

Tsung Tsin Christian Academy
SCHOOL REPORT
(2016-2017)

(1) Our School

Tsung Tsin Christian Academy (TTCA) begins with a core, cohesive group of individuals who share a common Christian belief; sharing a passion for educating the youth of Hong Kong using techniques and strategies that address the needs of all students and yet holding firm to the idea of academic rigor.

Our teachers not only grab the students' attention but keep them on the edge of their seats wanting to know more. Their enthusiasm ignites that spark of excitement that opens receiving minds to wider fields of knowledge. There is also an integrated learning of subjects both in the Arts and Sciences so that the education received is not confining but expanding. Given choices, students gain a sense of freedom, are able to express opinions and will be more sociable. All these make them better people in society, possessing a wide range of skills.

Our young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This enables them to review and create their own learning plan. All staff know and respond very well to the needs of individual students and promote and support their well-being. Tasks, activities and resources are effectively differentiated to ensure the appropriate pace and challenge for all learners.

Our young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. Learning experiences are appropriately challenging and enjoyable and matched to their needs and interests. They are taught to understand the purpose of learning and have opportunities to take the lead in learning. Their views are sought, valued and acted upon.

Education is for the whole self – mentally and physically. Sporting activities instill a healthy lifestyle by encouraging students to be physically fit, emotionally strong, and have good self-esteem. They build team spirit, and at the same time encourage a sense of individuality. Students at TTCA are inspired, amazed and aware of life's endless opportunities.

More information is available on our School's homepage at <http://www.ttca.edu.hk> or the respective section under "School Profiles" for public reference

http://www.chsc.hk/spp2016/spp_sch_list.php?frmMode=pagebreak&district_id=9&lang_id=2

(2) Achievements and Reflection on Major Concerns

Priority Task 1:

To promote the school as a learning community through interactive learning and teaching

Achievements

Starting from 2016-2017, which was the second year of a new cycle of three-year school development; we put high priority on promoting interactive learning and teaching strategies. Under this expectation, we aimed to promote the school as a learning community through interactive learning and teaching. The strategies and achievements are as follows:

(1) To foster study habits and learning that empower students to be effective learners

In terms of developing good study habits, an Award Scheme was created to promote a self-directed learning atmosphere, e.g. pre-lesson assignments, more discussions among students and to strengthen students' learning motivation. Throughout the year, more than 60% of the distributed award cards were awarded and an average of 39.4 and 21.8 merits were awarded to junior and senior form students respectively. A significant increase of 70% in junior form records showed the satisfactory participation and effectiveness of the scheme. Additionally, the students who performed excellently in Learning Attitude each month were also recognized and awarded in monthly prize presentations. Teachers stated that these schemes could effectively help students develop good study habits. In general, students participated actively in class and tried their best to keep a clean monthly record.

(2) To establish students' reading habit and promote reading

While our teachers and students were willing to participate in the reading promotion events including the Day 1 sharing and reading promotion form periods, the library aimed at enhancing the effectiveness of these programmes through careful planning and follow-ups this year. We closely communicated with the teachers and students involved and encouraged them to select books that could be found in our library collection. The idea was to ensure that students could find recommended books easily. In rare occasions that the library did not have the book, we either purchased the books or borrowed them from the presenters for display purposes. As a result, students could always immediately find recommended books on display in the library after promotions, and the measure has proven to be successful in introducing books to students and helping students to locate books that interest them.

We are happy to see that schemes and activities developed over the years have become routine this academic year. Events and programmes such as the Mid-Autumn Festival Riddle Guessing, 423 World Book Day, 好書龍虎榜 followed by LuckWin Book Fair, and collaboration with various subjects in promoting books of different genres, were all run with some modifications upon reflection or with new elements added. Class-based measures, namely the class library and Readers' Logs, were carried out with the support of class teachers. This year we were also glad that more classes were visiting the library during the lessons on a regular basis. While we endeavor to come up with new and creative activities that will motivate students to read more, we are also improving our existing schemes so that their implementation can be smooth and effectiveness enhanced.

From reflections of the previous year, the library sought to work with more subjects and committees in the promotion of reading, particularly through teachers' sharing in Form Periods. This year, we had the full support of the Student Support Committee (SSC), whose members generously offered assistance in all the Day 3 reading promotion Form Periods. To echo the school theme of 'We believe, We achieve, We succeed', we invited all teacher presenters to conclude the sharing sessions by describing how goals can be achieved through reading. Teachers might talk about their own experiences of success, or encourage students to read more extensively and frequently to broaden horizons.

(3) To encourage students to gain different experience through the learning activities outside class

In general, this objective was achieved. More than 50% students participated in external activities and competitions, e.g. all S1, S2 & S4 students applied in "International Competitions and Assessments for Schools 2016", more than 70 students participated in the Speech Festival and more than 30 students attended the "Secondary School Mathematics & Science Competition 2017". Some students got excellent results, such as: High Distinction and Distinction. Our students were inspired by other competitors. They shared the wonderful experience with their fellow schoolmates and also invited their classmates to apply for those competitions next year. Teachers stated that most of the competitors demonstrated a good learning attitude in class and some of them served as tutors in the Study Room. Apart from competitions, 5 subject-based overseas learning trips were held successfully. Senior forms could join a trip to China organized by the Departments of Chinese History & Geography, a trip for S.5 students to Taiwan for exploring students' career paths and a trip to Melbourne, Australia organized by the Departments of Biology & Chemistry. Meanwhile, Junior forms could join a music trip to Taiwan as well. Those programmes were highly recommended by students and they expanded upon what they had learnt in textbooks.

(4) To make good use of assessment data for enhancement of learning

According to the needs of each subject, marked DSE papers from alumni were purchased for further discussion within lessons, so more authentic examples were provided for students to strengthen their exam skills. Students found this beneficial to their learning.

Subject Coordinators received statistic reports after each UT & Exam for further discussion among the panel. Most of the subjects could review and analyse the effectiveness of both the paper setting and students' learning. Some teachers could also make good use of the statistics for the improvement of their teaching.

(5) To adopt differentiated instructions and tiered assignments to meet the different needs of students

According to our annual evaluation of each subject, different types of assignments or learning activities were designed to meet the different needs of students. For example, some subjects used different worksheets for different levels of students in the same assignment. Some teachers assigned different tasks to higher achievers. Some subjects provided at least three different types with two levels of assignments or learning activities to students throughout the school year.

(6) To foster teachers' professional development on pedagogy

As teachers' professional knowledge is the most valuable asset of the school, the school encouraged all teachers to participate in various training sessions or workshops regarding the subjects they taught. Some subjects, e.g. Mathematics, Chinese Language and Science subjects; also had class visits in other schools which were arranged by the school or themselves. The launch of self-directed learning in Chinese Language, in particular, was fully supported by the EDB. Teachers of Chinese subject benefitted a lot from exchange meetings. They prepared the lessons together, tried out the pedagogy and opened classrooms for visits and comments. The pedagogy was enriched throughout this process. Generally speaking, all teachers were welcome to attend the professional development programmes on pedagogy and some of them tried what they learnt in their lessons. Meanwhile, the Chemistry Department was invited by the Education Bureau's Science Education Section to join a lesson tryout. The Curriculum Development Officer (Science) visited two Chemistry lessons. The curriculum planning and design of learning activities were highly welcomed by the Education Bureau, and our Chemistry Department was also invited to share their teaching experience with other Science teachers at the head office of the Education Bureau.

Information technology has created a paradigm shift in their mode of teaching and learning. Some subjects, e.g. Chemistry and ICT, actively used eClassroom as a teaching & learning platform. Students were found to be able to smoothly handle the tasks assigned and they could successfully exchange their ideas with the corresponding teachers and schoolmates.

(7) To encourage continual improvement of assessment in terms of frequency, marking and commenting

From the view of subject coordinators, more teachers provided solid suggestions and comments when marking assignments so that students had a better understanding of their mistakes or learning difficulties.

Most teachers were able to follow the assessment policy to design the UT / Exam papers. Most of test papers were well-designed to suit the different abilities of students. The passing rates of UT / Exam papers improved for most subjects. Moreover, the ranking of the top 20% in each subject were shown on the report cards. Students had a better understanding of their abilities. Both students and parents welcomed the new policies and students showed more confidence in studies.

(8) To review the working procedure for gifted education

To continue supporting the development of gifted students from the primary school level to secondary school level, students who were talented in sports and music were nominated to join the school teams and participated in different competitions and activities. Also, S.1-S.5 students who showed great interest in Mathematics were selected to participate in various external or international Mathematics competitions, like the Hua Xia Cup, HKMO, AIMO, the Pui Ching Mathematics Invitational Competition, ICAS, etc. Over 50% of the participants got awards in these external competitions. In addition, 5% of students were nominated by subject teachers to participate in the winter or spring programmes organized by The Hong Kong Academy of Gifted Education and University of Science and Technology. It was observed generally that, students were inspired to take an initiative towards learning.

Reflection

(1) To foster study habits and learning that empower students to be effective learners

The award scheme successfully acknowledged students for their good learning attitudes. Teachers were encouraged to give more verbal appreciation to students in order to encourage them to achieve more.

(2) To establish students' reading habit and promote reading

The reading time has long been a means to develop students' reading habit. From observation, most students, especially the junior form students, read properly during this period.

It was pointed out in previous years that the morning reading time was frequently occupied by various business, making it sometimes ineffective in building the reading habits of students. According to our records, the situation has not improved much, with over 40 slots used for different purposes other than reading throughout the year, a figure similar to the previous year's case. While the school has tried to curb the problem by encouraging colleagues to promote school events only on Fridays, we must acknowledge that the business taking up the reading time is more than simple promotion of school activities.

To encourage students to make use of the school library on the seventh floor, the school allows students to take the lift to the library during lunchtime every Thursday. To make this possible, the class librarians from junior form classes take turns to be the Chief Elevator Operator (CEO) to prevent students from misusing the lift. The Library Day Scheme was welcomed by students and even the Student Union, in their election campaign, proposed two library days per week instead of Thursday only. In general, we did see more students visiting the library, but the class librarians were not all responsible. There were occasions that they simply did not show up and the librarians would need to take up their CEO work.

(3) To encourage students to gain different experience through the learning activities outside class

This year, the external activities and competitions introduced were quite limited. Subject Coordinators were encouraged to provide more opportunities for students to take part in different activities, external competitions or courses so as to develop their talents.

(4) To make good use of assessment data for enhancement of learning

Some teachers found that it was difficult to understand the performance of students by using limited amounts of data. Some of them were also concerned about the relationship between the data and the effectiveness of their teaching. It is recommended that more workshops can be conducted to illustrate the usage of data.

(5) To adopt differentiated instructions and tiered assignments to meet the different needs of students

Catering for learning diversity is not a new issue in Hong Kong Education. Teachers enrich their knowledge in helping different abilities of students, including SEN and gifted students. Therefore, different strategies were applied in our learning and teaching.

(6) To foster teachers' professional development on pedagogy

Since we have joined the WIFI-900 project and started to explore more e-Learning, teachers were advised to attend more e-related seminars and workshops.

(7) To encourage continual improvement of assessment in terms of frequency, marking and commenting

Throughout the school year, most teachers followed the assessment policies very well. More students had more confidence in their studies. In order to enhance teaching effectiveness, teachers focused on the development of teaching pedagogies.

(8) To review the working procedure for gifted education

A databank about the details of talented students was created this academic year. It is suggested that the databank can be further developed and information about the gifted programmes passed on to the students in need more easily.

Priority Task 2:

To further develop students' potentials and nurture students with positive values to face different challenges ahead.

Achievement

(1) To strengthen students' spiritual development by structured programmes

Students can freely choose from a wide range of Belief Groups according to their levels of understanding of Christianity and their own interests. To further meet students' needs, some mid-sized groups were launched this academic year. For example, a programme called "A Leader's Heart", organized by "Ladder Mission", was introduced to S.2 students. According to the survey, the majority of both teachers and students showed positive responses to the programme. By the provision of games and group discussions, teachers felt that students learned how to build up the characters of a leader, including "Direction" (個人方向), "Discipline" (個人紀律), "Disposition" (個人品格), "Distinction" (個人特質) and "Dedication" (委身投入) from a Christian perspective. Students thought that the programme was fun and interesting which successfully motivated them to learn as leaders and know more about Christianity.

Another self-organized programme named "Christianity and Movies" was newly introduced to S.5 and S.6 students. Some popular movies like "The Chronicles of Narnia: The Lion, the Witch and the Wardrobe", "Left Behind" and "Oscar and the Lady in Pink" were shown in the programme. Each movie was separated into two parts and shown in two lessons. In addition, background information of the movie and guiding reflection questions were provided every time to inspire students' thinking when watching the movies. In general, many students gave positive feedback for the programme. They reflected that after joining this group, they were able to rethink about the meaning of life, love, suffering, and a Christian's life based on a Christian perspective. Many of them reflected that they should trust in God more seriously.

The 12-Disciple Mentoring Scheme was launched in the school's founding year. Under the scheme, a teacher is assigned as a mentor to around twelve junior students for three years. Under the scheme, both teachers and students have chances to share their life stories. Major events were held to cater for the needs of students in each form, including an S.1 Life Camp, an S.2 Post-exam Activity and an S.3 Singapore Learning Trip. These disciple programmes not only to help them have a collective memory of their adolescence, but also provided them with a good opportunity to apply the spirit of the school motto "Faith, Hope, Love" among their peers and with their disciple teachers.

A new 12-disciple programme starting with S.1 was introduced this academic year. It is hoped that Jesus will become the role model for disciple teachers in guiding their disciples. At the same time, students learned from Jesus' disciples to overcome daily challenges in life and to learn God's Word through the programme. The good examples from Jesus' disciples can help students understand how a person can be shaped and guided by God.

According to teachers' feedback, most teachers-in-charge showed positive responses to the new programme. Over 90% of teachers agreed that the materials provided by the RAC successfully facilitated the spiritual growth of disciples.

(2) To develop students' positive attitudes and good virtues (responsibility and perseverance)

Class activities

Inter-class activities were arranged for S.2 and S.5 students in order to strengthen their sense of belonging to their classes, which is the root of responsibility. By competing with other classes, it also helped students to unite with classmates and form supporting groups. The supporting network is important when they face difficulties in the future.

Song Dedication

Two Song Dedications were held in first term and second term respectively. The first one was to provide a chance for the junior students and teachers to show their support for the S.6 students while the second one was to provide a chance for all students to show their gratitude to each other and the teachers. Support from schoolmates and teachers provided strength to students facing difficulties. It was a source of power for perseverance.

Displays, posters, banners and sharing in morning devotions

Classroom displays, posters and banners were posted inside every classroom, corridors, staircases, and in the covered playground. Also a number of sharing sessions were conducted by teachers and students during the morning devotion. All these daily arrangements reminded the students of the importance of and how to implement virtue. It helped students to internalise virtue into their daily lives.

S.4 Life Camp

A camp was held for S.4 students in December. The objectives were to provide students with a chance to experience success and learn the importance of planning and implementation. In the camp, the students needed to plan and prepare their own meals and activities. On the second morning, students went up to the top of a hill and watched the sunrise. They tasted the sense of hope and the fruit of hard work. Before dismissal, the students were provided with a chance to have a self-reflection and do some goal setting. They were encouraged to write a letter to themselves-in-future. After the camp, most of the participants were able to build a supporting network and self-confidence in facing the future.

(3) To equip student leaders with ability and mentality in carrying out their duties

Our spiritual leadership training programme (including the fellowship servant group and disciple training programme), contained twenty Fellowship Committee members in total this school year. According to the participants' feedback, 76.2% strongly agreed or agreed that their ability in carrying out the duties were further strengthened through the training programme.

Though only a small number of S.2 and S.3 students were recruited as fellowship committee members this year, 82.4% of committee members strongly agreed or agreed that the training programme could further strengthened the team spirit among the student leaders who were coming from different forms. 64.7% strongly agreed or agreed that they were proactive in taking up the tasks for the Fellowship.

A team of professional student masters of ceremonies (MCs) were trained by the School Promotion Committee to be MCs for different school activities, ceremonies and formal occasions. The six meticulously chosen and screened candidates were stars on stage this year serving both inside and outside the school.

The Student Ambassador team which consisted of over forty students successfully transformed themselves from students to well-rounded TTCA experts. They served on over twenty school occasions, at and outside school, to introduce the school to honorable guests and potential parents.

(4) To raise the recognition and students' awareness of being student leaders

The Junior Leadership training aimed to equip S.3 students with both practical skills and values to be a student leader after promoting to senior form. Fourteen participants joined an overnight camp and workshops. They were required to organize a lunch activity for students.

Additionally, the Humble Servant Leadership training programme aimed to nurture leadership development for senior student leaders which focused on character building such as responsibility, self-confidence and being humble so that they can face the challenges ahead. A day camp and workshops were organized to build up the top leaders of all student teams to be responsible leaders. The programme equipped them with leadership skills such as planning, communication, interpersonal skills and time management which helped them to carry out their duties effectively as student leaders. Not to mention, elementary and advance presentation skill trainings were provided for these student leaders and they had opportunities to make announcements in front of other students in order to strengthen their self-confidence. Through teachers' sharing about spiritual leaders in the Bible, students understood the importance of servant-hood leadership.

In order to raise recognition and broaden students' horizons, the Humble Servant Award Scheme was extended to all student teams which required applicants with extensive leadership reading and external leadership training.

(5) To maintain a constructive relationship between the school and parents so as to better nurture students with positive values to face the challenges

To help S.1 students to better adjust to a new school life, the school believed that the communication with the parents of S.1 students was the most important task at the beginning of the school year. Therefore, a series of four sessions of S.1 Parents' Talks was arranged. Each session was divided into two parts, the first part was about the education rationale & principles from different perspectives of the school while the second part was a parenting workshop presented by the Hong Kong Character City featuring "6A Positive Parenting". In addition, two Parents' Nights were arranged for junior forms and senior forms respectively in September. In order to keep parents updated on students' progress in the school, a meeting with subject teachers was also arranged once each term. In addition, the Principal also seized opportunities to meet parents for more communication including breakfast meetings in October and tea gatherings in March which co-organized by the Parent -Teacher Association.

(6) To develop students' positive values on moral, civic, sex, and environmental aspects

Moral Education Programme

Apart from the social and mental health topics, like anti-alcohol abuse and addictive behaviours, anti-gambling; and internet usage, etc. were included in the moral education programme this year. It was to echo the new needs of students as shown in past years. According to the feedback received, the assemblies were welcomed by both students and teachers.

Civic Education and Service

Visits to different people in need, including the elderly, orphans and the mentally disabled people were arranged for junior form students. With the help of the Class Teachers, students needed to arrange performances and prepare handicrafts as gifts. Different visits were also arranged for CYC members. In these visits and services, students not only learnt how to serve others but also why they needed to serve. Their compassion and sympathy were cultivated.

Sex Education Programme

Last year, the school collaborated with The Hong Kong Federation of Youth Groups (HKFYG 香港青年協會) to provide S.2 to S.4 students with a comprehensive and structured programme which covered all aspects in sex education from building self-image to maintaining a healthy and stable relationship as well as how to handle the break-up of relationships with the opposite sex. This year, the contents were modified and materials prepared for the Class Teachers to conduct. The structure and content of the programme was successfully internalized. Since it was run by the Class Teachers who know the students better, the outcome was more effective than last year. Not only were the students being trained, the teachers also learned how to conduct sex education in a class. Thus both teachers and students benefited.

Environmental Education

Working with Academic Affair Committee, some questions about Environmental Concerns were added into the Quiz Show to stimulate students' thinking. At the S.1 lunchtimes, as food wastage was found to be serious, a campaign 「童惜·同食」 held by Greener Action was launched. In senior forms, students were encouraged to donate their lunchboxes to the needy and in return they received a pack of biscuits. Also, food left after S.1 lunch would be weighed twice. These activities helped raise the students' awareness about treasuring their food.

To promote the concept of recycling, two second-hand food trading platforms were held in January and June. Many students donated their dolls, old uniforms, books, and stationary, etc. for reselling. It was so common to see happy faces when they found their donated items were loved and bought by their schoolmates. Some of them asked the buyer to treat their item well. These activities reminded the students about the values of old stuff and to cherish what they have.

Reflection

(1) To strengthen students' spiritual development by structured programmes

The feedback from students and teachers indicated that the programmes for the mid-sized Day 1 Belief Groups were generally successful in facilitating the spiritual development in our students. "A Leader's Heart" motivated students to think of themselves in different aspects whereas "Christianity and Movies" gave students more insights in helping others to think and reflect about themselves and religion. Therefore, these programmes are expected to keep on running in the coming school year.

The objectives and content of the new S.1 12-Disciple programme were on the right track for students' spiritual development. There has become more of a focus on how to develop students' virtues, and most of the disciple teachers used the materials provided by the RAC and found them useful (over 80%). Hence, the new disciple programme will continue and be modified in coming years.

(2) To develop students' positive attitudes and good virtues (responsibility and perseverance)

The success in class activities indicated that a class is a good unit to develop students' positive attitudes and virtues. Compared with whole-school activities and assemblies, class-based activities were more effective in internalising virtues. It is because the relationships among classmates are closer and the sense of belonging can be a good drive to make students improve.

For the S.4 Life Camp, the outcome was satisfactory and the objectives were basically achieved. However, it was suggested that the tasks and routes could be more difficult. It was not challenging to some of the participants this year. It was good also for students to enjoy time together and build their relationships, but the bonding could be even tighter if they faced and solved harsher difficulties together.

(3) To equip student leaders with ability and mentality in carrying out their duties

Generally speaking, student leaders in the fellowship committee were well equipped from the spiritual leadership training programme. However, 35% thought that they were not proactive enough to carry out the duties. The teachers-in-charge reflected that some of them were not so ready to demonstrate their leadership and capacity among their peers. There is room for improvement for some fellowship committee members to enhance their mentality in doing tasks. At the same time, there is a need for teachers-in-charge to enhance their proactivity and self-confidence through the training programme in the following school years.

(4) To raise the recognition and students' awareness of being student leaders

Sixteen students were awarded under the "Humble Servant Award Scheme". However, there were only two applicants nominated for the "Hope" Award, which required external training. It is recommended we encourage student leaders to experience more through external training. Throughout the training, the participants of the Junior Leadership Training Programme showed a high initiative in serving others. It was proposed to allow S.2 students to taste what it means to be a leader so that when they promote to S. 3 students, they will consider their leadership roles more. On the other hand, we created more opportunities to let student leaders speak to the whole school. We could see that student leaders showed more confidence in making announcements in public after the presentation training.

Student leaders were more aware of the need to do well both academically and while performing their duties, but the related information should be delivered to the teachers-in-charge in order to provide suitable support and guidance.

Exploration for different external partnerships is recommended in order to provide suitable training programmes which stretch students' potentials in leadership. Due to the lack of available venues, the overnight camp was replaced by a one-day camp. It has been suggested to resume the overnight camp for the top leaders of different student teams in order to more fully build up relationships with the teachers-in-charge and among themselves.

More Student Ambassadors (SA) can be recruited to meet the demands of an increasing number of school events. Retention policies can be adopted to keep senior form SAs serving in leading roles for the team so as to enhance their confidence in their duties and maintain good relationships between TTCA and other schools.

(5) To maintain a constructive relationship between the school and parents so as to better nurture students with positive values to face the challenges

According to parents' feedback, most of them thought that different opportunities provided by the school to meet parents were helpful & meaningful. That helped the communication between the school and parents a lot. In particular, the parents' talks for S.1 were highly recognized and appreciated.

(6) To develop students' positive values on moral, civic, sex, and environmental aspects

This year, the largely increased involvement of the Class Teachers in conducting values education was seen. The effectiveness was apparent because the Class Teachers know their students better than the volunteer workers from the NGO. With the increased experience of teachers, it was suggested the role of class teacher could be further enhanced in the coming year.

More elements in Environmental education were added this year, according to the students' responses, these activities were welcomed and stimulating. With a relatively high living standard, the students take supply for granted and generally have a narrow sense on real world situations. More environmental education activities are suggested for the coming year. Since it was quite new to our students, the environmental education this year was still a bit superficial, the depth of the content can be increased in the coming year.

Priority Task 3:

To strengthen staff members' commitment as a professional team

Achievement

(1) To strengthen the team spirit and communication among staff members

As a Christian school, the school values the group prayer time. A teaching staff prayer meeting was held once per cycle every Day 1. In each meeting, teaching staff were divided into six groups to have a short sharing followed by a prayer. Through these prayer gathering, teaching staff were able to maintain a spiritual bond. Also, four sessions of staff fellowship were held this year. To uplift the team spirit among all staff, apart from the teaching staff, all non-teaching staff were invited to join the Fellowship sessions. 82% of teaching staff agreed that the Staff Fellowship built up the team spirit among the teaching staff while 85% reflected that the idea of setting "Prayer Partners" among the teacher staff could give them better support and encouragement. A 2-day staff Retreat Camp was also held in August to unite all teaching staff. In the Retreat Camp, a team building activity was run. Teaching staff also had a wonderful time recalling the school's history and some collective memories through browsing photos and sharing. All teaching staff also had a chance to share their vision on an ideal school. Most of the teaching staff thought that the programmes at the staff retreat could strengthen the team spirit (77%) and communication (81%). The staff retreat also helped them to refresh the mission and vision of being a teacher (80%), ignite their passion of being a teacher (80%), recall some good moments in TTCA (63%) and it encouraged them to set goals this school year (78%).

(2) To help new teaching staff to get familiar with the teaching environment and the school system

To help new teaching staff to easily adapt to a new working environment, an induction scheme was introduced to the new teaching staff. A mentor of the same subject was arranged for each new teacher. They met regularly in order to let the new staff get familiar with all the school practices, routines and daily operational procedures in teaching and administrative aspects respectively.

(3) To promote quality staff development

A structured appraisal system continued smoothly this year. Basically the system was run on a 3-year cycle aligning with the 3-year contract. The corresponding appraisal form is designed for the purpose. When the teaching staff is in the first year, he/she will have a lesson observation conducted by the subject coordinator of the concerned subject. When it comes to the second year, the teaching staff will be evaluated on his/her non-teaching areas, that is, administrative work. In the third year, the Principal will conduct a comprehensive appraisal for the teaching staff in both teaching and non-teaching areas. The Appraisal Form A is used for the first year, Form B is for the second year while Form C, the third year. In addition, all Task Force Coordinators are appraised by their concerned Director on their non-teaching aspect performance every year.

In regard to the staff development programmes, eight staff development workshops or activities, mostly school-based, were held this year. According to the school's need and teachers' professional development needs, teaching-related workshops such as "How to write learning objectives?", sharing sessions on lesson preparation & eLearning were held. Also, one session particularly on the preparation of External School Review and two sessions on the mission sharing about the new administrative structure launched in the year of 2017-2018 were organized. To respond to teachers' feedback, one session for recreational activities was arranged to allow staff members to have a physical stretch.

Reflection

(1) To strengthen the team spirit and communication among staff members

The staff retreat and staff fellowship meetings were successful to strengthen the team spirit and communication among staff members. It was believed that the spiritual support to teachers through these programmes further enhanced working relationships among colleagues and their commitment and professionalism to education.

Some of our teaching staff reflected the existing Day 1 prayer meetings were not so effective to facilitate their communication. They reflected that the time for group prayers was quite rushed and inadequate especially when it was occupied with making announcements to the staff. It was suggested that the school should review the objectives and contents of prayer meeting so that it can provide spiritual support to our teaching staff.

(2) To help new teaching staff to get familiar with the teaching environment and the school system

Most new teachers found the Induction Programmes helpful to them especially in the teaching aspect as the assigned mentor was in the same subject panel. However, new teachers reflected that they also needed some guidelines on the daily operation other than the teaching aspect. It would be very helpful if they were reminded on reading some working instructions according to the priority of needs as there would be too many routines to know at the beginning of the school year. It was suggested the school may give new teachers a briefing session on the school system and culture.

(3) To promote quality staff development

According to the survey for the evaluation of staff development, 75% agreed that “the number of staff development sessions was appropriate”. Teaching staff generally agreed that the contents of most staff development sessions met their professional need, such as, eLearning workshop on using Plickers & Nearpod (about 100% rating “agree” & “strongly agree”), Joint-school Retreat Day, Mission Sharing on the New Administrative Structure, a Talk about knowing ADHD students, workshops which were related to teaching and recreational activities. However, in regards to the session of preparation for the External School Review, only about 53 % agreed with the need.

In the aspect of staff appraisal, about 73% of teaching staff agreed that the appraisal interview was fruitful and able to enhance their professional development. 75% agreed that the appraisal report could help them know their strengths and weaknesses. However, the above figures did not meet the success criteria of 90%.

(3) Our Learning and Teaching

The Academic Affairs Committee devotes every endeavor to quality learning and teaching. Each student in TTCA is treated as an individual. We consistently aim at overcoming potential barriers to learning and welcome the opportunity to provide a rich and diverse education which meets the needs of individual students.

We take the view that all TTCA students have strengths as well as areas for further development, and all are capable of various kinds of achievements. They are developing as leaders of our future society. All of them should have the opportunity to fulfill their potential.

Responding to our students’ needs in this fast-changing world, we evaluate our curriculum regularly [p1] and refine it when necessary so as to keep it up-to-date to suit the needs of individual students. Their needs are constantly reviewed in partnership with parents and students so that we can ensure that learning is nurtured through rich and varied experiences within and beyond the classroom.

To facilitate quality learning, we have been focusing on a few areas such as the Students’ Learning Attitude, Student Learning Profile, Students’ Reflection, Reading Scheme, Gifted Programmes, Enhancement Scheme and Footprints Scheme.

We believe that effective learning starts with a good learning attitude and thus the school has put a great deal of effort in training our students to be responsible learners with continuous assessment of learning attitudes through performances in coursework and lessons. To cultivate a positive learning atmosphere, we constantly organize learning activities for our students. For instance, we organized an inter-class Quiz Show during lunch time as well as open study rooms for S1 to S3 students to study with some student-mentors before every uniform test and examination period. The school also rewarded students showing high initiative and conscientiousness in monthly prize presentations.

In order to uphold our school year theme “We Believe • We Achieve • We Succeed”, certificates were awarded to those who had excellent performance in handling homework, preparing for lessons and good behavior.

In addition, students were required to reflect upon their learning progress through subject-based channels so that students’ learning was reinforced and internalized through reflecting deeply on their newly acquired knowledge. On the other hand, S.1 and S.4 students took the initiative to record any Other Learning Experiences (OLE) in Student Learning Profiles through eClass (eSLP), which traced the development of the well-rounded learning of students. We hope that every student is determined to strive for excellence!

1. Modular Curriculum

Diversified and modular programmes are implemented in different terms during the students’ junior years. As fewer subjects are taken in each term, time is better allocated for students to master the newly learned knowledge and skills. Also, with the introduction of the new senior secondary curriculum, the senior form students are allowed more flexibility in learning with the combination of elective subjects.^[p2] When students’ interests and needs are met, they are certainly more motivated to learn and excel. To increase students’ motivation and autonomy in learning, our teachers welcome interactive teaching approaches. For instance, students can experience group discussion, pair work, oral presentation, role-play, etc.

2. Catering for Students’ Individual Differences

A small class teaching policy has been adopted in the school with around 25 students in a class. The purpose of this policy is to facilitate more interaction in learning. There are two class teachers for each class to provide students with more care.

Through a wide variety of teaching and learning activities during lessons, teachers can cater to most students’ needs and interests. At the same time, we understand that higher achievers and less capable students should receive more individual guidance. For example, the potential of higher achievers is further stretched through enhancement classes so that they can obtain better results in public examinations. On the other hand, less capable students can participate in remedial classes to consolidate their foundation so that they can be more confident in daily lessons.

In order to develop student’s strengths to the fullest with enrichment experience, we make good use of Diversity Learning Grant to conduct different programmes for senior form students, such as Note processing workshops, Critical Thinking & Writing workshops and workshops for Mock Interviews, etc. Looking ahead, the school will explore different learning opportunities that maximize the effectiveness of students’ learning.

3. Other Learning Experiences (OLE)

In order to widen students' horizons, "Other Learning Experience" Day has been arranged for different forms this year. More activities in different dimensions were provided so that students could enrich their knowledge other than through the main curriculum. Career talks, Mathematics Statistics Talks, Site-visits, field trips, etc. Learning trips to China, Taiwan, Singapore, Australia and the United Kingdom have been arranged for students. All these experiences not only widen students' horizons but enrich their school lives as well.

Career and Life Panning

We believe that making a career choice is not a "one-click" process, students need to discover their own interests and understand the career world in order to make their decisions. Under the annual recurrent cash grant by Education Bureau, the Career Guidance Team worked very hard to conduct different career-related programmes for S.1-S.6 students. In addition, the Career Guidance Team also organized multiple career-related activities including workplace visits, career talks and career workshops. To help S.3 students to prepare well for the subject selection for S.4, a talk on selecting subjects was especially held for S.3 students. In addition, over 20 alumni from different local and overseas universities were invited to share their study and university lives which provided information for S.4 and S.5 students to plan their futures. Through these activities, students' horizons were widened and they gave a lot of positive feedback about the event.

Aesthetic Development

Students gained a deeper understanding of the artistic world through arts and cultural activities such as production of innovative pinhole cameras and mass dance performances as well as drama education. Aesthetic development has been integrated into the regular curriculum since the year 2011-2012.

4. EMI Environment

As an EMI school, the school emphasizes on maintaining an English speaking environment. [p3]Students are required to speak in English with teachers inside and outside classrooms. In addition, we encourage students to visit our "English Learning Centre" during lunch time. Students have been enthusiastically participating in a wide range of activities organized by our Native English Speaking Teachers at the "English Learning Centre" and they enjoy learning English with fun. The school continually strives to improve students' English competency in learning.

5. External Liaison

Curriculum Leadership Professional Development Plan

Our Chinese Language Department was invited by the Education Bureau's Language Education Support Section to join the secondary school mutual visit and exchange programme for Chinese Language Subject's "Curriculum Leadership Professional Development Plan" with the theme of "Catering for Learner Diversity through the implementation of Self-directed Learning". The activity aimed to enable the participants to learn TTCA's rationale and classroom strategies in the implementation of self-directed learning to cater for learners' diversity through lesson observation and school-based experience sharing. Through this exchange programme, they have a deeper understanding and reflection in taking up the curriculum leadership roles. We invited more than 50 teachers to take part in the lesson observation in three opened classrooms. This fruitful exchange activity promoted the sharing of different school practices in the learning and teaching of languages for their professional development.

Due to the ongoing renewal of school curriculum, a new curriculum for KLA in Science Education will be launched in the year 2018-2019. The Chemistry Department was invited by the Education Bureau's Science Education Section to join a lesson tryout. The Curriculum Development Officer (Science) visited two Chemistry lessons in March 2017. The curriculum planning and design of learning activities were highly appreciated by the Education Bureau, and Chemistry Department was also invited to share their teaching experience with other Science teachers at the Head Office of the Education Bureau in June 2017.

To uphold our school year theme "We Believe • We Achieve • We Succeed", The Sham Shui Po Secondary-Primary Schools Collaboration Scheme 2017 held between the school and SKH Kei Fook Primary School offered an opportunity for 11 core members from our S.2 to S.4 TTCA LEGO® robotic programming team to serve as junior little programmers. Our elites not only shared their expertise in the area of Information and Communication Technology with the primary students, but prepared LEGO® robotic programming lessons especially for the primary school visitors as well as a tour to the LEGO® training laboratory.

6. Launch of WIFI-900

To align with the development of advanced information technology and to facilitate effective learning and teaching, WIFI 900 will be launched in the year 2017-2018. Teachers are encouraged to attend the eLearning workshops or seminars.

7. STEM Education

To align with the development of STEM education, a working group with the representatives from KLAs in Science, Mathematics and Information Technology was formed for preparation work. Curriculum integration and cross-subject projects will be launched in the year 2017-2018. Teachers are encouraged to attend different workshops or seminars for specific pedagogical themes related to STEM education.

(4) Support for Student Development

1. Student Development Programmes organized by Student Support Committee:

A variety of student teams were established to develop students' leadership skills and nurture their sense of community involvement.

School Prefects played an important role in maintaining the order of students establishing a harmonious and an orderly school life. Workshops and training Day-camps were provided for our prefect team to polish up their leadership skills. Furthermore, school prefects have had countless opportunities to exercise their interpersonal skills to be effective leaders during their daily duties. After years of development, the role of teacher advisors has become more supportive than leading. Advanced responsibilities were given to prefects in daily patrol duties and more powers like assisting different punishment to students who violated the school rules were delegated to the prefects. The Head Prefects this year were given a chance to organize the discipline routines during Sports Days. To sum up, the leadership of prefects has been further developed and their role has become more important.

Our *Peer Mentoring Scheme* merged with our Campus Ambassadors and therefore they have had both roles this year. Through this programme, S.1 students enjoyed more care from the senior students as their big brothers and sisters. This is particularly important for S.1 students during their transition period. By serving and being served, tight bonds were formed among the senior and junior students. Both mentors and mentees found the Scheme helped them a lot according to their feedback forms. In addition, the Peer Mentors helped promote the caring and positive atmosphere of the school. Besides sharing the values in morning devotion, they held Song Dedications in which students expressed their thankfulness to schoolmates and teachers. They also helped promote positive language, positive online attitude, etc. on the campus. They played an important role in shaping the school atmosphere.

Counselling Service

Students with different emotional and social needs were supported by teachers from the Counselling Team and by Social Workers. A survey on the stress levels of all students was conducted. Those with high stress levels were interviewed and supported by the social workers. Besides individual support, different groups were run to support students with similar needs: A "Let's Soar" Personal Growth Group" was created to improve students' self-esteem and communication skills while a "Social Skill Group" was set up to improve students' social skills in order to resolve and prevent bullying.

Moral Education, Sex Education, Environmental Education, National and Civic Education

Apart from expectations on students' academic achievement, we are more aware of the need to nurture students' moral qualities. To echo the year theme "We believe, We achieve, We succeed", we focus on two virtues: "responsibility" and "perseverance". Reading materials, class activities, sharing in morning devotion, and decorations from classroom posters and banners on the campus were arranged. Also, a series of Day 3 assemblies covering a large scope of students' developmental needs: from attitudes of living with peers, love and sex, to planning their futures; and handling stress from various sources, etc. were also organized. A good spirit and the morality of students were then gradually increased.

Apart from talks during the assemblies for all levels of students, a series of sex education lessons were given to students by their class teachers. Since the class teachers know the students better, the materials were tailor-made by the class teachers and more suitable for the students. The series of lessons covered different stages of building relationships with the opposite sex, from knowing oneself, establishing and developing a relationship to handling break-up situations.

To enhance the students' awareness of environmental sustainability, a series of activities were held including Second Hand Trading, Book Floating, Waste reduction competitions, Food recycling, etc. The food leftovers were also weighed after S.1 lunch. Generally, students enjoyed the activities and their awareness of saving the environment increased. Some students shared with others about their changed mentality in the morning devotion and volunteered to hold more activities like organizing a Second Hand Trading Platform.

A Monthly Flag Raising Ceremony was held monthly throughout the school year with related sharing and reading material provided to students to raise their understanding of the development of the country. To enhance students' sense of being a global citizen, services for S.1 to S.3 students were organized this year and many volunteer services and visits were arranged for the students to participate in. A wide range of people in need received the services and visits including seniors, newly immigrated children, mentally challenged people, juveniles, etc. This year, a joint campaign was held with Orbis to increase the sympathy of the students to the sight impaired. There was a total number of eight hundred and eighty six participants who attended the various services throughout the year.

Drug Testing Scheme

To maintain students' alertness to drug abuse, it was our eighth year to implement the voluntary Drug Testing Scheme. As students are used to the regular operation, the scheme ran smoothly and was more welcomed by students and parents.

Support for Students with Special Educational Needs (SEN)

The services of a senior and experienced Educational Psychologist were employed this year. Although the Educational Psychologist was not stationed in the school, he managed to work closely with the SEN support team to identify and take care of the SEN students. Different accommodations in assessment and training for students with poor social skills were provided. Generally, the number of cases which needed close supervision was low. With the aid of the professional Educational Psychologist and our social workers, all students with special educational needs were well supported.

2. Spiritual Nurturing Programmes organized by the Religious Affairs Committee

The school has endeavoured to set strategic plans to promote Christianity and nurture students' spiritual growth. The statistics showed that the overall number of Christian students in our school has increased to 69%. Apart from the 12-Disciple Mentoring Scheme and Belief Group mentioned in Part (2) of this report, a number of programmes were launched to further nurture the spiritual growth of our students.

Daily Bread Time

Students voluntarily gathered at the Joshua Yau Auditorium every day early in the morning for the Daily Bread Time. Under the guidance of teachers, they studied the Bible, were inspired by God's Word and had reflection before starting a new school day. This year, our participants studied the Books of Acts, Revelation, Jude, Habakkuk as well as Proverbs during the Daily Bread Time.

Morning Devotion

Students and teachers assembled at the Covered Playground to start the day by worshipping God together. This year, many of our Christian students helped lead the morning devotion. They shared their belief and life stories relating to the virtues of "Responsibility" and "Perseverance" that the school emphasized this year. They also shared their views and learning according to various aspects, such as current affairs, community services and environmental protection.

To show our mercy and sympathy, special prayer sessions for victims of some local and international incidents and crises were held during morning devotion. For instance, we had especially prayed for the MTR Fire Attack in February and the Manchester Arena Attack in May 2017.

Student Fellowship

The Student Fellowship Meeting is held every Friday after school. Apart from the monthly joint fellowship meeting, students can join the fellowship group in accordance with their forms and interests, like Junior Fellowship (S.1), Intermediate Fellowship (S.2-3), Senior Fellowship (S.4-6), the "Sons of Light" Scheme and the Boys' Brigade. We have more than 50 students which regularly joined the fellowship meetings this year.

Twenty students became Student Fellowship Committee members this academic year. Being regarded as good role models among peers, they were responsible for organizing and promoting school religious activities, for instance, the Gospel Festival, S.1 Life Camp, joint-fellowship meetings, morning devotion and various festival services.

Spiritual Follow-up Programmes

Some Christian students were invited to join various follow-up programmes during lunch time so that their spiritual growth was further strengthened. For example, more than 20 S.1 and S.2 new converts joined the cultivation groups for their further spiritual growth. Some of our students were also chosen to join the disciple training meetings during lunch time. The meetings were organized by teachers and school pastors so that the spiritual development of these students was strengthened.

Christian Ethics Lessons

The lesson is arranged every cycle for all levels of students. The study of Christian Ethics lays the foundation of values formation and judgment, while the discussion on current and controversial issues prepares students to face related challenges and struggles in the future, and contributes to their social, moral and spiritual development. The service learning was launched by the Extra-curricular Activity Committee a few years ago in the school. This academic year, through serving different kinds of people in the community like seniors, children and the mentally-disabled, students learned more about people in need and they learnt to love and care for others. Simultaneously, they were required to do reflection and group presentations after services during the Christian Ethics lessons.

Northern Thailand Missionary Trip (28 July-8 August)

It was the second year to organize the Thailand missionary trip. There were altogether 16 students. Half of them visited last summer. Throughout the trip, they shared testimonies with Thai children. They led the service assemblies for both primary and secondary Thai students. They taught Thai students and conducted activities in Putonghua. They also taught them to play with shuttlecocks, giving them entertainment and joy during the trip.

The missionary trip was very meaningful for our students. They experienced a more simple life in terms of living environment, food and dress. They experienced happiness and love in the Thai school they served. They experienced the power of God that gave them wisdom and strength in the process of services. The missionary trip was successful in enhancing the spiritual growth of our students.

3. Home school communication

In order to enhance an effective communication between the school and new S.1 parents, a series of four Parents' Talks for them were specially organized in September and October. Each session was divided into two parts. The first part was about the information from the school and the second part was a parent workshop focusing on parenting skills. From the feedback of most parents, the arrangement was found to be very fruitful and inspiring to them. The school also arranged some casual meetings for parents to meet the Principal such as breakfast meetings and an afternoon tea gathering (the latter was co-organized by the Parent-Teacher Association). In addition, two parents' meetings were held for junior and senior levels of students respectively in September. In order to update parents on students' performance in school, apart from the annual Parents' Day usually held in February, two more Parents' Nights for parents to meet subject teachers were also arranged in November and May respectively. The attendance rate for parents at the above mentioned parents' meetings was mostly high. According to most parents' feedback, they found the communication with the school to be effective, sufficient and the meetings to be fruitful.

The Parent-Teacher Association (PTA) had its eighth year. Through different interest classes and workshops for parents, the PTA successfully engaged many parents as parent volunteers to serve inside and outside the school. A Parent Volunteers team was established and the team members were active in helping with community service.

(5) Staff Development

To further enhance the teaching staff's professional development and echo their professional needs, a survey on staff development was conducted to collect teachers' view and comments on the staff development programme. With the survey results, basically the staff development programmes this year were organized based on the school's need and the teachers' professional development needs. To prepare for the External School Review which was conducted by the Education Bureau, the focus of the first staff development session held in August was on how to write learning objectives so as to ensure effective teaching. Also, in this first session, teachers became familiar with the operational procedure of the Review and the school's major concerns. Good practice dissemination was found to be effective in inspiring the teaching staff. Chinese Language Department teachers shared their successful practices with collaborative learning in one of the staff development sessions.

Emphasizing the importance of a reflective culture in the teaching profession, all teaching staff are required to write a personal teacher portfolio annually. It has been our school culture since year one. Through the portfolio writing, teachers have a good opportunity to recall and reflect the whole-year journey of their teacher's life in many ways. This helps a lot to evaluate teachers' past-year experience whether in teaching or non-teaching aspects and anticipate forthcoming improvement. The school is proud to have this reflective culture to enhance teachers' professional development.

(6) Student Performance

1. Public Examination Results

| Content | | Year | School Data Percentage | Territory Norms Percentage |
|---------|---|------|---------------------------|-------------------------------|
| HKDSE | Percentage of students in the school met the entrance requirements for local Bachelor degree programmes | 2017 | 52.5 | 35.7 |
| HKDSE | Percentage of students in the school met the entrance requirements for local sub-degree programmes | 2017 | 95.2 | 69.7 |

2. Academic Value-added Performance

| Content | | Year | School Data Stanine |
|----------------------------------|--------|------|------------------------|
| Academic value-added performance | Core 4 | 2016 | 8.0 |
| | Best 5 | 2016 | 8.0 |

3. Other Academic Achievements

| Class | Name | Organizing Department | Name of Competition | Award / Placing |
|-------|-----------------------|-------------------------------------|--|------------------|
| 2A | Tso Yan Chi Ian | Educational Assessment Australia | International Competitions and Assessments for School (Mathematics in English) | High Distinction |
| 2C | Kwok Wing Rain | | | |
| 4B | Fong Ka Kit | | | |
| 4B | Ng Kai Him | | | Distinction |
| 2B | Pang Kin Wai Adrian | | | |
| 5A | Lau Yee Shun | | | Credit |
| 2A | Chan Tsz Yat | | | |
| 2A | Chiu Ho Chiu | | | |
| 2A | Seto Ho Shing | | | |
| 2A | Tang Cheuk Kiu | | | |
| 2B | Hung Pak Lin Michael | | | |
| 2B | Lam Tin Chung Caleb | | | |
| 2B | Yip Ching Yee | | | |
| 2C | Lam Wai Sum | | | |
| 2C | Ng Each | | | |
| 2C | Wong Choi Ying Debbie | | | |
| 2E | Anthony Leung | | | |
| 2E | Chan Ka Hei Ethen | | | |
| 2E | Cheung Yu Hin | | | |
| 2E | Koo Lok Hang | | | |
| 2F | Chu Tin Yui | | | |
| 2F | Ngai Wing In Jade | | | |
| 4B | Cheng Pak Hei Yannis | | | |
| 4B | Fung Pak Kiu | | | |
| 4B | Ha Suki | | | |
| 4B | Liu Pak Long | | | |
| 4B | Ng Ka Hei | | | |
| 4B | Ng Tsz Hin | | | |
| 4B | Sze Chun Ni Jenny | | | |
| 4B | Yip Cheuk Ki | | | |
| 4C | Tsang Tsz Yu | | | |
| 4D | Ho Pui Ngai | | | |
| 5A | Chan Ling Lung | | | |
| 5A | Chiu Tze To | | | |
| 5A | Ho Sze Ching | | | |
| 5A | Ho Tin Ling | | | |
| 5A | Li Tin Sang | | | |
| 5A | Mo Tsz Wing | | | |
| 5A | Pang Wai Ho | | | |

| Class | Name | Organizing Department | Name of Competition | Award / Placing |
|-------|--------------------------|-------------------------------------|---|-----------------|
| 5A | Po Wai Yin | Educational Assessment Australia | International Competitions and Assessments for School (Mathematics in English) | Credit |
| 5A | Tong Kwan Wai | | | |
| 5A | Tsang Ka Chun | | | |
| 5B | Chow Hiu Man | | | |
| 2A | Chow Chin Kiu | | | |
| 2A | Tam Kwan Lam | | | |
| 2B | Wong Hoi Ling | | | |
| 2B | Yang Jeff Hoi Yiu | | | |
| 2C | Chan Tak Long | | | |
| 2C | Mui Alwyn Toby Chun Ting | | | |
| 2C | Shao Chun Hin | | | |
| 2C | Wong Lok Yin | | | |
| 2C | Wong On Ying | | | |
| 2E | Wong Shun Nok | | | |
| 2E | Wong Yi Lam | | | |
| 2E | Yeung Chung | | | |
| 2E | Yu On Ki | | | |
| 2F | Ng Hoi Hin Nelson | | | |
| 4A | Liu Cheuk Hin | | | |
| 4A | Lo Chi Him | | | |
| 4A | Yuen Lok Yin | | | |
| 4B | Chan Chun Hang | | | |
| 4B | Chan Yi Sum | | | |
| 4B | Cheng Pak Hang | | | |
| 4B | Cheng Yat Hin | | | |
| 4B | Lao Ho Yeng | | | |
| 4B | Ng Lok Hin | | | |
| 4B | Tang Wai Hin | | | |
| 4C | Choi Ka Tung | | | |
| 5A | Gusawir Oscar | | | |
| 5A | Lee Man Kok | | | |
| 5A | Liong Lok Yee | | | |
| 5A | Ng Cheuk Hei | | | |
| 2A | Tso Yan Chi Ian | Pui Ching Middle School | Pui Ching Invitational Mathematics Competition 2017 | Gold Award |
| 1E | Chu Dichelle Puiying | | | Merit |
| 2C | Kwok Wing Rain | | | |

| Class | Name | Organizing Department | Name of Competition | Award / Placing | | |
|-------|------------------------|---|---|---|-------------------|-------------|
| 2A | Tso Yan Chi Ian | The Hong Kong Mathematical Olympiad Association | Hua Xia Cup (Preliminary Round) | First Grade Honor | | |
| 1A | Chim Hoi Ki | | | Second Grade Honor | | |
| 1C | Sieh Wing Hei Vanessa | | | | | |
| 1E | Ma Chung Yiu | | | | | |
| 2F | Ng Hoi Hin Nelson | | | | | |
| 3B | Wong Chun Yin Jerry | | | | | |
| 1C | Au Hei Ting | | | | Third Grade Honor | |
| 1C | Cheng Hong Tai | | | | | |
| 1C | Lau Pui Sum | | | | | |
| 1D | Choi Chun Yat | | | | | |
| 1D | Ho Lok Tik Peter | | | | | |
| 1D | Mok Siu Ling Yuki | | | | | |
| 1D | Wong Chun Kit | | | | | |
| 2A | Tang Cheuk Kiu | | | | | |
| 2B | Tam Ho Sang | | | | | |
| 2C | Chan Tsz Hin Brian | | | | | |
| 2C | Kwok Wing Rain | | | | | |
| 2F | Chu Tin Yui | | | | | |
| 3A | Or Cheuk Hong | | | | | |
| 2A | Tso Yan Chi Ian | | Hua Xia Cup (Second Round) | Second Grade Honor | | |
| 1A | Chim Hoi Ki | | | Third Grade Honor | | |
| 2F | Ng Hoi Hin Nelson | | | | | |
| 5A | Lau Yee Shun | | The Hong Kong Polytechnic University | Secondary School Mathematics and Science Competition (Mathematics) | High Distinction | |
| 6A | Lau Hon Hei | | | | Credit | |
| 5A | Chiu Tze To | | | | | Distinction |
| 5A | Li Tin Sang | | | | | |
| 5A | Cheung Shiu Nam | | | | | |
| 5A | He Hung Stefany Jiasui | | | | | |
| 5A | Kwan Hoi Yu | | | | | |
| 5A | Man Ho Wing Dominic | | | | | |
| 5A | Mo Tsz Wing | | | | | |
| 5A | Ng Cheuk Hei | | | | | |
| 5A | Pang Wai Ho | | | | | |
| 5A | Yuen Ho Kiu | Proficiency | | | | |
| 5A | Ho Tin Ling | | | | | |
| 5A | Liong Lok Yee | | | | | |
| 5B | Li Yiu Wai | Secondary School Mathematics and Science Competition (Biology) | | Distinction | | |
| 6A | Cheung Mei Ting | | | | | |
| 6A | Cheung Lok Hang | Secondary School Mathematics and Science Competition (Chemistry) | | Distinction | | |

| Class | Name | Organizing Department | Name of Competition | Award / Placing |
|-------|-----------------------|--|--|--------------------|
| 5A | Lau Yee Shun | The Royal Australian Chemical Institute | Australian National Chemistry Quiz | High Distinction |
| 5C | Chan Yat Han | | | |
| 5A | Cheung Shiu Nam | | | Distinction |
| 5A | Ng Cheuk Hei | | | |
| 5A | Pang Wai Ho | | | |
| 5B | Li Yiu Wai | The Boys' & Girls' Clubs Association of Hong Kong, Education Bureau and HSBC | Financial Planning Competition | Champion |
| 5C | Jonsson Isabella Svea | | | |
| 5C | Wong Chun Wing | | | |
| 5C | Chan Yat Han | Hong Kong Baptist University Faculty of Arts, Hong Kong Baptist University Language Centre | The 9th University Literature Award | Young Writer Award |
| 3A | Or Cheuk Hong | The Hong Kong Institute for Promotion of Chinese Culture | Nationwide Chinese Writing Competition for Secondary Group | Star of Literature |

4. Non-academic performance

| Class | Name | Organizing Department | Name of Competition | Award | Placing |
|-------|--------------------|--|--|-------------------------------|-------------------|
| 1D | Tam Wing Yan | Activist Association | Love Run | 2km Girl Youth Group | 1st Runner-up |
| 5B | Wong Yan Lam | | WINWINRUN, 2km Race Female Junior III | | 3rd Runner-up |
| 3F | Leung Ka Chi | Broad Study Centre | 9th Trilingual Oral Arts Competition | Cantonese Verse (Junior Form) | Silver Standard |
| 5A | Cheung Shiu Nam | Community Youth Club | CYC Member Merit Award Scheme | Secondary School Level 3 | Purple Badge |
| 5A | Lau Yee Shun | | | | |
| 6A | Lee Wang Chit | | | | |
| 5D | Ko Wing Tung | Hong Kong Young Historian Leadership Development Institute | "Let's Appraise Historical Figures" | Impromptu Speech Match | 1st Runner-up |
| 3A | Cheng Wan Sin Dora | Hsinchu County Government and Hsinchu County Recorder Ensemble | Hsinchu Recorder International Competition | Duet and Trio Group | Outstanding Award |

| Class | Name | Organizing Department | Name of Competition | Award | Placing |
|-------|-------------------------|--|--|----------------------------|---------------|
| 4C | Sun Siu Wang | Leisure & Cultural Services Department | Central Western District Athletic Meet | Boys C Grade High Jump | Champion |
| 4D | Ho Pui Ngai | | | Boys D Grade 100m Hurdle | 1st Runner-up |
| 4D | Ho Pui Ngai | | | Boys D Grade 400m | 1st Runner-up |
| 1F | Cheung Chun Fung | | | Boys D Grade 4x100m Relay | 2nd Runner-up |
| 2B | Yuen Chee Chung Michael | | | | |
| 3F | Lo Kin Long Kenneth | | | Boys D Grade Long Jump | Champion |
| 4D | Ho Pui Ngai | | | | |
| 4D | Ho Pui Ngai | | | Girls C Grade 1500m | Champion |
| 5D | Suen Yau Sophia | | | Girls C Grade 200m | 2nd Runner-up |
| 5B | Wong Yan Lam | | | Girls C Grade Long Jump | 1st Runner-up |
| 5B | Wong Yan Lam | | | Girls D Grade 1500m | Champion |
| 3B | Lee Wing Oi | | | Girls D Grade 4x100m Relay | 1st Runner-up |
| 2B | Tam Yan Lam | | | | |
| 2C | Chiu Hoi Ching | | | Girls D Grade 800m | 1st Runner-up |
| 3F | Ng Tsz Ching | | | | |
| 4C | Chu Hiu Kwan | | | Girls D Grade Discus | 2nd Runner-up |
| 3B | Lee Wing Oi | | | Girls D Grade High Jump | 2nd Runner-up |
| 4C | Chu Hiu Kwan | | | Girls D Grade Short Put | Champion |
| 3F | Ng Tsz Ching | | | | |
| 4C | Chu Hiu Kwan | | | | |

| Class | Name | Organizing Department | Name of Competition | Award | Placing |
|-------|--------------------|---|--|--|--------------------------|
| 5B | Ko Man Fong Bertha | Man Kwan Education Fund, Fund Hou Chu Education Trust Fund | Pursuing Excellence and Beyond | Man Kwan Education Fund, Fung Hon Chu Education Trust Fund | Outstanding Young Leader |
| 5C | Chan Ka Yu | Singapore Canoe Federation | National Canoe Spirit Championship | Senior Women C1 200m | 1st Runner-up |
| 6A | Cheung Mei Ting | The Boys Brigade Hong Kong and The Hong Kong Award for Young People | The Hong Kong Award for Young People | | Bronze Award |
| 6A | Cheung Tin Yat | | | | |
| 6A | Fung Wing Yan | | | | |
| 6A | Lee Wang Chit | | | | |
| 5A | Chan Ling Lung | The Gymnastics Association of Hong Kong | Hong Kong Trampoline Open Championship | Boys Open Grade Individual | 2nd Runner-up |
| 3E | Yuen Pak Yin | The Hong Kong Amateur Swimming Association | Hong Kong Open Diving Championships | Open B Men's 1M Springboard | Champion |
| 3E | Yuen Pak Yin | | | Open B Men's Synchronized 1M Springboard | Champion |

| Class | Name | Organizing Department | Name of Competition | Award | Placing |
|-------|---------------------|--|--|---|---------------|
| 1A | Lam Tsz Tung | The Hong Kong Schools Music and Speech Association | 68th Hong Kong Schools Speech Festival | Solo Verse Speaking Non-Open | 2nd Runner-up |
| 1E | Dung Yat Yan Eugene | | | | |
| 1F | Au Emma | | | | |
| 2D | Cheng Ching Chi | | | Boys Solo Prose Speaking Cantonese | Champion |
| 4D | Tse Shun Hei | | Solo Verse Speaking Non-Open | 1st Runner-up | |
| 1C | Tse Yan Yuet | | 69th Hong Kong Schools Music Festival | Descant Recorder Solo - Age 14 or under | Champion |
| 2D | Cheng Ching Chi | | | Descant Recorder Solo - Age 16 or under | Champion |
| 3A | Tang Pok | | | | 1st Runner-up |
| 2F | Lai Yi Ting | | | | 2nd Runner-up |
| 2F | Sin Sin | | | | |
| 3D | Wong Tsz Wo | | | Descant Recorder Solo - Age 19 or under | 1st Runner-up |
| 3A | Cheng Wan Sin Dora | | | | |
| 3A | Cheng Wan Sin Dora | | | Recorder Duet - Age 19 or under | Champion |
| 2C | Lam Wai Sum | | | 2nd Runner-up | |
| 2F | Lai Yi Ting | | | | |
| 1A | Mak Cheuk Lam | Treble Recorder Solo - Age 13 or under | | 1st Runner-up | |
| 1A | Fung Tsz Yiu | | 2nd Runner-up | | |
| 1C | Tse Yan Yuet | Champion | | | |
| 3A | Cheng Wan Sin Dora | Treble Recorder Solo - Age 19 or under | 2nd Runner-up | | |
| 3C | Ho Tsz Tsin | | | | |

| Class | Name | Organizing Department | Name of Competition | Award | Placing |
|-------|--------------------|---|--|--|---------------|
| 5B | Ho Sin Hang | The Hong Kong Schools Sports Federation | HK Island & KLN Secondary Schools Competition BOCHK Tenpin Bowling Cup | Girls Individual | 3rd Runner-up |
| 4D | Lee Hoi Yan Joanna | | | Girls Team | 1st Runner-up |
| 5B | Ho Sin Hang | | | | |
| 5C | Lee Hoi Yiu | | | | |
| 6A | Lai Yun Sang | | Inter-School Athletics Competition | Boys A Grade 1500m | 1st Runner-up |
| 6A | Lai Yun Sang | | | Boys A Grade 800m | Champion |
| 4D | Ho Pui Ngai | | | Boys B Grade 100m Hurdle | 1st Runner-up |
| 4D | Ho Pui Ngai | | | Boys B Grade 400m | Champion |
| 2E | Chow Pak Ho | | | Boys B Grade 4x400m Relay | 1st Runner-up |
| 3D | Cheung Shun Yi | | | | 1st Runner-up |
| 4D | Ho Pui Ngai | | | | 1st Runner-up |
| 4D | Sin Nok Yin | | | | 1st Runner-up |
| 5D | Suen Yau Sophia | | | Girls A Grade 1500m | 2nd Runner-up |
| 5D | Suen Yau Sophia | | | Girls A Grade 800m | 3rd Runner-up |
| 2C | Chiu Hoi Ching | | | Girls C Grade Long Jump | 2nd Runner-up |
| 4A | Leung Cheuk Yu | | | Inter-School Basketball Competition Division Three Kowloon One | Girls A Grade |
| 4D | Cheung Man | | | | |
| 5A | Kwan Hoi Yu | | | | |
| 5B | Chan Cho Sum | | | | |
| 5B | Chan Nicole | | | | |
| 5B | Wong Yan Lam | | | | |
| 6A | Leung Yan Wai | | | | |
| 6B | Lun Ching Ki | | | | |
| 1D | Tam Wing Yan | Inter-School Cross Country Competition | Girls C Grade Individual | 2nd Runner-up | |

| Class | Name | Organizing Department | Name of Competition | Award | Placing | | |
|-------|---------------------|---|---|--|---------------|--|---------------|
| 4C | Leung Ka Chun | The Hong Kong Schools Sports Federation | Inter-School Swimming Competition Three Kowloon Two | Boys A Grade 100m Back Stroke | 3rd Runner-up | | |
| 5A | Yuen Ho Kiu | | | Boys A Grade 100m Free Style | 3rd Runner-up | | |
| 4C | Leung Ka Chun | | | Boys A Grade 4x50m Free Style Relay | Champion | | |
| 5A | Yuen Ho Kiu | | | | | | |
| 5C | To Chun Hei | | | | | | |
| 5D | Luk Pak Hang | | | Boys A Grade 50m Back Stroke | 2nd Runner-up | | |
| 4C | Leung Ka Chun | | | | | | |
| 5A | Yuen Ho Kiu | | | | | Boys A Grade 50m Free Style | 2nd Runner-up |
| 4C | Leung Ka Chun | | | | | Boys A Grade Overall | 2nd Runner-up |
| 5A | Yuen Ho Kiu | | | | | | |
| 5C | To Chun Hei | | | | | | |
| 5D | Luk Pak Hang | | | Boys C Grade 100m Free Style | 2nd Runner-up | | |
| 1A | Lau Tsz Hong Jeremy | | | | | | |
| 1A | Lau Tsz Hong Jeremy | | | | | | |
| 1A | Tse Tin Nam | | | | | | |
| 2B | Ng Jason Pak Wing | | | | | Boys C Grade 4x50m Free Style Relay | 1st Runner-up |
| 2C | Kuo Yui Him | | | | | | |
| 2E | Yeung Chung | | | | | | |
| 2F | Tse Lok Sang | Boys C Grade 50m Butterfly | 1st Runner-up | | | | |
| 1A | Lau Tsz Hong Jeremy | | | | | | |

| Class | Name | Organizing Department | Name of Competition | Award | Placing |
|-------|------------------------|---|---|---|---------------|
| 1A | Lau Tsz Hong Jeremy | The Hong Kong Schools Sports Federation | Inter-School Swimming Competition Three Kowloon Two | Boys Overall | 3rd Runner-up |
| 1A | Tse Tin Nam | | | | |
| 2B | Ng Jason Pak Wing | | | | |
| 2C | Kuo Yui Him | | | | |
| 2E | Chow Pak Ho | | | | |
| 2E | Yeung Chung | | | | |
| 2F | Tse Lok Sang | | | | |
| 3A | Cheung Yan Chi | | | | |
| 3B | Chung Man Kit | | | | |
| 3D | Wong Yiu Ting | | | | |
| 3E | Yuen Kenny Kwun Yui | | | | |
| 3E | Yuen Pak Yin | | | | |
| 3F | Lo Kin Long Kenneth | | | | |
| 4C | Leung Ka Chun | | | | |
| 4D | Tso Yan To | | | | |
| 5A | Yuen Ho Kiu | | | | |
| 5C | To Chun Hei | | | Girls A Grade 4x50m Free Style Relay | 1st Runner-up |
| 5D | Luk Pak Hang | | | | |
| 4B | Chan Wai Ling | | | | |
| 4D | Ho Hiu Yuet | | | | |
| 5B | Choi Jing Ying Navarro | | | | |
| 5C | Chan Ka Yu | | | | |
| 5C | Lee Hoi Yiu | | | Girls A Grade 50m Butterfly | 2nd Runner-up |
| 5C | Chan Ka Yu | | | | |
| 5C | Chan Ka Yu | | | | |

| Class | Name | Organizing Department | Name of Competition | Award | Placing | | |
|-------|------------------------|---|--|--------------------------------------|---------------|--------------|----------|
| 1A | Ma Wing Sum | The Hong Kong Schools Sports Federation | Inter-School Swimming Competition Three Kowloon Two | Girls C Grade 4x50m Free Style Relay | Champion | | |
| 1D | Tam Wing Yan | | | | | | |
| 1E | Kwong Kei Wing | | | | | | |
| 2A | Leung Natalie Hoi Wing | | | | | | |
| 2F | Sin Sin | | | | | | |
| 1A | Ma Wing Sum | | | Girls C Grade 50m Breast Stroke | 3rd Runner-up | | |
| 1A | Ma Wing Sum | | | | | | |
| 1B | Fong Ka Wing | | | | | | |
| 1D | Tam Wing Yan | | | | | | |
| 1E | Chiu Wing Lam | | | | | | |
| 1E | Kwong Kei Wing | | | Girls C Grade Overall | 1st Runner-up | | |
| 1E | Mak Cheuk Lam | | | | | | |
| 2A | Leung Natalie Hoi Wing | | | | | | |
| 2B | Chan Sin Pui | | | | | | |
| 2B | Poon Ching Tung Athena | | | | | | |
| 2C | Chan Hoi Yee | | | | | | |
| 2C | Wong Yi Tung | | | | | | |
| 2F | Sin Sin | | | | | | |
| 3C | Lau Tsz Fun | | Inter-School Table Tennis Competition Division Three Kowloon Two | | | Boys B Grade | Champion |
| 3D | Lau Lok Hin Owen | | | | | | |
| 4C | Cheung Shih Kuang | | | | | | |
| 4D | Ng Pak Yi | | | Boys Overall | 1st Runner-up | | |
| 1B | Lam Ka Fung | | | | | | |
| 1C | Cheng Hong Tai | | | | | | |
| 1E | Lo Cheuk Lok | | | | | | |
| 1F | Cheung Chun Fung | | | | | | |
| 2D | Yuen Ho Wai | | | | | | |
| 3C | Lau Tsz Fun | | | | | | |
| 3D | Lau Lok Hin Owen | | | | | | |
| 4C | Cheung Shih Kuang | | | | | | |
| 4D | Ng Pak Yi | | | | | | |
| 5A | Lau Ming Yin Cyrus | | | | | | |

| Class | Name | Organizing Department | Name of Competition | Award | Placing |
|-------|--------------------|---|--|--|---------------|
| 3B | Chan Lok Yi | The Hong Kong Schools Sports Federation | Inter-School Table Tennis Competition Division Two | Girls B Grade | 2nd Runner-up |
| 3E | Fu Hoi Ching | | | | |
| 4A | Wong Lok Yee Chloe | | | | |
| 1A | Tse Tin Nam | The Hong Kong Schools Sports Federation | Secondary School Taekwondo Competition | Boys Color Belt Division A Light (45-49kg) | 2nd Runner-up |
| 5A | Gusawir Oscar | | | Boys Color Belt Division B Heavy (78kg or above) | Champion |
| 5D | So Siu Hei | UOB Group | The UOB Connectivity Photography Award | Child Photography Senior Student Category | Silver Award |
| 4D | Ho Hin Ting | Yan Oi Tong & Fencing Arena | Yan Oi Tong Fencing Competition | Epee (Individual) Open | 2nd Runner-up |

(7) Financial Summary

Tsung Tsin Christian Academy Financial Summary for the 2015/2016 School Year

| | Government Funds | Non-Government Funds |
|--|---|----------------------|
| INCOME (in terms of percentages of the annual overall income) | | |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) | 64.2% | N.A. |
| School Fees | N.A. | 34.8% |
| Donations, if any | N.A. | 0% |
| Other Income, if any | N.A. | 1% |
| Total | 64.2% | 35.8% |
| EXPENDITURE (in terms of percentages of the annual overall expenditure) | | |
| Staff Remuneration | | 83.5% |
| Operational Expenses (including those for Learning and Teaching) | | 8% |
| Fee Remission / Scholarship ¹ | | 3.5% |
| Repairs and Maintenance | | 1.3% |
| Depreciation | | 3.7% |
| Miscellaneous | | 0% |
| Total | | 100% |
| Surplus/(Deficit) for the School Year # | (0.09) months of the annual expenditure | |
| Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year # | 10.07 months of the annual expenditure ² | |
| # in terms of equivalent months of annual overall expenditure | | |

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

² 8 months of Net Book Value of Additional School Buildings is included.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

(8) Feedback on Future Planning

To align with the major concerns stated in our 3-year School Development Plan of the current cycle, based on our strengths and latest achievements; we will consolidate the strategies in interactive learning and teaching, further develop students' potentials and nurture students with positive values to face different challenges. In addition, we will develop our professional team by strengthening our staff members' commitment.

-End-