Tsung Tsin Christian Academy
基督教崇真中學



TTCA Pastoral Care AND Student Development
基崇對學生的培育



VISION AND MISSION 基崇的信念

Tsung Tsin Christian Academy (TTCA) 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, capacity to be taught, and 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。

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Published by
Tsung Tsin Christian Academy
8 Lai Hong Street,
Cheung Sha Wan, Hong Kong
Tel: 27288727
www.ttca.edu.hk

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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 two decades, 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。二十多年過去，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 extolled 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，成功建立學生與學校的連繫。2021年再獲頒發「樂繫校園獎勵計劃 2020-2021」特別獎。

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. 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：



Character Qualities of TTCiAns
「基崇人」具備的品格素重質

Core Values based on Acronym of School Name 以學校英文名簡稱作核心價值	Truth 崇尚真理	Transformation 心意更新	Care 樂於關懷	Aspiration 積極上進
Based on School Motto 以校訓作基礎信念	Fide 信	Spes 望	Caritas 愛	Spes 望
Virtues 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 for 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和態度。



DOMAINS OF STUDENT DEVELOPMENT
學生培育領域

To effectively plan and implement student development, our school is led by the Student Development Committee. The committee oversees six departments responsible for formulating and executing relevant initiatives, and coordinates community volunteer services, morning assemblies, class periods, and school assemblies to holistically promote students' physical, mental, and character development.

為有效規劃及推進學生培育工作，本校由學生培育委員會統籌各部門工作。該委員會不僅協調六個專責部門，共同制定並執行涵蓋宗教及價值教育、訓導、輔導、升學及就業輔導、學生活動、學生福利等範疇的措施；同時統籌社區義工服務、早會、班主任課及週會等活動，全面促進學生的身心發展與品格培養。

Student Development Committee
學生培育委員會

Religious & Values Education 宗教及價值教育	▪ Christian Education 基督教教育 ▪ 12-Disciple Scheme 十二門徒計劃 ▪ Community Service 社會服務 ▪ Environmental Education 環境教育	
Student Activities 學生活動	▪ Student Union 學生會 ▪ House Activities 社際活動 ▪ Co-curricular Activities 聯課活動 ▪ Shining Platform 閃亮平台	
Discipline 訓導	▪ Discipline 訓導工作 ▪ Conduct Record System 操行系統 ▪ Prefects 領袖生	Joint Support from the Discipline Committee and Counselling Committee 訓輔合一支援
Counselling 輔導	▪ Counselling 輔導工作 ▪ SEN Support 特殊教育需要支援 ▪ Emotion Support Workshops 情緒支援工作坊 ▪ Civic, Moral & Sex Education「公、德及性」教育	
Student Welfare 學生福利	▪ Meals 膳食 ▪ Uniforms 校服 ▪ Books 書簿 ▪ Scholarships 獎助學金 ▪ Health and Medical Treatments 衛生及醫療 ▪ Insurance 保險	
Further Studies and Career Guidance 升學及就業輔導	▪ Further Studies and Career Counselling 升學及就業輔導 ▪ Life Planning 生涯規劃 ▪ Local and Overseas Higher Education 本地及海外升學 ▪ Job Placement Scheme for Senior Form Students 高中生工作實習計劃 ▪ Career and Life Planning Handbooks 生涯規劃小冊子	

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 fourteen students, overseeing their growth as mentors and companions throughout the three years of junior secondary education. Disciple teachers, grounded in Biblical teachings and embodying the school motto of "Faith, Hope, Love," emulate Jesus Christ as they share their own life journeys. They cultivate a relationship with students that is both instructional and personal, acting as both companions and essential sources of support throughout the students' development.

「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。

Major Events for the 12-Disciple Scheme
十二門徒計劃主要活動

Faith 信

S.1

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。



3-Day Life Camp
三日兩夜「生活營」

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.

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。

The program has been implemented since the school's founding and has received strong recognition and support from both students and parents. Not only does each activity become collective memory in the lives of our students, but they also gain a deeper understanding of the Christian faith and develop a sense of belonging, optimism, and happiness. These positive values enable them to embody the spirit of "faith, hope, and love" when facing challenges, fostering good character development.

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。



Love 愛 S.2

To contemplate their faith and enhance the importance of faith in their lives through individual and team activities.
透過個人及團隊活動，讓學生思考信仰，提升信仰在生命中的重要性。

3-Day Gospel Camp
三日兩夜「福音營」

Hope 望 S.3

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。

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

Approximately ten gatherings throughout each school year
每年約十次門徒聚會



Class Management
班級經營

TTCA implements moral and values education through a "whole-school approach." 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 employing 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." Relevant themes for class periods and activities are formulated every year, 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。本校之班級經營採用「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，因應各年級學生的不同特質與發展需求，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	
S.1	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.2	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.3	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.4	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。	Integrity 誠信 Commitment 承擔精神 Sacrifice 犧牲精神	
S.5	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，反思生命與個人價值觀。	Perseverance 堅毅 Diligence 勤勞	
S.6	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。	Perseverance 堅毅 Diligence 勤勞	



Class Management
班級經營

Character development is built upon a strong teacher-student relationship, with mutual trust and emotional connection being of utmost importance. In addition to the care provided by class teachers to individual students, the school also encourages students to independently plan various inter-class activities and competitions to enhance class cohesion and develop their leadership skills. These inter-class competitions and activities encompass areas such as moral, intellectual, physical, social, aesthetic, and spiritual development. Among them, the inter-class teacher-student competitions are particularly exciting, as teachers and students strive together on the field. These events not only strengthen their relationships but also deepen 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，本校亦鼓勵學生自主籌劃各項班際活動或比賽，以提升班內的凝聚力，並發展學生的領袖才能。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。

Inter-class Competitions and Activities 班際比賽及活動	
Aesthetics 美學	▪ Classroom Board Design 課室壁報設計
Intellect 知識	▪ Quiz Competition 問答比賽
Physicality 體能	▪ 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 班際接力賽跑 ▪ Inter-class Swimming Relays 班際游泳接力賽
Spirituality 靈性	▪ Fellowship & Class Periods 團契及班主任課
Music 音樂	▪ Christmas Music Contest 聖誕節音樂比賽
Social Harmony 群體相處	▪ School Picnic 旅行日 ▪ Christmas Party 聖誕派對



LIFE EDUCATION PLATFORMS
生命教育平台





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.

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、學生領袖經驗分享以及國民價值教育。

Daily Announcements 每日報告	Department of English Language 英文科	Announcements made 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 & Wednesdays 星期一、三	Teachers and Christian Students 老師及基督徒學生	Sharing inspirational faith messages, or the twelve core values and attitudes 分享具啟發性的信仰信息或十二項核心價值與態度
Tuesdays & Thursdays 星期二、四	Class Teachers 班主任	Class affairs and message sharing within the class 班務及班內分享
Fridays 星期五	Student Leaders and National Education Committee 學生領袖及國民教育組	Flag-raising ceremony and sharing messages on national security, national achievements and development, and moral, civic, and national education 進行升旗禮及分享國家安全、國家成就和發展、德育、公民及國民教育信息
Monthly Prize Presentation Ceremonies 每月頒獎禮	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傑出表現



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 assembly, campus cleaning day, house meetings, and student leaders inauguration ceremony.

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、義工服務籌備等。週會亦設有大型活動，如中六惜別會、校園清潔日、四社會員大會、學生領袖就職典禮等。



Diverse Growth Groups 多元成長小組

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.

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，引導其建立正面的人生觀。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。

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.

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。

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.

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。

Mental Health Awareness Campaign 心理健康推廣運動

Furthermore, adolescent mental health is a significant concern for TTCA. The school conducts junior secondary homework surveys, school-wide emotional stress identification questionnaires, and centrally coordinated subject assessments to understand and address students' needs, thereby promoting their mental health. Various mental health promotion activities are organised by teachers and students to encourage a sound mental state, accumulate positive emotional experiences, and strengthen psychological resilience to face the challenges of growth among students.

此外，基崇非常重視青少年的精神健康，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，讓他們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

Knowledge and Understanding:
「認知與理解」

Students can deeply understand the core values of Christianity (such as Faith, Hope, and Love) and the ethical principles behind them.
學生能深刻理解基督教的核心價值觀（如信、望、愛）及其背後的倫理原則。

2

Practice and Internalisation:
「實踐與內化」

Students can practice biblical teachings in daily life, internalise Christian values, establish good character, become responsible and moral individuals, and organically integrate faith with life.
學生能在日常生活中實踐聖經教導、內化基督教價值觀，建立良好品格，成為有責任感與道德感的人，並將信仰與生活有機結合。

3

Critical Thinking and Its Application:
「思辨與應用」

Students can think critically and solve real-world problems based on Christian stances and principles, enhancing moral judgment and self-reflection skills, and exerting a positive influence in personal growth and social participation.
學生能以基督教立場與原則思辨及解決現實問題，提升道德判斷及自我反思能力，並在個人成長與社會參與中發揮積極影響。



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。

12-Disciple Volunteer Services 十二門徒義工服務

S.1

Conducted in small disciple groups and under the guidance of disciple teachers, students participate in the "12-Disciple Charity Carnival" during lunch hours, taking charge of planning, pricing, promotion and sales and allowing them to gain valuable experience in event organisation while raising funds for social welfare organisations.
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。





S.2

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。

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、動物護理、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。



Parent-Child Volunteer Services 親子義工服務

To promote family co-learning and the passing on of social responsibility, the school's Parent-Teacher Association regularly organises parent-child volunteer services. These activities recruit students and their parents to participate together in events such as hearing impairment inclusion experiences, visits to low-income families, surplus food recycling projects, and volunteer services for individuals with intellectual disabilities. Through collaborative parent-child service, not only is family cohesion strengthened, but both generations also develop a deeper sense of care and empathy for the community.

為促進家庭共學與社會責任傳承，本校家教會定期舉辦親子義工服務。活動招募學生及其家長共同參與，如聽障共融體驗活動、低收入家庭探訪、剩菜回收體驗、智障人士義工服務等。透過親子協作服務，不僅加強家庭凝聚力，更培育兩代人對社區的關懷意識與同理心。









Environmental Education 環保教育

Grounded in biblical and Christian educational principles, our school instills in students a love for God, others, and all creation. Students are taught to understand that the Earth we inhabit is God's creation, and caring for the environment is an integral part of following His teachings. The school actively promotes environmental education, implementing measures such as waste sorting, food waste separation, and recycling of aluminum cans and paper cartons. It is hoped that students will put these practices into action, embodying the spirit of love and responsibility.

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。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。

Our school also holds various activities to help students appreciate the beauty of the environment, take on the responsibilities of preserving it, and integrate textbook knowledge into real-world experiences. We collaborate with the school's horticulture team and farm instructors to teach students about caring for crops and enable them to apply scientific methods like biological classification and biodiversity survey methods to their surroundings.

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 and deliberate process that is crucial for the future development of adolescents. Our school hopes that students can comprehensively plan their lives by incorporating different aspects such as learning, work, relationships, and leisure, and actively pursue their plans in society. Career development is not merely about choosing and pursuing a profession but also involves addressing developmental needs at different life stages, aligning with personal values, and realising one's potential. Therefore, our school implements a series of progressive career planning courses and activities from junior to senior secondary levels to guide them from self-understanding to understanding the world of work, goal setting, and preparation for further studies and employment.

生涯規劃對青少年至關重要，必須深思熟慮。本校期望學生能兼顧學業、工作、人際及日常生活，全面規劃並積極實踐個人目標。其中，事業發展不單是選擇職業，更要配合人生不同階段的需求、價值觀與潛能發揮。因此，本校的生涯規劃課程由初中貫穿至高中，透過循序漸進的活動，引導學生認識自我、了解社會與職場，從而學會訂立目標，為升學就業做好準備。

Major Areas of Learning:
主要學習範圍：



Self-Understanding and Development
自我認識及發展



Planning and Management
生涯規劃與管理

S.1

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。

S.2

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。

S.3

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。

S.4

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；期望學生能擴闊視野，及早裝備自己，達成目標。

S.5

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，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。

S.6

To provide higher education support; understand interests, abilities, and entry requirements for further studies and careers.
提供全面升學支援，讓學生了解自己的興趣、能力，並掌握大專學院收生要求，以作出明智且適切的升學及就業選擇。

Junior Forms Life Planning Activities:
初中生涯規劃活動：

- Life planning classes and assemblies
  生涯規劃課及週會
- Student and parent seminars
  學生講座及家長講座
- Introductions to senior secondary curricula and subjects (S.3)
  高中課程介紹及選科簡介(中三)
- Career aptitude tests (S.3)
  事業探索測試(中三)
- Mock subject selection workshops (S.3)
  模擬選科工作坊(中三)
- HKDSE and IAL subject selection counselling
  文憑試及IAL選科輔導(中三)
- Visits to education and career expos (S.3)
  參觀教育及職業博覽(中三)
- Student learning profile (S.3)
  學生學習概覽(中三)















Senior Forms Life Planning Activities:
高中生涯規劃活動：

- Life planning classes and assemblies
  (e.g. career information days, celebrity sharing, alumni sharing)
  生涯規劃課及週會（例如職業資訊日、名人分享會、校友分享會）
- Student and parent seminars (topics include local study, non-local study, diverse further studies, university subject selection, HKDSE and IAL results release)
  學生講座及家長講座（題目包括本地升學、非本地升學、多元升學、大學選科、文憑試及IAL放榜流程）
- Workshops (topics include senior secondary education planning, life planning, university subject selection and interview, mock interview, writing self-introductions for university admissions)
  工作坊（主題包括高中升學規劃、生涯規劃、大學選科及面試、模擬面試、撰寫大學入學自我簡介）
- Further studies and career counselling (groups and individual counselling, HKDSE and IAL results release and further studies counselling)
  升學及就業輔導（小組及個別輔導、文憑試及IAL放榜與升學輔導）
- Career experience (industry exploration, job placement scheme)
  就業體驗（行業探索、暑期工作實習計劃）
- Visits to education and career expos
  參觀教育及職業博覽



- Visits to local tertiary institution information days
  參觀本地大專院校資訊日
- Local and overseas further studies resource corners
  本地及海外升學資源閣
- Applied Learning courses
  應用學習課程
- Student learning profile
  學生學習概覽

Job Placement Scheme 工作體驗計劃

The S.4 Placement Scheme serves as a vital bridge between secondary education and the professional world, offering our students a profound insight into potential career pathways. In July, our S.4 cohort stepped beyond the traditional classroom to complete an immersive, three-day internship across a wide selection of distinguished companies and community organisations.

This focused experience provided students with authentic, hands-on exposure to real-world workplace dynamics, industry expectations, and professional collaboration. Over the course of three days, participants tackled practical responsibilities alongside industry professionals, developing essential transferable skills such as communication and adaptability.

Far more than a post-examination activity, this programme acts as a powerful catalyst for personal and academic growth. By testing their aspirations in dynamic corporate and civic environments, our S.4 students returned with heightened self-awareness, renewed motivation, and a clearer vision for their senior secondary journeys and future university pursuits.

「中四工作體驗計劃」旨在銜接中學課堂與真實職場，拓闊學生對多元職涯的視野。每年七月，中四級學生走入社群，前往各大知名企業與社區機構，參與為期三天的沉浸式實習。

學生在實習期間跟隨業界專業人士並肩探索，親身體驗真實職場的日常運作與團隊協作模式。透過處理實際業務，他們不僅對各行業的工作要求有更深的認識，更在實踐中鍛鍊應變能力、溝通技巧等日後受用的處事能力。

這項計劃遠非單純的試後活動，而是推動個人與學業成長的重要契機。經過商業與社區環境的歷練，學生對自身有更清晰的認知，懷著滿滿的動力、明確的目標與堅定的信念重返校園，為高中學業及未來的升學發展奠下良好基礎。

4A Wong Lok Ching
(Creative, Research & Marketing)

This shadowing activity was a highly rewarding professional growth opportunity. Most notably, I gained technical skills by learning how to use Canva for professional graphic design and by improving my understanding of layout composition and content pacing for social media.

Beyond individual technical work, the teamwork experience taught me how collaborative brainstorming bridges the gap between creative concepts and practical execution. Seeing how historical brand elements, such as “Error Jai”, can be reframed to mark an organisational milestone was a valuable lesson in real-world marketing and content strategy.







4A Agatha Li (Healthcare)

A valuable lesson working in a Chinese medicine clinic was seeing how ancient medicine can be combined with modern science to create effective treatments. This perspective helped me appreciate the depth of healthcare and the importance of integrating different approaches.

Overall, my placement gave me practical skills, confidence in handling responsibilities, and a stronger sense of professionalism. These lessons will support my future goal of working in the field of radiology, where precision, teamwork, and patient communication are equally important.







NOURISHING TALENTS AND ALL-ROUND DEVELOPMENT
人才培育及多元發展



Our school has always placed great emphasis on nurturing and training student leaders, firmly believing that today's students are the leaders of tomorrow's society, committed to helping them develop leadership skills to their fullest potential. To this end, we have designed various leadership training programs for both junior and senior secondary students, including "Junior Leadership Training," "Senior Servant Leadership Training," and "Team Leadership Training" (covering both junior and senior levels).

本校一向重視學生的領袖培育與訓練，深信今日的學生即是未來社會的領導者，學校理應全力協助他們發展領導才能。為此，我們特別為高中及初中學生設計多項領袖培訓課程，包括「初中領袖訓練」、「高中僕人領袖訓練」以及「團隊領袖訓練」（涵蓋初中及高中階段）。

Among these, the "Servant Leadership Training Camp," a three-day, two-night program, is particularly noteworthy. The captains and vice-captains of all student organisations are required to participate in this training. Through diversified adventure-based activities, including the unique experience of staying overnight on campus, students not only acquire practical leadership skills and deepen their understanding of peers but also unleash their leadership potential and foster a spirit of service. This strengthens their sense of belonging to the school and lays a solid foundation for leading teams in the future.

其中，「僕人領袖訓練營」為期三天兩夜，尤具特色。校內各學生團隊的正副主席均須參與此項訓練。透過多元化的歷奇活動，尤其是難得的校園留宿體驗，學生不僅能掌握實用的領導技巧、深化同儕了解，更能激發其領袖潛能與服務精神，進一步提升對學校的歸屬感，並為日後領導團隊奠定穩固基礎。

Furthermore, students participating in the "Team Leadership Training" program learn essential skills such as event planning, role responsibilities, and teamwork. This program aims to cultivate the next generation of key members for student organisations, ensuring the continuity of team spirit and mission.

此外，參與「團隊領袖訓練」的學生亦能學習活動策劃、崗位責任與團隊合作，為各學生組織培育新一代骨幹，延續團隊精神與使命。

	Participants 對象	Objective 目標	Training 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; to 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 學生自行籌辦遊學團
Humble Servant Leadership Training 僕人領袖訓練	S.4-S.5 Captains and Vice Captains of Student Leadership Teams 中四至中五學生領袖團隊正副隊長	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。	Aptitude Test 能力傾向測試 Adventure-based Training 歷奇訓練 Leadership Training Camp 領袖訓練營
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。	
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 places a strong emphasis on cultivating students' autonomy, striving to create a learning environment where students actively participate and take responsibility. For example, leadership positions such as the Student Union and the House Captains require students to undergo a series of student-led election processes, including open candidacies and a democratic election where every student casts one vote. This fully embodies the spirit of student self-governance.

本校高度重視學生自主性之培養，致力營造一個讓學生能夠主動參與、積極承擔的學習環境。如學生會及社長等學生領袖均須經歷一系列由學生主導的競選程序，包括公開角逐及全校學生一人一票的民主選舉，充分體現學生自治精神。

Other leadership roles, such as Prefects and Peer Mentors, are also selected by current student leaders rather than being directly appointed by the school. This further highlights the students' leading role in leadership succession.

其他領袖崗位，如領袖生、朋輩輔導員等，亦由現任學生領袖負責甄選繼任人選，而非由學校直接委任，進一步彰顯學生在領導傳承上的主導角色。

Beyond leadership positions, all students are given ample opportunities to participate in school affairs. From conceptualizing and planning events to executing them, students take full ownership of the process. Teachers act only as facilitators, responsible for reviewing, supervising, and ensuring safety. This approach enables students to experience the role of key stakeholders, fostering a sense of responsibility, organisational skills, and teamwork through hands-on practice.

除領袖職務外，一般學生亦享有廣泛參與校內事務的機會，從活動構思、籌劃到執行，皆由學生主導完成。教師則僅負責審核、監督及安全管理等輔助工作，讓學生在實踐中體現「當家作主」的持份者身份，培養責任感、組織能力與團隊精神。



Events such as Sports Day and Swimming Gala are organised and executed by student-led committees. Similarly, major school activities, including Inter-House Competitions, Teacher Appreciation Day, Dodgeball Tournaments, Charity Casual Wear Day, and Talent Shows, are all planned and carried out by the Four Houses' executive committees and the Student Union. Notably, the school entrusts the "Lunchtime School Policy Forum," a key event, entirely to the Student Union for independent planning and execution.

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。

In addition, our school has implemented a Peer Mentorship Program to support S.1 students. Senior students undergo various training sessions to prepare themselves, such as learning how to understand others and build empathy. They then connect with S.1 students through lunchtime activities and off-campus events, providing academic and interpersonal support. This program not only helps S.1 students integrate smoothly into school life but also allows senior students to cultivate a spirit of service and leadership.

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.

若要培育學生的自信，必須讓學生有平台發揮一己之長，讓他們憑自身成就贏得尊重，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。





(1) Monthly prize presentation ceremonies during morning assemblies to recognise outstanding performances in academics, sports, music, and arts;
每月定期在早會舉行頒獎禮，肯定學生在學術、體育、音樂及藝術等領域的傑出表現；

(2) The school's social media and publications, such as school magazine "TTCiAn" and student achievement special issue, also acknowledge student accomplishments. "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》、學生成就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, social service, sports and arts emphasise the importance of holistic development.
設有學術、音樂、社會服務、體育及藝術等獎學金，表現對學生全人發展的重視。





Music, Sports, Dance and Academics Competitions
音樂、體育、舞蹈及學術比賽

Our school places great emphasis on the development of students' talents in music and sports, aiming to unlock their potential. The school's music, sports, and academic teams have achieved remarkable results, winning numerous major awards in recent years. For example, they won the championship in the Chinese division of the Sing Tao Inter-School Debating Competition twice within three years, while the basketball, volleyball, dance, and recorder teams have also repeatedly earned honors. This year, the choir even traveled to Austria to participate in an international choir competition, emerging as champions.

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、體育及學術校隊成績彪炳，近年來奪得多個重要獎項，例如三年內兩度奪得星島全港校際辯論比賽中文組冠軍，籃球、排球、舞蹈及木笛隊亦屢獲殊榮。合唱團今年更遠赴奧地利參加國際合唱團比賽，並贏得冠軍。

In recent years, both the Boys' and Girls' Basketball Teams have represented the Hong Kong & Kowloon region in the All Hong Kong Schools Jing Ying Tournament. The Girls' Volleyball Team has also secured qualification for the Jing Ying Tournament. Meanwhile, the Boys' Handball Team won the Junior Division championship in the Handball Association Cup, standing out among over 100 competing teams, and will be promoted to Division One in inter-school competitions this year. This clearly demonstrates the diverse talents of our students in extracurricular activities.

而男女子籃球隊近年亦屢獲佳績，在學界賽事及三人賽等取得不少獎項，男、女子隊近年曾代表港九區出戰全港學界精英賽。女子排球隊亦取得精英賽參賽資格。男子手球隊亦取得手總杯少年組冠軍，在百多隊參賽球隊中脫穎而出，今年於學界將會晉升第一組別。可見同學於課外活動發展多元開花。













In recent years, the school has introduced new teams, such as fencing and rope skipping, and has built a fencing hall in the annex for training purposes. Together with the indoor sports centre opened a few years ago, these facilities provide all-weather venue support for the badminton, basketball, and volleyball teams—enabling students to give their all, display true sportsmanship in competitions, and bring honor to the school.

此外，本校近年新增劍擊隊、花式跳繩隊等校隊，亦已於新翼校舍加建劍擊館以供練習之用。配合年前啟用的室內體育館，為羽毛球隊、籃球隊及排球隊提供訓練提供全天候場地支援，讓學生竭盡全力發揮運動員精神參與賽事，為校增光。

The Dance Team has likewise excelled in recent years. Despite being newly established, they have already won multiple awards in the Inter-School Dance Competition, earning Highly Commended Award for several consecutive years. Their rapid progress and outstanding achievements are truly inspiring.

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，連奪多屆甲等獎，成就令人鼓舞。

In the 39th and 41st Sing Tao Inter-School Debating Competitions, the Chinese Debate Team stood out among over 200 schools, capturing the Chinese Division championship twice within three years. They went on to represent Hong Kong at the Hong Kong-Macau Secondary School Debating Championship, where one of our team members was named Best Debater. Furthermore, the team has repeatedly achieved excellent results in competitions such as the Zhengming Cup, Equal Opportunities Cup, Nurture Education Cup, and Medical Association Cup, earning widespread recognition for their accomplishments.

中文辯論隊在星島第三十九屆及四十一屆星島全港校際辯論比賽中，從二百多間學校中脫穎而出，三年內兩度勇奪中文組冠軍，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，中辯隊亦在爭鳴盃、平機盃、菁莪盃、醫學會盃等賽事屢獲佳績，成就卓著。

Interdisciplinary Overseas Trips 跨學習範疇遊學團



Organising study tours to cultivate future leaders with an international perspective is a major focus actively promoted by TTCA in recent years. Our school not only provides students with diverse overseas exchange opportunities, but also arranges for teachers to pursue further studies abroad, allowing them to introduce local teaching features and innovative concepts back to the campus. This promotes the enhancement of teaching quality and the diversification of the curriculum.

舉辦遊學團以培育具國際視野的明日領袖，是基崇近年積極推動的重點發展方向。本校不僅為學生提供多元化的海外交流機會，教師亦獲安排赴海外進修，將當地的教學特色與創新理念引入校園，促進教學質素的提升與課程的多元發展。

The cross-curricular study tours organised by TTCA are designed to align with curriculum content, offering students a holistic learning experience. The exchange scopes cover fields such as culture, arts, education, sports, and religion, enabling students to consolidate their classroom learning through first-hand participation, and to further reflect upon and deepen their understanding of knowledge.

基崇所舉辦的跨學習範疇遊學團，旨在配合課程內容，為學生提供全方位的學習體驗。交流範疇涵蓋文化、藝術、教育、體育及宗教等領域，讓學生透過親身參與，鞏固課堂所學，並進一步反思與深化知識理解。

Furthermore, during the visits and exchanges both domestically and abroad, students can not only interact with people from diverse backgrounds and share learning experiences, but also broaden their horizons, enhance their cross-cultural understanding, and improve their communication skills. This lays a solid foundation for them to become leaders with a global outlook in the future.

此外，學生在國內外的參訪與交流過程中，不僅能與不同背景的人士互動、分享學習經驗，更能拓展視野、增進跨文化理解與溝通能力，為日後成為具全球視野的領袖奠定堅實基礎。

2024 - 25	2025 - 26	2026 - 27 (Planned 計劃)
		iGEM Biotech and Cultural Learning Trip to Paris (S.5) 巴黎iGEM生物科技交流及文化體驗團（中五）
		Singapore Learning Trip (All S.3 students) 新加坡研習之旅（中三全級） Learning Trip to Dubai and Abu Dhabi (S.1) 魅力沙漠大都會杜拜、阿布扎比遊學團（中一）

Canada Aurora Viewing and Eco-cultural Learning Trip (S.3-S.5) 加拿大北極光欣賞及文化生態體驗遊學團(中三至中五)	Norway and Arctic Circle Learning Trip (S.4-S.5) 挪威及北極圈遊學團(中四至中五)	Eco-Conservation & Sustainable Development Australia Study Tour (S.4-S.5) 澳洲生態保育與永續發展研學之旅(中四至中五)
Antarctica Study Tour (S.4) 南極交流團(中四)	Taipei Economics and Geography Study Tour (S.4) 經濟科及地理科合辦台北考察團(中四)	Egypt Historical & Cultural Study Tour (S.4-S.5) 埃及歷史文化團 (中四至中五)
Study Tour to the UK & Denmark on E-Learning, Artificial Intelligence, STEAM, and Programming Education (S.4-S.5) 電子學習、人工智能、STEAM及編程教育英國及丹麥遊學團(中四至中五)	Maritime Silk Route – Singapore & Malaysia History & Culture Tour (S.4-S.5) 海上絲綢之路—星馬歷史文化(星夢郵輪雲頂夢號)考察團(中四至中五)	Yunnan Historical and Cultural Study Tour (S.1-S.5) 雲南歷史文化遊學團(中一至中五)
Study Tour of Business and Cultural Experience in Kyoto, Japan and Summer Class (S.4) 日本京都商業及文化遊學團及暑期班(中四)	Emerging German Economic Power: Industry 4.0 Leadership Study Tour (S.5) 德系經濟新勢力:青年領袖的工業 4.0 實踐考察遊學團(中五)	Japan Visual Arts Learning Trip (S.4) 日本視藝遊學團(中四)
Music and Cultural Learning Trip to Austria (S.2-S.5) 奧地利音樂文化遊學團(中二至中五)	International Choir Competition and Festival Bad Ischl Tour to Austria (S.2-S.5) 奧地利巴特伊施爾國際合唱節及音樂節巡演(中二至中五)	Percussion Team Tour to Marimbafest Australia(S.1-S.5) 敲擊樂團澳洲馬林巴音樂節巡演(中一至中五)
Girls' Basketball Team Training Camp in Seoul (S.1-S.4) 女子籃球隊首爾集訓(中一至中四)	Dance Team Training Camp in Seoul (S.1-S.5) 舞蹈隊首爾集訓(中一至中五)	PE Learing Trip (S.4–S.5) 體育遊學團(中四至中五)
Girls' Basketball Team Training Camp in Dongguan (S.1-S.4) 女子籃球隊東莞集訓(中一至中四)	Volleyball, Badminton and Boys' Basketball Team Training Camp in Tokyo (S.1-S.5) 排球、羽毛球隊及男子籃球隊東京集訓(中一至中五)	Academic and Cultural Study Tour to Scotland (S.1-S.3) 蘇格蘭學術文化研習團(中一至中三)
Learning Trip to Oxford, UK (S.1-S.3) 英國牛津英語學習團(中一至中三)	Girls' Basketball Team Training Camp in Taipei (S.1-S.5) 女子籃球隊台北集訓(中一至中五)	Student Leaders Learning Trip (Selection to be conducted) 學生領袖遊學團(於第一學期進行遴選)
East China Historical and Cultural Study Tour (S.1-S.5) 江南水鄉歷史文化遊學團(中一至中五)	Athletics Team Tokyo Summer Training Camp (S.1-S.5) 田徑隊東京集訓(中一至中五)	
Learning Trip to Macau and Zhuhai (S.4-S.5) 澳門及珠海歷史文化考察團(中四至中五)	English Learning Trip to Scotland (S.1-S.3) 蘇格蘭英語學習團(中一至中三)	
Student Leaders Learning Trip to Switzerland (Student Union) 學生領袖瑞士遊學團(學生會)	East China Historical and Cultural Study Tour (S.1-S.5) 華東歷史文化考察團(中一至中五)	
	Tsung Tsin Mission of Hong Kong Mission Trip to Sabah (S.1-S.5) 崇真會馬來西亞沙巴短宣團(中一至中五)	
	Student Leaders Learning Trip to Perth (Prefect Team) 學生領袖珀斯遊學團(領袖生)	

- Science 科學
- Humanities 人文
- Sports and Arts 體育及藝術
- English Language 英語
- Chinese History and Culture 中國歷史文化
- Religious 宗教
- Self-guided Student Leader Expedition 學生領袖自行籌辦海外遊學團

THREE-YEAR STUDENT DEVELOPMENT PLAN (2025–2028):
學生培育三年計劃（2025–2028）：

Promoting Values Education and Shaping Character Strength
推動價值教育，塑造品格力量

TTCA has always upheld the philosophy of holistic education, dedicated to nurturing students' positive character and core values. In the coming three years (2025–2028), the school will focus on "Promoting Values Education" as the main direction for development. Through diverse strategies, we aim to deepen character and life education, and harness the collective power of teachers, students, parents, and the community to jointly build a positive and upward-looking campus culture.

基崇一直秉持全人教育理念，致力培育學生的正向品格與核心價值。未來三年（2025–2028），本校將以「推動價值教育」為主要發展方向，透過多元策略，深化品格與生命教育，並匯聚師生、家長及社群力量，共同建構積極向上的校園文化。

Converging Stakeholders to Foster a Values-driven Environment
凝聚持份者力量，共建價值教育氛圍

The school will actively promote a whole-school approach to the development of value education.
學校將積極推動全校參與價值教育的發展。

- For Teachers: professional training to enhance their capacity to foster a positive culture in the classroom and across the campus.
  教師方面，本校將提供專業培訓，以提升其在課堂及校園推動正向文化的能力；
- For Students: a variety of experiential activities, such as Gospel Week, Gratitude Week, Failure Day, and Leadership Training Camps, to encourage reflection and personal growth, deepening their understanding of life and values.
  學生方面，則透過多元體驗活動，如福音週、感恩週、失敗日及領袖訓練營等，引導學生在體驗中反思與成長，深化其對生命與價值的理解；
- For Parents: their active participation in their children's development to be encouraged, enhancing home-school collaboration to jointly nurture students' positive character.
  家長方面，亦將鼓勵其積極參與學生成長歷程，促進家校合作，共同培育學生良好品格。

Integrating Values Education into the Curriculum
融合課程教學，深化價值教育實踐

Furthermore, the school will embed values education into the curriculum, enabling teachers in different subjects and learning areas to integrate values and daily experiences into their teaching. Curriculum design will become more systematic and practical, ensuring that character development and academic learning complement each other, so that students grow in both knowledge and character.

此外，學校將進一步把價值教育融入課程之中，讓教師在不同學習領域及科目中，結合日常教學與學習經歷，引導學生建立正向態度與核心價值。課程設計將更具系統性與實踐性，確保教學與品格培育相輔相成，讓學生在知識學習中同時成長於品格塑造。





Creating an Inclusive Campus that Celebrates Respect and Appreciation
營造共融校園，弘揚尊重與欣賞精神

Lastly, the school is committed to fostering an inclusive atmosphere of mutual respect and understanding. Through inclusive education activities such as "Empathy Theatre," students will learn to embrace individual differences and develop a spirit of tolerance. The school will also create more opportunities for affirmation and appreciation, allowing students to showcase their rich experiences and achievements through campus radio, morning assemblies, the school website, and publications. This will promote a culture of gratitude and appreciation, enabling every student to shine on the TTCA stage.

最後，學校將致力營造互相尊重、彼此理解的共融氛圍。透過舉辦「同理」劇場等共融教育活動，讓學生學會接納個別差異，培養包容精神。學校亦會創造更多肯定與讚賞的機會，讓學生透過校園廣播、早會分享、學校網頁及刊物等平台，展示其豐富經歷與成就，推動欣賞與感恩的文化，讓每位學生都能在基崇的舞台上發光發亮。

Future Prospects
未來的展望

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

We firmly believe that education should be inclusive and accessible to all. By catering to individual differences and providing tailored instruction, we can fully unlock students' potential, enabling them to meet future challenges — be they environmental, economic, or social—that we cannot yet foresee. According to the "Future of Education and Skills" advocated by the OECD, schools should focus on developing students' agency — that is, the ability and willingness of students to actively influence their own lives and the world around them. The future vision proposed by various organizations and experts aligns closely with our school's concrete practices. These include:

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。





To cultivate future-ready citizenship, our school is actively transforming physical spaces into immersive learning ecosystems, gradually creating a diverse and inspiring environment.
為落實未來公民素養的培育，本校積極將物理空間轉化為沉浸式學習生態系統，逐步打造多元而具啟發性的學習環境。

- The large Self-Study Area opened in 2018 established students' capacity for independent inquiry and fostered the habit of lifelong learning.
  2018年啟用的大型自修空間，奠定學生自主探究的能力，培養終身學習的習慣；
- The Library, relocated and upgraded in 2019, has become a hub for interdisciplinary knowledge, further strengthening students' information literacy and critical thinking.
  2019年搬遷並升級的圖書館則成為跨學科知識的樞紐，進一步強化學生的資訊素養與批判思維；
- The Rooftop Gym Room continuously promotes the balanced development of students' physical and mental well-being and builds the character of perseverance.
  天台健身室持續促進學生身心平衡發展，鍛鍊堅毅品格；
- The Performing Arts Studio is equipped with professional facilities for drama, dance, and music, helping students to discover their artistic potential and showcase their talents in diverse artistic fields.
  演藝工作室配備專業戲劇、舞蹈及音樂設施，幫助學生發掘演藝潛能，在多元藝術領域中盡展才華。

In 2022, our school constructed an indoor sports centre on the annex's rooftop, featuring a standard basketball court, a standard volleyball court, and three standard badminton courts. These facilities provide students with all-weather access, allowing them to fully enjoy the benefits of sports. The STEAM laboratory on the seventh-floor guides students in mastering the core competency of "responsible innovation" through technological practice, addressing the ethical challenges of the AI era. In the 2025-2026 school year, the school has converted the main building's rooftop basketball court into six classrooms for developing diverse activities.

2022年，本校於新翼天台興建室內體育館，設有一個標準籃球場、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，盡情享受運動的樂趣。七樓的STEAM實驗室則引導學生在科技實踐中掌握「負責任創新」的核心能力，回應人工智能時代的倫理挑戰。2025至2026年度，學校已把舊翼天台籃球場改建為六個課室，以發展多元活動。



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