



聖公會曾肇添中學

S.K.H. Tsang Shiu Tim Secondary School

 6 Tak Hau Street, Wo Che Estate, Shatin, N. T.

 26975566

 26922146

 info@skhtst.edu.hk

 http://www.skhtst.edu.hk

School Mission

Based on the Christian faith, the school aims for all-round development of students in morality, wisdom, sportsmanship, social maturity, aesthetics and spirituality. Students are nurtured through their sense of belonging, commitment and services to society in the spirit of our school motto, "Wisdom, Perseverance, Health and Gregariousness".

School Information

Supervisor / Chairman of School Management Committee	Prof. Chan Ho Yin Edwin		
Principal (with Qualifications / Experiences)	Ms. Lam Mei Yee (B.A.(Hons), PGCE, MA in Asian Studies, MEd, MA in English Language Studies)		
School Type	Aided	Student Gende	Co-ed
School Motto	Wisdom, Perseverance, Health, Gregariousness		
Name of Sponsoring Body	Anglican (Hong Kong) Secondary Schools Council Limited		
Area Occupied by the School	About 4000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
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	
4Rs Mental Health Charter	-	Whole School Health Programme	Action School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment	64	
Total Number of Teachers in the School	67	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	99%	
Bachelor Degree	36%	
Master / Doctorate Degree or above	63%	
Special Education Training	52%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
5%	13%	82%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Religious Education, Putonghua, Citizenship, Economics and Society (S.1), Personal & Social Education (S.2-S.3), Life-wide Learning (S.3)
	English as the Medium of Instruction	English Language, Mathematics, Science, Computer Literacy, Geography, History, Home Economics, Music, Visual Arts, Physical Education, Design and Technology
	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 Literature, Chinese History, Citizenship and Social Development, Chinese Extensive Reading (S.4), Ethics, Ethics and Religious Studies, Integrated Arts (S.4)
	English as the medium of instruction	English Language, Mathematics, Mathematics Extended Module I & II, Economics, Business, Accounting and Financial Studies, Geography, History, Physics, Chemistry, Biology, Information and Communication Technology, Physical Education, Visual Arts, Music, English Extensive Reading (S.4)
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Religious Education, Putonghua, Personal & Social Education (S.3), Life-wide Learning (S.3), Citizenship, Economics and Society (S.1-S.2)
	English as the Medium of Instruction	English Language, Mathematics, Science, Computer Literacy, Geography, History, Home Economics, Music, Visual Arts, Physical Education, Design and Technology
	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 Literature, Chinese History, Citizenship and Social Development, Chinese Extensive Reading (S.4), Ethics, Ethics and Religious Studies, Integrated Arts (S.4)
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Module I & II, Economics, Business, Accounting and Financial Studies, Geography, History, Physics, Chemistry, Biology, Information and Communication Technology, Physical Education, Visual Arts, Music, English Extensive Reading (S.4)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$80					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	\$300 (open to application from parents for exemption)					
Other Charges / Fees	-					

Remarks

Our school provides various activities to further students' all-round development and Other Learning Experiences. Different measures are taken to ensure students' active participation. We also co-operate with other organisations to carry out programmes like leadership training, S.4 class-based voluntary services, etc.

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 2025). The admission criteria and weightings for F.1 discretionary place application are: position in EDB’ s "Rank Order List" (60%), interview performance (30%) and academic results, conduct, extra-curricular activities and service (10%) in primary school.
Orientation Activities and Healthy Life
S.1 Orientation Day and English Bridging Programme are held for S.1 students before the commencement of the school year. To create a healthy school environment, the school promotes health and environmental information through internal emails. Workshops and talks will be organised. Influenza vaccination for students and parents will be arranged.

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School Characteristics
School Management
School's Major Concerns: Please refer to school website.
School Management Organisation: Implementing school-based management, the school has different committees with a high degree of autonomy and transparency in various academic disciplines, counselling and discipline matters, extra-curricular activities, civic education and staff development.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of S.K.H. Tsang Shiu Tim Secondary School
School Green Policy: E-copies of school documents and reference materials are sent out to staff and students via online platforms as far as practicable. Our school has joined the "Green School 2.0 - Harvest Solar" Scheme conducted by the Electrical and Mechanical Services Department. A solar energy generation system with flexible mono-crystalline solar panels have been installed on the rooftop of the main building.
Learning and Teaching Plan
Whole-school Language Policy: Our school adopts English as the main medium of instruction (please refer to the subjects offered in 2024/25 and 2025/26 for details). Through the Chinese Society, the English Society, the Putonghua Society and a whole host of language enhancement activities, students' interest and proficiency in languages have greatly improved. The different reading schemes, the Reading Lounge and the Campus TV Broadcast enhance students' reading and self-directed learning abilities in languages.
Learning and Teaching Strategies: Lesson study and peer observation encompassing intensive professional exchange is a pivotal area in staff development. Teachers are also assisted in their teaching through the help of the Information Technology Committee. Students' learning is enhanced through project learning. Computer rooms are open to all students during lunch time and after school to facilitate research. The Exhibition Corner regularly displays outstanding project works. The curriculum is structured according to students' abilities and needs. Within such a framework, each academic discipline sets its own teaching goals, activities, homework policies and assessment tools in its annual plan. Through the on-going cycle of "planning", "implementation" and "evaluation", each subject fine-tunes the development of learning and teaching in the school. Enhancement of students' reading and language ability is achieved through extensive reading schemes in both English and Chinese lessons as well as the establishment of the Reading Lounge. The Reading Period in the morning has nurtured a good reading culture.
School-based Curriculum: 1. Electives: 3X. Offer 3 electives in the SS curriculum. (Visual Arts/Music as the fourth elective) 2. Curriculum highlights: "Personal and Social Education" (S.2-S.3) and Life-wide Learning (S.3) are school-based subjects in our junior form curriculum. Through varied themes or topics, junior form students are introduced to the exploration of self, society, the country, human civilisation and the material world for better preparation of their senior secondary curriculum.
Major Renewed Emphases in the School Curriculum: 1. Reading To Learn: The extensive reading schemes of both the English Language and the Chinese Language, backed up by the "Reading Lounge" as the hub of reading, foster students' reading and self-access learning skills. The Morning Reading Period also nurtures students' reading habit and enhances the reading culture in school. 2. STEAM education and Information Technology for Interactive Learning: With the grant from the Quality Education Fund, the STEM & Innovation Centre has been constructed to foster greater collaboration of different science disciplines and create a platform on which knowledge transfer boosts students' innovation. Tablets have been provided to support electronic and STEAM learning and teaching. 3. Project based learning: Through single-curricular and cross-curricular projects, our students have ample opportunities to gain wide-ranging learning experiences in different aspects, enabling them to acquire new knowledge and keep abreast of the latest developments of different subject areas. 4. Moral and Civic Education: Our students receive moral education, civic education and life education in a lesson and an assembly once a cycle. Under the Big Brothers & Big Sisters Scheme, senior form students offer peer support and care to S.1 students to help them adjust to the new learning environment. The school also encourages students to participate in external voluntary work to serve people in need by implementing a "One-Service-Each" programme for S.3 students.
Life Planning Education: Our Career and Life Planning Committee is composed of eight teachers. It plans a Career Guidance Curriculum aimed at enabling each student to plan for their future with self-set goals and on-going evaluation of their interests, abilities and life values. To help students achieve a sense of ownership of their future plans, the Committee gives general and individual guidance and counselling for students, organises career activities such as mentorship programmes, career exploration programmes the Workplace Experience Day, linking study opportunities with career choices.
Student Support
Whole School Approach to Catering for Learner Diversity: Numerous scholarships award students of good conduct, outstanding service, excellence in academic pursuits and remarkable improvement. Topping up courses of the EDB and tertiary institutes for gifted students and remedial courses for weaker students address student diversity. With funding from the Learning Support Grant of the EDB, we implement a whole-school approach to support students with special educational needs.
Whole School Approach to Integrated Education: 1. A Student Support Team comprising two school social workers, a speech therapist, an educational psychologist and a number of teachers has been formed to care for students with special educational needs. 2. One Integrated Education Assistant is employed to provide support to our students with special educational needs. 3. A Speech Therapist is employed to offer training and treatment for students with different educational needs. 4. With funding from the Learning Support Grant, courses on social skills are conducted to provide better support for our students with special needs. 5. In order to implement integrated education through a whole-school approach, teachers are given relevant training. Integrated education issues have been incorporated into our school curriculum.
Measures to Provide Adaptation for Learning and Assessment: There are two examinations (one for S.6). Students' assessment includes examinations, tests and project work.

Home-School Co-operation and School Ethos
Home-School Co-operation: Established since 2000, the Parent-Teacher Association strives to promote close home-school collaboration. Parents participate actively in various school functions. Parenting courses, Christian fellowship, workshops, interest classes and social activities such as Christmas Party and picnics are organised regularly so that parent-child and parent-teacher relationships could be strengthened.
School Ethos: The school ethos is pure and genuine. Most students are self-disciplined, well-mannered and rule-abiding. Occasional deviations from school rules are approached with both counselling and discipline support. The Student Counselling Committee has also tailored programmes to suit the needs of different levels. S.1 students are socialised into the school culture through the "Big Brothers and Big Sisters" and "Pastoral Care" Schemes.
Future Development
School Development Plan: 1. Inspire students' innovation through enlightening STEAM-related activities. 2. Foster a vibrant reading culture with enhanced cross-curricular collaboration. 3. Enable students to develop life-long learning capabilities through experiential learning.
Teacher Professional Training and Development: The focus will be to enhance teachers' expertise in integrating self-directed learning into the junior and senior secondary curriculum.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
The school has about 60 ECA clubs and School Teams encouraging students' participation in various activities for the development of their potential and leadership. To nurture students' life-long interest in sports and art, our school has launched "One-Sport-Each Scheme" for S.1 students and "One-Art-Each Scheme" for S.2 students. Volunteer work has been actively promoted to reinforce the development of social consciousnesses and to align with the senior secondary curriculum. This includes the "One-Service-Each" Scheme for S.3 students and the S.4 Class-based Community Service Project.
School Facilities
Number of Classroom(s): 30
School Facilities: The array of exceptional facilities including a covered playground with a two-storey high volleyball court, a student activity centre, a chapel and Multi-media Learning Centres fitted with the latest technology attests to the school’ s vision to provide students with a well-rounded education. Tsang Wing Hing Lecture Theatre equipped with state-of-the-art digital sound and lighting systems catering for academic lectures, artistic performances and live broadcasts of Campus TV programmes engages students in exploring their creativity. The newly-furnished STEM & Innovation Centre provides students with a good platform to unleash their potential in innovation.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
Our students gained commendable results in public examinations: Hong Kong Diploma of Secondary Education Examination (2024) 124 students sat the Hong Kong Diploma of Secondary Education Examination (2024). In all subjects on average, the percentage of students attaining Level 5 or above is 53.1%; that of Level 4 or above is 84.9% and that of Level 2 or above is 99.6%. 96.8% of our students met the general entrance requirements of UGC-funded institutions and 97.6% received JUPAS offers. Hong Kong Diploma of Secondary Education Examination (2023) 130 students sat the Hong Kong Diploma of Secondary Education Examination (2023). In all subjects on average, the percentage of students attaining Level 5 or above is 41.9%; that of Level 4 or above is 80.1% and that of Level 2 or above is 99.9%. 93.1% of our students met the general entrance requirements of UGC-funded institutions and 97.7% received JUPAS offers. Hong Kong Diploma of Secondary Education Examination (2022) 128 students sat the Hong Kong Diploma of Secondary Education Examination (2022). In all subjects on average, the percentage of students attaining Level 5 or above is 42.4%; that of Level 4 or above is 78.9% and that of Level 2 or above is 99.5%. 91.4% of our students met the general entrance requirements of UGC-funded institutions and 96% received JUPAS offers.
Direct Public Transportation to School
By Bus: 40X, 48X, 80M, 80K, 81, 81K, 83K, 85, 85K, 86, 72, 72A, 88K, 88X, 280X, 285, 798, A46 By Minibus: 810, 60K, 62K, 814