

Background

Shatin Tsung Tsin Secondary School is a government-aided, co-educational and Christian secondary school which was founded in 1985 by the Shamshuipo Church of Tsung Tsin Mission of Hong Kong. It has been rooted and has grown in the Tai Wai community dedicating itself to providing good-quality and well-rounded education for students in the Shatin District, realizing the educational ideals of our Christian faith and values.

School motto

**"And now these three remain:
faith, hope and love.**

But the greatest of these is love."

1 Corinthian 13: 13.

School missions

We guide our practices with the Christian values of Faith, Hope and Love enshrined in the school motto, and follow the example of Jesus Christ who "did not come to be served but to serve others". We believe that

Every student has dignity, every student has potential;

Every student is educable, every student can be successful.

It is our belief that each individual student should not be denied the opportunities to have a balanced development in the six domains, namely ethics, intellect, physique, social skills, aesthetics and spiritual growth. Guided by the principles of

Respect: each student does have his/her own unique identity, own abilities and values

Trust: each individual is believed to be responsible, capable of cooperative and collaborative activities

High expectations: each student is believed to be gifted one way or another, educable and able to thrive

Plentitude of opportunities: each student is given ample opportunities to tap their talents and potential, as well as experience growth

we are committed to molding a learning environment that best suits our students' needs.

Educational goals

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 knowledgeable and innovative leader having global perspectives and capable of commitments.



School aims (2012-2015)

Constructing a caring and loving campus to nurture Shatin Tsung-Tsiners who are expected to

1. possess the personality traits of Shatin Tsung-Tsiners and four other important virtues (perseverance, thanksgiving, respect and commitment)
2. enhance their various thinking skills and ability to apply these skills to solve problems encountered
3. become a servant leader



School premises

Our school was originally located on Sun Chui Estate. In Dec 2006, we submitted our application for a new school premises at the Tai Wai Maintenance Centre of the Ma On Shan Railway under the EDB's School Allocation Exercise for Re-provisioning Secondary School. After many rounds of vetting, we were informed of our success in getting a new school premises on 27th April 2007, having been acknowledged and highly acclaimed as an outstanding educational institution by the Education Bureau. In the ensuing years, frequent contacts with the EDB and the property developer concerned were conducted over the design and planning for the new school campus designed to cater for the school's development and students' needs. In mid-Aug, 2011, we made our official move to the new school site.

School achievements

- In the academic year 1998-1999, our school invited the Quality Assurance Inspection Team to conduct the Quality Assurance Inspection and received highly complimentary remarks from the Team.
- In the academic year 1999-2000, we participated in the vetting process of the 2001 Outstanding School Awards, and was awarded "the Outstanding School Award" in the domain of Management and Organization, as well as a Certificate of Merit in the domain of Support for Students and the School Ethos. We were the only school which could snap up two prizes at the same time among all kindergartens, primary, secondary and special schools in Hong Kong.
- In the academic year 2001-2002, we were successfully invited to join the Mainland Language Teacher Secondment Scheme (in which Mainland expert teachers are seconded to work alongside local school teachers on various areas such as curriculum design and collaborative lesson planning to share professional ideas and research outcomes so as to enhance the effectiveness of learning and teaching in schools) launched by the Curriculum Development Institute, moving steadfastly towards ability-based Chinese curriculum reform.
- During the same period, our school was invited by the Curriculum Development Institute to participate in the Schools' Professional Collaboration Project and became one of the twenty "Resource Schools" in Hong Kong, sharing with others in the teaching profession our quality teaching, innovative curricula, the multi-faceted strategies in nurturing students and ways of achieving excellence in management and organization.
- Also, in the period from 2001 to 2003, our school was invited by the Curriculum Development Institute to be a Seed Project school in the fields of Project-based Learning and Collaborative Planning Teaching, proactively developing and promoting quality education.
- In the academic year 2003-2004, we were again invited to join the District Teacher Network Scheme, sharing with partner schools our experience in curriculum design, teaching pedagogies as well as the fruits of our Thinking School Project.
- In the academic year 2004-2005, we were commissioned to join the School Principal Support Network, rendering peer support to other school principals and thus building up a professional interflow network.





- In the academic year 2005-2006, our school attained the Silver Award in the Hong Kong Healthy School Award Scheme administered by the CUHK. The scheme had gained the endorsement from the World Health Organization (WHO) Western Pacific Region. We also obtained a Merit award in the domain of School Social Environment.
- In the period from 2005 to 2007, our school was invited to join the School Support Partners Scheme, offering professional assistance to our partner schools in implementing the curriculum reform for Liberal Studies.
- In the period from 2005 to 2009, our school was commissioned to participate in Professional Development Schools Scheme, providing assistance to our partner schools in implementing the curriculum reform for the Chinese Language subject.
- In the academic year 2007-2008, our QEF-funded project "Thinking School Programme" was rated by the QEF vetting committee as among the best twenty QEF projects in 20 years in the previous decade and our school was one of the 6 secondary school awardees. Our school had a track record of having funds totaling HK\$5 million granted by the QEF Steering Committee for financing 17 QEF projects.
- In the school years 2008-2009 and 2012-2013, our school applied successfully to the EDB for a grant of half a million and almost as much as 1,000,000 dollars respectively under the Additional Support for EMI Schools Scheme for the purpose of creating a better English-learning atmosphere and thereby raising students' English proficiency.
- Our school achieved high value-addedness in students' academic results, based on the value-addedness studies conducted by the Education Bureau.
- Our school joined the "Cater for learner differences and enhance learning effectiveness through the implementation of 'Variation Theory' and 'Learning Study' Scheme" and promoted lesson study in Mathematics, Physics, Chemistry and Integrated Science, earning the reputation as the exemplary school in learning study by the Hong Kong Institute of Education.

Teaching and curricula

The Academic Affairs Committee was actively involved in the tasks of mapping out and coordinating various teaching and learning policies with a view to promoting quality education and diverse curricula.

Class structure

There are 5 classes at each level from S.1 to S.6.

Curricula

- The junior curricula aim at providing students with a balanced education while the senior curricula provide a great variety of elective subjects to suit students' interests and abilities.

- At junior levels (S1 to S3), there are curricula in English, English Literature, Chinese (with PTH used as the medium of instruction in some classes), Mathematics, Liberal Studies (including Thinking Skills and Project-Based Learning), Integrated Science (split into Physics, Chemistry and Biology in S.3), Technology (a combination of Computer Studies and Design and Technology), Chinese History, History, Geography, Economics (in S.3 only), Arts-in-Life (integrating Music, Visual Arts and Home Economics), Life Education, Putonghua, P.E. and Christian Education.
- The senior curricula and subject combinations are as follows:

Class	A	B	C	D	E
Core Subjects	English	English	English	English	English
	Chinese	Chinese	Chinese	Chinese	Chinese
	Liberal Studies	Liberal Studies	Liberal Studies	Liberal Studies	Liberal Studies
	Mathematics (M1/M2)	Maths	Maths	Maths	Maths
First Elective	Chemistry/ Physics/ Economics/ Chinese Literature/ Chinese History/ BAFS				
Second Elective	Physics/ Biology/ Information and Communication Technology/ History/ Chinese History/ BAFS				
Third Elective	Chemistry/ Biology/ Economics/ Geography/ Chinese Literature/ Visual Arts				
Other compulsory curricula	Life Education, P.E. & Christian Education				

Medium of instruction

English has been used as the medium of instruction since 1998 and under the fine-tuning policy of the medium of instruction for secondary schools launched in 2010, our school was permitted to continue with the use of English as the MOI in all 5 classes at junior levels. Apart from the regular use of English in the morning assemblies, hall assemblies and various ceremonies, our school offers a dazzling array of curricula and activities intended to hone students' communication skills, namely

- Summer English bridging courses and subject-based English bridging programmes are offered to assist new S1 students in adapting to the English-learning environment as soon as possible.
- English enhancement and debating courses are offered to enhance students' English-using abilities.
- English nourishment classes are provided for S1 students weaker in English
- Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours during which students are required to read English books, newspapers or magazines in the first term) and the Junior Form English Extensive Reading Award Scheme are implemented to help students develop better English reading abilities.
- Our students' encouraged participation in the Hong Kong Schools Speech Festival, the International Competitions and Assessments for Schools, external competitions in writing, public speaking, debating competitions, etc. with appropriate training as well as morning assembly sharing conducted in English so that our students' English competency can be enhanced through practices.



Teaching and learning strategies

- We have in place a widely-acclaimed practice of "Pre-Lesson Preparation" in which teachers assign preparatory work to students in advance of the next lesson so as to help students build up self-motivated learning abilities so that they are capable of self-enhancement and life-long learning.
- To hone students' thinking and knowledge-applying skills, the high-order thinking elements in curriculum content, teaching pedagogies, homework and assessments in all subjects are increasing progressively.
- We consider allowing stronger senior form students to take up the 8th subject.
- To cater for the needs of students at both ends of the ability spectrum, each department will arrange remedial and enhancement classes, as well as provide them with appropriate training for various internal and external competitions like the Hong Kong Mathematics Olympiad, the World Robot Olympiad, the International Competitions and Assessments for Schools (in English, Mathematics and Science), the Hang Lung Mathematics Awards, etc.
- To cater for students' learning needs, small-class and medium-class teaching is implemented in S1 to S3, with the class size of 2 S1 classes capped at 30 and that of 1 S2 & 1 S3 class capped at around 25.
- To raise teaching effectiveness, collaborative teaching, featuring joint effort to work out the curriculum framework, division of labour in lesson preparation, collective brainstorming and discussion, revision in teaching plans, peer / cross-curricular lesson observation, as well as reflection and evaluation, is promoted.



Student support

Student Support Committee was set up to coordinate work and activities related to religious affairs, student counseling, discipline, career and guidance, extra-curricular activities, the students' union, student affairs and home-school cooperation, in the hope of helping students build up good characters alongside correct value judgment and unearthing their talents and potential in various aspects. In alignment with the NSS, the Committee also provides many opportunities for OLEs that are meant to facilitate students' all-round development.

Life education

- A life education camp for all S.1 students, with all small groups and programmes led by some 20 teachers, is usually held in October to help build up stronger teacher-student ties and to communicate across to students what the school stands for.
- A life education course is provided for S1 to S6 classes with form teachers and students engaged in discussion over various topics in the four domains covering personal healthy lifestyle, social life, civic duty / national identity and career planning, with a view to letting students reflect upon themselves and shaping their value judgment.
- Teachers are to impart their life experiences regarding how to develop and realize various life ideals through sharing in the morning assemblies and Messages to Shatin Tsung-Tsiners, so as to convey positive life perspectives.
- Since 2001, our school has been a party to the Integrated Education Scheme initiated by the EDB, providing opportunities for students to learn to deliver Christ's love and acceptance, to respect individual differences and to be more attentive to others' needs.



Religious activities

- Christian Education is offered in all forms. To further allow students to get to learn more about our Christian faith in their daily campus life as much as to develop a proper view towards life, there are in place evangelistic activities such as bible/gospel and faith sharing in the morning assemblies, together with after-school/lunch-time activities like the yearly Gospel Week, the monthly lunch gathering, lunch-time broadcast or hymns sharing, Gospel Camp for graduate classes and juniors, the Evangelistic Sports Program, bible/nurturing cell groups, etc. Bible scripts guiding students' reflection upon the meaning of life and faith will be displayed prominently to enhance the austere of our Christian faith on campus.
- The Sun Chui Tsung Tsin Church holds regular fellowship meetings on campus. Under this church-school partnership model, the pastors will actively support the on-campus evangelistic work and always pray for the school, teachers and students, with many of them eventually becoming church members.



Nurturing student leaders

- The Students' Union aims at enhancing the student leaders' ability to achieve high level of autonomy and self-government. Since its inception in 1992, its birth has been the result of running cabinets elected by the entire student body on the principle of universal suffrage (one student one vote).
- There are six houses each with a house captain (running candidates will be elected by their house members on the principle of universal suffrage) and house committee members. Through a broad spectrum of inter-house competitions and activities, students' leadership ability can be groomed and cross-level interflow be reinforced.
- The School Management and Development Student Council has been set up to allow students to express opinions or initiate activities regarding the school's environment and the environmental education (students are invited to take a leading role in designing the green policy and environmental education within the school), thus providing students with precious opportunities to develop their abilities in policy analysis, discussion and leadership skills and laying a good foundation for students' participation in the school management in the long run.
- In handling the affairs and finances of the Students' Union, the Prefect Team, the 6 houses, various interest groups, school teams and class associations, students are given more policy-making power so as to fine-tune their leadership skills and implant in them a greater sense of accountability, setting a good foundation for their becoming future leaders. Student representatives are involved in tuck shop management, school uniform design, campus buildup, revision on school rules and student welfare so that their ability to manage and organize can be groomed.
- Two levels of leadership training courses, the elementary level (30 hours) and the advanced level (36 hours), covering such areas as meeting routines, finance management, activity organization, communication and social skills, problem-solving skills, conflict management, team building, qualities of a leader, etc. are held in conjunction with external professional bodies to offer appropriate training for students serving as prefects, ex-co members of the students' union, house captains, class association members as well as interest group committee members to unearth their potential and help them contribute in various positions of responsibility according to their different talents in moving towards successful completion of the assigned tasks.



Student activities

- To encourage students to make good use of their spare time, to develop areas of interest and to exert their full potential, some thirty school teams as well as some thirty interest groups are offered to involve students actively in extra-curricular activities. Those school teams and interest groups cover domains ranging from music, visual arts, sports, dancing, drama, public speaking (English, Cantonese & Putonghua), debating (English and Cantonese), Mathematics, science subjects, interest, services, etc.
- Under the One-student-one-art/sport Scheme (meant to create a better aesthetic aura), it is compulsory for each S1 student to take up one musical instrument and sustain its learning for one year, while students are required to have persistent participation in one sport/art-related activity for one year either in S.2. or S.3. As for S.4 students, they need to carry on with one art activity. This policy is in accord with the objectives specified in the OLE element under the New Secondary School System and is capable of inspiring and nurturing students' multi-talents. Our STSS Variety Show (held in an external town hall) is a performance platform for the display of students' various talents in music, dancing, drama, public speaking, etc. as much as a platform for sharing with their parents the fruits of their effort.
- With regard to musical activities, students are offered upwards of 20 different musical instrument classes. There are also senior and junior form choirs and orchestras. Our school is the only school in the Shatin district that possesses 4 school orchestras (Chinese Orchestra, String Orchestra, School Band and Symphonic Orchestra)



- In respect of Art activities, there are interest groups about photography, pottery, ceramics, comics, calligraphy, painting, sketching, drawing, handicrafts, and regular visual arts training classes. Students can also develop and exert their talents through involvement in the School Dancing Team, the Drama Team and the English Drama Team.
- Concerning sports activities, there are school teams in such sports as tracks and fields, long distance running, badminton, basketball, football, handball, table tennis, volleyball, netball, swimming, etc. Students can exert their sport talents and develop perseverance and team spirit through tough training.
- Academically, the Chinese, English, Science, Mathematics, Humanities departments never cease encouraging students to take part in a broad range of external and internal activities, courses, competitions and assessments in such areas as speeches, debating, writing, and public speaking. Other competitions or courses include Olympiad (Mathematics, Robot, Physics, Chemistry, Informatics), Hang Lung Mathematics Awards, courses offered by the Hong Kong Academy for Gifted Education, IGCSE training courses for gifted students, the International Competitions and Assessments for Schools, Company Programme (held by the HSBC), etc. Appropriate training will be offered by teachers according to students' needs.

- As for community services, the Ching Tsung Elderly Academy was set up in cooperation with the YWCA to let students contribute to society through participation in local community services. In addition, students were arranged to provide voluntary services (like running English or reading activities) in poor regions and join study tours on the mainland. It is hoped that through serving others, students can reflect upon the meaning of life, show care for their motherland, have their global perspectives expanded, acquire a deeper understanding of the country and thus identify more with their national identity.



Student guidance

- In response to the school's understanding of the changes, bewilderment and pressure that teenagers may face in the growth process, the School Social Workers and counseling teachers are deployed to help students resolve their puzzles and grow healthily and happily.
- The Peer Mentoring Scheme is in place to allow senior form students serving as student counselors to assist S1 students in adapting to a new learning environment through their own growth experience.
- Educational psychology services have recently been introduced to have school-based educational psychologists conduct assessments and carry out follow-up work for those students in need.
- Teachers are specifically assigned to follow up with the needs of students enrolled under the Integrated Education Scheme and students with specific learning difficulties in reading and writing, hold meetings discussing with parents, teachers, educational psychologists or relevant experts how to help those students settle more comfortably in the school life with better learning outcomes. Remedial work would also be arranged after school, time and venue arrangement for school exams adjusted and contact with the HKEAA over special exam arrangement made to meet the special needs of those students.
- A series of career-planning activities are run in the classrooms to help juniors plan for their further studies and future career. Career Expo is held to have parents or alumni share with students various workplace situations and inform them of the job entry requirements. Students will also be arranged to join career-related activities, like the Work Experience Scheme and visits to various businesses and institutes that help students deepen their understanding of various learning and career paths and make early preparation.



Discipline

- Our school's discipline work is just as preventative as curative. To nurture in students the good quality of being self-disciplined, we formulated the Student Performance Indicators and Disciplinary Measures for Irregularities or Misconduct that spell out the standard of behavior expected of our students. Various discipline awards (both individual and class-based) are set up to provide commendation for students' display of good self-discipline and good characters.
- The Prefect Team is arranged to hone students' leadership skills in assisting teachers in maintaining discipline. Available also is discipline training meant to reinforce the rule-abiding spirit.
- The New Identity Scheme is implemented to help errant students reflect on their own behavior through services by providing them with a chance to bear the consequences of one's behavior and to turn over a new leaf.

Home-school cooperation

- Our school sees home-school cooperation as important. The Principal and the Vice-principals will attend the monthly general meeting of the Parent-Teacher Association for exchanges of ideas, allowing parents to have a better understanding of the school's missions and policies and thus jointly creating an aura conducive to the kids' healthy growth and effective learning.
- The PTA is active in promoting parental education through organizing parental seminars on different themes to deepen parents' understanding of their kids' learning and growth needs and thus offer support as they see fit.



- The PTA arranges parent-kid activities such as picnics, culinary classes to forge better parent-kid communication. The school and all families in need will be remembered through prayer meetings held at lunch time by the PTA.
- The PTA will assist parents in setting up a mutual support system to provide a platform for exchanging ideas and sharing.
- The PTA sets aside funds for the establishment of various scholarships to give due recognition to students with excellent academic and athletic performance. Besides, it would also set up funds to subsidize the school's move to improve student welfare and facilities.

Professional development for teachers

- The Staff Development Committee organizes a variety of activities intended to facilitate professional interflows among teachers and thus enhance the teaching and learning effectiveness in step with the times.
- Mentorship Scheme is in place to enhance new teachers' professional development through help from more experienced teachers from the same department in teaching, paper setting, marking, etc.
- A two-way formative appraisal system for our teaching staff, along with an appraisal mechanism in which students provide feedback on teachers' teaching practices, is in place to allow teachers to reflect upon their own teaching practices through feedback from both their peers and the students.



Learning subsidies

- The school offers the following subsidies to those students whose families are in financial difficulty:
 1. the Hong Kong Jockey Club Life-Wide Learning Fund
 2. School-based After-School Learning and Support Programmes
 3. Student Activity Subsidies
 4. Financial Assistance for affiliated schools of the Shamshuipo Church of Tsung Tsin Mission of Hong Kong
 5. Yans Educational Fund
 6. an educational fund donated by an alumnus
- Our past experience shows that those students concerned are likely to apply successfully for the captioned subsidies (full or half) for participation in school activities and courses.

School facilities

- a total of 35 standard classrooms fitted with sufficient number of lockers for each student to store materials.
- air-conditioned classrooms with each equipped with an overhead projector, a computer and a visualizer to better the learning environment.
- 5 rooms for small-class teaching, a Physics laboratory, a Chemistry laboratory, a Biology laboratory, an Integrated Science laboratory, a Geography room, a language laboratory (with 42 workstations), a computer and robotics room (with 42 workstations), a computer-aided learning room (with 42 workstations), an Arts Technology room (with 21 iMac computers), a music room, a Visual Arts room and a Home Economics room, all designed to provide students with necessary equipment for different disciplines.



- a large assembly hall capable of accommodating 1100 persons, a mini-hall having a capacity for 360 people, and a 100-person lecture room (which is on the drawing board) fitted with proper air-conditioning, sound units as well as information technology systems will be in place to allow large-scale activities or seminars to take place.



- a library with over 100 seats and a rich collection of books of various genres for students to develop self-access learning and good reading habits.
- a student activity room, a music practice room and a performing arts room, offering students appropriate training and practicing grounds for musical instruments, various forms of speaking (solo/public/verse), dancing and drama.
- 3 basketball courts (that can also be used as a mini football pitch and a handball pitch), 2 volleyball courts (that can also be used as a netball court), 2 50-meter running tracks covered with EDPM materials (multi-purpose, seamless floor coverings resisting vibration) designed to protect students against abrasion or bone fractures. Besides, there are a table-tennis zone, a fitness room (for seniors as well as school team members) and 2 badminton courts (inside the School Hall). Our school offers school team members and all other students enough activity and training venues for better physique and fitness.
- a rooftop garden, an orchid, a vegetable-growing area, a backyard as well as an ecological fish pond and a greenhouse (which are on the drawing board) for students to take decent breaks, appreciate the nature and enjoy the fun of having hands-on experience in sowing and ploughing. Apart from the existing recycling bins, other environmentally-friendly facilities such as an electricity generation system using renewable energy are under construction.
- a Students' Union office, a Prefect room, and a joint-house office for the six houses for student leaders to hold meetings and organize activities, paving the way for the development of autonomy of the student body.
- a study room opened after school and during school holidays, rendering students an ideal study environment.
- a lift, and a wheel-chair friendly washroom and other special facilities for teachers or students with special needs.

