沙田循道衞理中學
Sha Tin Methodist College

學校簡介2026-2027
School Profile

Nurture Future Talents
Cultivate Abundant Lives



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校長的話
Principal's Message



沙田循道衛理中學創校於1983年，本著基督精神，一直致力提供優質教育，讓學生在靈、德、智、體、群、美各方面全人成長。多年來，學生在學術、創科、領袖才能、資優教育、體藝和服務方面，均有優秀的表現。本年度的學校主題是「培育未來人才，共創豐盛人生」，從中推動學校發展計劃的三個關注事項：

1. 裝備學生掌握廿一世紀全球勝任力，培育學生成為未來人才；
2. 透過社會情緒學習 (SEL)，培養學生內在和人際能力，加強幸福感，裝備迎向未來；
3. 強化專業學習社群，面對未來教育需要；

就著本學年的關注事項，我們著力推動人文及科學、創科及STEAM的課程；強化學生的研習力 (如高階思維及解難能力)；繼續推行學生的自主及全方位學習、強化英語學習環境、多元閱讀計劃、生命教育等；進一步豐富學生的學習經歷，以及提升學生對國民及全球公民身份的認同。

我們重視教師團隊的專業發展，教學相長，為未來教育作最好的裝備和實踐，近年，我們加強數字教育課程及跨學科應用人工智能的教與學。家長一向是我們的好伙伴，本年，我們會有家長教育系列，家校合作，一起攜手同行。

除此之外，本校在2026年榮獲「碳中和示範學校獎」、「『智』為學理教案設計獎勵計劃——特選金獎」、「香港創意數理科學4D Frame——金獎」。DSE亦有優異的成績，師生的努力，令人鼓舞！

沙循的學校生活一向豐富多姿，而且別具意義，例如：中一祝福禮、中六成人禮、小六升中簡介日、家長日、宗教週、STEAM週、生涯規劃週、環邨長跑、中華文化日、全方位學習日、燒烤日、運動會、水運會及外地交流等。校園內外，師生關愛、同學和睦。學校多年來舉行的活動，充滿著一代又一代沙循人的愛、笑聲、歌聲和歡呼聲。

在上帝的恩典和帶領、循道衛理聯合教會、沙田堂，以及各位家長、校友、社區的同行與支持；還有我們一群熱心教學、關愛學生的教師團隊，願沙循人繼續發揮沙循精神：「相信、愛、服侍」，在學習和成長的道路上、在靈命的道路上，繼續作鹽作光，榮神益人！



Greetings from STMC!

Having been founded in 1983, our school has always been upholding the spirits, of Christianity in developing students' whole person characters in six aspects: moral, intellectual, physical, social, aesthetic, and spiritual. Over the years, our students have had excellent performances in academic area, innovative technology, leadership, gifted education, arts, sports, and social services.

The theme of our school plan is 'Nurture Future Talents, Cultivate Abundant Lives', which leads to three major concerns:

1. Equip our students to master 21st century global competencies and transform them into future-ready individuals;
2. Through Social Emotional Learning, cultivate students' intrapersonal and interpersonal competencies, enhance well-being, and equip them for the future;
3. Strengthen our teachers through professional learning communities to meet the future educational needs of our students.

In this school year, we will go further to promote the curricula of Humanities, Science, Innovation and STEAM, strengthening students' learning abilities (such as high-order thinking and problem-solving capacity); we will enhance students' self-directed learning and Life-wide Learning, English learning environment, diversified reading and Life Education. Moreover, we will further enrich students' learning experiences, and enhance their identities as national and global citizens.

We place immense value on the professional development of our teaching team, believing that teachers and students grow together through mutual learning. To best equip and prepare our educators for the future of education, we have actively enhanced our digital education curriculum, championing the interdisciplinary application of AI in teaching and learning. Meanwhile, a series of Parents' Education Programmes would be a collaborative way for homes and the school to work hand in hand in equipping students' future readiness.

Our school has received notable recognition in 2026, winning the "Net Zero Demonstration School" award, the Grand Gold Award in the "Science (S1-3) Teacher Plan Design Award Scheme," and the Gold Award in "Hong Kong Creative Maths and Science 4D Frame Competition." Furthermore, our students have achieved outstanding results in the HKDSE examinations. The dedication and hard work of our teachers and students are truly encouraging for us to go further.

On top of this, we never forget the duty to uphold life education. Our school activities fly colorfully with a lot of fun and great significance. There is the Benediction Ceremony for Form 1 students, Celebration of Adulthood for Form 6 students, Guidance Day for Primary 6 pupils, Parents' Day, Religious Week, STEAM Week, Careers Week, Round Estate Run, Chinese Culture Day, Life-wide Learning Day, overseas programs and many more.

With the support of the Methodist Church, Hong Kong, Shatin Church, parents, alumni, the local community, and a devoted team of teaching staff, by the grace and guidance of God, we will surely live up to the STMC spirit of Loving, Believing and Serving.

May glory be to God!

CHEUNG Chui-yee
Principal
September 2026

學校簡介

本校創辦於一九八三年，為循道衛理聯合教會主辦之政府資助中學。本校與本會沙田牧區之禮拜堂和服務中心一同服務社群。

辦學宗旨

本校秉承基督精神辦學，以全人關懷為首要任務，培養學生於靈、德、智、體、群、美六育並進，邁向基督化完美人格，從而服侍人群，建設社會。



師資優良

- 本校以英語作為授課語言，包括大部份學科及術科科目。
- 全體英語及普通話教師均已符合政府語文基準要求。
- 約50%教師持有碩士學位

學校校訓

「敬畏耶和華是智慧的開端，認識至聖者便是聰明。」

箴言9 :10

School Basic Information

Sha Tin Methodist College, a government subsidized secondary school founded in 1983, is sponsored by the Methodist Church, Hong Kong to serve the local community together with churches and service centres in Sha Tin parish.

School Philosophy and Aims

Based on the spirit of Jesus Christ, and placing whole person care as our top priority, we aim to provide education in the spiritual, moral, intellectual, physical, social and aesthetic aspects, which helps students develop a personality in the image of Christ serving people and society.

Professional Teachers, Innovating Curriculum

- We adopt English as the medium of instruction in most academic and non-academic subjects including Music and Visual Arts.
- All English Language and Putonghua teachers have met the requirements of the Language Proficiency Assessment for Teachers.
- About 48.3% of the teachers have attained a master's degree level of education.

School Motto

'The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is insight.'

Proverbs 9:10



培育未來人才
回應未來的挑戰

本校著意讓學生：

- 獲取和建構廣闊而穩固的知識基礎，能夠理解當今影響學生個人、社會、國家及全球日常生活的問題。
- 綜合發展和應用共通能力，成為獨立和自主的學習者。
- 具備世界視野，尊重社會上的多元性。
- 持守正面價值觀和態度，成為有識見、慎思明辨、負責任的公民。
- 掌握兩文三語，促進學習和溝通，有利更好學習和生活。
- 發展資訊素養，靈活、有效和合乎道德地運用資訊和資訊科技。
- 接受多元化的資優教育。

Nurturing Future Talents

In response to the challenges of the future. We aim to:

- nurture students' intelligence by enabling them to acquire and construct a broad and solid knowledge base, and understand contemporary issues at personal, community, national and global levels.
- Develop and apply generic skills in an integrative manner and become independent and self-directed learners.
- Embrace a sense of global identity, and respect pluralism in society.
- Build up positive values and attitudes, and become informed, discerning and responsible citizens.
- Become proficient in biliterate and trilingual communication for better study and life.
- Develop information literacy, making use of information and information technology ethically, flexibly, and effectively.
- Explore and develop their potential through diversified gifted and enrichment programs and activities.







人格的塑造
豐盛的生命

本校本著聖經的教導、基督化校風的薰陶，讓學生：

- 互相關愛，人人閃耀。
- 藉自由信任的校風，培育責任感，並不斷奮鬥、積極和創新。
- 透過考察及交流，擴闊胸懷，關心社會、國家和世界。
- 藉著服務活動，培育承擔感。
- 接受多元化的課外活動，陶冶性情，培育領導才能。
- 自訂學習和成長目標，自策自勵。





Shaping Character and Abundant Lives

Based on biblical knowledge and Christian education, the following is implemented to shape students' character:

- Promote mutual respect and care. Provide opportunities for every student to shine.
- Create a free and trustworthy school atmosphere for them to build up a sense of responsibility and to be enterprising, enthusiastic and innovative.
- Organize field trips and exchange programmes so that they can broaden their vision and show care to societal, national and global issues.



- Promote service learning to build up a sense of commitment among them.
- Offer a wide range of extra-curricular activities in which their character and leadership can be best developed.
- Guide them to set their own goals for studies and personal growth as well as monitor their own progress.

全人教育 人人閃耀
Holistic Education for All to Shine

教育局2024年到本校進行全面而深入的視學，外評報告 (ESR Report) 指出本校「學生謙遜自律，尊重師長。學習態度認真，自學能力強。學生樂於助人，對學校有強烈的歸屬感。他們積極參與各種社區服務。學生領袖能夠自信地履行職責，並有效率地組織活動。」

本校推行「學生表現概覽」，以取代傳統之成績表，旨在全面記錄學生各方面的表現。除了「學業表現」之外，更獨立記錄「課外閱讀」、「專題研習」等；也取消單一的操行分，改為評定學生三類共七種素質如下：

品性	能力	態度
誠信	人際關係	學習態度
自律	領導才能	服務精神
禮貌		

學校有系統地記錄學生學業以外的成績，有助更全面了解學生的成長過程，對日後升學及就業，很有參考價值。





The Education Bureau conducted a comprehensive and in depth inspection of our school in 2024. The External School Review Report (ESR Report) made positive comments on our school, mentioning that, ' Students are humble, self-disciplined and respectful towards teachers. They possess a serious learning attitude, with good self-learning skills and communication skills in Cantonese. Students are eager to help their fellow schoolmates and have a strong sense of belonging to the school. They enthusiastically participate in different community services. Student leaders confidently perform duties and efficiently organise activities by themselves.'



Our school has taken the lead in implementing the 'Student Performance Profile', replacing the traditional report card as well as providing a comprehensive record of students' performance. Aside from 'Academic Performance', 'Extracurricular Reading' and 'Project Learning' are also separately recorded. Students are no longer solely graded according to their conduct. Instead, they are assessed in three aspects:

Character	Ability	Attitude
Honesty	Interpersonal Skills	Learning Attitude
Self - Discipline	Leadership	Spirit to Serve
Politeness		

Besides, our school has a systematic and cumulative record of students' non-academic achievements, which is conducive to a more comprehensive understanding of their growth. It also serves as a good reference for our students in their pursuit of studies and careers in the future.

愛的教育　綻放自信

Love Education Boosting Students' Confidence

教育局2024年外評報告 (ESR Report) 指出「學校秉持基督教的使命，致力於培養學生成為僕人領袖，貢獻社會。學生熱衷於為服務對象自主組織服務學習活動，並對他們探訪的長者和智障人士表達尊重和同理心。不同年級的「兄姊」也竭誠為中一學生提供大力支持，幫助他們順利適應中學生活。此外，學校也適時提供領袖培訓活動，培養學生在體育和社區服務等各方面所需的領導技能。據觀察，學生領袖們勤勉盡責，服務他人，並在組織和協調活動方面展現出卓越的能力。」

中一至中六推行班主任課，在「班主任與我的獨特時刻」中，班主任就不同的課題與學生分享人生經驗，學生也能透過成長札記，與班主任分享在班主任課的學習、啟發、反思、自己希望發掘的方向。

本校曾舉辦兩套原創音樂劇，分別是「炫光列車2083」及「月兒說」。兩劇均是沙循的原創劇目，無論劇本、歌曲創作、導演、台前幕後等，均由沙循校友及同學擔任。學校也舉辦了40周年音樂劇「Alice in Wonderland」。學生的演出別具意義，既讓大家分享了校慶的歡樂，也呈現了沙循人上下一心，憑著信心、愛心，展現上帝賜予的恩賜與潛能。

*引用教育局外評報告，詳見教育局網頁。











The External School Review Report (ESR Report) in 2024 mentioned that 'Adhering to the Christianity missions, the school is committed to developing students to be servant leaders to contribute to society. Students passionately organise service learning activities by themselves for the service targets. They show respect and empathy towards the elderly and mentally handicapped persons that they visited. The "Big Brothers and Big Sisters" from different year levels are devoted to rendering significant support for S1 students to facilitate their adaptation to secondary school life. Furthermore, leadership training programmes are suitably provided to equip students with essential leadership skills in various aspects, including sports and community services. As observed, student leaders faithfully perform their duties to serve others, and demonstrate effective capabilities in organising and coordinating activities.'

Form Teacher Lessons are implemented from S1 to S6. In the 'The Unique Moments between My Form Teacher and I', teachers share their life experiences with students on different topics, and students can also share their gains, discoveries and reflections with their class teachers through 'my foot notes' (every baby step towards a bigger step).

The school held the creative arts drama 'Dazzling Train 2083' and the 35th anniversary musical 'The Moon Speaks'. Both plays were original productions of our school, with students and alumni engaging in script writing, song composition, directing, front stage and backstage production. Our school also held the 40th anniversary musical 'Alice in Wonderland'.

These meaningful performances not only shared the joy of our school's anniversary, but also demonstrated the unity of Sha Tin Methodists. With faith and love, Sha Tin Methodists unleash God given potential.

**Quoted from the External School Review Report of the Education Bureau, please refer to the Education Bureau website for details*

專業領導 創新課程
Professional Leadership and Innovative Curriculum

本校的教師團隊本著專業精神，透過專業領導和各組織緊密合作，為學生提供最優質的教育。外評報告指出本校「在校董會的支持和帶領下，學校持續培育學生，秉持全人教育及基督教教育的宗旨」*，「在副校長嚴謹及細緻的統籌下，與中層管理教師攜手培育學生，順利落實學校的發展計劃，例如裝備學生成為具備全球勝任力的人才，以及關注個人身心靈健康」*。

本校重視教師專業發展，構建專業學習社群，「學校的教師專業發展活動有效裝備教師實踐學校關注事項，多項與大學或其他學校的協作計劃都能促進教師的專業成長。學校的新教師啟導計劃及課堂研究計劃都能支援新入職教師」。在2026年，學校繼續參加優質學校改進計劃 (QSIP) 及創新力量計劃 (InnoPower)，進一步裝備學校的管理層及領導層，持續推進學校的整全發展與課程創新。

本校曾獲教統局評選為二十間辦學優異學校之一，邀請成為「資源學校」，向全港學校推廣經驗。本校亦多年獲得「課程發展處」(CDI) 邀請成為「種籽學校」(Seed School)，發展多項優質課程，包括「資優教育」、「中醫中藥通識課程」、「通識教育科」及「綜合人文科」課程等。此外，除於中文、英文、數學、科學及電腦程式設計與A.I.人工智能設有校本課程外，亦與教育局資優教育組及香港資優教育學苑緊密聯繫，每年均推薦學生參加不同課程，培育及深化學生資優潛能。

本校於2008 至2018 年獲邀成為「專業發展學校」(PDS)、香港中文大學教育學院「通識教育支援計劃」(STILLS)、導師學校、循道衛理聯合教會「生命教育計劃」學校，推動優化教育，在2022年更獲生命教育基金會評選為「超凡學校」。此外，我校亦參與教育局「優化提升英語水平計劃」(REES)，實踐優質教育。





Our professional teacher team provides students with quality education through professional leadership and close collaboration among various departments. The ESR report mentioned that "Under the leadership and support of the IMC, the school continues to nurture students for whole person development in the missions of Christianity."* Also, "The meticulous coordination of the respective vice-principals and middle managers, together with the contribution of various subject departments and committees, greatly facilitates the smooth implementation of strategies, such as promoting students' global competence and health awareness."*

In the aspect of Professional Development and promoting Professional Learning Community(PLC), "In-house professional development programmes (PDPs), training courses organized by tertiary institutes, and cross-school professional exchange activities are suitably arranged to address the school's development focuses …… The school has also strengthened teachers' in-house professional exchange. A mentoring scheme for new teachers, which involves lesson studies, effectively supports their professional growth." In the year 2026, we have joined the QSIP Scheme (Quality School Improvement Project) and The InnoPower Programme to continuously enhance our leadership and curriculum development.

Our school has been recognized as one of the twenty outstanding schools by the Education Bureau. We were invited to be a 'Resource School' to share our successful experience with all schools in Hong Kong. We have also been invited by the Curriculum Development Institute (CDI) for many years to become a 'Seed School' to develop a number of quality programmes, including Gifted Education, General Education on Chinese Medicine and Herbs, Liberal Studies and Integrated Humanities. In addition to the school-based curriculum in Chinese, English, Mathematics, Science, and Computer Coding and A.I., we also work closely with the Gifted Education Unit of the Education Bureau and the Hong Kong Academy for Gifted Education. Every year, we recommend students to attend related programmes to nurture their gifted potential.

From 2008 to 2018, we were invited to be a Professional Development School (PDS), a Support for Liberal Studies (STILLS) Mentor School of the Faculty of Education of the Chinese University of Hong Kong, and a Methodist Church Life Education Project School to promote quality education. We achieved the "Extraordinary School Award" from the LPD Educational Foundation in 2022. Moreover, we also participate in the Education Bureau's "Refined English Enhancement Scheme" (REES) to implement quality education.

2018至2022年本校再次獲教育局邀請參與優質教育基金之「主題網絡計劃」(QTN)，重點支援超過十所友校的高中通識教育發展，培育學生思辨能力及正面價值觀。2021至2023年，本校獲得優質教育基金撥款超過一百萬元港幣，建設Maker-Space Centre，以發展校本初中STEAM課程，培育及發掘創科人才。2023年，本校老師獲「教育研究獎勵計劃教育研究教學一嘉許獎」，2026年榮獲「『智』為學理初中科學科教案設計比賽」的特選金獎，可見本校教師在各項專業領導和發展備受肯定。

近年，本校老師分別獲教育局委任為「德育、公民及國民教育」借調老師及「香港考試及評核局科目委員會」委員，掌握教育發展與趨勢，尤其推動在語文、品德情意和全方位學習的課程發展及學與教。

*引用教育局外評報告，詳見教育局網頁。



Our school was once again invited by the Education Bureau to participate in the Quality Education Fund's "Thematic Network Project" (2018-2022), which provided support for the development of Liberal Studies in senior forms across more than 10 participating schools. The project successfully cultivated students' critical thinking and positive values. Furthermore, from 2021 to 2023, we received over $1 million from the Quality Education Fund to establish a centre dedicated to developing school-based STEAM education in junior forms, as well as identifying and nurturing students with talents in Mathematics, Science, Engineering, and Technological Innovation. In 2023, our teachers received an award from the "Educational Research Award Scheme". We also clinched the Grand Gold Award in the 2026 "AI for Science Education" Lesson Plan Design Scheme, in recognition of our exceptional performance in professional leadership and development.

In the past few school years, two teachers were assigned by the EDB as committee members of the CDC-HKEAA Committee and as part-time Seconded Teacher (Moral, Civic, and National Education) of Curriculum Department respectively. They took on professional duties in promoting curriculum development in languages, personal growth and life-wide learning.

**Quoted from the External School Review Report of the Education Bureau, please refer to the Education Bureau website for details*

引入資源 擴闊視野
Introduce Resources to Broaden Horizons



「學校積極爭取及妥善運用來自不同網絡的資源，以豐富學生的學習經歷與體驗。學校安排學生參加國際組織舉辦的學習活動及比賽，有效拓闊學生的全球視野。校友亦支持學生的各項學習需要，對此貢獻良多，例如指導學生完成校本微氣候研究計劃，增長學生見聞。」*

本校多年以來獲政府「優質教育基金」資助進行多項創意教育計劃，以改進教育質素，包括：多媒體語言實驗室、中樂團、西樂團、數碼音樂藝術創作室、中醫藥普及教育課程與資源中心、學校專業發展協作計劃、Speak Trilingually in Virtual Reality、Developing Teaching and Self-Access Learning Materials using Web-based and Multimedia Resources、校園電視台提升教學效能新平台、專題探究優質教案計劃、建立優質數碼廣播系統，以及建立遠程教室發展中國少數民族交流計劃等。

'The school proactively capitalizes on different resources to build a resourceful network for enriching students' learning experiences. The school actively arranges students to join international organizations and educational conferences to broaden their exposure to global issues. Alumni dedicatedly contribute to various student learning activities, such as guiding students in a school-based research project on climate change, to widen students' horizons.'*

Our school has received funding from the Government's Quality Education Fund over the years in order to launch various creative education projects and improve the quality of education.

The projects include Multimedia Language Laboratory, Chinese and Western Orchestra, Chinese Medicine Education and Learning Centre, Digital Music and Art Creation Studio, School Professional Development Collaboration, Speak Trilingual in Virtual Reality, Developing Teaching and Self Access Learning Materials using Web-based and Multi-media Resources, Campus TV-A New Platform for Teaching Effectiveness Enhancement, Enquiry Study on Quality Lesson Plans, Quality Digital Broadcasting System, and A Remote Classroom for Chinese Ethnic Minority Exchange Program etc.



為了配合「擴闊視野」的目標，本校透過成立「教育專款基金」、「學生境外考察助學金」、「校友助學金」等等，獲得政府、教會、家長、校友及熱心人士的資助，為同學舉辦了不同性質的交流團及國際比賽，如曾到德國、澳洲、英國、加拿大、奧地利、俄羅斯、韓國、日本、新加坡、馬來西亞、柬埔寨、北京、西安、四川、清遠等地。加上善用政府的各項資源，包括公民與社會發展科的內地交流團、「姊妹學校計劃」、「同行萬里」、「同根同心」、「大灣區職涯探索之旅」、「推廣中華文化一筆過撥款」等，使全體有志的同學，皆可讀萬卷書，行萬里路，豐富學習經歷。自2022年至今，本校設立星期五全方位學習活動，為學生提供參觀、講座等體驗活動。而學校舉行全方位學習日及試後活動，亦能讓學生體驗多姿多采的校園生活，啟發潛能並得到全人發展。

*引用教育局外評報告，詳見教育局網頁

In order to meet the goal of "broadening horizons", we have set up "Education Fund", "Scholarship for Students' Overseas Study Tour" and "Alumnus Fund". Apart from the resources from the government, such as "CS Mainland study tours", "Sister School Scheme", "Mainland Exchange Programme for Secondary School Students", "Mainland Exchange Programme for Junior Secondary and Upper Primary Students", "Greater Bay Area Career Exploration Tours Programme" and "One-off Grant for Promotion of Chinese Culture Immersion Activities", we have financial support from the government, churches, parents, alumni and charitable parties. Our students take part in various exchange tours and international competitions to enrich their experience and cultural exposure. They have visited Germany, Australia, the United Kingdom, Canada, Austria, Russia, Korea, Japan, Singapore, Malaysia, Cambodia, Beijing, Xi'an, Sichuan and Qingyuan. Since 2022, the school has integrated Friday Life-Wide Learning (LWL) activities into the school curriculum, which include field trips, visits, and seminars to enhance experiential learning. In addition, we organize LWL Day and post-examination activities for students. Hence, students can enjoy a wonderful and joyful school life, unleash their potential, and achieve all-round development.

Quoted from the External School Review Report of the Education Bureau, please refer to the Education Bureau website for details



追求卓越 發揮潛能
Pursuing Excellence and Unleashing Potential

持續更新優化課程 切合學生需要

在中學課程持續更新的過程中，本校根據學會學習課程的主導原則，配合學校未來的發展優次，整合主要更新重點，並在學校發展計劃有系統並連貫地推行，包括：繼續加強生命教育、價值觀教育及生涯規劃、優化資優教育、推廣多元化的全方位學習經歷、延伸「從閱讀中學習」至「跨課程語文學習」、推展STEAM教育和數字教育、培養開拓與創新精神、並繼續強化中國歷史與中華文化的學習，旨在促進學生掌握知識、技能、價值觀和態度，因應自己的興趣、能力及方向作出明智選擇，拓展學業及事業抱負，終身學習，達致全人發展。



Ongoing Renewal of the School Curriculum to Meet Students' Needs.



Under the ongoing renewal of the school curriculum at the secondary level , our school continues to engage in coherent and systematic implementation of school-based curriculums by adhering to the guiding principles of the Learning to Learn curriculum alongside the school priorities to strengthen life and career education, step up gifted education, diversify life-wide learning experiences, extend "Reading to Learn" to "Language across the Curriculum" , promote STEAM education and Digital Education, foster an entrepreneurial spirit and reinforce the learning of Chinese history and Chinese culture at school. Through all these attempts, our students are equipped with the knowledge, skills, values and attitudes necessary to make wise choices according to their interests, abilities and orientations. They are also guided to integrate their academic and career aspirations with lifelong learning and whole person development.

本校開設科目
Subjects Offered





初中科目：

以英語授課： 英國語文、數學、科學、物理、生物、化學、歷史、地理、公民、經濟與社會、電腦、視覺藝術、音樂、科學、科技、工程與數學科 (STEAM)

以中文授課： 中國語文、中國歷史、普通話、宗教及德育、體育

高中科目：



核心科目： 中國語文、英國語文、數學、公民與社會發展科

選修科目：

以英語授課： 生物、化學、物理、歷史、地理、經濟、企業會計與財務概論、資訊及通訊科技、數學延伸單元1、數學延伸單元 2、音樂 (聯校課程) 、其他語言 (聯校課程)

以中文授課： 中國歷史、中國文學、視覺藝術 (聯校課程) 、高中應用學習課程

本校為學生提供超過二百多個不同的選修科目組合，有助學生回應現代須揉合各領域知識的社會需要。而本校升讀高中同學，有超過90%能修讀首3個志願的心儀選修科目，可見組合設計適切學生需要。

其他學習經歷：音樂科、宗教及德育科、生涯規劃、社會服務、體育等

其他學習經歷：藝術發展

藝術發展不但能培養學生對藝術的終身興趣和正面的價值觀，更有助學生建立健康豐盛的人生，是達到全人發展的重要元素，學生可以通過欣賞、創作、演出和反思去學習藝術。本校不但在初中培育學生音樂藝術才華，更為所有高中學生提供正規音樂科，安排音樂欣賞及作曲培訓，為學生提供豐富而具意義的藝術學習經歷。為了鞏固所學，學生在學年完結時，會以小組形式合力創作及演示他們的作品，以發揮所長。

Junior Forms

Subjects taught in English: English Language, Mathematics, Science, Physics, Biology, Chemistry, History, Geography, Citizenship, Economics and Society, Computer Literacy, Visual Arts, Music, and STEAM (Science, Technology, Engineering, Art and Mathematics)

Subjects taught in Chinese: Chinese Language, Chinese History, Putonghua, Religious and Moral Education and Physical Education

Senior Forms

Core Subjects: Chinese Language, English Language, Mathematics (Core), Citizenship and Social Development

DSE Elective Subjects: (Taught in English) Biology, Chemistry, Physics, History, Geography, Economics, Business, Accounting and Financial Studies, Information and Communications Technology, Mathematics Extended Module 1, Mathematics Extended Module 2, Music (under Network School scheme) and Other Languages (under Network School scheme)

DSE Elective Subjects: (Taught in Chinese) Chinese History, Chinese Literature, Visual Arts (under Network School scheme) and Applied Learning courses

Our school offers over 200 combinations of elective subjects, helping students respond to the needs of modern society that requires a mix of interdisciplinary knowledge in various fields. The combinations are designed to meet the future needs of students. More than 90% of our senior form students can study the electives as expected. This shows that our elective subjects' combinations cater to students' diverse needs.

Other Learning Experiences in Senior Forms

Music, Religious and Moral Education, Life Planning, Social Services and Physical Education, etc.

Other Learning Experiences: Aesthetic Development

Aesthetic development not only fosters our students a lifelong interest in arts and positive values, but also helps them lead healthy and fruitful lives. Artistic aspect is an important element of whole person development. Students can learn about the arts through appreciation, creation, performance, and reflection. Besides nurturing students' artistic talents in the junior forms, we also offer regular Music subject to senior form students. Music appreciation and composition training are arranged for students to reinforce what they have learnt and provide students with rich and meaningful arts learning experience. To consolidate their learning, students can showcase their potential by working together in groups and demonstrating their works at the end of the school year.

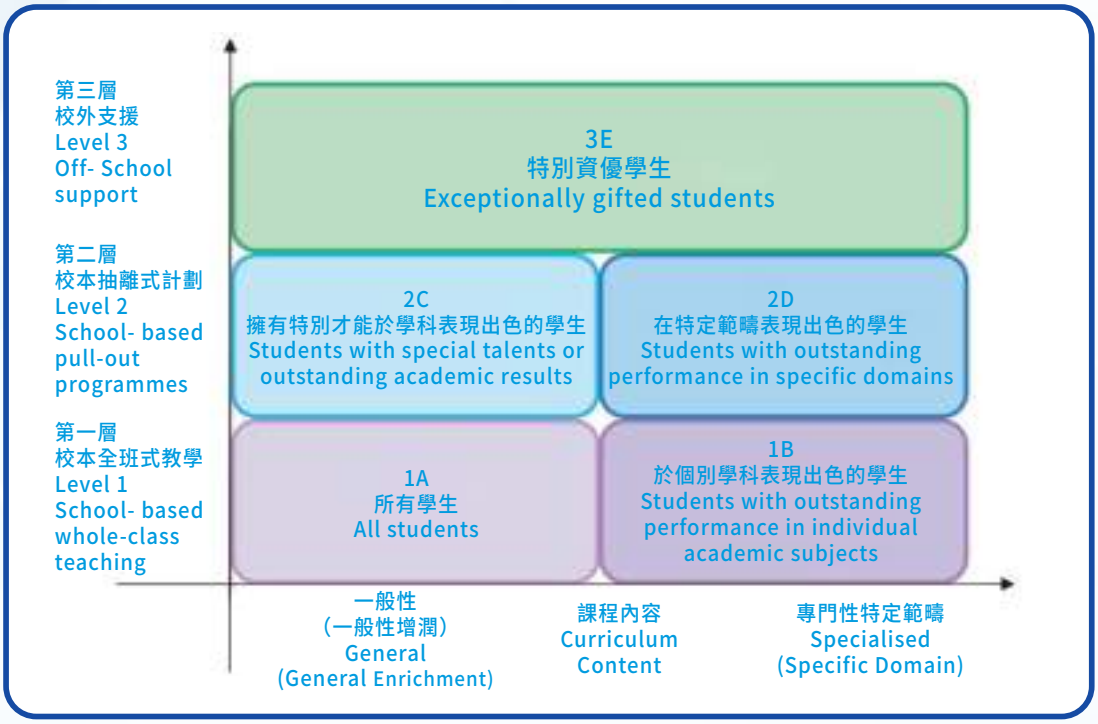
採用資優教育，照顧學生的多樣性
Stepping up Gifted Education

資優教育不應理解為只向少數高能力的學生提供服務，而是要切合每位同學獨特的需要，以充分發揮其潛能。我們深信每一位學生都是上帝創造的精英，具備無限潛能。

根據J. Renzulli對於「資優」的解說，資優學生的智力水平較一般學生高，對於某一學科有特強的資質，以及有獨創性思考。對於我們來說，沙循所有學生都具備資優的特質。因此沙循採用三層架構推行模式以規劃及推行校本資優教育課程，包括推行校本全班式教學，實行校本抽離式計劃以及提供校外支援，以照顧學生多樣性，培育資優學生。

Gifted education (GE) should not be interpreted as educational provision only to serve a small number of highly capable students. Rather, it is to serve the needs of each student to fully realise their potential. We believe that every student is a gift from God and our students are all gifted.

According to the concept of giftedness by J. Renzulli, gifted students possess above average intelligence, sense of task commitment, and creativity. To us, all STMC students exhibit such 'gifted behaviour'. Therefore, the school has adopted the Three-Tier Implementation Model of Gifted Education, i.e., three levels of engagement, including school-based whole-class learning (Level 1), supplemented by school-based pull-out enrichment and extension programs (Level 2), and off-site intensive support services (Level 3).





資優課程開學禮2026

第一層：資優教育普及化——透過多元化的計劃及服務提供豐富的學習經歷，讓每個學生的潛能得到栽培和展現。

Level I: Gifted education for all – Provide rich learning experiences through diversified programmes and provisions to nurture students' potential.

沙循初中多樣化校本課程
STMC Diversified School-based Curriculums in Junior Forms

KLA	校本正式課程 School-based Formal curriculum
中國語文教育 Chinese KLA	**中一至中三級設「中國文學課」，並教授《經典文學》古典詩詞課程。** F.1-3 Chinese Literature & Classics Curriculum • 培養學生對於中國古典詩詞和文學作品的鑒賞能力，以提升他們高階寫作和創意思考的能力。 Develop students' appreciation of Chinese Classics and literature and increase their high order thinking and creativity in writing. 《經典文學》每級各設六個單元，各級均有為學篇、友情篇、待人處世篇、家國篇；另中一有孝親篇、自然妙趣篇，而中二、中三有愛情篇、人生無常篇。每單元附有名言雋語、應用練習、延伸閱讀，重要在於培養學生的品德情意，學會慎思明辨，提升同學對中國古典詩詞和文學作品的鑒賞能力，亦提升他們高階寫作和創意思考的能力。如：通過閱讀「為學篇」，中一讀〈鑿壁偷光〉、中二讀〈讀書寫文字第四〉、中三讀〈傷仲永〉，學習堅毅、責任感、勤勞等價值教育；友情篇如〈荀巨伯遠看友人疾〉談朋友之義、尊重他人、同理心 與團結；自然妙趣篇〈鳥〉、〈貓捕雀〉學習同理心、仁愛；孝親感悟篇呼應主題「孝親」；國家篇如 〈過零丁洋〉、〈滿江紅〉等能提升同學國民身份認同和承擔精神。
英國語文教育 English KLA	**中一至中三級英國語文藝術課程** • 英文科的初中課程旨在啟發學生對英語的熱愛，通過探索語言藝術，包括詩歌和短篇故事，培養仁愛、同理心和堅持不懈等等的主題，並通過各種互動活動，如小組討論、創意寫作和多媒體展示，提升創造力和分析思維能力。 Our junior form curriculum aims at inspiring a love for the English language by exploring language arts, including poetry and short stories, cultivating themes of love, empathy and perseverance…etc., and enhancing creativity and analytical thinking skills through various interactive activities such as group discussions, creative writing, and multimedia presentations.
科學教育 Science KLA	**中一至中二級科學探索** F.1-2 Science Investigation • 學生參與有關珊瑚、降落傘設計及日用品公平測試等科學議題的專題研究，能夠在提出疑問和解決難題的過程中，學習觀察、搜集數據、分析結果和闡述資料的技巧，感受科學家在探究過程中的勤勞和堅毅。 Students carry out investigations on science topics, such as corals, parachute design and household product fair test projects. Through questioning and problem-solving, students acquire skills on observation, data collection, analysis, and presentation. **中二級中醫及草藥課程** F.2 Chinese Medicine and Herbs curriculum • 這個入門課程介紹中醫藥的基礎知識，並透過學校中醫藥資源室、中草藥園及溫室，讓學生對中醫藥及草藥有更多的認識，欣賞中國醫術的智慧，同時做到保育文化遺產和實踐健康教育。 A general education of introductory lessons on Chinese Medicine, coupled with studies in the school's Chinese Herbal Medicine Resources Centre, herbs garden and greenhouse to achieve the dual aims of cultural heritage preservation and health education. • 培養學生對於中草藥等中國傳統文化的鑒賞能力，並拓闊他們中西醫藥領域的知識。 Gifted Education Develop students' appreciation of Chinese traditional culture, i.e. Chinese medicine and herbs and broaden their knowledge base of Chinese and Western medicine.



作家徐焯賢帶領學生到九龍寨城文學散步，探索社區文化和特色。



學生駐足宋皇臺公園，一邊閱讀文學作品，一邊感受歷史留下的痕跡。



文學散步於九龍城寨公園前留影



英文資優課程學員就辯論題目分組討論己方論點



同學到新加坡出席模擬聯合國活動



學生到韓國參加創意數理科學 4D Frame比賽，屢獲佳績。

KLA	校本正式課程 School-based Formal curriculum
個人、社會及人文教育 PSHE KLA	**探索大埔富善街的發展與可持續性** Exploring the Development and Sustainability of Fu Sin Street, Tai Po • 學生將透過實地考察、觀察及社區互動，探索大埔富善街的歷史、文化、環境與經濟。他們將了解傳統文化與現代城市發展如何在這個社區中共存。在完成實地考察後，學生需就當區的歷史、文化、經濟或地理環境提出一個研究主題或問題，並建議改善方案，以促進社區的發展、文化保育與可持續發展，使富善街成為一個更知名、宜居、可持續且充滿活力的地方，吸引居民與遊客共同認識與欣賞這片區域。 Students will explore the history, culture, environment and economy at Fu Sin Street in Tai Po. Through field studies, observation and exploration of local environment, business activities, traditional culture and heritage, students will have an in-depth exploration of this community. After field studies, students will propose an investigation theme/ topic or a problem with suggested solutions in the aspects of history, culture, economy and geography to understand the local development, culture conservation and urban development to make Fu Sin Street a more well-known, sustainable, liveable and energetic place for residents and visitors to examine this area.
藝術教育 Arts KLA	**中一至中三級音樂創作課程** F.1-3 Music Composition program • 作曲課程培養學生有創意思考能力，亦有堅毅及勤勞精神，而通過同學的作品分享，不單培養音樂鑒賞能力，亦能讓學生學懂尊重他人。 Cultivate students' aesthetic development in creating and appraising music
資訊科技教育 Technology KLA	**中一至中二級STEAM專題研習——運用人工智能及大數據分析、探討水資源危機、實踐智慧生活** F1-2 STEAM Project— From water resource study to smart living through use of AI and big data analysis. • 本科與數、理、電腦科組的成員攜手合作，透過上述專題，培養同學們的創意思維和解難能力。 The Science, Maths and Computer Literacy subjects work collaboratively to develop students' creativity and problem-solving skills by the captioned projects.
體育教育 PE KLA	• 學生透過參與每年於陸運會和水運會中舉辦的「班際啦啦隊比賽」，能掌握與他人合作共處的技巧和培養創意思考能力。 Students' personal-social competency and creativity are nurtured through inter-class Cheering Team Competitions during the Annual Sports Day and Swimming Gala held every year.
跨學科教育 Inter-Disciplinary KLA	**跨學科專題研習旨於培育學生的創意思考、高階思維和社交技能等這三項在資優教育中的重要價值，當中包括：** The three gifted elements of creativity, higher-order thinking and personal-social competency are infused and developed in the inter-disciplinary projects. 12 • 中一級「全球公民教育」透過獨立專題探究 (包括所有學科、班主任課、閱讀計劃、英語日活動、兄姊分享等)，提升世界公民和國民身份的認知。 F1 Global Citizenship Project (all subjects, form teacher lessons, Extensive Reading Scheme, English day activities, Big Brother & Sisters' sharing etc.) • 中二級STEAM 跨科專題：探討無人機低空經濟和碳中和議題 (跨科包括：科學，數學，BAFS和STEAM)，培養學生成為有責任感的地球公民。 F2 STEAM Project : Low attitude economy and Carbon Neutrally (Maths, Science, BAFS, STEAM subjects) • 中二級英語數碼故事專題研習 (包括英國語文、音樂、視覺藝術等科目)，培養同理心、仁愛和責任感 F2 English Creative Showcase/Digital Story Project (English, Music, Visual Arts subjects) • 中三級非物質文化遺產專題研習 (包括中史、歷史、電腦、中國語文及英國語文等科目)，同學在研習過程 中展現團結、堅毅和責任感，同時提升國民身份認同。 F3 HK Intangible Cultural Heritage Project (Chinese History, History, Computer, Chinese, English subjects)

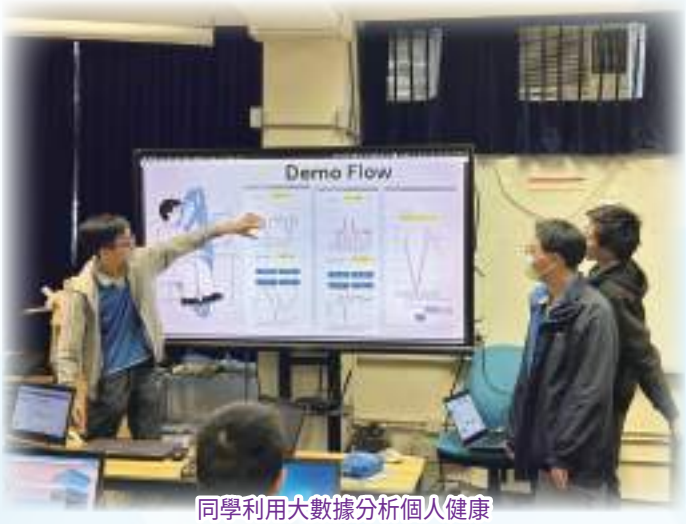
第二層：校本質優教育——為經識別的資優學生提供專門的學習經歷提升其表現及能力

Level II: Education for the gifted – Establish a Talent Pool and provide special learning experiences for identified gifted students to enhance their performance and achievements.

學校會於每星期一課後為經識別的資優學生推行「資優教育校本課程」，更全面照顧、培養和拓展同學的多元特質。科目包括：中、英、數、科學、歷史、STEAM和STMC-MUN。課程旨於甄選120名資優學生，讓他們能在每年特定的學科範疇中盡展潛能，資優學生的學習經歷將會納入學生的履歷表中。

Pull-Out Gifted Education Programs are held after school at STMC every Monday. About 120 students are recruited to nurture their giftedness in specific domains every year. The learning experience will be kept as a kind of Student Portfolio.

特定的學科範疇 Specific domains	推行的課程 Implementation programs	
中國語文 Chinese	學生能夠透過參與寫作工作坊及出版工作，以建立創意思維及高階思維能力。 Students can develop creativity and higher-order thinking through writing workshops and publications.	學校會為學生提供以發展通用技能為主的工作坊，以提升他們在個人和社交發展方面的技能，並提高他們的情緒智商和自省能力。 Workshops which place emphasis on the development of generic elements are provided, such as personal-social competency, emotional intelligence and intrapersonal skill.
英國語文 English	學生能夠透過參與辯論，討論本地和國際議題，培養批判思考能力。 Students can develop critical thinking through debates, in-depth discussion of global issues and joining various debate competitions.	
數學 Mathematics	學生能夠透過參與密集式訓練和本地及海外的比賽，以培養出色的數理邏輯思考能力和解難能力。 Students can strengthen their logical thinking skills and problem-solving skills in Mathematics through intensive training and competitions organized locally and globally.	
科學 Science	學生能夠透過發明新產品、參觀和實地考察，培養創意思考能力和擴散性思維能力。 Students can develop creativity and divergent thinking skills through inventions, visits and field trips.	
STEAM & CODING	學生能夠透過設計數碼裝置，並為人工智能裝置編碼，培養創意思考能力和創新能力。 Students can develop creativity and innovation through designing smart devices, coding and artificial intelligence applications.	
歷史 History	一起走訪九龍半島的歷史古蹟，了解課堂上學不到的本地歷史，創造屬於同學自己的「城市版圖」！ Students will visit historical landmarks across Kowloon Peninsula to discover local history that can't be learned in the classroom, and create their own 'urban territory map'	
模擬聯合國 MUN	模擬聯合國課程為學生提供了一個非常獨特的機會，透過批判性思維、談判和公共演說來學習國際關係和外交。不僅能加深學生對全球議題的理解，還能提升學生的同理心、表達和思想的方式。 STMC MUN provides you with a very unique opportunity to learn about international relations and diplomacy through critical thinking, negotiation and public speaking. Not only will your knowledge of global issues be deepened, but empathy and the ways you convey your ideas will also be enhanced.	



同學利用大數據分析個人健康


同學出席浸大科學之星挑戰賽

第三層：普及教育資優化——校外強化支援服務

Level III: Education for the gifted - Off-site intensive support services

已入選為香港資優學院 (HKAGE) 的中一至中六級資優學生名單 Name-list of current F.1-6 students who are members of the HK Gifted Academy (HKAGE)	
F.1 CHU CHUN MING JETHRO	F.4 POON YAN TUNG 潘茵淞
F.2 CHEUNG HO TIN	F.4 SIU CHEUN WAN 蕭卓昀
F.2 CHUI YUET WO	F.4 TANG ETHAN 唐虓
F.2 LEUNG WAI SHUN	F.4 YUEN SHUN HIM 阮信謙
F.2 LI TSE HIM	F.4 YIP SUM WING 葉心穎
F.2 NG KING SANG 吳璟燊	F.4 JONG LOK CHING 莊樂正
F.2 YAN HO YIN	F.4 KOO YIU LOONG Michael 古耀隆
F.2 YUEN TSE CHIN	F.5 CHAN ALPHEN 陳樂心
F.3 NGAN TSZ HO 顏子皓	F.5 CHEN LOK YAN 陳珞恩
F.3 PARSONS JOSHUA LUKE 柏頌曦	F.5 HO YUI LAM, ERIN 何睿琳
F.3 LAM YAT HIN 林逸軒	F.5 WONG SHEUNG NING SANDY 黃湘寧
F.4 FANGLING HUNG 方令雄	F.5 CHING TSZ WAI NAOMI 程紫蔚
F.4 LI MAN HO 李文皓	F.6 LAM CHUN HEI 林濬晞
F.4 LI RUN ZE 李潤澤	F.6 WONG LEONG HANG 黃亮衡
F.4 LAU JANIS KA YIN 劉泇言	F.6 HUNG YEE SUM 熊綺心
F.4 LAU KIN LONG 劉健朗	F.6 TAM HO TIN 譚皓天
F.4 LEE YUK SHING 李毓誠	F.6 TANG YAT LONG 鄧日朗

The Consultant of Gifted Education of Sha Tin Methodist College:
沙田循道衞理中學資優教育顧問

Ms. Debbie Choi, Education Psychologist
教育心理學家 蔡潔恩女士
The Methodist Church, Hong Kong
循道衞理聯合教會



到ARUP工程辦公室與工程師訪談後，參加bE inspired! 創想我城比賽。



科學科同學出席航空課程，向機師學習飛行原理，並透過模擬飛行器實踐所學。



同學專心製作物聯網模型



同學到HAECO體驗飛機維修工作，並參加小零件大未來—飛機改造比賽。



歷史科資優學員走訪港島各區的歷史古蹟，了解課堂上學不到的本地歷史。



數學資優學員參加香港數學競賽

跨學科課程
Interdisciplinary Curriculum

本校根據《中學教育課程指引》(2017年)，一直致力為學生營造多元的學習經歷。我們為初中學生設計及規劃具全球視野的跨學科專題研習，讓學生學習不同領域的知識，並融會共通能力，樹立正確的價值觀和態度，促進全人發展、培養終身學習和「學會學習」的能力，以達至七個更新的學習宗旨。

「可持續發展教育是為所有人塑造更美好的明天，它必須從今天開始。」(聯合國教科文組織，2014年)。為響應聯合國教科文組織的號召，本校根據聯合國十七項可持續發展目標，為初中設計「打破學科界限 迎接未來挑戰」專題研習及學習活動，旨在開拓學生全球視野，鼓勵他們關心社會，認識國家，並以行動改變世界。此外，跨學科專題研習亦能深化學生的跨學科知識和提升其6C全球競爭力 (品格培養、公民教育、協作能力、創造力、溝通能力、明辨性思考能力) 以面對廿一世紀複雜的挑戰。

STMC Interdisciplinary Projects (F.1-3) are designed based on the Secondary Education Curriculum Guide (2017) to incorporate knowledge, generic skills, values and attitudes to achieve the updated seven learning goals of secondary education including cultivating whole-person development and nurturing students' lifelong learning, as well as developing their 'learning to learn' capabilities. (EDB, 2017)

"Education for Sustainable Development is about shaping a better tomorrow for all—and it must start today" (UNESCO, 2014). In response to UNESCO's call, STMC has designed interdisciplinary projects and learning designs based on the 17 UN Sustainable Development Goals for all junior-form students. These projects aim at broadening of our students' horizons, helping them build a better understanding of our community and global issues, and taking action to create a better world. Moreover, the projects can also help strengthen students' global competencies (6C: Character, Citizenship, Collaboration, Creativity, Communication skills, Critical Thinking) and their interdisciplinary knowledge in the face of the complicated challenges in the 21st century.


張沁教授頒發聯合國教科文成員學校證書

中一至中三 跨學科課程：達致聯合國可持續發展目標
F.1-F.3 Interdisciplinary Curriculum: Towards UN Sustainable Development Goals (SDG)

	專題研習Projects	學習目標Learning Goals	科目 Subject Panels
中一 F.1	全球公民教育專題研習 'We are Global Citizens' Project	聯合國全球公民教育 UN Global Citizenship Education (GCED)	所有學科、班主任課、跨課程語文學習組、宗教組 ALL subjects, Form teacher lessons, LaC, REC
	STEAM專題研習 STEAM Project	聯合國可持續發展主題：可持續城市 UN SDG's main theme: Sustainable City 可持續發展目標 3 良好健康與福祉 SDG 3 Good Health and Well-Being 可持續發展目標 11 可持續城市及社區 SDG 11 Sustainable Cities and Communities 可持續發展目標 13 氣候行動 SDG 13 Climate Action	STEAM、電腦科、跨課程語文學習組、視藝、數學科 STEAM, Computer, LaC, V.A., Maths


本校獲聯合國教科文組織嘉許為碳中和示範學校


同學參與設計思考暑期訓練計劃「消除貧窮・零飢世代」，以拓展世界視野，實踐世界公民的責任。

	專題研習Projects	學習目標Learning Goals	科目 Subject Panels
中二 F.2	STEAM專題研習 STEAM Project  中二人文學科專題研習考察	聯合國可持續發展主題：可持續學校與世界 UN SDG's main theme: Sustainable School & World 可持續發展目標 7 經濟適用的清潔能源 SDG 7 Affordable and Clean Energy 可持續發展目標 8 體面工作和經濟增長 SDG 8 Decent Work and Economic Growth 可持續發展目標 9 產業、創新與基礎設施 SDG 9 Industry, Innovation and Infrastructure 可持續發展目標 11 可持續城市及社區 SDG 11 Sustainable Cities and Communities	科學科、STEAM、 跨課程語文學習組、 視藝、數學科 Science, STEAM, LaC, V.A., Maths
	人文學科專題研習 PSHE Project	聯合國可持續發展主題：可持續城市 UN SDG's main theme: Sustainable City 可持續發展目標 8 體面工作和經濟增長 SDG 8 Decent Work and Economic Growth 可持續發展目標 11 可持續城市及社區 SDG 11 Sustainable Cities and Communities 可持續發展目標 13 氣候行動 SDG 13 Climate Action 可持續發展目標 15 陸地生物 SDG 15 Life on Land 可持續發展目標 16 和平、正義與強大機構 SDG 16 Peace, Justice and strong institutions	個人、社會及人文教育學習領域 PSHE KLA
	數碼故事專題研習 Digital Story Project  中三同學在中華文化周展示並推廣中國非遺文化	聯合國 可持續發展主題：可持續的我 UN SDG's main theme: Sustainable Me 可持續發展目標 4 優質教育 SDG 4 Quality Education 可持續發展目標 16 和平、正義與強大機構 SDG 16 Peace, Justice and strong institutions	英文科、音樂科、 視藝科 English, Music, V.A
中三 F.3	非遺專題研習 Intangible Cultural Heritage Project	聯合國可持續發展主題：可持續城市 UN SDG's main theme: Sustainable City 可持續發展目標 4 優質教育 SDG 4 Quality Education 可持續發展目標 11 可持續城市及社區 SDG 11 Sustainable Cities and Communities	中文科、中國歷史科、 電腦科、英文科、 歷史科 Chinese, Chinese History, Computer, English, History
	跨學科靈修閱讀計劃 RaC: Spiritual Reading Scheme	聯合國可持續發展主題：可持續的我 UN SDG's main theme: Sustainable Me 可持續發展目標 4 優質教育 SDG 4 Quality Education	跨課程語文學習組， 英文科、宗教科 LaC, ENG, RME
	White Bird & Nathaniel 跨科閱讀報告 RaC: White Bird & Nathaniel Book Report	聯合國可持續發展主題：可持續的世界 UN SDG's main theme: Sustainable World 可持續發展目標 4 優質教育 SDG 4 Quality Education 可持續發展目標 16 和平、正義與強大機構 SDG 16 Peace, Justice and strong institutions	跨課程語文學習組， 英文科、宗教科 LaC, ENG, History


校友重返母校，與師弟妹分享氣候變化的議題。


中一級同學參與「我們都是世界公民」專題研習報告分享

跨課程語言學習
Language across the Curriculum





學術成果展：學生以英語介紹跨學科語言活動、學生閱讀報告文字及藝術作品，並邀請來賓參與攤位遊戲。

本校作為一所以英語為教學語言的學校，已發展出一套別具特色的英語課程。本課程旨在透過各種真實且互動性強的活動，提高學生的英語能力。通過營造豐富的語言環境，我們的學生有充足的機會在課堂內外以英語互動，並更深入地了解語言學習的價值。

As an EMI school, Sha Tin Methodist College has developed a unique English Language Curriculum. This curriculum is designed to enhance students' English language proficiency through a variety of authentic and interactive activities. By cultivating a language-rich environment, we provide our students with ample opportunities to engage with the English language both inside and outside the classroom, enabling them to develop a deeper understanding of the value of language learning.

賦予學生運用英語學習的能力
Empowering Students in English Medium of Instruction

本校深明學生在銜接不同學習階段時所面對的挑戰，故致力提供各項支援，以助他們適應新的語言學習環境。透過傳授實用的學習技巧，學生能更有效地學習以英語授課的學科知識。各學科小組為此設計多樣化的學習材料和學習包，引導學生掌握特定學科的文本知識、話語分析、詞彙學習技能、多模態圖形組織技能等。在與各科協作的過程中，我們尤其重視課程設計，同儕討論及觀課交流，以持續優化教學質素。

Understanding the challenges students experience when transitioning between different stages of their learning, our school aims to support them in adapting to a new language learning environment. By equipping them with practical study skills, students can obtain EMI subject knowledge effectively. A diverse range of learning materials and packs has been designed together with different subject panels to expose students to discipline-specific text-based knowledge, discourse analysis, vocabulary learning skills, multi-modal graphic organizing skills and so on to assist students to learn EMI subjects. Professional lesson designs, discussions and observations are also highly valued during the collaboration with other panels.



同學參與刪除詩及形體詩創意文字工作坊

閱讀與思維的突破：跨越學科之間的界限
Reading and Thinking out of the Box: Blurring Boundaries among Subjects

本組與音樂、中文、英文、中國歷史、數學、歷史、STEAM、資訊科技和視覺藝術等學科合作，設計課堂內外的活動。我們定期舉行六字故事寫作、擦除藝術詩創作、英語和中文俳句挑戰、斐波那契詩比賽、數碼故事製作，並在線上設論壇比較中西文學、熱門議題等。這些活動的主題橫跨不同學術領域，以實用而富有創意的方式將學科知識融入語言學習中，以提升學生的英語水平，同時拓寬他們的視野。英語不再是單一學科，而是能與學生的母語——中文互動的語言，讓學生更熟稔英語運用並掌握相關知識。此外，本組經常配合大型學校活動，如英語音樂劇《愛麗絲夢遊仙境》，選取經典英語文學篇章作為該主題學習文本；並鼓勵學生在各英語授課科目中，以英語探索科學概念、個人價值及社會議題，並參與多元化的體驗活動。

Cooperating with other committees and subject panels such as Music, Chinese, English, Chinese History, Mathematics, History, STEAM, Computer Literacy, and Visual Arts, both inside and outside classroom activities—including six-word story writing, erasure art poetry composing, English and Chinese haiku challenges, a Fibonacci poem contest, online discussion forums comparing Chinese and Western literature, discussing popular issues, the production of digital stories, and so on—are regularly conducted. The themes of the activities are based on different academic areas, which elevates students' standards and widens their perspectives by integrating subject knowledge into their language learning in a practical yet creative manner. The English language is no longer treated as an isolated subject; it is now employed to interact with students' mother tongue, Chinese, to facilitate their ownership of languages and knowledge and to express their originality. Additionally, there has been regular macro adoption of classic English literature in alignment with major school events like the English Musical, *Alice in Wonderland*, as lead-in learning activities, along with explorative and experiential activities on certain scientific concepts, personal values and social issues in different EMI subject lessons.

為了培養學生創作高質素作品的能力，我們相當重視跨學科閱讀。學期內經常舉行跨學科閱讀 (RaC) 周、閱讀日、早午閱讀時段，及各類作家和專家講座等活動，以確保學生有充足且優質的語言輸入。

Certainly, the saying "Quality in, quality out" prevails. To develop students' ability to produce high-quality work, Reading across the Curriculum is always emphasized in our school context. Events including Reading across Curriculum (RaC) week, reading days, and reading mornings and afternoons with a variety of author and expert talks are held frequently each term to ensure solid language input and thus further promote interdisciplinary learning activities.



















建立師生語言學習共同體
Building a Language Learning Community among Teachers and Students

《火焰木藝文集》於2022年創刊，它是一份全新的語言與藝術期刊，並以過去幾十年裡陪伴著我們經歷了風風雨雨的校樹——非洲鬱金香樹 (即火焰木) 命名。該期刊展示了師生對日常生活、語言、藝術、價值觀等各層面的思考，為學生、教師、牧師搭建交流、討論的平台。此外，它將本土特色和中國價值觀融入英語中，藉着展示同學親近之人的作品來豐富閱讀體驗。簡而言之，《火焰木藝文集》是語言與知識的結晶，為學生提供了展示創意的渠道，助其理解不同個體之間的聯繫，從而深化對學校社群的歸屬感。

An original language and art journal, The Fountain Tree Language and Art Journal, was launched in 2022. It was named after our school tree, the African Tulip Tree, also known as the Fountain Tree, which has accompanied us for several decades through rainy and sunny days. The journal showcases works and responses from students and teachers on daily issues, language, art, values, and life. It creates dialogues among students, teachers of different subjects, former teachers, alumni, and even our pastors. In addition, it incorporates local features and Chinese values into the English language we use and it enriches their reading experience by featuring works from people close to them. In short, *The Fountain Tree Language and Art Journal* serves as an incredible example of the interplay between language and knowledge, provides students with a creative channel to understand how connections are built and assists them to build those connections themselves.



《火焰木藝文集》二維碼

英文科 — 幫助學生迎接挑戰
English Panel – Empowering Students to Meet the Challenge

英文科致力為學生提供21世紀所需的基本知識和技能。我們的核心課程設計專注於培養學生的解難能力，確保學生不僅具備知識，還能夠應對未來的挑戰。

The English Panel is dedicated to equipping students with essential knowledge and skills for the 21st century. Our core curriculum design focuses on fostering problem-solving abilities, ensuring that students are not only knowledgeable but also ready to tackle the challenges of the future.



同學參加由教育局舉辦的影片創作比賽

為裝備學生迎接日益緊密相連的世界，本科正積極重塑21世紀及人工智能時代的語言教育。透過將多元化電子學習平台融入日常課程，我們致力協助學生豐富詞彙庫，並全面提升聽、說、讀、寫四大語文技能。此前瞻性的科技教學方案特別著重深化閱讀理解與精進批判性寫作，確保學生不僅能適應數碼創新，更能善用科技，以自信、清晰且精確的方式進行溝通。

To prepare students for an increasingly interconnected world, our English Department is actively evolving language education for the 21st century and the age of AI. By integrating dynamic eLearning platforms into the daily curriculum, we empower students to expand their vocabulary banks and systematically strengthen all four core language skills—listening, speaking, reading, and writing. With a special emphasis on deepening reading comprehension and refining critical writing, this tech-forward approach ensures our learners do not just adapt to digital innovation, but harness it to communicate with confidence, clarity, and precision.

將英語帶進生活
Bringing English to Life

為了將英語帶進生活，本校針對學生的需求和能力，在每一個年級組織一系列多元化的實驗活動。例如，中一級學生參加拼字比賽；中二級參與數碼故事創作；中三級進行跨學科專題研究；中四級參加由教育局舉辦的影片創作比賽；中五級參加班際辯論比賽；中六級則進行聯校口語練習。同時，一年一度的寫作比賽展示學生的創意和文學才華；而英語周則透過展示全球文化，拓展學生對世界的理解，並培養他們成為全球公民。這些活動是課程的重要部分，為學生提供了在真實情境中應用知識和技能的機會。



To bring English to life, a diverse range of experiential activities is organized for each form, tailored to the needs and abilities of the students. For example, in Form 1, students participate in Spelling Bee; in Form 2, they engage in Digital Storytelling; in Form 3, they work on an Interdisciplinary Project; in Form 4, they create films for the Filmit competition organized by EDB; in Form 5, they participate in an Inter-class Debate Competition; and in Form 6, they practice their speaking skills in an Inter-school Speaking Practice. An annual writing competition is organized to showcase students' creativity and literary talents. The annual English Week, which features global cultures, can expand students' understanding of the world and nurture them into global citizens. These activities are integral to the curriculum organization, provideng students with opportunities to apply their knowledge and skills in real-world contexts.





同學參與英語週一系列的活動

透過參與模擬聯合國，成為通往世界的窗口！
Engaging in Model United Nations as a Window to the World!

為了深化學生的學習體驗，我們鼓勵學生參加各種本地及國際模擬聯合國會議。在過去三年，本校英語能力出眾的學生參與了香港大學、拔萃女書院及聖保羅男女中學的本地模擬聯合國會議、劍橋模擬聯合國和新加坡模擬聯合國等國際會議。

我們致力裝備學生所需的知識、技能和態度，讓他們在活動中展現最優秀的自己。我們目睹學生在與來自世界各地的代表進行討論時，英語交流能力獲得顯著提升。會議中討論的主題涵蓋人權、性別平等、經濟發展及國際安全等範疇。通過對各種全球議題的深入探討，學生能掌握國際關係和外交知識，並得以磨練批判性思維、談判與公共演說等方面的能力。這些技能在面對瞬息萬變的世界時，尤為重要；而這些寶貴的經歷，也對他們的學習旅程產生了深遠的影響。

To deepen students' learning experiences, we actively encourage our students to participate in Model United Nations conferences, both locally and internationally. Over the past three years, our students, particularly those with advanced English proficiency, have engaged in a range of Model United Nations conferences, including local events such as DGSMUN, SPCCMUN, SJCMUN and KGVMUN, as well as international conferences like Singapore MUN.

We are committed to equipping our students with the knowledge, skills and attitudes they need to excel in these events. We witness improvements in their English communication skills through discussions with delegates from all over the world in the conferences. The topics discussed in the conferences range from human rights and gender equality to economic development and international security. Through in-depth discussions on a wide range of global issues, students can also learn about international relations and diplomacy through critical thinking, negotiations, and public relations. These essential skills are indispensable when tackling challenges that lie ahead in our ever-changing world. These invaluable experiences have made a significant impact on their learning journey.





參與模擬聯合國，深入探討全球議題。

教師發展
Teacher development

為了發展創新的學與教策略，英文科已加入由教育局資優教育組組織的協作試教項目。在這個項目中，本校英語教師將與網絡學校的教師合作，並透過公開課，與參與老師互相分享專業經驗和見解。這種合作不僅提升了我們的教學實踐，還建立了持續改進和共享學習的社群。

To develop innovative teaching and learning strategies, the English Panel has joined the Collaborative Tryout Project organized by the EDB Gifted Education Section. Throughout this project, our English teachers will collaborate with teachers from networking schools and host open classes for participating teachers. By engaging in these open classes, we share our professional experiences and insights. This collaboration not only enhances our teaching practices but also fosters a community of continuous improvement and shared learning.









澳洲布里斯本交流團

STEAM 教育
STEAM Education

為配合二十一世紀社會的發展趨勢，並協助學生裝備自我、迎接未來挑戰，本校自2017年起統籌科學科、電腦科、設計與科技科及數學科，合作規劃多樣化的STEAM學習活動；其後在2020年於初中開設STEAM科，以提供更為深入的STEAM教育。



STEAM學習可培養同學對地球的關愛

To align with the developmental trends of the 21st century and equip students to meet future challenges, our school has coordinated the Science, Computer Literacy, Design and Technology, and Mathematics Departments to collaboratively plan a variety of STEAM learning experiences since 2017. Subsequently, in 2020, we introduced a STEAM subject at the junior secondary level to provide more in-depth STEAM education.

STEAM教育發展目標
STEAM Education Development Goals


同學於STEAM Week 製作氣墊船


同學參與4D Frame比賽的作品

- 整合跨學科知識與技能
- 連結課堂學習與真實世界問題
- 培養以學生為中心的創新解難能力
- 提升科學素養與科技實踐能力

- Integrate interdisciplinary knowledge and skills
- Connect classroom learning with real-world challenges
- Nurture student-centered innovative problem-solving skills
- Enhance scientific literacy and technological competency


同學參與不同的創科比賽，並獲得多個獎項。


同學正在研究如何編程機械臂



STEAM活動
STEAM Activities

透過 PBL (專題式學習) 活動，引導學生制定整合性解決方案，進一步強化科學探究、工程思維及創意表達能力。

Through PBL (Project-Based Learning) activities, students create integrated solutions, deepening their scientific inquiry, engineering mindset, and creative expression skills.



4D Frame比賽，沙循屢獲佳績。

STEAM課程
STEAM Curriculum

本校於中一、中二開設STEAM課程，旨在鞏固學生基礎，並推動學生作情境化探究。

Our school offers a STEAM subject in Secondary 1 and Secondary 2, with the aim of strengthening students' foundations and promoting in-depth, context-based inquiry.

中一 F.1	中二 F.2
1. 太陽能車 Solar Car 2. 四維構架 4D Frame 3. 人工智能中草藥辨識 AI Classifier for Chinese Medicine 4. 機械臂應用 Application of Robotic Arm	1. 人工智能斜坡設計 AI Simulator for Slope Design 2. 飛魚探索 Air Swimmer 3. 氣墊船設計 Hovercraft Design 4. 無人機及航拍 Drone & Aerial Photography



沙循STEAM Week活動

根據 Morris 與 Adamson (2010) 對科學課程設計的分析，初中 STEAM 科在多元導向上均衡發展。

According to Morris and Adamson's (2010) analysis of science curriculum design, the junior secondary STEAM curriculum shows balanced development across multiple orientations.

學術理性主義 **Academic Rationalism**	• 科學知識 Scientific Knowledge • 數學知識 Mathematical Knowledge
社會經濟效能 **Social and Economic Efficiency**	• 工程設計 Engineering Design • 科技運用 Technological Implementation
社會重建 **Social Reconstructionism**	• 資源運用反思 Reflection on Resources Utilization • 社區參與反思 Reflection on Community Engagement
學生為本 **Student-centered Approach**	• 按個人興趣及能力進行研究 Conduct Research based on Personal Interests and Abilities.
理念轉移 **Transfer of Concept**	• 生命教育 Life Education • 改變未來 Changing the Future

科技教育
Technology Education

科技教育對每位學生都至關重要。科技教育的核心在於培養學生面對困難時，懂得時刻尋求方法、調整方向，以應對世界急速的轉變及層出不窮的挑戰。現今各項科技發展的長足進步，均需要學生掌握多元的電腦技術。正因如此，本校在初中及高中分別開設電腦素養科及資訊及通訊科技科 (選修軟件開發及數據庫)，使學生能藉這兩科掌握各項科技發展的重要技術。




同學參觀 Google 香港辦公室

Technology education is something every student should learn. The learning experience in technology education focuses on how humans can solve everyday problems and how to update and transfer this problem-solving process to address constantly emerging new issues, so as to keep pace with the changing world. The significant progress in various technological advancements today requires different computer technologies to provide support at a basic level. Therefore, our school offers Computer Literacy and Information and Communication Technology subjects (Electives: Software development and Databases) in junior and senior forms respectively. Through the study of these two subjects, students can understand the essential technologies that support various technological developments.





學生於開放日向來賓介紹習作

學習目的
Learning Objectives

- 初中電腦素養科之學習目的是訓練學生掌握運用資訊科技的技巧，培養正確的資訊素養運用態度，以及廣泛地認識各種前沿的電腦及資訊科技，例如人工智能、機械人、物聯網、氛圍編程、區塊鏈及大數據。
- 高中資訊及通訊科技科則在於培育有興趣於資訊科技範疇的學生，促進有關學生未來進修和職業發展出路，成為屬於未來社會的資訊科技人才。



學生於資優課堂的學習情況

- Computer Literacy in junior forms is to train students to master the skills of using information technology, cultivate the correct attitude towards information technology, and gain broad knowledge of various cutting edge computer and information technologies. For example, AI, robotics, IoT, vibe coding, block chain and big data.
- Information and Communication Technology in senior forms aims to nurture students who are interested in the field of information technology, enhancing their prospects for higher education and professional career, to become future information technology talents for the society advancement.

科學教育體驗學習
Science Education

科學教育重視提升學生的科學探究能力，旨在讓學生運用科學邏輯思維，解決當今社會面臨的各種問題。為了增強學生的科學素養，本校科學教育組積極與大學及專業創科機構合作，致力舉辦多元化的學習活動，參與校外大型科學比賽及更新校本課程，讓學生放眼世界，對不同科學領域有更透徹的理解，培養他們對科學的熱愛。例如參與聯校科學展覽、AI Inno Health比賽、理大科學青年人才比賽、沙田區醫護達人比賽、香港創意數理科學4D Frame比賽、香港中文大學珊瑚育養計劃、鯨豚與海洋STEAM學生大使計劃、創新科學研學團、中醫藥校本課程及航天種子育種計劃等等。

為推動教學創新與強化科學思維，本校科學教育組透過課程規劃，成功將人工智能有效融入課堂，並於「AI in Science」教案設計計劃中榮膺「特選金獎」。透過體驗式的教案設計，教師團隊不僅大幅提升了學生的科學素養，更裝備學生成為具備未來競爭力的人才。團隊的卓越教學成果，獲得了教育局的高度肯定，故勇奪此項殊榮。



學生連續多年參與聯校科學展覽，
開展科研探究，並於比賽奪取佳績。

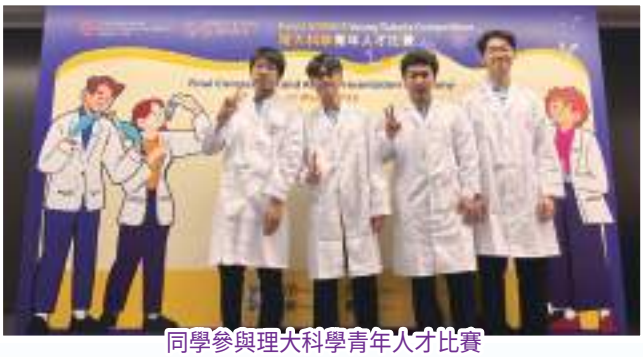

科學探究、人工智能及問題導向學習深度融合的課堂實踐，解決真實世界中的社會科學議題。


物理科遊繩下降體驗活動





種植太空種子，讓同學有機會接觸航天科技。


同學參與理大科學青年人才比賽

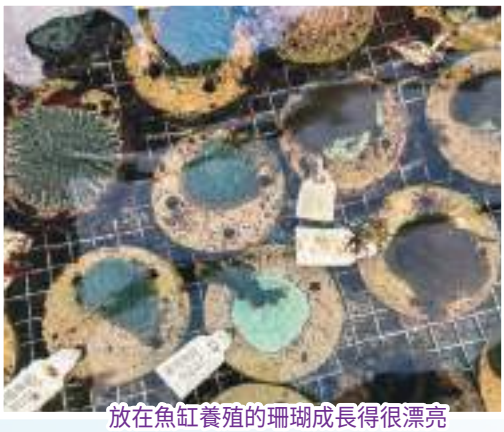


本校在智為學理教案設計計劃中獲「特選金獎」

Science education has focused on enhancing students' scientific inquiry abilities, aiming to enable them to apply scientific reasoning to solve various problems faced by society today. To strengthen students' scientific literacy, our school's science education team actively collaborates with universities and professional innovation and technology organizations to organize diverse learning activities, participate in large-scale external science competitions, and update the school-based curriculum. This approach allows students to broaden their horizons and gain a deeper understanding of various scientific fields, fostering their passion for science. Examples of these activities include participating in inter-school science exhibitions, the AI Inno Health competition, PolyU Science Talents Competition, the Hong Kong Creative Mathematics and Science 4D Frame competition, the Chinese University of Hong Kong Coral Cultivation Program, Student Ambassador of Cetacean Conservation, The Sha Tin Healthcare Experts Programme, the Innovative Science Study Tour, the Chinese Medicine School based Curriculum, and the Space Seed Breeding Project.

To promote teaching innovation and strengthen scientific thinking, our school's Science Education Team has successfully integrated Artificial Intelligence into the science curriculum through strategic curriculum planning, earning the "Grand Gold Award" in the "AI in Science" Lesson Plan Design Scheme. Through experiential lesson designs, our teaching team has not only significantly enhanced students' scientific literacy, but is also dedicated to equipping them to become future-ready talents. The team's teaching achievements have received high recognition from the Education Bureau, culminating in this prestigious accolade.


學生於西貢橋咀島親身體驗浮潛活動，近距離認識香港的珊瑚。


放在魚缸養殖的珊瑚成長得很漂亮


同學出海觀察香港海底的珊瑚


同學於中藥園打理植物

參與AI Innohealth 比賽，同學作品結合人工智能與中醫藥知識。

打破學習界限 — 星期五全方位學習時段
Learning Without Walls – Friday Life-wide Learning Zone

「全方位學習並不是一個政策口號或教育項目，而是一個長遠的教育策略」(葉蔭榮，2002)。本校深明其理念，期望達至「教學跑出課堂，社會支援教育」。全方位學習的宗旨是使學生在真實情境中學習，以達至在課堂學習較難達到的學習目標，有助實現全人教育和終生學習的教育目標。世界急遽變化，學生必須適應日益複雜多變的學習環境。全方位學習靈活地調配學習的時間、地點和對象，創造獨特而且能促進學習的場景，讓學生突破學習的各種局限，提高學習動機和效能。基於以上理念，本校制定「星期五全方位學習時段」(Friday Life-wide learning Zone)，在上、下學期共規劃多個星期五的下午課堂，安排各級開展不同形式的全方位學習活動，為學生創造豐富而多元化的獨特學習經歷。


初中同學參觀水耕農場，了解農業高科技知識。

Life-wide learning is neither a reform slogan nor an educational project, but a long-term educational strategy, supported by a set of complete philosophy. With a thorough understanding of its philosophy, our school aims to "gain support from the community and learn beyond the classroom". It aims at enabling students to learn efficiently from authentic experiences or experiences different from those in the classroom to strengthen whole-person education and life-long learning. As the world is changing rapidly, students must adapt to the increasingly complex and ever-changing learning environment. Life-wide learning can flexibly combine the time, place, and students of learning to create a unique while different situation from a regular school setting, allowing students to break through limitations and boosting the motivation and effectiveness of learning. Thus, our school has established the "Friday Life-wide Learning Zone". In each term (both the 1st and 2nd terms), there are several Fridays allowing all classes to finish at 1:15 pm. In the afternoons, various life-wide learning activities are arranged for each form, creating rich and diverse learning experiences for students.



高中同學參觀智慧科技創新中心，認識物聯網於不同行業及日常生活的應用。


高中同學參觀香港珠寶工坊，聆聽珠寶業人士經驗分享。

本校的全方位學習活動並非一般的課外活動，而是由教師精心設計，強調以學習為本、學習宗旨與學校課程緊密相連的活動，可視之為課程的「延伸」(Extension)，例如中國歷史科和歷史科帶領學生走訪香港的史蹟徑、地理科學生的田野考察等。部分活動則在眾學科或學習領域以外探索學問，作為學校課程的「拓闊」(Enriching)，如中三級跨課程專題研習結合了跨學科的知識，讓學生理解和應用所學。最後一類的全方位學習活動，目的在於培養及提升學生的共通能力，提升學生的學習動機及有效學習的能力，「促進」(Enabling) 學生身心靈健康和全人發展。以下將介紹本校如何設計有意義的體驗活動，讓學生從過程中學習和成長：

Life-wide learning activities in our school are not ordinary extra-curricular activities. They are carefully designed by teachers with an emphasis on learning. These activities, such as hiking on historical trails in Hong Kong for History and Chinese History students, or participating in field trips for Geography students, align with the school's curriculum and aim to "extend" students' knowledge. Besides, some of the activities link with knowledge beyond their subjects and target to "enrich" students' learning experience. These include our Interdisciplinary Project for F.3 students. The last type of life-wide learning activities aims to develop and train students' skills so that they can be more motivated and capable to learn effectively. This kind of activity "enables" students to improve their studies

and facilitate all-round development, for example, strengthening their teamwork in the rock-climbing challenge for F.3 and the war game for F.4 and F.6 on Fun Day. How our school designs meaningful experiences that allow students to learn and grow from the process will be illustrated as follows:

課程為本—科目延伸的體驗式學習
Curriculum-Based - Experiential Learning with Subject Extensions



高中地理及經濟科同學到沖繩進行考察，
探索當地自然地貌及經濟發展模式。



中三至中五音樂及歷史科同學到奥地利考察，
了解開採鹽礦的歷史。



高中中國文學科同學到上海張愛玲故居參觀

本校自2016至2017年起，推行體驗學習活動，至今已有九、十年，累積了一定的經驗。學生在體驗過程中主動學習，全面投入學習活動，容易有所思、所感及所發，因此能夠令學生的學習更加深刻，以達至促進各科目課程所需的學習效能。本校善用教育局的「全方位學習津貼」，每年皆資助逾70項活動，涉及所有學習領域。以人文學科學習領域 為例，本校曾定期舉辦公平貿易活動、論壇，帶學生參觀曾大屋、車公廟等地，亦讓同學參與惜食堂義務工作，以及到「侷住」貧窮體驗館親身體驗基層家庭的住屋環境等。本校亦為同學舉辦境內外不同體驗學習活動，曾到訪內地不同地方，例如西安、貴州、哈爾濱、絲綢之路、長江三峽等；國外包括柬埔寨、韓國、日本、新加坡、澳洲、德國、奧地利、英國、加拿大等，豐富學生的學習體驗，讓學生在實踐中學習，深思學習的意義。

本校重視透過不同的課外體驗學習活動，深化學生的學習經歷。因此本校培訓教師在每次體驗學習活動後與同學運用「4F」總結反思。同學透過表達事實 (Fact)、感受 (Feeling)、發現 (Finding)、計劃 (Future)，往往能得著更多。其實，每位學生在體驗學習的過程均有不同得著。因此，體驗學習給予每名學生就其有深刻印象的事物，與同儕和老師分享所思所感，達至同儕共學、互相刺激的作用。而看甚麼、學甚麼、想甚麼，都由學生主動決定。故體驗學習可以促進學生的個人學習動機，學生可深入探討感興趣的學習內容，這是有別於傳統課堂的學習模式。

Since 2016, our school has implemented experiential learning for 9 to 10 years. In the learning process, students learn actively when they are fully engaged in the learning activities. Therefore, students can learn more deeply and achieve the learning efficiency required to promote the curriculum of each subject by thinking, feeling and expressing themselves while participating in these activities. As an extension of the curriculum that covers a variety of areas, we make good use of the "Life-wide Learning Grant" from the Education Bureau to fund more than 70 activities each year, covering all areas of learning. Taking the humanities study area as an example, in the past, our school regularly held fair trade activities and forums, arranged students to visit Tsang Tai Uk, Che Kung Temple and other places, and also let students participate in voluntary work in Food Angel. Our school also organizes various local and overseas experiential learning activities for students. They have visited different cities in Mainland China, such as Xian, Guizhou, Harbin, the Silk Road, the Three Gorges of the Yangtze River, etc. They have also visited foreign countries including Cambodia, South Korea, Japan, Singapore, Australia, Germany, Austria, the United Kingdom, Canada, etc. These activities aim to enrich students' learning experiences, allowing them to learn by doing, and contemplate deeply the meaning of learning.

Our school places great importance on deepening students' extracurricular experiential learning through different activities. Therefore, after each experiential learning activity, our teachers use the "4Fs" to summarize and reflect with our students on the facts, their feelings, their findings, and the future. In fact, in the process of experiential learning, each student benefits differently. Therefore, experiential learning provides each participating student with different learning opportunities, and they can share what impresses them the most with their teachers and peers. Through their sharing, they can learn from each other, stimulating them to think further. They then decide what to read, what to learn, and what to think about, thus promoting their motivation to learn and explore learning content that is of interest to them, which cannot be achieved through a traditional classroom learning model.



高中生物科同學到紐西蘭進行考察，探索當地生態系統。



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學習為本—拓闊想像的全方位學習
Learning Oriented - Life-wide Learning That Expands Your Imagination

初中的多元智能課程
Multiple Intelligence Courses in Junior Forms



初中同學在中國書畫課堂中，專心完成自己的作品。



初中同學在航空課堂進行「模擬飛行體驗」。

初中多元智能課程是校本課程的拓闊延伸，期望讓學生擁有不同類型的學習體驗，燃點學生的學習動機以探索生活中各項有趣的知識。每位學生全年可選擇一個課程，每個課程六堂，每堂一小時三十分鐘。事實上，九小時的教學時間或技能訓練並不足夠，但能讓學生發掘自己的未知潛能，拓闊學生對不同事物的想像，更重要的是暫時離開電子熒幕和紙筆書本，親身動手參與並體驗，與人溝通協作以帶動情意學習。此外，課程重視參與過程和反思，強調「過程為本 」(process-based approach)，有別於傳統課程的「目標為本」(target-based approach)。學生參與體驗學習課時可以全情投入地與其他同學互動，共同學習和探索。下學期的「全方位學習成果展示日」則讓全校同學共同分享學習的樂趣。課程中，學生追求合作而非競爭，爭取共贏而非成敗，反思學習過程的內在成長而非計較學習結果的外在表現。本年度的初中課程包括：無人機編程、航空體驗、中式雜耍、烹飪、植藝及中醫藥等。課程考慮了學生的多元興趣和智能，同時配合德、智、體、群、美等全人發展的理念，裝備學生具備終生學習的能力。

Multiple Intelligence Courses in junior forms are an expansion of the junior secondary curriculum. It is expected to diversify students' learning experiences, and to stimulate students' learning motivation to explore various interesting knowledge in life. Each student can choose one course throughout the year, Each course consists of six lessons, each lasting for one hour and thirty minutes. In fact, nine hours is not enough to provide sufficient teaching time or skills training, but it is enough to allow students to discover their unknown potential, expand their imaginations about different things. More importantly, students can temporarily put aside electronic devices and textbooks, and participate actively in the activities, learning how to communicate and collaborate with others to drive emotional learning. In addition, the course places great emphasis on the participation process and reflection, adopting a "process-based approach", which is different from the "target-based approach" of traditional courses. Students participating in experiential learning classes are fully engaged in interacting with other students, learning and exploring together. They will participate in a showcase to share the fruits of their learning. In the course, students pursue cooperation rather than competition, creating a win-win situation rather than focusing on success or failure, and reflecting on the internal growth of the learning process rather than the external performance of learning results. This year, the courses include Drone Coding, Aviation Experience, Juggling, Gardening and Chinese Medicine, etc. These courses take the diverse interests and intelligence of students into account, and at the same time align with the concept of whole-person development so as to equip students with the ability for lifelong learning.





學生展示學習成果



學校舉辦全方位學習日，學生自信地展示全方位學習的成果。



柬埔寨服侍團，同學學習基督服務他人的樣式，跪下派飯給小朋友。



同學到訪韓國首爾，探索環保能源科技的發展。



柬埔寨服侍團，同學到窰匠機構Metta Village Center教導鄉村兒童刷牙。



本校閃避球隊到馬來西亞展開為期五天的聯校境外交流與高強度集訓





到訪北京姊妹學校

中文科 — 字裡行間，體悟人生；漫遊山水，味賞中華
Learning Without Walls – Friday Life-wide Learning Zone


作家綠騎士分享創作小說的心得


聯校文學東京交流團——新宿區立漱石山房紀念館留影。


戲曲講座中的體驗活動——一齊數白欖。

語文學習是一場從「吸收」到「表達」的情感旅程。本校初中特設《經典文學》課，引領學生細讀古今佳文，浸潤文思，體察古人的人生感悟與文化底蘊。課堂以詩詞古文涵育品德情意，引導學生學習孝親、交友與待人接物，全面實踐行仁愛物等十二大核心價值觀。

除了立根中華，語文更需連繫生活、感悟人情。本科於初中課堂獨具匠心，引入虛擬實境 (VR) 科技，為學生創設沉浸式的真實寫作體驗。學生既細閱描寫本土地景的經典作品，亦能在課堂戴上虛擬實境眼鏡，透過360度全景畫面自選視角，發掘具本土風貌的寫作素材；並與同儕激盪意念、分享所得，深植社區觀察與人文關懷，提高學生的語文素養。

高中階段則聚焦「深度閱讀」與「文藝創作」，透過多元化的作家講座帶領學生廣泛閱讀、拓闊視野。校園兼收並蓄，既邀得旅居法國的作家綠騎士，與同學分享創作小說的樂趣、又與同學細閱黎紫書的小小說，了解馬華作家與中華文化的關係、亦請傑出校友袁學慧分享戲曲表演經驗、青年作家葉秋弦分析西西與潘國靈的作品。中國文學班更開設「新詩、小說寫作工作坊」，由梁偉洛、米哈、黃怡等著名作家親身指導，以圍讀共賞探尋創作之法，引導學生發而為文。

「讀萬卷書不如行萬里路」，學生能透過「文學散步」、聯校交流團及中史與文學跨科遊學團，漫遊古跡，對讀文本，親身感受作者與地景交融的物候情懷，並就地景變幻與個人感興抒發所思。最後，由學生主導選篇、設計、排版與插畫的校本文集《軒翥》，更為同學提供展現才華的投稿園地，讓文學創作開花結果。


尋找張愛玲的足跡——上海常德公寓及千彩書坊。


聯校文學上海交流團——豫園大合照。

Language learning is an emotional journey from "absorption" to "expression". In junior secondary levels, our school offers a dedicated "Classical Literature" module, guiding students to read classical and modern masterpieces closely. This immerses students in literary thinking while fostering an appreciation of ancient wisdom and cultural heritage. By using classical poetry and prose to nurture moral character and emotional sensibility, lessons guide students in practicing filial piety, friendship, and interpersonal etiquette—fully embodying twelve core values, including benevolence and empathy for all.

Grounded in Chinese culture, language learning must also connect with daily life and foster humanistic care. In junior secondary classes, the curriculum creatively integrates Virtual Reality (VR) technology to build immersive, authentic writing experiences for students. Alongside reading classic literary works on local landmarks, students wear VR headsets to explore 360-degree panoramic views from chosen angles, discovering rich writing material in local scenes. By brainstorming and sharing insights with peers, students deepen their community observation and empathy, thereby elevating their overall literary literacy.

The senior secondary stage focuses on "Deep Reading" and "Literary Creation," using diverse author seminars to inspire extensive reading and broaden students' horizons. Embracing inclusivity, the school has invited France-based author Green Knight to share the joy of fiction writing; read mini-fiction with students to explore the connection between Mahua (Malaysian Chinese) writers and Chinese culture through Li Zishu's works; invited distinguished alumna Yuen Hok-wai to share her experience in Chinese opera performance; and engaged young writer Yip Chau-yin to analyze the works of Xi Xi and Poon Kwok-ling. Furthermore, the Chinese Literature curriculum offers "Modern Poetry and Fiction Writing Workshops" directly guided by renowned authors such as Leung Wai-lok, Mi Ha, and Wong Yi. Through group readings and appreciation, students explore creative methods and express their ideas through literature.

Living up to the saying "Traveling ten thousand miles is better than reading ten thousand books," students participate in "Literary Walks," inter-school exchange tours, and cross-curricular study trips combining Chinese History and Literature. Exploring historical sites while analyzing texts in context, they experience the deep connection between authors and landscapes, articulating their personal reflections on changing scenery. Finally, the student-led literary collection Xuanzhu—with selection, design, layout, and illustrations created entirely by students—provides a dedicated platform to display their talents and bring their literary creations to fruition.

無懼挑戰 建立自信 — 培育企業家精神
Nurturing Entrepreneurial Spirit

企業家精神包括：創新求變、勇於承擔責任、承受風險、逆境自強、把握先機等。具備創業精神不單對研究團隊的成員、僱員以至自由工作者意義重大，對同學裝備自己，成為商界領袖以及社會上的每一個人都同樣重要。

有見及此，本校經濟科與企業、會計與財務概論科的成員合作，帶領學生參與校外活動，讓他們從經驗中學習，掌握商界領袖創業的致勝之道，讓他們能夠從這些學習經歷中建立自信。我們精選了能夠培育學生創業精神的幾項活動：

Entrepreneurial spirit consists of the qualities of creativity and innovativeness, proactiveness and willingness to shoulder responsibility, capability of taking calculated risks, perseverance in times of uncertainty, and seizing the best of the opportunities ahead. These qualities benefit not only business owners or managers of enterprises, but also project team members, employees and freelancers. In other words, possessing the qualities of an entrepreneur is important for everyone in society.

In view of the above, the Economics Panel and Business, Accounting & Financial Studies (BAFS) Panel dedicate themselves to nurturing the entrepreneurial spirit among our students through various activities. We aim to bring our students out of the classroom, allowing them to learn through their own experience and grasp some strategies of business leaders in entrepreneurship. More importantly, these experiences help our students build up their self-confidence. In the following section, we have highlighted some of our students' experiences that nurture their entrepreneurial spirit.

1 商業比賽 Business Competitions

商業比賽既具挑戰性又充滿趣味。學生需要草擬商業計劃，策劃一項能夠在真實企業中營運的人工智能計劃，探討如何讓可持續時裝業務在發展中國家佔一席位。學生在比賽過程中所處理的事務多元，有別於用紙筆應付文憑試。例如，學生需要搜集資料，加深對議題的了解，從中選取適當的數據加以分析，拓闊知識領域。同時，他們亦會構思新觀點，把這些別具創意的想法套用於實際的市場計劃中。他們與隊員緊密合作中，得到演說提升技巧，展現了積極上進的自學態度，表現令人驚喜！他們不僅是充滿創意和敢於創新的青年人，而且能夠與每個人愉快地合作，擬定專業的策略計劃，表現卓越，令人讚嘆。

Business competitions are both challenging and great fun. They provide students with the opportunity to tackle real-world business cases that are far beyond the HKDSE curriculum, for example, proposing and presenting a business plan by applying AI to a real enterprise, discussing how to market sustainable fashion, and drafting a market entry strategy plan in a developing country. In these competitions, students are required to conduct research on the Internet to acquire background knowledge on the related issues. They must sift through tons of data to find useful information to analyse and construct new knowledge. Additionally, they need to brainstorm creative ideas, translate those ideas into feasible marketing plans, collaborate with teammates, and practice their presentation skills. To our surprise, our students have shown themselves to be excellent self-learners. They are creative and innovative. They can also collaborate with each other well and draft a professional strategic plan, resulting in marvellous performances!

JA國際貿易挑戰賽
JA International Trade Challenge





本校學生為澳洲市場設計有助市區節約用水的產品，研究國際市場拓展策略。產品最後獲評審高度讚賞，更於香港賽區勝出，代表香港到新加坡參加亞太區挑戰賽，與其他地區勝出隊伍交流及切磋。



「消費・智專研」專題研習比賽

學生發揮創意，探討本地的消費文化，並以多角度分析消費議題。

2 探索商業領袖的成功之道 Learn from Business Leaders

學生透過參與企業領袖分享會，能學習商業和財經的概念和理論知識。參觀企業更可讓學生與具備實戰經驗的商界人士交流，從中獲得啟發，擴闊個人視野和人際網絡。

Our students have the opportunity to engage in sharing sessions with business leaders to learn the concepts and theories of business and finance. Besides, students can interact with business professionals who possess practical expertise through company visits, gaining inspiration and expanding their networks and horizons.

經濟學者分享會





經濟學者與高中學生探討引人入勝的經濟學概念

參觀跨國企業辦公室





學生透過參觀跨國企業辦公室，了解其在ESG方面的創新實踐，如何促進可持續發展與企業責任。

參觀會計師事務所





學生能深入認識專業事務所的運作和會計師的工作，探索潛在的職業發展方向。

參觀製作工場





學生透過參觀工場，可親眼目睹企業生產流程及了解其品牌定位。

3 理財教育 Financial Education

財務管理是企業精神的重要特質。良好的金融素養有助於學生作出明智的財務決策。透過理財工作坊及參觀香港金融管理局，學生可在日常情境中靈活地運用理財知識和技巧，進一步加深對貨幣和銀行業的了解。

理財工作坊





參觀香港金融管理局





Financial management is a crucial attribute of entrepreneurship. Enhancing financial literacy can empower students to make informed financial decisions. Through the personal finance workshops and the visit to the Hong Kong Monetary Authority, students can apply the knowledge and skills of financial management flexibly to daily life situations and improve the understanding of monetary and banking matters.

4 公平貿易校園銷售活動 Fair Trade Campus Sale

「公平貿易校園銷售計劃」是一項跨學科商業體驗活動。本校自2019年起參與「賽馬會公平貿易學校獎項計劃」，每年由學生主辦這項銷售活動，為學習經歷增添獨特的體驗。同學透過參與這項跨學科活動，能加深對全球化下的「公平貿易」的理解。

整個校園銷售活動由沙循同學一手策劃和組織，內容涵蓋協調資金流動、選購貨品、處理網上訂單、與供應商聯絡、制定價格、包裝貨品、設計海報、宣傳和銷售產品以及製作財務報表等。

創業路上風險重重，我們的學生企業家即使面對不同的營運風險，仍憑着堅毅不屈的精神和滿腔熱誠，最終賺取可觀的利潤，令人鼓舞！他們除了銷售貨品外，亦能透過在校園內設立展板和派發小冊子，把握向一眾師生推廣「公平貿易」的機會。沙循師生亦踴躍支持及參與活動，反應熱烈！

學生透過參與這項商業體驗活動，能夠掌握與人溝通、合作、運用創意思維和解決難題等的解難技巧。

The Fair Trade Campus Sale is an interdisciplinary business experience. Since 2019, our school has participated in the 'Jockey Club Fair Trade School Awards Scheme'. Under this scheme, this sale has been held annually by our students, adding a unique experience to their learning journey. By engaging in this interdisciplinary activity, students can gain a deeper understanding of the concept of 'fair trade' in the context of globalization.

The planning and organizing of the Campus Sale are led by students. The students take charge of raising capital, choosing the products, placing online purchase orders, contacting suppliers, setting prices, packaging, designing posters, promoting, selling, and preparing financial statements.

No business is without risks. Students have experienced various business risks, such as challenges in managing logistics and inventory. However, through perseverance and enthusiasm, our student entrepreneurs were able to achieve a modest profit in the previous years. In addition to selling products, students also seize the opportunity to promote the concept of fair trade among their fellow schoolmates and teachers by setting up display boards and distributing leaflets to raise awareness. The event has received strong support and enthusiastic response from our schoolmates and teachers.

Through this business experiential activity, students take the opportunity to develop various generic skills. They learn to communicate and collaborate with others, as well as brainstorm creative ideas and solve problems.



隊員向一眾沙循師生推廣他們親手製作的「公平貿易幸運袋」，十分高興。



隊員忙於包裝「公平貿易幸運袋」



所有隊員都在這項「公平貿易校園銷售計劃」當中獲益良多

生命教育
Life Education

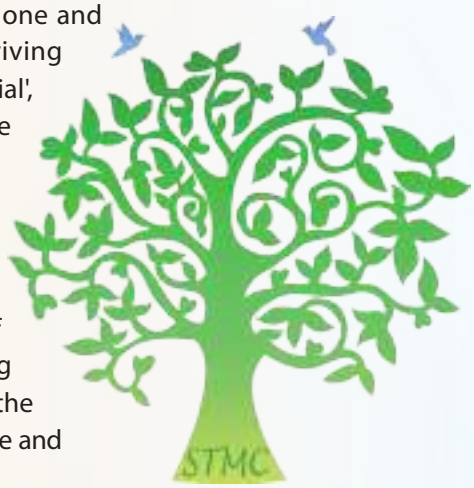
本校自2005年起推行生命教育，並發展各級生命教育的正規課程。課程於2011年完成編訂，囊括在宗教及德育課中。自2013年，生命教育的正規課程推展到各級班主任課，以正向心理學為基礎，按學生成長需要訂立級本主題。主題涵蓋自尊與自覺、人際關係、人生規劃和生活技能四個範疇。2016年，生命教育課採用了本會的生命故事系列教材，同時引入了賞「析」電影探索人生計劃。宗教及德育科在高中課程進一步加強電影生命教育，讓學生在電影賞析中探討生命議題。

除正規課程外，本校亦透過非正規課程，包括融合不同的體驗活動及禮儀、塑造校園文化、豐富生命教育的 學習元素等，以「全人培育」為目標，實踐本校的辦學宗旨。2025-2028的學校發展計劃以「培育未來人才，共創豐人生」為主題，推展社交情緒學習，把生命教育的內涵體現於正規與非正規課程中。

We have implemented formal curriculum of Life Education for each form since 2005. The curriculum has been developed and included in Religious and Moral Education lessons since 2011. Since 2013, it has been included in Form Teacher lessons. Based on positive psychology and tailored to students' developmental stages, the themes are established for each form. The Form Teacher Lessons cover four areas, i.e., self-esteem and self-awareness, interpersonal relationships, life planning and life skills. We introduced materials of 'Life Story Series' from the Methodist Church and 'Exploration of Life Through Appreciation and Analysis'. In 2016, Life Education was strengthened with the use of movies in the senior secondary curriculum, allowing students to explore life issues through film appreciation.

Other than formal curriculum, holistic development is achieved via informal curriculum, which aims to foster our school's culture through a series of experiential activities that promote Life Education. The school's development plan for the period 2025-2028 is based on the theme of "Nurture Future Talents, Cultivate Abundant Lives", implementing Social Emotional Learning, with Life Education being integrated into both formal and non-formal curricula.

- 引導學生探索生命的意義和價值，從而珍惜生命、發展潛能、健康成長，活出豐盛和美好的人生。
  To guide students in their exploration of the meaning and value of life so that they will treasure life, unleash their potential, grow healthily and lead an abundant life.
- 以生命樹作為生命教育的象徵，以生命之源、生命力量、生命色彩三個向度建構生命教育的內涵與價值。
  To use the Life Tree to symbolize and represent the essence and value of Life Education with its three parts, which stand for: the Source of Life, the Power of Life and the Colours of Life.
  - **生命之源：**探索人與上帝及宇宙（天）的關係，是生命的來源和生命力量的泉源，內涵包括：認識上帝、探索求真、獨特人生；
    The Source of Life: It refers to exploring the relationship between God and humans. It is the origin of life and source of power of life. The contents include 'Knowing God', 'Seeking Truth' and 'Leading a Unique Life'. 34
  - **生命力量：**探索人與自己（我）、別人（人）及環境（物）的關係，是生命的推動力，內涵包括：確立志向、發展天賦、知情識趣、堅毅正直、關愛尊重；
    The Power of Life: It refers to exploring the relationship between one and oneself, one and others and one and the environment. It is the driving force of life. The contents include 'Setting goals', 'Harnessing potential', 'Leading a balanced life', 'Perseverance and Righteousness' and 'Love and Respect'.
  - **生命色彩：**結合知、情、意、行，把生命教育的價值誠於中，形於外，實踐欣賞生命、尊重生命、 熱愛生命，展現生命的意義和價值，活出豐盛喜樂的人生，內涵包括：關懷承擔、謙卑感恩。
    The Colour of Life: It refers to incorporating the elements of cognition, emotion, will and behavior in Life Education, and teaching students to appreciate, respect and love life so that they can exhibit the vibrancy of life and live an ample and joyful life. The contents include 'Care and Commitment', and 'Modesty and Gratitude'.



各級班主任課的主題及體驗活動
The Topics of Class Teacher Lessons and Experiential Activities in All Forms

年級 Form	向度 Aspect	主題 Topic	體驗活動 Experiential Activities
中一 Form One	生命之源 The Source of Life 生命力量 The Power of Life 生命色彩 The Colour of Life	**獨特的我 The Unique Me** 自我欣賞及接納 Self-appreciation and acceptance	「獨特的我」及「社交情緒學習」班主任課系列 Form Teacher Lesson Series—'The Unique Me' and Social Emotional Learning, SEL 「F.1 Power up」活動 'F.1 Power Up' Activity 祝福禮 Benediction Ceremony 兄姊感謝日 F.1 Thanksgiving Day
中二 Form Two	生命力量 The Power of Life 生命色彩 The Colour of Life	**同感共情 Let's Fly Together** 建立同理心，以愛待人，欣賞、尊重別人 Developing empathy, treating others with love, showing appreciation and respect to others	「同感共情」及「社交情緒學習」班主任課系列 Form Teacher Lesson Series—'Let's Fly together' and SEL 「共融大使」服務學習 Service Learning—'Inclusive Volunteer Services'
中三 Form Three	生命力量 The Power of Life 生命色彩 The Colour of Life	**擁抱未來 Embrace Future** 在不斷自我探索中，建立及突破自我 Making a self-breakthrough in the journey of self-discovery	「擁抱未來」及「社交情緒學習」班主任課系列 Form Teacher Lesson Series—'Embrace Future' and SEL
中四 Form Four	生命力量 The Power of Life 生命色彩 The Colour of Life	**生命主人 Be My Own Master** 探索人生意義及個人信念 Searching for the meaning of life and beliefs	「生命主人」及「社交情緒學習」班主任課系列 Form Teacher Lesson Series—'Be My Own Master' and SEL 中四成長營 F.4 Growth Camp 中四義工兵團服務學習 STMC Volunteer Service 義工兵團感恩禮 Thanksgiving Ceremony of STMC Volunteer Team
中五 Form Five	生命力量 The Power of Life 生命色彩 The Colour of Life	**逆風而上 Be Strong & Courageous** 提升抗逆力 Enhancing resilience	「逆風而上」及「社交情緒學習」班主任課系列 Form Teacher Lesson Series—'Be Strong & Courageous' and SEL
中六 Form Six	生命之源 The Origin of Life 生命色彩 The Colour of Life	**堅定志向 Dare to commit** 肩負自己的人生及社會關懷 Being responsible for your life and caring for society	「堅定志向」班主任及「社交情緒學習課系列 Form Teacher Lesson Series—'Dare to Commit' and SEL 成人禮 Celebration of Adulthood

生命教育配合主題體驗活動
Life Education with Thematic Experiential Activities

班主任課以正向心理學為基礎，融入PERMAH元素，旨在建立學生的自我概念、態度和價值，培養學生成長型心態，從而提升學生幸福感，引領他們活出豐盛生命。透過各級的生命教育課程及主題體驗活動，旨在「認知、情意、行為」三方面全面地培育學生。

正規課程結合生命教育體驗活動，在體驗學習 (experiential learning) 中，學生透過實踐，配合即時分析、反思、解說與分享，讓學生從經驗中建構知識，深化課程所學，讓學生從生活經驗中學會學習，從學習中學會生活。

Form Teacher Lessons are based on positive psychology, implementing the elements of PERMAH, building students' positive self-concept, attitude and values, cultivating a growth mindset; hence, promoting students' wellbeing in living a flourishing life. Through Life Education and Life-Education-themed experiential activities, students are nurtured holistically on cognitive, emotional and behavioural aspects.

The formal curriculum is combined with Life Education experiential learning activities, in which students construct knowledge through practical experience, immediate analysis, reflection, explanation and sharing. Students can learn from life experiences and learn to lead a fruitful life.

「生命的禮讚」塑造積極的人生
'The Liturgy of Life' Builds Positivity in Life

本校「生命的禮讚」的課程設計，包含了中一祝福禮、中六成人禮及基督教禮儀，一方面慶祝同學踏入人生新階段；另一方面培養學生建立基督教價值，自小將生命視為一份珍貴的禮物，學習謙卑、服侍並祝福他人。

F.1 Benediction Ceremony, F.6 Celebration of Adulthood and Christian liturgy are incorporated into the curriculum design of 'The Liturgy of Life'. We celebrate students entering new stage of life and inculcate values of Christianity into our young minds. Hence, they will treasure life at a young age and learn to serve humbly and be a blessing to others.

有系統地推動價值觀教育，培養學生全人發展
Values education is systematically promoted to nurture students' whole person development

2024年，教育局到本校進行全面而深入的視學，外評報告 (ESR Report) 指出「學校以基督教為根基，有系統地推行價值觀教育，以培養學生正確的價值觀和態度。學校將愛與關懷等主要的價值與態度融入各科目與學習活動。班主任課程和周會的設計充分考慮了學生的發展需要，例如在中一階段注重學生的自我認知，在中五階段幫助他們應對挑戰。學校會根據學生的成長需要，調整相應的支持措施。」

The Education Bureau conducted a comprehensive and in-depth inspection of our school in 2024. The External School Review Report (ESR Report) made positive comments on our school, mentioning that, "Building on the foundation of Christianity, the school systematically promotes values education for nurturing students' proper values and attitudes. Priority values and attitudes such as love and care are well embedded in subjects and LWL activities. Form teacher periods (FTPs) and assemblies are well designed to address students' developmental needs, such as focusing on students' self-understanding in S1 and helping them to face challenges in S5. The school suitably identifies students' growth needs and refines support measures accordingly."



中六同學代表分享成長經歷，真摯感人。


校監余恩明牧師為中一同學按手祝福



學生在立願柏前誠心禱告



班主任將燭光燃點給學生，期望薪火相傳！



同學重看中一所立的志願，甚為興奮。



不少家長前來觀禮，見證子女踏入成長新階段。



中四義工兵團學生成員盡心盡力，悉心帶領長者參與遊戲，
發揮服務他人的精神。



中四義工兵團的同學用心付出，耐心帶領長者體驗遊戲，
透過實際服務關懷長者，體現服侍的信念。



同學以燭光立願，效法基督，
服侍他人。



眾師長以身作則，效法耶穌為，
同學洗腳， 樹立僕人領袖的榜樣。



同學在祝福禮上專心、認真地
看父母給他們的信。



牧師、校長及老師們效法主
耶穌為同學洗腳，謙卑柔和。

沙田堂——堂校合一，薪火相傳

Sustaining the Embodiment of Holistic Education through the Cooperation with Sha Tin Methodist Church

循道衛理聯合教會沙田堂於1984年成立，置身沙循校舍，堂會與學校共同積極推動學生宣教和牧靈關懷，陪伴同學們於在學階段，得着生命及信仰反思機會。多年來沙田堂帶領不少同學接受基督作生命之主，並不斷在教會及團契中成長。



Sha Tin Methodist Church was established in 1984 and is based in our school. The church and our school work together to actively promote students' mission and pastoral care. We accompany students throughout their educational journey, offering opportunities for life and faith reflection. Over the years, Sha Tin Methodist Church has led a number of students to accept Christ as the Lord of life and continue to grow within the church and fellowship.





家長教師會——優良的家校合作傳統

Parents-Teacher Association – Showcasing Tremendous Parent-School Cooperation

本校家長教師會於1993年成立，有悠久的家校合作傳統。家長樂於擔任義工，協助推行家教會所舉辦之活動。歷年透 過舉辦講座、出版刊物、燒烤晚會、交流團及家校懇談會等活動，增加家校溝通，並促進親子教育。

The Parent-Teacher Association has maintained a long-lasting parent school cooperative tradition since it was established in 1993. Parents are pleased to servr as volunteers, assisting in the activities organized by the PTA. The mutual cooperation has been fostered through a wide range of activities such as talks, seminars, trips, BBQ nights and publications.













校友會—延續沙循情

Alumni Association – Prolonging the Sense of Belonging towards STMC

沙田循道衛理中學校友會 (前身為沙循舊生會) 成立於1988年，至今已有三十多年的歷史。校友會期望校友能透過校友會所舉辦的活動，團結各屆同學，促進彼此的感情，跟母校保持聯繫；並積極關注母校的發展，以己之所長回饋母校。

The Alumni Association of Sha Tin Methodist College was established in 1988. The Association aims to unite alumni, enhance their companionship and maintain a strong connection with their alma mater through holding various activities on a regular basis. Our alumni show concern to the school's development and make great contributions to STMC with their strengths and achievements.















圖書館 Library





英語室 English Room



中醫藥資源室 Chinese Medicine Room



Chill Corner



設計與科技工作室 D&T Workshop Cum Makerspace Centre



溫室 Green-house







校史廊 STMC Gratia Gallery



電腦室 Computer Room





學生活動室 Student Activity Room





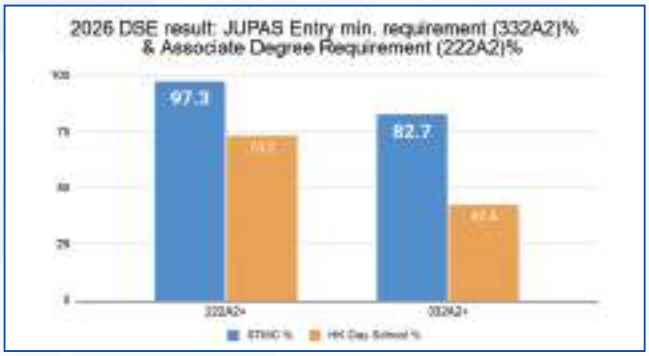
人文學科室 PSHE Room

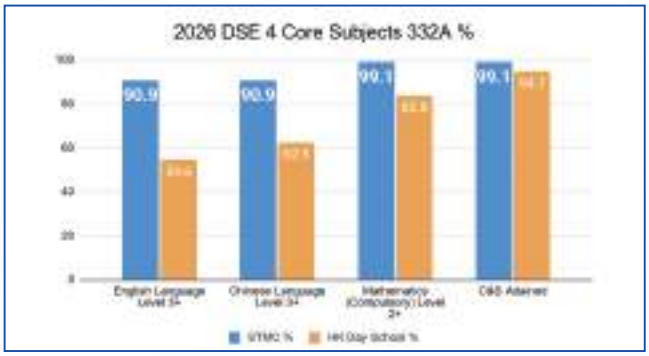
香港中學文憑試2026成績
HKDSE Performance 2026

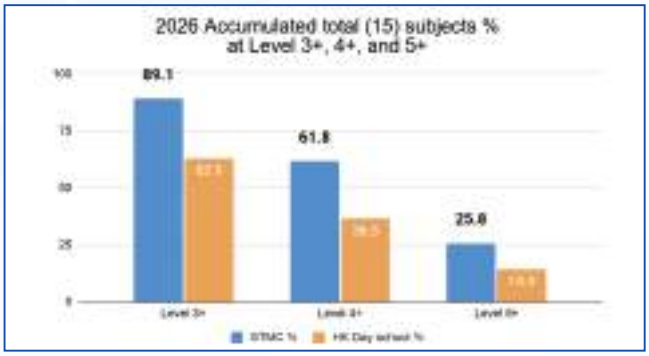
Our students once again reaped impressive results in the 2026 HKDSE. 82.7% of our students (total 110 students) met the basic entrance requirement of admission to publicly funded undergraduate programs (332A2), well above the territory-wide day school figure (42.6%).

Below is the overall performance of our students compared with the territory-wide day school figures.

Performance in HKDSE 2026	STMC (%)	HK Day School candidates (%)
English Language (Level 3 or above)	**90.9%**	**54.6%**
Chinese Language (Level 3 or above)	**90.9%**	**62.5%**
Mathematics (Compulsory) (Level 2 or above)	**99.1%**	**83.8%**
Citizenship and Social Development (Attained)	**99.1%**	**94.7%**
Students attaining Level 222A2 or above (4 Core Subjects and 1 elective)	**97.3%**	**73.2%**
Students attaining Level 332A2 or above (4 Core Subjects and 1 elective)	**82.7%**	**42.6%**
Accumulated total subjects of attaining Level 3 or above	**89.1%**	**62.9%**
Accumulated total subjects of attaining Level 4 or above	**61.8%**	**36.5%**
Accumulated total subjects of attaining Level 5 or above	**25.8%**	**14.4%**

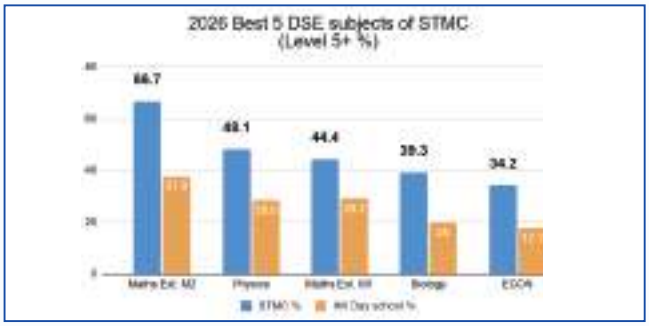


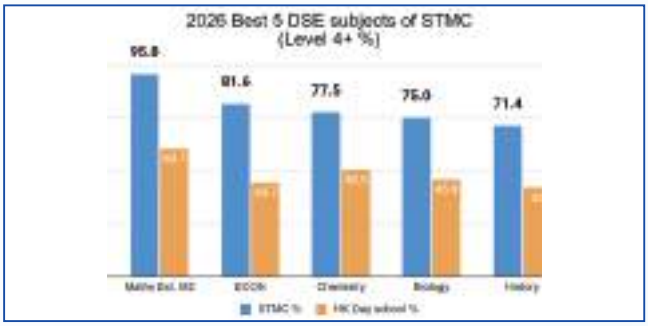


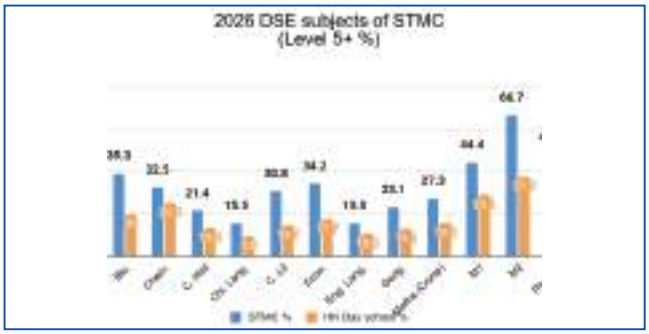


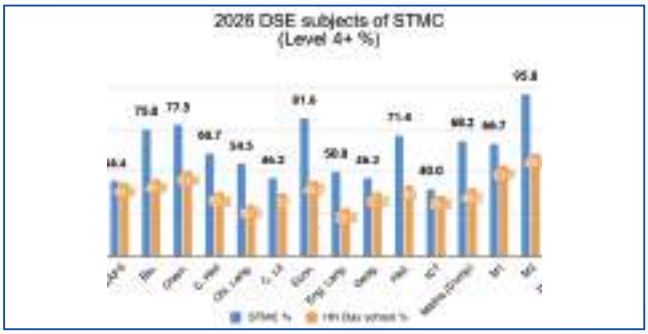


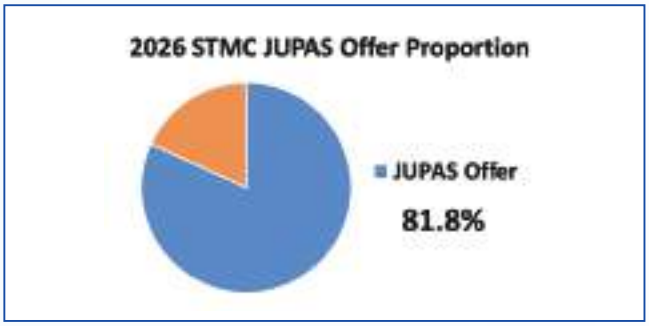
獲取文憑試最佳成績的同學與校長、副校長合照。

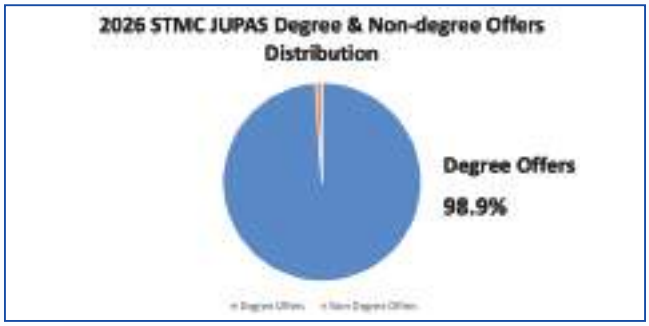


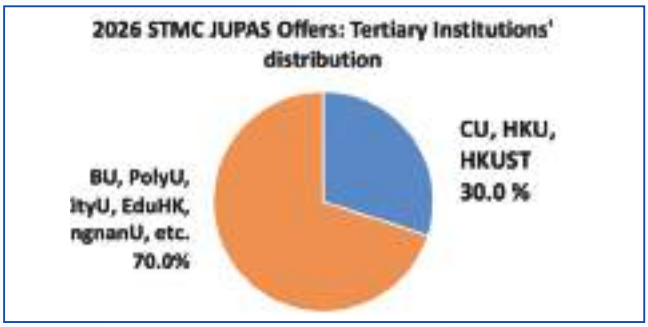














2026 STMC DSE Top Students (with Total grade points 30-36)

Class	Name	Best 5 (include M1 & M2)	Total Grade points	JUPAS offer
6B	SUNG HOI LONG 宋鎧朗	32	36	CUHK - Earth and Environmental Sciences
6A	TSE LOK YIU 謝樂瑤	30	35	HKU - Bachelor of Science in Speech-Language Pathology
6B	SY HIN CHO 施衍初	30	35	HKU - Computing and Data Science (Delta+)
6B	CHAN HO YEUNG 陳浩揚	30	34	CUHK - Pharmacy
6B	CHU TSZ HIM 朱梓謙	28	32	HKUST - BBA in Finance
6B	FU CHUEN WANG 符傳弘	27	34	HKU - Bachelor of Science
6B	DING CHARLES 丁思辰	27	31	HKU - Bachelor of Arts and Sciences in Applied Artificial Intelligence
6B	CHUNG HON HANG 鍾瀚衡	27	30	CUHK - Computer Science and Engineering
6A	LEUNG YU CHING SONUS 梁與晴	26	31	HKUST - BBA in Economics
6A	HO PUI YING 何珮熒	26	30	CUHK - Chinese Language and Literature
6A	CHEN CHING MONG 陳正望	26	30	CUHK - Nursing
6B	CHAN TSZ HIN 陳梓軒	26	30	HKU - Bachelor of Science
6B	TSANG TSZ YUI 曾子睿	26	30	HKU - Bachelor of Engineering in Civil Engineering
6C	CHEN YIKE 陳伊可	26	30	HKUST - BBA in Finance
6C	LEE CHEUK SHIN 李卓善	26	30	HKU - Bachelor of Psychology

*Total grade point CSD not included

2026 STMC Best DSE Result Scholarship

6B	SUNG HOI LONG 宋鎧朗	6A	TSE LOK YIU 謝樂瑤
6B	SY HIN CHO 施衍初	6B	CHAN HO YEUNG 陳浩揚





沙循學子 屢獲殊榮

Students' Remarkable Achievements



本校同學積極參與校外比賽，屢獲殊榮，包括：聯合國教科文組織協會「碳中和示範學校」、教育局尤德爵士紀念基金高中學生獎、新界區傑出學生、沙田區傑出學生、國際4D Frame創意數理科學比賽總冠軍、國際生物奧林匹克比賽、亞洲國際數學奧林匹克公開賽、「華夏盃」全國數學奧林匹克、香港中學數學創意解難比賽、香港中學生物奧林匹克比賽、香港地理奧林匹克比賽、學校音樂節、校際朗誦比賽、英文辯論比賽、學校舞蹈節、香港學校戲劇節、盆栽種植比賽、學界游泳比賽及全港校際閃避球錦標賽等均獲多項冠軍。此外，本校老師更榮獲教育局科學教案設計獎勵計劃的特選金獎。

*本校眾多同學獲獎，篇幅所限，未能盡錄，歡迎瀏覽本校網頁。http://www.stmc.edu.hk



Having actively participated in external competitions, our students received awards and accolades. They have won a number of championships in the following competitions:

UNESCO "Net Zero Demonstration School", EDB Sir Edward Youde Memorial Prizes (senior forms), Outstanding Student of New Territories District, Outstanding Student of Shatin District, International Mathematical Science & Creativity Competition Grand Award, International Biology Olympiad, Asian International Mathematical Olympiad, Huaxiabei National Mathematics Olympic Invitation Competition, Hong Kong Secondary School Mathematics Creative Problem Solving Competition, Hong Kong Secondary School Biology Olympiad, Hong Kong Geography Olympiad, Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, English Debate Competition, Hong Kong Schools Dance Festival, Hong Kong School Drama Festival, Bonsai Planting Competition, Inter-school Swimming Competition and Hong Kong Inter-school Dodgeball Tournament.

In addition, our teachers are also honoured to have received the Grand Gold Award of EDB Science Lesson Plan Design Scheme.

*Our students have won a lot of other prizes in various competitions. They cannot be listed one by one due to limited space. Please feel free to visit our school website: http://www.stmc.edu.hk



2025-2026校外比賽獲得獎項 External Awards & Prizes 2025-2026

Academic 學術

The Hong Kong Federation Of Youth Groups
International Mathematical Science Creativity Competition
香港青年協會　國際 4D Frame 創意數理科學比賽
Grand Award 總冠軍
3B YEUNG KWAN NGAI　3C LEUNG ANTHONY

Asian Gifted Education Association
2025 Asian Youth Chemistry Knowledge Olympiad
亞洲資優教育協會　2025亞洲青少年化學知識競賽
Champion 冠軍　5B TSE SHEUNG YIN AIDAN

Asia Pacific Youth Cultural and Academic Association
2025 Asia Pacific Youth Programming Knowledge Competition
亞太區青少年文化及學術協會　2025亞太區青銳編程知識大賽
First Runner-up 亞軍　6D TSUI YUK YING

Hong Kong Discovery
3rd Hong Kong Discovery Competition
野外動向協會　第三屆全港地質大搜查
Gold Award 金獎
4D CHAN KA HO　5B TSANG CHEUK SHUEN
5B LAM CHUN HEI

Olympiad Champion Education Centre
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Final)
奧冠教育中心　大灣盃粵港澳大灣區數學競賽(總決賽)
First Honour Award 一等獎　5B LAM CHUN HEI

Olympiad Champion Education Centre
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Heat) - Greater Bay Area
奧冠教育中心　大灣盃粵港澳大灣區數學競賽選拔賽 — 大灣賽區
Second Honour Award 二等獎
1B CHOW SZE YU　5B LAM CHUN HEI
5B TAM HO TIN

Hong Kong Child Mathematics Association
Hong Kong Mathematics & Math Olympiad Challenge
香港兒童數學協會　香港數學及奧數挑戰賽
Silver Award 銀獎　3C SIU CHEUK WAN ALVIN

Hong Kong Mathematical Olympiad Association
Huaxiabei National Mathematics Olympic Invitation Competition (Final)
香港數學奧林匹克協會　華夏盃全國數學奧林匹克邀請賽 (總決賽)
Second Honour Award 二等獎　1B CHUI YUET WO

Olympiad Champion Education Centre
Thailand International Mathematical Olympiad (Final)
奧冠教育中心　泰國國際數學競賽 (總決賽)
Gold Award 金獎
1C CHEUNG HO TIN　5B LAM CHUN HEI

Hong Kong Mathematical Olympiad Association
Mathematics Without Border International Tournament
香港數學奧林匹克協會　數學無疆界國際賽 (決賽)
Certificate 晉級證書　1B CHOW SZE YU



Bauhinia Magazine
Hong Kong Astronomy Knowledge Contest
紫荊雜誌社　全港中學生天文知識競賽
First Honour Award 一等獎　5B LAM CHUN HEI

Filial Piety Association
International Filial Piety Award Ceremony Essay Competition
孝情文化聯合會　第19屆「國際孝情頒發典禮」2025（中國香港）孝情徵文比賽
Certificate (24-25) 佳作獎　5B TANG YAT LONG

HKICPA & HKABE Joint Scholarships for BAFS
香港會計師公會及香港商業教育學會有限公司　企業會計與財務概論科獎學金
Scholarship 獎學金　5D NG CHI HIN

EduAIR A Pigment Mixing Machine
愛動智教育系統有限公司　一種顏料調配機
Inventor 專利發明人

International Youth STEAM Education Association
Digital Tech Youth Elite Program
國際青少年創科教育協會(IYSEA)　數字科技精英學生計劃 2026
Aspiring Digital Technology Elite Students 準數字科技精英學生
5B LO MAN HIM



The Harvard Club of Hong Kong
The Harvard Prize Book
哈佛大學香港校友會　哈佛圖書獎
Champion 冠軍　5B TANG YAT LONG
First Runner-up 亞軍　5A KHU YUET WA

BriBooks The National Young Authors' Fair
BriBooks全國青年作家博覽會
Best-seller Author Award 暢銷作家獎　4B HO YUI LAM ERIN

EduAIR Systems Limited
AI Hackathon - Co-invented "A PIGMENT MIXING MACHINE"
愛動智教育系統有限公司
人工智能「智」巧視野編程比賽 - 聯合發明 "A PIGMENT MIXING MACHINE"
Granted a Short-term Patent in HK 香港短期專利
5B LO MAN HIM

Olympiad Champion Education Centre
Hong Kong International Mathematical Olympiad (Semi-final)
奧冠教育中心　香港國際數學競賽(晉級賽)
Gold Award 金獎　5B LAM CHUN HEI

Dawnwood Education Group
Turkic International Mathematical Olympiad (Hong Kong Preliminary Round)
童萃教育集團　土耳其國際數學奧林匹克競賽 (香港區初賽)
Silver Award 銀獎　2D LAU CHI LING

The Hong Kong Youth Mathematical Challenge Limited
The Hong Kong Youth Mathematical Challenge
全港青少年數學挑戰賽有限公司　全港青少年數學挑戰賽
Silver Award 銀獎　5B LAM CHUN HEI

Speech 朗誦

The 77th Hong Kong Schools Speech Festival
第77屆香港學校朗誦節
Chinese Speech 中文朗誦
Cantonese Verse Solo Speaking 粵語詩詞獨誦
First Runner-up 亞軍
3C CHAN LOK CHING　4C LEE HOI CHING
English Speech 英文朗誦
English Public Speaking Solo 英語個人公開演講
Second Place 亞軍
1D LAW YAT YI TWINKLE　5E WONG LOK HIN
Putonghua Speech 普通話朗誦
Putonghua Prose Solo Speaking 普通話散文獨誦
Champion 冠軍　4A OR MING CHING
Putonghua Verse Solo Speaking 普通話詩詞獨誦
Champion 冠軍　2A MAK YUET CHING

Aesthetic Development 藝術創作及表演

Hong Kong Schools Dance Association Limited
62nd Hong Kong Schools Dance Festival - Jazz & Street Dance (Secondary Section)
香港學界舞蹈協會有限公司 第六十二屆香港學校舞蹈節 - 中學組爵士舞及街舞(群舞)
Highly Commended Award 甲級獎　Dance Society

Hong Kong Art School & EDB Hong Kong School Drama Festival
香港藝術學院及教育局　香港學校戲劇節
Award for Outstanding Director 傑出導演獎
5C CHEN WING TUNG
Award for Outstanding Performer 傑出演員獎
2C KO HIU LONG　4B SIU NGA CHING
5C CHEN WING TUNG
Award for Outstanding Stage Effects 傑出舞台效果獎
Dance Society

Music 音樂

The 78th Hong Kong Schools Music Festival
第78屆香港學校音樂節
Grade 5 Piano Solo 鋼琴五級獨奏
Champion 冠軍　2B LEE SHUN
Silver Award 銀獎　3D WAN PAK YIN
Grade 8 Piano Solo 鋼琴八級獨奏
Champion 冠軍　2A LAM YAT HIN
Cantonese Operatic Song Solo 高級組粵曲獨唱
Gold Award 金獎　4C LEE HOI CHING
VPiano Duet - Senior 鋼琴二重奏 — 高級組
Silver Award 銀獎
4B LI YU HIN ALEX　4B YANG TSZ HIM
Flute Solo 長笛獨奏
Silver Award 銀獎　2A TANG HIU TUNG
Grade 4 Piano Solo 鋼琴四級獨奏
Silver Award 銀獎　1B YIP WAI YEE
Zheng Solo 古箏獨奏
Silver Award 銀獎　4A FAN HEUNG WUN
Pipa Solo 琵琶獨奏
Silver Award 銀獎　5E YAU HIU YAU
Violin Duet - Intermediate 小提琴二重奏 — 中級組
First Runner-up 亞軍
3A LAW YUET YI CRESCENI　5A MA BO SZE BEATRICE
Grade 6 Piano Solo 鋼琴六級獨奏
First Runner-up 亞軍　3A YIP SUM WING
Silver Award 銀獎
1D LEUNG WAI SHUN　2C LAM TSZ CHING
5B LAM HAO YIN　5D CHEUNG KIU
Grade 7 Piano Solo 鋼琴七級獨奏
Silver Award 銀獎
3B SO CHIT HEI　4B YANG TSZ HIM
5B YUE YAT CHING
Vocal Solo in Foreign Language 聲樂獨唱，外文歌曲
Silver Award 銀獎
5C TSANG HEI YIN　3C HO SZE CHING
Senior Girls Choir singing in Chinese 高級女聲合唱，中文組別
Silver Award 銀獎　Voice Choir
Grade 8 Violin Solo 小提琴八級獨奏
Silver Award 銀獎　3A LAW YUET YI CRESCENI
Trombone Solo 長號獨奏
Silver Award 銀獎　2A WONG TSZ SHING
Guitar Solo 結他獨奏
Silver Award 銀獎　3D TSANG LOK HIM

Joint School Music Association
香港聯校音樂協會
Choral Ensemble 中學小組合唱
Silver Award 銀獎
String Ensemble 弦樂合奏
Silver Award 銀獎
3A LAW YUET YI CRESCENI　4B NI SHUN LUI
5A MA BO SZE BEATRICE　5A CHAN LONG KI
Violin Solo - Diploma 小提琴獨奏演奏組
Silver Award 銀獎　2D LIU SUM YIN
Violin Solo - Intermediate 小提琴獨奏中級組
Silver Award 銀獎　2D LEE HEI TUNG

Sports 體育

The Schools Sports Federation of Hong Kong, China
中國香港學界體育聯會
Individual 個人項目
Inter-school Swimming Championships (100M Freestyle) 中學校際游泳比賽（100米自由泳）
Champion 冠軍 (破大會紀錄)　4B LEE HOI LAM
Inter-school Swimming Championships (200M Freestyle) 中學校際游泳比賽（200米自由泳）
Champion 冠軍　4B LEE HOI LAM
Inter-school Swimming Championships (50M Butterfly) 中學校際游泳比賽（50米蝶泳）
Champion 冠軍　1A MOK CHI LAM
Team 團體項目
Inter-school Volleyball Competition (Boys A Grade) 中學校際排球比賽（男子甲組）
Champion 冠軍　Volleyball Team (Boys A Grade)

Hong Kong Dodgeball Association
香港閃避球總會
Hong Kong Inter-School Dodgeball New Talent Championships (Mixed Junior)
全港中小學學界閃避球新秀賽(混合初中組)
Champion 冠軍
Best Rookie 最佳新秀
Hong Kong Inter-School Dodgeball District Competition - NT District (Boys Junior)
全港中小學學界閃避球分區賽 - 新界區 (男子初中組)
Champion 冠軍
MVP 最有價值球員　3D YUEN KA TO MARCUS
Hong Kong Inter-school Dodgeball Championships (Mixed Junior)
全港中小學學界閃避球錦標賽(混合初中組)
Champion 冠軍

Masterful Studio
全能技巧工作室
All-round Rope Skipping Challenge (30s Single Rope Speed Splint)
全能跳繩挑戰賽 (30秒單車步)
Champion 冠軍　2D YAN LONG YIN
All-round Rope Skipping Challenge (30s Double Under)
全能跳繩挑戰賽 (30秒二重跳)
Champion 冠軍　5A FUNG PIU HIN
All-round Rope Skipping Challenge (30s Cross Open)
全能跳繩挑戰賽 (30秒交叉開)
Champion 冠軍
2D YAN LONG YIN　3A LAW WAI SHUN
All-round Rope Skipping Challenge (45s Set Routine)
全能跳繩挑戰賽 (45s 規定套路)
Champion 冠軍
2D YAN LONG YIN　3C LAI HIU HEI
5A FUNG PIU HIN
All-round Rope Skipping Challenge (30s Alternate Jumping)
全能跳繩挑戰賽 (30s 單側迴旋)
Champion 冠軍
2D YAN LONG YIN　3C LAI HIU HEI
First Runner-up 亞軍
2D LAI PAK YIN　3A LAW WAI SHUN
3D WONG HEI TO HAZEL　5A FUNG PIU HIN
All-round Rope Skipping Challenge (30s Twins Jump)
全能跳繩挑戰賽 (30s 連鎖跳)
Champion 冠軍
1C LAI HO YIN　1D MAK KA TSUN
All-round Rope Skipping Challenge (45s Double Dutch Speed Sprint)
全能跳繩挑戰賽 (45s 交互繩速度跳)
Champion 冠軍
2D YAN LONG YIN　3A LAW WAI SHUN
3C LAI HIU HEI
All-round Rope Skipping Challenge (45s Figure-8 Long Rope Jumping)
全能跳繩挑戰賽 (45s 大繩走八字)
Champion 冠軍
2A LAM YAT HIN　2D LAI PAK YIN
2D YAN LONG YIN　3A LAW WAI SHUN
3C LAI HIU HEI　5A FUNG PIU HIN
All-round Rope Skipping Challenge (Overall Champion)
全能跳繩挑戰賽 (全場總冠軍)
Champion 冠軍
1B LAM PUI HANG　1C LAI HO YIN
1D MAK KA TSUN　2A LAM YAT HIN
2C CHEN PUI YAN　2D LAI PAK YIN
2D YAN LONG YIN　3A LAW WAI SHUN
3C LAI HIU HEI　3D WONG HEI TO HAZEL
4A CHEN LOK YAN　5A FUNG PIU HIN



Others
其他
A.S. Watson Group Hong Kong Student Sports Award
屈臣氏集團 香港學生運動員獎
Award 得獎者　5D YIM KEI WAN
Queen's College Old Boys' Association Secondary School Inter-School Table Tennis Invitation Tournament
皇仁舊生會中學 皇仁舊生會中學校際乒乓球邀請賽
Champion 冠軍
2B YU HO FAI TREVOR　3C YAN TSZ LONG
3B KWAN YAT WAI　5C HE WAI CHUNG
6A IP CHING　6A SIU PAK YU
Methodist College <Methodist Cup> Volleyball Invitation Tournament (Boys Team)
循道中學 <循道盃> 排球邀請賽（男子組）
Champion 冠軍　Volleyball Team
Methodist College Methodist College Dodgeball Invitation Tournament (Mixed Junior)
循道中學 循道中學閃避球邀請賽 (混合初中組)
Champion 冠軍　Dodgeball Team

Others 其他



UNESCO Hong Kong Association
2025-26 Net Zero School Project
香港聯合國教科文組織協會 碳中和學校計劃 2025-26
Net Zero Demonstration School 碳中和示範校
Sha Tin Methodist College

EDB Science (S1-3) Teacher Plan Design Award Scheme
教育局 科學（中一至中三）教案設計獎勵計劃
Grand Gold Award 特選金獎
Ms. WONG KING WAI　Mr. YEUNG HOI MAN
Mr. CHAN TAK SUM　Ms. LO WING SHAN
Ms. TSANG MAN WAI



School Motto

The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is insight.

(Proverbs 9:10)

沙田循道衞理中學
Sha Tin Methodist College

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