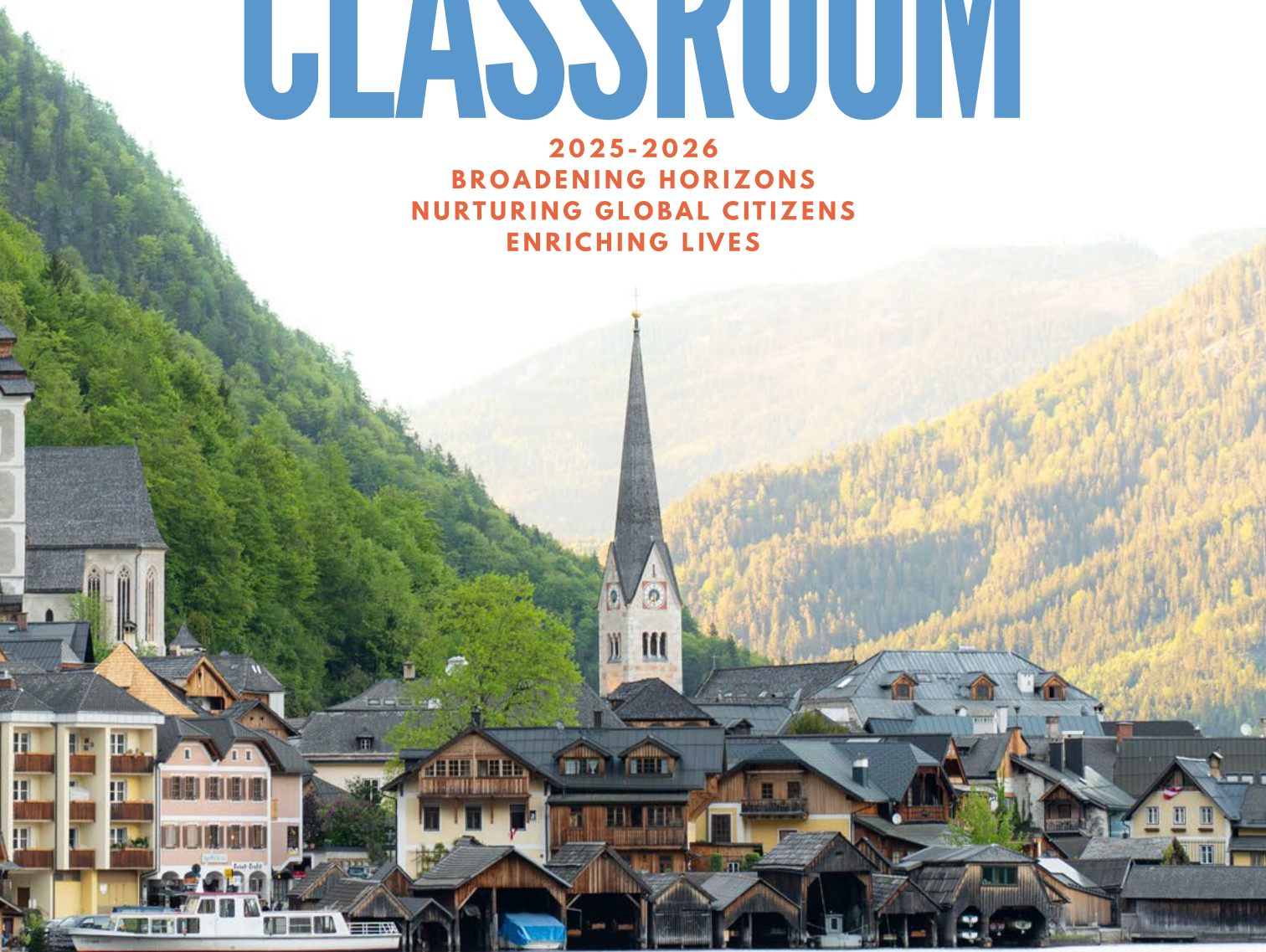




TSUNG TSIN CHRISTIAN ACADEMY

WORLDWIDE CLASSROOM

2025-2026
BROADENING HORIZONS
NURTURING GLOBAL CITIZENS
ENRICHING LIVES



Learning Trips 2025-2026

1,400,000
Miles

547
Participants

17
Trips

DEC



UAE
Learning Trip to Dubai and Abu Dhabi



South Korea
Dance Team Training Camp in Seoul



Taiwan
Girls' Basketball Team Training Camp in Taipei



Japan
Badminton, Volleyball and Boys' Basketball Team Training Camp in Tokyo



Australia
Prefect Team Learning Trip to Perth

JAN



Singapore & Malaysia
Maritime Silk Route – Singapore & Malaysia History & Culture Tour

MAR



Singapore
S3 Singapore Learning Trip



Austria
International Choir Competition
and Festival Bad Ischl Tour to
Austria



Japan
Athletics Team Tokyo Summer
Training Camp

MAY



Mainland China
East China Historical and Cultural
Study Tour



Norway & Arctic Circle
Norway and Arctic Circle
Learning Trip



Taiwan
Taipei Economics and Geography
Study Tour

APR



United Kingdom
English Learning Trip to Scotland

JUL



Malaysia
Tsung Tsin Mission of Hong Kong
Mission Trip to Sabah



Germany
Emerging German Economic
Power: Industry 4.0 Leadership
Study Tour 2026



Worldwide Classroom 2025-2026

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Tsung Tsin Christian Academy



Preface

Welcome to TTCA's Global Classroom!

At TTCA, we know that the best kind of learning doesn't just happen at a desk because it happens out in the wild! Since 2004, we've ditched the old-school textbooks to bring you real, hands-on experiences that actually prepare you for the fast-paced, unpredictable world out there. You are the future, and we are here to help you own it.

Our learning trips are the ultimate playground for your mind. They aren't just vacations; they are custom-built adventures designed to level up your superpowers, including collaboration, creativity, and critical thinking. Whether you are exploring ancient cultural sites or trekking through breathtaking natural landscapes, you get to test your classroom knowledge in the real world. By stepping into someone else's shoes and tackling big global issues head-on, you are building the ultimate tools for the future: empathy, cultural vibes, and true global citizenship (shoutout to the OECD Learning Compass 2030 guidelines!).

Just look at what you all achieved last year! In the 2025-2026 academic year, TTCiAns crushed it by traveling a mind-blowing 1,400,000 miles. That is literally like flying to the Moon and back three times.

Your curiosity and energy are what make these journeys so incredible. Flip through this Learning Trip Booklet, find your next adventure, and get ready to transform into the most adaptable, inspired, and unstoppable version of yourself. Let's explore the world together!

S.1 Learning Trip to

DUBAI AND ABU DHABI

Secondary 1
December 2025
Teachers-in-charge:
Mr. Chan Yuk Sum
Ms. Chiu Kenna
Mr. Liu Yin Ching
Ms. Tam Tsin Lui

Organized under the “Belt and Road Initiative”, this study tour was designed to move beyond traditional sightseeing, offering students a firsthand look at how the United Arab Emirates transformed from a traditional desert society into a global hub for urban development and advanced technology. By stepping outside the classroom, students witnessed the real-world application of global development theories and meaningful cultural exchange.

The itinerary balanced cultural heritage with future-ready technology. At the Sheikh Mohammed Centre for Cultural Understanding, students explored Islamic traditions and Emirati values in an interactive environment. This was complemented by a visit to the Al Shindagha Museum, where the “Birth of a City” exhibit provided a multimedia narrative of the nation’s humble beginnings. These experiences were essential in helping students develop a global perspective and a deep respect for international traditions and diverse ways of life.

Furthermore, the trip highlighted the UAE’s commitment to environmental stewardship through its sustainable development movements. A visit to the Mohammed bin Rashid Al Maktoum Solar Park allowed students to see the world’s largest single-site solar park, providing a firsthand look at sustainable infrastructure. These site visits challenged students to think critically about how technology can solve modern environmental issues while preserving national identity.

IF Cheung Ho Yin

In this “once in a lifetime” learning trip to Dubai, I discovered a more independent side of myself, learning not to rely on my teachers or schoolmates for help. Whether it was solving problems or simply packing my luggage, I took initiative. Back in Hong Kong, I tended to be lazy, but in Dubai, I found myself becoming more diligent—staying connected with others and choosing to help those in need rather than simply relaxing.

During the trip, I also noticed how friendly and talkative the local people are. They were eager to share their creative ideas and even pointed out Dubai’s landmarks to us.

I immersed myself in the local culture on the fourth day during a desert safari. I had a long conversation with our driver, and when I asked him about landmarks in Dubai, he answered without hesitation and was happy to chat. I was truly touched by his kindness and friendliness.

The food that impressed me the most was falafel. Crispy on the outside and soft inside, it was the first local dish that encouraged me to try more traditional foods.

Last but not least, I believe travel is indeed a form of education. My trip to Dubai demonstrated this in many ways. Every place I visited taught me something new—not only about culture, but about life itself. Travel isn’t just about seeing new sights or gaining knowledge; it’s about learning and growing. It opens our minds, deepens our understanding of the world and other cultures, and becomes a lasting form of education that continues long after the journey ends.



Sports Teams Training Camp in

TOKYO

Badminton Team
Boys' Basketball Team
Volleyball Team
December 2025
Teachers-in-charge:
Principal Cheung Man Wai
Ms. Leung Hoi Yan Anastasia

As our school's Badminton, Volleyball, and Boys' Basketball teams advanced to higher leagues, the school organized an intensive Sports Training Camp in Japan. This program aimed to promote cultural and knowledge exchange while equipping student-athletes with the skills, mindset, and competitive edge needed to face formidable opponents. Throughout the five-day training camp, our students trained alongside peers from Tsung Tsin Primary School and local Japanese youth teams under the guidance of expert Japanese coaches. Through technical training sessions, joint practices, and friendly matches, students gained firsthand exposure to a sports culture that emphasizes camaraderie, discipline, and passion.

The striking contrast between Japanese and Hong Kong training methodologies broadened our students'

horizons and reignited their athletic passion. This rigorous exchange enabled our athletes to refine their techniques, master new strategies, boost physical fitness, and build resilience under pressure. Beyond the courts, the experience fostered deep cross-cultural connections. A shared love for sports easily bridged language barriers, allowing students to form meaningful friendships through communal meals and shared competitive experiences. Furthermore, mutual support shone brightly as teammates faced intense challenges together, turning sweat, tears, and laughter into lasting bonds. Ultimately, this camp elevated athletic performance while simultaneously nurturing cultural empathy, perseverance, and school spirit, thoroughly preparing our young athletes for future success both on and off the court.



3C Ho Jacob (Boys' Volleyball Team)

This trip was eye-opening. I initially expected it to be mostly playtime, but I honestly learned so much about volleyball fundamentals and cultural exchange. By the end of the trip, I improved both offensively and defensively. I even overcame my fear of talking to girls! Culturally, I noticed Japan has very few public trash cans because they highly prioritize environmental protection and public hygiene. Everyone was incredibly polite, which felt different from Hong Kong. Yet, we still shared global similarities: we listen to the same music and use the same social media platforms like Instagram and YouTube, though they prefer LINE for messaging.

Language barriers did not stop us. Even without fluent English or phone apps, we communicated through pure effort, which was difficult but fun. I also deeply admired the Japanese players' sportsmanship. They truly put everything on the line for every single rally. I promised my new Japanese friends that I will always do my best in volleyball, and I hope to catch up to a Japanese senior I really look up to. Amidst my hectic school life, this trip has truly motivated me to improve as an athlete, a student, and a person.



3B Sin Wan Yau Rachel (Girls' Badminton Team)

The Tokyo badminton trip completely redefined my expectations. By studying the characteristics of the Japanese players, we identified six key factors behind their excellence: power, speed, manners, technique, mindset, and strategic thinking. Interestingly, their training focuses on short, high-intensity periods rather than long sessions. This preserves energy and maximizes training quality.

As someone who easily gets nervous during competitions, I deeply admired their strong mentality and calm confidence. I asked a Japanese player named Shaiku for advice. Shaiku inspired me to discover my own potential and utilize my strengths wisely, giving me a clearer direction for self-improvement.

Attitude determines altitude. Japanese students constantly think about how to do better rather than just finishing a task. They observe their weaknesses, make reflections, and give 100 percent effort to every single detail. I saw this firsthand when a primary school girl refused to give up, chasing every shuttle until she used up her entire strength.

During our discussions, our coach noted that while Hong Kong is highly exam-oriented, Japanese students have more time to dedicate to their sporting interests. Beyond the intensive court sessions, chatting with the local students during lunchtime was the most exciting part. Laughter easily bridged our language barriers, and exchanging gifts made us feel like true friends. Ultimately, this trip taught me the value of a dedicated training attitude and rigorous self-management. I am determined to bring this focus to every game.



Dance Team Training Camp in

SEOUL

Dance Team
December 2025
Teachers-in-charge:
Mr. Cheng Chung Yan
Ms. Chung Yuk Yu
Ms. Siu Wing Sze

From December 20 to 24, 2025, our Dance Team embarked on an intensive training camp in Seoul. This journey proved to be as much about cultural immersion as it was about technical mastery. Over five whirlwind days, we pushed our physical limits and expanded our creative horizons in the heart of the global dance scene.



5F Tam Yeung Ting Jose

The core of our training took place at the World K-pop Center. For the first three days, we participated in rigorous sessions covering Hip Hop, Jazz Funk, and K-pop. We did not just learn choreography; we gained invaluable insights from senior tutors regarding their philosophy on dance. This segment culminated in a final showcase where we performed all three styles. Receiving direct feedback from international instructors was an eye-opening experience. They inspired us to refine our technique while reinforcing the principle that a strong foundation is essential in dance.



Another highlight of our trip was visiting the renowned IMILLION Dance Studio on our final day. Being in that iconic space, surrounded by world-class talent, was an unforgettable experience that made our aspirations feel tangible. Although we have not yet fully mastered these advanced skills, the vibrant environment allowed us to absorb the dancers' artistry and enhance our own stage presence and charisma.



Moreover, our growth was not confined to the studio. Each day after practice, we explored Seoul's rich heritage. We walked through Bukchon Hanok Village and wore traditional Hanbok at Gyeongbokgung Palace, experiencing a deep connection to the history that informs modern Korean aesthetics. We also found creative inspiration at the National Museum of Modern and Contemporary Art and immersed ourselves in the vibrant energy of Hongdae and Cheonggyecheon.

Ultimately, this trip taught us that dance is a universal language. By interacting with local dancers, we bridged cultural gaps and sharpened our communication skills. Most importantly, the shared sweat and long hours built an unbreakable team spirit. We returned home not only as better dancers with an expanded global network, but also as a more cohesive unit with a broader perspective on what it truly means to be a performer.



Prefect Team Learning Trip to

PERTH

Prefect Team
December 2025
Teachers-in-charge:
Ms. Chan Siu Lai Sharon
Mr. Wong, Conway

Having won the Learning Trip Competition, the prefects were sponsored to organize a trip to Perth from 22 to 29 December 2025. During the trip, they visited the Perth Mint and the Western Australian Museum, where students explored valuable collections and deepened their understanding of Western Australia's natural, political, social, and cultural history. They also visited the University of Western Australia, ranked 77th in the QS World University Rankings 2025, which offered the prefects a glimpse into the oldest university in Western Australia. In addition, visits to Caversham Wildlife Park and the Aquarium of Western Australia provided students with a deeper appreciation of diverse wildlife and marine species. Finally, through team-building activities such as a checkpoint race on Heirisson Island and a picnic in Kings Park, the prefects strengthened their leadership and social skills, further reinforcing team bonding and improving their cooperation in the Prefect Team's future daily operations.



The trip we organized was a self-structured leadership experience centered on autonomy. As a prefect team, we took the initiative to form our own groups, determine our travel destinations, and assume leadership roles throughout the journey. We ultimately decided to visit Perth, drawn by its relaxed lifestyle, which offered a stark contrast to the hustle and bustle of Hong Kong.

During our time in Perth, we made it a priority to visit local universities to gain insights into international education and the experience of studying abroad. We also engaged in hands-on experiments at the museum and explored touch pools at the aquarium. These interactive learning experiences highlighted a culture of active engagement in Perth that we believe Hong Kong should adopt. Such methods allow students to not only absorb knowledge from textbooks but also innovate through experiential learning.

Throughout the trip, I observed that the people of Perth are remarkably relaxed and welcoming, genuinely enjoying their lives. Their emphasis on work-life balance serves as a valuable lesson for us, fostering a more holistic approach to both personal fulfillment and productivity.

Beyond sightseeing, this leadership trip was instrumental in developing our team-building and leadership capabilities. It enhanced our adaptability and problem-solving skills, which are crucial for effective leadership. Interactions at Perth's museums, universities, and wildlife conservation parks enriched our perspective and provided ample learning opportunities.



Despite our meticulously planned itinerary, we encountered some unexpected challenges. For instance, we discovered that certain restaurants required advance phone bookings—a slight hurdle for us as international visitors. Additionally, some tourist attractions were closed for the Christmas holidays. We had not fully anticipated these local differences, especially since shops and restaurants in Hong Kong typically operate without such restrictions during festive seasons.

Fortunately, our team effectively adapted to these unforeseen circumstances. We created backup plans and were quick to reschedule activities; for example, we efficiently shifted our city walk to a visit to the Perth Mint, showcasing our resilience and ability to lead under pressure.

Overall, this trip was not just about travel. It provided us with invaluable experiences in leadership, adaptability, and cross-cultural understanding, while highlighting the importance of interactive learning that we hope to see integrated more deeply into our own educational framework.



台北

女子籃球隊集訓

女子籃球隊
2025年12月
隨團老師：
吳家豪副校長
施萍萍老師
阮明思老師



為備戰學界賽事，本校女子籃球隊再度遠赴台北，展開為期六天、每日長達五小時的高強度集訓。在這六天的行程中，隊員們接受了台北市永春高中女子籃球隊王教練的專業指導，並與當地校隊進行友誼賽。台灣的籃球氛圍與訓練風氣遠比香港濃厚，隊員間亦有更強的凝聚力。在集訓期間，學生得以親身體驗當地的籃球文化；與此同時，王教練巧妙地將技巧訓練融入遊戲，使過程更具趣味。這不僅提升了隊員的技術，更燃起了她們對籃球最純粹的熱忱。

球員在六日的朝夕相對中同甘共苦，一起訓練、比賽、受罰，實踐了「一人做事萬人當」共同進退精神。這些團隊經歷不僅增進了隊員間的情誼，更提高了彼此在球場上的默契，進一步加強了她們對球隊的歸屬感。



4E 林洛彤

此次旅程亦讓我明白到，作為隊中資歷較深的師姐，應主導承擔責任，除了與同齡隊友並肩作戰外，主動關心並帶動其他隊友，亦是我的本分之一。

經過這幾天的相處，我察覺到不同梯隊成員在球風與習慣上的差異。這是一個很好的學習機會，讓我學會面對不同隊友或對手時，靈活調整打法——不再僅僅期望隊友配合自己，而是學會主動觀察並補位，去成就整個團隊。



3F 吳祉慧

我覺得在這次集訓裡，學到了很多實用的籃球知識、投籃技巧及基本功。教練精準地指出了我投籃姿勢的毛病並加以糾正，讓我知道：原來我投籃一直向後跳，是因為向上跳時身體沒有完全放鬆，導致上半身重心後仰。修正這些細節後，我的命中率明顯變得更穩定。

而我在場外也有很多需要學習的地方。我會嘗試更主動融入大家的圈子中，當別人願意對我付出真心時，不要推開對方的善意。要建立團隊關係，不能太過被動，總是在等待被接納；我要學會主動與隊友相處，並管好自己的脾氣。

正如Ms.Yuen所說：「覺得對方有甚麼問題，就直接跟當事人當面說清楚，不要在背後說三道四。」也如台灣王教練所說：「有什麼事情，先嘗試自行解決，不要事無大小都去找教練，想要減少爭執，就必須學會多多包容。」

星馬

海上絲綢之路考察團

中國歷史和歷史科

2026年1月

隨團老師:

張捷副校長

吳子欣老師

黃敖老師

中世史科於2026年1月19至24日舉辦「海上絲綢之路（雲頂夢號）一星馬歷史文化考察團」，讓中四、五級的中、世史同學透過參觀馬六甲的荷蘭紅屋、聖保羅教堂及聖地亞哥古城門等歷史古蹟，並參與馬六甲河船遊，探索馬六甲由古至今的歷史發展；透過走訪檳城的觀音亭、姓氏橋、壁畫街及新加坡的牛車水，並乘搭三輪車進行檳城市內觀光，認識及感受早期華人移民的生活與文化。過程中，同學以乘搭郵輪「雲頂夢號」四日三夜的形式前往星、馬各大城市，除了認識郵輪的日常運作，更得以享受郵輪的星級服務，增廣見聞。





5B 邱梓澄

這次旅程走過了馬六甲、檳城和新加坡，包括牛車水、印務局和魚尾獅等景點。真實走過了每個景點，令我更明白華人移民史，是一段充滿奮鬥、熱血的過程。



在唐、宋時期，已有中國商人因貿易來到馬六甲海峽，與當地馬來王朝建立聯繫。直到明朝鄭和下西洋，並多次以馬六甲為中轉站，不少福建、廣東的商人和船員留下定居，這些早期定居者與當地女子通婚，慢慢形成峇峇娘惹文化。他們保留了部分華人習俗，但在語言和飲食上融入了馬來文化，成為了早期華人移民的獨特代表。



到了檳城，到訪華人水上村落姓氏橋，以同姓聚居，木屋建在海上，既是為了方便裝卸貨物，也是一種抱團取暖的自我保護。這姓氏橋不只是景點，更是活態的社群，是華人定居的身份轉變。到了印務局舊址，曾印過報紙與書籍，幫華人傳遞訊息，維持了華人社群的聯繫。

到了新加坡牛車水，早年沒有自來水，大家用牛車運水。華人在這裡開店、建會館，經過重建，老店變成了餐廳、紀念品店。從曾經的初到落腳點，到今天的核心文化區，是新加坡華人共同的文化符號。



在旅程中，我明白了華人移民史是團結、傳承的歷史。他們離開了家鄉，靠勤勞和互助生活下去，從最初為了生存而遠渡重洋的勞工，逐漸成為了當地社會的建設者。他們既保留了中華文化的傳統，又因應新環境，發展出峇峇娘惹、馬來西亞華人和新加坡華人文化，共同構成東南亞多元文化中不可或缺的一部分。看著那些古老的店鋪、那些刻畫著不同圖畫的牆壁，都能看見早期華人在這裡生活的痕跡。他們不但傳承中華文化，更令中華文化不止存在於中國，而是將其傳揚到世界各地。

Centered around their 12-disciples group setting, this immersive journey provided a meaningful platform for students to strengthen relationships with their teachers and peers while experiencing the vibrant dynamism of the Lion City.

The adventure began with a scenic city walk around the iconic Merlion Park, culminating in the dazzling Spectra – A Light & Water Show along Marina Bay. On Day 2, students visited St. Andrew's Junior College for an inspiring academic exchange, attending classes alongside local peers. In the afternoon, they participated in hands-on workshops featuring AI, STEAM, and culinary arts, where they learned to make authentic local Laksa, before savoring Singaporean street food at the historic Lau Pa Sat.

On Day 3, an energetic "City Hunt" led students through Chinatown and Little India, allowing them to explore Singapore's rich multicultural heritage firsthand. Day 4 brought excitement and team bonding as students spent a full day enjoying the attractions at Universal Studios Singapore. Finally, on Day 5, the group marveled at the architectural beauty of Jewel Changi Airport before embarking on their return flight to Hong Kong.

Beyond sightseeing, the tour's core strength lay in this unique group dynamic. Students built stronger bonds with their teachers and classmates, gained valuable intercultural insights, and returned home with unforgettable memories and a broadened global mindset.

S.3 Learning Trip to

SINGAPORE

12-Disciple Scheme
March 2026
Teachers-in-charge:
12-Disciple Teachers





3C Tso Lok Yee

After our second-term exams, the moment we had all been waiting for finally arrived: our trip to Singapore with the "Twelve Disciples"!

This wasn't just a vacation with cherished friends, but a meaningful team-building journey. The most memorable highlight was definitely the City Hunt. Initially, we were completely confused during the planning phase since we were entirely unfamiliar with Singapore. Despite facing some conflicts along the way, as everyone wanted to explore different attractions, we compromised and overcame these differences together. In the end, we successfully explored Little India, visited a housing exhibition, and even grabbed some famous pork jerky! Incredibly, we made it to every single location to complete our missions.



Taking team photos and interviewing tourists to score points was an absolute blast. Though we were initially reluctant to approach strangers, we pushed through our comfort zones as a team. We also bookended our three-year journey by recreating our Form 1 class photo, standing in our exact original positions.



Looking at our photos today, the memories remain as vivid as if they happened yesterday. We aren't just a team; we are a family that sticks together through hard times and laughs together through the good. Realising how fast three years have passed was a deeply touching moment, and it was hard to hold back tears. I am incredibly proud to be part of this family.

華東

歷史文化考察團

姊妹學校計劃

2026年3月

隨團老師：

蔡芷珊老師

顏達人老師

為豐富學生學習經歷、深入體驗華東歷史文化與傳統工藝，我校於2026年3月28日至4月1日舉辦華東交流團。

行程走訪杭州、南京、湖州、上海等地，節奏鬆弛有度。首日抵達杭州後，我們前往南京，夜遊夫子廟與秦淮河，感受古都風情；次日參觀中山陵、明孝陵與總統府，深入瞭解近代歷史；其後走進湖州湖筆小鎮，親身體驗湖筆製作工藝，走訪湖州中學開展校園交流。行程尾段，我們參觀浙江省博物館、南宋官窯博物館，漫步蘇堤領略西湖美景，兼具文化學習與實踐體驗。本次交流團以文化探索、學習互動為旨，引導同學在行走中感悟歷史、傳承文化，收獲成長與友誼。





2A 譚凱婧

這次南京、湖州、杭州五日交流團，令我大開眼界。我們在南京參觀歷史名勝，感受古都文化；到湖州認識湖筆工藝，體會匠人精神。而最難忘的是到湖州中學交流，過程中，我們能夠與當地同學聊天，瞭解他們的校園生活。起初，我有點害羞，但鼓起勇氣主動交流後，發現大家有不少共同話題。最後，我們還交換了聯絡方式。這次交流讓我體會到，只要願意踏出一步，並尊重不同文化之間的差異，就能建立友誼。旅程中，讓我更認識祖國歷史與現代發展，也明白學習不只是課本。我會珍惜機會，努力擴闊視野。

4D 宋可馨

在這次遊學的旅程中，我深刻體驗到內地現今的教育狀況，還認識了祖國的歷史文化。首先，我們參觀了不同的歷史遺跡與博物館，近距離觀看文化遺產，還有各式的古建築；我們還遊覽了古街，感受到當地熱鬧的風貌。說回教育，我們參觀了湖州中學。這所中學歷史悠久，歷年培育了不少對中華有所貢獻的英雄。內地學校的規模遠比香港大，裡面有各式各樣的假山湖泊，綠化規劃完善。我在交流過程中結交了不少朋友，瞭解到那裡的師生關係以及學習壓力。不過最讓我震撼的就是那裡竟然有按摩椅，還有有各種可以減輕壓力的休息室。總而言之，我在這趟旅程中獲得了豐富的學習體驗，也留下了快樂的中學回憶！





English Learning Trip to

SCOTLAND

Secondary 1-3
April 2026
Teachers-in-charge:
Mr. Cheung Yi Hei
Ms. Lilly, Patton

This transformative study tour to Edinburgh, Scotland represented a deliberate departure from the familiar structures of classroom learning. Removed from their routines, students were challenged to navigate unfamiliar contexts and reconsider their assumptions about language, culture, and themselves. It was within this space of uncertainty that genuine learning took root.

At the heart of the programme was a four-day academic immersion at our partner institution, Craigmount High School (CHS). Our students actively participated in an authentic Scottish educational environment, engaging in lessons spanning Science, Mathematics, Scottish Gaelic, Music, FCT, and traditional Ceilidh dance. This sustained exposure broadened their overseas learning experiences while cultivating confidence and communicative agility through meaningful interactions with their Scottish peers.

*Edinburgh itself served as a living repository of history and culture. From the formidable Edinburgh Castle to the panoramic heights of Calton Hill, and from the National Museum of Scotland to the Palace of Holyroodhouse, each landmark offered rich, immersive encounters. These experiences deepened students' appreciation of global heritage, proving that history is alive. As the phrase goes, *Historia est magistra vitae*—history, indeed, is the teacher of life.*

As English educators, we are more than language instructors; we serve as bridges connecting our students to the authentic world, dismantling boundaries and inspiring them to step forward as discerning, globally minded architects of the future.



2A Luo Jingyao

Before this school tour, my impression of Scotland was only of Hogwarts Castle, misty highlands, and grey skies. I never thought that staying there would lead to such deep personal growth and reflection.

When we were sightseeing, the views were phenomenal. We went to Edinburgh Castle, and from above, the city offered me quiet and emotional healing. The endless green highlands, empty stone castles, the soft, subtle wind, and quiet streets taught me to appreciate the stillness left in the world. It was different from Hong Kong: a city without the busy, bustling, neon-lit streets, but rather a muted, calm, and peaceful version of the other side of the world.

I learned about local traditions, the Scots language, and Gaelic. I understood that there isn't a right way to live, nor a right way to dance, or even a right way to do things the way you thought you would, because in reality, people do the same things differently, like speaking. This holistic realisation made me more open and less judgmental of the differences between people.

One of my favourite things to do in my free time is dance. In Scotland, we learnt a Scottish dance style called 'Ceilidh'. Coincidentally, I was doing Scottish-style character dances in ballet this year. It is a dance form that draws inspiration from traditional dances from different countries and blends them with ballet to create a unique style. Back when we were learning to dance at Craigmount High School, I realised that there wasn't technically a right way to dance. Since ballet is usually so structured and rigid, it was different and difficult to get used to how free the movements were in Ceilidh, but for once, dancing didn't feel like there were boundaries or rules; it felt fun and carefree.

In retrospect, this trip was not just a school tour — it was a journey of self-discovery, helping me figure out what I liked and what I didn't, and teaching me independence, tolerance, and courage. I realised that I love to adapt, even in highly diverse environments.



International Choir Competition and Festival Bad Ischl Tour to AUSTRIA

School Choir
Apr. 2026
Teachers-in-charge:
Principal Cheung Man Wai
Ms. Chang Chui Chui
Ms. Pun Ching Yi
Ms. Tsoi Yee Lam



In May 2026, our choir traveled to Austria to represent the school at the 16th International Choir Competition and Festival Bad Ischl. Our students embarked on a tour that served as the culmination of months of intense preparation and early morning rehearsals.

The main focus of our journey was the competition in Bad Ischl. Taking the stage alongside choirs from around the world, our students performed with incredible focus and heart. Their hard work truly paid off as our choir delivered outstanding performances, earning top honors and securing a five-year qualification status for the World Choir Games.

Beyond the competition hall, the trip gave students a genuine taste of Austria's musical heritage and landscapes. Exploring local sights, experiencing new cultures, and traveling together created countless opportunities for our junior and senior choir members to bond, look out for one another, and build lasting friendships.

This tour was a meaningful milestone that gave our students international exposure, strengthened their confidence, and brought our choir team closer than ever. We are incredibly proud of how our students represented the school, and we look forward to building on this experience in the years ahead.

2C Ng Tsz Him

One of the most unforgettable trips I've had in a while is definitely the Austria Choir Tour. It involved a lot of firsts for me, such as being without my parents' care for 11 nights, leaving Asia, riding a horse carriage, and even joining a conga line!

I can still recall the awe my friends and I felt when we first laid eyes upon visually stunning Austrian landmarks like Hallstatt, the Hofburg, and Schönbrunn Palace. I couldn't believe how ethereal Vienna felt.

Of course, there were a few setbacks. Seeing everyone feeling miserable because of an unexpected health crisis made it difficult for us all to rehearse properly. However, our faith in God never wavered. We fought through it with our perseverance, and God's support helped us win the championship in our category.

This was truly a memorable trip filled with once-in-a-lifetime experiences.

3D Lai Hong Ching Zora

This trip started as a special opportunity to nurture my singing skills. I wasn't expecting to learn life lessons in Austria, but I ultimately gained far more than I anticipated, from visiting museums to an unexpectedly expensive hospital stay.

The turning point came on the day of our division competition. Right after performing, I suddenly felt unwell. My teachers took me to the hospital, where I was diagnosed with food poisoning and stayed overnight. Lying on a cold bed in a foreign country felt like a nightmare. Fortunately, my teacher stayed by my side the entire night and kept my parents updated. The next morning, I recovered and was discharged, so I still had the chance to participate in the championships.

Looking back, that night taught me far more than any rehearsals. I learned that true support isn't about cheering when you succeed, but staying when you're scared and alone. I also discovered a resilience I never knew I had. That experience didn't just make me a stronger singer; it made me a stronger and more grateful person.



Learning Trip to

NORWAY & ARCTIC CIRCLE

Secondary 3-5
May 2026
Teacher-in-charge:
Ms. Tsui Shing Yan

The heart of the programme unfolds over six days aboard the expedition vessel Ocean Albatros. Students sail through the remarkable landscapes of the Arctic, observing wildlife in its natural habitat. Daily lectures delivered by professional expedition guides and experts in geography, history, science, and photography deepen their understanding of the polar environment. Zodiac cruising and landing events allow students to approach wildlife at closer range, listen to on-site explanations of Arctic facts, and visit the northernmost research centre—bringing theoretical knowledge into direct contact with the real world.

What distinguishes this trip is the depth of learning that extends far beyond the classroom. Instead of receiving information second-hand, students stand on the Arctic ice, feel the polar climate, witness living ecosystems, and engage in real-time dialogue with specialists. They learn to observe carefully, ask meaningful questions, connect scientific concepts with actual landscapes, and reflect on the fragility and significance of the polar region. These authentic encounters foster curiosity and a lasting global perspective that textbooks alone cannot provide.



4E Ho Wan Sam

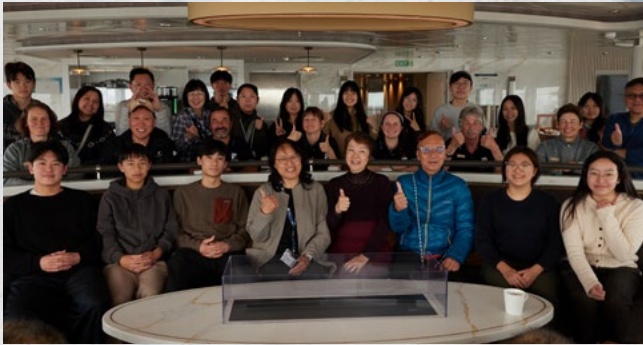
In this unforgettable journey, I gained valuable knowledge in climate change, Biology, Geography and Physics, while collecting meaningful experiences through breathtaking scenery, wildlife encounters and meeting people from around the world.

During the onboard lectures, an expert introduced Arctic birds such as the Arctic tern and puffin, explaining their habitats, migratory patterns and roles in the food chain. I also learned why glaciers appear blue: highly compressed ice absorbs longer wavelengths of light and scatters the shorter blue wavelengths. As a physics student, I was especially excited to see the real-life application of optics and wave theory that I had studied in class—an opportunity rarely available in ordinary lessons. Beyond knowledge, I was grateful to meet wonderful people on

board. The expedition experts were friendly, patient and knowledgeable.

I also stepped outside my comfort zone by jumping into the freezing Arctic water. Though terrifying and thrilling, it remains one of the most exciting things I have done. The wildlife sightings left a deep impression. We saw polar bears twice, walrus twice and dolphins once. The first polar bear sighting caused great excitement as everyone rushed to the highest deck, eager for a clear view through the telescopes.

This trip taught me that when opportunity and ability are present, we should act without hesitation. At the end of life, what matters is not the things we planned but never did, but the experiences we chose to embrace. I hope to carry this mindset forward—to keep learning, keep exploring, and live with fewer regrets.



TTMHK Mission Trip to

SABAH

Christian Students
July, 2026
Teachers-in-charge:
Ms. Wong Ka Yiu
Ms. Yuen Ming Sze

The Sabah mission trip provides a wonderful opportunity for students to put their faith into practice. In our daily lives, we mostly stay within our comfort zones, where evangelism may not feel particularly urgent. However, when confronted with the plight of undocumented children in Sabah, we quickly realize just how vital faith is to human life.

These children face constant crises regarding their basic needs, including food, clothing, shelter, and medical care. Fortunately, a group of dedicated local Christian organizations is eager to serve and welcome them. During this trip, our team set out to visit local centers and living spaces for undocumented families, bringing essential supplies, sharing Bible stories, and letting these children know they are deeply loved by God and cared for by others.





3C Ho Jacob

When I passed the interview and learned that the mission trip would take place in mid-July, I thought I had plenty of time to prepare. Yet in the blink of an eye, the trip was over.

Our primary mission was to serve stateless children in Malaysia. Without official identification, these children face immense hurdles: they lack access to medical subsidies, formal schooling, and basic legal recognition. In a sense, they are completely invisible to the legal system.



Before departing, I worked alongside Daniel, Joshua, and Catherine to design games and organize prizes. Everyone was eager to contribute, and our preparations went smoothly. However, upon arrival, we were shocked by the stark reality of the learning environment. Their largest assembly space was less than a quarter of our school hall and lacked basic equipment. Even more striking was how they maximized space: with only a handful of small classrooms, they had constructed makeshift learning areas using wooden planks anchored to the mountainside.



Adapting our planned games to these constrained spaces proved challenging, forcing us to abandon several ideas despite our hard work back home. Yet, I soon realized that this humble environment was a place the children genuinely loved—it was their haven. They were profoundly blessed to have dedicated local leaders who created a place where they truly belonged. Thanks to our translators, who seamlessly bridged English, Mandarin, and Malay, our three days of service were a success.



On a personal level, this trip was a deeply spiritual journey. Initially, my efforts felt mechanical and routine. But when I re-centered my focus on why I came—to share God's love—everything shifted. Serving out of love brought profound peace to my heart. Moving forward, I want to carry this mindset into my daily life, learning to serve others with intentionality and grace. I am confident that all of us grew closer to God during this trip, and I look forward to our next opportunity to serve!

Athletics Team Summer Training Camp in

TOKYO

July 2026

Teachers-in-charge:

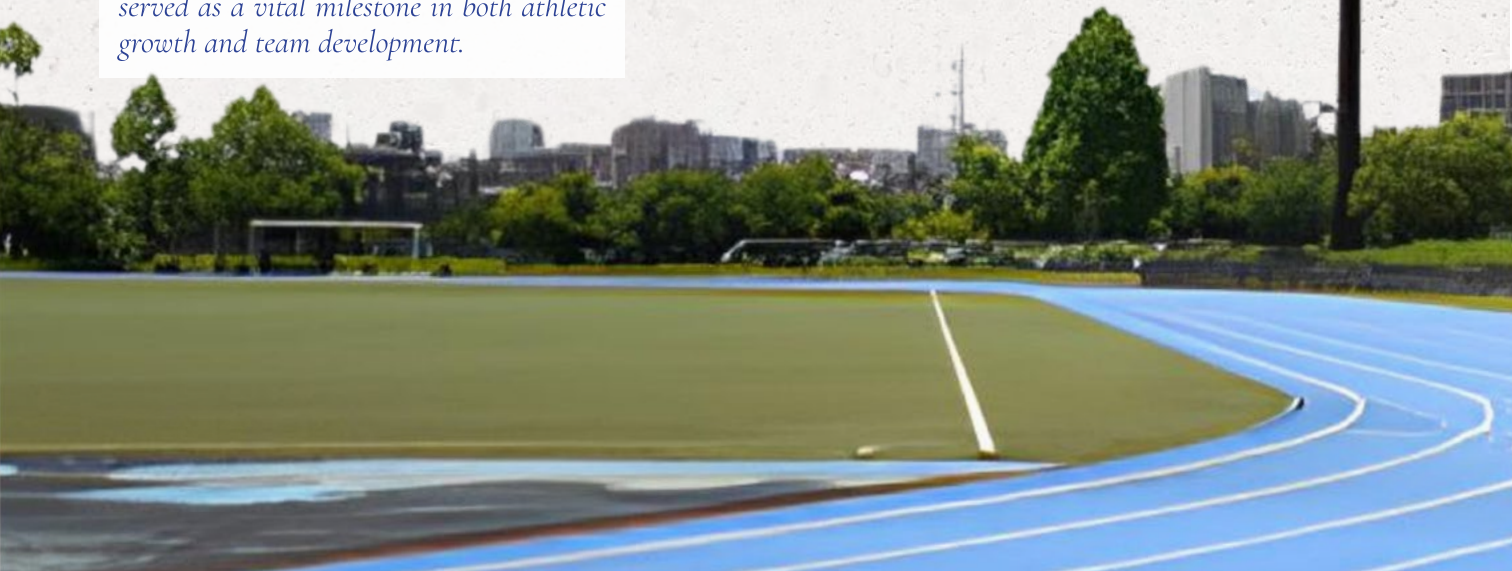
Ms. Chan Hiu Lam

Mr. Yiu Chung Kin

In preparation for upcoming inter-school competitions, the TTCA Athletics Team recently traveled to Tokyo, Japan, for an intensive six-day training camp.

Designed to elevate performance and build a competitive edge, the program featured rigorous training sessions on local Japanese sports grounds. Guidance from local coaches provided athletes with meticulous, detail-oriented instruction, helping refine their track and field techniques while heightening their physical conditioning and technical awareness.

Beyond training, team members immersed themselves in Japanese culture through city exploration and enjoyed a memorable day at Tokyo Disneyland. Ultimately, this trip served as a vital milestone in both athletic growth and team development.



4C Chan Ming Sum

Last summer holiday, our school's athletics team traveled to Tokyo for an extraordinary training camp. It was a great honour for me to participate in this trip, especially since Japan is widely recognized as one of the ultimate athletic powerhouses in Asia. Although our stay lasted just six short days, we gained invaluable experience and forged deep, meaningful memories with our teammates.

Discipline and respect are deeply embedded in Japan's athletic culture; for instance, athletes bow respectfully whenever they enter or leave the training area. During our dedicated sessions, we not only sharpened our practical track-and-field skills but also had the rare opportunity to converse directly with our coach. He shared the demanding schedule from his days as a full-time professional athlete, leaving us thoroughly amazed by how intense and packed his daily routine used to be. Alongside high-intensity tempo and interval runs, he strongly emphasized the crucial importance of body coordination and strength training.

Hearing his personal story made me reflect deeply on my own training methods and their overall effectiveness. I came to realize that being a dedicated athlete is not just about how frequently we train on the track, but also about how conscientiously we manage our daily nutrition and sleep schedules. Ultimately, we had an incredible amount of fun throughout the trip, and I will always treasure the invaluable lessons and inspiring perspectives we gained from this memorable journey.



台北

經濟科及地理科考察團

經濟科及地理科

2026年7月

隨團老師：

陳昭而老師

張頌恩老師

郭天豪老師



為期四天的台灣考察之旅，讓同學們得以沉浸式探討經濟發展與環境保護之間的微妙平衡。行程以可持續發展為核心理念，引導學生親身深入剖析台灣充滿活力的經濟模式——從宏觀層面的產業增長，到微觀層面的實體營運，均有深刻體會。

同學們走訪台灣著名的夜市，實地觀察高度集聚的攤檔如何透過共享供應鏈，靈活展現「規模經濟」(Economies of Scale)等經濟學概念；而在參訪製造業工廠時，同學們亦切實領悟到「專業分工」(Division of Labour)在次級生產中所發揮的顯著效能。除了經濟概念的深化，考察團亦透過豐富的野外實地考察，拓展了學生的地理學知識。同學們不僅親臨現場探索獨特的地質岩石地貌，更深入了解並評估了當地廢物管理與資源回收系統的實施成效。

本次學習之旅成功將課堂上的經濟學與地理學理論融會貫通於現實應用之中，既有效拓寬了學生的國際視野，亦顯著強化了大家對可持續實踐與永續發展的重視。



4C 羅睿嘉

這次暑假，學校舉辦了為期四日三夜的台北遊學團。活動目的是跳出課室，親身觀察台灣的實際經濟市場，用真實所見，理解課堂上抽象的概念。

對於我這個經濟科學生而言，這次遊學最大的得著，是親身體驗到不同產業的營運模式。參觀維格餅家工廠，讓我看到勞動分工、生產要素、生產類型的真實例子；參觀台灣股票博物館，亦令我更明白台北的金融發展、股市運作如何支撐當地不少企業和經濟活動；走遍士林夜市、饒河街、中山地下街等商業區，我近距離觀察夜市經濟的特色：大量小本商戶聚集，依靠遊客與本地顧客維持營運，靈活回應市場需求……

至於行程中的地理考察環節，例如野柳地質公園、北投環境設施等，也讓我明白自然資源和環境是發展觀光產業的基礎，地理條件會直接影響一個地方的經濟發展方向。

經過今次遊學，我明白校外考察並非單純遊玩，而是課堂的延伸。整體而言，這次旅程除了讓我放鬆身心、拓闊眼界，更使我以經濟科學生的視角，實地認識各類產業、商業市場與金融發展。自此我對經濟科的理解不再局限於課本，收穫良多。



GERMANY

Department of BAIS and Department of Psychology
July 2026

Teachers-in-charge:

Ms. Chan Siu Lai Sharon

Ms. Cheung Wing Man

Mr. Wong Ho Kin

Guided by the theme “Discover Germany, Connect with the World, Inspire the Future,” the study tour aimed to provide students with first-hand exposure to Germany’s accomplishments in industrial development, technological innovation, cultural preservation, and sustainable development. The programme featured a wide range of learning experiences in Munich, Leipzig, and Berlin, including industrial visits, cultural immersion activities, academic exchanges, and social field studies. Through cross-cultural exchange and experiential learning, students connected classroom knowledge with real-world experiences.

As one of Europe’s and the world’s leading industrial and economic powers, Germany is renowned for its technological innovation, advanced manufacturing, and rich cultural heritage. Through site visits to museums, corporations, universities, and historically significant landmarks, students explored Germany’s industrial and economic development, gained insights into its pivotal role in the global economy, and examined how its approaches to innovation and sustainable development have influenced the international community.

The tour also enhanced students’ understanding of the cooperation and exchanges between Germany and China in areas such as economics, technology, and culture, helping them broaden their international outlook and strengthen their awareness as global citizens.





5F Hui Hoi Ka
5F Kwong Gei Yi Galie
5F Lee Yan Hei
5F Wong Tsz Yee

This trip gave us valuable insights into Germany's industry, education, history, and global connections. At Erdinger Brewery, we learned how tradition, culture, and science combine in the brewing process, while observing a modern production line in action. At Audi Factory, we gained first-hand insights into workplace organisation and human resource management. Employees are trained in multiple skills and rotate roles regularly, helping to maintain both productivity and well-being. We were particularly impressed by how the company promotes a supportive working environment while maintaining high quality standards. The passion and professionalism of our guides also left a strong impression on us, giving us a deeper appreciation of Germany's brewing and automotive industries.



The Human Resources staff at DEIN APART Munich shared insights into German workplace culture and management practices. We learned that managers are encouraged to gain experience in different roles to better understand and support their teams. This hands-on approach reflects the importance of collaboration and mutual respect in the workplace.



At Leipzig University, our student guide shared his academic journey and the university's rich history, highlighting Germany's strong emphasis on lifelong learning, resilience, and self-development.

In Berlin, we visited the Embassy of the People's Republic of China in Germany and the Hong Kong Economic and Trade Office. Through discussions with officials, we gained a better understanding of the close economic, cultural, and trade relationships between Germany, China, and Hong Kong. These visits also provided valuable perspectives on diplomacy, innovation, and international cooperation in an increasingly interconnected world.



This study tour broadened our horizons both academically and personally. Throughout the journey, we were inspired by the professionalism, dedication, and enthusiasm of the people we met. This experience has encouraged us to continue exploring, learning, and growing as future global citizens.



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