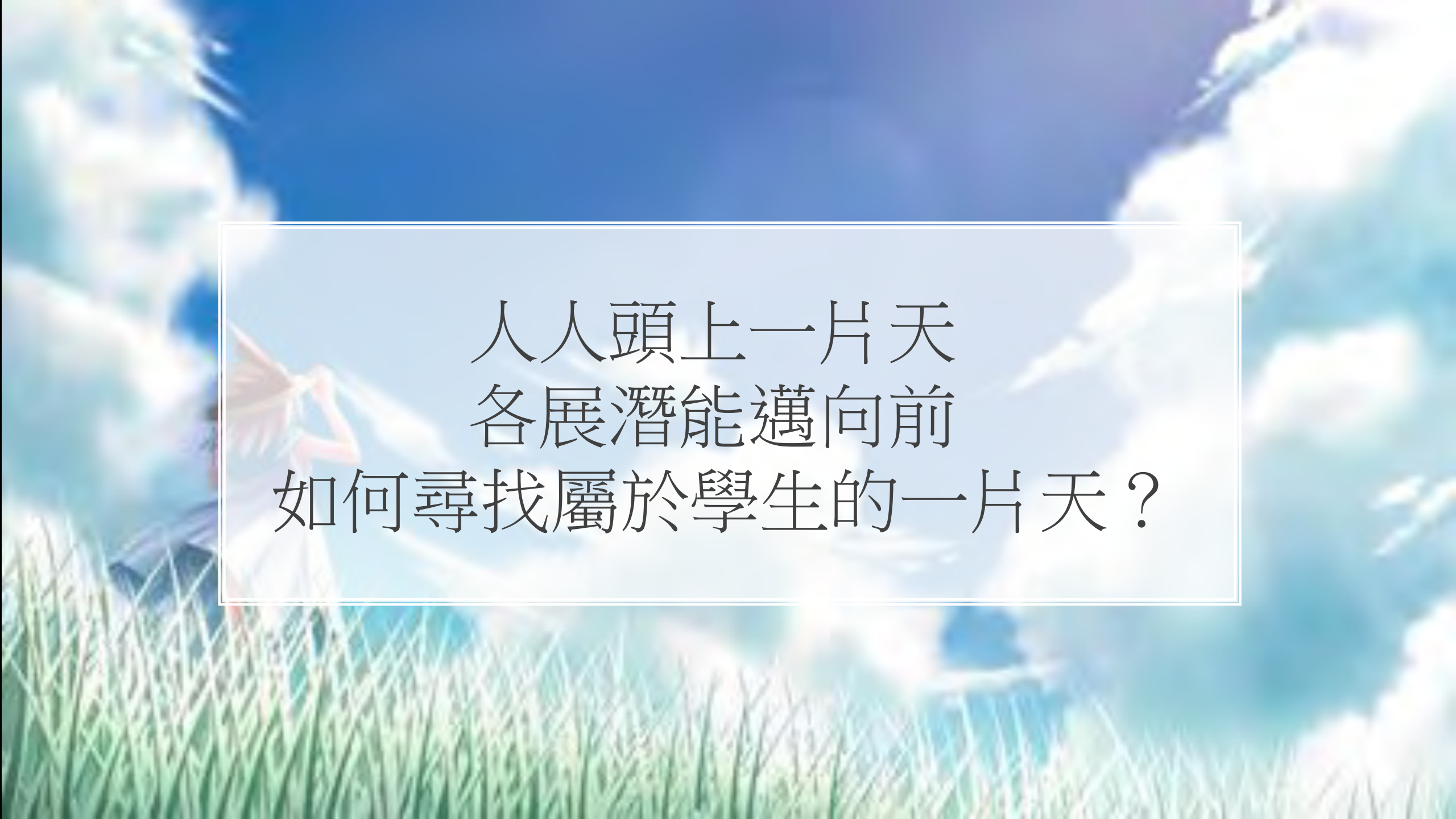




# 從校本數據庫到「見心思」教育

李伊瑩校長

梁靜雲副校長



人人頭上一片天  
各展潛能邁向前  
如何尋找屬於學生的一片天？



# 由數據到培育，由培育到數據

- 基本資訊
- 學業信息
- 出勤與紀律
- 活動參與
- 志向與輔導

學生  
家長  
老師  
學校

紀錄

了解

思考

分析

行動



# 有關學生的信息

1. **基本資訊**：姓名、性別、出生日期、籍貫、家庭住址、宗教背景、經濟狀況等
2. **學業信息**：入學試成績、各學期考試成績、TSA數據、文憑試相關數據、SVAIS、校內校外學術參與、獲獎情況等
3. **出勤與紀律**：上課出勤記錄、遲到早退情況、請假記錄、違規記錄、處分情況、獎勵記錄等
4. **活動參與**：學生組織參與情況、擔任職務、課外活動、與職業相關的實習經歷等
5. **志向與輔導**：心理諮詢記錄、學習計劃、學習輔導、職業規劃輔導、社工面談紀錄等
6. **其他數據**：APASO、活動調查、教學調查等





Students



Student  
Remarks



Student  
Profiles



Exam Stats



Mark Entry



Result Slips



Class Duties



OLE  
by School



OLE  
by Student



Talent Pool



Learning Plan



Community  
Services



Reading Award  
Scheme



Staff



Time Table



Seating Plan



Wheel of  
Fortune



Test Calendar



Homework



Document  
Disribution



Essential Links



# KTL Portal



## Student Information



Students



Student Remarks



Student Profiles



Exam Stats

## Academic Performance



Mark Entry



Result Slips



Class Duties



OLE by School

## Student Development



OLE by Student



Talent Pool



Learning Plan



Community Services



Reading Award Scheme



Staff



Time Table



Seating Plan

## Administration & Others



Wheel of Fortune



Test Calendar



Homework



Document Disribution



Essential Links



# *Student Information*



# ***Student Information***

## ***Students (Student Directory)***

### ***Core Feature***

- ***Quick access to various data and information of specific students***





students

1A ▾



## Class 7A

1



陳廣梅

Chan Kwong Mui  
Georgia

2



陳廣梅

Chan Kwong Mui  
Danielle

3



陳廣梅

Chan Kwong Mui  
Rosemary

4



陳廣梅

Chan Kwong Mui  
Pamela

5



陳廣梅

Chan Kwong Mui  
Carmen

6



陳廣梅

Chan Kwong Mui  
Linette

7



陳廣梅

Chan Kwong Mui  
Pansy

8



陳廣梅

Chan Kwong Mui  
Muriel

9



陳廣梅

Chan Kwong Mui  
Luna

10



陳廣梅

Chan Kwong Mui  
Lane

11



陳廣梅

Chan Kwong Mui  
Harmony

12



陳廣梅

Chan Kwong Mui  
Sophie

13



陳廣梅

Chan Kwong Mui  
Iris

14



陳廣梅

Chan Kwong Mui  
Phoebe

15



陳廣梅

Chan Kwong Mui  
Gloria

16



陳廣梅

Chan Kwong Mui  
Haven

17



陳廣梅

Chan Kwong Mui  
Salena

18



陳廣梅

Chan Kwong Mui  
Shirley

19



陳廣梅

Chan Kwong Mui  
Gabrielle

20



陳廣梅

Chan Kwong Mui  
Penelope



students

7A

1. Chan Kwong Mui, Georgia

## Chan Kwong Mui Georgia

陳廣梅



Profile



Remarks



Electives



Exam



Student ID	247001
Class	7A
Class #	1
E-mail	s247001@ktls.edu.hk
Student Profile	<a href="#">View</a>
Learning Plan	<a href="#">View</a>
Class Duties	<a href="#">View</a>
OLE by Student	<a href="#">View</a>
OLE by School	<a href="#">View</a>
Talent Pool	<a href="#">View</a>
Reading Scheme	<a href="#">View</a>



# ***Student Information***

## ***Student Profiles***

### ***Core Feature***

- ***Student Information***



student profile

7A

1. Chan Kwong Mui, Georgia

## Student Profile

[Print](#)

### STUDENT'S PARTICULARS

English Name (as on HKID)	CHAN KWONG MUI
Chinese Name (as on HKID)	陳廣梅
Class (Class No.)	7A (1)
English First Name	GEORGIA
Date of Birth	2007-12-27
Place of Birth	Hong Kong
Date of Entry to Hong Kong	
Home District Council	Kowloon City
HKID Card No. (if any)	S1234567
Student's Mobile Phone No. (if any)	36550000
Ethnicity	Chinese
Spoken Language at Home	Cantonese
Name of Student's Last School Attended	Kowloon True Light School (Primary Section)

### CONTACT INFORMATION AND ADDRESS





student profile

7A

1. Chan Kwong Mui, Georgia



Tel. No.	36550000
Emergency Tel. No.	36550000
Address	1 TRUE LIGHT LANE, KOWLOON TONG

## OTHER INFORMATION

Is student's mother an alumna of the school?	YES
Year of Graduation	1950
Student's religion	Christianity
Name of Student's Church	CCC
Father's religion	Christianity
Name of Father's Church	CCC
Mother's religion	Christianity
Name of Mother's Church	CCC
Family income	≥\$100000
CSSA recipient?	NO
CSSA Reference Number	
Receiving Textbook Assistance (TA)?	NO
Receiving Student Travel Subsidy (STS)?	NO
Receiving Subsidy for Internet Access Charges (SIA)?	NO
Marital Status of Parents	MARRIED





student profile

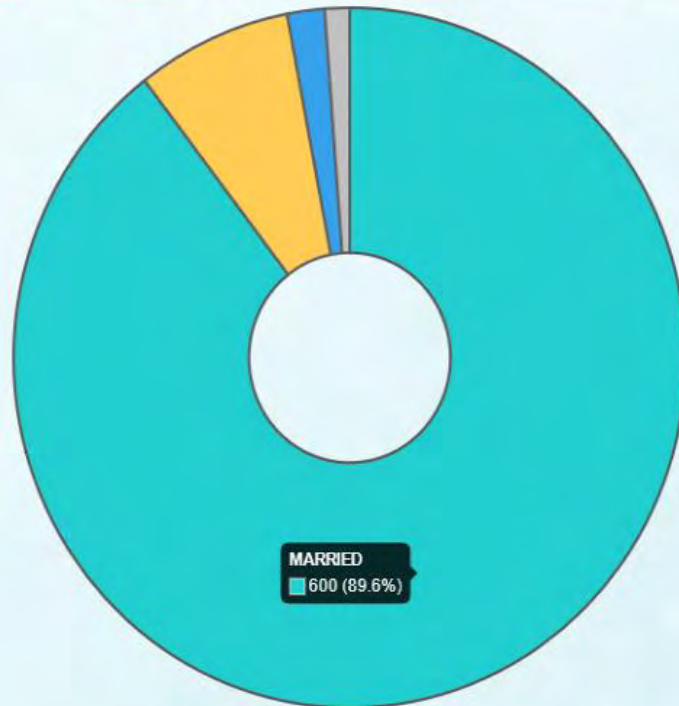
## Profile Statistics

Marital status of parents

School wide

 Download stats data in Excel format

MARRIED DIVORCED/ESTRANGED WIDOWED Not answered



The background of the entire image is a soft-focus bokeh effect with large, out-of-focus circles in shades of light blue, cyan, and pale yellow. Scattered throughout this background are numerous small, bright white stars with four-pointed flares, giving it a dreamy, celestial feel. A horizontal band of solid light purple color runs across the middle of the image, serving as a backdrop for the text.

# ***Academic Performance***

# ***Academic Performance***

## ***Exam Stats(By Student)***

### ***Core Feature***

- ***Exam Record***
- ***Subject Trends Analysis***
- ***Percentile***





exam stats

by student

7A

1. Chan Kwong Mui, Georgia



Chan Kwong Mui  
陳廣梅

## Overview

## Subject Trends

## Learning Attitude

## Attained Level

Pre-Mock Mock

2024-2025 (S7A)

Pre-Mock Mock

2023-2024 (S5E)

UT1 XM1 UT2 XM2

2022-2023 (S4E)

UT1 XM1 UT2 XM2

2021-2022 (S3E)

UT1 XM1 UT2 XM2

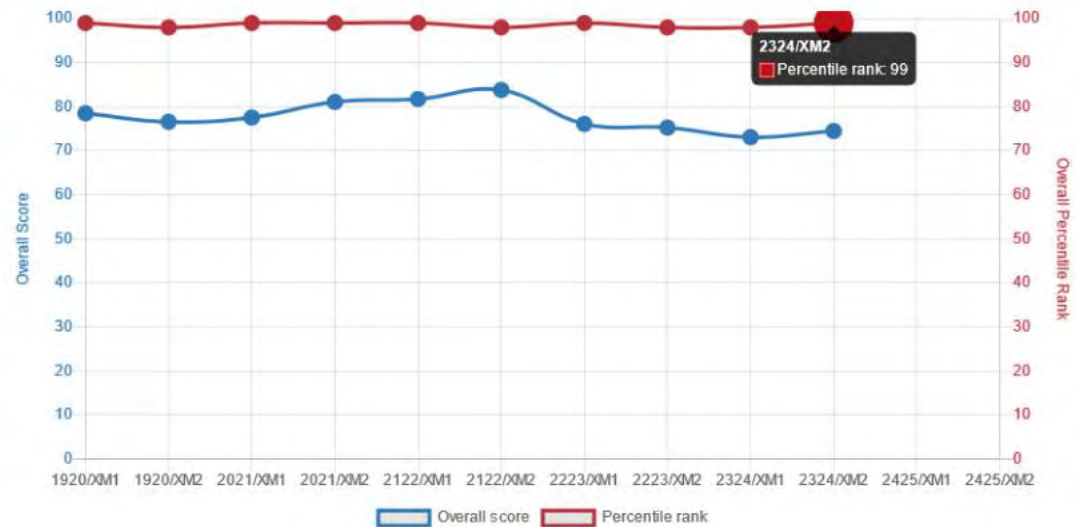
2020-2021 (S2E)

UT1 XM1 UT2 XM2

2019-2020 (S1E)

UT1 XM1 UT2 XM2

## Academic History





7A

### 1. Chan Kwong Mui, Georgia



**Chan Kwong Mui**  
陳廣梅

## Subject Trends

### Learning Attitude

Attained Level

Pre-Mock	Mock
1. $2x^2 + 3x - 4$	1. $2x^2 + 3x - 4$
2. $5x^3 - 2x^2 + 7x - 1$	2. $5x^3 - 2x^2 + 7x - 1$
3. $x^4 - 3x^3 + 2x^2 - x + 5$	3. $x^4 - 3x^3 + 2x^2 - x + 5$
4. $7x^2 - 4x + 9$	4. $7x^2 - 4x + 9$
5. $3x^3 + 8x^2 - 5x + 2$	5. $3x^3 + 8x^2 - 5x + 2$
6. $x^5 - 2x^4 + x^3 - 6x^2 + 3x - 7$	6. $x^5 - 2x^4 + x^3 - 6x^2 + 3x - 7$
7. $4x^3 - 7x^2 + 11x - 3$	7. $4x^3 - 7x^2 + 11x - 3$
8. $6x^4 - 9x^3 + 5x^2 - 2x + 1$	8. $6x^4 - 9x^3 + 5x^2 - 2x + 1$
9. $2x^2 - 5x + 3$	9. $2x^2 - 5x + 3$
10. $8x^3 - 12x^2 + 7x - 4$	10. $8x^3 - 12x^2 + 7x - 4$

2024-2025 (S7A)

Pre-Mock	Mock
1. $2x^2 + 3x - 4$	1. $2x^2 + 3x - 4$
2. $5x^3 - 2x^2 + 7x - 1$	2. $5x^3 - 2x^2 + 7x - 1$
3. $x^4 - 3x^3 + 2x^2 - x + 5$	3. $x^4 - 3x^3 + 2x^2 - x + 5$
4. $7x^2 - 4x + 9$	4. $7x^2 - 4x + 9$
5. $3x^3 + 8x^2 - 5x + 2$	5. $3x^3 + 8x^2 - 5x + 2$
6. $x^5 - 2x^4 + x^3 - 6x^2 + 3x - 7$	6. $x^5 - 2x^4 + x^3 - 6x^2 + 3x - 7$
7. $4x^3 - 7x^2 + 11x - 3$	7. $4x^3 - 7x^2 + 11x - 3$
8. $6x^4 - 9x^3 + 5x^2 - 2x + 1$	8. $6x^4 - 9x^3 + 5x^2 - 2x + 1$
9. $2x^2 - 5x + 3$	9. $2x^2 - 5x + 3$
10. $8x^3 - 12x^2 + 7x - 4$	10. $8x^3 - 12x^2 + 7x - 4$

2023-2024 (S5E)

UT1 XM1 UT2 XM2

2022-2023 (S4E)

UT1 XM1 UT2 XM2

2021-2022 (S3E)

UT1 XM1 UT2 XM2

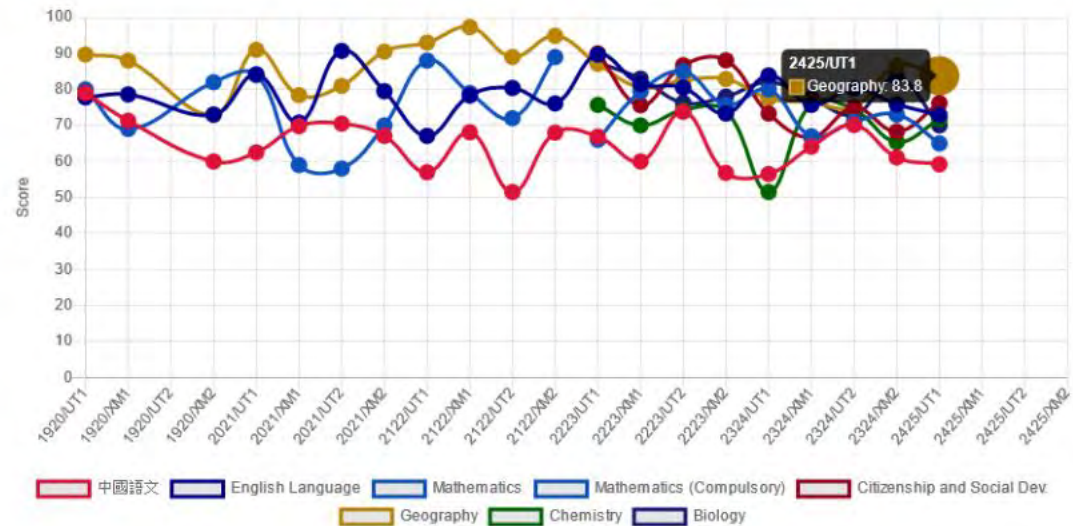
2020-2021 (S2E)

UT1 XM1 UT2 XM2

2019-2020 (S1E)

UT1 XM1 UT2 XM2

## Subject Trends



Subject	2019-2020				2020-2021				2021-2022				2022-2023				
	UT1	XM1	UT2	XM2	UT1	XM1	UT2	XM2	UT1	XM1	UT2	XM2	UT1	XM1	UT2	XM2	UT1
中國語文	79.0	71.3		60.0	62.5	69.8	70.5	67.1	57.0	68.1	51.5	68.0	66.9	60.0	73.8	56.8	56.5
English Language	77.8	78.6		73.0	84.2	70.8	90.7	79.5	67.1	78.3	80.4	76.1	89.7	81.5	80.5	73.3	83.9
Mathematics	80.0	69.0		82.0	84.0	59.0	58.0	70.0	88.0	79.0	72.0	89.0					
Mathematics (Compulsory)													66.0	79.4	85.0	75.7	80.0





exam stats

by student

7A

1. Chan Kwong Mui, Georgia



Chan Kwong Mui  
陳廣梅

Overview

Subject Trends

Learning Attitude

Attained Level

Pre-Mock Mock

2024-2025 (S7A)

Pre-Mock Mock

2023-2024 (S5E)

UT1 XM1 UT2 XM2

2022-2023 (S4E)

UT1 XM1 UT2 XM2

2021-2022 (S3E)

UT1 XM1 UT2 XM2

2020-2021 (S2E)

UT1 XM1 UT2 XM2

2019-2020 (S1E)

UT1 XM1 UT2 XM2

## Subject Trends

Customize Chart

- ☒ Mathematics
- ☒ Mathematics (Compulsory)
- ☒ Citizenship and Social Dev.
- ☐ Life and Society
- ☐ Chinese History
- ☐ History
- ☒ Geography

Show:

Percentile

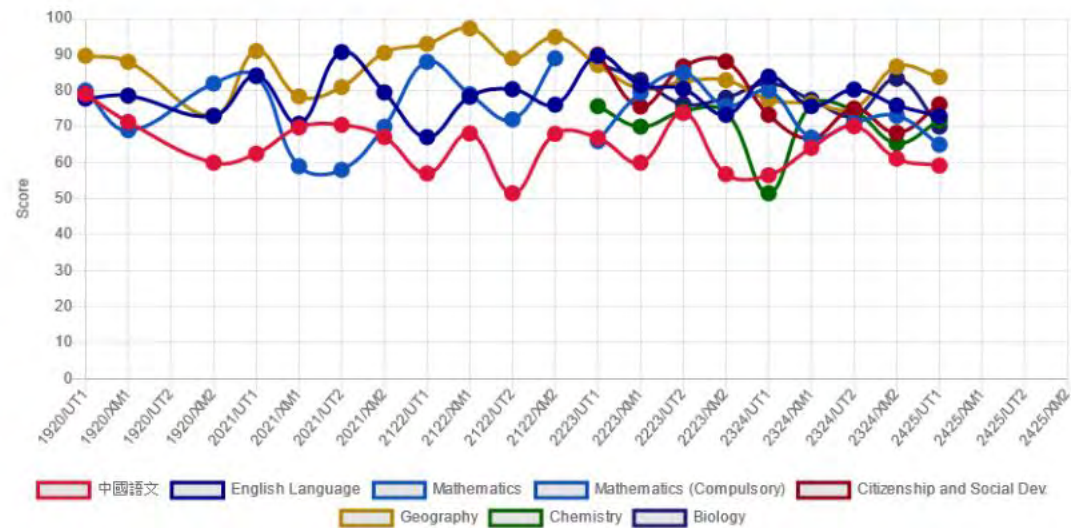
Group

Score

Select all

Deselect all

Commit





UT1    XM1    UT2    XM2

[illegible]





[home](#)
[exam stats](#)
[by student](#)
7A
 1. Chan Kwong Mui, Georgia



Chan Kwong Mui  
陳廣梅

#### Overview

#### Subject Trends

#### Learning Attitude

#### Attained Level

Pre-Mock Mock

2024-2025 (S7A)

Pre-Mock Mock

2023-2024 (S5E)

UT1 XM1 UT2 XM2

2022-2023 (S4E)

UT1 XM1 UT2 XM2

2021-2022 (S3E)

UT1 XM1 UT2 XM2

2020-2021 (S2E)

UT1 XM1 UT2 XM2

2019-2020 (S1E)

UT1 XM1 UT2 XM2

## 2023-2024 Second-term Exam

Subject	Score	Mean	SD	Z-score	P <sub>n</sub>	Rank		Learning Attitude	
						Class	Form	Lesson	HW
Overall	73.1	53.2	8.7	+2.3	-	1/27	1/100	-	-
Conduct									
中國語文	61.1	51.6	6.1	+1.6	94	4/27	9/100	-	-
卷一：閱讀	63.5	52.3	7.0	+1.6		3/27	4/100	-	-
卷二：寫作	58.1	50.7	6.8	+1.1		8/27	13/100	-	-
English Language	75.9	52.2	12.9	+1.8	97	3/27	3/100	-	-
1. Reading	77.8	55.2	16.0	+1.4		6/27	7/100	-	-
2. Writing	73.3	54.1	9.3	+2.1		2/27	2/100	-	-
3. Listening & Integrated Skills	76.4	51.8	16.9	+1.5		5/27	6/100	-	-
4. Speaking	78.6	57.7	10.6	+2.0		1/27	1/100	-	-
School-Based Assessment	75.0	42.2	17.6	+1.9		4/27	4/100	-	-
Mathematics (Compulsory)	73.0	53.1	16.9	+1.2	88	7/27	12/100	-	-
Citizenship and Social Dev.	68.3	49.3	10.6	+1.8	97	1/27	2/100	-	-
Geography	86.7	65.6	13.5	+1.6	96	1/6	1/13	-	-
Chemistry	65.4	61.5	13.2	+0.3	62	7/14	11/24	-	-
Biology	83.3	52.4	18.5	+1.7	96	1/9	1/29	-	-

**Standard deviation (SD)** is a measure of how much the individual test scores in a group differ from the average or mean score. It gives an idea of how spread out the scores are. A smaller standard deviation means the scores are close together, indicating less variability among the test scores. A larger standard deviation means the scores are more spread out, indicating more variability among the test scores.

The **z-score** is a measure that helps you understand how a particular test score compares to the average score. It's like a way to determine how much better or worse a test score is compared to the average score. A positive z-score means the test score is above average, while a negative z-score means below average. The larger the absolute value of the z-score, the more different the score is from the average. A z-score of 0 means the score is exactly at the average.

**Percentile (P<sub>n</sub>)** can be used to describe how well a student performed on a test compared to other students. For example, if a student scored in the 95th percentile, it means that the student performed better than 95% of the other students.

# ***Academic Performance***

## ***Exam Stats (By Subject / Summary)***

### ***Core Feature***

- ***Statistics***




[exam stats](#)

## Examination Summary Statistics

Year	Exam	By Class	By Subject
2023	Annual	By class	By subject
	Term 1 Exam	By class	By subject
	Uniform Test 1	By class	By subject
	Term 2 Exam	By class	By subject
	Uniform Test 2	By class	By subject
2022	Annual	By class	By subject
	Term 1 Exam	By class	By subject
	Uniform Test 1	By class	By subject
	Term 2 Exam	By class	By subject
	Uniform Test 2	By class	By subject
2021	Annual	By class	By subject
	Term 1 Exam	By class	By subject
	Uniform Test 1	By class	By subject
	Term 2 Exam	By class	By subject
	Uniform Test 2	By class	By subject
2020	Annual	By class	By subject
	Term 1 Exam	By class	By subject
	Uniform Test 1	By class	By subject
	Term 2 Exam	By class	By subject
	Uniform Test 2	By class	By subject


[home](#) [exam stats](#) [summary](#)

## 2023-2024 Annual Statistics

1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	5A	5B	5C	5D	6A	6B	6C	6D
		CHIN	CHIS	CL	E&RE	ENG	GEOG	HEC	HIST	L&S	MATH	MUS	PE	PTH	SCJ	VA							
90-100		0	7	3	0	0	0	8	0	0	0	3	0	2	1	0							
80-89.9		0	14	13	7	13	10	15	13	0	5	14	4	9	10	27							
70-79.9		3	7	12	19	21	17	11	10	4	9	15	24	13	17	14							
60-69.9		19	6	8	12	7	9	7	9	14	19	9	12	10	11	0							
50-59.9		11	3	5	2	0	4	0	7	11	7	0	1	3	2	0							
40-49.9		7	3	0	1	0	1	0	1	9	0	0	0	2	0	0							
30-39.9		0	0	0	0	0	0	0	1	2	1	0	0	2	0	0							
20-29.9		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
10-19.9		0	1	0	0	0	0	0	0	1	0	0	0	0	0	0							
0-9.9		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
#		40	41	41	41	41	41	41	41	41	41	41	41	41	41	41							
# Pass		33	37	41	40	41	40	41	39	29	40	41	41	37	41	41							
Pass %		83	90	100	98	100	98	100	95	71	98	100	100	90	100	100							
Max		74.4	96.5	91.2	88.8	89.4	89.0	97.9	89.4	75.8	86.2	100.0	88.5	90.8	91.0	88.6							
Min		43.8	19.6	51.5	48.1	62.1	44.3	61.0	35.3	19.2	32.5	60.5	57.2	39.4	53.0	73.2							
Mean		59.6	75.6	75	72.4	76	71.9	80.4	71.9	55.5	66.9	77.4	72.3	70.8	74.2	80.9							
SD		8.2	16.4	10.5	8.7	6.4	10.1	9.3	12.7	12.2	10.6	9.2	5.9	13.1	8.6	4							




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## 2023-2024 Annual Statistics

 BAFS BIO BIOJ CHEM **CHIN** CHIS CHMJ CL CLIT CS E&RE ECON ENG GEOG HEC HIST ICT L&S MACO MAM1 MATH MUS PE PHY PHYJ PTH SCJ TH

VA VAD

	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	5A	5B	5C	5D	6A	6B	6C	6D
90-100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
80-89.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
70-79.9	0	1	1	3	0	0	0	0	0	0	1	6	0	1	0	0	0	0	0	0	0	0	0	0
60-69.9	2	13	16	19	0	5	8	8	4	7	12	13	5	3	0	0	7	2	1	1	5	1	0	3
50-59.9	10	13	16	11	6	12	13	14	11	15	11	6	15	12	4	1	9	9	8	4	19	13	8	8
40-49.9	6	5	2	7	12	8	8	4	6	6	3	2	6	9	13	11	10	17	13	14	3	6	12	12
30-39.9	0	0	0	0	2	2	3	3	1	0	1	0	3	6	7	12	1	1	1	1	0	0	0	2
20-29.9	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
10-19.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
0-9.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
#	18	33	35	40	20	28	32	30	22	28	28	27	29	31	25	24	27	29	23	21	27	20	20	25
# Pass	12	27	33	33	6	17	21	22	15	22	24	25	20	16	4	1	16	11	9	5	24	14	8	11
Pass %	67	82	94	83	30	61	66	73	68	79	86	93	69	52	16	4	59	38	39	24	89	70	40	44
Max	63.1	70.4	70.9	74.4	58.0	63.9	68.4	69.2	65.5	66.6	70.7	75.7	65.8	70.1	55.4	51.9	63.6	60.5	64.9	61.7	64.3	60.0	59.8	64.7
Min	40.2	26.7	48.4	43.8	37.7	23.7	31.9	26.3	39.9	44.8	38.8	48.6	30.1	30.0	19.3	32.9	37.6	37.2	34.0	27.4	45.4	41.7	42.9	39.1
Mean	52.6	56	59.4	59.6	46.9	51.4	52.5	53.7	54	54.7	58.3	63.4	52	49.8	42.9	40.7	53.8	48.5	48.8	47	55.9	51.7	48.9	49.8
SD	6.1	8.7	5.4	8.2	5.6	9	9.1	9.7	6.8	5.9	7.4	7.5	8.6	9.4	8.4	5.2	7.3	5	6.4	7.5	4.7	4.7	4	7

The background is a vertical gradient from light blue at the top to light green at the bottom. It is decorated with numerous white circles of varying sizes, some of which are semi-transparent, creating a bokeh effect. Thin, white, curved lines sweep across the image. A bright starburst with multiple rays is located in the upper right quadrant.

# ***Student Development***



# ***Student Development***

## ***OLE By School***

### ***Core Feature***

- ***Activities created by teacher to record student participation in OLE and awards***

Inter-School Athletics Competition  
2021-2022 Division Three (Area 2)

The Hong Kong Schools Sports  
Federation

Competition

Sports  
Development

Competitor

Grade B,1500M,3rd  
runner-up;4X400M  
RELAY,Champion

2022-07-14

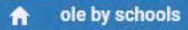
#### Year 2022-2023

Competition/Event	Organizer	Event Type	Realm	Role	Achievement (e.g. award, rank, certificate)	Date of Achievement
Hong Kong Cyber Security New Generation Capture the Flag (CTF) Challenge 2022	Hong Kong Computer Emergency Response Team Coordination Centre	Competition	Career-related Experience	Competitor		2022-11-11
75th Hong Kong Schools Music Festival (2023) - Vocal Solo (Foreign Language)	Hong Kong Schools Music and Speech Association	Competition	Cultural Development	Competitor	Silver Award	2023-02-24
75th Hong Kong Schools Music Festival (2023) - Graded Piano Solo	Hong Kong Schools Music and Speech Association	Competition	Cultural Development	Competitor	Silver Award	2023-02-24
Hong Kong Secondary School Debating Competition Term 1 Round 1 (Senior)	Hong Kong Secondary School Debating Competition	Competition	Cultural Development			2022-10-25
Artificial Intelligence and Innovation Technology Competition	The Education University of Hong Kong	Competition	Career-related Experience,Cultural Development	Competitor	Second Runner up	2023-03-04
RoboMaster 2023 Youth Tournament (Hong Kong)	DJI Education	Competition	Career-related Experience	Competitor	Division 1st Runner Up	2023-07-22

#### Year 2023-2024

Competition/Event	Organizer	Event Type	Realm	Role	Achievement (e.g. award, rank, certificate)	Date of Achievement
Hong Kong Secondary School Debating Competition Term 1 Round 1 (Senior)	Hong Kong Secondary School Debating Competition	Competition	Cultural Development			2023-10-25
The 4th "China Mobile OneNET Innovative Competition (Hong Kong Region)	China Mobile	Competition	Career-related Experience	Competitor	The top four teams	2023-10-12





## Major areas of OLE

### Major areas of OLE

### Scale of competition

All Data

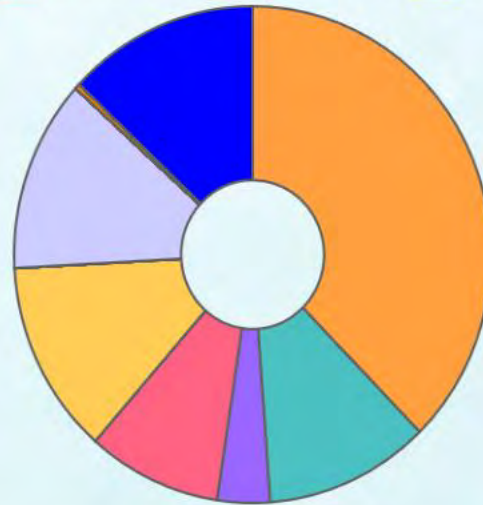
Form 5

2023 - 2024

Academic Y...

By participant ▼

 Download stats data in Excel format



## Sports Development

#	Activity	Organization	Major areas of OLE	Date	Class	Class No.	Name	姓名
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[ole by schools](#)

## OLE Statistics

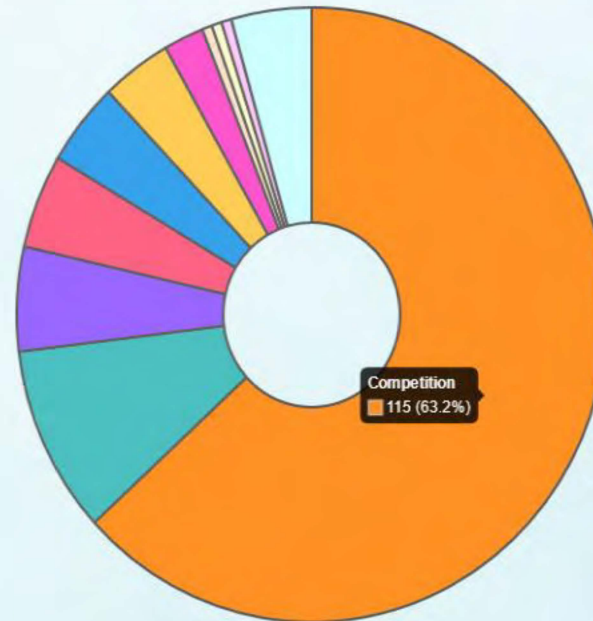
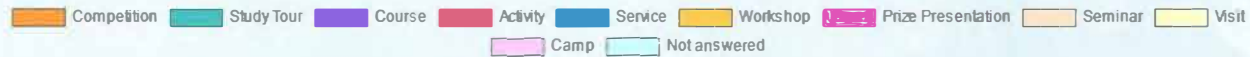
Categories of OLE

School wide

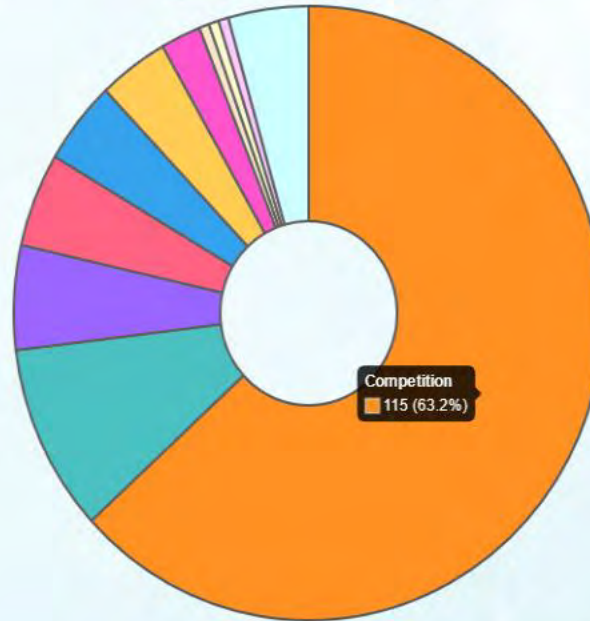
2023 - 2024

Academic Y...

By activity

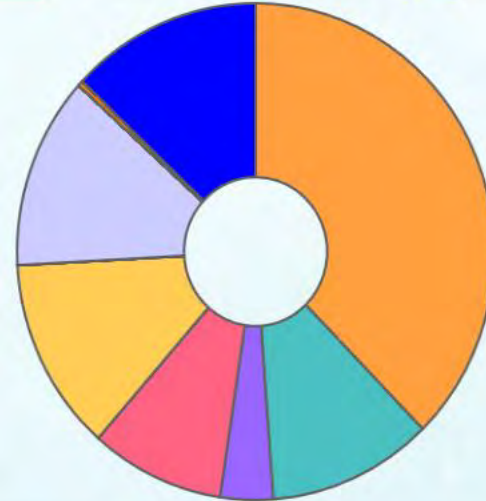
[Download stats data in Excel format](#)





## Competition

#	Activity	Organization	Categories of OLE	Date
258	Hong Kong Secondary School Debating Competition Term 1 Round 1 (senior)	Hong Kong Secondary School Debating Competition	Competition	2023-10-25
259	Hong Kong Secondary School Debating Competition Term 1 Round 2 (junior)	Hong Kong Secondary School Debating Competition	Competition	2023-11-30
290	75th Hong Kong Schools Speech Festival ( Chinese Speech )	Hong Kong Schools Music And Speech Association	Competition	2023-11-24
291	Hong Kong Literary Atlas Creation Competition	Hku Space Centre For Language Education And Assessment	Competition	2024-04-27
294	The 4th "china Mobile Onenet Innovative Competition (hong Kong Region)	China Mobile	Competition	2023-10-12
	2023 China Mobile Makerthon Onemo			

[Home](#) [ole by schools](#)[Download stats data in Excel format](#)

### Sports Development

#	Activity	Organization	Major areas of OLE	Date	Class	Class No.	Name	姓名
303	Inter-school Swimming Competition (Kowloon Division Two)	The Schools Sports Federation Of Hong Kong, China	Sports Development	2024-05-19	5E	1	Chan Kwong Mui	陳廣梅
313	Inter-school Athletics Competition (division 3)	The Schools Sports Federation Of Hong Kong, China	Sports Development	2024-02-26	5E	1	Chan Kwong Mui	陳廣梅

[Back to Top](#)



[talent pool](#)

## Activity Reflection Entry

**Name of activity**

Inter-school Swimming Competition 2019-20 Division Three (K1) Girls

**活動中文名稱（如有）**

Academic / Non-Academic



**Category of activity**

Activity

**Date of activity**

2019-10-10

**Reflection**

**B** *I* U   

write here...

**Name of organization**

The Hong Kong Schools Sports Federation HK Island and Kowloon Secondary Schools

**機構中文名稱（如有）****Major areas of OLE (Academic)**

Sports Development

**Category of Gifted Education**

Mind · 思

Save record

# ***Student Development***

## ***Talent Pool***

### ***Core Feature***

- ***Students declare their talents and verify by teachers***





## Introduction:

Aside from teachers' nomination, we also welcome students' self-nomination to the talent pool of KTL, so that they can enjoy even more in-house and off-campus learning opportunities for gifted students.

### Sight: To broaden your horizons

Attend seminars or join sight-seeing activities in more than one field of studies to broaden your horizons

### Heart: To cultivate a heart of gold

Participate in school services or volunteer activities in the community to cultivate a heart of gold

### Mind: To challenge your mind

Participate in courses or competitions to challenge your mind

You are a gifted student in a particular domain if you....

1. perform better than the average,
2. show commitment,
3. are able to come up with creative ideas.

Categorise your achievement to fulfill the requirements of "Sight, Heart, Mind" Framework in Gifted Education.

Year 2019-2020

OLE by School

Competition/Event	Organizer	Event Type	Realm	Role	Achievement (e.g. award, rank, certificate)	Date of Achievement	Category of Gifted Education
Inter-school Swimming Competition 2019-20 Division Three (K1) Girls	The Hong Kong Schools Sports Federation HK Island and Kowloon Secondary Schools	Activity	Sports Development	Competitor	Grade C 4X50m Medley Relay ,Grade C Champion,Overall Champion	2019-10-10	Mind · 思 ▾
Inter-school Cross-country Competition	The Hong Kong Schools Sports Federation HK Island and Kowloon Secondary Schools	Activity	Sports Development	Competitor	Individual 2nd ,Overall Grade C Champion	2020-01-15	Mind · 思 ▾

Year 2020-2021

# ***Student Development***

## ***Learning Plan***

### ***Core Feature***

- ***A continuous study plan established by student***
- ***Review with teachers periodically***





learning plan

7A

1. Chan Kwong Mui, Georgia

## Learning Plan

My Ambition

Doctor

理想職業



7A (1)  
Chan Kwong  
Mui  
陳廣梅

2024-2025

2023-2024

2022-2023

2021-2022

2020-2021

### Academic Performance 學業表現

Academic Performance

本年度長遠目標

Excel in all my electives

Short term goals (Measurable)

短期目標(可量度)

Improve in chemistry

Strategies

實行計劃 / 步驟

Watch online courses and do extra exercises

Time-scale

時期

3 months

Success Criteria

評估準則

Score at least 70% in test and exam

Evaluation &amp; Follow-up

檢討及跟進

Need to try to understand instead of memorising

### Skills: Talents / Leadership 才藝 / 領導力

Academic Performance

本年度長遠目標

Make good use of my talent in science

Short term goals (Measurable)

短期目標(可量度)

Join more science related competition or courses

Strategies

實行計劃 / 步驟

Join biology competition

**Skills: Talents / Leadership 才藝 / 領導力**

Academic Performance  
本年度長遠目標

Make good use of my talent in science

Short term goals (Measurable)  
短期目標(可量度)

Join more science related competition or courses

Strategies  
實行計劃 / 步驟

Join biology competition

Time-scale  
時期

3 months

Success Criteria  
評估準則

Join at least 3 courses or competitions

Evaluation & Follow-up  
檢討及跟進

Need to balance time spent on school work and these ECA

**Character Building / Religious Development 品德情意/靈育**

Academic Performance  
本年度長遠目標

Be more kind

Short term goals (Measurable)  
短期目標(可量度)

Help others more

Strategies  
實行計劃 / 步驟

Join volunteering work

Time-scale  
時期

3 months

Success Criteria  
評估準則

Join more than 2 volunteering workshops

Evaluation & Follow-up  
檢討及跟進

Still have 1 to go



**Character Building / Religious Development 品德情意/靈育**

Academic Performance  
本年度長遠目標

Be more kind

Short term goals (Measurable)  
短期目標(可量度)

Help others more

Strategies  
實行計劃 / 步驟

Join volunteering work

Time-scale  
時期

3 months

Success Criteria  
評估準則


Join more than 2 volunteering workshops

Evaluation & Follow-up  
檢討及跟進

Still have 1 to go

**Feedback 回饋**

New feedback  
新增回饋

**B** *I* U   

write here...

**Note:** Students ARE able to read these comments.

Save and Submit



students

7A

1. Chan Kwong Mui, Georgia

## Chan Kwong Mui Georgia

### 陳廣梅



Profile



Remarks



Electives



Exam

中文、Maths、Chem 都有補習。中文方面，主要作文及閱讀理解。Maths 方面，都只想操數；弱於 MC，但操練時沒有計時。Chem 方面，主要看錄影片，及以 WhatsApp 來問問題。

Yim Man Shun @ 2023-12-04 11:25:23

學生了解其學習的強弱項，願意花時間溫習，亦會放棄學界比賽以免成績下滑，但同時知道某些學科有不足，例如中文、數學及化學。學生面對這些科目時，會因為不熟悉的題目而出現犯錯，特別是數學的MC部份，某些題目只能胡亂猜測。學生知道要多花時間操練不同的題型，但同時面對某些學科時亦要改變已有的學習方法，靈活多變地處理抽象概念。

本年度參加SHIELDS令她增強對精神健康的關注，對未來做醫生亦有幫助，訓練亦令她踏出了其舒適區，嘗試參加不同的活動。建議學生再增加課外活動或比賽的經歷，填補非學業成績上的成就。

Ng King Fai @ 2022-11-28 12:47:51

廣梅談吐大方，對自己的未來有著清晰計劃。她希望日後能成為物理治療師，因她曾患病，得物理治療師幫忙，深深被他們的專業精神所吸引。她於今次統測較不滿意自己在英文及數學方面的表現，不過她亦已分析箇中原因。她認為自己對數學其中一個題目較生疏，相信只要針對性地多加練習便可以改善。至於英文方面，她認為自己的詞彙不足，因此亦定下目標，每星期看文章一篇，然後查字典及摘錄內容，方便日後反覆溫習。她有良好學習習慣，回家後會先完成功課，亦會溫習所學及做預習，並能維持在9:30pm前睡覺。她喜歡畫畫，並正準備參加一個繪畫比賽。閒時她會到畫室作畫，並視作減壓方法之一。她為真小學生，已信耶穌，但現已沒有去教會。此外，她希望提升自己對別人需要和感受的敏感度，以幫助他人。

廣梅其實非常成熟，有良好學習及生活習慣，能常自省及實踐計劃，是一個自主學習者。老師鼓勵她要多用所學的生字於寫作及說話，並可參考一些字詞讀本。另外，老師亦建議她要花一點時間追求非純今生的事，但她表示較怕與陌生人交往，亦沒有空閒時間。因此，老師建議她參加學校的細胞小組，因她可以與朋友一起參加，亦可相約午飯時間進行，這樣會較彈性。

Lee Yi Ying @ 2020-12-01 10:14:45

Add remark



# ***Student Development***

## ***Disciplinary Record***

### ***Core Feature***

- ***Auto Login to E-class***



reorder

student search



Students



Student  
Remarks



Student  
Profiles



Exam Stats



Mark Entry



Result Slips



Class Duties



OLE Activities



Talent Pool



Learning Plan



Community  
Services



Reading Award  
Scheme



Staff



Time Table



Seating Plan



Wheel of  
Fortune



EClass



Gmail



Campus TV



Classroom



WebSAMS



e-Services



Drive



Meet



Calendar



Jamboard



Keep



Office 365



EduCity



ClassDojo



edpuzzle



GoFormative



Kahoot



Kami



Prezi



Schoology



Spark





## 訓導管理

概覽

管理

良好及違規行為

獎勵及懲罰

個案紀錄

留堂

列印通告

統計

良好及違規行為

獎勵及懲罰

留堂

報告

綜合報告

良好及違規行為  
報告

獎勵及懲罰報告

操行分報告

系統報告

留堂懲處名單

設定

良好及違規行為

獎勵及懲罰

電子通告模板

個人報告

學生報告

班別摘要

班別摘要 (轉換後資料)

## Disciplinary Record by individual

顯示統計選項

## 操行報告

學生：陳廣梅 班別：6A - 1

- 獎勵及懲罰 -

2019-09-01 To 2024-10-17

#	事件日期	獎懲內容	類別/項目	負責人
1	2024-06-25	好評2次	A06 - 協辦校內各項活動 Helping in various events at school	羅楚雲副校
2	2024-06-25	好評3次	A06 - 協辦校內各項活動 Helping in various events at school	羅楚雲副校
3	2024-06-25	好評1次	C04 - 全學期端莊服飾	訓輔組
4	2024-06-25	好評4次	C02 - 全學期勤到	訓輔組
5	2024-06-25	好評2次	A06 - 協辦校內各項活動 Helping in various events at school	羅楚雲副校
6	2024-06-25	好評4次	C01 - 全學年準時交齊功課	訓輔組
7	2024-06-25	好評1次	C05 - 全學期端莊髮式	訓輔組
8	2024-06-18	優點1次	M01 - 校內行為表現優點	嚴文迅先生
9	2024-06-18	好評6次	A04 - 長期積極推動班務/會務 Frequent active participation in class affairs/ club affairs	阮淑賢
10	2024-06-18	優點2次	M01 - 校內行為表現優點	張少傑先生
11	2024-06-18	好評8次	A04 - 長期積極推動班務/會務 Frequent active participation in class affairs/ club affairs	張少傑先生
12	2024-03-22	好評1次	A07 - 參與義務工作 Voluntary work	劉雯慧
13	2024-03-01	好評6次	B05 - 代表學校參加校外各類學術比賽 Representing the school in various academic competitions	張少傑先生



學業信息



活動參與



出勤與紀錄



基本資料



KTL PORTAL



志向與輔導



# 資優教育的施行





# 九真資優學苑

升學教育

封面故事



沙田培英中學學生參與STEM教育，在「九真資優學苑」。

九真重全校式參與  
沙培重STEM

中學特色  
資優教育

今年九月將升讀中一的學生家長，選校時除了要有策略，也要認識各校特色，才可為孩子選報適合的學校。今期《親子王》專訪九龍真光中學及沙田培英中學，讓讀者深入了解兩所學校於資優教育方面的辦學特色。九龍真光中學成立「九真資優學苑」，為全體學生提供多元學習經驗，培育他們的健全人格；沙田培英中學則重STEM教育，更在課程下設立「創客學苑」，讓學生在科技方面的興趣與潛能，得以發揮與實踐。

香港推行資優教育多年，教育局鼓勵學校採用「三層架構」辦學，即第一層校本資優教育，包括教育資源、第二層即校本資優教育，包括校本課程、第三層即校本資優教育，包括校本課程、第三層即校本資優教育，包括校本課程。

在資優教育上，九龍真光中學校長李伊華表示，學生在學習過程中，除了知識的累積，更要注重學生的「心」的培養，即學生的「見、心、思」三大範疇。沙田培英中學校長陳麗霞則表示，學校在推行STEM教育時，除了提供學生在科技方面的興趣與潛能，得以發揮與實踐，更在課程下設立「創客學苑」，讓學生在科技方面的興趣與潛能，得以發揮與實踐。

九龍真光中學  
「見、心、思」  
三大範疇推動

九龍真光中學（下稱九真）近年致力發展學生多元學習，二〇一八年更成立「九真資優學苑」，提供多元學習經驗。校長李伊華表示，學校以全校式參與（Whole school approach）的「見、心、思」三大範疇，推行跨科、層級、全球聯繫等活動，讓不同領域的資優學生獲得良好學習體驗。

著重全校式參與

該校採用全校式參與推行資優教育，著重發展學生全人能力及培養其終身學習態度。李伊華解釋：「所謂著重全校式參與，是指全不間斷，有學生在A範疇遇困難，在B範疇能力較為中樞則有所發揮。」該校將資優活動分為兩類，即「見」及「思」兩類，認為每名學生至少有一個強項範疇，也有不少人具有兩項或以上的強項。她補充，對於各範疇的資優活動，學生可以自行報名參加，「其實我們對於資優生的界線不太清楚，將學生自己有興趣，已經達（資優）其中一個特質——有極大的動力（motivation）參與（活動）；至於能力方面，相關老師會對學生作評估，判斷其於該範疇是否真的較優秀。」

李伊華認為，資優教育的核心理念，是讓每名學生都可發展其潛能，並藉此促進學生學術、科技、小眾及個人層面，幫助學生接受資優教育。她補充，資優學生在學術範疇有才能，而學校本身沒有提供相關培訓計劃，便透過個人培訓等方式提升學生能力。而針對能力不足學生，學校會因應其能力提供訓練方法及需求。「若學生能不斷從資優活動，就必可達不同資質的同學。」

三大核心範疇多元活動

九真的資優教育並非單指學術的「三層架構」推行方式，更將學校以「見（sight）、心（heart）、思（mind）」三大核心範疇，提供多元化學習活動。



九龍真光中學的資優教育活動多元，全校學生均積極參與。

在「見」方面，她認為無論哪個範疇資優的學生，都要拓寬視野，有多元化的涉獵才可把潛能發揮得更好。該校特設「北方信譽計劃」，讓學生體驗自身價值以外的範疇，適宜地發展，活動包括參觀香港電台、西九龍劇院中心、遊藝大橋香港賽馬場等。

在「心」方面，李伊華發覺該校在多方面發展資優學生，心態上亦會出現高點，「很多資優的人其實很怕輸，很多學生有時不願意將自己的東西分享給任何同學，擔心被別人超越；而分數或成績，是部分優秀的學生不願意接受比較過人的，覺得別人會超越自己，不願作出分享。」因此，該校舉行多項社區外展活動，如華語會、學堂前園工服務等，令學生明白「能力強大，責任也大」。

在「思」範疇方面，九真現正嘗試以融融式計劃，全體的活動以正統課程為基礎，兼以「見與思融融」為核心學習，融融式計劃中，學生透過向不同的範疇發展方法，包括批判性思維、創意思考、分析力、決策力、並配合研究技能、加定性研究及定量研究、溝通能力、處理資料的能力。

跨科協作發展兩能

從必修課程中，該校便發展資優學生，李伊華舉例，中三的常識課與課程融入歷史範疇元素，所有學生在課堂上設計計劃，老師從中找出優秀作品，幫助其發展才華的資優生繼續作作品，與相關大學合作繼續發展作品。「學生更會自行設計計劃，參與時裝表演活動，展示其作品。」

另外，中四、中五的同學需在音樂科課堂學習製作電子音樂。李伊華表示，所有學生均須提交電子版的音樂作品，老師在課堂中選取一些優秀作品，又融入中文科元素，由音樂範疇轉至中文範疇的學生學習製作，溝通、溝通技巧，最後編排成音樂，參與校外各項比賽。



學校在「見（sight）、心（heart）、思（mind）」三大核心範疇，為資優學生提供多元學習活動。

主頁 > 教育 > 親子

升學教育 | 九龍真光中學「見、心、思」三大範疇推動【610期】

親子 更新時間：20:40 2022-02-09

星島頭條



Kowloon True Light School School Concert  
We are the Music Makers

今年九月將升讀中一的學生家長，選校時除了要有策略，也要認識各校特色，才可為孩子選報適合的學校。今期《親子王》專訪九龍真光中學及沙田培英中學，讓讀者深入了解兩所學校於資優教育方面的辦學特點。九龍真光中學成立「九真資優學苑」，為全體學生提供多元學習經驗，培育他們的健全人格。

ADVERTISEMENT





# Academy for Gifted Students

## Participation Procedure:

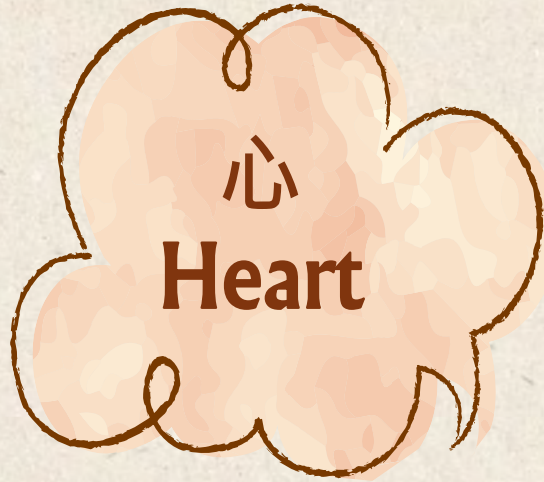
1. Nomination by teachers

2. Self-nomination





# The Framework of Gifted Education



<b>Sight:</b> <b>To broaden your horizons</b>	<b>Heart:</b> <b>To cultivate a heart of gold</b>	<b>Mind:</b> <b>To challenge your mind</b>
Attend seminars or join sight-seeing activities in more than one field of studies to broaden your horizons	Participate in school services or volunteer activities in the community to cultivate a heart of gold	Participate in courses or competitions to challenge your mind





# Field of Studies for Gifted Education



Chinese



English Language



Mathematics  
& Science



Humanities



Physics Education



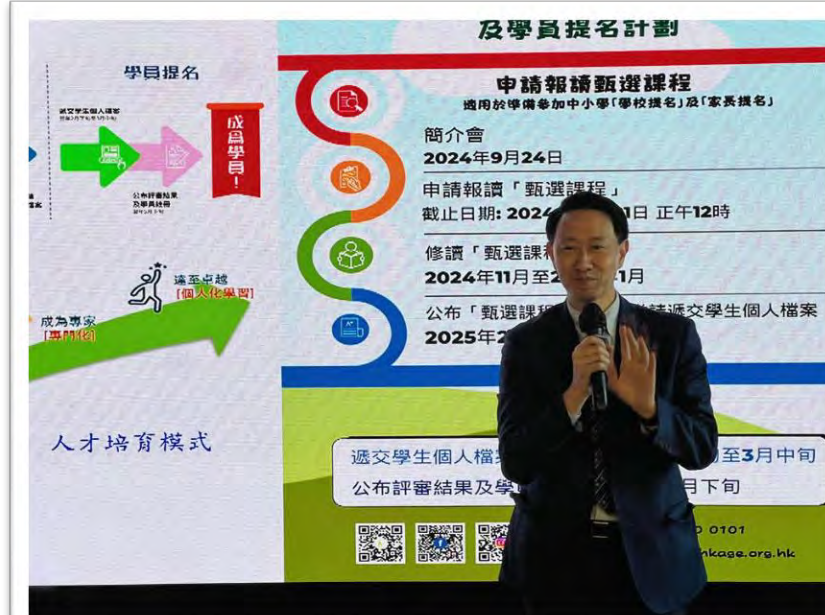
Art and Music



Leadership




# 資優學苑啟動禮





# 紀錄與反思



**Record**

Field of Studies for Gifted Education:  
Chinese Language ☒ English Language ☐ Mathematics and Science ☐  
Humanities ☐ Physical Education ☐ Art and Music ☐ Leadership ☐


	Area (Sight/ Heart/ Mind)	Name of Gifted Education Training Course, Competition, or Activity	Date of Completion	Signature of Teacher in Charge
1	Sight	向志軒數學2022	24/02/2023	
2	Mind	Mick Legislative Council	12/02/2023	
3	Mind	Criminal Psychology	20/03/2023	
4	Sight	第一屆全港中學生物學大學生學界	20/03/2023	
5	Sight	CCC Competition (English)	01/05/2023	
6	Mind	HKMA 'To be a Lawyer' Debate Program	12/04/2023	
7	Heart	2 H.E.C. 2022	22/10/2022	
8	Heart	亞洲區20-21年級服務	08/10/2022	
9	Mind	Mick Trial	13/04/2023	
10	Sight	Field trip report Competition	12/04/2023	

**Participant's reflection:**

In terms of the area of sight, participating in competitions and activities regarding to subjects I am studying (e.g. Chinese, PE, Geography), allow me to broaden my horizons. I am thankful to have the opportunities to explore more out of textbooks and texts, strengthening fundamental foundation and opening my mind.

In terms of the area of heart, I participated in various volunteer services, reaching out different communities of our society (e.g. street cleaners, primary school students, students who are suffering from mental illness, etc.) I've learnt to put myself into others' shoes. What I care about is not just limited to what I am exposed to in everyday life, but more on the ones who are supporting us and who are suffering.

In terms of the area of mind, joining activities and competitions demanding critical thinking and public speaking boost my confidence and courage towards everything I am grateful for all I found.



**Record**

Field of Studies for Gifted Education:  
Chinese Language ☐ English Language ☐ Mathematics and Science ☐  
Humanities ☐ Physical Education ☐ Art and Music ☐ Leadership ☒

	Area (Sight/ Heart/ Mind)	Name of Gifted Education Training Course, Competition, or Activity	Date of Completion	Signature of Teacher in Charge
1	Mind	FE青年領袖培訓計劃2022	31/08/2022	
2	Heart	華語團年飯2023	14/01/2023	
3	Heart	Running Youth 2023	15/01/2023	
4	Mind	青少年領袖計劃2022-2024	15/10/2022 Ongoing	
5	Sight	TEDstyle Public Speaking Workshop + debate fundraising	15/10/2022	
6	Heart	真知能與善 Preparation	6/10/2022 13/10/2022	
7	Heart	Serve Leadership @ Peering Hong Kong	4/11/2022	
8	Heart	龍城 got 21 elite 訓練營	15/11/2023	
9	Heart	樂動 games day 2023	25/3/2023	
10	Mind	UNICEF HK International Forum 2022	6/12/2022	

**Participant's reflection:**

Being a UNICEF HK young leader has also given me the opportunity to learn about the challenges facing children in Hong Kong and all around the world. Through my involvement in this program, I have learned about the importance of education, health, protection and basic rights for children, and have become more aware of the inequalities that exist in our society.

To conclude, my involvement in various school activities, external service projects and joint-school committee members has taught me valuable lessons about leadership, communication, creativity, empathy, responsibility and organization. These experiences have strengthened my skills and have inspired me to continue to use my skills and talents to make a positive impact in the community.





學習成果薈萃





# 資優學苑頒獎禮

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# 見 Sight

To broaden your  
horizons





# Our Major Concern :

## To nurture global competence in future-ready students



### School-based Featured Curriculum

S1 PBL program (CES)

Theme: Global Health

Learning outcomes: Boardgame design

S2PBL program (L&S, Geog)

Themes: Survival and Basic Needs

Learning outcomes: Campaign design



# Multiple Intelligences Courses





# Collaboration with schools in different countries





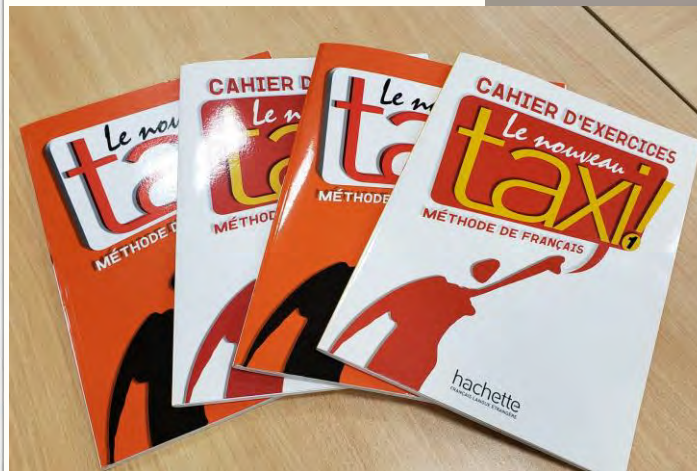
# Foreign Language Classes

Japanese Class

French Class

Spanish Class

German Class





Theme	Subject /Committee
Guongzhou Sister School Exchange and Greater Bay Area Development Opportunities Expo	NSCC, SAC
Flash Tour to the Greater Bay Area(Shenzhen)	SAC
Flash Tour to the Greater Bay Area(Zhuha)	SAC
Mainland Study Tour to Zhaoqing	CS
Nanjing Sister School Exchange	NSCC
Shanghai Cultural Conservation Tour	NSCC
Macau-Zhuhai Science and Culture Exchange Tour	STEM, Chinese Language
Harbin Study Tour	NSCC
Joint School Study Tour to Shenzhen and Guangzhou	Academy for Gifted Students
Creating the Future in the GBA- Study Tour of the True Light School to Huizhou	CS
True Light Joint-School Summer Tour to England	English
Social Innovation -Vietnam Service- Learning Tour	NSCC and Economics
Taipei Culture and Literature Trip	Chinese Language
Odyssey of the Mind World Final 2024 (United States)	STEM
iGEM Grand Jamboree and Culture Visit (France)	Biology
Seoul Religious Culture and Performing Arts Study Tour	Religious Education and ECA
Germany Science and Technology Discovery Tour	STEM

# STEAM Education: **DEFGM&S**

Digital  
Technology

Engineering  
Science

Food  
Science

Space  
Science

Inquiry-based  
Innovation-oriented  
Application-oriented  
Performance-based

Materials  
Science

Financial  
Technology  
(Fintech)

Medical  
Science

Gerontech

Green  
Technology



# Biz@TrueLight

## Entrepreneurship Program



Compassion Innovation

Action

Progress



## Entrepreneurship and Innovation Education

---

心

Heart



To cultivate a heart of gold



# S3 & S4 Service Learning Project

Purposes:

- instil empathy
- hone planning and execution skills
- learn design thinking and creative thinking skills



# Service Learning in our Kindergarten and Primary School sections





# InnoPower@JC:

## KTLS 'Sparkle in Service Learning' Project



### 關懷恩同學

#### 尊重是助人的起點

病童真正的需要是甚麼？是一份尊重。他們和我們一樣，渴望做自己喜歡的事、為自己的目標而奮鬥。我們應該給予他們發揮空間，不應限制他們，或對他們心存偏見，我們只需保持尊重的心，在尊重的大前提下，再提供一些適合他們的服務，



#### 李詩樂同學

#### 珍惜當下，不枉此

參加了「賽馬會教師長的訪問。他們每每談及堅強地繼續告訴我們他們竅門。我發現他們經歷才會，使自己的人生活得精敗得失，只管抬起頭來放

不少病童在無助時得綿力幫助有需要的人，例如人這一目標，把服務他

#### 以人為本 了解服務對象真正的需要

這次學習經歷令我意識到進行社區服務以人為本的重要性。以前我總覺得提供了一些服務就是幫助了別人，然而卻不知道我自以為善的想法，未必對應服務者所需，有時反而為他們帶來困擾。因此，我對服務前的課堂特別印象深刻。我學到了「以人為本」，要親身到區內訪問了長者、家長、小朋友等不同持份者對於公共空間的看法，藉此了解社區存在的問題及大眾對於空間的需要，然後才設計出真正對應所需的服務。當我拋開先入為主的想法，代入他人的角度，站在不同的立場，理解別人的感受，易地而處，就更能幫助服務對象。



#### 用心觀察 社區不再一樣

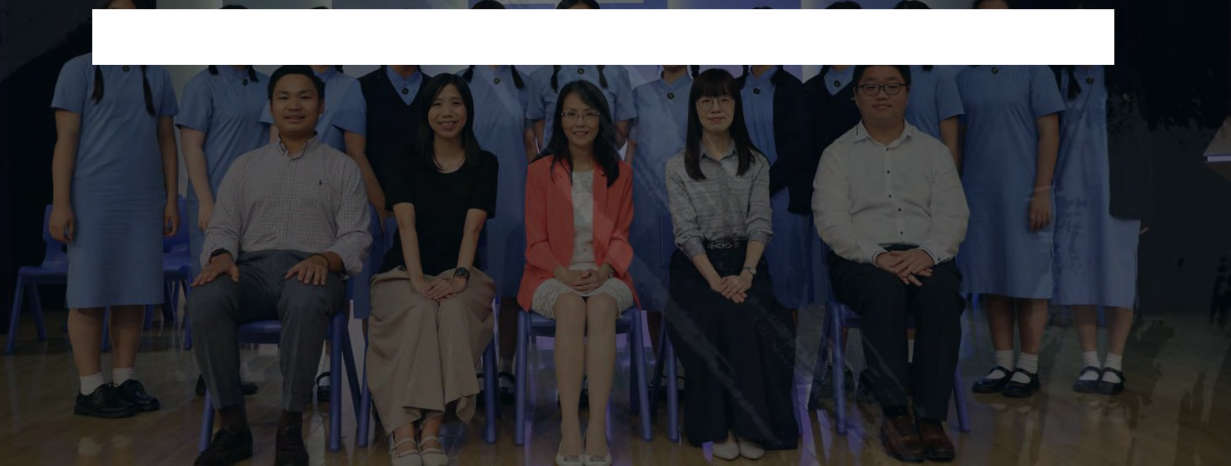


我們在考察中發現急促的生活節奏，忙碌的時間表都讓我們忽略了周邊物。本以為自己十分熟悉社區裡的一草一木，但當停下腳步認真觀察時，才發現從前只是走馬看花。例如學校後方的小公園，我從未留意到那裡人流少，是一片被浪費掉的區域；又例如學校附近一段極其危險的行車路，原來由於道路設計的問題，車輛下坡時容易與大馬路的其他車輛相撞，所以容易引致交通事故。這些每天都在社區的事物，到那一刻才真正展現在我的眼前。由此，我學會了用心觀察事物的重要，以後，我一定用心了解身邊的事物，說不定有更多的收穫呢！





# Student Leadership Handover Ceremony





# Leadership Training Camp



The background of the image is composed of several overlapping, layered paper-cut silhouettes of human heads in profile. Most of these silhouettes contain a large black question mark. In the center, one silhouette features a blue line drawing of a lit lightbulb. The entire composition is set against a soft, multi-colored gradient background that transitions from light blue at the top to pink and purple at the bottom.

# 思 Mind

To challenge your mind



Our Major Concern:

Develop the Deeper Thinking Skills:

PRIVA

Pragmatic Learner

Reflective Learner

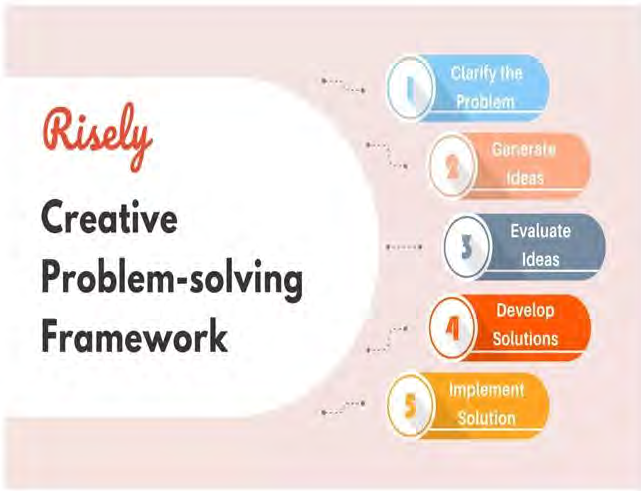
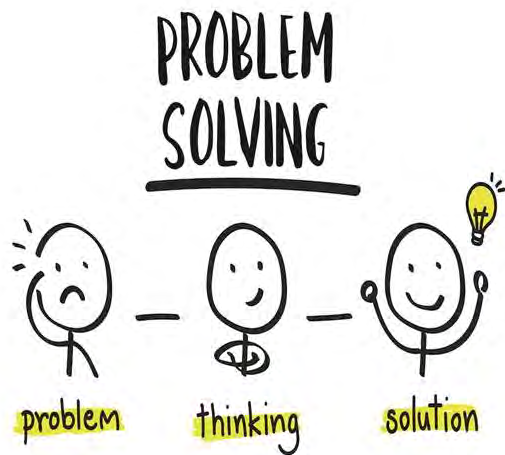
Inquisitive Learner

Visionary Learner

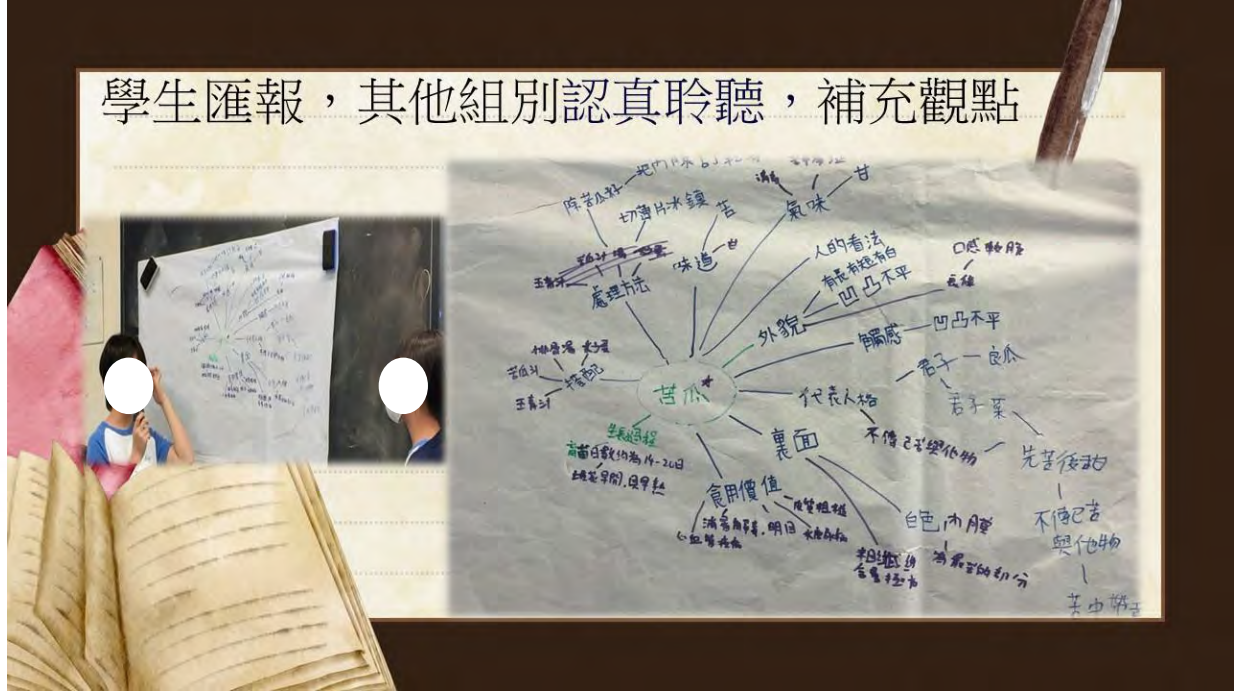
Articulate Learner



# Problem Solving VS Creative Problem Solving



學生匯報，其他組別認真聆聽，補充觀點

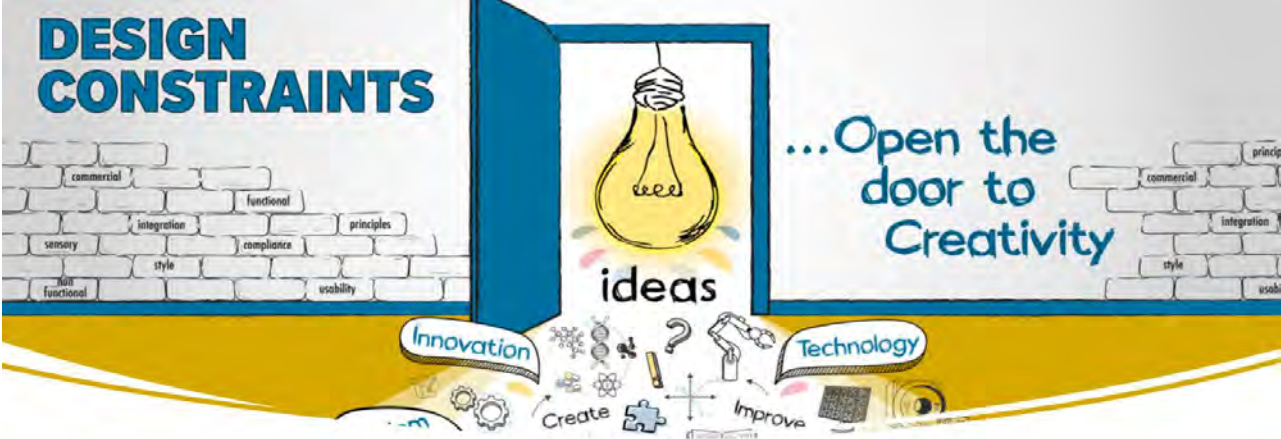


## How else can lateral thinking puzzles be used?

“Sally and Rodger are found dead in a house surrounded by glass and water. How did they die?”



- Speaking skills:** promotes interaction and use of language in a fun context
- Writing skills:** ask students to create a story based on the puzzle's scenario
- Listening skills:** have students practice focused listening and comprehension
- Games, competitions, lead-in:** have students solve puzzles in teams- spice up the lessons



## Types of constraints

- **Budgetary:** Financial limitations
- **Technical:** Technological restrictions
- **Time:** Deadline pressures
- **Functionality:** Performance and reliability



# University and External Organisations Programmes

## Programmes

The Hong Kong Academy for Gifted Education

The Chinese University of Hong Kong:  
Introductory Mathematical Thinking and Problem-Solving Skills

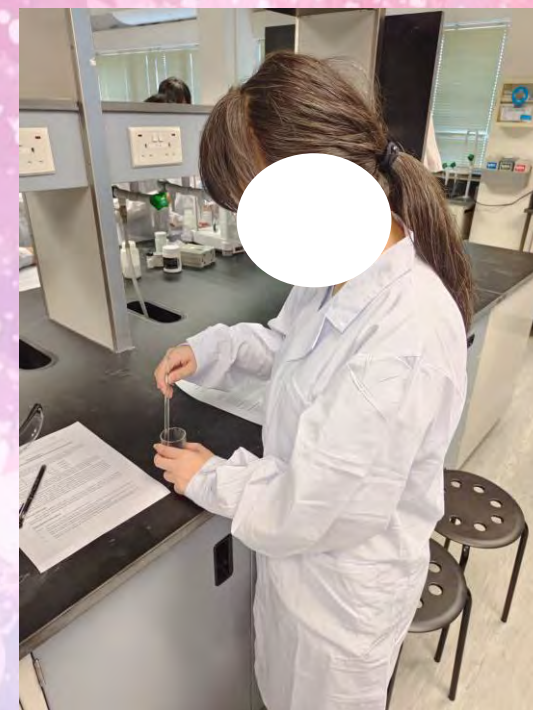
The Chinese University of Hong Kong:  
Biochemistry, Immunology & Infection

The Chinese University of Hong Kong:  
Can Chemistry Save the World?

The Chinese University of Hong Kong:  
Aspects of Chinese Medicine

The Hong Kong University of Science and Technology:  
Dual Program

The Chinese University of Hong Kong:  
Entrepreneurs in STEM Industry





# Student Achievements

HK National  
Debate Team (English)

Chinese Speech



English Debate Team





# Student Achievements



Mock Court

Teen Time



National Secondary School Leadership Competition



Joint Schools Youth Forum





# Student Achievements



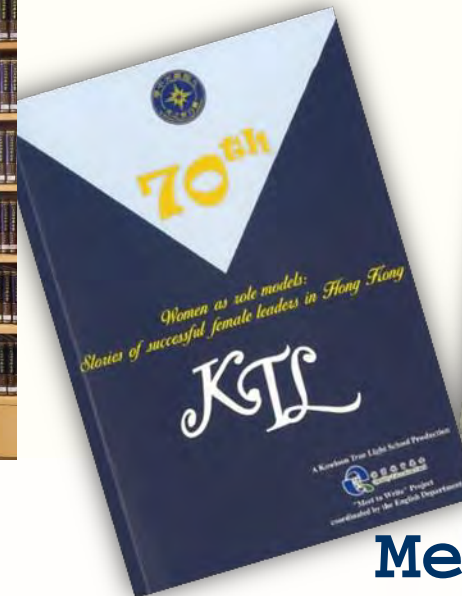
National Literature Star



2nd HK Chinese & English Essay  
- writing Competition: Champion



Reading Report Competition  
for Secondary School Students: Champion



Meet to Write



**明報教育服務**  
Ming Pao Education Service

資訊素養・人工智能

【明報教育服務報道】一支由多所香港中學學生聯合組成的科研隊伍（下稱「聯校赴法科研隊」，學校名單見右）於10月下旬啟程赴法國巴黎，參與國際建造工程概略設計競賽（IGEM），與來自世界各地的中學隊伍同台較量，最終憑藉出色表現奪得最高級別的金獎，並於「最佳教育推廣」和「最佳模型」兩個類別中榮獲全球高中組別前五名的佳績，為港爭光。

IGEM由麻省理工學院於2003年創辦，是一年一度的生物科技界盛事，吸引來自世界各地的中學生、大學生以至科研人員積極參與，精英雲集。今年，賽事吸引來自44個國家超過400支隊伍參加，參賽總人數達7000以上，香港兩校科研隊伍在眾多參賽隊伍中掙而出。

聯校科研隊伍以「運用AI研發抗癌化療藥」為題，運用剛獲得諾貝爾化學獎的AI程式AlphaFold來預測能抑制肺癌細胞活性的抗癌症肽，並利用轉基技術將相關基因導入大腸桿菌中，從而製作出具有抗癌能力的抗癌症肽(Anti-Cancer Peptide)。

學校科研隊伍在學校的生物科技實驗室對肺癌細胞進行抗癌症的效能測試，成功找到了最有效的抗癌症，並將其命名為KAP1(KRAS and PDGF Inhibitor)。「最佳模型」的得獎項目中，同學巧妙地運用AI程式設計抗癌症的序列，並運用數學模型計算最合適的抗癌症劑量，以估算合理的化學劑量及周期。

九龍真光中學  
東華三院伍若嬌夫人紀念中學  
協恩柏潤中學  
浸信會呂明才中學  
旅港開平商會中學  
葵青公立何傳楨紀念中學

而在「最佳教育推廣」的得獎項目中，同學設計了一系列的推廣方案，包括展覽遊戲、卡通漫畫、繪本、宣傳小冊子等。曾在南中、小學生乃至幼稚園學生普及生物科技知識。此外，他們還舉辦了多次在生物學工作坊、推廣生物科技，受眾更包括聽障人士等。

在博覽過程中，同學透過設計和分析模型，合成全新的生物工程系統，並應用科技知識，拆解分、Python編程等的知識。他們經過反覆嘗試、驗證而改良，最終取得成功。這無疑是一項極大的挑戰。在研究期間，他們尚不曉得分省、公務科舉案、生物科技公司、癌症康復等公司的集思廣益，進一步完善計劃。



◀香港聯校科系評估進行時，將繼續研究實際的情況。



▲ 香港體校科研隊伍合作，參與學校《波蘭墨序》包括九龍真光中學、東華三院伍若蘭夫人紀念中學、德信和南中學、源信會呂明才中學、香港開平商會中學、左濤公立何傳耀紀念中學。

學校科研隊伍進赴法國與世界各地參賽者切磋交流，不僅在Grand jamboree的講台上發表精彩的演說，還設計科學海報、開設攤位，向外界介紹他們的研究成果。他們更即時解答評審。其他參賽團隊及媒體的提問，這無疑考驗同學的表達能力、應變能力及解難能力。

獲得如此佳績，同學大加興奮，並表示能在這次學習歷程中擴闊視野、挑戰自我，並訂立「以科技創新造福人類」的宏大志向。未來盼望投身科研行業，積極貢獻社會。



▲香港學校教研隊伍在辦  
賽商場向來賓介紹各項  
教育推廣器材。



◀香港聯校科研隊伍在兩地合辦研會。

招銀教育設備查詢：☎ 2515 5415 周先生啟

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WhatsApp : 9728 9813

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教育 中小學校園

五校中學生組隊研製降解抗菌膠布 國際遺傳工程機器設計競賽奪冠

1572

2022-11-27 08:15



國際環保工程機器設計競賽由麻省理工學院創辦，是一年一度生物科技界的盛事，五間中學組成的學生的隊伍，於11月初赴法國巴黎參與賽事，最終憑「生物可降解的抗菌膠布」為題的項目，發表演說、設計科學海報、模擬競投、對外介紹研究成果等，擊敗世界各地的中學隊伍，奪得最高級別的金牌。



奪冠的隊伍由由漫畫會呂明才中學、迦密柏雨中學、九龍美光中學、荃灣公立何傳耀紀念中學和東華三院伍若瑜夫人紀念中學的學生組成。他們以「生

熱門文章

**升中派位2024**  
**屯門區8間英中**  
自行分配學額、收生要求

屯門區中學 | 8間英文中學名單 附自  
配學額數字、收生要求



圖為陳中區主任與陳慶雲、陳慶雲與陳中區主任合影。



中學統一減位2024 | 甲部乙部



教育科技月 | 香港教育大學





# Odyssey of the Mind Hong Kong Regional Tournament

## Problem 4 Where's the Structure?

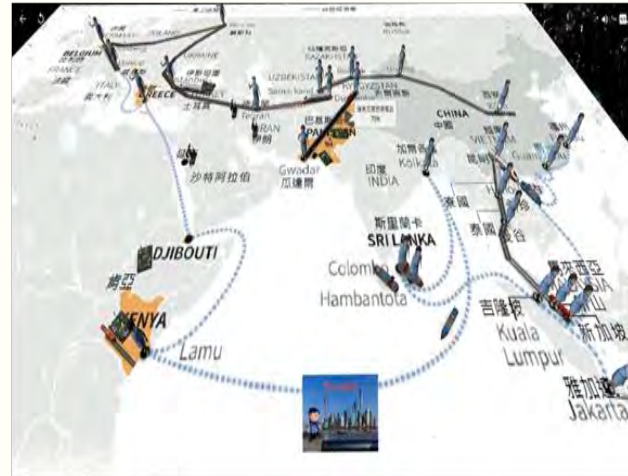


A trip to the United States for the finals



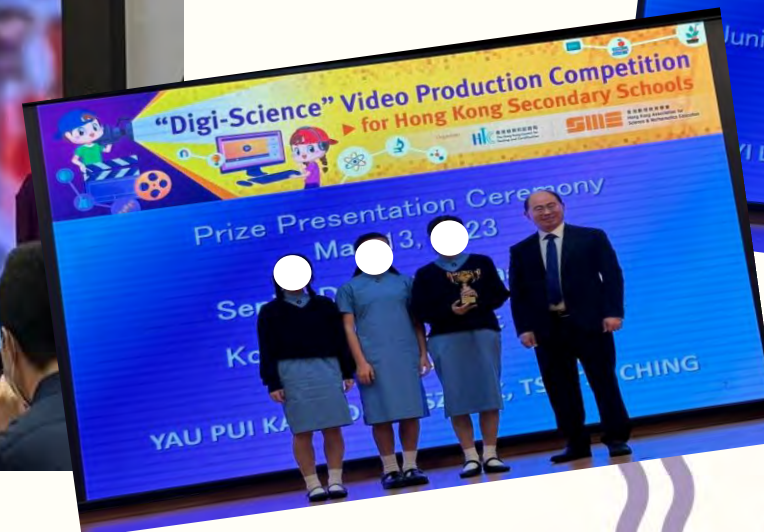


# “Virtual Tour of Ancient and Modern China” design competition





# “Digi-Science” Video Production Competition for Hong Kong Secondary Schools

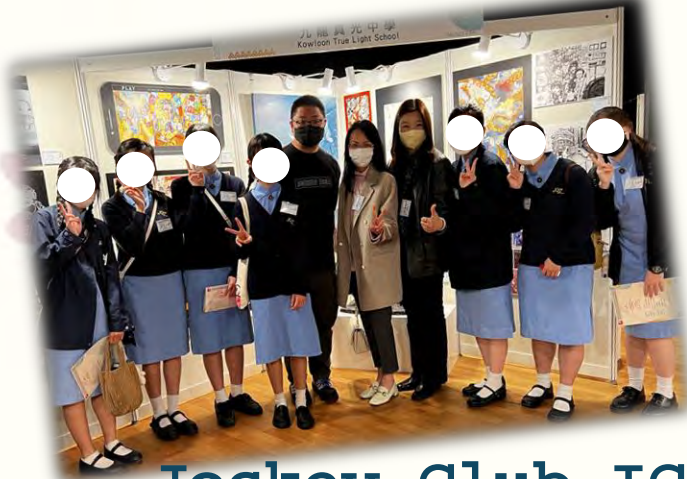




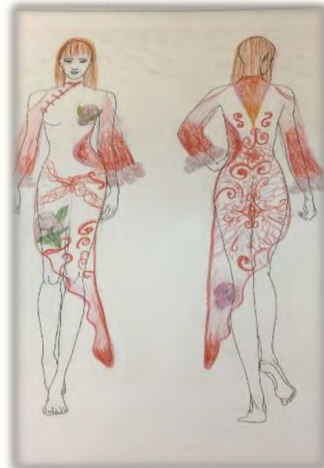
# Arts

## Standard Chartered Arts in the Park

### CCC Joint School Art Exhibition “Art Seedlings”



### Jockey Club ICH+ Innovative Heritage Education Programme





# Music and Dance



Music  
Composition





# Sports

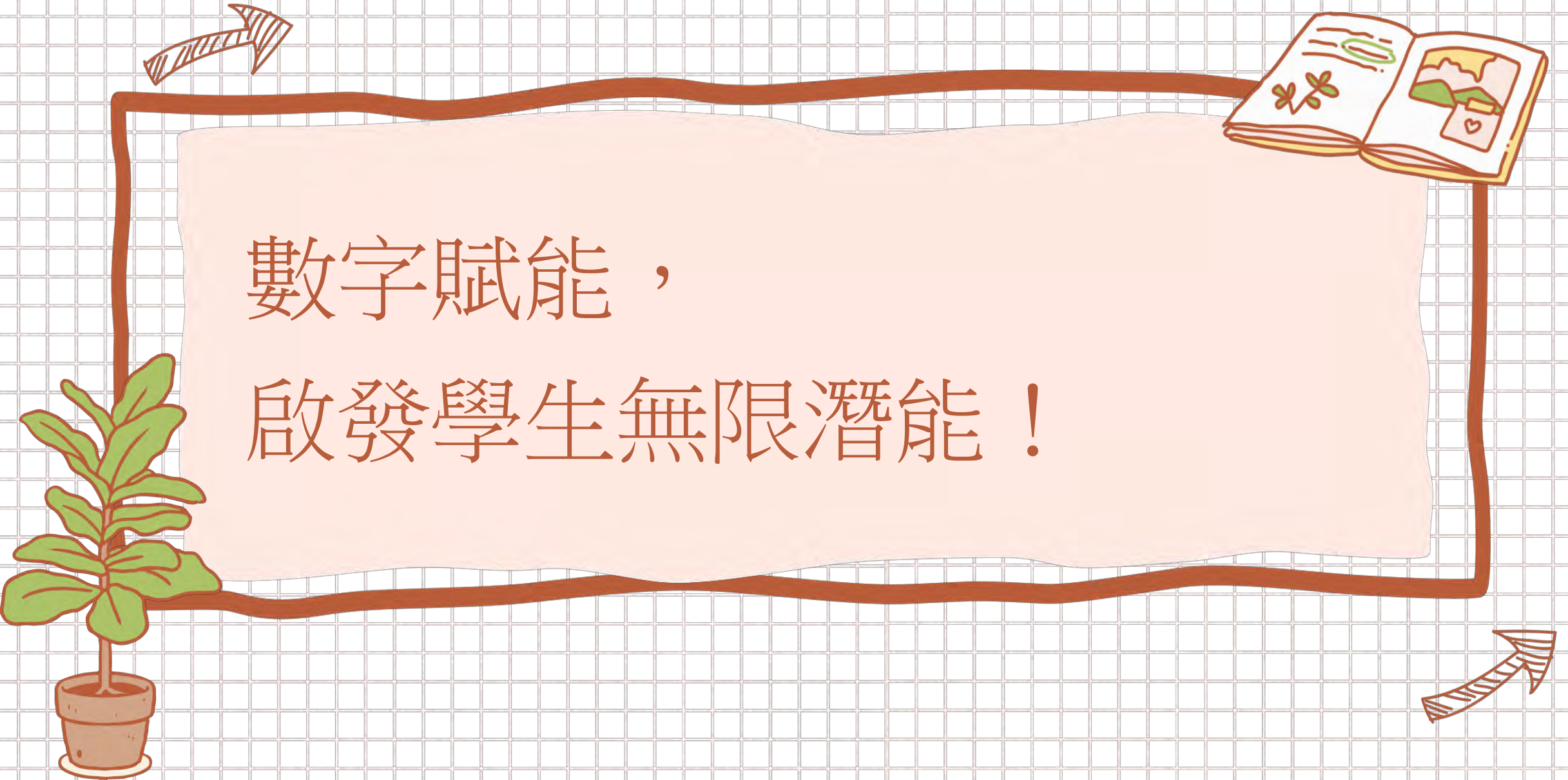


【D1學界籃球】九龍真光首闖4強負協恩 主力冼美嘉：想在最後一年打入精英賽！



Secured second place in the C Grade and third place in the B Grade in their recent competitions in The Kowloon District Division One Competitions.



A decorative frame made of a thick, wavy brown line. In the top-left corner, there is a small green plant with several leaves in a brown pot. In the top-right corner, there is an open book with a green plant on the left page and a landscape with a heart on the right page. In the bottom-left corner, there is a small green plant with several leaves in a brown pot. In the bottom-right corner, there is a small green plant with several leaves in a brown pot. The background is a light blue grid.

數字賦能，  
啟發學生無限潛能！



THANK  
YOU