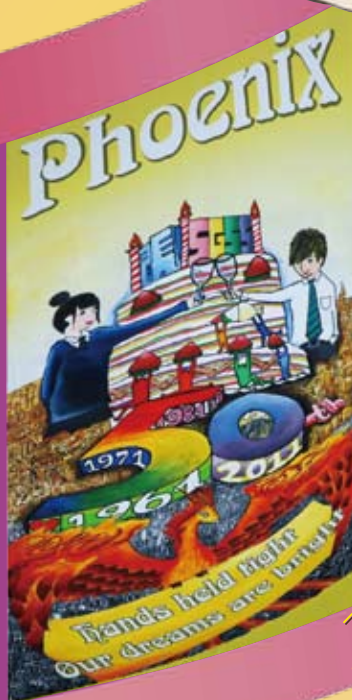
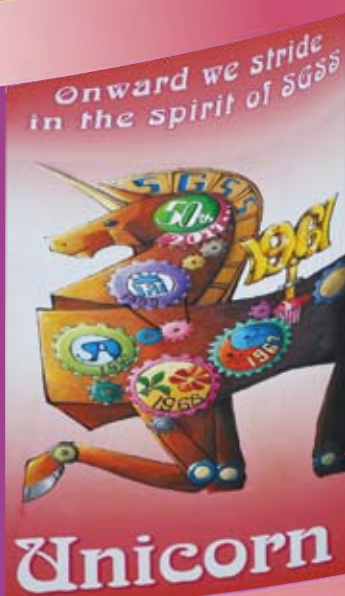




# SHAU KEI WAN GOVERNMENT SECONDARY SCHOOL



1961-2011

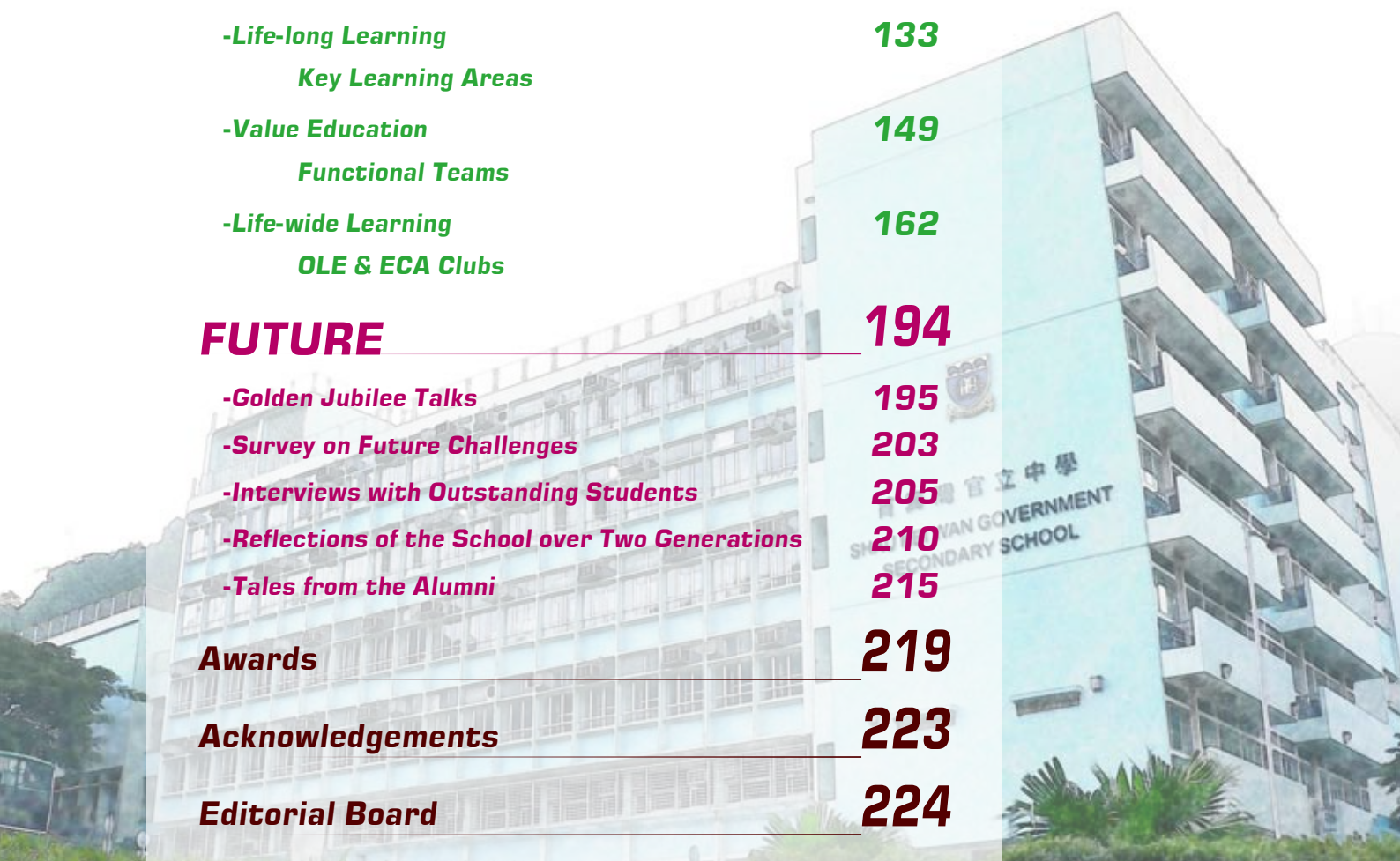
## 50<sup>th</sup> Anniversary





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# Shau Kei Wan Government Secondary School School Song

鄧約翰作曲  
李錦紅填詞

*Resolutely* *f*

9 Here a - gain we ga - ther to - ge - ther,

16 un - der the ban - ner of Shau - kei - wan. Vow to our - selves, in the spi - rit of the

*cresc.* 22 Dol - phins, to love TRUTH, to seek KNOWLEDGE and to brave

30 dan - ger, For the good of our fel - low beings

*Sopranos mf* Arts and Sci - ence we ex - plo - re,

*Altos mf* Arts and Sci - ence we ex - plo - re we ex - plo - re,

*mf Tenors & Bases* Arts and Sci - ence We ex - plo - re Arts and Sci - ence we ex - plo - re,

38 *p Voices in unison* Hon - our and Con - duct we trea - sure more, to one an - oth - er we pledge to be loy - al, we

46 *poco rit.* *a tempo* pledged to be loy - al, we pledged to be true, with fer - vour and friend - ship we en - rich our

60 *f Full Unison* soil. Hou - ses four we all stand to - ge - ther, Dra - gon, Li - on, Phoe - nix, and U - ni - corn,

68 *cresc.* To one fam - i - ly we all be - long. When and where, When and where, S. G. S. S. a -

77 *rit.* *f a tempo* pp - ears, a - p - pears, We'll up - hold its name loud and

83 *ff* *rit. al fine* *fff allargando molto* clear! We'll up - hold its name loud and clear!





## Our Vision

We provide students with opportunities to strive for excellence in all aspects of life.

## Our Mission

We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto “VINCIT VERITAS” in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.



# Preface



Shau Kei Wan Government Secondary School  
School Magazine Editorial Board 2011-2012



It's hard to imagine that it is only fifty years since our school was newly established and equipped with the most basic necessities. Our school has come a long way since its founding year in 1961, becoming one of the most renowned schools in the district. While an edition of our school magazine is published every five years, this edition comes with a special meaning, as it is an account of our school's progress and a celebration of its golden jubilee.

We, as members of the editorial board of the school magazine, were both at disadvantage and advantage this year. Disadvantage, because our workload had almost doubled due to the enthusiastic greeting of the occasion by our writers; we also faced a fast-approaching deadline. As the materials to be sorted and edited poured in, we were thrown into a frantic frenzy of work, and days seemed to pass like seconds. The obstacles were numerous, and trials were anything but easy. We were, however, also at a great advantage, because we were given the chance to make a contribution to the school that has nurtured us for so many years. The challenges that came with it were difficult, but we embraced them with enthusiasm. The task ahead was daunting, but with the help and guidance of supportive classmates and teachers, we were able to hurdle every obstacle. The longing for the sense of achievement and satisfaction that comes with seeing a job completed allayed all exhaustion, and our toils ended without disappointment. Indeed, I speak for all of us when I say that the advantages outweighed the disadvantages, for how many can claim that they have experienced at first hand, this year's theme: *Learning from past experience, building on present strengths, embracing future challenges?* Having experienced all this in a single year is an honour that no challenge can diminish.

Of course, this magazine isn't about our achievements as editors. It's about the students and teachers of our school – past, present, and future – and what they did to build the school which we behold today. It is a testimony to five decades of hard work and dedication, and a record of the lessons learnt through the pages of our history. Right now this is just a magazine, but once you've finished reading it, it can be so much more. It is, after all, by learning from the past that we can build a brighter future. So read on! It is our sincere wish that you, as the reader, can learn as much by reading as we have done by creating.



Shau Kei Wan Government Secondary School  
School Magazine Editorial Board 2011-2012



*The SGSS School Magazine Editorial Board, 2012*



# School Management Committee



First Row (from left to right): Mr CHAN King-sang, Edward  
Ms YU Sok-han, Alice  
Ms CHUM Chui-chi, Hera (Chairlady)  
Mr CHAN Tsze-ying (Principal)

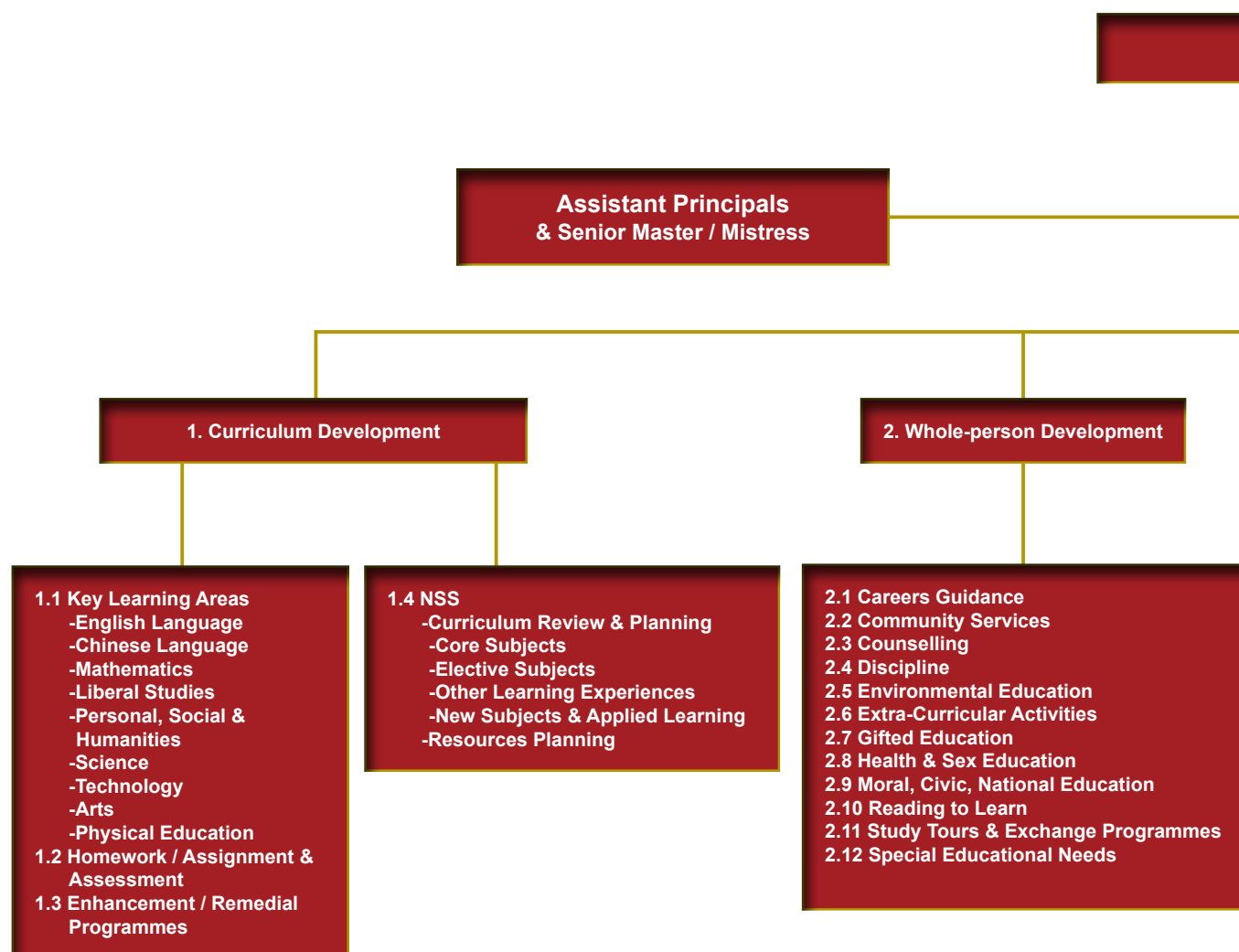
Second Row (from left to right): Mrs WONG CHENG Yuk-wan  
Mrs CHEUNG CHAN So-kum  
Ms CHEUNG Pui-ling, Fanny  
Mr KO Tin-lung  
Mrs LAW HAU Yan-wah, Esther  
Mrs KWAN LEE Yuen-fun

Third Row (from left to right): Mrs YUNG CHAN Suk-fun  
Mr LEUNG Sing-tat, Michael  
Mr TUNG Kin-yee  
Mr CHIU Pit-leung





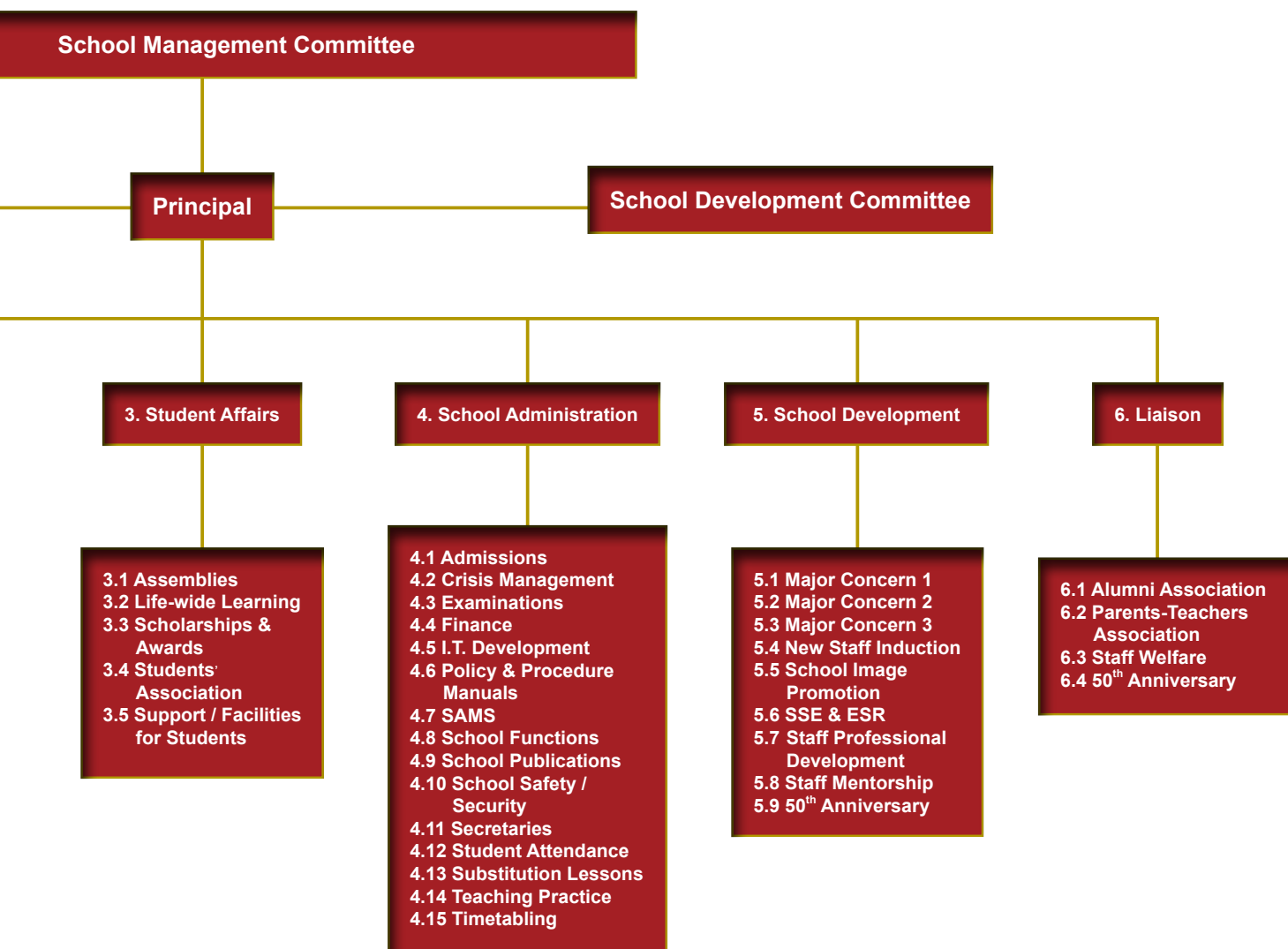
## School Organization



# Secondary School



Chart (2011-2012)





筲箕灣官立中學金禧誌慶

# 陶鑄棟樑



教育局局長孫明揚



筭箕灣官立中學金禧誌慶

# 敦品勵學 達材成德



教育局常任秘書長謝凌潔貞





筲箕灣官立中學金禧校慶誌慶

# 教澤流長



教育局副秘書長黃邱慧清



筲箕灣官立中學金禧校慶

# 桃李盈門 同慶金禧



學校管理委員會主席覃翠芝女士 敬賀





香港中文大學  
The Chinese University of Hong Kong

筲箕灣官立中學

五十周年金禧誌慶

廣栽桃李  
化澤功深

香港中文大學校長 沈祖堯



致意



達德培智  
化育功宏

香港大學校長 徐立之



致意

筲箕灣官立中學創校五十周年金禧誌慶



香港浸會大學  
HONG KONG BAPTIST UNIVERSITY

校長  
PRESIDENT & VICE-CHANCELLOR

陳新滋教授  
中國科學院院士  
Prof. Albert S. C. Chan, Ph.D.  
Member of Chinese Academy of Sciences



筲箕灣官立中學金禧誌慶

作育半世紀

功宏譽杏壇

香港浸會大學校長

陳新滋敬賀



背箕灣官立中學金禧紀念誌慶

真理至上

作育英才



香港城市大學校長

郭位



敬賀



二零一二年三月



嶺南大學校長

陳玉樹敬題

學海明燈  
匡世導群

筭箕灣官立中學創校五十周年誌慶



THE HONG KONG  
POLYTECHNIC UNIVERSITY

香港理工大學

藏聚智慧 創建未來  
INNOVATION AND APPLICATION  
FOR THE FUTURE

筲箕灣官立中學創校五十周年誌慶

春風化雨 桃李芬芳  
金禧大慶 杏壇之光

香港理工大學校長唐偉章



敬賀





香港科技大學  
THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

筲箕灣官立中學金禧紀念誌慶

作育功高  
教澤廣被

香港科技大學校長陳繁昌



敬賀



《筲箕灣官立中學金禧紀念校刊》誌慶

# 桃李成蔭 教澤長流

香港教育學院校長

張炳良



敬賀

Hong Kong Shue Yan University

WAI TSUI CRESCENT, BRAEMAR HILL ROAD

NORTH POINT, HONG KONG

TEL: 2570-7110 (10 LINES) FAX: 2806-8044

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香港樹仁大學  
香港北角  
寶馬山慧翠道  
電話：二五七〇七一〇（十線）  
傳真：二八〇六八〇四四



香港樹仁大學校長

鍾期榮



敬賀

廣植桃李  
達材成德

筲箕灣官立中學五十週年金禧校慶



## **Mrs FUNG CHOI Yuk Ngan Principal**

I salute Shau Kei Wan Government Secondary School on 50 years of remarkable achievement in providing top-quality secondary education to thousands of students. I am proud to see many graduates become prominent members of society contributing to the prosperity of Hong Kong. It is a privilege to be part of the SGSS Family. My sincere congratulations on her 50<sup>th</sup> Anniversary. I wish the staff and students every success in the years to come.



Y.N.FUNG

Principal (1982-1995)

筲箕灣官立中學金禧誌慶

# 以誠以愛 樹木樹人

王麥潔玲校長敬賀



筭箕灣官立中學五十周年誌慶

# 遵禮行仁 教澤綿長

甘黃金蓮校長敬賀



# Mrs Liliana KUNG

## Principal



▲ Photo shows Mrs Kung on board the *Crystal Symphony*, sailing from New York to the Carribean in October 2011. Early this year, Mrs Kung became the proud grandma of Ethan Kung.

On this very special Golden Anniversary of Shau Kei Wan Government Secondary School, I send my congratulations and best wishes to the School Management Committee, parents, teaching and non-teaching staff and students. To celebrate this important milestone in the development of the school, many activities have been held to showcase the strengths and achievements of the school and to enhance solidarity and a sense of belonging among all the stakeholders.

When I recall my days at SGSS, many things come to mind – teachers who are always willing to support and help each other, support staff who know the students by name and love them as if they were their own children, students who are happy, diligent, appreciative and creative, parents who value home-school cooperation and have realistic expectations, a very supportive School Management Committee, and a devoted PTA and Alumni Association. They have all made a great contribution to the development of the school.

On a more personal level, let me share with you my most special moments at SGSS: the magical Speech Day reception in the beautiful school garden; the touching farewell in the school hall; the special concert to mark the 5<sup>th</sup> Anniversary of the school orchestra that filled me with such pride; my very first day at the school (2004 PTA AGM) when I received a very warm welcome; the overwhelming response of the students to the stories *From the Heart*; flag-raising ceremonies with the smart uniformed groups marching in and the school orchestra playing the national anthem and the smile of each and every one of the teachers, parents and students.

Thank you SGSS for the lovely, lovely memories. I salute you and wish you all at SGSS happiness, good health and continuous progress in the years to come!

# Ms Priscilla Ho Principal

Dear SGSS,

Congratulations on your 50<sup>th</sup> Anniversary !

During my service at SGSS, I have witnessed the students, the staff, the parents and the alumni upholding successfully, not only in Shau Kei Wan but in Hong Kong, our school name loud and clear.

May you continue to Shine with Glory, Success and the Spirit of the dolphins in the years to come.

Priscilla Ho

筲箕灣官立中學金禧誌慶

# 用心辦學 桃李滿門

筲箕灣官立中學校友會主席張佩玲敬賀



筲箕灣官立中學金禧誌慶

知今博古大器喜成經玉琢

邁德樹聲齊心不懈到金禧



筲箕灣官立中學家長教師會主席趙必良敬賀





# Past





Shau Kei Wan Government Secondary School 筲箕灣官立中學

# GOLDEN JUBILEE CELEBRATION 金禧校慶

## Milestones in SGSS History (1961-2011)



### 1961-70

- 1961 Establishment of SGSS as a Co-educational Anglo-Chinese Secondary School in the premises of Chinese Middle School Building, Tsim Sha Tsui Road with 10 classes of Form I.
- 1962 Appointment of Mr. J.A. O'Hanlon as school principal.
- 1963 Opening of the first school assembly.
- 1964 Appointment of Mr. J.A. O'Hanlon as school principal.
- 1965 Opening of the first school assembly.

### 1971-80

- 1971 Appointment of Mr. A.W. Lee as school principal.
- 1972 Appointment of Mr. A.W. Lee as school principal.
- 1973 Appointment of Mr. A.W. Lee as school principal.
- 1974 Appointment of Mr. A.W. Lee as school principal.
- 1975 Appointment of Mr. A.W. Lee as school principal.

### 1981-90

- 1981 Appointment of Mr. J. H. Yip as school principal.
- 1982 Appointment of Mr. J. H. Yip as school principal.
- 1983 Appointment of Mr. J. H. Yip as school principal.
- 1984 Appointment of Mr. J. H. Yip as school principal.
- 1985 Appointment of Mr. J. H. Yip as school principal.

### 1991-2000

- 1991 Appointment of Mr. J. H. Yip as school principal.
- 1992 Appointment of Mr. J. H. Yip as school principal.
- 1993 Appointment of Mr. J. H. Yip as school principal.
- 1994 Appointment of Mr. J. H. Yip as school principal.
- 1995 Appointment of Mr. J. H. Yip as school principal.

### 2000-2011

- 2000 Appointment of Mr. J. H. Yip as school principal.
- 2001 Appointment of Mr. J. H. Yip as school principal.
- 2002 Appointment of Mr. J. H. Yip as school principal.
- 2003 Appointment of Mr. J. H. Yip as school principal.
- 2004 Appointment of Mr. J. H. Yip as school principal.

### 1961-70

### 1971-80

### 1981-90

### 1991-2000

### 2001-2011



● A view of the school premises from the east (1966 and 2011)



● A view of the school premises from the west (1990s and 2000s). The present West Wing came into being in 2003 under the School Improvement Programme.



● The school garden in 1979 and 2011 - There are strengthened security measures due to the occurrence of several cases of burglary at the school.



● The garden and fish pond in 1998 and 2011 - The mural 'I Love Nature' was created in 2001. In 2006 the original brick wall was demolished to make way for a new exit - a glass door to enable easy access from the general office.



● Students performing Chinese drama in 1969 and students competing against other schools in the English Drama Fest 2010



● Same basketball court, players of different generations!



● The school hall with a student audience in 1966 and a parent audience in 2009



● The football pitch in 2011 has a very different view from that of 1991. The building belongs to Shau Kei Wan East Government Secondary School, built on former SGSS land.



● The present Staff Room A accommodated over fifty teachers in the 1970s through to 2004 when half of the teachers moved to the present Staff Room B.



● Our main entrance before and after 2000 is testament to the belief that a shiny entrance attracts more visitors.



● The covered walkway walls are much more beautiful decorated with a Quality Education-funded 'Ceramic Mural Project - Our Hong Kong' created in 2002



● The mini-playground and staircase leading to the back door has now become a grand building



● The inclusion of vibrant colours in the new designs added life to the covered playground.





# School Memories Project

## Origin:

The School Memories Project is a website programme initiated by the HK Institute of Humanities and Social Sciences of the University of Hong Kong which aims at encouraging local schools and communities to collect, organise and present historical materials and people's memories related to school, and present them on the internet. The Project is an extension of the *Hong Kong Memory Project* jointly organised by the HK Jockey Club and the Leisure and Cultural Services Department of the HKSAR Government in response to UNESCO's *Memory of the World Project*. It aims to preserve historical records through digitisation, building a digital repository for the collection, conservation, preservation and presentation of Hong Kong's historical and cultural heritage.

### The aims of SGSS in joining the Project are to :

1. create a digital archive for SGSS as a tribute to celebrate our Golden Jubilee
2. promote understanding, respect and love of our alma mater
3. engage students in preserving their cultural heritage and develop their generic skills
4. enhance a stronger link between alumni, former and existing staff and students through a concerted effort to construct the history of the school

# Working Group & Participants:

## School Memories Project

(Hong Kong Memory Programme – Hong Kong School Histories Website)

2010-2013

|  |  |  |
|--|--|--|
| Chief Advisers   | <p>Mrs Esther Law (Assistant Principal)</p> <p>Mr Lau Chak Leung (Alumnus and Teacher of SGSS)</p> <p>Miss Linda Wan (Sept. - Dec. 2010)</p> <p>Miss Chiu Ka-wah (2011-12)</p> <p>Miss Belinda Lam (2011-12)</p> <p>Ms Lee Ka-man (2012-2013)</p>  |  |
| Core Group   | <p>Mr Marco Ng (alumnus, Project Leader)</p> <p>Miss Queenie Ng (alumna, Deputy Project Leader)</p> <p>Mr Ngai Hok Yin (alumnus, 2009 graduate)</p> <p>Mr Chan Ka Pan (alumnus, 2009 graduate)</p> <p>Mr Lo Chi Hang (alumnus)</p> <p>Miss Carol Wu (alumnus, 2010 graduate)</p> <p>Miss Maggie Lo (alumnus, 2010 graduate)</p> <p>Chan Tin Chi (S6 student 2010-11)</p> <p>Ng Wing Kay, Elaine (S6 student 2010-11)</p> <p>Sham Wai Chung (S6 student 2010-11)</p> <p>Miss Tong Yung Chu (S6 student 2010-11)</p> |    |
| Students working on the project – Oral History and Report Writing etc. | <p>23 S6 students 2010-11</p> <p>6A – Chan Ho Yee, Chan Tin Chi, Chan Wai Yee, Chow Lok Yi, Chung Pui Lam, Fung Sai Wah, Hon Wai Kei, Hou Wing Yan, Lui Chiu Tai, Ma Tung Tung, Man Wai Shan, Mok Chun Wai, Ng Hoi Ying, Ng Wing Kay, Elaine, Sham Wai Chung, Tam Ka Po, Tam Wing Lam, Tang Hau Man, To Hoi Ching, Tong Yung Chu, Tse Yeung Tin, Wu Tze Ling</p> <p>6B – Chong Wai Lun</p>   |  |
|  | <p>18 S5 students 2010-11</p> <p>5B – Chan Wing Ki, Hui Tsun Wah, Ng Sze Ting</p> <p>5C – Chan Chung Mui, Fan Sin Yee, Mak Tsin Yung, Tong Yung Yung, Yeung Siu Lam, Gan Hiu Ying, Lee Hoi Kiu, Leung Ka Yiu, Sze Hiu Lam</p> <p>5D – Chan Kam Suen, Chan Tim Chun, Kwok Ming Sze, Lee Lok Yee</p> <p>5E – Lee Ho Yin, Ng Cheuk Lam</p>  |  |
|  | <p>15 S4 students 2010-11</p> <p>4A – Cheng Tze Nok, Mak Tsz Yan</p> <p>4B – Fok Oi Lam, Cheng Ho Yin, Ip Wing Sum</p> <p>4C – Chan Si Man, Ho Si Man, Hui Sau Man, Ng Wing Yiu, Rita, Tsui Wai Yin, Tang Ka Ki</p> <p>4D – Ip Chui Ling, Kong Wa, Yuen Chong Ying</p> <p>4E – Ng Kam Huen</p>   |  |



## Activities:

### Promotion



▲ Promotion at Annual Dinner of Alumni Association



▲ Sharing at Commercial Radio Hong Kong



▲ Sharing at Seminar organised by Jockey Club, HKU & EDB



▲ An article in The Standard

## Training by alumni, teachers and professionals from HKU on interview, report writing, research and presentation skills



▲ Training given by alumni and teachers (Aug. 2010)



▲ Training at Central Library organised by HKU (Jan. 2011)



▲ Training given by Dr. Wong and Mr Choi from HKU (12 Mar. 2011)



## Collection of Artifacts from alumni and teachers



## Products

1. Display of *Milestones in SGSS History (1961 - 2012)* researched by the School Memories Project Team





## 一位本著「榮神益人」為信念的校長——王麥潔玲校長

2010-11中六甲 鍾佩琳、文蔚珊撰文



王麥潔玲校長——學兄學姐總稱道她獲老師敬重、得同學愛戴。可惜，吾等晚輩從未親睹她的風範。身為虔誠的基督徒，她怎樣將「榮神益人」的信念融入工作之中？透過今次訪問，答案逐漸呈現。王校長的堅毅、勇氣、謙虛，自然流露在言談之間，使我們各人無不敬佩！

### 把握機會

「只要對同學好的，我都會盡力爭取。」

王校長本著「榮神益人」的精神，積極為學校服務，爭取不同的資源，使同學得以全面發展。

王校長在任本校期間，適值優質教育基金計劃推行，她在細心研究，敲定學校最需要發展的項目後，坐言起行，積極草擬計劃書，爭取撥款成立管樂團、「校本視聽製作及廣播系統」、視聽製作及廣播室、多媒體學習中心等學習資源。在多番努力下，所有申請項目都成功獲撥款施行，大大裨益了同學在不同範疇的學習。

另外，當時也是一個發展資訊科技教學的年代。王校長告訴我們，她最難忘的，是自己盡最大的努力和誠意，撰寫詳細建議書，向政府申請資助聘請資訊科技助理，並增添各項設施，加強培訓，協助師生利用資訊科技學習，令同學掌握及應用有關技術，做到走出書本，與時邁進。最終，憑著王校長的積極爭取，學校共獲得二百多萬的資源，既為同學提供良好的學習機會，也開拓了學與教的多元發展。當時申請同類資助的學校眾多，筭官能夠突圍而出，成功爭取撥款，實在得來不易。

### 勇於嘗試

人生中很多事情都未必能如願以償，許多人會因此自怨自艾。但在困難面前，王校長總會勇於嘗試，積極面對，若最終不如人意，亦會隨遇而安。

畢業於香港大學理學院生物系的王校長，在執教鞭前，曾擔任兩個多月的二級行政官，但這不是她一直





以來的心願。不過，她反而把握機會，從中學習政府部門的行政運作，這令她日後在處理學校行政事務時更得心應手。

王校長為人敢作敢為，她說過，只要是對同學、老師、學校有利，任何機會她也會勇於爭取，就算多困難，多渺茫，也從不卻步。例如，要在禮堂安裝冷氣系統，需要龐大的資金，單憑學校本身的資源，根本不足以負擔。不過王校長沒有因此而打消念頭，反而坐言起行，與家長教師會和校友會協作，由起草決議，呼籲同學、家長和校友捐款，到最後的監工都親力親為。最終，上下同心，衝破難關，共籌得五十多萬元，為同學提供了一個更舒適的學習環境。

### 永不言棄

身為「一校之首」，要處理的事情當然排山倒海而來，當中也難免會受到批評。王校長認為面對批評時，最重要的是控制情緒。如果批評有理，便要接受並加以改善；但若問心無愧，便要堅持到底，不要輕易受到動搖。

王校長在任期間，曾經到英國受訓一個月，增廣見聞之餘，亦反思了現況。她回校後，推行一系列措施，優化學校行政，並在學與教上帶來一番新景象。過程中，少不免遇到難關，但王校長仍積極面對，永不言棄，與同事共商對策之餘，亦不斷請教友校校長，尋求對各方都有利的方案。經過不斷的努力，措施最終亦得以順利推行，大大增進了學校的效能。

### 虛心求教

「筭官的成就並非我的功勞，全靠大家的同心協力！」

筭官是王校長初任校長的地方，甫上任便要面對創校35周年這個大日子。由於對筭官實在認識不深，她虛心請教同事，邊做邊學，使自己對筭官有更透徹、全面的認識。而在遇到自己不熟悉的範疇時，王校長亦會主動尋求協助，如邀請熟悉工程事務的

校友和家長協助監督安裝禮堂冷氣，令工程如期完成。儘管王校長執教鞭已久，但遇到自己不擅長處理的事項，仍然不恥發問，這種態度很值得作為學生的我們好好學習。

從這些點滴可見，王校長所做的一切都本著她的做人原則——榮神益人。基於信仰的緣故，她行事都很為他人設想。她那熾熱的教學熱誠不但感動了我們，還改變了許多老師對教學的想法。對她來說，教育不單是一份職業，還要肩負起培養下一代的責任。「好校長」這個名譽，王校長實在當之無愧！

後記：在整個訪問過程中，王校長都面帶微笑，毫無架子。敘述自己的事蹟時，只是輕描淡寫，毫不炫耀，十分謙厚。在訪問結束後，她更主動與我們握手，鼓勵我們建立正確的價值觀，不要輕易受潮流影響，要有自己的原則。

在整理訪問稿時，羅副校長說出了更多的軼事。原來，王校長在筭官是很多措施的先行者。她開創了校長早會講話、說寓言故事的先河。此後，老師也開始在早會向同學講話，一路發展成現在由同學主持早會。此外，王校長十分關注同學的學習，不斷尋求和嘗試各種方法，協助有需要的同學。一次中期考試後，部分初中同學因英文程度欠佳以致成績不如理想。王校長十分痛心，每天在午膳時間都親自教授同學讀、默英文生字，希望他們能追上大隊。她這種凡事親力親為，努力耕耘，永不言棄的精神，全校上下都十分佩服。

從王校長身上，我們明白到要成功必須要有決心、恆心，而做事態度亦要積極認真，這樣才可以踏上成功之路。各位同學，要好好銘記在心啊！





# 甘黃金蓮校長專訪

2010-11中六甲 伍凱瑩、唐榕株撰文



▲ Mrs Kom Wong Kam Lin, Principal (2001-2004)

「學校有如一個大水缸，老師和同學共同努力，把這大缸注滿了水。假定大家不努力把缸中的水量保持滿溢，凡事不用心，得過且過，便會錯漏百出，水缸很快便出現裂痕，裡面的水便會慢慢漏走了。」

從這番話，我們可以看出甘黃金蓮校長認真、嚴謹的處事態度。對很多學生

來說，校長的形象往往都是一本正經、不苟言笑的——甘校長予人的印象正是如此。不過，當你更深入地了解這位校長，就會發現在嚴肅的外表背後，她一直堅持以「春風化雨」感動學生，為學校貢獻自己，作為家、校、學生的橋樑。

甘黃金蓮校長於一九七四年畢業於香港大學數學系，可以說是個不折不扣的「數學人」。投身社會，她選擇了「作育英才」作為終身事業，先後任教於何文田官立中學、下葵涌官立中學和何東官立中學，一九九七年成為筲箕灣官立中學的副校長，並於二零零一年至零四年度擔任校長。她向來作風低調，故婉拒了我們的面談要求，但從電話訪問中，我們對這位校長，多了認識，添了敬重。

## 「拔尖補底」先鋒

身為筲官校長，甘校長最引以為傲的一件事，就是在任內積極推行「拔尖補底」措施，提升學業成績稍遜的同學的能力。她在出任校長後，與家長建立起十分良好的關係。她主動與家長教師會合作組織家長義工，為初中同學安排英文科、經濟及公共事務科的補習課。這次嘗試效果非常顯著，同學們的成績在學年試中得以大大提升，各義工家長也十分雀躍。家長能多了解學校的運作和子女的實際學習情況，學校亦能節省教學資源，可謂「一舉三得」，學生、家、校同時受惠。

## 「腦力」加「努力」

甘校長對學生的重視，從她致力提升同學的學習技巧和共通能力可見一斑。她動員老師並撥出資源為中一、二同學舉辦多個「學習技巧」工作坊，引導同學掌握學習方法，鼓勵大家從多角度思考，運用

腦激盪法和腦圖法刺激思維，又讓同學透過專題研習來學習分析技巧，掌握協作能力。

另一方面，甘校長更開創「全方位學習」先河，鼓勵同學跳出課室，積極參與校外活動，如到內地和新加坡等進行文化交流、參加黃埔軍校軍訓，編寫創作歌舞劇到公眾廣場公演，競投年宵攤位義賣同學親自製作的美藝作品等等，這眾多活動都大大提高了同學的學習動機和自信心。最令當時同學難忘的，莫過於每年春季安排給中三同學，為期五日的「外展訓練營」(Outward Bound Training)了。甘校長希望中三同學透過一連串的體力和意志的考驗，學會努力不懈以及團隊合作的重要性。她要大家能勇敢面對新挑戰，堅持到底。相信同學到現在還對於這個五天四夜的訓練營有深刻的感受罷！

## 「老師」也是「學生」

在同學的學習過程中，老師的角色是舉足輕重的。因此，甘校長經常提醒老師們自我進修，更要留意最新的教學方法。她致力鼓勵老師參加各類教學課程，多與他校老師交流心得，增值自己，為學生帶來最大裨益。而事實上，甘校長一直竭力爭取各方資源，為老師及學生提供支援，老師們盡心教導學生成材，校長在背後的付出實在是功不可沒。

## 「甘」石良言——甘黃金蓮校長寄語

「機會總是留給有準備的人」：希望同學努力學習，不斷自我充實。失意時不要氣餒，成功時亦不要固步自封，只要持續學習，當機會到來便能有更大的發展。

「做好本份」：不論在人生哪個階段，處於哪個崗位，都要盡自己的能力去做，這樣人生才會充實，生活才有意義。



▲ Staff Development Day 2001-02



## Teaching 'From the Heart'

### An interview with Mrs Liliana Kung, Principal

*Reported by Mok Chun Wai, Eric 6A 2010-11*



▲ Giving out candies at Halloween

Every time I attended morning assembly over the past few years, the song *My Love* would spontaneously spring to mind, the reason being there is a line in that song with the same words as the theme of our assemblies, namely 'From the Heart'. From the Heart was a programme initiated by Mrs Kung. At each morning assembly, teachers would share a personal experience, which had touched them, with students. *My Love* is a song which is full of love. Our school is also a place where love is felt everywhere as our former Principal Mrs Kung always taught students from her heart. I am very glad that I had the chance to meet Mrs Kung again to conduct this interview, and I could still feel the love in her.

#### **Lifelong Commitment**

Being a teacher is a lifelong commitment. Mrs Kung was determined to be a teacher from the age of five. First of all, however, she worked as an Executive Officer for one year after graduation. This work experience made her know for sure that she really wanted to teach. She believed she could only find her true interest in teaching. Since then, she has worked alongside educators throughout her career. "The sense of teaching is always in my blood." It is a fact that Mrs Kung's father was also a teacher, and this might have influenced her decision. In 2004, Mrs Kung joined SGSS as the Principal. Once she entered our school, she won popular support from our students and teachers. When I asked her why students loved her so much, Mrs Kung replied that students would know if the Principal had given them her heart. She also pointed out that a good Principal should have total commitment as well as love and care. These elements also made a good teacher. As a student of Mrs Kung, I could feel how much she had devoted herself to teaching. Until the day she retired, she was still teaching. She has given most of her life to teaching.

#### **Opinion of SGSS**

Before becoming the Principal of SGSS, Mrs Kung had taught in Belilios Public School. "There were so many girls at Belilios." It was luck that Mrs Kung could find a balanced sex ratio at SGSS. When she first stepped



onto the campus, she was attracted by the pleasant ambience of the school garden. When we talked about her impression of SGSS students, she said she had once thought that SGSS students were quiet and well-behaved, but later she found that our students were rather active. "Our students have different abilities and they are active in different fields." She listed the names of students who have made remarkable achievements in different fields as if enumerating valuables. She believed the success of our students could be attributed to the support of parents. She especially pointed out that senior students were willing to look after the junior students. She hoped this peer love would continue at SGSS.

When we talked about the alumni, she was touched as she could still remember the warm welcome given by them on the first day when she entered the school. She also commented on the Parent-Teacher Association and the Alumni Association. "They were really generous. I found no problem in getting funds from them." She thought their support was essential to the growth of our students.

### **Vision and Mission**

"SGSS should be a top school in Hong Kong." This was both the vision and mission of Mrs Kung. "I was going to turn SGSS into a true band 1 school." Mrs Kung was determined to mould SGSS into a superb school. When she was asked what had been most unforgettable to her, she immediately mentioned the "unforgettable 1%" who had not only poor academic results, but also a bad attitude towards everything. It took her a whole two years to turn the situation around.

Apart from that "unforgettable 1%", the diehards who were reluctant to speak English also troubled her. She tried to encourage them to speak English by embarrassing them. "I urged S.1 students to talk in English first. Then senior students would feel ashamed because S.1 students spoke in English but they themselves didn't." We can see how firm she was when turning our school into a top one. She would use any means to help students.

Though she thought our students had few weaknesses, she did think that students were lacking in confidence. "Students always wanted to run away when I spoke to them in English. But when we started a conversation, they indeed spoke well." Encouraging students to utilize their own strengths then became another mission for her.

### **English Enhancement Programme**

When I asked her what she thought her greatest achievement at SGSS had been, she modestly answered that students would be the best ones to ask. I think students would surely admit that Mrs Kung put in a lot of effort to develop students' proficiency in English. She initiated an English Enhancement Programme, including the From the Heart Programme, Learning Journal, Pronunciation Challenge and Bilingual Day. "Our credit point system has appeared in the paper." The English Enhancement Programmes were carried out under a credit point system, which was a system that made Mrs Kung feel honoured. Mrs Kung remembered Kristina, our former NET teacher, was the first one who gave her advice on the English programme. They shared the same view on this issue. Both of them wanted students to use English in daily life.

Learning Journal was one of the creative programmes to encourage students to write more. "Students in the UK are writing all the time", Mrs Kung said, "Our students in SGSS were not writing enough." This inspired her to implement the Learning Journal programme. The Learning Journal also helped the school to identify those students who needed help.

Undoubtedly, From the Heart was a memorable campaign. Every Thursday, students had to stand in the covered playground and listen to the From the Heart story from the Principal or teachers. Students were encouraged to share their thoughts or feelings with others after listening to them. Then they could write a response "from the heart". We can see that From the Heart was an activity of mutual love. Mrs Kung thought it had not only improved students' writing skills, but had also enabled the principal and teachers to know more about their students.

Cast back to her life in SGSS, Mrs Kung didn't think she had any regrets. The only regretful thing perhaps is having left the school early. She missed SGSS so much but she couldn't neglect her health condition and her family. Now she is retired. Still she thinks of SGSS and the students all the time. "Just yesterday, I saw a man in a retail shop who looked like one of the '1% students'. I later found that he was the younger brother of that student and I told him to ask after his elder brother." It is surprising that a retired Principal still cares so much for her students. Mrs Kung, I am sure that the student knows that you have given your heart to them.



## 愛與關懷——何式音校長專訪

2010-11 中六甲 侯穎欣、陳慧儀撰文



▲ Ms Priscilla Ho in office



▲ Ms Ho - back in her secondary school days

隨著腳步聲漸近，徐徐步入會議室的是一位端莊優雅、嬌小玲瓏的女士，正是今次訪問的主角——何式音校長。她面色紅潤、掛著微笑，卸下以前嚴肅的外表，展現出親切隨和的一面。「忽然要對著這麼多人說話，我都變得不好意思了。」何校長臉上綻出靦腆的笑容，謙遜地說著。她慢慢向我們打開心扉，暢談對筭官的感受，並分享自己的人生經驗，令彼此有更深入的了解。

何校長在大學時修讀英國文學，畢業後成為教師，開展教育生涯。她曾任教金文泰中學，後升任將軍澳官立中學副校長，並先後於長洲官立中學、大埔官立中學擔任校長；在2008-09年肩負筭官舵手的重任。

### 她與筭官

記得第一次出席筭官的綜合表演 (Variety Show) 和校友會周年大會，何校長便對筭官留下深刻印象。「其他學校的樂團，通常在成立一兩年後便失去心中那團『火』，但筭官管弦樂團卻一直成長，這令我非常驚嘆。」而最能夠打動她的，便是筭官不論同學或校友，都對母校有著深厚的歸屬感和凝聚力。

如果學校是一艘船，校長便是控制方向的舵，而老師則是推動前進的渦輪。何校長很感謝筭官老師們的合作，她尤其欣賞兩位副校長的能幹，在她們同心協力的輔助之下，事情都變得得心應手。何校長坦言一年的任期很短，要推行改革並非易事。不過每當有新想法新決策時，教職員都能以開放的態度積極支持，令人欣慰。種種的改革能夠順利推行，校長與老師們之間的合作實在至為重要。

至於同學方面，何校長讚賞的大多數是具有自信的學生。不過，何校長認為，若過份自信的話，有時難免會顯得自我中心，不肯聆聽別人的意見。而有些同學對自己要求過高，反而造成巨大壓力，影響了日常生活，應多加注意。另外，何校長寄語同學應更主動投入學習，並以獨立和創新的方式思考。只有具備這些條件，年青人才能在現今的社會提升競爭力。

何校長在任期間，遇著豬流感肆虐，當時有同學確診，須送往鯉魚門度假村隔離。全體師生對此都嚴陣以待，不敢鬆懈。而本來整裝待發，準備代表香港到美國參



▲ Ms Ho (left) with SMC Chairman Ms Chum and AA President Ms Fanny Cheung (right)



與水底機械人比賽的同學，亦要被迫取消行程。雖然這決定令部分同學失望，但她認為當校長就要有承擔，需要顧全大局；縱使要作出不受歡迎的決定，也要為同學的安全著想。凡事慎密考慮，做事果斷而敢行，這就是何校長的行事風格。

### 她與OLE

「其他學習經歷」（Other Learning Experiences）是新高中課程的重要部分，目的是讓同學累積課外體驗，以達至均衡及全人發展。為了獎勵在非學術活動上有傑出表現的同學，何校長設立了獎學金。她指出現在同學太注重書本上的知識，忽略了與人溝通的重要性，逐漸變得不懂得和人相處。OLE正正提供機會予同學，讓他們走出書本，跳出學校，面向社會。同學透過不同的體驗活動，能有所反思和得著，有助個人成長及長遠發展。

### 她與社會服務

何校長自中學時期便熱心參與社區服務，經常探望老人和孤兒。她縷述年輕時到九龍城寨老人院探訪時，途經橫街窄巷，衛生環境惡劣，不見天日，那種震撼讓她立志長大後從事社會工作，幫助有需要的人。雖然她大學畢業後未能成為社工，但選擇執起教鞭，亦能從另一途徑幫助別人。「施比受更有福，我寧願永遠做『giver』。」何校長無私奉獻的精神，我們好應該薪火相傳下去。

### 她與基督及教育

身為虔誠的基督徒，何校長直言宗教對她的人生及教學理念影響甚大。

中學時期，何校長因就讀聖公會學校而接觸基督教，畢業後便成為基督徒。初信時，熱心傳福音的她一直很希望姐姐能接受耶穌基督的愛，但這卻經常引起姊妹間無謂的爭執。直到後來姐姐患病，藉著主內弟兄姊妹的關心及基督的愛，終於受洗成為教徒，她的生命見證了基督徒的信、望、愛，深遠地影響何校長，並以她為榜樣。何校長的信仰令她於困境中更加堅強。憶起當年負笈英國，由伯明翰前往倫敦途中，遇上六十年來最大的風雪，交通癱瘓，加上人生路不熟，十分無助。「我當時還以為自己會挺不過去呢！」當時的困境令她思考人生的意義，那種靈性的觸動是處於安逸時未嘗有過的，但信心終令她克服種種困難。

「以生命影響生命」——是宗教帶給何校長的一大啟發，而她亦身體力行，在教育事業上全力實踐。她認為教育不單是知識的傳遞，更是以言行身教啟迪同學，秉持生命教育。身為教育工作者，常存「愛與關懷」的心，凡事以同學為先，這就是何校長堅信的教學理念。

### 後記：

與之前訪問其他校長不同，除分享所知所想之外，何校長還邀請同學輪流發表對人生意義的看法。雙向對話、互動交流之下，同學的緊張心情很快便一掃而空，師生間打成一片，輕鬆融洽。聽過何校長對人生的一席話後，我們決心以她為榜樣，以愛與關懷之心感染他人，秉承「以生命影響生命」的理念，讓自己與他人的生命發光發熱！



▲ Ms Priscilla Ho



## ***Direction, Determination, Diligence***

### **An interview with Mr Chan Tsze-ying, Principal**

*Reported by Liu Wing Yee 7B 2011-12*



Speaking of Mr Chan brings back memories of greeting our amiable former principal every morning. Each friendly “Good morning!” filled the start of our school day with pleasure.

It is interesting to find out how a naturally quiet person like Mr Chan became an enthusiastic and active educationalist. Influenced by two of his professors while at university, Mr Chan came to believe that the morality of a person is closely correlated with their knowledge. As a consequence of this firmly held belief, Mr Chan’s determination to teach the young generation grew ever stronger.

Mr Chan also learnt from his teachers the proper attitude to have when pursuing knowledge and handling life’s problems; that is, we should always speak and act with the support of evidence. Bearing in mind his personal goal to pass these messages on, Mr Chan began his life as a teacher after graduating from university.

#### **Direction, Determination, Diligence**

Mr Chan introduced us to the 3Ds (Direction, Determination and Diligence) at the first school assembly he held. Mr Chan clearly displayed these qualities every morning when he greeted us at the school entrance. Many of us are still curious as to why Mr Chan persisted in greeting us every morning, no matter what the weather was or how busy he was. Mr Chan said that the motivation simply came from the reward – our courteous response, a simple but sincere “Good morning” in return. Mr Chan had a clear goal to act as a role model for us. Having a firm belief in the value of his efforts, his determination was reinforced. With great perseverance, Mr Chan greeted us every morning for three years. These 3Ds are definitely essential attitudes that we should learn from Mr Chan and apply to our future studies and careers.





## Potential of SGSS

Mr Chan's educational vision is to nurture quality students and prepare them to contribute to society. Before coming to SGSS in 2009, Mr Chan had taught in other supposedly more prestigious schools. Nevertheless, according to Mr Chan, SGSS students are no weaker than the students to be found in other so-called elite schools.



From the beginning, Mr Chan already held high expectations for SGSS students. He especially appreciated our warm and family-like atmosphere, which he felt from both students' and alumni's love for SGSS. He also said there were students at SGSS who not only had excellent academic results, but also good all-round development. "I could see that the potential of SGSS students was great," recalled Mr Chan. After the success of the 50<sup>th</sup> Anniversary celebration activities, Mr Chan became even more certain that SGSS students were very promising. He was particularly impressed by students' preparations for the 50<sup>th</sup> Anniversary Open Day. Although it was the first time SGSS had held a completely student-centred open day, it was done really well. In the Salute to Our Alma Mater inter-class competition, Mr Chan noticed that creativity and unity are both strong attributes amongst our students. He encouraged us to make good use of our unique strengths to further improve ourselves and prepare for future challenges.

## A Professional School with a Caring Heart

Mr Chan introduced the Mentorship Programme to SGSS in 2011. It aimed to be a three-tier programme involving teachers, alumni and students, in which senior students were trained to guide junior students both academically and morally. Mr Chan hoped to strengthen students' career goals, so that they could start preparing themselves earlier for the future. The mentorship programme also aimed to provide a platform for students to share life problems and tackle them together.

Teenagers often get frustrated when encountering obstacles. Mr Chan recalled his experience at university. At university, Mr Chan majored in Chinese Language and English Language, and studied literature as part of his degree. At first, he found it quite difficult to keep up with the unfamiliar literature curriculum. Having realised his weakness, Mr Chan worked extremely hard to make progress. "The more effort you make, the more likely you are to succeed." Mr Chan encouraged us by saying that in the long term, these obstacles are only minor ups and downs. "There are different challenges at different stages of our lives, and we should accept and overcome them with a positive attitude." Instead of dwelling on our past failures, we should reflect on our mistakes and discover our strengths and weaknesses. Making use of these, we should think of ways to perfect our personal qualities and make improvements. "We should try to surpass ourselves, but not others."



## Words of Encouragement

In the future, we will be offered different opportunities. Mr Chan encouraged us to seize each opportunity, bring our potential into full play and spare no effort. To fully display our school motto *Vincit Veritas*, we should be conscientious and modest in the pursuit of not only knowledge, but also the skills essential for interacting with our surroundings. Ultimately, in this way, we will be well-prepared to contribute to society.



一齣電影的焦點，往往是水銀燈下的俊男美女、幕後的編劇導演，或是配樂化妝。然而，沒有了場務、茶水、雜務等配合，電影也會拍不成。同樣，在一所學校裡，是誰每天一大清早打開校門？是誰在考試的季節排放椅桌？是誰在水陸兩運中打點一切？是誰每天保持學校的清潔？是誰……是的，就是校工，一群默默地為我們服務的無名英雄。

校工的工作最不起眼，但卻不可或缺，而他們亦是最了解學校的人。學生最喜歡在哪裡聚結？哪些教室最混亂？他們可能比校長更清楚。三位服務我校超過十五載的校工，會帶引大家從另一角度瞭解筭官。

### 「再多的工作也習慣了……」

首先介紹的是李美平女士，「May姐」是更親暱的稱呼。由於手工業式微，原為工廠女工的她便加入政府工作。May姐服務筭官近十八年了，是我校的辦公室助理，亦是校工總管。

May姐並不多言，訪問中總是問一句才答一句。但從對話中，可以觀察到她是屬於實幹型的。身為校工總管，固然要適時調解、安慰一班「手足」，而其他瑣碎的工作也是少不了的。可有想過，學校通告絕不是從天而降，而是由May姐一手印出來的呢？遇上趕急的情況，她更義不容辭地擔起額外的工作，為同學、老師、校長服務。可是，不論工作量多大，她也不抱怨，只是輕描淡寫說一句「再多的工作也習慣了……」。這種精神是值得敬佩的。是的，就算多繁忙，這就是生活，這就是責任，必須挺下去。

### 「態度是很重要的……」

May姐更教曉我們一個道理：說話的語氣是很重要的，尤其是需要別人幫忙時，不應命令別人；相反，態度好一點，別人為你服務時也會舒服得多。我們總以為得到別人的幫助是應份的，而忘了心存感恩，丟了待人的禮貌，拋了處事的誠懇。May姐更直言筭官以前的學生乖得多了。面對這當頭棒喝，好應反省一下，生活富足了，環境改善了，我們是否便將一切視作理應擁有，不懂珍惜，頤氣指使……

### 「別人做得了為甚麼我做不了……」

人人喚作「金姐」的李月金女士，是泰國華僑，1983年來港後落地生根，於1984年加入政府工作，1995年加入筭官前曾在其他官校任職。

金姐認為，在筭官工作最辛苦之處是搬運，筭官大型活動多，禮堂、多用途室應用量比其他學校多出很多倍！工作量也自然增加了。「以前沒有升降機，要背著椅子，從地下爬樓梯。一開始我不習慣，只可以背上一兩張，但別人卻可以背上五、六張。於是，我問自己，為甚麼別人做得到，自己卻做不了？我便逐步添加，二變三，三變四……直至可背上六張。」金姐的話，令人想起今天的青年人在面對逆境時，從不問問自己為甚麼做不到？反而會抱怨：為甚麼父親不是李嘉誠，自己不是徐子琪？金姐給予我們很大的啟示，只要我們肯努力改變，沒甚麼是不可能的。當遇上挫折與失敗時，理應面對而不是逃避，要把責任完成啊！







▲ 金姐（左），May姐（中），高英姐（右）

「大力士……大力士……他仍是這樣叫我……」

數年前一個瘦弱小子連汽水蓋也開不了，金姐恰巧經過，便出手相助。一晃眼小子已長大成人，更回來筲官任教。日子的流逝並沒使那小孩忘記這宗小事，反之，他每次看見金姐仍是喚著「大力士……大力士……」。當憶述這件事時，笑意從未離開過金姐的眼眸。當年只是本著幫助筲官每一個學生的心，並沒有想過別人會記在心裡，亦未想過得到甚麼回報。然而，這一聲聲的大力士卻撼動了金姐的心。這是於筲官的寶貴回憶，是一段獨一無二的歷史，是工友與學生間的互動，更是屬於筲官的一份情。

「我不會跟學生硬碰……我會跟他們講道理……」

「高英姐」——高碧英女士——有著豐富的社會經驗，曾在工廠工作，亦擔任過售貨員，直至92年才加入筲官這個大家庭，至今已經十九年。說校工們最能觀察到學校的一舉一動，實不為過。以高英姐為例，她可以如數家珍般道出筲官的歷史。

「龔太時代，學生素質、英語水平提升了；王太、

龔太都很關心員工；陳校長桌上的藥今年少了，應該是身體終於習慣了每天站在校門口向學生道早安……」從對不同校長的分析，可見高英姐的細心。她不但對老師、校長觀察入微，對同學亦不例外。她認為出色的一些學生，投身社會後果然出人頭地。「倘若遇上問題，我不會跟學生硬碰硬。斥罵只令他們的態度更差，相反，我會跟他們講道理……」就是這種像母親般的提醒，令很多舊生畢業多年後，也會記得筲官有這麼一位高英姐。

「……我真的很感謝他們……」

因為繁重的工作，高英姐患上俗稱網球手的職業病，更有兩年不能做粗重的工作。幸得其他工友的體諒，幫忙分擔。但高英姐並沒有「恃病生嬌」，反而更落力做好自己能應付的工作，堅守責任，並時刻對其他工友存有感激之心。在訪問中，高英姐多次感謝工友的體諒。工友們互助友愛的精神固然應該學習，而高英姐那種堅韌刻苦的情操亦值得我們讚賞。

「現在的責任很大……這是我應負的責任……覺得要負責任」

三位工友不約而同都提及「責任」二字，而在言談中都感受到她們極具責任感。訪問終結前，邀請她們提點一下同學，也是與責任有關——「做學生的，不論在學校和家中，也要負起責任。」是的，她們不辭勞苦，在筲官堅守這麼多年，除了因為工作環境日漸改善，員工關係親密外，更大的動力就是那份責任心。

十多年，她們就是這樣為筲官不辭勞苦，默默耕耘著。世上並沒有空中樓閣，她們正是筲官的中流砥柱，她們如同空氣般存在，也許大家察覺不到，卻不可或缺……





## Reflection on the School Memories Project

*Tong Yung Chu 7A 2011-12*

*(Member of the Core Working Group)*

The reason for me taking part in the School Memories Project was simple but true - SGSS is one of the places in which I feel a great sense of belonging.

It is due to this sentiment that I have never tired in my efforts to help my alma mater build up a digital historical archive. As the saying goes, Rome was not built in a day, and so neither was our archive. Since last year, we have gone through a series of processes that have gradually brought the archive into existence. First there was training designed to improve our skills in interviewing people, writing reports, doing research and so on. After being equipped with such skills, we were granted the opportunity to interview former principals as well as alumni. From their sharing, we have learned more about the school in the past and the information provided by them actually revealed the 'lost memories' of SGSS. It was just like pieces of a jigsaw puzzle fitting together to constitute a complete and beautiful picture.

In fact, the interviews were not just our big brothers and sisters telling us stories of those good old days. In many cases, I was inspired to think deeply and to reflect on myself. For example, during our interview with an alumnus Mr Alan Wong Kwok-lun, he once remarked, "No commission without mission." If we do not possess a strong faith, how can we endure all the failures before we see the spark of success? Besides, Paddy Law, another alumnus, also shared with us his tough experience during his time at Oxford University. It convinced me that as long as you believe in yourself, as long as you do not give up, dreams do come true one day. I think the interviews were really meaningful in the way that we, as the interviewers, were not only responsible for recording the details of the interviews, but were also welcomed to share our own thoughts. Therefore, I would rather describe the interviews as discussions or informal conversations between people of different backgrounds, ages and characters, but all closely related to SGSS.

The close link between us and SGSS is one thing that I find amazing. Originally, I had no means of getting to know the alumni who had graduated some years before I entered the school. However, this project brought together SGSS students from different periods. Our big brothers and sisters are eager to come back school because they miss their alma mater. They are excited to share with us their experiences because they deem us their juniors in the same family. We do not have the same feeling as meeting strangers when we first see the alumni because there is a tie between us, a tie called fellowship. Time flies, events pass and people leave, yet memories remain, spirits persist and our love for SGSS never changes.

Started with a sense of mission to make a contribution to my beloved alma mater, after the project, I realize that I may never find another group to which I am so willing to devote myself. I wish to thank Mrs Esther Law for giving me such an opportunity to work as a core member in the project and SGSS for enriching my life.



Last year was unique and meaningful since it was the 50<sup>th</sup> Anniversary of SGSS. As a form 6 student, I had to admit shamefully that I did not know much about the school's history - until we gained the opportunity to participate in the *School Memories Project* jointly organised by The Hong Kong Jockey Club Charities Trust and the Leisure and Cultural Services Department.

As I recall, when we first heard of the project, none of us had a concrete idea of what the project would be about. There was no typical example to follow and the only thing we knew was that it was like setting up a school archive. Even though it seemed there was a lack of direction at the beginning, many alumni gave a helping hand and we gradually got on track. Mrs Law, the key person in the project, also organised briefing and training courses for us before we really started working. Practical skills like interviewing, reporting and communicating were included in the workshops.

The main task was to interview the former principals and alumni about their life at SGSS. It was quite unimaginable to me how the alumni were free to run all over the mountains and climb trees during their leisure time. The circumstances at that time were harsher than now as there was an inadequate number of schools and universities. At every interview, I learnt more about the school and about alumni's attitudes to life. Furthermore, the project enabled us to get in touch with people engaged in different industries. Teenagers like us have now entered a stage of confusion and uncertainty as we begin to recognize the pressure of reality. Listening to the experiences and advice of the alumni who had gone through the same situation was inspiring. In addition to all this, their love for SGSS was apparent and impressive. The bonding and connection between SGSS and the alumni was strong as they were prepared to contribute to their alma mater. Some alumni helped to interview the teachers voluntarily. I wonder how great the power of teaching can be.

Another unforgettable event was the Open Day. To display the photos, reports and the collected school artifacts of the Project, all of us were devoted to the preparation work. It was quite a tough task since most of us were also involved in the running of other clubs. Luckily, everything went smoothly. The happiness and joy I felt on the Open Day when we presented the grand banner, display boards and the showcases to the guests was overwhelming.

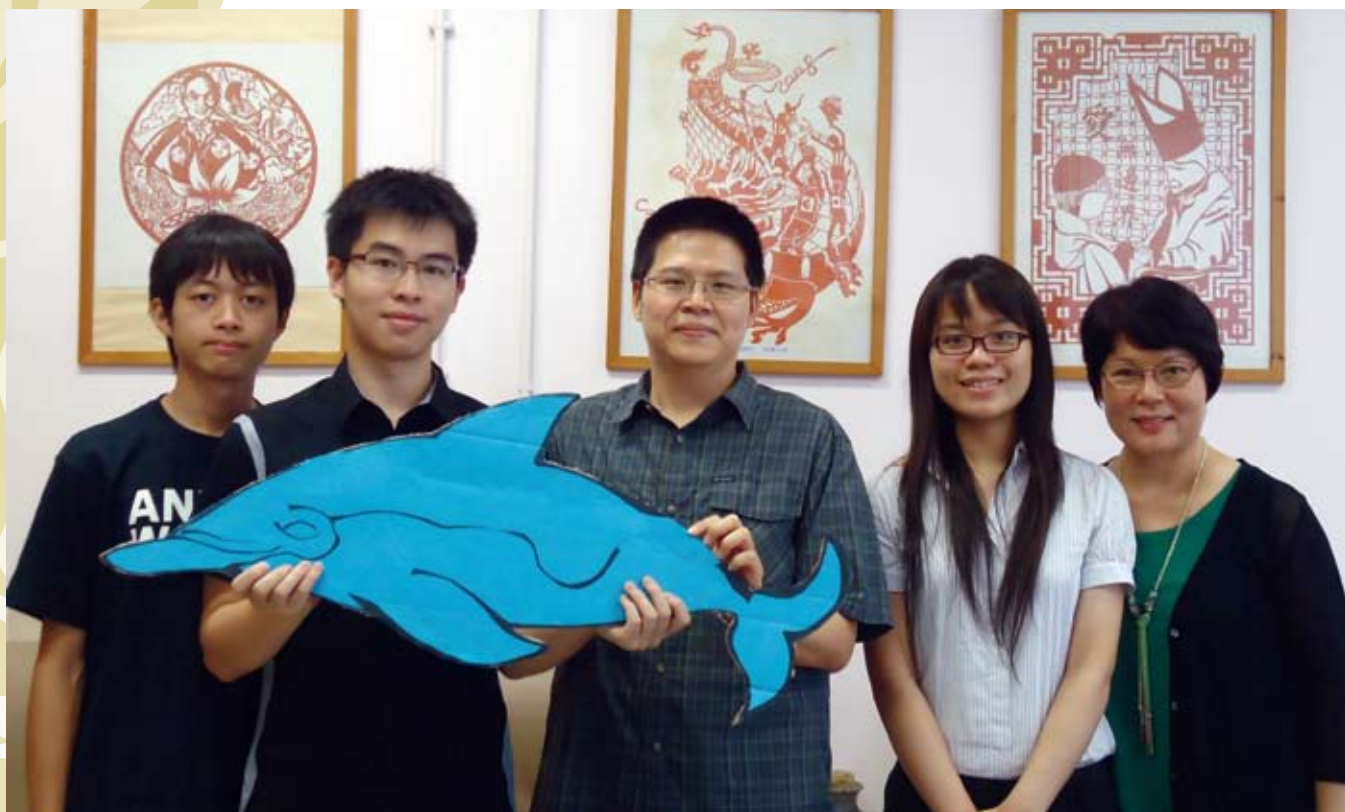
There are memories, both good and bad, which we want to treasure throughout our lives. To me, memories of SGSS must be some of the most precious. At SGSS, I have experienced laughter and sadness and found good companions who have given me support and warmth in times of difficulty. It was fortunate for me to engage in the Golden Jubilee Anniversary celebration and be a part of the School Memories Project. Lastly, I wish to express my sincere thanks to all the teachers and alumni who coordinated the project and helped us work towards its successful completion.



The famous English writer Virginia Woolf once said, “Nothing has happened until it has been described”. This statement points out precisely how important it is to record the present and the past. Without historical documents, our memories will woefully slip away. Without accurate records of what has occurred, future generations will be unable to trace the course of development and establish themselves in the passage of time.

I remember being invited by my history teacher, Mrs Esther Law, to take part in the SGSS School Memories Project when I was in S6. At that time, I refused to get involved, fearing the workload would slacken my effort in preparing for the public exams. Only after the first interview did I realise how meaningful it was to chat with the alumni, learn from their experience and create the school history archive. One of the most unforgettable parts of this project was the sharing given by Paddy Law, an Oxford Law graduate. He gave a very detailed account of the life he led at SGSS and how he adapted to the competitive atmosphere at Oxford University. I was deeply moved by his perseverance and determination in his studies, when he frankly revealed the hardship and challenges he endured.

Over the past 50 years, so many memorable things have happened and so many students have left their footprints on this campus, that it should be our collective duty to commemorate them. Re-organizing the history of SGSS not only shows our affection and respect for this school, but also gives outsiders an insight into how school life is and was. Every time I look back on the years which I have passed at SGSS, I am thankful to all the teachers and friends who have treated me warmly and guided me on the right path. Though my contribution to the School Memories Project has been limited, I am glad that I have expressed my gratitude to my alma mater in such a wonderful way.



▲ A memorable dolphin teacher-student interview



Cicero, the great Roman philosopher, once said, “History is the witness that testifies to the passing of time; it illumines reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.” The School Memories Project (SMP) successfully sheds light on the history of our Alma Mater, and awakens in every one of us the pride of being a part of the school.

The project enhanced students’ overall ability. Students, as oral historians, had to interview our alumni, staff and other associated people. It is noteworthy that every student received proper training provided by our kind alumni before the project started. We wrote reports after every interview, pondering on the things we had learned. This helped us to improve our written English and Chinese. Gradually, with the aid of our teachers, we became able to convey the interviewees’ messages in a systematic way. Besides, by organizing a booth during Open Day, students reinforced their collaborative skills and creativity, abilities that are indispensable to their future careers.

By interviewing people connected to the school, students not only could trace the history of our school, they could also take a glance at the different types of future careers they might desire. The SMP has provided an excellent platform for alumni-student exchange. Our interviewees were from different industries and age groups: a psychologist, barrister, banker and dancer, to name just a few. The project helped students develop the sanguine mindset necessary to deal with daily challenges. I was particularly inspired when I listened to the story of Paddy Law, one of our respected alumni. His struggle at the University of Oxford fired my determination, granting me a glimpse of hope that indeed reward follows resilience. I was enlightened and became tougher and braver to dream. One by one, we were guided outside our comfort zones and encouraged to excel in our respective areas of talent.

Apart from being amazed by the stories of our interviewees, the bond of love among members of the school has been tremendously reinforced. I always ask for advice from some of the alumni. Charity Fok, a psychologist whom I interviewed, generously shares her views on religion and life with me from time to time. We once discussed psychological concepts like self-actualization and compensation. These in-depth conversations have influenced my understanding of the world and shaped my moral values. It is thanks to the SMP that I came into contact with such a beautiful soul who always remains patient with my perplexing questions and gives me guidance.

The SMP has given students the opportunity to embark on personal growth experiences that will continue for a lifetime. Not only did students acquire practical skills, they also obtained spiritual enlightenment. We are proud to owe our loyalty to our Alma Mater.



Humans are different from computers. Unlike a computer memory, human memories are lost and become permanently unobtainable when someone passes away. The school memories project has been like writing a diary. We work to prevent the memories from fading and we write to keep them alive. This is what I conceive the memories project to be. I was not very eager to participate in the project at first because I knew for sure every interview and the report writing would consume a great deal of time. Finally the facts proved my estimation to be correct. Interviews never ended on time and I spent five nights to finish a single report. I was racking my brain to think of a creative and unique way to write the report. It would have been nice if overtime had been paid – I would be rich!

Undeniably, the project was meaningful. We, as reporters, connected the school's past to the future. As our school is already fifty years old, if we had not started building an archive, some of our important memories would have been lost. We are in fact carrying on the school spirit by building this archive. For my own sake, being a listener was an enlightening experience. The storytellers all had different backgrounds and the differences have shaped their varied philosophies, as well as perceptions of life and career. I may not hold exactly the same views but the views of these experienced people certainly served as good guidance and reminders for my future. Only through meeting different people can you appreciate how big the world is and how society functions.

Thanks to this project, I had a chance to meet again Mrs Kung, one of my most appreciated principals. Luckily I was assigned to write her report. I have put a lot of effort into writing the report, so I hope you don't mind if I suggest you take the time to read it. It is really full of love.



▲ Meeting Ms Fok Oi Ming - eager to ask questions



## 參加「記憶校園計劃」有感

2011-12 中七甲 謝仰天



▲ Mr Sada Lam sharing his views with students

「記憶校園計劃」是一趟奇妙的旅程。旅程的起點，就在我們中五會考放榜後的暑假。那時正值學校籌劃五十周年校慶之時，可謂意義重大。至於終點呢？沒有！只要薪火相傳下去，那自然薪不盡、火不熄，沒有窮盡的時候。

整個計劃，由一開始的籌劃、推介、訓練，到後來的訪問校友、整合資料、設計網頁，花了一年多的時間仍未完成，可見其工作量及所需人力物力之大。

參與多次的工作坊、分享會和校友訪談，當中的得益著實非淺。除了人際溝通技巧有所提升外，與不同的校友會面，亦擴闊了我的視野、增加了我們的人生經驗。校友們均有自己獨特的經歷和見解，且毫不保留的與我們分享。這一切一切，並非在課堂上所能得到的。

如何鋪排網頁的資料，亦是一門學問。因所得的材料非常多，如果沒有適當的分類和排版，閱讀起來便會吃力。設計網頁亦涉及不少較高階的電腦知識，這實在有賴一眾組員的努力，使網頁能盡善盡美。另外，在上載頁面的時候曾遇到技術及安全問題，幸得各方面的協助，問題才得以圓滿解決。

能成為這個計劃的其中一員實在是我的榮幸。計劃能代代相傳下去是我的祝願。



## 參加「記憶校園」計劃有感

2011-12 中七甲 鄧巧敏

記憶校園計劃——為慶祝筭官五十周年而設的大型活動，確是個既特別又難忘的經驗。

無論是受訓，訪問校友、前校長、工友，或是撰寫訪問稿，都是嶄新的體驗。我參與了三個訪問，拜訪了笑容依然燦爛的前校長龔太；深入接觸了為我們效勞不少的校工「姊妹花」May姐、金姐和英姐；聆聽了張佩玲學姐娓娓道來的寶貴人生經驗，全都令我對筭官的歷史、校園點滴有更深入的了解。我的人生态度亦起了微妙的變化。

此外，對向來沒信心寫作中文的我來說，撰寫專訪稿真是一大挑戰，如何把豐富的訪問濃縮成一篇精彩的文章，真不簡單！經過一輪討教及參考後，看着那篇耗盡心力却仍覺有瑕疵的完成品，那種滋味總算把原來的壓力一掃而空。

作為筭官最後一屆的中七學生，能夠參與記憶校園計劃，為記錄筭官的歷史出一分力，真是非常自豪！



▲ Interviewing Mr Paddy Law on a quiet Saturday morning



### 3. Collection and display of school artifacts





# 第四十二屆周年頒獎典禮

## 香港天文台台長 林超英太平紳士講辭

### 觀察自然、思考人類

二零零七年十一月三十日



校長、各位嘉賓、各位老師、各位家長、各位同學：

由於我的職業關係，我必須事先聲明，各位今天祇能相信我所說的百分之八十，千萬不要全信。做人，做學問，從來都應該有所存疑。

最近從內陸吹來的氣流，為我們帶來寒冷乾爽的天氣，不過季節不單是物質世界的事，御風南下的候鳥陸續抵達，香港的林區近來就熱鬧起來，多了很多繽紛的色彩和動感，后海灣濕地亦來了眾多水鳥，部份過境，部份會留下度冬。

我除了是天氣預報者，亦是一個觀鳥者。每次觀鳥時碰上大群候鳥，我都有很大的疑惑。他們在空中左右穿插飛行的時候，無論我怎樣努力，都看不出誰在指揮，但是他們卻又是那麼團結整齊，很準確地知道何時拐彎，何時高飛，何時降落。從較遠處觀察，候鳥群沒有領袖，卻有方向，在空中如煙如幔，不斷變形，不斷移動，有點像一隻巨型的阿米巴蟲。有時我不禁想：也許我們應該視一個鳥群為一個生命體，單隻的雀鳥祇是生命體的一部份，這樣我們方有可能理解何以祇有一隻手掌般細小的候鳥，如青腳鸕，卻有本事飛行過萬公里，往來西伯利亞和新西蘭之間。

西諺形容蠢人有時會用bird brain一詞，意謂鳥腦十分細小，智力低下。但是要從西伯利亞跑到新西蘭所需要的智慧，恐怕超過一個普通人類成員的水平，內裏究竟有甚麼文章？以下是我今天演講「百分之二十」的部份。

成人腦袋的重量約為1300克，候鳥如青腳鸕的腦則祇有一克左右重量。但是當他們聚集成一千隻的群體時，祇要進化過程中讓他們建立一套溝通機制，共享資源，群體的腦物質便達到一千克，跟一個人已經沒有甚麼分別。加上互相支援的增益作用，實際上應該比一個人還聰明，這個情形跟當今世上，流行以「個人電腦」聯網做出超級電腦效果是異曲同工的。如此則鳥群總體有能力看地形，觀天氣，計劃飛行的方向、高度等，長途遷徙變成能力所及之事。





在野外觀察多年，我愈來愈相信候鳥群體以至很多其他動物群體，都透過各種溝通互動的方式，放大家族群的總體智能水平，去處理生活中面對的種種問題和困難。單打獨鬥的動物個體在自然裏某個意義上是不存在的，一巢蜂才是一個生命體，一巢蟻才是一個生命體，一群水鳥才是一個生命體。因此，我猜想也許一群人才是一個生命體。

我想從另外一個角度看這個問題。人類的腦袋在大概五百萬年的演化過程中不斷增大，不過此段期間人類使用的石器工具並沒有太大變化。奇妙的是：十多萬年前出現一種「現代智人」，他們的腦袋開始有縮小的趨勢，並延續至今，石器工具卻出現了多樣化、精巧化，科技開始萌芽。到了四萬年前左右，相對矮小的現代智人把體型健碩、腦袋更大的尼安德特人徹底消滅，成為當今地球的主導人種。其中有甚麼啟示？看來生存不單純是個人智能和武力的比賽。

還有一個很特別的現象。幾萬年前開始，人類化石顯示：有些受過傷或者肢體退化的人，能夠活到四十甚至六十歲，他們顯然得到其他人的照顧，是過去的人類沒有出現過的現象，反映了仁愛互助精神在現代人種群體裏冒現。

仁愛在人類群體中促成長者的出現，在沒有文字的時代，成為族群的知識庫。再加上仁愛令人與人之間的

溝通超出過去幾百萬年歷史的水平，產生類似電腦聯網的效應，使群體的智能飛躍上升，結果以仁愛為本的現代智人成功繁衍擴散，達到今天在地球上廣泛分佈的地位。我覺得智人Homo sapiens 更應稱為仁人Homo virtus。

矛盾的是：人類社會文化整體「進步」，個體的智能以腦袋重量代表則「下滑」。這等於說人類的演化選擇了把個體的前途更多地倚靠集體的共同發揮。單打獨鬥的人在自然界是無法立足的。我們又回到原來的觀察結果：我們要把人類族群甚至人類全體看成是一個生命體。

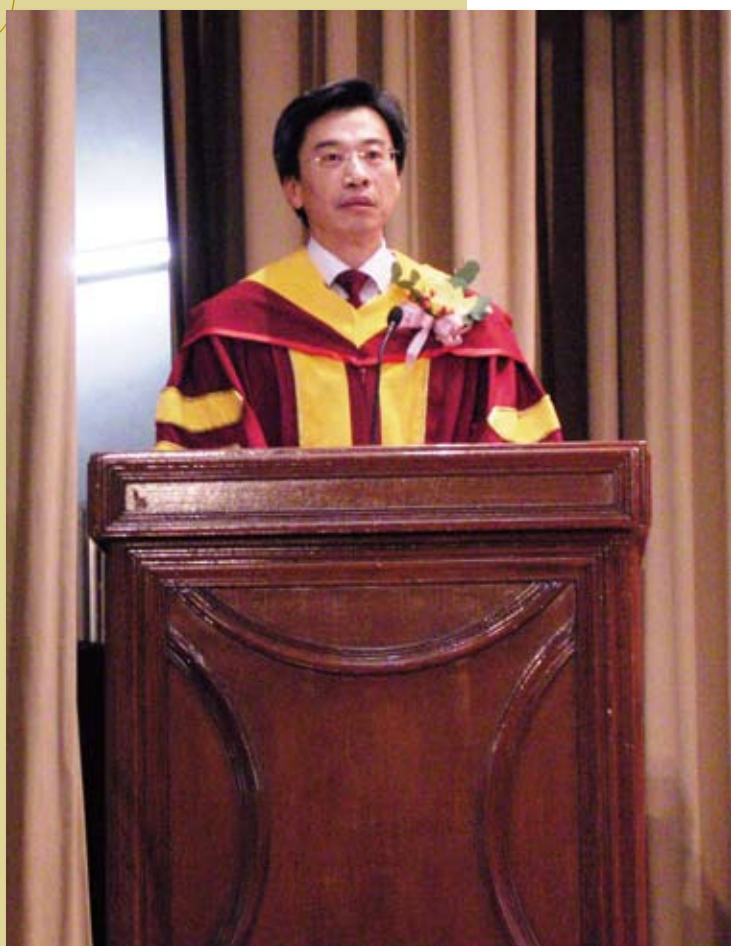
透過觀察鳥類我們看到集群是生命的一種基本表現。回顧人類的演化，我們又留意到人類今天的成就並不是單純建基在智力之上，更重要的是仁愛，以及人與人之間的互相關懷。你們學校的校訓是「真理至上」。我認為人類的真理是「仁愛」，最重要是要用心於人與人之間的交往，以仁愛待人，把我們自己看成是人類群體的一部份。相對於西方社會近幾個世紀對「智」的盲目崇拜，以及強調個體權益的思想，中國文化中所說的「人者仁也」是對人類從自然界走出來的深刻而準確的體會。

我鼓勵同學們跳出令人窒息的電腦「視窗」，多到野外親身觀察天地自然，享受寬闊無垠的視野，感受生命，思考生命。對於畢業同學，無論繼續讀書或者投身社會工作，我鼓勵你們以仁愛待人，多從集體的角度看事物，視自己和周邊的人為一個團隊，我肯定大家更能在眾人之中建立有智慧自我，並因此成就一番事業，這樣才是校訓「真理至上」的真實體現。



## Speech by SGSS Alumnus the Honourable Dr Joseph LEE Kok-long, JP

**43<sup>rd</sup> Speech Day**  
**Friday, 5 December 2008**



Ms Chum (Chairlady of School Management Committee), Ms Ho (School Principal), distinguished guests, parents, teachers and students,

It is my great honour and pleasure to be with all of you at the SGSS Speech Day this afternoon, and to share with you this joyous and remarkable moment.

Just now, when I entered this hall, I experienced many emotions; while I am happy to meet all the young people here, I also recall many of my fond memories when I was a student studying here some thirty years ago. Indeed, I never imagined I would one day stand here and deliver a speech to the next generation of students.

I have always been proud of my alma mater's vision of providing students with opportunities to strive for excellence in all aspects of life. Through providing students with a positive learning environment, students here are nurtured to develop a balanced attitude towards school work and other aspects of school life. Apart from academic pursuits, every student is inculcated with a positive spirit in the pursuit of truth and excellence, independence, confidence, responsibility, and commitment to serve the community. These virtues hold the key to success in life. All these cannot be achieved without the excellent leadership of the School Management Committee, the dedication of the principal and teachers, and the support of parents.

Today, our society is changing so rapidly. We are in a world of rapid transformation. To meet the demands of such fast-changing world, we have to be not only knowledgeable in our subject discipline, but we also have to have a broad world view. We have to have the skills of working collaboratively and in teams, and to be capable of exercising moral judgment. These



personal qualities cannot be cultivated just through textbook-based learning. I therefore encourage you all to explore and stretch your potential and ability in the years to come while you are still at this school. Students, please take every opportunity to join various kinds of extra-curricular activities. The exposure and new insights that these activities are able to bring you will enrich your personal development. I also urge you to crave for participation in activities that may help broaden your horizons and build up your character off-campus. Through such participation, you will learn more about your strengths and weaknesses. You will also learn that if you work hard enough, you can overcome any perceived obstacles and go beyond boundaries that we set for ourselves without really knowing it. These experiences are invaluable to you because they will help to prepare you for future challenges. Every challenge that you meet and conquer will provide you with another stepping stone to reach for future success.

The knowledge, skills and values you have taken on here will no doubt influence you throughout your lives, regardless of the diverse pathways and likely changes of direction that you may take. Some of you will already know the path you wish to pursue in the next few years; others may be less certain. However, regardless of the field of studies or other pursuits that you may undertake, I am confident that the students at our school are well equipped with a sound theoretical and practical foundation in reaching their goals, and in facing the many challenges that life has to offer them. You are then ready to make contributions to the future of our community, our society and our country at large.

Before I close, I wish to congratulate our outstanding students for their hard work and accomplishments. May I wish you all good health and the school's continued success in the years to come.

Thank you.





## 第四十四屆周年頒獎典禮 本校校友 香港大學教育學院副院長 謝錫金教授講辭

二零零九年十二月二日

學校管理委員會主席、各位委員、陳校長、各位嘉賓、各位家長、各位老師、各位同學：

大家好！今天我很榮幸獲邀出席母校的44屆周年頒獎典禮，可以見到母校卓越的成就，見證多年來師生努力耕耘的成果，及與應屆的畢業生一同分享他們喜悅的心情。

筲箕灣官立中學在1961年創校，至今已快50年，有半個世紀了。不怕透露年紀，我當時有幸入讀，成為第一屆畢業生。要知道當時香港並沒有九年免費教育，只有半數小孩有機會或有經濟條件入讀小學，小學畢業後也只有半數學生可以讀上中學，能入讀中學的學生，全都很珍惜這個難得的機會。

不知大家知不知道，現在學校的一草一物，對我這位第一屆學生來說，是很有紀念價值的。還記得創校之初，筲箕灣官立中學並沒有屬於自己的校舍，當時首兩年是暫借金文泰中學的校舍，到第三年我們終於有屬於自己的校舍時，全部師生均有參與學校的建設，在花圃種花種樹，為圖書館整理圖書等，所有

東西都是由零做起。在大家的共同合作之下，創建出一間環境幽美、充滿學習氣氛的校舍。透過直接的參與，學生對學校有很強的歸屬感，當了學校是第二個家。

由於讀書機會難得，所有學生都會認真讀書，有時星期六、日，或者放長假時，我們會偷偷爬過圍欄，潛入學校讀書，要知道我們當時不像你們般幸福，有書桌，甚至自己一間房間讀書，學校清靜的環境，對眾多家庭環境較嘈雜的學生來說，正是可以靜靜讀書的好地方。在良好的學習氣氛之下，學生都認真學習，由母校培訓出來的畢業生，大都成為社會上傑出的人才，當校長、名醫、大律師等不勝其數，努力地為社會作出貢獻。雖然畢業多年，但作為舊生，我也時不時會留意母校消息，我很高興各位師弟師妹都繼承了我們以往認





真讀書的好傳統，在校內或校外都有很優秀的成績，希望這個優良的傳統，可以繼續承傳下去。

除了讀書認真這個傳統之外，學生與師長關係親厚也是母校可貴的特點之一，還記得當時有位老師每個星期也會邀請我到他家中用膳，再跟進我的學習進度。學校裡總給人很溫暖的感覺，所有老師均視學生如親兒，一起去旅行、露營等，甚至他們結婚時也會邀請學生參加婚宴，分享喜悅。老師除了教授知識外，亦教懂我們很多做人道理，做到言教及身教，對我們影響深遠。雖然畢業已經四十多年，但我們這班舊生仍不時與以往任教的老師保持聯絡，對老師的尊敬從沒減少。教師與其他職業不同，是人影響人的職業，與學生建立良好關係是教育的最初步，也是很重要的一步，看到你們師生間的相處如朋友般快樂，我便知道這可貴的特點沒有因時代的轉變而消失，反而師生關係越加親厚，這是很值得高興的。

我們那幾屆的舊生，至今仍時有聯絡，甚至遠至多倫多及溫哥華亦有校友會，每次聚會都有七八成舊生出席，大家一直都很珍惜在學校相識，一同讀書，一同成長的緣份。雖然部份校友已經退休，但仍熱心服務社會，為社會作出貢獻。在座的學生都是社會未來的主人翁，希望你們能貫徹舊生的傳統，一同為社會作出貢獻，建設未來，甚至更進一步，做到傳承與創新。

雖然工作很忙，但我作為第一屆畢業生，仍時刻心繫母校，最高興是能見證著學校的發展，看到一眾舊生能成為社會上有用的人，回饋社會。今天以後你們或繼續升學，或會投身社會工作，肯定你們定能比我們作出更大的貢獻，為母校的名牌更顯光彩。在此謹祝各位畢業同學鵬程萬里，在座各位身體健康、生活愉快！多謝各位。





**Speech by SGSS Alumnus  
Ir Professor YUNG Kai-leung  
Professor and Associate Head  
Department of Industrial and Systems  
Engineering  
The Hong Kong Polytechnic University**

**45<sup>th</sup> Speech Day  
Friday, 3 December 2010**

Mr Chan, Principal, Honoured Guests, Teachers and Students,

It is both a pleasure and an honour to be invited back to my alma mater to speak to the new generation. I am impressed to see that the school has advanced so much under the hard work and leadership of both the teachers and the principal. I am given to understand that SGSS is now amongst the top schools in Hong Kong.

I still remember the days when I first joined SGSS when we did not have our own school building but had to share the classrooms with another school. We went through the excitement of moving into our new school building at the present location and then seeing everything gradually falling into its proper place. We participated in the design of the current school badge and

the various activities in the building of our school. As the founding chairman of the photography club, my contribution was to establish the photography darkroom in the school, which would probably have no use now in the digital age. In fact, most of the class group photos in the earlier school magazines were taken, developed and printed by me in that darkroom. That's why, with much time and energy invested, we developed a very strong





sense of belonging to the school.

The sense of belonging to a school is very important, as it is from the solid foundation of our secondary school that we have to launch ourselves into the future. Like me, when you look back years after leaving the school, this is the place which you will treasure for the rest of your life – because of the true friendships and the many other beautiful memories. You will also find that things you have learnt here will provide you with the basis for your future endeavours. Therefore, it is important that as you explore and develop your own interests, you work hard to lay your academic foundation, and enjoy working together with your classmates.

We are now living in a knowledge world where the boundaries between different countries are disappearing. Coupled with the advancement of global communications and the Internet that has brought people closer together, now we have to compete head-on with many more people to earn a living. To survive this challenge, we have to develop our core competencies in language skills and analytical abilities such as mathematics, as well as be adaptable in our country of residence and work. There is also the need for continuous innovation in the products and services that one provides. Through the many awards that are being presented today, I can well appreciate the wealth of activities provided by your school in addition to your normal academic curriculum which will, in the long run, provide the inspiration for much needed innovation in your later life.

Being an engineer by training, it comes naturally to me to have the management skills and objective analytical ability to make decisions but I still often feel that I could have done more in laying a firmer foundation in language skills and mathematics in my secondary school years. On the other hand, I still treasure the experience that I have had in photography and music from my secondary school days that provides me with the inspiration for my innovations in science and technology. In modern

society, scientific and technological advancement is the most important driving force. The engineering training at university provides good organisational as well as critical thinking skills that allow one to excel in a profession not restricted to engineering alone.

Take for example the space explorations that I have been involved in. Many people may ask why we have to spend so much money to explore another planet. The answer lies in the spin-off benefits from all the technologies developed for space exploration, such as satellite communications and Global Positioning Systems that improve the lives of everyone. Furthermore space exploration nowadays is analogous with the many voyages in history that explored new continents, and which brought benefits to the western world.

In conclusion, the most important observation over the years since my graduation is that it is important that we develop our dreams for the future – dreams that motivate us to work hard. Do not be troubled by the difficulties and constraints ahead. Most importantly, be the master of yourself. Do something that you can be proud of when you look back later in life.

Thank you very much.





**Speech by SGSS Alumnus  
Mr Edward CHAN King-sang  
Senior Counsel, JP  
Member of the School Management  
Committee**

**46<sup>th</sup> Speech Day  
Friday, 2 December 2011**

Dear Principal, teachers, honourable guests and SGSS students,

I was overwhelmed and flattered when invited by Mr Chan, the school principal, to be the Guest of Honour at this important annual school event.

SGSS is certainly not new to me. I can still recall when the school first announced the adoption of the school badge in this very hall. Mr Gamble, the then principal of the school, explained to us the significance of the various design features of the badge and in particular, the meaning of the school motto *Vincit Veritas* on it.

*Vincit Veritas* are Latin words. *Vincit* means ‘conquer’, and *Veritas* means ‘truth’. Together the words may be understood to mean ‘Truth Conquers’.

But then what is truth?

The answer is, of course, that it depends on the context. In the examination hall, the truth is probably the model answers to the exam questions. Those who have the privilege and glory to come on to the stage today are probably those who gave the most truth in their examination papers.



But apart from exams, if we look beyond school life, is there any universal truth in the form of a core value in life, applicable to humankind as a whole? For those who have a religion, be they Christians, Jews, Hindus, Muslims, Buddhists, Taoist, or any other, they probably find that truth and core values lie in their religious teachings. What about beyond the realm of religion? Is there a core value which is the truth that guides us in life?

As a lawyer myself, I think there is - or at least, there should be. The Rule of Law is the truth that should be applied to every jurisdiction and country. In the context of Hong Kong, the Rule of Law is an important asset that differentiates Hong Kong from other cities in Mainland China.





But then what is the Rule of Law? First of all, we must be clear in our minds that the Rule of Law is not just Rule by Law. To some, the Rule of Law can be summarized in a 12-word soundbite: “有法可依，有法必依，違法必究”.

This is no doubt a convenient summary, but this does not represent the full spirit of the Rule of Law. This is just Rule by Law. The concept of ‘Rule of Law’ is a wider concept. For instance, a basic principle of the Rule of Law is that everyone is equal before the law; no one is above the law and the law should be administered by an independent judiciary, fairly and without any fear or favour, free from any intervention by the executive or even the legislature. This is so, even though the executive and the legislature are freely elected bodies.

The concept of equality can be further developed into equality of participation in government. Of course, this does not mean that anyone can lay claim to be chief executive or a member of the legislature, but it does mean that there must be equal opportunity of both electing and being elected as chief executive or a member of the legislature. Hence, we should have universal suffrage in the choice of the executive and also the legislature. There should not be any unreasonable restraints on the threshold for a candidate to stand for election to chief executive. Universal suffrage in the context of the election of the legislature would mean that there were not any privileged bodies with claims to legislative seats, such as the seats for the functional constituencies currently in place in Hong Kong.

Furthermore, the concept of Rule of Law is, in a sense, also above the written law, because properly understood, the Rule of Law requires that the law-making body should not make laws which infringe upon basic human rights. For instance, the law must not be discriminatory against any sections of the public on account of their ethnic origins, social status or religion. Furthermore, the law must respect and give due regard to fundamental freedoms such as freedom of religion, freedom of movement, freedom of association and freedom of speech.

Of course it must be recognised that the exercise of freedom by an individual to its logical extreme would necessarily conflict with the exercise of freedom by others. Hence the Rule of Law does not mean that there is to be absolute freedom, but rather ‘freedom having due regard to the exercise of freedom by others’. For this reason, there can be reasonable restraints such that the exercise of a particular freedom does not infringe upon the freedom of others. For the same reason, the Rule of Law also recognises that for the sake of national security, good governance and social order, the law may place reasonable restraints on the exercise of freedom by individuals.

For instance, there could be a law that would be applicable only at a time when national security was seriously at risk. Such a law would enable the government to arrest people under reasonable suspicion and detain them without trial for a short time. In this way, at a time of crisis, the efficiency of the government would not be unreasonably hampered by endless consultation. This is where the concept of proportionality would come in. There could be restrictions, but any restrictions would have to be not only proportional to both the requirements of national security and good governance, but also proportional to the object or purpose for which any such restrictions were imposed.

All these core values are basic truths. We should all remember our school motto and have faith in it. *Vincit Veritas* – Truth Conquers or Truth is Invincible. We should respect and have faith in this core value in life, and we must value and maintain it. When the occasion for the protection of our basic core value arises, we should not shrink from standing up to protect it. Unlike many countries in the world, in Hong Kong we are fortunate enough that we do not have to stand up for our core values and protect our basic human rights by force of arms. We have many channels to voice our opinions, including an election system in place which enables us to state our views through the ballot box. This is an invaluable channel which we should not forget.

Finally, I would urge all SGSS students to remember the school motto and to stand up for the truth and the core values of humankind. Do not allow the Rule of Law in Hong Kong to be withered away by any excuse of expediency for short term economic or financial gain.

Thank you.

Dated this 28<sup>th</sup> day of November 2011.  
CHAN King-sang, Edward



# Old Staff Photos

1966



1977-1978





1980-1981



1985-1986





1990-1991



1995-1996





2005-2006



2010-2011





# The 50<sup>th</sup> Anniversary Banner Design



▲ The school banner marks the major events of the 50<sup>th</sup> Anniversary

In order to advertise the major events concerning the school anniversary, an appealing banner was designed by senior Visual Arts students and hung over the school entrance. The design marks all the notable events to celebrate on the 50<sup>th</sup> Anniversary. From left to right are depicted the Concert-cum-Musical, *My Fair Lady*, the Orchestra and the Walkathon. The two dolphins in the middle swim through the waves embracing challenges and guiding the school to overcome all the hurdles ahead. Moving right, the birthday cake represents the Reunion



▲ The banner was hung over the second entrance

Dinner and the giant tree on the far right marks the Open Days. On the banner, students are holding symbols representing different subjects, indicating that our students have a variety of talents and are ready to serve and welcome visitors wholeheartedly. Lastly, the interlocking cogs on the wheels at the bottom mean that teachers and students collaborate with each other to achieve goals and a bright future.



▲ Without the help of the janitors, the banner could not have been so well-presented. Thank you!



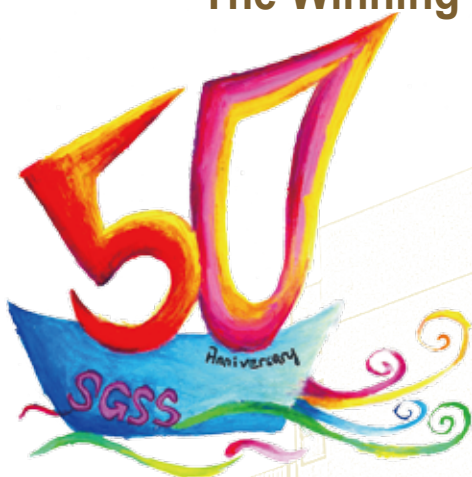
▲ A big thank you to these Visual Arts students for designing the banner



# The 50<sup>th</sup> Anniversary Logo Design Competition

The competition was organised by the Art Department. Students from both junior and senior forms were asked to design a logo during art lessons, to celebrate the anniversary. Many brilliant and creative designs were received and the winning logo from the senior forms, which was also the overall champion, was created by Kwok Yan Yu (4B) with the idea of “同根同心五十載，齊心牽手顯關愛”. In the heart-shaped logo, current students painted in green join hand-in-hand with alumni, teachers and parents to celebrate the 50<sup>th</sup> school anniversary. The droplet of water in the middle symbolizes how the school has nurtured its students over the past 50 years with love and care while they were growing and developing. The logo can be seen in all the activities of the 50<sup>th</sup> Anniversary.

## The Winning Logos of Junior Forms



▲ First Prize 3A Kwok Hoi Yee 乘風破浪 攜手共創



▲ Second Prize 3C Shum Mei Ki 齊心創造 綠色筭官



▲ Third Prize 3A Cheung Sze Wan 乘風破浪心相連



▲ Merit 1A Chung Hoi Yin 希望筭官學生愉快學習



▲ Merit 3B To Hoi Tung 同心協力 邁向目標



▲ Merit 3B Ma Wing Man 乘風破浪 薪火相傳



## The Winning Logos of Senior Forms



▲ First Prize 4B Kwok Yan Yu  
同根同心五十載 齊心牽手顯關愛



▲ Second Prize 5D Chan Kam Suen  
奮發圖強 終日成材



▲ Third Prize 4B Ng Hoi Ching  
四社攜手 尋找真理



▲ Merit 4E Tse Man Kuen  
大樹代表我們的根基 綠葉代表我們的成就



▲ Merit 5A Kwok Yuen Yuk  
筭官金禧 開卷有益



▲ Merit 5A Chung Yee Tung  
攜手照亮明天

**Overall Champion**  
**4B Kwok Yan Yu**





# The 50<sup>th</sup> Anniversary Inter-House Banner Design Competition

## Introduction

Co-organised by the Visual Arts Department and 4 Houses based on the theme, *The SGSS Spirit*, the competition was a great success with active student participation and ample compliments from teachers, parents and students. All the banners were hung up to smarten the school campus and this marked the beginning of the celebrations for the 50<sup>th</sup> Anniversary.



▲ Students ready to express their blessings through the banner



▲ Students working hard on their banner





▲ The winning banner goes to Unicorn House



▲ Banners of the 4 houses hung up to smarten the school campus

## Dragon:

All our memories and harvests over the past fifty years are stored in a treasure box and the key is safeguarded by a Dragon. With the arrival of the 50<sup>th</sup> Anniversary, the box is opened and gems fly out to join the celebration. Students show their care and affection for the school by writing and sending good wishes. They ride on the Dragon and spread the spirit of SGSS.

## Lion:

The Banyan tree has witnessed the growth of SGSS since 1965. In the picture, students work together to decorate the tree for the 50<sup>th</sup> Anniversary of the school, symbolizing the spirit of SGSS.

## Phoenix:

The students are cheering to express their happiness at the 50<sup>th</sup> Anniversary of the school. The parents and teachers are always behind them, prepared to help and support all their endeavors, making it possible for them to do well and reach perfection, like the rebirth of the phoenix. If we are willing and brave enough, all of us can write a new chapter for our future.

## Unicorn:

This Unicorn, representing both SGSS and Unicorn house, is made up of interlocking gears showing various historical moments of SGSS. The spring of 1961 marks the establishment of SGSS. Embodying the spirit of our house members and SGSS, the cogs on the gears fit well with one another and inspire the students to continue to strive for excellence.



▲ Unicorn



▲ Phoenix



▲ Dragon



▲ Lion



# The 50<sup>th</sup> Anniversary Essay-writing Competition

## A Day in the Life of an SGSS Student in 2030

*S1 Champion - Fung Jessie 1E*

Today was Open Day and I was responsible for giving rabbits to our teachers. There were seventy rabbits in total and they were gifts from the Education Bureau for the school's 70<sup>th</sup> Anniversary.

I remembered having locked up the cage before I left the school yesterday afternoon. But when I came back, I found that the rabbits were all gone. I ran to the Principal's room at once, as the Open Day was going to start soon. Scared out of my wits, I bumped into a wall and it suddenly moved aside with stairs beneath it. I walked down and I couldn't find anything, except a rotten piece of composition. I read the topic which described "A day in the life of an SGSS student in 2030" dated 2010. It said that on Open Day, someone would lose seventy rabbits and they would be found in the art room. Without hesitation, I dashed to the art room but I couldn't find anything.

I wanted to check the writing again, but I found that the last part of the composition had been torn off, so I looked around to see if I could find the rabbits. Suddenly, twenty rabbits popped up and they kept running. I followed them and finally they stopped at the school hall where I found the other 50 rabbits. They had knocked down a can of paint and painted the words 'Happy 70<sup>th</sup> Anniversary' with their footprints on an unfinished drawing!

Finally, I happily gathered them up and prepared for the Open Day.

## A Day in the Life of an SGSS Student in 2030

*S1 First runner-up - Leung Tsun Tong Thomas 1E*

"Good afternoon, Dad," said my dear son, Scott.

"Good afternoon, son. Do you like your school life?" I asked.

"Fantastic! You know my school is far away from home. Do you remember the running shoes that you gave me last week? They're useful."

"Flying in the sky in them is good, right? I'm quite jealous that you don't need to wear uniform to school nowadays. What did you do today at school?" I asked. "Sit down and tell me ..."

Scott began. "When I arrived at school, I switched on my computer and it spoke to me. *Welcome to SGSS. Today is 28<sup>th</sup> January, 2030. Your school programme today is...*

When I sat down, the P.C. on my desk automatically checked my attendance record, physical status and

the school programme for today. Then we plugged in a flash USB disc to hand in our homework. After a second, the results came out and it asked us to do corrections. Next, our class teacher came in. He briefed us on the topic of today's project. We were divided into small groups and then we started getting the necessary information from the Internet. To get some experience, our group decided to pay a visit to Yuen Long. It took five minutes only in my running shoes. We finished the project on time and gave a presentation to other groups in the afternoon. Our group got the highest grade in our class, and we were allowed to enjoy some dim-sum after school."

"Oh! Your school life is really different from mine. I am very amused by your school life," I said.

"How was yours, Dad?" asked Scott curiously.

"Okay, let me tell you ..."



Retired CIA agent William Cohen still had his sixth sense for danger even after leaving the agency ten years before, and even his current work at a bank hadn't seemed to diminish it. Add that to the other marks left on him after ten years of intelligence service and you get a toughened and weather-beaten man who had seen and done more than his years could bear. And at that very moment, Mr Cohen could feel his sixth sense tingling – more than usual, that is. The ringing phone snapped Mr Cohen out of his thoughts.

'Good morning, good sir,' the voice at the other end replied. It was a male voice, with a tone of authority, and a throaty accent that Mr Cohen just couldn't place.

'I'd just like to inform you that one of our company's clients has requested that we help her deposit a certain sum of cash into your bank,' the man continued.

'We receive many deposits every day,' Mr Cohen said, feeling quite annoyed. 'And no one calls us in advance. Which company do you represent, exactly?'

Ignoring the question, the man at the other end replied coldly, 'Our client has requested strict security, and we'd like you to give us a call once the cash has been safely deposited.'

Mr Cohen was about to say 'Absurd!' when the caller cut in. 'A box with exactly 50 wads of 50 dollar bills will be delivered to your bank at 3 o'clock sharp. We expect a call from you by then.' The line went dead.

For a second, Mr Cohen was left speechless.

'With exactly 50 wads of 50 dollar bills ...' The sentence hung in the air like a ghost. 50 ... 50 ...

He shook himself. But then ...

Just that morning on his doorstep, he had found a bunch of roses, the sender anonymous. Being afraid of his always suspicious wife, he had tied up the bunch and thrown them into the bin. But just as he was thinking what a waste of beautiful flowers it was, he couldn't help but notice the bunch contained 50 roses.

50 roses, 50 dollar bills... coincidence? Throughout

his years as an intelligence agent, he had grown not to believe in coincidence.

Three months previously, Robert Korowski, once a partner of Cohen during his days as a CIA agent, called him. He sounded crazed, and absolutely not himself. He spoke of different signs appearing in his life, all involving the number 50, and that he was afraid of unseen killers stalking him. Three days after Cohen received the call, Korowski was killed – shot in the head by an assassin.

A week later, the same thing happened to Tim Howard and Ron Smith ... all former partners in the agency. Cohen read about them in the news, dying one by one. There was no doubt there was an enemy out there, tracing all the former agents and eliminating them. This did not come as a surprise – the CIA had uncovered many criminal agencies in disguise, and unmasked many corrupt government officers. It had made more than a few enemies. With his heart beating vigorously, Mr Cohen called his manager and asked for the rest of the day off. Although his house was only a block away, he hailed a cab.

The five-minute ride home seemed hours. He never sat still in his seat. He jumped at the slightest sound and constantly ducked his head down. His mind went through the various ways he could be killed and he struggled with whether to call the CIA for protection.

Finally he reached his front porch. Fumbling with his keys, he opened the door. He slammed the door shut, and let out a gasp of relief.

'Well?'

He almost yelped at his wife's voice.

'Aren't you going to say something to me?' she asked expectantly.

Mr Cohen blinked.

'Day! What day is it?' she cried, exasperated.

'The day I'm killed?' Mr Cohen thought.

'Our 50<sup>th</sup> Anniversary!' she cried. 'I've been sending you clues the whole day! Didn't you get the roses? Or the call?'



# A Day in the Life of an SGSS Student in 2030

*S2 First runner-up - Cheung Pak Hei 2D*

I am a secondary two student at SGSS in 2030. I love my school very much. Today, I go to school again. Let me introduce my day at SGSS to you.

Every day I go to school. The first thing I do is set up my e-book. Using e-books is very convenient because I don't need to bring a lot of things to school. I can learn more about other things from the e-book. But it also has a disadvantage. If it suddenly breaks down, I will have no books to study. If it breaks down during tests or examinations, I will be in trouble, because I won't have the answer sheet for the assessment and I will be given zero for my task.

Then, the teachers come into the classroom. One is Mr Chan and the other one is a robot teacher, Ms Tagami. Ms Tagami can help teachers to correct students' work. Sometimes she will help teachers to punish some bad students. Many teachers say she is a very good and helpful assistant.

After two lessons, we will have a twelve-minute break.

It is very tiring for students to look at the monitor for a long period of time. Also, we are good students who behave very well. Therefore, the principal lets us be free.

At 3:30 p.m., it is time to leave. Students can either stay in the study room or leave the school. I usually go to the study room because I can listen to the recording of the lessons. I can understand more and I make improvements after I have done my revision. I hope I can get a better result.

## What I like about SGSS

*S3 Champion - Wu Tsun Wai Jeffrey 3E*

There have been wonderful days since I entered SGSS. The school always gives me joy and warmth. I think that this school has some magic which makes students leave school with a smiling face.

I do not know what my classmates think, but for me, I really like SGSS. The first reason is my teachers. All the teachers are very kind and helpful. Apart from that, they teach us with heart. We don't look at each other as teachers and students, but friends. Therefore, in the classroom, we discuss things with teachers rather than merely listening to them. It is incredibly fun to learn in such a way.

Apart from great teachers, I also enjoy being in the English Room. In fact, when I first came to this place, I felt that I had entered another space, which I called a mini-world of English. With toys, readers and movies, the English Room is always a nice place to stay and relax at lunchtime. However, I know that students do not speak English when the NET teacher is not there. Anyway, in the English Room, I can spend

my time in a peaceful atmosphere, and with air-conditioning too.

I am a careless student and my stationery is short-lived, so the stationery shop in the garden has become one of the places I often visit. I like this place because I look upon it as my saviour. Thanks to the shop, I usually have the stationery I need for my geography tests.

There's one more thing I must mention. It is the team spirit of SGSS students. SGSS students are team players. They also support their friends. I am a boy scout at this school and a member of the orchestra. I know what happens when the scouts are undertaking tough tasks and when it is the last minute before the orchestra performs. We cheer each other up and maintain a high morale. That's our speciality – being different individuals but having the same thoughts.

To conclude, at a school that I love, I have unforgettable memories, a delightful present and a bright future. I want to say 'thank you' to SGSS for giving me such a good time.



*S3 First runner-up - Leung Pok Man Billy 3B*

In China, '50' is an important and meaningful number. I am so delighted and glad to hear that SGSS has been established for 50 years already. There are lots of schools in Hong Kong today, but not too many schools have been established for over 50 years. 50 years is such a long period!

SGSS has been a nurturing ground for students. Many of them have become celebrities in different fields. There are SGSS graduates who are famous singers, bankers or even CEOs in big companies. They all have great and unforgettable memories here.

SGSS was already a band one English medium school decades ago and now, it is still a band one school. So, how do we maintain competitiveness? The answer is our students. All students in SGSS are concerned about their academic results. They know if they want to be a successful person in the future, they have to work hard now.

Over the past 50 years, the school vision has been the same. 'Strive for excellence' is always the target for students at SGSS, including me. I am inspired to aim high and achieve high.

The second thing I would like to talk about is that the facilities in SGSS today are different from those in the past. There were only four floors when I first came, but now, we have five floors. The aim of building one more floor was to provide more classrooms and improve the school environment for our students. The renovated facilities here prepare us for the new education system.

Thirdly, the teachers here are always very patient and passionate about their work. The teachers want their students to be well-educated and successful. The efforts made and time spent by the teachers are all meaningful and worth a lot.

Here, I would like to thank all the teachers who have taught us. SGSS! Although you have changed a lot, your vision, mission as well as your aspirations won't change. You are a place where we can cultivate our talents and you provide us with opportunities to develop ourselves. You are a mother in our hearts.

*S4 Champion - Cheng Cheuk Yan 4B*

What do you think of 50? Fifty dollars? Or just an ordinary number?

The number fifty means a lot to me. It reminds me of a sophisticated woman who is 50 years of age. She has witnessed the changes in Hong Kong. She has much more experience than I have. Her experience is inspirational to me.

The number 50 makes me remember this woman. She is a great mother. She provides many chances for her children to build up strength and develop their creativity. She takes her children under her wings so that they can grow healthy and strong. She is dedicated to providing her children with a harmonious environment in which to learn and play. She never turns her back on her children even if they have gone astray.

With 50 years of experience, she can be a beacon for her children when they feel lost and lonely deep down inside. With her guidance, her children feel confident about overcoming the obstacles and challenges that come their way. No matter how intimidating the menace is, she still braves the dangers and supports her children. She leads her children in the darkness of the

night until they see the path to success.

Fifty: 50 years have elapsed. It's time for her to have a facelift. She has been toiling for 50 years to make sure her children grow healthily and joyfully. Sadly, as time goes by, wrinkles appear on her face and her skin is no longer smooth and elastic. But don't fret. It's time for her children to gather together to repay her unconditional love and kindness. It's time for her children to express their gratitude to her. Her children will make her look as glamorous as before, or even more captivating than before.

Who is she? She is our beloved school! Although she doesn't talk, we can feel her in our hearts. We know she has been slogging away for us. Being one of her children is bliss. Many people say a school is a miniature society. SGSS equips us with the important life skills to survive in this fast-changing society. SGSS resembles a compassionate mother sacrificing her time and energy to ensure our well-being. Studying at SGSS paves the way for a promising future. We will not let SGSS down.

SGSS, the apple of my eye, happy birthday!



## What I like about SGSS

*S4 First runner-up - Chan Cheuk Yee 4D*

What I like about SGSS is the relationship with the school. No matter who you are, you can find tight connections with everything at SGSS. All of us love each other very much as if we were family members. The relationship we have built up is full of love and care, which makes us enjoy the life here.

The relationship between students is lovely. We never feel lonely at SGSS. Apart from studying hard in lessons, we relax with each other in our spare time. SGSS lets us acquire knowledge. It also allows us to relieve our stress and have fun. Our schoolmates are not only studying hard and playing hard, whenever we get into troubles, they offer a helping hand

immediately. The selflessness of our schoolmates touches me. It also strengthens our relationship.

The relationship between students and teachers is good. Teachers here teach us wholeheartedly and we are eager to learn. Our lessons are interesting and we can learn a lot. As we all know, learning is not only for examinations, but also for personal growth. We can always approach teachers for suggestions when we have got problems in academic or non-academic areas. Our teachers help us to tackle the problems. We are thankful for this. I admire the teachers in SGSS as they really care about us and try to be our friends.

The relationship between students and SGSS is great. We love the

school very much. The school provides lots of opportunities for us to pursue our dreams since she knows we are interested in different aspects, such as sports and music. We can feel the support of SGSS. In return, we are willing to contribute to SGSS. Therefore, we study very hard and take part in the academic and non-academic activities to attain good results and honour our school. SGSS seems to be our mother. She takes care of us and loves us. There is a very strong bond between us.

All of us love SGSS. It is love that connects us to each other. I hope the connections in school will always be close and everybody can cherish their life at SGSS.

## What I like about SGSS

*S5 Champion - Cheung Chin Hei 5E*

Where do you yearn to travel? Japan? Or France?

After being an SGSS student for five years, my best place to go is certainly SGSS, a place full of treasures!

The 'music' at this school is captivating. It doesn't only refer to the wonderful performance from our talented orchestra and choir. Once you step into our school, the principal greets you by saying "good morning". This is a relaxing piece of soft music. Our students are energetic musicians. During lessons, we actively discuss the subject matter. After lessons, you can hear us chatting and telling jokes. You won't be surprised at the shouts and screams that we give out during ball games. If you opt for louder rock music, you can watch the cheerleading competition at the swimming gala. The encouraging slogans from our F.1 students will be thundering in your ears. Every sound at SGSS is a sweet note, forming different melodies

that will be stuck in your mind forever.

I also love the 'weather' at SGSS. The atmosphere here is warm no matter what season it is. Our students and teachers generate heat in the school every day by giving support. I remember when I first came to this school, the school seemed like a maze to me and I got lost all the time. However, the school prefects were so eager to help me that they guided me to the right room. Actually, all the students here are helpful. When we get stuck on a difficult question from the textbook, we never feel shy to approach each other for assistance. What's more, the teachers treat us as if they were our parents. They devote all their time and effort to inspire us with knowledge and cultivate in us good attitudes, hoping that we can have brilliant futures. If we face hard times in relationships or our studies, they give us advice to direct us back onto the right path and overcome the hurdles. The warmth in this school will probably make you feel like a part of the family.

The last thing about SGSS that attracts me is that it provides us with a wide range of 'entertainment'. Life at this school is so exciting that you rarely see a student strolling alone in the corridor. In lesson time, we would never doze off because teachers are humourous and they always present their ideas in an interesting way. At lunchtime, we can go to the basketball court and football pitch for games. Even if you don't want to participate in the games, you can still be a spectator. Watching the matches of the four houses is so exciting that it can make your heart pound! If we want to escape the hustle and bustle of school life, our school's 'natural heaven' - the garden - is no doubt a good choice. Take a breath of fresh air and listen to the chattering of birds under the trees; then all worries are washed away. Studying at SGSS is more fun than any computer games in the world.

This is why I like SGSS; I am glad I am being nurtured in such an amazing place. I bet you have the same feeling!



## 50 - Fifty Years, Fivefold Flavour

*S5 First runner-up - Mak Tsin Yung 5C*

Flip over a food magazine and you will be amazed by the considerable number of special drinks. Click onto the webpage of any drinks retail store and your mouth will water in front of the screen. Have a walk in the streets and you will in all likelihood discover that in every corner of the city, people are holding every sort of drink – coffee, milk tea, green tea, you name it! However, how many of us have ever noticed our alma mater being our dearest and warmest beverage on the way through?

As long as fifty years ago, SGSS was a can of coke. Being the pioneer of this newly-established school, both teachers and students had glittering eyes over a bright future. Albeit full of uncertainties, students found themselves the darlings of fortune for they grasped the chance to study at a brand-new government school. At these early stages, SGSS was all about sweetness.

Soon, a bright future sounded impossibly utopian inasmuch as SGSS faced a poverty of funds. At that moment, SGSS became a cup of coffee. Students had to figure out their own ways of learning in the face of inadequate support from the school. The taste of sorrow and woe, however, neither crippled their determination nor hindered their study. On the contrary, this cup of coffee trained endurance and inculcated them with the right attitude towards hurdles in life.

So long as school facilities affected learning and realizing that the school campus still left much to be desired, teachers believed that renovation was indispensable to providing a quality education. In those days, SGSS was in want of money for improving the school campus to provide a great variety of facilities. Thanks to the generous donations from alumni, renovation was successful. Such a move helped explore the potential of talented students. The provision of educational facilities nurtured all-rounders at SGSS. At this stage, SGSS was a cup of milk which provided necessary nutrients for students' growth.

By the turn of the twenty-first century, the advent of technological knowhow transformed SGSS into a cup of tea. As the tea runs down our throat, it is bitter at the first sip, then sweet and most memorable after the third sip. Such taste symbolizes life at SGSS. In bygone days, learning was an arduous task for it took ages to acquire learning materials. With Information Technology, however, learning has been made easier as access to knowledge has become efficient. Sharing the fruits of technological breakthroughs, we see a beam of light is shining at the end of the tunnel.

Today, SGSS is a cup of water. It can be a godsend to us provided that we utilize it in the best possible way. It can also mean a curse to us in the event of misusing it. Whether it will become the bestseller in town or the joke of the town hinges very much on how we brew a drink with the available ingredients – adding too little water the drink will end up being too thick, whereas too much water weakens a drink. When we are in a dilemma, our teachers will be here to tell us to stop and reflect.

Pay a visit to any shopping mall and you are bound to see shop after shop touting exotic drinks. Flip through any magazine and you will see page after page of the latest special drinks on sale. Yes, they are appealing. But what is better than a beverage full of ups and downs, sweat and toil?



# A Day in the Life of an SGSS Student in 2030

*S6 Champion - Li Yin Ting 6B*

Frank took out his smartphone after having breakfast.

“Hurray! There is a Chemistry Club meeting after school so I can finish my experiment. Oh, hope I won’t make a fool of myself in the English lesson!” Frank murmured to himself.

He was made to be a scientist – keen on exploration, always asking why and ecstatic about doing experiments. In contrast, he was weak at arts subjects. He found expressing himself very difficult. He was reluctant to give a presentation during the English lesson – he would like to, though, if it were in the Chemistry lesson. At SGSS, where learning from peers was encouraged, every lesson started with a student presentation, followed by a discussion led by that student. The teachers acted as facilitators and gave further information only when necessary.

Frank shook the thought of the terrifying presentation out of his head, and went online to check whether the question he had posted on the school forum the day before had been answered. SGSS aimed to mould students into independent and active learners. Students did not have to do much homework, but were required to do a lot of revision and extensive reading. Students could build up an interest in learning and acquire the skills to learn independently. Great flexibility in learning was the reason why Frank chose this school instead of other, more famous, schools.

“Mr Lee hasn’t answered my question yet... But Jenny’s explanation is quite reasonable. Oh, I have to rush now.”

The first lesson was English. Despite a whole week’s preparation, Frank still felt nervous about the presentation. This time he had to tell a horror story from the English textbook. He was not sure if he could be a good story-teller. When he stood in front of the class, he went dizzy. His hands trembling, his heart palpitating, his legs shaking, he opened his mouth.

“I...I...I...don’t know that y-y-you are here,” said H-H-Henry.” Frank felt stupid and flushed.

“P-Pleeeasee l-l-let me g-g-o! I-I-I promise I-I’ll not s-s-p-p-ill the b-b-beans,” he b-b-begged,” continued Frank, determined not to stammer any more. He took a deep, deep breath. Just then, he caught a glimpse of Mr Stevenson. The English teacher was smiling. The smile had a powerful magic; it was so reassuring and comforting that Frank forgot his fears and embarrassment.

Frank finished the story fluently and expressively. Amid a big round of applause, he felt he had accomplished something.

“Well done, Frank! I like the way that you expressed the fear of Henry at the beginning by saying the conversation in a hesitant way,” Mr Stevenson commented.

Frank smiled. He thought, “It wasn’t that hard after all!”

After lunch, Frank formed a study group with Jenny, Thomas and Margaret as usual.

“You did so well in the English lesson!” exclaimed Jenny.

“Thanks. I have just read a dystopian novel and that helped a lot. By the way, do you want to read it and then we can recommend it to other members of the Reading Club?”

“Sure. But you are so good at public speaking, why don’t you give a speech on it? You used to be so quiet at every meeting!”

Frank would have turned down the request normally. However, now he felt the little change inside him. He might not be a perfect speaker, but at least now he was willing to take the first step. He desired to embrace challenges and refine himself. Isn’t this what education is for?



## What I like about SGSS

*S6 First runner-up - Lam Chee Lok 6B*

The 50-year-old big banyan beside the basketball court is the symbol of our school. It has a tenacious spirit of growth, which represents students' hard work exploring knowledge. To provide us with a good learning environment, other than the school library, we also have a comfortable garden. This is where I like to stay most.

While sitting on the long benches beside the plants, I can feel that I am surrounded by nature. I feel safe and relaxed sitting there even when I am studying under great pressure. That is why I think it is one of the most pleasant places for studying.

I also like the spaces in the garden. Every day during lunchtime, there are always some schoolmates who play badminton there. A few years ago, I was one of them. I enjoy playing sports happily with my friends. This not only improves the relationship between us, but also allows better blood circulation so that I can still concentrate on my work after having five lessons in the morning.

The organisms in the garden are also good teaching tools for biology students. The experience just happened this year, when we came to the topic "Variety of Life". My teacher brought us there to identify the plants, and hopefully animals, too. To our surprise, we found a grasshopper resting on a leaf! The camouflage was so remarkable that I will never forget its appearance and shape that had merged it with a leaf on the branch to look as if they were one. The mode of teaching really made learning interesting, and it was nice being refreshed after the 'tour'.

The garden is separated into five fields, and one of them is the fish pond. Every time when I am fidgety, I watch the fish swimming in the pond, or the flow of currents. After several minutes of staring at it and imagining what the fish might be thinking, I feel calmed and have a more peaceful mind.

Since teachers are those who have direct influence on students, they are particularly important for a good school. I think SGSS has got great teachers. Some of them make good jokes during lessons in order to motivate us to attend to what they are going to say, while others introduce interesting games or practical experiments for students to learn in a more entertaining way.

There are two teachers who impress me a lot as they really teach us from the heart. One of them is my Physics teacher. No matter what kinds of strange questions we ask within or outside the syllabus, he will try his best to give us an explanation. He has an understanding mind as he is able to identify our problems and is willing to think from our viewpoint. Sometimes, he will even search for supplementary materials to quench our thirst for learning. My learning is therefore easy and amusing.

Another teacher I like teaches me English. Her lessons are always well-prepared. Sometimes, she gives little gifts to reward students who do well in the subject. I was given a mini thesaurus as she encourages me to love and collect words, and to choose them carefully always. It is surely a precious gift I will keep for my entire life.

There is certainly more that I like about this school. Although it might not be able to provide us with the best learning environment, I believe our school is already a very good one. With all the wonderful things here, I hope all fellow students treasure and make good use of the facilities provided.



# 我在筭官的日子

1D 陳照國

菁菁校園，花園傳來幽香陣陣；莘莘學子，課室傳來書聲琅琅。光陰似箭，我入讀筭官已經五個月了。

每天早上，我總是帶着惺忪的睡眼踏上筭官大門前的台階，有時還呆呆望着天空，只想着何時才到小息時間，何時能夠放學回家。但每當站在校門前的校長用那慈祥而帶有威嚴的眼神看着我時，我不自禁地心中一凜，精神一振，臉紅地向校長點了點頭，奔上了自己的課室。在校長的目光中，我感受到他對每位同學的關愛、呵護，就這樣，我開始了新的一天，認真學習。

我從從容容地走過了幾個月的中一生涯，放眼望去，原來身邊都是一個個的機會——讓我成長、成熟的機會。老師們的悉心栽培和教導使我努力向上，領袖生的管理能力令我敬佩，學兄學姐們的言行舉止為我樹立了好榜樣，令我更虛心受教。各種的學習經歷、

探索及尋求知識的過程，讓我在學習中尋找樂趣，得到提升自己的機會。筭官，使我在短短的日子裏學會銳意進取，不斷開拓自己，並使我深信只要持之以恆，在未來的道路上定能勇攀高峰。

近日，從師生們的口中得知筭官已經走過了五十個年頭，對此，我沒有特別的感懷，只是為筭官屹立不倒的風範而讚嘆不已。在眾多的校慶節目中，金禧講座是我得到最多體會的活動，它的設立，為五十歲的生辰加添燦爛的光芒。回顧從前，眾多的校友在書本的浸潤下成才。如今，他們以無私的奉獻心，把這數十年的經驗、心得與我們分享。我敬佩他們，因為他們對我們循循善誘，為我們的未來作出一定的貢獻。可見筭官五十歲，依然美麗。

最後，我希望筭官繼續創建優勢，邁向未來，師生們共建美好校園。

## 校慶感言

2D 馬頌怡

學校大堂的報告板貼上校慶活動的綱目，全校的師生都不禁為這個大日子感到難以形容的興奮和雀躍。

回想去年初入學時，我對學校的一切都覺得陌生，充滿了好奇和盼望。雖然我對如何適應新環境和新課程感到困惑，但我保持樂觀和熱切的期待。經過一年多，我和同學一起學習、一起參與活動，大家已變得非常熟絡，甚至可以說是打成一片，夜裏做夢也常會遇見他們。筭官已成為我生命的一部分，像我的家一樣伴我成長。

時間巨輪不斷往前驅動，任何人都無法亦無力把它減慢或拉停。面對著教改、新課程、新學制的挑戰，老師和同學都需要攜手邁進、全力以赴。新課程強調培養學生的各種共通能力，透過各個學習領域的課程和全方位學習，從而開展全人教育，體現學校的辦學精神和使命。筭官為我們提供了一個良好的學習環境，通過老師的耐心講課和師生的互動參與、課堂以外的學習機會，例如講座、探訪、研討會及同學間的互勵互勉，我們循序漸進地強化判斷力、明辨是非，並掌握到思考方法及有組織地表達自己的思維。老師們循循善誘，細心栽培我們。除了教授課本的知識、處事和做人的態度外，他們更協助和鼓勵我們從失敗中振作起來，給予我們一次又一次的機會。多

次非縱容的寬恕，使我們獲益良多，並藉此建立正確的價值觀和自信心，為他日成為獨立、自信、有責任感及貢獻社會的良好公民打好基礎。

身為筭官的一份子，我們的使命是什麼呢？就是時刻注意自己的思想、舉止、言行，努力向上，勇於承擔對自己、家庭、學校、社會、國家以至世界的責任，做好自己的本份。五十年來，筭官的學生秉承「真理至上」這校訓，熱愛及追尋真理。當年的學生曾面對因社會變遷和教育改革而衍生的壓力，相信不比我們的少，但他們仍能在校長、老師、校友和家長的鼓勵和指導下，克服種種困難，今天成功地在社會上各行各業，如政府、財經、商業、教育、醫療、工程、法律等界別的不同崗位上，貢獻社會，服務人群，盡顯筭官的精神，創建美好將來。

時代在考驗我們，我們在創造時代。中學生活是人生中的一個重要的里程碑，它既帶給我們歡樂，無窮無盡的遐想及美好的回憶，又帶給我們種種的挑戰。我們會珍惜眼前所有，把握機遇，以筭官的歷屆畢業生作榜樣，勇往直前，盡力做好自己的本份，為學校、為社會發熱發光。

在金禧校慶的這個時刻，謹祝母校「繼往開來，再闢高峰」。



我沒有瑰麗花巧的言詞來修飾，也沒有深邃難懂的思想作注腳，我僅擁有的，就只是對母校最真摯的感情。獻給您，我親愛的筲官。

「叮」的一聲，捎來一則由朋友傳過來的手機短訊：快點加入「我是筲官人」的網絡群組吧！我看了不禁莞爾，原來許多人都和我一樣熱愛筲官這個大家庭。這個家庭的結構就如學校裏具象徵意義的老榕樹一樣：支撐着整個「家」的骨幹強而有力，就如這所有五十年歷史的校舍，默默無言背負着重責，讓各種生命得以維持生存。和藹可親的校長、老師和工友是枝條上密集生長的氣生根，他們對整棵樹的生命都有舉足輕重的作用，是不可缺少的部分。學生就是巨大而茂盛的樹冠。當葉子靠近生命的盡頭時就會落葉歸根，為榕樹提供養分，就如校友對筲官的歸屬感強烈，事業有成後仍不忘當初學校的栽培。榕樹的樹冠層會不斷萌發新葉，就像新舊生替換一樣，循環不息。

五十年，許多事物都改變了，唯有筲官濃厚的讀書風氣依舊不變。學校圖書館總是座無虛席，放午飯的時候，我和朋友們總是狼吞虎嚥的，為的是能在圖書館裏搶得一席之地。不過，我認為最能表現學校的學習氣氛，非位於一樓的「咖啡閣」莫屬。學校一樓有一處擺滿白色的塑膠桌子和椅子，坐在那兒可以俯視美麗的花園，相當寫意，所以我常把那兒喚作「咖啡閣」。無論是小休，還是放學的時候，那裏總是聚着莘莘學子，團團圍着每一位面容慈祥的老師，渴望老師們能解決纏繞在他們心中的疑惑。咖啡閣的學習氣氛很濃厚，彷彿連欄杆旁的花朵也散發出一陣陣書卷香味。那兒不僅是師生交流知識的好地方，更是師生們閒談校園生活、談笑風生的地方，可以增進師生間的情誼。

與其說老師是一盞指路明燈，倒不如把筲官的老師比喻為母親更為恰切。母親對待犯錯的小孩，是原諒但不放任，是教導但不懲罰。這不就像教導我們的每一位老師嗎？在老師心目中，我們永遠都是長不大的小孩，屢經挫敗，屢受包容。因此，在老師的護蔭下，我們樂於嘗試，敢於面對挑戰，因為我們知道老師會牽著我們的手，領步向前。

將身心完全依靠在有凳背的白色椅子，我的思緒亦墜入沉思。在時間的洪流中，這裏曾經有多少學生被老師「一語驚醒夢中人」呢？又有多少老師因為學生的一席話，對人生的態度作出改寫呢？忽然，停留在花叢間的蜜蜂拍翼起飛，那雙翅膀把我的思緒從過去拉回現實，我的目光也重新聚焦在眼前那個正在向老師討教數學題的學生身上。啊！過去和現實原來這般相似。回望過去，學兄學姐有好學不倦的精神，現在的我們敏而好學，不恥下問；展望將來，學弟學妹也能秉持著這種打破沙鍋問到底的決心。蜜蜂辛勤地在花叢間來回採蜜，它們就如勤奮耐勞的學子，不停地穿梭於知識的領域裏，是過去、現在和將來筲官學生們的寫照。我相信，筲官好學的精神會一代一代傳承下去，直到永遠。

筲官給予學生優良的學習環境，加上悉心教導學生的老師，從而孕育出一群發奮上進、團結友愛的學生。在這個五十周年的特別日子，我要向筲官致以最真摯的感謝和祝福，祝願筲官繼續開拓創新，桃李滿天下！



# 五十歲，您依舊美麗

4B 蘇珊娜

五十年，對於一所學校，不算長也不算短。筭官五十年來的變化我不曾一一體會過，但海豚仍在，四社仍存，校園歡聲笑語仍清晰可聞。不論五十年前，五十年後，我相信筭官仍保持一貫的美麗。

學校在不停轉變，增加了新翼，加建了五樓的教室，每年有新生進校，舊生離開……這些變化卻給學校累積了更多的回憶。回憶是藏在人心中美好的東西，翻出來時會讓人津津樂道。歲月留下了痕跡，可是不會抹去筭官過去的美麗。筭官沒想到衰老，它依舊美麗。

已經走出筭官的，回首時會懷念起它舊時的美麗；即將走出筭官的，會不捨曾擁有的一切；仍留在筭官的，必須珍惜它此刻的美麗。五十歲的筭官依然容光煥發，是因為擁有過去。它經歷了五十年歲月，五十年來各段回憶讓它繼續美麗。

筭官圈起一片天空，圈起一方土地，有一群學生在裏面歡笑著，茁壯成長著。它是一位母親，因孕育了無數孩子而愈加美麗。過去

為它累積了千萬層沃土，令它有能力去養育更多孩子。

它創造了一個家，家庭成員為將至五十歲生日而手持畫筆，將其裝點得更漂亮。它會看著球場上的比賽，亦會為球場上的觀眾而微笑；它會因教室裏學生們努力學習而感到欣慰；它會看著同學之間師生之間互相扶持，為了一個盛大的金禧校慶而更加美麗，五十歲的筭官更添光彩。

五十歲，上課奮筆疾書，下課歡聲笑語，午飯時喧嘩吵鬧，比賽時掌聲歡呼……一切依舊還在。過去能見到的，現在不會缺少；過去不曾出現的，由此刻開始茁壯成長。從地下拾級而上，步上最高層俯身而視，依然能見一所美麗的筭官。

筭官的美麗不會因時間的流逝而褪色、消失，它是一幅畫，每年都獲得煥然一新的一筆。五十歲，筭官依舊美麗，它有著過去的回憶、現在的活力，甚至未來的期待，為它補上更美的妝容。

## 校園生活

5B 劉歡歡

校園，總會勾起不少人的回憶，總是一個值得我們留戀的地方。

在「逝者如斯」的日子裡，我們一邊踩著歲月留下的痕迹，一邊拾起在校園成長路上的點點滴滴。直至我們茁壯成長，才發覺在校園生活的每一點滴，都是人生的縮影，而我們與校園亦難以分割。於是，我們會開始尋找遺留在校園每個角落的苦與樂。

當我還在孩提時代、懵懂之時，是校園給我提供了一個學習、結交良伴的地方。即使在風雨中掙扎，抑或在黑暗中摸索，因為校園，我總能感受到前所未有的溫暖；我在校園看見一絲光明，聽到一些鼓勵。這些均令我越挫越強，成長得更快。

校園生活是多采多姿、五味交雜的。我尤其喜愛與好友一同學習的時刻。該努力的時候，大家都較著勁地在拼，你追我趕似的，好不熱鬧。該休息的時候，大家都如脫了韁的野馬，玩得特別瘋狂、有興致。有時，大家三五成群地聚在一起，促膝長談，或是齊齊仰天大笑，都替本來平淡的校園生活增添了不少趣味。

當然，最熱鬧的時刻則非水運會和陸運會莫屬。此時此刻，大家的熱情都一觸即發，無一不全情投入。歡呼聲、吶喊聲、笑聲，充斥著整個場地。大家都毫不吝嗇簡簡單單的一句「加油」，或是「恭喜」，為同伴送上真摯的祝福和鼓勵。

然而，我最享受的校園時光卻是在圖書館裡。那些沉香碎屑的書卷味，總令我精神抖擻。細讀李清照的《醉花陰》，感受「簾捲西風，人比黃花瘦。」的婉約；細讀《假如給我三天光明》，體會到海倫凱勒的樂觀和堅強。沉吟在詩文世界中，讓我受益無窮。所以說，學校圖書館是我的小小世界，最為令我留戀。

校園，有著我痛苦與快樂的絢麗回憶。我把青春獻給了校園，而校園也使我的青春歲月變得更多采多姿，更刻骨銘心。

驀然回首，五年的時間轉眼即逝。在這段日子中，我有過痛苦與快樂；有過困惑與憧憬；有過孤獨與友誼。然而，在這青春的歲月裡，我永遠都不會忘記散落在校園的足跡，因為，我在校園生活的片段，是永遠不會褪色。



# 十年後的筲官

6A 伍凱瑩

車子沿著陡斜的柴灣道向上行駛。

我坐在駕駛座，把著方向盤，和煦的陽光灑在我身上，窗外是綠油油的樹影和十字路口……轉眼間，母校藍白色的校舍映入眼簾，它的校徽依然高懸，它的名字與清風相伴，在晨光中顯得格外耀目。

多年沒有回到筲官，如今有幸作為嘉賓講者重遊舊地，我的心怎能不百感交集？看見學弟學妹列隊站在大門前歡迎來賓，他們誠摯的笑容、整齊的校服，不禁讓我想起過去那個童稚的自己。

記得第一次來到筲官，是為了參與升中面試，當時太緊張了，根本沒有心思欣賞這美麗的校園。領袖生高大的背影、捧著教科書的老師、截然不同的課室，甚至是花園那個賞心悅目的小魚池……一切一切，對我來說都太陌生了。我噤若寒蟬，心裡怯怯的。

其後，在筲官度過了七年的學習生活。

七年時光，說長不長，說短不短……我曾經以為，它足夠讓我把母校的點點滴滴牢記於心，直至老死也不會忘懷。其實不然，我根本無法把它緊緊掌握在手裡，在這校園留下的印記，不過一鱗半爪，時光轉瞬即逝，曾經深刻的足跡被磨蝕，直至最後只剩下一個淡淡的印子。

唯有過去的種種感情，隱伏在心底。

本年正是筲官的六十周年校慶。

校園內外張燈結綵，色彩斑斕的海報、油畫、條幅隨處可見，同學們戴著學會或社的襟章，興高采烈地派發傳單和紀念品，到處充斥著熱鬧的氣氛，簡直和五十周年校慶時的盛況如出一轍。

大禮堂仍是記憶中的那個，依然莊嚴肅穆，踏在木質地板上，那種質感和沉實的反響與十年前沒有甚麼兩樣，室內通爽明亮，窗子大大地敞開，紅黑色的窗簾子呈扇形繫在兩側。

我輕快地步上講台，感覺和過去頒獎禮上台領獎差不多。雖然現在台下沒有人，但我閉上眼，就能在腦裡重演出當天觀眾的目光集中在我和其他領獎者身上，然後照相機的鎂光燈一閃的情形。我還在這裡演講呢！至於演講的題目，我已經忘得一乾二淨，只記得當時看見台下湧動的人群，還有與英文老師的注視，心就不由自主亂跳，臉紅耳赤。

這地方，曾經賦予我多少發揮的機會，我怎麼會忘記呢？

曾經，我和朋友在這裡豎立起學會的展板，拿桌椅和零碎的雜物設計遊戲攤位；曾經，我擔當英語大使，與來自不同級別的同学談天說地；曾經，作為樂團一份子，我在這裡奏起歡快的樂章；曾經，我第一次演話劇，穿上戲服生硬地唸台詞；曾經，我……現在回想起來，這禮堂原來陪伴我走過了這麼多難能可貴的歲月。似近還遠，我以為早已遺忘了的往事，卻仍有著屬於自己的影子。



我在領袖生的帶領下遊校園。

經過十年，求學時期的某些教室和特別室被改動調遷，早已不在它原來的位置。我走過一條又一條走廊，眼前的事物似舊還新，細看之下，發現很多已經失卻它的本來面貌。

最遺憾的是，在宵官學習七年間朝夕相對的木質桌椅，已經變成塑膠製的。雖然更為摩登，卻似乎沒有了過去那種質樸、儒雅的感覺。黑板被巨大的電腦屏幕取代，粉筆蛻變成教師桌上能作筆記的顯示屏，儲物櫃已不復見，座位的排列也不像以前一行一行那麼死板，圍成了兩個半圓……相同的教室，我卻不能幻想學弟妹是如何上課的，又或是過去的自己如何代入這種環境。

這裡的一切，無法與我內心的記憶取得共鳴。

領袖生沒有留意到我的茫然若失，領著我離開教室，繼續耐心的介紹。對年輕一輩來說，這教室太平凡，平凡得不值一提……因為這是他們日常生活的一部份。對我來說，這「平凡」的一切卻是多麼不平凡，我很有興趣從細微處知道更多母校的轉變。

我想：十年前的我，是不是也抱著這種心情每天回來上課？進入教室，回到自己的位子，攤開課本，等待老師，從來沒有多思考，看一下自己身處的這個空間。

每天都看到的東西，人們反而很粗心大意。十年後，我才明白當時間消逝，過去的情景就只能在照片和記憶中重新活一次。

下午，我完成了演講。本來準備好的講稿，在上台前一刻被我扔到廢紙箱，我轉而談談回到母校的所見所感，不像演講，反而像一個單純的分享會。慶幸，反應很不錯，學弟妹踴躍發問，比當年的同學活潑、積極多了。

我掃視台下的人群、發現幾張熟悉的臉孔，都是曾經教我的老師。他們對我點頭，我以微笑回應……不需要一句說話，單憑眼神的交流，過去那種師生互相尊重，互相信任的感覺重現，觸動了我的心弦。

畢業禮後，同窗各奔前程，雖說仍保持聯絡，但能像求學時期經常約出來聚聚的機會畢竟很少了。回到筲官，驚覺母校十年間的變化，看見一張張陌生的臉，當真有點生疏的感覺，但慢慢觀察，又會留意到現在的一切其實建基於過去的一切。筲官的本質十年前如是，十年後的今天亦如是。

我想，這就是歸屬感了。

無論雙方的距離有多遠，越過多少年時間的鴻溝，只要不忘記起始時候那種心境，那份親切感就不會隨外在環境的變遷而動搖。



# The 50<sup>th</sup> Anniversary Concert cum Musical



▲ Masters of ceremony introducing the programme

A noteworthy event among our school's Golden Jubilee celebrations was the 50<sup>th</sup> Anniversary Concert cum Musical held on Tuesday 19 July 2011, at 7:30 pm, at the Jockey Club Auditorium of The Hong Kong Polytechnic University. Around 1,000 people, including guests, alumni, teachers, parents and students had an immensely enjoyable evening witnessing the delightful performances by students and alumni. Bearing a powerful testimony to the SGSS spirit of dedication and collaboration, the concert's programme included quality performances by the School Orchestra, Chinese Orchestra, Choir, Erhu and Zheng Duo, alumni, as well as a compelling and captivating rendition of the Musical *My Fair Lady*.



▲ School Orchestra performing the National Anthem

The concert commenced with the School Orchestra playing *Radetzky March* written by Austrian composer Johann Strauss Senior, the so-called 'Father of the Viennese Waltz'. Conducted by Ng Cheuk Lun (6B), the Orchestra brought out the classic Viennese style and vigour in a highly-spirited performance of this perennial concert favourite.



▲ Ng Cheuk Lun of 6B conducting the School Orchestra

Next, the Chinese Orchestra performed Hong Kong composer Ng Tai Kong's *Jazz à la Chinoise No.1* under the baton of their conductor, Mr Kwok Shing Cho. The interesting piece features an alto saxophone playing alongside conventional Chinese instruments to successfully bring out the unique flavour of jazz.

Conducted by Music Teacher Mr Man Lec San, the Choir then gave a stirring performance of *Yellow Bird* written by American composer Norman Luboff. Percussionist Chan Pak Lam (3D) played an energetic rhythm on bongos alongside the piano accompaniment by Ma Ho Yan (4C) that greatly enhanced the calypso flavour of the song.

What followed was a highly anticipated world premiere of *Learning Together*, a unique project of musical collaboration between past and present SGSS students.

*Learning Together* was composed by alumnus Mr Hui Cheung Wai, a renowned Hong Kong composer, and the performers were Chan Tin Chi (6A) and alumnus Tung Tsz Ching.



▲ School Orchestra performing *Radetzky March*



▲ Mr Man Lec San conducting the School Choir



▲ School Choir performing *Yellow Bird*





▲ Alumnus Mr Hui Cheung Wai with performers of his duo

Written for erhu and zheng, the evolution of the work is intended to echo the beginning of an acquaintance and the study and growth experiences the two classmates share in school, until they become true friends for life. After spending months of practice and hard work, the two performers developed a mutual understanding of the piece as well as an excellent rapport between themselves. The result was a highly accomplished interpretation of the music.



▲ Mr Kwok Shing Cho conducting the Chinese Orchestra

To round up the first half of the concert, a group of alumni lovingly performed *Echoes*, a folk song medley complemented with a slideshow presentation of precious photos that aptly echoed the school spirit and brought back their fond memories of SGSS.



▲ Chinese Orchestra performing *Jazz a la Chinoise*

The undisputed highpoint of the evening was the hugely successful performance of the Musical *My Fair Lady*. It was the fruition of the combined efforts of more than 150 students who contributed their impressive talents both on stage and backstage, in areas ranging from acting, orchestra, chorus, dance,

to stage management, costume making, stage make-up and prop-making.

*My Fair Lady* represented our school's first endeavour at a musical.

In the past half century, SGSS has striven to provide students with a learning environment which encourages them to discover and develop their talents and interests. Music and the arts have always been substantial parts of our school life, and in these two areas, students have been able to develop confidence, explore creativity and talents which are essential to their lifelong development.

To celebrate the 50<sup>th</sup> Anniversary of the school, SGSS took the students to new heights by staging the famous and well-loved musical, *My Fair Lady*.



▲ Alumnus Tung Tsz Ching performing on the erhu



▲ Chan Tin Chi performing on the zheng



▲ Erhu and Zheng Duo performing Hui Cheung Wai's *Learning Together*



▲ Alumni performing a song medley



▲ Alumni upholding the SGSS spirit of the dolphins





▲ *Dance, Dance, Dance!*



▲ *Freddy and Eliza*



▲ *Eliza transformed*

*My Fair Lady* was chosen chiefly because of the meaningful message embedded in the story, which depicts the transformation of a poor flower girl into an elegant and sophisticated lady. After going through an arduous process of language training and confidence rebuilding, not only has her English improved, but her manners and etiquette have improved as well. It is hoped that our students can undergo similar transformations after going through various training in different aesthetic areas.

Professionals were employed to provide our students with serious and intensive training. They included Mr Ko Tin Lung, the artistic director, Ms Jenus Ho Man Yee, the director, Ms Colette Lam Wing Wing, the vocal trainer, and our illustrious alumnus Mr Andy Wong Ting Lam, the choreographer.

Preparation work for the musical commenced more than one year before the actual performance. The first training class offered to the students was on the basics of costume-making. Other training classes on dance, voice and stage make-up soon followed. In the second term, members of the orchestra and chorus started their intensive practice and rehearsals. A few months before the



▲ *Embassy scene*



▲ *Embassy waltz*



▲ *The three maids*

▲ *Oh, Eliza...*



▲ *Market scene*



▲ *Freddy, go and get a taxi!*



▲ *Why can't the English ...*



▲ *Pickering, Eliza and Higgins*



▲ *Wouldn't it be lovely ...*



▲ *The rain in Spain stays mainly in the plain*



▲ *Final applause*







▲ Full team getting ready for the show



▲ Final touch-up for 'Eliza Doolittle'



▲ Final touch-up for 'Professor Higgins'

performance, students involved in costume-making, stage management and prop-making were busy preparing all the necessary materials.

Throughout the year, students who took part in stage performance training became more and more willing to express themselves in front of other people and voice their needs and feelings. The creativity of the students was unleashed when they tried to understand the

lines in the scripts and communicate the message to the audience through their voices, gestures, dancing and acting. In all areas, the participants tried to fulfill their

responsibilities whole-heartedly so as to give their best for the first-ever SGSS musical. Students made breakthroughs and were always ready to face new challenges with confidence and ease after training.

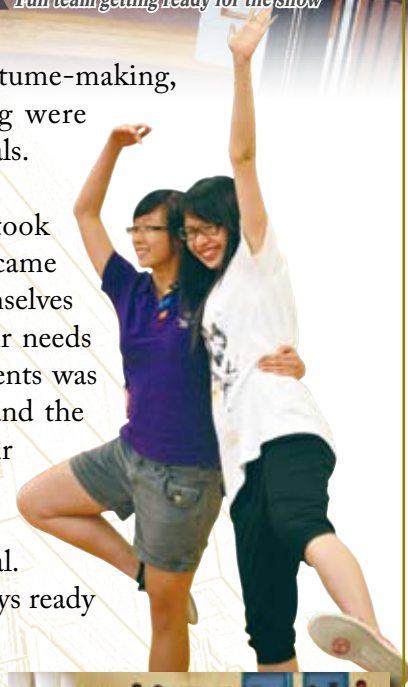


▲ Rehearsal in school hall



▲ In the orchestral pit

The 50<sup>th</sup> Anniversary Concert cum Musical witnessed an impressive concerted effort made by the whole school, including students, teachers, alumni and parents. It showed that our multi-talented students will have much to offer now and in the future. In particular, the production of the musical gave a lot of participants the experience of a lifetime. It is hoped that through this special experience students will grow more interested in the performing arts and develop into life-long learners with diverse interests and areas of exploration.



▲ Dance practice



▲ Director's briefing



▲ Costume making



▲ Stage management team



▲ Backstage preparation



# Salute to Our Alma Mater

## - Inter Class Creativity Contest

*Salute to Our Alma Mater* was one of the bigger 50<sup>th</sup> Anniversary celebration events. Initiated by our Principal, Mr Chan, this event provided a platform for students to express their love and gratitude towards their alma mater. The involvement was so huge that all classes ranging from S1 to S6 participated in it. Students created amazing artworks, produced innovative projects and gave brilliant stage performances. Their devotion and passion to the school were highly praised.



▲ The adjudicator, Mr Ko Tin Lung



▲ Outstanding product in the Final: 3B

Last September, participating classes were divided into three categories, A, B and C, allowing students to use three different mediums to express their love for the school. Categories A, B and C were, respectively, artwork & presentation, innovative project & presentation, and creative performance. The judging criteria were different for all categories, but effort and creativity were always considered to be the essential qualities, regardless of category. After all, students' sincere acknowledgement to SGSS was the spirit of the whole event.

In order to keep track of each class's progress, the Students' Association conducted three intensive progress checks on every class. Each class had to provide detailed information of their progress to the Students' Association for inspection. Due to the tight coherence of all the students and various units, the contest proceeded smoothly.

The heats of the competition were held on 28<sup>th</sup> February, 2<sup>nd</sup> March and 4<sup>th</sup> March respectively for the 3 categories. The judges of the heats were our vice-principals Mrs Yung and Mrs Law and the advisers of the SA, Ms Lo, Ms Wong and our teachers Ms Cheng Woon Wah and Mr Lo Man Wa. All the participating classes were innovative and tried their very best to show their love for their alma mater. It was really hard for the judges to choose the 10 classes which were to take part in the final round. Finally, they decided that 2D, 2E, 3B, 3E, 4E, 5A, 5B, 5D, 6A and 6B would make it to the next round.

Welcomed by all students, the final competition eventually took place on 9<sup>th</sup> March. On that day, we had the honour of having Mr Ko Tin Lung, a member of the School Management Committee, accompanied by the Chairperson of the Alumni Association, Mrs Cheung, the Chairperson of the PTA, Mrs Cheung and our Principal Mr Chan, to be the competition adjudicators. In the competition, all 10 classes gave it their best effort and used various innovative ways to express their love for the school.

*Salute to Our Alma Mater* lasted for half a year. During this long period of time, all students, not only those who took part in the finals, took great initiative and put passion into the competition. We were very pleased to see the students' high level of



▲ Outstanding performance in the Final: 2E



involvement and their happiness during the competition. Now, we want to take the opportunity to thank all students for their efforts. All of you have done a really great job!

Here are some principles and aims shared by the winning classes.

## Dolphinity Overall Champion 6A

“Vow to ourselves, in the spirit of the Dolphins.....” Students of SGSS are surely familiar with the dolphin as it is the symbol of our school. Inspired by this idea, we decided to make it the theme of our gift to SGSS on her 50<sup>th</sup> Anniversary.

Our art work is entitled “Dolphinity”, which is a combination of two words, ‘dolphin’ and ‘unity’. Dolphinity is composed of numerous recyclable plastic bottles, which were collected, twisted into the right shape and stuck to the frame by all our classmates. Each bottle not only represents our love for SGSS, but also symbolises all the students in the school. It also shows our unity - like the plastic bottles in compacted form, we students gather under the banner of SGSS. After the dolphin had taken shape, we used cellophane paper and LED lights to make the glittering “50”, which represents all the challenges our alumni have overcome over the past 50 years. SGSS students today are similarly committed to striving for excellence in all aspects of life.

We were glad to witness the SGSS Golden Jubilee. It is thanks to our beloved alma mater that we were granted an opportunity to express our joy and gratitude. Undoubtedly, it was an invaluable experience for us. We will forever be proud of being part of SGSS and will uphold its name loud and clear!



▲ Model of the product



▲ Final product



## The Fishpond Environmental Enhancement Scheme Overall Champion 4E

The Fishpond Environmental Enhancement Scheme was designed to celebrate our school's 50<sup>th</sup> Anniversary, aiming at making our school livelier. The design consists of three parts, each part carrying deep meaning. The first part, the water fountain, symbolizes how everyone in our school aims high, and how the school spirit will pass down the generations. The second part is the Golden 50 transparent sheet, which covers part of the pond's surface; this commemorates the outstanding achievements of our school over the past 50 years. Finally, there are water troughs which form a square, representing the layout of our school campus. Numerous little fish swimming along the troughs symbolise our students who kept working hard for the 50<sup>th</sup> Anniversary celebration.

Although we faced many difficulties during the project, we finally made it a great success. It was an honour for us to take part in the competition as it was a good way to express our gratitude to our *alma mater*.

The Fishpond Environmental Enhancement Scheme was not just a gift to our school but also to us, the 4E students, because through it we discovered our strengths and weaknesses and that is how we can achieve personal growth. We will make good use of this experience to embrace future challenges.



▲ Final product



▲ Working on the project

## The Cheerleading Team Performance Most Popular Class by online voting 5A



▲ Cheerleading Team Performance 1

The cheerleading team performance is a traditional part of the SGSS Swimming Gala every year. With this year's show, we tried to express the passing down of the special tradition from seniors to juniors, and how the spirit of SGSS will be kept alive. The loud voices and the strong rhythm of the cheerleading performance united everyone at SGSS and we will be together in the SGSS history book for all to see.

After the competition, we had a deeper understanding of teamwork. Everyone has different strengths and weaknesses. We specialized in doing those things which we were good at; creative classmates were involved in rewriting the lyrics, while the house committees helped train the cheerleading team. Through specialisation, we had a clear division of labour. The practice for the final performance ran smoothly and was very successful.

Although we have the same motto, we will all use different ways to shine our own lights. When we go out into the world to start our careers, we will still try our best to perform well. 「血拼我理想，齊來一起上，我愛五甲精英與健將！」

Of course, we have to wish SGSS a HAPPY BIRTHDAY and say THANK YOU for taking care of us for five years!



▲ Cheerleading team performance



# Open Days



▲ Wishing Tree

an artistic masterpiece; a creative representation of a dolphin. As you may have noticed, three dolphins occupy a position of honour on our school crest. For this special occasion, 6A students built this dolphin with used plastic water bottles, thus promoting recycling. The bottles themselves were also symbolic, individual bottles being bonded towards a common goal, to form a dolphin sculpture.

The tallest item that probably caught everybody's eye was the Wishing Tree. Guests, students and teachers were each given a piece of heart-shaped paper. Wishes were written and then hung on the tree. This created a gorgeous centrepiece. Everyone loved putting this together and seeing how it looked all aglow with the heart logo sparkling at the top and the heartfelt wishes hanging from each branch.

Lastly in the School Hall, in terms of limelight exposure, no other item could compare to the huge banner designed by our students for the 50<sup>th</sup> Anniversary. It wowed our guests as soon as they walked in. No visitor, not a single one, could have missed taking a photo in front of it.

In addition to the exhibitions in the School Hall, campus tours, video shows, invitation ballgame and debate tournaments were arranged. Musical instruments were played and dance and drama were performed around the school. All special rooms including science laboratories, the Visual Arts Room, the Geography Room and the Language Room were open with demonstrations going on inside. Classrooms were filled with game stalls run by ECA Clubs. If there had been a vote for the most popular game, the Archery Demonstration and Trial would have got the most votes. The queue never got any shorter over the two days.

From an educational perspective, the 50<sup>th</sup> Anniversary was not only a time to celebrate the history of the school, but also an ideal opportunity for student learning. The Students' Association took charge of organising and coordinating the Opening Ceremony, the Game Stalls and the Closing Performance. The following are some reflections by students after organizing these big events.

There was a very definite buzz around the school premises on 1<sup>st</sup> and 2<sup>nd</sup> April 2011, as a large number of parents and students, prospective parents and pupils, alumni and friends gathered in the school to share the joy of the 50<sup>th</sup> Anniversary Open Days.

For the first time in over a decade, the school was opened for two consecutive days. In the School Hall, there were exhibitions responding to the theme *Building on Present Strengths, Embracing Future Challenges*. The exhibitions were so designed as to take our guests on a journey from reminiscing about the good old days to checking out the strengths of current students. Of all the wonderful display units, the most memorable must have been the School Memories Project headed by our Assistant Principal Mrs Esther Law. She had the school's 50-year history recorded onto a banner, 6 feet high and 20 feet long, coupled with a display of historical artifacts, which lit up young eyes and brought back fond memories of the older guests.

Right next to the *Golden Memories*, was placed the display unit *Salute to Our Alma Mater*. This was an inter-class creativity contest where every class made a birthday gift for the school to show their appreciation. Class 6A won the Championship with



## Open Days - a Historical Moment

*Chow Hiu Man 6D*

*President of the 21<sup>st</sup> Students' Association*

Last year, the Students' Association shouldered a great responsibility to lead and prepare the ECA clubs for SGSS's two Open Days. It was really a challenge for all of us, but at the same time, I am delighted that I had such an opportunity to work with many of my schoolmates. Not only did this experience allow me to learn more, but also enabled me to discover my schoolmates' talents.

During last year's open days, students all achieved major breakthroughs. Other than having the traditional exhibition stalls, we also had thematic classrooms, in which each club could express their creativity and show their respective talents.



▲ SA counter

Members of the Students' Association were the coordinators of the preparation work. When having a meeting with all the sixty-three representatives, I could feel their passion and the solidarity among us. While helping every unit, I could see the determination in their eyes. In addition to all of these, we also assembled students from different units to join us at the opening ceremony so that every guest could receive the warmest welcome from students.

## The Unforgettable Opening Ceremony of the 50<sup>th</sup> Anniversary Open Day

*Hui Sau Man 5C*

*Committee member of the 21<sup>st</sup> Students' Association*

It was the second time in my SGSS life to be the Master of Ceremonies, but this time was much more memorable than the previous one because I was the MC for the 50<sup>th</sup> Anniversary Open Day Opening Ceremony. Obviously, it was a great challenge for me.

At the opening ceremony, there were various excellent items on the programme. Firstly, students from 63 different clubs and units, wearing special costumes or holding unique things symbolizing their unit, lined up



▲ Opening Ceremony- lighting ceremony





▲ Opening Ceremony- cake-cutting ceremony

in the hall to welcome our SMC Chairperson Ms Chum Chui-chi, Chairperson of the Alumni Association Mrs Cheung, Chairperson of the PTA Mrs Cheung, SSDO of Eastern District Mr Kwun, our SMC members and 4 of our former principals to officiate at the opening ceremony.

After that, the Students' Association President and three representatives from various exhibition units shared on stage their principles and aims for organizing the 50<sup>th</sup> Anniversary Open Days. Then, it came to the most unforgettable moment of the ceremony, which was the lighting ceremony of the wishing tree. When the honourable guests pushed the control bar, the lights on the wishing tree turned on: this marked the grand opening of the SGSS 50<sup>th</sup> Anniversary Open Day. That moment was really inspiring. Lastly, we had a cake-cutting ceremony with all our honourable guests, and student representatives sang Happy Birthday together enthusiastically. On this special occasion, it was most touching to hear.

I am very glad to have had such a great involvement in this open day. I was deeply amazed by students' initiatives and the cohesion between them. This experience has been etched in my memory. Whenever I think about this, I smile sincerely.

## The Remarkable Closing Performance and the Special Farewell

*Mak Hiu Tung 6A*

*Internal Vice-President of the 21<sup>st</sup> Students' Association*

After preparation work taking many months, the 50<sup>th</sup> Anniversary Open Day had a successful ending on 2<sup>nd</sup> April. It was a great pleasure for me to be the Master of Ceremonies at the closing performance, which perfectly finished this meaningful event. The closing performance included a variety of music and dancing, all performed by our students. All guests, teachers and students were surprised by the amazing talents of our students. They could feel the performers' passion and initiative. Looking at all the smiling faces and listening to our guests' appreciation, I was deeply touched.

Lastly, we prepared a special goodbye for our honourable guests. More than 100 teachers and student representatives from different ECA clubs and units lined up from the school hall to the main entrance, flanking the exit to bid our guests farewell. We sang our school song loudly and waved goodbye to the hundreds of guests again and again as they were leaving our school. The unforgettable scene and the touching atmosphere were etched in my memory. Even though the preparation process of the entire open day was very hard, I am glad I participated in this major event alongside my fellow students, thus creating a truly historical moment.



▲ Closing Performance: Musical performance



▲ Farewell : students lined up



## Thematic Classroom - Japanese

*Hou Wing Yan 7A*

*Chairperson of the JAC Club*

As members of a newly established Club, we were very glad and honoured to take part in the preparations for the 50<sup>th</sup> Anniversary Open Day. In order to promote Japanese culture and share common interests with visitors, we prepared some attractive activities, including traditional Japanese-style game stalls, exhibitions and 'cosplay'.



▲ JAC thematic classroom

Receiving positive feedback from guests, teachers and other students was the greatest encouragement to us. We would like to express our heartfelt gratitude to all students and visitors for their enthusiastic participation. Our Club will strive for the best in the coming year to provide many more positive educational activities for fellow students.

## Band Show at the Closing Performance of Open Day

*Li Kai Chun 5B*

Last year, our band *Breakover* had the chance to perform at the closing ceremony of the 50<sup>th</sup> Anniversary Open Day. Everyone in our band was surprised and honoured by the invitation from the Students' Association, as it was a ceremonious occasion. Fortunately, our performance was welcomed by guests. While we were singing our song, the audience clapped enthusiastically and sang along with us. It was very encouraging and a delightful experience.

Last but not least, I want to thank our School for providing us with an unforgettable memory of school life. We shall never forget the moment that we stood on stage and felt so honoured to be SGSS students. Happy 50<sup>th</sup> Anniversary!



▲ Band Show



# 五十周年慶祝活動第一步——筲官金禧環山行

## 家教會、校友會主辦

### 主禮嘉賓：蔣任宏校友（1962年入讀筲官）

筲箕灣官立中學校友會會長 張佩玲



這些年經常到訪母校，但從沒如此勞動過！

三月十三日早上，母校人頭湧湧，嘉賓、校長、老師、家長、學生和校友們都於不同的角落報到，集齊人數後便移步到足球場拍大合照，所有參加者和嘉賓分別戴上四社顏色和黑色帽子，同心砌出「50 SGSS」字型，場面十分壯觀。特別多謝大會攝影師李海光校友（1969年入讀筲官），為活動留下美好的回憶！

接下來便是今次活動的主題——環山行，為五十周年一連串活動籌款，圍繞柴灣道走一圈。年長校友如我，當年經常步行上學。我們需要徒步上山，因為那時8號巴士常因乘客太多，於柴灣道上斜停了站便不能再啟動，部分人須下車，讓巴士有足夠「馬力」再次行走。由於害怕遲到，須在斜路跑回學校，十分辛苦，不知是否因為不斷操練，我在學校的陸運會中也拿了一次400米賽跑冠軍！

在環山行的期間，沿途聽到的都是親切的招呼聲，看到的都是健康燦爛的笑臉，行畢全程回到母校也不覺辛苦，因沿途有……〔你〕！

多謝為這項籌款活動出錢出力的所有參加者！特別鳴謝籌備委員會各成員、校友會理事會和執委會、家教會和母校！



## 五十周年慶祝活動完結頁——金禧校慶晚宴

校友會統籌、家教會協辦

日期：二零一一年十二月三日

地點：中區大會堂美心皇宮

筲箕灣官立中學校友會會長 張佩玲

為配合母校五十周年校慶，我們將金禧校慶晚宴的席數定為50席，地點設於大會堂美心皇宮，定價每位收費600元，收費貼近成本，讓有意參加的校友、家長和學生都能出席。此外，我們亦盡力邀請校長、老師和學校管理委員會的成員出席。為了讓校長、老師和校友盡早獲悉校慶晚宴的安排，我們於2010年起便開始宣傳。幸而，收到的都是好消息，校友們、老師們都從世界各地回來，與我們共渡這個重要的日子。最終我們更加開兩席，共筵開52席，以滿足各方需求。

十二月三日晚宴，來賓在學生的小提琴演奏下陸續進場。所有來賓都情緒高漲，或熱情地跟同學們打招呼，或親切地和學長和學弟妹們細說當年。我們更特別從母校借來筲官歷史海報作裝飾場地之用，為晚宴增添氣氛。餘興節目方面，我們邀請了學生為我們表演中樂，包括5A班趙穎同學的笙演奏，7A班陳天姿同學的古箏演奏，十分精彩。其中，陳天姿同學更是帶病為我們表演，她的堅持令人感動！我們又邀請了校友呂珊獻唱數首名曲，歌聲繞樑三日，在此為她的撥冗出席表示感謝。

其後，在校友的要求下，胡伯強老師上台為我們叫童軍口號，把來賓的情緒推至高峰！

我們亦根據來賓在筲官的就讀或任教年份安排了相片分享和訪問，讓大家更加了解筲官的當年和今日。陳景生校友講述校徽的歷史、吳清淮校友講述親手栽種於母校的榕樹、陳炳添老師和周榮森校友講述當年的美術展覽等等，而我們和藹可親的羅副校長則講解母校的新翼和全香港第一所官校裝置的太陽能發電板。

在拍賣環節中，陳炳添老師送出一件藝術品供本會拍賣，由韋惠英校友投得，為晚宴額外進帳30,000元。對於校友對母校的熱心，我們致以衷心的感謝。

晚宴完結之前，我們安排每屆畢業生到台上拍照留念，在這樣歡樂的氣氛下，筲官的第一次大型晚宴終於圓滿結束！





# Production of the 50<sup>th</sup> Anniversary Mosaic Mural



▲ A talk given by a professional artist on mosaic-making

In response to the school slogan, *Building on Present Strengths, Embracing Future Challenges*, a mosaic mural was created with the cooperation of teachers and students. It carries an in-depth meaning. The mural is symbolic. Viewed from right to left, a boat is depicted with students holding symbols representing various subjects. This indicates that our students have different talents in various subjects and activities. The student sitting in the front is holding a telescope, which symbolizes investigation and inquiry. The inter-locking cogs at the bottom mean that SGSS teachers and students collaborate with each other to achieve goals. The two dolphins are directing the boat, which symbolizes the school, to move forward, guiding the school to overcome all the hurdles ahead and embrace the future. The two hands are heart-shaped, with a small plant in the middle. Together, they symbolize how the school has nurtured its students over the past 50 years with love and care while they were growing and developing.

The mural also shows the past and present state of the school and society. The school was built 50 years ago in Shau Kei Wan, which was then a small fishing village. Now, together with Hong Kong, it is transforming into

a cosmopolitan area with lots of modern skyscrapers. The transformation process requires core values such as perseverance, determination, diligence, care and lots of hard work. With all these, it is hoped that the school and students march into a bright future as bright as the blooming bauhinia, which symbolizes prosperity and advancement.

The making of the mural required whole-school participation. Senior students were in charge of the design while other students created the mural during lessons and after school. Special thanks must be given to 82 enthusiastic students who



▲ Students need to practise before starting on the real mural



▲ Students collaborate closely on the production



▲ Senior students design the drafts of the mosaic mural





▲ Parts of the mural



▲ Installation process

came to help in their own time. At the beginning, teachers guided students on mosaic appreciation. A professional artist was invited to give a brief talk on the history and production of mosaics. As well as this, a training course was provided on tile-cutting and students came during lunchtimes and after school to work on the project. After two and a half months of hard work, the 10.2 m<sup>2</sup> mural was successfully completed and installed in the school garden.

The project not only marked the dates of important events for the 50<sup>th</sup> Anniversary, but was also a very good chance for students to co-operate and tackle how to convey an abstract theme using symbolic pictures. Students were inspired by this project to strive for excellence, overcome difficulties and persevere. The project also cultivated students' sense of belonging as well as persistence, so helping students' personal growth. At the beginning, students found it almost impossible to create such a large piece of artwork with small tiles. With perseverance and teachers' encouragement, the mural was successfully completed. Both teachers and students gained a great deal of satisfaction from this project.



▲ 84 students in front of the mural



▲ Final work. The theme is based on 'Building on Present Strengths, Embracing Future Challenges'



# The 50<sup>th</sup> Anniversary Souvenirs

With the help of the Art Department and Visual Arts students, souvenirs were designed and produced to celebrate the 50<sup>th</sup> Anniversary. Cover Designs were added to the plastic folders with the banners of the school and the 4 houses. The 50<sup>th</sup> Anniversary logo was transformed into copper bookmarks and metal key chains. For junior form students, two lovely PVC key rings (Girl/Boy) were created. Other souvenirs included golden metal pins and a school tie. All of them were highly appreciated and very popular among guests, teachers and students.

**SHAU KEI WAN GOVERNMENT SECONDARY SCHOOL**

## 50<sup>th</sup> Anniversary Souvenirs

**Copper Bookmark \$10**

**Golden Metal Pin \$10**

**School Tie \$60  
(with tie Box \$70)**

**PVC Key Chain  
(Girl / Boy) \$10 each**

**Plastic Folder  
\$10 each  
\$40 whole set**

**Metal Key  
Chain \$15**

**50<sup>th</sup> Anniversary**  
Building on Present Strengths Embracing Future Challenges  
1961-2011





Present



# Staff Photo 2011-2012



Last row: Mr LAU Chun-on Mr NG Wai-kong Mr CHENG Chi-kei Mr NG Tsz-chun Mr LAU Chak-leung Mr CHUNG Chi-shing Mr WONG Kam-ming Mr YUEN Chung-wai  
Mr LAI Chun-wah, Arthur Mr POON Ting-cheong Mr TONG Lik-hang, Axel Mr CHENG Wai-lun, William Mr YUEN Herman Mr YU Siu-fai Mr LAW Chi-fai

Fourth row: Miss CHAN Yun-tin Ms WONG Wai-man, Amy Miss CHAN Siu-sheung Miss YUET Fong-ching Mr NG Chung-tak Mr YEUNG Ka-ho Mr LO Man-wa  
Mr TSUI Chung-pong Mr LEE Yuen-hing Mr Chan Man-keung Mr KWOK Wai-hung Mr KWAN Chi-hung Mr KWOK Chi-hing Mr CHEUNG Shu-kin  
Mr FUNG Wai-ching Mr LUI Ho-fai, Nick

Third row: Miss HO Sau-chun, Bernadette Miss YUNG Oi-yin, Didi Miss FUNG Mun-ching Miss LIN Yuk-chun Miss LUI Lei-yung Miss TSE Tsui-shan Miss LAI Shui-fong  
Ms LAU Chui-yan Miss CHAU Wing-ying Ms HO Fung-yi, Bonnie Miss Yeung Oi-li, Anita Ms CHAN Ching-han, Queenie Miss LEUNG Man-ha  
Ms TSE Shuk-yin, Agnes Ms CHAN Hung Miss TAM Ka-yan

Second row: Mrs LI LEUNG Kwok-ling, Helen Ms WONG Kai-foon Miss NGAI Yuen-ming Ms FUNG Yin-fan Ms CHENG Woon-wah Miss LAM Po-ying, Belinda  
Ms CHEUNG Yin Miss WONG Wing-yi Ms LEUNG Shuk-yuen Ms EVANS Marnie Echlin Miss WONG Pui-shan Miss LAM Yuk-yim Ms LEE Sau-han  
Ms LEE Ming-ye, Regina Ms CHOW Lam-lam Ms HO Wai-chu Ms LI Wai-man Miss CHENG Han-fong

First row: Miss CHUNG Wai-man Mrs CHAN LEUNG Chui-ha Miss HUI Kwai-yin Ms WONG Ming-ye, Fanny Miss LO Lai-wah Ms CHOW Sin-yung  
Mrs WONG CHENG Yuk-wan, Wendy Mrs YUNG CHAN Suk-fun (Vice-Principal) Mr CHAN Tsze-ying (Principal) Mrs LAW HAU Yan-wah, Esther (Vice-Principal)  
Mrs CHEUNG CHAN So-kum Ms LI Yun-sim, Janda Ms HO Yuet-wah, Eva Miss CHIU Ka-wah Mrs KWAN LEE Yuen-fun Mr CHAN Lui-kwong Mr MAN Lee-san, Eric





Last row: WU Ka-chun LI Cha-yuen CHAN Kei-him LAI Jun-ning CHU Yam-leong SHE Chun-hing LAM Wing-ho  
LAU Chun-hung CHAN San-wa CHAN Ho-man LI Pak-hin SHUM Cheuk-fung CHEUNG Siu-ting

Second Row: KWOK Ting LEUNG Hiu-ching LI Siu-lam KWOK Sze-ting CHENG Tsz-shan CHOI Ka-yan TAM Wing-ka  
DAI Anran NG Tsz-ying LEE Sik-yu SIU Man-yan HO sum-yue, Grace CHEN Chui-mei

First row: LEUNG Hoi-ching CHEUNG Ching-yi LAU Cheuk-tung LEE Cheuk-nam LAU Ka-ching  
**MS WONG Pui-shan MR TSUI Chung-pong** YAU Ho-yin WONG Tsz-wing CHU Cheuk-kay  
CHIEH Yan-lam, Yuki CHAN Tin-mei, Tammy







Last row: LI Cheuk-hung YEUNG Lik-chun CHENG Cheuk-man HUI Shing-fung, Andy SO Ching-sum, Victor CHIN Ka-chun  
CHOI Ming-wang PANG Chun-kit TAM Wing-on SIU Ho-yin PANG Chun-tak CHENG Man-lung

Second Row: CHENG Nga-man LEUNG Sze-wing LUK Oi-cheng LAU Wa-chak, Stanley SHA Yu-hiu LO Pak-ho  
HSU Tung-yu TO Chung-hon LEUNG Wai-fung WONG Ho-chun TONG Tsz-yan NG Yuen-chun KWONG Tsz-yan

First row: YU Chung-yi ZHANG Jia-hui LEE Yuen-yee SIU Wing-tung CHAN Wan-ngai **MS LAM Po-ying**  
**MS LIN Yuk-chun** NG Hoi-tsun CHAN Lok-yi CHAN Hoi-ying UY Ching-laam WAN Hoi-yi, Gi Gi







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Last row: NG Kei-ting LAU Chi-ling CHAN Tsz-fung HUI Hon-ting PAU Cheuk-lun LI Shing-cheung  
LAI Chi-piu CHAN Ho-nam SIU Joseph LAI Lut-yin MAK Tze-fung, Jethro CHEUNG Ho-kiu CHU Shing-hei

Second Row: MAK Ching-nam CHUI Nga-yin LEUNG Ching-yi WAN Tsz-ching HO Kam-sheung LEUNG Wing-yan  
LAU King-sze YEUNG Sze-ching, Cheryl KAM Ka-wing HO Po-yin IKEDA Konoka LAU Hoi-yiu AU Mung-sze

First row: CHOI Mei-sze FOK Hei-in NG Wing-kei CHENG Tsz-ching LAM Tin-hon, Elizabeth **MS YUET Fong-ching**  
**MR CHENG Wai-lun** CHENG Hiu-lik CHAN Tsz-hin CHAN Man-ling CHOI Wing-tung CHAN Yuk-yee



WALKATHON

2011





Last row: TSUI Chung-nam CHAN Tsz-wai YEUNG Hoi-hao, Marco LI Kan-yum WONG Kai-hong LAM Yin-hoi  
CHENG Lok-wai, Joseph PAU Ka-wing TANG Yiu-chung YEUNG Wing-chun LEUNG Yau-yat FONG Nok-hang  
TSO Chun-yin

Second Row: LO Ching-huen FUNG Tan-na KWOK sin-tung WVAN Lai-yee WONG Nga-man FONG Man-kee SZE Po-ki  
KEUNG Siu-ling LEUNG Wing-kei CHAN Yee-ting LAW Huen-yi CHAN Hing-kit YU Yee-mei

First row: CHEN Wenle CHAN Po-yee CHEUNG Wing-lam LEUNG Tsz-ching YIU Wing-sum **MR LAI Chun-wah**  
**MISS NGAI Yuen-ming** NG Ka-yu SO Lok-kwan CHEUNG Yan-ting CHIU Cheuk-chee KWAN Hei-man





First row: LEE Tsz-kwan NG Kwan-yi LO Ka-wai YEUNG Hei-tung CHEUNG Ka-ching **MR TONG Lik-hang, Axel**  
SHIH Wai-pan NG Shiu-yu, Amos LAI Cheuk-hang LEUNG Chi-hang YUE Hin-chun







Last row: LAI Chun-chi YEUNG Hoi-sang YUNG Tsun-kiu CHENG Hon-chun TSE Ho-yin CHAN Long-yin  
CHANG Shing-hin DING Patrick Carl Qiu

Third row: NG Ka-lok AU Chun-man CHAN Hay-to CHAN Pui-lam TSE Ka-lok FU Chun-yu CHOI Chi-kai  
AU YEUNG Pui-lam LAU Ka-wing

Second Row: MO Yuk-kit TANG Ke-jing KWONG Ka-man YEUNG Pui-ki WONG Tin-fu CHEUNG Lok-hang, Chris  
KWAN Yiu-pang CHAN Ming-ming LI Nga-yuk MAN Cheuk-ying

First row: POON Nga-yu HO Man-ting LEE Wing-yin MAK Hiu-ki CHOI Hiu-nam **MS WONG Wai-man**  
FUNG Tin-yu WONG Hoi-yee LEUNG Hei-tung WONG Hoi-ying FAN Chit-yin, Kody







Last row: NG Wang-sang NG Ka-ki LIT Kam-kong YIP King-lam TSANG Kai-hein, Keefer TAN Yuk-kuen

Third row: WONG Ho-wun, Andrew NG Ming-fung CHAN Ting-hin CHAN Wing-kin, Ryan SADIOA ELIKAI  
PANG Ho-kei CHEUNG Ho-ming CHIM Yu-kiu YAU Chun-long

Second row: YU King-lam LAM Yuk-yi CHENG Kai-yi LIN Hiu-kwan TANG Cheuk-hei YEUNG Cheuk-hei  
HUNG Man-ki CHAN Sze-man FUNG Kelly LO Yan-ting

First row: WONG Kar-wing WONG Yu-ching LI Yuk-wah CHEUNG Po-yee CHOI Ka-yu **MS TSE Shuk-yin**  
CHIU Kam-wang LEUNG Ka-ki SO Lok-yin LO Ching-man, Anne ANG Pui-yin





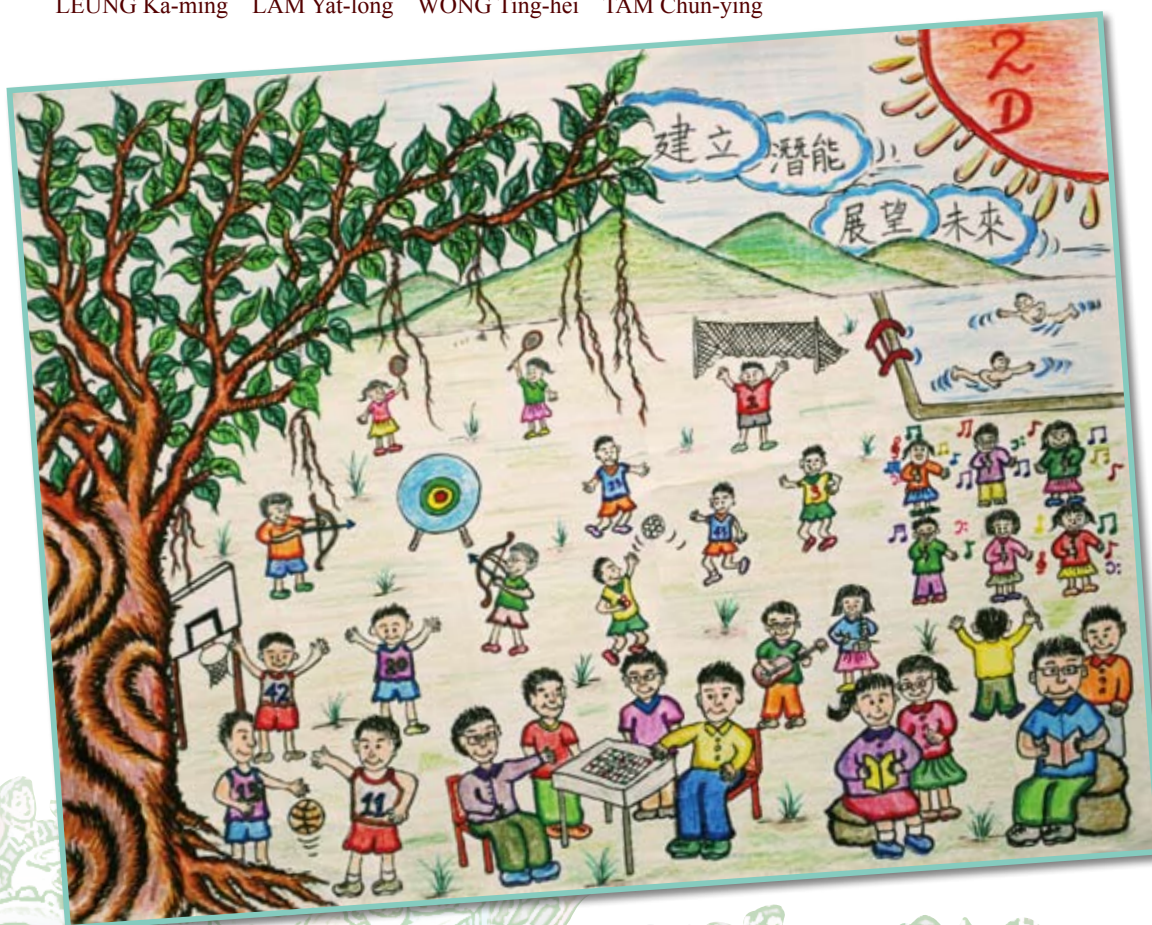


Last row: NGAN Wai-kwan CHEUNG Man-sing CHAN Chung-wai NG Hoi-kit KWOK Fried-man, Owen  
WU Pak-cheong HO Lok-lam

Third row: LAM Yee-chun LEUNG Tsun-tong, Thomas WU Kai-hong YIK Kai-hei ZHANG Yao-hua YU Chun-wah  
TIN Ho-ting, Brian CHAN Cheuk-hei TAM Chit-wai, Ivan

Second row: NG Ka-yee CHUNG Hoi-in YEUNG Kwan-ni TING Wing-ting, Terry SIN Man-ying SIN Wing-yan  
YU Wing-ki YU Tin-mei FUNG Yuet-fai YEUNG Tsz-ching

First row: WONG Tsz-wai CHOI Ka-man FUNG Jessie KWOK Hoi-yan NG Cheuk-nam **MS FUNG Yin-fan**  
LEUNG Ka-ming LAM Yat-long WONG Ting-hei TAM Chun-ying





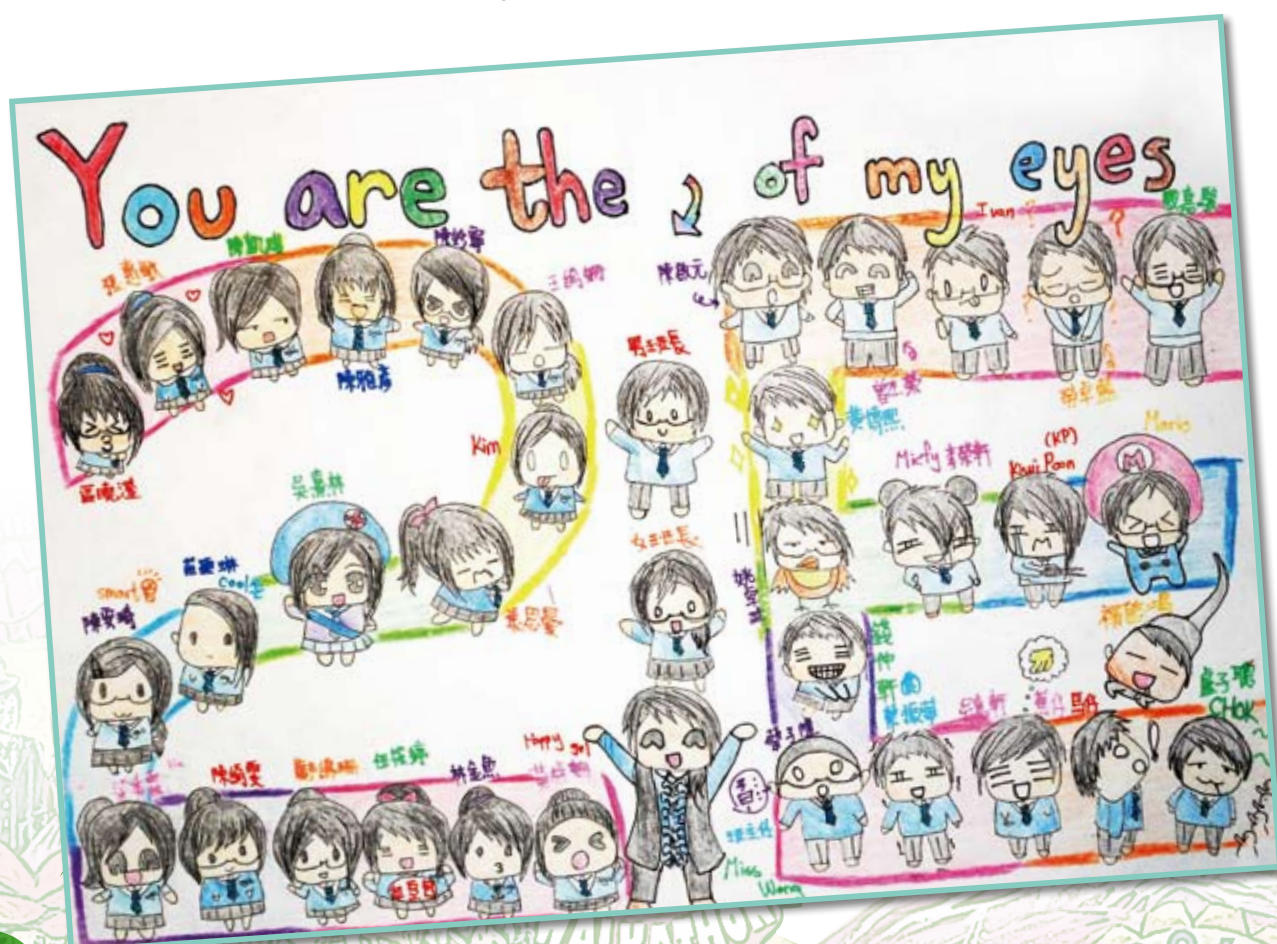


Last row: LEE Wing-hin LO Tsz-chung CHAN Kai-yuen CHIU Chun-him CHEN Jie-rong, Wayne MA Ho-man  
CHIN Chung-hin

Third row: CHOI Chun-wa HUEN Kai-hung YAN Ka-chun POON Chun-pang YIU Cheuk-ting WONG Pok-hei  
CHOI Tsz-lung LO Cheuk-nam NG Ka-hin

Second row: NG Siu-ting AU Hiu-ching CHAN Hoi-ki CHENG Kit-ying, Kim LIM Kam-yu CHAN On-kei CHAN Miu-ning  
CHAN Nga-yin, Ervine CHEUNG Wai-man LEUNG Sau-lam

First row: CHEUNG Sze-man CHONG Wing-nam CHAN Yee-man HUANG Zi-shan WONG Yuk-ki  
**MS WONG Kai-foon** LAU Chun-hong LAI Tsun-lim KWONG Kam-shan WONG Yee-shan NG Hei-lam, Yuki







Last row: LI Tsun-hei LI Yi-ching TSE Toby POON Siu-hang, Michael CHU Ka-lok WONG Hong-wa, Elton  
YIP Tsz-chun FUNG Yuk-man

Third row: CHAN Hoi-tung LEE Ho-tat, Ronald SIN Cheuk-yin, Jeffrey LI Ka-ching PANG Kwok-ho LAM Kwan-yeung  
CHEUK Wai-sung CHUI King-yu KWOK Kai-yip

Second row: WANG Ching-wai WONG Lok-kee LEUNG Lok-wai, Natalie CHENG Tak-sum WO Siu-tat RYAN Lin  
LEUNG Siu-lung CHONG Hin-wai LIANG Peiyi TSUI Hoi-ting

First row: DING Susan Gail Qiu KO Hiu-ting LAM Ying-hung LEE Nga-kei TAN Mei-qi **MS CHIU Ka-wah**  
YOUNG Chi-chun, Jason YIP Chun-man CHAN Yun-yee NG Yin-ni SOO Nga-yan







Last row: CHEUNG Wing HUI Wai-kin LAM Cheuk-yin SHUM Ho-wik YU Chi-kin LEE Kok-cheung SO Kin-lun  
TONG Shing-chung

Third row: CHOW Hon-kit LUI Jin-hung WONG Tsz-hin LO Wai-shun WONG Yuet-kwong CHAN Pak-yin  
LOK King-yiu, Nieman WONG Shing-lok LI Yuk-ki

Second row: CHOW Hoi-man MA Sze-wing HO Man-kwan LAM Chi-wai LI Ho-fung LAI Ka-ho LEE Chun-yin  
TSE Tung-ling, Cove WONG Mei-yin, Grace WONG Hin-wah

First row: LEUNG Ho-ching CHAN Ming-wai TSOI Shuk-ye WONG Man-wa FUNG Mei-yin **MR YUEN Chung-wai**  
LOK Tsz-ngo, Leo FUNG Ming-wai CHAN Ho-ye TSOI Sze-man LUK Tsz-yan







Last row: LEE Tsz-fung CHAN Tun-ham TSAI Hung-wai LAU Tsz-chun CHAN Sheung-on LEUNG Ho-ming  
HUI Ho-man LEE Hok-lun

Third row: LAI Tsz-kwan HUI Wai-kit CHEUNG Pak-hei CHUNG Ming-kit TAM Chun-yan PUN Kong-yin  
YUNG Hiu-hong WONG Chi-chung, Max CHOI Yiu-yeung

Second row: LAU Wing-yan LAI Wing-sze WU Hiu-shin LUNG Chak-sum CHONG Pun-lim NG Cheuk-hei WAH Hon-lam  
CHU Ka-wai, Gladys KO Tsz-ching NG Sin-tung

First row: AU YEUNG Yuen-ying CHAN Wing-tung HUNG Hiu-lam YU Ka-man SZE Chun-kei **MR LUI Ho-fai**  
CHOI Ho-kwong CHEUNG Hoi-yan NGAN Kwan-yea MA Chung-yi





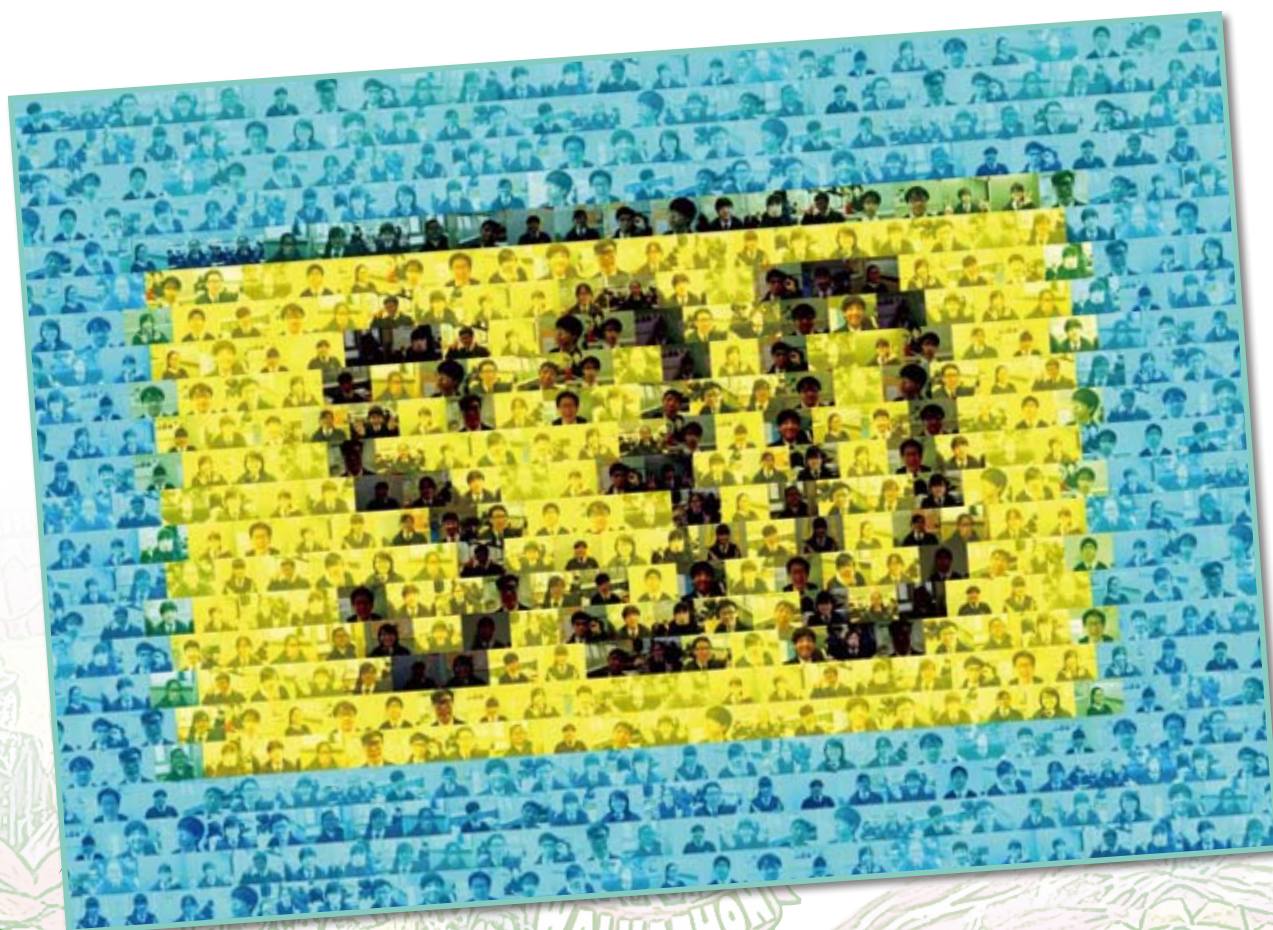


Last row: YUNG Hiu-hong CHOI Li, Kerwin LAW Tze-hin LEE Kin-ting, Victor WONG Ting-bon, Eric YUEN Wing-lam  
NGAI Lo-kin LAU Chi-on

Third row: FUNG Chi-wai LO Ming-wai CHEUNG Chi-yuen LEUNG Pak-wai NG Kwan-yat CHAN Ka-hei  
CHAN Tsz-king, Kevin MAN Hin-sing TANG Wilson

Second row: SO Tsz-kiu ZHANG Jia-yu YAU Shuk-yi CHEUNG Kam-sar YEUNG Wing-sze HON Ching-ting  
CHAN Lau-yee YIM Ka-man WONG Wing-sze TSOI Wai-hung

First row: CHAN Wing-sum POON Tsz-kiu TAM Wing-ki CHOI Ki-yi CHAN Tsz-ling **MR NG Chung-tak**  
WONG Chak-hei HO Ka-hei, Tommy YEUNG Yuet, Yovela CHAN Wing-ki HO Yin-man





Last row: LEUNG Chun-yin MA Tsz-fung YAN Long-ching, Andrew WONG Hei-tok CHAN Tsz-fung WONG Man-yik  
LEUNG Archibald CHAN Lok-fung, Anson

Third row: CHEUNG Ka-ho CHENG Lok-him, Isaac CHAN Ho-wai LAU Chun-lok, Philis CHEUNG Ka-shing  
LIU Wing-bond NG Cheuk-wing CHENG Yuk-hei FUNG Cheuk-hang

Second row: LAM Ching-ho LAI Po-ki CHEUNG Ka-yu LEUNG Tim-lok, Timothy FUNG Chun-tung YEUNG Chak-tung  
TSANG Hon-ming LUNG Lok-yi CHAN So-yea CHAN Hei-man

First row: TANG Hei-man LEE Wai-lok KO Wing-lam YEUNG Wing-ki YUEN Hay-tung, Maggie  
**MRS LI LEUNG Kwok-ling** LIU Zong-yi WONG Ka-yee CHU Man-kwan CHAN Sheung-ling CHAN Hao-hin





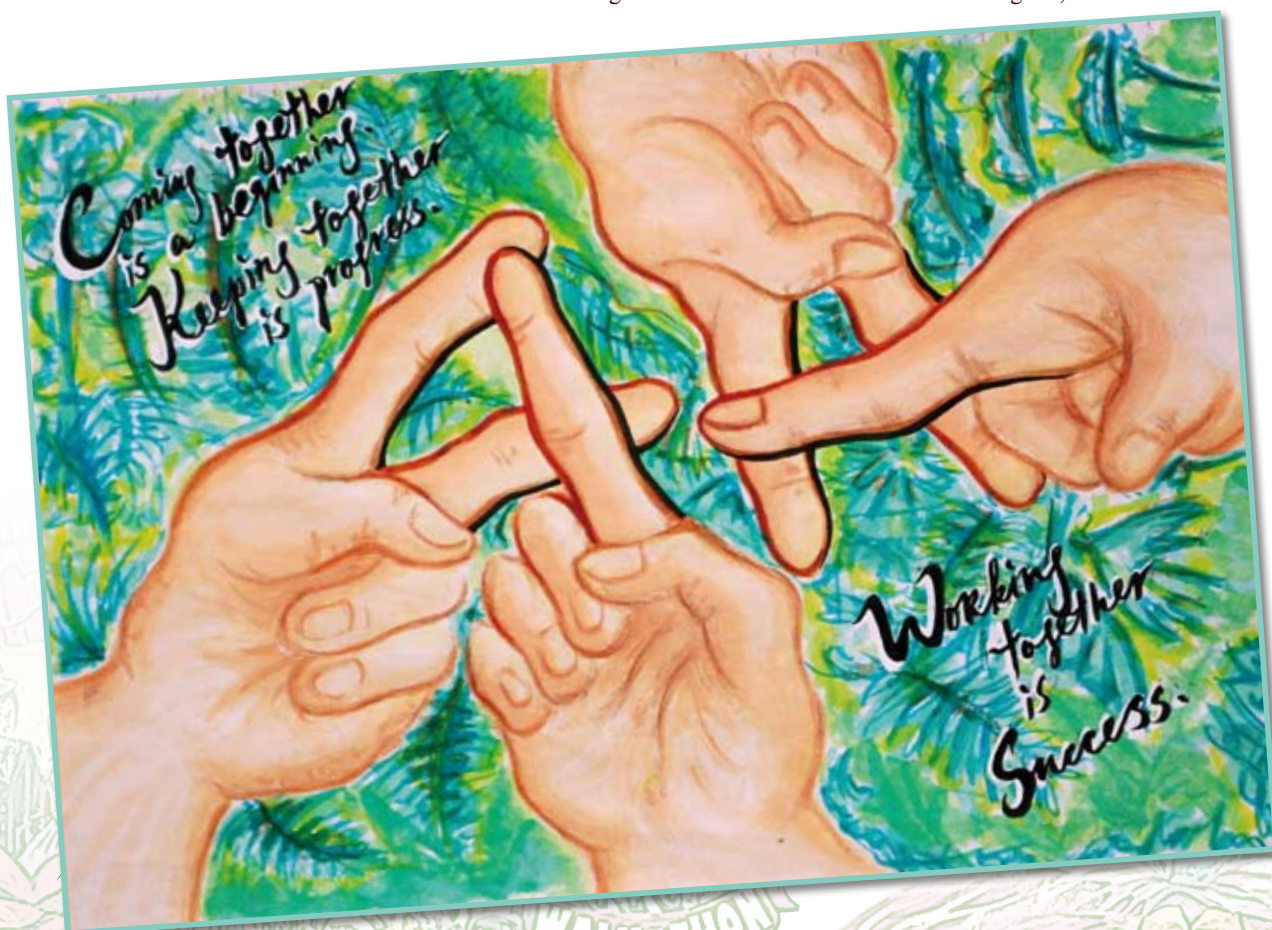


Last row: LEUNG Wai-lam SHUM Chi-long FUNG Chi-hang TIN Shin-hen SHIN Ting-fung CHEUNG Ho-wun  
SIN Ka-chung WONG Hiu-wai

Third row: CHU Wing-huen KWOK Hoi-yea CHAN Chui-shan FUNG Wang-yin YEUNG Ka-hou, Gary LAU Hoi-yin  
CHEUNG Tsz-chung LEUNG Hok-him CHIU Cheuk-yin

Second row: WONG Wai-lam, Joan KWOK Tsz-yu WONG Sze-chung, Chtisty HUI Pek-hong LEE Yuen-yan HOU Hoi-ni  
TAM On-kiu WONG Ka-ying NGAI Ka-bo CHEUNG Sze-yui

First row: CHAN Sun-ting LAI Ka-wai CHEUNG Sze-wan YEUNG Po-yi YU Sin-ting **MS FUNG Mun-ching**  
CHU Cho-man CHIANG Cho-man LO Hoi-ching CHUNG Hoi-lam GOSINGCO Wing sze, VINCCI







Last row: CHAN Ho-cheong, Anson TO Ming-hin CHOW Cham-ho CHAN Pok-lai CHAN Ho-tung LEUNG Cheuk-hin  
KEE Chun-yu NG Ka-wai

Third row: TSANG Yuk-sheung CHAN Kwan-yee LUI Hong-ting TSANG Nok-hei, Natalie KWOK Wai-kit  
POON Heung-him, David WONG Yee-ling LEE Wai-lam CHAU Hoi-ying

Second row: NG Tsz-kwan CHAN Yuen-mei LAU Yuen-yee CHEUNG Chung-ling CHEUNG Shun-ting LEE Lok-yan  
TO Hoi-tung CHAN Pui-hei KOO Ho-ying CHAN Shun-chi

First row: KWAN Ho-ki CHEUNG Yuen-tung HUNG Ka-yan LEE Hiu-wing, Theresa WUN Sum-in **MS HO Sau-chun**  
LAM Yi-yau HO On-ching HAR Yuen-ting SHIN Ching-yau SHUM Mei-ki







Last row: LEE Chin-ho, William HO Man-long YAU Ming-yiu MO Kwun-kit WONG Fan-shing WONG Tak-hei, Simon FUNG Wai-lok MING Yin-hang, Harold KEE Yuk-siu

Second row: LAU On-lee CHOI Wai-ki LAM Wing-long LAM Sze-yu YAM Cheuk-hin HUNG Chin-chi CHENG Ming-kin TAM Tsz-fung CHAN Hin-wai SO Cho-hin, Kevin

First row: LUK Wing-laam YAN Mei-ting SUEN Ka-lai YAU Cho-kiu TSUI Shuk-fan **MS HO Yuet-wah, Eva** LI Kai-chun SIN Ki-yan, Dorothy LAW Sze-ching SIN Shu-ki CHAN Wing-tung







Last row: KWONG Siu-kei, Alex CHENG Tin-yat CHONG Chak-ming YEUNG Ho-sum NG Man-tik LAI Chin-lok  
WONG Wang-chi WU Tai-dong

Third row: LAI Chak-fai WONG Ho-ting LI Shing-hin YIM Tsz-kwan CHU Wai-yuen SZE Yiu-wing, Oscar  
TI Chun-hang, Eden WU Tsun-wai, Jeffrey CHU Chun-lon

Second row: LEE Kwok-yin CHEN Yiu-fai LEUNG Chin-ching, Mason CHAN Pak-lam LEUNG Pok-man SO Yi-yat  
YEUNG Yu-fung FUNG Sze-chun CHENG Cheuk-hung SHI Yang-yang

First row: HUI Hing-yee, Bauhinia NG Sin-yee KUNG Yee-ching WAN Cho-yu AU Wai-ying **MRS KWAN LEE Yuen-fun**  
HO Cheuk-lon NG Ka-man WANG Ka-hing LAU Yin-sen, Pallas WONG Wang-yiu







Last row: PUN Kong-shun CHAN Chung-yiu WONG Wang-chi LAU Yat-kiu, Joshua KWOK Ka-wai, Jason  
CHUNG Wan-yin LAM Chun-tung WONG Man-chaak CHU Ting-pong

Third row: YEUNG Sun-sun KWOK Han-yi CHAN Sze-ngar NG Ka-wing LEUNG Shek-hin LAI Ho-lap  
CHAN Ka-hei CHAN Hiu-tung WONG Kin-yan

Second row: LUK Man-kwan YU Yee, Stephanie CHEUNG Kam-shan LI Yee-lam KWOK See-yiu TIN Hiu-yan  
MA Wing-man LAM Yung-yung, Zoe WAN Hoi-ting, Heidi KONG Ka-po

First row: WONG Tsz-ching HAN Ka-in LAM Sin-yee FU Hoi-ki SZE Kei-yin **MS LUI Lei-yung** YIP Chun-ngai  
CHAN Ka-yiu KWOK Yee-huen POON Yun-man MA Cheuk-yan, Subrina







Last row: CHEONG Hiu-ming CHAN Man-chun LAU Chi-ho WONG Ho-yin, Michael CHIU Wing HO Lok-hei  
CHONG Yin-fai KWONG Yue-cheung

Third row: WAN Sin-yee CHEUNG Ming-lee YU Hon-lam LEE Ka-tung HEUNG Chun-ting LAI Chi-wai  
CHAN Cheuk-fung AU Yiu-kwan THAM Yeung-yat

Second row: LO Hei-yu, Stephanie TSE Hiu-ching NG Kwan-yi KO Tsz-fun CHUNG Lap-yan NG Chui-ting  
YICK Ching-man NG Sze-wan TSE Hiu-chit CHAN Wing-yee

First row: MAK Tsz-yan NG Ka-ka CHAN Esther CHENG Tsz-nok WONG Tsz-ching **MS WONG Wing-yi**  
LAM Lok-sung, Calvin LEE Ming-sum, Samuel WONG Tsam-yi PAI Ching-yu CHIANG Hiu-laam, Natalie







Last row: CHENG Ho-yin YU Kai-yin LO Pak-ho LEUNG Lok-hang CHENG Ka-shing, Dick LEUNG Ka-him  
LO Wing-hei WONG Tak-chong, Samuel CHEUNG Ho-yeung TSE Ka-leung CHAN Pok-to FU Fa-chun

Second row: CHENG Cheuk-yan SHEK Long-yin CHENG Yuen-shan KWOK Yan-yu HUI Yim-ping MA Ming-wai  
YU Shor-hung LI Yee-ki YAU Yuen-tung CHUNG Yuen-to LAM Kui-chun CHAN Pak-ching NG Hoi-ching

First row: TSE Wing-yan LEUNG Yan-chi, Ellen KWAN Yee-man FOK Oi-lam SU Shanna  
**MS CHAN Ching-han, Queenie** LI Ka-chun WONG Chun-hei CHEUNG Sin-tung IP Wing-sum LO Wing-suen







Last row: CHOU Xian-hong SUN Wai-chuen CHEUNG Ka-leung YUNG Tsz-fung CHAN Dickson LI Chi-yeung  
CHOY Chi-chiu, Jeremy YU Kin-man CHAN Ronson CHENG Henry HO Ching-kiu TSOI Chi-yiu

Second row: NG Sze-wing SZE King-yan SZE Kam-man KWONG Hei-tung NG Wing-yiu LIU Chun-yan  
LAM Ho-yin MA Pok-man HO Si-man TANG Lok-ye HUI Sau-man TANG Lok-ye TSE Lam

First row: CHAN Hiu-ching TSUI Wai-yin NG Wing-kei MA Ho-yan TANG Ka-ki **MR YEUNG Ka-ho**  
FUNG Chi-kio TANG Hoi-ching CHAN Sze-man CHEUNG Ching-man TOCK Hiu-ying







Last row: LEE Yee-tung LEE Ngo-cheung CHU Chun-wai YAM Chi-him TSANG Cheuk-yin NG Cheuk-yin HO Hei-kan  
LUN Ho-yan LEE Cheuk-yin YAU Ho-fai LEUNG King-heng LIU Yin-wai, Ryan

Second row: HSU Yuen-yi KWONG Hei-yiu MAN Yuet-hang LAM Kwai-hang SHI Jia-xin LAU Ka-hei, Aleks HONG Wai-hin  
CHENG Ka-hong CHAN Chung-sing, Joseph LEUNG Man-hin CHAN Man-hin LAI Kwok-chun LIU Chun-wai

First row: IP Chui-ling LAU Ka-lai MOK Hoi-kiu CHONG Ka-nam KONG Wa **MR LAU Chun-on** CHUI Jerry  
YEUNG Sze-ka, Sheena TSANG Yuk-wan NG Wing-sum CHAN Cheuk-ye







Last row: YUEN Ming-chun, Matthew LI Wai-Lok HA Tse-Yuen, Bacon CHU Kai-Hin CHAN Tse-Wang, Edward  
YEUNG Gavin-ka, Chun LI Chun-yin CHENG Chun-kong, Jack

Third row: CHEN Gar-wei LAM Chun-yin WONG Siu-hin CHAN Yat-ming WONG Chun-kit TUNG Chun-yan  
TANG Ho-wai LAM Wai-hang SIU Yan-kit

Second row: CHOW Wan-yuet LEUNG Wing-man TANG Hiu-tung SAM Siu-chung WO Sui-fung WAN Cheuk-ho  
TING Sheung-ching TSANG Chuen-kam LAU Tung-ching WO Sui-ping

First row: CHAN Pui-yi TSE Man-kuen LAU Wing-shan YEUNG Ngai-fong CHAT Tsz-ching **MS LEUNG Shuk-yuen**  
PE Chun-hin TSANG Man-yuk, Tiffany YEUNG Ching-man NG Kam-huen FAN Yiu







Last row: SO Ka-wai CHAN Chun-yuet CHAU Chun-hei WONG Chun-yin LAI Chun-kit HO Ching-hin MA Chun-kit  
NG Kin-cheung FUNG Ho-hin CHAN Chi-hong LAM Nok-ting CHEUK Ka-tai

Second row: NG Wai-ting CHEUNG Hiu-tan TSE Ho-in CHUNG Yee-tung CHAN Chui-ling HUNG Wing-ka CHIU Man-si  
KWOK Yuen-yuk LAI Tsz-wai CHUI Lok-yee KONG Kai-yik CHAN Lok-yung

First row: KU Lok-man LAU Tsz-yan TSOI Tan-ching CHAN Yin-tung MAK Hiu-tung **MR KWAN Chi-hung**  
CHEN Ming-wai YUEN Sin-yan PANG Ting CHAN Tsz-ting CHUANG Hiu-nam



WALKATHON

2011





Last row: WU Man-tik LAI Kai-fung HUI Tsun-wah SHIH Tak-chi LAM Ho-yuen KUNG Man-chun SZETO Ho-fung  
WONG Kin-long

Third row: CHAN Yuen-sze KWONG Yi-ting CHAN Ki-fung AU Man-hang CHIK Sin-cheung KO Cheuk  
LEUNG Man-yin POON Ka-lun LAM Ka-faat

Second row: LAU Mei-kuen CHAN Ka-ying CHUANG Sze-wai LEUNG Wing-sum KOO Kei-yan NG Ching-man  
CHIU Man-ki NG Sze-ting CHAU Yi-kei CHAU Tan-ni

First row: LAU Lai-kan, Tiffany CHEUNG Lai-ni CHEUNG Wing-nga LAU Fun-fun HUI Ching-man  
**MS CHAN Yun-tin** HUNG Chin-pang, Peter TSE Sze-man WONG Sze-po CHAN Wing-ki LI Tsui-ting







Last row: WONG Sze-yuen LEUNG Kai-to LAM Ho-yan CHEUNG Ching-sum, Justin LAM Cheuk-wang, Kelvin  
TSUI Chi-him CHONG Chung-chit HON Man-ho YUEN Chak-lam CHEUNG Hiu-fung MAK Tsin-yung

Second row: WONG Sum-yee WONG Hiu-tung, Hilda YIP Wing-shuen CHAN Tsz-sin SO Cheuk-lam MA Fuk-cheung  
LUK Long-hei SOO Cheuk-ling GAN Hiu-ying LEE Hoi-kiu YEUNG Pik-kwan YEUNG Sin-lam

First row: LEUNG Ka-yiu CHONG Sik-ling WONG Wing-yi SZE Hiu-lam, Lydia CHAU Yuen-yee  
**MS CHAN Siu-sheung** LEE Chi-chung TONG Yung-yung NG Chung-man CHAN Chung-mui FAN Sin-yee







Last row: WONG Chi-lap LI Tsun-fung CHU Wing-nin YUE Chun-long CHUNG Man-shun LAU Chun-lun  
LAU Shing-cheung LUI Kin-to LAM Jin YU Wing-hei TUNG Ho-lam CHAN Tim-chun

Second row: CHEUNG Man-shan LO Wing-yi KWOK Ka-ki, Kristie HO Ka-wing CHEUNG Wing-kei LEE Lok-ye  
MAN In CHUNG Choi-yi CHOW Hiu-man TAM Po-wan LIU Wing-chi

First row: LO Yuen-tung KONG Chiu-fung CHAN Kam-suen LAU Wai-yan LIU Tsz-yan **MS WONG Ming-ye, Fanny**  
KUI Yuen-fei CHAN Wai-yiu, Waley WONG Tsz-pui KWOK Ming-sze, Michelle KWOK Wing-kei







Last row: YU Chun-wai YEUNG Ka-chun CHAN Yu-ho LUI Man-pok FONG Yuet-tung, Marcus FUNG Tsz-sing

Third row: KWOK Chun-ki LAM Chun-yin TO Hoi-fung FUNG Tsz-ching FU Ka-ho TAM Ngo-man LAM Yuk-tung  
LEE Ho-yin CHEUNG Chin-hei

Second row: KUM Man-hei LI Wai-shing, Vincent CHANG Long-ho CHEUNG Cheuk-kin FONG Chun-wai SY Wai-hang  
FONG Kwong-tai WONG San KWONG Man-cheung, Dicky LO Wing-hei

First row: YIM Sin-yue NG Cheuk-lam YIP Nga-sze LAM Yan HEUNG Lai-nga **MS CHOW Lam-lam** LAU Chi-hin  
WONG Cheuk-him CHEUNG Wai-wah, Ricky CHU Hiu-ching WONG Tsz-yan







Last row: WANG Hoi-yan TAM Ka-po FOK Tsz-ching TSE Yeung-tin, Tim YU Hoi-yat MOK Chun-wai LI Chun-wing  
LAM Chun-to WONG Cheuk-hin SUN Lam-lam

Third row: FUNG Sai-wah CHUNG Pui-lam MA Tung-tung CHAN Wai-yee HON Wai-kei SHAM Wai-chung  
MAN Wai-shan TAM Wing-lam CHAN Ho-yee WONG Hei-ching CHAN Tin-chi

Second row: TANG Hau-man WONG Man-yuen NG Wing-kay, Elaine TO Hoi-ching NG Hoi-ying TONG Yung-chu  
LUI Chiu-tai CHOW Lok-yi CHOW Cho-yan LAM Yan-ha WU Tze-ling, Jessie

First row: HOU Wing-yan **MR CHAN Lui-kwong MR LEE Yuen-hing MS LI Yun-sim, Janda**  
**MRS WONG CHENG Yuk-wan, Wendy MRS ESTHER LAW MR NG Wai-kong MS HO Wai-chu**  
**MS YUET Fong-ching MS CHEUNG Yin MS HO Sau-chun, Bernadette CHOI Yuk-lung**







Last row: CHONG Wai-lung WONG Yu-hin YANG Ngai-kit WONG Man-yue CHAN Ching-kit WONG Ho-yin, Dennis  
LAI Hoi-fung HO Chi-fung CHENG Hong-yuen

Third row: CHEUNG Siu-fung LAM Ming-fai CHAN Man-lung YEUNG Ming-him CHAN Chun-yin NG Cheuk-lun  
LEUNG Lap-yin LAU Shing-chi CHAN Wai-lik, Marvin CHEUNG Hoi-hei

Second row: SZE Chun-yu YEUNG Tsz-ching LAM Chee-lok LI Yin-ting LI Chak-him LAM Wai-fung TONG Wai-tung  
CHAN Lok-hang TONG Kong-yan SIU Yuen-ying CHOW Wing-man

First row: CHONG Sui-hung LIU Wing-yee MS LI Wan-man MS LEUNG Shuk-yuen MRS YUNG CHAN Suk-fun  
MR YU Siu-fai MR LEE Yuen-hing MR LAU Chun-on MR LAU Chak-leung MS YUET Fong-ching  
LI Chak-yin







*Life-long Learning*

*Key Learning Areas*



# English Language Education

The advent of the new senior secondary English Language curriculum has provided a platform for devising a school-based curriculum which allows flexibility in teaching to cater for students' needs and interests and enables students to develop language and thinking skills for carrying out authentic communicative tasks, which reflect real-life situations.

To improve students' language proficiency, we explore avenues which expose our students to different kinds of learning experiences, which require them to take their learning into their own hands and be able to really use the language in daily life.

We are happy to see more students taking the initiative to play a leading role in the activities they engage in, as they see their own development and are more willing to take risks in the pursuit of excellence. We are also thankful to all those kind people who render their much appreciated support in widening our students' horizons and strengthening their confidence. One of them is Mr Daniel Wong and his friends from the Dynamic Toastmasters Club. Every year, he and his fellow toastmasters run a programme over several months for our students from both junior and senior forms.



Our students are also active in taking part in various language activities like being school reporters, joining inter-school debating competitions, the drama festival and entering different events at the Hong Kong Schools Speech Festival.



To make language learning more meaningful for our students, we have chosen Drama, Debating and Workplace Communication for the elective parts of our NSS curriculum. We hope our students are able to apply the language they have learned over all these years to express themselves effectively for study and work.





# 中國語文科

按課程發展處示，中國語文是學習各門學問的基礎，而語文學習必須在學生的母語基礎上發展。語文教育的主要任務是要提高學生運用語言的能力，要學生掌握規範的書面語，能說流利而得體的粵語和普通話，同時感受語言文字之美，培養語文學習的興趣，發展高層次思維能力和良好思維素質，得到審美、品德的培養和文化的薰陶，以美化人格，促進全人發展。本校中國語文科在課程設計、教學理念上亦以此為方向，讓學生獲得全面而均衡的語文學習經歷。

## 回顧過去

七十年代，中國語文科的教學目標強調學生對語文讀寫能力的訓練及興趣的培養，學生須對所教範文讀得滾瓜爛熟。但到了九十年代，本科的教學目標則明顯著重於培養學生的閱讀、寫作、聆聽、說話、思維及自學六項能力。教學上，我校老師在強調培養學生的能力外，更藉訓練以啟發學生思想、品德及增進他們對中國文化的認識和社會責任感。



一九九四年，中國語文科加設中國語文及文化一科，所有預科學生必須於本科考獲合格等級，才能跨入大學的門檻。本科文化一卷，課程提供六篇專題篇章及一本有關文化常識的書籍，希望達到培養學生擁有文化知識的教學目標。面對這一鉅變，我校老師突破傳統單向式串講模式，以學生為主體，以能力作主導，在課堂上指導學生研習及討論，讓他們探究中國的文化精神，並在課程上設計多樣化的習作和活動，以增加他們的文化常識。

## 踏入廿一世紀

踏入廿一世紀，社會急遽變化，教育統籌委員會以「終身學習，全人發展」為改革口號，課程發展議會則標榜「學會學習」為主要發展路向。二零零二年，中國語文科自中一級開始實施新課程，以單元教學為主導。為配合整體的教育改革及中國語文科的最新學習宗旨，我校老師於教學上亦以提高學生的讀寫聽說、思維、審美、自學能力，增進他們的語文基礎知識為方針。每一單元皆有明確的學習目標，除涵蓋閱讀、寫作、聆聽、說話四個學習範疇，亦兼顧文學、中華文化、品德情意、思維、語文自學各範疇，使學生通過多方面的學習活動，提高語文能力。我校老師明白從閱讀中學習的重要，於中一至中三級推行「廣泛閱讀獎勵計劃」，要求學生每學年須閱讀不少於十本書籍，完成工作紙及撰寫詳細閱讀報告。為鼓勵學生多讀多寫多思考，本計劃設金、銀、銅獎，若學生每學年閱書超過25

本，更可獲鑽石獎項。另外，我校亦有早讀課，讓學生於上課前閱讀書籍或報刊，以培養學生的閱讀風氣。

二零零七年會考中國語文科課程作出改革，除了必修部分外，更引入校本評核。為配合新課程，本校老師要求學生將本科之研習成果儲存於「學習歷程檔案」中，並對研習所得進行反思。為開拓學生之閱讀面、增加閱讀量及對所讀書籍作深入探討，本校老師要求學生閱讀多類型書籍，每學年必須閱讀若干數量書籍及完成閱讀心得工作紙。另外，學生亦須進行閱讀匯報，讓他們於欣賞別人所學之餘，能互相觀摩，培養審美情趣，陶冶性情。而於語文活動方面，本科老師指導學生進行專題研習，透過學生的自我發現去建構新知識，從另一角度觀察事物。當然，本校老師亦常鼓勵學生參加校內、校外舉辦的語文活動及講座，使他們有更全面的學習機會，提升中文水平。



## 三三四學制

二零零九年，教育界為「三三四」新學制忙得不可開交，高中中國語文科亦有新路向，除了保留必修部分外，主要加入了選修單元。為配合這一轉變，我校老師除了為高中同學剪裁合適的教材外，也於初中級滲入銜接選修單元課程的教學元素，務求令學生及早裝備自己，以迎接新高中的挑戰。

## 展望將來

朝著「終身學習」的方向，「學會學習」四個字涵蓋著學習動機及能力兩個層面。要學生自強不息地終身學習，一定要引發他們的內在學習動機，提升他們對周圍環境的警覺性，察覺到周遭的改變及自己的不足，從而養成自發性學習的態度及抱持著不斷探索、自我完善的精神。我們會繼續安排學生參加校內、校外語文活動，例如校際朗誦比賽、辯論比賽、徵文比賽、公民德育「講」場、廣泛閱讀獎勵計劃、跨學科教學等，令他們在當中嚐到滿足感，體會到學習的樂趣。當然，本科老師亦會不斷自我增值，透過共同協作、同儕觀課，分享教學心得及共享資源，加強教學效能，讓學生有更大裨益。





# Mathematics Education



We had brilliant results in external Mathematics Competitions. Four S1-S2 students got the Gold Prize in 「第三屆香港中學生創意解難比賽」. Two S1-S2 students got the Second and Third Prize in the individual event of 「2011華夏盃」. Eleven S1-S4 students got the Gold, Silver and Bronze Prize in 「港澳盃 HKMO Open」. Three S2-S3 students got the Second and Third Prize in 「第十三屆香港青少年數學精英選拔賽」. A group of S3 students got the Second Prize in the Mathematics Book Report Competition for Secondary Schools (2010/11). Another group of S3 students got the Certificate of Appreciation in the Statistics Project Competition. Obviously, these outstanding results are

attributed to the effort of teachers and the active participation of students.

In the Programme Plan, we focus on the development and planning of the NSS curriculum. We want to develop students to become self-directed and independent learners (through reading to learn, e-learning, peer-learning, teachers' feedback and students' self-reflection) and to develop effective student-centered learning and enhance pedagogy. The result is satisfactory. Through the Programme Plan, students learn about their strengths and weaknesses. Their learning attitude has changed. They have learnt to use mathematical skills to solve problems and face difficulties.



On School Open Days, we encourage participants to use the knowledge of probability to solve daily life problems and to use problem-solving skills in games on the Game Stalls. Teachers appreciate students' preparation, presentation and co-operation. Students not only learn more about Mathematics but also the importance of teamwork. We also display some quality assignments. The assignments include project work, reflection on e-Magazines and interesting websites. It shows our students' creativity, exploration and critical thinking skills.



Our school-based curriculum aims at enabling students 'to cope confidently with the mathematics needed in their future studies, workplace, or daily life in a technological and information-rich society.' It aims at cultivating students, on their own initiative, into active learners and knowledge-builders. We hope to motivate students to explore, to think, to create, and to establish the abilities of mathematical reasoning and problem-solving.





# Liberal Studies Education



## Diversified Learning

At SGSS, Liberal Studies provides opportunities for students to explore issues and develop skills in a wide range of contexts. We organise a variety of learning activities, such as field trips, visits, role-plays, debates, dramas and group discussions. Through these activities, students enquire into contemporary issues which affect them as individuals, as members of society, as Chinese and as global citizens. The process helps them develop their ability to construct knowledge. They also acquire a range of skills for life-long learning, including critical thinking, creativity, problem-solving, communication and information-technology skills. They also develop positive values and attitudes towards life, hence increasing their appreciation and respect for the diversity of cultures and views in a pluralistic society.

◀ A board to display students' views on Hong Kong issues

## Enquiry Learning

Enquiry learning is adopted in Liberal Studies to facilitate students' learning. Students participate in fun class activities and are motivated to develop an interest in an issue. They learn more about this issue in classroom and consolidate what they have learned through doing assignments at home. Outings and field trips are an indispensable part of enquiry learning. Students can collect data to support their propositions or further explore an issue on their own. In this way, students may connect their learning to their real-life experience. The learning experiences foster students' capacity for life-long learning so that they can become independent thinkers and face future challenges with greater confidence.



▲ Our site visits facilitate class discussion

▲ National identity is a part of the curriculum which can be learnt through life experience





# Personal, Social & Humanities, Education

## 中國歷史



中國歷史科在初中課程是必修科目，在新高中課程則是選修科目。

歷史是文化的基礎，每一個國家都擁有她光明燦爛的歷史文明。要認識國家，要了解國家的文化，首先要認識歷史。本校中國歷史科肩負重大的責任，既要讓學生認識國家的歷史，為了解中國文化打好良好基礎；亦要讓學生透過認識祖國歷史，加強對國民身分的認同。

中國歷史源遠流長，要掌握浩瀚的史料並不容易。為了提升學生學習中國歷史的興趣，初中課程的側重點是令學生對中國歷朝的治亂興亡具備初步的認識，並透過舉辦不同的活動，例如專題研習比賽、剪紙比賽、話劇欣賞、參觀活動等，讓學生在課室以外進行學習，改變『中國歷史是一門沉悶的學科』這個錯誤的觀念。而且，學生在增進認識祖國歷史之餘，亦能透過參加不同的活動，學會自學、協作、綜合分析及評論史事等基本能力。



至於新高中課程，教學重點是建基於學生已有的基礎知識，訓練學生從更廣闊的層面認識中國歷史的多元面貌。此外，更會教授學生歷史探究方式，培養學生的解難、內省、批判及創意思維等能力，讓學生掌握歷史發展的軌跡，以古鑑今，策劃未來。

為了提升學習果效，近年本科進行多項跨科組的活動，讓學生透過一系列的活動，加強其共通及自學能力。各科組如德育、公民及國民教育組、中國語文科、歷史科、通識科和視覺及藝術科均與本科聯辦不同的活動，例如『我眼中的孫中山先生』講座及剪紙比賽、深圳考察團、廣州中山考察團、『飛躍騰龍·古今薈萃』北京文化探究之旅、參觀歷史博物館、參觀國民教育中心、話劇表演、電影欣賞會等。這些活動不但提升學生的自學能力，更能讓學生擴闊視野。考察活動亦能讓學生實地考察，透過研習，從而提高學生對中華民族的歸屬感，培養民族情感。



中國歷史科的存在價值是近年來教育界的一大議題。但是在本校，中國歷史科是初中學生的必修科目。因為我們堅信，修讀中國歷史，不但能提高學生對事理的思考和分析能力，更能讓他們透過對歷史人物及史事的認識，培養優良的品德，以及對民族、國家的歸屬感和對社會的責任感，從而追求更美麗豐盛的人生。

## Economics



Economics investigates human behaviour and its consequences in a world with scarce resources. Families, businesses and society all face the same problems: so much we want to do but so little time and not enough resources. Economics is about how we make choices.

Studying Economics is important because it is related to nearly every decision made in the world. From private individuals to businesses and governments, decisions about the use of scarce resources must be made.

The subject also enables students to develop strong skills that will benefit an individual in a variety of jobs. These skills include the ability to make a proper analysis of a situation, use critical thinking, understand quantitative theory and develop better communication skills.

The challenge behind Economics can be rewarding for individuals. It offers a unique opportunity for people to apply specific concepts in a flexible way.





## Geography



▲ Measuring stream velocity in Mui Wo

Geography is a subject that enables students to explore and understand the relationship between human beings and the Earth through the study of space, place and environment. Through examining these inter-relationships, Geography helps students to acquire an in-depth understanding of the changing world and prepares them to face the ever-increasing challenges of the 21<sup>st</sup> century. Furthermore, the study of Geography also provides opportunities for students to develop their generic skills such as critical thinking, communication, information processing, problem-solving and decision-making.

Fieldwork has long been an indispensable

part of geographical education. Through enquiry-based fieldwork, students are nurtured to become self-directed and independent learners. Different field trips are arranged for them, ranging from coastal landform examination in Shek O to urban renewal study in Wan Chai. Advanced level students attended an intensive 2-day Residential Field Studies Course on Cheung Chau. Fieldwork provides students with opportunities to apply the knowledge learned in the classroom to the real world. Despite tough and demanding field studies in the outdoors, students still treasure these learning experiences.

The importance of catering for learning diversity is never overlooked. A variety of learning and teaching strategies is employed to create different learning experiences for students with different abilities. Different assignments and activities are designed to meet their needs. In group projects or discussions, mixed grouping allows students of different abilities to interact and share ideas with one another. Peer learning is further enhanced through the organization of workshops after lessons, such as map-

reading and interpretation workshops, which are arranged for low-achievers with the help of more able students. Last but not least, other eye-opening experiences are not ignored either. Students are encouraged to visit exhibitions and participate in competitions. The school project *The Cheung Chau Bun Festival – an Unforgettable Carnival* won a prize in the Fun with Learning 2011 Competition.



Awards received at Fun with Learning 2011 Competition



▲ Sharing the collected data after field investigation

## History

A variety of approaches and strategies are used in the teaching of History, so as to suit the varying content and focus of learning, as well as the learners' diverse needs. These include direct instruction, student enquiry, role-play, group discussion, source-based learning, project learning and so forth, which suit the abilities, learning styles and needs of the students.

Students who are interested in reading are encouraged to read on their own. Quality reading or studying of different text-types from a wide variety of sources (print and non-print) is recommended to students, so as to enhance their understanding of the topics being studied, help them learn to respect different points of view, make sound judgments from varying interpretations, and strike a balance between impartiality and empathetic thinking.



▲ Interview with former Principal Mrs WONG MAK Kit-ling

Life-wide learning opportunities are also recommended and provided for students to link school-based learning with community resources. Students are encouraged to access the Public Records Office, government departments and non-governmental organisations to supplement



Workshop at Central Library 29 Jan 2011



▲ Training on Interview Skills given by alumna Ms Charity Fok

classroom learning. Community visits and heritage tours of historic buildings are usually organised for lower form students, so as to illustrate the co-existence and interaction of local traditional culture and foreign culture.

E-learning has been created for NSS1 and NSS2 students, to enable the sharing of learning materials and resources and facilitate the submission of assignments and so forth. Furthermore, students are encouraged to use the internet for research as it has become an important source for learning History by providing access to libraries, museums and history experts around the world.

To encourage cross-curricular collaboration and strengthen cooperation among subject departments, a new History Club has been set up this year together with the Chinese History Department to enable learning and teaching to be more effective. Activities, like trips to mainland China, are organised in collaboration with the Liberal

Studies Department, to develop students' sense of belonging and cultural identity as well as their understanding of Hong Kong's links with the mainland.



▲ School Memories

The School Memories Project is a joint-venture between the History Department and the Computer Club. This is an internationally-organised project initiated by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). A formal, digital, history archive has been created to celebrate the 50<sup>th</sup> Anniversary of our school. More than just serving the school, this also helps to develop students' generic and history skills through finding out about the history of the school and preserving its cultural heritage. The aim is to create a permanent public-access webpage, which will include every single piece of memorable data about our school.

To conclude, the study of History helps students to develop a global perspective and an enhanced understanding of the processes of interaction, diversification and rapid change in today's world. Therefore, students are expected to master higher-order thinking skills, such as historical interpretation and analysis, that will enable them to appreciate where they stand in the long flow of human history. It also has the ultimate goal of helping students to become independent and self-directed lifelong learners.



# Science Education

## Biology

Biology is the study of life on earth - what makes life possible, what life needs to survive, how life evolves and changes, how life forms interact with one another and their physical environments.

The New Senior Secondary (NSS) Biology Curriculum is a continuation of the Junior Secondary Science Curriculum. The aims of the NSS Biology Curriculum are to provide biology-related learning experiences that enable students to acquire knowledge of basic biological concepts and principles; to appreciate the relationship between biological science and other disciplines; to apply biological



▲ *Reproduction in ferns*



▲ *Talk on coral conservation*

knowledge to daily life; to lead healthy lives and become responsible citizens. Through the study of Biology, students explore and understand the natural world, the human body and the place of humans in nature. Through scientific investigations and practical work, students are able to develop different generic skills, to think creatively and scientifically.

In order to enhance students' enthusiasm for

learning Biology, we use interactive approaches and multimedia in teaching. We also encourage students to reach out and think outside the box. Subject-related activities include project-based investigations, attending talks, seminars and workshops organised by tertiary educational institutes, conducting field studies and interest classes, and participating in external contests.



▲ *Explore the invisible world using a microscope*

In order to help students to master biological knowledge and techniques and to excel academically, we conduct tutorial classes for senior form students and remedial classes for weak students. We encourage students to form study groups and conduct peer-teaching and e-learning to enable them to become self-directed, independent learners. Questions for drilling purposes are graded into three levels of difficulty to cater for learner diversity.

We hope that students find the study of Biology an enjoyable and rewarding experience. Equipped with the necessary biological knowledge, skills, values and attitudes, students can participate actively in our rapidly-changing knowledge-based society, prepare themselves for further studies or careers in the fields related to life science, and become lifelong learners in science and technology.

## Chemistry



Chemistry, like other science subjects, provides a platform for developing scientific literacy and for building essential scientific knowledge and skills for lifelong learning in science and technology.

Chemistry is a subject dealing with the composition, structure and properties of matter, the interactions between different types of matter, and the relationship between

matter and energy. Through the learning of Chemistry, we can acquire relevant conceptual and procedural knowledge. Studying Chemistry also helps to develop understanding and appreciation of developments in engineering, medicine and other related scientific and technological fields. Furthermore, learning about the contributions, issues and problems related to innovations in chemistry will help students understand the relationship between science, technology, society and the environment.

The new curriculum attempts to make the study of Chemistry exciting and relevant. It is suggested that the learning of Chemistry be situated in real-life contexts. The adoption of a range of such contexts together with a range of learning and teaching strategies and assessment practices is intended to appeal to students of all abilities and aspirations, and to stimulate interest and motivation for learning. Students are expected to be able to apply their knowledge of Chemistry and to make informed decisions and judgements on chemistry-related issues so that they are able to develop an attitude of responsible citizenship.





# Physics

Physics is one of the most fundamental of the natural sciences. It involves the study of universal laws, and of the behaviour and relationships between a wide range of physical phenomena. Through learning Physics, students will acquire conceptual and procedural



▲ *Display of Physics teaching kids*

knowledge relevant to their daily lives. It also enables students to develop an integrative view of the relationships between science, technology, society and the environment.

Our school provides a wide range of learning activities to arouse students' interest in the subject. For instance, the inquiry-based science project in Form 3 enables students to practise various scientific investigation skills, which are essential for them in pursuit of their studies in the science curricula. It also provides students with self-learning opportunities and enriches their experience in handling minor scientific research. Outstanding projects are selected to take part in the Hong Kong Student Science Project Competition. Furthermore, to prepare students for unfamiliar elective studies (Astronomy and Space Science), training in using telescopes and relevant planetarium software

is organised for students. An overnight astronomy camp held each year is also a favourite student activity. Those students with an outstanding performance are nominated to take part in the Hong Kong Physics Olympiad. Our students' performance in the open competition has been satisfactory so far.

To broaden students' subject knowledge, visits and seminars are organised regularly to enhance students' learning. Students are eager to take part in the activities and thus able to relate Physics theories to real-life physical phenomena and applications. In future, our school will continue to organise different learning activities and programmes to cater for the diverse interests and needs of students who study the NSS Physics curriculum.



▲ *Display of good quality assignments in Open Day*



## Integrated Science

### OUR GOALS

1. To arouse students' interest in the study of science.
2. To prepare students to cope with rapid advancements in science and technology.
3. To enable students to acquire some basic knowledge of the empirical world around them.
4. To encourage students to relate their acquired knowledge to daily experience.
5. To develop students' ability to observe critically.
6. To let students develop the ability to enquire and to solve problems.
7. To train students to handle apparatus and chemicals safely and properly.

### OUR MAJOR ISSUES

1. Students should be able to demonstrate knowledge and understanding in relation to some phenomena, facts and concepts in science.
2. Students should be able to demonstrate knowledge and understanding in relation to some applications of science in society and students' everyday life.
3. Students should develop curiosity and interest in science.
4. Students should be able to ask relevant questions, suggest ideas and make predictions.
5. Students should be able to carry out instructions for experiments.
6. Students should be able to observe and describe objects and experimental results accurately.
7. Students should be able to select appropriate apparatus and suggest experimental procedures.
8. Students should be able to handle apparatus and chemicals safely and properly.
9. Students should show concern for the care of the environment and a willingness to contribute to it.





To arouse students' interest in learning, we provide a wide range of activities. In Secondary two, a Water Rocket Competition is organised. The objectives are: 1) to provide online learning opportunities for students so together they explore science with theory and practice; 2) to encourage students to search for data via the Internet; 3) to promote interactive learning by encouraging students to discuss and share experiences.



Students are actively engaged in learning through this activity. Their higher order thinking skills and research skills are enhanced in the process of production. A water rocket (or aquajet) is a widely popular model rocket all over the world. The power source does not come from explosives, but the pressurized air and water in the bottle. To produce a water rocket, you need a PET bottle and a baote bottle. You have to inject water into the PET bottle and pump in air to form high pressure within the bottle. A very strong force will be produced when the water is discharged by unplugging the piston. The baote bottle, which is very tough and able to withstand high pressure, is for making the water rocket itself. A well-designed water rocket may be shot as far as a thousand metres away. The production of a simple water rocket involves a number of physical concepts, including the theory of the parabolic line and Newton's third law of momentum. Through practice, students are able to realise these scientific principles.

## Technolgy Education

### Computer Literacy and Information and Communication Technology



The rapid development of information and communication technology presents us with a large amount of information every day. In this knowledge-based world, our students must be information literate in order to handle the vast amounts of information they encounter on a daily basis. Our department's goal is to teach our students how to collect information, analyse it, then finally come up with their own new knowledge.

To this end, we teach them how to use IT software such as project planner, statistics software, database systems and presentation software. Furthermore, the knowledge and skills required for the effective use of IT changes from time to time.

The junior form students study Computer Literacy (CL) while senior form students may select Information and Communication Technology (ICT) as an elective subject.

In order to help students master and manipulate basic IT skills so as to facilitate their learning and working in the future, junior form students at different levels learn common types of application software such as word processing, spreadsheets, presentation software, image and video editing software.

Senior form students taking ICT as an elective subject will learn about this software broadly and intensively. Different assignments and activities are designed to let students practise their IT skills and further motivate them to explore more on their own.



Projects assigned to students include:

- Designing a Christmas card
- Designing a leaflet to promote an ECA club activity
- Creating a chart showing the change of weather (temperature or rainfall etc.) over a year
- Conducting presentations via different media
- Constructing a presentation in different formats (list, table, chart, graphics, animation, audio video and hypertext document)

In order to arouse students' interest in practising their IT skills, the IT club will hold intra-school competitions such as *Xmas Card Design* from time to time.

When people think about learning and education, they often think about one person transmitting information to another. Now we believe that students learn best not when they are passively receiving information, but when they are actively engaged in exploring, experimenting, and expressing themselves.

Thus, in our CL and ICT lessons, we emphasize learning-by-doing and engage students in hands-on activities. Besides, we want to go a step further; we want to encourage our students to learn to design, create, and invent things.

Design projects engage students as active participants, giving them a greater sense of control and responsibility for the learning process. They encourage creative problem-solving and help students to put themselves into the minds of others, since they need to consider how others will use the things they create. As we believe that design projects set up a positive-feedback loop of learning, our junior form students design and develop a computer game on their own. They learn a graphical programming tool *Scratch* especially developed by MIT for learning and education. As students learn to programme using *Scratch*, they become engaged in critical reasoning and systematic thinking.

In order to build projects, students need to coordinate the timing and interactions between multiple 'sprites' (programmable moving objects). The ability to programme interactive input provides students with direct experience of sensing, feedback, and other fundamental systems concepts. Creating a game requires thinking of an idea, then figuring out how to break the problem into steps and implement them. Throughout the design process, students engage in experimenting and iterative problem-solving. Students not only learn how to solve a predefined problem, but also have to come up with new solutions as new challenges arise. As *Scratch* programmes are designed to be shared, students can use *Scratch* to provoke discussion about important issues with other members of their immediate learning environment, as well as with the wider international community.

The senior secondary ICT curriculum relates to many aspects of modern life and to diverse fields of study within and beyond senior secondary education. Students are exposed to a variety of intellectual

challenges involving problem-solving, communication and a range of associated practical skills and concepts. Studying this course will contribute significantly to the education of students by providing pathways into the workforce or preparing them for further studies in ICT-related fields. The course also provides opportunities for the development of key generic skills such as critical thinking, communication, creativity and problem-solving, in contexts that derive naturally from the learning objectives, outcomes and experiences.

Students take 'Software Development' as the elective module. Since they have to complete a project assignment on their own, they will learn to design and develop problem-solving computer programmes independently. The process encompasses problem identification, solution and design, and the application of ICT knowledge and skills. Students will also be exposed to various principles and techniques of algorithm design, and different programming paradigms and phases of systems development. This will develop students' creativity and broaden their views on software development. This understanding will offer students a wider choice from which to think and select an appropriate approach in order to solve a specific problem in future.

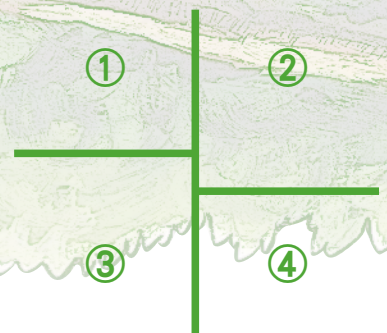
Of course, most students will not grow up to become professional programmers, just as most will not become professional writers. Yet learning to programme offers many benefits; it enables students to express themselves more fully and creatively, helps them develop as logical thinkers, and helps them understand the workings of the new technologies that they encounter everywhere in their everyday lives.

In conclusion, our department trains our students to face the challenges of the modern world. We emphasize the project-design process because it combines many of the 21<sup>st</sup> century learning skills that will be critical to success in the future: thinking creatively, communicating clearly, analyzing systematically, collaborating effectively, designing iteratively and learning continuously.





## Design and Technology



Pictures 1, 2 and 3 are 4-legged robots made by S.2 students. They can “walk” with the parts that move in different forms. Students learn simple mechanical motions.

Picture 4 is a 6-legged robot made by two S.3 students in 12 D&T periods. It can be moved by using the switches on the control box. Students have to control their robots to walk through a “maze”. The faster they walk, the higher marks they can get.

## Home Economics

Home Economics is one of the subjects in the Technology Education Key Learning Area (TE KLA) at junior secondary school level. The subject consists of both theory and practice. It provides students with the knowledge, skills and attitudes necessary for managing their own lives, for further education and work. The learning experiences in Home Economics develop flexibility and adaptability in students, prepare them for a consumer-oriented society and provide a learning foundation for a wide range of careers in food, textile and fashion design.

In a time of rapid social change, the study of Home Economics is a life-long learning process. It is relevant to present and future social, creative, management needs and skills for living that are so vital in preparing all students for the challenges in their lives. It provides a wide range of educational experience in the aesthetic, creative, physical, scientific, social and environmental domains. This enables students to run an environment properly and make the world a better place for future generations.



▲ cooking preparation



▲ good blanket stitch



▲ delicious cake



## Business, Accounting and Financial Studies

Severe and recurring global financial crises have revealed one critical truth: too many people don't understand how the economy works or how to make smart decisions about money — for themselves and others. Young people, in particular, are not aware of the fact that good money-management affects just about anything they want to do in life, from obtaining a university degree, establishing their own business, starting a family, retiring or simply becoming an informed consumer. They quickly fall prey to alluring credit card come-ons. It is sad to hear some undergraduates declare bankruptcy at such a young age and of university graduates defaulting on their student loan.

Helping students to become enlightened adults, forward-thinking entrepreneurs, marketable employees and financially literate individuals becomes our mission. The BAFS curriculum is built upon a contemporary business curriculum structure planned in line with the fast-changing local and global social and economic circumstances. It draws on a range of business-related disciplines (such as finance, accounting and business management) to highlight their complex inter-relationships. The learning elements are inter-related, to mirror the real business world. An integrated understanding of the essential business areas - business environment, accounting, management and personal finance - prepares students well for dealing with their personal financial concerns when later on in adulthood they engage in business and financial activities such as consumption, work and investment. The emphasis on different roles as consumer, employee, entrepreneur and investor enhances their understanding of business knowledge as a whole, and enables them to view business-related decisions from different angles.

The curriculum comprises a compulsory and an elective part to strike a balance between breadth and depth in different business areas. Our school offers the Accounting Module as an elective. In the business environment, accounting serves as a language of business for both internal and external communication. The accounting module, therefore, equips students with accounting knowledge for life, for learning and for employment. To enhance learning, students are encouraged to join a variety of external competitions, seminars and programmes, such as seminars on personal finance, the HSBC Young Financial Planners Competition and the Accounting Software Applications Competition, to broaden their scope and arouse their interest in the business world.



▲ Business Simulation Game 創業奇兵活動日



# Arts Education

## Music



▲ SGSS student musicians

Music education in our school aims at developing students' musical competence, nurturing aesthetic sensitivity and fostering creativity. In the Music lessons offered in Secondary 1 to 3, students are exposed to the integrated activities of listening, creating and performing which enable them to experience music of diverse cultures, exercise imagination, articulate emotions and use music as a means of communication. In this process, they can develop generic skills, cultivate a good attitude and kindle a lifelong interest in music.



▲ Fong Yuet Tung of 5E performing the marimba at ATEC's Prize-Presentation Ceremony



▲ Gold medallist Chan Tin Chi of 6A performing the guzheng



▲ Arts Ambassador in School - Liu Wing Yee of 6B

Since September 2009, Secondary 4 to 6 students in our school have been able to pursue their musical interests by taking Music as an NSS elective subject at the Arts & Technology Education Centre (ATEC). In the year 2010-2011, Marcus Fong Yuet Tung of 5E and Cheung Ming Lee of 4A were both conferred the Music Academic Award by ATEC for their academic excellence.



▲ Ho Ka Wing of 5D demonstrating techniques on the pipa

Music learning is a substantial part of our school life, and students are offered ample opportunities to learn instruments and join ensembles such as the School Choir, Chinese Orchestra and Symphony Orchestra. Through ensemble training and performances, students not only develop performing skills, but also learn to express themselves and communicate effectively with others through music.

Our school encourages students to develop their musical potential by taking part in competitions. Among current students, guzheng performer Chan Tin Chi of 6A has achieved superlative results. In the 4<sup>th</sup> China Youth Arts Festival held in 2009, she became the Champion in *Chinese Instrument Youth & Children* Group D during the Hong Kong Selection Contest, and went on to win the Gold Award in the Final Contest held in Beijing. In the same year, she was awarded the Gold Medal in Zheng Youth Group B in the 4<sup>th</sup> International Music and Arts Competition. Other students have also attained outstanding results in music contests. In 2011, 8 students won prizes in the 63<sup>rd</sup> Hong Kong Schools Music Festival.

Our students can also develop their leadership potential in extra-curricular music activities. In 2011, Liu Wing Yee of 6B was appointed Arts Ambassador-in-school by the Hong Kong Arts Development Council. She actively promoted music by leading the Chinese Orchestra to join forces with the Windpipe Chinese Ensemble and Tsung Tsin Secondary School Chinese Orchestra from Sabah to co-organise *Convergence: Hong Kong-Malaysia Interflow Concert*, as well as organising a well-received Student Concert at school. These activities allowed students to experience the joy of music, no matter whether as performers or as audience.



Visit by guqin master Mr Sou Si Tai



## Visual Arts

Visual Arts education in our school aims to enrich students' aesthetic experience, strengthen their ability to appreciate and create various forms of visual arts work aesthetically and critically and cultivate personal refinement, positive values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world.

Art learning not only takes place in the classroom, but also in many different contexts. Students have fun through a large variety of life-wide learning activities including classroom learning, competitions, internal activities and out of school activities, which broaden students' exposure and widen their horizons. Through these activities, appreciation and criticism, creativity and imagination, understanding arts in context, communication, time management and problem solving skills are developed.

The Visual Arts Department has organised a range of internal and external activities with active student participation. Let's enjoy what our students have experienced!



▲ Art Focus Exhibition (Eastern Secondary Schools Joint Exhibition) at Hong Kong City Hall



▲ Renowned artist Man Fung Yee was invited to give us a sculpture talk and workshop



▲ Creative projects are organised for students, such as batik banner making, wishing-tree banner design, outdoor photography, 4 houses banner design and mosaic-making to celebrate the school's anniversary



▲ Senior form exhibitions are held at school



▲ Students are encouraged to participate in different types of competitions and professional training



▲ Visits to different types of exhibitions to widen students' horizons



▲ Collaboration with other departments, such as Liberal Studies, Chinese History, Geography and Integrated Science





# Physical Education



▲ 2008 Athletics Meet

Physical Education (P.E.) has been established as a KLA to educate students about acquiring a healthy lifestyle and enjoying life-long activities to fulfill the five Chinese virtues in the aims of education.

Physical Education promotes learning-to-learn through strengthening generic skills, such as critical-thinking skills and problem-solving skills, among students in P.E. and in a cross-curricular context. It also promotes physical skillfulness, physical development, knowledge of body movement and aesthetic sensitivity.

In our P.E. lessons, we provide opportunities for students to learn to be creative, collaborative, sociable and competitive, and to face different challenges as individuals and in groups or teams.



▲ 2009 Swimming Gala



▲ 2010 Fencing Demonstration





*Value Education*

*Functional Teams*



# Careers Guidance



▲ Looking into the sustainable development at HSBC Headquarters

The Careers Education and Guidance team aims to provide students with information, guidance and assistance in career development and further and higher education. We strive to help students to develop their own academic and career aspirations in accordance with their interests, abilities and orientations, and encourage them to make informed choices regarding their learning, occupation and career goals as well as other aspects of life. We also

aim to increase students' readiness for work and enhance their understanding of different professions through a wider exposure to work-related issues.



▲ Students exploring potential careers at Youth Employment Start

Thanks to the support of our beloved alumni, as well as community resources such as Junior Achievement Hong Kong, the Hong Kong Association of Careers Masters & Guidance Masters and the Youth Employment Start, we provide quality career-related learning experiences for students to widen their horizons and open their eyes to the wider world. There are experience-sharing sessions with alumni, careers talks, workplace visits, job shadowing programmes, workshops, interviews and mass programmes. We also arrange campus visits to different tertiary institutions to allow students to have a close-up look at various academic disciplines and university life.



▲ Understanding the Architecture Profession: Workplace visit to Aedas Limited



◀ Students looking up careers information



▲ Students concentrated on the tasks assigned in the work simulation game at Youth Employment Start



▲ Laboratory tour at the School of Biological Sciences



◀ Campus Visit to Faculty of Science at the University of Hong Kong

# Community Service

The Community Service team helps the eight service groups and uniformed groups in our school (such as the Community Youth Club, Girl Guides, Red Cross Youth, Hong Kong Award for Young People to name a few) establish contact between one another. We also organise community service for our students, in order to encourage them to build up their sense of belonging to the community. Every year, together with social service groups, we hold visits for S3 students to elderly homes and S4 students to kindergartens which give them a chance to serve society. *Dress Casual Day* is held every year. This school year, we have organised a *Hunger Banquet* for S2 students. This is to let our junior form students have first-hand experience of not getting enough food and how people who are treated unfairly in society feel.



▲ S3 students' visit to an elderly home and playing games with the elderly



◀ Hunger Banquet held in 1<sup>st</sup> term of 2011/12



# Counselling



▲ S1 Orientation Programme



▲ S1 Mentorship Scheme



▲ Training workshop for Student Mentors

The counselling service in our school is rendered by the Counselling Team using a whole-school approach. The main objective of the Counselling Team is to support the intellectual, human and social development of every student so that they can become responsible and confident citizens of our society in the future. We provide a continuum of preventive, developmental, remedial and intervention services and programmes and facilitate referrals to community resources. We hope to create a positive, inviting and caring school environment where students can grow and realise their potential. We help our students to become competent people, who are ready to face and tackle problems related to interpersonal relationships and personal growth.

We work closely with the school social worker in launching preventive and developmental guidance programmes for our students. She supports the school by providing information on community resources, planning group programmes, contributing ideas, reaching out to students' families and handling case referrals.



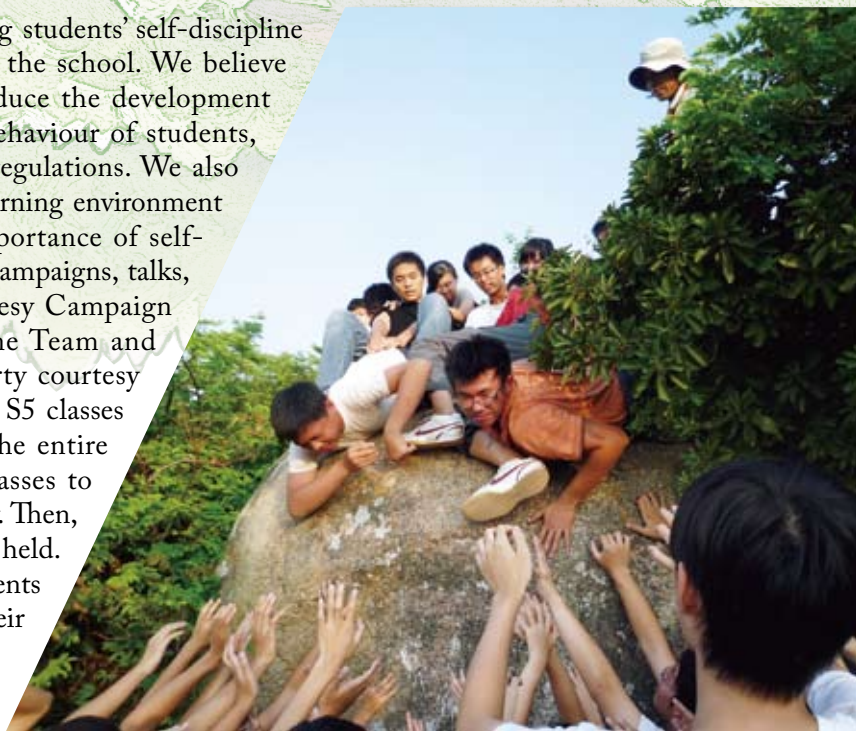
▲ P.A.T.H.S. Programme

We organise different programmes for our students every year. The S1 Orientation Programme and S1 Mentorship Scheme have been implemented to help the incoming S1 students to adapt to their new school life and develop a sense of belonging to the school. Senior-form students are trained to be Student Counsellors who assist in our guidance work and take care of the junior-form students. The *P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme* and the *Winged Youth Programme* have been launched to help our students to develop positive life values. We have other activities, like talks, displays and mass programmes, which aim at facilitating the holistic growth of our students.



# Discipline

The Discipline Team aims at developing students' self-discipline and raising their sense of belonging to the school. We believe that the purpose of discipline is to induce the development of intrinsic controls on the personal behaviour of students, rather than putting them under strict regulations. We also strive hard to establish a harmonious learning environment and make students understand the importance of self-awareness and mutual respect through campaigns, talks, exhibitions and competitions. A Courtesy Campaign was jointly organised by the Discipline Team and the Guidance Team in 2010/2011. Forty courtesy ambassadors were selected from S6 and S5 classes to assist with the implementation of the entire programme. They visited the junior classes to alert them to the importance of courtesy. Then, an inter-class courtesy competition was held. Finally, the programme ended with students from the whole school writing about their heartfelt moments.



▲ Great team-building during an adventure training activity

The school rules are enforced with the help of a total of 67 school prefects.

They patrol the campus regularly to

maintain discipline in school. Besides, they also help with various school functions throughout the year, which include the Swimming Galas, the Athletics Meets, the Annual Speech Day, the Open Day and the Parents' Day.



▲ Guided tour by school prefects on P6 Pupil Reception day

Every year a three-day adventure-based training camp is organised for the newly appointed school prefects, in order to foster their leadership skills and build up team spirit. After the camp, it has been found that a strong cohesion has developed among prefects and they feel more confident in carrying out their duties at school.

Conclusively speaking, with the discipline teachers' drive and determination as well as the dedication of our school prefects, a disciplined learning environment has been well maintained for the whole-person development of students.



▲ Prefects Leadership Training Camp



# Environmental Education



The objectives of the Environmental Education team are to promote students' awareness of environmental issues and encourage them to contribute actively towards a better environment.

Our unit has organised various activities including competitions, talks, visits and workshops to provide students with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment. Students participated actively in all these activities and it was a good way to mobilise them to conserve the environment and adopt a low-carbon lifestyle.



This year, outside school, our unit took part in the *Low Carbon Bazaar - HK Electric Smart Power Campaign*. It provided students with an opportunity to promote green, low-carbon messages to the public. It also allowed them to gain other learning experiences beyond the school curriculum, equip them with necessary career-related skills, and build up knowledge about environmental issues as well as serve the community.

▲ Visit to Hoi Ha Wan Marine Park

In addition, our Student Environmental Protection Ambassadors attended a series of environmental training workshops. The workshops enabled student ambassadors to acquire new knowledge and skills for promoting environmental protection.



▲ Lipstick and soap-making workshop



◀ Leaf vein bookmark workshop



# Extra-curricular Activities

## Students' Achievements in Extra-curricular Activities

Our extra-curricular activities are designed to help students grow and develop academically, morally, aesthetically, physically, and socially. They provide leadership training, team-work experience and the development of communication skills, a sense of belonging, responsibility, and organizing ability.

We have 8 academic clubs, 21 interest groups, 9 service groups, 6 sports teams, a symphony orchestra, a Chinese orchestra and more than 20 instrumental classes. Apart from a good variety of activities organised by the academic and interest clubs, we encourage students to participate in inter-school activities and competitions to further increase their self-confidence, gain experience outside our school environment and strengthen their inter-personal skills.



▲ English Club Activities at Halloween

In the 62<sup>nd</sup> Hong Kong Schools Speech Festival, our school won five championships in Solo Verse Speaking, Solo Prose Speaking and the Chinese Duologue. A total of 105 Certificates of Merit were obtained. In music, the school continues to develop the orchestras and choir. Both orchestras took part in the 2010 Hong Kong Youth Music Interflows Orchestra Contest, and the Symphony Orchestra won the Silver Award while the Chinese Orchestra received the Bronze Award. The Symphony Orchestra also participated in a joint-school performance organised by Lingnan Secondary School. The School Choir performed at major school functions. In the 63<sup>rd</sup> Hong Kong Schools Music Festival, 8 students achieved outstanding results and won prizes

in various events. In addition, Liu Wing Yee of 6B was named the Arts Ambassador-in-school by the Hong Kong Arts Development Council. She actively helped to promote music performing arts by leading the Chinese Orchestra to join forces with the Windpipe Chinese Ensemble and Tsung Tsin Secondary School Chinese Orchestra to co-organise *Convergence: Hong Kong-Malaysia Interflow Concert*, as well as organising the Student Concert in school.



▲ Student Concert

In the Hong Kong Schools Sports Federation Inter-School Competitions, we were the champion in Table Tennis (Division III) Girls Overall, the 1<sup>st</sup> runner-up in Archery Boys B, the 2<sup>nd</sup> runner-up in Volleyball (Division II) Girls Overall and Swimming (Division III) Boys B.



▲ Our Athletes



Our Debating Teams came 2<sup>nd</sup> runner-up in the 6<sup>th</sup> *Liberal Cup Inter-school Debating Competition* and received the Most Improved School Award in the 26<sup>th</sup> *Singtao Inter-school Debating Competition*. Seven students were named Best Debators in the competitions.

In the *HK School Drama Festival*, our school won the Award for Commendable Overall Performance and the Award for Outstanding Co-operation. Chan Chun Yuet and Mak Hiu Tung of 5A and Chan Tsz Sin of 5C won the Award for Outstanding Actors and Actresses. In the *Hong Kong and Macao Mathematical Olympiad Open Contest 2011*, our students won all three awards, the Gold, Silver and Bronze Awards. In the heat event of the 3<sup>rd</sup> *HK Mathematics Creative Problem Solving Competition for Secondary Schools*, our students won the Gold Award. In the *Student Environmental Protection Ambassador Scheme* organised by the Environmental Protection Department and the Education Bureau, our students won both the Gold Award and Silver Award. The Red Cross Youth Unit 27 won championships in both the *First Aid Competition* and the *Nursing Competition* in the Shau Kei Wan District.



▲ S1 Adventure Camp – Hit the Ball



▲ S1 Adventure Camp – Trust Ladder

Leadership Training was given to ECA club officials. A community service programme was mandated for Secondary Three students.



▲ Community Service Programme

▼ Red Cross Youth Unit 27



We are dedicated to extending students' learning experiences beyond the school context. An Adventure Training Camp was organised for Secondary One students.



▲ S1 Adventure Camp – Hiking



Various visits were arranged in the Life-wide Learning Periods, two of the most popular ones being the Equestrian School and the Yakult Factory.



▲ Visit to the Equestrian School



▲ Trial Pony Ride

▲ Touching the pony

External bodies were invited to give performances and talks to broaden students' horizons. Just to name a few, we had *Cantonese Opera Appreciation* conducted by the HK Academy for Performing Arts, a drama promoting an anti-gambling message by *Live Theatre*, a talk on personal financial management by the *Healthy Family Budgeting & Debt Counselling Centre* of the Tung Wah Group, a talk on social service by the Community Chest and a talk on *New Routes to Attack Cancer* by Professor Fung Ming Chiu of the Chinese University of Hong Kong. Celebrities were also invited to give talks. A talk on *Personal Grooming and Social Manners* was given by Ms Mary Cheung and a talk on personal growth was given by Mr Stanley Cheung Yun Hang, a survivor of the Pat Sin Leng Hillfire.



▲ Say No to Drugs



▲ Trying on Cantonese Opera Costumes



▲ Cantonese Opera Demonstration



▲ Cantonese Opera Skills



▲ The America's New Singers



▲ Talk on Personal Grooming and Manners by Ms Mary Cheung



# Gifted Education



Gifted education (also known as Gifted and Talented Education (GATE), Talented and Gifted (TAG), or (G/T) is a broad term for special practices, procedures and theories used in the education of children who have been identified as gifted or talented.

The mission of gifted education as set out by the EDB is to fully explore and develop the potential of gifted students systematically and strategically by providing them with opportunities to receive education at appropriate levels in a flexible teaching and learning environment.

These aims and objectives will be accomplished by:

- providing methods and tools for identifying potentially talented students
- providing special pedagogical methods for the development and promotion of talented students
- coordinating all the gifted development programmes at school and outside school
- creating a database about gifted education programmes and students
- liaising with all the parties involved in the programmes, including teachers, students and their parents

The Gifted Education Committee aims to bring out the potential in gifted and talented students. Our mission is to explore and develop the potential of gifted students and provide them with opportunities to receive education at appropriate levels.

The school has co-operated with many institutions such as the Hong Kong Academy for Gifted Education and the EDB Gifted Education Section to organise different gifted programmes for students. Throughout the years, the participants have gained valuable knowledge and experience in various aspects of leadership, mathematics, humanities and sciences.



## Health and Sex Education

Students' physical, mental, social and emotional health plays a significant role in determining what they can learn cognitively. The aim of the Health and Sex Education Committee is to create a healthy environment in school that supports teaching and learning. Through formal curricular and extra-curricular activities, students and staff are motivated to maintain and improve their health by preventing disease and reducing health-related risk behaviours. Sex education aims to reduce the risk of potentially negative outcomes from sexual behaviour. Students learn to develop decent behaviour and a positive attitude towards sex, to adopt a healthy lifestyle and to cultivate positive values towards life. The committee also equips the committee members and ambassadors with skills and health-related knowledge about health and sex issues so that they are able to carry out promotion activities in the school smoothly and effectively.

A wide variety of activities are held each year. Some activities focus on a healthy lifestyle while others stress epidemic issues, disease prevention and teach students to protect themselves against sexual abuse, unintended pregnancies and sexually transmitted diseases. We work with professionals from

government departments, non-governmental organisations and educational institutes to provide the most up-to-date health information for our staff and students. With the co-operation

and enthusiasm of teachers, Health Ambassadors and committee members of the education team, most of the activities have been completed with great success. Parents have also given great support in terms of advice in implementing these activities.



▲ Anti-Drugs Talk

The activities held by the Health and Sex Education Committee include enrollment of students in the Students Medical Scheme organised by the Department of Health, participation in the SportACT Award Scheme and the Healthy Lifestyle Scheme, an inter-class competition about general health knowledge, the healthy lunchbox competition, board display / exhibition / game stall on current health news and special health issues, demonstration of stretching exercises and eye exercises, sex education workshops, fruit & vegetables day, health news and tips for teachers and students, and last but not least, the setting up of the School Health Policy. We strive our best to become a health-promoting school by working with school personnel, students and their families as well as members of the community to create a sound and healthy school environment that all may enjoy.



▲ Game on food safety



▲ Fruit Day



## 德育、公民及國民教育組



▲ 同學在公民德育講場上就時事議題熱烈討論

就特選時事議題，以公開討論形式發表意見，了解時事之餘，又能提升思考分析力。我們亦與通識科互相配合，於課堂透過評論時事熱話，和舉行「認識香港，認識基本法」的問答遊戲，讓學生進一步關心社群，了解中港關係。而參與校外機構舉辦的「東區公民教育問答遊戲—基本法及上海世博知多少」、新聞評述比賽、十大新聞選舉、香港中學生眼中的中國年度大事選舉、特區政府施政十件大事評選等活動，亦有助引發同學對時事新聞作深入思考，培養學生的獨立思考及批判評析能力。我們還善用社會資源，如邀請知識產權署、香港個人資料私隱專員公署到校舉辦講座，提高學生對侵權行為及保護私隱等問題的警覺性，加強學生的公民意識。

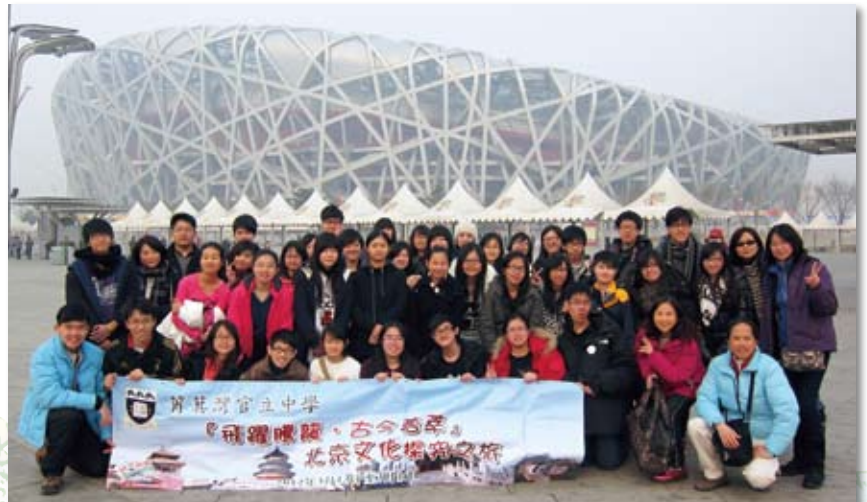
個人、社會而國家，為了提昇學生的國家民族意識，本校每月舉行升國旗儀式及邀請校友、學者、家長、校長、副校長等擔任「旗下講話」嘉賓，與學生分享對國情的體會。中二級同學亦被安排參加國民教育中心舉辦的日營活動，於課堂外進一步認識中國的歷史文化。除了知識層面的灌輸，我們更注重提供機會讓學生親身踏足中國的土地，去接觸、去了解祖國。我們先後舉辦了多個交流團，如與通識科合辦的「肇慶考察交流拔尖計畫」、與中史科合辦的「廣州中山考察團」、「深圳學習之旅」、「北京文化探究之旅」等，讓學生親身體驗祖國的發展變化，從而觸發起對祖國的情懷。每一次交流，參與學生都須配合課堂的學習單元進行專題研習，並於早會向本校師生匯報交流心得，和透過展板展示研習成果，進一步延伸學習、推廣國情教育。

本校一向關注學生的全人發展及價值教育，務求透過不同的學習經歷、跨科組的學習活動、課外的考察參觀、交流反思等全方位學習，培養學生的良好品德，繼而認識社會、關心祖國，從而提升學生對國民身份的認同感，激發學生對國家的情懷。

為收潛移默化之效，我們在校園懸掛學生創作的勵志標語，作為同學立身處世的座右銘，時刻警醒學生謹言慎行，守禮盡責。本組亦曾與訓輔組合辦禮貌運動，舉行班際禮貌比賽，同時亦進行「好人好事」撰文比賽，藉此宣揚樂善好施的精神。為了讓學生學懂珍惜，本組亦與社會服務組及通識教育科合辦「樂施貧富宴」籌款活動，讓學生關注全球饑餓問題，從而培養關愛之心。除了個人品德培養外，我們亦鼓勵學生關心時事。每月一次的公民德育講場，正是讓學生



▲ 肇慶考察交流團



▲ 北京文化探究之旅



# Reading to Learn Committee



▲ Students enjoying readers of their own choice in the Morning Reading Session

The Reading to Learn Team aims at both helping students to develop a reading habit and creating a reading atmosphere at school. We encourage students to read extensively and intensively in order to construct knowledge and develop an inherent interest in reading, as well as develop critical thinking when considering controversial issues.

Morning Reading Sessions are scheduled and students have the freedom to choose their own reading materials. They can read books, magazines, newspapers and non-textbook materials of their own choice. This promotes reading for enjoyment and helps students to develop the habit of reading.

The S1 and S2 Reading Programmes provide students with thematic reading kits. School-based materials are prepared to suit the needs, interests and levels of students. The reading materials are uploaded to the e-class and are accessible to all students in order to promote self-learning and independent learning. Students can give written feedback after reading the articles and submit it for sharing to the discussion forum on the e-class.

More than 500 books have been donated by students, teachers and alumni to set up class libraries for all classes. These books are arranged in levels and placed in the class libraries for the reading pleasure of the students. There are no lending procedures so that students can feel free to take a book to read and return it at any time.



▲ Reading Ambassadors recommending good readers to S1 students



▲ Thematic reading materials are provided to widen students' exposure and knowledge



▲ 'Reading is Fun!' That's what we want to tell you



▲ Acting out a scene from *Oliver Twist* in the Book Report Competition

Students are encouraged to read more to get reading awards in the English and Chinese Extensive Reading Schemes. They have to submit written book reports or give an oral presentation about the books they have read. The Best Readers of each class and level are selected at the end of the year to receive scholarships.

Subject-related texts are given to students to increase their subject knowledge and expose them to different types of texts. By means of reading across different subjects, a broad and diverse range of reading materials is provided for students to develop the skills and positive attitude needed in order to read to learn.

To promote post-reading sharing, Reading Ambassadors share their reading experience and recommend good readers by sharing in the Life Wide Learning lessons and paying class visits. Students are also invited to share their reading experience and recommend books they have enjoyed through activities like the *Book Report Competition*. There are board displays showing students' book recommendations and an e-class forum for students to present and discuss their ideas.

Other activities, like regular meetings for the Interest Reading Group, Book Fair, Reading & Culture Sharing, Public Libraries Treasure Hunt and News Quiz, all help nurture a reading culture at our school.



# Study Tours and Exchange Programmes



▲ UK friends

A Study Tour is a short-term group travel experience with specific learning goals. It introduces students to another country and culture by bringing to life what they are learning in the classroom. Study tours emphasise experiential learning and offer both group and self-directed activities that enable learners to explore new territories, understand different cultures, and meet people from other countries.



▲ London Eye

The Study Tours & Exchange Programmes Team organised different programmes to let members experience the cultural, historical and international aspects of other countries or cities. One of our aims is to sharpen students' awareness of English as an international language. Students are obliged to use English both in and out of the classroom.

We encourage students to learn more about the economic, cultural and scientific development of other places. In recent years, the school has organised many study tours and visits to Singapore, the UK and various cities in China. Students are willing and able to communicate well in English and become more aware of and concerned about world issues as a result of this exposure.



▲ Whitstable



▲ With friends





# Special Educational Needs



▲ Purchase assorted magnifiers for visually-impaired students

Under the *Disability Discrimination Ordinance* issued by the Equal Opportunities Commission in July 2001, schools are urged to observe the principle of equal opportunities and take reasonable steps to cater for the needs of students with disabilities. A Student Support Team was set up in 2008-2009 to establish a school policy on inclusion, to build an inclusive culture, to provide support to cater for students with different levels of special educational needs (SEN) and to enhance home-school co-operation to raise the effectiveness of the support offered.

About 1% of students at our school have some kind of special educational need. The Learning Support Grant from the government has been used to employ a teaching assistant to assist SEN students in learning and in other school activities. The grant was also used to buy-in speech therapy services to help students with profound hearing loss and to buy visual aids for the visually-impaired students.

Individual Educational Plans (IEPs) were designed for SEN students, to help them to improve their social skills and learning attitude and to perform better academically. Workshops were held during the LWL periods to promote an inclusive culture in school so that students, teachers, and staff learn and work in an environment that is respectful, supportive and welcoming to all.

From time to time, counselling sessions were given to some of the SEN students to teach them to control their tempers and to stop their impulsive misbehaviour. Meetings with parents and an officer from the Special Education Support Section of the EDB were held regularly, to report on the present situation and to discuss possible measures as well as the best use of the Learning Support Grant.

About 5% of our teaching staff enrolled in basic and thematic SEN courses over the past few years to equip themselves to better serve SEN



▲ Purchase hearing aids for hearing-impaired students



students in the years ahead. Our support team liaises and collaborates with NGOs and professionals, and works together with teachers and parents to develop inclusive education so that all children have equal access to high quality education.

◀ Talk on SEN by EDB officer





*Life-wide Learning*

*OLE+ECA Clubs*



# Other Learning Experiences (OLE)



▲ Social Service

the students. A large variety of activities are held and students have great exposure to aesthetic and physical education activities and training, careers related activities, community services and activities that help extend and enrich the formal curricula.

The main areas of OLE suggested in the New Secondary School curriculum are Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.

1. Moral and Civic Education
  - to develop personal qualities through a variety of activities; e.g. national education visits, talks, visits, forum, hall assembly
2. Community Service
  - to serve different communities, both inside and outside school; e.g. the elderly and young children, fellow students and neighbouring schools
3. Career-related Experiences
  - to help students have better self-understanding and planning for their future
4. Aesthetic Development
  - to broaden the exposure of students to various art forms, e.g. visual arts, music, Cantonese opera, drama, musical, dance, technical arts and photography, in the pursuit of beauty
  - to let students learn to attend to detail and work with perseverance in order to achieve higher standards through wholehearted participation and strenuous practice
5. Physical Development
  - to encourage students to take up different kinds of exercise to keep fit and stay healthy, e.g. demonstration of fencing, ice hockey, ball games, multi-gym training and so on.

The Life-wide Learning Periods are used to hold activities that are related to Other Learning Experiences (OLE), that is for subjects outside the usual formal school curriculum, which enrich and extend it. Students are provided with opportunities to explore different avenues of learning and to have a broader understanding of the school curriculum through participating in various activities. In the afternoon of every B5 day, no lessons are scheduled, so both school-based and extra-mural activities can be planned in order to implement the cross-curricular education programmes as well as to enrich the OLE of



▲ Moral and Civic Education



▲ LWL Concert 2011 Chan Tin Chi of 6A



▲ LWL Concert 2011 Cheung Ming Lee of 5A



For Junior Forms, students are also given many chances to broaden their horizons in different areas, explore their inner-self and serve others. All S1 students attend an Adventure Training Camp to help build their self-confidence and team spirit. S2 students participate in the activities of the National Education Centre to increase their understanding of the mainland and their national identity. They also participate in a wide spectrum of activities to serve both their fellow students and outside organisations. This good practice is extended to S3 students.

To cultivate the artistic development of our junior form students, they are exposed to different art exhibitions and music performances at different venues. It is hoped that they can appreciate high-quality artwork and performances and thus improve their own standard of work and level of appreciation for different art forms.



▲ S2 Community service



▲ Bright make-up, beautiful costumes and sweet singing



▲ Hockey



▲ Business Environment Council sharing social responsibilities



▲ Adventure Training Camp



## Dragon House

**Teacher advisers: Ms Cheung Yin(i/c)  
Mr Lau Chun On**

|               |                |     |    |
|---------------|----------------|-----|----|
| Chairman      | Tse Wing Yan   | 謝永欣 | 5B |
| Vice-chairman | Chan Esther    | 陳茵彤 | 5A |
| Vice-chairman | Yip Chun Ngai  | 葉俊毅 | 4E |
| Secretary     | Yick Ching Man | 易晴雯 | 5A |
| Treasurer     | Lau Chi Ho     | 劉志浩 | 5A |

### Dragon's glory never dim

The Dragon is one of the sacred beasts of ancient Chinese legend. It traditionally symbolised potent and auspicious powers. The representative colour of Dragon House is blue, which is the colour of friendship and peace. This is the spirit shared by the Dragon House members.

In order to increase students' sense of belonging to the school, the school holds many inter-house sporting and academic activities every year, including a cheerleading competition, Swimming Gala, Athletics Meets, ball game matches, etc. By participating in these activities, members have the opportunity to develop their personal potential and bring honour to Dragon House. In the competitions, everyone learns the spirit of sportsmanship. All members bring team spirit into full play regardless of success or failure.



▲ A whole-hearted performance by all the little Dragons

In recent years, Dragon House has had remarkable results. 2010-2012 were particularly rewarding years for us.



▲ Smile! We are overall champion!

We won the championship in the cheerleading competition and the Inter-house Putonghua Drama Competition (2010-2011). For two consecutive years, Dragon House won the overall championship among the four houses, and won the greatest glory, the Tung Sing Prize(東城盃).

This year (2011-2012), with our unceasing spirit of hard work, we won the overall championship at the Swimming Gala. We are proud of our success, thanks to the effort of all our members. With determination, we look forward to even greater success in the coming years.

## Lion House



▲ The little lions were making a concerted effort

the competition a lot. The cheerleading made us unite together to fight for the glory of our house. We strived for our best performance and worked hard to achieve our goal. Thanks to all the participants in the cheerleading, including helpers, committee members and especially the S.1 students, we came first in the competition again, the first time since our last victory seven years ago.

Besides the cheerleading competition, our members participated in various inter-house activities such as the science quiz, debating and ball game matches and achieved satisfactory results. Our house would also like to thank our school for providing us with the chance to cultivate unity and to develop the team spirit of our house. We hope all the Lion members can carry on their passion for participating in all school activities. Not only can they enjoy the fun process of working together, but also the fruits of their hard work in the form of cups and trophies.

**LION SPIRIT UP AND UP, FULFILL THE CHEERLEADING AND WIN THE CUP!**

This has been a great year for our house. We had an outstanding achievement in the Swimming Gala - winning the championship in the cheerleading competition. The theme of our cheerleading performance this year was a tribal festival that aims to express thanks to the god, the Lion. The S1 students were enthusiastic at performing in front of the audience and they enjoyed



▲ We used rattles to make our cheerleading performance more amazing



## Phoenix House



▲ Swimming gala 2010

*All for one and one for all* is the true spirit of Phoenix House. This slogan aims at bridging the gap between junior and senior students.

Last year, our school organised a number of competitions, such as the swimming gala, cheerleading team competition, English debating competition, drama competition, academic quiz, athletics meet and ball games. Competitions between houses give students a chance to work together. We had brilliant results in these competitions. Just to name a few, we were the overall champions in both the Swimming Gala and the Athletics

Meet in 2010, and placed Second in the Cheerleading Competition, academic quiz and inter-house English debating competition this year. Everyone participated enthusiastically in order to help the house win the overall championship of the year. These competitions and school events have developed in us a strong sense of unity and belonging towards our house and our school.

*Not to become dizzy with success, nor be discouraged by failure* is our motto. Thanks to the contribution of all members, we look forward to even better results in future years.



▲ Cheerleading team 2011

## Unicorn House

**Teacher Advisers: Ms Fung Yin Fan (i/c)  
Mr Lai Chun Wah, Arthur**

|              |                        |     |    |
|--------------|------------------------|-----|----|
| Captain      | Cheng HO YIN           | 鄭浩然 | 5B |
| VICE-Captain | CHAN PUI YI            | 陳貝怡 | 5E |
| VICE-Captain | SZE YIU WING           | 施耀榮 | 4D |
| Secretary    | TSANG Man YUK, TIFFANY | 曾雯珏 | 5E |
| Treasurer    | LEE Chuk YIN           | 李卓然 | 5D |

'Unicorn Empire, It's Our Victory!'

At the beginning of the school year, all the four houses got ready for this year's inter-house events and competitions. As usual, everything started with the Cheerleading Competition.

This year, we proclaimed ourselves the Unicorn Empire. We pledged to regain our glory as the Unicorn Kingdom did a year before. Our team and I strongly believe that we, members of Unicorn House, will no longer stay in silence. We vow to do our best in all competitions and unite to defend our victory, with the hope of winning the Tung Sing Prize(東城盃).

We did not win the championship at the annual swimming gala this year, but still regard Unicorn a winning house as our members have tried hard to strengthen themselves and fight for the house. We have a strong sense of belonging



▲ Unicorn is the family with vitality and happiness!

and are able to achieve outstanding results.



▲ We uphold its name, loud and clear!

Victory comes when we make an effort and strive for excellence.

We have won many championships and our hard work should not be ignored. There are still many inter-house competitions coming up soon. As members of Unicorn House, we should try our best to become a glorious page in SGSS history.

Unicorn Empire, our future victory is coming!



# Academic Clubs

## 中文學會

漢字——我們中國人使用的文字，它背後蘊藏着中國博大精深的文化內涵和特色，每一個字詞都包含着它特有的意思，把它們組合起來又會出現更深層的意義。中文學會成立的宗旨就是要把中國文化發揚光大，讓同學能接觸更多中國文化，了解祖國的歷史和文化傳統。中文學會所舉辦的各種活動正秉承學會宗旨「宣揚中國文化，繼承我國精華。」



中文學會由創校之初便已成立，歷史悠久，經過歷年來各屆幹事成員的不斷努力，發展漸具規模，每月都會舉辦不同活動，讓全校同學參與。當中要數最成功和最受同學歡迎的，非中秋燈謎會莫屬。每年中秋節前一天的午膳時間，中文學會都會在校內有蓋操場懸掛近百個附有燈謎的紙燈籠，供同學在飯後猜猜燈謎，讓同學在學習的壓力下，既能輕鬆一下，又能從中加深對中國文化的認識，以及訓練腦筋。因此猜燈謎活動廣受同學歡迎。今年學會特地安排更多人手和最熱門的燈謎讓同學競猜，燈謎還分設不同難度，增加挑戰性及吸引更多同學參與，活動當天整個有蓋操場到處擠滿了猜燈謎的同學，有些獨自苦思、有些圍着討論、有些到處尋求協助，氣氛非常熱烈。全賴學會各幹事成員的努力，加上同學們的支持，令整個活動能圓滿結束。

除此之外，本年度學會更特別增設班際填字遊戲比賽，讓全班同學一起動動腦筋，正正是「寓學習於娛樂」，讓同學在學習之餘又能享受當中的樂趣。班際填字遊戲比賽的反應相當熱烈，當中有數班更是在小息開始便跑到收集處遞交比賽表格，可見同學十分投入參與學會所舉辦的活動。

中文學會在未來將會舉辦更多不同類型的活動讓同學參加，不少活動正在籌備當中，希望各位同學日後能繼續支持本會活動，並給予寶貴意見，讓我們能舉辦一些更切合同學興趣和有趣味的活動。在此，衷心感激中文學會成員所付出的努力，以及所有同學的積極參與，讓中文學會的活動能成功舉辦。





## Economics & BAFS Club



▲ openday 2011



Most daily activities involve decision making, which is a human behaviour. It is very interesting to study human behaviour in Economics, no matter whether at a micro level, such as consumption behaviour, or a macro level, like how an interest rate is set.

As a social science, Economics can be studied in a scientific way, with the support of numerous studies and statistics. Studying Economics helps students to understand the decision-making process and the rationale behind it.

In this commercial world, Business Studies is a very important subject. As households, firms and government are interdependent, if a government has a different standard view towards monetary policy, there will be an effect on the economy, which hence has an impact on daily life.

The Economics & BAFS Club has organised many activities. Through visits to the Hong Kong Monetary Authority and the Hong Kong Exchanges & Clearing Limited, talks and seminars about financial markets and the path to an accounting career, students understand more about the real commercial world and are able to make better decisions about their future.

## English Club

The English Club organises different activities outside the classroom to increase students' interest in learning English and to help them appreciate the culture of other countries.

Every year we have a special English event at Halloween. All students are invited to go trick-or-treating and play games at the counters specially set up at the school entrance. There are riddles, tongue twisters, quizzes, a spooky photo-taking corner, hand painting and a Halloween costume competition.



We also have different international festival days, when students share the joy of celebration while learning about the history of these western festivals. We have a Christmas Treasure Hunt



▲ Look at our beautiful Halloween handpaint!



▲ English Club display boards and its themed classroom on Open Day

at Christmas, song dedication on St. Valentine's Day, and an Egg Hunt at Easter. An inter-class spelling bee competition is also held for junior form students. This year the spelling bee competition was carried out in collaboration with the S1 Mentorship Scheme and the English Department. It was a cross-curricular activity, in which S1 students spelt words from five subjects and solved different word puzzles.

▲ Photo taking corner at Halloween Fun ▲ Students sharing at Christmas



## English Enhancement Club

|                   |              |     |
|-------------------|--------------|-----|
| Teacher in Charge | Marnie Evans | NET |
| Chairperson       | Cherry Chan  | 5D  |
| Vice Chairperson  | Helen Chong  | 5D  |
| Vice Chairperson  | Maureen Kong | 5D  |
| Secretary         | Carleton Wo  | 5E  |
| Treasurer         | Helen Wo     | 5E  |

Activities take place in the English room at lunchtime. Students are free to drop in and enjoy the facilities which include TV with a selection of DVDs, board games such as Scrabble and Monopoly and a small library of English books. Books and DVDs can be borrowed. Students may ask the NET for help with English homework or coaching for the speech festival or any other speaking event. A maximum of 20 students may use the room at one time and it is generally busy.

At Halloween, students from the club worked together with the English Club to organise games and competitions in the school entrance hall at lunchtime. Game counters were set up with riddles, tongue twisters and body painting. The students were allowed to wear fancy dress to school and there was a competition for the best costume.



## Geography Club



▲ *Shek O field trip*

Throughout the years, the Geography Club has organised various activities, ranging from indoor exhibitions, talks, film shows, games and competitions to outdoor visits and field trips, with the aim of raising students' interest in the study of Geography. Different themes are selected for each year's activities so as to help students develop a global outlook. This year, Environmental Conservation is our theme. Students visited an exhibition of Eco Expo Asia – an International Trade Fair on Environmental Protection – to keep abreast of the current green technologies that offer solutions to climate change. Film shows were also arranged to raise students' awareness of the importance of environmental conservation. S4 students conducted field studies in Wan Chai to investigate whether the urban renewal projects there adhere to the principles of sustainable development or not. The smooth running of all these activities is largely attributed to the enthusiasm and dedication of the committee members.



▲ *Investigating urban problems in Wan Chai*



▲ *Students show great interest in the Exhibition of Eco Expo Asia*



## Mathematics Club



▲ Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools

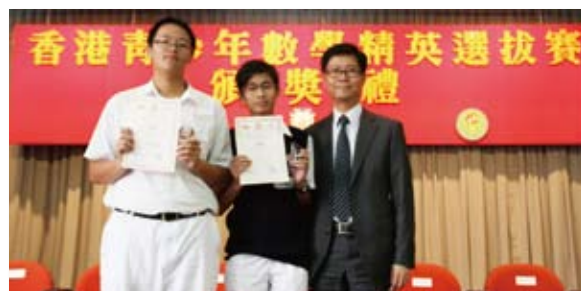


As Mathematics is undoubtedly an important subject, the aim of activities organised by the Mathematics Club is to raise students' interest in Mathematics.

Activities organised are as follows: an Inter-Class Mathematics Competition, Open Day Exhibition, Mathematics Interest Class, Training of the School Mathematics Team and Regular challenging questions posted on the board.

In October, some pupils were chosen for the School Mathematics Team to prepare for the *Hong Kong Mathematics Olympiad*, *The Hong Kong Mathematics High Achievers Selection Contest*, *Mathematics Project and Book Report Competition for Secondary Schools*, and *Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools*. Every week, with the assistance of teachers, they gathered to tackle problems in Mathematics. With months of hard work, not only did their work show remarkable improvement, but close friendships also developed

among team members. It was with this unity that we attained outstanding results.



▲ The Hong Kong Mathematics High Achievers Selection Contest

## Science and Astronomy Club



▲ Leaf vein bookmark-making workshop, open to anyone

Our club has always aimed to promote students' interest in science and astronomy. In order to achieve this target, we provide a lot of opportunities for students to enrich their knowledge and learning experience through participation in various activities. For instance, the leaf vein bookmark-making workshop and soap & lipstick making workshop received a very good response from students. The inter-class paper plane and water rocket competitions gave students chances to put theory into practice. Furthermore, students were eager to enter open competitions such as the *Hong Kong Student Science Project Competition* and the *Secondary School Science*

*Quiz Competition*. The activities not only broadened students' horizons but also enabled students to develop their problem-solving skills and creative thinking. Students enjoyed the competitions and their performance in the activities was appreciated by teachers.

Visits to the Science Museum and attending seminars at local universities were also favourite activities of students. Students were able to get up-to-date knowledge in science and technology through joining in the activities. As well as these, the astronomy camp held every year provides a chance for students to acquire and consolidate their knowledge of astronomy. All these raised students' interests in observing different constellations and planets using a telescope.

In future, we will endeavour to organise a greater variety of activities to cater for the interests of our members. We are looking forward to another fruitful year.



▲ HK Student Science Project Competition



▲ Astronomy Camp at Mui Wo



## History Club



The History Club is a newly-formed academic club. We aim at promoting national and world history. Studying history can draw on our ancestors' experience so that we can face present-day challenges and plan for the future. We will help students to broaden their historical horizons and comprehend reality from a different perspective.

2011 is the 100<sup>th</sup> Anniversary of the 1911 Revolution. To value such a significant year, we held a number of activities to increase students' awareness of the history of our country and their sense of national identity.

At the Open Day, project reports and board games about the development of Chinese history, made by S3 students, were shown on our stall.

There was an amusing stall game as well. Students and visitors had a fun time there.

S2 students took an active part in our activities. They created paper-cutting artwork to express their enthusiasm for the contribution made by our Father of the Nation. Works were shown in December and other students were encouraged to vote on the one they liked most. Students could also have a try at traditional Chinese paper cutting. They also attended a talk on the 1911 Revolution and the career of Dr. Sun Yat-sen, prepared by S5 students.

We provide opportunities for students to learn history in a joyful way and we are going to organise more fascinating activities to arouse students' interest in history.





# Interest Clubs

## Art Club

**Teacher Advisers: Ms Cheng Woon Wah (i/c)  
Ms Lam Yuk Yim**

The aim of the Art Club is to cultivate students' interest in art and to broaden their minds through interest groups, internal competitions, activities, exhibitions and projects. Let's enjoy what our students have experienced!



▲ 2011-2012 Art Club Committee Members



▲ Art exhibition and activity organised by the Art Club during the post-examination period



▲ The members also prepared the bookmark-making activity for visitors during 50<sup>th</sup> Anniversary Open Days



▲ The art room prepared by enthusiastic Art Club committee members created for the 50<sup>th</sup> Anniversary Open Days



▲ A Visit to the International Hong Kong Art Fair 2012 at the Hong Kong Conventional & Exhibition Centre. Students all enjoyed looking at contemporary art



▲ Outdoor drawing in Hong Kong Park

## Bridge and Chess Club



▲ The Bridge and Chess Club

Bridge and Chess can enhance the logical thinking skills, patience, memory and brainpower of young teenagers. Our aim is to provide our students with a chance to enjoy playing bridge and chess in order to obtain a balanced development in their school life. We meet in the Geography Room every Friday during lunchtime and after school, and hope all our members enjoy themselves at the meetings.



▲ Killers of Three Kingdoms playing cards

I would like to introduce a popular card game in our club, *Killers of Three Kingdoms*. It was produced in China and is widely played by lots of secondary students in Hong Kong. This game uses the background of the Three Kingdoms of ancient China. The aim of the game is to discover the identities of the players: the lord, loyal courtier and the hidden traitor. Except for 'the lord', all the players' identities are hidden. We can find out who's who during the game!

Our club has attracted many students because playing card games can improve our memory and logical thinking. In fact, according to a survey done by an American scientist, children who play chess get higher marks in language and mathematics tests. So if you want to strengthen your brainpower, the Bridge and Chess Club may be a good choice for you.

| Teacher in charge | Mr Kwan Chi-hung | Mr Lau Chun-on      | Mr Yuen Chung-wai |
|-------------------|------------------|---------------------|-------------------|
| Chairman          | Shi Yang Yang    |                     |                   |
| Vice-chairman     | Li Shing Hin     | Shi Jia Xin         |                   |
| Secretary         | So Yi Tat        | Treasurer           | Wong Man Chaak    |
| Committee member  | Shin Ting Fung   | Wong Fan Shing      | Yueng Yu fung     |
|                   | Cheng Cheuk Hung | Wu Tsun Wai Jeffrey |                   |



▲ How students play Killers of Three Kingdoms



## 中文辯論及朗誦學會



辯論的「辯」字是兩個「辛」字中間加一個「言」字，就像兩方人用言語辛苦地辯論出真理來。這幾年來，全靠笏官辯論隊（簡稱「笏辯」）上下一心，我們在學界辯論場上，開始嶄露頭角。有別於一般的傳統勁旅，我們靠的不僅是在台前的雄辯滔滔，還有篤信台下充足的資料準備，這都是出賽時戰無不克的主要原因。

「笏辯」所走過的道路是崎嶇不平的，但驀然回首卻是百般精彩：單單過去六年，我們共四次站在全港中學生辯論賽（基本法盃）的三甲位置上，亦榮獲星島日報主辦「全港校際中文辯論比賽」和「自由盃」全港中學辯

論比賽的季軍，在全港校際經濟辯論比賽及鳴辯盃中亦曾登上冠軍寶座……這一切一切都印證了努力的重要，對學兄學姐以往的付出是一個極大的肯定。

在起步的初期，我們都曾糾結過、迷失過，但過程會磨練我們的勇氣，令我們在人生中開拓出全新的角度，對日後的人生有莫大裨益。在往後的日子，「笏辯」將繼續向前，亦歡迎更多同學加入我們的大家庭！

願笏官與「笏辯」並肩邁向精彩的明天！



## Dance Club



The Dance Club aims to provide a platform for students with an interest in dance to enjoy the fun of dancing together. In the Dance Club, we are all enthralled by the magic of dance. It pulls all club members together to work hard to create wonderful performances for the stage. This year, we took part in the musical *My Fair Lady* to celebrate the school's 50<sup>th</sup> Anniversary. We felt very happy and honoured to do a ballroom dance, the waltz. It was an unforgettable experience for all the dancers. In the future, we hope we can learn many more different dance styles. We hope to share with you all the excitement and pleasure of dancing through our excellent body language in dance talent shows.





## Design and Technology Club

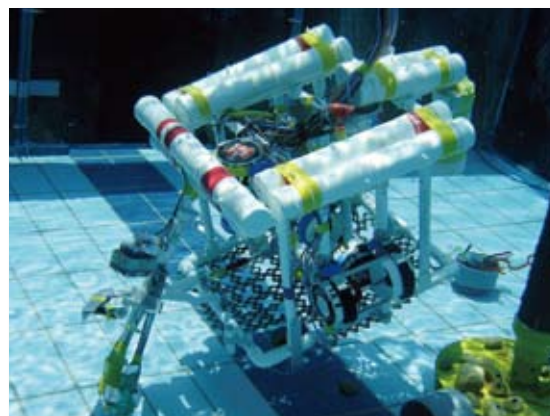


▲ Parents saying goodbye to their kids at the airport.

▼ In 2008, we won the championship in the ROV competition in Hong Kong. This time, students went to San Diego, USA to enter the international competition.



▲ Team members of Dolphin IV preparing in the arena at UCSD in the USA. We were proud to represent Hong Kong.



## Drama Club



▲ Award winning team members of the HK School Drama Festival 10-11

Prince and Pauper. King and Queen. Laughter and tears. Thunder and lightning. Imaginary scenes and reality. Special light and sound effects. Travelling through time and space. All these can be realised on the stage.

Drama is a very special performing art that allows students to unleash their creativity, practise various technical skills, cultivate positive attitudes, explore different possibilities and become more reflective. It also provides enjoyable and memorable moments for students.



▲ Threatened by loan sharks

The efforts of our members always receive positive comments and responses from the audience. Our school drama performances have received great critical acclaim. Our drama performance received the Award for Commendable Overall Performance at the *Hong Kong School Drama Festival 2010/2011*.

The show must go on!  
A GOOD SHOW ALWAYS!



▲ Outstanding actresses of the year on show



◀ How....do you... travel to work.....?



# English Debating and Speech Club

Our club provides:

1. a platform where we share our experience and grow together
2. regular meetings, during which we have fun engaging in mini games while developing our public speaking and other communication skills.
3. training, including English debating workshops and a Toastmasters Programme.

Over the years, Mr Paddy Law, once Head Boy of the school and now a solicitor, has rendered his support by running various workshops for us at weekends and during summer vacations. His zeal and devotion have driven us forward and we are all grateful to him for showing us how to live up to our school motto.

A Toastmasters Programme has been run at the school for six years, for which we owe our gratitude to Mr Daniel Wong and his fellow toastmasters from the Dynamic Toastmasters Club. Their support has enabled us to enjoy a mutually supportive and positive learning atmosphere.



## What do our members say?

**'One of the best decisions I've made at SGSS was joining the English Debating Team.'**

**'English debating has certainly widened my horizons.'**

**'Building arguments from zero, modifying speeches day and night, being challenged and guided by teachers and teammates ... all these nurtured my thinking skills.'**

Some achievements

2007-2008 Singtao Inter-school English Debating Competition – First Runner-up

2008-2009 Singtao Inter-school English Debating Competition – Second Runner-up

2009-2010 Inter-Government Secondary Schools English Debating Competition - Champion

2010-2011 Singtao Inter-school English Debating Competition - Most Improved School

Inter-Government Secondary Schools English Debating Competition - Second Runner-up





## Gardening Club

The Gardening Club offers the opportunity to students to do gardening and appreciate the beauty of enchanting flowers. It arouses their interest in the protection and beautification of the environment.

Every year, the Gardening Club organises a wide range of educational activities on greening programmes to develop a green culture at school and to enhance students' knowledge of greening and nature. Guest speakers advise members on subjects such as soil improvement, orchids, ferns, planning a small garden and organic gardening. Regular activities take members to spectacular public gardens, wholesale markets and the Hong Kong Flower Show. Members are encouraged to participate in various planting competitions.



▲ One Student, One Plant project



▲ Greening my school



▲ Gardening Club activities



▲ Planting

## Home Economics Club

The Home Economics Club provides opportunities for students to understand and shape preferred solutions for different challenges in personal life, family and the community. We develop and implement learning experiences that enable students to learn how to:

- prepare nutritious foods and develop health-promoting food behaviours
- make informal, responsible and ethical consumer decisions
- take control of their health and develop health-promoting behaviours through the Healthy Eating Week Programme
- co-operate with club members through activities and develop a team spirit
- serve others, especially through the preparation of refreshments for major school functions
- utilise design & technology relevant to families and households



▲ Cooking Competition



▲ Poster design competition



▲ Healthy eating news



▲ Healthy eating quiz



▲ Speech day refreshments prepared by students



## LED Electronic Board Team



The LED Electronic Board Team was organised in 2000. It was established to manage the LED electronic board located at the school entrance. The main objective of our team is to enhance students' awareness of current issues and school news through regularly updating the information on the board. In addition, our team also helps various school clubs and groups to deliver their messages

to students. The LED Electronic Board Team provides a platform for students to discuss information technology and we also publish a newsletter once a year. In addition, our team provides a training course for students. Also, this team helps students to raise their sense of curiosity about current issues, as they have to read newspapers and choose current events to be displayed on the electronic board.

In the future, our team would like to provide more chances for students to participate in activities related to information technology. For example, our team would like to organise more training courses so as to build up computing knowledge among students. We welcome all students to join this team and share their interest in information technology with us.



## Photography Club



The Photography Club has a history of 20 years from its establishment. We are one of the most popular interest clubs at SGSS. In the school year 2011-2012, over 90 students applied to join our club. In order to continue our legacy, we will organise frequent innovative activities for our club members to participate in.

The objective of the Photography Club is to provide opportunities for students to be involved in photography and in return to enrich their experiences in life and widen their horizons. Each school year, we arrange several outings and run photography classes taught by professional photographers. Many of our club members enjoy them.

Another role of the Photography Club is to take part in photographing all school events, such as the Swimming Gala, Athletics Meets, Speech Day, Graduation day and so on. There are 15 school photographers this academic year 2011-2012. The team members are responsible and diligent. Our work is widely acknowledged by the school.

There is an idiom in English - 'Rome was not built in a day'. It is true that today's success has in part been accrued with age. However, with persistent effort the club will continue to improve. What's more, we also need the support of all students. We therefore want to thank all students for supporting us and for appreciating our work. With your support, we can create a better school life.







近年來，普通話無論在日常生活還是工作方面也愈見重要。普通話學會的成立正好提供了一個學習及交流的平台，通過舉辦各種活動，提升同學對普通話的興趣及水平。

校內方面，本會定期舉行集會，讓各級的同学參加。活動以遊戲方式進行，各同學均用普通話溝通，通過遊戲令同學掌握了不少正確的發音方法，強化學生的語言能力。另外，普通話學會也會跟其他學會合辦活動，如普通話歌唱比賽、粵普對譯及話劇比賽等，同學們積極參與、反應熱烈，達到了推廣普通話的目的。



校外方面，我們鼓勵同學跳出校園，如參加校際朗誦節及「普通話大使」計劃，希望增加學生聽、講普通話的機會，藉此加強溝通能力、建立信心。

展望將來，希望學生能把握機會，認識更多普通話的口語詞彙、語言習慣，可以用準確的語音、正確的詞彙及語法進行交流。

## Software Programming Club



### ▲ Microsoft access

The objective of the Software Programming Club is to introduce club members to new software and to develop their programming skills. We have organised many programming courses for club members, such as Microsoft Access Programming, Pascal Programming, asp Programming and Flash Animation. In addition, we have also organised training courses for Chinese Input, eg. '倉頡輸入法' and '速成輸入法'. We introduce interesting websites to club members and encourage self-learning using websites such as the *EDB Depository of Curriculum-based Learning and Teaching Resources* and 香港教育城 *HKEdCity*.

Microsoft Access is one of the most popular examples of database software in the commercial world. It is a powerful, mature relational database management system. In the training course, the club members learnt how to view, manipulate and find the required data quickly and easily using Access visual tools. They also learnt how to create a database, design a user interface and how to present data in reports.

Pascal is a High Level Programming Language. Club members can learn how to apply subprogrammes when developing programmes. They can identify the necessary input and expected output of a programme when analyzing a problem. They can also learn how to use different problem-solving approaches and techniques in programme development.

Overall, club members enjoyed the activities and developed systematic methods and logical-thinking skills to solve problems.



### ▲ Pascal programming



## Stage Management Team

我們做舞台管理的，  
從不寄望有人知道我們在工作，  
在背後為每一場演出付出汗水。  
我們的宗旨是竭盡所能，  
做到最好。

Not expecting anyone to know that we are working behind the scenes, we endeavor to do our best in every single performance. This is stage management.

### Mission statement

-作好準備  
-做到最好  
-作出檢討

-To be prepared  
-To do your best  
-To review



◀ We made a poster at the beginning of term to attract schoolmates to join our team. Can you share our spirit?



▲ A photograph after the dress rehearsal at school. Do we look smart?



▲ After a long time of preparation and hard work, the musical was finally over and we all could sleep soundly that night.

## Table Manners and Dressing Club

We love our students and care about their future. We want to equip them with the tools to tackle life with gusto. Etiquette training teaches students how to handle social situations as adults. It is a valuable life-long lesson.

It is believed that etiquette training can be fun and educational. We provide guidelines for students to follow and examples for them to learn from. Students strive for mastery of good manners, as doing so leaves a good impression on others. Our programme includes an in-depth coverage of basic manners and dress sense necessities such as:

- Table manners for informal and formal dining
- Meet-and-greet essentials
- Gift-giving and receiving
- Developing effective conversational skills
- Grooming
- Dress sense and wardrobe planning



▲ make-up class



▲ committee members



▲ accessories



## Video Production Team

In general, video production means the making of a video. The making of a video goes in various steps which are namely: finding an idea, writing a script, shooting, editing, special effects or graphics and sound editing. These steps are generally ordered in three different categories: pre-production (conceptualising an idea and writing a script), production (actual shooting or recording) and post-production (video editing, sound editing and special effects).

In October 1997, the Chief Executive announced in his Policy Address the establishment of the Quality Education Fund (QEF) to finance projects for the promotion of quality education in Hong Kong. The fund was formally established in 1998. Our school was approved funding for a 'School-based Audio-visual Production and Broadcasting System to Enhance All-round Quality Education' project.

The project aims to (1) inculcate good moral values, civic awareness and responsibilities, wholesome sexual attitudes and balanced development in pupils; (2) build up pupils' confidence in public speaking; (3) enable pupils to be bi-literate and tri-lingual; (4) develop the planning and organising power of pupils; (5) train pupils and teachers to handle audio-visual production; and (6) develop the professional competence of teachers in all-round quality education.

The Video Production Team was set up at that time. Throughout the years, students have developed good skills in video production and editing. They can independently produce good-quality videos and have won many awards in different competitions.



## Christian Fellowship



To gather Christians in SGSS together, the Christian Fellowship, named 'Be Brave', was formed. We aim at assembling all Christians to share their beliefs and

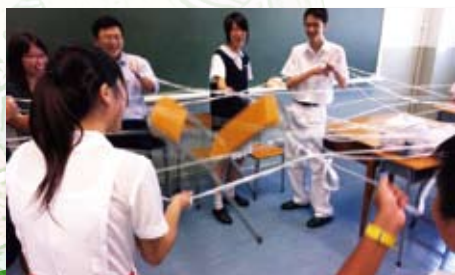
spread God's love to our fellow students. Through meetings, we hope students can build up close friendships with other members and gain a better understanding of both themselves and our God.

'Be Brave' has organised lots of activities throughout the year to allow students to keep in touch with God and other members. At the beginning of the school year, we held an orientation camp for all S1 students to welcome them and help them adapt to their new school life. Another special event was the Christmas Party.

The wonderful party gave participants unforgettable memories and reminded us of the birth of Jesus. To celebrate this important festival, on 24<sup>th</sup> December 'Be Brave' also successfully performed the song '相信有愛就有奇蹟' at Golden Bauhinia Square to share our joy with tourists.

Apart from the above events, 'Be Brave' has organised regular lunchtime meetings on Tuesdays. This year, we invited an evangelist, Mr Peter Ho, to lead our meetings. We discussed different topics each month, such as love, companionship, family, Halloween and so on. We have learned more about God and life, as well as how to care for others by praying for them.

In the future, 'Be Brave' hopes to strengthen the faith of all Christians and the relationship among members. Last but not least, we would like to invite more students to join us, no matter whether Christian or not.





## Music Club



▲ Poster of Singing Contest 2011

The SGSS Music Club is instrumental in organising activities for our students to exhibit their performing talents and share their love of music.

Among many popular activities, the most anticipated one is the Music Festival, which consists of a Singing Contest, a Putonghua Singing Contest (co-organised with the Putonghua Club), and a Music Show. It provides ample opportunities for students to perform a wide spectrum of music and for the audience to appreciate the musical talents of their schoolmates. Another well-received event is the Christmas Assembly, which showcases dance, drama and music performances by our multi-talented students. The Music Club also organises karaoke-singing activities in the school garden during lunchtime to provide more singing opportunities for our students.



▲ Singing Contest winner Tung Ho Lam (5D) in performance



▲ Santa Claus steals the show at the Christmas Assembly

The Music Club also contributes to the enrichment of students' musical awareness and knowledge by presenting interesting musical topics during the Morning Assembly. For instance, a presentation by the Music Club in May 2011 on *The Pianoforte* enhanced students' knowledge of the evolution of the piano from the Baroque harpsichord to the modern 'prepared piano'.

## Archery Club



### The formation and development of the SGSS Archery Club

The Archery Club was set up by Mr Cheng Wai Lun in 2007. The School Archery Team was formed in 2009 with Pasu Lau as the Captain. Since then, the team has become one of the major sports teams at SGSS. As the club has become more organised and its members have grown more mature through different experiences over the past few years, we have faith and confidence in striving for a brighter future.

### Major prizes

The Archery Club members have won many awards over the past few years. In 2010, the boys B grade team was placed Third in the *Inter-School Archery Competition*. In 2011, the same team was placed Second and the boys C grade team was placed Fourth in the







same competition.

## Feelings of the Chairperson and Vice-chairpersons

I joined the Archery Club when I was in Form 2. The growth of the club reflects the changes in me over these few years. Although it isn't an easy job for me to be Chair of the club, I have a team of experienced committee members to work with me and help me overcome difficulties. We will not be content with our present achievements, but try harder

Being Vice-chair of the Archery Club is an amazing experience for me. Instead of taking part in the activities, I'm in charge of organising them for the club members. Although there have been times of disagreement, we have managed to come to a consensus. In the coming year, we will try our best and make more effort to promote archery.

*Vice-chairperson*

*Chan Chui Shan 4A*

Being Vice-chair of the Archery Club is a great challenge for me since I have no experience of organizing activities. Throughout these few months, I've learned a lot about how to be a responsible leader. I have also learned lessons from our mistakes. I'll try my best to improve and make the club grow.

*Vice-chairperson*

*Carmen Ng 4D*

## My reflections on my archery career

Time flies and two years have gone. It is the third year of my archery career. One may say that archery is purely a recreational activity, but I consider it to be an important learning experience in my life. Archery is not only about physical momentum, it also emphasizes self-discipline, intense concentration, mutual respect and sharing among players. No wonder archery has long played an important role in education.

The most crucial lesson I have acquired from my archery career is that a proper attitude is the solid foundation for developing any career. One says practice makes perfect. That may not be true! Without having an appropriate learning attitude, there is no guarantee of a high score, even after taking hundreds or even thousands of repeated shots. Every single shot counts. It demands perfect practice, continuous reviews and consolidation after every single practice. A failure in a shot can be caused by many variables such as wind speed, poor shooting technique or equipment failure. On the other hand, a good shot may simply be down to luck. The two keys to success I have learned are *Success is never final. Failure is never fatal. It is courage that counts.* and *Perfect practice makes perfect.* With a proper learning attitude, we can take up responsibilities and tasks proudly and further improve ourselves to strive for excellence.

*Tung Chun Yan 4E*

Some may think that archery is not as exciting as basketball or football as the athletes' movements on the field are much less vigorous when practising archery. In fact, archery depends a lot on your psychological stability as well as physical strength. In a tough and intense elimination tournament, I once found myself standing on the brink of losing. I defeated my competitor by 1 mark and ultimately advanced to the next round. During the game, I always remind myself: "Trust yourself; you are the only one who can make a difference. Never give up! Nothing is impossible!" I was exhausted yet joyful after the last shot. I was full of a strong sense of accomplishment.

Archery is more than an art or a sport of shooting arrows. I am sure you would benefit a lot from it so do grab your chance. It is never too late to take part in this magnificent sport. Join us now and enjoy the wonderful world of archery.





## Movie Club



We all love movies. Whether it is because we are drawn to the message behind the movie, or we like feeling riveted as the plot develops, or we just like sharing common topics with people who have also seen the same movies, movies are something that connects all of us. That is what the Movie Club is trying to do. Established in 2010, the Movie Club has shown a diverse range of movies, from comedy films like 3 Idiots, and martial arts thrillers like Wu Xia, to epics like Das Boot. We hope these movies can be enjoyed by SGSS students and can connect every one of them.

## Japanese Culture, Animation and Comics Club

The Japanese Culture, Animation and Comics Club is the youngest among all the ECA clubs at SGSS. It was established in the school year 2010 – 2011. The club aims to provide students with a platform to share their views and talents for Japanese animation and comics. More importantly, it is a way to cultivate an appreciation for Japanese culture. The goal of the club is to deepen our understanding of the values and ideals underpinning much of Japanese cultural and aesthetic norms on what is considered beautiful and integral to daily life.

In the past school year, our club has held regular meetings on topics such as the code of etiquette in Japan, Japanese snacks, and so on. Besides, various animation-sharing sessions have been held during lunchtime. Students were provided with an opportunity to share their common interests.

On the 50<sup>th</sup> Anniversary Open Day, all our helpers wore 'Yukata' (浴衣) to welcome our guests. Incoming guests received a souvenir. All the souvenirs were designed and drawn by our committee members.



Visitors, especially the primary school students, were interested in playing games related to comics (e.g. Hitman Reborn [家庭教師] and One Piece [海賊王]).

With the short history of the JAC Club, your encouragement and support will be one of the key elements in our development. Once again, we welcome all of you to join our club. We will strive for the best to provide more educational activities and positive experiences for all of you in the coming years.



# Music Groups

## Instrumental Classes



▲ Harp class



▲ Pipa class

level of proficiency to enter for ABRSM graded practical examinations as well as instrumental contests at the Hong Kong Schools Music Festival. A number of students have attained excellent results like Distinction and won prizes in competitions.

Instrumental classes in our school have successfully enabled many students who entered the school with no prior knowledge of instrumental playing to become proficient performers. Prominent examples among current students include Lam Ming Fai of 6B, who was the Second Runner-up in the Oboe Junior Class at the 60<sup>th</sup> Hong Kong Schools Music Festival in 2008 and attained ABRSM Oboe Grade 8 Examination in 2009, and Chiu Wing of 5A who was the First Runner-up of Sheng Advanced Class at the 63<sup>rd</sup> Hong Kong Schools Music Festival in 2011.

Practising and performing on musical instruments can effectively develop students' understanding of music and cultivate positive attitudes like perseverance, responsibility and commitment. For many years, our school has been organising instrumental classes for students to learn to play Chinese and Western orchestral instruments. All tutors of the instrumental classes are professionals who graduated from major local and overseas music institutions, and many of them are members of local professional ensembles like the Hong Kong Sinfonietta and Hong Kong Chinese Orchestra.

Our school currently operates 25 instrumental classes for 111 students from Secondary 1 to 5. In addition to standard instruments like Dizi, Pipa, Liuqin, Zhongruan, Yangqin, Erhu, Flute, Clarinet, Oboe, Trumpet, Horn, Trombone, Tuba, Percussion, Violin, Viola, Cello and Double Bass, students can also learn to play the Harp, an instrument with an entrancing tone.

Every year, students who have acquired a sound foundation of performing techniques in instrumental classes pass auditions to join the school orchestras to further develop their musicality and aesthetic sensitivity. Instrumental tutors will also recommend and coach students who achieve an adequate



▲ Lam Ming Fai of 6B performing on the oboe



▲ Trombone class



# School Choir

**Teacher Advisers: Mr Man Lec San, Eric (i/c)**  
**Mr Tsui Chung Pong**

|                   |                   |     |    |
|-------------------|-------------------|-----|----|
| Chairperson       | Li Yee Lam        | 李儀琳 | 4E |
| Vice-chairpersons | Ting Sheung Ching | 丁上正 | 5E |
|                   | Lau Hoi Yin       | 劉海暉 | 4A |

The School Choir aims to cultivate students' interest in choral music and provide them with training in vocal and choral techniques. Over the years, the Choir has achieved good results at choral competitions, winning prizes such as the Third prize in English/Foreign Language - Mixed Voice Junior at the 58<sup>th</sup> Hong Kong Schools Music Festival in 2006. From 2007 to 2009, the Choir was invited to give Christmas carol performances at the Renaissance Harbour View Hotel in Wanchai.

In the year 2010-2011, to commemorate the school's 50<sup>th</sup> Anniversary, the Choir members actively prepared for the 50<sup>th</sup> Anniversary Concert cum Musical. A total of 6 members with outstanding vocal skills and potential were selected as actors and actresses for the musical *My Fair Lady*. They received vocal training from experienced voice coach Miss Lam Wing Wing that helped them cope with the challenging demands of their roles. Another 30 Choir members formed a chamber choir to perform the chorus part of the musical.

Currently coached by the Music teacher Mr Man Lec San, the Choir has 62 members who regularly perform at various school functions including Speech Day, Open Day, the Variety Show and S1 Orientation Day. Through ensemble singing and exposure to a broad repertoire of choral works, the Choir members are able to refine their musicality and aesthetic sensitivity, as well as developing self-discipline, self-confidence, teamwork and a respect for the diversity of music and cultures.



▲ School Choir performing on P6 Pupil Reception Day



▲ Speech Day choir performance



▲ The Chorus from *My Fair Lady*, before performing at the Jockey Club Auditorium



# Chinese Orchestra

**Teacher Advisers: Mr Man Lec San, Eric (i/c)  
Ms Wong Kai Foon**

|                  |                     |     |    |
|------------------|---------------------|-----|----|
| Chairperson      | Lau Tung Ching      | 劉東晴 | 5E |
| Vice-chairperson | Wong Ho Yin Michael | 王浩賢 | 5A |

Established in 1993, the Chinese Orchestra has made considerable progress under the coaching of the former conductors Mr Hui Fook Wai and Mr Lee Shek Um. Since September 2003, Mr Kwok Shing Cho has been the conductor. Under his guidance, members of the Chinese Orchestra have not only increased their understanding of their Chinese music heritage but also explored contemporary works by both local and overseas composers, both of which have greatly expanded their musical horizons.



▲ Pipa ensemble

Aiming to enrich the members' performing experience, the Chinese Orchestra participates regularly in *Hong Kong Youth Music Interflows*, organised by the Music Office and the *Hong Kong Schools Music Festival*. In 2010, the Chinese Orchestra won the Second prize in the Chinese Instrumental Group (Intermediate) Competition in the 62<sup>nd</sup> *Hong Kong Schools Music Festival*.

In December 2010, under the leadership of the former Chairperson Liu Wing Yee of 6B, the Chinese Orchestra co-organised the *Convergence: Hong Kong-Malaysia Interflow Concert* with the Windpipe Chinese Ensemble and Tsung Tsin Secondary School Chinese Orchestra from Sabah, Malaysia. The programme comprised a two-day music camp at Wu Kwai Sha Youth Village and a concert at Sai Wan Ho Civic Centre, in which the Chinese Orchestra performed the Hong Kong premiere of renowned composer Dr. Joshua Chan's *Winds Crescenti*. Members were able to broaden their horizons and make new acquaintances with overseas students during this meaningful event.



▲ SGSS 50<sup>th</sup> Anniversary Concert

The Chinese Orchestra currently has 45 members who take part in weekly ensemble training and sectional practice. Besides performing at school functions including Speech Day, Open Day, S1 Orientation Day and the Variety

Show, the Orchestra also performs in inter-school Chinese orchestra concerts. At our School's 50<sup>th</sup> Anniversary Concert cum Musical in July 2011, the Chinese Orchestra performed Ng Tai Kong's *Jazz à la Chinoise No.1* which featured jazz elements, improvisation and the inclusion of an alto saxophone.



◀ Chinese Orchestra at the music camp with friends from Sabah



# School Orchestra

**Teacher Advisers: Mr Man Lec San, Eric (i/c)  
Ms Wong Kai Foon**

|                   |                 |     |    |
|-------------------|-----------------|-----|----|
| Chairperson       | Cheung Ming Lee | 張明俐 | 5A |
| Vice-chairpersons | Lee Ngo Cheung  | 李傲翔 | 5D |
|                   | Lam Wai Hang    | 林韋行 | 5E |

The School Orchestra was established in the year 2003–2004, by the former Music teacher Mr Choi Chi Ming. It aims to broaden members' horizons by introducing them to symphonic music and building their musicianship. The Orchestra made a concert tour in 2007 to visit schools and orchestras in Guangzhou, China and took part in a musical exchange. In 2008, the Orchestra celebrated its 5<sup>th</sup> Anniversary with a stirring concert.



▲ School Orchestra at Jockey Club Auditorium



▲ School Orchestra posing in the school garden

In September 2008, the Orchestra welcomed its current conductor Mr Lau Sum Yin. The same year saw the initiation of weekly sectional practice and having student leaders occasionally conducting the ensemble. Mr Lau constantly inspires members to play with musical awareness, commitment and passion, and under his dedicated leadership, the Orchestra has since made tremendous progress, winning its first Gold Award at the *2009 Hong Kong Youth Music Interflows*, organised by the Music Office. In 2011, amongst a hotly contested field of 16 schools including Diocesan Girls' School and Ying Wa College, SGSS Orchestra emerged triumphant as the sole winner of the coveted Gold Award in the Symphony Orchestra Contest (Secondary School Class Group A) at the *Hong Kong Youth Music Interflows*.

Besides performing at school functions such as Speech Day, Open Day, S1 Orientation Day, the Variety Show and the Flag-raising Ceremony, the Orchestra has also participated in joint-school concerts hosted by Good Hope School and Lingnan Secondary School. In July 2011, the Orchestra performed at our School's 50<sup>th</sup> Anniversary Concert cum Musical, and 21 selected members formed a chamber orchestra to provide highly acclaimed live accompaniment to the musical *My Fair Lady* under the baton of Yeung Ming Him of 6B.



▲ School Orchestra with the Gold trophy

The Orchestra currently has 57 members who constantly refine their performing skills and learn to communicate and collaborate effectively with others through music. Most importantly of all, they really strive for excellence in music-making and help spread the joy of music.



# Service Groups

## Boy Scouts

**Chairperson:** Yeung Yu Fung 4A  
**Vice-chairperson:** Pak Chun Hin 5E    Cheng Cheuk Hung 4D  
**Treasurer:** Li Kai Chun 4C  
**Secretary:** Leung Cheuk Hin 4B

### 81<sup>st</sup> scout troop “港島第81旅童軍”

The 81<sup>st</sup> scout troop is a school-based troop set up in SGSS in 1963. There are a total of two branches in the 81<sup>st</sup> scout troop, the scout group for F.1 to F.3 students and the venture scout group for F.4 to F.7 students and alumni.

The mission of the 81<sup>st</sup> scout troop is to provide education for every male student at SGSS. We also strive to give our members challenging, interesting and progressive training programmes in order to make it easier for them to face future challenges.

As one of the best uniform teams at SGSS, the 81<sup>st</sup> scout troop has won a series of awards, including the Championship for the Selective Trail in the Carlton Trophy in 2003, the Championship for the Venture Scout Competition in 2004 and the second runner-up of the Island Scout Trail Walk in 2004.



In recent years, the number of students joining the 81<sup>st</sup> scout troop has increased steadily. In order to provide a better training and learning environment for our scouts, we have increased the number of patrols to 5. Furthermore, we have re-designed some of our activities to better match students' physical and mental abilities.

## Community Youth Club

The Community Youth Club (CYC) scheme offers many opportunities to act and serve the community. All CYC members are local young people who are ready to make their contribution to society. Their duties are to:

- create a cleaner Hong Kong
- be aware of and understand events in the community
- participate in community service projects
- work with other civic groups in serving the community
- arouse public awareness of civic responsibility
- set an example for the community as keen supporters of community service



▲ Title of the work



▲ The winning team and their work



▲ Trying our best to finish the work!

Last year, our members took part in flag sales for charitable organizations, helped in the distribution of newspapers to schoolmates and prepared a game booth at the School Open Day. We also took part in the *Sand Sculpture Competition* and were awarded a merit.



## Girl Guides

The Girl Guides is a uniformed group for girls aged 10 to 18. We have training activities about learning to get along with others, fulfilling the Girl Guide Code, staying healthy, exploring the arts, developing independent thinking, learning domestic skills, enjoying outdoor activities, and serving the community. We aim at learning from these activities and sharing our experience with others, exploring and developing more skills, building self-confidence, as well as equipping ourselves for the future.

Our school Girl Guides hold a school camp every year. The school camp enables us to learn to be more independent and improve our communication skills through team activities. We also hold meetings after school every Wednesday, in which we learn daily life skills such as first aid and cooking. During the past two years, we have started going hiking with the Boy Scouts.



## The Hong Kong Air Cadet Corps

### The Hong Kong Air Cadet Corps No. 108 Squadron

The Hong Kong Air Cadet Corps was founded in 1971. It is a uniformed group under the auspices of the Home Affairs Bureau, offering quality aviation education programmes to prepare young people for service in the local Aviation Industry.

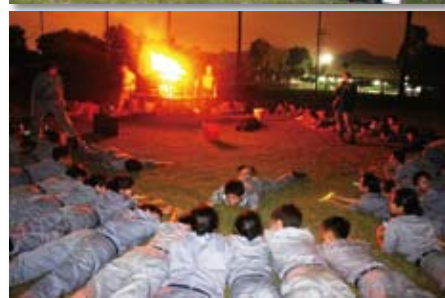


▲ Parade



▲ Flying experience

The No. 108 Squadron was founded in 2003 at SGSS. In recent years, it has turned into an open squadron, welcoming all teenagers to join. The No. 108 Squadron focuses on providing training for members in three areas: aviation training, leadership & discipline training and social service. These aim at developing young people into responsible citizens, and preparing them for future challenges.



▲ Camps

The No. 108 Squadron holds meetings on Saturdays at Hon Wah College, in Siu Sai Wan. In regular meetings, lectures on aviation, foot drill, physical training, and leadership games are all provided. Senior members (usually form 3 or above) act as leaders to organise programmes. Apart from regular meetings, we also hold other events, such as training camps, flying experience, exchange programmes, social service, campfire cooking, parades and hiking. These widen members' horizons.



## Hong Kong Award for Young People



Hong Kong has been transformed into a knowledge-based society. Nowadays, teenagers' attitude towards their future is usually associated with public exams, university degrees and how well they perform at school because they wish to have a bright future. Nevertheless, life has to be more than that as in the future, we might regret the things and opportunities we missed in our lives.

The Hong Kong Award for Young People (AYP) is very beneficial to youngsters in Hong Kong. AYP provides many opportunities for members to take part in adventurous, challenging and rewarding activities. Apart from these, we usually take part in numerous community service projects and help the needy in our society. Participants are well-trained and build up solid characters as well as becoming physically strong. Furthermore, the AYP also organises camps and gatherings, in which life-long friendships can be built and problem-solving skills can be enhanced.

AYP offers extra-curricular activities that aren't easy and can be very tough indeed, especially the Expedition training. Members need to get a lot of

things done to fulfill the tasks in the training. People usually underestimate the difficulties of such training. Participants need to plan everything before the trip and do an evaluation afterwards. The most demanding part is to carry 30-pound backpacks up and down across the territory. It is difficult to express how exhausting it is, but as the old saying goes, 'no pain, no gain'. Although the tasks are often really painful, they help members to develop confidence, a team spirit and good interpersonal skills. Being enthusiastic and consistent is one of the most invaluable lessons that you can learn from joining AYP. We believe such attitudes are crucial for us to succeed in every aspect of our lives.

We cannot stress enough how great it would be for you to join us. You will find it difficult to find other places offering you similar life-exposure and outdoor-training courses while serving the community at the same time. Want to build a bright future? Begin with AYP!!



## Junior Police Call



The Junior Police Call Scheme was launched by the former Chief Superintendent of the Police Public Relations Branch, Mr Rennie, in 1974. Our school is one of the members of the Junior Police Call (JPC). Our aims are to promote JPC activities, disseminate anti-crime and road safety messages, recruit new JPC members and provide voluntary services to the community.



▲ Working as a voluntary helper for the 2011 Anti-drug Programme, organised by the Junior Police Call in Victoria Park on 30 December 2011.

### Reflections from Wong Wang Chi, 4D

In this anti-drugs programme, I had to work with JPC members from other schools to explain to others the harm of abusing drugs through exhibition panels and stall games. It has improved my communication, interpersonal and problem-solving skills. I hope I can join this kind of activity again in the future.



## Red Cross Youth



The Hong Kong Red Cross, as part of the International Red Cross and Red Crescent Movement, was established on 12th July 1950. It became a special branch of the Red Cross Society of China after Hong Kong returned to China. The Hong Kong Red Cross is well-known for its blood transfusion service. There are several departments in the Hong Kong Red Cross. Our school youth unit belongs to the Youth and Volunteer Department. We belong to Shau Kei Wan District which is under the Hong Kong Island Division.

Our unit is Youth Unit 27 (YU27). Each year the Youth and Volunteer Department organises different activities and competitions for Youth Units to enter. Our unit won many medals and prizes in the first aid competition, nursing competition, drill competition and so on. Apart from entering different competitions organised by the department, we also organise different activities and join courses organised by the department. We organise a new member gathering every year to let new members adapt to our unit and learn more about the Red Cross. We also join different kinds of courses such as first aid, knotting, nursing and health check. Each member has the opportunity to take these courses. They can learn useful skills that they need in daily life.



Also, we serve the community and school by joining different services. At school, we are responsible for the first aid posts at major school events such as the swimming gala and sports day. To

serve the community, we organise service projects every year and join different service activities such as visiting elderly homes or orphanages.

Apart from service, we also organise friendship functions in our own unit and with other units

such as the enrollment ceremony or BBQ to strengthen the relationship between units and members.





## Social Service Group

The Social Service Group aims at providing students with the chance to contribute to society outside the classroom. To achieve this, we organise lots of meaningful activities every year.

For example, we participate in a charity bazaar selling handkerchiefs, as well as organise visits to Elderly Homes and run Game Stalls at charity carnivals. Apart from that, we organise four flag-selling activities every year for our students to join freely.

All these activities always attract a large number of students because the priceless and unforgettable experiences that they provide are not found in the classroom.

With the implementation of the New Senior Secondary school curriculum (NSS), each student is required to prepare a self-learning profile recording their non-academic achievements. Social service is an important part of the profile. Therefore, we help to provide opportunities for S.3 students, as a class, to serve the community.



▲ Setting up a game booth at the Elderly Carnival

Thus, in the future, the Social Service Group is dedicated to providing more and better chances for students to take part in activities.



▲ S3 students visiting an Elderly Home





▲ 2011 Girls A Basketball



▲ 2011 Girls B Badminton



▲ 2009 Athletics Team



▲ 2007 Boys A Swimming Team



▲ 2010 Girls Overall Champion D(III)

## Sports Association

The Sports Association aims to develop the spirit of sportsmanship and promote participation in sport.

Our school teams take part in various inter-school sports competitions every year, including athletics, basketball, volleyball, football, table tennis, swimming, archery and badminton, and have achieved great success.

Apart from this, sports training courses are also provided for students, giving them the chance to participate in their favourite sports and improve their skills. In events such as the Athletics Meet, Swimming Gala and Inter-House Ball Games Competition, students have shown great interest and enthusiasm in sports activities and have learnt to 'Strive for Excellence'.



▲ 2009 Boys B Football - 3<sup>rd</sup> (DIII)



▲ 2009 Boys A Volleyball - Champion (DII)





Future



## 校友檔案

姓名：陳景生

入學年份：1962年

社別：龍社

時任：資深大律師

能兩次接觸陳校友是筆者三生修來的福分，每次見面都令我更成熟，發奮向上之心更強烈——陳校友最令人仰慕的，並不是他的「豐功偉績」，而是謙厚堅毅和隨遇而安的大將之風。這令筆者更渴望成為一個像他一樣成功的人。

畢業後，陳校友仍不忘回饋母校，與筭官保持密切的關係。陳校友設立「校友會陳景生獎學金」，鼓勵成績優異的同學，他亦是學校管理委員會的成員，定期回校開會，改善我們的學習環境。

## 「機會在你手！」——陳景生校友

2011-12 中七甲 胡芷菱撰文

### 那些年……

陳景生校友記得剛入讀筭官的數天有點兒不習慣學校的英語環境。當年所有的老師，除了教中文和中文的老師之外，都是用英語和學生溝通的。他很感激老師們多用身體語言去幫助同學學習英語。



母校的禮堂亦令他讚歎不已。當年，他的老師曾在禮堂開班授徒，教導一眾同學跳舞，禮堂內歡笑聲不斷，密切的師生關係令人非常窩心。

### 發掘筭官

當年，筭官的校舍並未落成，而且不是陳校友的首選中學。他笑言，在以為可以搬入新校舍之際，校舍的窗子卻被颱風吹破了。如此蜿蜒曲折的入學旅程，並沒有打擊陳校友對母校的信心。他道：「人要正面地看待每一件事，給自己、別人一個嘗試機會，不要一開始便否定自己的處境。」陳校友於是決心以『既來之，則安之』的心態「發掘筭官」。

### 挑戰邏輯難題

當問及有關當律師的問題時，陳校友的雙眼變得更炯炯有神！陳校友喜歡當律師的推理過程，認為這份工作極具挑戰性。陳校友對工作充滿熱誠，他習慣不理會就寢的時間，一定要在出庭前一天準備好所有文件，不會臨渴掘井。他表示，有志當律師的同學要具備三種特點：善於分析、善於判斷、以及處事持平，當中以分析能力最重要。經驗豐富的陳校友明白「人始終是人，是有感情的動物」，舉例說某些時候你覺得你的客人是對的，為他敗訴感到不值和失望，但上訴對客人不利。這時候，專業的律師必須把個人情感與工作分開，客觀地向客人分析上訴的利害，然後為客人提供最佳的選擇。陳校友認為，成功是建基於讓自己冷靜的能力。

在社會打拼，無論你處於哪個工作崗位都要和其他人合作或交涉，律師也不例外。陳校友認為良好的溝通技巧十分重要，而且溝通的方法要有彈性，不能因循守舊，針對不同對象要有不同的模式。他笑言，剛剛出道時常常感到憤怒，因為有些法官不接納自己提出的理據。其後發現只要轉換另一個組合的論證手法，結果可能截然不同，效果立竿見影。

### 「機會在你手！」

陳校友多次強調待人以誠的態度不可或缺，寄語同學要有赤子之心。爾虞我詐的社會是沒有前途的。他舉例指出如果一個政權不以民為本，懇切聆聽人民的意見，便得不到人們的信任，令各項發展停滯不前，因而造成政府及社會雙輸的局面。他說：「當每個人都不相信對方，便要浪費很多精力揣測別人的心意。我認為，花時間來運用權術的行為是十分不智的。」陳校友的見解可謂精闢獨到。

### 勉勵的話……

在漫漫人生路上，人無可避免地會碰上挫折和失敗，許多人往往悲觀的看待接踵而來的困難，自怨自艾，停滯不前。陳校友多番叮囑年青人要抱有「隨遇而安」的人生態度，正面笑看人生，開拓自己的新領域。他笑言：「總不能常常等待政府的幫助，或者等某個很有錢的親戚離世給你一大筆遺產吧！」以陳校友本人為例，他並沒有因為自己考不入心儀的中學和醫科而卻步不前。相反，他以智者的姿態，「遇山開路，逢水搭橋」，多年來努力不懈，終於成為法律界的中流砥柱！到講座的尾聲，陳校友向台下的同學高呼：「機會在你手，請好好把握！」他那閃爍真摯的眼神令人感動！

後記：第一次訪問陳校友的情況令我畢生難忘。除了是因為第一次接觸如此成功有名的人物之外，亦是由於筆者太踴躍發問，毫不發覺已經嚴重超時！一位如此忙碌的成功人士，仍能耐心地聆聽及尊重學生們的提問，毫無架子，甚至親自目送我們到升降機，所有訪問的同學都被陳校友誠懇的態度打動。筆者很榮幸自己成功爭取訪問陳校友的機會，上了人生寶貴的一課，日後定必在困難中磨煉信心，活出豐盛人生。





## 講者檔案

姓名：張錫豪博士

職業：「卡耐基成功學」課程導師

殊榮：2007獲「世界傑出華人獎」

1995獲英國康橋 MELROSE PRESS頒發

「世界5000位最具個人卓越成就人士」

MEETING & CONVENTION雜誌頒發

「亞洲六位最出色勵志演講家」之一

張錫豪博士真不愧為一名傑出的培訓大師，他一舉手、一投足，都散發着無比自信，牽動着台下學生的情緒。就是在這樣的環境下，張博士與筭官的一眾學子分享了關於成功和人生的一些看法。

## 「播一顆心靈種子」——張錫豪博士

2011-12 中六丁 李浚烽撰文

### 播種筭官……

張博士獲獎無數，然而他卻認為這些並不算什麼成就，因為人生最重要的意義是如何以自己的生命燃亮他人的生命，正是因為這樣，他與筭官的學子結下不解之緣。



過去數年，張博士分別為我校中三及中六級同學舉辦領袖訓練及提升自我形象的工作坊。據參與的同學回憶，張博士投入、認真的表現感染了他們；也有同學說一開始時，會害怕他嚴肅的神情和極高的要求，但漸漸同學會發現，原來張博士對自我的要求更高。

「好雨知時節，潤物細無聲」，正是張錫豪博士的寫照，他透過自己的言行，潛移默化影響同學。

### 把時間管理好、把握好機遇——為成功播種

也許很多人都知道，成功的第一步是訂立好目標，但往後的路又該怎樣走下去呢？

「當我們訂立好目標後，我們就要開始『播種』——分配及管理好時間。」張博士說。因為每人每日擁有的時間都是一樣的，為甚麼有些人成功，有些人卻一敗塗地？就是因為「種瓜得瓜，種豆得豆」。若我們能好好裝備自己，加上正面的思想、心態，平日積累的學問和智慧便會大派用場，迎接未來的挑戰和機遇。

### 所有事情都是一把雙刀劍



在成功的路上，我們往往會遇到挫折，不少人更因此而放棄。張博士告誡同學，當遇到挫折時，不要自憐或推卸責任。我們應想深一層：其實上天正在考驗我們，所謂：「天將降大任於斯人也，必先苦其心志，勞其筋骨，餓其體膚。」我們遇到困難的時候，應向事情好的一面看；就好像一個硬幣，若我們只看鑄有面值的一面，便會以為硬幣不是太值錢，但

如果我們看到有英女皇圖像的一面，它就會變得尊貴，意義是截然不同的。

一件事情往往都蘊藏著截然不同的意義，張博士正是透過這麼簡單、生活化的比喻，勸勉我們不必因為小小的挫敗而悲春傷秋，在成功路上停滯不前。

### 種在心裡種子

在為人處世方面，張博士也有獨特的見解。

在張博士的眼裡，人生是由三方面互相配合而成——「天時」、「地利」、「人和」。當中的「人和」包括我們人生中遇到的人——最與我們緊緊相連、最能夠影響我們的人。正是因為如此，張博士語重心長地提醒同學：當我們的父母、家人仍然健在，我們要把孝順他們的機會；當我們在求學時期還有師長陪伴的時候，我們要尊敬他們。

### 勉勵的話……

張博士又以過來人的身份，分享到其實當我們去到某個人生的階段，作出一些回顧，就會發現「Only those that are done with Love will Last」——當進入大學後，回望中學的校園時光，我們便會知道自己有多麼幸福；當踏入社會後，回望校園時光，我們便會知道自已的黃金歲月，都是在一座座校舍度過。其他的事，都會在腦海中消逝，所以我們更應該珍惜、熱愛當下的生活。

《管子·權修》曰：「一年之計，莫如樹谷；十年之計，莫如樹木；終身之計，莫如樹人」，而張錫豪博士正正是在以自己的生命燃亮他人的生命，這種精神難道不令人敬佩嗎？

後記：在短短的講座中，張錫豪博士將其個人魅力展現得淋漓盡致，掌聲連綿不絕；而他又以活潑、生活化的語言說理，甚至不介意提起自己的往事，只為向同學傳達寶貴的經驗，捕捉每一位同學的心。我相信，講座後，張錫豪博士已經在每一位同學的心田裡，播下了一顆美好的種子！





## 校友檔案

姓名：黃遠輝

畢業年份：1973年

社別：國社

時任：中國工商銀行（亞洲）有限公司副總經理

黃遠輝校友在投身銀行界前，曾經當過船務公司文員、電影片場跑龍套等工作。究竟是什麼特質，使黃校友得到今日的成就呢？在第三次金禧校慶講座中，黃校友解開了成功背後的秘密。

## 一位樸實、上進的筭官人——黃遠輝校友

2011-12 中六乙 龔文俊撰文

### 那些年……

中學時期，黃遠輝校友熱衷於參加各種課外活動，除了參加話劇團外（擔任話劇團的團長），更熱愛踢足球。他告訴我們一段很有意思的「歷史」——從前筭官學生踢足球都要帶備一張巴士月票，因為每每碰上「腳法好」的同學，把足球踢出柴灣道，便要跑到花園（現賽馬會診所對出的迴旋處）才能撿回。月票就在回學校的時候派上用場。

### 如何迎接挑戰？

黃校友憶起當年因為踢足球把手弄傷了，只好「獨臂」應付會考，成績也不太理想。雖然如此，黃校友不但沒有埋怨考試制度的不公平，反而借此提醒同學們在什麼時候，都要好好學習、努力裝備自己，因為現在學到的知識，在未來有機會大派用場。

黃校友有這樣的看法，與他自己年少時的經歷有莫大的關係。離開校門，黃校友加入了一間外資公司。由於英語底子不夠紮實，黃校友初時吃盡了苦頭。他說：「信件寫得不好，老闆改了幾句，到後來發現太多錯處，就直接給了個叉。」經歷此事後，黃校友決心學好英文，於是每天翻閱以往的文件，把「金句」記錄在自己的筆記本裡。經過多番努力，他的英語水平有了進步，喜獲上司的賞識。

即使後來黃校友成為銀行界巨人，又身兼多項公職，他卻依然積極進修，除了在澳洲麥格理大學攻讀應用金融學碩士學位外，更不時進修考古、文學等課程。當中國經濟崛起，普通話變得愈來愈重要的時候，黃校友也不甘落後於人，努力學會普通話，與時並進。

常聽人慨嘆：「書到用時方恨少」，看來我們應該像黃校友般，把握機會，裝備自己，迎接未來！



### 「窮是一種幸福」？

在生活上，黃校友堅持自己的一套哲學——「窮是一種幸福」。正當同學詫異之際，黃校友補充，他所說的「窮」，並不是三餐不繼，而是一切從簡。黃校友由衷地說：「當一切從簡的時候，精神生活就會變得豐富起來，人便會感受到幸福。」

也許正是喜愛樸素，黃校友愛上了耕種。在旁人眼中，耕種或許是體力勞動，並不討好，然而，當黃校友提到自己的農作物時，便立即眉飛色舞，用手不斷比擬著收成的大小。除了耕種，黃校友還熱衷於運動、研究文學等等。單從黃校友的語氣和神情，便可感受到他從樸素生活中所得到的精神滿足是無可比擬的，這也驗證了「窮是一種幸福」的道理。

### 勉勵的話

談到如何勉勵學弟學妹，黃校友給了一個意想不到的答案——「我認為筭官同學不需要勉勵。」他解釋，每逢在街上看見穿著筭官校服、打著筭官領帶的學生，他都會格外留意。而他一直以來都觀察到筭官同學都是樸素、上進的一群，行為舉止都很得體。「筭官同學本身就有自強不息、努力向上的精神，在各方面都會做到最好。」這是黃校友對同學的評價，也應是現今筭官學子對自己的要求。

黃校友有今天的成就，在很大程度上，都與他多年來一直堅持與時並進、做事樸素的原則有關，即使我們沒有當銀行家的願望，也應當珍視這兩種做人態度。

後記：即使訪問超時，黃校友依然耐心地回答我們的問題，細心地回憶每件事情，嘗試鉅細無遺地告訴我們，他的和善令人難忘。雖然公務繁重，黃校友仍然抽出寶貴的時間回到母校，與學弟學妹分享經驗，開闊大家的眼界，同時加深了大家對母校歷史的認識，這實在令我們動容。





## 校友檔案

姓名：馮檢基

入學年份：1966年

社別：麟社

時任：立法會議員（九龍西）

常常在新聞報導中看到立法會議員在議會唇槍舌劍，誰不知原來現屆立法會60位議員中，有兩位都是筲官的舊生，馮檢基議員便是其中之一。在母校金禧校慶的日子，馮學兄回到母校，與一眾學弟學妹分享自己的經驗。

## 你能全情投入嗎？——馮檢基校友

2011-12 中七乙 李彥婷撰文

### 那些年……

當年筲官的同學受到老師的薰陶，都會發展出各自不同的興趣，從動態的乒乓球、行山到靜態的國畫、美術、圍棋……。當時的師生關係融洽，同學都以敬愛的老師為榜樣。學兄認為，老師對學生的影響很大，良好的師生關係可以令學生發展多元興趣。

### 投入其中

當時的筲官除了氣氛融洽外，亦非常自由。馮學兄讀書的時候，校長和老師都會放手讓學生自主地組織活動。單是馮學兄擔任中文學會主席的時候，便設立會章、辦報，又舉辦不同的活動如魯迅週、五四運動週、中國文化週等……把學會打理得井井有條。



適逢今年筲官五十週年校慶，很多同學都對舉辦活動感到吃力，筆者亦不例外，不禁想：究竟馮學兄把中文學會辦得有聲有色、連當時的校長都加以讚賞的秘訣是甚麼呢？原來，答案很簡單：投入。「當你投入一件事，就會想到很多方法去改善、發展」學兄更不諱言當時因舉辦活動而影響學業，他還特別強調求學時期讀書才是最重要的，因為只有掌握了基本的知識，才能有效地做好其他事情。

### 從政之路

馮學兄從小已萌志從政，其淵源可追溯至小一。當時鄰座的同學家人，因政治原因分隔於台灣、內地及香港三地，各散東西，沒有團聚的機會。馮學兄於是訂下了宏大的理想：令中國人可以一家人齊齊整整吃一頓飯。升上中學後，他更因此對中國文化有了濃厚的興趣，於中三時便已讀畢中五的中國歷史科課程內容。

於英國巴拉福大學畢業後，學兄初次競選議員便成功當選，一圓小時的夢想。二十八年來，他都熱心社區事務，堅持每星期會見區內市民一至兩次，不厭其煩，聆聽他們的訴求——小至街道整潔，大至市區規劃。

### 永不言棄

1998年，馮學兄不幸落選立法會議員，他卻並沒有因此而感到氣餒。正當外界認為學兄所屬的民協受到沉重打擊時，他豁達地抱著「勝敗乃兵家常事」

的想法，懷著滿腔熱誠，為重振民協籌謀。「不嘗試，一定失敗；嘗試了，可能成功」對社會的願景，和對政治的熱誠令他不怕辛苦地服務社區，在遇到挫折時不輕言放棄。

要做好一件事，除了熱誠，亦要好好裝備自己。學兄深信「幸運只能令你行得更快，最重要是裝備好自己，成功一定是留給有準備的人」。他回憶自己在中學初次參加辯論比賽前夕，特意到青年中心觀摩，而不是有勇無謀、毫無準備地去參與第一次的比賽。踏足社會後，學兄仍不忘時刻裝備自己，透過與朋友交談，取他人之長。他認為「其他人是一本活的書」，別人窮一生精力研究的課題，透過對話，便可以於一、兩個小時內汲取箇中精華。從馮學兄身上，我們真的能學到不恥下問、虛心求教的道理。

### 勉勵的話……

「如果你覺得一件事重要，便要立志去做，別受挫折影響，一蹶不振」一直以來，不論是組織中文學會或參選議員，馮學兄都全情投入。就是因為背後有一種強烈的信念令他堅持下去，所以他不怕麻煩、不怕挫折、不怕失敗，最後找到一條新出路。在面對未知的未來，如果每個人都能找到自己的目標，並且投入其中，或許最後不一定成功，但一定無憾。



綜觀馮學兄多年來求學和從政的道路，都不乏一顆「投入」的心，可見這是多麼重要的一個成功要素，沒有投入、就沒有熱情；沒有熱情，就不能把事情做好。感謝學兄認證了這個簡單的道理！

後記：採訪立法會議員實在是一件難得的事情，畢竟平常最多只能在電視機前看到他們。而且馮學兄言談幽默，說話又隱含不少道理，更是難得。最後，希望馮學兄的願望能夠早日達成：兩岸三地的同胞能夠齊齊整整，一起坐在飯桌前吃「團圓飯」，再把那風風雨雨的年代緊緊地鎖在歷史的鐵箱裡。





## 校友檔案

姓名：李國麟

入學年份：1973年

社別：龍社

時任：立法會議員（衛生服務界）

素淨的石板地上，花崗石柱的倒影，擋開了朝陽的明媚與可親，凝聚了一股肅穆。我們走向立法會大樓，在這百年歷史的建築物內，第一次親眼見到了李國麟校友。

看見李學兄一身西裝打扮走過來，我們正要開口說客套話：「李博士……」。「不用客氣，你們叫我Joe就可以了。」他輕鬆地說。雖然李學兄離開學校多年，卻依然保留著筲官學子的品格，與人相處親切，毫無半點架子。

## 不妨「擦柱」——李國麟校友

2011-12 中七乙 卓汶容撰文

### 那些年……

李學兄還記得，當年有不少男同學會把校褲改成喇叭褲，又會蠟頭、穿鬆高鞋上學。從當年同學時髦的打扮，可見筲官自由的風氣。

### 年少歲月

李學兄位居要職，八面玲瓏，儼然是社會模範，但原來成功背後並無僥倖。他直言自己出身於草根家庭，小時候家住西灣河太安樓，童年生活並不富裕，與當時一般香港人無異。「我年少時經常想盡辦法省錢，把它儲下來，只為了買一串魚蛋，又或是一對阿迪達斯球鞋。」李學兄說。

李學兄從小生活在管教甚嚴的環境，無論是父母或所就讀的小學，都對他的學業及品行有較高要求，所以入讀筲官——一處作風自由的求學之地，對他而言，就像去了一個全新的國度。在筲官，師生都不會只著重考試成績，令同學有機會參加不同類型的課外活動，例如李學兄便參加了紅十字會。正是這些經歷，替李學兄揭開了人生新的一頁。

### 醫者仁心

李學兄畢業後曾任職兩份工作，其後在機緣巧合下入讀了護士學校，開始了他當護士的護理生涯。那麼他當初為何會選擇護士這種較為「厭惡性」的職業？「每份工作都有其令人厭惡之處，工作厭惡與否只視乎你怎樣看待這份工作」，李博士微微一笑，「協助病人康復是護士的職責，幫助病人清理穢物有時在所難免，只要多從病人的角度出發，就會明白病人因為沒有自理能力，而要請求別人幫助自己清理排泄物和洗澡等尷尬事，是需要多大的勇氣。這些都是我們平日要做的事，只不過對象卻由自己換成了病人，其實並沒有什麼特別。」

雖然道理很顯淺，然而付諸實行的精神卻殊不簡單。李學兄以此番話輕輕帶過，也許只有經過多年的投入與



付出，才有如此淡然自若的態度。其實不只是護理人員，我們在日常生活中，凡事不要錙銖必計，於人於己也會帶來好處。

### 成功？「擦柱」也行！

許多人都希望成功，而對於這個課題，學兄也有自己的一套，名為「擦柱理論」。

成功並非必然，除了靠自身努力外，還取決於時機和運氣，三者缺一不可。成功的果實固然吸引，但李學兄認為我們應以隨遇而安的心態待之，為自己定下合理的目標，不應好高騖遠，亦不必強求「超額完成」。就像射龍門一樣，腳法再好也不一定能「入龍」，皮球擦柱一刻，破網而入是額外獎勵，撞柱而出亦無需介懷。重視過程，看淡成敗得失，便是學兄的「擦柱理論」。

### 勉勵的話……

當我們問李學兄怎樣面對挫折時，他立刻搖頭道：「我從來不視挫折為挫折。」他認為，所謂挫折，不過是人懊惱於得不到心中所想，爬不上更高位置而生。他深知成敗背後尚有時機運氣之變數，並非人力所能左右，征途上的障礙「根本不算甚麼，只要我們一直用心，抱着勇於嘗試的心態去做事就可以了」。「擦柱理論」？或許李學兄本身就是最好的示範。

「人生有高有低才有趣，人生雖然複雜，但這才是人生。」，李學兄的一句話，道破了人生，也淡淡說出了個人的人生經歷。以後，當我們沮喪於前路，又或是迷失在往昔，想起李學兄的一席話，也許，一片屬於自己的新天地，已經在腳下、在心中萌生。

後記：「聽君一席話，勝讀十年書」，相信各位同學也跟筆者一樣，在李學兄身上領略到很多人生哲理，並得到很多啟發。李學兄不但是一位做事認真的老師，同時也是一位談笑風生的前輩，這更為是次講座增添熾熱的氣氛。雖然他口中常掛著「凡事擦柱入便行了」，但這背後包含的卻是希望我們要好好裝備自己，機遇來到時自然就能把握機會，「一球射中目標了」！



## 校友檔案

姓名：譚詠麟

職業：著名演藝人

殊榮：2007 獲「CASH 音樂成就大獎」

1996 年獲「金針獎」

1991 年獲金曲銀禧榮譽大獎

1984 至 1987 年連續四屆獲得「最受歡迎男歌星」

昔日，一個淘氣的男生在周會時爬上禮堂的假天花，與同學一起玩「兵捉賊」；今天，他踏上舞台，和學弟學妹們一同唱著「小風波」——這次金禧校慶講座的嘉賓，正是人稱「校長」的譚詠麟。

身為赫赫有名的巨星，譚校長並未予人「只可遠觀」的感覺，相反，講座一開始，他便帶領全校師生一起揮著手打拍子，使大家非常投入。在這輕鬆的氛圍下，面對兩位主持同學的發問，譚校長將一段段在筲官經歷的青蔥歲月娓娓道來。

## 筲官的一顆星——譚詠麟校友

2011-12 中七甲 唐榕株撰文

### 那些年……

譚校長回想起有一次跟幾位同學被老師罰留堂，老師叫他們去澆花，但三天後，那些花全都枯死了。這時大家都覺得很奇怪，這到底是什麼原因呢？接著，譚校長說原來他們用熱水來澆花，當時見到有煙從泥土中冒出，還覺得很有趣呢！校長的話音未落，已引得全場師生哄堂大笑，譚校長更再三勸喻同學們千萬不要仿效他們的做法呢！

### 燦爛星途 不曾驕傲

對於譚詠麟這位耀眼的巨星來說，成為明星的路並不易走，而他就是靠著自己的信念和毅力，一步一步地走上屬於他的舞台。有一次，父親找到他的表演服飾和麥克風，由此得知他和朋友合組樂隊，當時父親極力反對，但譚校長對音樂的熱忱卻不曾因此而減退，反而更立定決心，要「用成績來告訴父親，自己可以做得好」。

後來，在一個海灘音樂比賽中，譚校長所組成的樂隊成功擊敗其他對手，勇奪冠軍，這驅使他繼續堅持自己的夢想。他付出的努力，成績有目共睹。從獲獎數量之多，可知他的成就備受各方肯定；在 1984 年的一個頒獎典禮上，譚詠麟更親手從父親手上領取獎項，不但令這個獎項別具意義，而父親勉勵他要「勝莫驕」這句話更令校長一直牢記於心，視之為人生座右銘。

### 親力親為 盡顯光輝

譚校長之所以廣受大家尊重，不單是基於他的傑出成就，更重要是在於他待人處事的態度。他是一個求知慾強的人，很想見證一首歌曲的誕生，在錄音時亦會加入不同的元素作修飾，由出道至今，校長都對自己的歌曲有很大的選擇權。然而，校長不會擺出一副高高在上的架子，他同時強調團隊間溝通的重要性：「我希望做到上情可以下達，下情可以上達，任何事都要先從底層了解，才可成功。」做事親力親為，是對他最貼切的形容。

當談及演藝人員在社會上的責任時，曾擔任香港演藝人協會會長的譚校長表示，藝人是公眾人物，容易受到大眾注視，因此藝人不但要顧及自己的形象，更要身體力行，盡力回饋社會。另一方面，對於傳媒為銷量而侵犯藝人私隱的行為，他認為傳媒的報導手法有時會出了界線，覺得大家應學會互相尊重。



### 與人分享 互相欣賞

1987 年，譚校長在一個頒獎典禮上宣佈不再接受任何具競爭性的音樂獎項，原因何在呢？譚校長解釋這是為了把機會留給其他人，他認為娛樂圈



是一個大家庭，各人都很努力付出，他這樣做可令娛樂圈健康地發展，做到百花齊放，大家都能得到應有的鼓勵。譚校長說到這裏，掌聲響徹整個禮堂，大家都向這位巨星所展示出來的風範表達由衷敬意。

譚校長廣闊的胸襟，還可見於他對後輩的照顧。除了圈中藝人，在講座當天，譚校長除了稱讚與他合唱的主音同學甚有潛質外，亦指導他如何在舞台上表現得更更有台型，譚校長又親自給了樂隊一些意見，指出了幾位同學的優點和不足之處，並鼓勵他們不用太過計較介懷，因為每個人都有起步，這番教導令所有同學獲益不淺。

### 勉勵的話……

對於各位學弟學妹，譚校長的寄語是「一定要活得開心」，既然開心又要過一天，不開心又要過一天，為何要選擇不開心地過呢？其實快樂與否全在於自己的心態，譚校長表示，心境開朗有助啟發創作靈感，他又笑言不開心會使血液運行得較慢，人也不會長高！當被問及對學弟學妹加入演藝圈的看法，譚校長勸大家要想清楚，因為熬夜、飲食無定時的生活未必適合每一個人。

講座臨近尾聲時，學校的鐘聲響起了，譚校長即時肅立，彷彿變回當年筲官的學生。譚校長曾經打算在三十歲時退休不唱歌，所以他經常告訴別人自己年年都是二十五歲。這種時常保持年輕心境、對音樂矢志不渝的熱愛，也許就是他成功的最大原因。

後記：對於學兄的到訪，大家都很雀躍，而幾位同學更有機會跟譚詠麟學兄交談，並獲得他的指導，實屬難能可貴，以下為其中兩位同學的感想：

主持之一 6A 胡芷菱：從譚校長的經驗中，我深信，只要在幼時已積極發掘自己有興趣的事物，必能發現，一定有些興趣能夠發展成終生事業。

樂隊主音 5D 朱永年：每一次我們獲得表演機會，都會盡心盡力去練習，這次也不例外，而與譚校長於舞台上一同演出，更令我獲得數段和同學相處的珍貴友誼。這一切都將會成為我美好的回憶，為我拼湊出一幅精彩的人生拼圖。



## 校友檔案

姓名：區偉光

入學年份：1973年

社別：麟社

時任：環境保護署助理署長

在經濟發達的香港，愈來愈多人關注與我們休戚與共的環境。人才輩出的筲官，也有校友致力於環境保護，在環保署工作的區偉光校友便是其中一位。

## 環保先鋒——區偉光校友

2011-12 中五乙 許豔萍撰文

### 那些年……

區校友認為筲官精神，便是「不斷奮鬥，不浪費時間，認真地去做每一件事。」

他以自己為例，在筲官讀書時，除了參加各式各樣的課外活動，如童軍、校隊比賽等，亦曾擔任學校的總領袖生。區校友非常懂得分配時間，雖然參加了很多不同的活動，但學業上一直都成績優異。

踏足社會工作，區校友一樣會在繁多的事務中取得平衡。

### 上學有用嗎？

區校友在中學時期，並沒有接觸過『環境保護』。但是，在課外活動中，區校友學到了不少東西，為日後工作提供了良好的基礎。比如說，區校友因為曾擔任總領袖生，所以有機會接受領導才能的訓練。區校友還說，在筲官上課，他會盡情地學習；累了，就盡情地去玩；玩累了，就繼續未完成的課業。校園生活中學到的種種知識、種種技巧，就像存在於細胞中的基因一樣，影響著他往後的生活。

從區校友的身上，我們真切地感受到學校對學生的重要性，我們應該在有限的校園日子裡，把握機會，去發展自己無限的潛能！

### 改變？不是個問題！

區校友認為「世上唯一不變的事就是『改變』」，面對周遭的環境、事物的改變帶來的種種挑戰，必須不斷改變自己，學懂適應。我想，這也是他持續進修、自我增值的原因吧！

當我們請區校友談談人生中遇到的挑戰時，他分享了在2002年「國際環境影響評估協會」參選主席的經歷。他笑說當初並沒有想到自己會當選，參選時也只是抱著一試無妨的心態，最後竟然被選為會長，成為該組織的首位中國人會長。能成功擔任如此重要的崗位，為國際環保事業作出貢獻，固然是一件值得高興的事，但亦為他帶來了重大的挑戰。面對挑戰，他認為要勇於面對，以認真、進取的態度奮鬥，更重要的是不能看輕自己，不能低估自己的能力。



### 「環保就是返璞歸真」

區校友在求學時期曾參加童軍，因此能夠經常接觸，並愛上零污染的大自然。面對日益嚴重的環境污染，區校友為了出一份力，改善環境，於是毅然加入環境保護署。



回顧多年來的環保工作，區校友認為只要人人都返璞歸真，過「綠色生活」，便是對大自然的最大貢獻了。在生活的小細節上多做一點點，例如：在餐廳吃飯時叫「少飯」；少用一點點資源，例如：不駕私家車，改乘公共交通工具，便能改善環境。所謂「積沙成塔」，每個人只要略盡綿力，便能減低環境污染，幫助環境恢復生機。

當然，筆者明白要維持這樣的「綠色生活」，需要的是決心和毅力，但願同學們每每想起清澈的藍天，都會努力吧！

### 勉勵的話……

區校友身為『環保人』，對學弟、學妹的寄語也特別有意思。他覺得筲官的同學擁有一個得天獨厚的環境，不但校園接近大自然，而且十分靠近香港最漂亮的沙灘——石澳。的確，筲官的學子似乎比其他學生更容易親近大自然，因為我們的校舍正正屹立於一座明秀的山嶺旁邊，看來我們應把握機會擁抱大自然呢。

後記：除了勇於面對挑戰和積極推廣環保工作外，區學兄還有一點令人佩服，那就是接受新事物的能力。平凡學生——以我為例，面對批評時總會感到難過，然而區校友卻認為不同的聲音可以令事件的盲點浮現，幫助他把事件做到圓滿，這種虛心的態度實在值得我們學習。





## 聚首一堂——鄭羅蕙芬校友、蕭乃志校友、李諾校友

2011-12 中四甲 侯凱妮撰文

來到最後一次金禧校慶講座，三位不同時期入學的『筭官人』濟濟一堂，與學弟、學妹分享了以往的校園生活和畢業後的人生經驗，儼如一場「龍門陣」，好不熱鬧！

### 校友檔案

姓名：鄭羅蕙芬      社 別：麟社  
入學年份：1963年      時 任：香港中華煤氣有限公司企業人力資源總監

鄭學姐以微軟主席比爾蓋茨的「現實概念」(Concept of Reality)作引子，如‘Life is not fair—get used to it’ (現實是不公平的，惟有接受)等，讓台下仍在求學的學弟妹了解到何謂「現實」。鄭學姐對『法則』的講解既簡潔又清晰，使同學，尤其是高年級同學，明白到踏入社會後，便應該變得成熟認真，不應再處處期待有父母、老師的呵護。

學姐又毫不吝嗇，主動分享自己多年來人力資源工作的經驗，勉勵同學要學好做人的態度以及在職場上不可或缺的語文，珍惜每一個學習的機會，不斷自我增值，提升競爭力，這樣的話，即使國內人才帶來挑戰，也不必過於擔心。

最後，鄭學姐以學校抱負作結，提醒學弟學妹們筭官是一個為學生提供機會發展所長的地方。



### 校友檔案

姓名：蕭乃志      社 別：國社  
入學年份：1988年      時 任：Cru Media Limited創辦人

蕭學兄甫開始便談到倘若大家能夠運用所學，在自己的事業上發揮所長，沿著夢想一直前進，可謂一件非常美好的事。蕭學兄不但在大學主修食物及營養學，更於2000年完成食品科學碩士課程。一心熱愛研究食物的他，在畢業後即受僱於維他奶國際集團有限公司，擔任食品研究員一職，研製出多款新飲品，發揮所長，寓工作於娛樂。

除此之外，透過分享自己過往的人生經驗，他認為同學應抱著一股熱誠，發展興趣，從而努力追求屬於自己的夢想。就如當初他創辦 Cru Magazine——一本以不同角度介紹葡萄酒和生活享受的雜誌，便是基於對餐酒和食物配搭的熱愛。

至於對同學的勉勵，蕭學兄希望學弟學妹能從日常生活中的不同體會建立興趣，並且多閱讀書籍、新聞，透過多方面的學習實現自己的夢想。



### 校友檔案

姓名：李 諾      社 別：龍社  
入學年份：1997年      時 任：國泰航空飛機師

風趣幽默的李學兄，一開始就以生動鬼馬的語言敘述理想的由來——在求學時代，他常常要途經東區走廊上學。在途中經常看見一架架飛機在舊啟德機場起降，學兄便對這『龐然大物』產生了興趣，希望有朝一日能夠駕駛飛機。就這樣，李學兄定下了自己的人生理想。

看似平步青雲的李學兄在實現夢想期間也曾遇上挫折。至於怎樣面對困難，他要我們緊記「宏觀」二字——在做每一件事前，我們應以宏觀的角度看清事件的影響。他亦鼓勵同學多發掘想做的事，而且要全力嘗試，不怕失敗並享受過程。

此外，同學應不斷增進知識，努力追尋自己的理想，宏觀地作出選擇，為自己的未來創建出最佳的優勢。李學兄以自己為例，正是因為自己敢於追尋夢想，最後才能夠成為一名飛機師，做自己喜愛的工作。李學兄反問同學，「這難道不是一件很美好的事情嗎？」同學深受啟發。

結語：這次講座的結束，為金禧校慶講座系列畫上了完美的句號。這年，來自不同界別的校友、社會人士，藉著我校五十周年校慶，撥冗出席，與各位同學分享寶貴的人生經驗，筭官莘莘學子當然獲益良多。在這裡，請讓我們再一次向曾出席金禧校慶講座的一眾嘉賓致謝！





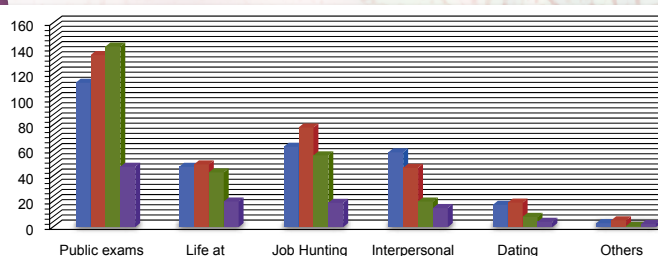
# Survey on Future Challenges

## How to Face Future Challenges

In response to the theme of the anniversary *Building on present strengths, Embracing future challenges*, the Editorial Board has conducted a survey to investigate how SGSS students face future challenges. Here is what we have found:

### What future challenges are you most concerned about?

Passing public exams is the challenge senior form students are most concerned with, most likely as a result of the fact that S7 students will be taking the last Hong Kong Advanced Level Examination (HKALE) while S6 students are taking the first Hong Kong Diploma of Secondary Education (HKDSE) examination, and they will be competing against each other for limited university places. Job hunting is another major concern for them, as the competition for jobs is getting tougher and even having a university degree does not guarantee graduates a job.



Average score out of 5 given by our students when asked whether they have confidence in their future

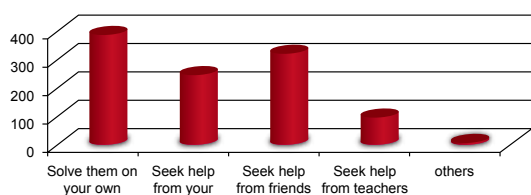
2.615

Average score out of 5 given by our students when asked whether they think they are capable of overcoming future challenges

2.675

### How do you deal with challenges?

When facing problems, seeking help from their family and friends or solving them on their own are the most popular ways of dealing with them. It shows that they are quite independent when facing challenges. At the same time, they will also seek help from other parties and get opinions from their significant others. Not many students would seek help from teachers, however, possibly because it is hard for teachers to give each individual much attention, given the large number of students in the school.

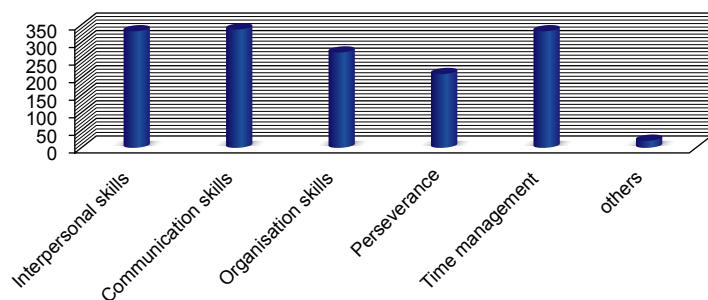




## What personal qualities are needed to overcome future challenges?

Interpersonal skills, communication skills, organization skills, perseverance and time management skills are some of the most important qualities to possess to cope with challenges. As the old saying goes, 'opportunity knocks but once', so equipping ourselves with these qualities prepares us for challenges and allows us to grasp every opportunity ahead of us.

Students in SGSS might feel a little confused about their future, so the Editorial Board has picked several students who we think have something for us to learn about in terms of dealing with challenges and planning for the future. Let's see what they have to share with us.





# A Young Boy, A Mature Mind

- An interview with Tam Chun Yin 2D

“First in Aggregate, First in 1E, *Sportscene Gymnastics Competition 2011 First All Around ...*” Thirteen-year-old Tam Chun Yin had the whole school gasping in awe as he went on stage to accept his numerous prizes on last year’s Speech Day.

He looks just the same as many other young students, rather shy and quiet, but the S2 student, dubbed ‘the little prince of gymnastics’, has outstanding achievements in both studying and gymnastics.

## Goal setting

Chun Yin started gymnastics when he was in primary school because of his brother, who was also a gymnast. Since then, he has also joined many other activities, such as swimming and music, but his heart remains loyal to gymnastics. Now, apart from studying, gymnastics is his sole goal. “Every time I complete a difficult move, it gives me a sense of accomplishment,” he told us.

He has a clear idea on what his own strengths and weaknesses are. As mentioned above, when he recognised gymnastics and studying as his strengths, he decided to quit all other activities. “I didn’t want to waste my time on things I am not good at or interested in,” he said.



▲ Chun Yin receiving his prize in *Sportscene Gymnastics Competition 2011 - First All Around*

## Time Management

Despite having a packed schedule, Chun Yin has fared well in both gymnastics and studying. How does he do it? Every second is used. He finishes homework at school during recess and lunchtime. For the rest of his free time, he manages to use it systematically and effectively. His time is not only for gymnastics, but also for revision and relaxation, like watching TV. “I don’t really like computer games,” he told us. Perhaps that is why he can stick to his plan without wasting a bit of his precious time.

“I told myself that it’s not about winning the game, but the experience and happiness I gained.” - Tam Chun Yin



▲ Chun Yin on the horizontal bar



## Optimism

Being optimistic can help us face and overcome challenges easily and Chun Yin is a good example of it. Even though he claimed to be rather pessimistic during the interview, we later found out that he was not at all a sad character. Every time frustration or stress gets to him, he recalls what his mother has told him- “Enjoy yourself!” He also talks to his parents, who will always support him when he needs it. “I feel much better after chatting with my parents. It works every time. They never put pressure on me,” he said.

Chun Yin never gives up even when he encounters setbacks. Once during a gymnastics competition, he fell on the ground and was injured. “It hurt, but I had to continue,” he said. He was scared at the beginning, but then he encouraged himself. “I told myself that it’s not about winning the game, but the experience and happiness I gain.” We don’t know what the result was, but the experience must have been a memorable one.



▲ Chun Yin with his mother

## Encouragement

He often mentioned how his mother encourages him all the time. “Don’t care about the result, just enjoy yourself!” He is really lucky to have someone standing by him to share his joy and help him get through the tough times.

## Near future

In the coming years, he hopes to focus more on studying to achieve even better academic results. He also hopes to bring his gymnastics skills to the next level, and is eager to face challenges in the future.

To reach his goals, he has promised himself that he will continue to learn from his classmates and listen to his teachers. He said, “I will treasure every chance to do exercises. As we all know, no pain, no gain.”

During the interview, Chun Yin looked nervous and spoke softly, but we noticed that there was a strong soul hidden beneath. He is willing to do even the most tiring thing to strive for excellence. Before the end of the interview, he reminded us of something, “We should be confident!” He said that a little pride helps build up our confidence and brings us closer to success. Here we wish him all the best!



## Something more important than talent – interest

*-An interview with Chan Tin Chi-7A*

In 2008, Chan Tin Chi won a gold medal in The 4<sup>th</sup> Youth Arts Festival in China Guzheng junior competition (第四屆中國青少年藝術節 北京總評選 古箏少年D組 全國金獎), and she became quite a star in our school. 2012 is her last year at SGSS and the secondary-seven student is sitting the Hong Kong Advanced Level Examination soon. Still she is unfazed by this challenge, and her passion for Guzheng remains. To know more about this talented girl, we interviewed Chan Tin Chi.

### *Nine years in the blink of an eye*

“One, two, three...it’s been nine years!” When asked about how long she has been playing the Guzheng, even she herself was surprised by how far her love affair with Guzheng dates back to. “When you enjoy your work, and do it wholeheartedly, you will never know how time flies,” she said with satisfaction. Because of her love for Guzheng, she has never thought about giving up the instrument, despite the immense pressure of the HKALE.

### *Interest=Perseverance=Success*

Preparing for a competition can become a tedious task, and the inevitable boredom strikes Tin Chi after a few months of practising the same song over and over again. To rid herself of the jadedness, she starts looking deep into the piece. Playing the correct notes is not enough, her teacher told her. To take her music to the next level, every note has to be played with the finest technique to fully express what the composer is trying to convey through the piece. In the process of refining her music, she has learnt about perseverance as well. To persevere through challenges, you should enjoy what you do. “Perseverance is built upon interest. The more you like what you do, the more you will learn about it, and in turn, you will be intrigued and this will eventually lead to success.”

### *The gold medal is just a start*

“No matter how well I perform in the HKALE, I will still list music as my first choice in the Joint University Programmes Admissions System (JUPAS). I want to have a career in music.” We were surprised when she told us her decision, but she went on to tell us that she has found her interest and doesn’t want to waste time on things she doesn’t like.

Despite her achievements, she remains humble and admits there is always room for improvement. Nevertheless, there was an aura of confidence when she talked about her future. Not only are we glad that she has such determination, we are also happy to see that she has her heart set on something she loves. We all wish her success in the future.



▲ Chan Tin Chi playing Guzheng at our school's 50<sup>th</sup> Anniversary reunion dinner





## Add Some Spice to Your School Life - Debating

-An interview with Tang Ka Ki 5C



As Kathy Tang debates eloquently against her opponents, it is hard to imagine that the seasoned debater has only 3 years of debating experience under her belt. The secondary-five student was not interested in debating until she watched the SGSS Debating Competition (筭辯杯), when she was fascinated by the fierce debating on stage. She decided to join the Debating Team in Secondary 2, and it has proven to be the correct decision.

Despite being a complete novice, the training she received in the Debating Team helped her quickly develop her debating skills, and before she knew it, she started participating in different competitions, sometimes even winning prizes.

The preparation for debating competitions often takes up much of her time, but Kathy surprised us when she said that one of the benefits of becoming a debater was having a better relationship with her family. She tries hard to manage her time wisely and this has reassured her family that she is capable of striking a balance between studying and debating. As time has gone by, her family have recognised her achievements, and have given her tremendous support and encouragement, and this is what gives her the energy to persist through challenges.

### (Reflection 1)

This year, the Chinese Debating Team won the first runner-up and the Champion of Hong Kong Island in (第十一屆《基本法》多面體——全港中學生辯論賽).

### Ways of Relieving Stress

Even though she is now an experienced debater, she admits to still feeling pressure before every competition, but she has her way of dealing with stress. "Good preparation is one of the best ways." She dedicates a lot of time to preparation so that she is able to cope with the many uncertainties of competition. "Having trust in others is another way of relieving stress and is a prerequisite for winning a debate," she said proudly. As she and her teammates spend long hours preparing for competitions, they have begun to develop strong bonds and start to understand one another implicitly, which has contributed to their well-earned success. "Although competitions are sometimes stressful, I enjoy working as a team and watching everyone improve."

### (Reflection 2)

Preparation and confidence are the keys to success. Better prepared for the future. Debating has made Kathy better-equipped to face the future. "As a debater, you need to pay attention to current news topics, and I have developed critical thinking skills because of it." She has also improved her communication skills, which was evident in the interview as she always responded quickly and assertively.

"Good communication skills have indeed put me at an advantage for university application and job interviews. Debating has given me confidence as well," she continued. Debating in front of an audience has made her tougher and bolder, and she is now more self-assured and more resistant to criticism. We are sure these qualities will take her very far in the future!

### (Reflection 3)

Debaters have developed resilience to criticism.



# Make Your Dream Come True

*-An interview with Kang Man Chun, Benny 6B*



▲ Benny with Mr Leung Chun-ying (梁振英), the former Convenor of the Executive Council of Hong Kong and a candidate in the 2012 Chief Executive election.

## His Dreams and Future Challenges.

"I have a dream", said the famous Martin Luther King Junior. Indeed, everyone has a dream, and becoming a successful journalist has been Benny Kung's since childhood. Having shown a keen interest in journalism and media, the former head of the school's newsletter (訊橋) is resolute in making his dream a reality. He joined the Mingpao Student Journalist Scheme to see what it's like to be a young journalist. "The Mingpao Student Journalist Scheme provides me with various opportunities to interview different successful celebrities in Hong Kong," said Benny. Among those whom he has interviewed are Ms Eva Cheng Yu-wah, the Secretary of the Transport and Housing Department and Mr Leung Chun-ying, the former Convenor of the Executive Council of Hong Kong now the Chief Executive.

## Things you should do to overcome future challenges.

*Interviewing Ms Eva Cheng Yu-wah, the Secretary for Transport and Housing, during the Mingpao Student Reporter Scheme.*

Currently, the Hong Kong Diploma of Secondary Education (HKDSE) examination is the greatest challenge in front of him, but he has his own way to prepare himself for it. "I have actually started counting down long time ago. This is one of the ways to remind myself of this difficult challenge in front of me," said Benny. We appreciate that Benny, instead of dawdling and procrastinating, has been proactive and taking steps to achieve his goal. When we are faced with difficulties,

no matter how insurmountable they seem, we should keep our dreams alive and be determined to make them reality.

Besides the HKDSE examination, job hunting is another concern for Benny. It might be the faraway future for some of us, but Benny is already looking ahead.

We believe that no matter what it is that we want to achieve, we should have a clear focus and prepare the way in advance. You should also understand your strengths and weaknesses. In this way, you will know exactly what it takes to fulfill your dream and you will be able to build yourself up with ample time. As Benny said, "Chance favours only the prepared mind."



◀ Benny with Mr Pai Hsien-yung (白先勇), writer of "Taipei People" (臺北人), a famous novel about Chinese flowing to Taiwan in 1940s.

At the same time, you need a group of people to support you along your journey. As Benny said, "Teachers are your mirror and peers are your supporters who keep growing with you." Most of the time, it is easier to go through a challenge when you know someone is behind you.

Last but not least, do think of a contingency plan. In the interview, Benny said his parents wanted him to read law after getting his journalism degree as it will provide more security in terms of income. "It is very important to have two strings to one's bow so that you will have something to fall back on if the original plan does not work out," he said.

## Take action!

Sometimes we are bound by our own fears of failing, but remember that worrying does not make the challenge go away. The only way of overcoming obstacles is not to fear and be bold and take action. Remind yourself that you have nothing to lose, but everything to gain.



# 筭官兩代情

## 情繫筭官——訪問潘秀儀校友及謝嘉樂同學

5A 陳詠儀 5E 胡瑞鋒

潘秀儀校友——於1987年入學，1993年畢業，獅社社員。  
謝嘉樂同學——於2010年入學，中二乙班學生，鳳社社員。

時間有如白駒過隙，轉眼間，潘校友離開母校已差不多二十年了，兒子嘉樂現在是本校的中二學生，母子同為「筭官人」，他倆對筭官都有着深厚而微妙的感情……



縱然時光飛逝，但是在筭官成長的一點一滴，仍然歷歷在目。昔日在母校的人與物、情與事，現在娓娓道來，就仿如昨天發生的一樣。潘校友雙眼流露出來的，全是對昔日青蔥歲月的緬懷之情。「最開心的時間便是『小息』了。我和同學會到花園打羽毛球，一起玩、一起笑，享受快樂的時光。」她又回想到中三、中四時的班主任——梁翠霞老師和王莊玉雲老師，感激她們對學生真摯的關懷、無私的付出。故地重遊，重遇昔日的老師，對畢業多年的潘校友來說，確實增添了不少親切感。她跟我們細說昔日校舍的模樣、整體的佈局，以及各種設備，都鉅細無遺——因為，母校的一切，從沒有從她的記憶中淡忘。

「回想多年的中學生涯，每一年都是過得開心、愉快的。」在融洽的校園氣氛下，除了學會了課本上的知識外，更學會了待人接物之道。「筭官最難能可貴的，是學生的自由度較大，我們珍惜『自由』，更能從自由中學會『自律』。記得以往集會時，遲到的同學要站在有蓋操場外受罰。久而久之，我們便養成了守時的好習慣。毋須老師提點和責罰，我們也懂得做好本份。」她揚起自豪的笑容，補充道：「守時的習慣終身受用，踏入社會工作後令我更明白守時的重要，現在上班我也不會遲到。」

除了學會自律的重要性外，潘校友在母校亦結識了不少朋友，至今仍然保持聯絡。「中學時期的朋友坦誠真摯，這樣的朋友是最難能可貴的。我們無分男女、沒有小圈子。整班同學聚在一起，大家就像在同一屋簷下生活一樣。我們互相扶持、互相鼓勵，相處十分融洽。」

從潘校友陶醉的表現，不難想像昔日的時光是如何的令人窩心……

身為母親，潘校友十分著緊兒子的前途。兩年前，兒子要升中了，潘校友和兒子商量後，決定在自行收生及統一派位中均以筭官為第一志願。潘校友坦言：「就算是傳統名校，學生的成績也有高低之分。我重視的不是學校的名氣，而是它提供的品德教育。」「我最欣賞筭官純樸的校風。其實為人父母者，都希望子女成龍成鳳。我希望兒子能秉承母校自律的精神，並發揮自己所長，將來回饋社會。」她亦表示，讓兒子升讀筭官，確是一個『情意結』。「我是筭官的學生，知道母校的優勢，所以希望兒子能把筭官的精神傳承下去。」一直在旁靜聽的兒子嘉樂，也表示會努力學習，學會自律，不會辜負母親的期望。

當年徐徐升起的英國國旗，如今被五星紅旗取而代之；那時身穿襯衣灰裙的中學生，現在也組織了自己的家庭。儘管物換星移，但校友對母校的情愫從來沒有改變。由學生變成校友，再由校友變成家長，一生都和筭官有着微妙的連繫。「由學生成為學生家長的感覺十分奇妙。現在，我和兒子有更多共同話題——他可以透過我認識以前的筭官，而我又可以從他身上得知母校的轉變……」

潘校友對母校的感情實在令人動容。作為兒子的嘉樂，在訪問期間一直默默的坐在母親身旁，細聽母親的每一句話。母親對學校的感情、對自己的期望，一一的滲入心中。從嘉樂堅定的眼神，我們深信，他一定會努力裝備自己，達到母親的期望。

一所學校，串連起一家兩代的感情。相信嘉樂，又或是其他同學畢業後，也會把對母校的情誼如同火炬般傳承下去，讓更多人「情繫筭官」！





# 筭官兩代情

## 殷殷筭官情 親親一家人

許嘉茵

許家成員小檔案：許紹明 1975 中五畢業  
許嘉茵 1998 中七畢業

馮蕭瓊 1976 中五畢業  
許嘉軒 1998 中五畢業

在筭官五十周年的聚餐上，爸爸、媽媽、我及弟弟跟很多舊同學和老師一一見面。當爸爸在遠處見到羅副校長的時候，就叫我們跟她打個招呼，並拍一張合照。我拍照完畢，正想離開去找其他同學敘舊時，卻被羅副校長叫住：『許嘉茵，我有功課給你。』當時我嚇了一跳，心想：畢業了這麼久，還要做功課？但是在羅副校長面前只能說：『多多吩咐！多多吩咐！』後來才知道，原來她交給我一個既艱巨又光榮的任務——訪問爸爸、媽媽和弟弟，然後將我們一家人對筭官的感情寫成文章，刊登在學校的刊物中。當時我的內心激動不已，真的要完成如此『壯舉』？不知道爸爸、媽媽及弟弟會說些什麼呢？不過既然已經答應了，就盡力而為吧。爸爸現任安利公司大中華區儲運／店鋪營運副總裁，一天到晚都要忙於工作，很難得抽出時間靜心接受我的訪問，而弟弟結婚後就另組家庭了。我花了很長時間，作了許多安排，才收集到我們一家人對筭官的回憶。以下便是整理所得，就讓我跟大家分享我們一家人在筭官的點滴吧。

### 『筭官』情緣

首先，讓我介紹一下許家的成員。我的爸爸是許紹明，你聽到這個名字可能會不認識，但如果我告訴你爸爸的諱名是『潮州』，你可能會想起來了。爸爸在筭官讀書時（1969-1975年），是位出盡風頭的人物。爸爸是出了名的好動、活躍分子，他對各項運動都感興趣，而且天份極高。大家都記得他打乒乓球很厲害，幾乎每場乒乓球賽事中都可欣賞到他矯健的身手，只要有爸爸參賽的賽事，都會聽到滿場的喝彩聲。在足球場上，爸爸也是獨領風騷。他的球技卓越，面對足球高手如雲，仍是遊刃有餘，他甚至可以獨自帶球攻破對方七人的防守。問及爸爸的輝煌往事，他總會自豪地娓娓道出：中三時帶領的High Speed足球隊在比賽中『爆冷』，擊敗了公認的奪冠大熱——中五Kina Tiger隊。從人手調配及戰略安排方面都能突顯爸爸的領袖風範。爸爸也是1974和1975年龍社的Sports Captain、連續兩屆的甲組個人冠軍，他的八百公尺及千五公尺賽跑的個人紀錄現在還印在陸運會的記錄冊上哩！



至於媽媽，中學時期大家都稱她『馮蕭』，雖然她沒有爸爸那麼活躍，但也參加了許多活動，例如校際排球隊；她當過班長，也參加過班際的唱歌比賽。我直到現在才知道，原來爸爸和媽媽在中學時已極為投緣，就因為他們時常出雙入對，媽媽也就有了很多的稱呼，她同班的同學及一起玩耍的同伴都取笑她為『大嫂』。我嘗試問媽媽這些稱呼的來源及內含的意思，她都笑而不答。這可引起我的好奇心，我真想去問爸爸、媽媽的舊同學這些稱呼的來龍去脈，看看能否找出些線索來。

現在我才知道，媽媽和我對學習英文的興趣都是在中學時培養出來的。媽媽認為在學校學英文最重要的是做好功課，將每份習作的內容都弄得清楚明白；而我則更加刻苦認真，要如何學習？就是要將學習視作一項神聖的任務，把要學懂的重點列出來，每道學習難題都設定一個完成期限，然後逼著自己一一解決，逐項攻破。



談到弟弟，他就更加聰明。當遇到難題時，他會立刻找同學一起研究，集合每個人的智慧，正所謂『集思廣益』，收集多人意見，以求得到最佳答案，爭取最好成績。

### 筭官趣事

筭官灣官立中學位於香港柴灣道，年少時的爸爸每次出入家門都會看到這所氣勢宏偉、莊嚴肅穆的學校，心中充滿了嚮往和憧憬。



1969年，這位雄心勃勃的少年終於如願以償，踏進心儀中學的校門，他就真的如小說故事般，開展了一段與筭官相連的不解之緣。

羅副校長希望我收集一些一家人在筭官的趣事。當我問爸爸時，他就忍不住開懷大笑，他說他的趣事就是違反校規的行為，往事已矣，不提也罷！但筭官教師的諄諄教誨，卻是終身受用的。老師的每一句教導、每一次敦促，都影響著爸爸日後步入社會工作時的處事態度。爸爸猶有所感的提及，在我與弟弟就讀筭官的時候，他為了多一些機會接近學校，竟然自動請纓參加學校的家長教師會。試想一下，一位在校時經常違反校規的學生，主動申請參加家教會，甚至後來擔任主席。可想而知，爸爸對筭官的感情是如何的深厚，對子女的疼愛是如何的真切與無私！我興致勃勃地問他在家教會的經歷，他笑說：就像讓一個調皮的學生當班長一樣，通常都會很成功的。爸爸剛開始家教會的工作時態度十分認真，不過由於缺乏經驗，不知道如何入手，幸好有老師的幫忙、校長的指點，加上其他家長的從旁協助，會務終於逐漸步入正軌。爸爸最印象深刻的是當他擔任家教會主席時，校長邀請他在學校的畢業禮當嘉賓。試想想，一位在讀書時代會被罰站的學生，若干年後竟然站在母校的頒獎台上當嘉賓，內心是如何的百感交集！至於工作成效，爸爸在任職家教會時曾做過一件很有成就的事情，就是為筭官大禮堂空調項目籌款。在他的籌畫下，在學校的大禮堂內舉辦了一次別開生面的聚餐活動，當時絕大多數的校友都參加，活動既提供了同學敘舊的機會，也籌集了一筆可觀的資金。空調的安裝為學生提供了舒適的禮堂環境，爸爸因為能夠協助學校改善校舍設施而感到十分滿足。

至於媽媽在校的趣事，她憶述有一次進行班際歌唱比賽前的舞台練習，當大家唱到“clean”這個字時，都唱成了“queen”。嚴謹的趙老師於是立即糾正大家的錯誤，但大家仍然唱不出“clean”。於是趙老師領著大家反復地唱“clean、clean、clean”，而大家竟然因為緊張，始終都是跟著唱“queen、queen、queen”，就這樣糾結了無數遍單詞發音，在場的老師及同學都忍不住哄堂大笑起來。在笑聲中，學生們意識到英文發音標準的重要，以及體會到學習必須嚴謹專注。

至於我自己的在校趣事，印象最深刻的是一次學校的歌唱比賽。我與其他同學籌畫了一場別出心裁、自編自演的舞蹈，本想是一邊唱歌一邊跳舞的，但當我們上台表演的時候，台下的觀眾竟然被我們逗得捧腹大笑，甚至笑得腰也伸不直來。我們的原意也是打算製造一場『搞笑表演』，看到台下的歡笑場面，得到極大的鼓舞，那一刻感到無比的成功。這讓我明白到做任何事情只要用心，結果可以出乎意料的成功。

弟弟的趣事是與足球有關的，他與爸爸一樣都是『足球迷』，但爸爸的球技總是略勝一籌。學校的足球場臨近馬路，每次踢足球不經意的一個勁射，便很容易將球踢到巴士站，如果趕不及將球攔截的話，球就會沿斜路滾到筭箕灣，為了儘快將球攔截，弟弟時常會將飛速滾動的足球朝巴士車身踢去，利用碰撞車身的衝力，把足球反彈回球場。講到這裏，爸爸也深有同感，某次爸爸為了追回踢出的足球而跑到筭箕灣，拾回足球後，身無分文的他乘搭小巴趕回球場，下車時連車費都忘記付（身上根本沒錢）。爸爸邊說邊笑，對他來說，追憶的往事仍然歷歷在目。筭官的『靜』，在於它嚴謹認真的學習氛圍；筭官的『動』，在於學校的生活給予每個人磨練，讓『筭官人』更獨立、自信、有責任感。

這次訪問，使我們一家人更加親密，通過一家人回憶筭官的一點一滴，我們更深地體會到血脈之情的溫馨、筭官之情的醇厚。爸爸、媽媽、我與弟弟在筭官生活的日子，感覺是既開心又難忘。最後我問爸爸、媽媽，在筭官感到最遺憾的是什麼？他們相互對視片刻，爸爸笑言：許家最大心願是『筭官緣』的延續，我們家族共有七人曾入讀筭官（除了許家四口外，曾經或現在入讀筭官的許氏家族成員包括：許亮光 1978 中七畢業、許妙霞 1979 中七畢業、許皓旻 現在就讀中三），分屬不同的社，包括龍（四人），獅（兩人），鳳（一人），爸爸媽媽希望以後再有家族成員能夠入讀筭官，加入麒麟社，那麼我們便可以合唱“Here again we gather together, Dragon, Lion, Phoenix and Unicorn.....”



每位筭官人，無論身處何方，內心的那個避風港口永遠都在默默地靜候著。那份真實厚重的情意，歷久常新，一如爸爸的深情總結：一日筭官，永遠筭官！



# My Parents' Memories of SGSS

*Reported by Joseph Chan S4D 2010-11*

A few weeks ago, I met Mrs Law near the school entrance. She asked if I would like to take part in the School Memories Project. She wanted me to interview my parents, who are alumni of SGSS, and record any of their memories from their past school life. I was delighted to accept the invitation.

About 30 years ago, my parents were students at SGSS. They wore exactly the same school uniforms as we do today. Although they graduated so many years ago, their passion for the school has never faded, and from time to time, they tell me old stories of their school life.

One evening while our family was having dinner, I asked them what really made them love SGSS so much.

## *-) Liberal School Culture*

Both Dad and Mum agree that SGSS was a relatively young school in those days. When Dad started at SGSS, the School Song had not even emerged. This newness gave the school a valuable opportunity to develop its own identity and a very liberal environment in which to develop in whatever direction they chose. Dad told me that the principal at that time was Mrs A.M. Lee, who came from overseas. She was a kind, open-minded principal and she loved and cared about the students very much. At the same time, the students felt this love deeply and echoed in response for many years afterward. Students enjoyed studying at the school because it provided a lot of support as well as opportunities for them to develop their own interests. They were allowed to join as many clubs as they liked. For those who loved sports, they could join the Sports Association. For those who loved music and singing, they could join the school choir, the folk music club and so on. Dad also told me that most of the students at that time came from ordinary families. Unlike nowadays, it was rare for students to pursue other interests outside school. Consequently, the school provided a valuable, indeed the only, platform for them to pursue extra-curricular activities. Dad, as the Dragon House Captain, was proud of being champion of the Inter-house Drama Competition. The drama was written by the famous French playwright Molière. Renowned surgeon, Dr. Elvis Li, the then head boy, was the main actor. Mum sang in the school choir and she was also a member of the folk music club.



▲ My Mum (left) singing folk songs with her friends in a music show.

## *-) Encouraging Self-Discipline*

My parents also told me that the school was not too strict on discipline and tended to encourage students to develop self-discipline rather than simply following rules. It was quite common to find boys wearing flares, which people called 'trumpet trousers', and girls wearing mini-skirts. These variations on the uniform were acceptable during that time. Incidentally, Dad even wore sandals to school during the post-exam period and there was no complaint. I can imagine how free their school life was.

Dad also told me that the school at that time did not encourage teenage romances, though it would not do anything to interfere with it. Dad remembers that there was a debating competition. The motion was: 'Secondary school students should not involve themselves in teenage romances.' Both the affirmative side and opposition side performed well in the competition and put forward interesting and forceful arguments. What



▲ My Dad (right) took this photo with his friend during the post-exam period. He wore his sandals to school on that day.



was even more interesting was that when the adjudicator came to deliver his comments and declare the result, he simply declared that the motion was upheld. The reason was in his opinion, students should concentrate on studies and not on teenage romance. The audience was totally surprised though they could understand where the adjudicator was coming from. Apart from this unique incident, the school had every trust that students could make decisions for themselves and differentiate what was right from what was wrong.

#### *-) Honeymoon Year*

Next, I asked Dad and Mom which form they enjoyed best during their school days. They told me they were the happiest in Form 6. Why?

Form 6 students, coming back from their school certificate exam (HKCEE), were the eldest and supposedly enjoying their honeymoon year. Almost all of the important positions of students' organisations, such as head prefects, house captains, club chairpersons and so forth were allocated to F6 students. Students felt successful in F6 not only because the school provided them chances for acquiring knowledge and experience, but also the opportunity to become leaders. This was meaningful and enjoyable.

#### *-) Annual Ball*

For the senior students, both today and in the past, the happiest event was the Christmas Annual Ball. My parents told me it was a tradition of SGSS. At their time, SGSS was one of the earliest schools to hold an annual ball. Girls were encouraged to dress as beautifully as they could. In response, all the boys had big smile on their faces. They danced in the School Hall and celebrated Christmas. Even today, students, including myself, very much enjoy the annual ball.

I felt very special while I was interviewing my parents. They shared their memories of life at SGSS and convinced me that I have made the right decision to study here.



▲ Joseph Chan (far right) with his family.



## A Message from Shea Chi Yan S1 SGSS, 1961

I attended the SGSS 50<sup>th</sup> Anniversary in Hong Kong, one of the most enjoyable and meaningful trips of my life. I was surprised to see the teachers and over 40 schoolmates from my F1 year, 1961. There were some whom I could still recognize; some I could only remember the names of and others maybe the faces. I sincerely thank all the organisers for such a wonderful event. I also want to acknowledge the tremendous leadership efforts of my classmate, Shirley Chan. For those who do not know, Shirley was our head prefect for the first few years while we were using the classrooms at Clementi Secondary School and later sharing the current SGSS building with Belilios Public School. Ever since then, Shirley has been doing a great job to reconnect SGSS friends.

Being in the United States for over 40 years myself, I could not recall much I had done for the school as the head prefect of the F1/61 graduates. However, there were a few instances that occurred in my years at college in West Virginia which might be worth sharing with you.

I went to West Virginia for college in January 1969, majoring in Mathematics. It happened that I was the first Chinese student from Hong Kong. With that, I was interviewed by a local radio station in April. The topics were on Hong Kong holidays, education, customs and social life. Sure enough, I talked about our mother school, Shau Kei Wan Government Secondary School. That was the first time I introduced our school to the local residents and students.

In September 1969, Computer Science was introduced to the University of West Virginia. The Mathematics Department was split into Pure Mathematics and Applied Mathematics. Thanks to the high scores in Linear Algebra and Statistics I achieved, being taught by Mr S.B. Teng at SGSS, I was the first student to be admitted to Applied Mathematics.

In 1970, I applied my librarianship knowledge, learned from Miss Lorna Kwan while working with her in the SGSS library, and started a Computer Corner in the West Virginia school library. I put most of my computer work and problem solutions in the library as references for fellow students. However, as technology advances rapidly, they had become out-dated and had been removed from the shelves when I was back visiting the school in 1982. I suppose my classmate, Wu Tsing Why, did a much better job with the tree he planted. After more than 40 years, the tree is still growing healthily in the backyard of our school.

In 1972, I graduated from West Virginia with the 'Most Outstanding Senior' award. I was the first female, first Asian and first non-athletic major student to receive the award. I was also one of the first graduates in Applied Mathematics. I believe that the fortune of being among the first year to graduate from SGSS has brought me a series of 'firsts' along my road in life. I then moved to Tulane University, Louisiana for graduate school in Computer Science. I thought that would be the end of my connection with West Virginia University. Unexpectedly, the Principal of West Virginia contacted me in early 1975. He wanted to meet my parents while he was on a trip to Hong Kong for an international educational exchange programme. As my parents did not speak English, they took my two younger sisters, Matilda and Olina, to the Peninsula Hotel to meet him. Matilda was a F4 student at SGSS at that time. She was the translator for the Principal and my parents. When the Principal returned to the States, he wrote me a letter. He was really impressed by Matilda's fluent English and dynamic knowledge and he complimented SGSS as an outstanding secondary school. Needless to say, I felt exceptionally proud to be a graduate of SGSS.

Here I enclose my warmest thanks to our great teachers and principals. SGSS will always be with me. I am looking forward to being present at the next SGSS anniversary celebration.

### *Brief description of Eliza Lin (Shea Chi Yan)*

My name is Shea Chi-Yan, 謝芝茵, also known as Eliza Lin after my marriage.

I studied in SGSS from S1 in 1961 till Upper 6 in 1968. Then I left for West Virginia, USA in January 1969 on a 4-year college scholarship. The rest of my school life I have described above.

I graduated from West Virginia in 1972 and moved onto a Masters Degree in Computer Science at Tulane University, LA. Simultaneously, I started my career path in Computer Software Architecture design and development for major utilities, finance, telecommunications and technology corporations. During those years, I lived and worked in New Orleans, LA, Pittsburgh, and for over 30 years in New Jersey. In late 2001, I voluntarily retired from AT&T/Lucent Technologies as the company was giving out a super retirement package for qualified employees. I then became self-employed in finance until 2010. Many friends thought that a working woman like me might feel bored after retiring, but I am not. My interests in travelling, cooking, crafts and above all mingling with friends have kept me busy all the time. As my two sons are adults and getting ready to start their own families, I am not sure for how much longer I can enjoy my freedom and not being labelled “飛傭” (grand-parents flying out to babysit the grandchildren in other states).



## FIVE ROUGH YEARS

*Lam Siu, S1, 1962*

My 5 years at Shau Kei Wan Government Secondary School are reflected in 2 events: I got a black mark in my 1st week and did not get admitted to Lower Form 6.

So, actually I am not the right person to be contributing to this collection, but nevertheless I am thinking of telling some 'not that right' stories.

I chose to write in English for two reasons. Firstly, I am too lazy to bother with Chinese character input but also to answer the question asked by former classmates, reunited after 50 years, "Lam Siu, you teach English?"

We started by sharing the campus with Clementi School. It was a comparatively calm year for me (or was it 2 years? I am not very sure). The vast playground was a total attraction. Whenever I could go there, I ran around it and sometimes kicked a few stray balls.

In the very first week after we had moved to the present campus, I was given a black mark. This little boy (as I was) climbed up the small slope opposite the school where the bus stop is. I had never seen such a properly constructed slope. I used to casually run up and down the steps put there for commuters who lived at the top of the hill and worked at the bottom. I was so happy that I could reach the topmost point of that artificial slope but I was very unhappy that I was given that black mark (although I very often climbed the slope behind the campus with properly-constructed steps.)

In the first month, I was given a demerit. I said "衰人" to some girl classmates. It was reported and got the resultant punishment.

I had a few disputes with teachers. I can remember some with the Form Master. Sometimes, I ran up the slope from Chai Wan after lunch. I was wet and my short hair stood up (of course not gelled up). I was asked to tidy it before going into the classroom. I retorted that I did not carry a comb. I did not own a comb nor carry one! I was also asked to wash my hair. This time my answer could be described as very 'medical'. I used words to the effect that 'washing hair would cause a headache'; quite in line with Chinese medicine ideology!

The disputes with other teachers sounded not entirely naughty. I asked a Chinese teacher what the difference between 十分 and 十二分 was. I explained that 十分 was already a complete description of something thus 十二分 was an exaggeration and could be misread.

Even in the only lessons I liked, I invited problems. In PE, I liked football best of all. I could run from goal to goal again and again. I kicked the ball as hard as possible. Yet I was reprimanded that I just kicked the ball around without knowing in which direction I should aim it. I kicked the ball even harder!

My English results were terrible but interesting: I got 24 out of 100 in Paper 1 and 26 in Paper 2 in Form 4,  $24+26=50$ , just a quarter of the full marks. (My memory may have failed me. The marks may not be so exact but in any case they were not high at all.)

I can still remember this scene: the gigantic female Form 2 (?) native English teacher came over to me, a skinny small boy, coming up from a PE lesson, which was the only lesson I liked, and shouted (as I recall) "I don't understand a word!" and threw the brownish (bluish?) composition exercise book at me. The feeling of this little boy was very much like a cliff dive: from being very happy to very sad.

For weeks I ran away from lessons - but not from the campus - with some classmates. Miss Mok looked for us but of course could not find us. So she reported to the Form Master who was quite a stern person. He searched and asked other classmates to help. I ran away from English lessons but returned to some other lessons. I cannot remember why we finally assumed full student responsibility and promised not to run away. But I can remember that we hid ourselves in the small 'room' below the flagpole (Is it no longer there?). BIG SECRET!

Now, I am telling a smaller secret. In Form 3, Miss Mok was again (?) our English teacher. I did not run



away. I sat in a corner seat on the teacher's right hand side. I was sitting at the back of the single line. I think troubles could be kept in that little corner. I enjoyed 'reading'. I read at least 2 books at the same time. On top, it had to be the English textbook, no problem. But below it was a palmistry book: 麻衣 or 柳莊 or other more recent publication. I caused no trouble to teachers at all.

(Miss Mok still scolds me every time we accidentally bump into each other, but in jest now. She complained that I was too old to run, but I ran quicker than my PE schoolmates and got the 1st prize. She even scolded me in front of my wife and mother-in-law and other customers in a Prince Edward restaurant. But we enjoy joking with each other every time we meet.)

In the first weeks in Form 4, there was one interesting dialogue with a teacher. I tried to see the Geography teacher. I was too afraid to go into the staffroom. I waited and waited. One day, I saw him coming down the corridor. I ran up and told him that I would like to be pardoned for dropping his subject. I was given something like this: it should have happened much earlier. Right, I got 40(?) only. The scene is still very vivid even as I am writing this line. I can still remember the stripes on his tie.

We had to study Bernard Shaw in Form 4. Mrs Board asked me to make a booklet containing some English stories; maybe it was one of Shaw's plays, I cannot remember. After that, I was still in Class A in Form 5.

Big problems! I should have been given the boot early in Form 5. I kept the 'tradition' of reading 2 or more books at the same time. I did not have the Chinese History textbook but had a couple of books written by other authors. We had 鄭和. I was told he made 7 expeditions. But I read somewhere else that he might have made eight. I insisted on eight. I was lucky: I was allowed to fool around until the end of the term. Big explosion: in the Physics lab I tore up my mock paper in front of the whole class. I felt terribly sorry for the teacher. I had a couple of encounters with him and went up to say hello to him at the 50<sup>th</sup> Anniversary dinner. I think I had been forgotten and therefore must also have been forgiven.

After the 5 years, actually I managed to come back to the campus. I climbed above the fence or through a hole in the fence onto the football ground nearly every Saturday morning for a number of years. I do not know who had made that hole but I did not do any harm to the fence. I did not venture anywhere on the campus other than the football ground. I even tried to tie some knots when the net became loose. In the first few years, however I used to have a chat with the top member of the ancillary staff. After he went to another school, I limited myself to the playground, without causing any more trouble.

I nurtured a faint hope of coming back to the school to teach. I could not because I failed in the government recruitment interview, perhaps because of my poor English. Now I still hope to have an opportunity to return to my alma mater properly through the main entrance.

To wind up whatever this is, I try to use Chinese input:

|      |      |      |      |
|------|------|------|------|
| 吾校筭官 | 我學五年 | 甜酸苦味 | 點滴存心 |
| 吾師育我 | 雖非嘉樹 | 澆溉匪懈 | 銘記於心 |
| 吾友鴻鵠 | 高飛千里 | 垂首自問 | 沉吟以心 |
| 吾道崎嶇 | 伊阻昏濛 | 登山臨水 | 俯仰在心 |
| 朝露五十 | 筭官仍隆 | 根兮緣兮 | 悠悠我心 |



## 播下信仰與護兒事業的種子——筲箕灣官立中學

雷張慎佳（1964年入讀筲官）

透過當年的升中試，考進了筲箕灣官立中學。我記不清楚當時是如何學習、學了什麼，但印象最深刻的是有一天，幾位熱情的學姐走到我們的課室，邀請基督徒參加她們的早禱，希望將她們的信仰傳給志同道合的同學。

當時我的腦海馬上湧現了那些在團契唱詩歌和祈禱的片段，這驅使我毫不猶豫地參加了這個我日後每一個上課天都會參與的活動。最初的早禱地點在學校的後樓梯下面，後來人多了，改到樓梯附近，及後借用了距離學校祇有幾分鐘路程的藹寧園某個住宅。如今回望，仍對那班學姐和借出地方的朋友充滿感謝，他們的付出是有意義的，幫助了像我這樣的一班學生，在青少年期能在「正面和正氣」的環境中學習與成長，這有助於日後在社區和三十年的防止虐兒的工作旅途上，幫助在青少年時期表現反叛和感到迷惘的孩子。

另外，記憶較深刻的是參與朗誦和乒乓球比賽獲獎二事，一個人在失敗中所學的比在成功中所得的更多。有一次，老師選了我和兩位成績好的學生參加了電視的Right You Are問答比賽。年少無知的我，在第一回合輕易勝出後沾沾自喜，未有加緊努力去準備往後的比賽，結果在第二回合中，三條題目全都未能作答，我隊大敗而回。雖然老師和同學沒有半點怪責，但是在回家的路途上，我感到時間既漫長又難過。

回到家裡，家門一開，十多位親友熱烈地迎接我，一同慶祝我的生辰和成功完成比賽。當然，像第一回合一樣，這次他們也在電視旁全程收看。當時，我的內心很感動，他們在我失敗的時候，更顯接納和包容。那段不太光彩的故事，家人從來沒提起過，但是我從來未有忘懷。原來經歷失敗時所學到的，竟然比在成功時學到的更多。

高中的暑假，我參與了皇仁學院舉行的暑期聖經班，我們上山派傳單，招募孩子參加。那些孩子在山上住，四處走。在山上我們見過他們的家人，有些長時間外出工作，有些吸毒、「運白粉」。成功招募了孩子後，我們便領唱詩歌和講聖經故事，讓一群當時居住於天后廟、馬山、蓮花宮木屋區的孩子過了一個充實的暑期。這不但充實了我的暑假，也為我的人生加添了富足。

猶記當時有一個孩子，他很反叛、脾氣差，既遲到，又不服從，被一位負責紀律的導師責罵，憤然離開聖經班。我目睹當時的情境，放下手上的一切，跟了出去。怒氣未消的他看見我，掉頭就走，我跟他走了一個大圈，幸好早上陽光不太猛烈，加上我走的是平路，否則我會因心跳太快而要躺下休息。終於，我的堅持帶來果效，我的關懷取得勝

利。他終於肯停下腳步，我成功地為這個孩子獻上我的第一次——提供輔導。孩子，你今天可安好？多謝你當年留下來和我交談，更多謝你和我一起回去，完成了整個暑假的課程。不知道這個經歷對你的人生有沒有正面的影響？不過這對我有著積極的影響！

另外，還記起中學會考放榜的那天，我取得五科合格的成績後，心情矛盾地回到聖經班的祈禱會。同學們還鼓勵和提醒我，其中一句話令我緊記一生：「祂給你的是剛剛夠你用，不會太多，因為太多叫你驕傲；不會太少，太少叫你受不了。」我的中學生涯就這樣完成。

我再次踏足母校(中學)是因我那運動細胞強勁的陳同學，她積極推動校友參與母校活動，並邀請我當一次母校升旗禮的嘉賓。由於這次活動的時間不太長，見到身邊的舊同學，我也記不起他們的名字來。一次在數碼港舉行的國際互聯網安全日的交流會議上，我和舊同學Ben Li重逢，他很真摯、主動。他的記憶力極強，連同學的名字、在母校讀書的年份和班別都記得一清二楚，我們還拍照留念，重新聯絡。這張照片還被他送了出去，給了許多老師和同學作留念。原來這些我或許已忘記的老師及同學，不少仍記得我呢！

在二零一零年尾，我的二姐和三姐差不多同時病倒的時候，我的壓力大增，實在無法形容當時的處境和內心的情緒，我的兩位身處遠方的姊姊（大姊姊和四姊），第一時間從羅馬、巴黎趕回來，帶來最真情的關懷和力量。而姐夫的姪兒和姪女們，無論多艱辛都必到醫院去探望二人，並給予支持。

舊同學給我們的安慰和鼓勵，使我們感到溫暖。其中一位住在海外的同學更花了不少時間，寫了數篇動人的電郵給我，電郵中描繪當年我在學校的生活，令我重拾了青春的心境。又有一位同學，分享他對年老失憶的母親的感激和思念，表示母親為他付出了一生，他每次到院舍探望母親，見到她的面上帶著微笑的歡欣時都會感到欣慰，這一切都源於愛和孝心。

原來我有一群這麼好的同學，他們充滿智慧、真誠和孝順，使我很感動。我告訴姊姊，我有一群像天使般的同學，為我們帶來祝福。我的二姊和三姊在愛她們的家人、朋友的支持下，走過死蔭的幽谷，不斷地勇敢奮鬥和努力向前。



# Shau Kei Wan Government Secondary School

## Physical Education Prizes and Awards (2011-2012)

Hong Kong  
Schools Sports  
Federation  
Inter-School  
Competitions

### Athletics <Division III>

#### Boys A

7B Chan Wai Lik Marvin      Discus – 2<sup>nd</sup> Runner-up

#### Boys B

4C Chan Hin Wai      Javelin – 2<sup>nd</sup> Runner-up  
3C Choi Ho Kwong      Javelin – Champion

#### Boys C

2E Chen Jie Rong      Overall – 1<sup>st</sup> Runner-up  
2A Shih Wai Pan      High Jump – 1<sup>st</sup> Runner-up  
2A Shih Wai Pan      Long Jump – 2<sup>nd</sup> Runner-up  
2A Shih Wai Pan      400m – 3<sup>rd</sup> Runner-up  
2A Lee Ting Chun      4×400m Relay – Champion  
2B Chang Shing Hin  
2E Chen Jie Rong

#### Girls A

5A Yick Ching Man      Javelin – 3<sup>rd</sup> Runner-up

#### Girls B

2B Ng Ka Yee      4×100m Relay – 3<sup>rd</sup> Runner-up  
3D Fung Chi Wai  
3E Lam Ching Ho  
4B Cheung Chun Ling

### Swimming <Division III>

#### Boys B

5D Chui Jerry      50m Free Style – Champion  
5D Chui Jerry      50m Butterfly – 1<sup>st</sup> Runner-up  
2A Lee Ting Chun      100m Breast Stroke – 2<sup>nd</sup> Runner-up  
4A Cheung Ho Wun      4×50m Free Style Relay – 1<sup>st</sup> Runner-up  
5B Leung Ka Him  
5D Chui Jerry  
5E Chu Kai Hin

### Volleyball <Division II>

Girls A      2<sup>nd</sup> Runner-up

### Volleyball <Division I>

Boys C      1<sup>st</sup> Runner - up

### Basketball <Division II>

Boys C      1<sup>st</sup> Runner - up

### Badminton (Division II)

Boys      1<sup>st</sup> Runner - up

### Gymnastics

#### Girls C

1A Chu Chak Ki      Floor– 1<sup>st</sup> Runner-up  
1A Chu Chak Ki      Vaulting Box– 2<sup>nd</sup> Runner-up



|                          |                  |   |
|--------------------------|------------------|---|
| Sports Open Competitions | 1A Chu Chak Ki   | HK Artistic Gymnastics Open & Novice Championship cum Elite Invitation Championship 2012<br>Vault – 1 <sup>st</sup> Runner-up<br>Balance Beam – 1 <sup>st</sup> Runner-up |
|                          | 4B Chow Cham Ho  | 11 <sup>th</sup> AKF Junior & Cadet Championship – 2 <sup>nd</sup> Runner-up  |
|                          | 5E Chan Yat Ming | Easten District Age Group Badminton Competition 2011<br>Boys 14-17 Double – 1 <sup>st</sup> Runner-up   |
|                          | 3D Ho Yin Man    | Hong Kong Open Windsurfing Championships 2011<br>Girls B – Champion   |

## 第十一屆《基本法》多面體——全港中學生辯論賽（基本法盃）粵語組

|       |
|-------|
| 港島區冠軍 |
| 全港季軍  |

## The 63<sup>rd</sup> Hong Kong Schools Speech Festival

| Class | Name                   | Event                         | Position |
|-------|------------------------|-------------------------------|----------|
| 1A    | Chan San Wa            | Solo Verse Speaking: Non-open | Third    |
| 3A    | Wang Ching Wai, Rachel | Solo Verse Speaking: Non-open | Second   |
| 4E    | Li Yee Lam             | Solo Verse Speaking: Non-open | Second   |
| 5D    | Ng Wing Sum            | Solo Verse Speaking: Non-open | Second   |

## 第63屆學校朗誦節

| 班別 | 姓名  | 比賽項目      | 成績 |
|----|-----|-----------|----|
| 1B | 秦嘉俊 | 二人朗誦      | 冠軍 |
| 1C | 何寶妍 | 詩詞朗誦      | 亞軍 |
| 1D | 陳子維 | 二人朗誦      | 冠軍 |
| 2D | 冼敏盈 | 散文朗誦      | 冠軍 |
| 2D | 丁穎婷 | 散文朗誦（普通話） | 季軍 |
| 2D | 丁穎婷 | 二人朗誦      | 亞軍 |
| 2D | 冼敏盈 | 二人朗誦      | 亞軍 |
| 2D | 黃芷慧 | 二人朗誦      | 季軍 |
| 2D | 余穎琦 | 二人朗誦      | 季軍 |
| 5C | 鄧嘉琪 | 二人朗誦      | 季軍 |
| 5E | 曾雯鈺 | 二人朗誦      | 季軍 |

## The 60<sup>th</sup> Hong Kong Schools Music Festival

| Class | Name | Event   | Position |
|-------|------|---|----------|
| 3B    | 陳天姿  | 箏獨奏——高級組  | First    |
| 3A    | 鄭康炫  | 笛子獨奏——中學組——初級組                                  | Second   |
| 2D    | 植善璋  | 二胡獨奏——中級組                                       | Second   |
| 2E    | 陳緯堯  | 笙獨奏——初級組  | Second   |
| 6A    | 侯穎詩  | Piano Duet - Intermediate                       | Second   |
| 4A    | 甘芷盈  | Clarinet Solo - Secondary School - Intermediate | Second   |
| 3A    | 林明輝  | Oboe Solo - Secondary School - Junior           | Second   |
| 3E    | 侯穎欣  | Piano Duet - Intermediate                       | Second   |
| 3D    | 蘇子瑩  | 笛子獨奏——中學組——初級組                                  | Second   |
| 2A    | 郭銘施  | Graded Piano Solo - Grade Eight                 | Second   |
| 1E    | 林韋行  | Trumpet Solo - Secondary School - Intermediate  | Second   |



## The 61<sup>st</sup> Hong Kong Schools Music Festival

| Class | Name | Event                           | Position |
|-------|------|---------------------------------|----------|
| 4A    | 陳天姿  | 箏獨奏——深造組                        | First    |
| 3A    | 陳嘉瑩  | Graded Piano Solo - Grade Five  | First    |
| 3A    | 陳緯堯  | 笙獨奏——高級組                        | First    |
| 6B    | 石卓謹  | Flute Solo - Senior             | Second   |
| 4A    | 董芷菁  | 二胡獨奏——深造組                       | Second   |
| 4D    | 李澤賢  | 二胡獨奏——高級組                       | Second   |
| 2B    | 張明俐  | Graded Piano Solo - Grade Eight | Second   |
| 1B    | 魏伽寶  | Graded Piano Solo - Grade Three | Third    |
| 1C    | 王天宏  | 笛子獨奏——中學組——初級組                  | Third    |

## The 62<sup>nd</sup> Hong Kong Schools Music Festival

| Class | Name       | Event            | Position |
|-------|------------|------------------|----------|
|       | 筲箕灣官立中學中樂團 | 中國器樂合奏——中樂隊——中級組 | Second   |
| 4B    | 植善璋        | 二胡獨奏——中級組        | Second   |
| 2E    | 莊澤銘        | 二胡獨奏——初級組        | Second   |
| 1C    | 陳穎琛        | 箏獨奏——初級組         | Second   |
| 4E    | 葉雅詩        | 箏獨奏——高級組         | Third    |
| 2A    | 馮思俊        | 二胡獨奏——中級組        | Third    |
| 2C    | 褚珏然        | 二胡獨奏——中級組        | Third    |
| 1E    | 許維健        | 笙獨奏——高級組         | Third    |

## The 63<sup>rd</sup> Hong Kong Schools Music Festival

| Class | Name | Event                                  | Position |
|-------|------|--|----------|
| 2E    | 張家愉  | 笛獨奏——中學組——初級組                          | First    |
| 6B    | 李澤賢  | 二胡獨奏——深造組                              | Second   |
| 4A    | 趙穎   | 笙獨奏——深造組                               | Second   |
| 3B    | 馮思俊  | 二胡獨奏——高級組                              | Second   |
| 3E    | 劉逸喬  | Flute Solo - Secondary School - Junior | Second   |
| 1C    | 林鈺怡  | Piano Duet - Intermediate              | Second   |
| 5D    | 陳緯堯  | 笙獨奏——深造組                               | Third    |
| 3C    | 莊澤銘  | 二胡獨奏——中級組                              | Third    |

## The 64<sup>th</sup> Hong Kong Schools Music Festival

| Class | Name       | Event                     | Position |
|-------|------------|---------------------------|----------|
| 5E    | 林韋行        | Trumpet Solo - Senior     | First    |
| 4B    | 呂康婷        | Piano Duet - Intermediate | First    |
| 4E    | 林雍蓉        | Piano Duet - Intermediate | First    |
|       | 筲箕灣官立中學中樂團 | 中樂隊——中學——中級組比賽            | Third    |
| 2C    | 林鈺怡        | Piano Duet - Senior       | Third    |
| 1A    | 黎晉寧        | 二胡獨奏——初級組                 | Third    |



## Hong Kong Advanced Level Examinations 2007-2011

| SUBJECT                 | PERCENTAGE PASS |     |     |     |     |      | NO. OF DISTINCTIONS |     |     |     |     |     | NO. OF CREDITS |     |     |     |     |     |
|-------------------------|-----------------|-----|-----|-----|-----|------|---------------------|-----|-----|-----|-----|-----|----------------|-----|-----|-----|-----|-----|
|                         | '07             | '08 | '09 | '10 | '11 | '12  | '07                 | '08 | '09 | '10 | '11 | '12 | '07            | '08 | '09 | '10 | '11 | '12 |
| USE OF ENGLISH (AS)     | 100             | 100 | 100 | 98  | 100 | 100  | 1                   | 0   | 0   | 2   | 1   | 1   | 21             | 18  | 18  | 25  | 20  | 28  |
| CHIN. LANG. & CUL. (AS) | 100             | 100 | 98  | 100 | 97  | 100  | 0                   | 1   | 1   | 1   | 2   | 3   | 22             | 20  | 28  | 26  | 19  | 29  |
| CHINESE LITERATURE      | 88              | 100 | 100 | 100 | 100 | 100  | 2                   | 1   | 2   | 2   | 2   | 1   | 3              | 4   | 1   | 3   | 3   | 1   |
| ECONOMICS (AS)          | --              | --  | --  | --  | 100 | --   | --                  | --  | --  | --  | 0   | --  | --             | --  | --  | --  | 1   | --  |
| ECONOMICS               | 95              | 96  | 87  | 96  | 93  | 70.8 | 2                   | 3   | 2   | 5   | 2   | 0   | 4              | 15  | 6   | 9   | 10  | 8   |
| HISTORY (SYL. A) (AS)   | 89              | 100 | 100 | 100 | --  | 69.2 | 0                   | 1   | 1   | 0   | --  | 0   | 2              | 3   | 3   | 5   | --  | 1   |
| HISTORY                 | --              | 100 | --  | 100 | --  | 100  | --                  | 0   | --  | 0   | --  | 1   | --             | 1   | --  | 1   | --  | 2   |
| GEOGRAPHY               | 85              | 100 | 95  | 100 | 97  | 88.5 | 1                   | 3   | 1   | 2   | 3   | 5   | 8              | 14  | 7   | 11  | 17  | 7   |
| PURE MATHEMATICS        | 95              | 87  | 88  | 94  | 100 | 100  | 1                   | 3   | 1   | 0   | 0   | 3   | 7              | 3   | 7   | 8   | 12  | 10  |
| PHYSICS                 | 100             | 96  | 97  | 100 | 97  | 100  | 3                   | 2   | 2   | 1   | 0   | 4   | 12             | 9   | 18  | 13  | 13  | 23  |
| CHEMISTRY               | 100             | 85  | 97  | 94  | 97  | 100  | 3                   | 3   | 3   | 2   | 1   | 9   | 14             | 7   | 13  | 11  | 10  | 14  |
| BIOLOGY                 | 100             | 100 | 100 | 100 | 100 | 100  | 0                   | 1   | 2   | 0   | 1   | 2   | 7              | 5   | 6   | 8   | 7   | 6   |
| PRIN. OF ACCOUNTS       | 100             | 100 | 100 | 93  | 100 | 100  | 0                   | 2   | 3   | 0   | 1   | 0   | 5              | 8   | 2   | 6   | 8   | 8   |
| MATHS & STAT (AS)       | 56              | 91  | 75  | 83  | 100 | 100  | 0                   | 1   | 1   | 1   | 0   | 0   | 2              | 4   | 3   | 2   | 5   | 3   |
| APPLIED MATHS.          | --              | 100 | 100 | --  | --  | --   | --                  | 1   | 1   | --  | --  | --  | --             | 0   | 0   | --  | --  | --  |
| TOTAL:                  |                 |     |     |     | 13  | 22   | 20                  | 16  | 13  | 29  | 107 | 111 | 112            | 128 | 125 | 140 | 125 | 140 |

## Hong Kong Certificate Of Education Examinations 2007-2010/ Hong Kong Diploma Of Secondary Education Examinations 2012

| SUBJECT              | PERCENTAGE PASS |     |     |     |      | NO. OF DISTINCTIONS/ 5* OR 5** |     |     |     |     | NO. OF CREDITS/ 4 OR 5 |     |     |     |     |
|----------------------|-----------------|-----|-----|-----|------|--------------------------------|-----|-----|-----|-----|------------------------|-----|-----|-----|-----|
|                      | '07             | '08 | '09 | '10 | '12  | '07                            | '08 | '09 | '10 | '12 | '07                    | '08 | '09 | '10 | '12 |
| ENGLISH LANGUAGE     | 100             | 98  | 100 | 100 | 100  | 6                              | 8   | 2   | 9   | 15  | 97                     | 96  | 110 | 118 | 102 |
| CHINESE LANGUAGE     | 95              | 95  | 97  | 97  | 97.1 | 16                             | 11  | 11  | 8   | 3   | 58                     | 68  | 63  | 86  | 66  |
| MATHEMATICS          | 95              | 97  | 94  | 96  | 93.6 | 23                             | 19  | 16  | 23  | 13  | 90                     | 86  | 100 | 80  | 95  |
| M1                   |                 |     |     |     | 87.7 |                                |     |     |     | 0   |                        |     |     |     | 31  |
| ADD. MATHEMATICS/ M2 | 94              | 93  | 95  | 92  | 92.9 | 10                             | 2   | 2   | 11  | 4   | 31                     | 37  | 34  | 31  | 15  |
| LIBERAL STUDIES      |                 |     |     |     | 97.1 |                                |     |     |     | 7   |                        |     |     |     | 77  |
| PHYSICS              | 89              | 92  | 92  | 93  | 98.2 | 13                             | 4   | 8   | 11  | 5   | 38                     | 52  | 48  | 45  | 31  |
| CHEMISTRY            | 86              | 96  | 89  | 92  | 98.4 | 10                             | 7   | 8   | 8   | 9   | 36                     | 58  | 49  | 48  | 28  |
| BIOLOGY              | 82              | 95  | 95  | 90  | 98.2 | 9                              | 7   | 7   | 8   | 2   | 38                     | 48  | 51  | 41  | 26  |
| CHINESE LITERATURE   | 90              | 83  | 87  | 89  | 90   | 1                              | 1   | 2   | 0   | 0   | 7                      | 4   | 6   | 5   | 1   |
| CHINESE HISTORY      | 93              | 83  | 85  | 97  | 93.1 | 4                              | 5   | 2   | 5   | 0   | 13                     | 14  | 22  | 33  | 12  |
| COMPUTER & IT        | 85              | 92  | 89  | 75  | 69.2 | 3                              | 3   | 1   | 4   | 2   | 13                     | 16  | 11  | 7   | 4   |
| HISTORY              | 82              | 94  | 75  | 96  | 97   | 2                              | 8   | 2   | 6   | 3   | 12                     | 29  | 11  | 30  | 9   |
| GEOGRAPHY            | 81              | 84  | 86  | 89  | 97.1 | 4                              | 5   | 4   | 9   | 5   | 21                     | 32  | 29  | 41  | 17  |
| ECONOMICS            | 90              | 86  | 85  | 189 | 97   | 9                              | 14  | 4   | 7   | 9   | 42                     | 55  | 58  | 55  | 53  |
| VISUAL ARTS          | 100             | 100 | 100 | 100 | 100  | 9                              | 11  | 3   | 7   | 1   | 9                      | 3   | 7   | 9   | 4   |
| PRIN. OF ACCOUNTS    | 95              | 88  | 93  | 100 | 96.7 | 0                              | 3   | 1   | 3   | 12  | 14                     | 16  | 24  | 22  | 32  |
| MUSIC                | 100             | 100 | 100 | 100 | 100  | 0                              | 1   | 0   | 0   | 1   | 1                      | 2   | 0   | 2   | 0   |
| PUTONGHUA            | 100             | 100 | 100 | 100 |      | 0                              | 1   | 0   | 0   |     | 4                      | 0   | 3   | 3   |     |
| TOTAL:               |                 |     |     |     |      | 119                            | 110 | 73  | 119 | 91  | 524                    | 616 | 626 | 656 | 603 |



## 鳴謝

為慶祝五十周年校慶，本校先後舉辦多項活動，如步行籌款、音樂劇、開放日及出版紀念校刊等。承蒙各方人士慷慨贊助，各活動得以順利完成，謹此致謝。以下為五十周年校慶紀念活動贊助一千元以上人士芳名錄：

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