



沙田崇真中學

Shatin Tsung Tsin Secondary School

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School Mission

It is hoped that each Shatin Tsung-Tsiner can acquire the 5 personality traits, namely being self-disciplined, thoughtful, trustworthy, self-motivated, and willing to serve, thus growing into a youngster with self-care, love for others as well as God and becoming a leader in step with the times by being innovative, having global perspectives and capable of commitments in this knowledge-based society.

School Information

Supervisor / Chairman of School Management Committee	Ms. Man Lok Yan Joyce	
Principal (with qualifications / experiences)	Ms. Leung Kit Yin (BSSc, DipEd, MEd)	
School Type	Aided	Co-ed
School Motto	"And now these three remain: faith, hope and love. But the greatest of these is love." 1 Corinthians 13:13	
Name of Sponsoring Body	Tsung Tsin Mission of Hong Kong	
Area Occupied by the School	About 6600 Sq. M	Religion
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association
Incorporated Management Committee	Established	Percentage of school supervisor and managers fulfilling the training targets

Teaching Staff Information (including School Head) in the 2023/2024 School Year

Number of Teaching Posts in the Approved Establishment	65
Total Number of Teachers in the School	72
Qualifications and Professional Training (% of Teaching staff)	
Teacher's Certificate / Diploma in Education	92%
Bachelor Degree	100%
Master / Doctorate Degree or above	44%
Special Education Training	19%
Years of Experience (% of Teaching staff)	
0 - 4 years	25%
5 - 9 years	8%
>= 10 years	67%

Year of Commencement of Operation	1985
Protestantism / Christianity	
Yes	Student Union / Association
Yes	Yes
-	-

Subjects Offered in the 2023/2024 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Chinese History, Putonghua, General Studies (including curriculum on thinking skills and project-based learning), Christian Education (conducted in the form of a fellowship with groups led by teachers and preachers)
	English as the medium of instruction	English Language, English Literature, Mathematics, Science (S.1, plus an independent STEM lesson), Technology (An integration of Computer and Design and Technology with a curriculum that covers programming, AI and robotics), Physics (S.2 & S.3), Chemistry (S.2 & S.3), Biology (S.2 & S.3), History, Geography, Economics (S.3), Arts-in-Life (An integration of Music, Visual Arts and Home Economics), Physical Education
	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, Chinese History, Chinese Literature, Citizenship and Social Development, Christian Education, Physical Education (HKDSE elective subject)
	English as the medium of instruction	English Language, Mathematics, Maths Extended Modules 1 & 2, Physics, Chemistry, Biology, Information & Communication Technology, Geography, Economics, History, BAFS, Visual Arts, Physical Education
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Subjects to be Offered in the 2024/2025 School Year

S.1 – S.3	Chinese as the medium of instruction	Chinese Language (Cantonese/Putonghua, depending on the enrolment number), Chinese History, Putonghua, General Studies (including curriculum on thinking skills and project-based learning), Christian Education (conducted in the form of a fellowship with groups led by teachers and preachers)
	English as the medium of instruction	English Language, English Literature, Mathematics, Science (S.1, plus an independent STEM lesson), Technology (An integration of Computer and Design and Technology with a curriculum that covers programming, AI and robotics), Physics (S.2 & S.3), Chemistry (S.2 & S.3), Biology (S.2 & S.3), History, Geography, Economics (S.3), Arts-in-Life (An integration of Music, Visual Arts and Home Economics), Physical Education
	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, Chinese History, Chinese Literature, Citizenship and Social Development, Christian Education, Physical Education (HKDSE elective subject)
	English as the medium of instruction	English Language, Mathematics, Maths Extended Modules 1 & 2, Physics, Chemistry, Biology, Information & Communication Technology, Geography, Economics, History, BAFS, Visual Arts, Physical Education
	Adopt different medium of instruction by class or by group / school-based curriculum	Citizenship and Social Development (S.4, depending on the enrollment number)

Class Structure & Chargeable Fees (2023/2024)

	S1	S2	S3	S4	S5	S6
No. of classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$70					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard items	Improvement of school non-standard facilities: \$300 (S.1-S.5); \$200 (S.6)					
Other Charges / Fees	Small-class teaching (5 or 6 classes in each form with 25-28 students in one class): \$1,860 (S.1-S.3); \$930 (S.4 & S.5); \$620 (S.6)					

Remarks

Regarding the charges for specific purposes (implementation of small-class teaching), the amount will be adjusted annually based on the inflation rate and the percentage of pay increase for civil servants. Recipients of CSSA or full grant of School Textbook Assistance Scheme will be exempted from paying the fees automatically. Recipients of half grant need to pay half of the fees. Families having other financial difficulties may apply for full or partial exemption.

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 2024). Rankings by the EDB (50%; each applicant gets a score proportionate to his/her ranking); Performance in the interview (50%; all applicants will be interviewed. The interview in which applicants have to read a passage, tell a story and answer some questions will be conducted in English and Cantonese. It aims to assess their language proficiency, comprehension skills and thinking ability); A maximum of extra 10% of the total mark will be awarded to students with outstanding external awards in arts, sports and services.</p>
<p>Orientation Activities and Healthy Life</p> <p>In mid-July (the day having the HK Attainment Test), an S.1 Parent Gathering is held to promote parents' understanding about school policies. An English Bridging Program (5 mornings), a Drama Workshop (4 afternoons) and a Chinese Debate Course (4 afternoons) are conducted from late July to early August. An S.1 Orientation Day and Sports Fun Day cum selection of school sports teams are held in late August. Also, a 3-day Life Education Camp is held for all S.1 students in late September or early October to help them develop the personality traits of Shatin Tsung-Tsiners and foster a positive attitude towards life. A meeting with class teachers and a talk on how to prepare for exams are arranged for parents and/or S.1 students in October and November respectively. The Peer Mentoring Scheme is in place to allow senior form students serving as student counselors to assist S.1 students in adapting to a new learning environment through their own growth experience. Positive Education and Life Education are implemented to foster in students the healthy values and One-student-one-art/sport Scheme is effective in promoting a balanced school life.</p>

Shatin Tsung Tsin Secondary School

School Characteristics
School Management
School's Major Concerns: 1. To incorporate e-learning into teaching to promote self-regulated learning; 2. To promote values education to support Shatin Tsung-Tsiners' character formation and positive education; 3. To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders.
School Management Organisation: The School encourages all teachers to take part in devising the school development plan and give suggestions on school policies. The School Advisory Council, including the Principal, Assistant Principals, middle managers and elected teacher representatives, conducts regular meetings to discuss school policies. All subject departments and committees implement measures enabling students' all-round development and plan for the coming year based on evaluation. The leaders monitor and support the work of departments and committees by joining relevant meetings, and review their plans and minutes.
Incorporated Management Committee / School Management Committee / Management Committee: 15 members drawn from different profession sectors (like education, social service, legal profession and commerce and so on), including representatives from the school sponsoring body (Shamshuipo Tsung Tsin Church), parents, alumni, teachers, the Principal and an independent manager.
School Green Policy: (Please refer to the "Others" field for details.)
Learning and Teaching Plan
Whole-school Language Policy: English is used as the MOI in most subjects as what we did in the past. (Refer to Subjects Offered in the 2023/24 & 2024/25 School Years.) To create an English-rich learning environment, announcements in morning assemblies are made by students in English and school major functions are conducted in English with students being the MCs. School notices and internal posters are bilingual. Students are trained to share in English in morning assemblies and English Week is held annually. Putonghua can be used as the medium of instruction for Chinese if there are enough applicants in S.1 and there is an individual Putonghua lesson for each junior class every cycle. Students are trained to participate in the Speech Festival of different languages, as well as English and Cantonese debating and drama activities. All these help to equip students with bi-literacy and tri-lingualism.
Learning and Teaching Strategies: Collaborative teaching featuring joint effort to work out the curriculum framework, division of labour in lesson preparation, collective discussion, revision in teaching plans, peer/cross-curricular lesson observation, reflection and evaluation, is promoted. We promote a student-centered learning approach emphasizing teacher-student and peer interactions. Students are required to have lesson preparation and reflect on what they have learnt during lessons to cultivate in them the ability for self-learning to enable them to become a life-long learner. Together with the project learning in various KLAs, students can construct their own learning in these processes. We strive to create a rich English learning environment and promote teaching of Chinese through Putonghua. We designed the S.1-S.3 Chinese Language, English Reading Comprehension and English Literature curriculum. Small-class teaching, together with the streaming mechanism based on students' abilities in English, Mathematics and learning Chinese Language through Putonghua, have been practised in all levels since September 2015 to cater for the needs of students with mixed abilities. Over the past few years, over 70% of the students agreed that the teacher-student and student-student interaction in class, and teachers' concern given were enough. Enhancement or remedial classes in core subjects are arranged at different levels. Student performance in public exams reflected that these strategies have been effective. For HKDSE, the average percentage of attaining Level 4 or above in 2021-2023 is higher than 76% while that of attaining Level 5 or above is higher than 35%. An average of more than 93% students were offered a local degree programme. In 2023, 78% of the S.6 graduates were offered a UGC funded local degree program while 13.8% of them were offered a self-financing local degree program. Among all students, 46.3% of them were offered a degree program in HKU, CUHK or HKUST.
School-based curriculum: 1. Electives: 2X and 3X. The subject combinations of 12 elective subjects allow students to study all arts or all science subjects or a combination of arts subjects, science subjects, business subjects, Visual Arts and Physical Education. 2. Curriculum highlights: (i) There are school-based curricula like Thinking Skills, Arts-in-Life, Technology, Christian Education & Life Education. (ii) English Literature is in place to enhance students' awareness of language arts. Arts-in-Life is an integration of music, home economics and visual arts. Life education aims at instilling correct values in our students. There is more emphasis on drama education to enhance students' expression of ideas and creativity. (iii) Junior form students will complete projects on different KLAs to equip them with various generic skills. (iv) Our Thinking Skill Curriculum and teaching of various subjects aim at helping our students develop their critical thinking and problem-solving skills. English and Chinese debate training is promoted to enhance their critical thinking and debating skills. (v) STEM education is practised in every junior form and includes topics like programming and robotics. In S.1 STEM lessons, students learn about electronics, hydroponics and making fan cars. (vi) Junior form students are streamed into different classes based on their abilities in different subjects. There are programs for gifted students and remedial classes for students. (vii) A great variety of learning experiences are provided for our students and a non-academic report is in place to encourage them to take an active role in arts, sports, personal development and services.
Major Renewed Emphases in the School Curriculum: 1. Moral and Civic Education: Foster in students the correct values through the Life Education program (including topics on personal and healthy life, social life, civic and national education, career and life planning), Christian Education lessons, teachers' sharing of their life experiences in morning assemblies and the publication of 'Messages to Shatin Tsung-Tsiners' and the preaching of the Gospel. Students are encouraged and organized to take part in various social services so as to care about different groups in the society. 2. Reading to learn: The Afternoon Reading Scheme (20 minutes each day) for all students, LaLaRead (the mobile book carts), the Junior Form Reading Award Scheme and holiday reading schemes are implemented. Talk given by writers, book exhibitions and book sharing are organized to raise the reading quality. 3. Project Learning: During S.1 to S.3, each student has to submit projects on arts, science, General Studies and cultural to equip them with different generic skills. 4. Information technology for interactive learning: with consideration to the curriculum, Google classroom, iPads, interactive panels and different software are employed by different subject panels to facilitate teaching and self-regulated learning.
Life Planning Education: (Please refer to the "Others" field for details.)
Student Support
Whole School Approach to Catering for Learner Diversity: Students in the junior and senior forms are allocated to different classes with reference to their abilities in English, Mathematics or their choice to learn Chinese Language through Putonghua. These classes have a tailor-made curriculum to maximize students' strengths. Gifted students are arranged to join relevant internal and external courses/activities. Remedial classes are provided to students who are less capable. In addition to counseling students on an individual basis, the two School Social Workers and two Student Support Assistants lead some growth groups and run various activities. School - based educational psychology and speech therapy services have been introduced to conduct assessments and carry out follow-up work for students in need.
Whole School Approach to Integrated Education: With the aim of being inclusive and nurturing a caring school culture, our school adopts the "Whole School Approach" to provide support for students with special educational needs. Through home school cooperation and appropriate allocation of resources, we provide our students with suitable and comprehensive support in the hope of enhancing students' learning effectiveness and ability to adjust to the school life. A Student Support Team has been established in our school. The team consists of an Assistant Principal, the SENCO, a SENST, the School Social Workers, the Educational Psychologist, the Speech Therapist, class teachers and Student Support Assistants. Teachers and teaching assistants have taken courses on integrated education so as to enhance their professional capabilities. For students with special educational needs, our school provides assessment and referral to the educational psychologist if necessary. With a Learning Support Grant and the school resources, school-based inclusive activities and training for students are provided with the help of external institutions. Our school invites relevant professionals, teachers and parents to join IEP meetings and draw up an IEP for students who are assessed to be in need of intensive individualized support. Parents concerned are equipped with effective nurturing skills. Furthermore, our school arranges internal assignment and assessment accommodation and helps them to apply for accommodation in public exams.
Measures to provide adaptation for learning and assessment: There are one Uniform Test (only 3 core subjects are included in the S.1 & S.2 U.T.) and two exams for junior forms supplemented by continuous evaluation of students' assignments. For students with special educational needs, suitable adaptation for assignments and assessments will be provided based on expert opinions.

Home-School Co-operation and School Ethos
Home-School Co-operation: To maintain effective contact between parents and the school, the PTA continues with programmes that contribute to the forging of a better home-school cooperation culture. Such programmes include 'Meeting Parents of First-formers', a school policy forum, Parents' Day, talk for parents and seminars on the senior secondary curriculum. Moreover, home-school communication can be further strengthened through various publications (e.g. Tips for Parents of First-formers, Bulletin for Parents and the Parent Basic Law), a hotline, an email link and WhatsApp. Parents are also welcome to sit in the meeting of the Parent-Teacher Association. eClass Parent App is used to deliver the most updated news and information about their wards' learning and campus life to parents and/or guardians.
School Ethos: Students are generally attentive and motivated to learn. They follow teachers' instructions and classroom discipline can be maintained. Most students are serious about completing their pre-lesson tasks. They have established the habit of doing pre-lesson preparation well. Students can learn from each other and strive for excellence by exchanging views. They construct knowledge collaboratively and the learning atmosphere is pleasing. Students have a serious and active learning attitude, and are keen to seek for improvement. Students have a neat and modest appearance. They respect teachers and get along well with each other. They love and care about the school. They enjoy school life and are willing to participate, organize and manage school activities. They have a sense of belonging to the school (extracted from 2019 EDB ESR report). Refer to "Others" section for the strategies.
Future Development
School Development Plan: 2022/23 to 2024/25 School Development Plan: 1. To incorporate e-learning into teaching to promote self-regulated learning; 2. To promote values education to support Shatin Tsung-Tsiners' character formation and positive education; 3. To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders. The gym room and running tracks have been renovated with the incorporation of AI tools. The Bowling School Team has also been set up. Interactive panels have been installed in all junior form classrooms. In addition, a room has been converted into a venue for students and teachers to relax and chitchat.
Teacher Professional Training and Development: Our teachers are experienced and hardworking. They are professional, caring and committed to nurturing the youth. Their relationship with students is harmonious. They actively take part in school-based and external training programs to strive for excellence. Collaborative teaching and Mentorship Scheme are in effect to encourage teachers to conduct collective lesson planning, mutual class observation and class reflection to enhance teaching effectiveness. Student-centered teaching approach, which emphasizes peer interaction as well as teacher-student interaction, is promoted.
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.) Our school offers a variety of more than 30 interest groups (including the ones initiated by students) and school teams, and some 20 music instrument classes and courses about drone, Robomaster and AI. The "One-student-one-music" and "One-student-one-art/sport" policies adopted in the junior forms and the "One-student-one-art" policy implemented in the senior forms encourage students to unearth their potential in aesthetics and sports. In addition to two choirs, we have a standard Chinese Orchestra, Symphonic Orchestra and School Band. Students are arranged to join various gifted programs in the domains of aesthetics, languages, Maths & science, leadership training, etc. Students have obtained awards in international and territory-wide mathematics and science competitions, the Hong Kong Biology/Physics/ Informatics Olympiad, the World Robot Olympiad (Hong Kong), various Chinese and English writing, debating, drama and dancing competitions, as well as the Speech Festival. Last year, our school attained a total of 2 Gold Awards, 5 Silver Awards and 1 Bronze Award in Joint School Music Competition and Hong Kong Youth Music Interflows. Our sports teams ranked top 4 in 27 categories under 9 types of sports and first 8th in another 18 categories. We take part in all grades of 11 types of sports competition every year. Among 50 secondary schools in Shatin and Sai Kung District, we rank first 8th in boys' overall championship and 2nd to 5th in girls' section every year. Our school once was qualified to join the territory-wide Jing Ying Tournament in basketball, badminton, cross country and handball and ranked first 8th in the first 3 competitions.
School Facilities
Number of Classroom(s): 36
School Facilities: The campus is about 7,000 sq. meters and is equipped with 36 classrooms, 12 laboratories and special rooms, a hall, a mini-hall, a library, an Arts Technology Room with iMac computers, a computer and robotics room, a computer assisted learning room, a multimedia learning room and a garden on the roof (with a "Science Learning Area" where there are aquaculture and hydroponics). In addition, there are five courts (with an area for archery), tracks, a fitness room, a climbing wall, a lecture theatre, a performing arts room and a student activity room so that students can have fixed and enough space to practice various sports and performing arts. There are also a Students' Union Office, a Prefect Room and a Joint-House Office for various groups of student leaders. It is hoped that our school will be an effective tool in providing students with aesthetic development and leadership training. Air-conditioning has been installed in the two covered playgrounds, and the library and self-study room have been renovated to provide students with a more comfortable environment for leisure, self-study and activities.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others To build up the personality traits of a Shatin Tsung-Tsiner, the following measures are implemented: 1) Two class teachers are arranged for each junior class. 2) The Strive-for-excellence Scheme encourages students to take initiative and challenge themselves. 3) The promotion of community services, the Voluntary Services Award and the Ching Tsung Elderly Academy can help instill into students the lofty qualities of being considerate and willing to serve. 4) Discipline awards are set up to nurture a better sense of discipline and encourage law-abiding behavior. 5) Through our life education and religious education, it is hoped that our students can be indoctrinated with the values of honesty and trustworthiness. 6) Through career planning, students are encouraged to explore their career expectation and make respective planning for their academic and non-academic domains. 7) Study tours are organized or students are arranged to join different study tours organized by external institutions to widen students' horizons. 8) The Students' Union and House Captains are elected based on the principle of "one person, one vote" to nurture students' willingness to shoulder responsibilities and their sense of self-governance and democracy. 9) About 200 leaders from all forms are given training to prepare them for the roles of becoming honest and trustworthy pillars for the 21st century.
School Green Policy: Issues on environmental protection will be discussed in General Studies, Geography, Biology and Christian Education lessons. There is an extensive green belt in the school campus, a garden on the roof top, an orchid, a vegetable-growing area, an ecological fish pond and a solar energy panel for generating electricity. E-notices are used and paper recycling is practised. Teachers and students can join a planting program.
Career and Life Planning: 1. We equip students with the concepts and skills of career planning in the Life Education lessons starting from S.1. Topics shared include setting goals, knowing one's aptitude, etc. 2. Students are arranged to take part in a range of activities related to local educational paths. Alumni studying in different institutions are invited to hold talks to introduce various disciplines to our students to broaden their knowledge of various educational paths. 3. Activities like "Career Exploration" and "STTSS Career Expo" are held in which parents or alumni working in different sectors are invited to be the speakers to share with our students the updated entry requirements and working conditions of their careers. Students are also arranged to join site visits and job shadowing schemes organized by external agencies or our alumni to deepen their knowledge of different careers. 4. All students take part in an elementary career aptitude test in junior forms and senior form students will be given the opportunity to take the test offered by EDB or tertiary institutions. 5. The School holds talks for S.3, S.5 & S.6 students and parents on choosing subjects / disciplines. Individual counselling services are also provided for S.5 & S.6 students to help them plan their future development. 6. Talks and workshops are organized to better equip our students with relevant skills required for a successful interview. 7. Professional teachers advise students how to apply for programmes offered by different overseas institutions. 8. A career planning file has been designed for our students to record their progress and reflection on career planning.
Direct public transportation to School

Bus: 46X, 72A, 80, 80K, 81C, 82B, 82K, 85, 85B, 86A, 87B, 88, 88K, 89B, 170, 182, 249x, 281M, 286X, 287X, E42;
Train: Take the MTR to Tai Wai Station.