沙田崇真中學
SHATIN TSUNG TSIN SECONDARY SCHOOL











校務報告
Annual Report
2025–2026

Shatin Tsung Tsin Secondary School
2025 - 2026 Annual Report

1. School Information

1.1 School's goals and missions:

Being a Christian school whose education is grounded on the Christian value of love, it has consistently been our strong belief that through teachers who have committed to walk with the youths guiding the students patiently and systematically, and through close cooperation with parents who care about the growth of their children, our students can be nurtured in the six domains, namely ethics, intellect, physique, social skills, aesthetics, and spiritual growth. It is hoped that with an all-round education, each Shatin Tsung-Tsiner will realize God's grace and work, unearth their God-granted potential in various areas like academic, sports, aesthetics and leadership, and acquire the traits of being self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve. Thus they can grow into youngsters who show care for themselves, love for others as well as God and who become leaders in step with the times. By being innovative, having a global perspective and being capable of commitment in this knowledge-based society, they can develop and contribute to society.

1.2 Student Information

The number of classes and students in the school year 2025/2026

Class	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	6	6	6	6	5	5	34
Males	76	76	79	78	59	54	422
Females	89	90	78	76	65	63	461
Total	165	166	157	154	124	117	883

1.3 Teacher Information

Among a total of 74 teachers last school year, 6 resigned or completed their contracts. Regarding the teaching qualifications and the teaching experience of our teachers, see the table below:

Educational Attainment	Number	Percentage
Bachelor's degree	74	100%
Teacher training	65	87.8%
Master's degree or above	31	41.9%

Teaching Experience	Number	Percentage
0-5 years	31	41.9%
6-10 years	4	5.4%
11-15 years	7	9.5%
Over 15 years	32	43.2%

Language Proficiency Benchmark	Standing
English	All teachers met the required benchmark
Putonghua	All teachers met the required benchmark

2. Achievements and Reflection on Major Concerns

Priority Task 1: To promote cross-curricular learning using e-learning strategies

Achievements

- Regarding teaching and learning, we actively promoted cross-curricular learning using e-learning strategies. It aimed at fostering deeper connections between different subject areas, enabling students to actively participate and integrate knowledge across disciplines. In addition, we hoped this could further enhance students' motivation for learning and develop students' interdisciplinary problem-solving skills and/or self-regulated learning abilities. A total of 11 subject panels were involved in 6 different collaborations in junior forms. Teachers and students agreed that cross-curricular learning could help students integrate knowledge across disciplines.

- We continued to make use of the advantages of small-class teaching to implement various tactics, like self-learning, presentation, peer teaching, project learning, etc. in different subjects at each level, together with the pre-lesson tasks focusing on the main learning objective of the lessons, to facilitate self-regulated learning. With the delicate planning of teachers, students were given more chances to construct knowledge on their own so as to better consolidate their learning. In daily classes, teachers utilized various e-tools and e-platforms to facilitate class interaction and provide timely feedback. They also uploaded exercises and learning materials of varying levels of difficulty onto online platforms. The goal is to promote self-learning among students and enhance individualized learning. Our objective is for students to practice self-regulated learning and develop their abilities in constructing knowledge and engaging in self-learning.

- We promoted the increasing practice of cross-curricular and self-regulated learning in lessons by conducting lesson observation, collaborative teaching, teacher and student surveys, etc. The Principal and Assistant Principals conducted lesson observation for all contract teachers. There were post-lesson evaluation meetings in which there was in-depth and sincere sharing on whether teachers could make good use of the advantages of small-class teaching and pre-lesson preparation materials, the design of the lesson, as well as if there was sufficient teacher-student and peer interaction and catering for individual differences.

- To enhance the integration of information technology in teaching, we have taken several steps. Firstly, we have provided iPads for teachers, ensuring they are equipped with the necessary tools. Additionally, we have procured iPads for students to utilize during lessons, enabling them to actively participate and engage with the material. Furthermore, interactive panels have been installed in all laboratories, computer rooms and classrooms for junior and senior form students. These measures aim to create an interactive and technologically advanced learning environment. School-based workshops were conducted to enable teachers to deepen their use of e-learning tools to further enhance teaching effectiveness.

- Regarding the stakeholders' survey results for teachers, the average rating for the statements "My students are deeply interested in learning," "My students take the initiative to learn," and "My students often use different resources to learn, such as e-learning resources and community resources." was 3.8, on a scale where the maximum rating is 5. With reference to the stakeholders' survey results of students, items related to self-regulated learning like "The teachers always teach us learning strategies, such as doing pre-lesson preparation, using concept maps and online resources.", "Teachers often provide suggestions on my performance and let me know how to improve.", "Teachers often allow us to explore a

variety of topics inside and outside of the classroom." and "Teachers often organize different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentations." scored an average of 3.9. These results showed that teachers equipped students with numerous chances and ways for students to practice self-regulated learning. When questioning students about their active participation in learning both inside and outside the classroom, their ability to set learning goals, utilize learning strategies, and reflect on their performance in class, tests, examinations, as well as teachers' suggestions for the purpose of self-improvement, the average rating given by students was over 3.7. Teachers are expected to make good use of different electronic tools to promote cross-curricular learning, facilitate in-class interactions, self-learning and timely assessment. It is hoped that we can nurture students' ability to construct knowledge independently, integrate knowledge across disciplines, engage in self-learning and develop a more proactive learning attitude.

- Since small-class teaching has been in effect starting from the school year 2015/2016, our HKDSE results have been further raised. We will further boost student performance with the help of small class size to enhance students' self-regulated learning.

Level / Year	4 or above	5 or above	5*&5**	Meeting the minimum entrance requirements of degree programs	Offered a local degree program
2012-2015 average	>65%	≈25%	≈10%	≈87%	≈67%
2024-2026 average	>78%	>40%	>18%	≈95%	≈94%

- A total of 116 S6 students took part in the 2026 JUPAS

Meeting the minimum entrance requirements of degree programs (attaining 332A in core subjects and Level 2 in one elective subject)	97.4%
Percentage of students offered a local degree program	94.8%
Percentage of students offered a sub-degree program	0.9%
Percentage of students offered a degree or sub-degree program	95.7%
Percentage of students offered an overseas degree program	N.A.

(Note : all percentages are calculated based on the total number of S6 students)

Reflection

- All items in the Annual School Plan could be completed. Teacher and student school-based and EDB stakeholder surveys showed that these items were deemed to be effective.

Feedback and Follow-up

- We are going to further promote the practice of self-regulated learning, and cross-curricular learning and application among students with the appropriate use of information technology in learning. Students are expected to acquire and construct a broad and solid knowledge base, while also developing and applying generic skills in an integrated manner. Additionally, they are encouraged to become independent and self-directed learners in preparation for future studies and work, aligning with the second and fourth items of the Seven Learning Goals of Secondary Education.

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

Achievements

- The student support efforts of this school year focused on reinforcing the traits of Shatin Tsung-Tsiners (self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve) and promoting the priority values and attitudes recommended by the EDB.

Through the implementation of values education and positive education, our aim is for students to acquire correct values and foster a healthy spiritual and psychological development.

- Apart from teacher and student sharing in morning assemblies and the publications of "Messages to Shatin Tsung-Tsiners", the Life Education curriculum and activities organized by different subject departments and committees have been reviewed to reinforce the traits of Shatin Tsung-Tsiners and the priority values and attitudes recommended by the EDB. Various committees have also provided relevant materials for class teachers to use during morning assemblies.

- In addition to organizing talks and workshops on time management and stress management for students, class teachers assisted students in setting their individual and class targets at the beginning of the term. They also conducted regular progress reviews with students and guided them on effective planning and maintaining perseverance throughout the school year.

- With reference to the school-based teacher survey, over 90% of the teachers agreed that sharing on tactics among themselves helped them to practice values education and relevant tactics. According to stakeholder survey of students, students showed positive response as they rated an average of 3.8 on items like "The school helps us develop good moral character inside and outside of the classroom.", "I love my school.", "My schoolmates and I help each other and get along well.", "I receive support and encouragement from teachers." and "The school is a caring place.". Parents' average rating for the aforementioned items reached 4, indicating a positive response from both parents and students. Teachers rated 4.2 on the item "The school leads collaboration among subject panels and committees to actively implement values." In the school-based student survey conducted in June, an average of 82% of students agreed that they could demonstrate the 5 personality traits of being a Shatin Tsung-Tsiner and improve in at least one of these traits. An average of 85% of students agreed that they possessed the priority values and attitudes recommended by the EDB. An average of around 78% of students agreed that the morning assembly sharing, "Messages to Shatin Tsung-Tsiners," and life education lessons helped them set these traits as goals for personal growth or strive for a positive life. Overall, students showed a positive response. Regarding APASO in Part 4.5 of this report, for our junior and senior form students, their average scores in 12 out of 19 items surpassed the territory-wide average scores. In summary, these positive results demonstrate that this target has been achieved.

Reflection

- Regarding this major concern, all items stated in the Annual School Plan could be completed. Teacher, student and parent surveys showed that these items were effective. Hence, this task has been achieved.

Feedback and Follow-up

- We will continue to promote values education (including the twelve priority values and attitudes recommended by the EDB) through various channels. Our aim is for students to develop into responsible citizens with a sense of national identity, respect for diversity in society, and an appreciation for proper values and attitudes. This includes the ethical use of information and information technology and leading a healthy lifestyle, among others. By doing so, we aim to achieve the first, fifth, and seventh items in the Seven Learning Goals of Secondary Education.

Priority Task 3: To promote service learning and service activities

Achievements

● We further promoted service learning and service activities in the hope of nurturing students' empathy and compassion, developing their sense of social responsibility and commitment to serving others and broadening their global perspective and understanding of diverse community needs. ● The service activities arranged and promoted through the Student Guidance Committee this academic year (including visits to the elderly and underprivileged families, environmental protection, etc.), the Service Learning module within the multiple-intelligence LearniVerse curriculum implemented by the Academic Affairs Committee in S2 and S4 (teaching the elderly crochet and stretching exercises, providing haircuts for the elderly, learning sign language and audio description, and playing board games with elderly individuals with dementia, etc.), and the Cambodia Service Trip organized by the Religious Affairs Committee provided students across different grade levels with opportunities to serve diverse groups (including the elderly, underprivileged families, ethnic minorities, as well as the visually and hearing impaired). About 75% of the students indicated that the Life Education lessons had prepared them well for participation in various services, 81% expressed that the LearniVerse Service Learning module had deepened their understanding of the groups they served, and 72% reflected that their sense of social responsibility was enhanced. ● A total of 5 sharing sessions were arranged last academic year, allowing students to share their reflections and takeaways from participating in service during morning assemblies, parent gatherings, and the "Messages to Shatin Tsung-Tsiners", thereby deepening different stakeholders' understanding of and interest in service activities. ● During its 40th Anniversary, the school established the "Serving Beyond Borders"-Scholarship for Community Service, which received donations from parents and alumni to subsidize students participating in local or overseas service trips organized by the school or external organizations. 18 students received the aforementioned scholarship last academic year.
Reflection
● The above outcomes reflect that the tasks were successfully implemented according to the plan and the progress met expectations.
Feedback and Follow-up
● Building on our existing foundation, we will continue to promote service learning and service activities to cultivate students' proper values and attitudes, enabling them to become responsible citizens. We will also broaden their global perspectives and deepen their understanding of diverse community needs, thereby achieving the first of the Seven Learning Goals of Secondary Education.

3. Major Concerns and Strategies of Each Committee

3.1 Management and organization

3.1.1 The major areas of concern

- Recruiting additional human resources to reduce workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

3.1.2 Support measures for addressing those concerns

- Over the years, our teachers have been facing increasing workload and work pressure which has denied them time for deeper thinking and personal growth. To redress such an imbalance, under the provision of "One Executive Officer for Each School Policy" and

allocation of our own resources, the School successfully recruited 1 School Executive Officer and 3 administrative assistants to take up the tedious duties like delivering school notices and collecting replies using the eClass system and parent app, serving as substitute teachers and center supervisors, being on-duty after school and handling other administrative work. Former graduates were also employed as the exam invigilators to free up teachers' precious time. In addition, with the use of Capacity Enhancement Grant, alumni and external instructors were recruited to take care of some elite and remedial classes and external coaches for the dancing team, the music classes and other school sports teams were sought to provide subject teachers with additional assistance. With the use of Teacher Relief Grant and the school's resources, 4.5 additional teachers were added to the staff list to implement small-class teaching at all levels to help share the teaching duties. These aimed at easing the pressure confronting regular teachers and allowing them to focus on teaching and counseling work. In this school year,1Student Counsellor was continuously deployed to provide further support to our teachers.

- Last school year, we nurtured in young staff the willingness to take up more school duties with sharing and timely appreciation. They were offered space, support and challenges when carrying out their duties and were allowed to practice new measures so as to nurture their abilities in administrative work, problem-solving and leadership. In addition, we encouraged young staff to join different external courses and activities so as to equip themselves, widen their horizons and establish networks. Some were invited to take up more administrative duties, like panel heads, assistant panel heads, chairpersons or vice-chairpersons of committees, in school. In the past school year, 9 teachers took up the duties of middle managers or served as chairpersons/vice-chairpersons of committees or subject panels. With this good foundation, it is expected that we can keep nurturing in young staff the commitment and abilities to take up leadership roles in school.

3.1.3 Other support measures

- The Incorporated Management Committee of our school is composed of 15 members (including 2 parents, 1 alumnus and 2 teacher representatives) drawn from different professional sectors like education, social service, legal profession, commerce, evangelistic groups and so on. Their role is to offer appropriate and professional advice on important school matters.
- The School Advisory Council, formed by the Principal, 4 Assistant-principals, 5 committee heads and 4 elected representatives from the teacher community, conducted regular meetings to discuss matters related to the school policies.
- 4 general staff meetings were held to discuss school matters.
- All 13 committees (e.g. the Academic Affairs Committee, the Student Support Committee, the Religious Affairs Committee, the Student Guidance Committee, etc.) implemented measures enabling students' development in the domains of ethics, intellect, physique, social skills, aesthetics, and spiritual growth, with end-of-term evaluation on the effectiveness of those measures and submission of plans for the coming school year.
- Each department is headed and monitored by a subject panel head who, from time to time and through the panel meetings, seeks to formulate teaching strategies, review curricula and adjust the scheme of work as needs arise. A year-end evaluation was conducted to assess effectiveness and a plan for the next school year was submitted.
- All departments carried out their annual homework inspection as usual.
- The Academic Affairs Committee conducted a value-addedness analysis following each public examination.
- The School collected parents' and students' opinions from the "School Policy Forum" and other channels (like phone calls, interviews and "Words of Shatin Tsung-Tsiners", etc.) and took appropriate follow-up.
- Copies of questionnaires for various stakeholders (the one developed by the Quality

Assurance Division of the EDB) were distributed and completed by teachers, parents and students at the end of the term to assess the current development of the school.

3.2 Professional development for the Principal and teachers

3.2.1 The major areas of concern

- Workshops designed to raise teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

3.2.2 Support measures for addressing those concerns

- 6 staff development workshops were conducted covering topics like AI, online exam question database, data analysis of academic performance, students' mental well-beings and anti-drug campaign, etc.
- Lesson observation for all contract teachers was conducted by the Principal. Teachers were given chances to share their good teaching practices and reflect on how to enhance teaching effectiveness in the post-lesson evaluation meetings. In addition, our 2-year Mentorship Scheme continued to assist new teachers in settling into our school culture and honing their teaching skills.

3.2.3 Other activities

- The Principal over the last school year completed 73.5 hours of professional development, and was invited to be the guest-of-honor at the graduation ceremony and guest speaker at various primary schools to encourage the youngsters and share strategies when selecting secondary schools.
- The Principal took part in a task force group on self-regulated learning run by the Hong Kong Association of the Heads of Secondary Schools to have exchange with other schools.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 73 hours of training in various fields.

3.3 Teaching and learning

3.3.1The major areas of concern

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Promoting STEM education and the use of AI in teaching and learning
- Promoting reading
- Helping students to attain the second, third, fourth and fifth items in the Seven Learning Goals of Secondary Education

3.3.2 Support measures for addressing those concerns

- Subject teachers have been trying to give due emphasis to the development of thinking skills in curriculum content, teaching pedagogies, homework and assessments. Together with the promotion of Chinese and English debate, students were given opportunities to learn and practice problem-solving and critical thinking skills. Furthermore, we had in place a widely-acclaimed practice of "Pre-Lesson Preparation", which requires teachers to assign preparatory work to students in advance of the next lesson so as to enhance learning effectiveness. Lastly, all junior form students were required to complete different project-based assignments within a period of three years in Science, Technology and Arts-in-Life so that enough training opportunities for self-regulated learning and problem-solving skills could be secured.
- To advance students' English proficiency, job fairs, games and conversation booths, writing letters to the editor, dramas, spelling bees and debating competitions were arranged to provide students with even more opportunities to improve their listening, speaking and writing abilities. English sharing by students in the morning assemblies was very well

received. At the same time, an S1 bridging course was also offered to create a better English ethos and thus raise students' English competencies. Students were persuaded to join English and Chinese writing competitions so as to encourage students to write more. Although there were not enough students to run classes with Putonghua as the medium of instruction for Chinese lessons in junior forms, each cycle's Putonghua lesson still provided undeniable benefits to students in terms of learning and speaking Putonghua. Apart from these, drama elements were incorporated into the Arts-in-Life and the English curriculum for junior forms to hone students' communication skills, while students' presentation skills were drilled through project-based learning in some subjects. Furthermore, the Career Guidance Committee provided senior form students with a series of sessions on meeting and interviewing skills. As regards extra-curricular activities, our teachers put forth great effort in training students for the Hong Kong Schools Speech Festival to raise students' expressive power and the results were noticeable. (Please refer to Section 4 for details about student performance.)

- To promote a universal STEM education, an independent STEM lesson in which a school-based curriculum designed by our teachers with reference to the abilities of our students and the needs of society was in practice in S1. Our junior form curriculum has also incorporated the element of STEM and the following parts were completed this school year:
  - S1 STEM lesson: students learnt about electronics and basic circuit testing, and made a fan car.
  - S1 to S3 Technology subject: students learnt about AI
  - S1 Technology and Mathematics subjects: students learnt to make 3-D items with the use of 3-D printers applying their programming knowledge and mathematical skills such as calculating areas.
  - S2 Biology subject: students used smart growers to compare the effects of different fertilizer concentrations on vegetable growth. The harvested produce was then shared with students and their families to enjoy, successfully integrating scientific inquiry with practical daily life.
  - S2 Technology subject: students were also given opportunities to create smartphone apps and use micro:bit and learn about AI.
  - S3 Technology subject: students learnt to write programs using PYTHON.
  - S3 Physics subject: The Tower Building Competition required students to search for information online, evaluate and calculate how much force the tower could bear and then make a relevant model.
  - Students could enroll in a range of activities, including a VR Game Design Course and drone courses, funded by the "IT Innovation Lab in School" program.
- The "Policy and Guidelines on the Use of Generative AI for Teachers and Students" has been formulated to promote AI literacy.
- The Academic Affairs Committee, in liaison with the Teacher Librarian, designed various activities, like La La Read (mobile book carts), subject-based reading schemes, book fairs and sharings, together with the Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours), the Junior Form Reading Award Scheme and the Holiday Reading Scheme, to nurture in students a regular habit and interest in reading so that they could acquire new knowledge in different domains through reading. The School Library was renovated a few years ago to provide students with a more favorable environment for reading.

3.3.3 Curricula

- At junior levels, there were curricula in the language subjects (Chinese, English and PTH), Mathematics and Science subjects, Humanities, Arts-in-Life, Physical Education, Life Education and Christian Education. As for the senior curricula, other than Chinese, English, Mathematics and Citizenship and Social Development (both English and Chinese groups

can be offered if there is sufficient enrollment), our school provided 12 elective subjects (covering arts, science, business, Physical Education and Visual Arts) to suit students' interests and abilities to develop their talents to the fullest extent.

- We helped senior form students to take Other Language Subjects in Category C with the Diversity Learning Grant as HKEAA has approved to include the results of these languages into the HKDSE results. Having successfully applied for the "Pilot Scheme on Other Languages for Junior Secondary Students" offered by the Education Bureau, the school provides "Other Languages" (OL)1 learning opportunities to junior form students in this school year and next school year.
- A school-based multiple intelligence curriculum was implemented in S.2 and S.4. The curriculum covers elements of Humanities, STEM, sports, aesthetics and service learning and courses provided include psychology, archeology, intertidal zone exploration, STEM x Micro:bit, OpenAI ChatGPT Chatbot, learning history through travelling, "Think Global, Act Local", newly emerged sports, traditional craftsmanship, haircuts for the elderly, teaching the elderly stretching and crochet, Oral Olympics, serving through sign language and board games, etc.
- To broaden students' sports and artistic perspectives, all juniors had to take up one musical instrument and one sport / art throughout the three years. S4 students were required to join one aesthetic activity or course. All students had to take part in the EDB-initiated School Physical Fitness Award Scheme and the Long-distance Training Testing.
- Extended learning activities emphasized self-learning, application of thinking skills, exploration and creativity. Regarding training for gifted students, in addition to Chinese and English debate and recital, there were training classes related to Chinese Language, English Language, Mathematics, Humanities subjects, Physical Education, Science and Technology subjects, Hong Kong Physics Olympiad, the International Biology Olympiad Hong Kong Contest, the program "IT Innovation Lab in School" and the like. Students were encouraged and arranged to join the gifted programs organized by tertiary institutes, the Hong Kong Academy for Gifted Education and the Education Bureau. The School also encouraged students to join the International Assessment for Schools, Australian Mathematics Competition for the Westpac Awards, Olympiads in Robotics, Informatics, Physics, Chemistry and Mathematics, etc.
- To cater for learner differences and to provide timely help for students with various learning needs, there were enhancement or remedial classes for core subjects for senior form students. In addition, the Principal, Assistant-principals and members of the Academic Affairs Committee provided individual counseling and care to some students to help them prepare for the HKDSE. A junior form Nourishment Class was held after the first term exam and the All Subjects Revision Class was held before the final exam to provide support to the junior form students who are in need.
- To make sure students could lead a balanced lifestyle, students at junior levels were not supposed to spend over 2 hours on their homework every day.

3.3.4 Other measures

- To enhance teaching efficiency, there was the practice of collaborative teaching covering the formulation of the course boundaries, division of labor in lesson preparation, collective discussion, lesson plan revision, mutual class observation and reflection in the teaching process. Cross-curricular class observation was entertained to allow a widening of teachers' perspectives.
- To supervise and assess students' learning, the school adopted various approaches like conducting surveys and interviews to get a better understanding of students' learning progress on top of the regular reviews and evaluations conducted at departmental meetings.
- Having considered that all our students belong to the highest banding in the territory and they generally have high expectation on their academic performance, the detailed rankings

of each subject and whole form position for S1 and S2 students have been replaced by giving the respective range of the aforesaid positions in the hope of alleviating the pressure of some students. Awards have been set up to encourage and appreciate S.1 and S.2 students whose academic performances have met a specific requirement.

- The implementation of a half-day schedule every Wednesday aims to create a lightened timetable, allowing students to reflect and consolidate their learning. Additionally, it provides them with opportunities to engage in various activities or courses based on their individual needs.

3.4 Student support

3.4.1 The major area of concern

- Nurturing the traits expected of a Shatin Tsung-Tsiner and promoting the priority values and attitudes recommended by the EDB
- Promoting class building
- Helping students to attain the first, sixth and seventh items in the Seven Learning Goals of Secondary Education

3.4.2 Support measures for addressing the concern

- The primary emphasis of our student support remained on cultivating the five personality traits of being a Shatin Tsung-Tsiner, namely being self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve, the priority values and attitudes recommended by the EDB. Through the implementation of values education and positive education, our aim was to instill positive values and promote healthy spiritual and mental development in our students.
- 2 class teachers were arranged for each junior class to enable class teachers to have more space in taking care of students of different needs. Class teachers drew up a year plan incorporating strategies on positive education and values education to help our students experience a caring and joyful campus life. With Life Education lessons run by class teachers, the S1 Life Education Day Camp, S2 Experiential Activities and S3 Social Service, class teachers not only nurtured the character of their students, but also developed a mutually beneficial relationship with them and helped them expand their horizons.
- The annual S1 Life Education Camp scheduled for late September or early October was held. With the theme of "I am a Shatin Tsung-Tsiner", the camp aimed to inspire our S1 students to cultivate the five personality traits of being a Shatin Tsing-Tsiner, develop a better support network with their teachers and peers and a sense of belonging to the school.
- Students were encouraged to take part in various external competitions (for details, please refer to the appendix "External Competitions Achievements") to widen their horizons and build their self-motivation.
- Apart from school-based leadership training, students were also recommended to join external leadership training or activities, including Sha Tin District Outstanding Student Award, Outstanding Student Leaders Award and Orbis Student Ambassador Campaign etc. These help our student leaders to be more persevering and capable of embracing challenges, and to realize that they should not be served but serve. It is hoped that they can be more thoughtful, cooperative and willing to shoulder responsibilities. This school year, 2 junior form and 2 senior students entered the final round of Sha Tin District Outstanding Student Award and 2 senior students were awarded The 21st Sha Tin District Outstanding Student Award (Senior Section). 4 students also entered the final round of Outstanding Student Leaders Award with 3 attaining the Award. 1 student attained the Best Improvement Award in the Student of the Year Awards organized by SCMP. In addition, benchmarks were set for student leaders hoping that all student leaders could possess the personality traits of Shatin Tsung-Tsiners and become role models for their schoolmates.
- A subsidy was provided to subsidize classes to hold internal or external class-based

activities. This year, some classes arranged activities like film appreciation, indoor war games, visits to monuments, playing pickle ball, multi-dyeing, and outdoor cooking, etc.

3.4.3 Other activities.

- All students filled out a questionnaire prepared by the Student Support Committee on the school aims. The survey findings, when compared with similar statistics administered over the last three school years, showed generally positive responses. This bears a strong testimony to the effectiveness of the support measures concerned.
- Information was provided to class teachers before the commencement of the school year and it enabled them to know more about their students' performance in the previous school year. Monthly information on student behavioral performance was also provided to class teachers. The Student Support Committee held 2 regular class teacher meetings to help class teachers learn more about the difficulties and needs of counseling and discipline of their students. Class teachers also shared their strategies on class building.
- There was exchange with our sister schools in Guangzhou in this school year. 137 students participated in an interflow of ideas and experiences with 22 teachers and students from our sister schools. Altogether 42 students and teachers visited the aforementioned sister school during the post-exam period.

3.5 Student guidance and discipline

3.5.1 The major area of concern

- Cultivating the traits expected of a Shatin Tsung-Tsiner and promoting the priority values and attitudes recommended by the EDB
- Enhancing values education and class building
- Helping students to attain the first and sixth items in the Seven Learning Goals of Secondary Education

3.5.2 Support measures for addressing the concern

- To move towards the goal of fostering traits a Shatin Tsung-Tsiner should possess in our students, we put in place the Life Education Lesson, which was designed to boost students' development in domains including personal and healthy life, social life, career planning, and civic duty/national identity. In designing the curriculum, form teachers were consulted so that the curriculum was a product of collective wisdom. The curriculum has proved to be effective.
- In order to provide students with practical experiences and cultivate empathy, various activities were organized for different grade levels. S1 students joined a coastal cleanup service which could enhance their environmental awareness. A "Respect and Inclusion" experiential activity was held for S2 students to help them build empathy. S3 students participated in visiting elderly individuals living alone to improve their intergenerational communication skills. Talks and visits were organized for S4 students to provide insights into the challenges faced by individuals in grassroots communities. Lastly, S5 students listened to and documented the life stories of the elderly, showcasing their empathy and thoughtfulness.
- Team building and adventure training were provided to prefects to help them develop team spirit and the quality of perseverance. In daily school life, prefects served in different school functions so as to nurture in them the willingness to shoulder responsibilities and the virtue of being trustworthy.
- Students were encouraged to commit themselves to serving others by actively engaging in activities like visiting the less privileged, fund-raising activities, being volunteers in the games fairs of their alma mater and the Ching Tsung Elderly Academy, etc. 2 teachers led 6 students to participate in the "V-ideas Youth Volunteer Travel Experience" organized by the Hong Kong Young Women's Christian Association (HKYWCA). They planned

intergenerational activities, won two awards, and received a sponsorship for a volunteer exchange trip to Malaysia.

- To create a student population manifesting the Shatin Tsung-Tsiners' qualities of being trustworthy, thoughtful and willing to serve, we welcomed the EDB-initiated Integrated Education Scheme, in which a whole-school approach was adopted to support students with special educational needs in order to establish an inclusive campus and caring culture. In addition to a Special Educational Needs Coordinator (SENCO), a Special Educational Needs Supporting Teacher (SENST), 2 School Social Workers, a speech therapist and an educational psychologist, our school deployed 1 Student Counsellor so as to provide wider individual and group counseling services, to promote whole-person development and cater for individual needs. A Student Support Group was established. Together with the Learning Support Grant and the school resources, various measures have been put into effect. There was a regular communication channel with parents and assessment to identify if students have special educational needs. Regarding confirmed cases, apart from referral to the educational psychologist or the speech therapist, there were also various appropriate support services, like individualized education programs, social groups, speech therapy, tutoring and adjustments in assignments and assessments. Teachers and teaching assistants were encouraged to enroll in courses related to integrated education so as to enhance the learning effectiveness and communication skills of SEN students and help them to integrate into the school. School-based inclusive activities were held so that our students could have the opportunities to learn how to accept others' deficiencies that arose through no fault of their own.

3.5.3 Other activities

- A student support database was set up to allow more effective support for students' growth.
- The Strive-for-Excellence Award Scheme, meant to elevate students' esteem and help students develop their growth potential, was promoted.
- Counselling Day and activities for appreciating teachers were held to help promote the teacher-student relationship through better communication.
- The Peer Mentoring Scheme was in place to assist S1 students in adapting to a new learning environment
- The Student Growth Group, Lego Group, Stretching Group, and Crochet Class were set up to address students' growth and emotional needs.
- Students were allowed to express their views about the school policy through Words of Shatin Tsung-Tsiners.
- Talks on handling pressure, sex education and mental well-being were held for students.
- It was arranged for senior form students to fill in questionnaires about stress assessment so that timely assistance could be offered to students in need.
- A Student Counselling Activity Room has been set up and is equipped with musical instruments and board games for teachers to hold class building or group counselling activities while students can also reduce their stress.
- Various activities, like busking, random dance, game stalls, hiking, skateboarding, etc. were organized to promote mental well-being.
- Joining the "Health in Mind" Programme for Hong Kong adolescents, held by the Kwai Chung Hospital, we continued to promote mental well-being to our students and teachers.
- A series of career planning activities, including a career exploring activity provided by an external agency, were run to help students acquire a better understanding of themselves and their career orientation.
- There was timely information on further studies and career activities. Apart from the "STTSS Career Expo", visits to businesses, government organizations and academic institutes and job shadowing in different organizations which helped deepen students' understanding of various study and career paths were arranged.

- A file for career planning was arranged for students to record and integrate their learning outcomes.
- Briefing sessions on senior form curricula were provided for junior students to allow early preparation.
- Information regarding choice of studies and careers and individual counselling were provided for senior form students and parents so as to help them make decisions more easily.
- Assistance was provided for S6 graduates on the day of the release of the public exam results as well as in writing references, resumes and honing their interview skills.
- Assistance was offered to those who intended to pursue further studies, either overseas or on the mainland.
- The Prefect Team provided an opportunity for students to hone their leadership skills.
- Junior Police Call was promoted to train students to be committed and responsible social members.
- Various discipline awards were set up to nurture in students the good qualities of being able to tell right from wrong and being responsible.
- The New Identity Scheme was implemented to help students reflect on their own behavior through services.

3.6 Extra-curricular activities

3.6.1 The major area of concern

- Cultivating the traits expected of a Shatin Tsung-Tsiner and promoting the priority values and attitudes recommended by the EDB
- Enhancing class building
- Helping students to attain the seventh item in the Seven Learning Goals of Secondary Education

3.6.2 Support measures for addressing the concern

- Through the One-student-one-art/sport Scheme for junior forms and One-student-one-art Scheme for Senior Form, students were encouraged to take part in activities related to multiple intelligence.
- The all-inclusive STTSS Award remained the main source of motivation for students to participate in class-based or inter-class activities.

3.6.3. Other activities

- To encourage students to get involved actively in extra-curricular activities, a total of 10 interest groups, 25 music classes as well as 41 school teams were offered.
- The Red Cross Youth Unit continued to grow with a membership of around 50 this school year. Apart from encouraging members to join courses offered by the Red Cross to expand their horizons, various services at school were organized to manifest in members the virtue of a willingness to serve. Our unit won the championship in the Simulation Scenario Competition at the All Hong Kong Youth First Aid Competition 2025–2026, with one of our members selected as the Best Captain in the Simulation Scenario Competition.
- Students were also encouraged to become involved in various music, drama, dancing and visual arts competitions. One-student-one-art Scheme was also promoted at senior levels to create a better aesthetic aura.
- Class-based activities and inter-class competitions were held. Together with the all-inclusive STTSS Award, students were encouraged to take part actively in inter-class activities to build up their team work and sense of belonging to the class. This year, the picnic, Christmas party, Sports Day, inter-class basketball and long distance running competitions were held smoothly.
- To hone and promote students' leadership skills and team spirit, the six Houses organized

various inter-house competitions. This school year, the annual Sports Day (organized by the all-student Sports Events Organizing Committee), the inter-house basketball, badminton, and book sharing competitions with participants showcasing multiple talents were successfully held. The posts of the House Captains were continued to be filled by self-nominated candidates who were elected through 'universal suffrage', thus allowing students to take part in the promotion of house affairs.

- Senior form (including Head and Vice-head Prefects, House Captains and Vice-house Captains, student committee members of Students' Union and the Religious Affairs Committee) and junior form student leaders were arranged to enroll in the advanced and elementary leadership training course organized by the HKYWCA Shatin Integrated Social Service Centre. Student leaders received training in honing their activity-coordinating and -leadership skills, building up team spirit, communicating with others, handling conflicts and understanding the roles and qualities that a leader should possess. This year, 19 junior form students joined the 30-hour elementary course while 40 students joined the 36-hour advanced course held in the summer vacation.
- To advance leadership potential of members of class associations, a training class was held for S1 students concerned.

3.7 Students' Union

- A wide range of activities, like School Policy Forum, singing contest (preliminary round and final), inter-class dodge ball matches, Water Fun Day, Murder Mystery Game, Anime Festival, Esports Day, camping at school campus, Stationery Crazy Sales, SU Day, Teachers' Day and Dress Causal Day were successfully held.
- Various kinds of services and welfare were offered. There were various sales activities like stationery sales (at below-market price levels), SU papers, etc. Other services included loans of various types of ball and board games, umbrellas and phones.
- A joint-school Christmas Ball and leadership training camp were held.
- Two self-service vending machines were made available so that students could conveniently purchase snacks and daily necessities.
- Opinions were collected to assess the effectiveness of the work done by the SU. A survey on teachers' and students' opinions in this regard was conducted through the use of questionnaire.

3.8 Religious activities

3.8.1 The major areas of concern

- Stepping up effort to preach the Gospel
- Cultivating the traits expected of a Shatin Tsung-Tsiner and promoting the priority values and attitudes recommended by the EDB

3.8.2 Support measures for addressing those concerns

- Gospel and hymn sharing were integrated into morning assemblies and the former was also conveyed in hall assemblies.
- The yearly Gospel Week and the Junior Form Gospel Camp remained the best time for recruiting. There were 3 evangelical assemblies, 2 preparation activities, busking and game stalls. A total of 50 students converted to Christianity or rededicated their lives to God. 68 students joined the Junior Form Gospel Camp. We believed that the seeds of gospel we have sown will germinate and grow one day according to God's schedule. We will keep praying for the faith of our students and take every opportunity to sow and irrigate.
- The traits expected of a Shatin Tsung-Tsiner and staying positive were fostered through the Christian Education lessons. S1 to S3 Christian Education lessons were conducted in the form of a fellowship. Subject teachers, other teachers, the Principal and the preacher from Sun Chui Church were arranged to lead the group sharing. Students could learn the Bible

messages more effectively with group discussion and activities and hence convert to the Christian faith. There were altogether 25 mentors.

- Weekly training sessions were arranged for student committee members to deepen their faith foundation and strengthen their cohesion. After-school growth groups led by Christian teachers served the new believers by helping them to know more about Christian teaching through close and intimate care.
- This year, the fellowship collaborated with Fullness in Christ Fellowship to run a local service learning program and serve the school and community in Cambodia in the post-exam period to let students practice serving others.

3.8.3 Other activities

- Retreats and fellowships were organized to promote spiritual growth among colleagues.
- Fellowship, leadership training and devotion groups were activated to facilitate Christian students' spiritual growth.
- There were paintings on the wall and staircases within the school campus so as to share the gospel messages and positive values with others.

3.9 Home-school communication

3.9.1. The major areas of concern

- Sustaining the promotion of parental education in step with the school development

3.9.2. Support measures for addressing those concerns

- The Home-School Cooperation Committee worked closely with the Academic Affairs Committee and the Career Guidance Committee in the organization of 8 talks and seminars. Some of these talks helped parents understand the academic challenges that their wards were facing. Some helped S1 parents grasp the essence of the school policies. Some provided useful and updated information on further studies and career choices to senior form parents. There were a total of around 1300 attendees.
- A total of four talks were held by the Parent-Teacher Association, helping Secondary One parents align with the school's educational direction, set an example, and jointly nurture their children to embody the personality traits of a "Shatin Tusng-Tsiner". Some talks enabled parents to understand the assessment criteria of the Chinese subject in the Hong Kong Diploma of Secondary Education (HKDSE) and highlighted the importance of parent-child education in supporting Chinese writing.
- With the One-off Grant on Parent Education offered by the Education Bureau, a 10-lesson program "Parent English Learning Academy" was held. Furthermore, the "Online Parent Academy" service offered by i-Learner was ordered as this learning platform provided parents with learning videos that are in line with the curriculum framework on parent education advocated by the Education Bureau.
- To strengthen national education for parents, the PTA organized a parent-child study tour, the Guangzhou Study Tour cum Visiting Sister School, with the Chinese Language Department with the Home-School Co-operation Grants offered by the EDB and the subsidy from the PTA. Altogether 44 parents, students and teachers joined this tour.
- Regarding the promotion of the Reading Club, participants were arranged to read books "Joy for Life", "Locus of Happiness", "The Boy Crisis" and "The Girl Crisis".

3.9.3 Other activities

- Apart from holding the Lunar New Year Gathering, the Home-School Cooperation Committee set up a contact network between the school and parents and among parents themselves through regular committee meetings, the 'School Policy Forum' and various parent talks. The Home-School Cooperation Committee strengthened the home-school communication network with channels like issuing the Parent Basic Law, the bulletins,

setting up class-based WhatsApp groups, etc.

- To provide more concrete support for the school education and functions, the Parent-Teacher Association set up scholarships and the number of awardees reached around 40.
- Parents were recruited to be volunteers in the vaccine injection and the Talk for Prospective S1 students.

3.10 Activities involving alumnae/alumni

- To strengthen the ties with the alumni, the database has been constantly updated. Electronic copies of the alumni bulletin were issued and the webpage of the Alumni Affairs Committee has been frequently updated to share with our alumni the most updated school and alumni news.
- The Alumni Affairs Committee assisted the graduating classes in organizing the Graduation Dinner cum "Thank-you Teachers Sharing" event to encourage graduates to join the Alumni Association. Additionally, the Committee arranged for the graduating classes to bid farewell during morning assemblies and symbolically place their time capsules, marking the official end to their secondary school journey.
- The Homecoming Day, held in March, was a resounding success, featuring various activities such as a three-on-three basketball tournament, a five-a-side football match, a star alumni kitchen event, school tours and STTSS Cafe.
- Alumni were welcome to join our Sports Day as spectators and some were invited to form teams to take part in the teacher-student as well as inter-house relay competitions.
- The Alumni Association has set up an annual scholarship awarded to students who are willing to serve.
- The elections of ex-co members of the Alumni Association and Alumni Manager were held.

3.11 Student welfare

- Affordable photo-taking services, flu vaccination, ordering services for textbooks, school uniforms and sportswear were arranged.
- Assistance was provided for students in applying for various learning funds, subsidy schemes like the School Textbook Assistance Scheme and Student Travel Subsidy Scheme.
- Internal scholarships were set up and assistance was provided for students who would like to apply for external ones.
- There was vetting of candidates nominated for the Outstanding Student Award and various external academic exchange programmes.
- The Tuck Shop Management Team was set up to collect opinions from teachers, parents and students regarding issues over food quality and service enhancement.

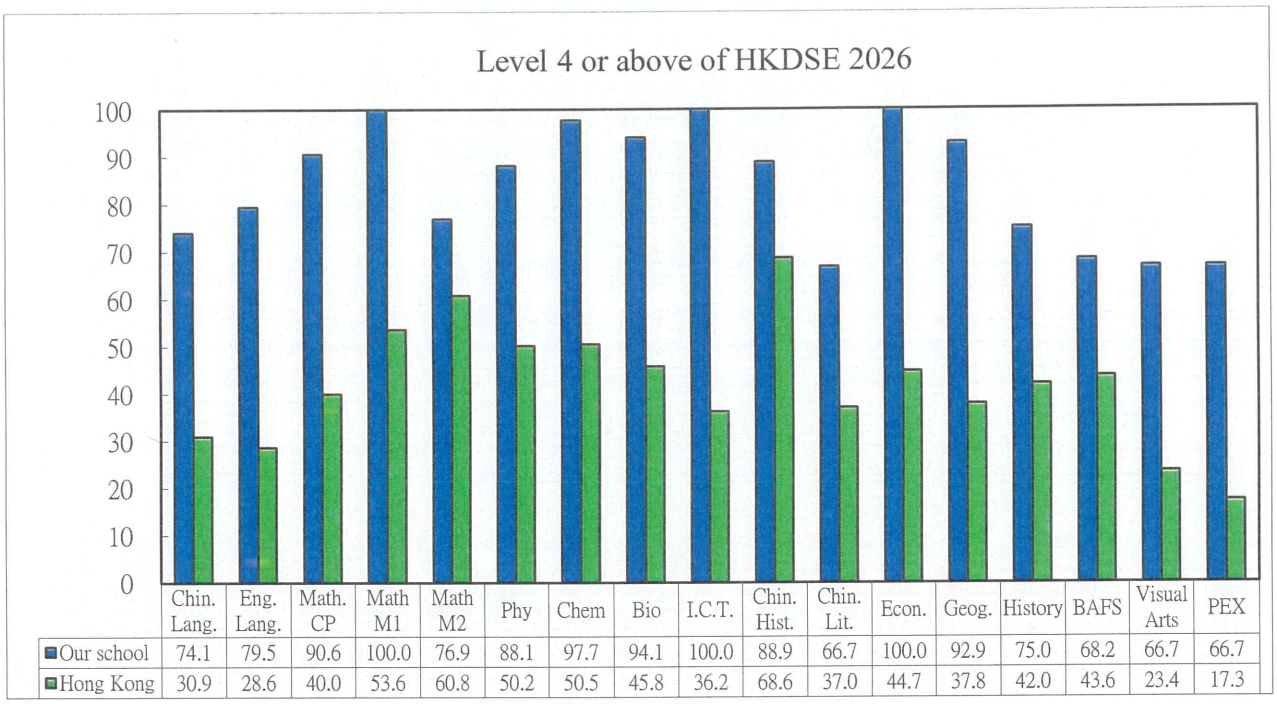
3.12 Campus Facilities

- The school carried out replacements of the assembly hall flooring, classroom blinds, the main school gate, and the entire sewage system under the major repair scheme of the Education Bureau.
- The ecological fish pond was also rebuilt.

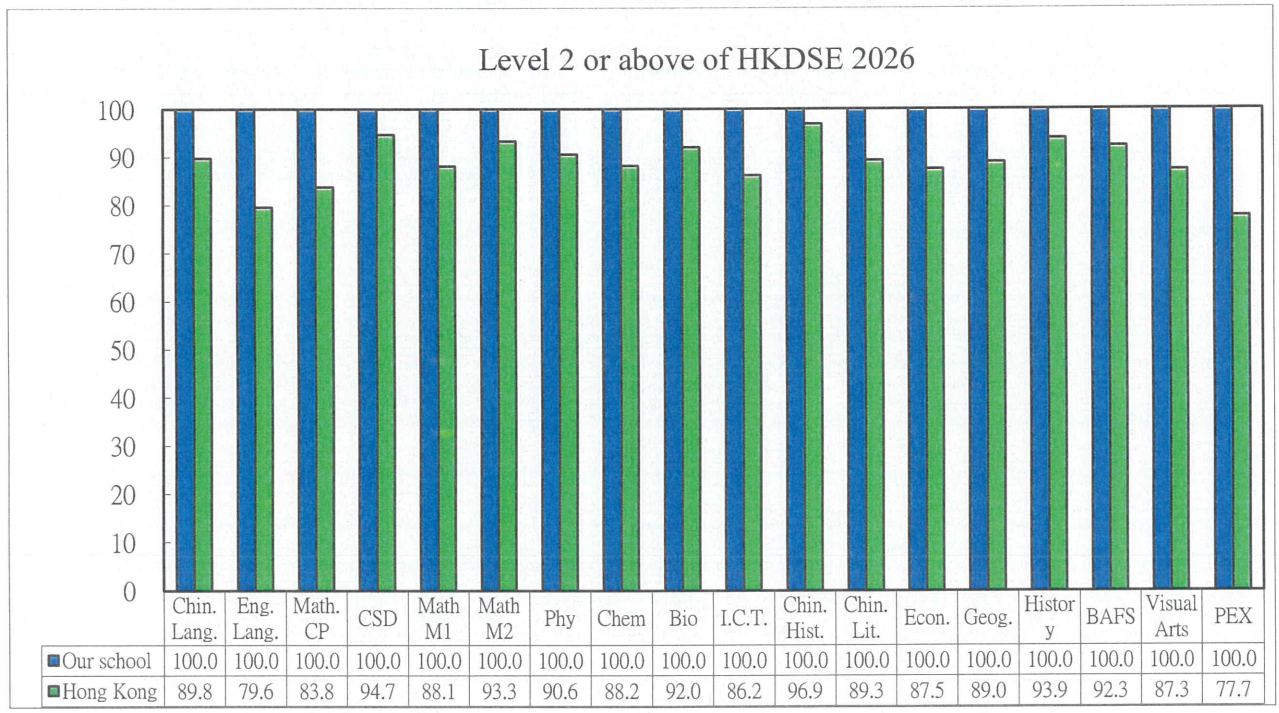
4. Students' Performance

4.1 HKDSE

The average rate of students achieving level 2 and level 4 or above in the 2026 HKDSE are as follows.



	Chin. Lang.	Eng. Lang.	Math. CP	Math M1	Math M2	Phy	Chem	Bio	I.C.T.	Chin. Hist.	Chin. Lit.	Econ.	Geog.	History	BAFS	Visual Arts	PEX
Our school	74.1	79.5	90.6	100.0	76.9	88.1	97.7	94.1	100.0	88.9	66.7	100.0	92.9	75.0	68.2	66.7	66.7
Hong Kong	30.9	28.6	40.0	53.6	60.8	50.2	50.5	45.8	36.2	68.6	37.0	44.7	37.8	42.0	43.6	23.4	17.3



	Chin. Lang.	Eng. Lang.	Math. CP	CSD	Math M1	Math M2	Phy	Chem	Bio	I.C.T.	Chin. Hist.	Chin. Lit.	Econ.	Geog.	History	BAFS	Visual Arts	PEX
Our school	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Hong Kong	89.8	79.6	83.8	94.7	88.1	93.3	90.6	88.2	92.0	86.2	96.9	89.3	87.5	89.0	93.9	92.3	87.3	77.7

4.2 Extra-curricular and community-based activities

- A headcount of 1296 who acquired successful membership eligibility was registered in various interest group activities (under 5 categories: Aesthetics, Academic, Interest, Physical Development and Community Services). There were a combined total of 606 members and 960 participants in the school teams (athletic, aesthetics and academic) in this school year.
- Our students participated in the following major inter-school competitions:

Title	Number of participants
HK Schools Music Festival	56
HK Youth Music Interflows	186
Joint School Music Competition	234
HK Schools Speech Festival	85

HK Schools Drama Festival	22
HK Schools Dance Festival	16
Chinese debating	23
English debating	13
HK Schools Sports Federation Inter-school Competitions	431

In this school year, our students participated in 13 inter-school sports competitions. Our school achieved top 4 rankings in 27 grades and top 8 rankings in an additional 23 grades. In the overall results, our boys' section and girls' section both ranked 7th and 5th respectively. Our music teams received 4 Gold Awards and 4 Silver Awards at the Joint School Music Competition and the Hong Kong Youth Music Interflows. Additionally, in the Schools Dance Festival, our school was honored with the Honours Award and the Choreography Award while our School Drama Team attained 3 awards in the Schools Drama Festival. (Please refer to the appendix for additional details about their performance).

- Our students participated in the following community services:

Activity	Number of participants
Collaborative Learning Platform Volunteer Service Project	1
Volunteer Service at Animal Welfare Shelter	52
Voluntary Service for Children (The Hong Kong Federation of Youth Groups)	4
Dementia Care Service (in collaboration with Christian Family Service Centre)	13
Elderly Support Service (in collaboration with HKYWCA)	6
2025 Care for the Elderly Charity Ticket Campaign	17
Flag Day Volunteer Service	5
Service-Learning : Audio Description Services for Sports Events	41
Service Learning : Board Game Design & Dementia Service	40
Service Learning : Muscle Stretching & Relaxation Workshop	36
Service Learning : Senior Hairdressing Service	37
Coastal Clean-up Service	165
Visiting Program for Seniors Living Alone	152
Outreach Visits to Subdivided Unit Residents	147

- 12 exchange tours were organized with a headcount of around 450 participants. Details are as follows:

Tour	Target	No. of participants
English Overseas Study Tour to Sydney	S2 students	20
LearniVerse Tour to Tokyo	S.2 students enrolling in LearniVerse "Learning History Through Travelling"	20
Xian Historical, Cultural and Archaeological Exploration Tour	S3-S5 students	40
Overseas Visual Arts Study Tour to Tokyo	S3-S5 students	20
History Tour to Eastern Europe	S3-S5 students	20
Cambodia Service Trip	S3-S5 students and students who are fellowship members	20
Greater Bay Area Career Exploration Tour	S4 & S5 students	30
CSD Mainland Study Tour	S5 (whole form)	117
iGem Tour to Paris	S6 students	10
Guangzhou Study Tour cum Visiting Sister School	S1-S6 students	38

National Games Tour	S2-S6 students	40
Japan Sports Training Tour	Sports team members	75

4.3 Religious activities

- The number of students converted to the Christian faith : 50
- The number of students joining the gospel camps : 68
- The average number of students joining the Christian fellowship : 28

4.4 Careers and further education of S6 students

- There were a total of 117 S6 students

Meeting the minimum entrance requirements of degree programs (attaining 332A in core subjects and Level 2 in one elective subject)	97.4%
Percentage of students offered a local degree program	96.6%
Percentage of students offered a sub-degree program	1.7%
Percentage of students offered a degree or sub-degree program	98.3%
Percentage of students offered an overseas degree program	0.9%

(Note : all percentages are calculated based on the total number of S6 students)

4.5 Indicators of students' affective and social outcomes

Subscale	Junior Forms Q-score	Senior Forms Q-score
Affect (Positive Affect)	97	95
Affect (No Negative Affect)	95	106
Affect (No Anxiety, Depressive Symptoms)	88	93
Satisfaction (School)	99	114
Meaning in Life	105	116
Physical Exercise	90	86
Honesty (Act of Honesty)	111	111
Morality (Importance)	105	116
School Atmosphere (Not Lonely)	100	95
School Atmosphere (Belongingness)	109	112
Reading (Non-assigned Materials)	104	99
Reading (Time for Leisure Reading)	90	85
Information Technology (Less Time for Leisure)	99	91
Information Technology (No Addiction)	116	105
Information Technology (Not Attracted by its Functions)	104	101
National Identity (Responsibility, Obligations)	116	116
National Identity (Proud, Love)	116	116
National Identity (National Flag, Anthem)	116	116
National Identity (Achievements)	116	116

Comments:

- for our junior form and senior form students, their average scores in 12 out of 19 items were higher than the territory-wide average scores.

4.6 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	2.01%	97.99%
S2	3.22%	96.78%
S3	8.69%	91.31%

S4	2.68%	97.32%
S5	3.68%	96.32%
S6	2.05%	97.95%

5. Summarizing The Past and Planning For The Future

5.1 Work performance

In this school year, the goals set out at the beginning could be successfully completed. The feedback from students, parents and teachers was positive. The school is grateful to God and this also bears a strong witness to the unfading enthusiasm and professionalism among our teachers, as well as the support and recognition of various stakeholders. We are confident of taking up the future challenges – to implement the current 3-year plan as follows :

(i) To promote cross-curricular learning using e-learning strategies
(ii) To reinforce the traits of Shatin Tsung-Tsiners and to promote the priority values and attitudes recommended by EDB
(iii) To promote service learning and service activities

5.2 Development plan: situational analysis

5.2.1 Externally

- Decreasing financial resources
- Limited manpower provided by the government
- Social ethos affecting the effectiveness of value education

5.2.2 Internally

- A spacious campus with well-structured facilities
- Sound administrative hierarchy
- A pool of devoted teachers with professionalism
- Adequate training and support for new teachers to improve their teaching pedagogy
- Self-financing small-class teaching
- Heavy workload and insufficient rest confronting teachers
- Good students' conduct, positive self-image and high level of willingness to learn and to be taught
- Opportunities for the elevation of students' life qualities

5.3. Future development

5.3.1 Management and organization

- Reducing workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

5.3.2 Teachers' professional development

- Raising teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

5.3.3 Academic affairs

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Enhancing cross-curricular learning
- Implementing school-based multiple intelligence curriculum, LearniVerse
- Promote digital education and STEM education, making good use of artificial intelligence in teaching and learning
- Promoting reading

5.3.4. Student support, discipline, guidance, religious affairs, extra-curricular activities

- Cultivating the traits expected of a ShatinTsung-Tsiner
- Stepping up evangelistic effort
- Strengthening values education (the priority values and attitudes recommended by EDB)
- Promoting service learning and service activities

5.3.5 Students' welfare

- Campus embellishment

5.3.6 Liaison with parents

- Strengthening parental education

5.3.7 Alumni

- Widening the network of alumni
- Encouraging alumni to render their support for the development of their juniors in various aspects

Results of External Competition 2025-2026

Nature of activities	Number of participants		Awards
	Territorial	Regional	
Sports	1		The Schools Sports Federation of Hong Kong, China All Hong Kong Schools Jing Ying Table Tennis Tournament: • Finalist
	1		All HK Inter-Secondary Schools Gymnastics Competitions: Floor Exercise • Girls Grade C - Second Prize (1C Cheung Lok Sum) Vault • Girls Grade C - 1 Award of Merit
	10		All Hong Kong Inter-Secondary Schools Girls Football Competition (Division 2): • Finalist
		10	New Territories Secondary School Inter-School Tenpin Bowling Competition: Individual • Girls - Second Prize (5C Leung Shin Ling) • Girls - Fourth Prize • Boys - 1 Award of Merit • Girls - 1 Award of Merit Group • Girls - First Prize • Boys - Fourth Prize
		23	All New Territories Inter-School Archery Competition: • Boys Grade A - Award of Merit • Boys Grade B - Award of Merit • Boys Grade C - Award of Merit • Girls Grade C - Award of Merit
			The Schools Sports Federation of Hong Kong, China - Shatin and Sai Kung Secondary Schools Area Committee: Annual Overall Championship • Girls - Fifth Place • Boys - Seventh Place
		50	Inter-School Cross Country Competition: • Girls Grade B - First Prize (4D Shum Chung Ning) • Girls Grade C - First Prize (2C Chan Hoi Ching) • Boys Grade B - Third Prize (4D Pun Yuk Yin) • Boys Grade C - Third Prize (2D Yu Yi Sing) • Girls Grade B - Third Prize (3F Tsang Lok Chi) • Girls Grade B (Group) - First Prize • Boys Grade C (Group) - Second Prize

			• Girls Grade C (Group) - Second Prize • Boys Grade A (Group) - Award of Merit • Boys Grade B (Group) - Award of Merit • Girls Grade A (Group) - Award of Merit
		94	Inter-School Athletics Competition: • 200m Boys Grade B - First Prize (4B Lau Chun Hin) • 800m Girls Grade B - First Prize (3F Tsang Lok Chi) • 1500m Boys Grade C - First Prize (2D Yu Yi Sing) • 1500m Girls Grade B - First Prize (4D Shum Chung Ning) • High Jump Girls Grade C - First Prize (2C Wong Yuet Ching) • 100m Girls Grade B - Second Prize (4D Lai Hoi Lam) • 800m Girls Grade C - Second Prize (2C Chan Hoi Ching) • 1500m Girls Grade C - Second Prize (2C Chan Hoi Ching) • 200m Girls Grade B - Third Prize (4D Lai Hoi Lam) • 1500m Girls Grade B - Third Prize (3F Tsang Lok Chi) • 4x400m Relay Boys Grade B - Third Prize • Shot Put Girls Grade C - Third Prize (1B Chan Hoi Yan) • 200m Boys Grade C - Fourth Prize • Javelin Girls Grade B - Fourth Prize • 100m Boys Grade C - 1 Award of Merit • 400m Boys Grade B - 2 Awards of Merit • 800m Boys Grade C - 1 Award of Merit • 5000m Girls Grade A - 1 Award of Merit • 4x100m Relay Girls Grade B - Award of Merit • 4x100m Relay Girls Grade C - Award of Merit • 4x400m Relay Girls Grade B - Award of Merit • 4x400m Relay Girls Grade C - Award of Merit • Discus Boys Grade A - 1 Award of Merit • Long Jump Girls Grade A - 1 Award of Merit • Javelin Girls Grade A - 1 Award of Merit Group • Girls Grade B (Overall) - Fourth Prize • Girls Grade C (Overall) - Fourth Prize • Boys Grade B (Overall) - Award of Merit • Boys Grade C (Overall) - Award of Merit • Boys Overall - Award of Merit • Girls Overall - Award of Merit
		37	Inter-School Long Distance Run Competition: Individual • Girls Grade C - First Prize (2C Chan Hoi Ching)

			• Girls Grade B - Second Prize (3F Tsang Lok Chi) • Boys Grade B - Third Prize (4D Pun Yuk Yin) • Girls Grade B - 1 Award of Merit • Girls Grade C - 1 Award of Merit Group • Girls Grade B - First Prize • Boys Grade C - Second Prize • Girls Grade C - Second Prize • Girls Grade A - Award of Merit
		10	Inter-School Swimming Competition: • 100m Breaststroke Girls Grade B - First Prize (3E Lee Yui Hei) • 200m Breaststroke Girls Grade B - Second Prize (3E Lee Yui Hei) • 100m Backstroke Boys Grade B - Fourth Prize • 100m Backstroke Girls Grade B - Fourth Prize • 100m Freestyle Boys Grade B - 1 Award of Merit • 100m Breaststroke Boys Grade B - 1 Award of Merit • 4x50m Medley Relay Boys Grade B - Award of Merit
		64	Inter-School Basketball Competition (Division 1): • Girls Grade C - First Prize • Boys Grade A - Award of Merit • Boys Grade B - Award of Merit • Boys Grade C - Award of Merit • Girls Grade A - Award of Merit • Girls Grade B - Award of Merit
		74	Inter-School Handball Competition: • Girls Grade C - Second Prize • Girls Grade A - Fourth Prize • Boys Grade B - Award of Merit • Boys Grade C - Award of Merit • Girls Grade B - Award of Merit
		65	Inter-School Volleyball Competition: Division 2 • Boys Grade B - Fourth Prize • Girls Grade B - Fourth Prize
		41	Inter-School Badminton Competition: • Boys Grade A - Third Prize • Girls Grade C - Fourth Prize
		28	Inter-School Table Tennis Competition: • Girls Grade B - Third Prize • Boys Grade B - Fourth Prize

			• Girls Grade A - Award of Merit
		6	Hong Kong Inter-School Youth Tenpin Bowling Championship 2026 organized by Dacos Bowling: U-15 Individual (Girls) • Second Prize (2C Chu Yan Ching) Teacher & Student Doubles • Third Prize (5C Leung Shin Ling) Group • Third Prize
		17	The North District 3x3 Basketball Competition organized by North District Sports Association: • Girls Secondary Junior - First Prize • Girls Secondary Senior - Second Prize • Boys Secondary Senior - Third Prize
		23	2025 De La Salle Secondary School N.T. Diamond Jubilee Handball Championship organized by North District Youth Development and Civic Education Committee: • Boys Secondary School - Gold Cup - Second Prize • Girls Secondary School - Silver Cup - Fourth Prize
		4	ERSA District Student 3x3 Basketball Competition and Development Scheme 2025-26 organized by Eastern District Recreation and Sports Advancement Association: • Award of Merit
	2		Inter-School Pool Championship 2026 organized by Billiard Sports Council of Hong Kong China Limited: Team Event • First Prize (1B Chen Jin, 1C Law Yat Hei)
	1		2025 Hong Kong Primary & Secondary Schools Aquathlon Championships organized by Triathlon Association of Hong Kong China: Girls 2010-2011 • Third Prize (4D Shum Chung Ning)
	1 (International)		2025 Asia Triathlon Junior Cup - Kamper organized by World Triathlon: Female U15 • Award of Merit
	1		WAC Annual Challenge 2025 organized by Watsons Athletic Club: Girls U16 3000m • Third Prize (4D Shum Chung Ning)
	1		Hong Kong Junior Age Group Athletics Competition 2026 - 1 organized by Pacers Athletes Club: Girls U16 2000m SC

			• Third Prize (2C Chan Hoi Ching) Girls U16 800m • Fourth Prize
	1		The 2nd Hong Kong Honour Run organized by Hong Kong Transplant Sports Association: 3km Girls Aged 13-15 • First Prize (2C Chan Hoi Ching)
		1	2025 Southern District Cross Country Run organized by Southern District Harriers: • First Prize (2C Chan Hoi Ching)
	1		Kerry Hong Kong Streetathon 2025 organized by Streetathon: Asian Youth 10km Girls Junior Division • Third Prize (2C Chan Hoi Ching)
	1		Run With Us organized by Hong Kong Association of Youth Development.: • Fourth Prize
		1	Leisure and Cultural Services Department Sha Tin District Age Group Athletics Competition 2025: Girls Youth FD 800m • Second Prize (2C Chan Hoi Ching)
		1	Tuen Mun District Age Group Badminton Competition 2025: Girls Youth Singles FF Division • Third Prize (6C Shum Chin Hang)
		1	Yuen Long District Age Group Badminton Competition 2025: Girls Youth Singles FF Division • Third Prize (6C Shum Chin Hang)
		2	Sha Tin District Age Group Badminton Competition 2025: Boys Youth Singles MF Division • First Prize (5A Ng Hon Yin) Girls Youth Singles FF Division • Fourth Prize
		1	Kowloon City District Age Group Tennis Competition 2025: Boys Singles Aged 13-14 (MH Division) • First Prize (4C Lai Tsz Ho)
		1	Kwun Tong District Age Group Tennis Competition 2025-26: Boys Youth Singles Aged 15-16 (MG Division) • First Prize (4C Lai Tsz Ho)
		1	Sha Tin District Age Group Tennis Competition 2025-26: Boys Youth Singles Aged 15-16 (MG Division) • First Prize (4C Lai Tsz Ho)
		1	Wong Tai Sin District Age Group Tennis Competition 2025-26: Boys Singles Aged 13-14 (MH Division)

			• First Prize (4C Lai Tsz Ho)
		1	Yau Tsim Mong District Age Group Tennis Competition 2025-26: Boys Singles Aged 13-14 (MH Division) • First Prize (4C Lai Tsz Ho)
		1	Tsuen Wan District Age Group Tennis Competition 2025: Boys Youth Singles Aged 15-16 (MG Division) • First Prize (4C Lai Tsz Ho)
		1	Islands District Age Group Tennis Competition 2025: Boys Singles (Aged 13-14 Division) • First Prize (4C Lai Tsz Ho)
		1	North District Table Tennis Team Competition 2025/26: Boys Youth Division • Third Prize (1D Lau Ho Kiu)
		1	Tai Po District Age Group Table Tennis Competition 2025: Youth MH Division • Fourth Prize
		1	Yau Tsim Mong District Age Group Athletics Competition 2025-26: Youth D Division Girls 800m • First Prize (3F Tsang Lok Chi) Girls 1500m • First Prize (3F Tsang Lok Chi)
	1		2025/2026 Hong Kong Badminton Badge Training Scheme - Bronze Badge Singles Competition organized by Badminton Association of Hong Kong, China: • First Prize (6C Shum Chin Hang)
	1		Nissin Cup Noodles HK Junior Tennis Series organized by Hong Kong, China Tennis Association: 2025 (Tour 3) Boys Singles (Under 16) • Second Prize (4C Lai Tsz Ho) 2026 (Tour 1) Boys Singles (Under 16) • Second Prize (4C Lai Tsz Ho)
	1 (Mainland)		The 16th "Yuetong Cup" Shenzhen Youth Tennis Tournament 1 (CTJ-B500) 2026 organized by Shenzhen Yuetong Sports Development Co., Ltd: Boys Singles U16 • Third Prize (4C Lai Tsz Ho)
	1 (Mainland)		Greater Bay Area Junior Tennis Elite Open & Shenzhen Junior U-Series 2025 organized by Shenzhen Mission Hills Sports Industry Co. Ltd.: Boys Singles U16

			• First Prize (4C Lai Tsz Ho)
	1 (Mainland)		2026 Sui Ming Cup Youth Tennis Tour organized by Liu Suiming Tennis Studio: Dongguan Station (CTJ-C200) Boys Singles U16 • First Prize (4C Lai Tsz Ho)
	1 (International)		Asian Tennis Federation (ATF) Juniors in Japan - Week 2 Tennis Tournament 2025 organized by Asian Tennis Federation: • Second Prize (4C Lai Tsz Ho)
	1		Hong Kong Open Rope Skipping Championship 2025 organized by Hong Kong Sports Education: • 30s Crooger - First Prize (1F Tsai Man Yin) • 30s Jumping Together by Sharing a Rope - Second Prize (1F Tsai Man Yin)
	1		All-Round Rope Skipping Challenge 2025 organized by Masterful Studio: • 45s Compulsory Routine - First Prize (4A Hui Wang Chak) • 30s Double Under - Third Prize (4A Hui Wang Chak) • 30s Crisscross - Third Prize (4A Hui Wang Chak) • 30s Speed Step - Fourth Prize
	1 (International)		4th JRC Artistic Gymnastics Stars Championships 2025 organized by The Jintana Gymnastics Club : WAG Australian Level Program Level 6 Individual • All-Around - Second Prize (1C Cheung Lok Sum) • Vault - Second Prize (1C Cheung Lok Sum) • Balance Beam - Third Prize (1C Cheung Lok Sum) • Floor Exercise - Third Prize (1C Cheung Lok Sum) • Uneven Bars - Third Prize (1C Cheung Lok Sum)
	1		2025/2026 Hong Kong Artistic Gymnastics Novice and Open Competition organized by The Gymnastics Association of Hong Kong, China: Women Elementary • Vault - First Prize (1C Cheung Lok Sum) • Uneven Bars - Second Prize (1C Cheung Lok Sum) • Individual All-Around - Fourth Prize (1C Cheung Lok Sum)) • Floor Exercise - Award of Merit (1C Cheung Lok Sum) • Balance Beam - Award of Merit (1C Cheung Lok Sum)
	1 (Mainland)		Ice Skating Institute Asia (ISIAsia) ISIAsia Shenzhen Figure Skating Open 2025 -The MIXC World: • Freeskate - Second Prize (2A Leung Ching Yi) • Artistic - Third Prize (2A Leung Ching Yi)
	1 (International)		ISI Glacier Open & Basic Challenge 2026: • First Prize (2A Leung Ching Yi)
	1		ISI Hong Kong Free Skating Competition 2025 organized by Cityplaza Ice Palace:

			• Jump and Spin - First Prize (2A Leung Ching Yi) • Artistic - Third Prize (2A Leung Ching Yi)
	1		Practical Cup Taekwondo Invitation Tournament 2026 organized by Hong Kong Practical Taekwondo Association: • First Prize (1F Tsai Man Yin)
	1 (International)		The 21st Hong Kong Wushu International Championship organized by Hong Kong Wushu International Festival Committee: Overseas Female F6 Jianshu • Second Prize (4C Wong Yeuk Sze)
		6	Anti-drug Floor Curling Competition organized by Sha Tin District Fight Crime Committee: Senior Form • Fourth Prize
Academics	83		The 77th Hong Kong Schools Speech Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 6 First Prizes, 7 Second Prizes and 7 Third Prizes. They are as follows: Cantonese Solo Verse Speaking • 2 First Prizes (3F Lee Cheuk Yin, 4C Leung Hing Wai) English Solo Verse Speaking • 2 Second Prizes (4A Leung Lok Ping, 4B Lau Wai Hei) • 3 Third Prizes (1C Chu Wing Kiu, 4C Wong Sum Yu, 6D Lui Tak Wing) Public Speaking Solo • 1 First Prize (5B Cheung Pak Loon Duncan) News Feature Presentation • 1 Second Prize (5D Yiu Wing Yu) • 1 Third Prize (5B Yim Tin Yun) Dramatic Duologue • 2 First Prizes (4C Lam Pui Ying, 4C Leung Hing Wai, 5B Lai On Kiu, ▪ 5B Yim Tin Yun) Putonghua Solo Prose Reading • 1 Second Prize (1E Fung Wan Yee) • 1 Third Prize (3E Lee Yui Hei) Solo Verse Speaking • 1 First Prize (1E Fung Wan Yee) • 3 Second Prizes (2A Tsang Tsz Lam, 2C Kung Tsoi Kiu, 3A Yu Hon Sar) • 2 Third Prizes (1C Chu Wing Kiu, 1F Lam Tsz Ching)

	148 (International)		2026 International Competitions and Assessments for Schools organized by Janison, our students obtained 3 High Distinctions, 31 Distinctions, 61 Credits and 19 Merits. They are as follows: English • 15 Distinctions • 32 Credits • 11 Merits Mathematics • 2 High Distinctions (4A Hui Wang Chak, 5A Lai Kin Fung) • 11 Distinctions • 17 Credits • 3 Merits Science • 1 High Distinction (1D Kwok Yui Tung) • 5 Distinctions • 12 Credits • 5 Merits
	12 (International)		Olympiad Champion Education Centre Thailand International Mathematical Olympiad: Heat • 2 Gold Awards (2F Ho Choi Him, 3F Sung Ka Wo) • 5 Silver Awards (1D Lam Dong Lok Daniel, 1D Wong Chin Yau, 1E Fung Zin Kiu, 2D Lai Chiu Kin, 3F Luo Wai Hin) • 5 Bronze Awards (1E Lee Yi Ki, 1E Leung Kun Yiu, 2D Tso Hoi Chun, 2D Kwok Kwan Ho, 2E Hung Taz Yau) Semi-Final • 1 Gold Award (3F Sung Ka Wo) • 2 Bronze Awards (1E Fung Zin Kiu, 1E Leung Kun Yiu) Final • 1 Silver Award (3F Sung Ka Wo)
	9		Hong Kong International Mathematical Olympiad Heat Round 2026 (Hong Kong Region): • 1 Gold Award (3E Chiu Hei Shun) • 5 Silver Awards (1B Li Kin Hui, 1D So Yan Ning, 1D Wong Chin Yau, 1F Lee Meng Kui, 1F Ng Siu To) • 3 Bronze Awards (1F Pak Yu Chin, 2D Lai Yik Hei, 2F Ho Choi Him)
	5		Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2026: Hong Kong Region • 2 First Class Awards (2E Lam Lok Hin, 3E Chiu Hei Shun)

			• 3 Third Class Award (1B Hui Chun Lok, 1B Li Kin Hui, 1D Chang Ho Wing)
	1 (International)		The Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round 2026: Greater Bay Area Region • 1 Third Class Award (1D Chang Ho Wing)
	3 (International)		2025 "Elite Maths Challenge Cup" International Mathematics Competition organized by Kidnet Education Center: • First Prize (3E Lau Cheuk Wai, 3F Poon Chun Ting, 4A Lau Chun Ip)
	8		2025 The Hong Kong Youth Mathematical Challenge organized by The Hong Kong Youth Mathematical Challenge Limited: • Third Prize (5A Lai Kin Fung) • 3 Gold Awards (3E Chiu Hei Shun, 3E Lau Cheuk Wai, 4A Hui Wang Chak) • 2 Silver Awards (2E Lam Lok Hin Louis, 5A Au Tsun Ming) • 2 Bronze Awards (2D Kwok Kwan Ho, 4A Lau Chun Ip)
	10 (International)		2025 Eye Level Math Olympiad organized by Eye Level Learning Center: • Second Prize (3E Chiu Hei Shun) • 6 Awards of Merit
	1		Mathematical Olympiad Elite Cup Championship for International (Hong Kong Division) organized by Hong Kong Education Development Association : • First Prize (3F Sung Ka Wo)
	1		2025 GBA 4th & National 1st Joint School Mathematical Elite Challenge organized by Infinity Lab R&D : • Regional Second Prize (3F Sung Ka Wo)
	1		Mathematics Elite Cup Championship for Guangdong-Hong Kong-Macau Greater Bay Area (Hong Kong Division) organized by Asia Education Alliance : • First Prize (3F Sung Ka Wo)
	14 (International)		The Hong Kong Mathematical Olympiad Association Hua Xia Cup National Mathematical Olympiad Competition 2026: Hong Kong Region - Heat • 3 First Honours (3D Lin Ziming, 3E Chiu Hei Shun, 3F Sung Ka Wo) • 6 Second Honours (1D Chua Cletus Quinlan, 1D Kwang Tsz Hin, 1E Fung Zin Kiu, 1E Leung Kwan Yiu, 1F Ng Siu To, 2B Tsang Yu Sen) • 5 Third Honours (1E Lee Nikki Yi Kei, 1F Leung King Yau, 1F Shum Man Yi, 2C Chua Keith Quinten, 2D Cho Hoi Chun) Hua Nan Region - Semi-Final • 2 Grand Prizes (3D Lin Ziming, 3E Chiu Hei Shun) • 1 Second Honour (1D Kwang Tsz Hin)

			• 6 Third Honours (1D Chua Cletus Quinlan, 1E Fung Zin Kiu, 1E Leung Kwan Yiu, 1F Leung King Yau, 1F Shum Man Yi, 2C Chua Keith Quinten) China - Final • 1 First Honour (3E Chiu Hei Shun) • 1 Second Honour (1D Kwang Tsz Hin) • 2 Third Honours (1D Chua Cletus Quinlan, 1E Leung Kwan Yiu)
	10 (International)		The 2026 Hong Kong & Macau Mathematical Olympiad Open: Heat • 1 Gold Award (3E Chiu Hei Shun) • 5 Silver Awards (1B Li Kin Hui, 1D Lam Dong Lok Daniel, 1D Wong Chin Yau, 1F Shum Man Yi, 2D Lin Pak Yat) • 4 Bronze Awards (1D Chua Cletus Quinlan, 1D Kwok Yui Tung Connor, 2C Chua Keith Quinten, 2D Leung Chee Long)
	3 (International)		Asia International Mathematical Olympiad Open Contest 2026: Semi-Final • 3 Bronze Awards (1D Kwok Yui Tung Connor, 1D Wong Chin Yau, 1F Shum Man Yi)
	5		The Forty-Third Hong Kong Mathematics Olympiad (HKMO) (2025/26) organized by Innovation Technology Education Division, Education Bureau: Heat • Finalists Final • 2 Honourable Mentions (4A Hui Wang Chak, 5A Liu Jiaming) • 1 Second-class Honour (5A Au Tsun Ming) • 1 Third-class Honour (5A Lai Kin Fung)
	5		The 28th Hong Kong Mathematical High Achievers Selection Contest organized by Hong Kong Association for Science and Mathematics Education and Po Leung Kuk: • 2 First Prizes (3D Lin Ziming, 3E Chiu Hei Shun) • 2 Third Prizes (3E Lau Chun Hei Jayden, 3F Luo Wai Hin) • Team Award of Merit
	7		The Hong Kong Hua Luo-Geng Cup Mathematics Competition 2026 (Finals) organized by Hong Kong Hua Luo-Geng Cup Association Limited: • 1 Silver Award (1F Ng Siu To)
	12		MathConceptition 2026 organized by MathConcept Education: • 3 Gold Awards (3E Chiu Hei Shun, 3E Lau Cheuk Wai, 5A Lai Kin Fung) • 6 Silver Awards (1D Kwang Tsz Hin, 1F Ng Siu To, 2E Lam Lok Hin Louis, 3E Lau Chun Hei Jayden,

			4A Hui Wang Chak,5A Au Tsun Ming) • 2 Bronze Awards (2D Kwok Kwan Ho, 2F Ho Choi Him)
	47		2026 Hong Kong Mathematics Kangaroo Contest organized by Magic Square Association: • 1 Third Class Award (3D Lin Ziming) • 7 Peak Awards (1E Chiu Pak Hei, 2D Lo Pui Yi, 3D Lin Ziming, 3E Chiu Hei Shun, 3E Yeung Hin Shing, 3F Sung Ka Wo, 5A Law Chun Tong) • 14 Elite Awards (1B Li Kin Hui, 1D Ho Sum Yi, 1D Kwok Yui Tung Connor, 1D So Yan Ning, 1D Wong Chin Yau, 1E Chen Tsz Ching, 1F Lee Meng Kui, 2A Situ Kai Yui, 2D Yeung Chun Yu, 2E Lam Lok Hin Louis, 2F Ho Choi Him, 3F Luo Wai Hin, 4A Lai Lok Him, 4B Leung Lok Yan) • 16 Awards of Merit
	9		The Competition on the Mathematics of Information organized by Departments of Mathematics and Information Engineering, CUHK: • 1 Second Prize (5A Au Tsun Ming) • 1 Bronze Award (5B Wong Sze Hok) • 1 Honourable Mention (3E Chiu Hei Shun)
	5		International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2026 organized by The Hong Kong Academy for Gifted Education: • 1 Honourable Mention (5A Lai Kin Fung)
	2		Enrichment Programme for Young Mathematics Talents (SAYT1114 Number Theory and Cryptography) in Summer Term 2025 organized by Department of Mathematics, The Chinese University of Hong Kong: • Excellent Performance Awards (3E Lau Cheuk Wai, 4A Hui Wang Chak)
	8		Hong Kong Biology Literacy Award (2025/2026) organized by Hong Kong Association for Science and Mathematics Education: • 1 Second Class Honour (5A Liu Jiaming) • 1 Third Class Honour (5B Wong Ching Yuet Mari) • 4 Awards of Merit • 2 Active Participation Awards
	10 (International)		iGEM Competition 2025 organized by iGEM Foundation: • Gold Award (6A Chan Cheuk Yin, 6A Chan Chung Hei, 6A Cheng Yat Lik, 6A Lau Kin Hei, 6A Lee Meng Ho, 6A Mo Hoi Tik Eddy, 6A Ng Yan Yiu, 6A Tang Cheuk Ho, 6B Mak Ting Him, 6C Fung Hiu Ching)
	5		International Biology Olympiad – Hong Kong Contest 2025 organized by The Hong Kong Academy for Gifted Education:

			• 2 Honourable Mentions (6A Chan Chi Wun, 6A Ip Wan Ming)
	6		Health Exhibition Presentation Competition 2025 organized by The Chinese University of Hong Kong: • Silver Award (5A Liu Jiaming, 5B Chan Cheuk Ying, 5B Wong Ching Yuet Mari, 6A Cheng Hiu Yin, 6A Ip Wan Ming, 6A Tai Tsz Ching)
	1		Joining Hands to Welcome the National Game "Meaningful Fat Burning" Weight Control and Chronic Disease Prevention Health Slogan Creation Competition organized by Smiling Stars: • 1 Award of Merit
	4		Hong Kong-Macau Secondary School Cosmetic Formulation Competition 2025 organized by Department of Chemistry, City University of Hong Kong: • Attractive Video Award (6B Wong Hiu Yin Daniel, 6C Tsang Tsz Yeung, 6C Yeung Pui Cheung, 6D Lai Long Hei)
	4		The "Chemists Online" Self-study Award Scheme 2025 organized by EDB Science Education Section: • 2 Diamond Awards (5B Wong Ching Yuet Mari, 5B Yim Tin Yun) • 1 Gold Award (6B Lui Cheuk Lam) • 1 Bronze Award (6A Chung Man Yui)
	1		"Living with Generative AI Smartly and Responsibly" Final Presentation Competition organized by City University of Hong Kong : • Honourable Mention (1E Yip Tsz Sum)
	12		Tsung Tsin Mission of Hong Kong Joint Primary and Secondary Schools STEAM Competition-Tsung Tsin Cup AI Robot Car Competition organized by Hong Kong Information Technology Joint Council: • Award of Merit
	20		Hong Kong Inter-School Mathematical Problem-Solving and STEM+AI Competition organized by Department of Applied Mathematics, The Hong Kong Polytechnic University: • 6 Gold Awards (1D Kwok Yui Tung Connor, 1D So Yan Ning, 2C Lo Yuk Hei, 3E Chiu Hei Shun, 3F Sung Ka Wo, 4A Hui Wang Chak) • 8 Silver Awards (1D Kwang Tsz Hin, 1D Wong Chin Yau, 1F Lee Meng Kui, 1F Shum Man Yi, 2D Cho Hoi Chun, 2D Leung Chee Long, 2D Zheng Zhong Xi, 3E Lau Chun Hei Jayden) • 6 Bronze Awards (1A Lam Chun Lok, 1B Hui Chun Lok, 1B Li Kin Hui, 1E Leung Tsz Yin, 3D Huang Zhaohua, 3F Luo Wai Hin)
	1 (International)		The Junior Canadian Chemistry Olympiad 2025 organized by ASEEDER: • 1 Bronze Award (3D Lin Ziming)

	8		S.T. Yau High School Science Award (Asia) organized by Hong Kong Academy of Sciences: • Finalists (Top 10 in Asia) (6A Au Ching Kit Ryan, 6A Chan Chung Hei, 6A Cheng Hiu Yin, 6A Cheng Yat Lik, 6A Chung Man Yui, 6A Lau Kin Hei, 6A Tang Cheuk Ho, 6B Cheung Yui Long)
	1		STEM+E Competition 2025 organized by STEM+E Consortium: • Most Valuable Player (6C Tsang Yik Hei)
	15		AI Hackathon 2025 organized by CUHK Jockey Club AI for the Future Project: • Bronze Award (4E Lau Cheuk Hei, 5C Ho Tsz Yin, 5C Leung Shin Ling) • Award of Merit (5A Chau Cheuk Ting, 5A Lao Pak Chun, 5B Ip Yiu Cheung)
	52 (International)		The English Association of Asia Canadian English Writing Competition 2025-26 (Arch Cup): Live Preliminary • 4 Gold Awards (2E Chan Hoi Tung, 2E Kwok Chun Hei Ivan, 2E Mak Tsz Yu Aimee, 3F Lee Cheuk Yin) • 3 Silver Awards (1E Lee Shun Hei, 3E Liu Tsun To, 3F Sung Ka Wo) • 10 Bronze Awards (1B Yu Kwan Shun, 1E Leung Kwan Yiu, 2E Kwok Tsz Ching, 2E Lai Hoi Ching, 2E Lam Ching Yin, 2E Wong Yi Miu, 3F Yang Lixuan Leon, 4B Leung Sum Ip Clover, 5B Wang Pak Yin, 5B Yip Long) Live Semi-Final • 1 Gold Award (2E Kwok Chun Hei Ivan) • 2 Silver Awards (2E Chan Hoi Tung, 3F Lee Cheuk Yin) • 8 Bronze Awards (1B Yu Kwan Shun, 1E Lee Shun Hei, 1E Leung Kwan Yiu, 2E Kwok Tsz Ching, 2E Lai Hoi Ching, 2E Lam Ching Yin, 3E Liu Tsun To, 5B Yip Long) Live Final • 4 Silver Awards (2E Chan Hoi Tung, 2E Kwok Chun Hei Ivan, 3E Liu Tsun To, 5B Yip Long) • 2 Bronze Awards (1E Leung Kwan Yiu, 2E Kwok Tsz Ching)
	4 (International)		2026 Asian English Usage Contest (Arch Cup): Heat Event • 1 Bronze Award (3E Lee Abby) Final Event • 1 Silver Award (3E Lee Abby)

Results of External Competition 2025-2026

	1 (International)		2025-26 Asian English Spelling Competition (Golden Bee Cup): Heat Event • 1 Silver Award (3E Lee Abby)
	29		Fireflies Read Online organized by Academy of Chinese Studies: • 1 Gold Award (1D Lee Chun Hin) • 1 Silver Award (1E Leung Kwan Yiu) • 1 Bronze Award (1A Wong Pui Ying) • 22 Finalists
	2		2025-26 "Elite Cup" On-site Writing Competition organized by HKCHS Limited: • Second Prize (1B Yu Kwan Shun) • Third Prize (1D Leung Fong Fei)
	7		Hong Kong Young Writers Awards 2026 organized by The Youth Literature Foundation : Creative Writing Non-fiction • Section Winner (2F Fung Hiu Yin) Creative Writing Poetry • 1 Finalist
	1		2025 "Reader" Writing Contest organized by New Youth Publishing House: • 1 Award of Merit
	1		The 6th Secondary School Online Quiz Competition on Knowledge of Environmental Pollution organized by Green Power: • First Prize (5D He Man Kei)
	1		HKU Business Touch Day 2025 Case Competition organized by Business and Economics Association, The University of Hong Kong: • Second Runner up (6B Lung Hin Ting)
	16		2025 Secondary School Entrepreneurship Experience Program organized by Po Leung Kuk: • Best CEO (5B Choi Yee Ching)
	6		The 1st Hong Kong Secondary School Brand IP Competition 2025/26 organized by AM730: • Second Prize (4B Siu Ting Hei, 4C Tang Wai Lam, 4F Ho Hiu Fung) • Third Prize (4A Cheng Cheuk Kiu, 4A Lee Oi Yan, 5A Ng Hon Yin)
	1		Green Travel & Enjoyment Short Travelogue Writing Competition organized by Development Bureau: • Award of Merit
	1		The 21st Hong Kong Primary and Secondary School Students Japanese Speech & Verse Speaking Contest organized by Society of Japanese Language Education Hong Kong: • First Prize & Student Judge Award (5E Tam Yi Lam)

	1 (Mainland)		4th GBA "Kids' Voice" Cup Speech & Story Telling Competition 2026 organized by Hong Kong Chamber of Speech and Debate: GBA Final • First Prize and Hong Kong Representative (1C Chu Wing Kiu)
	21		Chinese University of Hong Kong Model United Nations 2026 organized by The Chinese University of Hong Kong: • Best Delegate Award (4B Siu Ting Hei) • Outstanding Delegate (5B Cheung Pak Loon Duncan)
	10		26th Millennium Entrepreneurship Programme organized by Rotary Club of Harmony & Prosperity Hong Kong, Wofoo Social Enterprises: • Third Runner up and Most Astonishing Team Spirit (5A Lai Kin Fung, 5A Lau Tsz Lok, 5A Ng Hon Yin, 5B Mai Wing Tung)
	1		Hong Kong Secondary School Chinese Project Study Program (Junior Form) organized by HKU MACHS Alumni Association: • 1 Award of Merit
	5		Sing Tao Daily The 41st Sing Tao Inter-School Debating Competition (Chinese): • The Best Debater (1C Chu Wing Kiu)
	6		The 41st Sing Tao Inter-School Debating Competition (English): • Top 16 First Preliminary Round • The Best Debater (4B Fok Ngo Yee Gem) • The Best Interrogative Debater (4B Leung Sum Ip Clover)
	14		HKSSDC English Debate Competition organized by Hong Kong Secondary School Debating: Term 1 • Champion • Round 2- Winners • 2 Best Speakers (4A Cheng Cheuk Kiu, 4B Kwong Chun Yee) Term 2 • Champion • Round 2- Winners • The Best Speaker (4B Leung Sum Ip Clover)
	16		The 3rd Zi3Sin6 Cup - Chinese Debating Competition organized by Zi3Sin6 Cup Organizing Committee: Top 16 • The Best Debater (4A Ma Yuk Hei) Quarterfinal • The Best Debater (3C Tse Man Ching) • The Best Floor Question (3F Tsang Chi Ching)

			Semi-Final • The Best Debater (6E Cheung Cheuk Wan) • 2 The Best Floor Questions (3C Tse Man Ching, 6D Chow Tsz Him) Final • Champion
	12		The 2nd Hong Kong Secondary School Mental Health Issues Debate Competition organized by Shelter: Preliminary Round • The Best Debater (1C Chu Wing Kiu) Second Preliminary Round • Professional Practice Award • The Best Debater (1C Chu Wing Kiu) Quarter-Final Round • The Best Debater (1C Chu Wing Kiu) Semi-Final • Professional Practice Award • The Best Debater (4A Hui Wang Chak) Final • First Prize • TheBest Debater (4A Hui Wang Chak)
	14		Positive Thinking with the Basic Law- Hong Kong Secondary Inter-School Debate Competition (Basic Law Cup) organized by Joint Committee for the Promotion of The Constitution And Hong Kong Basic Law: Cantonese Group • Fourth Prize • Preliminary Round The Best Speaker (3C Tse Man Ching) • 2nd Second-Round The Best Speaker (4A Ma Yuk Hei) • 3rd Second-Round The Best Speaker (1C Chu Wing Kiu) • Semi-Final The Best Speaker (4C Tang Wai Lam) English Gropup • Semi-Final Team • The Best Speaker (4A Cheng Cheuk Kiu)
	7		The 7th Hong Kong Inter-School Debating Competition organized by Hong Kong School Debate Federation: • Top 16 • Heat - Best Speaker (4C Tang Wai Lam) • Main Round 1 - The Best Speaker (4A Ma Yuk Hei)
	8		The 1st Tsung Tsin Mission Joint School Chinese Culture Debate Competition organized by Tsung Tsin College & Fanling Kau Yan College: • Fourth Place

Results of External Competition 2025-2026

	5		The 1st "Hong Kong Cup" Debate Competition organized by Hong Kong Joint School Association: • Fourth Place
Aesthetics	56		The 78th Hong Kong Schools Speech Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 2 First Prizes, 3 Second Prizes and 3 Third Prizes, 1 Gold Award, 17 Silver Awards and 10 Bronze Awards. They are as follows : Graded Piano Solo • 1 First Prize (2E Li Yui Nga) • 1 Second Prize (1B Cheung Man Huen) • 3 Third Prizes (1E Chan Tsz Kiu, 1F Zhou King Siu, 4B Siu Ting Hei) Erhu Intermediate • 1 First Prize (2D Yung Chung Ho) Flute Senior • 1 Second Prize (3D So Tsz Fung) Clarinet Junior • 1 Second Prize (3E So Long Tin)
	189		2025 Hong Kong Youth Music Interflows organized by Music Office • Symphony Orchestra - Silver Award • Chinese Orchestra (Senior Group) - Silver Award • School Band (Intermediate Group) - Silver Award
	83		Guangdong-Hong Kong-Macao Student Music Competition organized by International Life Creative Culture: • Choir - Third Prize • Senior Choir - Gold Award
	234		Joint School Music Competition 2026 organized Hong Kong Joint School Music Association: • School Band - Gold Award • Symphony Orchestra - Gold Award • Chinese Orchestra - Gold Award • Choir Challenging Group 1 - Gold Award • Choir Challenging Group 2 - Silver Award
	1		The 3rd Hong Kong International Piano Grand Prix Competition 2026 organized by Dim Sum Music: Live-Age Group-Youth Group A-P400 • 1 Gold Award (2E Li Yui Nga)
	1 (International)		The IX International Liszt Ferenc Competition (Hungary - Budapest) 2026 organized by United Association of Artists of Hong Kong: MF2P Piano • Second Prize (2E Li Yui Nga)

Results of External Competition 2025-2026

	1 (International)		The 26th St.Cecilia International Music Competition 2025 organized by St.Cecilia Music International: • Piano Solo Class- First Prize (4B Tsang Siu Yin Sophia)
	1		2025 Hong Kong Arts Competition organized by Hong Kong Promotion of Performing Arts: Piano Open Group (S1 to S3) • Third Prize (2E Li Yui Nga)
	1		2026 Hong Kong Multicultural Youth Art Exhibition organized by Artistic Creativity Association: Wind Instruments Secondary School Group • Second Prize (2E Chu Yin Ying)
	3 (International)		The 13th Hong Kong International Performing Arts Festival Music Competition organized by Hong Kong Youth Performance Art and Development Association: Vibraphone Youth Group • First Prize (5A Wong Wai Kwan) Harp Elite • First Prize (2B Kiu Tsz Ying Cammi) Cello Diploma Class • Second Prize (5C Tang Yi Lam Vienna)
	1 (International)		2025 IPEA Percussion Elite Annual Performance organized by International Percussion Center of Shanghai Conservatory of Music: Timpani Youth Group • Third Prize (5A Wong Wai Kwan)
	1 (Mainland)		2025 IPEA Percussion Elite Performance (the Greater Bay Area) organized by INITIAL-P Percussion Studio: Timpani Youth Group • First Prize (5A Wong Wai Kwan) Marimba Youth Group • Third Prize (5A Wong Wai Kwan)
	2		10th Hong Kong Music Talent Music Competition 2025 organized by Hong Kong Music and Performing Arts Association: • First Prize (2E Li Yui Nga) • Sixth Place
	1 (International)		International Fringe Music Festival and Competition organized by International Fringe Association: • Silver Award (2E Li Yui Nga)
	22		Hong Kong School Drama Festival 2025/26 organized by Education Bureau: • Award for Outstanding Cooperation • Award for Outstanding Performer (4B Fong How Ching Phoebe, 4B Tse Lok Yin)

Results of External Competition 2025-2026

	16		62nd Schools Dance Festival Competition organized by Hong Kong Schools Dance Association Limited: • Honours Award and Choreography Award
	2		Lanterns and Moonlight Photography Contest organized by Superior Culture: • 1 Gold Award (6D Lai Long Hei) • 1 Silver Award (2E Chu Yin Ying)
	1 (International)		International Youth and Children Photography Open Competition organized by International Youth and Children's Education Association: • Winner (2E Chu Yin Ying)
	1 (International)		2025 Global Cultural & Creative Arts Contest organized by Global Creative Art Exchange Association: • Third Prize (2E Chu Yin Ying)
	1		"Connecting with Nature" Photography Competition organized by Tzu Chi Environmental Action Center: Secondary School Category • First Prize (5D He Man Kei)
	15		Stories of the Hong Kong Palace Museum Treasures – "Ancient Egypt Unveiled" Design Competition organized by Education Bureau and the Hong Kong Palace Museum: • 1 Finalist
	1 (International)		International Youth Art Competition 'Per Le Venezie' organized by International Gifted Education and Art Association: • 1 Gold Award (2E Lam Ching Yin)
	1		Artist's Idea Journal: Youth Creative Arts Contest 2025 organized by Hong Kong Youth Creative Arts Association: • Winner (3E Wong Tsz Long)
	1		18th My Dream Home Writing, Photo, Video and Drawing Contest organized by Hong Kong Quality Assurance Agency: • Award of Merit
	1 (International)		Japan Artline Creative Competition 2025 organized by MYBK Culture and Arts Education Development Association: • Second Prize (1A Liu Yeuk Fei)
	1 (International)		Youth Art Competition for The Protection of Endangered Animals In The World organized by Ten Consulates: • Gold Award (2E Lam Ching Yin)
	1 (International)		'Art Sparks' Art Project organized by United Nations Educational, Scientific and Cultural Organization: • 1 Gold Award (2E Lam Ching Yin)
	1		United Nations Sustainable Development Goals - The Beauty of the Earth Youth

Results of External Competition 2025-2026

	(International)		Art Exhibition organized by Global SDGs and Leadership Development Center: • 1 Gold Award (2E Lam Ching Yin)
	1		The 1st "My Favorite…" Art Creation Contest organized by Visionary Arts Association of HKC: • 1 Silver Award (1A Liu Yeuk Fei)
Others	2		Sir Edward Youde Memorial Overseas Scholarships organized by Sir Edward Youde Memorial Fund Council: • 2 Scholarships (6A Chan Chi Wun, 6B Cheung Yui Long)
	1		The Student of the Year Awards 2025/26 organized by South China Morning Post: • Best Improvement-Winner (5A Ting Tsz Kiu)
	2		"Hong Kong 200" Leadership Project 2025 organized by The HKFYG Leadership Institute: • Outstanding Participant (5A Ng Hon Yin) • Participant (5B Mai Wing Tung)
	7		2024-2025 Hong Kong Student Service Leaders Award organized by Dream Compassioneers: • 1 Award of Merit
	5		Outstanding Secondary School Student Leader Competition organized by Hok Yau Club: 2024-2025 • Secondary School Student Leader (5B Mai Wing Tung) 2025-2026 • 3 Outstanding Secondary School Student Leaders (4A Cheng Cheuk Kiu, 5A Ng Hon Yin, 5B Lee Cheuk Kiu) • Secondary School Student Leader (4B Ng Uen Tung Teresa)
	3		The 8th HK Youth Improvement Award 2025 organized by Elsie Tu Education Fund: • 3 Improvement Awards (4D Tam Chi Yan, 5E Ip Tsz Tsun, 6B Tse Ezra)
	11		Orbis Student Ambassadors Campaign 2024-2025 organized by Orbis: • 1 Finalist
	1		CLP Energy for Brighter Tomorrows Award 2026 organized by The Hong Kong Federation of Youth Groups & CLP Power Hong Kong Limited: • Awardee (5A Ting Tsz Kiu)
	1		Link Secondary Student Scholarship 2026 organized by Link REIT: • Top 50 (4A Yeung Tsz Yan)
	1		Hong Kong Red Cross • 2024-25 Hong Kong Outstanding Red Cross Youth Member: • 1 Award of Merit
	7		2024-25 Hong Kong Best Service Theme Competition: • Award of Merit

Results of External Competition 2025-2026

		52	2024-2025 "Unit of The Year" (East New Territories Division): • First Prize
		52	2024-25 "Training Shield": • Second Prize
	7		2025-26 Hong Kong Youth First Aid Competition: • Champion of Scenario Challenge • Overall Second Runner-up • Best Leader of Scenario Challenge (5D Ng Tsz Yan)
		7	2025-26 ENTD Youth First Aid Competition: • Overall Champion • Champion of Scenario Challenge • Best Leader of Scenario Challenge (5D Ng Tsz Yan)
	4		Caring Action Award 2024-2025 organized by Hong Kong Youth Exchange Promotion United Association: • 4 Certificates of Commendation
	9		Award for Volunteer Service organized by Hong Kong Young Women's Christian Association: • 2 Bronze Awards (5D Li Ruiqing, 5D Tsang Yu Lam)
	1		Hong Kong Volunteer Award organized by Home and Youth Affairs Bureau & Agency for Volunteer Service: • Bronze Award (4A Yeung Tsz Yan)

Shatin Tsung Tsin Secondary School

Report on the Use of the Capacity Enhancement Grant 2025/26

A. Aims

To relieve teachers' workload so that there will be a better use of time for the following:

(i) Teaching Pedagogy: Collaborative teaching

(ii) Language Ability: Creating a better English ethos and promoting a reading culture

(iii) Catering for the needs of individual learners

B. Assessment Method: Teacher Survey

C. Financial Report

Methods	Rationale / Value	2025 – 2026 Budget	2025 – 2026 Expenditure
1. Recruitment of graduates as invigilators ($50/hour for internal exams; $140/hour for public exams)	To free up more teachers' time for the 3 items mentioned in (A)	$120,000	HK$120,231
2. Recruitment of administrative assistants to help teachers with the following: (i) Taking up teaching duties when needed (ii) Performing after-school duties (iii) Assisting teachers in their teaching (iv) Serving as invigilators (v) Assisting teachers in extra-curricular activities	To free up more teachers' time for the 3 items mentioned in (A)	$562,842	HK$450,183.65
3. Hiring part-time teachers for enhancement & remedial classes at various levels	(i) To enhance students' language competency (ii) To cater for individual learner's needs	$22,500	HK$12,537.50
		$705,342	HK$582,952.15

Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2025/26 school year

Programme title	Objective	Target (No./level/selection)	Duration /Start Date	Deliverable	Evaluation	Expenditure
Sports Training (e.g. Bowling etc.) / Camp	To broaden elite senior form students' horizons in sports	S.4-6 students gifted in sports	09/2025-07/2026	The experience students gained in the sports training / camp	• Bowling Team (11 S4-6 students): The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they gained relevant knowledge and experience. • Basketball Team (17 S4-6 students): The attendance of the participants was good (90%). The attitude of all participants was good and they gained relevant knowledge and experience. • 4 S4-5 students were subsidized to participate in the Sport Training Camp held in Japan. Their attitude was excellent and they gained relevant knowledge and experience.	$70,990.37
Geography Enrichment Class	To enrich students' knowledge in Geography	7 S.6 students who have good performance in Geography	02/2026-02/2026	The knowledge in Geography enhanced after joining the class	The attendance of the participants was excellent (100%). The attitude of all participants was good and they found the program useful.	$2,160.3
History Enrichment Class	To enrich students' knowledge in History	4 S.6 students who have good performance in History	10/2025 - 03/2026	The knowledge in History enhanced after joining the class	The attendance of the participants was satisfactory (80%). The attitude of all participants was positive and they found the program useful.	$3,900.2
BAFS Enrichment Class (phase 1)	To enrich students' knowledge in BAFS	6 S.6 students who have good performance in BAFS	09/2025-12/2025	The knowledge in BAFS enhanced after joining the class	The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they found the program useful.	$2,400
BAFS Enrichment Class (phase 2)	To enrich students' knowledge in BAFS	6 S.6 students who have good performance in BAFS	02/2026-03/2026	The knowledge in BAFS enhanced after joining the class	The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they found the program useful.	$1,832.8
ICT Enrichment Class	To enrich students' knowledge in ICT	20 S.6 students who have good performance in ICT	10/2025 - 11/2025	The knowledge in ICT enhanced after joining the class	The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they found the program useful.	$3,200
Subsidizing	To broaden elite	Elite senior form	09/2025–	The knowledge	• 5 students were subsidized to join gifted programs	$10,331.4

Programme title	Objective	Target (No./level/selection)	Duration /Start Date	Deliverable	Evaluation	Expenditure
students to participate in competitions or education programs held by external organizations	senior form students' horizons in different disciplines	students	08/2026	and experience students gained after joining the programs or competitions	organised by HKU, CUHK and HKUST in different disciplines, including biochemistry, medical and healthcare, legal, marketing, etc. All students concerned completed the programs and obtained a certificate or a transcript of the programs. • A total of 8 students (4 S.4 and 4 S.5, forming 2 teams) were subsidized to participate in the 26th Millennium Entrepreneurship Program. The Form Four team advanced to the Preliminary Round of the pitching competition, while the Form Five team progressed to the Grand Final, finishing in the fourth place and receiving the Most Outstanding Team Spirit Award. All participating students gained valuable knowledge and experience from the programme. • 8 S.4-5 students were subsidized to participate in Hong Kong Biology Literacy Award, with 1 awarded the Second Class Honours, 1 awarded the Third Class Honours, and 4 awarded the Merit Award. All participating students gained relevant knowledge and experience. • 4 S.4 students were subsidized to participate in the 59th Joint School Science Exhibition Proposal Competition and attained the Finalist Award. Therefore, they could participate in the exhibition from 19 Aug to 23 Aug 2026 at the Hong Kong Central Library. All participating students gained relevant knowledge and experience.	
Training in music[1]	To enhance the musical skills of elite senior form students gifted in music	S4-6 students who are members of the school band, orchestra and choir	09/2025 – 07/2026	The knowledge and experience students gained after the training	• The attendance of the participants was satisfactory (80%). The attitude of all participants was good and they gained relevant knowledge and experience.	$42,971.56
					Total:	**$137,786.63**
					Remaining Balance:	**$7,900.33**

[1] Due to the low participation rate of senior form students in the Outward Bound Hong Kong programme, the budget originally planned for the programme was used to subsidize senior form students in attending music training sessions organized for the school band, orchestra and choir members instead.

Programme Evaluation Report for 'DLG – Other Languages' for the 2025/26 school year

Programme title	Objective	Target (No./level/selection)	Duration /Start Date	Deliverable	Evaluation	Expenditure
Other languages (OL) (Japanese, Korean, French, & Spanish) (i.e. HKDSE Category C subjects)	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	09/2025 - 07/2026	The language knowledge students gained after attending the OL courses. **Selected course provider:** *Academy of The Baptist Convention of Hong Kong*	• The attendance of most participants were satisfactory (70%) • 2 S5 student (26/27: S6) sat for the corresponding language exams and attained Level 3 (Korean) and N3 (Japanese) respectively. • 3 S4 students (26/27: S5) continue to study the respective OLs in 2026/27	$51,600
					Total:	**$51,600**

2025 - 2026 Report on the Use of the Life-wide Learning and Sister School Grant
Shatin Tsung Tsin Secondary School

Oct 2026 ver.

Schools are required to upload this Report 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.

^ List of 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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Evaluation Method:	E1 Questionnaire	E2 School Meeting and Discussion	E3 Professional Sharing in School	E4 Interview	E5 Observation	E6 Written report and record	E7 Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				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 "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	Drama Performance for the Open Day	01 Jan 2026	Enhacing students' presentation skills and creativity	School Drama Team, 50	0	0	0	$49,800.00		E5 Observation		Fully achieved
2	S1 Life Education Camp	Sep 2025	Nurturing students' positive values and team building	S1, 165	20	0	0	$16,123.20		E5 Observation		Fully achieved
3	S1 Experiential Activities	Oct 2025 - May 2026	Broadening students' horizons and enriching their life experiences	S1, 165	12	0	0	$12,119.20		E5 Observation		Fully achieved
4	S2, S4 Experiential Learning Program	Sept 2025 - Aug 2026	Broadening students' horizons and enriching their life experiences	S2 & S4, 330	0	0	0	$156,436.11		E6 Written report and record		Fully achieved
5	S4 & S5 Couselling Talks, Activities & Camp (at least 13 times and 1 day camp)	Sept 2025-May 2026	Nurturing students' positive values and attitudes	S4 - S5, 300	7	0	0	$70,880.50		E5 Observation		Fully achieved
6	Whole-school/Whole-form Counselling Activities (8 times)	Sept 2025-May 2026	Nurturing students' positive values and attitudes	S1 - S6, 880	0	0	0	$53,914.00		E1 Questionnaire		Fully achieved
7	Social Service (at least 25 times)	Sept 2025-May 2026	Nurturing students' positive values and willingness to serve	S1 - S6, 250	0	0	0	$14,000.00		E5 Observation		Fully achieved
8	Prefect Team Leadership Training	01 Jan 2026	Developing students' leadership skills	S2 - S5 Prefect Team, 80	3	0	0	$28,505.00		E1 Questionnaire		Fully achieved
9	School-based Leadership Training Courses (Elementary & Advanced)	Nov 2025, Aug 2026	Developing students' leadership skills	S1 - S4, 90	0	0	0	$23,146.00		E1 Questionnaire		Fully achieved
10	Sports Teams Training (11 teams)	Sept 2025-Aug 2026	Enhancing students' physique and relevant sports skills	S1 - S4, 400	0	0	0	$176,557.08		E6 Written report and record		Fully achieved
11	Music Teams Training (5 teams)	Sept 2025-Aug 2026	Developing students' interest and skills in playing music	S1 - S6, 250	0	0	0	$148,028.44		E6 Written report and record		Fully achieved

12	Subsidies to interest groups (20 groups)	Sept 2025-May 2026	Developing students' multiple intelligence	S1 - S6, 500	0	0	0	$105,997.94		E6 Written report and record		Fully achieved
13	Camping and Hiking Activities	Dec 2025 - Feb 2026	Enriching students' life skills and experience	S1 - S6, 60	4	0	0	$30,503.60		E6 Written report and record		Fully achieved
14	External Competition (Application fee)	Sept 2025-Aug 2026	Broadening students' horizons	S1 - S6, 30	0	0	0	$3,500.00		E5 Observation		Fully achieved
(Please insert rows above if the space provided is insufficient.)												
								Total actual expenses of item 1.1	**$889,511.07**			
1.2	**Non-local Activities**											
1	English Exchange Tour	July 2026	Broadening students' horizons and enhancing their English proficiency	20	2	0	0	$62,146.40		E6 Written report and record		Fully achieved
2	Visual Arts Study Tour	Apr 2026	Broadening students' horizons and nurturing their creativity and Visual Arts skills	20	2	0	0	$28,400.00		E6 Written report and record		Fully achieved
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	$11,000.00	Jiangnan Foreign Language School	E5 Observation		Fully achieved
4	Sports Training Tour	July 2026	Broadening students' horizons and enhancing their sports skills	80	8	0	0	$116,540.00		E6 Written report and record		Fully achieved
5	Chinese History Study Tour	Apr 2026	To deepen students' understanding of the nation's history and culture	40	4	0	0	$25,520.00		E5 Observation		Fully achieved
(Please insert rows above if the space provided is insufficient.)												
								Total actual expenses of item 1.2	**$243,606.40**			
								Total actual expenses (sum of items 1.1 and 1.2)	**$1,133,117.47**			

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	Experiential Learning Exposure, Inclusive Participation and Whole-Person Development	High Engagement: Increasing student participation rate across all form levels in organized LWL activities. Alignment with Learning Goals: Support the EDB's Seven Learning Goals, specifically enhancing national identity, healthy lifestyles, and active citizenship. Equitable Access: Subsidize eligible students so financial constraints do not limit participation in experiential learning.	All students have participated in different LWL activities. Observation and survey results showed students felt the activities increased their learning interest and self-confidence. Effective allocation of funds ensured suitable subsidy coverage for needy students. Diversified activity types catered well to various interests.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	Cultural exchange visits were organized for Junior Form students. Interactive workshops and learning activities were organized.
2	**Time arrangement of the activity**	Main activities were arranged during post-exam periods (late June/early July) to minimize disruption to regular lessons. This timing worked well for both host and visiting schools.
3	**Organisation and arrangements of the activity**	Logistics, transportation, and safety measures were thoroughly planned with the mainland counterpart school. A dedicated coordination team ensured real-time updates and smooth transitions.
4	**Others (Please specify)**	

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	$0.00
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$920.00

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

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

2025-2026 School Year Report on the Use of the Student Activities Support Grant
Shatin Tsung Tsin Secondary School

I. Financial Overview

A	Allocation in the Current School Year:	$57,850.00
B	Expenditure in the Current School Year:	$57,833.62
C	Unspent Amount to be Returned to the EDB (A – B):	$16.38

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	30	$9,576.10
Full-grant under the School Textbook Assistance Scheme	123	$42,367.60
Meeting the school-based financially needy criteria	6	$5,889.92
Total	**159**	**$57,833.62**

(Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. **Local activities:** To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Girls Football Team 女子足球校隊 ECA023		1	$500.00			✓		
2	Boys Football Team 男子足球校隊 ECA005		4	$3,400.00			✓		
3	S.4 Life Education Day Camp 中四生命教育日營 2526/005(M)		19	$3,431.76	✓				
4	Ceramics Throwing Club 拉坯學會 ECA002		2	$920.00			✓		✓
5	Photography Club 攝影學會 ECA004		2	$585.60			✓		✓
6	Boys Table Tennis Team 男子乒乓球校隊 ECA024		4	$3,840.00			✓		
7	Boys Handball Team 男子手球校隊 ECA027		2	$1,920.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
8	Boys Volleyball Team 男子排球校隊 ECA026		1	$400.00			✓		
9	School Dancing Team 舞蹈校隊 ECA013		2	$2,000.00			✓		
10	Visual Arts School Team (Junior) 初中視藝校隊 ECA008		1	$576.00			✓		
11	Leather Craft Club 皮革學會 ECA007		2	$566.40			✓		✓
12	Computer Drawing Club 電繪學會 ECA012		3	$720.00			✓		✓
13	Chinese Calligraphy and Painting Club 中國書畫學會 ECA009		4	$608.00			✓		✓
14	Boys Basketball Team 男子籃球校隊 ECA022		5	$4,800.00			✓		
15	Athletic Team 田徑校隊 ECA015		3	$2,920.00			✓		
16	School Picnic (S.1) 中一級旅行 2526/027(M)(a)		27	$876.88	✓		✓		
17	School Picnic (S.2) 中二級旅行 2526/027(M)(b)		14	$522.00	✓		✓		
18	School Picnic (S.3) 3C, 3D 中三級旅行 2526/027(M)(c)		7	$288.84	✓		✓		
19	School Picnic (S.4) 4C, 4D 中四級旅行 2526/027(M)(d)		5	$494.34	✓		✓		
20	School Picnic (S.5) 5A 中五級旅行 2526/027(M)(e)		2	$316.80	✓		✓		
21	School Picnic (S.5) 5E 中五級旅行 2526/027(M)(e)		5	$174.72	✓		✓		
22	School Picnic (S.6) 6A 中六級旅行 2526/027(M)(f)		1	$263.20	✓		✓		
23	School Picnic (S.6) 6B 中六級旅行 2526/027(M)(f)		1	$253.12	✓		✓		
24	School Picnic (S.6) 6C 中六級旅行 2526/027(M)(f)		1	$239.76	✓		✓		
25	School Picnic (S.6) 6D 中六級旅行 2526/027(M)(f)		3	$624.00	✓		✓		
26	School Picnic (S.6) 6E 中六級旅行 2526/027(M)(f)		4	$348.16	✓		✓		
27	Girls Handball Team 女子手球校隊 ECA028		7	$2,900.00			✓		
28	ECA 露營活動 E098		3	$455.04	✓		✓		
29	初中福音營		7	$1,240.00	✓				
30	Application Fees for the 78th HK Schools Music Festival 第78屆香港學校音樂節報名費 F004		3	$910.00			✓		
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 1		**145**	**$37,094.62**					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	2025-2026 LearniVerse 東京遊學團		2	$2,250.00		✓	✓		✓
2	廣州考察 暨 姊妹學校交流團		3	$2,178.00	✓	✓			✓
3	東歐歷史遊學團		1	$3,000.00		✓	✓		✓
4	西安歷史文化考古探索團		5	$7,965.00	✓	✓	✓		✓
5	柬浦寨服務團		3	$5,346.00	✓			✓	✓
(Please insert rows above if the space provided is insufficient.)									

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
	Expenses for Category 2		**14**	**$20,739.00**					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 3		**0**	**$0.00**					
	Total		**159**	**$57,833.62**					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for Student Activities Support Grant (Name & Post):	Ms Chan Fung Yi Chairperson of the Student Affairs Committee

Shatin Tsung Tsin Secondary School
Report on the Use of the Promotion of Reading Grant
School Year 2025-2026 (as at 21st October, 2026)

Amount of grant for 2025-2026 : $77,205.00
Amount carried forward from 2024-2025 : $31,575.95
TOTAL : $108,780.95

Part 1: Evaluation of the Effectiveness:

1. **Evaluation of the objectives:**

With the joint effort of different subject panels and the library in purchasing books, and through organizing different reading activities inside and outside the library, the school's reading culture, students' interest in reading, students' self-learning abilities have effectively been nurtured, and their exposure to a variety of reading topics and genres has thus been hugely enriched.

2. **Evaluation of strategies:**

An array of strategies was implemented throughout the entire academic year. To make book borrowing more fun and accessible, S.1 library lessons were conducted. Besides, to make reading more awarding to junior form students, book coupons were given to the top readers of each term, according to the records made in students' Reading Passports. Reading Period student sharing sessions allowed peer exchange of ideas and appreciation to take place. Reading Enhancement Class gave a second chance to students who had failed to fulfill the minimum requirement of books read for the year. Reading Award Scheme (for individual awards) and STTSS Award (for class awards) remained open to all students who wished to challenge themselves and contribute to their classes.

A range of innovative reading activities was organized, with the hope of getting more students to step into the library. They include the pop-up book shows related to the current happenings; two large-scale themed projects with teacher/alumni sharing sessions, writer's talks and workshops, and teacher-led movie appreciation events held inside the library which attracted a lot of student and teacher audience members; 'My Mesmerizing Reading Adventures' online sharing platform to collect aesthetic lines from books and reflections from students and teachers and encourage peer appreciation; and our uniquely themed library book fair with Librarian Committee Ex-co members' and teachers' recommendations of books posted to widen students' horizons in reading.

Part 2: Financial Report of 2025-2026

	Items	Estimated Expenses ($)	**Actual Expenses ($)**
1.	**Purchase of books or resources to be kept in the Library**	$61,800.00	**$39,047.75**
	• **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	**$27,212.00**
	• 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	**$2,200.00**
	TOTAL:	$101,800.00	**$68,459.75**
	Estimated Surplus:	$6,980.95	/
	UNSPENT BALANCE of 2025-2026:	/	**$40,321.20**

沙田崇真中學

推廣中華文化體驗活動一筆過津貼

2025/2026 學年財政報告

本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	報告	實際開支金額 ($)
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	32480 （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	3700 （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）： _____	
	實際開支金額：	46740
	上學年津貼餘款：	81260.41
	預計本學年結餘：	34520.41

附件二

致：教育局常任秘書長
（經辦人：課程發展處體育組）

地址：香港北角渣華道 323 號三樓教育局課程發展處體育組

傳真：2761 4291

[請於 2027 年 9 月 30 日或以前填妥本報告並交回課程發展處體育組]

支援學校推動校園體育氛圍及「MVPA60」一筆過津貼

運用報告

1. 本校已運用「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」作以下用途：

	範疇	**實際開支金額（$）**
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	
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	
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[3]	$39000
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	
v.	購置或改善學校的體育／運動器材	$110135.32
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）： _____	
	總開支金額[4]：	$149135.32
	津貼餘款：	$864.68

[3] 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的開支金額合共不得高於$45,000（即津貼的 30%）。

[4] 支援學校推動校園體育氛圍及「MVPA60」一筆過津貼的總金額為 15 萬元，總開支金額不應多於 15 萬元；而購買獎品的支出不宜超過**總開支**金額的 10%。

2. 截至 2027 年 8 月 31 日為止，「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」：

☑ 已全數用完。

☐ 尚有餘款_____元，須退回教育局。**[資助學校（包括特殊學校）、按位津貼學校及直資學校適用]**

☐ 尚有餘款_____元，將予以取消。**[官立學校適用]**

（請於適當的方格內加上「✓」號）

3. 聲明

i.	本校已遵守教育局通函第 73/2024 號所述的運用原則和使用範圍，以及教育局不時發出的有關指引、通告及信件內的各項規定使用相關津貼和撥款。所有開支均符合有關津貼的使用原則和用途，並符合適用於本校類別的財務管理指引、採購程序通告和指引；
ii.	本校已備存獨立的帳目，妥善記錄「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」的收支項目。所有支出項目均具備單據證明，所有活動的財務紀錄和單據、帳簿、收據、支款憑單及發票等會由本校保存至少 7 年，以作會計及審核用途；
iii.	本校會在每學年完結後的規定期內，向教育局呈交經審核周年帳目報告（如適用），報告內會記錄津貼的總收支。如經審核周年帳目所述的實際餘款與上述的不符，本校會盡快通知教育局跟進；及；
iv.	本報告提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明作查核之用。本校須退回不屬於「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」的資助項目款項予教育局。

SHATIN TSUNG TSIN SECONDARY SCHOOL
界新
學中真崇田沙
路田美
MEI TIN ROAD SHATIN N.T.
學校蓋章

署理校長
*~~校監／校長~~簽名：黃啟思

署理校長
*~~校監／校長~~姓名：黃啟思

學校名稱：沙田崇真中學

聯絡電話：26073881

日　期：14-10-2026

**請刪去不適用者*

Shatin Tsung Tsin Secondary School
Report 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 ($)	Actual Expenses ($)
1.	i-Learner online platform programmes for self-learning of S.1-S.6 students	49000	47860
2.	Organize English Activities and English Competitions (e.g. S.1 drama experience)	50000	13000
	Total	99000	60860

沙田崇真中學

推廣自主語文學習普通話一筆過津貼

2025/2026 學年學年財政報告

本校已運用「推廣自主語文學習普通話一筆過津貼」作以下用途：

	範疇	**實際開支金額 ($)**
i.	採購和/或訂閱學習資源	
ii.	聘請不屬編制內的普通話導師或非教學支援人員	
iii.	購買學與教相關的服務	
vii.	其他（請註明）： 資助學生前往內地，參加交流活動	$37960
	實際開支金額：	$37960
	上學年津貼餘款：	$200000
	預計本學年結餘：	$162040

Pilot Scheme on Other Languages for Junior Secondary Students (1st Round)
Progress Report (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 **Progress Report (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 30 September 2026**. For enquiries, 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: GM

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

Part B: Implementation details of the other languages (OL) course(s) 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.) Class schedule A. Within timetable B. After school C. Weekend	Delivery mode A. Online B. On school campus C. Off school campus	Per student: Number of learning hours (hour)	Per student: Average course fee ($)
(i) Arabic	S1		S2		S3					
(ii) French	S1		S2	4	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	7	S3		C	C	50.00	$ 3,300.00
(v) Korean	S1		S2	4	S3		C	C	50.00	$ 3,300.00
(vi) Russian	S1		S2		S3					
(vii) Spanish	S1		S2	4	S3		C	C	50.00	$ 3,300.00
(viii) Urdu	S1		S2		S3					
Total number of students	20						**(I) Total amount of course fee ($)**			$ 79,980.00

2. *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 external services to conduct OL course(s).		
Item	**Quantity**	**Amount ($)**
(i) Textbook	20	$ 5,400.00
(ii) Workbook		
(II) Total amount of other expenditures ($)		$ 5,400.00
3. Total amount of expenditures ($)		$ 85,380.00 **(I) + (II)**
4. Unspent balance as at 31 August 2026 ($)		$ 164,620.00

5. #*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)	

Part C: Students' Learning Benefits

1. In the 2025/26 school year, our school has provided various opportunities for students to showcase their learning outcomes of OL by:

☑ organsing school-based activities (e.g. giving a short speech during assemblies, designing notice boards, OL activity day)
☐ joining the activities organised by the EDB
☐ Others (please specify): _____

2. After participating in the Pilot Scheme, the performance of our junior secondary students shows:

☑ increased interest in learning OL
☑ enhanced multilingual capabilities
☑ better understanding of different languages and their cultures
☑ higher willingness to study OL at the senior secondary level
☐ Others (please specify) : _____

☐ *Please ✓ all the boxes that apply.*

Part D: Declaration
By returning this form to the EDB, it is certified that:

- our school has observed the principles and ambit set out in EDBCM No. 21/2025, as well as the requirements of relevant guidelines, circulars and letters issued by the EDB and the Quality Education Fund (QEF) from time to time when using the relevant funding. All expenditures are incurred in line with the principles and purposes of using the relevant funding, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school type;
- our school has kept a separate ledger account to properly record all the income and expenditure of the "Pilot Scheme on Other Languages for Junior Secondary Students". All expenditure items are supported with documentary proof. All the financial records and receipts have been handled in accordance with the accounting procedures and properly filed for auditing and inspection purposes by the EDB;
- our school will submit the annual audited accounts (if applicable) to the EDB within the prescribed period after the end of each school year, in which the total income and expenditure of the funding will be recorded. In case of any discrepancy between the actual unspent balance as stated in the annual audited accounts and the aforesaid balance, we will notify the EDB as soon as possible for follow-up actions;
- the information provided in this report is true and accurate. We understand that the EDB reserves the right to request documentary proof of the expenditure from schools for auditing and inspection purposes. We also understand our school is required to return any disbursed amounts that are not associated with the subsidised items of the "Pilot Scheme on Other Languages for Junior Secondary Students" to QEF via the EDB;
- our school will submit this report to the School Management Committee (SMC) / Incorporated Management Committee (IMC) for endorsement; and
- the key elements of this report, such as the total expenditure and the number of student beneficiaries, will be incorporated into the School Report for SMC/IMC endorsement and uploaded to our school's website by 30 September 2026.

School website: www.sttss.edu.hk

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



Signature of ~~Supervisor/Principal~~^: Acting Principal Alice Wong

Name of ~~Supervisor/Principal~~*: Acting Principal Miss Wong Kai Sze

Date: 14 OCT 2026

^*Please delete as appropriate.*

ENDS

沙田崇真中學
一筆過家長教育津貼（中學）
2025/2026 學年報告

本校於 2025/2026 學年運用「一筆過家長教育津貼」作以下用途：

	範疇	開支金額 ($)
i.	家長英文班學堂 導師：朱鳳珠老師（本校前英文科老師） 舉辦日期：24/9、8/10、15/10、3/12、10/12、5/11、12/11、26/11/2025、14/1 及 4/2/2026	12,000
ii.	「家長中文學堂」第一講 協辦機構：菁莪教育 舉辦日期：16/1/2026	4600
iii.	「家長電子教育平台」服務 服務供應商：i-learner 有效日期：5/26-5/27	$42800
	開支金額：	59400
	2025/2026 學年津貼餘款：	51800

The IMC of Shatin Tsung Tsin Secondary School

Financial Statement (2025 - 2026)

(Subject to final audit verification)

	Balance b/f from previous year	Income $	Expenditure $	Surplus / (Deficit)
I. Government Fund				
(1) EOEBG				
- Administration Grant		4,656,216.00	4,672,367.40	(16,151.40)
- Composite Information Technology Grant		592,966.00	452,693.11	140,272.89
- Air-conditioning Grant		574,427.00	574,427.00	0.00
- Capacity Enhancement Grant		609,252.00	582,952.15	26,299.85
- School-based Educational Psychology		103,779.00	103,779.00	0.00
- School-based Speech Therapy Administration Grant		7,687.00	0.00	7,687.00
- School-based Management Top-up Grant		48,047.00	0.00	48,047.00
- EOEBG Baseline Reference		2,477,846.93	3,391,881.80	(914,034.87)
Sub-total (A) :	5,585,210.17	9,070,220.93	9,778,100.46	4,877,330.64
(2) Grants/Fundings outside EOEBG				
Other Recurrent Grant A/C	20,250.00	736,250.00	738,500.00	18,000.00
Committee on Home-Sch Co-op Proj Gr. A/C				
(A) Setting/Subsidizing Expenses of PTA	0.00	6,044.00	6,044.00	0.00
(B) Activity	0.00	20,000.00	11,250.00	8,750.00
Salaries Grant A/C	603.74	52,174,763.19	52,146,349.15	29,017.78
Employer's Cont to PF Scheme for NT A/C	(13,400.38)	590,006.08	578,687.38	(2,081.68)
Grant A/C for Fringe Benefits under NET	0.00	254,959.84	254,959.84	0.00
SB After School Learning & Support Programme A/C	10,220.30	76,800.00	87,020.30	0.00
Teacher Relief Grant - Basic	1,849,707.95	301,275.00	40,788.00	2,110,194.95
Teacher Relief Grant - Optional	4,539,011.74	7,077,767.56	6,312,219.44	5,304,559.86
Learning Support Grant for Secondary School	79,965.06	523,984.00	480,359.50	123,589.56
Diversity Learning Grant - Other Programmes	28,686.96	168,600.00	189,386.63	7,900.33
Moral and National Education Subject Support Grant	530,000.00	0.00	0.00	530,000.00
Information Technology Staffing Support Grant	299,126.21	343,562.00	311,580.00	331,108.21
Grant for the Sister School Scheme	0.00	0.00	0.00	0.00
Promotion of Reading Grant	31,575.95	77,205.00	68,459.75	40,321.20
Life-wide Learning Grant	72,688.67	0.00	72,688.67	0.00
Student Activities Support Grant (SAS Grant)	0.00	57,850.00	57,833.62	16.38
One-off School-based Speech Therapy Set-up Grant	10,560.70	0.00	0.00	10,560.70
Hong Kong Schools Drama Festival	3,641.55	0.00	793.34	2,848.21
One-off Grant on Parent Education (Sec)	111,200.00	0.00	59,400.00	51,800.00
Prom.Chi Cul Immerse Activity_One-off Gr	81,260.41	0.00	46,740.00	34,520.41
Prom.Sch Sport Ambience&MVPA60_OneOff Gr	15,764.68	0.00	14,900.00	864.68
Promotion Self-Directed Language Learning (English Language)	200,000.00	0.00	60,860.00	139,140.00
Promotion Self-Directed Language Learning (Putonghua)	200,000.00	0.00	37,960.00	162,040.00
Life-wide Learning & Sister School Grant	0.00	1,489,500.00	1,133,117.47	356,382.53
IT Innovation Lab in Secondary Schools Programme	11,740.00	222,895.00	228,331.50	6,303.50
QEF - Renew Junior-Form SB Arts Curriculum	185,328.02	0.00	185,328.02	0.00
One-Off Grant for Pur.of E-Assessment Tools Income	50,970.90	0.00	50,632.25	338.65
Pilot Scheme on Other Lang.-Junior Sec QEF	250,000.00	0.00	85,380.00	164,620.00
Greater Bay Area Career Exploration Tours	0.00	100,000.00	45,400.00	54,600.00
AI for Empowering Learining & Teaching	0.00	500,000.00	48,000.00	452,000.00
Sub-total (B) :	8,568,902.46	64,721,461.67	63,352,968.86	9,937,395.27
II. School Fund				
(1) Approved Coll. For Specific Purposes A/C				
- Non-standard Items		288,710.00	112,600.00	
- Small-class Teaching fee	8,895,845.76	1,067,898.40	203,898.70	1,054,422.70
- Students' Union Membership fee		17,620.00	3,307.00	
(2) General Fund / Subscription / TF A/C	3,007,424.53	740,124.60	554,084.76	3,193,464.37
(3) Donation (including Scholarships)	508,509.94	204,319.70	284,743.46	428,086.18
(4) STTSS 40th Anniversary	165,452.76	1,440.14	6,854.00	160,038.90
Sub-total (C) :	12,577,232.99	2,320,112.84	1,165,487.92	13,731,857.91
TOTAL (A) + (B) + (C)	26,731,345.62	76,111,795.44	74,296,557.24	28,546,583.82