



2025-2026 ...
校務計劃書

ANNUAL SCHOOL PLAN



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SHATIN TSUNG TSIN SECONDARY SCHOOL

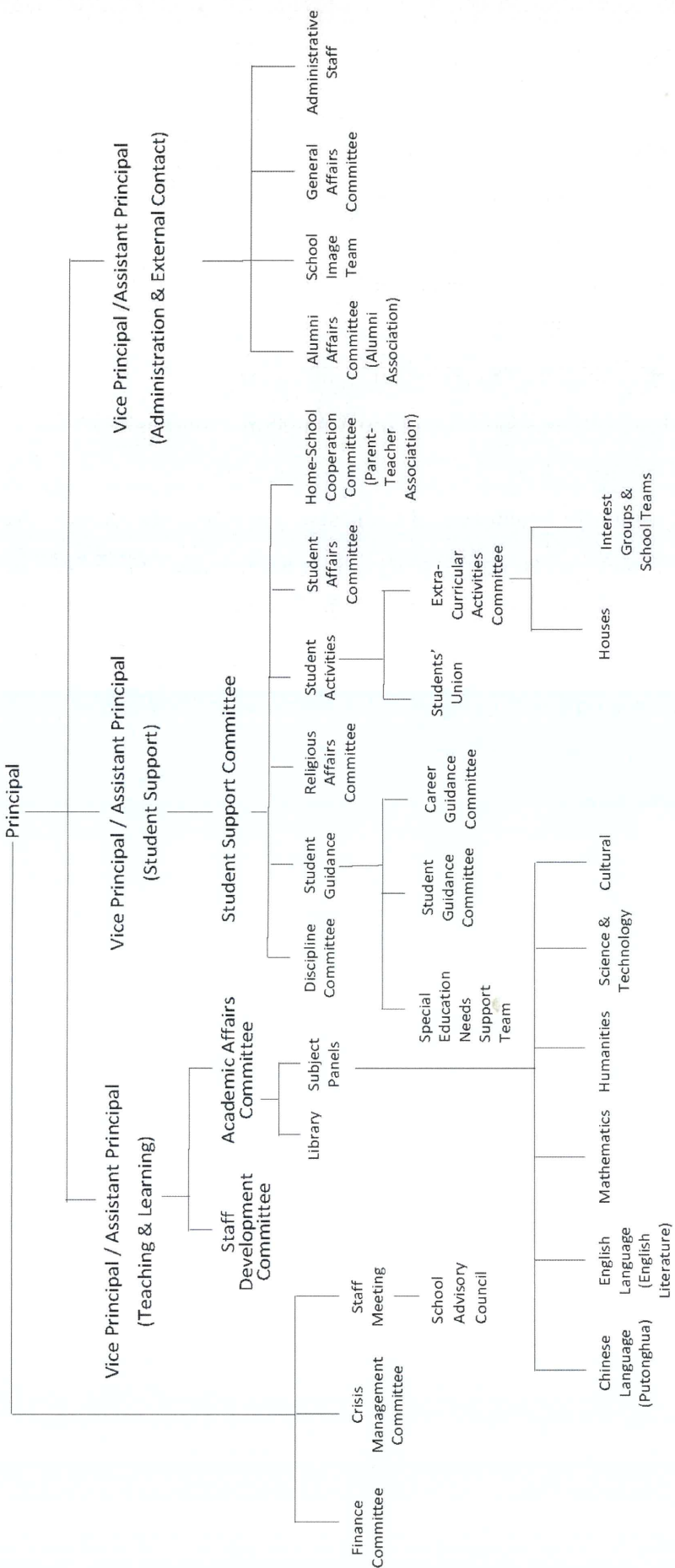
Organization Chart

School Advisory Council

IMC

Supervisor

Principal



SHATIN TSUNG TSIN SECONDARY SCHOOL
Administrative Duties List 2025 - 2026

- I. School Advisory Council
Chairperson : Ms. Leung Kit Yin
Members : Mr. Leung Kin San
Mr. Lo Chun Ming
Ms. Wong Hoi Lee
Ms. Wong Kai Sze
Mr. Chan Kwok Hung
Ms. Chow Po Yi
Mr. Fok Wang Chung
Ms. Luk Wai Kiu
Mr. Tan Sin Pat
4 Representatives from teachers
Hon. Secretary : Ms. Suen Yee Hang
- II. Crisis Management Committee
Chairperson : Ms. Leung Kit Yin
Members : Mr. Leung Kin San
Mr. Lo Chun Ming
Ms. Wong Hoi Lee
Ms. Wong Kai Sze
- III. Academic Duties
Adviser : Ms. Leung Kit Yin
Prefect of Studies : Mr. Leung Kin San
Ms. Wong Hoi Lee
Deputy Prefect of Studies : Ms. Tsang Hoi Yee
Members : Ms. Chan Yuen Kok
Mr. Cheung Ka Wei
Mr. Man Ho Fai
Mr. Ng Hung Fung
Mr. Wu Yan Ha
Mr. Yu Mu Hau
- Administration
Person-in-charge : Ms. Wong Hoi Lee
Members : Mr. Man Ho Fai
Mr. Yu Mu Hau
Ms. Hung Suet Kan (Assistant)
Ms. Lam Yee Ting (Assistant)
Mr. Sin Chung Pan (Assistant)
- Admission & Ceremony
Person-in-charge : Ms. Chan Yuen Kok
Members : Mr. Man Ho Fai
Mr. Wu Yan Ha
- Teaching & Learning
Person-in-charge : Ms. Tsang Hoi Yee
Members : Mr. Cheung Ka Wei
Mr. Ng Hung Fung
Mr. Wu Yan Ha
Mr. Yu Mu Hau
- Subject Convenors
Chinese Language and Putonghua : Mr. Ng Hung Fung (Assistant)
Ms. Wong Ka Man (Assistant)
English Language : Ms. Tsang Hoi Yee
Ms. Tsang Wan Mei (Assistant)
- Mathematics : Mr. Leung Kin San
Humanities Subjects : Mr. Wu Yan Ha
Chinese History : Mr. Lee Wai Kok
Christian Education : Mr. Choi Wai Man

- | | | |
|---------------------------------------|---|----------------------------|
| Citizenship and Social | : | Mr. Wu Yan Ha |
| Development/Citizenship, | : | Mr. Man Ho Fai (Assistant) |
| Economics and Society/General Studies | | |
| Economics and BAFS | : | Mr. Hung Fan Cho |
| Geography | : | Ms. Cheng Ka Fung |
| History | : | Mr. Fok Wang Chung |
| Science & Technology Subjects | : | Mr. Yu Mu Hau |
| Biology | : | Ms. Chan Fung Yi |
| Chemistry | : | Mr. Cheung Ho Wun |
| Physics | : | Mr. Choi Sin Sum |
| Science | : | Mr. Chan Kwok Hung |
| Technology | : | Ms. Wong Hoi Lee |
| Cultural Subjects | : | Mr. Chan Kwong Man |
| Arts-in-life | : | Ms. Chan Yuen Kok |
| Physical Education | : | Mr. Chan Kwong Man |
| Visual Arts | : | Ms. Chan Ka Yi |
- IV. Student Support Committee
- | | | |
|------------------|---|----------------------|
| Adviser : | : | Ms. Leung Kit Yin |
| Chairperson | : | Ms. Wong Kai Sze |
| Vice-chairperson | : | Mr. Lo Chun Ming |
| Members | : | Mr. Chan Kwok Hung |
| | | Ms. Cheung Cheuk Nga |
| | | Ms. Chow Po Yi |
| | | Mr. Fok Wang Chung |
| | | Ms. Luk Wai Kiu |
| | | Mr. Tan Sin Pat |
| Working Group | : | Ms. Leung Sai Ming |
| | | Mr. Loy Kang San |
- V. Discipline
- | | | |
|----------------------|---|--------------------------------|
| Discipline Committee | | |
| Discipline Master | : | Mr. Chan Kwok Hung |
| Vice-chairpersons | : | Mr. Ho Chun Him (Prefect Team) |
| | | Ms. Tsang Wan Mei |
| Members | : | Mr. Choi Sin Sum |
| | | Ms. Chung So Sum |
| | | Ms. Chung Tsz Ying |
| | | Mr. Kwong Kwok Kiu |
| | | Mr. Lau Chung Kwong |
| | | Ms. Wong Bo Wah |
- VI. Religious Activities
- | | | |
|-----------------------------|---|--|
| Religious Affairs Committee | | |
| Chairperson | : | Ms. Luk Wai Kiu |
| Vice-chairperson | : | Mr. Lo Chun Ming |
| Members | : | Ms. Kwok Ching Yi |
| | | Mr. Lin Jesse |
| | | Mr. Wan King Him |
| | | Mr. Wong Yu Hang |
| | | Mr. Yip Mong Yeung |
| Christian Fellowship | | |
| Chairperson | : | Ms. Luk Wai Kiu |
| Members | : | Ms. Kwok Ching Yi |
| | | Mr. Lo Chun Ming |
| | | Mr. Lin Jesse |
| | | Mr. Wan King Him |
| | | Mr. Wong Yu Hang |
| | | Mr. Yip Mong Yeung |
| | | Pastor Shum Yee Ling (Sun Chui Church) |
- VII. Student Guidance
- | | | |
|---------------------------|--|--|
| Career Guidance Committee | | |
|---------------------------|--|--|

Career Mistress : Ms. Wong Kai Sze
 Vice-chairperson : Ms. Lau Chin Wai
 Members : Mr. Chow Ho Chi
 Ms. Iu Man Sze
 Ms. Ng Sheung Ling
 Ms. Poon Yiu Yan
 Ms. Woo Lok Yan

Student Guidance Committee
 Advisor : Ms. Leung Kit Yin
 Mr. Lo Chun Ming
 Chairperson : Ms. Chow Po Yi
 Vice-chairperson : Ms. Cheng Ka Fung
 Members : Ms. Chan Ka Yi
 Ms. Fung Hiu Ching
 Ms. Lai Tsz Kwan
 Ms. Ng Cheuk Ting

Special Education Needs Support Team
 Chairperson : Ms. Au Yeung Hoi Ming (SENCO)
 Members : Ms. Cheuk Chi Yan
 Mr. Choi Wai Man
 Mr. Lai Hau Kin
 Ms. Yip Kei Yau

Professionals & Supporting Staff
 Person-in-charge : Ms. Leung Kit Yin
 Educational Psychologist : Dr. Wong Nok Fung
 School Social Worker : Ms. Cheng Hiu Yan (Y.W.C.A)
 Mr. Lau Ka Chun (Y.W.C.A)
 Speech Therapist : Ms. Tong Ka Hei
 Student Counsellor : Mr. Law Chun Chung

VIII. Student Activities

Students' Union
 Chairperson : Mr. Fok Wang Chung
 Members : Mr. Ho Chun Long
 Ms. Lee Shuk Yi
 Ms. Yip Yee Ling

Extra-curricular Activities Committee
 Chairperson : Mr. Fok Wang Chung
 Vice-Chairperson : Mr. Chan Kwong Man
 Members : Mr. Cheung Ho Wun
 Mr. Kwok Yu Hang
 Mr. Lai Chun Ming
 Ms. Leung Sik Yu
 Advisory Basis : House Advisers
 Interest Group Advisers

A. School House

1. Abdon House
 Adviser : Ms. Chow Po Yi
2. Caleb House
 Adviser : Ms. Lau Chin Wai
3. Deborah House
 Adviser : Ms. Wong Ka Man
4. Elon House
 Adviser : Ms. Tsang Hoi Yee
5. Joshua House
 Adviser : Mr. Lee Wai Kok
6. Samuel House
 Adviser : Mr. Lau Chung Kwong

B. Interest-group

- a) Arts
1. Ceramic Throwing Club : Ms. Poon Yiu Yan / External Tutor
 2. Chinese Calligraphy and Painting Club : Ms. Chan Ka Yi / External Tutor
 3. Computer Drawing Club : Ms. Chan Ka Yi / External Tutor
 4. Hand-building Pottery Club : Ms. Poon Yiu Yan / External Tutor
 5. Leather Craft Club : Ms. Chan Ka Yi / External Tutor
 6. Photography Club : Ms. Poon Yiu Yan / External Tutor
- b) Sports
7. Long Distance Running Club : Mr. Chan Kwong Man
- c) Music Class (Arts)
8. Music Class - Viola : Ms. Chan Yuen Kok / External Tutor
 9. Music Class - Cello : Ms. Chan Yuen Kok / External Tutor
 10. Music Class - Double Bass : Ms. Chan Yuen Kok / External Tutor
 11. Music Class - Piccolo : Ms. Chan Yuen Kok / External Tutor
 12. Music Class - Flute : Ms. Chan Yuen Kok / External Tutor
 13. Music Class - Clarinet : Ms. Chan Yuen Kok / External Tutor
 14. Music Class - Oboe : Ms. Chan Yuen Kok / External Tutor
 15. Music Class - Bassoon : Ms. Chan Yuen Kok / External Tutor
 16. Music Class - Trumpet : Ms. Chan Yuen Kok / External Tutor
 17. Music Class - Trombone : Ms. Chan Yuen Kok / External Tutor
 18. Music Class - Cornet : Ms. Chan Yuen Kok / External Tutor
 19. Music Class - French Horn : Ms. Chan Yuen Kok / External Tutor
 20. Music Class - Euphonium : Ms. Chan Yuen Kok / External Tutor
 21. Music Class - Tuba : Ms. Chan Yuen Kok / External Tutor
 22. Music Class - Tenor Saxophone : Ms. Chan Yuen Kok / External Tutor
 23. Music Class - Western Percussion : Ms. Chan Yuen Kok / External Tutor
 24. Music Class - Chinese Percussion : Ms. Chan Yuen Kok / External Tutor
 25. Music Class - Erhu : Ms. Chan Yuen Kok / External Tutor
 26. Music Class - Ruan : Ms. Chan Yuen Kok / External Tutor
 27. Music Class - Liu Ye Gin : Ms. Chan Yuen Kok / External Tutor
 28. Music Class - Di : Ms. Chan Yuen Kok / External Tutor
 29. Music Class - Yanqin : Ms. Chan Yuen Kok / External Tutor
 30. Music Class - Pipa : Ms. Chan Yuen Kok / External Tutor
 31. Music Class - Sheng : Ms. Chan Yuen Kok / External Tutor
 32. Music Class - Suo-na : Ms. Chan Yuen Kok / External Tutor
- d) Service
33. Red Cross Youth Unit : Ms. Chan Ka Man / Mr. Hung Fan Cho/
Ms. Lam Hau Yu

C. School Team

- a) Academic
1. Chinese Recital Group : Mr. Ng Hung Fung (also as the coordinator) /
Ms. Fung Hiu Ching / Ms. Leung Sai Ming
 2. Putonghua Recital Group : Mr. Ng Hung Fung (Coordinator)
Ms. Kwok Ching Yi / Ms. Leung Suk Yee
 3. English Recital Group : Ms. Wong Bo Wah (also as the coordinator) /
Ms. Cheuk Chi Yan / Ms. Iu Man Sze/
Ms. Ng Sheung Ling / Ms. Rochelle Jane Martin
Ms. Tsang Wan Mei / Ms. Woo Lok Yan
 4. English Debate Team : Mr. Chow Ho Chi / External Tutor
 5. Chinese Debate Team : Ms. Lam Hau Yu / External Tutor
 6. Mathematics School Team (Senior) : Mr. Lai Chun Ming
 7. Mathematics School Team (Junior) : Mr. Lai Chun Ming
- b) Arts
8. School Choir (Senior) : Ms. Chan Yuen Kok / External Tutor
 9. School Choir (Junior) : Ms. Chan Yuen Kok / External Tutor
 10. Chinese Orchestra : Ms. Chan Yuen Kok / External Tutor
 11. School Band : Ms. Chan Yuen Kok / External Tutor
 12. School Symphony Orchestra : Ms. Chan Yuen Kok / External Tutor
 13. School Dancing Team : Ms. Hung Suet Kan / External Tutor
 14. School Drama Team : Mr. Chan Chun Tung / External Tutor

15. Visual Arts School Team (Junior) : Ms. Chan Ka Yi / Ms. Poon Yiu Yan / External Tutor
- c) Sports
16. Archery Team : Mr. Chan Kwong Man / External Tutor
17. Athletic Team (Boys) : Ms. Leung Sik Yu / External Tutor
- Athletic Team (Girls) : Ms. Leung Sik Yu / External Tutor
18. Badminton Team (Boys) : Ms. Leung Sik Yu / External Tutor
- Badminton Team (Girls) : Ms. Leung Sik Yu / External Tutor
19. Basketball Team (Boys) : Mr. Chan Kwong Man / External Tutor
- Basketball Team (Girls) : Mr. Chan Kwong Man / External Tutor
20. Bowling Team : Mr. Ho Chun Him / External Tutor
21. Football Team (Boys) : Mr. Fok Wang Chung / External Tutor
- Football Team (Girls) : Mr. Chan Kwong Man / External Tutor
22. Handball Team (Boys) : Mr. Kwok Yu Hang / External Tutor
- Handball Team (Girls) : Ms. Liu Hoi Lam / External Tutor
23. Table Tennis Team (Boys) : Mr. Kwok Yu Hang / External Tutor
- Table Tennis Team (Girls) : Mr. Kwok Yu Hang / External Tutor
24. Volleyball Team (Boys) : Mr. Kwok Yu Hang / External Tutor
- Volleyball Team (Girls) : Ms. Leung Sik Yu / External Tutor
- d) Others
25. Bridge Team : Mr. Loy Kang San / External Tutor
- IX. Student Affairs Committee
- Chairperson : Ms. Cheung Cheuk Nga
- Member : Ms. Leung Suk Yee
- X. Home-School Cooperation Committee
- Chairperson : Mr. Tan Sin Pat
- Members : Ms. Chan Ka Man
- Mr. Hung Fan Cho
- Ms. Cheung Miu Yee (Publications)
- XI. Alumni Affairs Committee
- Chairperson : Mr. Lee Wai Kok
- Members : Ms. Wong Ka Man
- Mr. Yu Mu Hau
- XII. Staff Development Committee
- Chairperson : Ms. Chan Fung Yi
- Member : Ms. Chan Ka Yi
- XIII. General Affairs Committee
- Advisor : Mr. Chan Kwong Man
- Manager of General Affairs : Mr. Tan Sin Pat
- Members : Ms. Lam Hau Yu
- Ms. Fan Wing Shan
- Ms. Hung Suet Kan (Equipment)
- Ms. Lam Yee Ting (Equipment)
- Mr. Sin Chung Pan (Equipment)
- Mr. Cheung Ka Kit (TSS)
- Janitors
- XIV. Finance Committee
- Chairperson : Ms. Leung Kit Yin
- Members : Mr. Leung Kin San
- Mr. Lo Chun Ming
- Ms. Wong Hoi Lee
- Ms. Wong Kai Sze
- Ms. Tang Siu Ling
- XV. Tuck Shop Management Team
- Person-in-charge : Ms. Cheung Cheuk Nga
- Members : Mr. Tan Sin Pat
- Ms. Suen Yee Hang
- XVI. School Image Team

Adviser	:	Ms. Leung Kit Yin
Person-in-charge	:	Ms. Chan Yuen Kok
XVII. Administrative Staff		
Person-in-charge	:	Ms. Leung Kit Yin
School Executive Officer	:	Ms. Suen Yee Hang (also as TRR Coordinator)
Clerks in Office	:	Ms. Chiu Siu Wai
		Ms. Fan Wing Shan (Facilities Officer)
		Mr. Leung Chung Nam (Library Assistant)
		Ms. Leung Fung Kuen
		Ms. Tang Siu Ling (Accounting Clerk)
		Ms. Yiu Yuk Ming (Office Coordinator)
Administrative Assistants	:	Mr. Chan Tsz Chun (Cashier)
		Mr. Chak Yu Hang
		Ms. Liu Hoi Lam
		Ms. Wong Ka Wai
IT Technician	:	Mr. Cheung Ka Kit
XVIII. Laboratory Staff		
Laboratory Technicians	:	Ms. Hung Suet Kan (coordinator) (Biology, Science and Technology)
		Ms. Lam Yee Ting (Chemistry, Science)
		Mr. Sin Chung Pan (Physics, STEM)
XIX. Chinese Secretary		
English Secretary	:	Mr. Ng Hung Fung / Ms. Wong Ka Man
	:	Ms. Rochelle Jane Martin / Ms. Tsang Hoi Yee
XX. Miscellaneous		
Person-in-charge of Films / Photos	:	Mr. Sin Chung Pan
Person-in-charge of Photo-taking	:	Ms. Lam Yee Ting
Person-in-charge of Video-recording	:	Ms. Hung Suet Kan

SHATIN TSUNG TSIN SECONDARY SCHOOL
Teaching-time Allocation Table 2025-2026

LEVEL	1	2	3	4A	4B	4C	4D	4E	4F	5A	5B	5C	5D	5E	6A	6B	6C	6D	6E
NO. OF CLASSES SUBJECT	6	6	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CHINESE	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8
CHINESE LITERATURE				6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
PUTONGHUA	1	1																	
ENGLISH	9	8	8	8	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9
ENGLISH LITERATURE	1	1	1																
MATHEMATICS	7	7	7	6	6	6	6	6	6	8	7	7	7	7	6	6	6	6	6
MATHEMATICS (M2)					5*	5*	5*	5*	5*		5*	5*	5*	5*		5*	5*	5*	5*
SCIENCE	4																		
TECHNOLOGY / ICT	2	2	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
PHYSICS		1	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
CHEMISTRY		2	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
BIOLOGY		2	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
STEM	1																		
CHINESE HISTORY	2	2	2	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
HISTORY	2	2	1.8	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
ECONOMICS			1	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
BAFS			0.4	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
GEOGRAPHY	2	2	1.8	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
CES / CSD / GS	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
VISUAL ARTS				6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
P.E. (HKDSE ELECTIVE SUBJECT)				6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*	6*
P.E.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
ARTS-IN-LIFE	4	3	4																
C.E.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
LEARNIVERSE		2		2	2	2	2	2	2										
FORM TEACHER PERIOD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL (EACH CLASS)	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48
GRAND TOTAL	288	288	288	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48

SCHOOL CALENDAR FOR 2025-2026

2025-2026 年度校曆表

	S	M	T	W	T	F	S	
Sep								1/9 i. 開學禮 Thanksgiving Service & Commencement Ceremony ii. 處理班務 Managing class affairs
		1	2	3/1a	4/b	5/c	6	2/9 i. 中一及中二體藝課外活動政策簡介及樂器示範 Briefing on ECA policy (art and sports) and musical instrument demonstration for S1 and S2 ii. 處理班務 Managing class affairs iii. 學生領袖就職禮 Inauguration Ceremony of Student Leaders
								3/9 中一及中二紀律簡介會 Briefing on school rules and student conduct for S1 and S2
								3/9-12/9 休整時間表 Lightened timetable
								4/9-5/9 社員大會 General House Meeting
	7	8/d	9/e	10/f	11/2a	12/b	13	8/9 體育校隊會議 School Sports Team Meeting
	14	15/c	16/d	17/e	18/f	19/3a	20	15/9 常規時間表開始 Commencement of normal timetable
								15/9-22/9 社際籃球比賽 Inter-House Basketball Competition
	21	22/b	23/c	24/d	25/e	26/f	27	21/9 深水埗崇真堂教育主日 Education Sunday Service of Shamshuipo Tsung Tsin Church
								25/9-27/9 中一生命教育營 S1 Life Education Camp
Oct								26/9 中四生活日營 S4 Day Camp
	28	29/4a	30/b					
				1	2/c	3/d	4	1/10 國慶日假期 National Day
								3/10 興趣小組活動開始 Commencement of interest group activities
								4/10 家長教師日 Parent-Teacher Day
	5	6	7	8/e	9/f	10/5a	11	6/10 特別假期 Special holiday
								7/10 中秋節翌日假期 The day following Mid-Autumn Festival
	12	13/b	14/c	15/d	16/e	17/f	18	
	19	20/6a	21/b	22/c	23/d	24/e	25	23/10-31/10 福音週 Gospel Week
								24/10 流感疫苗注射 Influenza Vaccination
Nov								26/10 新翠崇真堂教育主日 Education Sunday Service of Sun Chui Tsung Tsin Church
	26	27/f	28/7a	29	30/b	31/c		29/10 重陽節假期 Chung Yeung Festival
								31/10 學生購買冬季校服及毛衣 Purchasing winter uniform and sweater
							1	1/11 中一考試講座 S1 Examination Preparation Talk
	2	3/d	4/e	5/f	6	7	8	6/11 旅行日 School Picnic
								7/11 特別假期 Special holiday
	9	10/8a	11/b	12/c	13/d	14/e	15	
	16	17/f	18/9a	19/b	20/c	21/d	22	21/11 上學期課外活動最後活動日 (中一至中五) Last day of extra-curricular activities in the First Term (S1 to S5)
	23	24/e	25/f	26/10a	27/b	28/c	29	24/11 須更換冬季校服 Compulsory change to winter uniform
								28/11 畢業班拍照 Graduation class photo taking session
	30							

SCHOOL CALENDAR FOR 2025-2026

2025-2026 年度校曆表

	S	M	T	W	T	F	S	
Dec		1/d	2/e	3/f	4/11a	5/b	6	2/12 中三至中五同學家中預備考試 Study leave for S3 to S5
								3/12-18/12 中三至中五考試 First Exam for S3 to S5
	7	8	9/c	10/d	11/e	12/f	13	8/12 選舉日翌日假期 The day following Election Day
								9/12-18/12 中一、中二考試 First Exam for S1 and S2
	14	15/12a	16/b	17/c	18/d	19	20	19/12 聖誕崇拜及聯歡 Christmas Service & Celebration
	21	22	23	24	25	26	27	22/12-1/1 聖誕節及新年假期 Christmas & New Year Holiday
	28	29	30	31				
Jan					1	2	3	1/1 小六升中講座 Talk for Prospective S1 Students
								2/1 教師活動日 Teacher Activity Day
	4	5	6	7	8/e	9/f	10	5/1-6/1 運動會 Sports Day
								7/1 特別假期 Special holiday
	11	12/13a	13/b	14/c	15/d	16/e	17	16/1 中六預備考試 Study leave for S6
	18	19/f	20/14a	21/b	22/c	23/d	24	19/1-6/2 中六畢業試 S6 Mock Exam
	25	26/e	27/f	28/15a	29/b	30/c	31	29/1-30/1 輔導日 Counselling Day
								31/1 家長日 Parents' Day
Feb	1	2	3/d	4/e	5/f	6/16a	7	2/2 教師活動日 Teacher Activity Day
								9/2-13/2 中六核對試卷 Paper-checking days for S6
	8	9/b	10/c	11/d	12/e	13/f	14	11/2 長跑日 Long Distance Running Day
								13/2 中六最後上課日 Last school day for S6
	15	16	17	18	19	20	21	16/2-24/2 農曆年假期 Lunar New Year Holiday
	22	23	24	25/17a	26/b	27/c	28	
Mar	1	2/d	3/e	4/f	5/18a	6/b	7	7/3 校友日 Alumni Homecoming Day
								12/3-24/3 中三課外活動暫停 Suspension of extra-curricular activities for S3
	8	9/c	10/d	11/e	12/f	13/19a	14	13/3 派發中六成績表 (初稿) Distribution of S6 report cards (draft)
								16/3 教師活動日 Teacher Activity Day
	15	16	17/b	18/c	19/d	20/e	21	17/3-25/3 中三統一測驗 Uniform Test for S3
								19/3-24/3 中一、中二課外活動暫停 Suspension of extra-curricular activities for S1 and S2
								23/3 中一、中二預備統一測驗 Study leave for S1 and S2
	22	23/f	24/20a	25/b	26/c	27/d	28	24/3-25/3 中一、中二統一測驗 Uniform Test for S1 and S2
								25/3 非畢業班拍照 Non-graduating class photo taking session
	29	30/e	31/f					26/3-1/4 初中班際籃球比賽 Junior Form Inter-class Basketball Competition

SCHOOL CALENDAR FOR 2025-2026

2025-2026 年度校曆表

	S	M	T	W	T	F	S	
Apr				1/21a	2	3	4	1/4-2/4 初中福音營 Junior form Gospel Camp
								2/4-14/4 復活節假期 Easter Holiday
	5	6	7	8	9	10	11	6/4 清明節翌日假期 The day following Ching Ming Festival
	12	13	14	15/b	16/c	17/d	18	
	19	20/e	21/f	22/22a	23/b	24/c	25	20/4 須更換夏季校服 Compulsory change to summer uniform
	26	27/d	28/e	29/f	30/23a			24/4 派發統一測驗成績表 (於午間閱讀時間派發) Distribution of U.T. student report cards (during the reading period)
May						1	2	28/4-29/4 中三全港性系統評估口試 S3 T.S.A. (Oral Exam)
								1/5 勞動節假期 Labour Day
	3	4/b	5/c	6/d	7/e	8/f	9	4/5 中三級全港性系統評估口試後補日 Fallback date for S3 T.S.A. (Oral Exam)
	10	11/24a	12/b	13/c	14/d	15/e	16	15/5 i. 下學期課外活動完結 (中一至中五) Last day of extra-curricular activities in the Second Term (S1 to S5) ii. 派發中六成績表 (正本) Delivery of report cards to S6 (True copy)
	17	18/f	19/25a	20/b	21/c	22/d	23	
	24	25	26/e	27/f	28/26a	29/b	30	25/5 佛誕節假期 Buddha's Birthday
Jun	31							
		1/c	2/d	3/e	4/f	5/27a	6	1/6-5/6 休整時間表 Lightened timetable
	7	8/b	9/c	10	11	12	13	8/6-23/6 中三至中五級期終考試 Final Exam for S3 to S5
								10/6-23/6 中一至中二級期終考試 Final Exam for S1 and S2
	14	15	16	17	18	19	20	17/6-18/6 中三級全港性系統評估 S3 T.S.A.
								19/6 端午節假期 Tuen Ng Festival
Jun	21	22	23	24	25	26	27	24/6 中三級全港性系統評估後備日 Fallback day for S3 T.S.A.
								25/6-26/6 i. 核對試卷 Paper-checking day ii. 社員大會 General House Meeting
	28	29	30					

SCHOOL CALENDAR FOR 2025-2026

2025-2026 年度校曆表

	S	M	T	W	T	F	S	
Jul								1/7 香港特別行政區成立紀念日 HKSAR Establishment Day
				1	2	3	4	i. 學生會答問大會 Students' Union Consultation Forum ii. 派發中三至中五成績表初稿 Distribution of draft report cards to S3 to S5 iii. 課外活動頒獎禮 Prize-giving Ceremony (Extra-curricular Activities)
								3/7 中三升中四講座 Talk for Prospective S4 Students
								i. 畢業禮 Speech Day ii. 香港中學文憑試放榜前講座 Talk on the Preparation of the Release of HKDSE Results
	5	6	7	8	9	10	11	7/7 學生會日 Students' Union Day
								10/7 i. 結業禮及派發成績表 Thanksgiving Service & End-of-Term Ceremony and distribution of student report cards ii. 舊生拍照 Current student photo taking session
	12	13	14	15	16	17	18	13/7-21/7 中四補考 S4 Supplementary Exam
								13/7-24/7 中五 (2026/27 中六) 學生補課 Supplementary lessons for S5 students (2026/27 S6)
								13/7-31/8 暑假 Summer Holidays
	19	20	21	22	23	24	25	15/7 香港中學文憑考試放榜 HKDSE Result Release Day
	26	27	28	29	30	31		24/7 教科書領取日 Distribution of textbooks
Aug							1	
	2	3	4	5	6	7	8	3/8-14/8 中四 (2026/27 中五) 學生補課 Supplementary lessons for S4 students (2026/27 S5)
	9	10	11	12	13	14	15	17/8-27/8 中六學科測驗 S6 Term Test
	16	17	18	19	20	21	22	22/8 i. 中一迎新日 S1 Orientation Day ii. 新生拍照 New student photo taking session
	23	24	25	26	27	28	29	
	30	31						

備註 (Remarks)

○ 學生假期 (Holiday for students)

○ 學校假期 (School holiday)

△ 特別上課日 (Special day)

SHATIN TSUNG TSIN SECONDARY SCHOOL

SCHOOL MISSION

Each Shatin Tsung-Tsiner can acquire the five 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 being willing to commit in this knowledge-based society

SCHOOL MOTTO

“And now these three remain: faith, hope and love. But the greatest of these is love.”

(1 Corinthians 13:13).

SCHOOL AIMS

After a lot of deliberation and consultation, the School Advisory Council has established the school development direction for the academic years 2025-2028

During 2025/26 to 2027/28, our school aims are:

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
3. To promote service learning and service activities

To achieve the goals, all departments and committees will enact a 3-year plan through consultation and cooperation. The plan will also be subject to annual review so as to maximize the benefits accrued to the students.

Shatin Tsung Tsin Secondary School
School Development Plan (2025/26 - 2027/28)

Major Concern	Intended Outcomes / Targets	Strategies / Tasks	Time Scale		
			25/26	26/27	27/28
1. To promote cross-curricular learning using e-learning strategies	- To utilize various e-learning tools and platforms to foster deeper connections between different subject areas, enabling students to actively participate and integrate knowledge across disciplines - To further enhance students' motivation for learning and develop students' interdisciplinary problem-solving skills and/or self-regulated learning abilities	1.1 Equipping teachers with the skills to implement e-learning and cross-curricular strategies	✓	✓	✓
		1.2 Provision of necessary e-learning hardware and software required for cross-curricular learning	✓	✓	✓
		1.3 Establishing collaboration teams of teachers from different subjects to co-develop lesson plans and activities	✓	✓	✓
		1.4 Utilizing different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years	✓	✓	✓
		1.5 Cross-curricular collaborative teaching which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	✓	✓	✓
		1.6 Lesson observation within subject panels	✓	✓	✓
		1.7 Sharing across subject panels (open class focusing on cross-curricular learning)	✓	✓	✓
		1.8 Lesson observation conducted by the Principal, Assistant-principals, Prefects of Studies and/or panel heads	✓	✓	✓
		1.9 Reviewing the lesson observation form to incorporate indicators that assess students' proficiency in interdisciplinary understanding	✓		
		2.1 Revising the curriculum of Life Education lessons to align it with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB i. Restructuring the curriculum of Life Education lessons	✓	✓	✓
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote	To construct a curriculum and a series of activities that help students				

the priority values and attitudes recommended by the EDB	develop the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB	ii. Enriching the curriculum of Life Education lessons			
To assist students in embodying the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB for their personal growth		2.2 Enriching the activities organized by committees to align them with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	✓	✓	✓
		i. Refining the activities run by different committees ii. Diversifying the activities run by different committees	✓	✓	✓
		2.3 Enhancing the sharing topics during morning assemblies and in the “Message to Shatin Tsung-Tsiners” to align them with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	✓	✓	✓
		i. Reorganizing the sharing topics during morning assemblies and in the “Message to Shatin Tsung-Tsiners” ii. Expanding the sharing topics during morning assemblies and in the “Message to Shatin Tsung-Tsiners”	✓	✓	✓
		2.4 Conducting class building activities in alignment with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	✓	✓	✓
		i. Providing materials to support class teachers running the Monday morning assembly ii. Modifying the funding approach to better support the running of class building activities	✓	✓	✓
		2.5 Providing opportunities for students to demonstrate their traits as Shatin Tsung-Tsiners	✓	✓	✓
		i. Engaging students in writing the “Message to Shatin Tsung-Tsiners” ii. Involving student leaders in morning assembly sharing iii. Encouraging the Chairperson of the Class Association to initiate class building activities	✓	✓	✓
		2.6 Ensuring the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB are incorporated into the curriculum and subject activities	✓	✓	✓
		2.7 Organizing parent activities to help parents foster the traits of Shatin Tsung-Tsiners in their children	✓	✓	✓
		2.8 Reflecting elements embody the traits of Shatin Tsung-Tsiners in various areas of the campus	✓	✓	✓

3. To promote service learning and service activities	● To nurture students' empathy and compassion through sustained community service experiences	3.1 Fostering various stakeholders' interest in service activities through morning assembly sharing, exhibitions, publications, and other events that showcase students' community service and cross-border service experiences	✓	✓	✓
		3.2 Enriching the curricula of Life Education and LearniVerse to better prepare students for service activities	✓	✓	
	● To develop students' sense of social responsibility and commitment to serving others	3.3 Incorporating service components into existing school curricula and programmes		✓	✓
		3.4 Organizing service activities for students across different levels	✓	✓	✓
	● To broaden students' global perspective and understanding of diverse community needs	3.5 Arranging cross-border service trips to provide students with global service experiences	✓	✓	✓
		3.6 Implementing "Serving Beyond Borders" - Scholarship for Community Service to support students' participation in service trips organized by the school and external organizations	✓	✓	✓

SHATIN TSUNG TSIN SECONDARY SCHOOL
ANNUAL SCHOOL PLAN (2025/26)

Major Concern 1: To promote cross-curricular learning using e-learning strategies

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
- To utilize various e-learning tools and platforms to foster deeper connections between different subject areas, enabling students to actively participate and integrate knowledge across disciplines - To further enhance students' motivation for learning and develop students' interdisciplinary problem-solving skills and/or self-regulated learning abilities	1.1 Equipping teachers with the skills to implement e-learning and cross-curricular strategies	8/2025-6/2026	More than 65% of the teachers consider the content useful	Teacher survey conducted by the Academic Affairs Committee	Staff Development Committee	Financial support if speakers are invited
	1.2 Provision of necessary e-learning hardware and software required for cross-curricular learning	8/2025-6/2026	More than 65% of the teachers consider the hardware and software being enhanced	Teacher survey conducted by the Academic Affairs Committee	Academic Affairs Committee	Financial support
	1.3 Establishing collaboration teams of teachers from different subjects to co-develop lesson plans and activities	8/2025	More than 65% of the teachers involved in the collaboration consider their experience and knowledge being enhanced	Teacher survey conducted by the Academic Affairs Committee	Academic Affairs Committee	N.A.
	1.4 Utilizing different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years	8/2025-6/2026	i. At least one level of students is involved. At least 65% of the students involved recognize deeper connections between different subject areas. ii. At least one double period is completed by each participating team of subjects iii. At least 25% of teachers are involved	● Recorded in the minutes of different subject panels ● Student survey conducted by the Academic Affairs Committee	All subjects, Academic Affairs Committee	N.A.

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	1.5 Cross-curricular collaborative teaching which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	9/2025-6/2026	i. At least one subject from each KLA develops cross-curricular lessons using e-learning tools. ii. More than 65% of the teachers and students involved agree that cross-curricular learning can help students integrate knowledge across disciplines iii. At least one cross-KLA activity is conducted	- Recorded in the minutes of different subject panels - Teacher and student surveys conducted by the Academic Affairs Committee	All subjects	N.A.
	1.6 Lesson observation within subject panels	9/2025-6/2026	At least one time	Recorded in the minutes of different subject panels	All subjects	N.A.
	1.7 Sharing across subject panels (open class focusing on cross-curricular learning)	9/2025-5/2026	- About one-third of the panels have arranged a relevant open class - More than 65% of the teachers involved agree that cross-curricular learning can help students integrate knowledge across disciplines	- Recorded in the minutes of the Academic Affairs Committee - Teacher survey conducted by the Academic Affairs Committee	All subjects	N.A.
	1.8 Lesson observation conducted by the Principal, Assistant-principals, Prefects of Studies and/or panel heads	9/2025-6/2026	More than 65% of the lessons observed demonstrate connections made between different disciplines	Debriefing after each lesson observation	Principal, Assistant-principals, Prefects of Studies and/or panel heads	N.A.

Intended outcomes	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	1.9 Reviewing the lesson observation form to incorporate indicators that assess students' proficiency in interdisciplinary understanding	8/2025	Revised lesson observation form is finalized and adopted at the beginning of the academic year.	Recorded in the minutes of the Academic Affairs Committee	Academic Affairs Committee	N.A.

Major Concern 2: To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by EDB

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
- To construct a curriculum and activities that help students develop the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB - To assist students in embodying the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB for their personal growth	2.1 Revising the curriculum of Life Education lessons to align it with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB - Restructuring the curriculum of Life Education lessons - Enriching the curriculum of Life Education lessons	9/2025-8/2026	Reviews are conducted in accordance with a new framework (Remark 1)	Recorded in the minutes of the responsible committees	Student Support Committee, Student Guidance Committee, Career Guidance Committee	Financial support (speakers, enrollment, materials, equipment, etc)
	2.2 Enriching the activities organized by committees to align them with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB - Refining the activities run by different committees - Diversifying the activities run by different committees	9/2025-8/2026	Reviews are conducted in accordance with a new framework (Remark 1)	Recorded in the minutes of the responsible committees / units	Student Support Committee and its affiliated committees / units	Financial support (speakers, enrollment, materials, equipment, etc)

2.3	Enhancing the sharing topics during morning assemblies and in the “Message to Shatin Tsung-Tsiners” to align them with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB i. Reorganizing the sharing topics during morning assemblies and in the “Message to Shatin Tsung-Tsiners” ii. Expanding the sharing topics during morning assemblies and in the “Message to Shatin Tsung-Tsiners”	9/2025-8/2026	Reviews are conducted in accordance with a new framework (Remark 2)	Recorded in the minutes of the responsible committees	Student Support Committee, Student Guidance Committee	N.A.
2.4	Conducting class building activities in alignment with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB i. Providing materials to support class teachers running the Monday morning assembly ii. Modifying the funding approach to better support the running of class building activities	9/2025-6/2026	i. At least two relevant lesson plans / materials are provided for each form. At least 65% of the class teachers consider these lesson plans / materials beneficial for advocating the relevant values and personality traits ii. The funding approach is revised. At least 65% of the class teachers consider the funding beneficial for advocating the relevant values and	Teacher survey conducted by the Student Support Committee	Student Support Committee and its affiliated committees / units	Financial support for the STTSS Class Building Fund

	2.5 Providing opportunities for students to demonstrate their traits as Shatin Tsung-Tsiners	9/2025-7/2026	personality traits i. At least 10% of the "Message to Shatin Tsung-Tsiners" are written by students. At least 65% of these student writers consider the experience beneficial for demonstrating their traits as Shatin Tsung-Tsiners ii. At least 10 student leaders share in the morning assembly. At least 65% of these student leaders consider the experience beneficial for demonstrating their traits as Shatin Tsung-Tsiners iii. One class building activity (except School Picnic and Christmas Celebration) is organized by the Chairperson of the Class Association for each senior form class. At least 65% of the chairpersons consider the experience beneficial for demonstrating their traits as Shatin Tsung-Tsiners	Student survey conducted by the Student Support Committee	Student Support Committee and its affiliated committees / units	Financial support to subsidize class building activities
	2.6 Ensuring the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the	9/2025-12/2025	Reviews are conducted in accordance with a new framework (Remark 1)	Recorded in the minutes of all subjects	Student Support Committee, Academic Affairs Committee	N.A.

	EDB are incorporated into the curriculum and subject activities						
	2.7 Organizing parent activities to help parents foster the traits of Shatin Tsung-Tsiners in their children	10/2025-5/2026	At least one relevant parent talk is organized. At least 65% of the participating parents consider the experience beneficial for fostering their children's relevant personality traits	Parent survey conducted by the Home-School Cooperation Committee	Home-School Cooperation Committee and Parent and Teacher Association	Home-School Co-operation Grants issued by the EDB	

Major Concern 3: To promote service learning and service activities

Intended Outcomes	Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
- To nurture students' empathy and compassion through sustained community service experiences - To develop students' sense of social responsibility and commitment to serving others - To broaden students' global perspective and	3.1 Fostering various stakeholders' interest in service activities through morning assembly sharing, exhibitions, publications, and other events that showcase students' community service and cross-border service experiences	9/2025-6/2026	At least 3 sharing sessions/exhibitions are organized annually	Recorded in the minutes of relevant committees	Student Support Committee and its affiliated committees/units	Financial support to cover relevant expenses
	3.2 Enriching the curricula of Life Education and LearnVerse to better prepare students for service activities	9/2025-6/2026	More than 65% of the students consider the lessons better prepare them for service activities	Student survey conducted by the Student Guidance Committee and Academic Affairs Committee	Student Guidance Committee and Academic Affairs Committee	N.A.
To broaden students' global perspective and	3.4 Organizing service activities for students across different levels	9/2025-8/2026	More than 65% of the participants find that the activities have enhanced their sense of	Recorded in the minutes of the Student Guidance	Student Guidance committee	Financial support to cover relevant expenses

understanding of diverse community needs	3.5 Arranging cross-border service trips to provide students with global service experiences	9/2025-8/2026	social responsibility At least one cross-border service trip, involving 15 or more student participants, is organized annually	committee Recorded in the minutes of relevant committees	Student Support Committee and its affiliated committees/units	Financial support to cover the trip costs for escorting staff members
	3.6 Implementing "Serving Beyond Borders" - Scholarship for Community Service to support students' participation in service trips organized by the school and external organizations	9/2025-8/2026	At least 5 students receive scholarship support and complete their service activities	Recorded in the minutes of the Student Support Committee	Student Support Committee	Financial support from the "Serving Beyond Borders" Scholarship

SHATIN TSUNG TSIN SECONDARY SCHOOL
ACADEMIC AFFAIRS COMMITTEE
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To address the school's major concerns
2. To raise learning and teaching effectiveness

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, highly disciplined, cooperative and display potential for further improvement.
- b. Self-financed small-class teaching is in place to strengthen learning and teaching effectiveness by promoting peer and teacher-student interaction and providing timely feedback on assignments.
- c. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them achieve their learning goals.
- d. Learning activities, assignments, project learning and assessments are designed to foster students' acquisition and application of knowledge and generic skills.
- e. The school has a wide range of measures to cater for learners' diversity, including the enhancement classes for high achievers, remedial classes for the less-able students, tailored teaching materials, etc.

2. Weaknesses

- a. Some students either lack the initiative or the confidence needed for learning.
- b. Teachers' workload is heavy. This makes teachers physically and psychologically tired.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
3. To advance teachers' professional knowledge and promote exchange among teaching professionals
4. To review committee policies to meet students' needs arising from changes in the education environment
5. To reflect the effectiveness of teaching and learning

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Provision of necessary hardware and software required for cross-curricular learning	1	√	√	√
2	Application of different e-learning tools and platforms to enhance cross-curricular learning depending on each panel's choice i. Levels of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons	1	√	√	√

	incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years				
3	Review of the lesson observation form to incorporate indicators that assess students' proficiency in interdisciplinary understanding	1	√		
4	Cross-curricular collaborative teaching within the subject panel focusing on i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1,3	√	√	√
5	Lesson observation within subject panels	1,3	√	√	√
6	Sharing across subject panels (Open Class focusing on cross-curricular learning)	1,3	√	√	√
7	Lesson observation conducted by the Principal/ Assistant-principal/ Prefect of Studies/ Panel Head	1,3	√	√	√
8	Review of the student questionnaire to incorporate the main indicators that assess students' proficiency in interdisciplinary understanding for subjects' reference	1,4	√		
9	Purchase of student library books to align with the school's major focus areas	2	√	√	√
10	Incorporation of elements of other major concerns into some subject content	2	√		
11	Review of the student policy to make it align with the school's major concerns	2,4	√	√	√
12	Provision of internal school examination results	5	√	√	√
13	Review of HKDSE examination results	5	√	√	√

V. EVALUATION

1. Documentation
 - a. Record of Tasks 1,3,6,7,8,9,11 and 13 in AAC meeting minutes
 - b. Record of Tasks 2,4,5,6,10,12 and 13 in meeting minutes of subject panels
2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to promote cross-curricular learning using e-learning strategies (Task 2,4,5,6)
3. Student survey to collect students' opinions on the effectiveness of cross-curricular learning in order to enhance learning and teaching effectiveness (Task 2)

VI. TEAM MEMBERS

Leung Kit Yin (Adviser)
 Leung Kin San (Chairperson)
 Wong Hoi Lee (Chairperson)
 Tsang Hoi Yee (Vice-chairperson)
 Chan Yuen Kok

Cheung Ka Wei
 Man Ho Fai
 Ng Hung Fung
 Wu Yan Ha
 Yu Mu Hau

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT SUPPORT COMMITTEE
THREE-YEAR PLAN (2025-2028)

I. AIMS

To promote students' growth and to actualize the school's major concerns that are related to student support

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Chairpersons of relevant committees are willing to express their opinions.
- b. Once consensus is reached, the aforesaid chairpersons are cooperative and supportive of the school's development.
- c. The school places due emphasis on student support and development. A clear direction, valuable advice and sufficient resources have been provided for further development.
- d. Teachers care about the personal development of students and they are willing to spend time nurturing the students despite their heavy teaching workload.

2. Weaknesses

- a. Teachers' workload and pressure are getting heavier. This in turn reduces the time spent on counseling work.
- b. Students are deeply and greatly affected by the values and messages prevailing in the social ethos and mass media which makes our moral education more difficult.

III. OBJECTIVES

1. To implement strategies to nurture the students the personality traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB
2. To implement strategies so as to help teachers to nurture the students' personality traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB
3. To coordinate and monitor the work of relevant committees so as to actualize the school's major concerns that are related to student support
4. To implement necessary strategies to promote students' personal development

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Revising the curriculum of Life Education lessons to ensure alignment with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	1,2,3,4	√	√	√
2	Ensuring the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB are incorporated into the curriculum and subject activities	1,2,3,4	√		
3	Enriching the curricula of Life Education and Learniverse to better prepare students for service activities	1,2,3,4	√	√	
4	Conducting class building activities that are in alignment with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	1,2,4	√	√	√

5	Enriching the activities organized by various committees to ensure alignment with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	1,3,4	√	√	√
6	Enhancing the sharing topics during morning assemblies and in the “Message to Shatin Tsung-Tsiners” to ensure alignment with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	1,3,4	√	√	√
7	Providing opportunities for students to demonstrate their traits as Shatin Tsung-Tsiners	1,3,4	√	√	√
8	Organizing service activities for students across different levels	1,3,4	√	√	√
9	Arranging cross-border service trips to provide students with global service experiences	1,3,4	√	√	√
10	Implementation of the "Serving Beyond Borders" - Scholarship for Community Service to support students' participation in service trips organized by the school and external organizations	1,4	√	√	√
11	Fostering various stakeholders' interest in service activities through morning assembly sharing, exhibitions, publications, and other events that showcase students' community service and cross-border service experiences	1,4	√	√	√
12	Organizing parent activities to help parents foster the traits of Shatin Tsung-Tsiners in their children	4	√	√	√
13	Reflecting elements that embody the traits of Shatin Tsung-Tsiners in various areas of the campus	4		√	√

V. EVALUATION

1. A survey to collect students' opinions on the effectiveness of various strategies related to student support (Task 3,4,7,8,9,10)
2. Collecting teachers' opinions on the effectiveness of various strategies related to student support at the end of each school year (Task 3,4,7,8,9,10)
3. Record of the above tasks in the minutes of staff meeting, different committee meetings or class teacher meeting (Task 1-14)
4. Evaluating the effectiveness of activities through counting the activities and participants (Task 4,7, 9,10,12,13)

VI. TEAM MEMBERS

Wong Kai Sze (Chairperson)
Lo Chun Ming (Vice-chairperson)
Chan Kwok Hung
Cheung Cheuk Nga
Chow Po Yi

Fok Wang Chung
Luk Wai Kiu
Tan Sin Pat
Leung Sai Ming (Working group member)
Loy Kang San (Working group member)

**SHATIN TSUNG TSIN SECONDARY SCHOOL
DISCIPLINE COMMITTEE
THREE-YEAR PLAN (2025-2028)**

I. AIMS

1. To address the school's major concerns related to student support
2. To help students develop the personality traits of Shatin Tsung-Tsiners
3. To help students learn from their mistakes

II. SITUATIONAL ANALYSIS

1. Strengths
 - a. Most students are gentle, kind-hearted and are willing to follow teachers' instructions.
 - b. Most students are capable of obeying the school rules.
 - c. Committee members attach great importance to the communication and cooperation with parents.
 - d. Committee members are energetic and cooperative.
 - e. The Principal, Vice-principals, Assistant Principals and other teachers are supportive and always give us their prompt advice and assistance.
2. Weaknesses
 - a. Some students are less self-disciplined.
 - b. Some students commit minor offences owing to their absent-mindedness, overdependence or immaturity.
 - c. It is difficult to get full support from some parents who may either neglect their children or are over-protective.
 - d. The values and behaviors encountered by students in society, like being self-centered, willful and materialistic, contradict the values promoted by the school. Students find it difficult to resist these negative influences.

III. OBJECTIVES

1. To help students apply the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB in personal growth
2. To incorporate elements of positive education into committee work to promote the well-beings of students
3. To provide assistance to students or teachers to help them deal with discipline matters or class building
4. To widen students' horizon by enriching their exposure to different growth and life experiences

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Review of the existing discipline programmes to incorporate the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB	1	√		
2	Preparation of the materials to support class teachers to run the Monday assembly	1	√		
3	Review of the school regulations	1	√	√	√
4	Conducting the Strive-for-Improvement Class	1	√	√	√

5	Setting up various awards to give students recognition and classes recognition for their good conduct and performance	1,2	√	√	√
6	Implementing the New Identity Scheme	1,2	√	√	√
7	Implementing Junior Secondary Discipline Training or other discipline training programmes focusing on the traits of ShatinTsun-Tsiners as well as the priority values and attitudes recommended by the EDB	1,2,3	√	√	√
8	Forming and training the prefect team to assist teachers in keeping order	1,3	√	√	√
9	Provision of updated and useful discipline information about the students to class teachers so that they can understand the students better and provide suitable care	1,3	√	√	√
10	Attending class teacher meetings and provide advice to class teachers so that they can handle the class discipline cases and conduct class building	1,3	√	√	√
11	Discussing class misbehavior and ways of improvement with the class teacher	1,3	√	√	√
12	Implementing a 'three-step' approach for handling disciplinary cases: i. understanding without blaming ii. guiding students to fix problems iii. encouraging students to reflect on the issue	2	√	√	√
13	Arranging various activities for the prefect team to enhance their personal exploration and team spirit	4	√	√	√

V. EVALUATION

1. Reporting the progress of the tasks in the Discipline Committee meeting (Tasks 1 to 3, 9)
2. Conducting a survey at the end of the academic year to collect students' opinion on the modified school regulations and the approach for handling disciplinary cases (Tasks 3,12)
3. Conducting a survey at the end of the academic year to collect teachers' opinions on the effectiveness of the work of the Discipline Committee (Tasks 4 to 7, 9 to 11)
4. Conducting a teacher survey and an internal evaluation at the end of the term of service to assess the performance of the Prefect Team (Tasks 8,13)

VI. TEAM MEMBERS

Chan Kwok Hung (Chairperson)
 Ho Chun Him (Vice-chairperson)
 Tsang Wan Mei (Vice-chairperson)
 Choi Sin Sum
 Chung So Sum
 Chung Tsz Ying
 Kwong Kwok Kiu
 Lau Chung Kwong
 Wong Bo Wah

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT GUIDANCE COMMITTEE
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To address the school's major concerns related to student support
2. To equip students with the personality traits of Shatin Tsung-Tsiners and encourage students to explore their potential
3. To cultivate students' sense of belonging to the school and improve teacher-student relationships

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The Committee has a clear target and direction.
- b. All members in the Committee are committed to fostering the growth of teenagers. They are dedicated to enhancing themselves through ongoing professional development.
- c. The Committee systematically organizes the resources for Life Education lessons.
- d. Students are compassionate and receptive. Under teachers' guidance, they are eager to engage in self-improvement.
- e. The school supports the activities of the Committee.
- f. Through various guidance programmes, case conferences and the year plan, teachers can understand the work of the Committee thoroughly so they can provide support for the work of the Committee.
- g. The social workers in our school are experienced, willing to serve and helpful.
- h. The Committee frequently contacts some external organizations so as to get more resources to implement counselling activities.
- i. The EDB and NGOs have provided the school with numerous valuable resources.
- j. Guidance Activity Rooms are available for activities within the school.

2. Weaknesses

- a. The members of the Committee have a heavy workload and are under severe stress. Besides handling student cases, the Committee is also responsible for conducting Life Education which involves a lot of work.
- b. The leadership skills of students in organizing activities need to be improved.
- c. The work of the Committee has been made difficult because of the social culture and individual students' backgrounds.

III. OBJECTIVES

1. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
2. To equip students with stress-management skills
3. To cultivate students' sense of belonging to the school and improve teacher-student relationships
4. To promote service learning and service activities to cultivate students' character development, enhance their community engagement, and expand their global perspective
5. To provide resources and assistance to teachers in nurturing students

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Encouraging students to set up personal goals and class goals	1	√	√	√
2	Coordinating morning sharing sessions to promote values education and nurture personality traits	1	√	√	√
3	Review of the Committee's programs to incorporate the personality traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB	1	√		
4	Replenishing the resources bank for values education and life education	1,2,5	√		√
5	Coordinating "Messages to Shatin Tsung-Tsiners" to promote values education and nurture personality traits	1,3	√	√	√
6	Organizing the Counselling Days to promote understanding between teachers and students	1,3	√	√	√
7	Provision of theme-related activities for respective forms of students	1,3,4	√	√	√
8	Organizing voluntary service activities and cross-border voluntary service trips	1,4	√	√	√
9	Equipping students with stress-management skills through morning sharing and Life Education lessons	2	√	√	√
10	Conducting surveys on students' stress for early identification of students in need	2	√	√	√
11	Developing clinical psychological service / counselling support service	2		√	√
12	Forming student sharing and growth groups	2,3	√	√	√

V. EVALUATION

1. Record of Tasks 1 to 12 in meeting minutes of Student Guidance Committee
2. Teacher survey to collect teachers' opinions on the effectiveness of tasks (Tasks 1,2, 4,5,6)
3. Student survey to collect students' opinions on the effectiveness of tasks (Tasks 1,2,5,6,7,8,9,12)

VI. TEAM MEMBERS

Chow Po Yi (Chairperson)
 Cheng Ka Fung (Vice-Chairperson)
 Chan Ka Yi
 Fung Hiu Ching
 Lai Tsz Kwan
 Ng Cheuk Ting
 Cheng Hiu Yan (School Social Worker)
 Lau Ka Chun (School Social Worker)

**SHATIN TSUNG TSIN SECONDARY SCHOOL
SPECIAL EDUCATION NEEDS SUPPORT TEAM
THREE-YEAR PLAN (2025-2028)**

I. AIMS

1. To address the school's major concerns that are related to student support
2. Help students develop the personality traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB for their personal growth
3. Implement the "Whole-School Approach" to provide SEN students with comprehensive support to alleviate learning and adaptation difficulties

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers are concerned about the growth of teenagers. They are willing to improve themselves through further education so that they can help with students' personal growth.
- b. Students are kind-hearted and receptive. Under teachers' guidance, they are willing to improve themselves.
- c. The school supports the work of the Team. For example, hiring a student counselor.
- d. The educational psychologist, speech therapist and social workers in our school are experienced, willing to serve and helpful.
- e. The EDB and NGOs have provided the school with numerous valuable resources, and the Team frequently contacts some external organizations to obtain additional resources for implementing counselling activities.

2. Weaknesses

- a. The members of the Team have a heavy workload and are under severe stress.
- b. The number and complexity of students with SEN is increasing.
- c. The work of the Team has been made difficult because of the social culture and individual students' backgrounds.
- d. Parental support for children with SEN is limited.
- e. Learning Support Grant is limited and cannot provide comprehensive and targeted support to all SEN students.

III. OBJECTIVES

1. To enrich the activities to align students with the personality traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB for their personal growth
2. To provide resources and assistance to teachers and parents in nurturing SEN students
3. To promote integrated education

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Organizing various forms of activities to help students develop the personality traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB	1	√	√	√
2	Provision of material to support class teachers running the Monday morning	1, 3	√		

	assembly				
3	Developing school-based speech therapy service to strengthen collaboration between speech therapist and teachers	2,3		√	√
4	Enhancing the school-based support services of educational psychologists to provide teaching and learning support strategies	2,3		√	√
5	Identifying students' abilities and interests, and promoting differentiated instruction in general classrooms through various activities to support high-ability students and provide opportunities for them to realize their potential	2,3			√
6	Equipping parents with skills to educate children with SEN	2	√	√	
7	Encouraging and arranging teachers to receive training	2	√		√

V. EVALUATION

1. Record of Tasks 1, 2, 3,4,5,6 and 7 in SEN Support Team meeting minutes
2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to strengthen collaboration between teachers and professionals to assist SEN students in adapting to their learning and social needs (Task 2,3,4,5)
3. Collecting participants' feedback on the activities through a questionnaire (Task 1,6)

VI. TEAM MEMBERS

Au Yeung Hoi Ming (SENCO)
 Choi Wai Man (SENST)
 Lai Hau Kin (SENST)
 Cheuk Chi Yan
 Yip Kei Yau
 Wong Nok Fung (Educational Psychologist)
 Tong Ka Hei (Speech Therapist)
 Cheng Hiu Yan (School Social Worker)
 Lau Ka Chun (School Social Worker)
 Law Chun Chung (Teacher Assistant, Student Counsellor)

**SHATIN TSUNG TSIN SECONDARY SCHOOL
CAREER GUIDANCE COMMITTEE
THREE-YEAR PLAN (2025-2028)**

I. AIMS

1. To address the school's major concerns
2. To assist students in making their career plans
3. To assist students in preparing for the transition from school to work

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Updated and adequate educational and career information is available and accessible to committee members and students.
- b. Committee members are professional and responsible. They take part in different types of training courses in order to keep up with the latest trends in study paths and career information.
- c. The harmonious relationship between committee members and students is beneficial for counselling.
- d. Alumni are willing to offer assistance to the school. They are often invited to be guest speakers to share updated educational and career information.
- e. Guidance Activity Room can be used for career guidance activities.

2. Weaknesses

- a. Junior-form students are relatively less willing to search for educational or career information in order to plan for their future. Activities organized by the EDB/NGOs are mainly targeted at senior-form, not junior-form, students.
- b. Senior-form students are busy with academic related activities. Career life planning is not their main concern.

III. OBJECTIVES

1. To implement career education with elements that help students develop the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB
2. To provide students with opportunities to explore their interests and abilities so as to widen their horizons and make their career plans
3. To provide information that helps students to make their career plans
4. To equip students with skills, attitudes and values to facilitate their career plans
5. To build a support network that assists students in making their career plans
6. To facilitate students' and graduates' applications for schools, universities or jobs so as to aid their career plans

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Revising the curriculum of Life Education lessons to align it with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	1	√		
2	Enriching the activities organized by the committee to align them with the traits of Shatin Tsung-Tsiners as well as the priority	1	√	√	

	values and attitudes recommended by the EDB				
3	Provision of materials to support class teachers running the Monday morning assembly	1	√	√	√
4	Arranging individual guidance sessions to consolidate (S5 & S6) students' individual career plans in accordance with their interests and abilities	1,2,3,4,5	√	√	√
5	Arranging activities for senior form students to learn more types of careers	2,3,4	√	√	√
6	Publicizing career-related activities organized by external organizations through weekly issued CGC News	2,3,4	√	√	√
7	Collaborating with alumni or external organizations to arrange activities that educate students to know the skills, attitudes and values that are crucial for the implementation of a career plan and for the workplace	2,3,4,5	√	√	√
8	Counselling students who have special needs on career or studies, e.g. studying abroad	2,3,4,5	√	√	√
9	Collecting, updating and disseminating information and reference materials related to further education and careers through library or school website	3,4	√	√	√
10	Organizing parent talks to keep parents abreast of the latest developments in careers or studies	5	√	√	√
11	Organizing documents which assist students and graduates in applying for schools, universities or jobs	6	√	√	√

V. EVALUATION

1. To report the progress of the tasks in the Career Guidance Committee meetings
2. To conduct a student survey to investigate the effectiveness of the programmes
3. To conduct a teacher survey to collect the opinions on the programmes
4. To evaluate the effectiveness of activities through collecting committee members' opinions in meetings
5. To evaluate the effectiveness of activities through counting the participants

VI. TEAM MEMBERS

Wong Kai Sze (Chairperson)
 Lau Chin Wai (Vice-chairperson)
 Chow Ho Chi
 Iu Man Sze
 Ng Sheung Ling
 Poon Yiu Yan
 Woo Lok Yan

**SHATIN TSUNG TSIN SECONDARY SCHOOL
EXTRA-CURRICULAR ACTIVITIES COMMITTEE
THREE-YEAR PLAN (2025-2028)**

I. AIMS

1. To align with the school's major concerns
2. To nurture the personality traits of Shatin Tsung-Tsiners among students
3. To help students develop good hobbies and cultivate their talents
4. To help students attain balanced intellectual, physical, social and aesthetic development through an informal curriculum

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teacher-advisers are experienced.
- b. Relationship between teachers and students is harmonious and cooperative.
- c. Students enjoy sport, music, science and technology and aesthetic activities.
- d. House committee members are experienced and can handle house affairs independently.

2. Weaknesses

- a. Some student leaders lack experience / skill in organizing activities.
- b. The opportunity for students to join various activities is undermined by a heavy academic workload and a tight budget.

III. OBJECTIVES

1. To encourage students to participate in extra-curricular activities to reinforce the personality traits of "Shatin Tsung-Tsiners" and to promote the priority values and attitudes recommended by the EDB
2. To widen students' horizons
3. To help students enhance their sense of belonging to the school
4. To promote team spirit and co-operation among students

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Review of the activities to ensure alignment with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	1	√		
2	Coordinating and supervising the operation of interest groups and school teams	1	√	√	√
3	Implementation of the S4 "One-student-one-art" policy, S2-S3 "One-student-one-art / sport" policy and S1 "One-student-one-instrument"	1,2	√	√	√
4	Provision of opportunities for new activities initiated by students	1,2	√	√	√
5	Promotion of activities organized by external organizations	1,2	√	√	√
6	Arranging leadership trainings for students	1,2,4	√	√	√

7	Organizing large scale functions	1,3	√	√	√
8	Organizing house meetings, inter-house activities and arrange house captains to take part in morning assembly sharing	1,3,4	√	√	√
9	Implementation of the STTSS Award Scheme to encourage students to participate in inter-class activities	1,3,4	√	√	√

V. EVALUATION

1. A survey on students' opinions on the effectiveness of :
 - a. promoting the personality traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB (Tasks 2-9)
 - b. widening students' horizons (Tasks 3,4,5,6)
 - c. promoting a sense of belonging to the school and cooperation among students (Tasks 7,8,9)
2. A survey on teachers' opinions on the effectiveness of :
 - a. promoting the personality traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB (Tasks 2-9)
 - b. widening students' horizons (Tasks 3,4,5,6)
 - c. promoting a sense of belonging to the school and cooperation among students (Tasks 7,8,9)
3. Analyze the data collected on:
 - i. the number of athletes in the annual athletic meet (Task 7,8)
 - ii. the number of students taking part in the inter-house competitions (Task 7,8)
 - iii. the number of participants in leadership trainings (Task 6)
 - iv. the number of external competitions and participants of the school teams (Tasks 2,5)
 - v. the membership and attendance rate of school teams, instrumental classes and interest groups (Tasks 2)
4. Record of progress (Tasks 1-9)

VI. TEAM MEMBERS

Fok Wang Chung (Chairperson)
 Chan Kwong Man (Vice-chairperson)
 Cheung Ho Wun
 Kwok Yu Hang
 Lai Chun Ming
 Leung Sik Yu

**SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENTS' UNION
THREE-YEAR PLAN (2025-2028)**

I. AIMS

1. To align with the school's major concerns
2. To help students develop the personality traits of Shatin Tsung-Tsiners
3. To nurture the spirit of unity, mutual help and self-governance among students
4. To help students discover and achieve their potential, and develop their leadership skills
5. To widen students' horizons
6. To help students develop their social awareness and sense of responsibility

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Advisory teachers are experienced and devoted to guiding the committee members of the Students' Union (hereafter called "the committee").
- b. The advisory teachers always share experiences, take up the duties spontaneously and support each other.
- c. The excellent teamwork among advisory teachers helps the committee to master the routines and the work of the Students' Union quickly.
- d. There are many leadership training opportunities to help the committee develop their leadership skills.

2. Weaknesses

- a. Advisory teachers have excessive workloads due to the huge amount of activities organized by the committee.
- b. Advisory teachers have to train new committee members every year and it takes time to nurture the abilities of the committee to organize activities and manage financial resources.

III. OBJECTIVES

1. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
2. To delegate greater authority for making decisions and managing financial resources to the committee
3. To increase the transparency of the Students' Union
4. To develop students' civic mindedness and social responsibility
5. To prepare junior form students for taking up leadership roles

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Review of the activities to ensure alignment with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB	1	√		
2	Arranging the committee members to write the "Message to Shatin Tsung-Tsiners" and take part in morning assembly sharing	1	√	√	√
3	Conducting inter-class activities	1	√	√	√

4	Organizing joint-school or external activities	1	√	√	√
5	Organizing activities to encourage students to show concern about the school and society	1,4	√	√	√
6	Encouraging other students to help with the work of the Students' Union (e.g. recruit junior form and senior form students as helpers on the SU Day)	1,5	√	√	√
7	Encouraging S3 and S4 students to join the Students' Union as committee members	1,5	√	√	√
8	Delegation of greater authority for managing financial resources to the committee under the supervision of advisors	2	√	√	√
9	a) Arranging for the committee to give an annual working report to the whole school during the Consultative Forum of the Students' Union in July b) Encouraging students to question the work of the committee and having the committee give responses	2,3	√	√	√

V. EVALUATION

1. A survey on teachers' opinions on
 - a. the effectiveness of reinforcing the traits of Shatin Tsung-Tsiner and the priority values and attitudes recommended by the EDB (Tasks 2,3,4,5,6)
 - b. the effectiveness of promoting civic mindedness and social responsibility (Task 5)
 - c. the transparency of the Students' Union (Task 9)
2. Self-evaluation by the committee at the end of term of service to assess the authority for decision making and managing financial resources (Tasks 8,9)
3. Collecting data on the number of helpers and participants of various activities (Tasks 3,4,5,6)
4. Record of progress over including :
 - a. the review of activities to be in line with the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB (Task 1)
 - b. the decision-making abilities of the committee (Tasks 3,4,5,6)
 - c. the effectiveness of developing students' civic mindedness and social responsibility (Task 5)

VI. TEAM MEMBERS

Fok Wang Chung (Chairperson)
 Ho Chun Long
 Lee Shuk Yi
 Yip Yee Ling

SHATIN TSUNG TSIN SECONDARY SCHOOL
RELIGIOUS AFFAIRS COMMITTEE
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To address the school's major concerns that are related to student support
2. To nurture in students the personality traits of Shatin Tsung-Tsiners
3. To foster the spiritual growth of Christian teachers and students

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There is a team of dedicated teachers.
- b. Christian Education, which is a compulsory subject in all forms, provides students with basic knowledge of the Bible.
- c. Autonomy and financial support offered by the school and the school sponsoring body helps carry out the religious activities.
- d. The Committee is giving the opportunity to share the Gospel through different channels such as CE lessons, morning assemblies, hall assemblies, Gospel Week and Gospel Camp to consolidate spiritual education.
- e. Wednesday has been designated as Religious Day, which facilitates religious activities and student fellowship.
- f. A Prayer Room is provided for quiet time and group meetings.

2. Weaknesses

- a. Students' heavy academic workload, various extra-curricular activities and participation in tutorial classes may limit their engagement in religious pursuits.
- b. There is a noticeable decline in the overall number of Christian teachers.

III. OBJECTIVES

1. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
2. To promote service learning and service activities to cultivate students' character development, enhance their community engagement, and expand their global perspective
3. To nurture trustworthy Christian student leaders
4. To foster a deeper understanding and relationship with God among teachers and students.

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Arranging community service experiences for fellowship students to convey Christian values and the Gospel	1,2,4	√	√	
2	Conveying Christian values and the Gospel to students and promoting the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB through different means like prayer, singing hymns (S1-S3), Bible sharing in morning assemblies and 'Message to Shatin Tsung-Tsiners'	1,3,4	√	√	√

3	Running student fellowships to deepen students' understanding of God and to foster stronger bonds among Christian students	1,3,4	√	√	√
4	Running the Gospel Week (whole school) and Gospel Camp (junior form)	1,3,4	√	√	√
5	Arranging for Christian students to share their service experiences in morning assemblies and student fellowships	2,3	√	√	
6	Arranging for Christian student leaders to lead the worship part in services	3	√	√	√
7	Running teachers' fellowships, named 'Happy Hour,' and retreats to convey Christian values and the Gospel to teachers	4	√	√	√

V. EVALUATION

1. Record in minutes for tasks 3,4,5 and 6
2. Collecting teachers' comments for tasks 1,3,5 and 7
3. Collecting students' comments for tasks 1,2,3,4 and 5

VI. TEAM MEMBERS

Luk Wai Kiu (Chairperson)
 Lo Chun Ming (Vice-chairperson)
 Kwok Ching Yi
 Lin Jesse
 Wan King Him
 Wong Yu Hang
 Yip Mong Yeung

SHATIN TSUNG TSIN SECONDARY SCHOOL
STUDENT AFFAIRS COMMITTEE
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To address the school's major concerns
2. To provide a wide range of services and welfare for students

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The committee enjoys a high level of autonomy due to the Principal's delegation of power.
- b. The communication within the committee is efficient.
- c. The committee is well supported by the supporting staff of the school.
- d. The committee is willing to optimize its services provided to students.

2. Weakness

- a. There are rising concerns from parents regarding the school-provided services and financial-aids. The committee struggles to share the aforementioned information with parents and teachers in a timely manner.

III. OBJECTIVES

1. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
2. To optimize parents' benefits by subsidizing their children in fee-based extracurricular activities and academic enhancement programs
3. To provide services to address parent and student needs effectively
4. To enhance transparency in accessing information about student financial-aids and school-provided services
5. To offer assistance to other committees and departments when necessary

IV OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Promotion of healthy eating habits by : i. devising guidelines and policies with the tuck shop on providing healthy food and drinks to students ii. organizing Joyful Fruit Day iii. providing a healthy eating lesson plan for junior form teachers to conduct during the morning assembly	1, 3	✓	✓	✓
2	Nominating eligible students to apply for i. External scholarships ii. Internal scholarships iii. Financial-aid	2	✓	✓	✓
3	Processing subsidies and allowances	2, 4	✓	✓	✓
4	Handling all businesses and external contacts related to the provision of all	3	✓	✓	✓

	services specified in Tasks 5 and 7				
5	Facilitating health services provided by the government and provide the following service: i Student health service ii Flu immunization programme	3	✓	✓	✓
6	Addressing parents' needs by providing the following services: i Taking student photos at a reasonable price ii Providing lunch boxes at a reasonable price iii Selling school uniforms and sports uniforms at reasonable prices iv Selling textbooks at reasonable prices	3	✓	✓	✓
7	Holding meetings with student representatives and parent representatives when necessary and conduct surveys to collect students' and parents' opinions on various services	3	✓	✓	✓
8	Holding informal meetings with teachers of other departments and committees when necessary	5	✓	✓	✓

V EVALUATION

1. Task 1
 - a. Documentation in minutes and report
 - b. Survey conducted among students regarding their self-motivation for maintaining healthy eating habits.
2. Task 2 : Recording the number of nominations and applicants for financial-aid in minutes
3. Task 3
 - a. Recording the number of subsidies and allowances in minutes and report
 - b. Surveys conducted among teachers on the accessibility of the information regarding subsidies and allowances
4. Task 4 : Recording the progress listed in Tasks 5 and 7 in minutes and report
5. Task 5 : Recording the number of participants in minutes and report
6. Task 6
 - a. Documentation in minutes and report
 - b. Surveys conducted among teachers, students and representatives from PTA on the quality of service-providers
7. Task 6
 - a. Documentation in minutes and report
 - b. Monitoring the hygiene and cleanliness of the environment in the School Tuck Shop, the food handling procedures, the utensils and equipment used for preparing food through tri-monthly inspections and observations and recorded in minutes
8. Task 8 : Record in the minutes and report

VI TEAM MEMBERS

Cheung Cheuk Nga (Chairperson)
 Leung Suk Yee
 Hung Suet Kan
 Lam Yee Ting
 Sin Chun Pan

**SHATIN TSUNG TSIN SECONDARY SCHOOL
HOME-SCHOOL COOPERATION COMMITTEE
THREE-YEAR PLAN (2025-2028)**

I. AIMS

1. To harness parents' support regarding the school's major concerns and relevant government policies
2. To sustain the operation of the school's Parent-Teacher Association (PTA)
3. To enhance bilateral communication between parents and the school
4. To cater to the needs of society in creating healthy family relationships
5. To connect the school's PTA with the neighbourhood communities and other related organizations

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The social demand for better cooperation between schools and parents affirms the significant role of the committee.
- b. Students with improved learning ability and parents with increased concern over their children's education facilitate better home-school cooperation.
- c. Support from the school and recognition from teaching staff greatly confirm the value upheld by the committee.
- d. Appreciation and trust from parents and growing support from students keep motivating the committee to achieve higher goals in home-school cooperation.
- e. The currently used internet portals (e.g. eClass Parent App, WhatsApp group) help the school and the school's PTA to deliver information to parents more efficiently.

2. Weaknesses

- a. There is an increasing polarization in the socio-economic status of the students that poses difficulties for the school to meet a wider range of expectations from parents.
- b. Technological convenience leads to an overdependence on schools among parents, resulting in a decrease in their involvement in nurturing their children.

III. OBJECTIVES

1. To develop and maintain communication channels between the school and parents
2. To help parents nurture their wards with the traits of Shatin Tsung-Tsiners and priority values and attitudes recommended by the EDB
3. To promote positive parenting through parenting education
4. To foster parents' interest in home-school cooperation and a healthy family relationship
5. To support the school's needs in various areas
6. To promote national education among parents

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Assisting with the election of the parent members of the PTA Ex-co	1	√	√	√
2	Amending and publishing "Parents' Basic Law" of the current year	1	√	√	√
3	Publishing the Bulletin (1 issue) and the Newsletters (1 issue) for parents	1,2,3	√	√	√
4	Attending the meetings of the PTA Ex-co and assisting with the implementation of the decisions made	1,4	√	√	√

5	Assisting with the election of the parent manager for the school governance	1,5		√	
6	Following up parents' incoming WhatsApp messages	1,5	√	√	√
7	Organizing parenting courses and talks on value education, character building, academic knowledge and co-operation between parents and the school.	2,3,4,5	√	√	√
8	Organizing activities covering national education for parents and relationship building with children	2,3,4,5,6	√	√	√
9	Organizing morning assemblies promoting traits of Shatin Tsung-Tsiners which are for students to apply in maintaining a positive relationship with parents	2,5	√	√	√

V. EVALUATION

1. Records of meeting minutes of PTA Ex-co meetings and Home-School Committee meetings (Tasks 1-9)
2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to strengthen communications between the school and parents (Tasks 1-6) and foster the cultivation of personality traits of Shatin Tsung-Tsiners (Task 9)
3. Parent survey to collect parents' opinions on the effectiveness of relevant tasks to strengthen communications between the school and parents (Tasks 1-6), their knowledge of national education, value education, academic subjects and parents' relationship with children (Tasks 7-9)

VI. TEAM MEMBERS

Tan Sin Pat (Chairperson)
 Chan Ka Man
 Cheung Miu Yee
 Hung Fan Cho

SHATIN TSUNG TSIN SECONDARY SCHOOL
ALUMNI AFFAIRS COMMITTEE
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To enhance the communication between alumni and the school
2. To encourage participation of alumni in school's development
3. To address the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths
 - a. There are numerous alumni.
 - b. There is a completed and updated alumni database.
 - c. Alumni have a good relationship with the school, they are willing to support the school's development and join the activities related to the school.
 - d. The Principal, Vice-principals, Assistant Principals and other teachers are supportive and always give us their prompt advice and assistance.
2. Weaknesses
 - a. Alumni activities are not diversified.
 - b. It is difficult to recruit the alumni to be the committee members of the alumni association.
 - c. Most of the committee members of the alumni association are working people. They have limited time for the exchange of ideas and sharing.

III. OBJECTIVES

1. To strengthen the communication between alumni and the school
2. To help organize different activities for alumni
3. To encourage support and care for the Alma Mater from alumni
4. To assist the development of the Alumni Association
5. To assist students in embodying attitude(Unity) recommended by the EDB

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Assistance in conducting different activities for alumni (including the Alumni Association AGM, Alumni Sports Cup, 10-year/20-year/30-year graduates' meeting, etc.)	1,2	√	√	√
2	Attending committee board meetings of the Alumni Association and providing advice to the Alumni Association	1,2,4	√	√	√
3	Updating the database of alumni	1,4	√	√	√
4	Making use of the web page to deliver information to alumni	1,4	√	√	√
5	Arranging activities to enhance valuable and positive interactions between alumni and students	2,5	√	√	√
6	Review of the membership application form of the Alumni Association to encourage	3	√		

	alumni to be the guests of school activities				
7	Encouraging alumni to be the guests of school activities in order to pass on the attribute of Unity	3		√	√
8	Promotion of the Alumni Association among the S.6 students	4	√	√	√
9	Arranging sharing to assist students in embodying one of the priority values (Unity)	5	√	√	√

V. EVALUATION

1. Teacher evaluation
 - a. minutes of meetings recording the discussion of teachers (Tasks 1–9)
 - b. the effectiveness of Tasks 1 and 9 in strengthening the communication between alumni and the school
2. Alumni evaluation
The effectiveness of Tasks 1 and 8 in strengthening the communication between alumni and the school
3. Documentation
 - a. Record of Tasks 1-9 in Alumni Affairs Committee meeting minutes
 - b. Record of Tasks 1,2,8 in Alumni Association meeting minutes

VI. TEAM MEMBERS

Lee Wai Kok (Chairperson)
 Wong Ka Man
 Yu Mu Hau

SHATIN TSUNG TSIN SECONDARY SCHOOL
STAFF DEVELOPMENT COMMITTEE
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To facilitate teachers' professional development so as to promote the school's overall development
2. To help teachers address the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers are experienced, well-qualified and professional. A culture of continuous improvement in teaching has been cultivated among them.
- b. Teachers adopt a student-centered and interactive learning approach. They provide enough opportunities for student participation and the construction of their knowledge.
- c. Teachers are friendly and have established a good rapport with students. They are enthusiastic about helping students to solve their learning problems after lessons.

2. Weaknesses

- a. As our teachers have diverse needs and have concerns about different aspects of professional development, it is not easy to arrange programmes that can cater to all teaching staff.
- b. Teachers' workload is heavy. This makes them physically and psychologically tired.

III. OBJECTIVES

1. To equip teachers with skills to implement e-learning and cross-curricular strategies
2. To advance teachers' pedagogical knowledge, competence and skills
3. To encourage teachers to promote the priority values and attitudes recommended by the EDB
4. To enhance team spirit
5. To help new teaching staff adapt to our school culture

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Arranging teacher training about the types and use of various e-learning tools and platforms	1,2	√	√	√
2	Developing learning circles for teachers to share their experience and knowledge of e-learning	1,2	√	√	√
3	Keeping a record of the Open Class	1,2	√	√	√
4	Sustaining the Staff Appraisal System	1, 2	√	√	√
5	Promotion of teachers' training from external bodies, such as workshops, seminars and courses	1,2,3	√	√	√
6	Arranging team activities such as outings and leisure workshops	4	√		
7	Conducting the Mentorship Scheme	5	√	√	√
8	Monitoring the professional development record of new teachers	5	√	√	√

V. EVALUATION

1. Record of Tasks 1-8 in minutes
2. Teacher survey to collect teachers' opinions on the teacher training, enhancing team spirit and helping new teaching staff adapt to our school culture (Task 1,2,6,7)

VI. TEAM MEMBERS

Chan Fung Yi (Chairperson)

Chan Ka Yi

**SHATIN TSUNG TSIN SECONDARY SCHOOL
GENERAL AFFAIRS COMMITTEE
THREE-YEAR PLAN (2025-2028)**

I. AIMS

To provide and maintain venues and facilities to support the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Most management staff can perform duties cooperatively and efficiently.
- b. Most staff members have supportive working attitude.
- c. The committee members are willing to accept opinions.
- d. There is a sound IT network and a good supply of equipment to support teachers.

2. Weaknesses

- a. Not enough resources are provided to satisfy the needs of all teachers and staff.
- b. Not enough manpower is provided to satisfy the needs of the school operation.
- c. The skills of the janitors are not adequate to handle new technology in the school operation.
- d. Approvals from government departments take substantial amount of time which slows down the school's development.
- e. Some experienced committee members have either retired or been assigned to other departments and new members need time to familiarize themselves with the operation of the committee.

III. OBJECTIVES

1. To provide a good learning and teaching environment by improving venues and facilities
2. To facilitate implementation of e-learning at school
3. To promote and uphold the personality traits of Shatin Tsung-Tsiners
4. To improve the efficiency of the committee
5. To enhance communication among the committee, staff members and students

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Maintaining quality IT services and equipment	1,2	√	√	√
2	Launching a school cleaning campaign	1,3	√	√	√
3	Updating staff members on the work of the committee and reminding them of the importance of well-managed school venues and facilities regularly through iMail and staff meetings	1,3,5	√	√	√
4	Utilizing janitors' abilities effectively and monitor its operation	1,4	√	√	√
5	Making good use of the e-booking system to maintain well-organized venue booking and setting practice	1,4,5	√	√	√
6	Introducing the work of janitors and the committee in morning assemblies	3,5	√	√	√

V. EVALUATION

1. Records of meeting minutes of the General Affairs Committee (Tasks 1-6)
2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to maintain a good learning and teaching environment (Tasks 2-4) and foster the cultivation of the personality traits of Shatin Tsung Tsiners (Tasks 1&6)
3. Student survey to collect students' opinions on the effectiveness of relevant tasks to maintain a good learning and teaching environment (Tasks 2-4) and foster the cultivation of the personality traits of Shatin Tsung Tsiners (Tasks 1-6)

VI. TEAM MEMBERS

Tan Sin Pat (Chairperson)

Lam Hau Yu

Fan Wing San

Hung Suet Kan

Lam Yee Ting

Sin Chung Pan

沙田崇真中學
中國語文科
三年計劃書(2025-2028)

I. 目的

1. 配合學校的關注事項
2. 豐富讀、寫、聽、說的均衡學習
3. 加強學習中國文學及中華文化，培養品德情意
4. 開放學習材料，透過科技增強學生自主學習能力

II. 現況分析

1. 優點

- a. 校方一向支持本科的課程剪裁、設計及閱讀風氣的推廣。
- b. 本科老師具有專業精神，經常討論教學問題，積極推行集體備課及觀課，以提升本科的教學質素。
- c. 面對課程改革，本科老師具有積極進取，與時並進的態度，具團隊合作精神，充分掌握高中課程發展。
- e. 近年多年輕老師入職，能為本科注入新思維。

2. 弱點

- a. 近年來中文科考核模式有不少變動，老師需要與時並進，經常調整課程及教學策略，工作壓力尤重。
- b. 本科老師於使用電子教學方面經驗較少。
- c. 近年人事變動較大，多資深老師離職，或會影響科內經驗和文化的傳承。

III. 目標

1. 運用電子學習工具推動跨學科學習
2. 提高學生的讀、寫、聽、說的綜合語文能力及應試技巧
3. 加強培育學生沙崇人特質及教育局建議的十二種首要的價值觀和態度
4. 加強教師間的教學交流，促進專業成長

IV. 施行計劃

	工作項目	目標	日程		
			25/26	26/27	27/28
1	運用不同的電子學習工具與平台，以加強跨學科學習	1,2	√	√	√
2	設計能扣連不同學科的學習材料，配合電子學習協助學生融合不同的學科知識	1,2	√ 中三	√ 中二	√ 中一
3	舉行科組內觀課，以評估跨學科學習策略及電子教學策略的效能	1,2,4	√ 中三	√ 中二	√ 中一
4	進行以跨學科學習為重點的協作教學（公開課）	1,2,4	√ 中三	√ 中二	√ 中一
5	因應採用新的教科書而修訂教材，以配合本校教學需要	2	√ 中一、 中四	√ 中二、 中五	√ 中三、 中六

6	將沙崇人特質及教育局建議的十二種首要的價值觀和態度融入課程	3	√	√	√
7	安排早會分享與「沙崇家書」以培育學生沙崇人特質及教育局建議的十二種首要的價值觀和態度	3	√	√	√
8	各級同工於備課節中，討論教學問題	4	√	√	√

V. 評估

1. 教師於會議中利用學生問卷的數據評估各項措施增加學生跨學科及電子學習的機會及學習效能（項目 1、2）
2. 相關文件
 - a. 觀課紀錄表（項目 1、2、3、4）
 - b. 相關課業（項目 2、5）
 - c. 相關教學材料（項目 2、5、6）
 - d. 相關教學文件（項目 2、5、6）
 - e. 相關早會分享文件（項目 7）
 - f. 備課節會議紀錄（項目 8）
 - g. 評鑑香港中學文憑試考試的表現
 - 達三級水平的百分比
 - 達五級水平的百分比
 - h. 會議紀錄（項目 2、3）

VI. 科成員

吳鴻豐（副科主任）
 黃嘉敏（副科主任）
 歐陽凱明
 陳嘉敏
 張妙怡
 馮曉靜
 郭靜怡
 林巧瑜
 劉仲光
 梁世鳴
 梁淑儀
 吳綽婷
 葉紀攸

沙田崇真中學
普通話科
三年計劃書(2025-2028)

I. 目的

1. 配合學校的關注事項
2. 訓練學生掌握漢民族的共同語
3. 培養聆聽、說話、朗讀等語言能力，以及自學能力
4. 增進與本科有關的語言知識，以及對中國文化的認識
5. 提高對本科的學習興趣，培養良好的學習態度和習慣

II. 現況分析

1. 優點

- a. 授課老師均曾受足夠訓練，發音正確，工作態度認真、盡責，並有教學的熱誠。
- b. 本校超過九成的中一新生，在小學階段曾學習過普通話，普遍學生已掌握一定程度的普通話口語能力，而且尚算受教。
- c. 中港關係日益密切，普通話的使用比以前普遍，學懂普通話有利就業，有助誘發同學的學習動機。

2. 弱點

- a. 在日常生活中，普通話的語言環境依然不足。
- b. 部份學生學習態度仍較被動，加上自信心不足，不敢大聲說話朗讀，影響學習成效。
- c. 部份學生普通話根基欠佳，導致學習差異日大，增加施教難度。

III. 目標

1. 提高學生讀、寫、聽、說的綜合能力
2. 利用電子教學提升學生的自主學習能力
3. 利用電子教學加強在課堂上的生生及師生互動
4. 加強培育學生沙崇人特質及教育局建議的十二種首要的價值觀和態度
(備註：就跨學科學習的關注事項，參中文科的三年計劃)

IV. 施行計劃

	工作項目	目標	日程		
			25/26	26/27	27/28
1	科會上共同分享電子教學的經驗	1,2,3	√	√	√
2	在電子教學下採用更多以學生為中心的課堂活動，增加師生及生生的互動	1,2,3	√	√	√
3	優化每位學生在課堂上練習個人短講的次數	1,4	√		
4	於學生課堂分享融入沙崇人特質及教育局建議的十二種首要的價值觀和態度	1,4	√	√	√
5	因應採用新的教科書而修訂教材，以配合本校教學需要	1,2,3	√		

V. 評估

1. 透過學生問卷了解電子教學增加學生自主學習的機會及學習效能，以及於課堂增加十二種首要的價值觀和態度元素的成效（項目 2、4）
2. 教師於會議中討論及評估電子教學增加學生自主學習的機會及學習效能，以及於課堂增加十二種首要的價值觀和態度元素的成效（項目 1、2、3、4、5）
3. 科會文件（項目 1、2、4、5）

VI. 科成員

黃嘉敏（統籌）

陳嘉敏

劉仲光

梁世鳴

SHATIN TSUNG TSIN SECONDARY SCHOOL
ENGLISH LANGUAGE
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To align with the school's major concerns
2. To raise learning and teaching effectiveness

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There is a team of dedicated teachers who have sound subject knowledge.
- b. Most teachers have been public examination markers and this experience help teachers grasp the requirements of the public exam.
- c. The department's manpower is becoming stable.

2. Weaknesses

- a. Some students' English ability declines.
- b. Some students lack the initiative or confidence in learning English.
- c. The workload of English teachers is very heavy. This makes teachers physically and psychologically tired.

III. OBJECTIVES

1. To utilize various e-learning tools and platforms to enhance cross-curricular learning
2. To further enhance students' motivation for learning and develop students' interdisciplinary problem-solving skills
3. To incorporate the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum
4. To advance teachers' professional knowledge and promote exchange among teaching professionals
5. To introduce English-related programmes and/or activities to enhance self-directed language learning
6. To reflect the effectiveness of teaching and learning

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools to enhance cross-curricular learning	1,2	√	√	√
	i. Level of students participating in cross-curricular learning activities increases over the years		i. S.3 (Hist)	i. S.2 (Geog)	i. S.1 (AIL)
	ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually		ii. 4 lessons	ii. 8 lessons	ii. 12 lessons
	iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years		iii. 4 members	iii. 8 members	iii. all members

2	Collaborative teaching within the subject panel and open class which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/ skills from different subject areas iii. various activities promoting cross-curricular engagement	1,2,4	√ S.3	√ S.2 (with open class) + cross-curricular activity (S.2 with Geography)	√ S.1
3	Incorporation of the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	3	√		
4	Professional exchange among panel members	4	√ (Junior: at least 4 times; Senior: at least 3 times)	√ (Junior: at least 4 times; Senior: at least 3 times)	√ (Junior: at least 4 times; Senior: at least 3 times)
5	Lesson observation within the panel	4,6	√	√	√
6	Introducing English-related programmes and/or activities to enhance self-directed language learning	5	√	√	
7	Review of internal school examination results and HKDSE results	6	√	√	√

V. EVALUATION

1. Documentation
 - a. Record of Tasks 1, 2, 5, 6 and 7 in panel meeting minutes
 - b. Record of Tasks 3 and 4 in form meeting minutes
2. Teachers' feedback on the effectiveness of relevant tasks to enhance students' cross-curricular learning and develop students' interdisciplinary problem-solving skills (Tasks 1 and 2)
3. Student survey to collect students' opinions on the effectiveness of using e-learning tools to enhance cross-curricular learning, the effectiveness of using different English-related programmes and/or activities to enhance self-directed language learning (Tasks 1, 2 and 6)

VI. TEAM MEMBERS

Tsang Hoi Yee (Panel Chairperson)
 Tsang Wan Mei (Assistant Panel Chairperson)
 Cheuk Chi Yan
 Chow Ho Chi
 Chow Po Yi
 Iu Man Sze
 Lam Suet Fong
 Lau Chin Wai

Rochelle Jane Martin
 Ng Sheung Ling
 Tan Sin Pat
 Wong Bo Wah
 Wong May Sum
 Wong Yu Hang
 Woo Lok Yan

SHATIN TSUNG TSIN SECONDARY SCHOOL
MATHEMATICS
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. According to the CDC Mathematics syllabus, the purposes of teaching Mathematics are:
 - a. To introduce some basic Mathematical concepts to students, to continue the development of numeracy, and to help students acquire and apply the skills
 - b. To provide, at all levels, more experience with numbers by introducing a general sense of the pattern and power of Mathematics both as a tool and as a part of our cultural heritage
 - c. To prepare students to understand everyday applications outside the classroom and provide a basis for further work and studies
2. To align with the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers always prepare lots of exercises and tests for students, and are willing to spend a lot of time giving extra tutorial lessons.
- b. Teachers are eager to learn and further their studies. They are cooperative, helpful, enthusiastic in teaching and willing to share their experience.
- c. There is a well-established administration system in the Mathematics Panel. Teachers are willing to spend a lot of time on planning, evaluation, research and development.
- d. Sufficient software and hardware are available to facilitate using IT in teaching.
- e. The school provides enough human resources for normal, remedial and elite class teaching.

2. Weaknesses

- a. Many experienced teachers have retired and new members need time to accumulate experience.
- b. Maintaining continuity and mentorship has become challenging within the department.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
3. To address the learning diversity of students
4. To reflect the effectiveness of teaching and learning
5. To strengthen the professional development of teachers

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating	1	√ S2 (Phy)	√ S1 (Tech) S2 (P.E.)	√ S5 (Econ)

	in cross-curricular lessons and/or learning activities increases over the years				
2	The implementation of different self-regulated learning tactics suitable for students when learning Mathematics	1,3	√	√	√
3	Cross-curricular collaborative teaching and lesson observation which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1,5	√	√	√
4	Lesson observation within subject panels	1,5	√	√	√
5	Conducting collaborative teaching (open class) focusing on cross-curricular learning	1,5	√		√
6	Incorporation of the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	2	√		
7	Reviewing internal school examination results and HKDSE examination results	4	√	√	√
8	Nurturing potential candidates to take up subject administrative duties	5	√	√	√
9	Mentoring new teachers	5	√	√	√

V. EVALUATION

1. Student questionnaire survey regarding the learning effectiveness under cross-curricular learning using e-learning strategies :
questions on the degree or effectiveness of
 - fostering deeper connections between different subject areas (Tasks 1,3)
 - enhancing students' motivation for learning (Tasks 1,2,3)
 - increasing interdisciplinary problem-solving skills and/or self-regulated learning abilities (Tasks 1,2,3)
2. Teacher evaluation
 - a. the frequency of practising Task 2,7
 - b. the effectiveness of Tasks 1,3,4 in enhancing teaching effectiveness and professional development
3. Documents
 - a. minutes of meetings recording Tasks 1,3,4,5,6,7,8,9
 - b. lesson observation reports for Tasks 1,3,4
 - c. collaborative teaching material and minutes for Tasks 1,3
 - d. reports of student performance in assessments for Task 7 (both internal and public exams)

VI. TEAM MEMBERS

Leung Kin San (Panel Chairperson)
 Cheung Ka Wai
 Choi Wai Man
 Chung So Sum
 Hung Fan Cho
 Kwok Yim Chu
 Kwong Kwok Kiu

Lai Chun Ming
 Lai Tsz Kwan
 Lin Jesse
 Loy Kang San
 Wan King Him
 Yip Yee Ling

SHATIN TSUNG TSIN SECONDARY SCHOOL
HUMANITIES SUBJECTS
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To help with the development of the panels concerned
 - a. to coordinate the work of the Chinese History Panel, the Citizenship and Social Development Panel, the Christian Education Panel, the Economics and BAFS Panel, the Geography Panel and the History Panel
 - b. to enhance the professional development and exchange among the committee members
2. To assist all panels concerned in actualizing the school aims and reaching the goals set by the Academic Affairs Committee, in particular those related to students' intellectual development

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There is a harmonious relationship among the committee members. There are frequent vigorous discussions in which committee members are open-minded and willing to listen to others' ideas and opinions.
- b. Committee members have rich professional subject knowledge. They take part actively in various types of training so as to enhance their teaching quality, and grasp the latest trends of education reforms and curriculum development.
- c. Committee members are very diligent and responsible.
- d. Committee members are willing to work in line with various school policies.
- e. The overall ability of students is good.

2. Weaknesses

- a. Each subject curriculum is so distinctive that it is difficult to organize cross-curricular activities in which elements of different subjects can be embedded.
- b. As there are many subject-based activities, it is difficult to arrange a time slot for joining external extra-curricular activities.
- c. A few students are weak in applying higher-order thinking skills.
- d. A few students are weak in presenting their analysis.

III. OBJECTIVES

1. To assist each panel in promoting cross-curricular learning using e-learning strategies
2. To monitor the implementation of the operational strategies of each panel
3. To help students obtain good examination results
4. To enhance teachers' teaching effectiveness and strengthen their professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Monitoring the Humanities subjects to promote cross-curricular learning using e-learning strategies: i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms	1,2	√	√	√

	increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years				
2	Sharing within Humanities subjects on the learning and teaching effectiveness in applying cross-curricular learning using e-learning strategies	1,2,4		√	√
3	Monitoring the ratio of marks allocated to questions requiring higher-order thinking skills in S.1-3 assessment paper (at least 20% for S.1; 30% for S.2 and 40% for S.3)	2	√	√	√
4	Implementation of assignment inspection (Note 1)	2,4	√	√	√
5	Evaluating public exam results and taking follow-up action if necessary	3,4	√	√	√
6	Appraisal of panel chairpersons (Note 1)	4	√	√	

Note 1: Schedule of appraisal of panel chairpersons and subject concerned

25/26 Chinese History, History

26/27 Geography, Economics & BAFS

V. EVALUATION

1. Subject panel heads' sharing on the effectiveness of Task 2
2. Document
 - Minutes of meetings recording the discussion of teachers about the tasks 1,2,5
 - Paper blueprints for Humanities subjects for Task 3
 - Assignment inspection reports for Task 4
 - Reports of student performance in assessments for Task 5
 - Appraisal reports for Task 6

VI. TEAM MEMBERS

Wu Yan Ha (Convener)

Cheng Ka Fung

Choi Wai Man

Fok Wang Chung

Hung Fan Cho

Lee Wai Kok

沙田崇真中學
中國歷史科
三年計劃書(2025-2028)

I. 目的

1. 配合學校的關注事項
2. 增加學生對國家的了解（如：歷史、文化）
3. 培養正面價值觀
4. 訓練學生的思考能力

II. 現況分析

1. 優點

- a. 以母語教學，學生學習時沒有語言上的阻隔，較易掌握課程。
- b. 課程內容與學生息息相關，容易引起學生認同感。
- c. 本科教師具專業資格，亦有專業精神，有助提升教學質素。

2. 弱點

- a. 中一至中三課節不足，教學內容相對緊迫。
- b. 部份中四至中六學生認定本科為要大量背誦之科目，不願花時間學習。

III. 目標

1. 運用電子學習工具推動跨學科學習
2. 加強培育學生沙崇人特質及教育局建議的十二種首要的價值觀和態度
3. 鼓勵學生參與活動，增加學生對國家的了解（如：歷史、文化）
4. 訓練學生的思考能力，能多角度分析史事及人物

IV. 施行計劃

	工作項目	目標	日程		
			25/26	26/27	27/28
1	運用不同的電子學習工具與平台以加強跨學科學習 i. 參與跨學科學習活動的級別數目逐年上升 ii. 融合電子學習工具或平台的跨學科課堂數目逐步增加 iii. 參與跨學科課堂及／或學習活動的科組成員人數逐年上升	1		√	√
2	跨學科協作教學與觀課內容包括 i. 運用電子學習加強自主學習 ii. 融合不同學科領域的知識或技能 iii. 透過多元活動推動跨學科輸入	1	√	√	√
3	進行以跨學科學習為重點的協作教學（公開課）	1		√	
4	科組內觀課	1,4	√	√	√
5	將沙崇人特質及教育局建議的十二種首	2	√	√	√

	要的價值觀和態度融入課程				
6	舉辦活動 / 分享，加強培育學生沙崇人特質及教育局建議的十二種首要的價值觀和態度	2	√	√	√
7	推廣 / 安排校內 / 校外活動，增加學生對國家的了解（如：歷史、文化）	3	√	√	√
8	於初中課程推行分階段高階思維訓練，加強學生的分析能力	4	√	√	√
9	訓練高中學生應用高階思維技巧分析史事及人物以助應試	4	√	√	√

V. 評估

1. 學生填寫網上問卷，評估學習成效
 - a. 運用不同的電子學習工具與平台以加強跨學科學習（工作項目 1）
 - b. 加強培育學生沙崇人特質及教育局建議的十二種首要的價值觀和態度（工作項目 5、6）
2. 教師觀課及交流，評估學生的學習成效
 - a. 運用不同的電子學習工具與平台以加強跨學科學習（工作項目 3、4）
 - b. 高階思維訓練（工作項目 8、9）
3. 文件紀錄
 - a. 運用不同的電子學習工具與平台以加強跨學科學習
 - 本科及跨科觀課次數、運用的電子學習工具、運用電子學習工具的課堂數量（工作項目 1）
 - 已修訂教材的級別（工作項目 2）
 - b. 加強培育學生沙崇人特質及教育局建議的十二種首要的價值觀和態度
 - 已修訂教材的級別（工作項目 5）
 - 舉辦最少一項校外活動 / 分享（工作項目 6）
 - c. 增加學生對國家的了解（如：歷史、文化）
 - 推廣 / 安排最少一項校外活動（工作項目 7）
 - 舉辦最少一項校內活動 / 分享（工作項目 7）
 - d. 分析學生成績，評估學生的學習成效
 - 中一至中五：上學期考試、統測（中三級適用）及下學期考試（工作項目 8、9）
 - 中六：香港中學文憑考試（工作項目 9）
 - i. 達第二級水平的百分比
 - ii. 達第四級水平的百分比

VI. 科成員

李維覺（科主任）

何俊謙

黃啟思

胡欣夏

沙田崇真中學
公民與社會發展科/公民、經濟與社會科/綜合能力科
三年計劃書 (2025-2028)

I. 目的

1. 配合學校的關注事項
2. 配合教育局對公民、經濟與社會科和公民與社會發展科對知識、共通能力及價值觀和態度的要求，培養學生成為一個有正面的價值觀和積極的人生態度，及對社會、國家和世界有認識和負責任的公民

II. 現況分析

1. 優點

- a. 校方著重訓練學生之高階思維能力，各科各組亦予以配合，有利發展及強化學生之思考能力。
- b. 本科科任老師勤奮，有魄力，盡心教導學生，有助學生的學習及加強他們對本科的興趣。
- c. 本科科任老師具隊工精神，常交流經驗及彼此支持。
- d. 本科科任老師積極進行教學評鑑，收集學生的意見，以進一步提高教學質素。
- e. 本科已建立儲存教學資源及參考資料的系統，支援教學。
- f. 本科科任老師負責規劃和帶領高中學生進行內地考察，能為學生安排適切的課業及作出專業的指導。
- g. 初中每次上課均為兩教節，有助老師安排小組討論及高階思維教學活動。
- h. 初中採用持續性評估，減輕學生考試壓力。

2. 弱點

- a. 科任同工工作量繁重，未能經常安排集體備課。
- b. 面對公經社科新課程，科任老師需要了解新課程的內容，及選取合適的教材和編寫教案，工作量持續繁重。
- c. 由於公民科於公開試只設「達標」與「未達標」的評級，部分學生投放於本科的時間較其他核心科少。
- d. 公民科內地考察的行政工作繁重，但專職任教公民科的老師人數有限，令每年都要帶領考察團的老師感到吃力。

III. 目標

1. 運用電子學習工具推動跨學科學習
2. 透過施行課程及安排學生參與校外活動，及加強培育學生沙崇人特質及教育局建議的十二種首要的價值觀和態度

IV. 施行計劃

	工作項目	目標	日程		
			25/26	26/27	27/28
1	運用不同的電子學習工具與平台以加強跨學科學習	1		√	√

	i. 參與跨學科學習活動的級別數目逐年上升 ii. 融合電子學習工具或平台的跨學科課堂數目逐步增加 iii. 參與跨學科課堂及／或學習活動的科組成員人數逐年上升				
2	進行以跨學科學習為重點的協作教學(公開課)	1			√
3	科組內觀課	1		√	√
4	跨學科協作教學與觀課內容包括 i. 運用電子學習加強自主學習 ii. 融合不同學科領域的知識或技能 iii. 透過多元活動推動跨學科輸入	1		√	√
5	將沙崇人特質及教育局建議的十二種首要的價值觀和態度融入課程	2	√	√	√
6	宣傳並安排學生參加至少一項校外活動，以培養正面的價值觀	2	√	√	√
7	通過公民科的國內考察，增加學生對國內最新發展的認識，及培養正面的價值觀	2	√	√	√

V. 評估

1. 文件記錄

於科務會議記錄中記錄工作項目的施行情況(工作項目1、2、3、4、5、6及7)

2. 收集老師意見以評估：

- 透過推動跨科學習提升學與教的效能的成效(工作項目1及5)
- 透過安排學生參與校外活動，培養正面的價值觀的成效(工作項目6及7)

3. 收集學生意見以評估：

- 透過推動跨科學習提升學與教的效能的成效(工作項目1及5)
- 透過安排學生參與校外活動，培養正面的價值觀的成效(工作項目6及7)

VI. 科成員

胡欣夏（科主任）

文浩輝（副科主任）

張妙怡

李淑儀

陸蔚菴

沙田崇真中學
基督教教育科
三年計劃書（2025-2028）

I. 目的

1. 讓同學透過本科的學習對基督教信仰有基礎的認識
2. 啟發同學對生命意義的追求，並鼓勵他們作智慧人生的抉擇
3. 配合學校目標

II. 現況分析

1. 優點

- a. 本科以中文為授課語言，讓學生在表達個人思想及分享時更流暢自如。
- b. 本科為各級必修科目，有利本科之教學。
- c. 任教老師皆為有心傳道之基督徒，在教學中樂意與學生分享信仰及生活經驗。
- d. 老師採用多元化的教學方式，有助學生更深地認識信仰。
- e. 近年有更多老師願意投身任教這科目，與學生分享信仰。
- f. 夥伴教會新翠崇真堂的傳道同工及弟兄姊妹樂意協助任教老師籌備課堂教學。

2. 弱點

- a. 學生對信仰較被動，未能主動提出問題及積極參與宗教活動。
- b. 同學較偏重學業，未有太多空間放慢腳步，沉澱及思考信仰。

III. 目標

1. 引發同學對信仰的興趣，鼓勵同學決志及參與教會活動／聚會
2. 增加對學生的個別關顧
3. 優化課程
4. 加強培育學生沙崇人特質及教育局建議的十二種首要的價值觀和態度
5. 促進本科同工的專業發展

IV. 施行計劃

	工作項目	目標	日程		
			25/26	26/27	27/28
1	檢討中一至中三級基督教教育科課程	1, 2, 3	√	√	
2	鼓勵同學藉信靠神以實踐沙崇人目標及價值教育（例如：仁愛、誠信、責任感、同理心、堅毅、勤勞、自律）	4	√	√	√
3	科內同工間分享小班教學的經驗、策略及方法	5	√	√	√

V. 評估

1. 學生問卷

- a. 收集中一至中三學生對基督教教育科的觀感及看法。例如：團契是否能幫助學生增加對基督教的認識及興趣，從而更信靠神。（項目 1）
- b. 收集中一至中三學生對基督教教育科是否能幫助學生藉信靠神，以實踐沙崇人目標

及價值教育（例如：愛心、仁慈、公義 / 公正、誠實、寬容 / 寬恕、感恩）的觀感及看法。（項目 2）

2. 老師問卷

收集有關教師對中一至中三級基督教教育科的意見。例如，中一至中三基督教教育科的課堂安排、課程內容及分組安排是否能幫助學生加深對基督教的認識，從而更信靠神。教師對學生的個別關顧是否足夠、師生及生生間的互動是否足夠（項目 1）

3. 記錄

科內同工間互相分享及交流教學之心得（項目 3）

VI. 科成員

蔡偉民（科主任）

陳國雄

陳圓覺

張卓雅

郭靜怡

盧晉銘

羅振中

廖海琳

梁潔妍

李淑儀

陸蔚菴

吳綽婷

吳鴻豐

曾凱儀

譚先拔

王凱莉

溫敬謙

黃啟思

王淑玲

黃御衡

葉紀攸

葉望洋

**SHATIN TSUNG TSIN SECONDARY SCHOOL
ECONOMICS AND BAFS
THREE-YEAR PLAN (2025-2028)**

I. AIMS

Economics

1. To align with the school's major concerns
2. To develop in students' curiosity and interest in economic problems and issues facing individuals, societies, countries and the world as a whole
3. To provide students of varying aptitudes with the basic economic knowledge and skills necessary to understand better the world in which they live, reason about economic issues and participate more fully as responsible citizens in the decision-making processes of a modern society

BAFS

1. To align with the school's major concerns
2. To enable students to understand and critically evaluate local and global business issues, not only as members of the business world but also as responsible and effective citizens
3. To enable students to acquire fundamental concepts and skills in business, accounting and financial studies

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers demonstrate enthusiasm for their profession, maintain a commitment to continuous learning, and embrace opportunities to enhance their teaching.
- b. There is good communication and co-operation among panel members.
- c. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals.
- d. The panel keeps a comprehensive collection of instructional resources, encompassing previous examination papers and a comprehensive question database.

2. Weaknesses

- a. Students exhibit significant learning diversity.
- b. Students face significant time constraints due to heavy academic workloads combined with extensive extracurricular commitments.
- c. (BAFS) Due to the shortened 10-cycle BAFS curriculum and lack of formal assessments for Secondary 3 students, students cannot adequately understand what the subject entails. As a result, they make inappropriate choices when selecting subjects for senior forms.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the personality traits of "Shatin Tsung-Tsiners" and to promote the priority values and attitudes recommended by the EDB
3. To enhance students' ability to master the content and skills required for public examinations
4. To reflect the effectiveness of teaching and learning
5. To advance teachers' professional knowledge and promote exchange among teaching professionals

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Organizing Summer Green Charity Market to promote cross-curricular learning, reinforce the personality traits of “Shatin Tsung-Tsiners” and to promote the priority values and attitudes recommended by the EDB	1, 2	√	√	√
2	Utilizing different e-learning tools and platforms to enhance cross-curricular learning i. Levels of students participating in cross-curricular learning activities increase over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years	1,3		√	√
3	Cross-curricular collaborative teaching which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1,3,5		√	√
4	Lesson observation within subject panels	1,3,5	√	√	√
5	Sharing across subject panels (open class focusing on cross-curricular learning)	1,3,5			√
6	Review of internal school examination results	4	√	√	√
7	Review of HKDSE examination results	4	√	√	√

V. EVALUATION

- Documentation
 - activity report on Summer Green (Task 1)
 - discussion of the lessons and worksheets designed (Task 2 & 3)
 - at least one lesson of each subject teacher will be observed each year (Task 4)
 - open-class of BAFS in 2027/28 (Task 5)
 - reports and comments of students’ performance (Task 6 & 7)
- Subject teachers’ opinions (discussed in meetings) on the effectiveness of using different e-learning tools and platforms to enhance cross-curricular learning (Task 2-5)
- Student survey to collect students’ opinions on the effectiveness of utilizing different e-learning tools and platforms to enhance cross-curricular learning (Task 2)

VI. TEAM MEMBERS

Hung Fan Cho (Panel Chairperson)
Chan Tsz Chun

Lo Chun Ming
Yuen Kit Ching

SHATIN TSUNG TSIN SECONDARY SCHOOL
GEOGRAPHY
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To stimulate students' interest in, and enthusiasm for, the study of geography
2. To equip students with better geographical knowledge of our community, our country and the outside world
3. To enhance students' knowledge of global interactions
4. To help students develop personal and social values towards the environment and the well-being of mankind
5. To equip students with various geographical skills for their future lives
6. To foster students' ability to think independently
7. To develop students' high-order thinking and creativity
8. To enhance the effectiveness of both teaching and learning in Geography
9. To align with the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, diligent, cooperative and display potential for further improvement.
- b. Self-financed small-class teaching is in place to strengthen learning and teaching effectiveness by promoting peer and teacher-student interactions and providing timely feedback on assignments.
- c. Various learning strategies and resources are provided to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals.
- d. Learning activities, assignments and assessments are designed to foster students' acquisition and application of geographical knowledge and generic skills.
- e. Subject teachers are enthusiastic and willing to learn.
- f. Various training courses and online seminars have become more accessible in recent years.

2. Weaknesses

- a. Students are generally unaware of current news and issues concerning the matters of interest in this subject.
- b. Students are generally weak in handling various kinds of techniques and generic skills required in the study of Geography.
- c. Students are occupied with various activities, which prevents them from joining field study trips or visits.
- d. Some students lack the initiative or confidence in learning.
- e. There is a polarization of learning abilities for senior form students under the present school structure.
- f. The multidisciplinary nature of the subject creates a great obstacle for higher form students with average abilities.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To enhance students' capability of mastering the content and skills (e.g. geographical skills) in attempting public examinations
3. To cultivate students' interest in learning Geography
4. To nurture students' environmental awareness

5. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
6. To reflect the effectiveness of teaching and learning
7. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
	Teaching and Learning				
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years	1	√	√	
2	Lesson observation within subject panels	1,5,6,7	√	√	√
3	Cross-curricular collaborative teaching and lesson observation which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1,7	√	√	
4	Conducting collaborative teaching (open class) focusing on cross-curricular learning	1,7		√	
5	Review of internal school examination results	6	√	√	√
6	Review of HKDSE examination results	6	√	√	√
	Academic Activities				
7	Organizing cross-border study trips on selected topics in Geography once every three years	2,3			√
8	Organizing the following local activities for S4 – S6 students : a. Applying Field Study Centre Course every school year b. Conducting at least one field trip related to Hong Kong geology	2,3	√ √	√ √	√ √
9	Organizing one visit on a selected topic (e.g. urban/natural hazards in Hong Kong) for S1-S3 students	3		√	
10	Environmental education activities with various themes for S1-S6 students	4,5	√	√	√

V. EVALUATION

1. Documents
 - a. lesson observation for Tasks 1-4

- b. evaluation of the effectiveness of teaching and learning materials record for Tasks 1-4
 - c. reports of the performance of students in assessments for Tasks 5,6
 - d. minutes record for Tasks 1-10
2. Subject teachers' opinions (discussed in meeting) on the effectiveness of using different e-learning tools and platforms to enhance cross-curricular learning for Tasks 1, 3 & 4.
 3. Student questionnaire survey to collect students' opinion on the effectiveness of using different e-learning tools and platforms to enhance cross-curricular learning in lessons for Tasks 1, 3 & 4.

VI. TEAM MEMBERS

Cheng Ka Fung (Panel Chairperson)
Ho Chun Long

SHATIN TSUNG TSIN SECONDARY SCHOOL
HISTORY
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To align with the school's major concerns
2. To help students build up a general awareness of mankind's cultural heritage as well as political and socio-economic evolution so as to enable students to gain a clear understanding of the world in which they live
3. To help students develop self-learning ability
4. To help students develop the ability to think critically, make sound arguments and communicate effectively
5. To enhance students' ability to develop personal and social values through fostering students' awareness and appreciation of the past

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The communication among panel members is easy and effective.
- b. The panel members are experienced and diligent teachers.
- c. The panel has access to a rich stock of teaching materials.
- d. Teachers can effectively utilize teaching resources.
- e. Students are willing to learn.

2. Weaknesses

- a. Teaching schedule is still tight with respect to the extensive History curriculum.
- b. Students' English proficiency and learning ability vary.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the personality traits of "Shatin Tsung-Tsiners" and to promote the priority values and attitudes recommended by the EDB
3. To enhance students' capability in mastering the content and skills needed for attempting public examinations
4. To broaden student horizon in History
5. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually	1	√	√	√

	iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years				
2	Cross-curricular collaborative teaching and lesson observation which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1	√	√	√
3	Lesson observation within subject panel	1,5	√	√	√
4	Collaborative teaching (open class) focusing on cross-curricular learning	1,5		√	
5	Incorporating the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	2	√	√	√
6	Evaluating the results of internal school assessment and public examination	3,5	√	√	√
7	Organizing overseas study tours	4	√		√

V. EVALUATION

1. Records of lesson observation within panel (Tasks 1,2,3,4)
2. Records of collaborative teaching (open class) focusing on cross-curricular learning (Tasks 1,2,4)
3. Records of review of pre-lesson preparation worksheets, which aim at incorporating traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum (Tasks 5)
4. Records of evaluation of internal school assessments and public examinations during panel meetings (Task 6)
5. A student survey will be conducted to collect information for the effectiveness of overseas study tours to broaden students' horizon in history (Task 7)

VI. TEAM MEMBERS

Fok Wang Chung (Panel Chairperson)
Chung Tsz Ying

SHATIN TSUNG TSIN SECONDARY SCHOOL
SCIENCE AND TECHNOLOGY SUBJECTS
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To align with the school's major concerns
2. To coordinate various science and technology departments to provide science education in the interest of the students

II. SITUATIONAL ANALYSIS

1. Strengths

- a. We have developed uniformity in administrative practices like assignment policy, assignment inspection, centralization of resources and laboratory management, etc. Such practices enhance administrative efficiency and order of departmental work.
- b. The coordination among departments and the relationship between teachers and supporting staff is good. This facilitates the implementation of departmental work towards common goals.
- c. The stable composition of our committee members favours the smooth implementation of tasks and continuity of policies.
- d. Teachers are experienced and open to improving their teaching.
- e. Laboratory technicians provide helpful logistic support in both teaching and management of laboratory resources.
- f. We have well-equipped laboratories to facilitate teaching.
- g. The overall ability of students is high.
- h. Small class teaching is implemented in junior forms.

2. Weaknesses

- a. There is still room for improvement in monitoring departmental work.
- b. The non-teaching duties of science teachers are fairly demanding.
- c. Some students still need to adapt to EMI teaching and are not ready to use English in class time.
- d. Some students are too reliant on teachers and fail to regulate their own learning.
- e. Learning diversity is high in senior form science subjects.
- f. Our students have limited exposure to the natural environment.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
3. To address students' learning diversity

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Monitoring the implementation of cross-curricular collaborative teaching and lesson observation in different science and technology subjects which includes i. the use of e-learning to enhance self-regulated learning	1	√	√	√

	ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement				
2	Lesson observation within the committee	1	√	√	√
3	Monitoring the incorporation of the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum of different science and technology subjects	2	√	√	√
4	Implementation of the junior form STEM curriculum	3	√	√	√
5	Running the Science Society	3	√	√	√
6	Coordinating dates of science activities	3	√	√	√
7	Evaluating the junior form STEM curriculum	3		√	
8	Evaluating the scheme of reading science books in S1 to S3	3		√	

V. EVALUATION

1. Carry out on-line students' survey to collect data on whether :
 - a. STEM would help students understand more about science and technology in daily life, and hence arouse their interest in learning science and technology (Tasks 4, 7)
 - b. The reading of science books would help students understand more about science in daily life and hence arouse their interest in learning science (Task 8)
2. Evaluation form filled out by students after each science activity and attendance recorded for each science activity (Task 5)
3. Teachers' sharing on the effectiveness of the Science Society (Task 5)
4. Lesson observation (Task 1, 2)
5. Documentation of
 - a. the minute book of each science and technology subjects (Task 1, 2, 3)
 - b. the STEM curriculum (Task 4,7)
 - c. the coordination of activities (Task 6)

VI. TEAM MEMBERS

Yu Mu Hau (Convenor)
 Chan Fung Yi
 Chan Kwok Hung
 Cheung Cheuk Nga
 Cheung Ho Wun
 Choi Sin Sum
 Hung Suet Kan
 Kwong Kwok Kiu
 Lai Hau Kin
 Lam Yee Ting
 Loy Kang San
 Sin Chung Pan
 Wong Hoi Lee
 Wong Shuk Ling
 Yip Mong Yeung

SHATIN TSUNG TSIN SECONDARY SCHOOL
BIOLOGY
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To align with the school's major concerns
2. To develop students' interest in life science and ability to acquire and apply knowledge in this scientific and technological world

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Most students have the motivation to learn.
- b. Students can develop their abilities with proper instruction. Most students are attentive in class.
- c. Teachers have a shared vision in developing the curriculum and work collaboratively in preparing teaching materials. The working relationship among panel members (teachers and laboratory technicians) is good.
- d. Teachers are well-equipped with subject and pedagogical knowledge.
- e. Teachers are open to the use of various teaching aids.
- f. Teachers are eager to organize extra-curricular activities for our students as a means of informal education.
- g. Laboratory support (technicians and resources) is adequate and our laboratory is well-managed.

2. Weaknesses

- a. Some students struggle with collaborative learning and lack confidence when sharing ideas during class discussion.
- b. Some students face challenges in managing their own learning, including time management and ineffective study strategies.
- c. Some students adopt a surface-level approach to learning (rote memorization) rather than engaging in critical thinking or practical application.
- d. The varying academic abilities and learning styles create a broad spectrum of needs in the classroom.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
3. To advance teachers' professional knowledge and promote exchange among teaching professionals
4. To address students' diverse learning needs
5. To strengthen students' mastery of subject content and skills

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-	1	√		√

	curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years				
2	Renewing S2 and S3 curriculum to align with the updated Science syllabus	1, 2, 3, 5		√ (S2)	√ (S3)
3	Cross-curricular collaborative teaching and lesson observation which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1, 3	√	√	√
4	Lesson observation within subject panels	1, 3	√	√	√
5	Conducting collaborative teaching (open class) focusing on cross-curricular	1, 3	√	√	
6	Incorporation of the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	2	√	√	√
7	Arranging internal extracurricular activities and competitions and promoting external activities and competitions	2, 4, 5	√	√	√
8	Holding a STEM Project	2, 5	√	√	
9	Holding study groups during lunch or after school	4, 5	√	√	√
10	Providing hands-on practice to students	4, 5	√	√	√

V. EVALUATION

1. Documentation
 - a. Record of Tasks 1-9 in meeting minutes
 - b. Record of the parts in the curriculum reinforcing the traits of Shatin Tsung-Tsiners and promoting the priority values and attitudes recommended by the EDB
2. Students' survey conducted to collect information on the effectiveness of
 - a. using e-learning to strengthen students' abilities in cross-curricular learning (Task 1)
 - b. addressing students' diverse learning needs (Tasks 9, 10)
 - c. strengthening students' mastery of subject content and skills (Tasks 9, 10)
3. Teachers' observation of whether students' diverse learning needs are addressed

VI. TEAM MEMBERS

Chan Fung Yi (Panel Chairperson)
 Cheung Cheuk Nga
 Cheung Ho Wun
 Wong Shuk Ling
 Hung Suet Kan

SHATIN TSUNG TSIN SECONDARY SCHOOL
CHEMISTRY
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To develop students' interest in the world of Chemistry and help them derive pleasure from it
2. To raise students' awareness of the social, economic, environmental and technological implications of Chemistry, and encourage them to show concern about the local environment and society
3. To help students acquire the ability to think scientifically and independently, and to make rational decisions
4. To align with the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers are passionate, willing to learn and open to improving their teaching.
- b. Teachers are familiar with the use of technology and have strong liaisons with other parties.
- c. The relationship among all panel members is good. They are cooperative and helpful. The stable composition of panel members favours the smooth implementation of policies.
- d. The Chemistry Laboratory is well-equipped and the Chemistry Laboratory Technician provides helpful logistic support to both teaching and management of laboratory resources.
- e. The overall ability of students is high.

2. Weaknesses

- a. The panel members are young and without much experience. New teachers and technicians need time and guidance to become familiar with the curricula and school policies.
- b. The learning diversity of students is high. Different teaching strategies should be employed to cater for individual differences.
- c. Some students have low self-motivation in learning.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To help students master the concepts and skills in Chemistry and develop students' interest in learning Chemistry
3. To advance teachers' professional knowledge and promote exchange among teaching professionals
4. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually	1	√	√	√

	iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years				
2	Cross-curricular collaborative teaching which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1, 3	√	√	√
3	Lesson observation within subject panels	1, 3	√	√	√
4	Lesson observation conducted by panel head	1, 3	√	√	√
5	Sharing across subject panels (open class focusing on cross-curricular learning)	1, 3	√		
6	Implementing STEM elements in junior form curriculum	2	√	√	√
7	Organizing chemistry talks delivered by university lecturers for senior form students	2	√	√	√
8	Review of internal school examination and HKDSE results	2	√	√	√
9	Incorporating the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB into the Chemistry curriculum and activities	4	√	√	√

V. EVALUATION

1. Document
 - minutes of meetings recording the discussion of teachers (Tasks 1-8)
 - collaborative teaching materials (Task 2)
 - reports of performance of students in assessments (Task 8)
2. Teachers' evaluation
 - the effectiveness of cross-curricular learning to foster connections between different subject areas and enhance students' motivation in learning and developing interdisciplinary problem-solving skills (Tasks 1-5)
 - the effectiveness of implementing STEM elements in the curriculum and chemistry talks to enhance students' interest in science (Tasks 6, 7)
 - the effectiveness of promoting traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB in the Chemistry curriculum and activities (Task 9)
3. Students' survey
 - the effectiveness of cross-curricular learning to foster connections between different subject areas and enhance students' motivation in learning and developing interdisciplinary problem-solving skills (Task 1)
 - the effectiveness of implementing STEM elements in the curriculum and chemistry talks to enhance students' interest in science (Tasks 6, 7)
 - the effectiveness of promoting the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB in the Chemistry curriculum and activities (Task 9)

VI. TEAM MEMBERS

Cheung Ho Wun (Panel Chairperson)
Lai Hau Kin

Lam Yee Ting
Yip Mong Yeung

SHATIN TSUNG TSIN SECONDARY SCHOOL
PHYSICS
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To align with the school's major concerns
2. To help students acquire different skills in solving problems independently
3. To expose them to different areas of physics to encourage their exploration of the world of physics

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers in the panel are cooperative and helpful.
- b. Teaching resources, such as assignments, quizzes and notes, are organized and shared within the panel.
- c. The laboratory is well-organized, and the stock system is up-to-date.
- d. The school provides a reasonable amount of resources to facilitate interactive and active learning.
- e. Small-class teaching is implemented in junior forms.

2. Weaknesses

- a. The self-motivation of some students is low.
- b. The English comprehension and presentation abilities of some students are weak, which may result from the demands of many technical terms in the subject.
- c. The mathematics skills of some students are poor, and they lack confidence in mathematical manipulation.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To enhance students' physics learning by addressing students' diversity
3. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years	1	√	√	√
2	Cross-curricular collaborative teaching and	1	√	√	√

	lesson observation which includes : i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement				
3	Conducting collaborative teaching (open class) focusing on cross-curricular learning	1	√	√	√
4	Lesson observation within subject panels	1,2	√	√	√
5	Pre-laboratory work before SBA for S5 and S6	2	√	√	√
6	Pre-lesson preparation tasks for S2 and S3	2	√	√	√
7	Project-based learning for S3 (tower or bridge building competition in alternating years)	2	√	√	√
8	Incorporation of the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	3	√	√	√

V. EVALUATION

1. Student survey on :
 - a. whether using e-learning tools and platforms enhances cross-curricular learning (Task 1)
 - b. whether the cross-curricular learning elements enhance students' Physics learning (Task 1)
 - c. whether the pre-laboratory work enhances students' preparation for the SBA (Task 5)
 - d. whether the lesson preparation enhances students' Physics learning (Task 6)
 - e. whether the tower or bridge building competition enhances students' Physics learning (Task 7)
2. Teacher sharing on :
 - a. the performance of students in cross-curricular learning (Task 1)
 - b. the performance of students in SBA (Task 5)
 - c. the effectiveness of students' lesson preparation (Task 6)
 - d. the performance of students in the tower or bridge building competition (Task 7)
3. Documentation on :
 - a. collaborative teaching (Task 2)
 - b. open class (Task 3)
 - c. lesson observation (Task 4)
 - d. incorporation of the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum (Task 8)

VI. TEAM MEMBERS

Choi Sin Sum (Panel Chairperson)
 Loy Kang San
 Sin Chung Pan
 Yu Mu Hau

SHATIN TSUNG TSIN SECONDARY SCHOOL
SCIENCE
THREE YEAR PLAN (2025-2028)

I. AIMS

1. To pass on the knowledge of science and the basic experimental skills to students
2. To align with the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. There are sufficient logistic resources.
- b. There is a good cooperation between teachers and the laboratory technicians.
- c. Teachers are familiar with science and are eager to improve themselves.
- d. Most students are well disciplined.
- e. Students can learn or know more about science through numerous media.
- f. The group setting of the laboratory favours small-class teaching.

2. Weaknesses

- a. Teachers have much administrative work and that reduces the possibility of providing greater individual attention after school.
- b. Some students are weak in experimental techniques and logical thinking.
- c. English is a great obstacle for some students to grasp the science concepts.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
3. To further enhance students' motivation for learning and develop students' interdisciplinary problem-solving skills and/or self-regulated learning abilities
4. To help students develop curiosity and interest in science
5. To strengthen teachers' professional development

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years	1,3,4			√
2	Cross-curricular collaborative teaching and lesson observation which includes	1,3,4			√

	i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement				
3	Incorporation of the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	2	√	√	√
4	Organizing organic farming activities and visits for students	3,4	√	√	√
5	Conducting collaborative teaching (open class) focusing on cross-curricular learning	5			√
6	Lesson observation within subject panels	5	√	√	√
7	Revising the curriculum to be aligned with the updated Junior Secondary Science Curriculum (2027/28)	5	√	√	√

V. EVALUATION

1. Student survey to collect students' opinions on :
 - a. the effectiveness of application of different e-learning tools and platforms to enhance cross-curricular learning (Task 1)
 - b. the effectiveness of incorporation of traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum (Task 3)
 - c. the effectiveness of activities and visits (Task 4)
2. Subject teachers' opinions (discussed in panel meetings) on :
 - a. the effectiveness of cross-curricular collaborative teaching and lesson observation (Task 1)
 - b. the effectiveness of activities and visits (Task 4)
3. Documentation
 - a. report in the minutes of meetings (Task 1,3,6,7)
 - b. collaborative teaching materials and minutes (Tasks 1,2,5)

VI. TEAM MEMBERS

Chan Kwok Hung (Panel Chairperson)
 Cheung Cheuk Nga
 Lam Yee Ting

SHATIN TSUNG TSIN SECONDARY SCHOOL
TECHNOLOGY
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To align with the school's major concerns
2. To impart basic knowledge of computer studies, information technology, communication technology and their daily application required by CDC

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Students possess a good attitude, motivation and interest in learning. They are attentive, highly disciplined, cooperative and display potential for further improvement.
- b. Self-financed small-class teaching is in place to strengthen learning and teaching effectiveness by promoting peer and teacher-student interaction and providing timely feedback on assignments.
- c. Various learning strategies and resources are suggested to students, together with teachers' appropriate and timely feedback, to help them improve their learning and achieve their learning goals.
- d. The majority of teachers are well equipped and experienced. Teachers are caring, dedicated, experienced and professional. There is a strong collaborative culture among teachers.
- e. Staff relationships, teacher-student relationships and student-peer relationships are good.

2. Weaknesses

- a. Some students lack the initiative or confidence in learning.
- b. Teachers' workload is heavy. Technology teachers have to make a great effort in learning new technology to cope with the rapidly-changing computer technological development. This makes teachers physically and psychologically tired.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the the EDB
3. To advance teachers' professional knowledge and promote exchange among teaching professionals
4. To reflect the effectiveness of teaching and learning
5. To widen students' horizons by enriching their exposure to different growth and life experiences

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually	1	√ S2 (P.E.)	√ S1 (Maths)	√ S1 (Sci)

	iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years				
2	Review of S1 curriculum	1,2	√		
3	Review of S2 curriculum	1,2		√	
4	Review of S3 curriculum	1,2			√
5	Cross-curricular collaborative teaching and lesson observation which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1,3	√	√	√
6	Lesson observation within subject panels	1,3	√	√	√
7	Conducting collaborative teaching (open class) focusing on cross-curricular learning	1,3			√
8	Incorporation of traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	2	√		
9	Review of the internal school examination results and HKDSE examination results	4	√	√	√
10	Arranging for students to participate in external competitions and activities	5	√	√	√

V. EVALUATION

1. Documentation of Tasks 1 to 10 in meeting minutes
2. Teacher survey to collect teachers' opinions on the effectiveness of relevant tasks to promote cross-curricular learning using e-learning strategies (Task 1,2,3,4)
3. Student survey to collect students' opinions on the effectiveness of using e-learning to strengthen students' abilities in cross-curricular learning (Task 1)

VI. TEAM MEMBERS

Wong Hoi Lee (Panel Chairperson)

Choi Sin Sum

Kwong Kwok Kiu

Lai Hau Kin

Yip Mong Yeung

Yu Mu Hau

SHATIN TSUNG TSIN SECONDARY SCHOOL
CULTURAL SUBJECTS
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To formulate a set of school-based developmental strategies for cultural subjects aligning with the direction and recommendations provided by the the EDB and the School Academic Affairs Committee
2. To enhance students' abilities with an all-rounded education
3. To coordinate the pace of development among the cultural subjects
4. To coordinate cultural subjects by encouraging more exchange among teachers and arranging more joint activities

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers are well experienced in their teaching and administrative work.
- b. Students are generally interested in participating in cultural activities, which facilitates the development of the overall cultural policies of the school.
- c. The school offers enough support and flexibility for subject panels to design their own curriculum and activities.
- d. The current diversified cultural activities and innovative cultural curriculum facilitate the implementation of the school's cultural education policy.

2. Weaknesses

- a. Under the examination-oriented education system, even students who are interested in cultural activities generally perceive the subjects as less important than academic subjects.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies among the cultural subjects
2. To promote project learning teaching tactics among the cultural subjects
3. To strengthen teachers' professional development
4. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Encouraging each panel to help each student actively engage in various performances, presentations, demonstrations and discussions in class activities to promote cross-curricular learning using e-learning strategies, the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB	1,4	√	√	√
2	Monitoring the application of different e-learning tools or platforms in cultural subjects to enhance cross-curricular learning	1,4	√	√	√
3	Putting forward more integrated cultural projects like exhibitions, variety shows,	2	√	√	√

	competitions or creative projects				
4	Monitoring cultural subject teachers' involvement in collaborative or open-class teaching within key learning areas (KLA)	3	√	√	√

V. EVALUATION

1. Record of activities : Frequency of activities, standard of performances, students' attendance recorded in subject minutes (Task 1)
2. Evaluation reports recorded in subject minutes (Tasks 2,3)
3. Record of participation shown in subject minutes (Task 4)

VI. TEAM MEMBERS

Chan Kwong Man (Convenor)
 Chan Ka Yi
 Chan Yuen Kok
 Kwok Yu Hang
 Leung Sik Yu
 Poon Yiu Yan

SHATIN TSUNG TSIN SECONDARY SCHOOL
ARTS-IN-LIFE
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To align with the school's major concerns
2. To develop creativity and critical thinking and nurture aesthetic sensitivity
3. To build up cultural awareness and positive values through arts activities
4. To enable students to gain delight, enjoyment and satisfaction through participation in arts activities
5. To help students pursue a life-long interest in arts
6. To integrate different art-forms into students' projects with a theme close to their lives
7. To promote self-learning habits and various generic skills

II. SITUATIONAL ANALYSIS

1. Strengths

- a. Teachers are well experienced in their teaching and administrative work.
- b. The school board offers freedom for the subject to create a school-based and innovative curriculum.
- c. Diversified and well-established arts activities act as a good supplement to the curriculum.
- d. Students are well-behaved and obedient and this facilitates the bringing about of outings and highly interactive activities in the lessons.

2. Weaknesses

- a. The subject is new to most of the form one students who are therefore unfamiliar with the requirements and skills.
- b. The curriculum is completely school-based so it is difficult to find common experience with other schools as reference.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
3. To widen students' exposure through different activities outside the classroom
4. To enhance and improve teaching effectiveness through collaborative teaching and regular meetings

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or	1	√	√	√

	learning activities increases over the years				
2	All students should finish 3 large scale arts projects from Secondary 1 to Secondary 3 to promote cross-curricular learning.	1	√	√	√
3	Incorporation of the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	2	√	√	√
4	Students should take part in external art activities or visits at least 4 times from Secondary 1 to Secondary 3 to widen their exposure	3	√	√	√
5	Cross-curricular collaborative teaching and lesson observation which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	4	√	√	√
6	Each teacher should sit in an open lesson arranged by other subjects once every alternate year	4	√	√	√
7	Lesson observation within subject panels	4	√	√	√
8	Conducting collaborative teaching (open class) focusing on cross-curricular learning	4		√	

V. EVALUATION

1. Students' year end results and students' survey on the effectiveness of Tasks 1 and 2 to promote cross-curricular learning and other generic skills with the use of e-learning tools
2. Documents:
 - a. Record of incorporation of traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum in projects (Task 3)
 - b. Record of activities: frequency of activities, standard of performances / exhibitions, students' feedback and attendance (Task 4)
 - c. Records showing the progress of different work tasks in subject minutes (Tasks 1,2,3,4)
 - d. Record of participation shown in subject minutes (Tasks 5,6,7,8)

VI. TEAM MEMBERS

Chan Yuen Kok (Panel Chairperson)
 Chan Ka Yi
 Luk Wai Kiu
 Poon Yiu Yan

SHATIN TSUNG TSIN SECONDARY SCHOOL
PHYSICAL EDUCATION
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To increase students' interest in sports, to develop a regular habit of doing physical exercise
2. To promote students' body coordination and enhance their physical fitness to stay healthy
3. To promote cooperation with others in the group
4. To master basic motor skills and knowledge
5. To strengthen the appreciation of beauty
6. To cultivate in students generic skills, positive values and attitudes, in addition to physical competence, for lifelong and life-wide learning.
7. To construct a diversified curriculum, so that students can choose their interest in different kinds of sports and establish an active lifestyle
8. To align with the school's major concerns

II. SITUATIONAL ANALYSIS

1. Strengths

- a. The EDB provides detailed teaching content and resources which help to arrange the teaching schedule.
- b. Most sports are structurally organized in the curriculum within the school year.
- c. Students are interested in sports, which helps students to enhance their physical fitness.
- d. There are many inter-class and inter-house activities or competitions, so that students can have the opportunity to use different kinds of sport skills they have learned.
- e. Teachers are professionally trained and are enthusiastic in their teaching and promoting various sports activities.
- f. Relationships between teachers and students is good.
- g. Sports equipment and venues are adequate.
- h. School supports the promotion and development of physical activities and sports.
- i. School provides a wide range of physical activities to match students' interests.
- j. There is liaison with community groups to promote physical activities in school.
- k. This is an elective subject in the senior levels so all students taking this subject have a certain level of interest and ability.

2. Weaknesses

- a. Swimming lessons cannot be arranged at all levels due to the six-day cycle and they can only be offered in junior levels.
- b. Students' physical fitness is unsatisfactory.
- c. Teachers' workload is very heavy because the various administrative work regarding sports activities all depends on the PE teachers.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
3. To address students' learning diversity
4. To develop students' active lifestyle and good health with physical exercise and enhance their physical fitness
5. To enhance students' appreciation and knowledge of sports
6. To improve students' thinking and organizing skills

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years	1	√	√	
2	Cross-curricular collaborative teaching and lesson observation which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1	√	√	√
3	Conducting collaborative teaching (open class) focusing on cross-curricular learning	1			√
4	Incorporation of traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	2	√		
5	Increasing attention paid to individual learning differences	3	√	√	√
6	Teaching a wide range of sports to senior students whose learning ability is higher; such as tennis, bowling, rope skipping, golf, netball, etc.	3,4,5	√	√	√
7	Introducing “Sport Education Model” (Project-based learning) to S4 and S5 students ● Design pre-lesson preparation work for students to enhance students’ self-regulated learning in lessons ● Request students to organize activities to promote self-regulated learning in lessons ● Train students to plan various events and act as referees during PE lessons ● Create room for students to use e-learning tools	3,4,5,6	√	√	√
8	Introducing “Student coaching activities” (Project-based learning) to S2 and S.3 students ● Design pre-lesson preparation work for students to enhance students’ self-learning of basic knowledge and students-teaching-students in lessons	3,4,5,6	√	√	√

	● Request students to organize lessons to promote self-regulated learning in lessons				
9	Renting and borrowing off-campus facilities for PE lessons and school teams training	4	√	√	√

V. EVALUATION

1. Students' survey conducted to collect information on:
 - a. whether applying different e-learning tools and platforms to enhance cross-curricular learning can effectively improve knowledge acquisition in Physical Education. (Task 1)
 - b. whether there is increasing attention paid to individual learning differences by teachers (Tasks 5,6,7 and 8)
 - c. whether pre-lesson preparation materials can facilitate students' self-regulated learning (Tasks 7 and 8)
 - d. whether there is increasing practice of student-centered and interactive learning approach (Tasks 7 and 8)
 - e. whether students use and know more about the sports facilities in our community (Task 9)
2. Documents
 - a. Subject teachers' opinions (discussed in panel meeting) on whether applying different e-learning tools and platforms to enhance cross-curricular learning can effectively improve knowledge acquisition in Physical Education. (Task 1)
 - a. Lesson observation record and scheme of work (Tasks 2-4)
 - b. The percentage of students obtaining an award in "Secondary School Physical Fitness Award Scheme" and physical fitness test results

VI. TEAM MEMBERS

Chan Kwong Man (Panel Chairperson)

Kwok Yu Hang

Leung Sik Yu

SHATIN TSUNG TSIN SECONDARY SCHOOL
VISUAL ARTS
THREE-YEAR PLAN (2025-2028)

I. AIMS

1. To align with the school's major concerns
2. To develop students' creativity and critical thinking ability
3. To help them acquire a sense of happiness, enjoyment and satisfaction through taking part in art activities and creation
4. To promote local and traditional cultures and values
5. To enable students to acquire a foundation for pursuing educational and career opportunities in the visual arts and creative industries

II. SITUATIONAL ANALYSIS

1. Strengths

- a. School has two well-equipped art studios with a variety of art supplies and tools.
- b. This is an elective subject and students taking this subject have a level of ability and interest.
- c. Visual Arts curriculum encompasses a wide variety of mediums and this diversity allows students to explore different forms of expression and find their unique artistic voice.
- d. Visual Arts curriculum incorporates different cultural contexts which help enrich students' arts learning experiences and broaden their world knowledge.
- e. Teachers have solid subject and pedagogical knowledge. They are passionate, which can inspire students, foster a love for creativity and encouraging them to push the limit of their artistic practice.
- f. There is a good communication and co-operation among panel members.
- g. Teachers utilize external resources by arranging art activities regularly and to provide students additional opportunities to engage with Visual Arts beyond the classroom.

2. Weaknesses

- a. Students prioritize academic subjects over arts education, leading to less time allocated for Visual Arts.
- b. Students have little interest in local and international art events and competitions.

III. OBJECTIVES

1. To promote cross-curricular learning using e-learning strategies
2. To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by the EDB
3. To cultivate students' interest in learning Visual Arts
4. To address and support the learning diversity of students
5. To enhance students' capability of mastering the content and skills required for the HKDSE
6. To reflect the effectiveness of teaching and learning
7. To strengthen the professional development of teachers

IV. OPERATIONAL STRATEGIES

	TASK	OBJECTIVES	TIME SCALE		
			25/26	26/27	27/28
1	Application of different e-learning tools and platforms to enhance cross-curricular learning i. Level of students participating in cross-	1	√	√	√

	curricular learning activities increases over the years ii. Number of cross-curricular lessons incorporating e-learning tools or platforms increases gradually iii. Number of panel members participating in cross-curricular lessons and/or learning activities increases over the years				
2	Cross-curricular collaborative teaching and lesson observation which includes i. the use of e-learning to enhance self-regulated learning ii. the integration of knowledge/skills from different subject areas iii. various activities promoting cross-curricular engagement	1,7	√	√	√
3	Lesson observation within subject panels	1,7	√	√	√
4	Conducting collaborative teaching (open class) focusing on cross-curricular learning	1,7		√	
5	Incorporation of the traits of Shatin Tsung-Tsiners as well as the priority values and attitudes recommended by the EDB into the curriculum	2	√	√	√
6	Developing resource materials for students' reference and use in the HKDSE examination	5	√	√	√
7	Review of the internal school examination results and HKDSE examination results	6	√	√	√
8	Arranging local or overseas visits to galleries or museums	3	√	√	√
9	Organizing different activities, such as workshops, artist sharing and exhibitions, in order to engage students in a variety of learning experiences in Visual Arts and promote Visual Arts in school	3	√	√	√
10	Establishing a Visual Arts School Team to nurture students with artistic talent	3,4	√	√	√

V. EVALUATION

1. Documentation
 - a. lesson observation reports for Tasks 2,3,4
 - b. evaluation of the effectiveness of teaching and learning materials record for Tasks 1,2,4,6
 - c. summary table of mapping the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the the EDB for Task 5
 - d. reports of performance of students in assessments for Task 7
2. Student questionnaire survey to collect students' opinion on:
 - a. the effectiveness of applying different e-learning tools and platforms to enhance cross-curricular learning (Task 1,2)
 - b. whether there is increasing attention paid to widening students' horizons (Tasks 8,9)
 - c. whether there is increasing attention paid to students' learning diversity (Task 10)

VI. TEAM MEMBERS

Chan Ka Yi (Panel Chairperson)

Poon Yiu Yan

Plan on the Use of Capacity Enhancement Grant in the 2025/26 School Year

Name of school: Shatin Tsung Tsin Secondary School

Our School has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following plan on the use of the CEG is drawn up after full consultation with teachers:

Item	Details	Time Frame	Budget	Evaluation Criteria	Responsible Party
To relieve teachers' workload so that teachers can concentrate on : ☒ Curriculum development ☒ Enhancing students' language proficiency ☒ Coping with learning needs of students ☐ Others (Please specify) _____	Recruitment of invigilators (\$50 for undergraduate, \$140 for graduate) for internal and public exams.	From 1.9.2025 to 31.7.2026	\$120,000	Teacher Questionnaires – over 85% of teaching staff agreed relevant	Academic Affairs Committee
	Employment of external tutors for enhancement and remedial classes at various levels	From 1.2.2026 to 30.6.2026	\$22,500	strategies have achieved the objectives stated in the column "Item"	Academic Affairs Committee
	Employment of administrative assistants	From 1.9.2025 to 31.8.2026	\$562,842		Incorporated Management Committee

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices. Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by

^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): [School may click on the "-" on the left to hide this part]
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Category of the Activity:		A1 Values Education		A2 Intellectual Development		A3 Community Service		A4 Physical and Aesthetic Development		A5 Career-related Experiences		A6 Patriotic Education	
		A7 Digital Education, Artificial Intelligence and STEAM Education		B2 School Meeting and Discussion		B3 Professional Sharing in School		B4 Interview		B5 Observation		B6 Written report and record	
Evaluation Method:		B1 Questionnaire											

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants			Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)		(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)											
1	Drama Performance for the Open Day	01 Jan 2026	Enhancing students' presentation skills and creativity	School Drama Team, 50	0	0	0		A4 Physical and Aesthetic Development		B5 Observation	
2	S1 Life Education Camp	Sep 2025	Nurturing students' positive values and team building	S1, 165	20	0	0		A1 Values Education		B5 Observation	
3	S1 Experiential Activities	Oct 2025 - May 2026	Broadening students' horizons and enriching their life experiences	S1, 165	12	0	0		A1 Values Education		B5 Observation	
4	S2, S4 Experiential Learning Program	Sept 2025 - Aug 2026	Broadening students' horizons and enriching their life experiences	S2 & S4, 330	0	0	0		A2 Intellectual Development	A3, A4, A7	B6 Written report and record	
5	S4 & S5 Counselling Talks, Activities & Camp (at least 13 times and 1 day camp)	Sept 2024-May 2025	Nurturing students' positive values and attitudes	S4 - S5, 300	7	0	0		A1 Values Education		B5 Observation	
6	Whole-school/Whole-form Counselling Activities (8 times)	Sept 2024-May 2025	Nurturing students' positive values and attitudes	S1 - S6, 880	0	0	0		A1 Values Education		B1 Questionnaire	
7	Social Service (at least 25 times)	Sept 2024-May 2025	Nurturing students' positive values and willingness to serve	S1 - S6, 250	0	0	0		A3 Community Service		B5 Observation	
8	Prefect Team Leadership Training	01 Jan 2025	Developing students' leadership skills	S2 - S5 Prefect Team, 80	3	0	0		A1 Values Education		B1 Questionnaire	
9	School-based Leadership Training Courses (Elementary & Advanced)	Nov 2024, Aug 2025	Developing students' leadership skills	S1 - S4, 90	0	0	0		A1 Values Education			
10	Sports Teams Training (11 teams)	Sept 2024-Aug 2025	Enhancing students' physique and relevant sports skills	400	0	0	0		A4 Physical and Aesthetic Development		B6 Written report and record	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants			Estimated Expenses (\$)	sister school(s) (If sister school exchange activity is involved)	Category of the Activity		(If "B7 Others" is chosen, please provide details in this column)
				Students (Please specify levels and number)	Teachers	School Management			Others (Please specify target and number)	(Select one or more suitable option(s) from the pull-down list)	
11	Music Teams Training (5 teams)	Sept 2024-Aug 2025	Developing students' interest and skills in playing music	S1 - S6, 250	0	0	0	\$286,200.00		A4 Physical and Aesthetic Development	B6 Written report and record
12	Subsidies to interest groups (20 groups)	Sept 2024-May 2025	Developing students' multiple intelligence	S1 - S6, 500	0	0	0	\$206,766.00		A2 Intellectual Development	B6 Written report and record
13	Camping and Hiking Activities	Dec 2025 - Feb 2026	Enriching students' life skills and experience	S1 - S6, 60	4	0	0	\$8,600.00		A4 Physical and Aesthetic Development	B6 Written report and record
14	Career Experiential Activities and Workshops	Sept 2024-Aug 2025	Enriching students' knowledge about different careers	S4 - S6, 300	0	0	0	\$10,000.00		A5 Career-related Experiences	B5 Observation
15	External Competition (Application fee)	Sept 2025-Aug 2026	Broadening students' horizons	All levels, 30	0	0	0	\$7,000.00		A2 Intellectual Development	B5 Observation
Total estimated expenses of item 1.1 \$1,405,126.00											
1.2 Non-local Activities											
1	English Exchange Tour	July 2026	Broadening students' horizons and enhancing their English proficiency	20	2	0	0	\$60,000.00		A2 Intellectual Development	B6 Written report and record
2	Visual Arts Study Tour	July 2026	Broadening students' horizons and nurturing their creativity and Visual Arts skills	20	2	0	0	\$36,000.00		A4 Physical and Aesthetic Development	B6 Written report and record
3	Sister School Exchange Activity	June 2026 - July 2026	To deepen students' understanding of the nation's history, culture, and development through first-hand exchange experiences.	40	4	0	0	\$83,000.00	Jiangnan Foreign Language School	A6 Patriotic Education	B5 Observation
4	Sports Training Tour	July 2026	Broadening students' horizons and enhancing their sports skills	80	8	0	0	\$96,000.00		A4 Physical and Aesthetic Development	B6 Written report and record
5											
Total estimated expenses of item 1.2 \$275,000.00											
Total estimated expenses (sum of items 1.1 and 1.2) \$1,680,126.00											

Name of Teacher Responsible for Life-wide Learning:	Mr. Leung Kin San	Position:	Assistant Principal
Name of Teacher Responsible for the Sister School Scheme:	Ms. Wong Kai Sze	Position:	Assistant Principal

Shatin Tsung Tsin Secondary School

Annual Programme Proposal for

Diversity Learning Grant – Other Programmes: Gifted Education for the 2025/26 school year (Oct 25/26)

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration / Start Date	Deliverables	Teacher i/c	Budget
1 Physical Education	Sports Training (e.g. bowling training, etc.) / Camp	To broaden elite senior form students' horizons in sports	Selected senior form students gifted in sports	Sept 2025 – Aug 2026	The experience students gained in the training / camp	CKM	\$33,500
2 AAC	Subsidizing students to participate in competitions or education programs held by external organizations (e.g. Hong Kong Biology Literacy Award competition entry fee, business competitions entry fee, gifted education programs organized by local universities, etc.)	To broaden elite senior form students' horizons in different disciplines	Elite senior form students nominated by different departments	Sept 2025 – Aug 2026	The knowledge and experience students gained after joining the programs or competitions	MHF	\$36,300
3 AAC	Enhancement classes organized by different subjects	To broaden elite senior form students' horizons in different disciplines (including English Language, Economics, BAFS, Geography, History & Technology)	Elite senior form students nominated by different departments	Sept 2025 – Aug 2026	The knowledge and experience of students enhanced after joining the programs	MHF	\$27,540
4 ECA	Leadership training programs (e.g. Outward Bound Hong Kong program, etc.)	To sharpen elite senior form students' leadership skills	Elite senior form students nominated by teachers	Sept 2025 – Aug 2026	The knowledge and experience of students enhanced after joining the programs	FWC	\$27,600
						Total:	\$124,940*

*If the DLG is insufficient to cover the expenses, the remaining will be covered by the EOEBG.

Shatin Tsung Tsin Secondary School

Annual Programme Proposal for

Diversity Learning Grant – Other Languages for the 2025/26 school year (Oct 25/26)

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration / Start Date	Deliverables	Teacher i/c	Budget
1 Other Languages (OL) (DSE Cat. C subjects)	Other Languages Courses (Japanese, Korean, French, & Spanish)	To support students to study OL by attending courses offered by external provider(s) that is selected by the school	12 S.4-5 students	Sept 2025 – Aug 2026	The language knowledge students gained after attending the OL courses. Selected course provider: <i>Academy of The Baptist Convention of Hong Kong</i>	MHF	\$51,600
						Total:	\$51,600

School-based After-school Learning and Support Programmes 2025/26

School-based Grant - Programme Plan

Name of School:

Shatin Tsung Tsin Secondary School

Staff-in-charge:

Ms. Cheung Cheuk Nga

Contact Telephone No.:

26073881

A. The estimated number of students (count by heads) who benefitted under this Programme is 336 (including A. 52 CSSA recipients, B. 260 SFAS full-grant recipients and C. 24 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria(e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
1. Tutorial Service	Improving students' learning effectiveness	Improved students' academic achievement	Test	Oct2025 to May2026	2	5	1	2800	
2. Learning Skill Training	Training students' examination skills	Improved students' study skills	Test	Oct2025 to May2026	2	35	2	8500	
3. Languages Training	Training students' oral examination skills	Improved students' academic achievement	Test	Oct2025 to May2026	2	10	2	5000	
4. Art /Culture Activities	Nurturing students' aesthetic interest	Improved students' aesthetic performance	Aesthetic activities statistics	Oct2025 to May2026	10	40	4	17000	
5. Sports	Developing students' physique and relevant sports skills	Improved students' sport performance	Sport activities statistics	Oct2025 to May2026	2	10	2	15000	
6. Self-confidence Development	Developing students' self-esteem	Improved students' personal and social development	Questionnaire	Oct2025 to May2026	5	40	2	8500	
7. Communication Skills Training Courses	Developing students' communication skills	Improved students' personal and social skills	Questionnaire	Oct2025 to May2026	2	10	2	1500	
8. Volunteer Services	Nurturing students' positive values and willingness to serve	Enhanced students' willingness to serve the others	Number of students participating in voluntary services	Oct2025 to May2026	10	5	2	1500	
9. Visits	Enriching students' life experience	Enhanced students' understanding on the community	Number of students participating in visits	Oct2025 to May2026	10	90	5	11000	
10. Adventure Activities	Developing students' communication skills	Improved students' interpersonal skills	Number of students participating	Oct to Dec 2025 and Jul to Aug 2026	5	10	1	2000	
11. Leadership Training	Developing students' leadership skills	Improved students' leadership skill	Number of students participating	Oct to Dec 2025 and Jul to Aug 2026	2	5	1	4000	
Total no. of activities:					52	260	24	Total: 76800	
11					336			**Total no. of man-times	

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

Shatin Tsung Tsin Secondary School
Plan on the Use of the Promotion of Reading Grant
Academic Year 2025-2026 (as at 6th October 2025)

The major objectives of Reading Promotion:

- To create a reading culture, to develop students' interest in reading, to enhance students' self-learning abilities and to enrich their exposure

Estimated Fund Amounts

	Items	Estimated Funds (\$)
1.	Grant for 2025-2026	\$77,205.00
2.	Balance carried forward from 2024-2025 (as at 31 August 2025)	\$31,575.95
	Approximate Total:	\$108,780.95

Estimated Expense Amounts

	Items	Estimated Expenses (\$)
1.	Purchase of books or resources to be kept in the Library	\$61,800.00
	• Printed books (item C1a)	
	• E-books/ reading resources, and to subscribe to web-based reading schemes for students (item C1b)	
2.	Reading promotion activities (item C1c)	\$35,800.00
	• To hire writers and professionals to conduct talks	
	• To hire external service providers for organizing student activities related to the promotion of reading	
	• To pay the application fees for activities or competitions related to the promotion of reading	
	• To subsidize students for their participation in or application for reading-related activities or courses	
3.	Prizes as incentives (e.g. book coupons) (item C1d)	\$4,200.00
	Approximate Total:	\$101,800.00
	*Approximate Surplus:	\$6,980.95

沙田崇真中學
推廣中華文化體驗活動一筆過津貼
2025/2026 學年計劃書

本校將運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	預計開支金額 (\$)
i.	舉辦有關中華文化的科本及跨科組學生學習 / 體驗活動或講座	35000 (中史)
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	
iii.	舉辦或資助學生參加本地文化考察或參觀活動	
iv.	發展有關中華文化的課程	8500 (中史考古)
v.	採購及發展中華文化學與教資源 (智愛中文平台)	10560 (中文)
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	
vii.	其他 (請註明) : _____	
	預計開支金額：	54060
	上學年津貼餘款：	81260.41
	預計本學年結餘：	27200.41

沙田崇真中學
支援學校推動校園體育氛圍及「MVPA60」一筆過津貼
2025/26 學年運用計劃

	範疇	預計開支金額 (HK\$)
i	發展或採購與體育／運動相關的資訊科技服務、流動應用程式和相關軟件，以及與體育／運動相關的體育活動套件和輔助工具採購和/或訂閱學習資源	0
ii	舉辦或資助學生參與多元化的體育活動／運動相關的學習活動／比賽	0
iii	舉辦或資助學生前往內地或海外參加與體育／運動相關的學習交流或考察活動	0
iv	舉辦與運動相關的活動，讓學校不同的持份者（包括教師及家長）與學生一同參與	0
v	購置或改善學校的體育／運動器材	15,764.68
vi	發展／優化有關發展活躍及健康校園／「MVPA60」的政策	
vii	聘用額外的非教學人員或教練／以採購服務形式，協助學校推動校園體育氛圍和 MVPA60」	
viii	其他（請註明）： _____	
預計總開支金額 (HK\$)		15,764.68
上學年結存 (HK\$)		15,764.68
預計津貼餘款 (HK\$)		0

Shatin Tsung Tsin Secondary School
Plan on the Use of the One-off Grant for Promotion of Self-directed Language Learning
(English Language)
Academic Year 2025-2026

Amount of grant carried forward from 2024-2025: \$200,000

Objective:

To promote self-directed English language learning and enrich the language learning environment in schools

	Items	Estimated Expenses (\$)
1.	i-Learner online platform programmes for self-learning of S.1-S.6 students	49000
2.	Organize English Activities and English Competitions (e.g. S.1 drama experience)	50000
	Total	99000

沙田崇真中學
「推廣自主語文學習（普通話）一筆過津貼」
2025/26 學年運用計劃

	範疇	預計開支金額 (HK\$)
i	採購和/或訂閱學習資源	5,000
ii	聘請不屬編制內的普通話導師或非教學支援人員	0
iii	購買學與教相關的服務	0
iv	其他（請註明）： (1) 資助學生參與內地交流團 (2) 安排學生與姊妹學校的學生進行交流活動	 60,000 20,000
v		
預計總開支金額 (HK\$)		85,000
上學年結存 (HK\$)		\$200,000
預計津貼餘款 (HK\$)		\$115,000

Pilot Scheme on Other Languages for Junior Secondary Students
Implementation Plan (2025/26 school year)

To: Council and Secondary Section 1
Curriculum Development Institute, Education Bureau
Rm 1301, 13/F, Wu Chung House
213 Queen's Road East, Wan Chai, Hong Kong

*Schools should complete and return this **Implementation Plan (2025/26 school year)** to the Education Bureau (EDB) by post or via the Fast Information Transmission System (FITS) – School Messaging Module (SMM) on or before the end of November 2025. For enquiry, please contact Ms Pauline PANG at 2892 6448 or Mr Sam LO at 2892 5905.*

Part A: School Information

School number: 1 9 0 5 2 7

School name: (Chinese) 沙田崇真中學
(English) Shatin Tsung Tsin Secondary School

Contact person: (Chinese) 文浩輝 (English) Man Ho Fai

Post: G.M.

Email: mhf@sttss.edu.hk Tel: 26073881

Part B: Details of the Other Languages (OL) course(s) offered / to be offered in the 2025/26 school year

1. Details of OL course(s)									
Language	Number of junior secondary students at each level					Please enter A, B or C (You may enter more than one option.)		Total number of learning hours (hour)	Average course fee per student (\$)
						Class schedule	Delivery mode		
						A. Within timetable B. After school C. Weekend	A. Online B. On school campus C. Off school campus		
(i) Arabic	S1		S2		S3				
(ii) French	S1		S2	7	S3	C	C	50.00	\$ 3,300.00
(iii) German	S1		S2	1	S3	C	C	96.00	\$ 17,280.00
(iv) Japanese	S1		S2	9	S3	C	C	50.00	\$ 3,300.00
(v) Korean	S1		S2	7	S3	C	C	50.00	\$ 3,300.00
(vi) Russian	S1		S2		S3				
(vii) Spanish	S1		S2	7	S3	C	C	50.00	\$ 3,300.00
(viii) Urdu	S1		S2		S3				
Total number of students	31					(Estimated) Total amount of course fee (\$)			\$ 116,280.00

2. *(Estimated) Other expenditures on purchasing learning and teaching materials

*The expenditures on purchasing learning and teaching materials specifically designed for the OL course(s) covered under this Pilot Scheme **MUST NOT** equal to or exceed the total amount spent on hiring service provider(s) to conduct OL course(s).

Item	Quantity	Amount (\$)
(i) Textbook	31	\$ 8,800.00
(ii) Workbook	0	\$ 0.00
(Estimated) Total amount of other expenditures (\$)		\$ 8,800.00

3. #Information of service provider(s) for providing OL course(s)

The information provided is for internal reference only.

Language	Service provider
(i) Korean, Japanese, French, Spanish	香港浸信會聯會專業書院 (Academy of The Baptist Convention of Hong Kong)
(ii) German	良師學校 (Leung's Institute)
(iii)	

4. Plan for utilising the funding to provide OL course(s) in the 2026/27 school year

(Please select all applicable options from the list below.)

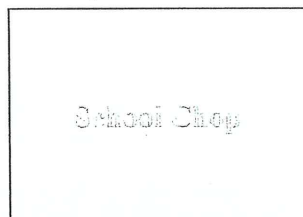
- ☐ Offer the same OL course(s) to a new group of students (e.g. students from a different grade level).
- ☐ Introduce different OL courses to cater to diverse student interests and broaden language options.
- ☒ Provide advanced OL course(s) for students who have completed the introductory levels.
- ☐ Others (please specify: _____)

- ☒ The Annual School Plan, with the use of the funding under this Pilot Scheme incorporated, has been endorsed by the School Management Committee / Incorporated Management Committee and uploaded onto our school's website.

School website: www.sttss.edu.hk

- ☐ Please ✓ the box as appropriate.

[Schools should fill in the following information if this plan is submitted to EDB by post.]



Signature of Supervisor/Principal^: _____

Name of Supervisor/Principal^: _____

Date: _____

^ Please delete as appropriate.

ENDS

沙田崇真中學
一筆過家長教育津貼（中學）
2025/2026 學年計劃書

本校將運用「一筆過家長教育津貼」作以下用途：

	範疇	預計開支金額 (\$)
i.	有系統或主題式的家長教育課程 ● 服務由個別講者或專家提供的總額（家長英文班）： ● 服務由個別講者或專家提供的總額（家長中文班）： ● ilearner 提供「家長教育平台」服務（由 5/26-5/27）	12,000 4600 42800
ii.	設計及製作校本家長教育資源	
iii.	舉辦與正向家長運動有關的校本家長教育推廣活動	
iv.	其他（請註明）：	
	預計開支金額：	59400
	上學年津貼餘款：	111200
	預計本學年結餘：	51800

EOEBG
Budget for School 2025/2026

Audit Report 1.9.2023 - 31.8.2024	Description	Budget 1.9.2024 - 31.8.2025	Actual I/E as at Aug 2025	Budget 1.9.2025 - 31.8.2026
	Income			
2,937,597.71	1 Basic Provision/Baseline Reference#	2,571,222.00	2,844,468.20	2,546,000.00
5,097,138.00	2 Administration Grant (Ordinary)	5,173,572.00	5,173,572.00	4,656,000.00
628,817.00	3 Air-conditioning Grant	638,250.00	638,250.00	574,000.00
666,935.00	4 Capacity Enhancement Grant	676,944.00	676,944.00	609,000.00
649,114.00	5 Composite IT Grant	658,851.00	658,851.00	593,000.00
113,606.00	6 School-based Educational Psychology Service	115,310.00	115,310.00	104,000.00
8,415.00	7 School-based Speech Therapy Administration Grant	8,541.00	8,541.00	8,000.00
52,596.00	8 School-based Management Top-up Grant	53,385.00	53,385.00	48,000.00
10,154,218.71	Total :	9,896,075.00	10,169,321.20	9,138,000.00
	Expenditure			
1,225,972.35	1 Running Cost	872,670.00	1,468,305.97	1,180,370.00
	2 Teaching & Curriculum	166,828.00		195,010.00
422,545.24	3 Activities	1,679,173.00	654,536.21	1,950,500.00
3,940,630.03	4 Admin & Clerical Staff Salaries	4,541,268.00	4,833,342.37	4,678,900.00
414,140.00	5 Cleaning service	350,000.00	428,200.00	-
628,817.00	6 Air-conditioning Grant	638,250.00	564,358.00	574,000.00
690,779.85	7 Capacity Enhancement Grant	778,980.00	704,164.40	705,300.00
531,698.74	8 Composite Inform. Tech Grant	844,250.00	847,320.63	832,600.00
113,606.00	9 School-based Educational Psychology Service	115,310.00	115,310.00	104,000.00
8,251.40	10 School-based Speech Therapy Administration Grant	8,000.00	-	7,700.00
600.00	11 School-based Management Top-up Grant	-	600.00	-
84,600.00	12 Lift Maintenance	90,000.00	99,282.58	95,000.00
12,639.74	13 Visual Arts	26,710.00	14,805.72	27,300.00
-	14 Home Economics	-	-	-
2,346.00	15 Integrated Science	6,950.00	2,022.00	4,000.00
-	16 Technology	9,450.00	1,050.00	5,000.00
820.00	17 Prog Fund for WS	-	-	-
-	18 Moral & Civic Education	-	-	-
691,557.13	19 Furniture & Equipment	1,809,350.00	1,863,690.36	600,000.00
500,195.07	20 Repairs	1,548,410.00	636,359.87	820,000.00
1,800.00	21 Training and Development	32,800.00	350.00	15,100.00
	22 Contingency	100,000.00	-	100,000.00
9,270,998.55	Total :	13,618,399.00	12,233,698.11	11,894,780.00

including other income

Income and Expenditure Account

Budget for School Year 2025/2026

Audit Report 1.9.2023 - 31.8.2024	Description Income	Budget 1.9.2024 - 31.8.2025	Actual I/E as at Aug 2025	Budget 1.9.2025 - 31.8.2026
10,154,218.71	1. EOEBG	9,896,075.00	10,169,321.20	9,138,000.00
97,200.00	2. Sch-based After-sch L&S Prog	88,200.00	88,200.00	76,800.00
117,000.00	3. Diversity Learning Grant	160,900.00	168,600.00	168,600.00
52,696,704.48	4. Teaching Staff Salaries Grant	48,476,700.00	50,719,679.10	48,387,400.00
2,794,185.00	5. Lab. Tech./EP/SEO Salaries Grant/LSA	2,836,200.00	2,974,336.00	3,000,000.00
292,500.00	6a Teacher Relief Grant (Basic)	290,000.00	301,275.00	301,300.00
6,627,560.40	6b Teacher Relief Grant (Optional)	6,940,000.00	6,941,040.00	6,941,040.00
45,000.00	6c Teacher Relief Grant (SEN)	-	-	-
554,201.05	7. Employer's Contributions to PF/MPF	620,620.80	603,989.40	622,100.00
396,009.00	8. Learning Support Grant for Sec. School	390,000.00	395,856.00	395,900.00
1,483,217.00	9. Life-wide Learning Grant	1,505,474.00	1,505,474.00	-
74,750.00	10. Student Activities Support Grant	76,050.00	65,650.00	65,700.00
333,812.00	11. Information Technology Staffing Support Grant	340,000.00	338,819.00	338,800.00
162,994.00	12. Grant for the Sister School Scheme	165,439.00	165,439.00	-
76,064.00	13. Promotion of Reading Grant	77,205.00	77,205.00	77,200.00
-	14. Quality Education Fund-English	-	-	-
288,140.00	15. IT Innovation Lab in Secondary Schools Programme	200,000.00	73,270.00	200,000.00
-	16. One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	-	-	-
25,978.00	17. Home-School Cooperation	24,644.00	26,044.00	26,000.00
797,000.00	18. Other Recurrent Grants (R&R)	797,000.00	797,500.00	797,500.00
3,850.00	19. Hong Kong School Drama Festival	4,000.00	3,950.00	4,000.00
220,032.27	20. Fringe Benefits under the Enhanced NET Scheme	-	-	-
540,216.60	21. QEF - Renew Junior-Form SB Arts Curriculum	719,428.00	719,933.42	-
269,332.00	22. Quality Education Fund-PE	-	-	-
60,000.00	23. Mental Health at School (One-off Gr)	-	-	-
20,000.00	24. Mental Health-Parent&Student(One-off Gr)	-	-	-
200,000.00	25. One-off Grant on Parent Education (Sec)	-	-	-
300,000.00	26. Prom.Chi Cul Immerse Activity. One-off Gr	-	-	-
150,000.00	27. Prom.Sch Sport Ambience&MVPA60. OneOff Gr	-	-	-
80,000.00	28. One-Off Grant for Pur.of E-Assessment Tools Income	-	-	-
297,600.00	29. Mobile Comp Devices & Internet Ser Supp QEF	-	-	-
-	30. Prom.Self-Direct Lang.Learn. Eng. One-off Gr	-	200,000.00	-
-	31. Prom.Self-Dir.Lang.Learn. Putonghua. One-offGr	-	200,000.00	-
-	32. Life-wide Learning Grant + Grant for Sister School	-	-	1,300,000.00
-	33. Pilot Scheme on Other Lang.-Junior Sec QEF	-	250,000.00	-
-	34. Greater Bay Area Career Exploration Tours	-	100,000.00	-
355,142.91	35a. Others	358,000.00	317,123.57	317,100.00
131,852.00	35b. Tong Fai	133,000.00	128,939.33	128,900.00
118,672.80	35c. Hire of Accommodation	59,000.00	43,770.00	43,800.00
170,000.00	35d. Rental from Tuck Shop	170,000.00	170,000.00	170,000.00
6,885.00	35e. Profit on Ex bks/Sch Uniform,etc	7,000.00	6,007.85	6,000.00
231,130.00	36. Specific Charges - Non-standard facilities	231,000.00	238,974.67	239,000.00
823,596.00	37. Specific Charges - Small-class Teaching	823,000.00	1,178,596.13	1,178,600.00
16,920.00	38. Specific Charges - SU Membership Fee	17,000.00	17,220.00	17,200.00
6,087.80	39. Students' Union- Sales	6,000.00	7,020.00	7,000.00
213,612.38	40. Students' Union-Service/Income-Copy & Service	211,000.00	215,348.40	215,300.00
-	41a. STTSS 40th Anniversary-Donation	-	358,663.00	-
-	41b. STTSS 40th Anniversary-Income of Dinner	-	178,966.60	-
-	41c. STTSS 40th Anniversary-Sale of Souvenir	-	235,812.10	-
-	41d. STTSS Variety Show 2025 Income	-	64,400.00	-
81,231,463.40	Total Income	75,622,935.80	80,046,422.77	74,163,240.00
	Expenditure			
9,270,998.55	1. EOEBG	13,618,399.00	12,233,698.11	11,894,780.00
110,810.10	2. Sch-based After-sch L & S Prog	104,500.00	138,522.70	76,800.00
111,527.00	3. Diversity Learning Grant	168,480.00	151,066.10	177,740.00
52,716,792.23	4. Teaching Staff Salaries	48,476,700.00	50,721,782.84	48,387,400.00
2,794,185.00	5. Lab. Tech./EP/SEO Salaries Grant/LSA	2,836,200.00	2,974,336.00	3,000,000.00
46,800.00	6a Teacher Relief Grant (Basic)	-	16,416.00	-
6,249,361.86	6b Teacher Relief Grant (Optional)	5,293,934.40	5,273,945.91	6,300,000.00
45,000.00	6c Teacher Relief Grant (SEN)	-	-	-
554,201.05	7. Employer's Contributions to PF/MPF	620,620.80	617,621.53	622,100.00
387,284.80	8. Learning Support Grant for Sec. School	349,240.00	397,387.59	347,720.00
1,812,396.90	9. Life-wide Learning Grant	1,628,040.00	1,403,878.24	112,400.00
74,750.00	10. Student Activities Support Grant	76,050.00	65,640.70	65,700.00
305,580.00	11. Information Technology Staffing Support Grant	350,000.00	323,580.00	350,000.00
158,852.00	12. Grant for the Sister School Scheme	220,439.00	329,182.59	-
68,067.51	13. Promotion of Reading Grant	117,194.40	65,622.45	101,800.00
-	14. Quality Education Fund-English	-	-	-
241,800.00	15. IT Innovation Lab in Secondary Schools Programme	200,000.00	112,870.00	200,000.00
264,196.00	16. One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	23,594.00	12,380.00	-
25,978.00	17. Home-School Cooperation	24,644.00	25,490.00	26,200.00
797,000.00	18. Other Recurrent Grants (R&R)	797,000.00	777,250.00	797,500.00
-	19. Hong Kong School Drama Festival	4,000.00	6,582.15	-
220,032.27	20. Fringe Benefits under the Enhanced NET Scheme	-	-	-
656,000.00	21. QEF - Renew Junior-Form SB Arts Curriculum	719,428.00	418,822.00	-
62,271.00	22. Quality Education Fund-PE	-	-	-
28,098.07	23. Mental Health at School (One-off Gr)	32,266.00	26,016.35	6,000.00
-	24. Mental Health-Parent&Student(One-off Gr)	20,000.00	18,000.00	-
-	25. One-off Grant on Parent Education (Sec)	200,000.00	88,800.00	111,200.00
28,600.00	26. Prom.Chi Cul Immerse Activity. One-off Gr	189,892.00	190,139.59	53,560.00
-	27. Prom.Sch Sport Ambience&MVPA60. OneOff Gr	170,810.00	134,235.32	15,760.00
-	28. One-Off Grant for Pur.of E-Assessment Tools	80,000.00	29,029.10	51,000.00
297,600.00	29. Mobile Comp Devices & Internet Ser Supp QEF	-	-	-
-	30. Prom.Self-Direct Lang.Learn. Eng. One-off Gr	-	-	99,000.00
-	31. Prom.Self-Dir.Lang.Learn. Putonghua. One-offGr	-	-	85,000.00
-	32. Life-wide Learning Grant + Grant for Sister School	-	-	1,567,730.00
316,196.05	35. Sub. Fund	295,700.00	387,138.41	531,100.00
56,500.00	36. Specific Charges - Non-standard facilities	260,000.00	56,682.00	100,000.00
183,020.00	37. Specific Charges - Small-class Teaching	296,800.00	235,882.00	303,600.00
13,984.90	38. Specific Charges - SU Membership Fee	35,000.00	25,804.52	76,000.00
12,851.50	39. Students' Union- Sales	30,000.00	1,400.00	10,000.00
636,926.50	40. Students' Union-Service/Exp-Copy & Service	150,000.00	227,239.56	227,200.00
-	41a. Expenses of STTSS 40th Anniversary	-	131,641.84	-
-	41b. STTSS 40th Anniversary-Expenses of Dinner	-	233,762.54	-
-	41c. STTSS 40th Anniversary-Purchase of Souvenir	-	155,888.51	-
-	41d. STTSS Variety Show 2025 Expenses	-	137,644.20	-
78,547,661.29	Total Expenditure	77,388,931.60	78,145,378.85	75,697,290.00
2,683,802.11	Surplus/(Deficit)	(1,765,995.80)	1,901,043.92	(1,534,050.00)