



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	Rev. Li Chi Yuen	
Principal (with qualifications / experiences)	Dr. Tang Sui-sim, Cecilia (B.Ed, M.Ed., Ph.D.)	
School Type	Aided	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
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		52
Total Number of Teachers in the School		53
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education		94%
Bachelor Degree		100%
Master / Doctorate Degree or above		42%
Special Education Training		19%
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	> = 10 years
27%	13%	60%

Subjects Offered in the 2023/2024 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Chinese History, Ethics & Religious Education, Putonghua, Life 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), Technology and Living (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 Studies
	English as the medium of instruction	English Language, Mathematics, Geography, History, Economics, Physical Education, Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Information & Communication Technology and Visual Arts
	Adopt a different medium of instruction by class or by group / school-based curriculum	If students opt to study Music or Physical Education for the Hong Kong Diploma of Secondary Education examinations, they will be joining students from other neighbouring schools to take the class. The medium of instruction is Cantonese.

Subjects to be Offered in the 2024/2025 School Year

S.1 – S.3	Chinese as the medium of instruction	Chinese Language, Chinese History, Ethics & Religious Education, Putonghua, Life 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 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 Studies
	English as the medium of instruction	English Language, Mathematics, Geography, History, Economics, Physical Education, Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Information & Communication Technology and Visual Arts
	Adopt different medium of instruction by class or by group / school-based curriculum	If students opt to study Music or Physical Education for the Hong Kong Diploma of Secondary Education examinations, they will be joining students from other neighbouring schools to take the class. The medium of instruction is Cantonese.

Class Structure & Chargeable Fees (2023/2024)

	S1	S2	S3	S4	S5	S6
No. of classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$300	\$300	\$300
Parent-Teacher Association Fee	\$120					
Student Union / Association Fee	\$30					
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 2024). The 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 (10%).
Orientation Activities and Healthy Life
The Summer Bridging Programme is compulsory and will be run by native English-speaking teachers and our alumni. It helps students acquire a smooth transition to secondary education by developing understanding of the new school life and getting used to using 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 three large steam ovens, we encourage students to bring home-made food for their lunch.

School Characteristics
School Management
School's Major Concerns: 2021-2024 School's Major Concerns: The first major concern is 'To further consolidate the generic skills of our students to enable them to become reflective learners'. The second major concern is 'To further inculcate the Catholic core values through service learning' .
School Management Organisation: Through shared vision and close collaboration, the IMC, the principal, teachers, parents and alumni endeavour to promote quality education in Shung Tak.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC was established on 2nd April, 2013.
School Green Policy: 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. We recruit Environmental Protection Ambassadors, Health Ambassadors and Food Wise Ambassadors every year. The Student Ambassadors organise stall games, quizzes and competitions regularly to remind fellow schoolmates to save energy and to promote personal hygiene; to assist teachers with necessary health checks per EDB's regulation every morning; to run 'Food Wise' Campaign to reduce food waste at source; and to collect leftovers and process them into organic fertilizers.
Learning and Teaching Plan
Whole-school Language Policy: 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 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 a 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.
Learning and Teaching Strategies: The school lays strong emphasis on effective teaching and learning and adheres to the Seven Learning Goals. We have a student-centred 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.
School-based curriculum: 1. Electives: 3X. S1-S3: Life and Society, S1-S2: Living Arts & STEM and Technology & Living respectively, S3: Business Fundamentals 2. Curriculum highlights: The curriculum, which is in line with the Secondary Education Curriculum Guide, 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. To cater for learning diversity, the School arranges additional Enhancement and Enrichment Course; uses online resources, and the Moodle platform to allow for a more tailored curriculum for each and every learner. Different online learning platforms have also offered new opportunities for self-directed learning and student-led conferences in many of the KLAs, in extracurricular and co-curricular activities.
Major Renewed Emphases in the School Curriculum: 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. With one of the new major concerns focusing on service learning, students are given more exposures to learn about servant leadership. In Reading to Learn, the library runs Thematic Reading sessions to cultivate students' move for reading, alongside long reading periods and reading schemes by the language departments. Project Learning is implemented across cross-curricular projects; and Information Technology for Interactive Learning continues to gain momentum with self-regulated learning, the use of e-learning platforms such as Moodle and the new major concern that works to further consolidate the generic skills of students to enable them to become reflective learners.
Life Planning Education: The Career and Life Planning Committee applies thematic approach to students 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 life pathways. Once equipped, they can make informed choices, set appropriate goals and plan for their dream career.
Student Support
Whole School Approach to Catering for Learner Diversity: Additional resources are put into catering for differences through enrichment and enhancement courses. Students will be streamed from S.2 onwards into two better classes and two average classes so that teachers can better cater for their needs. Enhancement and enrichment classes are offered with a stronger focus on the languages and Mathematics. The school organizes programmes for students' growth and development throughout the year.
Whole School Approach to Integrated Education: 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. The team has also obtained invaluable experience in supporting students with ADHD and ASD 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, counselling and social skills training 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. The school also conducts two to three IEP meetings with the parents over the school year to track students' progress and refine the goals if necessary. To cater for the needs of different students, teachers attend courses and seminars on supporting students with special education needs regularly.
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.; and organising activities to create an inclusive learning environment in the school.
Measures to provide adaptation for learning and assessment: 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. There are no Organised Tests in English for junior formers and instead marks will be derived from in-class writing tasks and Uniform Tests for the Organised Tests marks for English. Guiding principles and procedures have been developed and implemented to cater for the needs of every student based on their individual differences and special educational needs (SEN). These include allowances made for attendance, homework, seating and special exam arrangement. The School also provides speech therapy, arranging groups for students to enhance attention, social skills and learning abilities.

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. The Parent Volunteers Team was set up to serve the school and the community. It also establishes scholarships to students with outstanding academic results. This allows additional support to the school which is imperative for further growth.
School Ethos: We nurture healthy students by living out Christ's love through reinforcing the Five Catholic Core Values of Truth, Justice, Love, Life and Family, as well as the ten core values advocated by the EDB. The School endeavours to help students achieve value-added academic performance as it works in line with our school motto 'Ora et Labora' ; mission to glorify God with our work; and our vision to develop a well-balanced character and value systems compatible with Catholicism. Parents who enrol their children at STC are expected to enter a partnership with the school staff that is based on shared responsibility in creating in children an understanding based on mutual respect.
Future Development
School Development Plan: Please refer to the school website for the Development Plan 2021-2024.
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 are 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, 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. Hundreds of 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, visualizers and projectors to facilitate IT teaching. LED Wall and Smart Whiteboards have also been installed. 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 new STEM Coding Space is where dreams take flight as it allows for innovative STEM learning through our education programs. This provides a unique experience with the latest technologies including 3D printing, 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, 63X, 268X, 276P, K75P, K75A, B2; LRT: 610, 614, 615, 751; Public Light Bus: 32.