

2008-2009年度
孫方中書院
Sun Fong Chung College

畢業典禮
Speech Day



校訓

School Motto

勤 廉 信 慎

Diligence Integrity Trustworthiness Prudence

校歌

School Anthem

〔朝氣蓬勃地〕



我們的學校在大時代裏誕生。



沐着朝露，迎着風雨，創造未來，創造未來。



春風裏，種下了桃李待明日，碩果滿園。



五育並進，全面發展，勤廉信慎校訓永記。



努力努力努力，齊向前，努力努力努力，齊向前。



美好的明天如日方中，光明永遠照耀大地。



Speech Day

Programme

秩序表

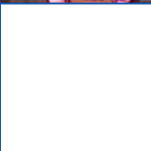
- | | | |
|----|---|---|
| 1 | 主禮嘉賓進場就座
The Entry and Seating of the Guests of Honour and other guests | |
| 2 | 奏國歌
National Anthem | |
| 3 | 唱校歌
School Anthem | |
| 4 | 致歡迎辭
Welcome Speech | 校監周孫方中BBS MBE太平紳士
Mrs Chow Sun Fong Chung Jeannie BBS MBE, JP
Supervisor |
| 5 | 致訓辭
Address | 香港特別行政區教育局副局長陳維安太平紳士
Mr Kenneth CHEN, JP
Under Secretary for Education, HKSAR |
| 6 | 授憑
Presentation of Certificates | 香港特別行政區教育局副局長陳維安太平紳士
Mr Kenneth CHEN, JP
Under Secretary for Education, HKSAR |
| 7 | 頒獎
Presentation of Awards | 香港特別行政區教育局副局長陳維安太平紳士
Mr Kenneth CHEN, JP
Under Secretary for Education, HKSAR

校監周孫方中BBS MBE太平紳士
Mrs Chow Sun Fong Chung Jeannie BBS MBE, JP
Supervisor

眾校董
Members of the IMC

眾嘉賓
Guests |
| 8 | 校務報告
School Report | 吳少祺校長
Mr Ng Siu Ki
Principal |
| 9 | 致謝辭
Vote of Thanks | 學生代表
Student Representatives |
| 10 | 致送紀念品
Presentation of Souvenir | 校監周孫方中BBS MBE太平紳士
Mrs Chow Sun Fong Chung Jeannie BBS MBE, JP
Supervisor

學生代表
Student Representatives |
| 11 | 學生表演
Student Performances
1) 步操管樂團 Marching Band
2) 舞蹈組 Dance Team | |
| 12 | 禮成
End of Ceremony | |
| 13 | 茶點
Refreshments | |



主禮嘉賓
Guest of Honour



香港特別行政區教育局副局長
陳維安太平紳士
Mr Kenneth CHEN, JP
Under Secretary for Education, HKSAR

主禮嘉賓題辭

An adage from the Guest of Honour

港九街坊婦女會孫方中書院第三屆畢業典禮

文以爲教
德以爲育

教育局副局長陳維安



法團校董會成員

Members of Incorporated Management Committee



校 監
周孫方中BBS MBE太平紳士
Mrs Chow Sun Fong Chung Jeannie BBS MBE, JP
Supervisor



霍奐枝女士
Ms Fok Woon Chi Cecilia



仰慧英女士
Ms Yang Wei Ying



陳趙滿菊女士
Mrs Tan Chiu Joise



溫子光先生(溫浩天家長)
Mr Wan Tze Kwong
(Parent of Wan Ho Tin, 6B)



袁潔貞女士(鍾子釗家長)
Ms Yuen Kit Ching
(Parent of Chung Chi Chiu, 5D)

法團校董會成員

Members of Incorporated Management Committee



丁毓珠SBS太平紳士
Ms Ting Yuk Chee Christina SBS, JP



劉慧女士
Ms Lau Wai



蔡關穎琴律師
Ms Kwan Wing Kum Janice



梁秀志太平紳士
Mr Leung Sau Chi, JP



胡鳳琮副校長
Ms Wu Fung King
Vice-Principal



吳少祺校長
Mr Ng Siu Ki
Principal



蔡茵茵主任
Ms Choi Yan Yan Cecilia



校務報告

辦學宗旨

- 秉承辦學團體一貫的辦學方針，注重學生在兩文三語方面的培訓，乃香港首所以普通話為教學語言的津貼中學。
- 竭力發掘學生的多元智能，使他們在德、智、體、群、美得到全面而具個性的發展，樂於終身學習，成為有創意、具適應變化能力、富責任感及積極進取的公民。

信念

1. 每個學生都具多元潛能，能透過不同的學習經歷得以發掘、強化及拓展。
2. 每個學生都滿有求知熱誠，能貫徹終身學習。
3. 每個學生都能從全面的普通話授課及英語培訓，提升兩文三語的能力。

對學生發展的期望：

1. 主動學習（Self-motivated in learning）
2. 良好語文能力（Fluent in English and Putonghua）
3. 具創意（Creative）
4. 擁有良好品格（Character-driven）

基本策略：

1. 多彼此關懷欣賞，勿互相挑剔謾罵。
2. 多稱讚良好品德，勿褒獎浮誇表現。
3. 多誘發內在動機，勿依靠外在權威。

本年度關注事項：

1. 學習重方略
2. 立品講禮規

管理與組織

- 學校設立學校自評及校政委員會和11個行政組別，通過集體協商，確立權責分明的行政架構，先後編制了「教師手冊」、「教學工作指引」、「危機處理手冊」、「中層管理者的特質或角色」指引、「晉升指引」、「財務指引」和「啟發潛能教育教育工作者手冊」等，透過「點、線、面」的策略全面落實自評。此做法曾獲外評隊伍的高度評價，指出學校能適切運用自評推動學校自我完善和持續發展，整體成績斐然。
- 本校師資優良，37%老師持碩士學位或以上的學歷；95%老師持學士學位。全體中英文科老師均達普通話或英國語文基準水平，其中3位老師更考獲國家語委普通話水平測試一級水平。
- 校長和教師積極進修，務求以最佳的準備來迎接課程及學制的改革，本年度參與工作坊和研討會多達248人次。

- 學校設有多種渠道與家長及社區接觸，以增進外界對本校的了解，包括接受傳媒採訪，向社區人士申明辦學特色。本年度有關本校的報章報道和電台訪問合共12次。

- 校長及各行政組別老師與各班代表舉行師生座談會，收集同學對學校政策及獎懲制度的意見。
- 學校樂意開放校園，接待校外人士，透過觀課和研討交流，提升老師的教學效能。本年度曾到訪本校的校外人士包括：

- ✧ 教育局高級學校發展主任黎實佳先生及學校發展主任陳雪濤小姐，商討如何支援學校預備新高中。
- ✧ 教育局視學組林思嫻小姐與陳偉強先生，進行地理科和經濟科的焦點視學。
- ✧ 教育局語文教學支援組（中文組）蔡一聰先生帶領20名來自廣東省的教師與中文科主任作教學和課程上的交流。
- ✧ 18位來自上海的高中生及大學生，與本校同學一起上課，藉此體驗本港的教育情況，互相交流。
- ✧ 惠州市教育局紀檢組考察團40名成員到訪，藉此了解本校在學生品德教育的成功經驗。
- ✧ 浸信會永隆中學全體中文科老師到校了解本校普通話教學的情況和進行觀課。
- ✧ 麗中小學（深圳）陳道謙校長訪校，了解學校的辦學特色，並探討兩校合作的可行性。
- ✧ 無錫石塘灣中學29名師生回訪，與本校同學一起上課，藉此體驗本港的教育情況，互相交流。本校學生更在放學後接待石塘灣中學同學返家作客，並與他們一同晚膳。
- ✧ 中大黃寶財教授和明報通識網負責人到訪，與校長、通識科主任、資訊科技組負責人商討如何整合現有網上平台，強化學生自我學習的習慣。
- ✧ 浸會大學助理教務長梁慧兒女士為中七同學介紹大學生活及聯招課程。
- ✧ 楊鐵樑爵士親臨本校舉行「教你如何協助子女提升英語水平」講座，藉此與家長們分享協助子女提升英語水平的心得。





- ✧ 邀請陳方安生大紫荊勳賢到校為高年級同學舉行「巡迴演講・與高中生直接對話」講座，透過講座與同學分享「一國兩制、民主與管治關係」，以及基本法對人權、自由的保障，藉此讓同學加深了解公民參與的重要性及對香港政制發展的認識。
- ✧ 校長、潘細洪老師與中三級陳澤熹同學獲教育局邀請出席「內化自評——優化學校發展」學校經驗分享會，講述推行及內化學校自評的經驗和心得。
- ✧ 靈糧堂劉梅軒中學全體中文科老師到校了解本校普通話教學的情況和進行觀課。
- ✧ 江門教育局副局長率領該市校長及教師三十人到訪，了解學校的辦學特色。

學與教

重視提升同學的英語水平 增撥資源創造英語學習環境

- 斥資**30餘萬元**增聘全職外籍英語老師，令**全職外籍老師多達3位**。
- 斥資約2萬元增購超過300本英文書籍或英語學習軟件，鼓勵學生持續學習。
- 斥資約6萬元改建圖書館，包括：加建多媒體視訊室，讓同學們欣賞英語電影；加建自修座位，讓同學更專心溫習；多加一層書架，放置日漸增加的館藏。
- 參加國際文化交流計劃，接待一名**來自巴西的交換生**升讀中六。來年，本校將接待一名來自意大利的交換生，以鼓勵本校學生接觸外地文化和多說英語。

本年度實行一系列英語政策，包括：

- 全校合共10班在上**英文課時採分組教學**，**師生比例1:20**，提高學與教的成效。
- 安排**外籍老師擔任班主任和帶領課外活動**，增加同學與外籍老師的接觸。全校各班皆有機會被3名外籍英語老師教授英語會話。
- 在**初中各科加入英語元素**，並派發英文工作紙，讓學生早日接觸英語教學。
- 定期在午膳及放學後**開放「英語室」和「英語花園」**，利用電影放映和遊戲等活動，讓同學寓學習英語於娛樂。
- 安排同學接受 NSW International Assessments，成績理想。
- 出版中英文文集、校報和Sun Dayz英文通訊，並將作品上載學校網頁，以鼓勵同學寫作。
- 英文科老師為中三及中五同學安排早會測考，進一步鞏固同學的英語基礎。

- 舉辦**暑期英語銜接班**，由**外籍老師負責**，讓中一新生、中四及中五學生提早適應英語課堂。
- 為學生創造英語環境，例如：
 - 逢周二和周四用**英語進行早會**，由學生當主持，並由各班同學代表作英文演講或分享。老師和同學的分享更會上載至學校網頁，讓老師和同學重溫。
 - 安排2次英語周和8次英語日，鼓勵同學利用英語溝通。
 - 舉辦英語嘉年華會，增加同學利用英語溝通的機會。
 - 在校園內**張貼英文「勵志標語」**。在所有校內設施上張貼英文標籤，學會壁報板亦加上英文名稱，讓學生認識有關英語詞彙。
 - 編制**英文版通告**和**英文版學生手冊**。
 - 利用特殊節日或活動（例如由外籍老師在早會訪問老師的個人興趣），將英語學習處境化，寓教於樂。

配合教育改革 提升學與教效能

- **課程政策**
課程發展方向包括：增強語文運用的訓練、發展學生的多元智能、跨學科學習、協作學習及利用資訊科技進行學習。積極協助學生發展九種共通能力，培養學生「樂於學、勤於學、認真學」的態度。
- **規劃新高中課程**
 - 學校已確定新高中課程的規劃，除必修科目外，選修科包括：生物、物理、化學、組合科學（化學+生物）、經濟、地理、歷史、中國歷史、視覺藝術、企業／會計與財務概論、資訊及通訊科技、設計與應用科技和應用學習等。
 - 學校為全體中三學生安排**模擬選科活動**，讓學生熟悉選科的安排。
 - 組織不同學習範疇的老師帶領中三學生作不同的實地考察（例如：林村、東九龍裁判署、大尾篤等）和指導學生進行專題研習，讓學生更容易掌握新高中通識教育科的要求。
 - **靈活編排學習時間，積極安排學生參與不同的學習活動**，如：參加由英國文化協會舉辦「Climate cool — showcase work on environmental issues」活動，透過活動，同學們與十多間中學學生交流環保知識、參加康文署「學校文化日」計劃等，一方面拓寬學生的視野，另一方面為新高中的「其他學習經歷」作最好的準備。



● 學業評估政策

除傳統的兩次測驗和考試外，亦以不同模式持續評估學生的表現，包括：課業表現、口頭報告、專題報告、網上評估和「家長評審制」等，累積經驗，迎接「校本評核」和「學生學習概覽」的來臨。

制訂學與教政策 照顧學生需要

- 為了協助學生建立主動學習的習慣，各學科擬定預習的資料，使同學能在正式授課前已掌握一定的基礎知識。在課堂內，**培養同學摘錄學習重點或討論心得的習慣**。
- 各科利用學校網頁**發展網上延展學習資源**，以協助學生善用課餘時間進行學習。例如：英文科把默書的範圍連同語音檔案上載校網內，方便同學在家中自習。
- 透過課程的調整、學長輔導及個人輔導，照顧學生不同層面的需要。在課程方面，教務組與各科任老師共同商議，因應學生的能力編訂教學內容，並輔以其他學習教材配合個別學生的需要，從而提升學習動機，加強學與教的效能。考評制度也作出相應的調適，務使學生能在安舒、自然的環境下，展示其學習成果。

引入外界資源 進行拔尖、補底及強化措施

- 邀請教育局高級學校發展主任（語文教學支援組）黎耀庭先生到校講解會考中國語文科卷五綜合能力訓練的答題技巧。
- 參加由**英國文化協會及教育局合辦的‘Climate Cool Project’**，讓本校學生和本地及英國的參與學生以英語交流，並提高學生的環保意識。
- 應邀參與由香港大學詹志勇教授負責的「**校園綠化計畫**」，並獲得匯豐銀行資助**40萬元**，興建綠化天台（Green Roof），減低室內溫度，此舉既可提升同學的環保意識，亦可節省能源。
- 為中一至中三成績稍遜的同學安排中文、英文、數學補底班。
- 聘請導師為中一至中四同學舉行數學拔尖班。
- 為中三級同學安排晨光測驗和午間測考，並於放學後舉行強化班。
- 為協助中四至中七同學預備會考，老師們為同學每天安排補課；開放溫習室至晚上七時，為同學提供理想的溫習環境。
- 為讓同學善用假期，溫故知新，中三至中五各級各科老師按各班需要，安排假期補課，協助同學為考試作好準備。

透過不同的學習活動 發掘同學各方面潛能

- 安排同學參加不同的講座、工作坊及活動，包括：青年事務委員會贊助舉辦「上善若水，友誼長存-無錫姊妹學校交流計劃」、「中秋節猜燈謎」、「英語短劇」比賽、邀請劇場工作室為高年級同學表演，劇目為「馴悍記」、參觀「中國2010年上海世博會香港推廣周」暨「走進世博會」巡迴展、參觀藝術展覽、參觀「憧憬世界2008」學生攝影展、參觀「新高中視覺藝術科作品集展覽」、參加「學校文化日計劃——管風琴導賞音樂會」、參觀香港有機農莊、參觀香港文物探知館，參觀古蹟文物、參觀「認識新鮮食品分發／製造工場」、參加「2008年立法會大樓開放日」、參加由香港大學李嘉誠醫學院舉辦的公開講座、參加「內地改革開放三十年」專題講座、參觀理工大學內的電子及資訊工程學系實驗室、視光學系及復康中心等，為同學們提供不同學習經歷，以提升學與教的效能。
- 在電梯大堂設立**每周時事欄**和在小食部安裝**高清電視**，並於午膳**直播「互動新聞台」**的新聞和專題節目，利用相關的國際、香港和教育新聞等，再配合早會的股份，一方面拓寬同學的視野，另一方面引發同學反思一些重要的社會議題，為通識教育奠定基礎。
- 舉辦不同的學科周（例如：中文周、英文周、數學周、理科周等）；在午間時段設置攤位遊戲、比賽、電影欣賞等活動，吸引同學對不同學科的興趣。
- 圖書館舉辦不同的專題書展**11次**，主題包括：香港歷史、健康生活、運動技能、學習英語、火山形成和氣候、楊鐵樑爵士作品介紹、師生推薦書籍、有趣的科學實驗等，並舉行世界閱讀日周。

校風及學生支援

- 學校重視學生的成長，投放大量的資源，給予支援。每年再按學生的實際需要，釐定主題，並由學生成長支援組、升學及就業輔導組、德育及公民教育組、課外活動組和社區及家長關係組負責統籌。本年主題為「**學習重方略；立品講禮規**」，目標清晰明確，各科組以此為基，策劃活動，藉周會、早會和班主任節，協助學生多元發展，建立良好的價值觀和正確的生活態度。
- 各組積極為學生創造機會，安排多元化活動，讓**學生「當主角」**。學生透過參與學生會選舉和社幹事選舉等活動，在策劃、推行及檢討的過程中，發展思維，認識自我，從而提升自治能力。



- 學校藉適時及恰當的獎勵，培養學生的良好品行，樹立榜樣。透過多種方式（如早會、周會、學校網頁、大堂視像系統、榮譽榜、增加操行分等），對表現優異及學行有進步的同學加以表揚，讓學生能在正面及鼓勵性的校園環境中成長。
- 優化「多元智能獎勵計劃」，鼓勵學生參加不同的活動，增加學生的成就感。
- 學校有策略地為學生提供預防性、發展性和補救性的訓育、輔導、升學及就業等計劃和活動。本年度舉行了**32次**活動、講座及工作坊，內容包括：新生適應、歷奇活動、共創成長路、午間茶聚、領袖培訓計劃、領袖培訓交流、「大學聯招」、「一人有一個夢想」、「兩性相處」、「色情文化對青少年的影響」、「壓力處理與情緒健康」、「生命分享」、「朋輩輔導」等，為同學提供不同方面的支援；並利用個案轉介、訓輔會議及升輔組的支援，讓有需要的學生得到更有效及全面的幫助。這些活動的形式多樣化，能照顧學生在不同成長階段的需要，減低他們在成長時可能產生的負面情感。此外，活動亦能拉近師生和生生間的距離，幫助學生建立支援網絡。
- 實施**雙班主任制**，強化班級經營，使學生得到更好的照顧。此外，設立分級學生支援制度，每級委派兩位級成長老師支援班主任，定期與班主任舉行聯席會議，加強彼此的信息交流，並了解學生的需要，作出適時的措施。
- 協助中一新生和家長認識學校，提供充足而有系統的支援，有效調動校內資源，舉辦適切的聚會和活動。新生家長日和《**家長手冊**》能使家長對學校有全面的認識，從而建立良好的家校聯繫。安排**為期兩周**的中一迎新營，使學生容易適應學習環境，投入校園生活，增強歸屬感；又製作《**新生攻略**》小冊子，解答新生於校園生活中常遇的問題及校園設施、服務的使用，漸次孕育「學校是我家」的情意。此外，學生成長支援組培訓「學長」幫助中一學生適應中學生活，建立良好的朋輩支援系統。
- 學校提供的課外活動分四大類型，涵蓋學術、體藝、興趣及服務，合共**47項**，**類別均衡**，**形式多樣化**，幫助學生培養終身興趣和發展多元智能。各學會每周舉行集會（高低年級隔周1次），每年平均13次，適切地培養學生的興趣。**課外活動**的統籌能**配合校本課程**，**促進全方位學習**，如戶外學習日、陸運會及試後活動等，均能滿足不同學生的需要，增加生活體驗。
- 學校恰當分配和善用資源，協調有關老師的參與，又靈活運用課時，以推行價值教育。課程及活動以學生為中心，全面而均衡，涵蓋**道德德育**（如：助貧日、公益金服飾日、敬師周、10大品格班際壁報比賽和家長評審制等）、**公民教育**（如：升旗禮、時事展板、午膳轉播時事新聞、國內考察、10大新聞網上投票等）、**健康教育**（如：早操、自行清潔教室、健康申報及指引、個人及環境衛生講座、「預防濫用藥物」講座、「九型人格」講座等）、**傳媒教育**（如：早會及班主任節新聞分享、校園電台、10大新聞選舉、「藝人藏毒事件」分享、「傳媒與性」講座、「色情文化對青少年的影響」、「正確使用互聯網」講座等）及**環境教育**（如：「320齊熄燈行動」、廢紙回收等）等重要價值教育元素。
- 透過學長計劃，幫助有不同學習需要的學生建立社交網絡，讓他們能投入、享受校園生活。推行「**朋輩輔導計劃**」，受訓的學長協助學習困難的同學提升中文讀寫能力。
- 學校**重視家長的意見與參與**。除校長定時列席家長教師會會議，解答家長疑問及聆聽意見外，**家長**更可互選代表成為**法團校董**，家長教師會亦可委任家長代表為「買賣業務監管委員會」的成員，甄選和監察午膳、校車、小食部、書商及校服供應商的運作。
- 為推展家長教育，鼓勵家長與子女建立良好的親子關係，並鼓勵家長輔助子女學習，學校與家長教師會聯合舉辦**9次**家長課程、講座或工作坊，其中包括中一迎新日、中一適應講座、中二學習講座、中三選科講座、中四、中五會考講座、中五至中七出路講座等，以支援家長的需要。
- 家長教師會與學校合作無間，配合學校的需要，積極舉辦活動，曾舉辦**10次**活動，種類多元化，包括：中一迎新日、聯歡燒烤會、創意記憶班、暑期英語進修班、美食製作、校服及雜誌回收等。
- 本年度曾接待**17間小學逾千師生和家長**到校參觀或參與學校舉辦的活動。
- 學校安排同學到小學服務（例如：星期一、三、五放學後到孫方中小學下午校協助進行功課輔導班；暑假期間到孫方中小學上午校協助進行功課輔導班），透過服務學習與人相處、協助活動進行及應變的技巧。
- 隨著發展的需要，學校有計劃地與社區人士及不同機構（如：香港大學詹志勇教授、中文大學黃寶財教授、教育局、浸會大學、民政處、康文署、世界緊急



援助（香港）、香港宣明會、公益金、仁愛堂、國民教育中心、青年事務委員會、區內中小學、區外中小學、友校校長等）保持適當的聯繫，引入和善用校外資源，支援學校活動和服務的推展。同時，學校亦積極鼓勵和安排學生服務社區，培養學生關懷社群、樂於助人的美德，從而拓寬學生的生活體驗，學習回饋社區，建立正確的價值觀，並能健康、均衡地成長。

學生表現

● 學術水平 已獲肯定

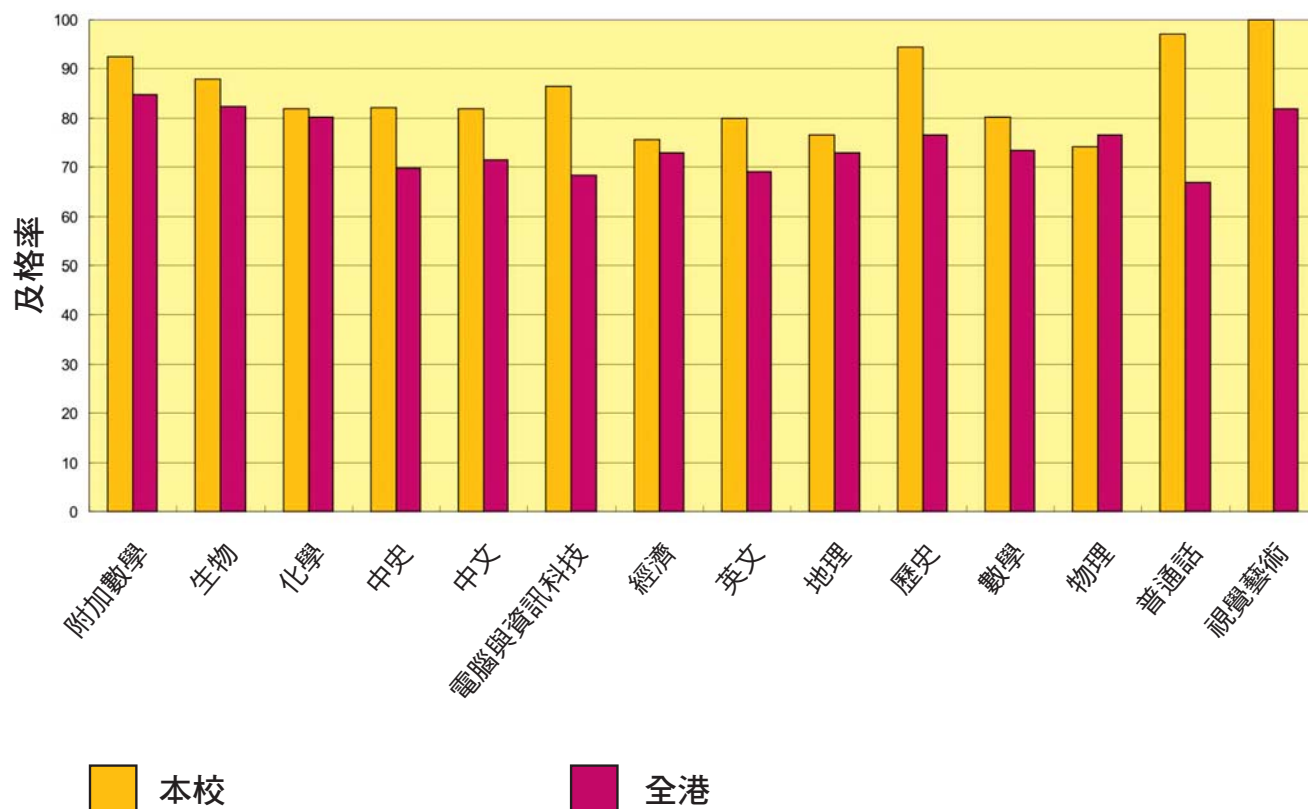
教育局舉辦「特別資優學生培育支援計劃(2009)」，經嚴格挑選後，3A張若茹、3A王建媚、3A梁鳳婷、3A陳澤熹、3A蔡寶兒、3A歐淑君、3A梁桓熾、4A幸芄儀、4A何瑞瑩、4A余煒翹、4A李深力、4A陳嘉朗、4B陳翠雅、4D李杰榮、4D翁慧炫、4D姚雪、4D何冠希、6A伍梓榮共18位同學獲選接受卓越數學、人

文學科、科學領導才能等重點培訓。連同過去3年，合共**47位**同學獲此殊榮。

● 公開考試成績

雖然只有短短的六年多歷史，但是學生在各方面的表現已十分出色，並持續地進步。在學業表現方面，學生在全港系統性評估中，中文、英文和數學三科的達標率均較全港的達標率高**4至13個百分點**之多。2008年度中學會考的增值報告顯示，**所有科目都為正增值**，其中最佳六科獲+3.28(最高為10)的增值，較去年上升2.18，較同區學校高5.5，較相類收生學校高2.32。主要三科獲+3.07的增值，較去年上升1.06，較同區學校高5.26，較相類收生學校高2.44。2008年中學會考**平均及格率為81.4%**，半數科目的優良率超越或十分接近全港平均值，如：歷史(47.4%)、附數(37.1%)、數學(26.8%)、資訊科技(19.6%)、中史(18.8%)、視藝(83.3%)和普通話(55.6%)等，各科的平均及格率如下：

首二屆中學會考平均及格率



上述數據顯示，本校的學生正在持續進步，既肯定了校董會創校時所倡導的理念——「透過全面普通話授課以提升學生語文水平」的方向正確，也肯定了不同持分者長期努力的成果。

多元發展 初見成果

	日期	參加項目	冠軍	亞軍	季軍	優異	合計
1	2008.09.19/2009.02.22	I-Learner Programme	12			2	14
2	2008.9.20	大埔區游泳比賽	2		1		3
3	2008.9.21	海天拔河邀請賽	2	1			3
4	2008.9.24	國慶盃賀辭寫作比賽				1	1
5	2008.9.27	沙田區游泳比賽		1			1
6	2008.10.10	《星星河》全國兒童美術書法攝影大賽	5	14	14	9	42
7	2008.10.11	全港青少年田徑分齡賽	2				2
8	2008.10.25-26/11.20	全港公開拯溺錦標賽	1		2		3
9	2008.11.05	全港中學校際拯溺賽		1			1
10	2008.11.15	學界校際游泳比賽	7	3	6	4	20
11	2008.11.20	學界校際越野比賽	5	4	1	7	17
12	2008.11.22	學界分區野外定向錦標賽			1		1
13	2008.11.24	第六十屆香港學校朗誦節	1	2	4	65	72
14	2008.11.28	大埔浸信會公立學校友校接力比賽			1		1
15	2008.11.29	應用可再生能源設計暨競技大賽	1				1
16	2008.12.04	學界校際籃球比賽			1	1	2
17	2008.12.04	新界東普通話散文獨誦中五至中七級男子組	1	1	1	18	21
18	2008.12.07	黃大仙區飛鵝山長跑比賽	2	1	1	3	7
19	13.12.08	大埔區第28屆校際舞蹈比賽		1			1
20	2008.12.21	第二屆全港拔河公開賽	1	1			2
21	2008.12.28	離島區長跑比賽	2			1	3
22	2009.01.03	少兒普通話水平測試	5				5
23	2009.01.17	第三屆「善言巧論：全港學生口語溝通大賽」	1				1
24	2009.02.01	馬鞍山盃8K長跑賽暨2公里親子跑	2	1			3
25	2009.02.05	尤德爵士紀念基金高中學生獎				2	2
26	2009.02.09/02.24	明報時事通識問答比賽第三回合(中學組)	2				2
27	2009.02.12	學界校際田徑比賽	2	2	2	3	9
28	2009.02.15	屈臣氏集團香港學生運動員獎	1				1
29	2008.02.15	第四十五屆學校舞蹈節				1	1
30	2009.02.20	大埔區校際歌唱比賽(中學組)			1		1
31	2009.02.20	校園室內賽艇大挑戰(大埔及北區)	8	3	3		14
32	2009.02.22	西貢區長跑比賽		2	1		3
33	2009.02.22	校際單車比賽	1				1
34	2009.02.26	第十三屆陸運會友校接力邀請賽				1	1
35	2009.03.15	香港公開室內划艇錦標賽	2		1		3
36	2009.03.21	香港運輸物流學會中學生徵文比賽				2	2
37	2009.03.22	校園室內賽艇大挑戰(全港)決賽	5	1	1	2	9
38	2009.03.28	新界區兒童公園定向錦標賽		1	1		2
39	2009.03.29	第三屆吐露港10公里賽(青年組4公里)	1				1
40	2009.04.03	第七屆香港綠色學獎(中學組)				1	1
41	2009.04.12	第三屆十公里復活跑暨青少年公路錦標賽	1				1
42	2009.04.26	全港校際體操比賽中學男子新秀組跳馬			1		1
43	2009.04.29-05.03	「中華盃」中國第三屆非職業優秀行進管樂團隊展演	1				1
44	2009.04.29	「同心建未來」全港公開中文作文比賽				1	1
45	2009.05.09	第三屆歷史照片研究比賽		1			1
46	2009.05.10	全港少年田徑錦標賽	1	3	2		6
47	2009.05.10	2009海天拔河邀請賽	2	2			4
48	2009.05.11	新南威爾斯國際學科評估(科學、英文、數學)	2	15	49		66
49	2009.05.19	學界校際足球比賽			1		1
50	2009.05.21	「蛻變中的大埔墟站」繪畫比賽(高級組)	1				1
51	2009.05.31	拯溺分齡賽	2	1	1		
52	2008-2009	明報時事通識問答比賽第三回合(中學組)參與人數及累積得分	8				8
總計			92	62	97	124	375



School Report

School Mission

We adhere to the mission and vision of the sponsoring body and emphasize nurturing students and to becoming trilingual and biliterate individuals. We are the first aided school in Hong Kong to use Putonghua as the medium of instruction.

The prime concern of our college is to develop students' multiple intelligences. We aim at providing comprehensive education, developing individual and unique qualities and abilities of each student in the following aspects: ethical, intellectual, physical, social and aesthetic. We stress developing students' lifelong learning ability, creativity and adaptability and being responsible and striving for excellence.

Rationale

1. Every student's multiple intelligences can be developed through heterogeneous learning experiences.
2. Every student has a zest for curiosity and life-long learning.
3. Every student can enhance his / her language proficiency through learning in Putonghua and English.

Expectations of Students' Development

1. Self-motivated in learning
2. Fluent in English and Putonghua
3. Creative
4. Character-driven

Basic strategies

1. To care and appreciate, but not to criticize or scold.
2. To appreciate good moral values, but not focus only on external behaviour.
3. To arouse intrinsic learning motivation, but not to rely on extrinsic authority.

Areas of Concern of this school year

1. Be purposeful in your learning;
2. Make politeness the platform of your character.

Management and Organization

- A school consultative and self-evaluation committee and 11 administrative committees were established. A structure with defined authority was set up through consultation. Also, 'Teachers' Handbook', 'Guides for Teaching as a Profession', 'Risk Management Handbook', 'Guides for the Characteristics and Roles of Middle-managers', 'Promotion Guides', 'Fiscal Affairs Guides', 'Teachers' Handbook for Invitational Education' were prepared for staff reference. With the adoption of 'Point, Line, Area' strategy, the self-evaluation system was fully implemented, which was highly appreciated by the EDB external review team.
- All teachers were qualified and well-trained. 37% possessed Master's Degrees or higher and 95% possessed Bachelor's Degrees. All Chinese Language and English Language teachers have attained the Putonghua and English Proficiency Benchmark requirements respectively. Three teachers attained Level 1, the highest level, in the National Language Committee Putonghua Proficiency Test.
- The principal and teachers have been attending training courses for the coming curriculum and education reform continuously. This year, the participating times of the related workshops and seminars was 248.
- Channels like mass media are good ways to show the school characteristics and enable the public to know more about us. The total

number of newspaper articles and media interviews about our school was 12.

- The principal and school middle managers held a teacher-student forum with class representatives in order to listen to students' views about school policies.
- Lesson observations and sharing seminars between the College and other schools, have greatly enhanced our teaching effectiveness. Our visitors were:
 1. The Chief School Development Officer and School Development Officer of the Education Bureau, Mr Lai Po-kai and Ms Chan Suet-ying, discussed the support for the College to prepare for the NSS curriculum.
 2. The officers, Ms Lam Sze-han and Mr Chan Wai-keung, of Quality Assurance of the Education Bureau conducted focus inspection on Geography and Economics departments.
 3. The officer, Mr Tsoi Yat-chung, of the Language Teaching Support Group, Chinese Division, of the Education Bureau and twenty teachers coming from Guangdong Province had discussions with the panel head of our Chinese department on teaching and the curriculum.
 4. A group of eighteen senior secondary school and university students from Shanghai attended lessons with our students to experience learning in Hong Kong.
 5. An exchange group of forty members from the Quality Assurance Division of Huizhou Education Department shared the success of moral education in our school.
 6. Teachers of the Chinese department of Baptist Wing Lung Secondary School visited our school and lessons to understand using Putonghua as a medium of instruction and make lesson observations.
 7. The Principal of Regents Primary School (Shenzhen) visited our school to understand our school characteristics and discussed the chances of cooperation between the schools.
 8. Twenty-nine teachers and students from Shitangwan Secondary School in Wuxi attended lessons with our students to experience learning in Hong Kong. Home visits were also arranged.
 9. Professor Wong Po-choi of The Chinese University of Hong Kong and the person in-charge of the Liberal Studies webpage of Mingpao discussed how to use the Net to help students enhance their self-learning ability with our Principal, the panel head of Liberal Studies department and the Teacher-in-charge of Information Technology.
 10. The Assistant Academic Registrar of The Hong Kong Baptist University, Ms Edith WY Leung, shared programmes offered under the JUPAS scheme and university life with our Form 7 students.
 11. The Hon Sir TL Yang delivered a speech on 'How to help your children improve their English' for parents.
 12. The Hon Mrs Anson Chan, GBM, CBE, JP visited our school for the 'Anson Chan's Lecturing Tour': Dialogues with Senior Secondary Students' to give a speech on 'One Country Two Systems' and the 'Relationship between Democracy and Governance'. In addition, Mrs Chan shared the protection of human rights and freedom that are brought about by The Basic Law. The speech enhanced students' understanding of the importance of citizenship and the constitutional development of Hong Kong.
 13. Mr Ng Siu-ki (the principal), Mr Pun Sai-hung (the Discipline



Master) and 3A Chan Chak-hei were invited by the Education Bureau to share 'Internalize Self-evaluation — Enhance the School Development' in a school sharing session.

14. All Chinese teachers of Ling Liang Church M H Lau Secondary School visited our school to observe the use of Putonghua as the medium of instruction.
15. A group of thirty school principals and teachers led by the Under-Secretary for the Education Department of Jiangmen visited our school to understand the characteristics of our school mission.

Learning and teaching

Emphasis was put on enhancing students' English proficiency; resources were allocated to create an English learning environment.

- More than \$300,000 was utilized to employ one more full-time native English-speaking teacher. There were altogether 3 Native English-speaking teacher.
- \$20,000 was utilized to buy more than 300 English books and English Language learning software to encourage students to learn English.
- \$60,000 was allocated to renovate the School Library.
- We participated in AFS Intercultural Programme and received a Form 6 exchange student from Brazil. In the coming year, we will be hosting another exchange student from Italy. We have joined this programme to encourage our students to learn more about foreign culture and provide them with more chances to speak in English.

A series of English language policies implemented this year were as follows:

- Small class teaching was adopted in 10 classes. The teacher-student ratio was reduced to 1:20 in order to enhance the effectiveness of learning and teaching.
- All students had the opportunity to talk with the Native English-speaking Teachers in extra-curriculum activities.
- Apart from English Speaking lessons, Native English-speaking teacher were class teachers and they Every class has the speaking opportunity with the NETs organize extra-curricular activities for more interaction with students.
- English language elements were included in other subjects in each junior form, for instance, English worksheets were used for students' earlier exposure to English teaching.
- Film shows and games were arranged in the 'English Room' and the 'English Garden', which were open to students during lunchtime and after school, providing plenty of chances for students to learn English and have fun.
- Students were encouraged to take part in International Assessments for Schools organized by the University of New South Wales, Australia.
- Chinese and English literary albums and 'Sun Dayz' English newsletters were issued and all the works were uploaded onto our school website in order to encourage students to develop their writing skills.
- Quizzes were arranged for Form 3 and Form 5 students by English teachers during the morning assemblies in order to consolidate students' English language learning.
- English bridging summer courses for Form 1, Form 4 and Form 5 students were taught by Native English-speaking Teachers to help students prepare for the upcoming curriculum.
- An English-rich environment was created for students, the following activities such were organized:

1. Tuesdays and Thursdays morning assemblies were conducted in English. Students, class representatives and teachers took turns to give talks to share their ideas with others. The scripts of the sharing were uploaded onto our school website for students and teachers to re-visit.
2. Two English weeks and eight English speaking days were held to encourage all students to communicate with teachers in English.
3. An English carnival was held to provide more opportunities for students to communicate in English.
4. English posters, proverbs, famous quotations, slogans as well as English translation of all school facilities and clubs' notice boards were posted and labeled on campus to create more opportunities for students to learn the English terms.
5. English versions of school circulars and the student handbook were printed.
6. Festival celebrations and special activities were held, such as interviewing SFCC teachers by Native English-speaking Teachers about teachers' pastime, so as to help students learn English and have fun.

In line with the Education Reform, the school has enhanced the effectiveness in learning and teaching

- Curriculum policy
In the realm of curriculum development, policies included: enhancing training in language use; developing students' multiple intelligences; cross-curricular learning; collaborative learning and learning with the use of IT; assisting students to develop the nine generic skills, and nourishing students' attitude of being 'willing to learn, and diligent to learn and serious to learn'.
- NSS curriculum design
 1. The framework of the NSS was set up. Apart from the core subjects, the elective subjects are Biology, Physics, Chemistry, Combined Science (Physics + Biology), Combined Science (Chemistry + Biology), Economics, Geography, History, Chinese History, Visual Arts, Business, Accounting and Financial Studies, Information and Communication Technology, Design and Applied Technology, etc.
 2. A mock streaming activity was arranged for Form 3 students to enhance their understanding of the streaming policy.
 3. Field trips to Lam Tsuen, East Kowloon Magistrate, Tai Mei Tuk and etc, led and supervised by teachers of different learning areas helped students understand more about the requirements of Liberal Studies under the NSS curriculum.
 4. Through the flexible lesson times, students' perspectives were widened. Students participated in various learning activities, such as 'Climate Cool — showcase work on environmental issues' organized by British Council, and 'School Culture Day' organized by Leisure and Cultural Services Department, etc. These experiences allowed students to exchange ideas about environmental protection issues with students coming from other schools and they enabled students to be well-prepared for 'Other Learning Experiences' under the NSS curriculum.
- Academic assessment policy
Apart from the two conventional tests and examinations, different modes of assessment were employed for continuous assessment of students' performance. These included daily assessment, oral presentations, project work, online assessment and the 'Parental Evaluation Scheme', etc. Experiences were accumulated in order to be ready for 'School-based Assessment' and 'Student Learning Profile'.



Set up learning and teaching policy; Cater for students' needs

- For cultivating students' habit of being motivated to learn, all subject teachers designed pre-lesson learning materials in order to enable students to grasp the basic required knowledge before lessons. During lessons, **students were trained with note-taking and discussion skills**.
- Each subject has **uploaded online extended learning resources** in order to help students learn in their leisure time. For instance, the English dictation coverage together with the sound track was uploaded onto our school webpage so as to facilitate students' self-learning at home.
- To cater for individual learning differences and enable students of higher learning abilities to challenge themselves, English Language textbooks of higher level were chosen for those junior classes with higher learning abilities.
- Through curriculum modification, student mentor scheme and student counseling service, different students' needs were met. In the realm of curriculum, the Students' Growth and Support Committee collaborated with various subject teachers to tailor-make learning materials in order to cater for students' learning needs. This has enhanced learning motivation and strengthened efficiency in learning and teaching. The assessment system was also modified accordingly to provide a comfortable and natural learning environment, in which learners' learning outcome can be showcased.

Make use of external resources; enhancement and remedial classes

- The Senior School Development Officer (Language Learning Support Section) from the Education Bureau, Mr. Lai Yiu-ting, was invited to our school to talk to all Chinese teachers about 'teaching answer techniques for the HKCEE Chinese Language Paper 5--Integrated Skills'.
- 'Climate Cool Project', organized by the **British Council with the collaboration of the Education Bureau**, was joined to enhance communication between students of the participating schools in Hong Kong and the UK so as to raise their environmental consciousness.
- Our school was invited to participate in '**Green Project on Campus**', coordinated by Professor Jim Chi-yung of the University of Hong Kong and sponsored by the Hong Kong and Shanghai Bank, to construct a green roof on campus to reduce indoor temperature and save resources as well as raise students' awareness of environmental protection.
- Form 1 to Form 3 lower achievers participated in remedial classes in Chinese Language, English Language and Mathematics.
- Tutors were employed to hold Mathematics enhancement classes for Form 1 to Form 4 students.
- Morning quizzes, lunchtime quizzes and after-school TSA remedial classes were arranged for Form 3 students.
- Teachers arranged tutorials for students every day and self-study rooms were offered until 7:00 p.m. for Form 4 to Form 7 students so as to create an ideal learning environment for students' preparation for public examinations.
- To enable students to make good use of holidays and do revision, every subject teacher organized tutorial classes during holidays for Form 3 to Form 5 students accordingly and assisted them with their preparations for examinations.

Different learning activities develop students' potential in all aspects

- Students were arranged to participate in different talks, workshops and activities. These included the 'Wu Xi Sister School Exchange Programme', 'Lantern Riddles on Mid-autumn Day', 'English Mini-

Drama Competition', Performance of 'Taming of the Shrew' by Drama Gallery, visit to 'Hong Kong Promotion Week of the 2010 World Expo, Shanghai, China cum Tour Exhibition of The Path to World Expo', visit to Arts Exhibition, participate in 'School Culture Day Scheme—Organ Concerts and Guided Tours', visit to Hong Kong Organic Farm, visit to 'Hong Kong Heritage Discovery relics and historic sites, visit to 'Awareness of Fresh Food Distribution/Manufacturing Plant', visit to '2008 Lego Building Open Day', public seminar organized by Li Ka Shing Faculty of Education, The University of Hong Kong; 'Three Decades of Reform and Opening Up on the Mainland China; lecture and visit to the Electronic and Information Engineering Laboratory, Department of Optometry and Rehabilitation Center at The Hong Kong Polytechnic University. All these provided students with other learning experiences and hence improved the effectiveness of learning and teaching.

- A **weekly current affairs column** was set up at the lift lobby. A **High Definition television** set was installed at the tuck shop. News reports and programmes on special topics of '**Interactive News**' were broadcast at lunch time. With the use of related international, Hong Kong and educational news, together with morning sharing, students' perspectives were widened and their reflections on those important social issues were stimulated, which consolidated their foundations in Liberal Studies.
- Different subject weeks, such as Chinese week, English week, Mathematics week and Science week, etc., were organized. Game booths, competitions, film shows, and so on, were organized so as to arouse students' interest in different academic subjects.
- There were altogether eleven book exhibitions organized by the school library. The topics included Hong Kong history, healthy lifestyles, athletic skills, English learning, formation of volcanoes and climates, introduction to works of The Hon. Sir Ti-liang Yang, recommended books by teachers and students, interesting scientific experiments and Week of World Reading Day and so on.

School Ethos and Support to Students

- Many resources were allocated to the development of students' growth. Based on students' actual needs, an annual theme is chosen. The theme of this year is '**Be purposeful in your learning; Make politeness the platform of your character**'. Since the goal was clear, all committees and subject panels could devise programmes accordingly. All programmes were well coordinated by the Students' Growth and Support Committee, Careers Guidance Committee, Moral and Civic Education Committee, Extra-curricular Activities Committee as well as the Parental Liaison Committee. Students' multiple intelligences and positive life attitudes were developed through sharing sessions on different topics during weekly assemblies, morning assemblies and class teachers' periods.
- All committees made great effort in arranging diverse activities to create opportunities for students to act as the '**main characters**' in school. Through elections of Student Union and House Committees, students were involved in coordinating, implementing and evaluating processes, which facilitated the development of students' thinking skills and enhancement of their self-discipline.
- With timely and appropriate positive reinforcement, students had their personalities nourished and became role-models. Students who performed well and those who made improvements were praised through morning assemblies, weekly assemblies, school webpage, the video system at the lift lobby, honour columns, conduct grade



promotion, etc. All these measures enabled students to grow in a positive and encouraging environment.

- Betterment of the 'Multiple Intelligences Award Scheme' encourages students to participate in different activities in order to build up their sense of achievement.
- Our school offered well-planned preventive, developmental and remedial discipline, counseling, career and guidance measures and activities. **Thirty-two activities, seminars and workshops** were organized this year. The topics included new students' orientation, adventurous activities, PATHS, lunchtime gatherings, leadership training schemes, leadership training exchanges, 'Joint University Programmes Admission System', 'One Dream for Everybody', sex education, 'Influence of Pornography over Teenagers', 'Management of Pressure and Emotion Health', life sharing and 'Peer Counseling', etc. Students in need were assisted more effectively and comprehensively by case referrals and discipline-counseling meetings. These measures were so diverse that students were cared for at different developmental stages so that their negative feelings could be reduced. In addition, the teacher-student and student-student relationships became closer and peer support was better.
- Dual class teachers policy was implemented which helped class management and offered more care and concern to students. Two members from the Students' Growth and Support Committee were assigned to support and they closely worked with class teachers in each form. Regular meetings were held to facilitate information exchange and understand students' needs more so that timely measures could be taken.
- We offer sufficient and systematic support to Form 1 students and their parents. Orientation Day for New Parents and '**Parents' Handbook**' enabled parents' understanding more about our school, which helped establish a good family-school relationship. It is undoubtable that the **two-week** Form 1 Bridging course has enabled students to adapt to the new school life more easily and enhanced their sense of belonging. The bulletin '**New Student Strategies**' helped students familiarize themselves with school affairs and develop a sense of 'School is my home'. Furthermore, the Students' Growth and Support Team trained 'mentors' to assist S1 students to adapt to secondary school life and established a good peer support system.
- There are four domains of extra-curricular activities, that is, academic, physical and aesthetic, interest and services. There were **47** clubs and societies which offered a wide variety of activities for students in cultivating their lifelong interest and developing multiple intelligences. Every club or society had a weekly meeting (junior and senior forms had meetings on alternate weeks), about 13 times in every year, which helped nourish students' interests appropriately. The coordination of the extra-curricular activities was in line with the **school-based curriculum** which facilitated **school-wide learning**. For instance, the annual outdoor learning day, sports day and post-exam activities, etc. catered for individual learning needs and enriched their life experiences.
- The school allocated and utilized resources appropriately. It coordinated teachers involved as well as made use of lessons flexibly in order to implement values education. The curriculum and activities were student-centred, well-rounded and well-balanced. They included the essential education elements in:
 - ✧ **Moral Education** (e.g. Help the Poor Day, the Community Chest Dress Special Day, Respect Teachers Week, "Top 10 characters" inter-class classroom board design competition and Parental Evaluation Scheme, etc.).

- ✧ **Civic Education** (e.g. flag-raising ceremony, current affairs column, lunchtime broadcast of current news and affairs, study trip to the mainland, Top 10 news vote online, etc.);
- ✧ **Health Education** (e.g. morning exercise, class cleaning, health reports and guides, a seminar on personal and environmental hygiene, talk on 'Prevention of Drug Abuse', a seminar on 'Enneagram for students', etc);
- ✧ **Media Education** (e.g. news sharing during morning assemblies and class teachers' periods, campus radio, Top 10 news election, sharing on 'the event of artists' illegal drug possession', talks on 'The media and sex', 'Influence of pornography on teenagers', 'Correct ways to use the Internet', etc.) and
- ✧ **Environmental Education** (e.g. 'Light Out Hong Kong', Recycling of waste paper, etc.).
- Under the **Student Mentor Scheme**, students of different learning needs were assisted in establishing their social networks so as to be more engaged and enjoy their school life. The implementation of the 'Peer Counseling Scheme' also facilitated student leaders to assist those students who were facing learning difficulties, especially Chinese reading and writing.
- **Parents' views and participation were highly emphasised.** The principal attended Parent-Teacher Association meetings regularly to clarify parents' doubts and listen to parents' views. Parents could elect a representative to the **Incorporated Management Committee** (IMC). The Parent-Teacher Association also appointed parents to be the members of 'Utility Manager' to select and supervise the lunch box services, school coaches, tuck shop services as well as the textbooks and school uniform suppliers.
- To promote parents' education and encourage good parent-children relationship, 9 parenting courses, seminars and workshops, including Form1 Orientation Day, Form 1 adaptation seminar, Form 2 learning seminar, Form 3 subject selection seminar, Form 4 and Form 5 HKCEE seminar as well as Form 5 and Form 7 graduation prospect seminar, were jointly held by the school and the Parent-Teacher Association.
- The Parent-Teacher Association had a number of meetings with the school to organise activities according to the students' needs. **10** activities were organized, including Form 1 Orientation Day, Barbecue Fun, Creative Memory Workshop, Summer English Tutorials, Cookery Workshop, Second-hand School Uniform Collection, etc.
- **Over one thousand teachers, students and parents from seventeen primary schools** paid a visit to or participated in our school activities.
- Students offered services to primary school pupils, such as holding homework tutorials at Sun Fong Chung Primary Schools on Mondays, Wednesdays and Fridays after school as well as during the summer holidays, through which students learnt how to get along with others, the skills of holding activities and responding skills.
- In line with the needs in development, our school maintained good coordination and relationship with the community, such as Professor Chim Chi-yung of the University of Hong Kong, Professor Wong Po-choi of the Chinese University of Hong Kong, Professor Lau Shing of the Hong Kong Baptist University, the Education Bureau, SCOLAR, Home Affairs Bureau, Leisure and Cultural Services Department, Silver Power, the World Emergency Relief (Hong Kong), the World Vision (Hong Kong), the Community Chest of Hong Kong, Hong Kong Lutheran Youth Services Department, Yan Oi Tong, Hong Kong National Education Centre, secondary and primary schools inside and outside the district, and principals of fellow schools.



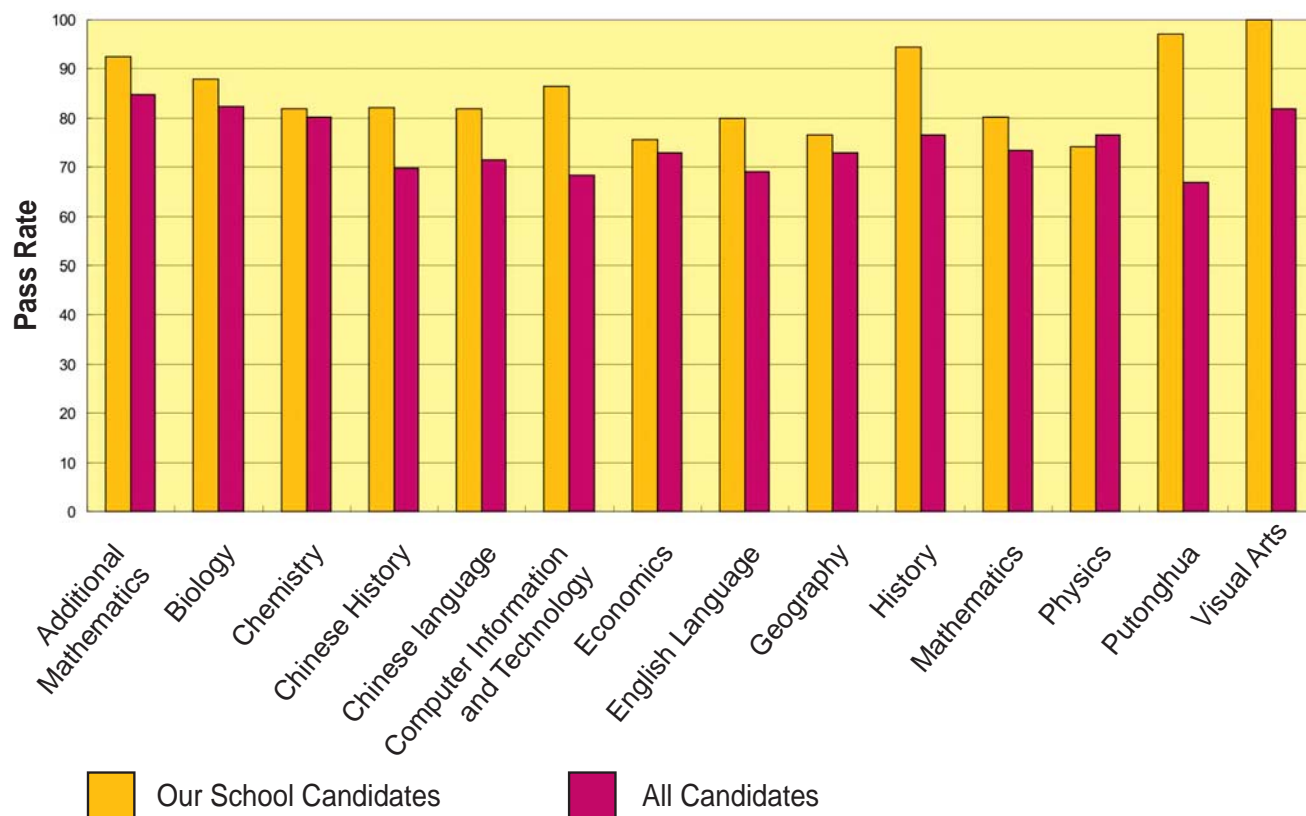
The school utilized external resources to facilitate the development of the activities and services at school. Meanwhile, students were highly encouraged to participate in community services to show love and concern to others, to cultivate the virtues of being willing to help others, to enrich life experiences, to learn to contribute to the community, to cultivate positive values and to have healthy and well-rounded personal development.

Students' Performance

- Standard of academic performance affirmed
In the 'Support Measures for the Exceptionally Gifted Students 2009' organized by the Education Bureau, the following eighteen students were selected: 3A Cheung Yeuk Yu, 3A Wong Kin Mei, 3A Leung Fung Ting, 3A Chan Chak Hei, 3A Choi Po Yee, 3A Leung Wun Hei, 4A Yung Wai Yuen, 4A Hang Yuen Yee, 4A Ho Sui Ying, 4A Yu Wai Kiu, 4A Li Sum Lik, 4A Chan Ka Long, 4B Chan Chui Nga, 4D Li Kit Sun, 4D Yao Xue, 4D Ho Kwun Hei, 6A Ng Tsz Wing. The above-mentioned students were honoured with focused training in Mathematics, Humanities and Science domains. Including students in the previous three years, altogether 47 students have now been honoured with such prizes.

- Public examination results
Though the school has been established for just over six years, the students have shown outstanding performances and are making continual progress all the way. In the Territory-wide System Assessment, our pass rates in Chinese, English and Mathematics are higher than the average pass rate in Hong Kong by 4 to 13 percent. The 2008 HKCEE Value-added Report has shown that we had positive value-adding in all subjects, among which, the best six subjects had +3.28 (out of 10) positive value-adding, which was higher than the previous year by 2.18, and higher than schools in the same district by 5.5, and even higher than schools with similar student intakes by 2.32. The three main subjects had +3.07 value-adding, which was higher than the previous year by 1.06, higher than schools in the same district by 5.26, and even higher than schools with similar student intakes by 2.44. In the 2008 HKCEE, our pass rate was 81.4%. The credit rate of half of the subjects surpassed or was close to that of the average in Hong Kong; for example, History (47.4%), Additional Mathematics (37.1%), Mathematics (26.8%), Computer Information Technology (19.6%), Chinese History (18.8%), Visual Arts (83.3%), Putonghua (55.6%) and etc. The pass rate of all subjects are as follows:

Average Pass Rate of Hong Kong Certificate of Education Examinations (HKCEE) in 2007 and 2008



The statistics above has suggested that students at Sun Fong Chung College are making continual progress, which affirms the correct direction of the founding belief held by Members of the School Board, namely, 'enhancing students' language proficiency by thorough implementation of teaching in Putonghua'. The encouraging statistics has also approved of the concerted effort made by different stakeholders.

獲獎學生名錄

List of Academic Students Awards

中文 Chinese Language			
1	5A	Chau Mun Leung	鄒滿良
2	5D	Tsoi King Yue	蔡景倫
3	5A	Shiu Chung Yan	蕭頌欣
中國語文及文化 (高級補充程度) Chinese Language & Culture (AS)			
1	7A	Tang Ruby	鄧鈞元
2	7A	Cheng Hiu Lam	鄭曉琳
3	7A	Chan Sai Ho	陳世豪

歷史 History			
1	5A	Ho Po Yee	何寶儀
2	5A	Chan Yin Fong	陳妍方
3	5A	Shiu Chung Yan	蕭頌欣
歷史 (高級程度) History (AL)			
1	7A	Chan Sai Ho	陳世豪
2	7A	Poon Samantha	潘穎心
3	7A	Wong Ying	王 滢

英文 English Language			
1	5D	Chan Nok Yiu	陳諾瑤
2	5D	Tsoi King Yue	蔡景倫
3	5D	Leung Chun Kit Jaffee	梁俊傑
英語運用 (高級補充程度) Use of English (AS)			
1	7A	Poon Samantha	潘穎心
2	7A	Tang Ruby	鄧鈞元
3	7B	Chung Yick Chun	鍾易俊

地理 Geography			
1	5A	Chan Yin Fong	陳妍方
2	5A	Chau Mun Leung	鄒滿良
3	5B	Wong Yiu Wah	黃耀華
地理 (高級程度) Geography (AL)			
1	7A	Luk Ka Shing	陸家昇
2	7A	Poon Samantha	潘穎心
3	7A	Wong Suet Yu	黃雪如

數學 Mathematics			
1	5D	Lai Ching Kan	賴正勤
2	5D	Poon Anson	潘錦賢
3	5D	Chan Wing Tai	陳榮泰
數學及統計學 Mathematics & Statistics			
1	7B	Lau Ka Wing	劉家榮
2	7B	Lee Wing Laam	李穎嵐
3	7B	Chan Ching Ni	陳婧妮

經濟 Economics			
1	5A	Au Yin Ching	區燕楨
2	5A	Chau Mun Leung	鄒滿良
3	5A	Lam Lai Ha	林麗霞
經濟學 (高級程度) Economics (AL)			
1	7A	Sung Man Chun	宋文駿
2	7A	Chau Ka Chun	周家駿
3	7A	Ngai Chun Yin	魏俊賢

中國歷史 Chinese History			
1	5A	Chau Mun Leung	鄒滿良
2	5A	Ho Po Yee	何寶儀
3	5A	Yeung Fu Shing	楊富誠
中國歷史 (高級程度) Chinese History (AL)			
1	7A	Poon Samantha	潘穎心
2	7A	Luk Ka Shing	陸家昇
3	7A	Chan Sai Ho	陳世豪

物理 Physics			
1	5D	Lai Ching Kan	賴正勤
2	5D	Poon Anson	潘錦賢
3	5D	Lau Chun Wing	劉駿穎
物理 (高級程度) Physics (AL)			
1	7B	Chung Yick Chun	鍾易俊
2	7B	Chan Wai Lung	陳偉龍
3	7B	Chau Kwan Ki	周君祈

獲獎學生名錄

List of Academic Students Awards

化學 Chemistry			
1	5D	Lai Ching Kan	賴正勤
2	5D	Wu Yu Pan	胡裕彬
3	5C	Lai Tsz Kwong	黎芷光
化學 (高級程度) Chemistry (AL)			
1	7B	Chung Yick Chun	鍾易俊
2	7B	Wong Tsz Lap	黃子立
3	7B	Cheung Cheuk Hei	張焯熙

生物 Biology			
1	5D	Lai Ching Kan	賴正勤
2	5D	Wong Po Lam	王寶琳
3	5D	Ho Ka Chun	何家俊
生物 (高級程度) Biology (AL)			
1	7B	Chow Chung Ming	周仲銘
2	7B	Mak Tsz Man	麥子文
3	7B	Li Ching Tat	李微達

附加數學 Additional Mathematics			
1	5D	Poon Anson	潘錦賢
2	5D	Lai Ching Kan	賴正勤
3	5D	Chan Wing Tai	陳榮泰
純粹數學 Pure Mathematics			
1	7B	Yip Kin Ho James	葉堅浩
2	7B	Chung Yick Chun	鍾易俊
3	7B	Wong Tsz Lap	黃子立

會計學原理 Principles of Accounts			
1	5A	Chau Mun Leung	鄒滿良
2	5A	Chan Ka Wan	陳嘉韻
3	5B	Ho Hoi Ming	何凱銘
會計學原理 (高級程度) Principles of Accounts (AL)			
1	7A	Ngai Chun Yin	魏俊賢
2	7A	Cheng Hiu Lam	鄭曉琳
3	7A	Chau Ka Chun	周家駿

電腦與資訊科技 Computer Information and Technology			
1	5C	Chong Wai Tat	莊偉達
2	5D	Leung Chun Kit Jaffe	梁俊傑
3	5C	Wong Ming Kit	黃銘傑

電腦應用 (高級補充程度) Computer Applications (AS)			
1	7B	Li Ching Tat	李微達
2	7B	Leung Pui Ting	梁沛婷
3	7B	Ma Yip Tsun	馬業俊

視覺藝術 Visual Arts			
1	5D	Lau Wing Shan	劉穎嫻
2	5A	Tai Sze Man	戴詩敏
3	5C	Ng Kai Ying	吳啟盈

普通話 Putonghua			
1	5D	Tsoi King Yue	蔡景愉
2	5D	Ho Wan Chin	何韻芊
3	5A	Shiu Chung Yan	蕭頌欣

體育 Physical Education			
1	5A	Fung Man Nok	馮文諾
2	5D	Kwong Wing Chi	鄺穎姿
3	5C	Chong Wai Tat	莊偉達

體育 Physical Education			
1	7A	Chim Yan Yin	詹欣燕
2	7A	Tam Kin Ting	譚建婷
3	7A	Tse Weng I	謝泳兒

文全科 (中五) Grand Total-Arts Stream (S5)			
1	5A	Chau Mun Leung	鄒滿良
2	5A	Shiu Chung Yan	蕭頌欣
3	5A	Chan Ka Wan	陳嘉韻

文全科 (中七) Grand Total-Arts Stream (S7)			
1	7A	Tang Ruby	鄧鈞元
2	7A	Poon Samantha	潘穎心
3	7A	Chan Sai Ho	陳世豪

獲獎學生名錄

List of Academic Students Awards

理科全科 (中五) Grand Total-Science Stream (S5)			
1	5D	Lai Ching Kan	賴正勤
2	5D	Poon Anson	潘錦賢
3	5D	Wu Yu Pan	胡裕彬
理科全科 (中七) Grand Total-Science Stream (S7)			
1	7B	Chung Yick Chun	鍾易俊
2	7B	Yip Kin Ho James	葉堅浩
3	7B	Chan Ching Ni	陳靖妮

品行優異獎 (中五) Good Conduct Award (S5)			
1	5D	Poon Anson	潘錦賢
2	5C	Lo Chung Ting	盧頌婷
3	5D	Lai Ching Kan	賴正勤
品行優異獎 (中七) Good Conduct Award (S7)			
1	7B	Ma Yip Tsun	馬業俊
2	7A	Tam Kin Ting	譚建婷
3	7B	Leung Pui Ting	梁沛婷



傑出表現 Outstanding Performances

1.	新南威爾斯國際學科評估試： 3A張慧敏同學及4D陳傑明同學分別在英文科及數學科考獲全港高級優異證書(此獎項只頒發給考獲全港參加此次考試分數最高的1%考生)
2.	「第三屆歷史照片研究比賽」全港亞軍：4A幸堯儀 4A余煒翹 4A何瑞瑩 4B陳翠雅
3.	第三屆「善言巧論：全港學生口語溝通大賽」會考組即席演講(普通話)總冠軍 4A顏筠
4.	2008應用可再生能源設計暨競技大賽「氫能混合動力遙控模型船大賽」冠軍 1A謝智丞 4D何冠希 4D謝泳沅
5.	「中華盃」中國第三屆非職業優秀行進管樂團隊展演金獎
6.	《星星河》全國兒童美術書法攝影大賽5位同學獲壹等獎 3E歐偉昌 4D何慧瑤 4D歐陽文傑 6A鄭殷祈 6B陳偉倫
7.	港鐵公司主辦「蛻變中的大埔墟站」繪畫比賽高級組冠軍 1A黃梓芯同學
8.	校園室內賽艇大挑戰2009(大埔及北區)男子組團體冠軍、女子組團體冠軍、全場團體總冠軍
9.	校園室內賽艇大挑戰2009決賽女子組團體冠軍、全場總亞軍
10.	校際越野比賽：男子乙組團體冠軍、男子丙組團體冠軍、女子甲組團體冠軍、女子組全場總冠軍
11.	2009海天拔河邀請賽男子560公斤冠軍、男女混合520公斤冠軍
12.	第二屆全港拔河公開賽男子560公斤冠軍

藝術成就獎 (高中組) Arts Achievement Award (Senior Forms)			
1	5D	Lau Wing Shan	劉穎珊

運動成就獎 Sports Achievement Award			
2	5A	Fung Man Nok	馮文諾
3	5D	Kwong Wing Chi	鄺穎姿

模範生 Exemplary Student			
7B		Chan Ching Ni	陳靖妮

家長教師會最佳進步獎 Parent-Teacher Association Most Improved Student Award			
5A	黎詠欣 Lai Wing Yan	黃考端 Wong Hau Tuen	彭綽誼 Pang Cheuk Yi
5B	許智森 Hui Chi Sum	羅邵梆 Law Siu Pong	羅善恆 Law Sin Hang
5C	李家程 Lee Ka Ching	江皓然 Kong Ho Ylin	程柏謙 Cheng Pak Him
5D	陳穎怡 Chan Wing Yi	胡裕彬 Wu Yu Pan	洪僑蔚 Hung Kiu Wai
7A	黎俊傑 Lai Chun Kit	鄭曉琳 Cheng Hiu Lam	陸家昇 Luk Ka Sing
7B	麥子文 Mak Tsz Man	林珈銘 Lam Ka Ming	周仲銘 Chow Chung Ming



畢業班同學合照



Class Photos

5A



第四排：楊富誠 楊智澧 陸奕麟 馮文諾 譚卓熙 潘俊維 陳卓祺 鄧滿良 岑宇軒 潘港圳
 第三排：區燕楨 陳妍方 劉凱然 黎詠欣 陳祉穎 曾穎琛 吳泳筠 羅尹彤 鄧學文 彭綽誼
 第二排：何寶儀 陳詩穎 陳嘉韻 黃孝端 蕭頌欣 岑堃菱 鄭悅彤 張凱珊 林以文 戴詩敏 林麗霞 龔卓婷 葉曉晴
 第一排：萬兆茵 黎佩明 李穎瑤 黃穎沁 陳泳汶 簡晶瑩老師 林莉穎 余宛霖 黃海晴 梁韋嵐 郭希晴

5B



第四排：黃成璋 羅邵柳 李諾衡 張元肇 黃啟銘 黃昊揚 曾喬 沈轅旌 許智森 黎嘉裕
 第三排：詹俊星 鄭梓皓 陳朗軒 林星朗 陳天放 劉凱健 何凱銘 鄭慧儀 陳佩淇 鄭皓恩 蘇穎彤
 第二排：朱瑋玲 羅翠怡 蘇玉玲 楊沛茹 梁嘉藍 簡可嫻 曾璿貽 麥穎欣 俞韶蓉 石慧嫻 王皓琳
 第一排：李廣智 曾子寧 譚禮珩 江世豪 黃耀華 郭家豪老師 莫麗欣 羅善恆 麥思朗 蘇詠欣 吳嘉盈



畢業班同學合照



Class Photos

5C



第四排：莊偉達 馮昌華 胡嘉諾 鄭漢章 陳欣廷 黃銘傑 章錦培 黃展軒 徐浩輝 梁延藹 文嘉豪
 第三排：李浩揚 吳永業 黃思翰 葉偉航 何庭軒 鄧世昌 劉駿穎 李鈞煒 江皓然 程柏謙
 第二排：黃曼蕾 勞倩雯 周軒文 黃樂兒 白嘉文 蘇麗賢 施燕婷 符劍嬌 麥美怡 陳祉冰 幸沂淇 楊曉彤
 第一排：丘功成 曾浩然 李家程 江庭豐 黎芷光 何秀珍老師 盧頌婷 顧芷夏 吳啟盈 何沛婷 李靜童

5D



第四排：賴正勤 黃立勤 胡裕彬 蔡浩賢 李祉瑋 李嘉耀 梁梓駿 鄭啟賢 趙其樂 李滉騏
 第三排：潘錦賢 陸子邦 陳榮泰 鍾子釗 鍾德彰 方德樂 吳迦晞 馬楓葵 鄺穎姿 洪僑蔚 許姬婷
 第二排：呂思曼 蔡景愉 梁堃茜 胡詠芯 洪梓灼 王寶琳 何韻芊 劉穎珊 陳諾瑤 陳穎怡 曹舜芝
 第一排：甘智豪 羅仲君 梁俊傑 何家俊 李宇豪 許士敏老師 廖穎聰 楊嘉慧 李倩雯 張穎彤 羅以嫻



畢業班同學合照



Class Photos

7A



第三排：楊沛茵 王 滢 詹欣燕 黃雪如 黎俊傑 周家駿 梁崇熙 謝泳兒 劉寶琪 劉穎恩
 第二排：劉穎茵 關之航 鄧鈞元 潘穎心 洪麗紅 黃嘉欣 梁嘉麗 劉芷晴 陳晶晶 蘇玉霞 李傲男
 第一排：陸家昇 魏俊賢 宋文駿 陳世豪 陳麗霞老師 譚建婷 鄭曉琳 黃惠明 樊嘉文

7B



第三排：林家佑 馬業俊 鍾易俊 曾德浩 林珈銘 麥子文 李徵達 周仲銘 王德謙
 第二排：陳瑋岳 江文豪 陳偉龍 陳禮諾 張焯熙 江育霖 黃子立 趙其蔓 王寶瑩
 第一排：利偉駿 劉家榮 葉堅浩 周君祈 許鳳玲老師 陳婧妮 姚嘉棋 楊麗燕 李穎嵐

全體中五畢業生合照
Photo for F5 Graduates



全體中七畢業生合照
Photo for F7 Graduates



校園生活回憶

Recollections of Our Campus Life

我最大的願望是活
到香港自己的土地上
站·哪怕是坐著輪椅



我最大的願望是活
到香港自己的土地上走一
站·哪怕是坐著輪椅



公司
及事務局

主辦單位



港九街坊婦女會孫方中
HKK&Kowloon Kwai Fong Women's Association Sun Fong Chung
學典禮



頒獎禮





大埔青年協會 主辦
聯藝軒 協辦 大埔區議會 贊助
2006年
大埔區傑出學生選舉頒獎禮





香港海洋公園學航頒獎典禮
PAHK Annual Award Presentation







畢業感言

Reflections of Graduates



5A 蕭頌欣

「同學，可以幫我寫紀念冊嗎？」最近，最常聽到的，就是這句話。看著手中的紀念冊，不但代表了同學與我之間的友誼，也代表了即將來臨的離別。依依不捨之情，油然而生。

回想起這五年間的點點滴滴，就有如翻開一本相簿，裏面記載著不同的回憶：有與朋友之間的甜、拼命溫習測驗的苦、與老師起爭執的辣，比比皆是。想著想著，耳邊又猶如響起那熟悉的鐘聲、校長的訓勉、老師的鼓勵、朋友的嬉鬧聲……這一切一切，隨著畢業的到來，使我心中原來的不捨，漸轉變為強烈的感傷。

一見到這幾個字「孫方中書院」，心中就會不由自主地浮出許多回憶。那個大意又經常丟三落四的我，永遠都不會忘記：那羣愛吵鬧卻常伴我左右的朋友，那些嘮嘮叨叨卻讓我們獲益良多的老師。不管是何時何地何人，我都由衷地感謝「孫方中書院」，伴我成長五年。在離別之時，學校的一切也變得別具意義，特別令人感動。就如學校的早會，以往同學們總是會叫嚷著在籃球場進行早會有多熱，腿會有多酸，但現在只有那說不出的不捨。回想著這一切，忽然有股想哭的衝動……

說到中四中五的同窗，更是有諸多說不出的趣事。他們趁老師請假而開始為非作歹的囂張樣，上課時被老師教訓的狼狽狀，每一個珍貴的畫面，深深地留在我的腦海中。

學校的一草一木、一磚一瓦，都留有我們路過的痕跡。雖是同一個地方，心情卻和之前截然不同，看看學校每一個角落都有我們的喜怒哀樂。當然，天下無不散之筵席，該面對的還是要面對。其實，結束象徵著另一個開始。我們要做的，是珍惜剩下的時光，認真看待會考，與大家一起成功跨越這個難關。希望明年可以再重遇，重新展開「孫書」新生活。

5A Chan Ka Wan

I have been studying at Sun Fong College for five years and it seems like I have been part of this school for much longer. Now I am about to graduate, to go a step further. I am so glad to enter a new stage because I will try something new in my life. But at the same time, I have to separate from my teachers and classmates. I have mixed feelings. In these five years, I am growing from a child to a mellow teenager. I've learned a lot of knowledge and moral values from teachers. They are definitely important and helpful to my fellow students and myself. As for my classmates, they have made me feel 'at home'. We play together, learn together and battle in exams together. I hope to obtain good results in Hong Kong Certificate of Education Examination, so do many other classmates. Our Principal, Mr Ng, once mentioned other competitors. In fact, they were our companions in this battle. Thus, it is no doubt that we are interdependent. We are going to find our own way to the future. It is really sad that we are going to separate. I wish my classmates succeeding with their exertion. And last, I want to thank my dear principal, teachers and classmates for their help in these five years.

5A 譚卓熙

記得五年前的開學天，剛踏進座落於大埔半山的孫方中書院，面對著二百多位的新同學及一些從沒接觸過的科目，感覺既陌生又畏懼。那時我每天也恨不得馬上放學，離開這個不是屬於我的地方。

時光飛逝，轉眼間，已是中五的盡頭，是接受會考洗禮的時候。回望母校，卻有一份依依不捨的感覺。記得每天早會時全校師生異口同聲的問安「校長、各位老師、各位同學早」，還有每天上學時校長及領袖生親切的問好，這些每天例行的「插曲」成了今天珍貴的回憶。

最後，希望所有中五的「戰友」於會考後能再次回歸這片屬於我們的地方——孫方中書院。

5A Chan Yin Fong

Time flies without notice. I am going to leave the school as a Form 5 graduate soon. The memory of the day when I first walked in the school was so fresh that it was just like what happened yesterday.

Five years of school life has brought me a lot of memorable moments. For instance, joining different school activities with the schoolmates, the hardship of preparing for tests and exams. All these memories are so precious for me.

Also, I'd like to give my heartfelt thanks to the teachers who have taught me before. Their patience and devotion made me feel warm. I am so lucky to meet them who teach and take care of us. Even if I made a lot of mistakes and brought a plenty of problems to them, they still stood behind me and supported me during the past five years. This is very important for my growth.

As the old saying goes 'All good things come to an end', graduation is not the end for me, but the beginning of a new journey. I hope I can continue to spend the following two years in SFCC and all of us will have a bright and brilliant future.

今天，我們畢業了！為迎接新生活感到刺激的同時又捨不得校園的事和物，以至一草一木。

猶記得五年前剛踏足學校，同學們都活像小矮人般不敢多有半句話。幾許變遷，已經與師長們亦師亦友了。同學間，因為鎖碎事吵架至懂得互相忍讓，都成熟了不少。更值得回憶的是彼此玩樂、開心的日子從未間斷，課室充斥着歡樂聲。

時至今日，老師加倍語重心長地勸勉我們，每言每語亦刻劃於腦海中；此刻，心裡確切地感受到老師何等希望學生成才。

同學們，奮鬥吧！



5B Mok Lai Yan Meko

I'm Meko Mok from 5B. This week is really special to me because I'm going to leave our school.

Actually, I like this school very much. First, the school is near the Tolo Harbour. When I feel exhausted, I can see the marvellous views to relax myself. Second, I love the teachers very much because they are very responsible. Sometimes, when I don't understand the homework, the teachers will be kind enough and take the initiative to help me cope with my problems. And during Form Five, every subject teacher always uses their spare time at lunch or after school to give us extra lessons. I know all teachers have made efforts on our academic performance. I highly appreciate all teachers. Although our results are not that satisfactory, they still try their best to teach us. I like the school very much.

There are so many unforgettable events. For instance, during Economics lesson, Mr. Kung always makes jokes. I have become more interested in this subject. Moreover, when I was in Form Two, I was very naughty and many teachers complained about me. Sometimes, I even needed to go to the Principal's Office to see Mr. Ng. Then, I needed to be supervised by Mr. Pun. I felt very upset but now I've become a student who is keen on studying. Those are parts of my school life.

I miss all of my teachers, my fellow students, my classroom and my 'messy' desk. I hope I will be able to return to the school to continue my studies.

To my teachers:

If Miss Choi had not helped me marking extra pieces of compositions, my English wouldn't have improved.

If Mr. Pun had not punished me when I was in Form Two, I wouldn't have had better academic results.

To Form 4 students:

Please work hard. If you don't work hard in F.4, you will find it very hard in F.5.

從老師叫我寫一篇畢業感言起，我頗然想起春風化雨、百年樹人等一系列感性詞語，正當我想舉筆寫一篇賺人熱淚的詩歌時，卻舉棋不定而未能下筆。與其草草寫一篇佯裝傷悲的畢業感言，不如真情流露帶出個人所感。所以我決定編織一章五年來的經過與感受，以表達我對離開學校的不捨之情。

小學時成績很差，終日遭人白眼，長期獨佔全級尾二，甚至連英文地址也不會寫，成績可見一斑。然而我是一個幸福的人，在統一派位中能夠順應己意，分配到孫方中書院，從此我在學習態度上，以致人生處世態度上都有重大的轉變。

中一時我參加了校內的籃球隊，使我能夠一展所長，更終日醉心於籃球運動當中，每日放學定必到球場練習。老師在放學後曾再三到籃球場，勸勉我努力讀書及應與運動之間取得一個平衡，還稱讚我中文底子好，只要努力一定可以有所長進。這是人生中人們對我的最真誠讚賞，看似普通的一句話，卻使我重拾讀書的自信，最小我清楚自己不是一無是處。

到了中三時，知道學校將會淘汰一部分人，深知自己極可能成為邊緣人士，老師亦盡力挽救我們，使我成績出現大躍進，雖然說不上是名列前茅，但成績尚算可觀。中四及中五補課的時間明顯增加了，我們口中說不情願，心中卻十分感動；老師不但犧牲私人時間幫助我們應付考試，更會透過電郵幫我們批閱額外的功課，讓我們感激不已。

這學校有各種的好，而我最嚮往的是人情味。「師者，傳道、授業、解惑也」，而我們的老師在其中更包含著濃厚的人情味。最後我亦不重複「春風化雨」等諸如此類的話，我只知道的是這學校太好了，給我種種知識、各種回憶。如果時光可以倒轉，我希望重回五年前，再度感受這特別的愛，畢竟時光一去不返，我會努力地走我人生的每一步，不會辜負老師們為我們付出的一切。



5B Chu Wai Ling

HI! I'm MARIO CHU from 5B. I'm going to talk to you today about my feelings before leaving Sun Fong Chung College.

First of all, I really like this school because the teachers are nice. They think for us. Also, the school is so big that we have two basketball courts, a football pitch and an English garden.

Second is about some unforgettable events. In SFCC, I had a lot of memories. The most of unforgettable event was the Inter-School basketball match last year because the final match was held the same day as Sports day. I felt so tired and my legs were killing me. But, when I saw my classmates and teachers who went to support us, I felt happy!

The third thing I want to tell you is about what I will miss. I will miss the teachers in that they have taught me different things, for example, Chinese, English and Chinese History. It can improve my logic and knowledge. And I will miss my classmates as we've studied together for five years. In these five years, they have given me so many happy experiences. I don't want to leave them!

And last, I hope you can study hard for HKCEE and improve yourselves!

Soon, we all are going to graduate. Some may leave, some may stay. No matter what, this five-year school life and every cherished moment would be everyone's meaningful experience.

I'm kind of special in this Form as I am a repeater. As a matter of fact, being a repeater is not too hard for me except for the pressure to do better than others. I'm doing quite well. Writing for the graduation book, instead of talking about the school, I would rather talk about myself.

Some asked me why in heaven's name, I didn't leave. Why did I repeat F.5? Didn't I have a dream to pursue? Now I'm going to tell all of you the truth. I'm not playing cool. The fact is I was afraid. I was afraid to lose my friends, and lose my dream. I was afraid I would get nothing in the end: no job, no education. Also I really wanted to know if I was able to work hard just for a little bit as I had never tried to work hard on my studies.

Well, this year, I found out that it's not that easy to try hard and sit for hours to study. My heart still wants to try new things, which makes me unable to keep focused on certain things. Only art could get me focused, and I want to learn more about it. I want to figure out what art is and be an artist.

If you ask me whether I am going to F.6, I am not sure; but I have decided to work on my dream. I will not waste my time. I will work on art and try to understand it by doing an art project myself. I hope teachers will give me space and a platform to do my own experiments with art. This is very important to every student, and I further hope that teachers will continue to provide resources and give support to make our dreams come true.

5C Lo Chung Ting, Kuby

The time passes in a hurry. Five years is gone. What remain are many happy memories at SFCC.

I still remember the time when I first came here. Now we have grown up to be adults. We are going to face and decide our future. Maybe some will go to other schools or stay at SFCC to study while some go to work. No matter where we go, we shall remember our teachers' guidance. We won't disappoint them and we promise we must mature adults and make a great contribution to society.

In addition, I would like to take this opportunity to say thanks to the principal, all teachers and parents. They encouraged us to learn more in these five years and taught us moral principles for life. Their words have already engraved on our hearts which will surely be very helpful once we step into society.

Finally to all the friends I have met here, they are really my buddies. I hope our friendship will be lifelong. Diligence, Integrity, Trustworthiness and Prudence are the school motto. They have unnoticeably become our own motto, directing us to lead a meaningful life. At the end, I wish all of us every success in the future.

5D Ho Wan Chin, Nasha

In these 5 years, I have learned a lot from my teachers. They do not just teach me, but coach me to grow up. I have learned that building a good personality is as important as acquiring knowledge.

I know we always make our teachers angry and they always think we can do better. Although we did something wrong, they still gave us a chance. We have been given many opportunities to improve ourselves and teachers will think of different ways to help us learn. Our teachers always give us a lot of support. For example, teachers are concerned that we will forget the writing structure, they will provide us a little book when we write. Therefore, we can use a wider range of vocabulary in our writing.

We are facing the HKCEE now. We are trying our best to prepare for this. So are our teachers. They even spend their lunch-time helping us solve our problems. I remember that our 5D class teacher, Mr. Hui, was just like our dad who always reminded us to wear more clothes in winter. Our teachers are like our family, academic results are not the only things they are concerned about. I would like to say thank all our teachers in these years.

光陰似箭，短短五年日子匆匆溜走。在此刻，同學們或許感到無奈和擔憂。無奈，是因要離別的不捨之情所誘發；擔憂，是害怕將至的會考成績不佳而引致。雖然如此，我們更應勇敢面對，不枉在校所花的五年光陰。

臨別在即，確實依依不捨。同時，亦要感謝校內全體老師悉心教導每位同學，是他們令學生成長，是他們令學生發放光芒。另外，還要感謝校長努力建設校園，讓學生擁有一個美好的學習環境。

過了今天後，同學們也許各奔前程。「人有悲歡離合，月有陰晴圓缺」，離合是人生的必經階段，何不以開心和感恩之心去面對？前路是茫茫大海，必須以勤奮來換取到岸的機會。我們就要在今天起程，邁向美好的明天。

5C Chui Ho Fai

We are leaving now! In these years, some teachers teach us much knowledge, some teach us how to be an adult, some help us solve problems... Now it is time to thank them say for everything they have done for us.

This year, I've made gained a lot of friends. Many classmates encouraged me to get better results and stressed that I could pass the CE Exam and study in F.6. Thanks for their support. I will never forget the time we were together.

In this school, I have many memorable moments: playing, studying, chatting... No matter I leave or stay, I will remember all of these and keep them in my heart forever.

For our teachers, they teach us whole-heartedly. Although we do not work hard enough, they are always there to help us. Thank you for their timely assistance.

We will soon separate. We cannot be in a group or stay together any longer. Many classmates are planning for their future. I hope all of them find their direction and achieve their goals one day.

還記得剛進這所學校，校園十分陌生，同學互不認識。開始的時候，我還怕與同學們合不來，後來發覺同學熱情，老師親切，令我慢慢融入這大家庭之中。

在這五年間，我得到很多機會作出許多的嘗試，例如觀星、製作廣播劇等等。我十分感謝校長和老師對我的教導，不斷鼓勵我勇於嘗試，把原來內向的我變得開朗多了。至於同學之間互相幫忙，互相學習，對於我的缺點，同學不但能包容，更重要的是會對我多加提點。

五年時間雖然不算長，卻充滿了難忘的回憶。同學的歡笑聲，每天都在我耳邊響起。教室內每天總會有意想不到的事發生，為我的中學生活增添無限刺激和樂趣。記得最後幾天上課，我心裏特別傷感，無論能否升上中六，同學之間始終會分離，離別之情實在難以用幾句文字表達。分離後我才學會珍惜，珍惜的是同學之間的友誼，老師與同學之間的關係，這卻是我以前所忽略的……

5D Poon Anson

In these five years, I have learnt a lot in this school. I have not been only enriched in the academic field, I've also acquired different experiences and communication skills. I've been given lots of opportunities to try. The most memorable moment came when I was in Form 2. I joined the Adventure Ship programme. During the 2-day trip, we encountered a lot of difficulties. But teachers and students helped and supported one another whole-heartedly to overcome each challenge. The sweet moments were still fresh in my mind. All these may not be experienced again after we graduate.

In the last few months of Form 5, everyone valued the time we still had. We all tried our best. It might be the last chance we could still study together. Even though we found studying really exhausting, it was perseverance that kept us trying hard.

Our friendship never fades away.

5D 李宇豪

時光匆匆流逝，中學的階段轉眼間已經成為回憶，感覺卻好像才剛讀完中一級，心裡難免有一點依依不捨。

對於孫方中書院的一切，我已是非常熟悉了，校園的一草一木、一桌一椅，好像已經成為我生活的一部分，如今卻要和它們分開，那種感受不是筆墨可以形容的。校園裏滿是同學們走過的足跡，清晰記得那走廊上迴盪著的嬉笑聲，操場上響遍了清脆的蟬聲，教室內縈繞著老師雄壯的聲音，這些難忘的片段已深深的烙印在我腦海中了。

「百年修得同船渡」，能夠認識到孫方中的老師，是上天給我的一份好禮物。老師們用心教導我們，使我們茁壯成長，就算同學們多麼的反叛，無禮的對待……老師們也沒有放棄過我們，仍時常關心我們。老師們這種無私的奉獻，讓我在此向你們表達衷心的感謝。

相逢自是有緣，同學們已變成老朋友，依稀記得第一節課大家自我介紹時，聽到一個個陌生的名字、模糊的臉龐，我既感新奇，又覺恐懼。日子一天天消逝，我們每天一同進餐、一同上學，其間的喜悅、歡笑、悲傷、淚水，交織成為美好的回憶。未來大家各自邁向人生另一個旅程，心裡難免有不捨，在此祝福同學們前程錦繡，亦感謝你們給了我這段美好的時光……

「海內存知己，天涯若比鄰」，因為認識到你們，讓我有勇氣繼續向前；因為認識到你們，讓我無懼前路坎坷；因為認識到你們，讓我有一段永生難忘的美好回憶。我「羽毛」永遠都不會忘記你們。

Time flies, I have already completed my 4 years' senior secondary school life as I was a F.4 student when I came to study at SFCC and now I am going to step into another stage of my life.

When I first came to study at SFCC, I was confused by the unfamiliar classmates and the school environment. However, my classmates and teachers helped me adapt to the school life quickly. Teachers, whom I deeply appreciate, never give up helping the academically weak students, like me.

During these 4 years of studies at SFCC, what I have learnt is the more effort I pay, the more I can gain. No matter how arduous a task is, I need to try my best! Finally, a desirable result will come.

7A 陳世豪

如果要用一個標點符號去總結這七年的校園生活，或者很多人會選擇句號，標示這七年的終結，但我卻會選擇省略號。在這七年裏，我遇過很多不同的人 and 事，陪伴著我成長，令我改變了不少。但這一切一切不會隨著我中七畢業而結束，因為他們將會在我的人生中永遠延續……

我感受最深的是老師們對我的關懷；當我每次因為跌倒而感到失落的時候，他們總會把我扶起，使我不再感到徬徨無助。他們不求回報——「無條件的關愛」，讓我學懂怎樣付出，讓我學懂在日後的日子如何去關心身邊的人。

有很多人會說：「交朋友難，交真心的朋友更難。」這說法一點也沒錯，但我在這七年裏，認識到一班很好的朋友，一起分享美好的時光，共同面對難熬的困境。這份純真可貴的友誼，讓我可以放心依賴著他們，不至於孤單地去面對前面崎嶇的路。

機會！機會！我有很多機會！多謝每一個讓我去嘗試新事物的老師，使我終身受用。回想起來，我曾經是一個膚淺的學生。但是，透過不同的機會，使我接觸到不同於自己生活圈子的人和事，眼界得以擴闊，為未來的一切作好準備……

我是一個幸運兒，因為我擁有很多，很多自己從來沒有預計過的。如果當天的我不是入了這所學校，恐怕我今天所得到的和學到的都會不同。省略號，只有六小點，容我多加一點，把這七年的點滴都藏在這七小點中……



七年前的九月，有一位剛升上中一的女生因為趕不上第一班校車而嚎陶大哭，她很願意留在學校多一分鐘，因為她覺得她不該在孫方中書院開始她人生的中學階段，在一所新中學讀書會埋沒了她——沒錯，這女生就是我。

可是，事實很快就證明我的想法是錯的。學校給我很多機會，讓我一展所長，自從在暑期的銜接班認識郭家豪老師以後，他便找我擔任學校早會的司儀，讓我代表學校參加演講、辯論比賽；而班主任李老師和蔣老師都對我愛護有加，甚至讓我有機會在中二時已經一嘗學會主席的滋味；胡老師也推薦我參加大埔區傑出學生比賽、資優計劃等等。慢慢地，我身上掛的名銜、參加的比賽愈來愈多，老師指派的工作也愈來愈重，我不覺得疲累，反而感到莫名的興奮，那時候，我在想：「當初的選擇沒有錯！」

在孫方中書院，我得到的不只是名譽、獎座而已，更遇到多位恩師，他們教會我人生之中，機會處處，只是我們有沒有去把握；又教會我性格決定命運的道理，以後人生的路是順暢還是崎嶇，都要看我們以怎麼的心情去面對任何事，是各位老師的啟蒙，令我明白要得到就要付出。

今天，我已走到中學階段的盡頭，自卑已遠離了我的世界，反而，我的人生，更增添了一分驕傲，我以後都會很自信地告訴別人：「我的母校是孫方中書院！」

7A Chan Sai Ho

If I had not chosen to study at SFCC when I was a P.6 student, I would not have gained so many experiences and broadened my horizons. Even though I am not the brightest student, the teachers here gave me lot of opportunities to try different things. I am an Arts student, but I remember when I was in F.3, a teacher encouraged me to join a science project because she knew that I was interested in basic science. Although I lost in the project, I really appreciated the teacher's encouragement. Bearing responsibilities, to a certain extent, is a hard job. But I am delighted that all teachers trusted me and let me take the important role.

If I had left this school when I was F.5, what could I have gained and what would have lost? When the HKCEE examination results were released, I once thought of leaving SFCC and trying to apply for a place in other schools. This is not because I could not find any enjoyment at SFCC, but because I was lazy, not willing to wake up early every morning to catch the school bus to SFCC. Finally, I made up my mind. I chose to study F.6 at my alma mater SFCC! If I had left SFCC after HKCEE, would I have had such a wonderful F.6 and F.7 school life, would I have been a buddy of an exchange student, and had the enjoyable moments with my 7A classmates? I don't know!

I am used to setting many hypotheses—if—to the things I have to cope with, as I think I may regret what I have done. Fortunately, I don't feel sorry. If possible, I would choose to go back to F.1 and start a new secondary school life again.

While everyone is busy with their own business at the moment, I am thinking about my 7-year school life at SFCC.

At SFCC, each student has the equal chance to learn and to take part in different kinds of competitions and activities. For me, I could gain experiences in speaking, debating and being M.C.. I can do nothing but thank my teachers for giving me chances to participate in all these events.

After 7 years of studying at SFCC, I have become more mature but not as naive as I used to be. Through participating in inter-school meetings and joining inter-school games and courses, I could meet people from different schools, different countries and even from all walks of life! My horizons are broaden and what I can see now is more "universal".

Mr Kwok and Ms Wu have helped me a lot. They encouraged me to take part in lots of activities where I could learn to be modest, mature and gentle.

Now, although I can still come back to school for oral practices and tests, and to prepare for the coming F.7 Graduation Dinner in May, I am actually no longer a student of SFCC. Nevertheless, I hope I can study at The CUHK, which is very close to my alma mater SFCC. If my dream comes true, I can come back to SFCC during lunch break to chat with my dearest teachers.

7B 陳婧妮

「校舍年輕、老師年輕和學生年輕」這三項「年輕」都是孫方中書院在開校時給我的第一印象。但是，當初我對這三項「年輕」都是大有保留的。

我曾經擔心這年輕校舍內的設備是否完善，又擔心那些年輕的老師有沒有足夠的教學經驗，也擔心校園內缺乏較成熟的學長為初中同學們指導。不過，轉眼飛逝的初中生活令我明白到，自己當初的擔憂實在是不必要的，因為這年青的學校給予我們很多的機會，如讓我們擔當領袖，又讓我們為校園內空白的牆壁填滿美麗的圖畫，共同建設這美麗的「家」，這些均使我們對學校增添一份投入感。另外，年輕的老師們充滿衝勁，而且願意付出額外的時間和心思去幫助我們。

相信本校首屆的學生都會同意，我們的初中生活是比其他人更特別的。因為我們在人力十分缺少的情況下有機會協助老師籌辦一個成功的開幕典禮和開放日，在缺乏高中生的情況下，只是中二、三的我們就要擔任校內學生組織的要員，甚至主席，這些特別的經歷都讓我和同屆同學印象深刻，使我們迅速地變得更加成熟、學會更多。

作為孫方中書院第一屆畢業生，我十分感謝學校內每位充滿熱誠的老師願意相信我們的能力，讓我們在校內都擁有擔當主角的機會，發揮所長。

與孫方中書院建立了第一個七年的我，終於畢業了。過去的七年，我不但與同學和老師建立了深厚的感情，而且與校園繫了一縷情絲，校園的每一處都印證了我生活的點點滴滴，雖然轉眼間我要離開校園去為下個階段奮鬥，但我沒有因為要與建立了七年感情的校園離別而感到失落，反而為了學校成為我下一個階段的基石而變得胸有成竹，更積極面對困難和挑戰。離開學校，面對外面的社會，我會謹記老師的教訓，繼續努力，為下個階段奮鬥。

從前的校園是個大舞台，讓我們發光發亮，現在的母校成為我心靈的歸處，是個值得珍惜的地方，在此所學到的東西及得到的友誼都是可貴的，雖然要離開與老師同學聚頭的地方，但大家的情誼不會因此而磨滅，反而因為見面的機會少了而更珍惜彼此，學校的一草一木都會成為我珍貴的回憶。

我很慶幸自己是孫方中書院第一屆的畢業生，因為我們這一屆已經成為學校最古老的歷史，而學校的將來就掌握在老師和學妹學弟手上，在此祝孫方中書院桃李滿門，祝各同學前程錦繡！

7B Chung Yick Chun

My School Life

Time is elapsing so fast and we are going to sit the public examination soon. In the past seven years, it has really been a great honor to be a student at Sun Fong Chung College.

I remember when I was in Form One, the school encouraged us to participate in a myriad of clubs. This provided me not only chances to contribute to the school, but also an invaluable opportunity for well-rounded development. The continuous participation in the Prefect's Team for the past seven years was especially an unforgettable experience to me.

My firm belief is that had it not been for the teachers and schoolmates alongside me, I would not have had such a wonderful school life. Not only does the school provide me the fundamental knowledge from textbooks, but it also teaches me why we have to keep improving ourselves.

As the Chinese idiom says, "Even the best horse in the world needs a good jockey to ride or it cannot explore all its talents." I think the teachers here are my best jockeys. They've enlightened me and what I have learned is more practical than aesthetic. Their commitment to teaching has been too profound for mere words.

My gratitude to the College for enlightening me as to how to lead an enriching life can on no account be expressed in several lines. I am proud of being a member of Sun Fong Chung College. I hope the spirit of SFCC can be engraved in every student's heart forever.

7B Yip Kin Ho, James

THE VOYAGE WILL GO ON

Over the past seven years we have studied at this school, and now it's time for us to move on to our new voyage. When it comes to graduation, everyone has different feelings, some may think this is a joy, some wonder what they should do in the future. In my mind, there comes only sadness and regrets for the mistakes I did not mend and for the teachers and friends I will leave behind. Still, graduation means that we have accomplished the goal that we've been fighting for, we should be pleased and the sorrow should be put aside.

I have so many fond memories of my time at this school. As I recalled the time we first came to the College, we looked more or less the same with innocent minds, we were energetic and we had few worries. When trouble came, we dealt with it and that was all, we didn't have any plans for the future. We spoke lousy Putonghua then but we're getting better now.

In Form Three, the first decision we made which would change our lives forever was the choice of being an arts student or a science student. We all made a decision, and this decision changed everything, and the junior school life ended there.

The first senior year carried so many fascinating memories, although new faces came in and we didn't know each other. We started to bond with each other and some events made us close and united, such as the Speech Festival and the BBQ. In Form Five, everything was different as the first public exam was coming. After blood, sweat and tears, some of us made it through but some of us didn't make it. Form Six and Seven has brought us to a whole new level, not only the difficulty of the curriculum, but also the progressing stress of living up to expectations. Now the exam is over, nobody is sure about his or her results. But we have no regrets as we have tried our best.

When I look back, I've changed from a naive, thoughtless child to a more mature, thoughtful person. I couldn't have that change without the people around me; my parents, my friends and especially the school and the teachers. What they have done has not only been passing knowledge to us, they have taught us values, and inspired us to strive for success. They even supported us when we disappointed them. I do appreciate their love and support immensely, and will never forget anything they've taught me.

Graduation is a time for us to think what the future holds in store for us. Some of us may enter universities for further education and some may get a job. Although we don't know what the future is, we all know that this is the time to celebrate what we have achieved in this school. I'm sure everyone will be proud to say – I come from Sun Fong Chung College.

To the graduating classes in 2009, thank you for everything and congratulations. This voyage is over, let the new one begin.

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