

2009-2010年度
孫方中書院
Sun Fong Chung College

畢業典禮
Speech Day



校訓

School Motto

勤

Diligence

廉

Integrity

信

Trustworthiness

慎

Prudence

校歌

School Anthem

[朝氣蓬勃地]



我們的學校在大時代裏誕生。



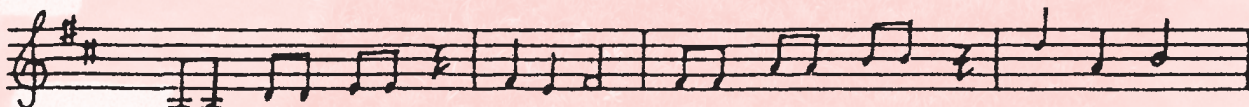
沐着朝露，迎着風雨，創造未來，創造未來。



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。



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
The School Song

4 致歡迎辭
Welcome Speech

校監孫方中博士BBS MBE太平紳士
Dr Sun Fong Chung BBS MBE, JP
Supervisor

5 致訓辭
Address

香港特別行政區環境局副局長潘潔博士太平紳士
Dr Kitty Poon Kit, JP
Under Secretary for the Environment, HKSAR

6 授憑
Presentation of Certificates

香港特別行政區環境局副局長潘潔博士太平紳士
Dr Kitty Poon Kit, JP
Under Secretary for the Environment, HKSAR

7 頒獎
Presentation of Awards

香港特別行政區環境局副局長潘潔博士太平紳士
Dr Kitty Poon Kit, JP
Under Secretary for the Environment, HKSAR

校監孫方中博士BBS MBE太平紳士
Dr Sun Fong Chung 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

校監孫方中博士BBS MBE太平紳士
Dr Sun Fong Chung 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

H.K. & KLN. KAIFONG WOMEN'S ASSOCIATION
SUN FONG KAIFONG COLLEGE

主禮嘉賓
Guest of Honour



香港特別行政區環境局副局長
潘潔博士太平紳士
Dr Kitty Poon Kit, JP
Under Secretary for the Environment, 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畢業典禮

桃李芬芳

環境局副局長潘潔

法團校董會成員

Members of Incorporated Management Committee



校 監

孫方中博士BBS MBE太平紳士

Dr 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, 7B)



袁潔貞女士(鍾子釗家長)

Ms Yuen Kit Ching
(Parent of Chung Chi Chiu, 6B)

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 MH
Ms Kwan Wing Kum Janice, MH



梁秀志太平紳士
Mr Leung Sau Chi, JP



胡鳳琮副校長
Ms Wu Fung King
Vice-Principal

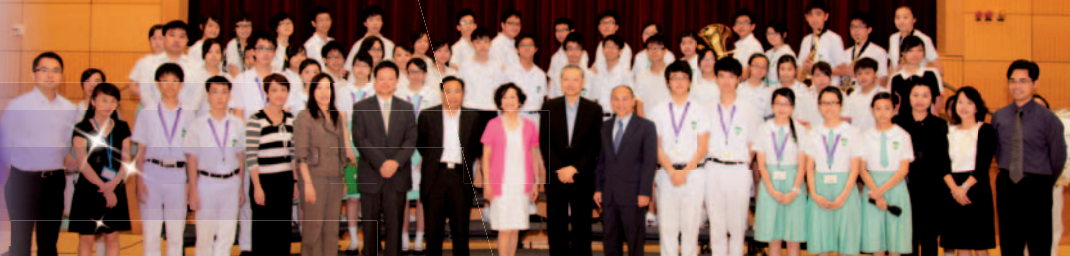


吳少祺校長
Mr Ng Siu Ki
Principal



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. 完善教室常規，協助學生建立盡責、堅毅的良好品格。
2. 配合新高中學制，發展多元評估模式，推動「促進學習的評估」，並善用評估資料提高學與教的效能。
3. 協助學生善用「多元智能獎勵計劃」，積極參與多元化的活動及義務工作，豐富個人的「其他學習經歷」，建立相關「電子個人檔案」。

管理與組織

- 設立學校自評及校政委員會和11個行政組別，檢視學校的強弱機危，並據自評數據的分析所得，確立學校的發展優次，制定清晰的目標和切實可行的工作計劃。
- 學校透過集體協商，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。
- 管理層和科組善用教育局提供的工具來搜集數據和實證，對焦地檢視工作計劃的落實情況和學生的學習成效，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，全校教師62人，其中52%老師持有碩士學位，46%持有學士學位。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，積極優化課程的安排以配合學制改革的需要，本年度參與工作坊和研討會多達231人次。教師發展組安排5次校本教師發展活動和參與大埔區聯校教師發展日。
- 本校在初中落實「英語延展教學活動」，成效顯著，教育局及牛津大學出版社相繼邀請本校的老師為其他中學分享成功經驗。另外，教育局語文教學支援組邀請本校中文科老師向其他學校老師分享本校以普通話教中文的經驗，可證本校以「普通話和英語作為教學語言」的政策和措施獲各界肯定。
- 本校獲香港電燈有限公司舉辦的「港燈清新能源基金2009/10」頒贈\$98,000，在校園內建立風力發電機。
- 學校樂意開放校園，接待校外人士，透過觀課和研討交流，拓寬老師的視野，提升教學效能。本年度曾到訪本校的校外人士包括：
 - ◇ 教育局局長孫明揚GBS太平紳士到訪本校，並觀看同學的通識課。孫局長對同學投入參與課堂及以普通話有效地學習感到欣喜。孫局長與學生會、學生領袖及傑出學生的代表會面，聽取他們就不同教育議題的意見，更欣賞同學精彩的花式跳繩和步操管樂隊的表演。
 - ◇ 教育局高級教育主任常燕芬女士及教育主任鄭錦文女士探討本校推動英語延展活動的成功經驗。
 - ◇ 環境局副局長潘潔博士太平紳士，與學生環保大使進行交流討論及香港的環保政策。
 - ◇ 環境及自然保育基金委員會，視察學校現場派飯的設施。
 - ◇ 30多位來自深圳教育局官員及中小學校長，交流中學教師的編制、招聘、晉升等議題。
 - ◇ 7位來自英國的中學老師，交流校內的環保措施。
 - ◇ 香港真光書院杜子瑩校長和2名副校長，交流提升學與教效能的策略。
 - ◇ 廣州市第十中學20多位老師，交流學校的輔導策略和課外活動的開展。
 - ◇ 立法會梁家傑議員，主持「如何協助子女提升英語水平」講座，與家長們分享協助子女提升英語水平的心得。
 - ◇ 香港警務處大埔區副指揮官劉日雄高級警司和警民關係主任林炳潤總督察，商討警方如何在大埔區內作支援，豐富區內學生的其他學習經歷。
 - ◇ 仁愛堂總監梁偉康先生和社會服務經理劉光傑先生，探討學校對社會服務的需要。
 - ◇ 前香港足球先生山度士先生聯同車路士足球學校教練，向本校足球隊教授球技和示範戰術的運用。



學與教

重視提升同學英語水平 增撥資源創造英語學習環境

- 聘請**3位全職外籍老師**，擔任班主任，增加同學與外籍老師的接觸。除負責教學外，他們仍會組織不同活動，營造英語學習環境及氣氛。
- 全校各班均有機會被3名外籍老師教授英語會話。
- 參加國際文化交流計劃，接待**3名分別來自德國、新西蘭及澳洲的交換生**，以鼓勵本校學生接觸外地文化和多說英語。
- 設立「**英語室**」和「**英語花園**」，定期於午膳及放學後開放。英語老師更準備多項活動如：電影放映及遊戲，讓各級同學參加，寓學習英語於娛樂。
- 「英語室」內提供各類的英語雜誌、影碟及遊戲，供同學在英語室內使用。
- 「英語花園」內設置投射器、空調及桌椅，以便師生進行午間英語活動。
- 增購超過300本英文書籍或英語學習軟件。

本年度實行一系列英語提升的政策及計畫，包括：

- 英語提升計劃：
 - 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校以英語交流，並提高學生的環保意識。
 - 利用教育局「提升英語計劃」的撥款，為有潛質的中一同學安排為期三個月的**英語話劇培訓**。
 - 按學生的需要，為中二、中三及新高中一同學舉辦「**星期六英語工作坊**」及**寫作日營**，以提升他們的英語能力。
 - 成立「**推動跨學科學習英語小組**」，專注在初中發展跨學科學習英語的課程，以提升學生在各科運用英語學習的能力。
 - 英文科老師為中三、中五及中七同學安排早會測考活動，進一步鞏固同學的英語基礎。
- 照顧學習差異：
 - 小班教學
 - 初中英文科採取分組教學，師生比例為1：20。將新高中一5班分成6組，師生比例約1：30。
 - 課程改革
 - 為幫助程度較高的同學挑戰自我，在初中**程度較高的班別採用較高程度的課本**，而在測考時亦會按學生的能力作不同的安排。
 - 編寫校本「**英語詞彙本**」(English Vocabulary book)，豐富學生在寫作時的詞彙。
 - 逢周四的放學加入**其他學科英語默書**時段，強化同學的英語基礎。
 - 增加「平時分」的比重，強化學生在「平時」的學習動機。

➢ 提供延伸學習英語之機會

- 課餘開設英文增潤班和英文拔尖班。
- 成立英文學術領袖生，進行拔尖。
- 安排同學接受2009國際聯校學科評估及比賽，（前稱新南威爾斯國際學科評估試）。
- 參加英語朗誦比賽，加強同學朗讀英語的信心和技巧。
- 舉辦暑期英語銜接班，讓中一新生、新高中一及中五學生提早適應英語課堂。

➢ 營造英語氣氛

- **逢周二為英語日**，全體老師及學生須於課餘時以英語溝通。
- 逢周二、周三及周四早上設「**早上與外籍英語老師有個約會**」的活動，各班中三同學按次序分組與外籍英語老師進行小組討論。
- 逢周二和周四舉行**英語早會**，由學生當主持和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。
- 每天早會設「**每日一字**」的環節，中六同學輪流向全校同學介紹不同的英語詞彙。
- 設立**英語周**，主題為「愛與關懷」，鼓勵全體師生在日常生活中運用英語。
- 推行「**早讀計劃**」，同學須於每天上課前閱讀課外書二十分鐘，每月輪流閱讀中、英文課外書籍，並填寫閱讀心得紀錄，與人分享閱讀的樂趣。
- 在校園內張貼英文「勵志標語」，並在校內設施上張貼英文標籤。
- 舉辦**英語日營**，增加同學利用英語溝通的機會。
- 編制**英文版通告**和編印**英文版學生手冊**。
- 定期出版中英文文集及英文報刊Sun Dayz，並將作品上載學校網頁，鼓勵同學寫作。
- 利用特別節日或活動（例如「母親節」、由外籍老師在早會訪問老師的個人興趣等），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

- 全校語文政策
 - 採取**多元的模式為學生安排教學語言**，根據課程的特色及不同班別學生的發展需要，以英語教授多個非語文科目。
 - 為了能拓寬學生的視野及與國際學習接軌，所以我們在**物理、化學、生物、資訊及通訊科技科、企業、會計與財務概論科和數學科**採用英文課本，**以英語為教學語言**。
 - 為了與高中的課程及教學語言得以銜接，**綜合科學科和普通電腦科**均會採用英文課本，**以英語授課**。其他非語文的科目則會以多元的模式推動英語元素的學習，例如：推行「**英語延展教學活動**」、各科與英文科進行跨



學科的英語增潤課程、以英語教授個別單元及在個別課節以英語重溫中文教授的概念和內容等。

● 規劃新高中課程

➢ 新高中課程寬廣和均衡，打破傳統的文理分流，科目多元化，能照顧學生不同的學習需要。學生除了修讀四個必修科目（中國語文、英國語文、數學及通識教育）外，可選讀二至三個選修科目，**選修科目來自4個不同學習領域**（個人、社會及人文教育、科學教育、科技教育、藝術教育），合共**72個不同選擇**。

➢ 為促進學生有效學習專題研習，通識組為中三同學舉行「**專題研習日**」。同學分別前往聖雅各福群會社區發展服務－「灣仔文化保育及活化計劃」、香港電影資料館－「打到飛起－七小福五十周年展覽」、衛生教育展覽及資料中心－「食物安全、環境衛生與你」、樂施會－「(五拾米)本地貧窮；就業貧窮；社會排斥」等。

➢ 靈活編排學習時間，積極安排學生參與不同的學習活動，如：參加由香港教育學院英文系主辦的英語話劇「Hopscotch」，藉此提升同學欣賞英語話劇的能力；透過賽馬會「全方位學習基金」的資助，安排同學參加海洋公園的活動，讓同學們能有機會認識海洋的物理特徵、珊瑚群落及棲居其中的海洋生物，一方面擴闊學生的視野，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，配合新高中「校本評核」和「學生學習概覽」的要求。

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，學生成長支援組與各科主任老師共同商議，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二寫作能力的答題技巧。

- 中文、英文及數學科為成績稍遜的同學們安排課後增潤課程。
- 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，老師們為同學於平日午膳後、放學後及長假期安排補課。開放溫習室至晚上七時，為同學提供理想的溫習環境，為公開考試作好準備。
- 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。
- 學生會安排去年會考中各科考獲5*或摘A的同學於中午時段與中五同學分享學習心得及分享應試技巧。

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：參加「**同根同心——河源植樹、廣州三天環保考察團**」、參加「**西安看西部發展的未來**」活動、參加由海洋公園學院主辦「香港賽馬會全方位學習活動：智慧鯨訓練班－海洋公園工作實錄」、參加由**葉國華先生**主講的「**人文香港**」講座、舉行「**專題研習戶外學習日**」、參加豐之谷有機農莊的教育活動和參觀「中學生視覺藝術展2010」等，為同學們提供不同學習經歷。
- 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，再配合早會的分享，拓寬同學的視野，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。
- 圖書館每月兩次在網上分享**好書推介**，並舉辦不同的**專題書展8次**，主題包括：數學科探究、香港歷史、運動技能、學習英語、龍應台作品介紹、師生推薦書籍、有趣的科學實驗等。另外，為響應世界閱讀日，閱讀推廣組與通識科合作，進行專題閱讀活動，並安排老師和同學在早會分享。

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「**克己盡責、多元發展、力爭上游、永不言棄**」，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、好人好事讚賞日、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、輔導及升學及就業計劃和活動。本年度**舉行了25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、大學聯招、兩性相處、生命價值、定下目標、堅毅和乘風航等，為同學提供不同方面的支援；此外，更邀請於暑假到四川當義工的同學分享他們在當地服務的經驗及感受、參加樂苗基金舉辦「生命戰士力克胡哲（Nick Vujicic）」講座、邀請恩賢教育中心呂宇俊先生為初中同學主講，主題為「堅毅定立目標」、邀請基督教香港信義會「生命天使」教育中心胡詠嫻姑娘主講《生命掌舵人》講座、邀請十大傑出青年張潤恒先生、前港隊單車代表洪松蔭先生、都市日報專欄作家黃毅力先生為同學舉行分享會，透過個人經歷，希望同學學習堅毅不屈及永不言棄的精神。上述活動的形式多樣化，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。
- 學生成長支援組利用個案轉介、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。
- 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，增強同學的歸屬感；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，輔助同學，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，擴闊生活體驗。
- 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：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、「禁毒」講座等）、**傳媒教育**（如：早會及班主任節新聞分享、校園電台、10大新聞選舉分享「傳媒與性」講座、「正確使用互聯網」講座等）及**環境教育**（如：「廢紙及膠樽回收等」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、書局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11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、敬師日、創意記憶班、校服及雜誌回收等。
 - 本年度曾**接待21間小學逾千師生和家長**到校參觀或參與學校舉辦的活動。
 - 隨著發展的需要，學校有計劃地與社區人士及不同機構（如：教育局、環境局、浸會大學、香港教育學院、資優教育學院、民政處、康文署、英國文化協會、香港賽馬會、香港紅十字會、香港電燈有限公司、香港宣明會、公益金、仁愛堂、樂苗基金、基督教香港信義會、新界校長會、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、均衡地個人成長。

學生表現

學術水平 已獲肯定

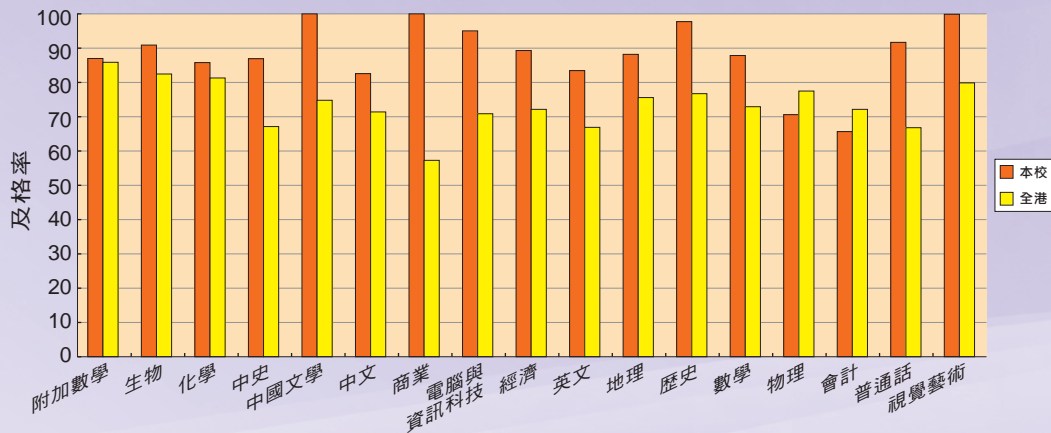
- 教育局舉辦「特別資優學生培育支援計劃(2010)」，經嚴格挑選後，3A 馮靄婷、3A 梁海文、4A 張慧敏、4A 龐梓彤、4A 林沅峰、4A 黃衛健、4A 文靜嫻、4A 朱偉霖、4B 張紹庭、4C 張瑋沛、6A 歐燕貞、6A 何寶儀、6A 楊智灃、6B 胡裕彬，共14位同學獲選接受卓越數學、人文學科、科學領導才能等重點培訓。連同過去4年，合共61位同學獲此殊榮。
- 大埔區十大傑出學生4A 蔡寶兒、5B 陳翠雅、5D 姚雪(4A 蔡寶兒和5B 陳翠雅同時獲選為新界區優秀學生)
- 2009國際聯校學科評估及比賽(前稱新南威爾斯國際評估)數學科、科學科及英文科評估；16位同學獲 Distinction (top10%)；47位同學獲 Credit (top20%)；1C 焦雋彥、1D 潘樂榮、3A 洪嘉榮、3A 郭浩泓更獲數學科 High Distinction (top1%)的優異成績。

公開考試成績

香港中學會考成績

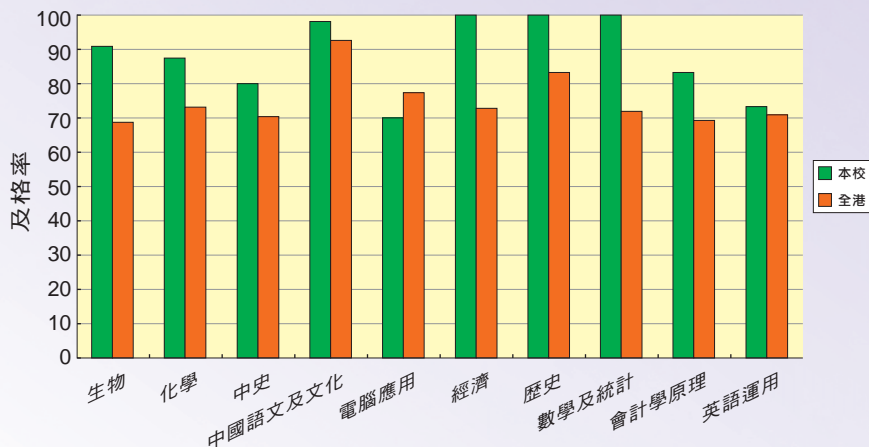
2009年會考平均科目及格率為86.4% (全港平均值為 73.9%)，平均優良率為 27.5% (全港平均值為 25.4%)，當中半數學科的優良率更超越或相當於全港平均值，例如：歷史(65%)、視覺藝術科(63.6%)、普通話科(50%)、電腦與資訊科技科(42.9%)、生物(32.1%)、數學(32%)、中國歷史(28.6%)和地理(22.1%)等。歷史科的優等率更高達 15%，超越全港平均值 13% 之多，令人十分鼓舞。

在第一階段獲取錄(14 分或以上)的學生人數較去年增加；其中理科班學位更不敷應求，文科班則只餘數個學位。文科最佳成績為鄒滿良同學，理科最佳成績為賴正勤同學，兩人皆取得 25分(滿分額30分)的佳績，令人欣喜。本年各科及格率與全港平均及格率的比較如下：



香港高級程度會考成績

2009年首次參加高級程度會考，經老師們的悉心栽培及同學們的努力下，整體成績有不錯的表現，平均科目及格率為78.2%(全港平均值為 74.8%)，其中數學與統計(AS)、世史(AL)及經濟(AL)的表現尤為突出，合格率高達100%；世史(AL)、數學與統計(AS)、經濟(AL)、中國語文及文化(AS)和電腦應用(AS)的優良率更高於全港平均數，分別是46.2%、40%、33.3%、25.2%及20%。62.5% 同學獲本港大學取錄。



增值表現

2009年會考的增值報告顯示，所有科目都有正增值，可見我們重點提升學生成績的措施和策略甚具成效。

上述數據顯示，孫方中書院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	06.09.09	2009大埔區傑出學生選舉	3				3
2	19.09.09	香港學界繪畫比賽		1			1
3	19.09.09	2009水陸兩項鐵人邀請賽		1	1		2
4	20.09.09	大埔區游泳比賽	1	1			2
5	27.09.09	「跳繩強心」十週年標誌設計比賽				1	1
6	10.2009	2009世界教師日 師恩難忘 中文作文比賽				10	10
7	10.2009	北區第二十四屆水運會-女子青少年公開組4x50米捷泳接力			1		1
8	10.2009	2009/10年綠化校園工程獎				1	1
9	01.10.09	2009年飛達國慶盃少年田徑錦標賽-男子95-97年組800米		1			1
10	01.10.09	慶祝中華人民共和國成立60周年長跑賽-男少年組M1			1		1
11	04.10.09	香港越野錦標賽-青年組隊際			1		1
12	10.10.09-11.10.09	香港分齡田徑賽-男子乙組800米			1		1
13	14.10.09	大埔及北區中學分會校際游泳比賽	7	3	3	4	17
14	18.10.09	2009觀塘拔河邀請賽	2		1		3
15	25.10.09	2009全港公開拯溺錦標賽-女子拋繩賽			1		1
16	31.10.09	文化東亞在大埔---繪畫比賽	1				1
17	11.09	通識少年網閱讀獎勵計劃		1			1
18	11.09-12.09	校際普通話朗誦比賽			3	20	23
19	11.09-12.09	第六十一屆校際音樂節13歲以下女聲獨唱			1		1
20	08.11.09	2009全港公開拯溺錦標賽-女子海浪板拯救賽			1		1
21	08.11.09	第三十四屆元朗區田徑運動大會	3	2	5		10
22	20.11.09	香港學界校際越野比賽	6	5	2	14	27
23	22.11.09	新界區傑出學生選舉 2009				2	2
24	29.11.09	扶輪10公里挑戰賽	1				1
25	12.09	第四屆「善言巧論：全港學生口語溝通大賽」				1	1
26	05.12.09	大埔區第29屆校際舞蹈比賽			1		1
27	06.12.09	黃大仙區飛鵝山長跑	1		1		2
28	20.12.09	2009-2010年度全港青少年野外定向錦標賽	1				1
29	22.12.09	09/10時事通識問答比賽				1	1
30	01.10	中國香港跳繩總會全港跳繩精英賽	4		2		6
31	01.01.10	「華夏盃」全國中小學數學奧林匹克2010全國賽及香港賽區初賽	1				1
32	03.01.10	離島區長跑比賽2009/2010	1	1	1	1	4
33	03.01.10	葵青區越野賽2010	1	1		5	7
34	23.01.10 - 24.01.10	香港青少年分齡田徑賽	2				2
35	28.01.10	大埔及北區中學分會2009-2010校際田徑比賽	1	4	3	1	9
36	30.01.10	大埔區中學話劇比賽2010				1	1
37	30.01.10	2010年校園划艇大挑戰(個人)	1	3			4
38	30.01.10	第十二屆香港青少年數學精英選拔賽			1		1
39	31.01.10	屯門區長跑比賽2010	1			7	8
40	31.01.10	The 61st Hong Kong Schools Speech Festival 2009			1	38	39
41	06.02.10	2010年校園划艇大挑戰(團體)	5	1	1		7
42	06.02.10	2009-2010年度校際乒乓球錦標賽				1	1
43	07.02.10	西貢區長跑接力賽	1	2	2		5
44	21.02.10	馬鞍山盃8K長跑賽2010暨2公里賽	1		1	1	3
45	27.02.10	2010年全港校園划艇大挑戰總決賽	5	3			8
46	27.02.10	2009-2010年度校際羽毛球錦標賽				1	1
47	28.02.10	“同心保育學愛地球”學界攝影及海報設計比賽				2	2
48	03.10	2009-2010年度全港中學校際體操比賽				1	1
49	06.03.10	香港公開室內划艇錦標賽	1		1		2
50	20.03.10	兒童分區公園定向錦標賽(新界區)		1			1
51	20.03.10	星島第二十五屆全港校際辯論比賽(第一回合初賽)				2	2
52	28.03.10	第四屆吐露港10公里賽(青少年組禁毒盃4公里)	1				1
53	04.04.10	2010飛達沙田復活跑	1				1
54	10.04.10 - 11.04.10	XTEP HONG KONG ATHLETICS LEAGUE 2010 -- Round 2	1				1
55	24.04.10	香港浸會大學 -- 攝影比賽	1				1
56	25.04.10	2010港澳數學奧林匹克公開賽<港澳盃HKMO OPEN>		1			1
57	02.05.10	全港中小學跳繩比賽	2		1		3
58	08.05.10	大埔及北區學界足球比賽			1		1
59	09.05.10	2010海天拔河邀請賽暨全港拔河錦標賽	1	2			3
60	20.05.10	救恩書院水運會友校4x50米接力混合賽			1		1
61	24.05.10	二零一零年大埔區中學生辯論比賽				1	1
62	11.06.10	國際聯校學科評估及比賽	4	16	47		67
63	2009-2010	大埔及北區中學分會全年總錦標	1		1		2
總計			63	50	88	116	317

School Report



School Mission

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

The prime concern of our college is to develop students' multiple intelligences. We aim at providing comprehensive education, developing the 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 so that they become ambitious students who are creative, adaptable and responsible.

Beliefs

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

Expectations of Students' Development

1. **S**elf-motivated learning
2. **F**luency in English and Putonghua
3. **C**reative
4. **C**harity-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 behaviours.
3. To stimulate motivation to learn without the necessity of external pressure.

Areas of Concern of this school year

1. Cultivating students' sense of responsibility and perseverance through classroom daily routine.
2. Alignment with the New Senior Secondary Curriculum through different modes of assessments; promoting "Assessment for Learning" and fully utilizing the assessment information to enhance the effectiveness of teaching and learning.
3. Encouraging students to support the "Multiple Intelligence Scheme", and to actively participate in different activities and voluntary work; enriching their personal "Other Learning Experiences" and developing "Student Learning Profile".

Management and Organization

- A school policy consultative committee and 11 administrative committees were established to evaluate the strengths and weaknesses of the school, to determine the school's development plan in accordance with the self-evaluation analysis, and to set a clear target and practical work plan.
- **A structure with defined authority was set up through consultation.** The "Teachers' Handbook", "Teaching Guide", "Crisis 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.
- Management teams and subject departments fully utilize the tools provided by the Education Bureau to perform research, so as to accurately evaluate the progress of implementation of the work plan and effectiveness of students' learning. **With the adoption of the 'Point, Line, Area' strategy, the self-evaluation system was fully implemented.** The effort we make to build the self-evaluation culture was acknowledged by the External School Review (ESR) Team. The ESR Team pointed out our effectiveness in implementing and sustaining the development of the self-evaluation culture.
- All 62 teachers are qualified and well-trained. **52% of teachers are**

Master degree holders and 46% are Bachelor degree holders. All Chinese Language and English Language teachers have attained the Putonghua and English Proficiency Benchmark requirements respectively. Three teachers attained Grade 1, the highest grade, in the National Language Committee Putonghua Proficiency Assessment.

- The principal and teachers have been actively taking training courses related to the curriculum and education reform. **This year, our staff has participated in 231 sessions.** The Teachers Development Group has **arranged school-based staff development days and attended "Tai Po Joint School Staff Development Day" 5 times.**
- With the **successful adoption of the "Extension of English Learning Activities"** in junior forms, the Education Bureau and Oxford University Press invited our teachers to share their successful experiences with other secondary schools. In addition, the Education Bureau invited our Chinese teachers to share their experiences in teaching Chinese in Putonghua. **These proved the efficacy of our mission "Using Putonghua and English as the Medium of Instruction".**
- Our school has been granted HK\$98,000 by the Hongkong Electric Holdings Limited to install a wind micro-turbine system.
- Our school is open to visitors. By organizing lesson observations and sharing seminars among the College and other schools, our staff has greatly benefited in the aspect of pedagogy. Our visitors are as follow:
 1. **Mr Michael M. Y. Suen, GBS, JP, Secretary for Education, HKSAR,** visited a Liberal Studies lesson. He was impressed by students' learning motivation and the effective use of Putonghua as a medium of instruction. He interviewed representatives of Student Association, Prefects and Outstanding students for their opinions about different educational issues. He also enjoyed the performance of the rope-skipping team and marching band.
 2. Senior Education Officer, Ms Sheung Yin Fun, Ruby, and Education Officer, Ms. Cheng Kam Man, visited us to study our successful experience in the implementation of the "Extension of English Learning Activities".
 3. **Dr Kitty Poon Kit, JP, Under Secretary for the Environment,** discussed Hong Kong's and our school environmental policies with our Environmental Ambassadors.
 4. The committee members of The Environment and Conservation Fund inspected our onsite food portioning facilities.
 5. More than 30 officials of the Shenzhen Education Department and principals of both primary and secondary schools discussed the human resources management, recruitment, appraisal systems, etc.
 6. 7 secondary school teachers from England exchanged ideas on the environmental protection measures of our school.
 7. Ms Tao Chee-ying, Theresa, the principal of Hong Kong True Light College, and their vice-principals discussed our school's strategies to improve the effectiveness of learning and teaching.
 8. More than 20 teachers from Guangzhou No.10 Middle School discussed the development of the counseling team and extra-curricular activities.
 9. **Mr. Alan Leong Kah-kit, SC, member of the Legislative Council of Hong Kong,** shared ideas with parents on how to help children improve their English in the talk entitled "Ways to improve the English proficiency level of my children".
 10. Mr. Lau Yat-hung, Senior Superintendent, and Mr Lam Ping-yuen, Chief Inspector of Hong Kong Police shared how the police support measures in the community to enrich students' other learning experiences.
 11. Mr Leung Wai Hong, Percy, Controller of the Social Service Division, and Mr. Lau Kwong-kit, Social Service Manager, both of Yan Oi Tong came to assess the requirements for social services at our school.
 12. **Mr. Leslie George Santos,** former Hong Kong Top Footballer winner,



and coaches of Chelsea FC Soccer School (HK) jointly demonstrated skills and provided coaching to our football team.

Learning and teaching

Emphasis on enhancing students' English proficiency; resources creating an English learning environment

- 3 full-time native English-speaking teachers were employed, all of whom were class teachers, and they organized a variety of extra-curricular activities to create a more interactive English learning environment.
- The native English-speaking teachers taught English Speaking Classes.
- We have enrolled 3 exchange students from Germany, New Zealand and Australia to encourage our students to learn more about foreign cultures and provide them with more authentic chances to speak in English.
- The English Room and the English Garden were established to hold various kinds of activities, like movie shows and language games, so that students can learn English in a fun way.
- English magazines, DVDs, computer games and board games were provided for students to use in the English Room.
- The English Garden was equipped with a projector, an air-conditioning system and desks and chairs for teachers to run lunchtime English learning activities.
- English learning software and more than 300 English books were purchased.

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

- We participated in the Climate Cool Project co-organized by the British Council and the Education Bureau to provide more opportunities for students to use English outside classroom, and raise students' awareness of environmental protection.
- With the funding of the English Enhancement Scheme provided by the Education Bureau, a 3-month English Drama class was organized for S1 students who were motivated to learn English.
- Saturday English Workshop and Writing Day Camp were organized for S2, S3 and New Senior Secondary 1 students.
- An English Language Activities Team was set up to help students improve their English by developing the English Learning across curricula in junior forms.
- To consolidate students' language foundation, English teachers conducted assessments for S3, S5 and S7 students in the morning.

Catering for learning diversities

- In order to enhance the effectiveness of learning and teaching, the teacher-student ratio of English classes in junior forms was reduced to 1:20, and the ratio for New Senior Secondary 1 was reduced to 1:30.

Curriculum Modification

- Different English curricula were implemented in junior forms to cater to the needs of students. Special arrangements were implemented according to students' proficiency levels.
- A School-based English Vocabulary Book was published to provide students with a wide range of vocabulary.
- "Thursday Dictation" was adopted to consolidate students' English foundation in other subject discipline areas.
- The weighting of Daily Assessment was adjusted to motivate students' continuous learning.

Providing students with the opportunities to learn English extensively

- Students were nominated by their English teachers to participate in English remedial or enhancement classes after school to consolidate their language abilities. Potential students were nominated to be Academic Prefects for

English enrichment.

- Students were encouraged to sit for public examinations like the Trinity Guildhall Examination and the International Competitions and Assessments for Schools (ICAS) conducted by Educational Assessment Australia, University of New South Wales (UNSW) Global Pty Limited. Students were encouraged to participate in the Speech Festival to boost their confidence and improve their speaking skills.
- English summer bridging classes were organized for S1, New Senior Secondary 1 and S5 students to help them prepare for the next level.

Creating a motivating English language environment

- English Speaking Day was held every Tuesday to encourage teachers and students to communicate in English.
- S3 students were arranged to participate in Tuesday, Wednesday and Thursday Morning Chat sessions organized by the NETs.
- Tuesday and Thursday morning assemblies were conducted in English. Class representatives and teachers took turns giving a talk or sharing their ideas. The scripts of the sharing were uploaded to our school website for students' reference.
- "A Word A Day" session was incorporated into the morning assembly. S6 students took turns introducing English vocabulary items to their schoolmates.
- Two English weeks were held, the themes of which were "Thanksgiving" and "Love and Caring", to encourage students and teachers to use English in their daily lives.
- Students read for 20 minutes every morning. They read Chinese and English books in alternate months. While reading books, students jotted down their feelings and ideas in their reading log books. They would then take turns having book sharing sessions with their classmates.
- English posters, proverbs, famous quotations and slogans were posted around the campus. All school facilities and clubs' notice boards were labeled in English to help students learn more daily life vocabulary.
- The English Day Camp was organized to give students an opportunity to speak English outside classrooms.
- School circulars and student handbooks were printed in both Chinese and English.
- Students' work was published in the compilation and the school newspaper. They were uploaded to the school website so as to encourage them to write more and share their ideas with other students.
- Special activities were held, such as a sharing about Random Act of Kindness Week and an Interview with SFCC teachers, so as to help students learn English in a fun way.

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

- Language policy
 1. The medium of instruction was utilized in accordance with students' needs. Various subjects were taught in English.
 2. In the New Senior Secondary curriculum, English was used as a medium of instruction in Physics, Chemistry, Biology, Information and Communication Technology, Business, Accounting and Financial Studies and Mathematics. English version textbooks were used.
 3. In the junior-form curriculum, English was used as a medium of instruction and English version textbooks were used in Integrated Science and Computer Literacy to enhance the transition to the senior curriculum. English elements were also incorporated into non-language programmes, such as the Extended English Learning activities, English Across Curriculum Enhancement Programme, teaching certain units in English and revisiting in English concepts and content already learnt in Chinese.



• Planning the New Senior Secondary Curriculum

1. The New Senior Secondary curriculum gives each student the opportunity for a balanced and broad programme over the three years of senior secondary school life. Students were given the greatest flexibility to choose their preferred subjects. Apart from the 4 core subjects, Chinese Language, English Language, Mathematics and Liberal Studies, students were also allowed to choose 2 to 3 elective subjects **from the 4 key learning areas**, namely Personal, Social and Humanities Education, Science Education, Technology Education and Arts Education. There were **72** different combinations in total.
2. To facilitate students in conducting inquiry studies, **“Project Learning Day”** was arranged for S3 students by the Liberal Studies Department. Students were arranged to participate in different events, such as a project entitled “Heritage Preservation and Rejuvenation Programme in Wan Chai” organized by St. James’ Settlements, a movie entitled “Humble Beginning: Early Films of the Yuen Clan” presented by the Hong Kong Film Archive, an exhibition named “Food Safety, Environmental Hygiene and You” staged at the Health Education Exhibition & Resource Centre and a drama arranged by the Oxfam Hong Kong Interactive Center.
3. Flexi-timetable was adopted to allow more room for students to participate in different activities like the drama ‘Hopscotch’, organized by the English Department of The Hong Kong Institution of Education, and visiting Ocean Park, sponsored by The Hong Kong Jockey Club Life-wide Learning Fund. Students not only learned how to appreciate drama and ocean habitats, but also prepared for other learning experiences in the New Senior Secondary curriculum.

Academic Assessment Policies

- 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”.

Setting learning and teaching policy: Catering for students’ needs

- All subject teachers designed pre-lesson learning materials in order to facilitate students’ acquisition of some knowledge of the subject. **During lessons, note-taking and discussion skills were cultivated.**
- Each subject uploaded **online extended learning resources** in order to help students learn in their leisure time. For instance, an audio file of English dictations were uploaded onto our school website so as to facilitate students’ self-learning at home.
- Through curriculum modification, the student mentor scheme and student counseling service, different students’ needs were met. In the realm of the curriculum, the Students’ Growth and Support Committee collaborated with various subject teachers to tailor learning materials in order to cater for students’ learning needs. This 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 outcomes can be showcased.

External resources for enhancement and remedial classes

- The Senior School Development Officer of the 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 exam skills for the HKCEE Chinese Language Paper 2 — Writing”.
- Lower achievers attended remedial classes in Chinese Language, English Language and Mathematics.
- Tutors were employed to teach Mathematics enhancement classes for S1 to S4 students.

- Morning quizzes, lunchtime quizzes and after-school TSA remedial classes were arranged for S3 students.
- Every subject teacher organized tutorial classes during holidays for S4 to S7 students to encourage students to make good use of holidays to do revision and assist them with their preparation for examinations. Self-study rooms were offered until 7:00 p.m. for S4 to S7 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, subject teachers organized tutorial classes during holidays for S3 to S5 students and assisted them with their preparation for examinations.
- The Student Association invited candidates who attained 5* or Grade A in the Hong Kong Certificate of Education Examination 2009 to share their learning strategies and exam skills at lunchtime sharing sessions.

Developing students’ potentials through different learning activities

- Students attended different talks, workshops and activities to broaden their horizon. These included the **“Same Heart, Same Root Heyuan-Guangzhou Environmental Protection Study Tour”**, **“The development of Western Part of China — Xian Study Tour”**, **“The Hong Kong Jockey Club Life-wide Learning Fund Activities: Whale Workplace visits to Ocean Park”** organized by Ocean Park Academy — Hong Kong”, the **“Seminar by Professor Paul Yip Kwok-wah”**, the **“Organic Farm Visit”**, the **“Exhibition of Secondary School Students’ Creative Visual Arts Work (2009-10)”** and so on.
- Various measures were adopted to encourage students to reflect on social issues and pave the way to studying Liberal Studies better. They are: the **Weekly News Column** displayed in the lift lobby, the **live iNews** played during lunchtime at the tuck shop and the news sharing in the morning assemblies.
- **A series of activities, like stall games, competitions, movie shows** etc., were held in subject weeks, for instance, Chinese Week, English Week, Mathematics Week, Science Week and so on, to stimulate students’ interest in the subject.
- Reading was promoted by the library. **Good book recommendations** were uploaded to the school website twice a month. **8 mini book fairs** were held, the themes being “Exploring Mathematics”, “Hong Kong History”, “Sports Skills”, “English Learning”, “Introduction to the Works of Lung Ying-tai”, “Students and Teachers’ Recommendations”, “Interesting Science Experiments” and so on. Besides this, the Reading Promotion Team and Liberal Studies Department jointly organized some reading activities and book sharing sessions during morning assembly to support the World Reading Day.

School Ethos and Support to Students

- Many resources were allocated to students’ personal development. Based on students’ actual needs, an annual theme was chosen. The theme of this year is **“take responsibility for your own actions; diversify your talents; strive to do your best; never give up”**. 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, and the Extra-curricular Activities Committee as well as the Community and Parental Liaison Committee. Students’ multiple intelligences and positive life attitude were developed through sharing sessions on different topics during weekly assemblies, morning assemblies and class teachers’ periods.
- All committees made great efforts in arranging diverse activities that created opportunities for students to play the role as **“main characters”** in school. Through elections of Student Association and House Committee representatives, students were involved in coordinating, implementing and



evaluating democratic procedures, which facilitated the development of students' analytical skills and enhancement of their self-discipline.

- **With timely and appropriate positive reinforcement**, students had their personalities and characters nourished and became role-models. Students who performed well and those who made improvements were praised through morning assemblies, weekly assemblies, the school website, the video system at the lift lobby, honour columns, the conduct grade promotion, etc. All these measures enabled students to grow in a positive and encouraging campus environment.
- We improved the **“Multiple Intelligences”** Scheme to encourage students to participate in multifarious activities to increase their sense of achievement.
- Our school offered well-planned preventive, developmental and remedial discipline, counseling, career guidance measures and activities. **Thirty-five activities, seminars and workshops were organized this year.** They included orientation activities for new students, adventurous activities, PATHS, lunch time gatherings, leadership training schemes, leadership training exchanges, the “Joint University Programmes Admission System”, sex education, life sharing and Adventure Ship. The activities were aimed at providing different types of support to students. Moreover, students who were volunteers in Sichuan shared their experience and reflections with their fellow students. Various talks on perseverance were held. They included Nick Vujicic, invited by the PMA Music Foundation, Ms W.H. Wu from the Evangelical Lutheran Church of Hong Kong and Mr. Cheung Yun-hang, who spoke to our senior Form students. It was hoped that the various activities would address students' special teenage needs and reduce their sense of negativity. It was hoped that teacher-student and peer relationships among students would be enhanced and a mutual support network would be formed.
- By case referrals and discipline-counseling meetings, students would get the best help and advice from the Student Growth and Support Unit.
- **A 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 closely work with class teachers in each form. Regular meetings were held to facilitate information exchanges and more understanding of students' needs so that timely measures could be taken.
- We offer sufficient and systematic support to Form 1 students and parents. The **New-student Parents' Day** and **“Parents' Handbook”** enabled parents to understand more about our school, which helped establish a good family-school relationship. Without doubt, **the two-week Form 1 Bridging course** 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 student 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**: academic, physical and aesthetic, interest and services. There were **47 clubs** and societies in total which offered a variety of activities for students in cultivating lifelong interests and developing multiple intelligences. Every club or society had a weekly meeting (junior and senior forms had meetings on alternate weeks), on average 13 times 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 to individual learning needs and enriched their lives.
- The school allocated and utilized resources appropriately. It coordinated teachers and 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. the Community Chest Dress Special Day, Teachers' Week, “Top 10 characters” inter-class classroom board design competition and parental evaluation, etc.);
- ✧ **civic education** (e.g. flag-raising ceremonies, a current affairs column, lunchtime broadcasts of current news and affairs, study trips to the mainland, Top 10 news online election, etc.);
- ✧ **health education** (e.g. morning exercise, inter-class cleaning competition, health reports and guides, a seminar on personal and environmental hygiene, a talk on “Prevention of Drug Abuse”, etc);
- ✧ **media education** (e.g. news sharing during morning assemblies and class teachers' periods, campus radio, the Top 10 news election, talks on “The media and sex”, “Correct use of the Internet”, etc.) and
- ✧ **environmental education** (e.g. Recycling of waste paper and plastic bottles etc.).

Under the student mentor scheme, students of different learning needs were assisted in establishing social networks so as to be more engaged and able to enjoy their school life more. The implementation of the **“Peer Counseling Scheme”** also facilitated student leaders to assist those students who were facing learning difficulties with Chinese reading and writing.

- **Parents' views and participation were highly emphasised.** The Principal attended regular Parent-Teacher Association meetings to assuage 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 members of “Utility Manager” to select and supervise the lunch box service, the school coach service company, and the tuck shop service, as well as the textbooks and school uniform suppliers.
- To promote parents' education and encourage good parent-child relationships, **11 parenting courses, seminars and workshops**, including the Form 1 Orientation Day, the Form 1 adaptation seminar, the Form 2 learning seminar, the Form 3 subject selection seminar, and the 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 collaborations with the school to organise activities according to the school's needs. 11 activities were organised, including the Form 1 Orientation Day, Teacher's Day, the Creative Memory Workshop, Second-hand School Uniform Collection and Recycling Magazines, etc.
- Over one thousand teachers, students and parents from **twenty one** primary schools paid a visit to or participated in our school activities.
- In accordance with developmental needs, our school has maintained good coordination and relations with various elements in the community, such as the Education Bureau, the Environment Bureau, the Baptist University, The Hong Kong Institute of Education, The Hong Kong Academy for Gifted Education, the Home Affairs Bureau, the Leisure and Cultural Services Department, the British Council, the Hong Kong Jockey Club, the Hong Kong Red Cross, Hongkong Electric Holdings, Ltd., the World Vision (Hong Kong), the Community Chest of Hong Kong, Yan Oi Tong, PMA Music Foundation, The Evangelical Lutheran Church of Hong Kong, New Territories School Heads Association, primary and secondary schools in Tai Po and with principals of schools outside Tai Po. The school utilized external resources to facilitate the development of 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 their lives, to learn to contribute to the community, to cultivate positive values and to have healthy and well-rounded personal development.



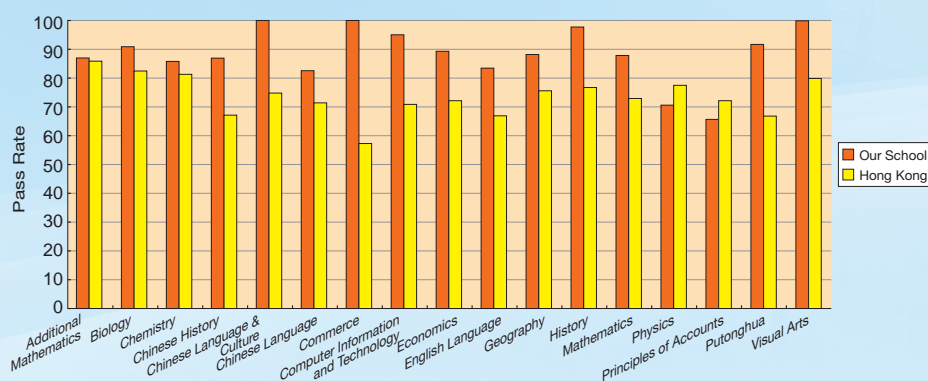
Students' Performance

Standard of academic performance affirmed

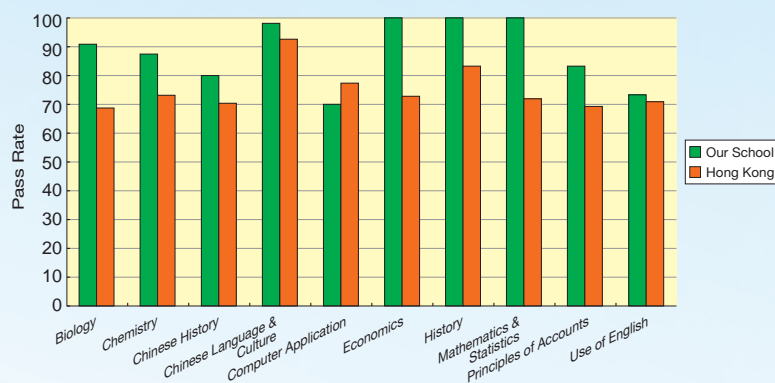
- In the "Support Measures for the Exceptionally Gifted Students 2010" organized by the Education Bureau, the following fourteen students were selected:
3A Fung Cherry Sin Ting 3A Leung Hoi Man 4A Cheung Wai Man 4A Pong Chee Tone 4A Lam Yuen Fung 4A Wong Wai Kin 4A Man Ching Han
4A Chu Wai Lam 4B Cheung Siu Ting 4C Cheung Wai Pui 6A Au Yin Ching 6A Ho Po Yee 6A Yeung Chi Fung 6B Wu Yu Pan
The above-mentioned students were honoured with focused training in Mathematics Humanities and Science. Including students from the previous four years, altogether 61 students have now been honoured with such prizes.
- Tai Po Good Students Awards Scheme 4A Choi Po Yee 5B Chan Chui Nga 5D Yao Xue (New Territories Excellent Student Winners: 4A Choi Po Yee 5B Chan Chui Nga)
- Students were encouraged to sit for public examinations like the the Trinity Guildhall Examination and the International Competitions and Assessments for School (ICAS) conducted by Educational Assessment Australia, University of New South Wales (UNSW) Global Pty Limited, former New South Wales International Assessment. Our students participated in Mathematics, Science and English assessments. 16 students were awarded distinction (top 10%), 47 students were awarded credit (top 20%). 1C Chiu Chun Yin, 1D Poon Lok Sun, 3A Hung Ka Wing and 3A Kwok Ho Wang were awarded high distinction (top 1%) in Mathematics. Students were encouraged to participate in the Speech Festival to boost their confidence and improve their speaking skills.

Public examination results

- Hong Kong Certificate of Education Examinations
In the 2009 HKCEE, our pass rate was 86.4% (the average pass rate was 73.9%). The average credit rate was 27.5% (the average credit rate of Hong Kong was 25.4%). Over half of our subjects surpassed or were close to that of the average in Hong Kong, for example, History (65%), Visual Arts (63.6%), Putonghua (50%), Computer Information Technology (42.9%), Biology, (32.1%), Mathematics (32%), Chinese History (28.6%), and Geography (22.1%). The distinction rate of History, 15 %, was especially encouraging, and was 13% higher than that of Hong Kong.
In the first phase of S6 Admission (14 points or above), the number of eligible students was higher than last year. The demand for the Science stream at our school was greater than the supply of S6 places so some of our eligible science students needed to enroll in the Central S6 Admission Scheme, whereas there were only a few places left in the Arts stream. **The best Arts student was Chau Mun Leung, whereas the best Science student was Lai Ching Kan.** Both attained 25 points (Full Score: 30 points). Their excellent results were impressive. **The Average Pass Rates of the Hong Kong Certificate of Education Examinations (HKCEE) of our school and those of all Hong Kong are as follows:**



- Hong Kong Advanced Level Examinations
2009 was our first batch of students participating in the A-Levels Exam. With the teachers and students' efforts, **the average pass rate was 78.2% (the average Hong Kong rate was 74.8%)**, the students' performance in Mathematics & Statistics (AS), History (AL) and Economics (AL) was excellent. Their pass rates were 100%. The credit rates of the following subjects surpassed those of the average of Hong Kong: History (AL): 46.2%, Mathematics & Statistics (AS): 40%, Economics: 33.3% (AL); Chinese Language & Culture (AS): 25.2% and Computer Application (AS): 20%. The JUPAS rate was 62.5%.



- Value-added Report

According to the value-added report issued by the Hong Kong Examinations and Assessment Authority, students' performance in every subject had improved. The report suggested that our measures and strategies in boosting students' academic results were effective.

From the data above, it is clear that SFCC students are making continuous progress, which has confirmed the school mission of 'using Putonghua to raise students' language proficiency' and rewarded all the stakeholders' efforts.

獲獎學生名錄

List of Academic Students Awards



中文 Chinese Language			
1	5A	Yan Jun	顏 筠
2	5D	Yao Xue	姚 雪
3	5A	Li Ka Lee	李家莉
中國語文及文化(高級補充程度) Chinese Language & Culture (AS)			
1	7A	Ng Tsz Wing	伍梓榮
1	7A	Chwe Yik Suen Noel	徐亦漩
3	7A	Hsu Fung Wing	徐鳳榮

歷史 History			
1	5B	Chan Chui Nga	陳翠雅
2	5A	Yu Wai Kiu	余煒翹
3	5A	Hang Yuen Yee	幸莞儀
歷史(高級程度) History (AL)			
1	7A	Hsu Fung Wing	徐鳳榮
2	7A	Cheng Yee Shing	鄭義盛
3	7A	Wong Yik Leung	黃亦良

英文 English Language			
1	5D	Jeremy Chan	陳傑明
2	5C	Li Hoi Ting	李凱婷
3	5C	Leung Tsz Him	梁子謙
英語運用(高級補充程度) Use of English (AS)			
1	7B	Wong Yin Kwan Evelyn	王彥君
2	7B	Chow Hong Ting	周康婷
3	7A	Tang Hoi Man Fiona	鄧凱文

地理 Geography			
1	5A	Yu Wai Kiu	余煒翹
2	5B	Chan Chui Nga	陳翠雅
3	5B	Tse Lok Shun	謝諾淳
地理(高級程度) Geography (AL)			
1	7A	Wong Yik Leung	黃亦良
2	7A	Hsu Fung Wing	徐鳳榮
3	7A	Fung Kwan Ho	馮均灝

數學 Mathematics			
1	5D	Tang Wing Ho	鄧永豪
2	5D	Cheung Yun	張 潤
3	5D	Wong Tsz Hin	黃梓軒
數學及統計學 Mathematics & Statistics			
1	7B	Chan Pui Yan	陳珮恩
2	7B	Lau Tsz Shan	劉芷姍
3	7B	Hui Ka Yee	許嘉儀

經濟 Economics			
1	5A	Hang Yuen Yee	幸莞儀
2	5A	Wan Shuk Ying	溫淑瑩
3	5B	Hui Chi Sum	許智森
經濟學(高級程度) Economics (AL)			
1	7A	To Yan Ting	杜欣婷
2	7A	Fung Kwan Ho	馮均灝
3	7A	Cheng Yan Ki	鄭殷祈

中國歷史 Chinese History			
1	5A	Yan Jun	顏 筠
2	5A	Li Ka Lee	李家莉
3	5A	Hang Yuen Yee	幸莞儀
中國歷史(高級程度) Chinese History (AL)			
1	7A	Ng Tsz Wing	伍梓榮
2	7A	Cheng Yee Shing	鄭義盛
3	7A	Chwe Yik Suen Noel	徐亦漩

物理 Physics			
1	5D	Cheung Yun	張 潤
2	5D	Tang Chun Yin	鄧晉彥
3	5C	Ip Tsun Fai	葉浚輝
物理(高級程度) Physics (AL)			
1	7B	Chan Ngai Long	陳毅朗
2	7B	Wan Ho Tin	溫浩天
3	7B	Wong Yin Kwan Evelyn	王彥君



化學
Chemistry

1	5D	Cheung Yun	張潤
2	5D	Law Chung Kwan Nicholas	羅仲君
3	5C	Lam Fei	林翳

化學(高級程度)
Chemistry (AL)

1	7B	Wong Chun Hong	黃晉康
2	7B	Chan Ngai Long	陳毅朗
3	7B	Wan Ho Tin	溫浩天

生物
Biology

1	5D	Yao Xue	姚雪
2	5D	Cheung Yun	張潤
3	5D	Kwong Wing Tsz	鄺穎姿

生物(高級程度)
Biology (AL)

1	7B	Chim Ka Chun	詹嘉駿
2	7B	Yu Kwun Fan	余冠勳
3	7B 7B	Tsang King Man Chan Sze Ho	曾敬文 陳詩浩

附加數學
Additional Mathematics

1	5D	Tang Chun Yin	鄧晉彥
2	5D	Wong Tsz Hin	黃梓軒
3	5D	Cheung Yun	張潤

純粹數學
Pure Mathematics

1	7B	Chan Ngai Long	陳毅朗
2	7B	Wong Chun Hong	黃晉康
3	7B	Chung Kai Hung	鍾啟鴻

會計學原理
Principles of Accounts

1	5A	Wan Shuk Ying	溫淑瑩
2	5A	Chan Ka Long	陳嘉朗
3	5A	Li Ka Lee	李家莉

會計學原理(高級程度)
Principles of Accounts (AL)

1	7A	To Yan Ting	杜欣婷
2	7A	Tang Hoi Man Fiona	鄧凱文
3	7A	Tsang Lok Yee	曾樂兒

電腦與資訊科技
Computer Information and Technology

1	5C	Chung Yiu Fai	鍾耀輝
2	5D	Ho Kwun Hei	何冠希
3	5D	Hui Cho Him	許楚謙

電腦應用(高級補充程度)
Computer Applications (AS)

1	7B	Pang Sik Wai	彭釋偉
2	7B	Lee Wai Ying	李慧盈
3	7B	Chung Kai Hung	鍾啟鴻

視覺藝術
Visual Arts

1	5D	Ho Wai Yiu	何慧瑤
2	5D	Yeung Wing Tung	楊詠彤
3	5B	Chau Man Yin	鄒文彥

普通話
Putonghua

1	5D	Yao Xue	姚雪
2	5A	Yan Jun	顏筠
3	5A	Li Ka Lee	李家莉

體育
Physical Education

1	5A	Cheung Tak Lung	張德龍
	5A	Lai Shu Ting	黎舒婷
2	5C	Chan Chun Hung	陳俊雄
	5D 5D	Yu Chun Kit Iu Tung Yan	余俊傑 姚彤欣
3	5D	Kwong Wing Tsz	鄺穎姿

體育
Physical Education

1	7B	Chung Kai Hung	鍾啟鴻
	7B	Wong Yin Kwan Evelyn	王彥君
2	7B	Cheng Shu Nam	鄭樹南
	7B	Chau Hong Ting	周康婷
3	7B	Lam Wai Wa	林偉華
	7A	Yiu Wing Lam	姚穎霖



文全科(中五)
Grand Total-Arts Stream (S5)

1	5A	Yan Jun	顏筠
2	5A	Yu Wai Kiu	余煒翹
3	5A	Wan Shuk Ying	溫淑瑩

文全科(中七)
Grand Total-Arts Stream (S7)

1	7A	Hsu Fung Wing	徐鳳榮
2	7A	Fung Kwan Ho	馮均灝
3	7A	Ng Tsz Wing	伍梓榮

理科全科(中五)
Grand Total-Science Stream (S5)

1	5D	Jeremy Chan	陳傑明
2	5D	Yao Xue	姚雪
3	5D	Cheung Yun	張潤

理科全科(中七)
Grand Total-Science Stream (S7)

1	7B	Chan Ngai Long	陳毅朗
2	7B	Wan Ho Tin	溫浩天
3	7B	Chan Pui Yan	陳珮恩

品行優異獎(中五)
Good Conduct Award (S5)

1	5C	Li Kwok Lun	李國倫
2	5B	Chan Chui Nga	陳翠雅
3	5B	Ho Ching Yin	何靖妍

品行優異獎(中七)
Good Conduct Award (S7)

1	7B	Wan Ho Tin	溫浩天
2	7A	Lam Lik	藍歷
3	7A	Cheng Yan Ki	鄭殷祈

藝術成就獎(高中組)
Arts Achievement Award (Senior Forms)

2	5D	Ho Wai Yiu	何慧瑤
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運動成就獎
Sports Achievement Award

1	5B	Kwok Wai Lam	郭蕙霖
2	5D	Kwong Wing Tsz	鄺穎姿

模範生
Exemplary Student

6B	Poon Anson	潘錦賢
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家長教師會最佳進步獎

Parent-Teacher Association Most Improved Student Award

家長教師會最佳進步獎
Parent-Teacher Association Most Improved Student Award

5A	謝溢展 Tse Yat Chin	黎曉津 Lai Hiu Chun	葉曉敏 Yip Hiu Man
5B	金伊淇 Kam Yee Ki Yvonne	伍柏行 Ng Pak Hang	溫孝聰 Wan Hau Chung
5C	文翠瑩 Man Chui Ying	伍啟邦 Ng Kai Pong	蘇妲朗 So Tik Long
5D	林靜心 Lam Ching Sum	石秋儀 Shek Chau Yee	謝泳沅 Tse Wing Yuen
7A	徐亦漩 Chwe Yik Suen Noel	鍾景禧 Chung King Hei	伍梓榮 Ng Tsz Wing
7B	陳毅朗 Chan Ngai Long	詹嘉駿 Chim Ka Chun	溫浩天 Wan Ho Tin

傑出表現

Outstanding Performances

1.	2009國際聯校學科評估及比賽(前稱新南威爾斯國際學科評估試): 數學科High Distinctions (Top 1 %) 1C焦雋彥 1D潘樂榮 3A洪嘉榮 3A郭浩泓
2.	大埔區十大傑出學生新界區優秀學生: 4A 蔡寶兒 5B 陳翠雅
3.	全港中小學跳繩比賽2分鐘耐力跳冠軍; 連續兩種跳冠軍3C 何柱靈
4.	2009-2010年度全港青少年野外定向錦標賽團體冠軍
5.	香港學界校際越野比賽男子全場總冠軍; 女子全場總冠軍
6.	2010年全港校園划艇大挑戰總決賽女子組全場總冠軍; 全場總冠軍
7.	香港學界體育聯會大埔及北區中學分會全年總錦標, 男子組季軍(即大埔區冠軍), 女子組十佳獎(即大埔區季軍)

畢業班同學合照

Class Photos

5A



第四排：陸奕麟 吳震朗 方德健 符正天 李深力 葉健東 吳旭翔 陳俊匡 謝溢展 黎穎南
 第三排：羅善恆 余焯翹 鄭卓頤 甄夢婷 黎舒婷 馮家希 葉曉敏 葉雅翠 溫淑瑩 馬靖鴻 陸天恩
 第二排：岑堃綸 何瑞瑩 幸芊儀 曾曉瑜 張耀珠 顏筠 江卓倩 高曉嵐 黎曉津 李家莉 陳沅彤
 第一排：郭希晴 陳泳汶 曾奕嘉 黃詠恩 曾美琪 葉英健老師 鍾嘉俊 張德龍 袁廣強 陳嘉朗 陳嘉偉

5B



第四排：黃梓聰 黎嘉裕 張啟遠 溫孝聰 劉家駒 陳朗軒 葉頌康 伍柏行 許智森
 第三排：麥思朗 吳詩樂 許寶兒 陳翠雅 蘇穎彤 王皓琳 陳潔欣 郭蕙霖 馮凱欣 何靖妍 趙明琛
 第二排：伍浩賢 蘇穎微 羅尹斯 許詠琳 陳穎妍 劉家進 鄭子銘 黃家沛 謝諾淳 徐希彤 張慧敏 黃希文 鄧文彥
 第一排：陳曉筠 莫皓婷 金伊淇 周晞彤 龍君慧老師 郭靈熙 陳展豐 陳偉祺 程文健

畢業班同學合照

Class Photos

5C



第四排：馮文傑 羅少然 陳俊雄 梁子謙 謝嘉豪 趙俊一 蘇迪朗 徐家駒
 第三排：黃民晞 葉浚暉 鄭日輝 謝榮豐 余遠豪 鄭鍵鏗 梁浩靈 彭晉朗 伍啟邦 鍾寶軒
 第二排：王 珊 林 翊 李凱婷 繆藹婷 鄧乾偉 李偉明 黃俊耀 鄭昇煜 柯蔚婷 文翠瑩 梁培圻
 第一排：楊曉婷 梁嘉琪 葉錦儀 姚桂瑛 楊凱琪 吳健民老師 楊嘉浩 麥穎芹 鍾耀暉 李國倫 嚴展均

5D



第四排：朱釗聖 許楚謙 何冠希 譚偉麟 謝泳沅 余俊傑 張 潤 馬傲賢
 第三排：羅皓云 黃翊澎 黃梓軒 麥嘉朗 陳傑明 鄧永豪 劉卓賢 鄧晉彥 莫凱峯 盧安迪
 第二排：姚 雪 陳樂思 林靜言 林靜心 麥嘉敏 呂志雯 鄺穎姿 辛采芸 曾楚喬 姚彤欣 蘇凱琪
 第一排：陳慧楠 楊詠彤 石秋儀 吳芷茵 何慧瑤 翁慧炫 陳明璋老師 呂梓謙 李民豐 歐陽文傑 賴品豪 何健明 羅仲君

畢業班同學合照

Class Photos

7A



第三排：藍 歷 伍梓榮 鄧啟賢 洪浩森 鍾景禧 白宇健
 第二排：張凱翹 杜欣婷 梁淑儀 黃以靖 姚穎霖 馬俐茵 朱樂怡 徐亦漩 曾樂兒 朱慧兒 鄭淑君
 第一排：鄧凱文 徐鳳榮 黃詠淳 陳欣余 許鳳玲老師 鄭義盛 李國熙 馮鈞灝 黃亦良

7B



第三排：黃晉康 陳詩浩 陳毅朗 余冠勳 溫浩天 譚國安 鄭樹楠 胡啟謙 鍾啟鴻
 第二排：丘庭傑 梁嘉慧 張瀛之 劉芷珊 羅澄茵 李慧盈 陳珮恩 王彥君 陳逸健
 第一排：彭釋璋 李賀婷 許嘉儀 周康婷 潘懷陽老師 林惠華 梁志豪 翁政文 詹嘉駿

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

Recollections

回憶 of Our School Life





校園生活 Recollections





回憶
of Our School Life



5A 余焯翹

不知不覺，在孫方中書院這個大家庭已渡過了五年的時光，轉眼間我已走到中五這一年了。

回想起第一天踏進這所學校，面對著那些陌生的老師和同學，我的心情是多麼的戰戰兢兢；到了現在，快到各奔前程的時刻了，我的心情卻是依依不捨的……

在這五年，我和同學們在此渡過了最快樂的時光，當然除了有甜的，亦有苦的，我們一起哭，一起笑……相信這些美好的回憶也會長留在我們的心中。印象最深刻的是每逢派試卷的時刻，總會有同學失望、不開心，但身邊的老師和同學總會安慰我們，有些老師和同學更會寫一些小字條鼓勵我們。對其他人來說，這張可能只是普通的紙，一些微不足道的小事，但對我來說，卻給了我很大的鼓舞，令我做得更好，正如一首英文歌的歌詞：「You raise me up to more than I can be」，所以這是最難忘的事。

現在我們已是中五的大姐姐、大哥哥，要面對我們人生中的第一個公開考試，希望我們能爭取最好的成績，好好報答一直在我們身邊的老師，他們確實陪伴我們走過這段預備會考的艱辛歲月。

最後，在此向那些不辭勞苦地教導我們的老師說聲「謝謝」，並祝願各中五畢業同學前程錦繡！

畢業生感言

Reflections of Graduates

5A Aron Chan

I bet you will agree that the time you study in SFCC is your happiest moment in your life. There is no point in arguing that you cannot find a fabulous school life here.

Quick as a wink, five years passed by. We have so much invaluable memories in our school. Despite all the challenges, you still have your friends who gave you support to face the public examination. You have your classmates who would encourage you. You also have your teachers. As far as I am concerned, the relationship between the classmates and teachers is important to me.

You may feel anxious whilst waiting for the release of the HKCEE results. Whenever you feel troubled, you can think of your friends who stand by you.

At the moment, I think we are still waiting for the results of the HKCEE. I bet all of you are not willing to leave your schoolmates and teachers as we have built up a strong tie between us. I hope all Form Five students can gain a satisfactory result in the HKCEE!

Feelings in Sun Fong Chung College

5A Luk Tasha

Wow! How far is this school?" This was my first impression about Sun Fong Chung College. I couldn't imagine what gain and pain I would get after I started my school life here. There was just one thing in my mind at that moment," Is it true I must speak in Putonghua while having the lessons? Putonghua is my weakest subject.

However, things then settled down. Due to the teachers' help, I could improve my proficiency in English and Putonghua. My teachers use their own time to teach me, even though they are so busy. They are generous and kind to us. Our teachers want us to succeed in our learning. This is their only expectation on us. This is the unique feature of SFCC.

Someone has told me that, 'School is a place where you'll spend most of your time in a day.' I cherish the time I spent with my friends and teachers in my school. It's true that the school is the place where I laugh and cry. I have had a great time in my school. I have had lots of great moments with my peers. Every day I learn with my classmates and do some outdoor activities with them. Tears and laughter prove our growth in SFCC.

The bitter irony is that this might be the last year I will be in SFCC. Challenges can make you stronger and tougher. But if you fail, don't feel frustrated. My memories will always stay in my heart and no one can take them away.

I treasure every moment that I had at SFCC. In the years to come, I will miss my College very much, wherever I am or whatever I do.

5A 陳嘉朗

從中一起，我花了五年時間、五年心血、五年精力，目的似乎就是為了應付這場艱巨的會考。常言道：「時乎！時乎！不再來。」如果你問我：「那這五年的青春豈不是白白浪費了？」我會毫不猶豫地說：「不！」

沒錯，學習是我們的責任，應付這場會考也是必要，可是在這五年內，難道只得到「學問」嗎？我擁有的不只是知識，還有贏得身邊朋友和同學的關心。當我傷心時，朋友會在身旁給予慰問及關心；當我開心時，朋友會主動上前與我分享這份喜悅。經歷這五年的光陰，豈能說白白浪費了？

其實，人需要的就是這種「互相關心」的關係。我們依靠朋友，共同邁向會考道路；我們依靠老師，得到無限的支持與鼓勵。我深信，這份依靠只有在校園中才能體會到。

很多人認為畢業是傷心的，總會耗掉我們不少的眼淚；可是換個角度，畢業就等於拿到一張友誼的「記憶證書」，當中記載了我們五年來的喜、怒、哀、樂，並深深埋藏在心底，將來可以不時拿「它」出來回味一下。畢業雖標誌著分離，但亦標誌著人生新的里程碑，我想應該感到高興。

親愛的5B班同學：

這兩年的時間過得很快，
我們由一班面目生疏的同學；
到現在，變了一班無所不談的好朋友，
這正正令我感受到所謂的不打不相識！

這兩年，大家亦能夠從這班感受溫暖！
我們上課的笑聲，老師的一切舉動。
都已成過去！
我們期望已久的會考，
都已成過去！

在我們即將會考的日子當中，
縱使我們見面的次數少了，
但我們在短暫的補課時間當中，
大家亦能鼓勵大家，互相扶持，
這正正是我們的友誼。

會考的完結，
即代表我們將會各散東西。
中四中五，這兩年的感情。
到這裡便要結束。

在未來的一段日子，
見面的機會少了，
我相信這段時間，正能考驗我們的友情。
如果我說，這兩年的生活，沒有任何值得留戀的東西，
我相信沒有人會相信我，
因為我們相處的時間，一定少不了彼此的感情！

5B 陳潔欣

成長

這五年匆匆的過去，依稀記得第一次踏入校門的感覺，既陌生又充滿著不安。面對這寧靜的校園，每天上學時只渴望回家的一刻，與朋友一起趕著乘第一班校車離開……

回想升上中五時，課程變得緊湊，同學和老師都密鑼緊鼓地準備會考。經過一年來的努力，考試終於完成。不管結果如何，面對著這個人生的轉捩點，這個過程都令我們成長。

現在，我們都畢業了，中學的課程都過了一大半，感覺上卻像剛剛完結了頭一學年，每天仍習慣在大門聽見「同學早！」的聲音，回想起來，難免感到一絲不捨。

不管最終能否升讀中六課程，我都不會忘記老師的教誨，同學亦各奔前程，即使前程茫茫，仍然希望同學們可以邁向自己理想進發。

Joyous precious moments in SFCC family

5B Chan Chui Nga

Time flies, five year passed. Now, we graduated from our school and we need to move on to the next stage of life. At this precious moment, I must say goodbye and show my gratitude to our big family.

Back to the first lesson I had in 1C and we were the youngest group of students, I was astonished at the teacher's enthusiasm in each lesson. Since then, I have become so keen on attending every lesson in these five years. Although there are many perplexities, teachers always answer our questions and make us more attentive in class. They not only teach us necessary skills and knowledge, but also teach us how to overcome difficult situations in our lives.

Now, I am a F.5 student, I learned abundant knowledge, I gained many true friendships, I know what love and cooperativeness are which are the most important in striving our lives for perfection. Success, however, came at a great price. There is no doubt that we need to build up our perseverance, but we need

to feel being loved to support us. So, we can solve strenuous tasks, never give up and try our best to make use of our knowledge. Under the circumstances that we are fully supported by teachers and friends, we struggled to realize our dreams, and we fight for the honor of our distinctive fortune.

After all, we are thankful that our school provides us with good facilities and leave us with a lot of memorable memories throughout the years. It is my honour to be one of the students to share our glory, our sentiments and my gratitude to the school which I cannot express in a few lines. I will cherish every joyous moment and make every endeavor in the coming challenge.

College will have a bright and brilliant future.

I am grateful to all teachers who taught us with patience and passion in teaching. Our competitiveness is strengthened through your endless care. My beloved teachers, we shall fulfill your expectations by paying more efforts in our studies.

I would like to show my gratitude to our school, the principal, teachers and schoolmates for bringing us such a beautiful reminiscence of school life to us. I wish my fellow students and teachers happiness and a promising future.

Thank you, for today and tomorrow

5B Tsui Hei Tung

As the saying goes "the world disperses all the banquet", I felt reluctant to part. The graduation certainly does not represent the end, but the start of a new stage in life. Time flies, five years have passed in a blink of the eye. Throughout these years, thank you for giving me instructions and advice. Tomorrow, we would spread our wings to different places and pursue our own goals.

In future, we may come back to our alma mater as visitors and share our happy and unforgettable memories with our fellow schoolmates.

I treasure our time at Sun Fong Chung College very much. I am glad to acquire knowledge as well as building up friendship with many amiable teachers and schoolmates. I sincerely hope that all the graduates of Sun Fong Chung

5B 周晞彤

五年的時光瞬間飛逝，從對中學一無所知的中一學生，成長至一起面對會考的會考生，我回想起當天第一日正式上課，對於這個陌生的環境而感到害怕，但細心想想，如果沒有入讀這所學校的話，就不能跟這麼多的老師和同學認識了。

當然，這五年的生活雖然可以用「充實」和「快樂」來作為總結，但其實在學習的過程當中，也有很多令人氣餒的情況出現，尤其是中四和中五的「末代會考生」一詞，加上由早上的晨光小測至放學後的補課都令我們透不過氣來，特別是遇到跟不上進度的時候，就更加會有放棄的念頭出現。但直到現在，我們將會知道以往所付出的一切也是有意義的，因為盡了全力去考才會使我們問心無愧。

最後，很感謝各位老師在這五年來的悉心教導和栽培，如果沒有你們無條件的付出，我們也不可以順利的畢業。同時，也很高興可以在這裡認識了很多同學，一起經歷了很多困難，也一起分享了很多快樂的時刻，尤其是在會考班的兩年內，5B的同學雖然並非真的相處了很長時間，但在5B的教室內卻常常可以感受到大家的團結，我認為這是一件十分難得的事。希望大家在畢業後也可以保持聯絡，使中學生涯成為一段不會褪色的回憶。

5C 梁嘉琪

不知不覺間，我又再一次成為畢業生了。

回想零九年九月一日，穿上新校服，昂首望向學校，心想：啊，未來大半年得要在這新環境準備赴考呢！起初，不論是人、事、物，陌生感覺總包圍著我。

幸好，時間讓我漸漸適應這裡的一切、一切。

也逐漸發現身邊有一班好戰友伴左右，上課下課時偶爾無厘頭的嘻嘻大笑大談幾回，好不融洽；還記得我們一起捱過多少個測驗嗎？記得我們一起為考試而努力過多少次「留六」嗎？若沒有你們，我想壓力早已使我無心戀戰。

還有任教的良師，真心感到你們的教學熱誠，常抽時間替這群末代考生補課，甚至個別指導，寧願自己少一點空閒時間，也想我們於八月四時大叫「不後悔」。吳老師的課堂笑話教我們認真學習；林老師的貼心提醒教我們不要大意；沈老師的應試秘笈教我們不要害怕；陶老師的數學擺A教我們相信自己；陳老師的八字真言教我們不要放棄。也就是一班良師一路上鼓勵著，咱們才得以愈戰愈強。

雖然到目前為止，於孫書只生活了短短大半年，沒有太大感觸，但這裡的一切卻使我成長不少，不得不說聲「感謝大家，共勉之」。

I still remember my feeling when I first arrived at this school. As a repeater, I needed to face the challenge of dealing with a new environment. I felt helpless. At the same time, I needed to worry about the relationship with new classmates. Fortunately, 5C classmates are very friendly. We get along well. Apart from this, the teachers in SFCC are very considerate. They teach us with no grumbles. For example, they needed to use two languages in class in order to cater for our needs. They knew our difficulties and stress, so we thank for their efforts sincerely.

With the help and encourage of the teachers, I successfully coped with the difficulties and made a huge progress on studying and personalities. I remember one of our teachers told me "If you think you can, you can." From 5C teachers, I realized that one-time-failure doesn't mean you are a loser. Even though I could not get the favorable result in the CE last year, if I am willing to pay an effort towards my studies this year, I believe that it was worth my efforts. Last but not least, on behalf of 5C graduates, I hope all of us have a bright future.

5C Tse Wing Fung

I am a repeater from another school. Although I have studied at Sun Fong Chung College for only a few months, I felt teachers' strong devotion in this school.

First of all, I would like to take this opportunity to express my gratitude to the teachers who have taught our class this year. Although our class is boisterous, you have shown your patience to us and given us much guidance. Not only academic knowledge you have taught us, but also your beliefs that have instilled us. Your experiences have brightened us up.

What's more, I want to thank my classmates. Although I came from another school, I felt like I have been one of the members in this "family" for long. We take great care of each other and go through all the ups and downs. I especially like the jokes that every one of them has made. They all made me laugh.

Here, I would also like to thank our English teacher, Ms Shum. In the past, I thought I did not need to revise English Language. But now, I know my perception of this is wrong. Ms Shum teaches us a lot of skills, from writing, reading, listening to speaking and she has given us a huge amount of DIY notes which were useful to equip myself. She cares her students very much. Whenever she realizes I am under stress, she will talk to me, and it relieves my anxiety. Ms Shum is such a great teacher that I truly feel thankful for her thoughtfulness.

Finally, I hope all students can get satisfactory results in HKCEE and see each other in the coming September!

5C 繆藹婷

時間的流逝，代表我們的中學生涯已結束了。在這個地方生活了五年，多多少少也留下自己的足跡。畢業不代表所有在學校中的回憶也結束，正是代表我們按自己不同的能力踏入自己的轉捩點。

同學們相聚時都是充滿歡笑的，大家一起經歷的歲月會值得細細品嚐的，將來我們一定可以再次聚首一堂，再見……亦是朋友！

在此，我們可以在這間學校生活了五年，也要多謝各位老師的用心栽培、各位同學在學習中的彼此鼓勵。我深信……校園中的點點滴滴也會留在每個人的心中。希望各位同學都會有一個美好的前路，不要忘記老師們的教導，我們只是在此時此刻劃上一個短暫的句號。

5D 姚雪

中學時期，眨眼之間就過去了。

在這個火熱的季節，還是難免要面對注定的離別。從我剛進孫方中，到現在中學畢業，每一幕都像是電影重新放映一樣，閃的飛速，但卻歷歷在目。

非常感謝這五年來辛勤耕耘的老師們，尤其是這兩年我們最後一屆會考畢業班的任課老師們，他們日以繼夜的改卷子，出題目，幫我們指定溫書計劃，考試策略。不辭辛苦的再三叮囑我們考試的注意事項，又在我們需要的時候慷慨解囊，儘管他們很忙碌。這一切我們都心懷感激。在圖書館，老師們永遠是最受歡迎的對象。他們有空的時候就會到圖書館來看看我們，每次都難免有四五個同學圍著他們討論學術。讓我們隨時隨地都感到安心，即使在備試期間，仍然不時地看到老師的身影，字字句句的鼓勵當然是銘記心田，最重要的是給了我們應試的勇氣和解壓放鬆的心情。

和同學們多年的友情也在此時變得更加不捨。在學校的相遇是緣分，在五年學習的生涯裏交到知心的朋友更是福氣。在這個小小的社會裏面我們，相互鼓勵，相互扶持，也曾在傷心與快樂的道路上經歷了五年的風雨。五年後的今天，大家也可能會為不同的理想各奔東西，但是，你們朋友衷心的支持和鼓勵，是永遠堅強的後盾。無論前路如何，都願能創出自己的一片天地。

最後，也十分感謝校長。在百忙之中，也不忘到圖書館看看我們這群末代會考生。以我為例吧，每每留七的時候，總能在圖書館看到校長的身影，為了提供良好的學習環境，校長總是勸我們到玻璃房裏去學習，安靜又舒適。任課老師忙於解答其他同學問題時，校長更會主動為我們解答難題，而且解釋詳細，解決同學的燃眉之急。

如此團結、愉快的回憶將伴隨著我成長，也願這些美好的回憶能在同學們心中永駐。最後，在此衷心感謝曾教導我們的老師們，你們的良苦用心和辛勤的身影令我們感動，也成為我們努力向上的動力。

Graduation is Janus*

5D Chan Wai Nam Phoebe
Lui Chi Man Juliet

Time flies without notice. We were going to leave the school as a Form 5 graduate soon. We remember that when we were Form One students, we felt strange and scared when we entered the school. However, the teachers and the classmates were nice; they helped us quickly mingle with this family, and this was how we started our learning in secondary school.

My name is Juliet; I would like to tell you some of my memories. In these five years, school life has brought me lots of memories. The most memorable was the 5th School Anniversary. I performed an English drama (Romeo and Juliet) with my fellow students. Although there were many problems during the practice and rehearsals, Mr. Ng, our principal, and our teachers continued to help us and accompany us to practise late after school. We sometimes even left the school late in the evening. In the last two weeks, we finally mastered the drama. This experience has taught me a lot, and it has changed me a lot. Now I am more mature and determined when I encounter problems.

There are some other unforgettable memories, especially from our Form 4 and Form 5 school life. We remember that once when we were still in 4D, we were to have a one-day holiday. Our teachers gave us double homework. We felt so upset because we did not want to do that tedious work. We just wanted to have a nice holiday and sleep like a log. Then, we all lost our temper with each other in our class. However, Miss Choi and Mr. Chan did not stop us, they let us lose our patience and shout. And they laughed at us because of our silly behavior and the noise we made. After that, we still needed to finish all of the homework, but we felt better than before.

This year is still a nerve-racking year. We are always facing the academic pressure and we are short of emotional outlets. But we support and take care of each other. Once I (Phoebe) cried in class. It was because of the study tension and my uncertain career paths. I am so easy to crack and feel confused. Fortunately, my classmates give me a lot of support, which soothes my numbed mind and recharges my energies.

We love 5D. We love our class. We always make jokes and laugh together. We love to share all the funny memories in 5D. If we use some adjectives to describe our class, we would like to use 'warm, funny, lovely, special and humorous.'

Graduation is a new phase but not a finishing line. We are confident to face the challenges with the unfailing support and nurture from our fellow students and our school.

* In Roman mythology, Janus (or Ianus) was the god of gates, doors, doorways, beginnings and endings. His most prominent remnant in modern culture is his namesake, the month of January, which begins the New Year. He is most often depicted as having two faces or heads, facing in opposite directions. (Wikipedia)

7A 徐亦漩

這七年的學習生活裡，我大概只專注在書本裡，直至離開，才發現老師就像鐵甲奇俠，即使身陷險境也要捍衛着像愛麗絲般任性、無知的學生們，並一直小心的灌溉着，令每一個都成為蜘蛛俠般正義、願意承擔的人。

孫方中書院對我和很多同學來說，是一個家，因為老師就像父母般經常提點和教導我們；也像電影院，無數的歡笑快樂、悲哀憤怒每天都在這裡上演着。這裏又像甜品屋，從前上學常嚐到棉花糖的絲絲甜味，即使現在已離開了，在我心裡，就如吃了甜而不膩的酒釀丸子，無法不令人懷念。累了，在課室內往窗外看，那一幅幅風景畫，也許會成為我們日後最難忘的回憶……猶記得考第一科中國語文及文化科的前一天，我抱着筆記流淚，不是因為溫習辛苦，而是實在捨不得它們。這場高考的挑戰，代表著我們真正要離開學校了，直至今天提起也叫我鼻子酸起來。

學弟、學妹，不要在學校生活畫上句號時才驚覺錯過了什麼，好好抓緊校園內擁有的每一刻！

Upon Matriculation

7A Tang Hoi Man Fiona

Time flies. At first glance, graduation seems to imply a sense of exhilaration. Those were the days when we were in school having loads of fun. By trying out utmost to learn, we practiced an array of virtues such as responsibility and trustworthiness. In the run-up to exams, we immersed ourselves into piles of books, cramming knowledge into our brain. No doubt, we gained a lot.

Work hard, play hard. In P.E. lessons, we strove our best to play and team work is what I say. By being team leaders, we learnt to communicate. All these experiences pave the way for our growth. Not only do we acquire a variety of knowledge, we also gain friendship that is the purest and the most enduring.

Apparently, graduation is an end. Actually, it is a prelude to tertiary education or work. Our caring teachers will no longer be with us, giving us guidance and support. We must not go astray, as moral integrity is the cornerstone of real success. Facing difficulties and setbacks? Chin up.

We can all learn the meaning of graduation by flipping through a dictionary. But the memory and melancholy that come along are not only personal but often beyond words. Be honest, for those like us who are waiting for the release of the HKALE results, who would not be anxious? We must not become pessimistic.

Give thanks to the SFCC. Give thanks to all teachers and staff. Give thanks to all our fellow students. Give thanks.

I spent my adolescence in the SFCC. Seven years ago, I was a Form One student, knowing not much about the world. I am matriculated and getting ready to enter the next stage of my life. Melancholy? Anticipation? I think it is really beyond words.

Thanks to all teachers who gave me lessons. Not only did they give me knowledge, but a proper attitude of life. I learnt from them the importance of responsibility. I confess that I was not as hardworking as others. I did, from time to time, not finish the homework. I also procrastinated in making revisions. However, my teachers forgave and patiently expected me to do better. I really owe them an apology.

About my classmates: they gave me the sweetest memory of my life. We sang. We played dodge ball. We made jokes. Some were silly. Some were fun. But all of them are unforgettable.

Time and tide wait for no man. Soon we will have our graduation dinner. We will receive the result slips of the HKALE. By then, our paths will be diverted. Everyone has to make the most important decision in life. To work? To study? Which major? Which faculty? Which university? The way ahead is full of challenges and uncertainties. However, we are students of the SFCC family. 'Never give up' is our mentality. We will embrace our success and failure with courage and gratitude. Thank you, SFCC.

7A 徐鳳榮

又畢業了。其實人生中「畢業」的次數不多，大部分人會經歷小學畢業，中學畢業，最後是大學。雖然距離中五畢業不過匆匆兩年，同樣是完成公開考試，面對升學與就業的關卡，但這次大家都明白無論選擇何者，我們都要離開這個待了七年的地方，真正脫離校園生活，走進另一個國度。踏足社會，也意味著要接受全新的挑戰。想到這，不禁令人感到徬徨無助。然而，只要思及同學間共同奮鬥，並肩作戰的點滴和耳邊響起的學校老師的叮嚀與訓勉，那些挑戰便顯得微不足道。

高考面對的壓力和辛酸決不比會考少。這段日子裡，力不從心和氣餒常會無預警地出現，而最熟悉的情緒莫過於低落和苦惱，同時也對自己有很多懷疑：可以應付嗎？努力會否白費？隨著時間的壓迫，大家的情緒就愈來愈緊繃。應付公開考試是艱辛的，不論是會考或高考，但同學間建立的感情和互相的激勵不僅使跨越荊棘道路的過程不再孤獨，也是中學生活快樂的泉源。7A是我七年裡到過最團結的一班，常互相抱怨訴苦，吐出心中不快之餘，也懂得用笑聲面對困難。秉持著這種態度，即使在壓力大時，大家都試圖用笑鬧來沖淡悲傷的氣氛，所以別人眼中的7A幾乎每天都是無憂的。在這苦甜參雜的時光裡，難怪人們常說：「中學生活是人生中最寶貴，最值得回味的光陰。」

畢業之際，少不了的是向相處了七年的老師們致謝。感謝他們的培育和循循善誘，不斷給予我們不同的學習機會。還要感謝班主任許老師在這最艱難的一年裡陪伴在我們身旁，鼓勵、打氣的話時常掛在嘴邊，濃濃的關心永遠藏在眼裡，持著一份同理心與7A共度高考。

辛苦的考試過去了，迎接我們的將會是全新的一頁。無論如何，希望畢業後大家都能向理想及目標進發，找到自己的一片天地。

7B 溫浩天

七年寒窗，養兵千日，用在一朝，多年的努力均用於短短兩個月之中，最終，高考經已完結，成績塵埃落定，一眾高考考生便享受人生中最漫長的暑假，唯細心一想，這同樣是最後的一個暑假，從今再不會有機會回到中學校園，心中亦難免感到一絲的低落。

回想七年之前，當初入讀此校，不為甚麼，只因為成績不好，以入讀新落成的學校作為新的開始。記得中一到中四時候，我成為學校的領袖生，我的小學同學們也感到出奇，一般學校的領袖生也需由中四開始上任，對於中一新生也成為領袖生一事亦不禁有點驚訝。學校給予新生很多的機會嘗試，令我們能在過程中自己領悟，自己成長，今天的我亦因而獲得重大的啟發，令往後的路走得更順暢。

多年以來，我一直沒有細味校園，七年光景也只在遊戲人間，鮮有為自己將來打算，學習態度不算認真，上課時嬉戲玩樂，想必令多位恩師頭痛。唯當中七生活到了最後一天，心中亦不禁對校園一此有所眷戀，在那天，我看見在吐露港的上空高掛起一道彩虹，方才後悔七年之間未曾有細味過如斯的良辰美景，光陰一去不復返，這句老掉牙的說話很多人也知道，但當切身感受別離之苦，亦難免令人心痛落淚。

7B 黃晉康

眾所周知，我經常在不同的活動中，都會拿著相機不停的拍。當我翻開相簿，不知不覺已經拍了很多照片，照片中的變化甚大，不僅是外表，我的心境和態度也因歲月而轉變。

七年前的我，是內向和自卑的。幸得學校給我機會，我加入了紀律領袖生。在這裏，我不但要管理一個團隊，也要接觸全校的同學。六年的工作中，不但學懂很多管理技巧，更重要的是學會與人相處之道。

除此之外，老師和同學對我很大的幫助。他們在學術上為我解惑之外，也在人生路上給我扶持。我是一個很容易不開心的，經常因小事而氣餒，甚至會自暴自棄。在這七年裏，發生的事還不少，有高興的，也有難過的。每當遇上挫折時，總會有一群老師和同學前來安慰我，鼓勵我，使我從悲傷中走出來，勇敢面對困難。七年的歲月就像喝茶，經歷了種種挫折帶來的苦澀，才會感受到朋友師生關愛帶來的甘甜。

記得惜別會大家唱了一曲《沙龍》，當中一句「捉緊生命濃度，坦白流露感情和態度」令我印象深刻，除了告訴我要盡力用影像留下美好回憶，也要珍惜眼前人，將內心感受告知別人。所以，在此要感謝學校給我發揮潛能的機會，也要感謝每位幫過我的老師、同學，因為沒有你們，就沒有今天的我！

My Seven Years in Sun Fong Chung College

7B Wan Ho Tin

When someone is used to the same living or working conditions, he may sometimes want a slight change or a way out. To me, although I've studied in this school for seven years, I have never thought I needed such a change.

Everything in this school is a part of my life. Sometimes I wonder, 'I wish I could have attended the lessons again and enjoyed the great moments with my teachers and classmates.' But the fact is, we are leaving this school very soon. While that fact saddens me, I do have the comforting knowledge that in these seven years, I have met a lot of terrific teachers and classmates who have played influential roles in my life. I have also learnt how to be a supportive friend and a good listener. More importantly, I understand the importance of being a righteous person. All these experiences nurture me to be a responsible man in the society.

I would like to give my heart-felt thanks to all the teachers who are so dedicated to teaching us. I have to admit that I am not the teachers' pet. I might have disappointed the teachers and upset my classmates in the past. And I am confident to say, 'Teachers, I am not the kind of person who says "I love you" all the time. But I truly want to express my gratitude to all of you because every single word you said plays an important part in my life.'

I remember Mr. Hui, my Chemistry teacher once told me the friendship between secondary friends will stand for the whole life. We will not study together anymore, but I know the friendship developed in the past years will not be forgotten.

Although we don't know what the future is, for sure we all know that this is the time to celebrate what we have achieved in this school. I am sure everyone will be proud to say – I come from Sun Fong Chung College.

7B Chau Hong Ting Stephanie

This is probably the most challenging speech I've ever written in my life. I am not used to expressing my feelings, but I am glad that I've been invited to write it as I can have time to review what happened throughout my school life.

My learning experience is quite different from that of my schoolmates. I didn't start going to school when I was five due to the different schooling system in Canada. Many of my classmates said they had no memories of their first school day, but I remembered it very clearly. It was such an exciting and happy day. Since then, going to school was one of the happiest things I like to do.

After a few years, my family and I came back to Hong Kong. I was still too young to realize that schools in Hong Kong and in Canada were totally different. I was really puzzled at that time. Worse still, I needed to pick up Chinese. Although the teachers and my new friends were kind to me, I still hated going to school. It took me a long time to get used to the new environment completely.

Studying in Sun Fong Chung has been a turning point in my life. I have to say 'thank you' to all the friends I've made as they have shared the sweetness and bitterness with me all these days. And more importantly, I have to express my gratitude to all the teachers, for their patience and guidance. Without you, I wouldn't have been prepared so well for the future.

The end of secondary school life means that we have to take a step forward to another stage of our lives. I believe all of us, my dearest teachers and my fellow students will enjoy their lives and treasure what they have got here—Sun Fong Chung College.

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