



東華三院徐展堂學校

TWGHS Tsui Tsin Tong School

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Instagram



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全面升級「徐記人」 All-rounded Enhancement of TTers

校長的話

Principal's Message

24/25學年，是新三年學校發展計劃的開始。本期主題是「全面升級『徐記人』」，為大家介紹學校在新一周期的學校發展計劃內各方面的加強措施，如何讓學生學習變得更好。

首先，學校的首要關注事項是全面加強語文聽說讀寫，包括在語文科引入「每日一詞」計劃、設立寫字階梯。另外，由24/25學年開始，為全校學生安排普通話課及實用英語課。而低口語學生方面，學校會安排測試，並為學生安排「一人一溝通方式」，包括使用溝通簿及不同的輔助溝通工具。

課程方面，本年度學校全面開展人文科、科學科及STEAM科，並修繕德育科。

健康生活態度方面，學校在晨光運動時段、小息、課後活動及健康生活體驗課共安排平均每天累積最少六十分鐘中等至劇烈強度的體能活動。正面價值觀方面，推行「徐記人堅毅特質」計劃，推行「堅毅一分鐘」活動及設有堅毅龍虎榜，希望讓同學成為堅毅的徐記人。

這幾年學校發展生涯規劃的工作，希望藉著「全面升級『徐記人』」計劃，為學生帶來更好的出路。

吳靜雯校長

24/25 school year marks the beginning of a new three-year school development plan. The theme of this issue is "Full Upgrading of 'TSUI People'", which will introduce to you the school's strengthening measures in various aspects of the new cycle of the school development plan - how to make students learn better.

Firstly, the school's top priority is to comprehensively strengthen language listening, speaking, reading and writing. The Language subject introduces a "Word of the Day" scheme and will set up a writing ladder scheme. In addition, starting from the 24/25 academic year, all students will have Putonghua and Functional English classes. For Minimal-verbal students, the school will arrange "one-to-one communication method" for each student, including the use of communication cards and different augmentative and alternative communication tools.

In addition, this year the school has comprehensively implemented Humanities, Science and STEAM subjects, as well as revamping the Moral Education subject. Moreover, the school will enhance healthy lifestyle attitude by arranging an average of at least 60 minutes of moderate to vigorous intensity physical activities per day during morning exercise time, recess breaks, after-school activities and Healthy Lifestyle Experience classes. Lastly, we have implemented the "TSUI People's Perseverance" program, the "One Minute of Perseverance" activity and the Perseverance Leaderboard, hoping to enable students to become perseverant TSUI People.

We hope that through the "Full Upgrade of 'TSUI People'" programme, we can provide students with better prospects.

Principal Aimee



語文科「每日一詞」計劃

Word of the Day



為提升學生閱讀能力，本年度語文科按學階推行「每周一詞」、「每日一詞」、「每日一句」及「每日一篇」，讓學生在課堂以外接觸新詞彙的機會，增加識字量，以及利用網上平台進行共讀，選擇電子讀物及「每日一篇」等資源，以提升閱讀量及識字能力，期望能增強學生的閱讀興趣，促進他們的自主學習和探索精神，並為學生提供多元化的學習體驗，全面提升他們的語文能力。

To enhance students' reading abilities, the Chinese Language Subject has implemented the scheme of "Word of the Week", "Word of the Day" and "Article of the Day" this year, structured according to ability of students in different levels in order to provide students with opportunities to encounter new vocabulary outside the classroom, enhancing their literacy.

Additionally, students will utilize online platforms for shared reading, selecting resources such as e-books and "Article of the Day" to boost their reading volume and literacy skills. The goal is to strengthen students' interest in reading, encourage independent learning and exploration, and provide a diverse learning experience that comprehensively enhances their language abilities.

每日一詞 / 每日一句

勇敢

我們要勇敢地面對挑戰。



語文科「寫字階梯」

Writing Ladder

聽說讀寫 全面加強

Strengthening Students' LSRW Ability

語文科推行「寫字階梯」計劃，為不同學階的學生制定合適的寫字階梯，本計劃旨在提升學生的識字量與寫作能力，特別強調寫字技巧的發展，讓他們在循序漸進的過程中提升寫字能力。

計劃按學生能力設立寫字階梯及寫作階梯，發展各學階寫字及寫作技巧及過關要點。

The Chinese Language Subject implements the "Writing Ladder" program, which establishes appropriate writing ladders for students at different educational levels. This program aims to enhance students' literacy and writing skills, with a particular emphasis on the development of writing techniques, allowing them to improve their writing abilities through a gradual process.

A組：「自己名字自己寫」按學生的書寫能力，製作適合同學的練習，例如虛線或書寫部份筆劃及部件

Group A: For "Writing Your Name," exercises are designed based on students' writing abilities, using tools such as dashed lines or providing partial strokes and components for practice.



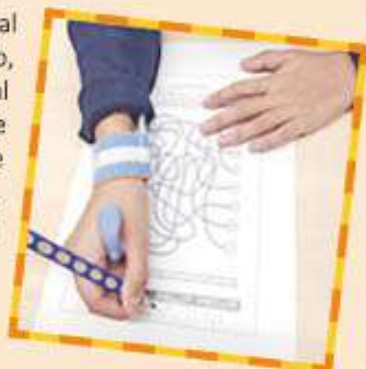
B組：按學生的寫作能力，老師會設計相應的輔助工具，例如以問題引導協助學生寫出句段篇章，逐步減少輔助，提升寫作難度，讓學生掌握寫作的技巧。



Group B: According to students' writing skills, teachers will design appropriate support tools. This may include guiding questions to assist students in writing paragraphs. The level of assistance will be gradually reduced to increase writing difficulty, helping students master writing techniques.

另外，亦持續與職業治療部進行協作，專注在執筆姿勢、手肌發展、手眼協調及空間感等方面，協助學生克服寫字過程中的挑戰，如透過握筆矯正器、三角洞洞粗筆、執筆膠等合適的書寫工具改善學生的握筆姿勢；透過線條練習、摺紙、砌積木、填色等增強學生手眼協調能力。

Additionally, ongoing collaboration with the Occupational Therapy Department focuses on aspects such as pencil grip, hand muscle development, hand-eye coordination, and spatial awareness. This collaboration aims to help students overcome challenges in the writing process. For instance, appropriate writing tools, such as pencil grips, triangular chunky pencils, and writing aids, are provided to improve students' grip posture. Activities like line tracing, origami, building blocks, and coloring are used to enhance students' hand-eye coordination skills.



聽說讀寫 全面加強

Strengthening Students' LSRW Ability

普通話課節

Mandarin



本年度普教中課堂延伸至全校推行，A組及B組學生每周有一節普通話課堂或圖書課，隔周進行。老師會以普通話進行普通話課節，教授單元詞語及日常對答，顯著提升了學生的普通話水平和語言運用能力。

This year, the Mandarin curriculum has been extended to the entire school, with Group A and Group B students having one Mandarin class or library session each week, alternating bi-weekly. Teachers conduct these Mandarin classes in Mandarin, teaching unit vocabulary and daily conversation, which has significantly improved students' proficiency and language skills.

學生在每周的普通話課堂中，透過互動教學，能夠更自信地使用普通話進行交流。老師們精心設計的課程內容，包括單元詞語的學習和日常對話的練習，使學生能夠在實際情境中運用所學，從而提高他們的口語表達能力。

tān wàng ① 探望	gū dan ② 孤單	jī bìng ③ 疾病
shǎo ruò ④ 瘦弱	tiē zài ⑤ 貼在	bīng lěng ⑥ 冰冷
wēn nuǎn ⑦ 溫暖	péi bàn ⑧ 陪伴	zhào guān ⑨ 照顧
fú mó ⑩ 撫摸	àn mó ⑪ 按摩	liáo tiān ⑫ 聊天
cháng qín ⑬ 稱頌	xiǎo shùn ⑭ 孝順	mén mén bù lè ⑮ 悶悶不樂

wǒ dāng shí bù zhī suǒ cuò xiǎo péng you chǎng mian shí fēn hùn lǜn
我當時不知所措，小朋友場面十分混亂。
wǒ dāng shí bù zhī suǒ cuò xìng hǎo yǒu lǎo shī shēn chū zhùan shòu
我當時不知所措，幸好有老師伸出援手。

In the weekly Mandarin classes, students engage in interactive teaching, enabling them to use Mandarin more confidently for communication. The carefully designed course content, which includes learning unit vocabulary and practicing daily dialogues, allows students to apply what they have learned in real-life situations, thereby enhancing their oral expression skills.

實用英語課節

Practical English

為了支持學生的語言學習及日常生活的成長及發展，本年度增設A組實用英語科，並把B組實用英語科發展至高中學習階段。

單元課題主要與日常生活息息相關，令學生更易掌握內容，提升學生對英語的興趣。B組高中更以學生職涯發展及畢業後的社會適應為中心，配合學生畢業後的需要，透過不同的學習活動，增強溝通能力及提升自信。



To support students' language learning and growth in daily life, the Group A Practical English course has been newly introduced this year, and the Group B Practical English course has been extended to the senior secondary level.

The course units focus on topics closely related to daily life, making the content easier for students to grasp and increasing their interest in English. For the senior secondary level in Group B, the focus is centered on students' career development and social adaptation after graduation. Through various learning activities, the course aims to enhance communication skills and boost students' confidence to meet their post-graduation needs.



一人一溝通方式

One person, One communication style

本校為每位學生提供言語治療服務，並為學生進行個別化評估，言語治療師按學生需要及能力製訂合適治療目標，及選取輔助溝通工具，包括：手語、輔助溝通工具(AAC)、圖片交換法(PECS)、溝通簿、Talk Block及Quick Talker，為全校學生安排「一人一溝通方式」。

為所有學生提供治療以改善語言表達、語言理解、發音、聽力、聲線、進食及吞嚥，並為有聽障及吞嚥問題的學生提供更全面照顧，以提升學生日常生活社交及溝通技巧。

School provides speech therapy services for every student and conducts individualized assessments. Speech therapists formulate appropriate treatment goals based on the needs and abilities of the students and select assistive communication tools, including sign language, Augmentative and Alternative Communication (AAC), Picture Exchange Communication System (PECS), communication books, Talk Blocks, and Quick Talkers, arranging "one communication method for each student" for all students.

Speech therapy is provided for all students to improve language expression, language comprehension, pronunciation, hearing, voice quality, eating, and swallowing, and more comprehensive care is offered for students with hearing impairments and swallowing issues to enhance students' social and communication skills in daily life.

提供個別治療或小組治療

Providing individual or group speech therapy



學生使用溝通簿

Student using communication book



不同輔助溝通工具

Different assistive communication



Quick Talker



Go Talk Now



Talk box

人文科

Humanities

人文科課程內容涵蓋個人、社會、人文教育學習領域，強調人文素養的重要性，以協助學生建立穩固的知識基礎，培養正確的價值觀和態度，課程涵蓋六個學習範疇，包括：健康與生活、環境與生活、理財與經濟、社會與公民、國家與我和世界與我；當中共有三大目標，包括：立德樹人、探究學習和連繫生活。

探究學習方面：為學生設計多元化的校內及校外活動，例如：初中學生便到了位於荃灣的投資會理財教育體驗館作參觀，學會金錢管理及正確投資等知識。

連繫生活方面：「時事觸覺事事關心社會心」，每月由小主持進行時事校園直播分享，透過問答比賽增強學生對時事的關心。

The humanities curriculum encompasses personal, social, and humanistic education learning areas, emphasizing the importance of humanistic literacy to help students establish a solid knowledge foundation and cultivate proper values and attitudes. The curriculum covers six learning domains: Health and Life, Environment and Life, Financial Management and Economics, Society and Citizenship, Myself and My Country, and Myself and the World. It has three main objectives: fostering moral integrity, promoting inquiry-based learning, and connecting learning to life.

In terms of inquiry-based learning, diverse activities are designed for students both inside and outside of school. For example, junior high school students visited the Financial Education Experience Center in Tsuen Wan, where they learned about money management and proper investment knowledge.

Regarding connecting learning to life, the theme "Current Affairs Awareness: Caring About Society" is highlighted. Each month, student hosts conduct live broadcasts sharing current affairs on campus, enhancing students' awareness of current events through a quiz competition.



在科學科中，秉持「探新求知、樂學活用、創造未來」的理念，旨在培養學生對科學的好奇心與興趣，通過生動有趣的教學和「動手動腦」的活動，將科學知識與日常生活連結，應用所學解決真實問題。



科學科不僅重視知識的傳授，更強調學生獨立思考的能力。通過多樣化的學習方式，學生將學習如何運用科學的方法探索自然現象，理解背後的原理，並將這些知識應用於日常生活。希望學生在面對問題時，能夠靈活運用所學，提出合理的解決方案。



在課堂上，鼓勵學生針對一些自然現象或事物提出問題，並運用科學方法進行探究。這些問題可以是日常生活中的小疑惑，例如為甚麼船能浮在水面上？為甚麼麵包過期後會發霉？透過觀察、實驗、數據分析和反思，學生將基於證據尋求答案。

科學強調探究精神，讓學生在學習過程中保持客觀、嚴謹和求真的態度。在這樣的環境中，學生不僅能獲得科學知識，還能學會如何進行批判性思考，並與同學分享自己的觀察和結論，培養團隊合作的能力。

課程的目標並不是希望每位學生都成為科學家，或是創造一些偉大的發明，而是希望他們能在日常生活中運用科學的方法來解決問題。例如：學生可以學會測試不同的保存方法，觀察哪些方法能更有效地延長食物的保質期；或是記錄運動前後的心跳速率，了解運動對心臟的影響和身體的反應。通過這些實際的應用，期望學生能更深入理解科學，自信地運用這些知識，並培養科學素養，從而增強他們在生活中的解難能力。

The rationale of Science includes "explore with curiosity," "learn through applying" and "innovate for tomorrow," aiming to cultivate students' curiosity and interest in Science. Through engaging lessons and hands-on activities, we teach students to connect scientific knowledge with daily life and apply what is learned to solve realistic problems.

Science focuses on not only the imparting of knowledge, but also the development of students' independent thinking skills. Through diverse learning approaches, students learn to explore natural phenomena, understand the underlying theories, and apply their knowledge to daily life from a scientific perspective. We hope that our students can apply their knowledge pragmatically and propose reasonable solutions when facing with problems.

In the classroom, we encourage students to raise questions about natural phenomena and investigate them by scientific methods. These questions can be doubts in daily life, for example, why a ship can float on water or why bread molds after its expiration date. Through observation, experiments, data analysis, and reflection, students can seek answers based on evidences.

Science emphasizes the spirit of exploration, as well as an objective, rigorous, and truth-seeking attitude during the learning process. In our lessons, students not only acquire scientific knowledge and critical thinking skills, but also learn to share their observations and conclusions with classmates, fostering teamwork skills.



The goal of our curriculum is neither to make every student a scientist nor an inventor of great creations, but to enable them to solve problems in daily life by applying scientific methods. For example, students learn to test different preservation methods to observe which ones can effectively extend the shelf life of food, or record their heart rate before and after exercise to understand the effects of exercise on the heart and body. Through these practical applications, we hope that our students are able to gain a deeper understanding of Science, apply their knowledge confidently, develop scientific literacy, and improve their problem-solving skills in everyday life.



STEAM是結合科學(Science)、科技(Technology)、工程(Engineering)、藝術(Art)及數學(Mathematics)的跨領域學習模式。本課程旨在培養學生「活學活用」的能力，以解決實際生活問題為導向。透過跨學科整合學習、實踐操作、感官體驗、生活應用及探究解難，培養學生的運算思維和解難能力，同時啟發其創新思維和設計思維。在學習過程中，我們不僅注重培養學生關注社會議題的意識，更著重建立堅毅不拔的精神，為迎接未來科技發展的挑戰做好準備。

在STEAM的跨學科領域中，每個學科均發揮其獨特作用：科學科著重培養學生運用科學理論，透過假設、實驗、驗證等系統性過程進行探究；數學科引導學生運用多元方法收集、統計和分析數據，掌握統計視覺化技巧，培養數據素養和表達能力；視藝科將藝術元素融入產品設計中，引導學生運用創意思維解決生活問題；而資訊科技科則透過動手建造、設計和操作簡單機械並編寫電腦程式，讓學生深入理解機械原理，發展邏輯思維能力。

課程以跨學科專題研習為主軸，每個單元均圍繞特定主題設計。以「森林大火中的動物過河橋」專題為例，學生需要設計一座橋樑，過程中需要綜合考慮橋樑的承重需求、建材選擇標準及支撐點的最佳分佈等多個層面。在研習過程中，學生從觀察識別問題開始，進行創意構思和產品設計，繼而製作原型、測試及改良。透過小組協作討論和研究探索，學生得以綜合運用跨學科知識進行自主學習，同時培養團隊合作精神。

STEAM is an interdisciplinary learning approach that integrates Science, Technology, Engineering, Art, and Mathematics. This curriculum aims to cultivate students' ability to apply knowledge in real-world contexts, with an emphasis on practical problem-solving. Through interdisciplinary learning, hands-on experiences, sensory engagement, practical applications, and inquiry-based problem-solving, students develop computational thinking and problem-solving capabilities while fostering innovative and design thinking mindsets. The learning process not only raises students' awareness of social issues but also builds resilience in preparation for future technological challenges.

In the interdisciplinary domains of STEAM, each subject plays a unique role: Science emphasizes the application of scientific theories through hypothesis formation, experimentation, and verification; Mathematics enables students to collect, analyze, and interpret data using diverse methods, master statistical visualization techniques, and develop data literacy and communication skills; Visual Arts integrates artistic elements into product design, guiding students to apply creative thinking in solving real-life problems; while Information Technology involves hands-on construction, design and operation of simple machines, and computer programming, helping students understand mechanical principles while developing logical thinking abilities.

Classes are structured around interdisciplinary project-based learning, with each unit designed around specific themes. For instance, in the "Forest Fire Animal Bridge" project, students need to design a bridge while considering factors such as load-bearing requirements, material selection criteria, and optimal support point distribution. Throughout the project, students progress from problem identification through observation to concept development and product design, followed by prototyping, testing, and refinement. Through group discussions and research, students integrate cross-disciplinary knowledge in their independent exploration while developing collaborative skills.



德育科修繕 Moral Education



在教與學方面，德育科緊貼教育局價值觀教育，以培育學生十二種首要的價值觀和態度作導向，配合不同單元的價值觀主題，按「知、情、意、行」推進課堂。於「知」及「情」階段，透過故事、生活例子教導學生明白價值觀的意思。於「意」及「行」階段，透過體驗式活動深化學生的內在情感並於生活中實踐所學，例如：老師與價值教育組合作，推行「堅毅一分鐘」活動，讓學生從過程中不斷嘗試挑戰不同的任務，感受堅持不放棄及「堅毅」的精神。除了培育學生正確的價值觀和態度外，亦幫助他們在成長的不同階段，當遇上難題的時候，懂得以正確的態度去解決事情及待人接物等。

在評估學習方面，運用德育手冊內容，讓學生同儕、老師及家長三方面以文字、圖像等方式具體記錄學生的表現，而科任亦會於上、下學期以摘寫科評的形式作評估，具體描述學生在德育方面的發展。



In terms of teaching and learning, Moral Education closely aligns with Education Bureau's education framework, focusing on nurturing students' development of twelve key values and attitudes as its very first direction. This is integrated with different units focused on value themes, advancing the classroom experience through the "knowledge, feelings, volitional, and actions" framework. In the "knowledge and feelings" learning stages, students are taught the meaning of values through stories and real-life examples. In the "volitional and actions" learning stages, experiential activities deepen students' internal feelings and guide them to practice what they have learned in their daily lives. For example, teachers collaborate with the Values Education Team in our school to implement the "One Minute of Perseverance" activity, where students continuously try to tackle different tasks, experiencing the spirit of perseverance and "grit." This not only cultivates correct values and attitudes in students but also helps them develop the right mindset to solve problems and interact with others at various stages of their growth when facing challenges.

In terms of assessing learning, the moral education handbook is utilized, allowing peers, teachers, and parents to document student performance in specific ways, such as text and images. Subject teachers will also conduct evaluations at the beginning and end of the school year in the form of written assessments, providing a detailed description of students' development in moral education.



活力四射 擁抱健康生活

Radiating Vitality and Embracing a Healthy Lifestyle

MVPA60

「MVPA 60」是指配合世界衛生組織對兒童及青少年應在每星期平均每天累積最少六十分鐘中等至劇烈強度的體能活動的建議，學校須透過多元化的體育活動，發展學生體育技能和提升他們的體適能，讓他們獲取相關的活動知識，以及培養正面的價值觀和態度，從而建立恆常運動的習慣。

本校十分著重學生的健康及運動習慣，制定有關發展活躍及健康校園時間表。

"MVPA 60" refers to the recommendation that children and adolescents should accumulate at least 60 minutes of moderate to vigorous physical activity per day on average each week, in accordance with the World Health Organization guidelines. Schools are required to develop students' physical skills and enhance their fitness through a variety of physical activities. This helps students gain relevant activity knowledge and cultivate positive values and attitudes, ultimately establishing a habit of regular exercise.

Our school places great emphasis on students' health and exercise habits, and has developed a schedule dedicated to promoting an active and healthy campus.



時間表 Timetable

時段 Time Slot	內容 Activities
班主任課晨光運動時段 Morning Exercise Session (15分鐘)	早操套路／運動伸展+體適能／樓梯訓練／晨跑 Morning exercise routine/stretching + fitness/stair training/ morning run
第一小息+第三小息 (5分鐘+5分鐘) 共10分鐘 First Break + Third Break (5 minutes+5 minutes) 10 minutes total	毛巾操、護脊操 Towel exercise/spine protection exercise
午間小息 (35分鐘) Lunch Break (35 minutes)	自選小息活動 乒乓球、籃球、足球、短跑、舞蹈 Self-selected activities: Table tennis, basketball, soccer, sprinting, dance
課後活動 (60分鐘) After-School Activities (60 minutes)	乒乓球隊／滾球隊／游泳隊／舞蹈隊／田徑隊／長跑隊 籃球班／足球體驗班／滾軸溜冰班 Table tennis team/roller skating team/swimming team/ dance team/track and field team/long-distance running team Basketball class/soccer experience class/roller skating class
恆常體育課 (每星期2堂共60分鐘) Regular Physical Education Classes (Twice a week for a total of 60 minutes)	按學階及單元 Varied activities based on grade level and units
大型體育活動 Large-Scale Sports Events	聯校運動會／學校親子活動／校內外運動比賽 Inter-school sports day /school parent-child activities/ Intra and inter-school sports competitions



運動龍虎榜

Sport Leaderboard Reward

運動龍虎榜目的是鼓勵學生及營造正向的競爭氛圍，龍虎榜張貼於地下操場，為學生每天上學必經之處。透過龍虎榜的形式展示學生的成績，有效提升學生成就感。此外，友好的競爭環境能激勵學生突破自我。

運動龍虎榜內的項目有耐力跑（小學組六分鐘、中學組九分鐘）、折返跑（二乘二十2米）及眼明手快（三十秒內擲豆袋入籃），有關項目由體育老師於體育課時記錄，每單元一次進行更新。

The objective of the Sports Leaderboard is to encourage students and create a positive competitive atmosphere. The leaderboard is posted in the underground playground, a location that students pass through daily on their way to school. By displaying students' achievements in this manner, it effectively enhances their sense of accomplishment. Moreover, a friendly competitive environment can motivate students to surpass their own limits.

The sports leaderboard includes endurance running (6 minutes for primary school students, 9 minutes for secondary school students), shuttle run (2X20 meters), and quick hands (throwing bean bags into a basket within 30 seconds). These activities are recorded by physical education teachers during physical education classes, with updates once per term.

耐力跑

小學 6分鐘

A組		B組	
男	女	男	女
1. 6A 劉俊豪 840 米	1. 6A 馮曉琳 360 米	1. 2B 何梓軒 1080 米	1. 2B 鄧子軒 730 米
2. 6A 何卓豪 840 米	2. 2A 何卓豪 430 米	2. 6B 鄧曉輝 870 米	2. 6B 鄧曉輝 720 米
3. 6A 林漢輝 890 米	3. 2A 何卓豪 330 米	3. 6B 鄧曉輝 870 米	3. 2B 鄧子軒 660 米
4. 2A 何卓豪 530 米	4. 2A 何卓豪 300 米	4. 6B 鄧曉輝 870 米	4. 6B 鄧曉輝 660 米
5. 6A 馮曉琳 450 米	5. 2A 何卓豪 300 米	5. 6B 鄧曉輝 870 米	5. 6B 鄧曉輝 660 米
6. 2A 何卓豪 400 米	6. 6A 馮曉琳 300 米	6. 6B 鄧曉輝 870 米	6. 6B 鄧曉輝 660 米
7. 6A 馮曉琳 420 米	7. 3A 何卓豪 100 米	7. 6B 鄧曉輝 870 米	7. 6B 鄧曉輝 660 米
8. 6A 馮曉琳 360 米	8. 6A 馮曉琳 300 米	8. 6B 鄧曉輝 870 米	8. 6B 鄧曉輝 660 米
9. 6A 馮曉琳 300 米	9. 6A 馮曉琳 300 米	9. 6B 鄧曉輝 870 米	9. 6B 鄧曉輝 660 米
10. 6A 馮曉琳 250 米	10. 6A 馮曉琳 300 米	10. 6B 鄧曉輝 870 米	10. 6B 鄧曉輝 660 米

折返跑2x20米

小學

A組		B組	
男	女	男	女
1. 6A 馮曉琳 0:00:45	1. 6A 馮曉琳 0:00:50	1. 2B 何梓軒 0:00:30	1. 2B 鄧子軒 0:00:42
2. 6A 馮曉琳 0:00:50	2. 6A 馮曉琳 0:00:50	2. 2B 何梓軒 0:00:42	2. 2B 鄧子軒 0:00:48
3. 6A 馮曉琳 0:00:50	3. 6A 馮曉琳 0:00:50	3. 2B 何梓軒 0:00:42	3. 2B 鄧子軒 0:00:48
4. 6A 馮曉琳 0:00:50	4. 6A 馮曉琳 0:00:50	4. 2B 何梓軒 0:00:42	4. 2B 鄧子軒 0:00:48
5. 6A 馮曉琳 0:00:50	5. 6A 馮曉琳 0:00:50	5. 2B 何梓軒 0:00:42	5. 2B 鄧子軒 0:00:48
6. 6A 馮曉琳 0:00:50	6. 6A 馮曉琳 0:00:50	6. 2B 何梓軒 0:00:42	6. 2B 鄧子軒 0:00:48
7. 6A 馮曉琳 0:00:50	7. 6A 馮曉琳 0:00:50	7. 2B 何梓軒 0:00:42	7. 2B 鄧子軒 0:00:48
8. 6A 馮曉琳 0:00:50	8. 6A 馮曉琳 0:00:50	8. 2B 何梓軒 0:00:42	8. 2B 鄧子軒 0:00:48
9. 6A 馮曉琳 0:00:50	9. 6A 馮曉琳 0:00:50	9. 2B 何梓軒 0:00:42	9. 2B 鄧子軒 0:00:48
10. 6A 馮曉琳 0:00:50	10. 6A 馮曉琳 0:00:50	10. 2B 何梓軒 0:00:42	10. 2B 鄧子軒 0:00:48

眼明手快 於30秒內把豆袋擲到指定位置

小學 距離3米

A組		B組	
男	女	男	女
1. 2A 何卓豪 3個	1. 6A 馮曉琳 3個	1. 2B 何梓軒 5個	1. 2B 鄧子軒 5個
2. 2A 何卓豪 3個	2. 6A 馮曉琳 3個	2. 2B 何梓軒 5個	2. 2B 鄧子軒 5個
3. 2A 何卓豪 2個	3. 6A 馮曉琳 3個	3. 2B 何梓軒 5個	3. 2B 鄧子軒 5個
4. 6A 馮曉琳 2個	4. 6A 馮曉琳 3個	4. 2B 何梓軒 5個	4. 2B 鄧子軒 5個
5. 6A 馮曉琳 2個	5. 6A 馮曉琳 3個	5. 2B 何梓軒 5個	5. 2B 鄧子軒 5個
6. 6A 馮曉琳 2個	6. 6A 馮曉琳 3個	6. 2B 何梓軒 5個	6. 2B 鄧子軒 5個
7. 6A 馮曉琳 2個	7. 6A 馮曉琳 3個	7. 2B 何梓軒 5個	7. 2B 鄧子軒 5個
8. 6A 馮曉琳 2個	8. 6A 馮曉琳 3個	8. 2B 何梓軒 5個	8. 2B 鄧子軒 5個
9. 6A 馮曉琳 2個	9. 6A 馮曉琳 3個	9. 2B 何梓軒 5個	9. 2B 鄧子軒 5個
10. 6A 馮曉琳 2個	10. 6A 馮曉琳 3個	10. 2B 何梓軒 5個	10. 2B 鄧子軒 5個

中學 9分鐘

A組		B組	
男	女	男	女
1. 6A 馮曉琳 1080 米	1. 2A 何卓豪 600 米	1. 2B 何梓軒 1600 米	1. 2B 鄧子軒 950 米
2. 2A 何卓豪 800 米	2. 2A 何卓豪 600 米	2. 2B 何梓軒 1600 米	2. 2B 鄧子軒 950 米
3. 2A 何卓豪 840 米	3. 2A 何卓豪 600 米	3. 2B 何梓軒 1600 米	3. 2B 鄧子軒 950 米
4. 2A 何卓豪 840 米	4. 2A 何卓豪 600 米	4. 2B 何梓軒 1600 米	4. 2B 鄧子軒 950 米
5. 2A 何卓豪 840 米	5. 2A 何卓豪 600 米	5. 2B 何梓軒 1600 米	5. 2B 鄧子軒 950 米
6. 2A 何卓豪 840 米	6. 2A 何卓豪 600 米	6. 2B 何梓軒 1600 米	6. 2B 鄧子軒 950 米
7. 2A 何卓豪 840 米	7. 2A 何卓豪 600 米	7. 2B 何梓軒 1600 米	7. 2B 鄧子軒 950 米
8. 2A 何卓豪 840 米	8. 2A 何卓豪 600 米	8. 2B 何梓軒 1600 米	8. 2B 鄧子軒 950 米
9. 2A 何卓豪 840 米	9. 2A 何卓豪 600 米	9. 2B 何梓軒 1600 米	9. 2B 鄧子軒 950 米
10. 2A 何卓豪 840 米	10. 2A 何卓豪 600 米	10. 2B 何梓軒 1600 米	10. 2B 鄧子軒 950 米

中學

A組		B組	
男	女	男	女
1. 2A 何卓豪 0:00:42	1. 2A 何卓豪 0:00:42	1. 2B 何梓軒 0:00:38	1. 2B 鄧子軒 0:00:24
2. 2A 何卓豪 0:00:42	2. 2A 何卓豪 0:00:42	2. 2B 何梓軒 0:00:38	2. 2B 鄧子軒 0:00:24
3. 2A 何卓豪 0:00:42	3. 2A 何卓豪 0:00:42	3. 2B 何梓軒 0:00:38	3. 2B 鄧子軒 0:00:24
4. 2A 何卓豪 0:00:42	4. 2A 何卓豪 0:00:42	4. 2B 何梓軒 0:00:38	4. 2B 鄧子軒 0:00:24
5. 2A 何卓豪 0:00:42	5. 2A 何卓豪 0:00:42	5. 2B 何梓軒 0:00:38	5. 2B 鄧子軒 0:00:24
6. 2A 何卓豪 0:00:42	6. 2A 何卓豪 0:00:42	6. 2B 何梓軒 0:00:38	6. 2B 鄧子軒 0:00:24
7. 2A 何卓豪 0:00:42	7. 2A 何卓豪 0:00:42	7. 2B 何梓軒 0:00:38	7. 2B 鄧子軒 0:00:24
8. 2A 何卓豪 0:00:42	8. 2A 何卓豪 0:00:42	8. 2B 何梓軒 0:00:38	8. 2B 鄧子軒 0:00:24
9. 2A 何卓豪 0:00:42	9. 2A 何卓豪 0:00:42	9. 2B 何梓軒 0:00:38	9. 2B 鄧子軒 0:00:24
10. 2A 何卓豪 0:00:42	10. 2A 何卓豪 0:00:42	10. 2B 何梓軒 0:00:38	10. 2B 鄧子軒 0:00:24

中學 距離4米

A組		B組	
男	女	男	女
1. 2A 何卓豪 10個	1. 6A 馮曉琳 4個	1. 2B 何梓軒 10個	1. 2B 鄧子軒 1個
2. 2A 何卓豪 8個	2. 6A 馮曉琳 4個	2. 2B 何梓軒 10個	2. 2B 鄧子軒 1個
3. 2A 何卓豪 6個	3. 6A 馮曉琳 4個	3. 2B 何梓軒 10個	3. 2B 鄧子軒 1個
4. 2A 何卓豪 6個	4. 6A 馮曉琳 4個	4. 2B 何梓軒 10個	4. 2B 鄧子軒 1個
5. 2A 何卓豪 6個	5. 6A 馮曉琳 4個	5. 2B 何梓軒 10個	5. 2B 鄧子軒 1個
6. 2A 何卓豪 6個	6. 6A 馮曉琳 4個	6. 2B 何梓軒 10個	6. 2B 鄧子軒 1個
7. 2A 何卓豪 6個	7. 6A 馮曉琳 4個	7. 2B 何梓軒 10個	7. 2B 鄧子軒 1個
8. 2A 何卓豪 6個	8. 6A 馮曉琳 4個	8. 2B 何梓軒 10個	8. 2B 鄧子軒 1個
9. 2A 何卓豪 6個	9. 6A 馮曉琳 4個	9. 2B 何梓軒 10個	9. 2B 鄧子軒 1個
10. 2A 何卓豪 6個	10. 6A 馮曉琳 4個	10. 2B 何梓軒 10個	10. 2B 鄧子軒 1個

健康生活體驗課 Healthy Living Experience Classes

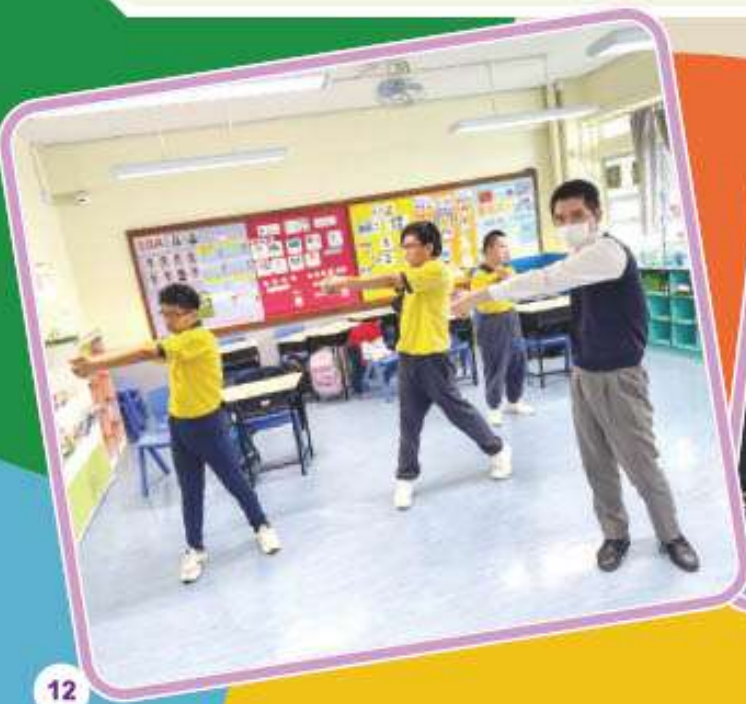
為增加學生參與體育活動的機會，建立一個有規律的運動健康生活方式，本年度設有「健康生活體驗課」，於星期三的第一及二堂進行。

健康生活體驗課把全校學生分為二十組，並編排十五項不同的運動項目，當中的項目有傳統的運動項目，包括：籃球、滾球、足球、乒乓球、跳舞、體操、歷奇、運動伸展，並引入新興運動，如：芬蘭木柱及柔力球。當中，毛巾操班及浮條操班，由老師及學生自選音樂，運用毛巾或浮條創作及編排不同動作。同一課堂時段，更設有「普及游泳班」，由本校老師及外聘教練與學租上課。四個學階學生會輪流於學年，分為四個單元外出進行游泳課，期望每位學生也曾嘗試游泳！

To enhance students' opportunities to participate in sports activities and to establish a regular active and healthy lifestyle, a "Healthy Living Experience Classes" has been introduced this year. It will be conducted during the first two periods on Wednesdays.

In the Healthy Living Experience Classes, all students are divided into 20 groups and participate in 15 different sports activities. These activities include traditional sports like basketball, roller skating, soccer, table tennis, dance, gymnastics, orienteering, and stretching exercises as well as new sports such as Finnish log and soft ball. Additionally, there are towel exercise classes and floating bar exercise classes where teachers and students select music and create different movements using towels or floating bars.

During the same class periods, a swimming class is also available, taught by our school teachers and external coaches alongside the students. Students from all four key stages will rotate throughout the academic year, divided into four units, to participate in off-site swimming lessons. It is hoped that every student to have the opportunity to try swimming!



晨光運動時段 Morning Exercise Session

晨光運動時段設於是於班主任課中，並為時十五分鐘。班別會根據時間表到不同地方進行運動，當中的項目有折返跑、伸展運動配體適能、步行樓梯及早操，以每星期為一個循環時間表。

The Morning Exercise Session is held during the homeroom period and lasts for fifteen minutes. Classes will go to different locations for exercise according to the schedule. The activities include shuttle runs, stretching exercises with fitness components, stair walking, and morning calisthenics. This routine follows a weekly cycle.

	星期一	星期二	星期三	星期四	星期五
2A, 3A, 5A, 6A 10B, 11B, 12B	升旗禮	跑圈 (地下操場)	伸展運動 (課室)	步行樓梯 (各種層)	早操 (地下操場)
7A, 8A, 9A, 2B, 6B 7B, 9B	升旗禮	伸展運動 (課室)	步行樓梯 (各種層)	跑圈 (地下操場)	
10A, 11A, 11A2 12A1, 12A2	升旗禮	步行樓梯 (各種層)	跑圈 (地下操場)	伸展運動 (課室)	

以小組進行的項目有折返跑、伸展運動配體適能及步行樓梯，而逢星期五全校均會集合到操場，一同進行早操運動。

Group activities include shuttle runs, stretching exercises with fitness components, and stair walking. Every Friday, the entire school gathers on the playground to participate in morning calisthenics exercises together.

伸展運動 Stretching Exercises



折返跑 Shuttle Runs



早操運動

Morning Calisthenics Exercises



步行樓梯

Stair Walking



堅毅不懈 迎接挑戰

Embracing Challenges with Perseverance

堅毅一分鐘

One Minute of Perseverance



為更有效地建立學生正向的價值觀和態度，本校的關注事項二訂為「深化正面價值觀和態度，並提升中華美德的認識」，在此大目標下，學校現推出「徐記人堅毅特質」計劃，計劃現階段正推行「堅毅一分鐘」活動，各學階有不同的挑戰任務：初小學生挑戰疊積木、高小學生挑戰疊杯、初中學生挑戰搖搖、高中A組學生挑戰乒乓球、高中B組學生挑戰劍球。

各挑戰有不同的難度，學生成功後可加強難度，讓學生有新的目標繼續完成一分鐘挑戰。如未能成功做到挑戰要求，老師會鼓勵學生在一分鐘內繼續嘗試。老師持續觀察學生進行時的表現，更會定期邀請有特別表現的學生到校園直播進行即時的表演，各學階最出色的學生更會成為「堅毅擂台台主」。

豐富及有趣的活動安排中，目的並不在於要求學生於短時間內做到突出的表現，計劃期望學生能從活動中體驗「堅毅」的精神，並在實踐當中讓學生明白堅毅的重要。在未來，老師更希望學生能將堅毅的價值觀在生活不同的場景中靈活運用，做個「堅毅的徐記人」。

To effectively cultivate positive values and attitudes among students, our school has set its focus on "Deepening Positive Values and Attitudes, and Enhancing Awareness of Chinese Virtues." Under this overarching goal, we implement the "Perseverance Traits of TTT People" program, which currently includes the "One Minute of Perseverance" activity. Different student levels will face unique challenges:

- Primary School Students: Stack blocks
- Upper Primary Students: Stack cups
- Junior Secondary Students: YO YO
- Senior Secondary Group A Students: Table tennis
- Senior Secondary Group B Students: Kendama



Each challenge presents varying levels of difficulty. Upon successful completion, students can increase the difficulty to set new goals for their one-minute challenges. If a student is unable to meet the challenge requirements, teachers will encourage them to keep trying within the minute. Teachers will continuously observe student performance and regularly invite those with exceptional skills to perform live on campus. The most outstanding students from each level will earn the title of "Perseverance Champion."

The diverse and engaging activities are not aimed at achieving outstanding performances in a short time but rather at allowing students to experience what "perseverance" means and understand its importance through practice. In the future, teachers hope students will apply the value of perseverance flexibly in various life situations and become "Perseverant TTT People."



堅毅龍虎榜

Perseverance Leaderboard

學生在學校大部分的時間都在上課學習，為全面加強「徐記人」的堅毅特質，更設計了「堅毅龍虎榜」。龍虎榜的設計用意在於期望在校園不同的場景中，老師也能有不同的工具去正面加強學生的堅毅價值觀，從而達至全面建立「堅毅的徐記人」。



As students spend most of their time in class learning, we have also designed the "Perseverance Leaderboard" to comprehensively enhance the perseverance traits of "TTT People." The purpose of the leaderboard is to provide teachers with different tools to positively reinforce students' perseverance values in various campus scenarios, thereby fully establishing "Perseverant TTT People."

暑期活動 Summer activity

每逢暑假，都是學生們最為期待及興奮的時間。一個漫長的暑假展開，可以計劃不同活動，放鬆身心，好好舒展一下。今年暑假得到王定一先生撥款贊助宿舍的暑期活動，實現宿生們的夢想之旅，讓我們的宿生體驗一個不一樣的暑假！

Every summer holiday is the time that students are most looking forward to and excited about. As a long summer vacation begins, we can put down our books temporarily, design different summer activities, and have a good stretch. This summer, we received funding from Mr. Wang Eddie to sponsor the summer activities in our boarding section, realizing the dream trip of our boarders and allowing our boarders to experience a different summer vacation!



宿舍動向 Boarding Section Updates



中秋活動

Mid-Autumn Festival Activity

東華三院董事局撥款贊助本宿舍中秋活動，於大埔Lake House舉行「中秋星願親子聚」活動，一同製作水燈、乘坐小船賞月及共享豐富的晚餐，讓宿生與家長共享中秋團圓的時光。

The Board of Directors of Tung Wah Group of Hospitals has allocated funds to sponsor the Mid-Autumn Festival activities in our Boarding Section. The "Mid-Autumn Star Wish Parent-child Gathering" was held at Lake House at Tai Po. We made water lanterns, took a boat to admire the moon and had a rich dinner, so that boarders and parents could enjoy the Mid-Autumn Festival together.



宿舍本學期新措施

Boarding section arrangements updated

宿生的宿費及零用金現升級為全面電子支付。由本學年起，已全面開通電子支付服務，宿生的宿費及零用金可以自動轉帳形式繳交，為同學及家長提供更便捷的繳費體驗。

We are pleased to announce that accommodation fee and allowance payments have been upgraded to a fully electronic payment system.

Starting from this academic year, we have fully implemented electronic payment services. Students' accommodation fee and allowances can now be paid via automatic bank transfer, providing a more convenient payment experience for both students and parents.



報告事項 Report Items

上海馬拉松體育交流團2024/25

Shanghai Marathon Sports Exchange 2024/25

經費由教育局「姊妹學校計劃」及「MVPA60」資助。是次本校學生參加了「滬港攜手 啟智未來 2024上馬啟智兒童慈善跑」。藉此機會，與上海市董李鳳美康健學校締結為姊妹學校。

The funding for this program comes from the Education Bureau's "Sister School Scheme" and "MVPA60 Scheme". Our students participated in the Marathon Charity Run. This event also provided an opportunity to establish a sister school relationship with Shanghai Dong Li Feng Mei Kan Jian School.



姊妹學校簽約儀式

东华三院松玉星學校 - 上海市长宁区辅读学校
东华三院徐展堂學校 - 董李凤美康健學校



2024第三屆「心啟航盃」全國孤獨症青少年足球邀請賽

2024 3rd "Heart Voyage Cup" National Autism Youth Football Invitational Tournament

2024年12月1日至2日於福州市舉辦，共有來自福州、香港、武漢、南昌、合肥、寧波、惠州、溫州、梧州、莆田等13支足球隊參加比賽，而本校奪得青年組第5組。



The tournament was held in Fuzhou from December 1 to 2, 2024, with 13 football teams participating from various cities including Fuzhou, Hong Kong, Wuhan, Nanchang, Hefei, Ningbo, Huizhou, Wenzhou, Wuzhou, and Putian. Our school achieved 5th place in the youth division.

學校同事介紹 School Team Members

校長、副校長、主任
Principal, Vice Principal and Head Teacher



後排左起：

盧志穎主任、陳潤華主任、余遜良主任、林浩怡主任、
林俊亨主任、施天信主任

前排左起：

杜幸明主任、邱舒敏主任、潘楚慧副校長、吳靜雯校長、
龐詠峯副校長、陳彥彤主任、陳敏章主任

Back row from left:

Mr Lo Chi Wing, Mr Chan Yun Wa, Mr Yu Tim Leung, Mr Lam Ho Yi,
Mr Lam Chun Hang, Mr Sze Tin Shun

Front row from left:

Ms To Hang Ming, Ms Yau Shu Man, Ms Poon Cho Wai (Vice Principal),
Ms Ng Ching Man (Principal), Mr Pong Siu Fung (Vice Principal),
Ms Chan Yin Tung, Ms Chan Man Cheung

B組小學班主任
Class teachers of Primary Group B



由左至右：
(2B)吳文謙老師、李舒婷老師、梁思敏老師
(6B)邱舒敏主任、黃啟航老師

From left:
(2B) Mr Ng Man Him, Ms Li Shu Ting, Ms Leung Sze Man
(6B) Ms Yau Shu Man, Mr Wong Kai Hong

B組中學班主任
Class teachers of Secondary Group B



由左至右：
(12B)羅朗然老師、林燕虹老師 (11B)李灝山老師、陳苟初老師
(10B)許冠男老師、丁潔欣老師 (9B)楊兆匡老師、羅少冰老師
(7B)周澤眾老師、楊文鳳老師

From left:
(12B) Mr Chak Long Yin, Ms Lam Yin Hung (11B) Mr Li Ho Shan, Ms Chan Cheuk Ying
(10B) Mr Hui Koon Nam, Ms Ting Lok Yan (9B) Mr Yeung Siu Hong, Ms Law Siu Ping
(7B) Mr Zhou Zezhong, Ms Yeung Man Fung

A組小學班主任
Class teachers of Primary Group A



由左至右：
(6A)謝沅婷老師、呂達勝老師
(5A)陳麗慈老師、劉燕婷老師
(3A)關翠姿老師、梁沅婷老師、梁碩儒老師
(2A)杜幸明主任、陸芷茹老師、李玉瑜老師

From left:
(6A) Ms Tse Yuen Ting, Mr Lu Ta Sheung
(5A) Ms Chan Oi Chi, Ms Lau Yin Ting
(3A) Ms Kwan Tsui Chi, Ms Leung Yuen Ting,
Mr Leung Shek Kiu Manfred
(2A) Ms To Hang Ming, Ms Lu Zhi Ru, Ms Lee Yuk Yu

A組中學班主任
Class teachers of Secondary Group A



後排左起：
(12A2)林璧全老師、裴上賢老師(12A1)楊家榮老師、
蔡可兒老師、麥凱鈞老師(11A2)陳紹賢老師、周鈺梅老師
(11A1)江麗老師、莊慶華老師

前排左起：
(10A)簡漢諾老師、翁沛霆老師(9A)李德成老師、
楊靖柔老師(8A)黃佩瑜老師、伍祈諾老師、霍健康老師
(7A)盧志騰主任、陳若欣老師

Back row from left:
(12A2) Mr Lam Siu Chuen, Mr Kau Sheung Yuen (12A1) Mr Yeung Ka Shun,
Ms Lai Ho Yee, Ms Mai Hoi Kwan (11A2) Mr Chan Siu Yin, Ms Chau Yuk Mui,
(11A1) Ms Jiang Yan, Mr Chong Hing Wah

Front row from left:
(10A) Mr Kan Hon Lok, Ms Yung Pui Tung (9A) Mr Li Tak Shing,
Ms Yeung Ching Yau (8A) Ms Wong Pui Yu, Mr Ng Ki Nok,
Mr Chak Kin Hong (7A) Mr Lo Chi Wing, Ms Chan Yeuk Yan

職業治療部
Occupational Therapy Department



由左至右：
胡麗芳、潘百鍊

From left:
Ms Wu Lai Fong, Mr Pun Pak Lin

社工
Social Worker



由左至右：
陳年威、羅潔雯、劉麗婷

From left:
Mr Chan Lin Wai, Ms Law Kit Man,
Ms Lau Lai Ting

學校同事介紹

School Team Members

教學助理 Teacher assistant



由左至右：
余美蘭老師、梁德詩老師、黃麗玲老師、布桂嫻老師
From left:
Ms Yu Mei Lan, Ms Leung Tak Sze, Ms Wong Nga Ling, Ms Po Kwai Mei

校護 School Nurse



黃嘉雯
Ms Wong Ka Man

司機 School Driver



由左至右：
游偉光、譚穎洲
From left:
Mr Yau Wai Kwong, Mr Tam Wing Chow

校務處 School Office



由左至右：
李映文、蔡海靈、朱婉筠行政主任、張金鳳
From left:
Ms Ji Ying Wen, Ms Cai Hailing, Ms Chu Yuen Kwan(School Executive Officers),
Ms Chang Kam Fong

工友 School Caretaker



由左至右：
黃巧明、蔡秀傳、李麗妹、黃惠玲、朱寶琴、蘇秀嫻
From left:
Ms Huang Qiao Ming, Ms Tsoi Sau Chuen, Ms Li Kan Mui,
Ms Wong Wai Ling, Ms Chu Po Kam, Ms Su Xiu Mei

宿舍同事介紹

Boarding Section Team Members

副舍監 Assistant Warden



由左至右：
莫惠邦、黃健平
From left:
Mr Mok Wai Bong, Ms Lagrange Wong Kin Ping

宿舍家長主管 Houseparent-incharge



由左至右：
羅君豪、張熾傑、陳浩麟
From left:
Mr Lo Kwan Ho, Mr Cheung Chun Kit, Mr Chan Ho Lun

徐堂家事

TTT Family News

宿舍職員 Housepar



由左至右：
王志輝、任曉慧、卓彥彤、王鎮邦、區曉樺、
潘志華、張國輝

From left:
Mr Wong Chi Wai, Ms Yam Hiu Wai, Ms Cheuk Yin Tung,
Mr Wong Chun Pong, Mr Au Hiu Wah, Mr Pun Chi Wa,
Mr Cheung Kowk Fai

活動策劃員 Programme Worker



由左至右：
殷素霞、林貴權

From left:
Ms Yan So Har,
Mr Lam Kwai Kuen

註冊護士 Registered Nurse



由左至右：
黃凱婷、謝嘉澄、陳頌玲、陶靈晴

From left:
Ms Wong Hoi Ting, Mr Tse Ka Ching,
Ms Chan Victoria Louise Chun Ling, Ms Tao Oi Ching

廚師 Cook



由左至右：
吳俊偉、陳廣銘、麥國權

From left:
Mr Ng Chun Wai, Mr Chan Kwong Ming,
Mr Mak Kwok Kuen

個人照顧工作員 Personal Care Worker



由左至右：
蔡金好、趙淑芳

From left:
Ms Choi Kam Ho,
Ms Chau Shuk Fong

辦公室同事 Office Staff



由左至右：
郭玉珍、詹欣怡

From left:
Ms Kwok Yuk Chun,
Ms Tsim Yan Yi

看守員 Watchman



由左至右：
梁月華、符史光

From left:
Ms Leung Yuet Wah,
Mr Fu Sze Kong

學校助理 School Helper



由左至右：
張桂麗、洪英儀、楊淑文、陳文傑、施愛玲、
陳春華

From left:
Ms Cheung Kwai Lai, Ms Hung Ying Lai, Ms Yeung Shuk Man,
Mr Chan Man Kit, Ms Sze Oi Ling, Ms Chan Chun Wa

喜訊

Joyful Announcement

恭喜

丁潔欣老師新婚
Congratulations to Ms
Tina Lok Yan on her recent
nuptials



