



德蘭中學
St. Teresa Secondary School

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School Mission

The school aims to facilitate the all-round development of students focusing on their moral, intellectual, physical, social, aesthetic and religious education as well as their language abilities. This will help them live out the school motto 'Age Quod Agis' and become valued members of society possessing a positive outlook on life.

School Information

Supervisor / Chairman of School Management Committee	Rev. Lau Foo Kun, David		
Principal (with qualifications / experiences)	Ms. Ip Miu Ngan (B.Ed. , M.A., Cert. Ed.)		
School Type	Aided	Girls	
School Motto	Age Quod Agis		
Name of Sponsoring Body	The Catholic Diocese of Hong Kong		
Area Occupied by the School	About 5500 Sq. M	Religion	Catholicism
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		58
Total Number of Teachers in the School		60
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education		98%
Bachelor Degree		100%
Master / Doctorate Degree or above		75%
Special Education Training		47%
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	>= 10 years
13%	3%	84%

Subjects Offered in the 2022/2023 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Putonghua (S.1- S.2), Chinese History, Life and Society*, Science* (S.1), History*, Geography*, T&L*, Religious Education*, Visual Arts*, ICT*, Fundamentals of Business Studies* (S.3), Music*, PE*
	English as the medium of instruction	English Language, Mathematics, Science (S.2), Science (S.3 Physics, Chemistry, Biology)
	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 (S.4 and S.5), Liberal Studies (S.6), Chinese History, History, Geography, Economics, HMSC, Visual Arts, E&RS, Tourism and Hospitality Studies, Religious Education, PE
	English as the medium of instruction	English Language, Mathematics, Physics, Chemistry, Biology, BAFS, Mathematics (Extended Part Module 1)
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2023/2024 School Year

S.1 – S.3	Chinese as the medium of instruction	Chinese Language, Putonghua (S.1- S.2), Chinese History, Life and Society*, Science* (S.1- S.2), History*, Geography*, T&L*, Religious Education*, Visual Arts*, ICT*, Fundamentals of Business Studies* (S.3), Music*, PE*
	English as the medium of instruction	English Language, Mathematics, Science (S.3 Physics, Chemistry, Biology)
	Adopt 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, History, Geography, Economics, HMSC, Visual Arts, E&RS, Tourism and Hospitality Studies, Religious Education, PE
	English as the medium of instruction	English Language, Mathematics, Physics, Chemistry, Biology, BAFS, Mathematics (Extended Part Module 1)
	Adopt different medium of instruction by class or by group / school-based curriculum	-

Class Structure & Chargeable Fees (2022/2023)

* Subjects with extended learning activities (ELA) in English

	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	\$200 (Applicable to new students)					
Student Union / Association Fee	-					
Approved Charges for Non-standard items	\$310 (Charges for non-standard items)					
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 2023). Admission criteria and the different weightings for DP: 55% -- Internal school results and the rank order of applicants as provided by the EDB 10% -- Conduct 10% -- Performance and achievements in extra-curricular activities 20% -- Performance at interview 5% -- Relationship with school
Orientation Activities and Healthy Life
To strengthen S.1 students' English ability and learning foundation, a series of activities including S.1 English, Mathematics and Science bridging courses, S.1 Orientation, S.1 learning skills workshop and parents' workshop are held. The school has developed a systematic health education programme to help students attain physical and mental well-being. The school's efforts in this area have been recognised by the World Health Organisation and has been awarded the Silver Award of The Hong Kong Healthy Schools Award Scheme granted by the EDB and the Centre for Health Education and Health Promotion, the Chinese University of Hong Kong. In support of environmental sustainability, the school has spared no effort in conserving energy and was granted the Hanson Supreme Grand Award, Hanson Grand Award (schools) and Best 4Ts Award in the Energy Saving Championship Scheme held by the Environment Bureau and the Electrical and Mechanical Services Department. Also, the school earned the title Happy Green School under the Smart Power Campaign of HK Electric. The school's commitment to saving energy and protecting the environment will continue in the coming years. Ms Kwok Siu Man and Ms So Wun Lai, the Mistress and member of Student Character Formation Team were awarded the 'Outstanding Performance Award' from the Mindshift Educational Networking Programme (2019-2020) launched by the Education Bureau and The University of Hong Kong (The Department of Psychiaiatry). The Healthy Life Planning Project "Your Beauty Health Points" has been co-organized by The Chinese University of Hong Kong and our school since 2020-2021.

St. Teresa Secondary School

School Characteristics
School Management
School's Major Concerns: 1. Build a positive attitude to learning, enhance learning outcomes. 2. Promote the core values of Catholic Education, enhance students’ commitment and care for our society, and their sense of discipline and responsibility.
School Management Organisation: School-based management has been adopted to provide quality education and to maintain a high degree of communication as well as accountability. Headed by the IMC, the School Advisory Committee and the School Administrative and Development Committee supervise the work of the Learning and Teaching Committee, School Ethos and Student Support Committee, Co-curricular Committee and Administrative Group, which coordinate the programmes in the school. Evidence-based and quantitative data-oriented mode of assessments are utilised in the formulation of the school's three-year development plan and the adoption of clear and concrete school improvement measures. The school has also set up the Staff Consultative Committee.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee, comprising 8 representatives from the school's sponsoring body, 1 independent member, 2 teacher managers, 2 parent managers, 1 alumni manager and the Principal, has sound knowledge of educational affairs and school development. It meets regularly to supervise the school's work and to give guidance.
School Green Policy: A series of environmental protection measures has been implemented to cut down on the use of energy, water and paper and to reduce waste. The school has been awarded the Hanson Supreme Grand Award, Hanson Grand Award (schools), Hanson Excellent Award and Best 4Ts Award in the Energy Saving Championship Scheme held by the Environment Bureau and the Electrical and Mechanical Services Department.
Learning and Teaching Plan
Whole-school Language Policy: The school takes a whole-school approach to creating an English-rich environment. English is adopted as the medium of instruction in S1-S6 Mathematics and several modules of S1-S3 Science. Subject-related vocabulary and usage are taught in all subjects, except Chinese, Chinese History and Putonghua. Putonghua is taught in all S.1-S.2 classes. Foreign language classes are offered to boost students' language abilities.
Learning and Teaching Strategies: 1. Develop students' habits of making notes and using suitable learning tools to consolidate their self-learning skills. 2. Conduct assessment to help students understand their own learning styles and teachers to adjust teaching strategies and assignments so as to boost the effectiveness of learning and teaching. 3. Adopt diverse and interactive modes of learning and implement e-learning to arouse students' interest and enhance learning effectiveness. 4. Implement various reading schemes, e.g. Chinese, English, cross-curricular and parent-child ones to develop a love of reading and to strengthen their learning foundation. 5. Carry out different modes of formative assessment, summative assessment and academic result analyses to regularly review learning effectiveness and boost students' learning capability. 6. Make effective use of statistical analyses of students' test and exam results to inform learning and teaching. 7. To take into account the school's development, curriculum reforms and society's needs, the Learning and Teaching Committee regularly reviews the school's curricula and teaching pedagogies so as to cater to students' interests and abilities and explore effective teaching methods and assessments.
School-based curriculum: 1. Electives: 2X and 3X. Chinese History, History, Geography, Tourism and Hospitality Studies, Ethics and Religious Studies, Economics, Business, Accounting and Financial Studies, Physics, Biology, Chemistry, Health Management and Social Care, Visual Arts. 2. Curriculum highlights: Inclusion of elements of gifted education into the curriculum to cater for learner diversity and help students better develop their potentials, a strong interface between the junior and the senior curricula.
Development of the Four Key Tasks: 1. The school endeavours to help students become life-long learners with good self-directed learning skills by increasing their knowledge base and building up their generic skills through the implementation of different reading schemes, both subject-based and cross-curricular, and STREAM project learning. 2. E-learning has been adopted to enhance classroom interactions, which in turn increases students’ motivation to learn. Students also build up the habit of self-learning and making notes by using online learning resources, thereby increasing the effectiveness of learning and teaching. 3. The school has placed a strong emphasis on students’ character formation. The core values of Catholic education are imparted to students through formal and hidden curricula. Various talks on current affairs and exchange tours to the Mainland are held to cultivate students’ civic mindedness.
Life Planning Education: 1. Implement career and life planning curriculum in S.1-S.6. 2. Provide individual counselling on work and study for S.3, S.5 and S.6 students so as to help them make informed decisions in accordance with their interests, abilities and orientations.
Student Support
Whole School Approach to Catering for Learner Diversity: The Student Support Team has adopted the transdisciplinary approach to cater for gifted students and those with special learning needs. Through the analysis of assessment data and teacher observation, students’ talents or difficulties are identified early on. With homework adjustment, special test/exam arrangements, suitable training and early intervention, our school effectively helps students develop their potentials and alleviate their learning difficulties so as to boost academic and non-academic performance as well as leadership skills. Differentiated teaching through appropriate grouping of students in all forms also helps meet their needs. A wide variety of assessment tools and methods are used for formative assessment to reflect different aspects of student learning, which also helps those with different abilities to appreciate their strengths and learning outcomes. Apart from the inclusion of the three core elements advocated in gifted education, i.e. higher-order thinking skills, creativity and personal-social competence in the curriculum for all students in the regular classroom, enrichment programmes are also conducted outside the regular classroom. With reference to the regulations of the HKEAA, special test/examination arrangements are made for students with special learning needs.
Whole School Approach to Integrated Education: Our whole school approach to integrated education supports students with special learning needs and leads to better learning outcomes and a caring school culture. The Student Support Team, supervised by the Vice Principal (Learning & Teaching). The team consists of the Vice Principal (School Ethos & Student Support), the SENCO, the Head of the Student Character Formation Team, the Head of Academic Affairs, 2 teachers for SEN, the school-based educational psychologist, 2 social workers, 2 counsellors and 1 assistant. The Learning Support Grant is fully utilized: 2 counsellors and 1 assistant have been hired and a wide range of professional services have been purchased to facilitate student learning, such as a social skills group, music therapy, an intensive counselling programme, speech therapy and special courses for dyslexic students. The deployment of such resources aims to enhance students’ learning skills, confidence and inter-personal skills. Our school emphasizes the importance of a close parent-school partnership, so a regular communication mechanism has been set up for parents to voice their opinions and discuss students’ learning progress. Besides special test/exam arrangements, cross-disciplinary meetings are held for individual learning profiles to better facilitate learner diversity.
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; 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; and organising cultural integration activities. Also, registering students for suitable examinations according to their abilities.
Measures to provide adaptation for Learning and Assessment:

1. The whole school year consists of two terms. In each term, there is a uniform test and an examination. The various modes of formative assessment adopted by different subjects help to inform teachers of students' performance and progress so that timely feedback can be given, which can boost teaching effectiveness and reduce exam stress.
2. There is a fixed proportion of questions of different levels of difficulty in tests and examinations so as to cater for learner diversity. In junior forms, different sets of English tests and exam papers are set according to students' abilities. With reference to the practice of HKEAA, special test and exam arrangements are made for students with special educational needs.

Home-School Co-operation and School Ethos
Home-School Co-operation: The school has clear policies on home-school cooperation. Apart from the school maintaining contact with parents through circulars, school app, school newsletters and newspapers, PTA newsletters, school profile, and parents’ day, the PTA also organises a variety of activities to strengthen home-school cooperation. Besides this, parents are also fully involved in school affairs through their representation on the Incorporated Management Committee.
School Ethos: The school has a loving and caring culture where staff, students and parents share the same beliefs and work together harmoniously.
Future Development
School Development Plan: Be confident and diligent, enhance learning effectiveness. Be responsible and disciplined, practise the spirit of Christ.
Teacher Professional Training and Development: 1. Carry out peer lesson observation so that teachers can exchange their teaching experience. 2. Organize e-learning training workshops to familiarise teachers with different learning apps so as to enhance lesson interaction and effectiveness. A workshop on the production of learning and teaching videos will be organised to boost self-directed learning. 3. Hold workshops on spirituality education to provide teachers with the necessary professional support.
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)
Under the leadership of the Students' Association and the 4 houses, the 24 clubs and societies, 6 service groups and over 20 interest groups organise activities for students which cover areas including religious formation, academic learning, recreation, sports and services.
School Facilities
School Facilities: 4 Science Laboratories, Computer Room, Maker Space, Creative Media Laboratory, Language Room, Geography Room, 3 Technology & Living Rooms, Visual Arts Room, Music Room, Ethics & Religious Studies Room, 2 Social Workers' Offices, Education Psychologist's Office, Student Association Room, English Corner, Campus TV Studio, Indoor Rowing Room, Library, Multi-Purpose Learning Room, Student Activity Room, Teachers' Resource Room, Teachers' Common Room, Parents' Resource Room, Station for the Soul, Career & Life-planning Room, History Gallery, Lecture Theatre, Hall, 2 Basketball Courts and Garden. All classrooms are air-conditioned and installed with an interactive projector, screen, smart board and computer with internet connection.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
Our students perform well both morally and academically and have obtained the following scholarships and awards: 1. Home Affairs Bureau Multi-faceted Excellence Scholarship 2. Ng Teng Fong Charitable Foundation Scholarship 3. Sir Edward Youde Memorial Prize 4. TOEIC Exam TOEIC Scholarship 5. Eternity Love Foundation Scholarship 6. Kowloon City Outstanding Student Award 7. Talent Development Scholarship Students have obtained excellent results in activities and have been awarded the following prizes: 1. Joint School Chinese Debating Competition Champion 2. HKNETEA - Best STEM schools 2020, 2021 & 2022 3. HK Science & Technology Parks Corporation, City Challenge - Bridge to a Smarter City (STEM), Champion of Secondary Section 4. HK Polytechnic University Maker Faire Hong Kong 2017 X Make Big, Open Section Champion of Best Car Design & 1st runner-up of "I am a Driver" 5. EMSD & Hong Kong Council of Social Service, Gerontech & Innovation Competition, Gold Award, Silver Award and Merit Prize 6. EDB & Consumer Council "Sustainable Consumption Creative Design", Most Excellent Design Award 7. EDB Inter-school Cross-curricular Project Competition on Climate Change, Champion of Junior Secondary Section 8. Hong Kong Science Museum Fun Science Competition "Saving All", First Prize of Senior Secondary Section & Second Prize of Junior Secondary Section 9. HKSTP Hong Kong Primary and Secondary Schools Science and Technology Competition Finals, Gold & Bronze Awards 10. University Of HK, HK Observatory & HK Meteorological Society Earthquake Detector Design Competition, Senior Secondary Section: My Most Favourite Earthquake Detector Award 11. Japan W.A.T.A. Open Inter-Continental Taekwondo Championships, Champion 12. NET Section, EDB ‘Speak Out – Act Up!’ Improvised Drama Competition, Dramatic Technique & Best Acting Awards 13. NET Section, EDB ‘Hands on Stage’ Puppetry Competition, First Prize & People’s Choice Awards 14. NET Section, EDB, Clipit Competition, Champion 15. Smart Education Charitable Foundation, English Radio Drama Competition, Gold Award 16. HKVEP Workplace English Contest (Secondary Section), Champion 17. HK Schools Speech Festival S.1 & S.2 English Choral Speaking 1st Prize 18. HK Schools Sports Federation, Inter-school Cross Country Race, Girls Overall 1st runner-up 19. Inter-school Basketball Competition, Girls Grade C Champion 20. Floral Art by School Children, HK Flower Show, Champion 21. HK Catholic Diocesan Secondary Schools Joint Athletics Meet, Girls Overall Champion 22. Saint Genesis Film Festival - The best Film Award, The Best Script Award and the Best Actor Award 23. Hong Kong St. John Ambulance Brigade, Inter-Divisional Competition, Overall Champion To broaden students' horizons, the school has organised different study tours and field trips: 1. Australia Summer Study Tour 2. New Zealand Summer Study Tour 3. Singapore Study Tour 4. Shanghai Study Tour 5. World Cultural Heritage - Chinese History & Cultural Study Tour 6. Seoul Study Tour 7. Mainland Exchange Programme for Junior Secondary Students 8. Yunnan Chinese Dance Exchange
Direct public transportation to School
Bus: 8, 18, 7B, 17, 41, 45, 109 Minibus: 8, 8S, 27M, 28M & minibus to Oi Man from Tokwawan Minibus to Homantin from Mong Kok MTR station Minibus 8M from Homantin MTR station