



**崇真書院
Tsung Tsin College**

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School Mission

As an institute that upholds quality, Tsung Tsin College endeavors to establish a caring culture which celebrates community and Christian principles. Inspire Gospel-centred learning, the lofty goal of nurturing and enriching life is achieved.

School Information

Supervisor / Chairman of School Management Committee	Mr. Lau Kam Cheong		
Principal (with Qualifications / Experiences)	Dr. Au Kwok Nin (D.Soc.Sci.)		
School Type	Aided	Student Gender	Co-ed
School Motto	Fides, Spes and Caritas		
Name of Sponsoring Body	Tsung Tsin Mission of Hong Kong		
Area Occupied by the School	About 5600 Sq. M	Religion	Protestantism / Christianity
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	93%
4Rs Mental Health Charter	Yes	Whole School Health Programme	Advanced School

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

Number of Teaching Posts in the Approved Establishment	56
Total Number of Teachers in the School	60
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	83%
Bachelor Degree	100%
Master / Doctorate Degree or above	45%
Special Education Training	60%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	>= 10 Years
38%	50%
5 - 9 Years	12%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Computer Literacy, Life and Society (S.1), History (S.2-S.3), Geography, Religious Studies, Visual Arts, Putonghua (S.1-S.2), PE, Home Economics (S.1-S.2), Design and Technology (S.1-S.2), Mathematics Extension Course, Science Extension Course, Fundamental Commerce (S.3), Health Management and Social Care (S.3), Study Skills (S.1), Artificial Intelligence (S.3), Music (S.1-S.3)
	English as the Medium of Instruction	(S.1-S.3): English Language, Mathematics, Science
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Geography, Citizenship, Economics and Society, Computer Literacy, Music
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, Economics, History, Geography, Information and Communication Technology, Health Management and Social Cares, Accounting and Financial Studies (Business management module), Visual Arts, Music, P.E., Religious Studies
	English as the Medium of Instruction	English Language, Mathematics, Physics, Chemistry, Biology, Business, Accounting and Financial Studies (Accounting Module), Mathematics Extended Part (Module 2)
	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, Computer Literacy, Life and Society (S.1), History (S.2-S.3), Geography, Religious Studies, Visual Arts, Putonghua (S.1-S.2), PE, Home Economics (S.1-S.2), Design and Technology (S.1-S.2), Mathematics Extension Course, Science Extension Course, Fundamental Commerce (S.3), Health Management and Social Care (S.3), Study Skills (S.1), Artificial Intelligence (S.3) Music (S.1-S.3)
	English as the Medium of Instruction	English Language, Mathematics, Science
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Citizenship, Economics and Society, Computer Literacy, Geography, Music
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, Economics, History, Geography, Information and Communication Technology, Health Management and Social Care, Accounting and Financial Studies (Business management module), Visual Arts, Music, P.E., Religious Studies
	English as the Medium of Instruction	English Language, Mathematics, Physics, Biology, Chemistry, Business, Accounting and Financial Studies (Accounting Module), Mathematics Extended Part Module 2
	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	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$40					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	Non-standard facilities building, maintenance and operating charges S.1-S.5 \$250 S.6 \$125					
Other Charges / Fees	Replacement of student card - \$40					

Remarks

- Continuously improve academic performance and address the individual needs of students.
- To enhance language skills, An "English as the Medium of Instruction" class is established, with cross-curricular English programs for S1–S2 and employ two native English teachers.
- A Saturday program develops S1 students' multiple intelligences through STEAM, music, sports, and arts.

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).

- The Rank Order List provided by the EDB (50%);
- Conduct in P.5 and P.6 (18%);
- Interviews (20%);
- Extracurricular Activities, services, Awards and Prizes attained in P.5 and P.6 (12%).

Orientation Activities and Healthy Life

In order to ensure S.1 students' good adaptation to a new learning environment, a five-day orientation, including activities such as getting to know their class teachers and classmates, is held in the summer. By familiarizing themselves with our school religion, the duties of the Student Discipline Committee, the Student Counseling Committee, the Academic Affairs Committee and the Extracurricular Activities Committee, enrollees could develop a sense of belonging founded upon the summer bridging program. In particular, mainly English is need in teaching Mathematics and Integrated Science, which aimed at helping students lay a solid foundation in English, are popular among the new comers. TTC was granted the Gold Award in the Healthy School Award Scheme jointly organized by the World Health Organization (WHO), the Education Bureau (EDB) and the Chinese University of Hong Kong (CUHK). A specific committee has been set up to promote physical, mental, social and spiritual health. Moreover, we participated in the "Whole School Health Programme" of the Department of Health and become an outstanding school, signing the 4Rs Mental Health Charter (4Rs Charter) we will continue to advocate physical, mental and spiritual health among our students.

School Characteristics
School Management
School's Major Concerns: We uphold "Build character, Seek wisdom, Honour God, Serve man" as our main goal for nurturing our students. School's Major Concerns are enhancing Intrinsic Learning Motivation, fostering a Positive Attitude Towards Life in Students and nurturing Students to Live a Fulfilling Life
School Management Organisation: The school, being composed of eight key functional departments - academic, academic affairs, curriculum, students' pastoral care, student development, value education, school affairs and external affairs in administrative infrastructure, giving rise to communication, innovation and synergy to achieve excellence in policy making.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee was established in 2005. Its members include managers representing the sponsoring body, the principal, a teacher manager, a parent manager, an alumni manager and an independent manager. Its function is to evaluate the operations of the school, to explore the school's developmental direction, and to provide the necessary resources.
School Green Policy: We are committed to protecting our planet through energy conservation and eco-friendly practices. Our Eco-Gardening Club leads this effort by promoting biodiversity, reducing waste, and fostering a healthy, self-sustaining ecosystem. This commitment extends to our infrastructure with the installation of solar panels and insulation film, transforming our school into a model green learning environment.
Learning and Teaching Plan
Whole-school Language Policy: Our school adopts English as the medium of instruction in some subjects in junior forms, including English, Math, Science, Geography, Music, Computer Literacy and Citizenship Economics Society. For other classes, English is the medium of instruction (MOI) for English, Mathematics, and Science. In addition to one Native-speaking English Teacher (NET), the school has employed an additional NET to further enhance English education.
Learning and Teaching Strategies: 1. The school has established "Language Across Curriculum (English)" lessons for students in S.1 and S.2 to enhance their ability to learn other subjects in English. 2. Emphasis is placed on training in core subjects (English, Chinese and Mathematics) with small classes or groupings based on students' abilities in these subjects. 3. We promote STEAM education through programs such as "STEAM for ALL" and "STEAM for ELITES." 4. We promote reading and encourage self-directed learning using information technology. "Study Skills and Strategies Course" is designed to help S.1 students become efficient and effective learners. 5. We offer Life-wide Learning lessons, Saturday classes, and an "Xplore Week" (including local and overseas activities) to provide students with diverse learning experiences. 6. The school implements a "Curriculum Evaluation and Assessment System" to ensure teaching quality. 7. In S.1 to S.5, there are two tests and two exams, with progressive assessments in junior high. As for S.6, there are two mock exams to strengthen exam training.
School-based Curriculum: 1. Electives: 3X. Elective subject group 1: History, BAFS; Elective subject group 2: Chinese History, Economics, Physics, Biology; Elective subject group 3: Chemistry, HMSC, ICT, Geography, Visual Arts. 2. Curriculum highlights: In Secondary 3, our curriculum offers a great variety of subjects catering for the studies in the senior forms.
Major Renewed Emphases in the School Curriculum: Moral and Civic Education: The school strengthens national and security education through various subjects and activities, including Religious Studies, morning assemblies, and counseling. Students develop core values like respect, care, and discipline, supported by the "Superb Class" initiative for a positive classroom culture. Reading to Learn: A reading reward program and subject-based strategies encourage reading habits. The new library and Chinese Culture Room provide quality resources and promote traditional activities such as tea art. Project Learning: Interdisciplinary research and STEAM courses in S.1–S.2 develop generic skills. The renovated music room offers Music@STEAM and digital mixing courses, with students excelling in related competitions. Interactive IT Learning: School-wide Wi-Fi supports learning with personal devices. Online materials allow students to learn at their own pace.
Life Planning Education: In S.1 to S.3, the subjects of Citizenship, Economics and Society incorporate elements of career planning. This includes organizing interdisciplinary career planning activities, allowing students to integrate career planning information with subject content and reflect on their relationship with society. Teachers organize seminars, group activities, and mock subject selection exercises for S.3 students to help them understand the curriculum features, subject selection procedures. The Study and Career Guidance Team also holds parent seminars to explain subject selection matters to the parents of S.3 students. In senior high school, through mentorship programs, simulation activities, teachers help students make decisions about the selection of university, the subject choices, as well as further plans after graduation.
Student Support
Whole School Approach to Catering for Learner Diversity: A dedicated committee is responsible for formulating and implementing policies to address individual student differences and provide appropriate support. The school applies for additional funding from the Education Bureau to assist non-Chinese-speaking students in learning Chinese. This includes providing after-school Chinese learning support, organizing cultural integration activities, and hiring additional staff and/or purchasing translation/interpretation services to facilitate communication with parents.
Whole School Approach to Integrated Education: Our school is committed to building a culture of inclusiveness for students with Special Education Needs (SEN) by adopting a whole-school approach. Through flexible resource deployment, our students' individual needs are met, and the ultimate goal is to raise learning effectiveness and to facilitate seamless integration for everyone. Our school makes use of the Learning Support Grant to acquire additional human resources and to procure different professional services, such as Speech Therapy, Social Training Services and the like. Our school encourages them to take part in the planning of intervention programs, to evaluate their progress and effectiveness.
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; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
Measures to Provide Adaptation for Learning and Assessment: In S.1 to S.5: There are two tests and two exams, with progressive assessments in junior high. As for S.6, there are two mock exams to strengthen exam training. Different types of assessments include systematic and continuous evaluations. Students with specific learning difficulties, physical, visual, aural, oral, or other disabilities may apply for special examination arrangements.

Home-School Co-operation and School Ethos

Home-School Co-operation:

TTC's Parent-Teacher Association (PTA) was established in 1998, serving as a bridge between parents and the school. Various activities, like workshops, courses, interest groups, volunteer programs, are held regularly to facilitate better communication between parents and their children. To ensure comprehensive care and healthy development of students, the school will continue to organize "Parent Academy". The activities are built on Christian values and provide learning opportunities for parents through theoretical and experiential sharing by guest speakers, assisting them in understanding their children's growth and development needs.

School Ethos:

TTC encourages simplicity in life style and industriousness in school work. The Student Discipline Committee, the Student Counseling Committee, the Moral and Civic Education Committee, the Health Education Committee, the Extracurricular Activities Committee and the Parent-Teacher Association work together to build a learning-conducive environment for students. A set of moral values, i.e. be respectful, be responsible, be kind, are inculcated in the classroom, the morning assemblies and the weekly assemblies so as to achieve the ultimate goal of pastoral care — Build character, Seek wisdom, Honour God, Serve man.

Future Development

School Development Plan:

1. With the continuous rise in the intake academic standard of Secondary 1 students, we will actively consider expanding and deepening English as the Medium of Instruction (EMI).
2. To promote reading and help students develop sustainable reading habits.
3. To organize diverse activities that broaden students' horizons and develop their multiple intelligences.
4. To promote the 4Rs and establish healthy living habits among students.

Teacher Professional Training and Development:

Our mentoring program arranges for a veteran teacher to mentor a newly appointed teacher to ensure smoothness in his/her adaptation to the new environment and to expedite professional development. Staff development activities and lesson observations are carried out in a manner designed to spur improvement both in terms of values, professional knowledge and pedagogy.

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

Our school has always emphasized the holistic development of students. We offer more than 40 clubs and interest groups for students, allowing them to engage in various interest areas and develop their individual potential. To inspire students to strive for excellence, our school regularly organizes competitions that cover different fields and interests. These competitions not only provide a platform for students to showcase their talents but also opportunities for learning and growth. To encourage students to broaden their horizons, our school holds a large-scale event called "Xplore Week" annually, which lasts for approximately 4 to 5 days. This event gives students the chance to step out of the classroom and travel to different cities, both locally and internationally, for learning and exchange. These experiences not only enrich their knowledge but also cultivate their international communication and collaboration skills. After the final exams, our school also organizes a series of post-exam activities to allow students to relax and prepare for the new academic year. In addition to the above activities, our school offers students the "Holistic Development Lesson" every Friday afternoon. This curriculum encompasses areas such as National and Civic Education, Values Education, Life Planning Education, and Leadership Training Programs. With the aim of nurturing students' spiritual well-being, the "Holistic Development lesson" also includes religious activities such as student fellowships, spiritual cell groups, and youth worship. Furthermore, to enhance the reading atmosphere and cultivate students' self-directed learning abilities, we have incorporated a reading scheme into the "Holistic Development Class" to allow students to read more and teach them various self-directed learning skills.

School Facilities

Number of Classroom(s): 30

School Facilities:

Our school campus comprised a main building and an Annexe which consists of 26 classrooms, 4 staff rooms, 11 subject-related special rooms (e.g. D&T Room, Laboratories, Music Room, Computer room, etc.). Other facilities include Student Activities Center, TTC TV Station, Chinese Cultural Centre, Audio Mixing Studio, Small Football Field, English Café, Health Education Center, Language Therapy Center, Meeting Room, Lecture Room, Extra-curriculum Center, Fitness Center, Health Gallery, TTC Garden of Eden and TTC InnoPod. All the learning areas, including Tuck Shop, are equipped with air-conditioners, projectors, computers, WIFI network, high-speed and stable fiber optic network for teaching and learning purposes.

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

Ramp, Accessible lift and Accessible toilet.

Others

<https://www.ttc.edu.hk/zh/award>

Direct Public Transportation to School

Bus routes: 57M, 58M, 66M, 66X, 258D, 260X;
LRT: 505, 507, 610.