forms. Through different programmes such as games, visits, talks, individual consultations, small cluster group meetings and sharing sessions, students can know more about themselves and different career pathways. Once equipped, they can make informed choices, set appropriate goals and plan for their dream career.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> The school has obtained invaluable experience in supporting students with special education needs. We recommend individualized support programmes and strategies to cater for learner diversity. The school also sets up an Individualised Educational Plan (IEP) for students with special education needs and conducts two to three IEP meetings with the parents over the school year to track students' progress and refine the goals if necessary.
<b>Whole School Approach to Integrated Education:</b> STC's Student Support Team is composed of the Principal, Vice-Principals, the Guidance and Discipline Heads, the SENCo, the Social Workers and the Educational Psychologist. The Team aims to create a positive learning environment for students with special education needs. The school oversees the inclusive education culture in a timely manner and ensures adequate resources have been utilized well to carry out inclusive activities. Resources from the Learning Support Grant and other sources of school financial support are wisely used to tailor a comprehensive education plan for students with special education needs. The Student Support Team is a TEAM that is experienced in meeting the needs of the different tiers of students with special education needs and is therefore able to recommend suitable and individualized support programmes. To assist and enhance students' learning and growth, a teaching assistant has also been employed. Different support services such as speech therapy service, counselling service and social skills training service have also been introduced from external organizations to assist students more comprehensively. The school sets up Individualised Educational Plan (IEP) for students with special education needs. To cater for the needs of different students, teachers attend courses and seminars on supporting students with special education needs regularly.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; and organising activities to create an inclusive learning environment in the school.
<b>Measures to Provide Adaptation for Learning and Assessment:</b> Continuous assessments have been incorporated into a number of subjects and marks are used in the Organized Tests for junior forms, the Interim and Final Examinations. Guiding principles, procedures and special exam arrangement have been developed and implemented to cater for the needs of every student based on their individual differences and special educational needs (SEN).

## Home-School Co-operation and School Ethos

### Home-School Co-operation:

There has been close collaboration between the school and parents. The Parent-Teacher Association organises talks and workshops and publishes an annual newsletter to communicate with families. The Family Fun Day is an annual major event which provides an opportunity for students, parents and teachers to get together. These activities help to promote the physical and mental well-being of parents and help them maintain good communication with their children. The Parent Volunteers Team was set up to serve the school and the community. It also establishes scholarships to students with outstanding academic results in public exams. This allows additional support to the school which is imperative for further growth.

### School Ethos:

To uphold our school motto 'Ora et Labora', we have developed six core character traits in our Shungtakians: 'Kindness, Compassion, Discernment, Responsibility, Servant Leadership, and Gratitude'. Starting from the first year of secondary school, each trait will be visited and focused on as our Shungtakians embark on their journey of completing their six years of secondary schooling, while we provide them with the opportunity to cultivate positive values through various subject-based activities in an environment where our students are encouraged to strive for their fullest potential. By the time students graduate, they shall possess these six core character traits and respond to God's love while glorifying God through their actions.

Shung Tak is committed to nurturing individuals who possess both virtue and talent, in an environment where our students can become bilingual individuals with independent thinking skills and a keen social awareness, serving as good citizens who actively contribute to a rapidly changing, culturally diverse, and challenging society. To this end, when parents enrol their children at STC, they are entering a partnership with the school that is based on shared responsibility focusing on nurturing our children's learning and growth with care and mutual respect.

### Future Development

#### School Development Plan:

Please refer to the school website for the Development Plan 2024-2027.

#### Teacher Professional Training and Development:

Our teachers are the essence of STC as they are directly responsible for delivering the knowledge and training we offer our students. The passion, hard work and authentic interactions help uphold our reputation. In order to continue to support our staff, particularly with technology and learning experiences evolving and with new major concerns being implemented, we need to empower them. We do so by investing in staff training. The mentality of ever-learning and ever-improving is crucial to STC moving ahead. Educators at STC are not only equipped with updated pedagogical skills, but also allow for opportunities to enrich the mind and body -- spiritually and physically.

#### Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

The Students' Union helps co-ordinate diversified activities of 27 clubs, 6 teams and 2 uniform groups to help students develop their potential in non-academic areas.

The school organizes diverse activities, including study tours for Shungtakians. Destinations of previous tours included Australia, Brazil, Canada, India, Italy, Japan, Korea, Macau, Malaysia, New Zealand, Taiwan, the Mainland, the US and the UK. Students have also hosted exchange students from Belgium, Germany, Italy and Austria.

The 'Self-development Project' for junior Shungtakians creates opportunities for students to explore their multiple talents. Many students have been trained to discover their own potential, and to apply both knowledge and skills to contribute in school and their future career pathways through our STC Leadership Training Programme.

### School Facilities

**Number of Classroom(s):** 31

#### School Facilities:

Our school has all standard facilities provided by the government. All classrooms and special rooms are equipped with computers, smart-whiteboards and projectors to facilitate IT teaching. There are two multi-media learning centers and a Distance Learning Room.

To further enhance students' English and Chinese proficiency, we provide additional rooms for English and Chinese, allowing students to not only enhance their language skills but also exercise both self-regulated learning and leadership skills. The Lecture Theatre which can accommodate 180 occupants allows room for class drama and other inspirational talks. The Campus TV Room facilitates morning prayer, sharing, and prize giving sessions to recognise the achievements of Shungtakians. Our STEM Coding Space and newly renovated computer room are where dreams take flight as they allows for innovative STEM learning through our education programs. This provides a unique experience with the latest technologies including 3D printing, laser cutter, UV printer, VR drone photography and programming for robotics. These can help students develop creative solutions to complex problems.

#### Facility(ies) for Supporting Students with Special Educational Needs:

Ramp, Accessible lift and Accessible toilet.

### Others

With the generous support of our past principals, colleagues, alumni, PTA, and many other benefactors, a number of scholarships are provided by the school. These scholarships recognise students' outstanding performance in examinations, activities and conduct throughout the year. For further details, please refer to the school's website.

#### Direct Public Transportation to School

Buses: 68A, 68X, 268X, 276P, K75P, K75A, B2, A34

LRT: 610, 614, 615, 751;

Public Light Bus: 32, 621