Tsung Tsin Christian Academy
基督教崇真中學



Reaching for Tomorrow!

THE LEARNING AND TEACHING JOURNEY AT TTCA

在基崇學與教的歷程

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Vision and Mission
辦學理念

Founded by the Tsung Tsin Mission of Hong Kong Shamshuipo Church, Tsung Tsin Christian Academy (TTCA) is an English Direct Subsidy Scheme (DSS) school. TTCA aims to serve the community based on the inspired Christian virtues of Faith, Hope and Love and with the conviction "to serve than to be served". Our educational beliefs:

Every student is a respectable individual.
Every student has great potential.
Every student is capable of learning.
Every student can succeed.

本校由基督教香港崇真會深水埗堂興辦，為一所直資英文中學。我們以基督教「信、望、愛」精神及「非以役人，乃役於人」之信念，服務社群。我們相信：

每個學生均具尊嚴
每個學生均富潛能
每個學生均能學習
每個學生均會成功

Nurturing Future Talent
培育未來人才

In the Artificial Intelligence era, knowledge and skills are no longer the end goals of education but rather the foundation for the future. Upholding the vision of the Organisation for Economic Co-operation and Development (OECD) "Education 2030" project, TTCA is committed to creating a holistic education guided by the "Learning Compass 2030". This initiative aims to cultivate students' flexibility in applying knowledge, skills, attitudes, and values to meet unknown challenges. In this learning journey, students will not only master core foundations such as language, mathematics, and information literacy but also develop three transformative competencies: Creating New Value, Reconciling Tensions & Dilemmas, and Taking Responsibility. This will empower them to become world citizens who possess critical thinking and an innovative spirit. We believe that activating Student Agency is essential for guiding our students to set their own goals, take initiative, and make continuous progress, thereby contributing to society and the world.

在人工智能的時代，知識與技能不再是教育的終點，而是啟航未來的基礎。秉承經濟合作與發展組織(OECD)「2030教育與技能未來計畫」的願景，基崇致力打造以「學習羅盤2030」為指引的全人教育，全面裝備學生的知識、技能、態度與價值觀，以應對各種未知挑戰。在這學習旅程中，學生不僅掌握語文、數學與資訊素養等核心基礎，以「創造新價值」(Creating new value)、「和解矛盾與兩難」(Reconciling tensions & dilemmas)及「承擔責任」(Taking responsibility)三大能力為核心，成為具備批判思維與創新精神的世界公民。我們深信，唯有激發學生的能動性(Student Agency)，才能引領他們自訂目標、主動行動並持續進步，為社會及世界作出貢獻。





Professional Development
教師專業培訓

Collaborations and Exchanges 協作及交流

TTCA teachers continuously enhance their skills through constant collaboration and professional development to maintain high-quality teaching and adapt to the ever-changing educational landscape. Our educators regularly participate in specialized training led by local universities and educational social enterprises, deepening their expertise in lesson study, self-directed learning, e-learning, and practical AI integration. To stay aligned with global educational trends, teachers also take part in overseas professional development programs, broadening their horizons in pedagogy and student development. On campus, we continuously enhance teaching effectiveness through "Subject-based Lesson Study", "Internal Open Lessons", and a comprehensive "Mentorship Program" for new teachers.

基崇教師透過持續協作與交流，以保持優質的教學質素及應對不斷變遷的教育環境。本校教師接受本地大學及與教育相關的社會企業培訓，於課堂研究、自主學習、電子學習、人工智能應用等領域鑽研學習。本校亦安排教師參與海外不同的專業發展活動，讓教師在「教與學」及「學生培育」上拓闊視野，緊貼全球教育的發展趨勢。於校內，基崇亦透過「科本課研」、「校內公開課堂」及「新入職老師支援計劃」，持續優化團隊的教學效能。

To leverage the rise of artificial intelligence, we recently partnered with the Solomon Learning Group to explore emerging AI trends and classroom applications, enhancing teaching efficiency and expanding personalized learning opportunities. Furthermore, TTCA is proud to serve as a pilot school this academic year for the "JC GoAI" (Jockey Club AI Education) project, led by The Chinese University of Hong Kong. Through this initiative, our teachers receive specialized training to seamlessly incorporate AI into everyday instruction.

而隨著人工智能日漸普及，本校亦邀請所羅門教育集團(Soloman Learning Group)到校與老師分享人工智能的發展，並探討其在教育上的應用，以提升教學效能及推動個人化學習。本年度本校參與由香港中文大學牽頭的JC GoAI「賽馬會人工智能教育」計劃，並成為先導學校，基崇教師將會參與相關培訓，將人工智能融入日常教學。

Overseas Training and Exchanges
海外培訓與交流

In response to a rapidly changing social environment, governments worldwide are implementing educational reforms to prepare future talent. To equip TTCA students for upcoming challenges, the school organises opportunities for teachers to visit and exchange ideas in various locations, including the UK, Australia, Estonia, Singapore, Shanghai, and Taiwan, to gain insights into the latest educational trends. Over the past three years, TTCA has facilitated the travel of 40 colleagues to Taiwan to explore the development of life education. They have learnt to use board games, movies, and Satir's communication model to deepen interactions between teachers and students. This approach helps teachers better understand students' true needs and become supportive companions in their lives, guiding them toward healthy growth.

面對急速轉變的社會環境，各地政府均推行教育改革，為培育未來人才作好準備。為了裝備基崇的學生面對未來的挑戰，校方安排教師到世界不同地方考察交流，如英國、澳洲、愛沙尼亞、新加坡、上海、台灣等地考察，了解各地教育的最新趨勢。於過往三年，基崇曾安排40位同工到台灣了解生命教育的發展，學習利用桌上遊戲、電影及薩提爾的對話模式等，深化師生之間的溝通，讓老師了解學生真正的需要，成為學生生命中的同行者，引導他們健康成長。



TAIWAN TRAINING





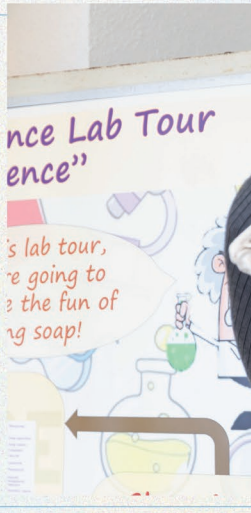


All colleagues in the Department of Chinese Language also participated in the "Dream N-Power Workshop" in Taiwan, where they learnt the "MAPS" teaching method, which enhances self-directed learning among TTCA students. The science coordinator visited Singapore to examine the development of their STEAM curriculum and related teacher training. In addition, our principal and an ICT teacher attended the British Educational Training and Technology show (BETT) to stay updated on the latest trends in educational technology. Two vice principals traveled to Estonia, which ranks first in PISA scores in Europe, to learn about innovative teaching models, pedagogies and technologies suitable for integrating into TTCA's daily instruction. Counseling teachers also visited various schools in Scotland to explore how to incorporate health and well-being into daily school operations, thereby strengthening students' resilience and fostering positive relationships.

中文科全體同工亦有機會到台灣參加「夢的N次方工作坊」，學習「MAPS」教學法，加強基崇學生自主學習的效果。理科統籌老師則到訪新加坡，了解當地STEAM課程的發展及相關教師培訓。另外，本校校長與資訊科技科老師也出席了英國教育技術及設備展覽會(BETT)，掌握教育科技最新趨勢。兩位副校長更到訪PISA成績全歐洲第一的愛沙尼亞，了解當地的教學模式及最新的教學技巧，並將合適的技巧引入於基崇日常的教學中。輔導老師亦到訪蘇格蘭不同學校，學習如何將健康與心理福祉融入學校日常運作之中，從而加強學生的抗逆力及建立正向關係(positive relationship)。

Lesson Study and Open Lessons
科本課研及「校內公開課堂」





All subject departments at our school regularly conduct lesson study activities, including collective lesson planning, peer observation, and collaborative discussions. By sharing different teaching strategies, teachers can brainstorm ideas and further enhance classroom effectiveness. This approach facilitates student understanding of challenging topics and aims to increase motivation, stimulate critical thinking, and unlock potential. "Internal Open Lessons" serve as a practical form of teaching research, focusing on discussing student learning and teaching effectiveness during the lesson. In each academic year, the school arranged three to six "Internal Open Lessons", inviting teachers from different subjects to demonstrate their teaching. The Principal and Prefects of Study led a group of teachers in observing and discussing these lessons, which were recorded for future teaching research. We hope that "Internal Open Lessons" will achieve the following goals:

本校各科組恆常進行集體備課、同儕觀課、共同議課等課研活動，透過分享不同的教學策略，讓教師集思廣益，進一步強化課堂效能，使學生更容易掌握課題難點，並達到提升學習動機、刺激思考、激活潛能等目標。「校內公開課堂」是一種具實踐性的教學研究，重點研討該課堂之學生學習情形及教學效能。每學年，本校會安排三至六次「校內公開課堂」，邀請不同科目老師作教學示範，由校長及學務主任帶領一眾老師進行觀課及議課，並即場錄影供日後教研之用。我們期望透過「校內公開課堂」，可達至以下目的：

1. To recognise teachers' teaching achievements.
   表揚老師的教學成就。
2. To promote innovative teaching methods aligned with the school's major concern.
   配合學校的關注事項，推動創新的教學法。
3. To create a platform for teaching research and sharing experiences, accumulating teaching ideas, materials, and methods.
   建立教學研究及教學經驗的分享平台，累積教學意念、教材及教學法。
4. To help teachers understand students' learning difficulties and performance through peer observation, thereby improving the effectiveness of teaching and learning.
   透過同儕觀察，有助老師了解學生學習難點及學習表現，從而提高學與教的成效。
5. To encourage professional exchange and growth among teachers through cross-subject observation.
   透過跨科觀課，促進教師之間專業交流與成長。







Teacher Induction Scheme 新入職老師支援計劃

To help new teachers adapt to TTCA's teaching environment and quickly understand the school's development direction, the school has established a two-year Teacher Induction Scheme. The Staff Development Committee will pair each new teacher with an experienced mentor based on their teaching subjects to guide their professional growth. New teachers and their mentors will observe each other's classes and share insights afterward for professional exchange. To help our new teaching staff align with the school's instructional standards, we have compiled a comprehensive video library of past open lessons across all subjects, serving as an ongoing guidance and training resource for our educators. In the first year of a new teacher's tenure, the Principal will also observe their classes and provide feedback to support their development.

為讓新入職老師能盡快適應基崇的教學環境及了解學校的發展方向，本校設有為期兩年的「新入職老師支援計劃」。本校教師發展委員會會按新入職老師的任教科目，安排一位有經驗的同工成為其導師，指導新同工在教學上的成長。新老師和導師會彼此觀課，課後分享課堂觀察所得，以作專業交流。為讓新同工更了解本校的教學要求，本校將各科過往的公開課輯錄成影片庫，作為指導材料。在新入職老師的第一年，新老師需觀看兩個與其學科有關的公開課錄影，協助其了解本校的教學要求。其後，校長亦會透過觀課及意見反饋，為新入職老師提供成長的指引。

Teaching and Learning in TTCA
教學特色

Self-regulated Learning: Student Pre-lesson Learning
自主學習之學生備課學習

TTCA aims for students to not only master knowledge in various subjects but also develop thinking skills that prepare them for a changing world. All subjects implement pre-lesson learning to stimulate students' thinking skills based on the following principles:

基崇期望學生除了掌握各學科知識，更能擁有思考能力，為未來多變的世界作好準備。本校各科全面推行學生備課學習，激發學生的思考能力，理念如下：

1. Teachers design pre-lesson worksheets tailored to the lesson content, which include questions of varying difficulty: high, medium, and low. Students complete these worksheets at home beforehand and submit them to the teacher before class.
   各科老師按課堂內容設計備課工作紙，當中包括高、中、低難度題目，學生在家先行預習，並於上課前交予老師。
2. Teachers review the students' pre-lesson worksheets to gauge their understanding and mastery of the content, allowing them to adjust the lesson plan accordingly.
   老師檢視學生的備課工作紙，於上課前了解學生已掌握及未掌握的部份，再調整課堂的教學流程。
3. If students have already mastered the basic concepts, they can receive a brief review. More complex topics that students have not yet grasped can be explored collaboratively in class with the help of classmates and teachers. If the entire class has mastered the pre-lesson content, more challenging activities can be introduced.
   如學生已掌握基礎部份，則可略教；未掌握的難點則可由同學及老師於課堂上講解或探究；如全班已掌握備課內容，則可設計更具挑戰的課堂活動。



Through these arrangements, students will have reviewed the learning material and can bring questions to class. Teachers will also have a clearer understanding of students' abilities and areas for improvement before class, making the classroom experience more focused, in-depth, and interactive, thereby enhancing teaching effectiveness.

透過上述的安排，學生於上課前已將學習內容看過一遍，並帶著疑問上課，老師於上課前亦大概掌握學生的能力及不足之處，使課堂的教與學變得更聚焦、更深入，提高課堂互動，強化教學效能。

Self-regulated learning: e-Learning
自主學習之電子學習

21st-century education emphasises interactivity, requiring teachers and students to achieve objectives such as information transfer, sharing, feedback, and assessment within a limited timeframe. Consequently, e-learning is becoming increasingly popular. This learning model is not constrained by time or location, enabling students to access knowledge and learn anytime, anywhere. The new learning model facilitated by e-learning promotes communication between teachers and students beyond the classroom, fostering more interaction and feedback, which enriches the classroom experience and extends learning methods, transforming students from passive to active learners.

21世紀教育追求互動性，師生之間需要於短時間內達到傳遞、分享、回饋、評估等目標，因此電子學習愈發普及。這種學習模式不受時間、空間的侷限，讓學生能隨時隨地都可以汲收與分享知識。電子教學所建構的新學習模式，不但使師生溝通跨越課堂，還促進了更多互動交流、評鑑回饋，育成了更豐富的課堂面貌或延伸學習方式，使學生之學習角色由被動轉變為主動。



Our school believes that e-learning enhances real-time classroom interaction, including sharing photos and videos, exchanging ideas, conducting instant Q&A sessions, voting, and competitions. Incorporating game elements into interactive teaching activities makes learning more engaging, thereby increasing students' interest and enhancing the overall learning atmosphere, ultimately improving learning effectiveness. As a result, all classrooms in our school are equipped with electronic whiteboards, and the Bring Your Own Device (BYOD) program has been implemented starting in Secondary One in 2024. This initiative allows students to collaborate and present more effectively in class, set personalised learning goals, and strengthen after-school learning, thereby improving their self-directed learning abilities.

本校相信電子教學有利課堂的即時互動，包括圖片和錄像分享、意見交流、即時搶答、投票、競賽等等；而在互動教學活動中加入遊戲元素，寓遊戲於學習，更能夠讓學生投入課堂，引起學習興趣和加強學習氣氛，有助提高學習成效。因此，本校所有課室已安裝電子白板，並於二零二四年由中一開始推行自攜裝置計劃(BYOD)，讓學生在課堂內多協作、多展示，並設立個人化學習目標，強化課後學習，從而提升學生的自主學習能力。

In addition to daily lessons, our teachers utilise Google Classroom as a communication platform and flexibly employ various learning and teaching software or mobile applications, such as Nearpod, Kahoot!, Quizlet, Goodnotes, and Khan Academy, to enhance classroom interaction. Teachers also create and use video clips to support teaching and promote learning effectiveness. They can communicate, share, and provide feedback to students through electronic platforms after class, overcoming the limitations of time and space.



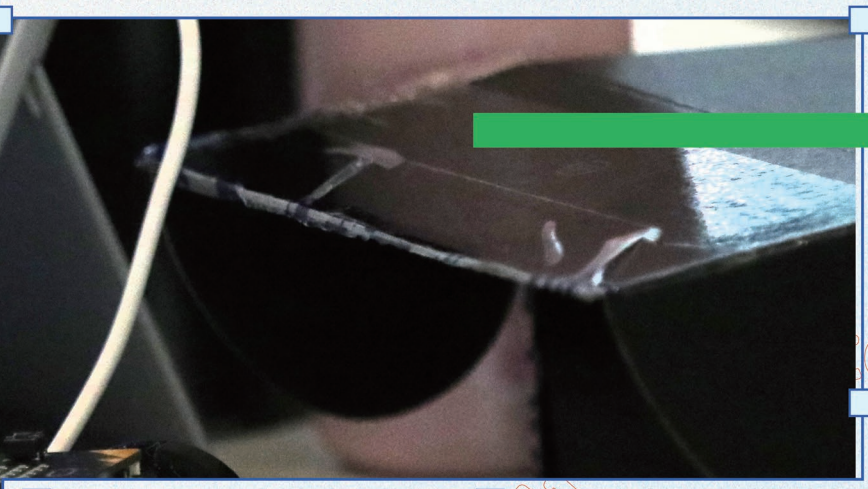
本校老師除了日常課堂外，亦輔以Google Classroom作交流平台，更能靈活運用不同的學與教軟件或流動應用程式，如Nearpod、Kahoot!、Quizlet、Goodnotes、Khan Academy等，以提升課堂的互動性。老師們更會拍攝及運用視訊短片以輔助教學，促進學習效能。老師更可於課後透過電子平台與學生交流、分享、提供回饋等，打破時空限制。

With the rise of artificial intelligence, we have fully integrated AI tools across all subjects this academic year to deepen self-directed learning and bring our student-centered philosophy to life. These intelligent systems adapt to each student's unique interests, abilities, and progress—delivering customized resources and mapping out personalized learning pathways. Through automated assessment and real-time feedback, students are guided to refine their strategies and structure their knowledge, significantly boosting student agency and reflective problem-solving skills.

隨著人工智能的普及，本學年各科全面引入 AI 工具以深化「自主學習」，實踐以學生為中心 (Student-Centered) 的教學理念。系統能依據個人的興趣、能力與進度，提供客製化資源並協助規劃學習路徑；透過自動批改與即時回饋，引導學生及時調整策略、整理知識結構，顯著提升學習能動性 (Student Agency) 與反思解難能力。

In language learning, for example, our Chinese and English departments have introduced the "Mo-But" (巫筆) and "Penso" AI platforms, respectively. This initiative not only drastically improves teaching efficiency in grading and writing analysis, but also empowers students with genuine autonomy. Students can submit essays at their own pace and independently revise their work based on instant feedback, transforming them into highly efficient, self-driven learners.

以語文科為例，中文科與英文科分別引進「巫筆」及「Penso」AI平台。此舉不僅大幅提升教師批改與寫作分析的效率，更賦予學生自主權——學生可依個人步調隨時提交作文，並根據平台的即時建議自主修正，成為高效率的自主學習者。





Project Learning 專題研習

Project Learning is an inquiry-driven, student-centered approach that moves beyond traditional, passive instruction to spark active exploration. We believe that hands-on projects do more than build academic knowledge—they deepen learning and cultivate essential interdisciplinary "soft skills". Through these projects, students develop key competencies such as problem-solving, teamwork, effective communication, and time management, building a strong foundation to navigate a complex, rapidly changing world.

專題研習(Project Learning)是以學生為中心、透過探索問題來驅動學習的教學模式。它打破了傳統單向填鴨式的知識傳授,讓學生在過程中自主探究。本校相信學生透過專題研習的過程,不單能累積學科知識,更能深化學習。此外,在研習過程中學生亦可培育應對未來挑戰的跨領域「軟實力(Soft Skills)」,如解難能力、團隊合作與溝通及時間管理等,為面對未來複雜多變的世界奠定堅實基礎。



Language Policy
語文政策

Our school is an English Direct Subsidy Scheme secondary school. Except for subjects like Chinese Language, Chinese History, and Putonghua, all other subjects are taught in English. We are committed to creating an excellent English learning environment. All major school activities, morning assembly announcements, and event promotions are conducted in English, providing students with optimal preparation for higher education and exchanges with scholars worldwide. Additionally, we offer Chinese Language classes taught in Putonghua in junior years to equip students with proficiency in biliteracy and trilingualism.

本校為一所直資英文中學，除中國語文、中史、普通話等個別學科外，其餘科目均以英語授課。我們致力營造優良的英文學習環境，校內所有大型活動、早會宣佈、活動宣傳等，均以英語進行，為學生踏上高等教育、與世界各地學者交流作最佳的準備。此外，本校初中設立普教中班，裝備學生兼善兩文三語。

Catering to Learner Diversity
照顧學習差異

Our school has long implemented small-class teaching, maintaining an average of 28 students per class across six classes per grade level (approximately 164 students per grade). To further elevate our instructional quality, supported by our robust teaching staff and our students' steadily rising capabilities, we have introduced small-group learning across our junior secondary levels (S.1-S.3). For Chinese and English, the six regular classes are reconfigured into seven smaller learning groups. This flexible arrangement allows us to tailor both curriculum depth and assessment levels to students' varying abilities, catering to diverse learning needs and effectively boosting overall language proficiency.

本校一直推行小班教學，每級有164人，分為6班，每班約28人。而隨著近年學生能力不斷提升及本校教學人員充裕的情況下，本校於初中推行小組教學。分別於中一至中三推行中文及英文小組教學，將6班分為7組，按學生的能力調整課程及考核的深淺度，以照顧不同學生的需要，以提升學生的語文能力。

Curriculum Features
課程特色

Modular Curriculum in Junior Years
初中「學段制」課程

To help junior secondary students adapt to secondary school learning as quickly as possible, our school implements a "Modular Curriculum" for Secondary One and Two. This curriculum divides each academic year into three terms, allowing students to focus on one subject from the Science Education and one from the Personal, Social & Humanities Education in each term. The "Modular Curriculum" not only prevents junior secondary students from managing too many new subjects simultaneously, making it easier for them to adapt to secondary school learning, but also provides more time for various subjects to conduct thinking skills training and learning activities. This approach enhances the depth and effectiveness of learning, making it more engaging. Chinese Language, English Language, Mathematics, and Citizenship, Economics, and Society are taught throughout the year.

為讓初中學生能盡快適應中學階段的學習，本校特別於中一及中二推行「學段制」課程。「學段制」課程將每學年分為三個學段，學生在每學段只需要集中學習一門科學教育領域及一門社會及人文教育領域的科目。「學段制」課程不但令初中學生不需要在同一時段兼顧太多新科目，較易適應中學階段的學習；提供更充裕的時間予不同學科作思維訓練及學習活動，讓每個領域的學習變得更富趣味、更深入、更豐富及更具成效。中國語文、英國語文、數學及公經社科則全年教授。



Junior Secondary Curriculum 初中課程

S.1 – S.3 中一至中三	Chinese Language, English Language, Mathematics, Citizenship, Economics and Society, Visual Arts, Music, Physical Education, Christian Ethics 中國語文、英國語文、數學、公民、經濟與社會、視覺藝術、音樂、體育、基督教倫理		
S.1 中一	Computer Literacy, STEAM#, Home Economics, Putonghua, Thinking Skills* 電腦、STEAM#、家政、普通話、思考方法*		
	1st Term 第一學段 Science (Chemistry), History 科學(化學)、歷史	2nd Term 第二學段 Science (Biology), Geography 科學(生物)、地理	3rd Term 第三學段 Science (Physics), Chinese History 科學(物理)、中國歷史
S.2 中二	Computer Literacy, STEAM#, Home Economics, Putonghua 電腦、STEAM#、家政、普通話		
	1st Term 第一學段 Science (Biology), Chinese History 科學(生物)、中國歷史	2nd Term 第二學段 Science (Physics), History 科學(物理)、歷史	3rd Term 第三學段 Science (Chemistry), Geography 科學(化學)、地理
S.3 中三	ICT, Science (Physics), Science (Chemistry), Science (Biology), Geography, Chinese History, History, Taster Programme (Economics), Taster Programme (BAFS) 資訊及通訊科技、科學(物理)、科學(化學)、科學(生物)、地理、中國歷史、歷史、導引課程(經濟)、導引課程(企業，會計與財務概論)		

#In collaboration with our Departments of Physics, Chemistry, Biology, Computer Literacy, English Language, and Visual Arts, our school's STEAM curriculum offers students a wide range of learning experiences. Through both in-class lessons and extracurricular activities, we aim to enhance students' problem-solving skills and cultivate an entrepreneurial spirit. We provide numerous hands-on opportunities, allowing students to integrate knowledge and creativity through an iterative process of trial and error to complete various project-based tasks. The school incorporates STEAM elements into the Secondary One and Secondary Two science curriculum. Secondary One students receive training in scientific literacy by collaborating to cultivate microorganisms and create ecospheres, helping them practice aseptic techniques and understand evolutionary theory. Secondary Two students learn to apply the "Engineering Design Process" to build physical models, conduct scientific measurements, improve motors and airplane models, and use advanced model aircraft to test theories of mechanics. Additionally, the Information and Communication Technology (ICT) curriculum for Secondary One to Three introduces artificial intelligence. Students learn the theoretical foundations of AI, its applications in various fields, and related ethical issues, equipping them with essential IT skills and literacy.

#本校STEAM課程與物理科、化學科、生物科、電腦科、英國語文科及視藝科攜手合作，為學生提供多樣化的學習體驗。透過STEAM課堂和校外活動，致力提升學生的解難能力，並培養創業家精神。我們為學生提供豐富的實踐機會，讓他們通過反覆試驗，整合知識和創造力，完成各項專題任務。基崇將STEAM元素融入中一及中二的科學科課程。中一學生將接受科學素養的訓練，共同培養微生物及製作生態球，實踐無菌技術及演化理論。中二學生則學習應用「工程設計流程」建立物理模型、進行科學測量、改良摩打及飛機模型，並使用高階模型飛行器驗證力學理論。此外，中一至中三的資訊及通訊科技課程將介紹人工智能，讓學生了解其理論基礎，在不同範疇的應用及探討相關的倫理議題，從而裝備學生的資訊科技技能及素養。

*Thinking Skills is an independent subject under the Junior Secondary School-based Thinking Skills Curriculum. Its purpose is to systematically enhance students' thinking skills, including logical, inductive, and deductive reasoning, through formal lessons. The curriculum also emphasises cultivating other key competencies such as critical thinking, creativity, and problem-solving. This approach prepares junior secondary students for the senior secondary curriculum and equips them to face the rapidly changing challenges of the 21st century.

*思考方法科乃「初中校本思考課程」之獨立科目，旨在以正規課堂的形式，有系統地提升學生的思考技能，包括邏輯、歸納、推展等能力。課程亦著重培養學生其他共通能力(如明辨性思考能力、創造力及解決問題能力等)，讓初中學生能銜接高中課程，為面對21世紀急速轉變的挑戰作最佳準備。



Senior Secondary Curriculum 高中課程

Our school is committed to providing students with diverse and flexible pathways for further studies and development. In designing the senior secondary curriculum, students can choose Hong Kong Diploma of Secondary Education (HKDSE) subjects that encompass arts, sciences, business, physical education, visual arts and music. They can also enroll in the International Advanced Levels (IAL) curriculum, which combines arts and sciences, allowing them to flexibly select subjects based on their personal interests, abilities, and future plans. This broadens their academic horizons and enhances their international competitiveness.

本校致力為學生提供多元化且具彈性的升學及發展道路。在高中課程設計上，學生除了可選修涵蓋文、理、商、體育、藝術及音樂等多個領域的香港中學文憑試(HKDSE)科目，亦可報讀文理兼備的國際高級考試課程(IAL)。學生可根據個人興趣、能力與未來規劃靈活組合科目，拓闊學術視野，並提升國際競爭力。







S.4-S.6 Hong Kong Diploma of Secondary Education (HKDSE) Curriculum
中四至中六香港中學文憑考試課程

In addition to core subjects, TTCA offers 14 elective subjects for students to choose from based on their abilities and interests. Over the past three years, 100% of students have been allocated their first choice of elective subjects.

除必修科目外，基崇提供14個選修科目供學生按其能力及興趣自由選擇。在過往3年，學生獲派首志願選修科的比率為百分之一百。

Core Subjects: Chinese Language, English Language, Mathematics, Citizenship and Social Development, Physical Education, Christian Ethics
核心科目：中國語文、英國語文、數學、公民與社會發展、體育、基督教倫理

Elective Subjects Offered in 2026–27#:
2026-27年開設的選修科# ：

Elective 1 選修科一	Biology 生物	Physics 物理	Chinese History 中國歷史	Economics 經濟	Mathematics Extended Modules 1 數學延伸單元一	Visual Arts 視覺藝術	
Elective 2 選修科二	Physics 物理	Chemistry 化學	BAFS 企業、會計與財務概論	Geography 地理	History 歷史	ICT 資訊及通訊科技	Physical Education (HKDSE) 體育 (HKDSE)
Elective 3 選修科三	Chemistry 化學	Biology 生物	BAFS 企業、會計與財務概論	Economics 經濟	Mathematics Extended Modules 2 數學延伸單元二	Music (HKDSE) 音樂 (HKDSE)	

#Only one subject from each row can be selected.
學生只能於每層選修科中選讀一科選修科

S.4 Bridging Year and S.5-S.6 International Advanced Levels (IAL) Curriculum
中四銜接課程及中五至中六國際高級考試課程

Our school has been approved by the Education Bureau to offer the International Advanced Levels (IAL) curriculum in senior secondary. The IAL curriculum is an internationally recognised program. Students studying it can apply to any local university via the Non-JUPAS route, as well as to universities in the UK through the Universities and Colleges Admissions Service (UCAS), and to institutions in Europe, Canada, Australia, and other regions.

本校獲教育局批准於高中開辦International Advanced Levels (IAL)國際高級考試課程。IAL課程為國際認可課程，修讀學生除了可以經非聯招(Non-JUPAS)途徑報讀本港大學，更可經英國大學聯合招生系統(UCAS)報讀英國大學，亦可報讀歐洲、加拿大及澳洲等地的大學。

The IAL curriculum runs parallel to the HKDSE curriculum at our school. Students can choose the appropriate curriculum from a range of arts, science and business electives based on their abilities and interests, to better prepare for further studies. Students studying the IAL curriculum are required to complete two compulsory subjects, Chinese Language and English Language*, and choose three or four elective subjects based on their interests. The IAL examination dates are in winter (January) and summer (May-June). The school will arrange for students to complete different papers for each subject in separate sessions to reduce exam pressure. Furthermore, our school has successfully applied to be an IAL examination venue, making it convenient for our students to take public exams organised by the UK Edexcel Examination Board.

IAL課程與HKDSE課程在本校雙軌並行，學生可按個人能力與興趣，從文理商多元的選修科目中挑選合適科目，為升學作更好的準備。修讀IAL課程的學生只需修畢中國語文及英國語文*兩個必修科目，並按興趣修讀三或四個選修學科。IAL的考試日期分為冬季(1月)及夏季(5-6月)，學校將安排學生於不同季度完成各科不同的卷別評核，以減低學生考試壓力。同時，本校已成功申請成為IAL考試場地，方便本校學生參與由英國Edexcel Examination Board舉辦的公開考試。

* GCE AL Chinese Curriculum and IELTS are offered. 學校提供GCE AL中文課程及IELTS 英文課程

Core Subjects: Chinese Language, English Language, Physical Education, Christian Ethics
必修科目：中國語文、英國語文、體育、基督教倫理

Elective Subjects Offered in 2026–27#:
2026-27年開設的選修科# ：

Elective 1 選修科一	Physics 物理	Psychology 心理學
Elective 2 選修科二	Chemistry 化學	Accounting 會計
Elective 3 選修科三	Biology 生物	Economics 經濟
Elective 4 選修科四	Mathematics 數學	Geography 地理 (Available in 2027-28) (2027-28年開辦)

Remarks 註：
(i) Students must select three or four electives.
學生須修讀三或四科選修科
(ii) Only one subject from each row can be selected.
學生只能於每層選修科中選讀一科



Promotion of Reading Culture 推廣閱讀文化

Sages throughout history, both in China and abroad, have valued reading. Su Shi, a famous writer from the Northern Song Dynasty, wrote in a poem, "Wisdom in hold, elegance in mold". Reading can increase personal wisdom, shape a sound character, and play a crucial role in improving the overall quality of a nation and society. TTCA spares no effort in promoting reading to help students develop good reading habits from a young age, enhance their language skills, and increase their knowledge and wisdom.

古今中外的聖賢均重視閱讀，北宋著名文學家蘇軾有詩云：「腹有詩書氣自華」，閱讀能增長個人智慧、塑造健全人格，對於提升民族和社會的整體素質也有舉足輕重的影響。基崇在推廣閱讀上不遺餘力，幫助學生從小培養良好的閱讀習慣，提升語文能力，增長見識和智慧。



READING TIME

Our school conducts reading time where teachers and students read together in a quiet environment, enjoying a pleasant reading experience. To balance students' reading range, the school offers a Chinese reading cycle, an English reading cycle, and a self-directed reading cycle. This approach allows students to broaden their personal horizons, improve comprehension skills, develop critical thinking, and stimulate innovative ideas while strengthening their bilingual abilities and enhancing their reading literacy.

本校設閱讀課，在寧靜的環境中，老師和學生一同閱讀，享受美好的閱讀時光。為了拓闊學生的閱讀領域，學校亦設有中文閱讀週期、英文閱讀週期及自主閱讀週期，讓學生在拓展個人視野、提升理解能力、發展思維判斷、激發創新意念之餘，亦能強化雙語能力，提升閱讀素養。

To foster a reading atmosphere, the school organises various activities such as reading sessions, author talks, writing competitions, and reading reward programs. The library also hosts lantern riddles, special book promotion weeks, and multiple book fairs to strengthen the reading culture within the school. To attract more students to read, the school has invested millions to expand the library, providing a comfortable reading environment for teachers and students. This modern, ingeniously designed multi-functional library can house up to 24,000 books and features a casual reading area, a quiet self-study area, and a multi-purpose soundproof meeting room, equipped with an excellent network system to facilitate various learning activities for students.

為了營造閱讀風氣，本校亦會舉辦導讀會、作家講座、寫作比賽、閱讀獎勵計劃等多元化活動，圖書館亦會安排燈謎會、特別書類推廣週、多次書展等，以強化校內的閱讀文化。為了吸引更多學生投入閱讀，本校斥資數百萬擴建圖書館，為師生提供舒適的閱讀環境。這個設計時尚、匠心獨運的多功能圖書館，藏書量可多達24000本，更設有休閒閱讀區、寧憩自修區、多用途隔音會議室等，配合優良的網絡系統，方便學生進行不同的學習活動。

Co-Curricular Activities
多元學習經歷

Academic Activities 學術活動

We believe that appropriate co-curricular activities can cater to the diverse needs of students. Their functions include cultivating character and attitude, training skills, and inspiring creativity. Through participation in activities, students learn to communicate and cooperate with others while gaining rich life experiences. If students have the opportunity to participate in planning and organizing activities, it can also enhance their organizational and leadership abilities, greatly stimulating their personal potential.

我們相信，適切的聯課活動能有助照顧學生的不同需要，其功能包括培養品德和態度、訓練技能及啟發創作力等。通過參與活動，學生可以學習與人溝通和合作，同時亦可以從中得到豐富的生活體驗。學生若有機會參與策劃及組織活動的工作，更能訓練其組織及領導能力，大大激發個人潛能。

Therefore, our school actively promotes subject-linked activities, such as Chinese and English speech competitions, Chinese and English debating competitions, writing competitions, Mathematics trails, Mathematical Olympiad training, field trips for Geography and Biology, STEAM Innovation Team, ICT & Robotics Team, Business Club, and Aviation Club. This allows students to step out of the classroom, apply what they have learned, enrich their learning experiences, broaden their horizons, and enhance their personal development.

因此，本校積極推動與學科扣連的活動，如中、英文朗誦比賽、中、英文辯論比賽、寫作比賽、數學遊踪、奧數培訓、地理及生物科的實地考察、STEAM創新工程校隊、機械人編程校隊、商業學會、航空學會等，讓學生能跳出課堂、活用所學，並豐富其學習領域，擴闊眼界，自我增值。







新春集古村活動





memories



moments

Activities Recap



Flight simulators





Overseas Exchanges 境外交流

Our school has always emphasised providing students with diverse learning experiences to broaden their horizons and enrich their lives, connecting their knowledge to the real world. Many of our subject departments organise annual overseas exchange and study trips with unique disciplinary focuses. Over the past two academic years, the overseas trips included:

本校一向致力於為學生提供多元的學習經歷，為了擴闊學生視野、豐富生活經驗、使知識結合生活，不少學科每年都會舉辦具科本特色的境外交流或考察活動。過去兩年學科境外交流團包括：

0.1







0.4



0.2





0.3









0.1 English Language: English study tours to Oxford and cultural tour to Scotland
英國語文：英國牛津英語學習團及蘇格蘭學術文化研習團

0.2 Chinese History and Culture: History and cultural study tours to Eastern China, and Macau and Zhuhai
中國歷史及文化：華東地區和澳門及珠海歷史文化考察團

0.3 Science: International Genetically Engineered Machine (iGEM) competition in Paris, France; ecological experience tours including aurora viewing in Canada; glacier research in Antarctica; STEAM study tour to UK and Denmark; Norway and Arctic Circle learning trip
科學：法國巴黎國際遺傳工程機器設計競賽(iGEM)；加拿大北極光及南極冰川生態體驗團；英國及丹麥STEAM考察團；挪威及北極圈遊學團

0.4 Humanities: Study tours to Dubai and Abu Dhabi; business and cultural study tour to Kyoto, Japan; green economy study tour to Taipei; industry study tour to Germany; history and culture tour to Singapore and Malaysia
人文學科：杜拜及阿布扎比遊學團；日本京都商業及文化考察團；台北綠色產業探索之旅；德國工業實踐考察遊學團；星馬歷史文化團

0.5 Arts: Music and cultural tour to Austria
藝術：奧地利音樂文化團

0.6 Physical Education: Sports team training camps in Tokyo, Japan; Seoul, South Korea; Dongguan, China
體育：日本東京、韓國首爾及東莞體育校隊集訓





0.6





0.5







Gifted Education
資優教育

TTCA is dedicated to implementing gifted education in accordance with the EDB "3-Tier Support Model" to meet the needs of gifted students and achieve the goals of "popularisation of gifted education" and "talent development in regular education".

學校對資優教育的推動不遺餘力，配合教育局提倡以「三層架構推行模式」照顧資優生的學習需要，並落實「資優教育普及化」與「普及教育資優化」的願景。

Note

Gifted Education at TTCA 資優教育在基崇

Phase I 第一層次：

- Implementation of the STEAM curriculum in junior forms to foster problem-solving skills, collaboration, and creativity.
- The school-based junior form Thinking Skills curriculum is implemented.
- All subjects design higher-order thinking questions during lesson preparation to stimulate students' critical thinking.
- Students are allocated to each class in junior forms based on their performance in English and Mathematics. In senior forms, allocation is based on their performance in English.

- 於初中加入STEAM課程，培養學生解難、協作及創造能力。
- 推展初中思考方法課程。
- 各科透過備課學習設計高層次思維題目，刺激學生思考。
- 初中以學生英文及數學能力編班。高中則以學生英文能力編班。

Note

Phase II 第二層次：

- Leadership Training Programme
- Sharing from Student Leaders in Morning Assemblies
- Morning Announcer Scheme
- Participation in external competitions such as International Genetically Engineered Machine Competition (iGEM)
- Drama Training
- Mathematics Olympiad Training
- Chinese and English Debate Training
- Robotics Team Training
- STEAM Biotech Team Training
- Aviation Club
- Sports, Music and Arts Teams Training
- Over 30 clubs and teams with more than 600 members

- 領袖培訓計劃
- 學生領袖早會分享
- 早會播報員計劃
- 參加不同的校外比賽，如「國際基因工程機器競賽」
- 話劇培訓
- 奧數隊訓練
- 中、英文辯論隊訓練
- 機械人編程校隊訓練
- STEAM生物工程校隊訓練
- 航空學會
- 不同的體育、音樂、藝術校隊訓練
- 三十多個學會及校隊，超過六百名會員

Note

Phase III 第三層次：

- Students are nominated to participate in gifted education programmes organised by external institutions, including the Hong Kong Academy for Gifted Education, The Center for the Development of the Gifted and Talented of HKUST, and Program for the Gifted & Talented of CUHK.
- Students are funded by the Diversity Learning Grant to participate in courses offered by the aforementioned tertiary institutions or gifted education academies.

- 推薦同學參與不同外間機構課程，主辦機構包括香港資優教育學院、香港科技大學資優教育發展中心及香港中文大學教育學院資優計劃。
- 運用多元學習津貼，資助學生參與上述大專或資優教育學院的課程。

Stepping into the Future
邁進未來

As we face a rapidly changing future, the mission of education has evolved beyond the mere transmission of knowledge. It now emphasises nurturing lifelong learners with self-directed agency and innovative thinking. TTCA is dedicated to comprehensively supporting students through teacher training, curriculum design, and diverse pathways for further studies. Our aim is to help students acquire creativity, adaptability, flexibility, and strong language and communication skills, enabling them to confidently tackle future challenges. Concurrently, the school actively invests resources to create advanced and diverse learning spaces:

迎向瞬息萬變的未來，教育的使命已超越單純知識傳授，轉而著重培養學生成為具備自主行動力與創新思維的終身學習者。基崇致力從教師培訓、課程設計及多元升學途徑全面培育學生，助他們具備創造力、適應力、應變力與及良好的語言及溝通能力，有自信地迎接未來挑戰。同時學校亦積極投入資源，打造先進且多元的學習空間：

- Library: Innovative and comfortable, featuring both individual learning areas and discussion rooms for collaboration.
  圖書館：嶄新而舒適，既提供個人學習空間，亦有方便討論協作的小組研習室。
- STEAM LAB: Equipped with the latest facilities and designed for spacious flexibility, this lab provides a platform for interdisciplinary exploration.
  STEAM LAB：配備最新設備，再加上廣闊多變的空間設計，為學生提供跨領域探索的平台。
- Indoor Sports Centre: Offers all-weather practice for badminton, volleyball, and basketball, making it convenient for PE classes on rainy days.
  室內體育館：全天候提供羽毛球、排球及籃球練習場地，亦方便體育課的雨天安排。
- Performing Arts Studio: It includes a dance studio and a music performance hall, allowing students to showcase their artistic and athletic talents.
  演藝工作室：內設舞蹈室及音樂演奏廳，讓同學盡展演藝才華。
- Fencing, Sports and Arts Hall: Nurturing students' artistic and athletic abilities. observation.
  劍擊及體藝館 ：培訓學生體藝才華。
- Extension to 42 classrooms: Promoting group teaching to accommodate diverse learning needs.
  加建至42個課室 ：全面發展分組教學，照顧學習差異。

TTCA firmly believes that by combining excellent teachers, a flexible curriculum, and modern campus facilities, we can fully unleash students' potential and cultivate future leaders with a sense of responsibility, a cooperative spirit, and an international vision.

基崇堅信，結合優秀師資、靈活課程與現代化校園設施，定能充分激發學生潛能，培養他們成為具備責任感、合作精神與國際視野的未來領袖。






STEAM LAB

TSUNG TSIN CHRISTIAN ACADEMY


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