



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. Through students learning in accord with their own learning styles and teachers devising effective teaching strategies, 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	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	

Teaching Staff Information (including School Head) in the 2022/2023 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)		
Teacher's Certificate / Diploma in Education	83%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	35%	
Special Education Training	38%	
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	>= 10 years
40%	8%	52%

Year of Commencement of Operation	1950
Incorporated Management Committee	Established
Yes	Student Union / Yes

Subjects Offered in the 2022/2023 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Chinese History, Computer Literacy, Life and Society, History (S.2 - S.3), Geography, Religious Studies, Visual Arts, Music, Putonghua (S.1 - S.2), PE, Home Economics (S.1 - S.2), Design and Technology, Mathematics Extension Course, Science Extension Course, Business, Accounting and Financial Studies (S.3), Health Management and Social Care (S.3), Study Skills (S.1)
	English as the medium of instruction	English Language, Mathematics, Science
	Adopt a different medium of instruction by class or by group / school-based curriculum	S.1: Geography, Life and Society, Computer Literacy, Music
S.4 - S.6	Chinese as the medium of instruction	Chinese Language, Citizenship and Social Development (S.4, S.5), Liberal Studies (S.6), 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, 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 2023/2024 School Year

S.1 – S.3	Chinese as the medium of instruction	Chinese Language, Chinese History, Computer Literacy, Life and Society, History (S.2 - S.3), Geography, Religious Studies, Visual Arts, Music, Putonghua (S.1 - S.2), PE, Home Economics (S.1 - S.2), Design and Technology, Business, Accounting and Financial Studies (S.3), Health Management and Social Care (S.3), Study Skills (S.1)
	English as the medium of instruction	English Language, Mathematics, Science
	Adopt different medium of instruction by class or by group / school-based curriculum	S.1-S.2: Geography, Life 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 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 different medium of instruction by class or by group / school-based curriculum	-

Class Structure & Chargeable Fees (2022/2023)

	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	\$10					
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

Our school adopts a Self Regulated Learning Approach, and hence an interactive and hi-touch classroom learning environment is made possible.

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 2023).</p> <ol style="list-style-type: none"> 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%).
<p>Orientation Activities and Healthy Life</p> <p>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. As a member of the QEF Thematic Network on Healthy Schools, we will continue to advocate physical, mental and spiritual health among our students.</p>

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 Management Organisation: The school, being composed of four key functional departments - academic, students' pastoral care, school affairs and external affairs in administrative infrastructure, advocates participative leadership and welcomes co-participation from teachers, students and their parents in our management approaches, 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: The message of energy conservation and planet protection remains an important theme to disseminate. We promote double-sided printing, paper recycling, green lunches and organize club activities. We will be installing insulation film and solar panels with a view to making our school become an environmentally friendly learning place.
Learning and Teaching Plan
Whole-school Language Policy: In the junior forms (S.1 to S.3) English is designated as the medium of instruction in Mathematics and Science classes with a view to bridging the junior and the senior curriculums. In Secondary 4 to 6, the medium of instruction is mainly Chinese with the exceptions of Mathematics, Physics, Chemistry, Biology, Mathematics Extended Part Module 2, Business, Accounting and Financial Studies (Accounting Module), which are taught in English.
Learning and Teaching Strategies: Our school strives to provide quality education. Our way to achieve excellence is through variation in pedagogy and understanding multifarious learning theories and learning styles, so three projects, scilicet Teaching Kit, Accelerated Learning Kit and Motivation Kit, were produced. In response to an invitation from the District Teacher Network (DTN) to share the essence of the kits with teachers, our school delivered several inter-school workshops across Hong Kong. In recent years, the concepts of cooperative learning and of positive reinforcement have been injected into the school's curricula in order to boost students' learning motivation. In the face of the recent education reform, self-study skills and critical thinking skills are our prime concern in terms of curriculum development in the junior forms. Liberal Studies has been introduced in the junior levels with a view to extending it to the new senior secondary schooling. English is conducted in small groups according to the lesson's objectives to cater for individual needs. The use on Information Technology in teaching and the homework policy are designed to build up a more conducive learning environment for students. Using advanced technology in the language laboratory and in the TV studio, we are able to provide our students with sundry learning experiences.
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.
Development of the Four Key Tasks: TTC nurtures its reading culture through various reading schemes and subject-based reading plans. In particular, the Chinese and English Departments promote reading in general through a comprehensive online reading scheme. The IT infrastructure of the school (including a state-of-the-art network and its omnipresent WiFi coverage on the school premises) has set the stage for effective IT-based pedagogies. Our frequent use of technology and cooperative learning strategies encourages students to explore the world and to learn to collaborate through multifarious activities, such as group projects and presentations. Our school provides tablets (iPad) for teachers to use in lessons to enhance learning efficacy. Our focus on self-regulated learning, critical thinking skills and communication skills sets the scene for our project-learning schemes in S.1-2 interdisciplinary STEM and S.2 Liberal Studies respectively, all of which facilitate the development of self-directed learning. Our religious studies, junior liberal studies, assemblies, religious cell groups, health and civic education, disciplinary programs and counseling programs all aim to inculcate the right values in our students. Our "Exemplary Class Project" and "Classroom Optimization Scheme" to develop a good school ethos.
Life Planning Education: In the junior forms, a Career and Life Planning curriculum has been integrated into the school-based junior Liberal Studies curriculum. This aims to develop students' understanding of their own ability and personality, and to encourage students to explore the multifarious possibilities in their career paths, which will certainly enable them to make the right decisions when selecting their electives. In the senior forms, the school organizes workshops, excursions to local and overseas universities and seminars to help students choose the right institutes and programs for further education, thus discovering and fulfilling their life missions.
Student Support
Whole School Approach to Catering for Learner Diversity: Different task groups are formed based on students' needs, and these groups, in collaboration with educational psychologist, work together to provide adequate support for every individual in the school.
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. The school has already appointed an SEN Coordinator, who, in collaboration with various parties (including the Counselling Team, the Discipline Team, Class Teachers, the Social Worker, the Educational Psychologist, the Prefects of Studies, and subject teachers), provides optimal support for our SEN students. In addition to this strong task force, 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, Executive Function Training Services, and the like. Our school attaches cardinal importance to Home-School Cooperation, and has established a regular communication mechanism with parents to help them develop a better understanding of their children's needs, which in turns encourages them to take part in the planning of intervention programmes, to evaluate their progress and effectiveness, and to provide similar support for their students at home.
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 cultural integration activities; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents.
Measures to provide adaptation for Learning and Assessment: Other than examinations and tests, schoolwork and projects are also included in the formal assessment. Students are grouped according to the lesson's objectives when having English lessons so as to optimize the learning outcome. The English Panel hold remedial classes for all S.2 students. The Chinese Panel, English Panel and Mathematics Panel organize special courses for the elites in the junior and senior levels in the school in order to hone their skills according to their needs after each major assessment.

Home-School Co-operation and School Ethos
<p>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. Parents also actively take part in school management and decision-making, such as PTA lunch-together, electing a parent manager and an alternate parent manager for the Incorporated Management Committee for a 2-year-tenure, to gain a better understanding of their students' learning and to facilitate the development of the school.</p>
<p>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.</p>
Future Development
<p>School Development Plan: The school has three developmental directions: (1) To strengthen students' intrinsic learning motivation; (2) To foster a positive attitude towards life among our students; (3) To nurture students to live an abundant life with wellbeing practices.</p>
<p>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.</p>
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)
In hopes of actualizing the very different potentials of each student and allowing them to develop in all dimensions, our school has organized a total of 40 clubs and interest groups divided into five major categories, namely the academic category, the skills development category, the sports category, the service category and the religion category. TTC holds a strong belief that enhancing the co-operation opportunities between junior and senior forms brings benefits and learning experiences to our students. Putting beliefs into practice, various inter-house competitions are held every year, from academic (debate competition) to sports (basketball), from classroom (quiz competition) to stage (talent show). It is hoped that students can strive for excellence by supporting and working together.
School Facilities
<p>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 Workshop, Laboratories, Music Room, Computer room, etc.). Other facilities include Student Activities Center, TTC TV Station, Examination Resources Center, English Caf , 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.</p>
<p>Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.</p>
Others
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Direct public transportation to School
Bus routes: 57M, 58M, 66M, 66X, 258D, 260X; LRT: 505, 507, 610.