



Tsung Tsin Christian Academy

基  
崇  
對  
學  
生  
的

培  
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TTCA

Pastoral Care  
and Student  
Development



# Vision and Mission

## 基 崇 的 信 念

**Tsung Tsin Christian Academy** is a direct-subsidised, co-educational English secondary school founded by the Tsung Tsin Mission of Hong Kong Sham Shui Po Church, in 2004. Our school upholds the spirit of Christ's teaching, "not to be served, but to serve," and adheres to the educational tradition of "promoting learning and preaching the Gospel." We nurture students' holistic development—physically, mentally, and spiritually—based on biblical truths, empowering them to utilise their strengths, serve the community, benefit society, and glorify God. We firmly believe that every student possesses dignity, potential, the capacity to be taught, and the ability to succeed.

**基督教崇真中學** 是一所直資英文男女中學，由基督教香港崇真會深水埗堂於2004年創辦。本校以基督的「非以役人，乃役於人」精神，秉承「興學傳道」的辦學傳統，按照聖經真理，培育學生身心靈全面成長，讓學生發揮所長，服侍人群，造福社會，榮耀上帝。我們深信每位學生均具尊嚴，每位學生均富潛能，每位學生均可教導，每位學生均能成功。

In our early years, under the leadership of the principal and the dedicated efforts of our teachers, we committed to fostering a culture of care and positivity, cultivating students' character, and practicing the concept of "servant leadership," which significantly enhanced students' quality and academic performance. Over the past decade, our teaching team has continuously broadened students' perspectives, with Christian value education at the core, preparing future leaders.

創校初期，在校長的帶領及一眾教師的努力下，我們致力營造關愛與正向文化，培育學生的品德，實踐「僕人領袖」理念，使學生質素大幅提升，成績日進。十多年過去，本校的教學團隊持續擴闊學生視野，並以基督教價值教育為核心，培育明日領袖。



Through God's grace, we have flourished abundantly. The Education Bureau's Comprehensive Review Report from 2010, as well as the External School Review from 2016 and 2022, have highly praised our Christian value education, student support, leadership training, extracurricular activities, social services, and programmes aimed at broadening horizons. In 2018, our school received the Outstanding Teaching Award for Moral Education from the Education Bureau. In 2020, we were awarded the highest level of the "Hi-Five Student Engagement Award Scheme 2019-2020," jointly organised by the Education Bureau, the Education University of Hong Kong, and the Baptist Oi Kwan Social Service, in recognition of our exceptional performance in five areas: "Action Connections," "Knowledge Connections," "Emotional Connections," "Interpersonal Connections," and "Family and Community Connections," successfully fostering student engagement in the school. In 2021, we received a Special Award from the "Hi-Five Student Engagement Award Scheme 2020-2021."

主恩澆灌，纍實豐饒。教育局2010年的《全面評估報告》、2016及2022年的《外評報告》皆對本校的基督教價值教育、學生支援、領袖訓練、各樣聯課、社會服務及擴闊視野的活動給予極高的評價。於2018年，本校榮獲教育局品德教育優秀教學獎。於2020年本校亦獲得由教育局、香港教育大學及浸信會愛羣社會服務處合辦的「樂繫校園獎勵計劃 2019-2020」中最高級別的「傑出大獎」，以表揚本校在「行動連繫」、「知識連繫」、「情意連繫」、「人際連繫」及「家、社連繫」五大範疇上均有出色表現，成功帶動學生與學校的連繫。2021年再獲頒發「樂繫校園獎勵計劃 2020-2021」特別獎。

## God's Abundance 蒙神恩領

By God's grace, our school remains steadfast in upholding the banner of Christian education amidst societal currents. With a commitment to holistic and Christian education, we nurture the younger generation to grow in "wisdom and stature, and in favour with God and man." We shall strive relentlessly to create a brighter future for our students, for education, and for society!

蒙神恩領，本校在社會的洪流中仍然矢志不渝地豎立基督教教育的旗幟。以全人教育及基督教教育為核心，培育年青一代，使他們在「智慧和身量，並神和人喜愛他的心，都一同增長。」我們將努力不懈，繼續為學生、為教育、為社會打造更光輝的一頁！





# TTCiAns 基崇人

TTCa has consistently emphasised the holistic development of students since its establishment, with "moral education" being one of our focal points. As a Christian school, we uphold the motto of "Faith, Hope, Love" and aspire for our students to embody these values, establishing sound morals and attitudes. We aim to foster an environment of care where students can grow and realise their potential in challenging settings. Our motto serves as the core value, complemented by the Education Bureau's Twelve Priority Values, to cultivate "TTCiAns" with the following character qualities:

基崇由開校至今，一直重視學生的全人發展，「品德教育」亦是重點之一。作為一所基督教學校，我們以「信、望、愛」作為校訓，並希望學生能實踐其中的精神，建立良好的價值觀和態度，並在關愛的環境中成長，在具挑戰的環境下發揮潛能。基崇以校訓作為核心價值，配合教育局十二種首要培養的品格價值(Twelve Priority Values)以培育「基崇人」具備以下品格素質：







## Virtues of TTCiAns 「基崇人」具備的品格素質

Core Values based on Acronym of School Name 以學校英文名簡稱 作核心價值	<b>T</b> ruth 崇尚真理	<b>T</b> ransformation 心意更新	<b>C</b> are 樂於關懷	<b>A</b> spiration 積極上進
Based on School Motto 以校訓作基礎信念	<b>Fides</b> 信	<b>Spes</b> 望	<b>Caritas</b> 愛	<b>Spes</b> 望
<b>Virtues</b> 品格價值	Trustworthiness 值得信賴  ★ Integrity 誠信  Self-confidence 自信  Humbleness 謙卑  Shining Life 閃亮人生  ★ National Identity 國民身份認同  ★ Law-abidingness 守法	Renewal of Mind 心意更新  Grit (Passion & Resilience) 意志力 (有熱誠及抗逆力)	Being Respectful, with a Serving Heart 謙卑事奉  Gratefulness 感恩之心  ★ Respect for Others 尊重他人  ★ Benevolence 仁愛  ★ Responsibility 責任感  Sacrifice & Unconditional Love 犧牲精神及無條件的愛  ★ Commitment 承擔精神  ★ Empathy 同理心  ★ Filial Piety 孝親	Aspiration 積極上進  Positivity 正面樂觀  Proactivity 主動參與  ★ Perseverance 堅毅  ★ Diligence 勤勞  Growth Mindset 追求成長  Striving to Excellence 力爭上游  ★ Unity 團結

★ EDB's twelve priority moral values and attitudes.  
教育局十二種首要培育價值觀。

# Domains of Student Development

## 學生培育領域

To effectively plan and implement student development, our school is coordinated by the Student Development Committee, which oversees the following six departments responsible for formulating and executing relevant initiatives: Religious and Values Education, Discipline, Counselling, Further Studies and Career Guidance, Student Activities, and Student Welfare.

為了有效規劃和推行學生培育，本校由學生培育委員會統籌，由以下六個部門專責制定和實施有關工作，包括：宗教及價值教育、訓導、輔導、升學及就業輔導、學生活動及學生福利。

Below are the six domains of student development targeted by each committee:

六個部門針對培育學生的主要工作如下：

### Domains of Student Development 學生培育領域

Religious & Values Education 宗教及價值教育	<ul style="list-style-type: none"><li>- Christian Education 基督教教育</li><li>- 12-disciple Scheme 十二門徒計劃</li><li>- Community Service 社會服務</li><li>- Environmental Education 環境教育</li></ul>	
Discipline 訓導	<ul style="list-style-type: none"><li>- Discipline 訓導工作</li><li>- Conduct Record System 操行系統</li><li>- Prefects 領袖生</li></ul>	Joint Support from the Discipline Committee and Counselling Committee 訓輔合一支援
Counselling 輔導	<ul style="list-style-type: none"><li>- Counselling 輔導工作</li><li>- SEN Support 特殊教育需要支援</li><li>- Emotion Support Workshops 情緒支援工作坊</li><li>- Class Period and Assemblies 班主任課及周會</li><li>- Civic, Moral, Sex and Environmental Education 「公、德、性、環」四育</li><li>- Community Service 社區義工服務</li></ul>	
Further Studies and Career Guidance 升學及就業輔導	<ul style="list-style-type: none"><li>- Higher Education and Career Counselling 升學就業</li><li>- Life Planning 生涯規劃</li><li>- Local and Overseas Higher Education 本地及海外升學</li><li>- Internship Experience Programme for Senior Form Students 高中生工作體驗計劃</li><li>- Career Life Planning Handbooks 生涯規劃小冊子</li></ul>	
Student Activities 學生活動	<ul style="list-style-type: none"><li>- Student Union 學生會</li><li>- House Activities 社際活動</li><li>- Co-curricular Activities 聯課活動</li><li>- Shining Platform 閃亮平台</li></ul>	
Student Welfare 學生福利	<ul style="list-style-type: none"><li>- Meals 膳食</li><li>- Uniforms 校服</li><li>- Books 書簿</li><li>- Scholarships 獎助學金</li><li>- Health and Medical Treatments 衛生及醫療</li><li>- Insurance 保險</li></ul>	





▲ 12-Disciple 十二門徒活動

# All-Round Support 全面支援

## 12-Disciple Scheme 十二門徒計劃

The TTCA 12-disciple Scheme is one of the most highly regarded student development initiatives at our school since its inception. Each disciple teacher, a Christian educator, guides approximately thirteen to fourteen students, overseeing their growth throughout the three years of junior secondary education. These teachers draw upon biblical teachings and embody the spirit of our motto, "Faith, Hope, Love," using Jesus Christ as a model for learning. They share personal life experiences and establish relationships with students that are both mentoring and friendly, serving as companions and supporters in their growth journey.

「十二門徒計劃」為本校由創校至今廣受讚譽的學生培育計劃之一。由一位基督徒老師擔任門徒老師，指導大約十三至十四位學生，看顧他們在初中三年的成長歷程。門徒老師本着聖經中的教導，同時秉承校訓「信、望、愛」的精神，以耶穌基督為學習榜樣，分享個人生命經歷，與學生建立亦師亦友的關係，作為他們成長中的同行者和支持者。

Since 2022, the programme has been continuously optimised to assign the class teachers of S.1 as disciple teachers for their students, providing more comprehensive care and support and facilitating earlier integration into campus life and the activities of the 12-disciple Group. Additionally, more opportunities are created for students and disciple teachers to interact, fostering deeper and more stable relationships. Each grade in junior secondary features major events designed to enhance cohesion among teachers and students, leaving lasting memories of their junior secondary school experience. The major events include:

自2022年開始，計劃不斷地優化，安排中一級正副班主任擔任班中學生的十二門徒老師，讓中一學生得到更全面的照顧及支援，更早融入校園及十二門徒小組生活。同時亦製造更多機會讓學生及門徒老師相處，以建立更深更穩固的關係。初中三個年級的門徒計劃均設有大型活動，提升師生及學生之間的凝聚力，為學生的初中生涯留下美好回憶。其中的大型活動包括：

# S1

Life Camp 「生活營」





# S2 Gospel Camp 「福音營」



## S3 Singapore Learning Trip 新加坡研習之旅



S.1  
中一級

Faith  
信

Life Camp  
三日兩夜「生活營」

To get to know each other in the group, build relationships, and develop team spirit through team activities.  
透過團隊活動讓門徒小組組員互相認識，建立關係及團隊精神。

S.2  
中二級

Love  
愛

Gospel Camp  
三日兩夜「福音營」

Approximately ten gatherings throughout the school year  
全年約十次門徒聚會

To learn to be sensitive to and care for the needs of others, rather than focusing solely on one's own needs.  
學習不要只顧自己的需要，而是敏銳和關心別人的需要。

S.3  
中三級

Hope  
望

Singapore Learning Trip  
五日四夜  
「新加坡研習之旅」

To learn personal self-reliance, promote teamwork and problem-solving, and develop resilience and grit.  
學習個人自理，促進團隊合作及解難，鍛鍊堅毅心志及抗逆能力。

Since the programme's inception, it has received strong affirmation and support from both students and parents. Through various activities, students gain a deeper understanding of the Christian faith, with the hope that they will embody the spirit of "Faith, Hope, Love" during challenging times. Each activity becomes an important collective memory in the lives of Tsung Tsin students, nurturing their character and effectively helping them establish a sense of belonging, optimism, and happiness.

計劃自創校實施至今，深得學生與家長的肯定與支持，每一次活動皆成為基崇學生在中學生涯中重要的集體回憶。透過計劃內的各項活動，學生得以更深入認識基督教信仰，並建立歸屬感、樂觀感、幸福感等正向價值，在經歷困難時發揮「信、望、愛」的精神，培育出良好的品格。

# Class Management

## 班級經營

TTCA implements moral and values education through a "whole-school participation model." Class management is based on a class-centred approach, complemented by a form-based support system, which includes class periods and inter-class competitions. Our school has been practicing a dual-class teacher system for many years, integrating the spirit of Christian values education while referencing the Education Bureau's recommendations for "Moral, Civic, and National Education." Each year, relevant themes for class periods and activities are formulated based on the unique characteristics and needs of students at different levels, fostering mutual trust between teachers and students and appropriately assisting in their growth.

基崇以「全校參與模式」推行品德教育和價值教育。本校之班級經營是以班為本，以級為輔的橫向發展模式，設有班主任課和班際比賽。本校推行雙班主任制多年，結合基督教價值教育的精神，並參考教育局「德育、公民及國民教育」的建議，按照各級學生的不同特性及需要，逐年制訂相關主題的班主任課及活動，讓班主任與學生建立互信關係，適切地幫助學生成長。

Year 班級	Objectives 目標	Priority Moral Values 重點培育價值		Year 班級	Objectives 目標
S.1 中一	Students should adjust into campus life, get along with others, and be familiar with school rules and culture. 學生能投入學校生活，懂得與人相處，熟悉校規及學校文化。	Empathy 同理心 Benevolence 仁愛 Responsibility 具責任感 Self-care Ability 自理能力	National Identity 國民身份認同 Law-abidingness 守法	S.4 中四	Students should adjust into senior school life with a sound foundation and develop resilience against social impact. 學生為適應高中的學習生活打好基礎，並懂得回應社會文化的衝擊。
S.2 中二	Students should mature in character, actions and speech. 學生具更成熟的人格，行為和言語表現合宜。	Respect for Others 尊重他人 Humbleness 為人謙卑 Accept the Opinions of Others 接納別人意見 Filial Piety 孝親		S.5 中五	Students should be well-prepared for their studies and higher education, and be able to reflect upon their own personal values. 學生為升學就業作好準備，
S.3 中三	Students should grow in wisdom and know right from wrong in preparation for senior forms. 學生具備智慧和明辨是非的能力，為升讀高中作好準備。	Resilience 抗逆力 Care for Others 關愛他人 Unity 團結		S.6 中六	Students should be well-equipped for public examinations and higher education, as well as manage stress effectively. 學生為應付文憑試及升學就業作最後準備，懂得面對及處理壓力。



## Class Periods 班主任課

The cultivation of qualities is grounded in positive teacher–student relationships, where mutual trust and emotional connections are essential. In addition to class teachers' individual care for students, inter–class activities and competitions are organised by students to enhance class cohesion and develop leadership skills. These activities encompass various domains, including moral, intellectual, physical, social, aesthetic, and spiritual aspects. They are particularly engaging, as teachers and students strive together, promoting relationships and enhancing students' sense of belonging to the school.

素質培育建基於良好的師生關係，兩者之間的互信和感情至為重要。除了班主任對個別學生的關顧外，亦有由學生籌劃的班際活動或比賽，以提升班內的凝聚力及學生的領袖才能。班際比賽及活動涵蓋德、智、體、群、美、靈等範疇。當中，各種班際師生競技尤其刺激，師生於場上共同奮鬥，既能促進關係，也能提升學生對學校的歸屬感。

### Priority Moral Values 重點培育價值

Integrity  
誠信  
Commitment  
承擔精神  
Sacrifice  
犧牲精神

Perseverance  
堅毅  
Diligence  
勤勞

Perseverance  
堅毅不屈  
Diligence  
勤勞

National  
Identity  
國民身份認同  
Law-abidingness  
守法

### Scope 範疇

Aesthetics 美學

Intellect 知識

Physicality 體能

Spirituality 靈性

Music 音樂

Social Harmony 群體相處

### Inter-class Competitions and Activities 班際比賽及活動

- Classroom Board Design 課室壁報設計
- Quizzes 問答比賽
- Dodgeball Competition 閃避球比賽
- Basketball Competition 籃球比賽
- Football Competition 足球比賽
- Inter-class Competition Assemblies 周會競技比賽
- Inter-class Running Relays 班際接力跑
- Inter-class Swimming Relays 班際接力自由泳
- Fellowship & Class Periods 團契及班主任課
- Christmas Music Contest 聖誕節音樂比賽
- School Picnic 旅行日
- Christmas Party 聖誕派對

## Morning Devotion, Assemblies and Growth Groups: Cultivation from Individuals to Groups

早會、週會及成長小組：  
由個人到群體的培育

### Morning Devotion 早會

Morning devotion is a vital platform for moral education at TTCA. Each morning, staff and students gather for messages, prayers, and hymns led by teachers and students. Topics vary widely and include the school's annual themes, faith reflections, moral education, leadership experiences, and civic education. Themes of the morning devotion messages include:

早會乃基崇推行品德教育的重要平台。全體師生於早上集隊後，由負責老師及學生帶領早會分享信息、祈禱及唱詩歌。信息分享多元，包括學校全年主題、信仰反思、品格價值教育、領袖生經驗分享以及國民價值教育。早會信息分享的主題內容包括：



Period 時段	Unit(s) Involved 負責單位	Content of Morning Devotion 早會分享內容
Daily Reports 每天報告	English Department 英文科	Reports presented by students who are trained by English teachers 由英文科老師挑選及訓練學生上台進行報告
Mondays & Thursdays 星期一、四	Christian Teachers and/or Students 基督徒老師或基督徒學生	Sharing of inspirational faith messages and content with faith elements 分享啟發性的信仰信息及具信仰元素的內容
Tuesdays 星期二	Student Leaders 學生領袖	Sharing by student leaders 挑選及訓練學生領袖作分享
Wednesdays 星期三	Class Teachers 班主任	Class affairs and/or message sharing within class 班務/班內分享
Fridays 星期五	Student Leaders and National Education Committee 學生領袖 國民教育組	Flag-raising ceremony and sharing on National Security Education, National Achievements and Development, and Moral, Civic, and National Education 升旗禮及進行「國家安全教育」、「國家成就和發展、德育、公民及國民教育」分享
One to Two Award Ceremonies per Term 每學期一至兩次頒獎禮	Student Activities Committee 課外活動委員會	Recognition of students' achievements in various areas 表揚學生於各範疇的良好表現及所獲得的獎項

## Assemblies 周會

Our school integrates diverse assembly activities and class periods to holistically develop students. Assembly topics address students' physical, mental, and spiritual needs at different stages, including life education, religious education, career planning, civic and national education, moral education, sex education, environmental education, inter-class competitions, and social service preparation. Major events include the S.6 farewell party, campus cleaning day, house meetings, and student leaders inauguration ceremonies.


本校結合多元化的週會活動及班主任課，全面培養學生的全人發展。週會課題針對中學生不同階段的身、心、靈需要，涵蓋生命教育、宗教教育、生涯規劃、公民及國民教育、品德教育、性教育、環保教育、班際比賽、社會服務、活動籌備等。週會亦設有大型活動，如中六生惜別會、校園清潔日、四社會員大會、學生領袖就職典禮等。

## Diverse Growth Groups and Mental Health Promotion 多元成長小組與心理健康推廣

Our school emphasises the holistic development of students, supporting those with various educational needs through a consistent six-year approach. Educational psychologists, speech therapists, on-campus social workers, and external professionals lead growth groups and workshops, enhancing students' communication and social skills, resilience, and positive outlook on life through experiential activities. These activities help students understand themselves and explore their inner needs while fostering friendships through interaction. The groups and workshops include effective learning groups, summer growth challenge workshops, expressive arts workshops, "Self-Exploration" growth groups, adolescent mindfulness groups, "Six Colour Blocks" training groups, attention training groups, strengths-based groups (e.g., latte art, juggling, magic, Lego SPIKE engineering), junior emotional care groups, and senior career planning workshops. In response to the complexities of adolescent romantic and sexual issues in the context of new media development, our school collaborates with external organizations to conduct relationship and sex education workshops and groups, including simulated romantic experience games and interactive theatre, to guide students in recognizing and reflecting on their values, establishing correct sexual concepts, and fostering respectful and healthy interpersonal choices.

本校十分重視學生的全人發展，因應學生的個別需要，以六年一貫的方式支援及照顧不同教育需要的學生。本校教育心理學家、言語治療師、駐校社工及校外專業人士等，會合作帶領不同的成長小組及工作坊，讓學生以活動形式提升溝通及社交能力、抗逆能力，建立正面的人生觀。活動既能助學生認識自己、探索內在需要，朋輩之間的互動也能幫助學生建立友誼。小組及工作坊包括：高效學習小組、暑期成長挑戰工作坊、表達藝術工作坊、「自我探索」成長小組、青少年靜觀小組、「六色積木」訓練小組、專注力訓練小組、強項為本小組（如咖啡拉花、雜耍、魔術、Lego SPIKE 工程師）、初中情緒關懷小組及高中生涯規劃工作小組等。在新媒體發展下，青少年面對更複雜的戀愛與性的問題，為回應青少年的成長需要，本校近年與外間機構合作舉辦不同關於戀愛及性教育的講座與小組，例如以模擬戀愛體驗遊戲及互動劇場等形式引導學生認識及反思自己的價值觀，建立正確的性觀念，培養恰當的與人相處之道，作出尊重他人及健康的選擇。





Furthermore, adolescent mental health is a significant concern for TTCA. The school uses junior secondary homework surveys, a school-wide emotional stress identification questionnaire, and centralised subject assessments to understand and respond to students' needs, promoting their mental health. Various mental health promotion activities are organised by teachers and students to encourage maintaining a sound mental state, accumulating positive emotional experiences, and enhancing psychological resilience to face the challenges of growth.

此外，青少年的精神健康是基崇的重要關注，校方透過初中功課調查、全校性的情緒壓力識別問卷及中央統籌協調科目測驗，了解及回應學生的需要，從而促進學生的精神健康。師生又舉辦各類精神健康推廣活動，鼓勵學生保持良好精神狀態，累積正向情緒經驗，加強學生的心理韌力，積極面對成長的挑戰。

## ***Christian Ethics Education*** **基督教倫理教育**

Our school has established a Christian Ethics curriculum for students at all levels, aiming for students to:

本校為各級學生設立基督教倫理科，期望學生：

- 1. Understand Christian Values and Principles**明白基督教價值觀和原則  
Students will gain a profound understanding of core Christian values, including the spirit of Faith, Hope, and Love.  
學生能夠深刻了解基督教的核心價值觀及其背後的原則，包括信、望、愛的精神。
- 2. Practice Biblical Teachings and Values**實踐聖經教導與價值觀  
Students will apply biblical teachings in daily life, cultivating good character, responsibility, and morality.  
學生能夠在日常生活中實踐聖經的教導，並內化這些價值觀，從而建立良好、正面的品格，成為有責任感和道德感的人。
- 3. Analyse Christian Perspectives and Principles**基督教立場與原則分析  
Through learning Christian ethics, students will use Christian perspectives to analyse and resolve life issues, enhancing moral judgment and self-reflection.  
學生能夠通過學習基督教倫理，運用基督教的立場和原則來分析和解決生活中的各種問題，提升道德判斷力和自我反思能力。
- 4. Integrate Faith with Life**信仰與生活的結合  
Help students combine Christian faith with daily life, ensuring consistency between words and actions, and exerting a positive influence in personal and social contexts.  
幫助學生將基督教信仰與日常生活有機結合，做到言行一致，從而在個人和社會生活中發揮積極影響。



## Life Education Programme

## 生命教育計劃

### Religious Activities

### 宗教活動

In addition to our distinctive 12-disciple Scheme, our school arranges various religious activities, including weekly student fellowship meetings, biannual evangelistic weeks, seasonal worship services, and evangelistic events. We also have student fellowship staff and a worship team, both dedicated to nurturing student leaders who learn to use their gifts for service and evangelism.

除本校特色的「十二門徒計劃」外，本校亦會安排多元的宗教活動，包括每星期的學生團契、一年兩次的福音週、節期崇拜、佈道會等活動。本校亦設學生團契職員及敬拜隊兩個領袖生團隊，致力培養領袖生，學習善用恩賜作事奉及投入傳福音工作。

### Social Services

### 社會服務

Our school is committed to enabling students to engage in various social activities and volunteer services, both within and outside the school, in conjunction with the 12-disciple Scheme. This allows students to emulate Christ's example, embody biblical teachings, practice our faith, and learn the spirit of mutual concern and love.

本校結合十二門徒計劃，致力讓同學參與校內及校外不同形式的社區活動與義工服務，讓同學得以仿效基督的樣式，體現聖經的教導，實踐我們的信仰，懂得關心社會，彰顯互助互愛的精神。



### S.1 Volunteer Services 中一級義工服務：

Under the guidance of disciple teachers, students participate in the "12-disciple Charity Carnival," selling homemade foods, beverages, and stationery during lunch breaks. Students plan, price, promote, and sell, gaining valuable experience in event organization while fundraising for social welfare organisations. In addition, all S.1 students, led by social workers and class teachers, participate in volunteer services such as visiting elderly homes, bringing vibrancy and hope to the monotonous lives of seniors with their youthful enthusiasm.

十二門徒老師帶領中一級學生籌辦「十二門徒慈善嘉年華」。嘉年華以門徒小組為單位，於午膳時間義賣各種不同的自製食物、飲品、文儀用品等。活動中，學生包辦籌劃、定價、宣傳、銷售等過程，既能從中汲取籌劃活動的經驗，更能為社福機構籌得善款。此外，所有中一學生亦會在社工及班主任帶領下，參與探訪老人院舍等義工服務，以年輕人的熱情為長者枯燥的生活增添色彩及盼望。

### S.2 Volunteer Services 中二級義工服務：

Through the 12-disciple Scheme, students serve underprivileged communities, such as kindergarten children, elderly individuals living alone, and low-income families. This not only strengthens relationships between teachers and students but also brings Christ's love into the community.

通過「十二門徒計劃」服侍弱勢社群，例如幼稚園學童、獨居長者、低收入家庭等。在加強師生關係的同時，將基督的愛帶入社區。

### S.3 Volunteer Services 中三級義工服務：

Volunteer services for S.3 students extend overseas. During the 12-disciple Scheme — Singapore Study Trip, students participate in local volunteer services, embodying the style of Christian faith.

中三級的義工服務更拓展至海外，學生在參與「十二門徒計劃·新加坡研習之旅」期間，通過投入當地義工服務，實踐基督信仰的樣式。

### Service Team 義工服務隊：

Our school features a volunteer service team that includes students from all grades. Members assist in organizing regular activities and participate in community outreach such as phone visits to seniors, animal care services, and experiential activities for individuals with intellectual disabilities. We have also hosted a "Guide Dog Education Seminar," raising awareness among students about marginalised voices in society and teaching them to respect and accommodate diverse needs.

本校特設義工服務隊，隊員覆蓋所有年級之學生，協助籌辦常務活動，並參與長者電話慰問、動物清潔、智障人士與殘障人士生活體驗等校外服務及活動。本校亦曾舉辦「導盲犬教育講座」，邀請香港導盲犬協會的視障人士及導盲犬到校，與同學分享導盲犬的訓練過程以及視障人士面對的困難和挑戰等，引發同學關注社會上小眾的聲音，學習尊重並包容社會上不同人士的需要。

### Charitable Donations 其他捐獻：

In addition to participation, our school engages in charitable donations, participating in Oxfam's "Oxfam Red Packet Collection Campaign," encouraging students to contribute part of their red packets to assist those in need, thereby learning the principle that "it is more blessed to give than to receive."

除了親身參與，本校亦參與樂施會舉辦的「樂施減貧利是收集大行動」，鼓勵同學捐出部份利是，幫助社會上有需要的群體，從而學習「施比受更有福」的道理。

These initiatives allow students to fully experience the spirit of "Faith, Hope, Love" encapsulated in our motto, enabling growth across various dimensions.

透過上述多元化的社會服務，本校盼望學生能充分體驗校訓中「信、望、愛」的精神及相關的品德價值，讓學生得以在不同向度中有所成長。

# Environmental Education

## 環保教育

Grounded in biblical and Christian educational principles, our school teaches students to love God, others, and all of creation. We instill the belief that our existence on Earth is a result of God's creation, and thus caring for the environment is a crucial part of following God's teachings. This academic year, our school actively promotes waste segregation, food waste separation, and recycling of aluminum cans and beverage cartons, encouraging students to practice these principles and become individuals who understand the importance of love.

本校以聖經及基督教的教育理念為根基，教導學生愛神、愛人以及身邊的一切事物，讓學生明白我們置身的地球乃緣於神的創造，所以愛護環境是我們遵從神的教訓的其中一環。本學年，學校積極推動環保教育，包括推行垃圾分類、廚餘分類及鋁罐及紙包回收等措施，期望同學能躬行實踐，做一個懂得去愛的人。

Additionally, our school conducts activities to help students appreciate the beauty of the environment, learn the responsibilities of protecting and maintaining it, and integrate textbook knowledge into practical activities. We collaborate with the school's horticulture team and farm instructors to teach students about caring for crops. Simultaneously, students apply biological classification and biodiversity survey methods learned in science classes to their surroundings, fostering knowledge application and love for the environment, and cultivating environmental stewardship.

同時，本校亦透過舉辦不同類別的活動，讓學生學會欣賞環境的美麗、承擔起維護環境的責任，同時把課本的知識融入於各類活動之中。本校曾與校內花王以及不同的農場導師合作，教導學生照料農作物。期間，老師指導學生將科學科教授的生物分類和物種多樣性調查法運用於身處的環境中，期望學生能學以致用，將知識及對環境的愛與生活結合，培養學生愛惜環境的品格與能力。





# Life Planning

# 生涯規劃

Life planning is a thoughtful process crucial for adolescent development. It enables students to consider various aspects of life, including learning, work, interpersonal relationships, and leisure, allowing them to plan comprehensively and implement their plans step by step. Career development involves not only occupational choices and practices but also developmental needs, value orientations, and potential realization at different life stages. Our school implements life planning from junior to senior secondary levels, guiding students from self-understanding to understanding the work world, setting goals, and preparing for further studies and employment.

生涯規劃是一個「深思熟慮」的過程，對青少年的未來發展十分重要。本校希望學生能涵蓋學習、工作、人際關係、閒暇等不同範疇，全面地規劃一生，並在社會中積極實踐所訂的計畫。事業發展不僅是職業抉擇和實踐，更涉及人生不同階段的發展需要、價值取向、潛能發揮等，因此本校將生涯規劃從初中開展至高中，進行一系列循序漸進的課程、活動，幫助學生從自我認識開始，逐步了解社會和工作環境，學會訂立目標，為升學及就業做好準備。

## Major Areas of Learning

學習範圍大致如下：

- **Self-Understanding and Development**

**自我認識及發展**

- **Career Exploration**

**職業探索**

- **Planning and Management**

**生涯規劃與管理**



## 中 S1 一

### Objectives目標：

To introduce students to life planning; help them learn about their own personality, interests, and abilities through aptitude tests.

讓學生初步認識生涯規劃概念，透過能力傾向測試協助學生初步了解自己的性格、興趣和能力。

### Activities 活動：

Life planning classes, assemblies and seminars, student and parent talks, etc.  
生涯規劃課、週會及講座、學生及家長講座等

### Objectives目標：

To highlight the importance of advanced higher education planning; explore career prospects and broaden horizons in preparation for further studies and careers.

透過不同活動，讓學生初探工作世界以擴闊視野，帶出預早籌劃升學與就業的重要性。

### Activities 活動：

Life planning classes, assemblies and seminars, student and parent talks, etc.  
生涯規劃課、週會及講座、學生及家長講座等

## 中 S2 二



## 中 S3 三



### Objectives目標：

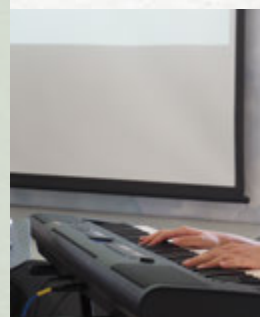
To help students understand their own characteristics through career aptitude tests; to assist students in subject selection and prepare them for further studies and careers.

透過事業探索測試讓學生了解個人特質，以協助學生揀選高中選修科，為升學及就業作準備。

### Activities 活動：

Life planning classes, career aptitude tests, mock subject selection workshops, further studies and employment groups and individual counselling, assemblies and seminars (including introductions to senior secondary subjects), student and parent talks (including introductions to senior secondary curriculum), visits to education and career expos, student learning profile, etc.

生涯規劃課、事業探索測試、模擬選科工作坊、升學及就業小組及個別輔導、週會及講座(包括高中選科簡介)、學生及家長講座(包括高中課程介紹)、參觀教育及職業博覽、學生學習概覽等



## 中 S4 四



### Objectives目標：

To reflect on personal strengths and weaknesses; to explore different higher education and career pathways; to equip oneself for achieving future goals.

讓學生反思自己學習上的強項和弱項，提供機會讓學生認識不同升學途徑及探索不同的工作世界；期望學生能以擴闊視野，及早裝備自己，達成目標。

### Activities 活動：

Life planning classes, workshops on senior secondary education planning, further studies and employment groups and individual counselling, assemblies and seminars (including career information days and celebrity sharing sessions), student and parent talks (including non-local study introductions), visits to local tertiary institution information days, visits to education and career expos, local and overseas further studies resource corners, student learning profile, applied learning courses, IAL subject selection counselling, etc. 生涯規劃課、高中升學規劃工作坊、升學及就業小組及個別輔導、週會及講座(包括職業資訊日、名人分享會)、學生及家長講座(包括非本地升學介紹)、參觀本地大專院校資訊日、參觀教育及職業博覽、本地及海外升學資源閣、學生學習概覽、應用學習課程、IAL選科輔導等



## 中 S5 五

### Objectives目標：

To learn about different professions, uncover interests and potential through internships; to enhance workplace skills such as communication, teamwork, and time management.

讓學生參與職場實習，以了解不同職業並發掘自己的興趣和潛能。實習過程中，我們亦期望學生能夠提升溝通、團隊合作和時間管理等職場技能。

### Activities 活動：

Life planning classes, life planning workshops, university subject selection and interview workshops, further studies and employment groups and individual counselling, assemblies and seminars (including career information days and celebrity sharing sessions), student and parent talks (including non-local study introductions), visits to local tertiary institution information days, visits to education and career expos, local and overseas further studies resource corners, student learning overviews, writing self-introductions for university joint admissions, and workshops on experiences and achievements from competitions/activities, industry exploration, work internships, or summer learning experiences, applied learning courses, etc.

生涯規劃課、生涯規劃工作坊、大學選科及面試工作坊、升學及就業小組及個別輔導、週會及講座(包括職業資訊日、名人分享會)、學生及家長講座(包括非本地升學介紹)、參觀本地大專院校資訊日、參觀教育及職業博覽、本地及海外升學資源閣、學生學習概覽、撰寫大學聯招「自我簡介」及比賽 / 活動的經驗及成就工作坊、行業探索、工作實習或暑期學習體驗、應用學習課程等



## 中 S6 六

### Objectives目標：

To provide higher education support; understand interests, abilities, and entry requirements for further studies and careers.

升學支援，讓學生了解自己的興趣、能力，大專學院收生要求等，以作升學及就業選擇。

### Activities 活動：

Life planning classes, mock interview workshops, further studies and employment groups and individual counselling, diploma exam or IAL results release and further studies counselling, assemblies and seminars (including university joint admissions subject selection, diverse further studies introductions, alumni sharing), student and parent talks (including local and non-local study introductions, HKDSE results release briefing and support), visits to local tertiary institution information days, visits to education and career expos, local and overseas further studies resource corners, student learning profile, writing self-introductions for university joint admissions, applied learning course, etc.

生涯規劃課、模擬面試工作坊、升學及就業小組及個別輔導、文憑試或IAL放榜及升學輔導、週會及講座(包括大學聯招選科、多元升學介紹、校友分享)、學生及家長講座(包括本地及非本地升學介紹、文憑試放榜流程簡介及支援)、參觀本地大專院校資訊日、參觀教育及職業博覽、本地及海外升學資源閣、學生學習概覽、撰寫大學聯招「自我簡介」及比賽 / 活動的經驗及成就工作坊、應用學習課程

# Nourishing Talents and All-Round Development

## 人才培育及多元發展

Our school prioritises leadership training and development, firmly believing today's students will become tomorrow's societal leaders. We are dedicated to equipping student leaders through programmes like "Junior Leadership Training," "Senior Servant Leadership Training," and "Team Leadership Training" for both junior and senior levels. Chairpersons and vice-chairpersons of all school teams participate in "Servant Leadership Training" to enhance their leadership skills and resilience, laying a solid foundation for their teams. Participants in "Team Leadership Training" learn to organise activities, fulfil responsibilities, and nurture future team members.

本校一向重視領袖培養及訓練，我們深信今日的學生是明日的社會領袖，學校應不遺餘力地裝備學生的領導能力。本校為培育高中及初中的學生領袖，特別開設「初中領袖訓練」、「高中僕人領袖訓練」及「團隊領袖訓練」（初中及高中）。校內各團隊的正副主席，均須參加「僕人領袖訓練」，以提升他們的領導才能和抗逆能力，為領導團隊打好基礎。參加「團隊領袖訓練」的學生，將學習如何籌備活動、為自身崗位盡本份，為各團隊培育後進。

	Participants 對象	Objectives 目標	Activities 訓練活動
Self-guided Student Leader Expedition 學生領袖自行籌辦海外遊學團	Student leaders 學生領袖	To cultivate autonomy and decision-making skills by planning an overseas study tour, designing group activities, and creating a budget. Enhance organizational abilities, teamwork, and financial management skills while exploring diverse cultures. 培養學生領袖的自主性與決策能力，通過自主規劃海外遊學團的行程、設計團體活動和編製預算，提升其組織能力、團隊合作精神及財務管理技巧，同時促進對多元文化的理解與探索。	Student-led Overseas Study Tours 學生自行籌辦的海外遊學團
Servant Leadership Training 僕人領袖訓練	Captains and Vice Captains of Student Leadership Teams (S.4 and S.5 Students) 各團隊的正副隊長 (中四及中五學生)	To strengthen leadership skills, including integrity, time management, communication strategies, and problem-solving abilities. 提升領導能力，包括誠信、時間管理、溝通技巧、籌劃活動及解難能力。	Workshops and Outdoor Adventure Training 工作坊 戶外歷奇訓練



	Participants 對象	Objectives 目標	Activities 訓練活動
Team Leadership Training 團隊領袖訓練	Members of Student Leadership Teams 各領袖團隊成員	To explore potential and nurture future leaders. 發掘潛能，培養學生於未來成為團隊領導	Workshops and Outdoor Adventure Training 工作坊 戶外歷奇訓練
Junior Form Leadership Training 初中領袖訓練	S.2 and S.3 Students 中二及中三學生	To cultivate leadership qualities, preparing them for future leadership roles by equipping them with skills for organising activities and appreciating others. 培育中二及中三學生認識自我，了解個人領袖特質，懂得欣賞別人及裝備籌劃活動技巧。	
	S.1 Students 中一學生	To cultivate leadership qualities and prepare them for future leadership roles. 培育中一學生認識自我，了解個人領袖特質。	

## Student-Led Events 學生自主籌備活動

Our school values student autonomy. Positions like Student Union members and class committees are filled through elections, where students vote for their representatives. Successors of other student leaders such as Prefects and Peer Mentors are selected by current student leaders. Students have ample opportunities to participate in school activities, with teachers providing review, supervision, and safety assurance. Students handle all planning and execution, reflecting their role as stakeholders.

本校高度重視學生之自主性發展，例如學生會、四社等學生領袖崗位，均須經過競爭角逐等一系列學生主導的競選環節，再由學生一人一票選出。其他學生領袖崗位如領袖生、學兄學姊等，亦由現任學生領袖挑選其繼任者，而非由學校指定人選。除學生領袖外，其餘同學也有豐富的自主參與學校活動事務的機會。期間，負責教師只承擔審核、監督及安全保障角色，此外從計劃到執行均由學生一力承擔，以體現學生作為學校持份者之一的「當家作主」特色。

For example, sports day events are organised by a student committee. Major events like Teacher's Day, dodgeball competitions, charity dress-down days, and talent shows are prepared by the house committees and the Student Union. The "Lunch-time School Affairs Forum" is entirely managed by the Student Union.

如本校之陸運會及水運會，均由學生籌委會參與籌備及執行。而學校的社際比賽及各類大型活動，如敬師節活動、閃避球比賽、慈善便服日、才藝比賽等，均由四社幹事及學生會籌備執行。而校方更將「午間校政論壇」這重要活動交予學生會全權代策代行。

Additionally, our school has a Peer Mentor programme to support S.1 newcomers. Senior students receive training to understand and empathise with others. They engage with S.1 students through lunchtime and extracurricular activities, providing academic and social support, while learning the spirit of service.

本校更設有朋輩輔導計劃，以照顧中一新生。高年級學生會先接受各種訓練裝備自己，例如學習了解別人、建立同理心等，然後透過校內的午間活動及校外活動，與中一學生建立關係，從而在學業和人際相處方面支援學弟學妹，讓中一學生能更順利融入學校，同時亦可令高年級學生學習服務精神。

## Student Shining Platform

### 學生閃亮平台

To cultivate students' self-confidence, it is essential to provide them with a platform to showcase their strengths, take pride in their achievements, and become role models for their peers. Our "Shining Platform" offers diverse opportunities to help students build confidence and strive for excellence. This includes:

若要培育學生的自信，必須讓學生有平台發揮一己之長，以自己的成就為榮並獲得尊重，成為其他學生的楷模。本校的「閃亮平台」旨在提供多元化的方式，幫助學生建立自信、邁向卓越。閃亮平台的內容包括：

1. Monthly award ceremonies during morning assemblies to recognise outstanding performances in academics, sports, recitation, music, and the arts.

每月定期在早會舉行頒獎禮肯定學生在學術、體育、朗誦、音樂及藝術等領域的傑出表現；

2. The school's social media and publications, such as "TTCiAn" and "Extracurricular Activities Special Edition," also acknowledge student achievements. "TTCiAn" features interviews with students who excel in various fields and showcases their work in literature and arts.

於本校社交媒體、出版刊物如《基崇家書》、《課外活動特刊》等肯定學生的成就，其中《基崇家書》專訪不同領域具有突出表現的學生，亦刊登學生在文學或藝術創作上的優秀作品；

3. Moreover, the school has diversified its conduct evaluation criteria to encourage participation in extracurricular activities, competitions, and community service, enabling students to build confidence while embodying the spirit of "Faith, Hope, Love."

在學生操行評分準則上，設多元化的指標，鼓勵學生參與課外活動、比賽和社會服務，從中取得成就，建立自信，展現校訓「信、望、愛」的精神；

4. Scholarships in academics, music, service, sports, arts, and debate emphasise the importance of holistic development.

設有學業、音樂、服務、體育、藝術、辯論等獎學金，表現對學生全人發展的重視。







## Music, Sports, Chinese Debate and Dance 音樂、體育、 中辯及舞蹈

Our school places great importance on developing students' potential in music and sports. TTCA has consistently achieved remarkable results, winning numerous awards in inter-school swimming, badminton, table tennis, basketball, soccer, and music competitions. The recorder team has excelled, receiving multiple awards locally and internationally, and has performed in mainland China, Japan, and Taiwan. Looking ahead, the choir, orchestra, and Chinese music ensemble are key areas for future development.

本校十分重視學生音樂、體育方面的發展，以發掘學生的潛能。基崇的音樂、體育活動成績彪炳，歷年來奪得多個全港學界游泳、羽毛球、乒乓球、籃球、足球、音樂比賽獎項。其中木笛隊成就斐然，在本港與國際屢獲殊榮，更多次被邀請到中國內地、日本、台灣等地參賽及作示範表演。展望將來，合唱團、管弦樂團及中樂團會是未來發展重點。

In recent years, the school has established popular teams like volleyball and handball, and built a volleyball court for practice. With the new indoor sports centre, badminton, basketball, and volleyball teams now have access to high-quality training facilities, allowing students to embrace their athletic spirit and compete, bringing honor to the school.

此外，本校近年新增深受同學歡迎的排球隊、手球隊等校隊，更增設排球場以供練習之用。隨著新翼室內體育館正式落成，能為羽毛球隊、籃球隊及排球隊提供更優質的訓練場地，讓學生竭盡全力發揮運動員精神參與賽事，為校增光。

The Chinese debate team stood out among over a hundred schools to win the championship in the 39th Sing Tao Inter-school Debating Competition and represented Hong Kong at the Hong Kong-Macao Secondary School Debating Championship, with team members receiving awards for Best Debater. Additionally, the debate team achieved first place in the Zhengming Cup, demonstrating exceptional accomplishments.

中文辯論隊在星島第三十九屆全港校際辯論比賽，在過百間學校中脫穎而出，勇奪中文組冠軍，並代表香港出席港澳中學辯論錦標賽，隊員更獲得賽事最佳辯論員。此外，中辯隊亦在爭鳴杯中取得第一名，成就卓著。

The dance team has also shown outstanding performance in recent years, achieving multiple awards, including first-class honors, in inter-school dance competitions shortly after its establishment.

舞蹈隊亦在近年有出色表現，成軍短短數年，已在校際舞蹈比賽中取得多個獎項，包括甲等獎，成就令人鼓舞。

## Interdisciplinary Overseas Trips 跨學習範疇 遊學團



Organizing overseas study trips to cultivate globally-minded future leaders is a key focus of TTCA's recent development. Our teachers also have opportunities to study abroad, bringing international teaching practices back to our school. These interdisciplinary trips align with the curriculum, providing a comprehensive learning experience through cultural, artistic, educational, sporting, and religious exchanges. Through firsthand experiences, students reinforce and reflect on classroom learning, broadening their horizons and expanding their global perspective.

舉辦遊學團以培育具國際視野的明日領袖，是基崇近年的發展重點。本校老師也有負笈海外的機會，把海外的教學特色引進基崇。基崇跨學習範疇遊學團旨在配合課程，為學生提供全方位學習經歷，包括多項文化、藝術、教育、體育及宗教交流，讓學生透過親身遊學體驗，鞏固和反思課堂學習；透過到訪國內及海外的機會，讓學生在不同國家進行交流及分享經驗，藉以增廣見聞，並開拓國際視野。

2023—24





2022 - 23  
Restart of Study Tours  
疫情剛去，遊學團重開

Singapore Learning Trip  
(for all S.3 students)  
新加坡研習之旅 (全中三級)

Melbourne Marine Resources  
Research Experience Tour  
(for S.4 & S.5 students)  
墨爾本海洋資源研究體驗團  
(中四、中五)

Boys' Basketball Team Training  
Camp in Taipei (for S.1–S.5  
Basketball Team Members)  
男子籃球隊台北集訓 (中一至中五)

Girls' Basketball Team Training  
Camp in Taipei (for S.1–S.4  
Basketball Team Members)  
女子籃球隊台北集訓 (中一至中四)

Boys' Football Team Training  
Camp in Guangzhou (for S.1–S.5  
Football Team Members)  
男子足球隊廣州集訓 (中一至中五)

2023 - 24

Paris iGEM Biotechnology Exchange  
and Cultural Experience Tour (S.5)  
巴黎iGEM生物科技交流及文化體驗團  
(中五)

Beijing Historical and Cultural Study  
Tour (for S.4–S.5 students)  
北京歷史文化學習團 (中四及中五)

Girls' Basketball Team Training Camp  
in Taipei (for S.1–S.3 Basketball Team  
Members)  
女子籃球隊台北集訓 (中一至中三)

Silk Road Historical and Cultural Study  
Tour (for S.1–S.5 students)  
絲綢之路歷史文化考察團 (中一至中五)

Student Leadership Trip in Seoul,  
South Korea (Student-led; for Senior  
Secondary Student Leaders)  
韓國首爾學生領袖自行籌辦海外遊學團 (高中)

Student Leadership Trip in London, UK  
(Student-led; for Senior Secondary Student  
Leaders)  
英國倫敦學生領袖自行籌辦海外遊學團  
(中二至中五)

Singapore Learning Trip  
(for all S.3 students)  
新加坡研習之旅  
(全級中三)

Belt and Road Middle East Tour – Dubai and  
Abu Dhabi Study Tour (for S.1–S.2 students)  
一帶一路中東行——魅力沙漠大都會杜拜、  
阿布扎比遊學團。(中一至中二)

Athletic, Badminton and Football Teams  
Training Camp in Fukuoka, Japan  
日本福岡田徑、羽毛球及足球集訓團

Canada English Learning Trip  
(for S.2–S.3 students)  
加拿大英語學習團  
(中二至中三)

Tsung Tsin Mission Short Missionary Trip  
in Sabah, Malaysia  
崇真會馬來西亞沙巴短宣團

2024 - 25  
(To be confirmed)  
(待定)

Singapore Learning Trip  
(for all S.3 students)  
新加坡研習之旅 (全中三級)

Paris iGEM Biotechnology Exchange  
and Cultural Experience Tour (S.5)  
巴黎iGEM生物科技交流及文化體驗團  
(中五)

Girls' Basketball Team Training Camp  
in Fukuoka, Japan  
(for S.1–S.4 Basketball Team Members)  
女子籃球隊日本福岡集訓(中一至中四)

Belt and Road Middle East Tour –  
Dubai and Abu Dhabi Study Tour  
(for S.1 students)  
一帶一路中東行——魅力沙漠大都會  
杜拜、阿布扎比遊學團。(中一)

Canadian Northern Lights Ecological  
Experience Tour (for S.3–S.5 students)  
加拿大北極光生態體驗團  
(中三至中五)

Music and Cultural Tour in Austria  
(for S.2–S.5 students)  
奧地利音樂文化遊學團  
(中二至中五)

Antarctic Study Exchange Tour  
(for S.4 students)  
南極遊學交流團  
(中四)

European Historical and Cultural  
Study Tour (for S.1–S.5 students)  
歐洲歷史文化學習團  
(中一至中五)

Technology Exchange and Cultural  
Experience Tour in London, UK and  
Denmark (for S.4–S.5 students)  
英國倫敦、丹麥科技交流及文化體驗團  
(中四至中五)



## Revitalised Space for Future Education 活化空間使用 · 切合未來教育

We believe education should be inclusive, focusing on individualised teaching to unlock students' potential for facing future challenges. According to the OECD's vision for "Future Education and Skills," schools should cultivate "Student Agency," enabling students to influence their lives and surroundings actively. This vision aligns with our approach, which includes:

我們深信，教育應該是有教無類，只要因材施教，定能充分發揮學生潛能，以應付將來環境、經濟、社會等當下無法預測的挑戰。根據聯合國經合組織OECD所倡議的「未來教育和技能」，學校應該著眼培養學生的「能動性」（Student Agency），即是學生有能力和意願積極影響自己的生活和周圍的世界。各組織及專家研究所提出的未來願景，與本校的具體操作不謀而合。其中包括：

1. Preparing students to become global citizens.  
為學生成為社區甚至乎全球化的公民而做好準備；
2. Providing positive values and role models.  
提供正向價值觀和模式；
3. Helping students adapt to new technologies, using them appropriately and ethically.  
幫助學生適應新技術，同時引導他們以適當並合乎道德的方式使用這些技術；
4. Instilling a willingness for lifelong learning.  
建立學生在人生中繼續學習的意願。

Relying solely on performance metrics is outdated; today's knowledge and skills may not meet tomorrow's demands. Schools must emphasise creativity, adaptability, and resilience, along with strong language and communication skills. TTCA's vision is to develop adaptable, creative, communicative Christians who care about the world, enabling them to thrive in the 21st century. Academically, students should integrate STEAM and HELP (Humanities, Economics, Literature, Politics) skills to become true future talents.

在教育現場，只追求成績指標已屬過時，今天的知識和技能未必是明天所需，學校必須強調學生在未來的創造力、適應力及應變力，良好的語言及溝通能力更是未來高科技世代的必要工具。基崇的願景是不斷求變，培養學生成為具優秀適應力、創造力、語言溝通力及關懷世界的基督徒，能屹立於二十一世紀多變的環境。而學術上學生亦應具共通能力，具備貫通STEAM及HELP (Humanities, Economics, Literature, Politics) 的能力，成為真正的未來人才。



The school's spatial arrangements must meet future education needs. Since 2018, TTCA has provided large self-study spaces. In 2019, the library was relocated and renovated for more convenient, high-quality learning facilities. A fitness room was added to the rooftop, and a multi-functional performing arts studio was established on the seventh floor for drama, dance, and music, helping students discover their artistic potential. In 2022, a new indoor sports centre was built, providing courts for basketball, volleyball, and badminton. The seventh-floor STEAM Lab is expected to open in 2024–2025. By 2025–2026, the old wing rooftop basketball court will be renovated, adding five classrooms. A multi-purpose activity room in the new wing will feature a fencing hall and a large rehearsal space for drama performances. TTCA hopes these developments will connect with the community and work with parents to build a future learning space.

因此，學校的空間使用必須符合未來教育的需要。基崇2018年起已備有大型自修空間，學生們非常享受留校溫習。2019年，學校斥資搬遷改建了圖書館，提供更便捷、優質的學習配套設施。活動空間方面，學校於天台加設設備完善的健身室，供學生鍛鍊體能。此外，學校亦在7樓設立多功能演藝空間，內有設備完善的戲劇、舞蹈及音樂排練室，幫助學生發掘演藝潛能，在多元化演藝領域中盡展才華。2022年，本校於新翼天台興建室內體育館，提供一個標準籃球場、一個標準排球場及三個標準羽毛球場，讓學生可全天候使用體育設施，享受運動的樂趣。2024–2025年度，七樓STEAM Lab將會啟用。預計於2025–2026年度，舊翼天台籃球場將會完成改建，提供五個額外課室。接著，本校會於新翼增設一多元活動室，內設劍擊館及大型話劇排練室。基崇冀盼這一切的建設能與外界結連，與家長一心，共建未來學習空間。



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