



Foreword 前言

SKH Tsoi Kung Po Secondary School is a second home for teenagers. It is a gateway to knowledge and truth, a chamber to nurse love and care, a testing ground for trial and error, a seat for discovery and experimentation and a base for practice and rehearsals. In other words, it is a platform for our students to shine and excel.

It is here that teachers act as surrogate parents to guide, instruct and impart their knowledge and experience to help students grow with their peers collaboratively.

We treat students as our children by helping them develop holistically in character as well as in acquiring life skills, discipline and respect. At the same time we are aware of the need for creativity and inquisitiveness so as to make proactive learning possible. It is our hope that students will become helpful and productive members of the family and society.

Another key area of learning in our school is to teach students how to face adversities. It is not just our role to train students to have the courage to face new challenges, but it is also our hope to prepare them for setbacks in life. As we help students in their pursuit of success in all aspects and levels, we strive to include parental involvement as much as possible. We understand that collaboration with parents is an essential part to achieving success in all our endeavors.

We sincerely invite you to visit SKH Tsoi Kung Po Secondary School and see for yourselves our relentless efforts in providing ample learning opportunities, thought-provoking challenges and a homelike environment for our students. We may be just one of the many schools in the Kowloon City District, but our commitment to providing the best for our students has made us stand TALL among others.

聖公會蔡功譜中學是學生的第二個家。

既有通往真理知識的大門，復有充滿關懷的溫室，更有鼓勵嘗試的園地，兼有反覆練習的廳堂；學校，為學生建造了表現自我的舞台、打開了發光騰飛的天窗。

當同學回到這個家，可以得到師長的諄諄善導，與同學建立真誠的友誼，成為求真好問、自律樂群的人，既能安順處逆、知所進退，又能迎向挑戰、承擔使命，為社群家國作出貢獻。

在這第二個家，每位學生均能夠得到最適切、最能令他發揮所長的教育。

當翻閱這本小冊子時，你會看到每位家庭成員都不斷自我增值，日臻至善。學校樂見學生的進步，更重要是我們相信只要了解學生的特質，給予適切的扶持，每個人都可以在不同的人生舞台發光發熱。

願與家長攜手合作，讓學生譜出成功的光譜。



Principal Lam Yuk Kei
林玉琪校長

Advancement in Teaching Standards: Raising Teachers' Professional Competency 教學精進——完善政策及專業團隊



Facilitating Students with an Array of Achievements 因材施教，學有所成

It is always our aim to offer quality education to students of all abilities, and to maximize each of their potentials.

Motivated, higher ability students are always inspired to strive for excellence through the participation of a variety of learning opportunities. On the other hand, less motivated students are constantly stimulated through an array of fun and engaging class activities.

As for average and lower ability students, their needs are addressed by our teaching team through the use of different teaching pedagogies. Students can grasp new concepts and knowledge with ease through a careful selection and design of teaching and learning materials. For example, the adoption of the tiered system in teaching materials and assignments.

Furthermore, arrangements like co-teaching and cooperative teaching are also conducive to expanding each student's learning outcomes.

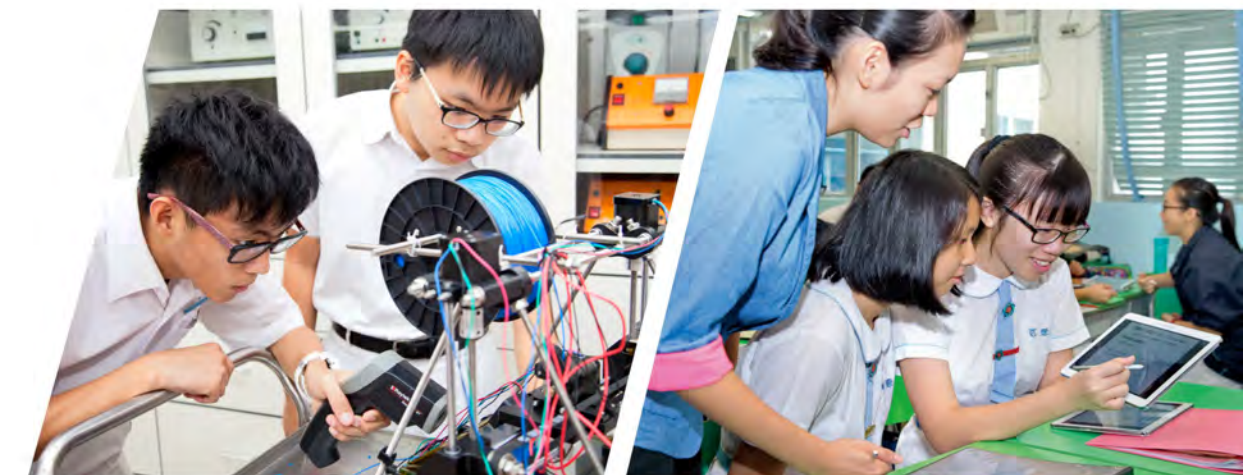
我們深信每位學生均有其特質及進步空間，只要因材施教，進步可期。

本校重視照顧學生學習多樣性，對於動機高、能力高的學生，本校為他們提供機會自主學習，讓他們經歷、實踐、高飛。

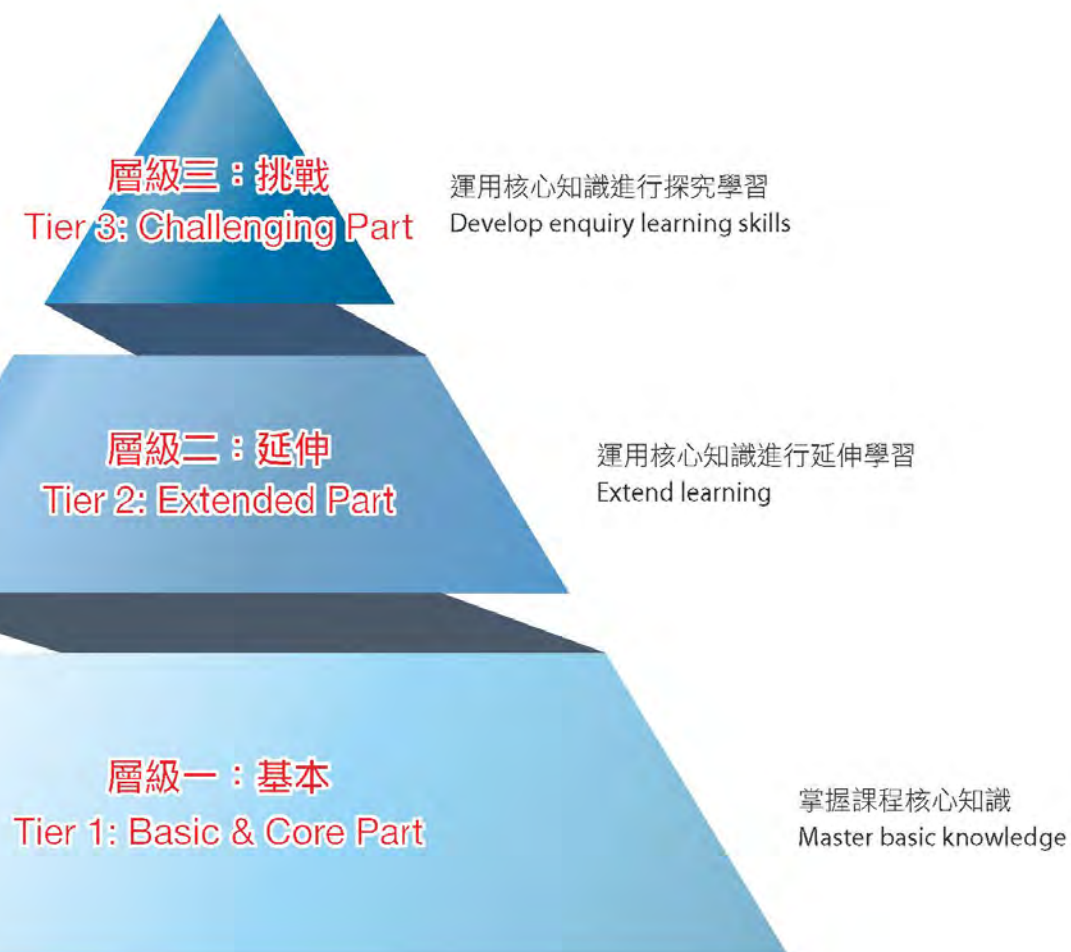
對於動機弱但能力高的學生，本校試以不同的教學法，增加他們在課堂的參與，燃點他們的學習熱誠。

至於動機高但能力未逮的學生，老師透過分層工作紙、協作教學法、合作學習等令他們更易掌握、理解和應用有關知識與概念。

本校相信多元的教學法能激發低動機者去嘗試、去參與，誘發高動機者去探求、去進深。



Tiered System in Teaching & Assignments 教學及課業層級制

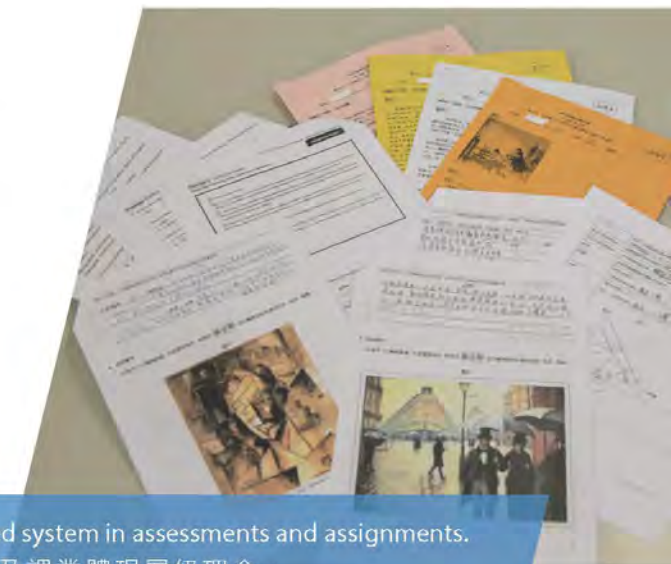


Every student is different. Through adopting differentiated approaches, providing options and a wide range of activities, designing tiered assignments and offering varied assessment formats, students' needs and diversity can be better taken care of; and thus their potentials can be maximized.

Every student can succeed. Every student is unique.

不一樣的學生，輔以適異的教學法、各類的選擇、難度不一的活動、分層的工作紙及多元的評估策略；不單能提高他們的參與度，更促使他們定出適切的進步目標及展現其潛能。

人人皆可成功。每一位學生也是獨特的。



Tiered system in assessments and assignments.
測考及課業體現層級理念。



The tiered worksheets in the Self-learning Centre help bolster students' learning.
「自學中心」提供各科各課題的層級工作紙。



English story books are categorized into levels of difficulty, from 0 to level 10.
英文圖書按深淺程度分成0至10等級，學生可根據能力選讀。

Our Veterans 專業的老師團隊



Vice-Principal Samir Kwan
關綺媚副校長

As our vice-principal, Ms Kwan gains respect from her colleagues and students by being a strict yet effective teacher. She compares her classroom to a stage, where she motivates her student audience with varied pedagogies like "Brain-based Learning", "Explorative Learning", "Graphic learning" and "E-learning", etc. Though it is often exhausting to be a high-energy "performer", Ms Kwan finds her role rewarding.

嚴謹老師的課堂不一定是沉悶的。關綺媚副校長形容課室就好像一個舞台，為了吸引每一個觀眾（同學）的注意，使出渾身解數。運用腦基礎教學法、發現式學習、圖像記憶法及電子教學等，提升學生的學習動機及信心。雖然帶著疲憊的身軀離開這個舞台，但看見同學積極投入、心中實在期盼明天再踏上這個舞台！

Ms Tsui has a strong belief that every student can learn and is capable of excellence. Each should be given the opportunity to develop to his or her full potential. By encouraging students to participate in a variety of learning activities, she enables her students to learn with pleasure, explore their interests, and develop their talents and passion for learning. The personal motto she always shares with her students is-- 'With hard work and effort, you can guarantee choices in different stages of your life. Having choices is happiness!'

徐苑楠副校相信每位學生都是聰明而好學，只要給予機會和適當的栽培，便可潛能盡展。徐副校經常鼓勵學生參與不同的學習活動，讓學生領略學習的樂趣、擴闊自己的視野、發揮自己的才華和熱衷於學習。徐副校常與學生分享她的座右銘：「只要盡力嘗試，人生便有選擇；只要有選擇，人生才會幸福快樂！」



Vice-Principal Tsui Yuen Nam
徐苑楠副校長

Mr Tang Wai Yin, our assistant principal, emphasizes the importance of developing and stimulating students' innate creative skills and inquisitiveness in school education. Mr Tang believes that every student is unique, and it is the teacher's job to discover and address one's learning potentials and needs. As Steve Jobs said, "Stay hungry. Stay foolish." As long as we consider ourselves unpolished, feeble-minded, and naïve, we will keep our desire to learn, improve and grow.

學校教育要重視學生的創造力培養，教他們去探索、去舉一反三。而創造力亦是人類天賦潛能的表現。鄧偉賢助理校長相信每一個人都有其獨一無二的天賦，老師的工作就是要找出學生適情適性的才華，因材施教，教他們以謙卑的心不斷追求學問，做到如喬布斯（Steve Jobs）所言的"Stay hungry. Stay foolish."（求知若飢，虛心若愚）。



Vice-Principal Tang Wai Yin
鄧偉賢副校長



Assistant Principal Lam Chi Sheung
林志常助理校長

Mr Lam is a typical life-long learner who keeps updating himself and his team's work-related knowledge and skills, with the target of enhancing students' academic and moral development. With the formation of professional teaching paradigms, continuous support to students, God's blessings and the visions shared by school members, he believes that TKP is not only a loving home for students, but also a place which nurtures our future pillars of society.

孜孜不倦的林志常助理校長不但不斷進修，亦凝聚眾同工一起努力付出，以提升同學學習及品格上的進步為目標。他期望，教師專業學習範式的形成及對學生成長的持續關顧，能帶領學校邁步向前。林助校深信本校擁有專業的團隊，老師自我完善的的精神，加上對學生無限的關顧與督促，學生必能在這氛圍下，培養良好品格，成為社會的棟樑。



Mr. Cheung Lit Tung, panel head of the Mathematics Department, is one of the many popular teachers at TKP.

Mr. Cheung can skillfully utilize students' natural initiative and enthusiasm in learning Mathematics. His unique teaching style and profound subject knowledge help to bring the mundane numbers and equations alive.

Mr Cheung's lessons are always well-organized, efficient and fascinating. He also displays an incredibly positive and caring attitude towards all his students. He enjoys indulging his students in the world of Mathematics after school, on weekends or even during long holidays.

Mr. Cheung is surely the role model for all teachers.

數學科主任張烈通老師憑著滿腔的教育熱誠、對莘莘學子的承擔關愛，多年來育才無數，深受學生的愛戴。

親和力極強的張老師，擅於啟發學生的智性，令冰冷的數學題化為學生源源不絕的向上動力。

「教育是良心的事業」是他常掛在口邊的話，從不計較多補一堂課會多花自己多少時間，多回校一天會令自己少了多少休息時間，只深怕未為學生付出最多的時間和最大的心力。

張老師的課堂，不賣弄教學理論和技巧，不盲目運用僵硬的電腦設備，反以充足的備課和獨有的教學法，加上鼓勵的眼神，細心照顧學生的態度，使教學果效出類拔萃，聽他的課往往令人拍案叫絕。

他，是老師團隊的典範。

DEAN OF ENGINEERING PRESENTATION



Lam Yuk Fung, one of Mr Cheung's students, was a student of The Hong Kong University of Science and Technology School of Engineering. He was awarded a scholarship for his outstanding academic performance.

林育鋒，張老師的高足，曾就讀於科技大學工程學院，大學成績卓越，榮獲科技大學工程學院獎學金。

Behind the Magic – The Untiring Teachers 勞心竭力的老師——拔尖、扶中、補底

Students' capability, aptitude and traits are diverse. Without family support and external augmentation, students' achievements can be confined within their own efforts. Apart from providing them with enhancement and enrichment programmes, strategic extensive courses and study groups are also organized to address students' privations and needs.

學生的基礎能力、性向、特質各有不同，如無家庭支援、外界增潤，單憑自力，成就難免有所局限。本校老師深明此理，除卻一貫的拔尖、扶中及補底工作，更推出不同的策略性延伸課程及溫習小組，以促進學生學習。



Miss Esther Poon, Miss Lam Sau Yu, Mr. Ho Kwai Leung, Mr. Yip Wai Man, Mr. Tang Wai Yin & Miss Chow Fei Yee (from left to right)
Economics Panel Head, Geography Panel Head, Chinese History Panel Head, History Panel Head, Liberal Studies Panel Head & BAFS Panel Head
潘正言老師、林秀如老師、何貴樑老師、葉偉文老師、鄧偉賢老師、周裴兒老師（由左至右）
經濟科科主任、地理科科主任、中史科科主任、歷史科科主任、通識科科主任、企會財科科主任



Mr. Ho Pak Kei, Mr. Yip Shu Wing, Mr. Samuel Lai & Mr. Fung Kwong Hang (from left to right)
Physic Panel Head, Biology Panel Head, Chemistry Panel Head, ICT Panel Head
何栢基老師、葉樹榮老師、黎健豐老師、馮廣恆老師（由左至右）
物理科科主任、生物科科主任、化學科科主任、資料及科技科科主任



Mr. Leung Shiu Wah & Miss Lo Kit Lin
Chinese Language Panel Head & English Language Panel Head
梁肇華老師、羅潔蓮老師
中文科科主任、英文科科主任

CMI? EMI? Bilingual at School 學校雙語化

With the advent of globalization and the rise of emerging markets, a lot of companies require their employees to have proficiency in translating information in two languages or even make multilingual conversions. Hence, bilingual proficiency has become a prerequisite for twenty-first century citizens of the world.

In view of this, the school adheres to the implementation of a bilingual language policy.

The English Department has designed tiered teaching materials and curriculum for students with differentiated learning abilities, which are based upon the concepts of: 'Zone of Proximal Learning', Tiered Learning and Instructional Scaffolding. They are also committed to creating a diversified English-rich learning environment through organizing English dramas, study tours and game stalls, in order to enhance students' learning motivation and their understanding of Western culture.

Apart from that, bilingual teaching has a emphasis on the mastery of both practical language and cultural language. As in Chinese Language teaching, they focus not only on the training of conveying meaning, but also on the responsibility of passing conventional culture and core values to students, so that they can develop the morality of "self-cultivation, family harmony, state governing and world peace."

We are convinced that bilingual education can nurture competitive and dignified future citizens.

隨著全球化的來臨，新興市場的冒起，大量資訊需要使用兩種語言，以及多語言轉換的能力，因此，精通兩種語言已成為廿一世紀世界公民的必備條件。

有見及此，本校堅持實施中英兼重的語文政策。

英文科透過 Zone of Proximal Learning 的理念，配合 Tiered Learning, Instructional Scaffolding 的應用，設計針對不同學習能力的教材及課程，亦致力締造良好的英語學習環境，如藉著英語話劇、考察及攤位遊戲提升學生的學習動機及增進對西方文化的認識。

此外，雙語教學更強調兼顧工具語言與文化語言。例如中文教學除重傳意訓練外，也有著傳承傳統文化和價值觀的責任，讓學生培養「修身、齊家、治國、平天下」的道德修養。

我們確信雙語教學能孕育出具競爭力及有品格的人才。

Four Tailored Curriculums 四大課程體系

Our school curriculum concentrates on the societal needs of the twenty-first century, through the development of holistic student-centered education and providing a nurturing environment. Our school curriculum helps develop students' personalities, talents, as well as their awareness of the need for lifelong learning. The curriculum is specially divided into four categories:

The basic curriculum covers the seven learning goals proposed by the EDB, eight learning areas, nine joint capabilities, five learning experiences and important core values.

The school-based curriculum comprises of a unique style of school-based programs such as positive education, financial education and career planning lessons.

The character education curriculum provides lessons on topics such as Family & Life Education, PATHS, Religious Studies, Life and Society etc.

The inquiry-based curriculum includes STEM education, project learning across curriculum and Independent Enquiry Study.

本校課程著眼於廿一世紀的時代需求，以學生的發展為本，發揮全人教育精神，為學生人格和才能的自我發展，以至終身學習的意識提供培育空間，故特設四大課程體系：

基本課程——涵蓋教育局提出的七個學習宗旨、八個學習領域、九大共同能力、五種學習經歷和重要價值觀。

校本課程——建構具獨特校本風格的課程，如正向教育、理財教育、生涯規劃課。

品格課程——提供品格教育課程，如家庭生活教育、PATHS、宗教、生活與社會。

探究式課程——STEM專題教育、跨學科專題研習，獨立專題探究。



Progression in Learning 學習升階



Urging Students to Assume and Ascend the Learning Hierarchy 主動學習，拾級而上

We foster our students to become “learners” and inspire them to climb up the “Hierarchy of Learners”.

To cultivate the intellectual development of our students in this rapidly changing society of the 21st century, we cater for diversified needs by taking reference from education policies of Confucius, Tao Zhixing and Cai's; and also educational theories from Socrates, Dewey, Piaget and Gardner. Individual students are appointed different starting points on the Learning Hierarchy, while each progresses at their own pace and capability. This process allows them to examine their learning attitude and skills towards attaining their personal goals.

Each student can be assisted to fulfill his/her full potential, so as to become a lifelong learner to serve society and its people.

我們培養學生成為「學習者」，啟發他們於「學習者層階」按自己步伐拾級而上。

21世紀的社會瞬息萬變，要培養學生的智性發展，除參考孔子、陶知行、蔡元培的教育方針，運用蘇格拉底、杜威、皮亞傑、加德納的教育理論之外，我們更就學生的不同起步點，為他們定出進步的層階，讓他們檢視自己的學習態度與技能，拾級而上。

使人人都有進步的目標，最後都成為終身的學習者，以己所知，服務人群。



TKP Hierarchy of Learners 蔡功譜「學習者層階」



Striving for Self-Enhancement

成為負責任的學習者，每天儲備，增值無限

We have high expectations on our students and insist that they fill in their learning logs, complete their assignments on time, do revision, prepare for lessons, read different types of texts, practice their oral English and share views on current affairs on a regular basis.

Moreover, through active participation in the construction of knowledge and experiences, our learners are able to gain insights and construct more valuable knowledge. They formulate a plan of actions as they fully realize the significance of the Learning Hierarchy and the need for lifelong learning.

每天做學習日誌，認真完成家課，準時繳交課業；堅持每天複習，為明天的課堂備課；常閱書，多讀報，說英語，論時事，是我們學生的寫照。方法雖平凡，但我們堅持要我們的學習者做好。

此外，我們的學習者，會透過主動參與和體驗建構知識，會透過互動建構知識，會藉已有知識架構創造和再創造知識；而且，深明跨層階學習的重要性，明白終身學習的必須性。



Perseverance Paves the Way to Triumph 堅持學習，成功在望—— 曾任教於哈佛大學醫學院的 何永基博士

何永基博士——典型的蔡功譜積極學習者和自主學習者
香港大學李嘉誠醫學院副教授
Dr. Joshua Ho – a typical TKP active and self-directed learner
Associate Professor of Li Ka Shing Faculty of Medicine,
The University of Hong Kong



When Joshua was in primary school, he was always absent from class. Teachers labeled him as an average student who was particularly weak in dictation. He soon became a responsible learner after entering SKH Tsoi Kung Po Secondary School. Thanks to TKP, he began to understand more about a learner's role. This definitely helped lay a strong foundation in his study habits. Beyond the classroom, he was encouraged to participate in an array of extra-curricular activities, such as being a Scout member, learning different musical instruments and serving in various groups. All these made him an active learner.

He attained satisfactory results in the HKCEE examinations and furthered his studies in Australia, where he completed his doctoral degree. His enthusiasm for education prompted him to enter the teaching sector. He teaches in Harvard University, University of New South Wales and The University of Hong Kong. He is the Head of Bioinformatics & Systems Medicine Laboratory at the Victor Chang Cardiac Research Institute, in Australia. He was awarded with the Young Tall Poppy Science Award.

Dr. Joshua Ho represents a typical TKP learner.

他，小學經常缺席，小六默書只有8分，學業成績一般，中文及英文默書奇差，被判定為平平無奇的學生。中學獲派聖公會蔡功譜中學，很快學會成為負責任的學習者，學習基礎紮實了，漸漸對學習者的角色有更深入的理解，還投入於童軍活動、學習樂器、參與校內服務，最後發展為積極學習者，成績卓越。

由微不足道的小學生，至中學會考5A1B1C，往澳洲留學，取得博士學位，及後回饋教育，任教於美國哈佛大學醫學院、澳洲新南威爾士大學、香港大學李嘉誠醫學院，曾擔任澳洲張任謙心臟研究院生物訊息學及系統醫學實驗室主管，並獲得澳洲青年科學家獎。

他，何永基博士，就是典型蔡功譜學習者的寫照。

Taking a Low Profile but Flying High – Software Engineer of Microsoft 低調少言，學習孜孜不倦—— 美國微軟高級軟件工程師張震河

Cheung Chun Ho is now a Senior software engineer at both Microsoft and his own software company.

Chun Ho had been a responsible learner ever since he entered TKP. However, he kept a low profile in his early years in school, neither expressing his views nor doing any public services.

After he was promoted to Form 4, he started to display his true talents and ability. His essays demonstrated his conspicuous ability in reasoning and analysis. The use of ancient and modern theories of history in his writing made him stand out from his peers. Since then, he was given different chances and extra guidance in his debating classes.

Cheung Chun Ho, a man with a critical and creative mind, is a typical TKP learner.

小六獲派聖公會蔡功譜中學的張震河同學，中一級已是一個負責任的學習者，但低調少言，不擅長表達意見。

到了中四，中文老師開始在其寫作洞見其卓越的議事能力，且能綜合古今中外的文史哲理論，借古鑑今，水平之高，非一般同學所能比擬。自此，每次中文科的演辯課節，老師都給他特別的引導。

他，張震河，集批判思考學習者和創意學習者的特點於一身，同樣是蔡功譜學習者的典型。

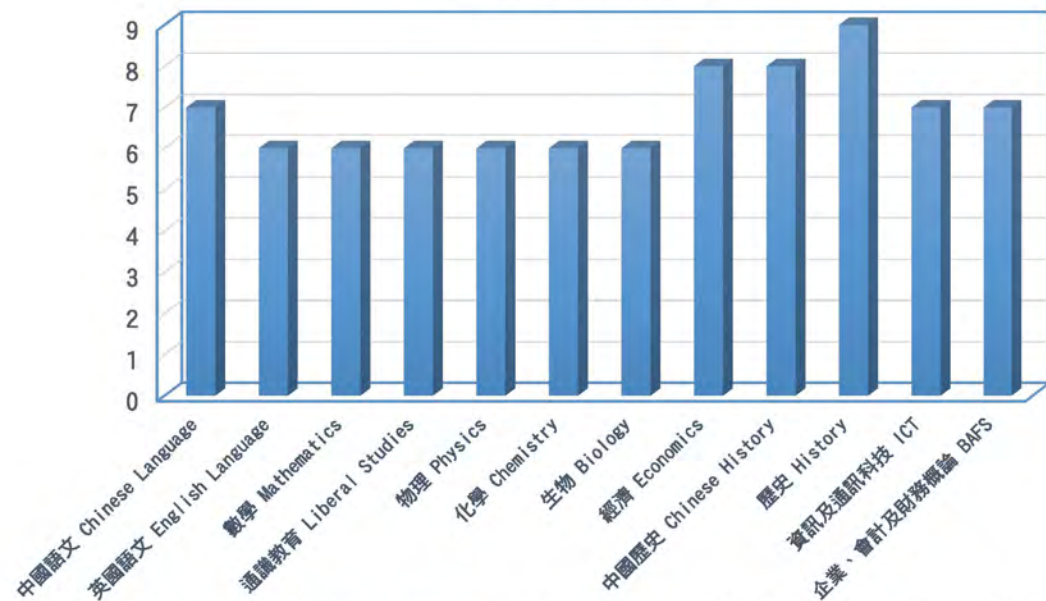


Cheung Chun Ho – a learner with a critical and creative mind
After gaining his first class honours in Computer Science and Engineering at Hong Kong University of Science and Technology, he was invited to work at Microsoft by Bill Gates.

張震河——兼具批判思考學習者和創意學習者的特點
於香港科技大學電子及計算機工程學系一級榮譽畢業，由微軟主席蓋茨親自來港挑選至美國微軟工作，現為微軟高級軟件工程師，並自設軟件工程公司。

Conscientious Studying Leads to a Fruitful Harvest 認真學習，豐碩成果

The best value-added data for Hong Kong Diploma of Secondary Education Examination
中學文憑試科目最佳增值數據



Value-added Subjects (Nine points: High 7-9, Medium 4-6, Low 1-3)

科目增值 (九位數：高7-9、中4-6、低1-3)

新聞系
DEPARTMENT OF JOURNALISM
Passion for Our Profession, Pride in Our Progress

Poon Kei Wai, a typical Tsoi Kung Po reflective learner, is inspired by a scholar Professor Chen Chih Fan's concept of "Fishing Not For Fish". Graduated in the Department of Communication at the Hong Kong Baptist University, Poon believes that the most intelligent people are aware of their limited intelligence and are willing to have a relentless pursuit of knowledge. Smart people spend their time on learning. Unintelligent people think of short cuts and forget to "go fishing not for fish". Therefore, learners should keep asking questions and spend time grasping true knowledge.

潘淇慧——典型的蔡功譜反思學習者，畢業於浸會大學傳理系，給學者陳之藩教授啟發，深明「釣勝於魚」之道。她認為最聰明的人是知道自己並不聰明，願意窮一生追求學問的人；聰明的人會花時間學習，愚蠢的人想著走捷徑，卻忘了釣勝於魚。所以，學習應要不恥下問，付出時間，才可追求真正的知識。

Opening New Doors to Keep Students Moving Forward 增值，要為學習者開創與別不同的機會



English Learning Experiences

Form 1 students participated in the 'Hand-in-Hand English Learning Programme' which was organized by the Rotary Club and the Chinese International School, where they attended English classes.

Form 2 students were involved in an English Drama Course; Form 3 took part in an English Musical; Form 4 built an English Herb Garden and Form 5 visited an English Kitchen as well as attending a course about Western Table Manners. Other exciting events organized by the school for all students included English Speaking Days held on Wednesdays and English week.

學英文

中一級參與扶輪社和漢基國際學校合辦之「Hand-in-Hand English Learning Programme」，到國際學校上英文課。

中二級英語話劇課程，中三級英語音樂劇，中四級英語香草園，中五級英語廚房、西式餐桌禮儀課程，中一至中六級周三英語日及英語週。

香港大學
UNIVERSITY OF HONG KONG

Bethany Chan, graduated from the Department of English in the University of Hong Kong. 陳玉婷，畢業於香港大學英文系。中學的經歷，啟發她英文的興趣，奠定她研習英文之路。

Varied Strategies for Learning 增值，要培養學習風格

Reading 閱讀

- Recommended Chinese and English Reading Lists 6年中英必讀書目，英文共101本，中文共60本
- English books are graded by difficulty with specific reading levels from 1 to 10. 圖書館英文書籍層級化：分為第1級至第10級

E-learning 電子學習

- Interactive learning through Smart Board, Virtual Reality, Cloud Classroom, Tablet Computer 運用多元電子學習工具，包括電子白板、平板電腦、雲端教室、虛擬實境體驗，提升學習效能

Self-learning 主動學習

- Self-learning Centre 自學中心
- E-class, English Builder, E-reading 電子教室、Eng Builder、電子閱讀

High-order Learning 高階學習

- Celebrity Lectures 名人學術講座
- Cooperation Learning 合作學習
- Inquiry Learning 探究學習
- Experimental Investigation 實驗研究
- Project Learning 專題研習
- Critical Thinking 批評性思考
- Crosscurricular Learning 跨科學習
- Creative Thinking – Video Production; TV Campus; Conceptual Art 創意思維學習：音樂科短片製作，概念藝術，校園電視台
- Flipped Classroom 反轉教室

Going Beyond Ones' Limits, the Best Way to Learn 增值，要勇於越級挑戰

- Learning from barristers in Mock Trial
- Learning from professional mentors including solicitors, accountants and designers in A-life Academy
- First runner-up in a National Composition Contest
- Excellent Performance Award in Australian National Chemistry Quiz
- Champion in The Wharf Hong Kong Secondary School Art Competition
- 5th place in Robofest World Championship UMC Awards
- Gold and Silver Award in World Robot Olympiad Hong Kong Robot Challenge

- 參加模擬法庭，跟大律師學習；
- 參加 A-life Academy，由專業律師、會計師、設計師擔任學習及成長導師；
- 參加全國作文比賽，榮獲第二名；
- 參加澳洲國家化學測試，獲卓越等級；
- 參加九龍倉全港中學生繪畫比賽，榮獲冠軍；
- 參加ROBOFEST機械人大賽美國國際賽，榮獲全球等五名；
- 參加世界奧林匹克機械人競賽香港機械人挑戰賽，榮獲金獎及銀獎；



Hui Wing Sum, winner of the Kowloon City District Outstanding Student Award
許詠心獲九龍城區傑出學生獎



Ho Yu Tung, winner of the Sir Edward Youde Memorial Prizes for Senior Secondary School Students
何裕彤獲尤德爵士紀念基金高中學生獎

Reinforcement and Acknowledgment 增值，讓學習者獲校外肯定

"Kowloon City District Outstanding Students Award"
Kowloon City District School Principals' Liaison Committee
"The Hong Kong Outstanding Teens" Hong Kong Playground Association
Sir Edward Youde Memorial Prizes for Senior Secondary School Students
"Future Leader Award" The Outstanding Young Persons' Association
"Upward Mobility Scholarship" The Hong Kong Council of Social Service
"Wong Foon Yeung Scholarship" The Hong Kong Federation of Youth Groups
"Scholarship for Junior Entrepreneur Programme" The Polytechnic University
"W I Cheung Scholarship" The Boys' & Girls' Clubs Association of Hong Kong
Scholarship of Kowloon West Chaoren Association
"Advancement Academy Scholarship" Advancement Academy
"ApL Scholarship" Law's Charitable Foundation

九龍城區傑出學生獎

香港遊樂場協會「傑出少年獎」
尤德爵士紀念基金高中學生獎
傑出青年協會「明日領袖獎」
香港社會服務聯會「上游獎學金」
黃寬洋「青少年進修獎學金」
理工大學「青少年企業領袖課程獎學金」
香港小童群益會「張永賢律師奮進獎學金」
九龍西潮人聯會獎學金
「睇」望獎學金
羅氏慈善基金「高中應用學習獎學金」
灼華文字創作獎學金

Positive Education – Nurturing a Flourishing Life 正向教育——活出殷盛生命

Character Determines Success 品格，決定成功

“Within the character of the citizen, lies the welfare of the nation.” Marcus Cicero, Roman politician.

Virtue is the foundation of all success. It is the pathway to both excellence and ethics. Young people need diligence, attentiveness, and perseverance to realize their potential for excellence. They also need integrity, respect, and compassion in order to be ethical and fulfilled in their relationships.

With reference to our School Motto, “Charity and Faithfulness”, our school has launched a six-year character education programme to nurture our students to face the 21st century challenges. It is hoped that our students will not only be commended for their academic excellence or social contributions, but also for their ethical behaviour.

古羅馬政治家西塞羅說：「一個國家的福祉，來自於擁有品格的公民。」

良好的品格是成功的基礎，是達到卓越和德行的重要途徑。年青人需要勤奮、專注、堅忍等能力獲取卓越的成就；同時，亦需要誠信、尊重、同情等態度，建立良好的德行和人際關係。

本校推行以校訓「仁愛忠誠」為本的六年品格教育計劃，目的就是陶造學生成為21世紀有品格的新一代——熱愛生命、愛人如己、恪盡職守、忠誠可靠。良好品格的培養能夠讓每一位學生成功起來，不單是憑藉卓越的成就貢獻社會、造福人群，更是依靠優秀的德行贏得別人的尊敬。

Positive Growth Education --- Shine From Rawstone to Gemstone 正向成長教育——由原石脫變成璀璨寶石

An ordinary raw stone needs to be carefully surveyed, studied, planned and polished by experts before turning into a shining gem. We believe that every student is a unique gem ready to shine and, achieve a “Flourishing Life”, a term coined by Martin Seligman, the father of positive psychology.

Teachers help students learn how to think out of the box by giving them specific and accurate feedback as well as guiding them to develop a growth mindset. Students are also encouraged to keep trying and taking on challenges. Through our school-based six-year character education strategy, students can explore and cultivate their character strengths. Family and Life Education is also provided as a subject for junior secondary students to learn positive psychology as part of the formal curriculum.

一顆看似普通的原石，要成為一顆閃閃生輝的寶石，需要經過專家仔細的勘察、研究、計畫和打磨。我們相信每一位學生都蘊藏一顆獨特的寶石。當我們仔細觀察、用愛心和適合的方法去慢慢打磨，便可以讓他們閃閃發光，得到正向心理學之父馬丁·賽里格曼所提出的「殷盛生命」。

老師利用有效讚賞、準確回饋，教導學生成長思維、打破舊有的框架，讓學生懂得努力不斷嘗試，勇於接受挑戰。透過校本六年品格教育，班級成長思維課、正向成長之旅小冊子，讓學生發掘及發揮自己的品格優勢。於初中設立家庭及生活教育科，讓學生能在正規課程中學習正向心理學的知識。全面幫助學生達至殷盛的生命！



6-Year Character Education Programme 六年品格教育計劃

Tenet and Objectives:

To nurture students with sound moral principles, instill in them an ethos of self-regard and agape, and cultivate their sense of responsibility and service in accordance with the education mission of Hong Kong Sheng Kung Hui.

理念與目標：配合聖公會的辦學理念，讓同學建立正確的價值觀，推己及人，關心社會事務。



Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'

MATTHEW 22:37-39

你要盡心，盡性，盡意，愛主你的神。這是誡命中的第一、且是最大的。其次也相做、就是要愛人如己。

馬太福音廿二章37-39節



Spiritual Enlightenment 信仰分享，靈性啟迪

Chapel: The Chapel provides a quiet and peaceful environment for students to pray and meditate in.
小聖堂提供一個「安靜的時間，安靜的環境」讓學生以「安靜的心靈」與神相遇。

"Above all else, guard your heart, for everything you do flows from it."
Proverbs 4:23

God entrusts all TKP teachers to nurture His children morally and spiritually through guiding their thinking, building their virtues and showing them the truth, so that their life can be transformed and they can follow Jesus' stature.

聖經箴言4章23節：「你要保守你心，勝過保守一切，因為一生的果效是由心發出。」

品格的培養是神託付每位蔡功譜老師的心靈工程。人心怎樣思想，他的品格就會怎樣。基督教教育讓學生認識真理，生命被轉化，效發耶穌的榜樣——忠誠為主、仁愛待人。



Christian fellowship
團契聚會



Discipline training is of paramount importance in our school. It is hoped that we can teach our students to control themselves wholeheartedly and consciously, comply with rules willfully and positively, and face adversity and problems courageously and confidently.

紀律的最高境界莫過於是自發的，從心所欲而不逾矩。本校重視紀律訓練，讓學生學習服從及聆聽指示，更重視提升自信心及抗逆能力。我們深信有紀律的學生，才能於學習時持之以恆，遇到困難更不輕言放棄，終能邁向真成功。



Discipline Leads to Decency 樂在紀律，心嚮成功

The Chief Scout Award Recipient, Serena Sung
守紀自律，披荊斬棘——宋穎榴同學

Serena Sung, a venture scout who is also entitled the Outstanding Teen, acknowledges how discipline training has changed her attitudes towards life. "Pursuing dreams can be a tall order; however, never compromise with the deplorable situation."

宋穎榴同學熱愛童軍訓練，現為深資童軍，並獲「傑出青少年獎」。紀律訓練讓宋同學悟出追求夢想的人生態度：「就算追尋夢想的路是滿途荊棘，就算現實和理想是那麼大相逕庭；別低頭，抬頭是晨曦！」



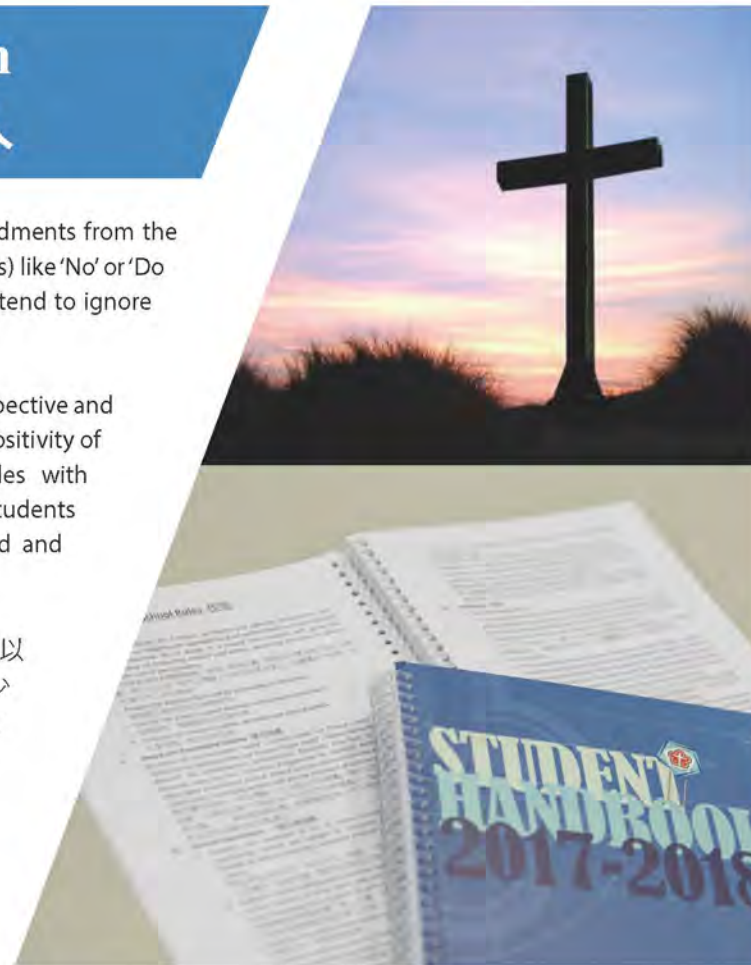
From Rules to Self-Regulation 從他律到自律，由立己到立人

Most traditional school rules inherit the spirit of the Ten Commandments from the Old Testament of the Bible, and they typically begin with the word(s) like 'No' or 'Do not'. When teenagers seek their self-identity in adolescence, some tend to ignore regulations or even try to challenge authority.

To facilitate students to adhere to rules and regulations, to be introspective and willing to make constructive changes, our school conforms to the positivity of Jesus' Sermon on the Mount, thus, amending our school rules with affirmative rules and Christian principles. We hope that one day, students are not only harmonious and cooperative but also self-regulated and self-directed.

作為教會學校，校規一般不免會有舊約聖經十誡的影子，字句以「不可、不得、不准」為主。但對於正在尋索自己身份的青少年，不免違規抗例，更嘗試以藉口與師長爭論，或誤導家長支持自己，忘卻了自省遷善的重要。

為了幫助學生知規守禮，學校本著耶穌登山寶訓的正面精神，重新撰寫校規，先列出行為為人的原則，再指出何事該做不該做，藉以幫助學生建立正向行為，反思己行，促進改善。



Credit Points Awards Scheme 積點計劃

Credit Points Awards Scheme gives recognition and appreciation to students with good behavior. The award categories include: academic performance, behavioral conduct, participation in activities and services. Through affirmation and commendation, students attain a sense of worth, competence and confidence. This helps to promote and maintain good behavior, so as to establish and mold productive and amiable future citizens.

積點計劃是對學生良好行為的一種肯定和讚賞。獎勵範疇包括學業、行為、活動及服務。透過認同和嘉許，學生獲得價值感、勝任感和自信心，並能持續保持良好的行為，從而建立良好的品格。



Incentive Programme for Conduct Achievements 向善計劃

Zuo Zhuan: "Everyone makes mistakes. If one can change after making a mistake, there is nothing better." The Incentive Programme for Conduct Achievements gives an opportunity to students who have made a mistake and are willing to remediate the situation. This programme is not only aimed at positively reinforcing students' good behaviour, but also intended to enhance their competence and self-esteem. Therefore, decreasing the chances of students making the same mistake again in the future. As the Bible says, when we are willing to repent from our sins, the blood of Jesus Christ will help cleanse away all our wrongdoings. Hence, as part of this programme, no remarks will be recorded on the academic report for those who have successfully fulfilled the requirements.

《左傳》：「人誰無過，過而能改，善莫大焉。」向善計劃就是給予犯了錯而願意改正的學生一個機會。透過計劃，強化學生正確的行為，並提昇其能力感和自尊感，讓他們日後減少再犯同樣錯誤的機會。成功完成向善計劃的同學，其過錯記錄將被取消，如聖經所說，當我們願意悔改認罪，耶穌基督的寶血就能遮蓋塗抹我們的過犯。



Through the classroom cleaning campaign, students will treasure their school and the property more.
透過課室清潔運動，讓同學更愛護校園、珍惜公物。

Start from the Heart, Linda Lui 由心出發——總領袖生雷淑瑜同學

"Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23) Our Head Prefect, Lui Shuk Yu, thinks that the essential qualities required for a leader are his heart and his capability to reflect on himself. A good leader needs to be reflective, to think from others' perspectives, so as to make judgments fairly and to help others more effectively.

總領袖生雷淑瑜同學認為一位好的領袖最重要是有心和具備自我覺察的能力。聖經箴言四章23節說「你要保守你心，勝過保守一切，因為生命的泉源由心發出。」正好反映出一位領袖的好與壞，乃在於心。此外，要成為一位好的領袖必須懂得自我覺察，在執法的時候才能深思熟慮，並能理解對方的想法，更能有效地幫助身邊的人。



Another Prodigal Son 循循善誘，助「阿力」回頭是岸

How would you help a Secondary One student who often wanders the streets? Would you give up or encourage him? This is not a fictional story, but an authentic case handled by Mr. Yip Wei Man, the Head of Guidance & Counseling Committee.

Ah Lik came from a single-parent family with serious financial problems. His mother worked all day so she could not spare a moment to take care of her son. Without parental love and care, Ah Lik always skipped school. To get recognition from others, he became a gang member. At that time, his mother suffered from depression and found it was helpless to guide her son to the right direction. With no better alternative, she intended to tell her son to quit school.

To keep Ah Lik from associating with bad people, enhance his self-confidence, and understand his talents, Mr. Yip invited him to participate in a yacht sailing activity and to look after a group of less-abled children on board. Ah Lik discovered that he was able to offer assistance to anyone in need and he could make a difference through taking care of the children. Since then, Ah Lik's behavior has continued to improve.

Our principal and teachers regularly reinforced his good behavior and praised him for positive actions. After that, Ah Lik joined the Peer Counseling Programme and became a peer counselor to help little brothers and sisters at school adapt to the secondary schooling environment.

Ah Lik firstly experienced helping others, then established values for serving others, and finally set goals and gained a sense of direction for his life and studies.

Not only did Ah Lik not become a delinquent, but he also completed a diploma in social work. Now, Ah Lik is a social worker who contributes to society through his profession.

面對一位中一經常缺課的學生，你會選擇放棄還是鼓勵？

阿力來自單親家庭，媽媽一人工作養家，無暇照料兒子。阿力自小缺乏愛和關懷，為了得到認同，結交校外不良青年。阿力的媽媽深覺自己無力管教兒子，打算替兒子退學。

學校瞭解阿力的家庭背景，認為必須盡力支援，不能放棄。校長和葉老師不斷跟阿力和媽媽交流勸解，阿力終於留校繼續學習。

為了讓阿力遠離不良朋友，增強自信心，明白自己所長，葉老師安排他參加高年級學生舉辦的乘風航活動，並負責照顧在船上體驗的一批弱能童。從中，阿力明白自己有能力幫助別人和有所作為，肯定自己的價值。自此，阿力的行為日益改善。

校長老師對於阿力的進步，不斷加以肯定和讚賞，讓他得到認可。之後，阿力還參加了學生輔導員計劃，成為了輔導員，幫助學妹學弟適應中學的生活，讓他體會到助人之樂，並確立了服務人群的價值觀，有了學習的目標和方向。

今天阿力不但沒有淪為不良青年，反而完成了社工文憑，成為了社工，回饋社會。

Miss Samir Kwan, Vice-principal (the fourth on the right) and Mr Yip Wai-man, Guidance Master (middle), shares the same vision as each TKP teacher: "We, teachers, play an important and influential role. With a little encouragement and tremendous support, students can make a difference."

面對繁重的教學工作，關綺媚副校長（右四）和輔導主任葉偉文老師（中間）與其他老師一樣堅守信念：「不要輕看你的一聲鼓勵，無私的支援，你的一舉一動都在影響著學生的成長。」

A large inter-school musical, entitled "The Awakening", is not simply an ordinary musical, but a programme that incorporates education with character building and arts. Students must meet strict professional requirements — to maintain discipline, abandon their bad habits, overcome difficulties, build upon their self-confidence, study conscientiously and break through their limitations.

From the guidance of a professional production team and distinctive advisers (theatre master Mr. Chung King-Fai and famous composer Mr. Kam Pui-Tat) students were able to learn that professional actors should possess these essential elements — knowledge, skills and a good attitude.

The journey about "Character X Arts" awakens every ordinary but precious life.

聯校大型音樂劇《震動心弦》與一般的音樂劇不同，是揉合品格與藝術的另類教育。學生必須面對專業嚴謹的要求——嚴守紀律、戒除陋習；克服困難、建立自信；認真學習、突破自己。

從專業製作團隊及特邀顧問——戲劇大師鍾景輝先生及著名音樂人金培達先生的身上，學生體會到專業演員應具有的知識、技巧和態度。

這次「品格x藝術」之旅，震動了每一個平凡但寶貴的生命。

Joint School Musical 參加聯校音樂劇——品格 x 藝術

Daniel Chan: "The Awakening" let me experience the importance of punctuality and attentive listening. Otherwise, it takes double or triple the time and effort to achieve the desired results. I can no longer waste my time!

陳祉滔：《震動心弦》讓我體驗到守時和專注聆聽的重要性。一不留神便要花上兩倍、三倍、甚至更多時間及精力才能達到預期的成果。我不可以再讓自己這樣浪費時間了！

Alex Chan: At the beginning, I thought I could sing pop songs well, but later I noticed that my style of singing was not compatible with the theatrical styles required for a musical. I am sure that I have to practice more, and become aware that no one is perfect.

陳嘉傑：最初認為自己唱流行曲不俗，但後來發現我的唱腔不屬於音樂劇，一定要多加練習，亦明白到沒有一個人是完美的。

Lip Tsz Lam: I used to get angry and irascible easily. After several months of group training, I learned how to get along with others and how to better control my emotions. This help me improve the relationships with my family, teachers and classmates.

聶芷嵐：以前的我容易發脾氣，性情暴躁。經過多個月來的團體訓練，我學會如何與人相處，亦學會了如何控制自己的情緒，改善了與家人、老師及同學的關係。

The ancient Indians could calculate the distance between the celestial bodies by observing the location of the sun and the moon. Through observation, experience and sharing, we also believe that our students can develop their potentials.

古印度人以觀察太陽和月亮之間的位置來計算出宇宙中星體的距離。我們相信以不同形式的分享、體驗，學生也能從微小的觀察中，發展無盡的可能。

Widening Horizons – Soaring on Wings 視野拓展——放眼世界，展翅高飛

Life is a series of experiences, each one of which makes us bigger, even though sometimes it is hard to realize this.

- Henry Ford

「生命由一連串的经验組成，即使我們並不察覺，但少少的經驗使我們不斷成長。」

Growing from Experience & Adventure 體驗、經歷、成長

Learn from collaboration
從合作中學習

Albert Einstein once said: "The only source of knowledge is experience."

Experience makes a man. Through the participation of a variety of activities, both on and off campus, students' general skills and values are developed. Such experiences will nurture them to become caring and contributive citizens of our society.

愛因斯坦曾說：「體驗是知識的唯一來源。」

自身經驗是最深刻的。透過不同校內和校外活動的體驗和經歷，培養學生的共通能力、價值觀和態度，成長為一位關注社會事務，貢獻世界的人。

Learn from observation
從觀察中學習

Learn from challenges
從挑戰中學習

Learn from team work
從團隊中學習

Learn from enquiry
從發問中學習

Creativity is just connecting things 觀察、結合、創造



"Creativity is just connecting things," Jobs said. Creativity is a new way of thinking and behaviour derived from the cognition of existing things.

The future is a world of science and technology. Robotics and Artificial Intelligence will progressively replace traditional human work, sparing human time and space. At present, STEM education focuses on integration, and it is the integration of knowledge of different subjects that helps to solve the problems in everyday life and society. By means of effective STEM education, students' logical thinking and problem-solving abilities can be trained so that they can meet the changes and challenges of the future world.

喬布斯說：「創意是融會貫通後所得的想法。」創意是對現存事物的認知，衍生出一種新的思維和行為。

未來是科技的世界，機械及人工智能會漸漸取代傳統的人類工作，騰空人類的時間和空間。現今STEM教育注重整合(Integration)，正正將不同學科的知識加以整合，解決日常生活及社會上的難題。透過有效的STEM教育，能培訓學生的邏輯思維及解難能力，有效地迎接未來世界的轉變和挑戰。

Liu Pak-hin, school representative of the ROBOFEST explained, "writing computer programs not only raises my ICT results, but also nurtures a macro view of Physics and Mathematics in me." ROBOFEST國際機械人大賽學校代表廖栢軒同學：「編寫電腦程式不只提升我的電腦成績，還培養我對物理和數學有宏觀的看法」



Students share, learn and reflect on themselves and their own culture through the participation of various exchange programmes. Having the opportunity to interact or to bond with people from different cultures, students can adopt fresh perspectives and gain invaluable insights.

學生透過不同的遊學團，到世界各地體驗別國的文化。從「不同」中尋找自我，從別人的文化中，尋找本地文化價值所在，並從經歷中成長，建立正面的品格。

An Expedition to the World Vs. A Journey of Self-Discovery 面向世界，尋找自我——境外交流



"People grow through experience if they meet life honestly and courageously. This is how character is built."

- Eleanor Roosevelt

「當人們勇敢和誠實地面對生命時，經驗便使其成長，品格於在其中建立。」

埃莉諾·羅斯福



Students become more confident, contented, and fulfilled when they serve. They are more aware of the needs of the underprivileged groups through social service. By contributing to our community, they live out the motto "To serve, but not to be served".

讓學生透過事前規劃及實際行動，貢獻社區，從而得到靈性啟發，明白「非以役人，乃役於人」的道理。不單學會將關愛付諸行動，而且更認識及理解社會各階層的需要。透過服務，他們的才華得以發揮、人生變得更充實、更有自信和心靈得以富足。



To Serve To Learn To Grow
從關懷中學習 從服務中成長



"The best way to find yourself is to lose yourself in the service of others"

– Mahatma Gandhi

「找到自我的最好方法，就是在服務他人中捨棄自我。」

– 甘地



"Everybody can be great...because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love."

– Martin Luther King Jr.

「只要肯助人，人人皆可成偉人，助人不必有高深的學問和過人的本領。你只需有一顆慈悲之心和一個充滿愛心的靈魂。」

– 馬丁路德二世



The Strongest Would Never Give Up 體育展示品格——迎難而上，永不言敗

Sports training transforms students' body and mind. Every contest is a new start, every failure is a new opportunity. Through sports, our students learn to build on yesterday's success or put their failures behind them and start over again. Students learn about life through sports, just like what Bob Feller said, "That's the way life is, with a new game every day".

體育訓練使人更堅強！每場比賽也是新的開始，縱使失敗過千次萬次，也能重新出發。生命也是這樣，每天也是一場新的球賽！我們相信透過不同的體育訓練，學生不但能有更好的體格、技巧；也有更強的意志。讓他們在人生賽道上，跌倒了，仍勇往直前！



Wong Kai Ming, Champion of the
World Rope Skipping Championships
黃啟銘（右一），世界跳繩錦標賽冠軍得主

The Strongest Form of Magic – Art and Music 藝術是最強的魔法——洗滌心靈，完善品格

Art can change the world, because it can change people. Art is magical as it can soothe, elevate, encourage and inspire.

Through the training of visual arts and music, students learn to be attentive and observant. Also, they tend to work better with each other as a team, and most importantly, they are able to discover their true selves.

「音樂能改變世界，因為它能改變人。」藝術洗滌人心，讓人在煩擾的生活中平靜下來。

透過藝術和音樂訓練，學生學會專注；透過團隊練習，學生懂得合作；透過藝術追求，學生尋獲自我。



Original Musical - Those were the Days
原創音樂劇——我們的快樂時代



English Musical - Fame
英語音樂劇——我要高飛



Symphonic Band
管樂團



A Cappella Group
無伴奏合唱小組



Marching Band
銀樂隊



Handbell Team
手鐘隊

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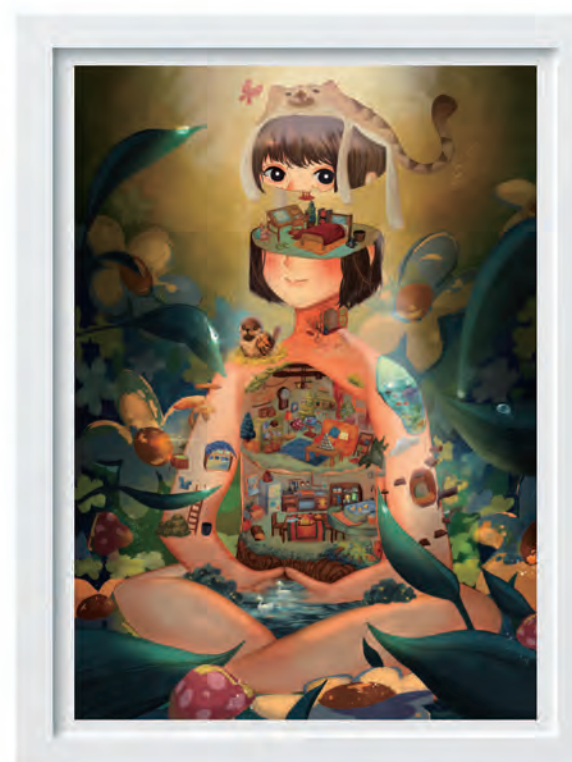
www.tkp.edu.hk



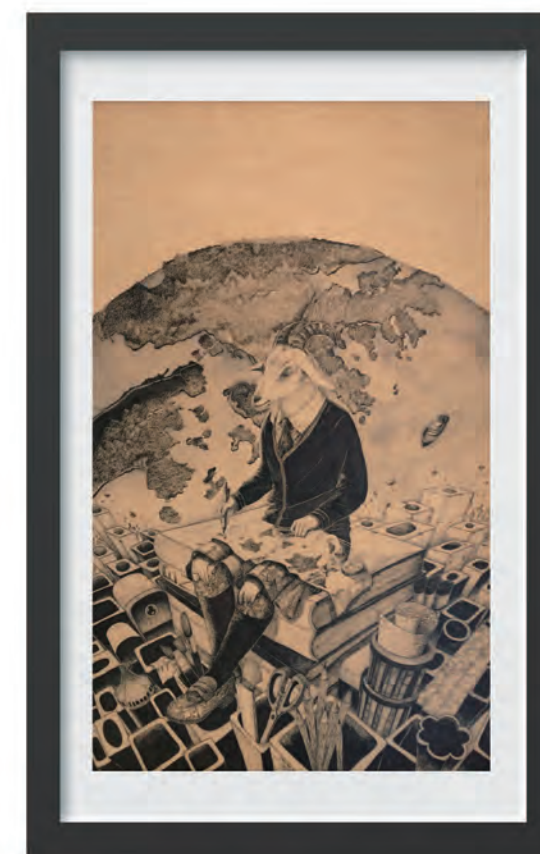
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同學姓名：麥詠蓮



作品名稱：《佛系少女》 媒介：iPad Procreate
同學姓名：何芷瑤



作品名稱：《迷途者》 媒介：針筆牛皮紙本
同學姓名：許佳欣
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