

A-JOURNAL

Hong Kong Baptist University Affiliated School
Wong Kam Fai Secondary and Primary School

2023

A-JOURNAL

Chief Principal's Message



The years' long pandemic broke out in 2020 brought students a challenging and yet unforgettable experience. In other words, it was a process of training one's willpower and perseverance. As the saying goes, "When the going gets tough, the tough gets going." It is pleased to see how A-Students grow in adversity.

With the local epidemic situation continuing to subside, the learning activities resume to largely normalcy in the last school year. The commitment of the teachers, support from the parents, and the resilience and hard work of students reaped fruitful results in the 2022-23 school year.

Capturing each and every excitement of last school year, A-Journal covers all details and highlights of the students' life inside and outside the campus. Under the guidance of teachers, this student-led publication is very different from other school's publications as it contains a span of articles, interviews and photos, contacted and taken by our talented young journalists and editors. The editorial team reassembled their peers' memorable moments through words and photographs including academic and sports achievements, as well as interesting stories on campus and the like.

A big thanks to students and teachers for bringing us a fine journal of undoubtedly readability. A-Journal is, without question, the best platform to showcase students' talent and self-directed learning ability with various forms of creative writing and art. It is an enjoyable moment reading the latest A-Journal to share the fruit of the students' collaborative creation. Be prepared to be amazed by their work and find inspiration in it!



Dr. Chan Wai-kai, Benjamin
Chief Principal

Editor-in-Chief's Message



A-School's annual student-led publication is finally here. This year's theme is A-Palette. With their astonishing achievements, our students have painted a beautiful picture, which is the rewarding 2022-2023 academic year. As we walk out of the shadows of the pandemic, numerous activities resume, allowing students to realise their potential and goals. This academic year was a year of proactiveness and collaboration, hard work and acknowledgement.

Our students' palette of talents has painted a vivid canvas in the past year, bringing home promising results in every aspect. Beneath the glory of achievements are, however, often filled with blood, sweat and tears. Interviews with 10E Wong Shun Yat, the first Hong Kong female fencer to win a foil medal at the World Junior Championships, illustrate how the school's support to her as a full-time athlete contributed to her unconventional, non-academic success. The English Debate Team's milestone consecutive championships consolidated A-School's newly built reputation as an emerging force to be reckoned with. 8D Mak Ming Sum displayed her prowess in table tennis by winning the championship in both the U13 and U15 categories of the World Table Tennis Youth Contender Series. To learn more about their inspiring success, you may find detailed first-hand accounts of the students and their teachers in this volume of the A-journal.

At A-School we believe each student has, no matter in which aspect, their own talents, which is why our school provides us with tailored resources to help us unleash our potential and maximise our success. The above-mentioned highlights are a testament to A-School's commitment to cultivating the optimal environment for our students to paint freely in their own colours. As you journey through A-School's remarkable year highlighted in the A-Journal, we urge you to continue to strive for excellence and illustrate your canvas, that is next year's A-Journal.

11E Poon Yeuk

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Building a Legacy of Excellence:
Two Years of Victories in the Sing Tao Inter-school Debating Competition

**"Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution."
– Aristotle**

Two years ago, the Sing Tao Inter-school Debating Competition marked a new chapter for our school's English Debating Team. Since our debut in 2021, our debaters have embarked on an extraordinary journey, securing 11 consecutive wins and clinching the championship title for two consecutive years. Along the way, we have faced formidable opponents, including several veteran teams that had previously held the coveted champion title.

The foundation of our first success lies with our first team of debaters, comprised of 12E KWOK Ho Wang Clement, 12C LIN Wing Tung Melody, and 12D CHEUNG Kwan Chiu Alfred. Remarkably, Melody received the prestigious Best Debater Award in the Grand Final. These debaters have been with us since Grade 1, and it is a true honour for our school to witness their growth and development from novice speakers to seasoned debaters.

Building upon the strong foundation established by our inaugural victory, our second team of debaters welcomed new talent – 12E IP Hei Yeung Ethan and 10B TANG Hau In. Led by our captain Clement Kwok, the exceptional skills and dedication of the team have been vital to our success, adding fresh perspectives and contributing to the strength of our debating team. Together, they have exemplified our legacy of excellence, further solidifying our position as a dominant force in the debating community.

In the intense final round this year, facing Po Leung Kuk Centenary Li Shiu Chung Memorial College, our team showcased their prowess, delivering compelling arguments and engaging in thought-provoking debates. Their outstanding performance and unwavering dedication allowed us to maintain our excellence as the reigning champion, making us one of the few schools in Hong Kong to claim the championship title two years in a row.



Debaters receiving the award from Michael Wong Wai-lun, JP, Deputy Financial Secretary

Some Words from the Debaters

10B TANG Hau In

It is an honour to be part of the lineup for the Sing Tao Debating Competition this year. It has been a fruitful learning experience, not only in honing my craft in debate but also facilitating my personal growth.

Impromptu speaking has always been challenging, but this competition has driven me to experience something completely new outside the comfort of my prepared script. The brainstorming sessions were refreshing, and the quick exchange of ideas, along with rapid-fire rebuttals, helped me transform from a stuttering mess to a calm and collected orator.

The part of this journey that struck me the most was meeting passionate and like-minded debaters. It was indeed an enriching experience to observe and learn from their skills and exchange fresh ideas regarding both the motion and the debate.
Perhaps as the cliche goes, the real treasure is the friends and memories we make along the way.



Golden moments at the Education Bureau after securing our second win



Our debaters getting ready for the Grand Final of the 38th Sing Tao Inter-school Debating Competition



First speaker –
12E IP Hei Yeung Ethan



Two years, two wins!



A hard-fought victory: Champion of the 37th Sing Tao Inter-school Debating Competition

Dr. Benjamin Chan Wai Kai, MH, leads a proud group photo of debaters, principals, teachers, and the supportive A-School community.



Debate Head Coach Mr. Jeff Chong and the debaters at the 37th Sing Tao Inter-school Debating Competition



Captain and the Best Speaker of the Grand Final of the 38th Sing Tao Inter-school Debating Competition – 12E KWOK Ho Wang Clement



12E IP Hei Yeung Ethan

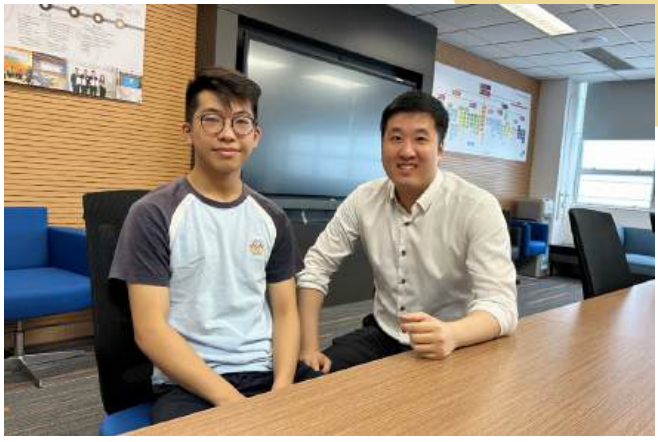
Acting as a backup speaker last year was nothing compared to participating as part of the main roster this year. My speaking proficiency was challenged, and I had to refine my footing onstage. Although I had reservations about my ability, Mr. Chong and my teammates continuously helped me improve and gave me advice, passing on their invaluable experience. I want to do the same for our new generation of debaters, and I wish them to achieve even higher heights. This year's competition had a lot of unforgettable moments, and I will definitely take these precious skills to the next stage of life.

12E KWOK Ho Wang Clement

Being crowned the champions of the Sing Tao Inter-school Debating Competition for the second time in a row was unforgettable, not because of the award or the recognition but because it signified our hard work and cemented A-School as a force to be reckoned with. We continued to delve into important social issues, scour documents for valuable statistics and analyze countless articles in our quest for victory. Apart from immense preparation before the debate, our team displayed style and eloquence through our well-paced and articulate speeches. Having defeated numerous opponents from top schools, our success is catalyzed not by luck, but by constantly striving for excellence.

Interview with Clement Kwok:

Clement Kwok Shines as the Best Debater in Sing Tao Inter-school Debating Competition



12E Kwok Ho Wang Clement and Debate Head Coach Mr. Jeff Chong sit down for an interview after winning the championship title of Sing Tao Inter-school Debating Competition for two consecutive years.



Clement reminiscing about the joyful moments of the Sing Tao debates

In a remarkable display of intellect and persuasive prowess, 12E KWOK Ho Wang Clement emerged victorious in the 38th Sing Tao Inter-school Debating Competition, capturing both the championship and the individual Best Debater Award in the Grand Final. I had the privilege of interviewing Clement to gain insights into his debate journey.

When asked about how his debate journey began, Clement revealed that his passion for debate ignited during his primary school years. He was drawn to the discipline because of his natural inclination for logical thinking and his aversion to fixed mindsets. Debating provided him with an outlet to express his thoughts and argue convincingly using sound reasoning. Clement emphasised the appeal of logical reasoning. The ability to construct compelling arguments and the opportunity to refine his public speaking skills were significant motivating factors for him.

One aspect that distinguished Clement from many other students was his seemingly effortless command of the stage. When asked about stage fright, he attributed his composure to years of training in public speaking. Participating in numerous speech festivals and achieving recognition through awards had prepared him to speak eloquently. Additionally, Clement emphasised the importance of thorough preparation and familiarity with the topic, as these factors played a pivotal role in calming nerves and speech delivery. Reflecting on his experience in the Sing Tao debates over the past two years, Clement highlighted the invaluable insights he gained into local politics. The competition's motions often delved into technical aspects and social issues that were not typically pondered by the average high-school student. This exposure allowed Clement to broaden his understanding of local affairs and fostered his ability to engage in nuanced discussions surrounding complex topics.

When asked about what set him apart from other debaters, Clement cited his dedication, discipline, and an unwavering eagerness to engage in spirited debates. These qualities propelled him to consistently push the boundaries of his skills and knowledge, giving him an edge in competitions. Leveraging his strengths, Clement meticulously prepared his arguments, conducted thorough research, and maintained a razor-sharp focus on his goals.

Looking ahead, Clement expressed his optimistic outlook on A-School's future in the debating community of Hong Kong. He predicted that the school's unwavering support and abundant resources would pave the way for introducing more junior debaters to both local and international formats of debate.

Clement's extraordinary achievements in debate have left an indelible mark on A-School's history. As his banner proudly hangs high, displaying his remarkable contributions, Clement aims to pass the baton to the junior students. His hope is that the debating community in Hong Kong will continue to witness the emergence of a new generation of articulate and persuasive individuals, carrying forward the legacy the school has built.



Gifted Education

"Unleash Your Child's Potential and Become an Active Community Contributor"

We believe that every child has his/her unique talents that need to be discovered and developed. The potential of gifted students would not be fully realized without the proper provision of curriculum and services (Renzulli & Reis, 1997; Gagne, 2004; VanTassel-Baska, 1988). Early intervention for gifted children has also been indicated as a prevention strategy for potential underachievement and difficulties in social-emotional development (Rimm, 2008; Colangelo, 2003). Therefore, the Centre for Gifted Education (CGE) has been established to support the development of quality learning for gifted children in order to help them reach their full potential at A-School.

A broad range of acceleration and enrichment experiences will be offered through comprehensive group/individual plans formulated according to students' strengths, interests, and affective development. The CGE also matches these students with suitable mentors and encourages them to participate in external gifted education programmes provided by recognized institutions and international competitions. There is also a "Parent Education Academy" that provides parent education through seminars delivered by our teachers/experts, along with a wide variety of parent programmes, aiming to enhance parents' knowledge of giftedness and facilitate home-school collaboration for the identification and development of gifted students.

The Excel 33 Gifted Education Programme is a school-based gifted programme at A-School. Students who are invited to take part in the program should possess the following personal qualities:

- E – Excellence (Strive for excellence)
- X – X-factor (Stand out from their peers)
- C – Courage (Courage to accept challenges)
- E – Enthusiastic (Enthusiastic about their passion)
- L – Loving (Love for themselves, peers, community, becoming a global citizen)

In the program, we focus on developing students' three strands and three skills:
Humanities, STEAM, Global Vision Strands, Wilderness Skills, Leadership and Interpersonal Skills.

Additionally, students with exceptional academic results in overall subjects will be granted the opportunity to advance one or more grades at the end of a school year. Students' learning progress, other learning experiences, and social and personal growth will be regularly reviewed under the "Education Performance Plan and Report" Scheme. Social and emotional support will be provided by our Educational Psychologist, Social Workers, and Student Development Team.

Double Promotion Programme

7C TSOI Tsz Fai

Throughout my turbulent journey, I have been immensely grateful for the support and guidance provided by my college professors and classmates. They have been a great source of inspiration, providing me with the necessary motivation to persevere in the face of adversity and overcome obstacles.

In grade 5, I received a seemingly wild proposal from my math teacher to skip a grade. Despite my initial skepticism, my friends persuaded me to give it a try, and with my parents' consent, I began studying for two grades simultaneously. This involved taking on additional coursework and challenging myself to grasp concepts beyond my current grade level. Although it was a daunting task, I persevered and ultimately succeeded in meeting the academic requirements of two grade levels within a single academic year. This experience not only enabled me to acquire new skills and knowledge beyond my grade level, but it also taught me valuable lessons.

Initially, I faced considerable difficulties in learning two grades concurrently, which proved to be a challenging task for me. My timetable was quite distinct from that of my peers, and studying for two grades at once took a toll on me. It was a daunting task to effectively manage the study material and keep up with the pace of both grades. I even wondered if I was even capable of skipping grades, but thankfully, this idea quickly dissipated as I adapted to the environment.

To summarize the key takeaway from my experience, I would like to express my sincere gratitude to the teachers and friends who provided me with invaluable support and guidance, without which achieving my goal would have been impossible.

World Vision Strand – Model United Nations

8C POON Ching

Joining Excel 33 has provided me with unprecedented opportunities to enrich not only my academic portfolio but also my life. The teachers and instructors from the Excel 33 program have given me invaluable advice on forging my own career path, as I aspire to become a neuroscientist in the near future. They have also presented me with opportunities to broaden my horizons and extend my social circle beyond the campus, such as participating in Model United Nations conferences. These experiences have allowed me to gain new insights into pressing global issues, develop a heightened sense of global citizenship, forge new bonds, and most importantly, acknowledge the changes I can make to improve our world. Additionally, besides participating in local events, I now have the opportunity to attend a months-long summer camp in Germany, thanks to the support of my teachers. I am deeply indebted to the school for investing so much effort in nurturing me and providing me with numerous opportunities.



Global Vision Strands



Double Promotion Programme

Humanities Strand – World Scholar's Cup

7A CHAN Ho Him

Since joining the Humanities Strand of Excel 33, I have formed many new friendships and worked together with my peers to complete various activities and achieve our goals. The challenges we faced along the way, such as debating and answering questions on different time periods and franchises, were exciting and rewarding. We also competed in the Regional Round of the World Scholar's Cup under the theme "Reconstructing the Past." Throughout the preparation, my teammates and I struggled to understand some of the facts and knowledge we needed to study, but we managed to overcome these challenges. In the end, our efforts paid off, and we qualified for the Global Round in Bangkok in August. I have learned so much in the Humanities Strand, and my experience with the World Scholar's Cup was truly unforgettable. I hope to have the opportunity to participate in Excel 33 in the future and create another memorable experience.



Humanities Strands



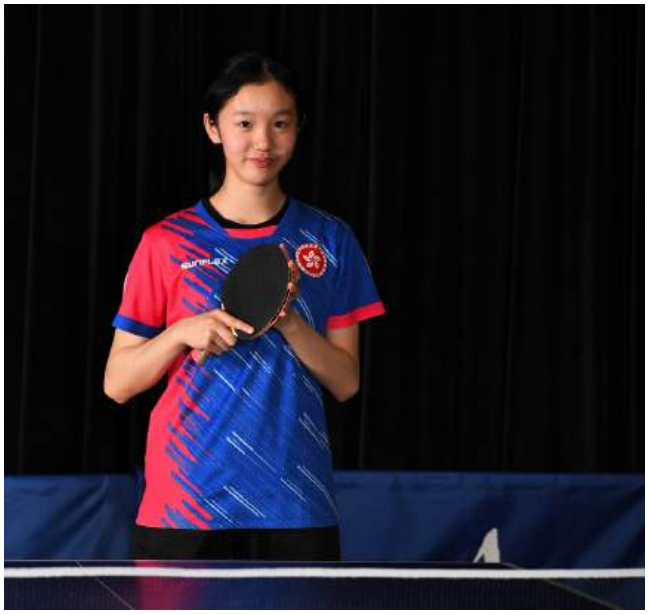


Strive for Excellence – Elite Athletes

Table tennis:
8D Mak Ming Shum

Student athletes have to manage intensive training sessions and competitions while balancing their time and efforts to maintain academic progress in school. It is not an easy task for young athletes, but they have been excelling both in and out of school. Joining A-School as a newcomer in Grade 7, Mak Ming Shum quickly established positive relationships and rapport with her peers in class and on the team. Despite her full-time training schedule at the Hong Kong Sports Institute with the Hong Kong Table Tennis Team, she manages frequent travel with her learning materials and training gear, and also makes sacrifices to participate in various school activities with her classmates. Through dedication and self-discipline, she consistently makes steady progress and achieves remarkable results in local and overseas competitions.

Her hard work paid off when she represented Hong Kong in the WTT Youth Contender Bangkok and Tbilisi 2022, where she became the champion in the Girls U13 Singles event, defeating young players from around the world. Ming Shum demonstrated her potential in the WTT Youth Contender Jezzine 2022 by competing in both the Girls U13 and U15 Singles events. She fearlessly took on senior and more experienced opponents, giving her best in every match, and was rewarded with championship titles in both age groups.



Fencing:
10E Wong Shun Yat Elize

Another emerging sports talent, Elize Wong Shun Yat, achieved the Girls B Grade Individual Champion title in the Foil event at the Inter School Competition. Following in the footsteps of Ming Shum, she also became a full-time athlete training at the Hong Kong Sports Institute in 2023 to further improve and realize her dream of representing Hong Kong in various competitions, especially the Asian Games and Olympic Games in the future.

Elize is determined, independent, and maintains a positive attitude in dealing with different situations during training and competitions. Her friendly and energetic personality makes her well-liked by her peers. We are proud to witness her breakthrough when she first represented Hong Kong in the Asian Junior and Cadet Fencing Championships 2023, where she achieved the 1st Runner-Up position in the women's foil individual (cadet) event.



Elize gained valuable experiences and confidence, leading her to the next challenge, the World Junior and Cadet Fencing Championships 2023. Elize remained calm but motivated, fencing against talents from different countries. She made it to the semifinals, narrowly missing out on the final champion with a score of 14:15. Nevertheless, she made history by capturing the bronze medal in the women's foil individual (cadet) event, becoming the first Hong Kong female fencer to win a foil medal at the World Junior Championships.

Tennis:
12D Che Sin Yu Christy and 12A Chan Kwok Shun Dasson

Tennis is another elite sport at A-School, and we are proud to have our tennis teams' Captains, Dasson and Christy, who consistently demonstrate humility and dedication in the sport. They also serve as positive role models for the younger members of the team. Despite ranking first in their age group, they approach every training session and competition with seriousness, giving their all and respecting their opponents. Under their leadership, our school tennis team has captured the third consecutive championship in the New Territories Secondary Schools Tennis Competition this year.

Throughout the year, they have gained valuable experiences by participating in local and international competitions. We are delighted to see that they have proven their ability to compete with top talents from around the world. Dasson, a quiet hard worker, has already established himself as one of the core members representing Hong Kong in the Davis Cup. Both Dasson and Christy aim to challenge themselves further by participating in Grand Slam events, the highest level of tennis competition, in the future.

To support our full-time athletes' academic pursuits, we provide a flexible timetable for them to attend lessons in school before or after their training sessions. We have also set up an online learning platform and uploaded learning materials so that they can keep up with their studies while participating in overseas competitions. Our aim is to create an environment where they can learn and improve with less pressure, enabling them to pursue their dreams with full effort. We firmly believe that their dreams will soon become a reality.







Reflections from elite athletes

Chan Kwok Shun Dasson (Tennis)

I have been playing tennis since I was a young child, and I am proud of my accomplishments in my junior career. Among these, I am particularly proud to have played in the Australian Open Championship and to have represented Hong Kong in the Davis Cup. Throughout my journey, the support of my teachers, staff, and classmates at A-School has been invaluable, particularly in helping me improve my academic studies. I am deeply grateful for the opportunities I have been given and the memories I have created here. I am also fortunate to have made many close friends, not only among my classmates but also with my teachers. Studying at A-School has been a wonderful experience, and I have appreciated being able to share both my successes and challenges with my teachers and friends.

Che Sin Yu Christy (Tennis)

This year, I dedicated myself to achieving a high ranking in tennis tournaments, which took me to various places and allowed me to meet new friends. Along the way, I gained valuable knowledge and developed a stronger sense of discipline. Despite my rigorous training schedule, I made sure to prioritize my studies, as I believe that learning keeps my mind sharp. Throughout my journey, A-School has provided unwavering support, which has helped me balance my academic and athletic pursuits. To me, both studying and playing tennis are equally important, and I strive to work hard and play hard in both aspects of my life.

Boys Softball Team
11 consecutive championships

"Hardships often prepare ordinary people for an extraordinary destiny."
- C.S Lewis

The A-School Softball Team is dedicated to providing a safe and healthy learning environment and takes responsibility for supporting students' physical, intellectual, social, and emotional development.
The Secondary Boys' Softball Team has faced numerous setbacks during the two-year pause in competitions due to the pandemic. However, with a newly assembled team this academic year, the boys showcased their skills and determination, clinching the championship for the 11th consecutive year at the All Hong Kong Inter-Secondary School Softball Competition 2022. After a tough battle against their long-time rivals, Diocesan Boys' School, the team emerged victorious, securing the crown. 10C CHENG Yu Hin was awarded the Most Valuable Player for his outstanding performance throughout the competition.





During the Chinese New Year holiday, both our Boys' and Girls' Softball Teams participated in the Hong Kong U19 Softball Elite Competition 2022-2023. The Boys' team was divided into two teams, both of which competed in the competition and achieved 1st runners-up. Additionally, 10C CHENG Yu Hin was recognized as the Batting Champion in the competition. The Girls' Team, composed mostly of beginners, achieved encouraging results and was awarded 3rd runners-up.

Furthermore, the teams also took part in the U15 Softball Age Group Competition 2022-23 in early May. The Boys' team secured 1st runners-up against the HK U15 team, while the Girls' team was ranked 2nd runners-up. Additionally, 9A WU Sze You was awarded the Batting Champion in the Girls' category.
With the new addition of the "HomeRun Sports Training Centre," the Boys' team accepted an invitation from HOY TV, a documentary TV program focused on the development of teams, and their journey was televised.

Moreover, we are proud to welcome the Hong Kong Little League's CHALLENGER PROGRAMME to A-School. Our boys and girls will volunteer and work with other coaches to teach individuals in wheelchairs how to enjoy the excitement of baseball and softball. Using sports to connect and give back to the community is one of the core values we aim to instill in our team members.

"There may be people that have more talent than you. But there's no excuse for anyone to work harder than you do."

- Derek Jeter







Boys Softball Team



10E Cheung Tsun Yin, Kingo

I am Cheung Tsun Yin, Kingo, the vice-captain of the HKBUAS softball team. I am incredibly grateful to have the opportunity to lead our softball team and continue our streak of 11 consecutive championships. After a two-year suspension of inter-school competitions, our softball team faced numerous challenges, including integrating new members and reestablishing our team dynamics.

I vividly recall the moments from the second game. Initially, we were losing, and I felt frustrated as it was my first time in such a significant role. I feared that I would fail to lead the team to victory. Fortunately, with words of encouragement from the coaches, I managed to hit a triple and uplift the team's spirit. Throughout the match, I learned the importance of my role and how to remain calm and perform well despite carrying heavy responsibilities and facing adversity. Through daily practice and getting to know each other better, we were able to win the competition once again. I am deeply honored to lead the determined HKBUAS softball team this year, and I would like to express my gratitude to the coaches, teachers, friends, and schoolmates who supported us throughout our journey. I hope to continue building upon our legacy.

10C Leung Zachary

The journey to becoming a fully-fledged softball player was both challenging and rewarding. I have been playing softball since Grade 2, and the struggle it presented taught me the valuable lesson of perseverance. While I received support from compassionate seniors and diligent coaches, I lacked practical experience, which posed challenges to my understanding of the game. The disappointment of competitions being shut down due to the pandemic was disheartening. However, I remained steadfast and eventually earned the opportunity to play as the pitcher for our team. This experience brought me a sense of satisfaction and a deeper understanding of the skill required in playing softball.

Softball has provided me with not only skills and knowledge but also meaningful friendships that have contributed to my personal growth. The experiences and memories I have gained through the sport are truly cherished and will stay with me forever. As I continue to play and strive for improvement, I will carry the invaluable lessons I have learned along the way.



Visual Arts International Awards

This academic year, our school extended artist-in-residence programs to all junior grade students, providing them with the opportunity to experience different possibilities of arts around the campus. The programs were a resounding success, and we had the privilege of working with several talented artists who collaborated with students across different grades.

For Grades 7 to 9, Miss Margaret Chu guided students in creating paper sculptures using cardboard boxes. This project was designed to inspire creativity and teach students how to create art using easily accessible materials. By using recycled materials, students also learned about the importance of sustainability.

For Grade 10, Miss Sham Kwan Yee conducted a contemporary Chinese painting workshop with students, teaching them how to use ink and mixed media to tell Hong Kong stories. The project encouraged students to explore our cultural heritage and express themselves through art. It also helped them develop an appreciation for Chinese art and culture.

In Grade 11, Mr Lam Yau Sam led students in creating miniature landscapes using sockets and electric wire. This project encouraged creativity and introduced students to engineering and electrical systems. By using everyday materials in imaginative ways, students were able to think outside the box and develop their problem-solving skills.

Overall, the artist-in-residence programs were successful in engaging students and fostering creativity. They provided students with an opportunity to learn new skills, express themselves, and explore the world of art in unique ways. These programs also helped students develop a sense of collaboration and art, which are essential skills for success in the 21st century.





Visual Arts

Our visual arts students also achieved tremendous success in various significant competitions, including the Judges Prize in the Sovereign Art Foundation, the grand design award in costume through the Chinese art design competition, and the tram design competition. Our talented young artists also won overseas awards in the Japan Toyota dream car art contest and Poland's international children and young people competition.

Furthermore, the Visual Arts team provides various platforms for our VA students to showcase their stunning artworks. All visual arts students can share and exhibit their work on campus during the arts festival. Our G12 VA students curated their Apex Graduation Show at the Hong Kong Arts Centre. In early July, we successfully reconnected with our Visual Arts alumni from around the world to host another alumni exhibition.

In conclusion, the Visual Arts team is committed to nurturing creativity and providing opportunities for our students to develop their artistic skills. The artist-in-residence programs and visual arts achievements are a testament to our dedication to fostering a vibrant arts community within our school.

8E Kwong Jay

I am pleased to share my experience participating in the Poland 21st International Children's and Young Peoples Connection Competition. It was the first time I used a newspaper as material for my artwork, and I was initially nervous about the feasibility of this idea. Fortunately, my efforts paid off, and I was immensely proud to receive a diploma in recognition of my work.

Additionally, recounting my experience of competing in the Toyota Dream Car Design Competition, I never imagined that I would be able to secure the third position in this prestigious Japanese car design competition. However, to my surprise, the judges were impressed. I believe it was my innovative and imaginative design – a shark-like car that could run underwater – that caught the attention of the judges and results in my success.





Chinese Language
中國語文





培育小作家

我校積極鼓勵同學參加校內外的徵文比賽，加強他們的創作信心。今年，初中湧現了一批寫作新苗——7C卓嘉謙、彭禧年合寫的小說榮獲首屆深港澳青少年創意設計大賽新銳組入圍獎，11A曹嘉興榮獲第十二屆大學文學獎少年作家獎。除此之外，中文科每年出版《文聚》，匯集全校學生的佳作，為同學提供一片創作園地。

獲獎同學感受

11A 曹嘉興

感謝吳倩青老師和羅鳳儀老師推薦我參加比賽！獲得創作獎讓我欣喜萬分，想不到我的作品能獲得別人的肯定。我將繼續努力，學習各家所長，進一步提升自己。

7C卓嘉謙　彭禧年

這真是讓我們雀躍不已的消息！

我們從小熱愛閱讀和寫作，總是幻想有一天自己能創作出觸動讀者心靈的作品。我們一直努力學習，希望能將自己的作品與人分享。這篇入圍的科幻小說是我們投入了許多心血的作品。我們在構思人物和故事情節時下了不少功夫，希望能打動讀者，作品也探討一些人性和價值觀的課題。能獲得評審的認可大大提升了我們的寫作信心。

這次入圍不是終點，而是啟航。我們會繼續努力，寫出更多有意義的作品，讓科幻文學帶給讀者無限的想像空間！

Chinese Language



學年伊始，又逢中秋，中文科特意為非華語學生舉辦了燈籠紮作班，好讓不同文化背景的同學均能透過活動慶祝這花好月滿、團圓喜慶的中國傳統節日。

一如既往，我們請到歐陽秉志師傅親自教授，看着那些栩栩如生、晶瑩剔透的金魚燈籠，以及同學們的喜眉笑眼，佳節的歡愉頃刻盈滿同學之間。

燈籠紮作班





7E CHAMBRIN Sonia Marie

我覺得做燈籠非常有趣，也非常好玩！活動中，我學會了怎樣做一個漂亮的燈籠。雖然一開始，有些步驟跟不上，有點困難，但是在歐陽師傅的悉心指導下，我了解了該怎麼做。我非常享受整個學習的過程，也很高興自己有這個難得的學習機會。對於我們非華語學生來說，紮燈籠是一次新鮮的體驗。如果下次還有同類的課程，我很願意再參加！



(From left to right) HUI Yi, CHUNG Ching Sum and LEUNG Yan Yuet from 7C make their speech in Time to Talk Public Speaking Competition 2023.

English Language

Fostering Public Speaking Skills and Cultivating a Love for Reading at A-School

At A-School, the English Department is dedicated to nurturing students' public speaking abilities and fostering a vibrant reading culture. With initiatives such as the Time to Talk Public Speaking Competition and the A-School Reading Scheme, the school is committed to providing students with valuable opportunities to develop essential communication skills and a lifelong love for reading. Additionally, the department has been achieving remarkable success with its English Debating Team, and now seeks to train new talent to carry the torch forward.



Junior-grade public speakers receive their well-deserved award for their performance.

Promoting Public Speaking Excellence

The recent success of A-School's G7 students in the Time to Talk Public Speaking Competition has exemplified their exceptional public speaking prowess. Despite being the youngest participants, these students displayed remarkable skills, demonstrating their dedication, hard work, and outstanding performance. The English Department takes immense pride in all students who took part in the competition, including the Merit awardees 7C CHUNG Ching Sum, 7C HUI Yi, and 7C LEUNG Yan Yuet, as well as the stellar performers 7A CHAN Ho Him, 7C CHAN Chung Hei, and 7D REN Eva Yuwen. By participating in such competitions, the students all agreed that they have gained invaluable experience in public speaking techniques, research skills, and collaboration, thereby enhancing their confidence and communication abilities.

English Language

Cultivating a Love for Reading

A-School recognises the significance of instilling a love for reading in students, prompting the establishment of the A-School Reading Scheme in conjunction with the External Reading Scheme. This multifaceted initiative aims to create a vibrant reading atmosphere that fosters intellectual growth and cultivates a lifelong passion for books.

Students at A-School have access to a range of e-reading platforms, including LightSail and Gale, which provide digital libraries filled with diverse literary works. As part of the reading scheme, junior-grade students are encouraged to read a minimum of two books annually, fostering their reading comprehension skills, expanding their vocabularies, and broadening their horizons.

Furthermore, the English Department collaborates closely with the school library to organise engaging reading-related activities, such as the popular Blind Date with a Book. These initiatives aim to create a sense of adventure and curiosity around reading, making it an enjoyable and interactive experience for students.

A-School's English Department is dedicated to equipping students with the vital skills of public speaking and fostering a deep appreciation for reading. Through the initiatives mentioned above, the school provides students with a platform to develop their communication abilities and instill a lifelong love for books, which are believed to be paramount to their academic pursuits and future endeavours.



Books donated by our students for the event Blind Date with a Book



Two junior-grade students bring home with them a mysterious book of their choice.

The event Blind Date with a Book is well received by students.



Mathematics

Theme-based Learning – Interdisciplinary Learning Journey

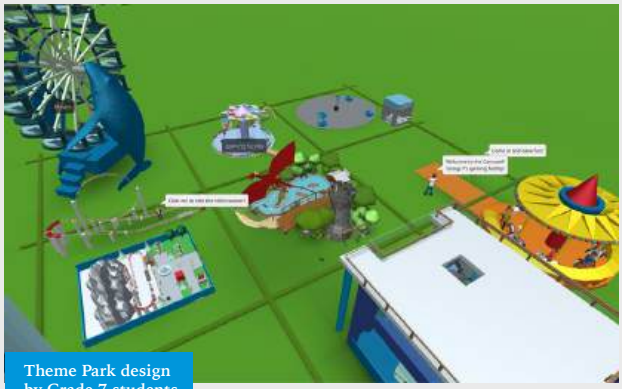
We proudly present an innovative and interdisciplinary teaching and learning process – Theme-based Learning – to our students. Theme-based learning is a group learning journey that connects knowledge from different aspects throughout the academic year.

'Regularly assigned tasks allow students to understand and immediately apply the knowledge they acquire. Students are encouraged to ask questions, make connections, and construct their own understanding of mathematical concepts. This approach promotes collaboration and communication skills as students work together to solve problems and share their findings with their peers. The ultimate goal is to prepare students to become lifelong learners capable of applying their mathematical knowledge and skills to real-world situations.

Themes of each grade

Grade 7: Theme Park Design

Students made use of their creativity and designed different games and facilities of their dreamed Theme Park. Students also applied the skills that they have learnt in ICL lessons and created 3-D models of their designs using Tinkercad. They then made use of the CoSpaces Edu, a Virtual Reality (VR) platform, to construct their own Theme Park.



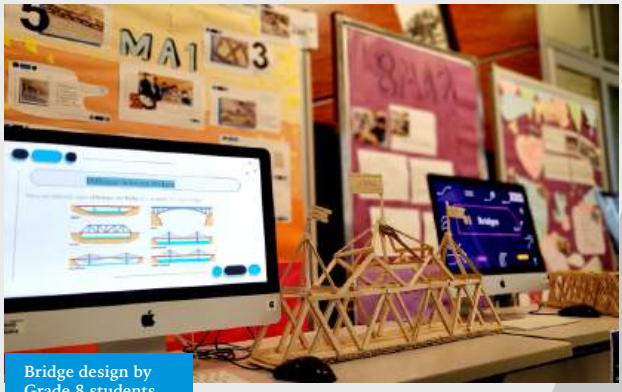
Theme Park design by Grade 7 students



Final preparation of the Showcase day

Grade 8: Architecture – Building a Bridge

To promote investigative learning, students were invited to design and build a free-standing prototype bridge using balsa wood capable of carrying different objects without cracking. To enhance students' knowledge of architecture, we were honored to have invited Ir. Thomas Lau, the Head of Civil Engineering at MTR Corporation Limited, and Ir. C H Wong, the Electrical & Mechanical Engineer at Drainage Services Department, to share their expertise on building bridges in Hong Kong. Students have gained valuable knowledge and applied it to their own bridge designs.



Bridge design by Grade 8 students



Talk by Ir. Thomas Lau and Ir. C H Wong

Grade 9: Navigation – Cycling Track

Students took on the role of organizers for a cycling competition in Hong Kong. They studied maps and propose a feasible cycling track using Google Earth Pro. They applied their knowledge of trigonometry, bearings, inclinations, slopes, distance-time graphs, and more in their proposals. We were impressed by the innovative proposals from the students, with high-quality videos showcasing virtual simulations of the cycling track.



Cycling track design by Grade 9 students

Showcase and Competition

After completing all the learning tasks for each theme, students proudly presented their projects during STEAM Week. A project showcase was conducted, and we encouraged all students to appreciate and learn from their peers' work. Specifically for Grade 8, a "Bridge Design Challenge" competition was held to test the durability of their designed bridges. Students were excited to test the maximum possible loading of their bridges!







We greatly appreciate all the efforts put forth by our students and hope to see even more innovative projects in Theme-based learning next year!



參賽經驗寶貴，加深了同學們對法律的認識
左起：10A 14李顥鏵、9D 24廖心喬、9D 29曾琬瑩、10C 22呂倩瑜、仁大呂哲盈博士

人文素質及公民與社會發展

香港聯校調解競賽2023

由香港學界模擬辯護及模擬法庭協會舉辦的香港聯校調解競賽，為本地中學生及大學生提供接觸法律及法庭訟辯的機會。透過調解競賽，參賽者可了解如何推展「雙贏」的概念——參賽者學習調解的基礎知識，然後把所學的調解技巧，運用在日常的校園或家庭生活中，致力透過協商的方式，解決爭端及分歧。

今年是我校第一次派出隊伍參賽，十分榮幸能與聖保羅中學及迦密唐賓南紀念中學一同獲獎，我校更獲得「最佳表現」的殊榮。

獎項	獲獎學生	
香港聯校調解競賽2023 「最佳表現」	9D	廖心喬
	9D	曾琬瑩
	10A	李顥鏵
	10A	呂倩瑜



參加香港聯校調解競賽，同學獲益良多



師生對獲獎感喜悅

公民與社會發展

感創敢為2.0 青年社會創新服務獎

香港小童群益會與陳廷驊基金會攜手策動「感創敢為——青年社會創新服務獎」旨在激發學生理解社會中弱勢群體所面臨的挑戰，培養社區意識，並聆聽他們的需求。此外，學生運用了設計思維（Design Thinking），創造出解決這些問題的產品或服務。

我校同學投入了大量精力。從2022年11月開始，他們參加了多個工作坊，聯繫社會的不同持分者，不斷改良他們的設計。當中以「Creative Designers」幾位八年級同學表現最為傑出，年紀少少卻擊敗許多比他們有經驗的對手，包括協恩中學和真光中學等強大隊伍。

得獎學生感言

9D 郭雅婷

如何實際地針對用家需要，並運用創意設計思維解決用家面對的問題，是我們在「感創敢為」設計比賽經常遇到的難題。

幸好，我們在點子方案工作坊得到評判的提點和建議，讓我們明白聆聽用家意見的重要性。我們亦發現，許多設計方案雖然始於一個看似天馬行空的意念，但只要勇於提出、聆聽和修改，大家就能用創意改善社會！我十分享受和感謝這比賽，讓我們有設計和團體合作的滿足感和成就感。

8E 李雅渝

去年我們受學校的邀請參加了「感創敢為」這個比賽，在這個比賽的過程中，我們學習到很多不同技巧。

我們一開始的想法是為有特殊學習需要的學生設計一個專屬的課室，但這想法原本不太可行，後來我們改成了長者為年輕人提供導賞服務。

我們在比賽的過程中認識了很多關於長者的議題、社交媒體排版和與演講相關的技巧。

比賽的過程很忙，但工作坊和作業讓我們獲益良多。

我校於是次比賽獲得以下殊榮：

獲取獎項	獲獎點子	隊伍名稱	獲獎學生
優異獎	「逃」離陰影	6IXENSES	9D 廖心喬 9D 曾琬瑩 10A 李顥鏵 10A 呂倩瑜
銅獎	與童・童造造希望	Pueritra	11A 劉家呈 11E 李政諭 11A 周彥圻 11E 萬曉妤
8強決賽隊伍**	「置」慧老人	Creative Designers	8E 李雅渝 8B 鄧舒丹 8B 林卓淇 8C 莊曉楠 8C 余泳蒿

**比賽仍在進行中，現正在測試階段，十月將會公佈結果



本校參賽隊伍Creative Designer為「點子方案發表」認真彩排

《國家安全教育通通識》校際挑戰賽2023

為增強同學對「國家安全」議題的認識，並了解其重要性，公民與社會發展科安排十至十一年級同學參加《國家安全教育通通識》全港中小學線上挑戰賽，比賽由青識教育發展中心與善德基金會聯合主辦。

課堂上，同學們積極參與，透過網絡回答各種有關「國家安全」的問題。問答比賽提高了同學學習國安知識的積極性，培養更好的學習態度，從而深入了解「國家安全」與香港人生活的關係，包括權利及義務、重要法律條文等。學生更加明白維護國家安全的重要性及必要性，對「香港國安法」的認識也更深入豐富。

PSHE

Personal, Social & Humanities Education

Geography

Geography field trips are essential educational experiences that provide students with interactive, engaging, and immersive opportunities to learn about the environment, natural processes, and human activities. By stepping outside the classroom and directly exploring the world around them, students are better able to understand and appreciate the complex relationships between humans and their environment.

During geography field trips, A-School geography students learn through observation and hands-on experiences. They explore diverse landscapes, ecosystems, and human settlements, allowing them to gain a deeper understanding of the physical and human geography of Hong Kong. By directly interacting with the environment, they can visualize, touch, and feel the features they have studied in textbooks, which reinforces and enhances their learning.



A visit to Stephen Hui Geological Museum



Field trip to Cheung Chau



k design by
dents

Students visit the sea cave, Thunder Cave.



They are amazed by the stunning natural landscape in the Cape D' Aguilar Marine Reserve.

Integrated Humanities

Special learning experiences... Be an Organic Farmer

This year, Grade 9 students visited the Fanling Produce Green Foundation Organic Farm to understand more about the principles of organic farming. The unique farming experience allowed students to comprehend the foundational concepts of organic farming and how they differ from conventional farming practices. Moreover, they had the opportunity to learn more about crops well-suited to the local climate and techniques for managing pests and soil health in an urban setting.



3D Dome Show "Dinosaurs of Antarctica"

To enhance students' understanding of how scientists discover fossils of distinctive dinosaurs and the profound transformation of the ice continent in Antarctica, our Humanities Club arranged a visit to the Hong Kong Space Museum for its members to watch a 3D Dome Show titled "Dinosaurs of Antarctica". After the show, students learned that survival in prehistoric Antarctica was no easy task.





"Climate Action" Online Quiz Competition

This year, A-School won 2 awards (Best Performance Award 3rd runner up and Most Active Participation Award 3rd runner up) in the "Climate Action" Online Quiz Competition organized by the Council for Sustainable Development, the Environment and Ecology Bureau, and the Education Bureau. Let us continue to encourage and motivate people around us to adopt green and sustainable living practices.

PSHE






Economics

Grade 11 Economics students participated in the Economic Infographic Challenge, organized by the EDB. The main objective of this activity was to cultivate students' data literacy, enhance their ability to read and apply Economic infographics, and deepen their understanding of sustainable economic development. These competencies are of paramount importance in today's world, where students must equip themselves with the skills required to identify possible falsehoods in various information sources. Moreover, this activity enables students to become more familiar with questions involving data interpretation in public examinations.

We are thrilled to announce that two of our students got the Excellence award and another two students received the Attainment award from the "Know More About Economic Infographic – Online Self-challenge Quiz".

11A YAU Hoi Ting

Participating in the competition has expanded my knowledge of statistics beyond what I previously learned from textbooks. There were daily life scenarios, and we were required to find the most effective solutions. Overall, it was an exciting and fun experience to get involved in various types of statistical analysis!

Business, Accounting and Financial Studies

We collaborated with the life planning team to organize a visit to Mead Johnson, where our students gained a deeper understanding of the importance of financial planning and budgeting. This visit provided an excellent opportunity for our students to learn about various financial considerations they will need to address as they enter adult life, such as saving for retirement, purchasing a home, and investing in their future.



Visit to Mead Johnson Nutrition (Hong Kong) Limited.

Information and Communication Technology









Learning is a joyful experience that can open doors to exciting opportunities and new perspectives. Whether it's through academic activities or showcasing one's talents, the joy of learning can be found in many forms. In particular, Information & Computer Literacy (ICL) and Information and Communication Technology (ICT) offer a wide range of opportunities to explore and develop one's skills and interests.

One of the most enjoyable academic activities in ICL/ICT is coding. Coding is the process of designing and creating software programs, and it can be a highly rewarding experience. Through coding, students can learn problem-solving skills, enhance their logical reasoning, and develop their creativity. Students learn coding in different ways and applications, such as coding on Micro:bit to create a booth game, Python coding in Minecraft Education to solve different tasks, coding in CoSpaces to create a VR version of famous paintings, and coding in Thunkable to create a mobile app.

Another exciting academic activity in ICL/ICT is the Grade 7 Theme-based learning project, which is a collaboration with the Mathematics Department. Students work in groups to design and create a prototype of a gaming facility in a theme park. Students need to measure the appropriate dimensions and ratio of the facility and the player, and then create the 3D model with Tinkercad. They also import the model into the CoSpaces VR environment with coding to make the gaming facility work in real-time. The groups then place their own facility into a collaborative VR environment and create a large VR theme park. The theme-based learning project can be a great way to learn new skills, collaborate with others, and showcase one's talents.

In addition to academic activities, some talented students have joined various competitions and gained awards and experiences. Four Grade 7 and Grade 8 students participated in the 21st Novelty Originality Creativity Competition in the AI Future Scientists category and won the first prize and the third prize. Students also participated in the International Coding Elite Challenge and the Microsoft Office Specialist competition to challenge themselves in creating a VR Escape game and using Microsoft Office software on a professional stage.

Finally, the joy of learning in IT is not limited to academic activities or showcasing one's talents. With the rapid advancements in technology, there are always new and exciting things to learn. For example, students can explore emerging technologies such as artificial intelligence, blockchain, or virtual reality, and discover new ways to apply them to solve real-world problems.

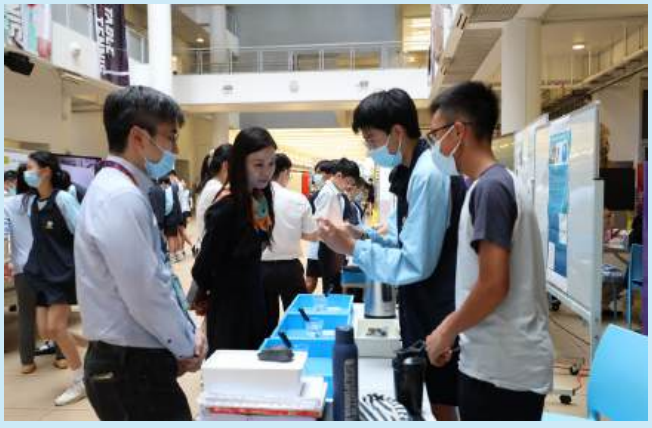
STEAM Education

STEAM education is an innovative and integrated learning approach that goes beyond traditional textbook learning. It places a strong emphasis on developing life skills and providing students with a holistic knowledge base. By integrating science, technology, engineering, arts and mathematics, STEAM education encourages students to engage in hands-on, project-based learning experiences that foster creativity, critical thinking, collaboration, and problem-solving skills.

Through academic activities and showcasing their talents, students can experience the joy of learning and develop a passion for STEAM.

One way students can experience the joy of learning in STEAM is by participating in STEAM Week. STEAM Week was held between May 15 and May 19 this year and is an annual event that provides students with the opportunity to engage in a variety of activities related to STEAM. These activities include a project showcase in AI, VR, theme park design, bridge design and cycling track design, as well as science experiment booths. The Grades 7-9 Inter-Chamber STEAM competition was also held during the OLE time on May 19. Students needed to complete different booth challenges involving ICL, Mathematics and Science to gain hints to decode the pixel art for their Chamber. By participating in STEAM Week, students can discover their interests and talents in STEAM and build their confidence in these fields.

Another way in which students can showcase their talents in STEAM is through competitions. For example, the OTIS Made to Move Communities Student competition is a global competition





Neuroscience



Science Project Showcase



Chemical Maze



Science Project Showcase



Resonance

STEAM



OTIS Made to Move Communities Student Challenge Honourable Mentions Award

that challenges students to design and build a solution that solves a real-world problem. In this competition, twelve Grade 10-11 students work in two teams to develop solutions to protect infants in cars and Tai O float houses, utilising STEAM skills such as engineering, coding, and design. Winning an Honourable Mention award in this competition demonstrates students' STEAM skills and showcases their ability to work collaboratively and solve problems creatively. As a result, A-School has been awarded a total of USD10000 to further enhance STEM programming development and benefit more students in the future.

The joy of learning in STEAM can be found through various academic activities and opportunities to showcase talents. From participating in STEAM Week to winning awards in global competitions, students can develop a passion for STEAM and build their confidence in these fields. Moreover, hands-on projects and interdisciplinary learning in STEAM can enhance critical thinking and problem-solving skills, preparing students for a successful future career in STEAM. Such experiences can equip them with the necessary skills and knowledge to thrive in a world increasingly relying on innovation and technology.

Science

Students achieved outstanding results in various science competitions this year across different areas. Inspired by a range of experiments and activities, students dove into science projects with enthusiasm, crafting prize-winning exhibits that showcase their growing passion for scientific discovery.



LWLD Wetland GO



Design and learn how to fly a paper plane



Here we study the habitats of living organisms



Giant paper plane created by each class

School Activities

G7 Life Wide Learning Day

Following the full resumption of classes, the Life-Wide Learning Day has consistently remained a valuable extracurricular activity that our Grade 7 students eagerly anticipate. During their visit to Wetland Park, students gained knowledge about the habitats of various living organisms. To further enhance the learning experience, we gamified the visit by using a mobile application that prompts students to answer questions at designated checkpoints.

G8 STEAM OLE

Learning STEAM concepts can be both enjoyable and enriching. To kick start the STEAM learning of the year, the Science department conducted a meaningful and engaging project for all Grade 8 students. At the end of the activity, each class crafted a large paper plane on which all students inscribed their wishes for the year. These wishes included the aspiration that all students will embrace the spirit of STEAM, persistently endeavour to learn from their mistakes and ultimately achieve success.

Science

School Activities

Science Talk by Professor LO Yuk Ming Dennis

It was a great honour for our school to have had the distinguished presence of Professor Lo Yuk Ming Dennis to deliver a speech to our Grades 7-9 students during the OLE period. Professor Lo is widely acclaimed for his invention of Non-Invasive Prenatal Testing (NIPT), a highly significant and innovative technology developed in the last decade. During the talk, Professor Lo shared his journey from dream to career, detailing how he was inspired, how he translated his findings into a research topic, and how he shared it with the community. Our Grades 7-9 students were inspired and actively engaged in the Q&A session.

We want to express our gratitude to the Hong Kong Academy of Science for arranging such a captivating and meaningful activity for us. A-School students were exceptionally motivated and ignited with a newfound passion for their future endeavours.



Professor Lo delivering a very inspiring talk



We are honoured to have Professor Lo Yuk Ming Dennis speak at our school.



Students actively participating in the talk

Achievements

2023 Geneva International Exhibition of Inventions

Our G12 students, Wong Kai Chung Noah, Lin Wing Tung Melody, and Cheung Kwan Chiu Alfred, have won the Bronze Award at the 2023 Geneva International Exhibition of Inventions held in Switzerland. Noah Wong represented the team to present their research work in Switzerland on Apr 26-30, 2023.

We extend our warmest congratulations to our student team for their outstanding achievement in expanding their research endeavours internationally and being recognised for their efforts! Through this prestigious international event, we look forward to seeing more A-School students continue to strive for excellence in investigative studies and research development in Innovation and Technology.



Wong Kai Chung Noah represents the group at Geneva International Exhibition of Inventions



Noah Wong and other HK delegates

International Biology Olympiad 2022

Congratulations to our students who participated in the Hong Kong Contest (IBO-HKC) 2022, organized by HKAGE, an internationally recognized competition. They have achieved excellent results among all secondary schools in Hong Kong. 12E CHOW Lok Man received the highest recognition, the Gold Award, while 12E NG Ying Yau Michelle and 11E Leung King Him achieved Honorable Mentions. They now have the opportunity to represent Hong Kong and compete against students from around the world. Additionally, A-School received an overall Honourable Mention for Schools based on the total scores of the top three students from each participating school.

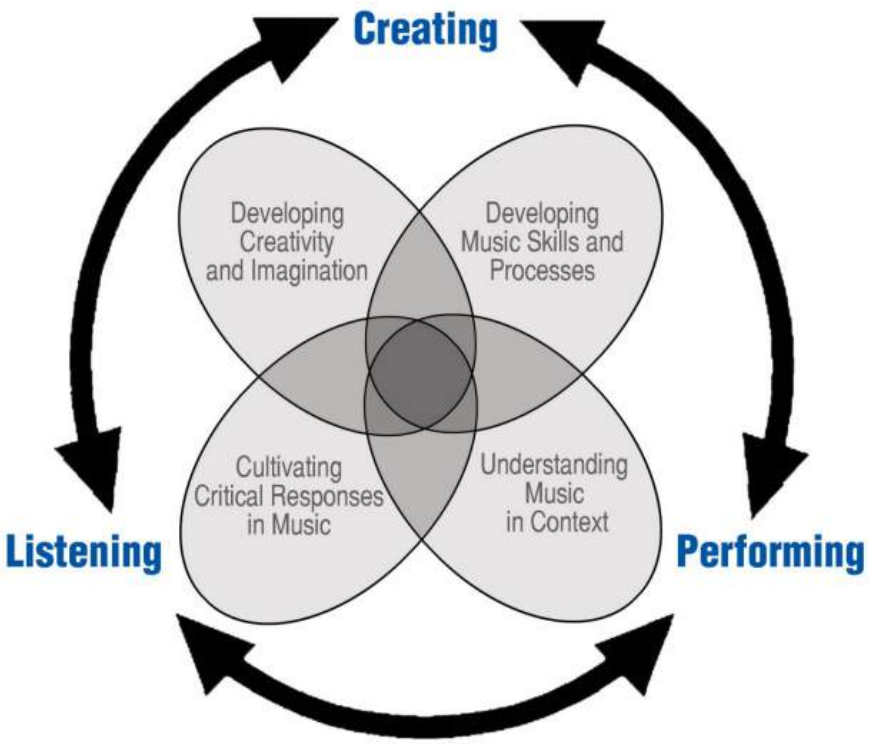
We are delighted and encouraged by our students' achievement, which reflects our commitment to promoting a positive learning environment for Science at school.



IBO Gold Award - CHOW Lok Man

Music

According to the Education Bureau's Music Curriculum Guide, the three integrated music activities are creating, performing, and listening. These activities are "inextricably intertwined and interrelated". The ability of creating is often neglected in music education in Hong Kong. One of the major reasons for this is time constraint. The creating process is time-consuming. Any composing activity would be hard to accomplish in a single period of music lesson.



"Achieving the Four Learning Targets through Integrated Music Activities," from Music Curriculum Guide, 13 (Hong Kong: Education Bureau, 2003).

Here at A-School, we believe that the three integrated music activities are integral to a comprehensive music education. Therefore, starting from middle school (Grades 5-8), elements of creating have already been introduced in the music curriculum. In Grades 7-9, students undergo a month-long, 8-lesson composition group project in which they learn the rudiments of music composition and create their own composition using a notation software. The project culminates in a group presentation where students present their composition and even get to perform it in front of the class.

Music



To break with tradition, this year's Arts Festival featured several outstanding compositions by our budding composers in the morning and lunchtime performances, including works from our Grade 10 HKDSE Music students as part of the English Literature and Music Crossover Project, setting music to English poems written by their fellow English Literature students.

Any great piece of music remains on the page until it is performed. To showcase the talents of our student composers, a new band named Soul Harmonics was formed, comprising students from Grades 7-10. The group recently debuted in the annual Variety Show held at the Hong Kong City Hall Concert Hall.

We hope that the composition projects will continue to sow the seeds of more talented composers at A-School who flourish in performing arts with their unique, original voice!







Student presentation snapshots during music lessons.









Rehearsal snapshots of Soul Harmonics in the Performing Arts Theatre.

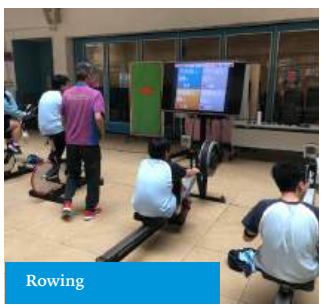
PE

Physical Education


Cycling Trainer


Dynasmic Warm up


Lacrosse


Rowing


Stick mobility


Yoga

Educating through comprehensive and fun physical and sporting activities has always been the primary aim of A-School's PE curriculum. It starts with common sports like athletics, gymnastics, racket sports and team sports, where students can develop basic skills, fitness, teamwork, and collaboration through different drills, tests and measurements. Moving on to introduce various new and emerging sports like Frisbee, Rugby, Lacrosse and sport climbing, students are able to explore their interests, potential and broaden their horizons.

At A-School, we provide a fundamental level of physical activity for our students through 80 minutes of weekly physical education lessons. To further promote a healthy and active lifestyle among our students, we strive to extend the benefits of these lessons to their daily lives. This is achieved through ongoing renovations and upgrades to our facilities, which include the Indoor Gymnasium, Fitness Centre, HomeRun Training Zone, and other venues. We offer a variety of training and exercise opportunities during lunch and after school aimed at providing students with diverse physical activities.

Softball is considered one of the elite sports at A-School, so we have included it in our Middle School curriculum. Students in Grades 5 and 7 will learn the basic skills and tactics of the sport. We continually update our training methods and offer events such as cycling trainers, rowing machines, and lacrosse to junior grade students. In Grade 12, students have the opportunity to learn ballroom dance etiquette and manners, such as the cha-cha-cha and waltz. Furthermore, they can showcase their strength and perseverance by successfully completing the sport climbing route on their own climbing wall before graduation.


Tennis

Sport event volunteers


AS Watsons Group HK Students Sports Award 2021
Sharing By Ms Lee Wai Sze

Unlocking the Treasures of Reading

"There is more treasure in books than in all the pirates' loot on Treasure Island."
- Walt Disney.



Haiku-writing competition



A student attempting to solve the crossword puzzle using the books on display



Students explaining the similarities and differences between Chinese and Japanese food

The Library and Reading Affairs Team carried out a wide variety of reading activities throughout the 2022-23 school year. The most successful and well-received activities included Search, Find and Chase: the Crossword Puzzle Game, Rice/Sushi?: A Comparison between Chinese and Japanese Culture, and Movie World: Time Journey in Agatha Christie's Detective Stories.

The main theme of Search, Find and Chase: The Crossword Puzzle Game was English fiction. It challenged our students to solve crossword puzzles based on book titles, authors, and characters, using clues provided from Gale eBooks and library books. After solving the puzzles, they were required to spend at least one minute introducing the book, author, or character. This activity was overwhelmingly successful, with over 70 students participating, and the majority achieving scores of over 90%. It sparked their interest in reading English fiction and fostered a habit of reading in English.

Rice/Sushi?

A Comparison between Chinese and Japanese Culture tested our students' knowledge of Chinese and Japanese food culture and their understanding of the characteristics of these two cultures. By using Hyread eBooks and cookbooks as references, most students scored over 80% when distinguishing between Chinese and Japanese food and explaining their similarities and differences. This activity broadened their reading interests and expanded their knowledge of different cultures.

Movie World

Time Journey in Agatha Christie's Detective Stories aimed to enhance our students' understanding of Agatha Christie and her detective fiction. They had to discover who she was, the reasons for her becoming a writer, and the worldwide popularity of her books. Additionally, they had to search for her books, read brief summaries, and arrange the events of Death on the Nile in ascending order using content from Gale eBooks and library books. Over 80% of the students successfully completed this activity, demonstrating their ability to improve their logical reasoning skills by following the clues and uncovering the truth.

In addition to the activities held at the SS Atrium, we have organised various competitions, including the Haiku Writing Competition, Chinese Book Afterthought Writing Competition and Blind Date with a Book, to name but a few. We hope to see more students participate in our reading activities, develop an interest in reading, and consider reading as a lifelong leisure activity in the future.

EDUCATING FOR A SUSTAINABLE FUTURE

Unveiling the blueprint of transforming A-School into a green school

A-School embraces its pivotal role in mentoring a generation of environmentally conscious people by embracing the principles of sustainability in every aspect of its operations. The Environmental Education Team places great emphasis on educating our students on the significance of staying green and protecting the environment, as well as putting in tremendous efforts to ensure a sustainable learning environment for A-School students.

By 9E Yuen Yi Eires









What is the significance of Environmental Education?

MR FOK: Environmental education is significant in fostering a more sustainable and environmentally conscious environment, as well as nurturing correct values in students so that they can address global environmental challenges.

Are there any visions for further integrating Environmental Education into A-School?

MS HWANG: Our vision is to transform A-School into a vibrant and sustainable learning environment full of green resources and facilities that enhance the environmental education of students. We really hope that every individual in A-School will collaborate with one another and protect the environment.

What impacts do you hope Environmental Education will bring to A-School students?

MR FOK: If A-School is able to turn into a Green School, I hope that the students will be more environmentally conscious and that there will be a healthier and more sustainable learning environment for students to experience what environmental education is. We want students to be developed so that when they enter society in the future, they can bring positive impacts and improve the world.

How does Environmental Education contribute to turning A-School into a Green School?

MR FOK: Environmental education helps teach students to become more environmentally conscious and will thus help transform A-School into a green school. This will allow students to be able to study in a more environmentally friendly environment, hence enabling them to acquire the skills and attitudes necessary to implement environmental policies or practices.

What is a Green School?

MR FOK: A green school is a school that prioritizes and promotes sustainable practices, environmental stewardship and a holistic approach to learning about the environment. A green school should incorporate environmental education into the curriculum, include green infrastructures such as solar panels and smart mobile farms in the school, put emphasis on operating in a green way and promote green cultures and values within the school. With the above measures, I'd expect that students would be inspired to be responsible global citizens.

MS HWANG: Through educating students on the importance of green behaviour, we hope to help make the habits of the students and staff greener, while we also hope to implement green ideas in our local community. Starting with making A-School a green school, we hope to further spread the ideas of staying green so that we can help contribute to a green local community.

What has been conducted to educate students on Environmental Education?

MR FOK: We have conducted an energy-saving competition to encourage students to save energy, as well as to arouse their interest in energy conservation. It was quite a success, with data showing that students had been using less energy. They were not deliberately using less energy, but instead were taking the initiative to switch off the electronic appliances when not in use, reflecting how they had improved. Besides, we also invited 3 students to join SEPA (Sustainable Environmental Protection Ambassador). They received training from the government, and achieved outstanding results, becoming SEPAs and upholding the responsibility to maintain a green environment and to remind their peers to implement sustainable practices.

MS HWANG: I think that our actions in front of students also play a crucial role in educating students about environmental education. For instance, after my lessons in classrooms or the laboratory, I always emphasize the need to turn off the lights, as I think that continued practice is vital to building green habits, although it is not always easy. On an administrative level, we have decreased the use of plastic during students' lunchtime by implementing several measures such as using paper containers instead of plastic ones. Moreover, we advocate green habits through constant encouragement, presentations, promotions and more.





Are there any plans to further promote Environmental Education in A-School in this school year?

MR FOK: The Environmental Education team will mainly focus on three aspects. The first is education and the curriculum. We have already been incorporating the principles of sustainability into the curriculum, while also including hands-on learning experiences by joining workshops, seminars and more. The second aspect is infrastructure. We will continue maintaining the green infrastructure in the school, allowing students to enjoy the facilities. For instance, students can access the Herbal and Butterfly Garden to appreciate the beauty of nature and to understand the importance of biodiversity. The third and final aspect is about exposing students to green-related events and competitions such as the energy-saving competition held in the past. These three directions are what our Environmental Education team is currently working on.

MS HWANG: We have also added a Smart Mobile Farm, a smart machine that allows us to control the factors inside the farm, such as the humidity, light intensity and more. There will be professional development programs for both teachers and students to learn more about the operations of the machines. We are also thinking about different programs and investigations with practicals that we can do in class and are also looking forward to introducing more kinds of plant species to students. Furthermore, later on, we will invite students to act as tour guides for a 'Green Walk', introducing the green infrastructure around the campus to visitors. The route will include the Endangered Species Museum (ESM), the Sky Garden, the Butterfly Garden and more.

Which Sustainable Development Goals are you planning to focus on in the upcoming OLE sessions?

MS HWANG: We will focus on 4 SDG goals, namely Goal 2: Zero hunger, Goal 3: Good health and well-being, Goal 13: Climate action, and Goal 15: Life on land. We have chosen these goals as they are closely related to science subjects and are also relevant to carbon footprint. Moreover, there will be four booths focusing on the four goals in the atrium to further promote the Sustainable Development Goals.

What were some of the biggest achievements from the projects and activities held in the previous year?

MR FOK: I don't think that we have huge achievements so far as we just started the Environmental Education team not too long ago. However, I am happy that all of the students and teachers are willing to come together and cooperate with each other to work towards the same goal of protecting the environment.

MS HWANG: Some past achievements that we have are successfully developing green infrastructure around the school, winning the "Green School Award" many years ago and more.

MR FOK: However, our main goals are not about winning competitions, but promoting and incorporating the ideas of sustainability into the curriculum, creating a good environment for students to acquire skills, and exposing students to green-related activities.

Were there any difficulties or challenges you encountered when implementing measures or organizing events?

MR FOK: There was some resistance even after we promoted the programs due to a lack of awareness. For instance, during the two weeks of the energy-saving competition, not many classes actually filled in the record forms. Hence, I had to meet with the Environmental Ambassadors and explain the importance of energy saving. After a week or two, we finally saw an obvious improvement in the students' performance. Therefore, we need to communicate with, educate and emphasize the long-term benefits that turning A-School into a green school will bring to students. Although our students weren't used to practising green habits at first, they are slowly starting to take action and participate in different programs now.

MS HWANG: We also have to allocate extra manpower and time for maintenance and monitoring for the green infrastructure and facilities. For example, when we had stormy weather, we were worried that the vegetation in the garden would be damaged, so I had to contact some of the staff at school to help check up on the gardens.

Were there any memorable experiences you had when incorporating environmental education or green infrastructure in A-School?

MS HWANG: Shortly after the opening of the Butterfly Garden, we found that 7 sparrows had entered the garden, and within a few days, all the butterflies were eaten! After this incident, we made some modifications to the garden such as putting up chains at the bottom of the curtain so that the birds wouldn't be able to enter the garden anymore.

How can students help turn A-School into a Green School?

MR FOK: I think that students have to pay attention to the green-related lessons and try to put what they've learned into practice. At the same time, they should also encourage their peers to do the same, so that they can influence each other in a positive way.

MS HWANG: Additionally, I hope that our senior students and student leaders can spread green values so that the younger students will be influenced by them and practice sustainable habits as well. Each and every one of us should do our best and try to improve and protect the environment.



Afterthought

by Yuen Yi Eires

I am immensely grateful that the Environmental Education team has poured in so much effort to provide the best learning environment for A-School students and for working tirelessly to plan events and programs to promote sustainability in A-School. Their unyielding dedication to protecting the environment has inspired me to adopt sustainable practices in my daily life. Above all, I have learnt that collective efforts are needed in order to turn A-School into a green school, which is why it is essential for us to work as one for the well-being of our environment. Lastly, I'd like to once again thank the Environmental Education team for their hard work, as well as to urge students to make an effort to turn A-School into a green school.





音樂慢慢說
跳躍的音樂舞動
多彩的合唱人生

採訪：9E劉子湉

炎炎午後，校園彷彿在酣睡。暖風吹拂，光影在成蔭的綠葉間流動，與一聲長一聲短的蟬鳴應和着。推開表演藝術中心厚重的木門，撲面而來的是冰涼的冷氣與溫潤的合唱聲——原來是混聲合唱團(下稱：A-Singers)緊鑼密鼓地為第七屆新加坡國際合唱節備戰。

音樂及表演藝術總監韓進豐博士在正前方指揮，A-Singers環成三個半圓，聚精會神地練習。同學們的歌聲如淙淙流淌的清泉般純淨，如飛揚的雪花般靈動，洗滌着每個人的心靈，使人身心舒暢。

時間一分一秒地流逝，當最後一個音符的裊裊餘音在劇場內消散，大家如釋重負，相視而笑。我不禁好奇是甚麼讓他們的歌聲充滿熱情？是甚麼讓他們放棄休息，在音樂的道路上揮灑汗水？他們向前奔跑的標竿又是甚麼？

練習後，我採訪了韓博士及三位A-Singers的同學，聽他們慢慢說音樂。

追求音樂成就不怕難

過往一年，學校在音樂方面有一些新的發展——成立了混聲合唱團，組建了流行樂團，還開辦了低音大提琴班等等。韓進豐博士表示，學校在體育和視覺藝術方面發展良好，惟音樂這個板塊相對遜色，因此要多做新嘗試。

在各音樂團隊中，A-Singers的表現非常亮眼，成立僅一年就在各大比賽屢獲殊榮。A-Singers面對的困難不少，其成功更顯可貴。韓博士說，A-Singers由四個年級的同學組成，年齡跨度大，成熟度不同，磨合要花的精力很多。其次，不少男同學處於變聲期，音色差異大，也要花心思處理。疫情期間戴着口罩唱歌，咬字難免模糊，教學更為困難；再加上大家音樂背景不同，對混聲合唱團一知半解，教學方式需多變化，以帶動整體進步。困難這麼多，怎樣能成功？正所謂「世上無難事，只怕有心人」，韓博士表示合唱團由在校老師帶領，訓練安排更靈活，只要一空閒大家就能練，打破一周練習一次的限制。訓練時間多了，大家的關係和默契就好了，取得成功的機會自然也大了。

三月份放寬社交限制後，A-Singers積極參加校外比賽，累積經驗。訓練耗時且辛苦，但懷着對歌唱的熱愛，同學們咬緊牙關堅持下來。當他們手捧「維也納國際青年音樂家音樂大賽2023」和「香港國際音樂節2023」比賽第一名，以及「聯校音樂大賽2023」金獎時，他們真切地感受到跳躍的音符讓他們的音樂生命變得多麼的有色彩。





音樂及表演藝術總監韓進豐博士



左起：7A黃竟琋、9D張嘉彤、9E潘德憲

音樂是藝術，更是生活

很多人認為音樂是高雅藝術，表演音樂、欣賞音樂都要一本正經。然而韓博士更推崇「音樂就在生活裏」，希望大家隨時與音樂為伴。

相信大家對韓博士「Good morning, everyone」一定不陌生。用唱的方式打招呼是不是讓你覺得又好笑又尷尬？問到韓博士怎麼想到這樣別出心裁的方式？他說同學們太靦腆害羞，不太願意在眾人面前展露自己的歌聲。也有一些同學願意演唱，卻因為自信不足而卻步。因此他想用這種方式鼓勵大家開口唱。他笑稱：「只要自己不尷尬，尷尬的就是別人。」他希望同學把聲音當作樂器，透過歌唱與人分享感受。他還說：「音樂是日常生活的一部分，沒有甚麼準備可言。好像唱歌，只要能開口就能唱。」問到他怎麼看我校的音樂文化，他說，希望提升學校整體的音樂氛圍，讓音樂充滿每個角落。「我希望大家把音樂當作生活中自然而然的事，好像早上回到學校，在校門口聽到同學唱歌，只要幾分鐘就足夠了。又例如午間的音樂會、快閃表演，或者在小息時彈幾下鋼琴……現在課後的音樂活動都是小試牛刀，希望日後成為恆常活動。」韓博士希望慢慢建立音樂氛圍，將音樂融入校園生活。在音樂團隊方



聖誕音樂會

面，為了發掘和培養同學的音樂才華，2023年增添了好幾個音樂團隊，假以時日，我校的音樂隊伍一定會越來越壯大，讓我們拭目以待吧。

獨樂樂不如眾樂樂

不少同學在家長的安排下，開始接觸樂器。俗話說：師父領進門，修行在個人。A-Singers三位成員9D張嘉彤、9E潘德憲、7A黃竟琋均認為愛上音樂的最大動力是個人的興趣。

當問及參加A-Singers的初衷時，他們不約而同地表示小學參加合唱團後，覺得合唱非常有趣，自此便愛上音樂和唱歌。對他們而言，音樂早已融入生活，成為他們生活中自然不過的事，更是治癒一切的良藥。他們在難過時會聽歌，讓音樂陪伴自己跨越難關；疲憊時也會聽歌，讓音樂驅趕疲倦。合唱團對他們而言是另一個美好的世









界——沉浸在音樂的世界裏，把感情融入歌曲，盡情抒發自己的感受。「唱歌有時也是一種遊戲。比如我們合唱團的同學喜歡玩唱歌接力，你唱第一句，我接第二句，他續第三句……合唱團人很多，這樣的接龍遊戲可以玩上大半天，玩得不亦樂乎。」張嘉彤眉飛色舞地跟我解釋合唱團獨有的遊戲，從中不難感受到合唱團成員的好感情。

合唱團的魅力還在於集體榮譽感。不熟悉音樂的人或許會覺得獨唱與合唱的差別只是一個人唱與很多人一起唱而已。但對合唱團的成員而言，兩者天差地別。潘德憲說，合唱是一群志同道合的朋友一起做喜歡的音樂，享受音樂帶來的共鳴和默契。張嘉彤補充，獨唱只是單純地滿足自己在音樂方面的求知欲，合唱則令人更享受團隊合作帶來的成功感，它是以整體的形式表現出團隊的優秀。「一個人唱長音會受到局限。」黃竟琋說：「可當合唱團唱長音，由不同的聲部不斷延續這個長音，你想想這個長音的力量該有多大，震撼力該有多大！」

「我認為合聲最吸引我，音符之間的碰撞會帶給我無盡的享受。合聲需要很多人的配合，更不是一次半次就能練好的。可是，正是因為經過困難、磨合的洗禮才能帶來成功，才使得我們必須盡心盡力地去練習。」張嘉彤的臉上洋溢着幸福的光彩，我只感受到她的愉快和滿足，絲毫不覺其苦。

成功非僥倖，苦練可成才

三歲開始學琴，曾對鋼琴深惡痛絕的潘德憲，自從加入合唱團，便愛上唱歌，更明白「台上一分鐘、台下十年功」的道理，並逐漸對彈琴改觀。「我的母親很懂鋼琴，從小對我的要求很高，老覺得我彈得不夠好，這讓我很失落，一度抗拒練琴。後來我想合唱要好聽必須多練習，彈琴也一樣吧，於是我重新用心練琴。我記得學貝多芬《月光奏鳴曲第三樂章》感到很難，需要下很多苦功。當我經過努力，在大家面前表演時，我獲得的成功感是加倍的。」黃竟琋認同潘德憲的看法，他表示自己更偏愛難度大的曲目，因為困難帶來挫敗的同時也會令成功的喜悅倍增，「挫敗感非但不是障礙，反而激勵自己要做得更好。」

後記

離開表演藝術中心，我想起韓博士說，希望音樂能夠成為所有同學成長的一部分，能夠更好地做到全人發展，豐富同學們的生活，使其人生更為絢爛。我想，假如音樂有顏色，跳躍的音符必然能在一道絢爛的彩虹上翩翩起舞；假如音樂能為生活增添色彩，那必定是七彩的。願大家在A-School都能尋得屬於你的——彩色音樂人生。

Harmonizing Triumphs in Singapore: An Expedition of Passion, Perseverance, and Friendship

An interview with A-School's Talented Singing Protégés

E: Student editors - 11A Lam Hoi Ching, 11B Chu Aubrey
J: 10C Wong Chi Hang Jacob
S: 9E So Hoi Ting

In their melodic odyssey, a group of A-School students set their sights on attaining a gold accolade at the Singapore International Choral Festival 2023. With meticulous preparation and unwavering dedication, they surpassed all expectations, forging unbreakable bonds of triumph and lasting friendships.



E: Welcome! We heard that you just returned from your Singaporean excursion. Do you mind sharing some highlights from the trip? What were you hoping to achieve during your time there?

J: Our Singaporean expedition had threefold objectives: striving for a gold accolade at the Singapore International Choral Festival 2023, acquiring an expansive experience in global competitions, and immersing ourselves in an enjoyable journey.

E: How did you and other choir members prepare for the competition?

S: We meticulously prepared for the competition from the beginning of the term!

J: Indeed. For some A-Singers, this marked their final competition. The prospect of contending against strong choirs across the globe was daunting yet exhilarating. Achieving a gold award, a feat that filled us with overwhelming joy and sheer disbelief, stands as a testament to our passion and perseverance.

E: Were there any memorable experiences during the trip?

J: Throughout the week-long journey, we had intensive rehearsals and memorable excursions…

S: Such as our visit to Universal Studios!

J: These shared experiences fostered an unbreakable camaraderie among choir members, leaving us fortified with enduring friendships as we prepared for a new academic year. The expedition was as stimulating as it was exhausting, and the competition was undeniably successful.

E: What were some of the challenges you faced during the trip, and how did you overcome them?

J: The ambitious objectives we set for ourselves initially seemed insurmountable to many. However, we managed to exceed expectations. The trip demanded arduous rehearsals, intense competitions, and a strong bond among choir members. It was through our passion, perseverance, and unwavering dedication that we conquered these challenges and achieved success.

E: Would you consider going on a similar journey in the future? Why or why not?

S: The Singaporean adventure was a transformative experience that not only pushed us to achieve our goals but also created lasting memories and friendships. Given the opportunity, I would unquestionably embark on a similar journey.









From Museums to Manga: Immersed in Japan's Creative Wonderland

An Interview with Visual Arts Adventurers

E: Student editors - 11B So Yuk Tai, 11A Lam Hoi Ching
S: 11A Lam Kin Ching Sophie
T: 7C Tsoi Man Lam

To delve into the vibrant arts and design culture of Japan, a group of visual arts students embarked on an exciting excursion to the country. Let's take a closer look at their enriching experiences and discoveries.



Giant bookshelf installation at the Kadokawa Culture Museum



Stained glass tower at the Hakone Open-air Museum



The exterior of Ghibli Museum in Mitaka

E: Sophie, could you share some of the enthralling new experiences you had during your trip to Tokyo?

S: Absolutely. Exploring various art museums was genuinely an eye-opening adventure. For example, our visits to the Hakone Open-air Museum and the Hakone Venetian Glass Museum provided me with a profound understanding of how installation art, such as grand-scale structures, sculptures, and mesmerising glass artworks, can seamlessly blend with the environment, creating a harmonious fusion. I was especially thrilled to visit the Kadokawa Culture Museum and teamLab Planets, where I encountered unique art installations that were a feast for the senses and unavailable back home in Hong Kong.

E: Fascinating! How do you envision incorporating the knowledge gained from this excursion into your studies?

S: The opportunity to visit Waseda University was incredibly valuable, as it offered insights into the learning atmosphere and environment of Japanese universities. The guided tours and mock lectures truly ignited my interest in pursuing further education in Japan. The insights and experiences I gained will undoubtedly shape my future studies in the realm of visual arts.

E: Aww…that's fantastic! Man Lam, what about you - what inspired you to join this excursion?

T: Tokyo had always been a city I longed to explore, and this trip presented the perfect chance. Being a big fan of Japanese culture, particularly its anime and manga, I eagerly anticipated visiting the art museums and various iconic sites, including the renowned Ghibli Museum.

E: Did the trip live up to your expectations?

T: Although the time allocated for specific sites was somewhat limited, this excursion surpassed my expectations and rewarded me with enriching and practical experiences. It has sparked a fire within me, fueling my desire to pursue further studies related to visual arts.

E: Speaking of new experiences, Man Lam, what were some that left an indelible impression?

T: I encountered many novel experiences that resonated deeply with me. Japanese culture, art, and design showcased exceptional attention to detail and precision in modern art that I can now apply to my artistic pursuits. Moreover, I learned about the significance of presentation in Japanese culture, a notion directly relevant to art and design. The excursion allowed me to sample diverse cuisines and indulge in Japan's warm and welcoming hospitality. I learned about effective communication and cultural understanding, which are essential skills in today's interconnected world. This eye-opening journey has undoubtedly broadened my horizons and will positively influence my studies.

E: Did you encounter any challenges during your adventure in Tokyo?

T: Yes, indeed! While my time in Japan was filled with incredible experiences, it wasn't without challenges. Language barriers were like a tricky puzzle. Trying to chat with the locals and decipher those intricate Japanese characters, especially while navigating the vibrant city, was a real brain teaser. But you know what? The coolest thing was how the Japanese came to our rescue, even without a common language. I quickly mastered using simple phrases and expressive gestures to get my point across, and it was like unlocking a secret code. Diving into Japanese culture's customs and norms was like stepping into a whole new world of awesomeness. From the fun tradition of saying "いただきます! (Let us eat!)" before digging into a tasty meal to clasping both palms together and giving a respectful bow, it was a crash course in cultural etiquette. Being mindful of keeping noise levels low in public places was like becoming a ninja of stealth. It was a thrilling experience of playing detective and observing the locals' behaviour to avoid cultural exchange blunders. I felt like I was part of a super cool exchange program, where every interaction was a chance to learn and grow.

S: True! Overall, our time in Japan was a valuable learning experience encompassing art, culture, personal growth, and adaptability. It helped us to develop crucial skills such as communication, cultural understanding, and resilience.





A visit to Yasukuni Jinja

採訪：11A曹嘉興

險中得勝入錦輝 彩色田憶金不換

張天欣是A-School首屆學生，現於中倫律師事務所任職香港區主管。她經歷學校許多的第一次，留下了許多珍貴的回憶。









妙手險棋

談及中學時代的回憶，學姐的臉上總是掛著笑臉。與同學和老師們的回憶，是A-School給她的寶藏。當年的A-School是一所新學校，既沒有前人的功業作參考，也沒有坊間的好評如潮。作為第一屆的學生，她不是從小學開始就讀，在未完全了解學校便貿然決定就讀A-School，這是一個冒險的決定。但她與家人商討後，還是堅持這個選擇，而這個決定，換來了她的彩色人生。

沃土滋養

當時，中學校舍還未建好，她在隔壁小學校舍就讀。學校就像一顆蓄勢待發的種子，設施不如現在完善，沒有廣闊的中學校舍，沒有室內運動場，機會卻是極多的。既然沒有前車之鑒，就由學生來開創吧。當年的A-School還沒有Chamber制度，連名稱和顏色也沒有定論，學校卻把重要的決定交託給她。現在的Chamber 旗幟顏色便是由當年的Chamber Leaders選擇的。學姐笑說Chamber Einstein的旗幟顏色是紫色，只是因為Chamber leaders太晚到達會議，其他顏色都被選去了。

除了Chamber、學生會、Prefect Team等領袖生的職位或者是對外的交流計劃，她都總是積極爭取。她從不錯過任何一次機會，這促使她成為具有領袖能力和溝通能力的全能型人才，也是本校致力培養學生的方向。這些難能可貴的特質，是她未來投身法律行業的一大助力。外向的性格讓她踏上更順暢的職業道路。

長青友誼

採訪進行中，很多老師經過都會與她打招呼。尤其本校的資深老師，更是如同多年未見的好友一般與她閒話家常。學姐多年來與老師們的聯繫從未中斷，她們在WhatsApp上的聊天群仍時常傳來新消息，交換最新的趣聞。學校邀請她共同籌辦這次的A-Reunion嘉年華，她也百忙之中趕來。這是本校的特色，老師們亦師亦友，時常與學生們談心事。不僅在學業以內的領域提供幫助，更會幫忙解決大大小小的問題，令學生可以專注學業。學生也樂意幫老師完成一些任務。甚至在某些領域比較突出的學生，反過來教導老師交流。就如當時的學生們教導孫曉明老師廣東話，學姐笑說現在孫老師的廣東話已與本地人無異。

看到學姐與老師們如此深厚的感情，我羨慕的心情中突然湧起一絲好奇，不知道她最喜愛的老師是誰？她說是廖詠琪老師和孫曉明老師，廖老師是她在中學的第一位班主任，而孫老師常常幫助她。第一年，學校是嶄新的，老師們自然也是年輕的。學生學習如何做好學生，老師也努力成為好老師。老師們都按照學生進度仔細調校教學方式，希望能教懂學生。報讀大學時，老師個人的經歷也為學生導航。國外畢業的老師可以指導學生如何海外升學，內地畢業的老師可以提供內地知名高校的資料。廣泛背景的師資，學生選擇院校帶來了便利。

後來她還提到她的兩個師妹，楊少寶老師和Miss Iris Kwok都已經大學畢業並留在本校任教。看見師妹們都做了老師，她感到十分新奇，這證明A-School有一種吸引人留下的人文魅力。

霓虹色彩

問到她以甚麼顏色來形容她的中學生涯，她說：「彩色，但彩色下有一片黑。」彩色的是學校日常生活，而黑色的則是應試生活。作為全校第一屆經歷文憑試的考生，考試制度的轉變帶給他們不少壓力。為了備試，她只能從五光十色的校園生活中抽身，轉向黑色的應試生活。有賴老師們專業的教學方式；同窗的互相勉勵，在這黑色的應試生活中，她找到另外一片光明。

師姐笑說：「無論如何，入讀A-School的決定改變了我的人生，A-School有其他學校沒有的教學方式，讓我沒有淪為應試機器。在這裡，我擁有豐富精彩的中學生活，這是我一生的財富。」

A Vibrant Path
Chang Chun Hei

HKBUAS, Class of 2019; University of Oxford, Class of 2023



By 9D LEE Yan Wah , 10B Tang Hau In

Having studied in A-School for 12 years, Chang Chun Hei was one of the second-batch students who enrolled in HKBUAS in 2007, originally drawn to the school for its well-boasted ability to provide students with a happy place to learn. With a passion for learning and perseverance to strive for excellence, he became one of the few A-School students to study at the University of Oxford in England. He recently graduated from the Department of Computer Science at The University of Oxford and has returned to Hong Kong for career opportunities.

Life In A-School

"If I had to choose one colour to represent my learning pathway until now, I would choose a rainbow colour because of the many colourful aspects of my secondary school life. From trying to achieve high scores to get into good universities and dealing with bad grades to enjoying fun activities with friends…… It's all very colourful to me, and I cherish these memories a lot." During his days in A-School, Chun Hei devoted much of his time to learning and extracurricular activities that helped shape him into who he is today and brought colour to his school days.

Experience in Math Olympiad

With much encouragement from teachers in A-School, Chun Hei represented the school in various Math Olympiad Competitions as a member of the Math Olympiad Team. The activity made his school life more vibrant, enhancing his ability to handle stress and his logical thinking. Being able to represent his school is one of the most memorable moments.

Initially, Chun Hei had not expected to join the team. However, his potential was uncovered by his teacher, Miss Liu Wing Ki, who encouraged him to join. "She encouraged me a lot to develop mathematical and logical skills and to take courses on them," Chin Hei claimed, "that heavily shaped me today because she has sparked my interest in studying and made studying more fun for me."

Tips for Studying

Certainly, Chun Hei's learning journey has not always been smooth sailing. However, overcoming these obstacles by studying with the support of his teachers and peers, he is now qualified to offer advice to current students. "Studying is less stressful when you truly grasp the underlying concepts," he emphasized. "Rather than simply memorizing everything, especially in subjects like mathematics or science, understanding the concepts enables you to derive and apply knowledge more effectively. I believe this approach has not only reduced the amount of studying required but has also yielded the results I have achieved."

Gaining Admission to Oxford

The school also provided ample guidance to Chun Hei during his application process to international schools. Opting for the GCE curriculum allowed him to focus on subjects closely related to his desired degree. "If you are planning to study overseas, I highly recommend considering the GCE curriculum," advised Chun Hei. With that in mind, he encourages students to contemplate their plans when deciding between DSE and GCE curriculums.

In addition to the program, he believes that the school's learning atmosphere and environment played a significant role in his successful application to Oxford. "The school is very receptive to new ideas," Chun Hei shared. "Although it is a relatively new school, they encouraged me to apply to overseas schools, including ones I had never imagined." Furthermore, the school organizes various activities to guide students towards their futures, opening their eyes to the vibrant paths that lie ahead.

Life at Oxford

Believing that international exposure would benefit his personal development, Chun Hei chose to study computer science at the prestigious institution Oxford.

Studying at Oxford

"Oxford is special in that it has very short terms. Within these short terms, you are expected to learn the same amount of knowledge, if not more, compared to other universities," Chun Hei explained. "Additionally, there are tutorials that provide assistance in understanding any concepts that were unclear, as well as problem sheets to aid in the learning process."

Chun Hei believes self-study promotes peer learning at Oxford, as students are expected to grasp many concepts independently. "Peer learning is a fundamental component of my education at Oxford," he stated. "It adds an element of enjoyment. Not only do you understand previously unfamiliar concepts, but you also gain insight into different problem-solving approaches from various individuals. Learning from some of the best is truly enriching," he added.

In this regard, Chun Hei's experience at A-School has been immensely beneficial. "A-School places a lot of trust in students to study independently, especially in higher grades," he claimed. "They genuinely believe that if you aspire to achieve good grades, you will take the initiative to study on your own. This mindset has been crucial during my time at university."

Computer Science

After discovering his passion for applying theoretical knowledge to real-life scenarios in A-School, Chun Hei pursued his interest further by studying computer science. The program consists of two main components: designing and implementing software and engineering and problem-solving in the field of software. "There are numerous courses to choose from," he explained. "What you learn depends on your interests and the career path you wish to pursue." Considering his interests and desired career trajectory, the Oxford graduate carefully selected courses such as AI, security, and database.

In the field of computer science, teamwork is often essential. "Being able to communicate effectively within a team and understand others' perspectives is crucial for my degree," Chun Hei emphasized. Project-based learning (PBL) is an invaluable activity offered to A-School students every year, allowing them to plan and execute a complete project independently. This experience greatly contributed to the development of his aforementioned soft skills.

Meeting Different People

One challenge Chun Hei faced after arriving in England was adjusting to unfamiliar people. "When some people study abroad, they tend to stick with those who speak the same language," he explained, "I, personally, don't prefer that approach, so I actively sought out people from all around the world and engaged in socializing with them. I discovered that people were friendly, accepting, and open-minded." Despite his hectic schedule, Chun Hei made an effort to socialize with like-minded individuals from Oxford on Fridays, which helped alleviate academic stress. Additionally, he enjoyed interacting with different people in the canteen during lunch and dinner. "I have the opportunity to meet highly intelligent individuals from various parts of the world," he shared. "I learn a great deal from our conversations."

Advice for Potential Oxford Students

"You should expect everything to be much more challenging than what you learn in secondary school," asserted Chun Hei. "Oxford presents you with a substantial workload in a short period of time. If you don't stay on top of your work, you will quickly fall behind, as you'll be responsible for self-study." To avoid this, he advises students to actively search the internet for resources and always strive to understand the materials taught.

However, life at university is not solely about studying. "If you can manage it, participate in more gatherings, events, and clubs," Chun Hei suggested. "Clubs won't force you to attend, but applying to join them is a good idea because it gives you the option to have fun and engage in non-academic activities."

The Colorful Future

Chun Hei's future is teeming with colourful possibilities. Upon returning to Hong Kong, the Oxford graduate is currently searching for an engineering job. "I hope to get a job that will enhance my practical skills, which are crucial in computer science," Chun Hei declared. "Before pursuing further education, I want to gain a deeper understanding of the industry and develop my practical skills."





杏林．色彩人生

中三是莘莘學子極為看重的一年，同學為高中選科忙碌，更開始考慮大學選科等一些更長遠的事。作為A-School 2018年的畢業生——現為香港中文大學內外全科醫學士課程六年級學生的盧俊希，當年也不例外。怎樣才能活出有意義的人生？怎樣才能幫助別人？當年的他這樣問自己。盧俊希在初中時對理科較感興趣，並希望未來能透過自己的知識幫助別人。在種種因素驅使下，盧俊希漸漸萌生入讀醫科的想法。一次偶然的機會，在老師的推薦下，他當上了星島集團舉辦的“Leader of the Year”學生大使，得到與一位無國界醫生會面的難得機會。聽著她的經歷及見聞，他深刻的體會到憑藉醫學知識「懸壺濟世」，能陪伴病人跨過人生中最灰暗的時光，能更直接地幫助他人，讓世界更美好。這令他想要在大學入讀醫科的念頭變得更為堅定。

採訪：9E肖准











發展興趣，為未來鋪路

高中三年，盧俊希積極地參加各種與醫科相關的暑期課程，與醫科生交流，了解入讀醫科的必經過程，並在教授帶領下，體驗不同醫科課程。他利用暑假的時間，透過汲取資訊和知識，堅定了自己未來選擇入讀醫科的方向。畢竟只有靠自己主動走出去，親身探索這個世界，認識志同道合的朋友，才能夠發現自己的真心所向，並發展興趣愛好。盧俊希認為在中學的日子是發掘興趣的最佳時機。一方面，中學生的想法較為純粹，不受太多外在因素干擾，較能發現自己真正的興趣所在；另一方面，A-School的資源相當豐富，只要肯把握機會，同學們自有很多累積其他學習經歷的機會，幫助自己堅定未來的去向。

醫學生生活

2018年，憑著優異的文憑試成績，盧俊希如願考入了香港中文大學醫學院。醫學院課程的首三年為「Pre-clinical years」，主要在大學本部上課，學習人體的生理結構，以及一些醫學倫理和溝通技巧等。及後的三年便是「Clinical years」，上課地點移至威爾斯親王醫院，以及其他不同醫院和診所，主要圍繞內外科不同疾病，讓他們懂得如何找到病因、如何治理病人等等。他們也會跟隨醫生到病房看病人，感受現實的工作環境。

在完成第一年的醫學課程後，盧俊希成功轉入「環球醫學領袖培訓專修組別」，從中獲得更多開闊眼界的機會，例如最近他到訪加州大學三藩市分校作一個月的臨床學習，平日也會有機會跟教授做研究，進行更深入的學習。

求學路上看人生百態

盧俊希提及在四年級時的外科學習過程中，他曾遇上一位患有腹主動脈瘤的老伯伯。「腹主動脈瘤」是一種較為嚴重的外科疾病，由於腹部主動脈的血管壁變得薄弱，在動脈壓力下逐漸如氣球般膨脹，甚至會有爆破以及死亡的風險。老伯伯的狀況令人憂慮，就連老伯伯自己也笑稱帶著「計時炸彈」。盧俊希以為要跟老伯伯問症及做檢查時，定會是一個十分沈重的過程，所以在問及老伯伯的身體狀況及感受時，他都小心翼翼。

他本以為自己或需要安撫病人的情緒，結果老伯伯對自己的病況並不忌諱，反過來告訴盧俊希面對病魔不必如此凝重，因為他對自己的人生已經十分滿足。「老伯伯還向我們展示了很多家庭合照等。那大約二十分鐘的交談，沒有觸及生死離別，更多的是一位老人家在教導入世未深的我，何謂知足、何謂快樂。」盧俊希說。

將科學知識和人生、人文相互融合，這正是醫學的其中一個奧妙獨特之處。

不論作為醫科生或醫生，要學習處理的，絕不止是各種疾病，而是照顧每一個病人。在與病人談話的時光中，仔細聽病人訴說病痛和人生百態，除了能瞭解病人的身體情況，有時還能體會到不同的人生觀，從中學習並獲益。

多嘗試，活出色彩人生

當談到何謂真正的「色彩人生」，盧俊希對此別有體會。他認為人要作出更多的嘗試，即使當下某些嘗試看似「沒有用」，但當中的經歷，自能讓我們有不同的感受，從中得到有意義的收穫。

盧俊希說中學時的不同階段，他很感激能有機會作出各方面的嘗試。如在游泳中， 他發現自己若對某件事有熱情，有目標 ，就會自覺地提升自己，並取得成功。這讓他首次發覺自己有堅持做一件事的毅力，並見證自己的一路進步。後來，他又參加了中文辯論隊，繼續磨練自己。成長的路上也免不了磕磕絆絆。回顧過往的種種嘗試，結果未如人意的比比皆是。例如高中時，他作為總領袖生，有很多自己的想法，但卻不太懂得如何作出詳細的計畫，亦不很懂得如何管理團隊來實施計畫。後來，幸好得到老師及隊員的協助，工作才能完成。
盧俊希相信一個人未必能在每件事上都取得重大成就，但每次嘗試都是磨練自己的大好機會。

盧俊希在中學時參加了不少課外活動，當問到他是否會覺得過於忙碌時，他這樣回答：「的確是很忙碌，甚至會犧牲了一些玩樂時間，但如果是出於自己興趣，自然不會覺得辛苦。忙碌或許是客觀的事實，但是否覺得辛苦，是在於自己是否能從中找到意義。」

不論過程有多忙碌，「嘗試」的結果如何，在未來某天回想起這些獨一無二的體驗，都會甘之若飴。時至今天，盧俊希仍抱持著「多嘗試」的觀念。在大學中，不論是參加社會服務，還是參與研究，以致跟醫學沒有直接關係的遊學團，他也會儘量涉獵；同時在機緣巧合下，他也會從中拓展自己的興趣。時光荏苒，人生苦短，唯有「勇敢嘗試」，才能活出「色彩人生」。

後記

許多同學也嚮往入讀醫科。透過這次訪問，我從盧師兄口中得到許多有關入讀醫科的資訊，更得知他由中學至大學一路走來的心路經歷，包括他如何在中學階段裝備自己，如何給自己訂立目標去實現理想，以及在大學讀醫時怎樣保持初心，怎樣在面對難關時調整自己的心態。這次訪問使我獲益良多。相信依從盧師兄「多嘗試」、「多體會」的人生觀，人人都能活出色彩繽紛的人生。



採訪：10D梁若晞

建藝術之廣廈 築夢想之高塔

入讀建築系，能夠使腦海中的想像浮現在圖紙上，再把自己的設計化為現實，是許多同學的理想。A-School 2018年的畢業生金培浩完成了美國紐約普瑞特藝術學院(Pratt Institute)的藝術文學士(雕塑)課程後，現正於南加利福尼亞州建築學院修讀建築，他的色彩人生又是怎麼樣的呢？

赤紅色的時光

如果讓金培浩選擇一種顏色描繪中學生涯，他會選擇強烈大膽，充滿激情的紅色。「回想我的人生，中學時期是最有幹勁和衝勁的一段時光。」比起成長後的理性與思考，中學時代，他更多的是以激情與衝勁來完成無數挑戰，跨越一個又一個困難。他談及中四初到A-School時，英語水平不盡人意。幸運的是，他的老師以及同學都很包容他，不厭其煩地為他提供幫助；而他也不曾放棄，投入大量時間，挑燈夜讀。在這一抹紅中，陪伴和力量不斷流轉，最後讓他成功克服困難。

昔日的種子，學校的栽培

談到中學的重要收穫，金培浩提到他當時的數學老師——謝博文老師。謝老師會在課餘時間為他解答許多問題，即使是與考試內容無關，亦是如此。這讓金培浩拿到探索世界的鑰匙——求知慾。「如果在我還沒養成學習以及思考這個世界的正確方法時，我只跟從坊間所說的，不要在意背後的理論，直接死記硬背就行，那我以後只會養成不需要滿足自己好奇心的習慣。幸好，A-School的老師們願意用額外的時間，為我解釋事物背後的運作原理，滿足我的好奇心。這讓我一直有更強的主動性去學習我喜歡的事物。」



此外，金培浩更提及從中學學到的三個「自」——「自律、自知、自強」。「自律，是約束自己的欲望，規範自己的行為。自知，是我在A-School認識到很多很厲害的同學，所以我要懂得謙卑。自強，是我發現大家都在不同的領域發光發亮。於是我開始思考，有什麼事情是我能夠做得出色的？然後，藝術便是我選擇不斷努力的方向，也是一件能讓我感到自豪的事。」而這三把利劍使得他能夠不斷的自我反思、自我修正、自我突破，避開了自滿自大的陷阱，成為他上進的力量。

先鋒藝術思考的匯聚之地

問及選擇到美國升學的原因，他道：「美國是全球最適合推動當代藝術的地方，因為這個國家的藝術包袱沒有那麼重，更容易推出新的事物。反觀，像中國、英國這些擁有濃厚文化歷史背景的國家，當人們要推出新事物的時候，一定要多次審視這些事物，考慮是否尊重傳統，同時有的人喜歡舊的一套，有的人喜歡新的想法，這些在一定程度上也會讓人在實踐新的想法時更為謹慎。」此外，他的許多藝術老師都是從美國的藝術體系中出來的，所以他便立志要到美國修讀藝術，開啟他人生的新篇章。

藝術的殿堂——建築

在修讀藝術期間，他發現他對雕塑和家具很感興趣，而背後的原因是，他熱愛空間以及與人打交道。在創作過程中，他能體會他人的想法，了解如何讓他人從他的作品中體會舒適感，因此他後來選擇副修室內設計，這決定改變了他未來的發展方向。他的室內設計老師建議他到建築系一看，認為那裏與他的興趣更相符。最終，他也真的改為選擇修讀建築，找到了人生的新方向。

建築之地基——人文

金培浩認為建築絕對不止於藝術，更多的是人文。建築像一個以空間為骨、以文化為肉、以人類為魂的多維度載體。因為建築比起平面、純藝、裝置等形式，更直接地提供了給人參與作品的機會，所以人文關懷是重中之重。他認為每一個城市的文化歷史都是截然不同的，因此需要考慮各種人文細節。無論是西方還是東方的建築，除了外表所展現的壯麗與設計性外，當中蘊含的人文元素絕不可被忽視。建築不只是建築師的作品，更是社會與文化的產物。

兩極與平衡

建築學是一門綜合應用學科，亦是審美、理論與實際的結合。金培浩表示他體會到最深刻的道理，便是這個世界的矛盾與平衡。「在遇到很多對立性事情時，我不會只站在某一方上，而是在中間找一個我的地帶。建築本就是理性和感性的結合，我們要追求功能性還是追求美學？要參考周邊人們的環境，還是要自成一個系統？這樣的問題在建築上比比皆是。這些『矛盾』在我眼裡，都是非常美妙的事情，我想要通過設計去擁抱那個矛盾的中立點，達致和諧。」

不平凡的普通人

除了建築本身，我們還應該關注它們背後的人。建築師滿懷熱忱的創作、細緻入微的巧思、經年累月的專注、勇於創新的突破，才讓一張張精妙絕倫的圖紙得以誕生，使得一座座恢宏輝煌的建築從想像變為現實。當我們聊到在建築系的難忘經歷時，金培浩提到他在學校裏認識很多優秀的人，他們會把自己的一生都投入到一個理想上，為之奮鬥，例如湯姆·梅恩——2005年的普立茲克建築獎得主。「我經常在學校的走廊碰到湯姆，他總是很純粹的跟我們聊建築，分享他的所知，希望可把這些知識傳承下去。後來我發現這些對文明有貢獻的人，都有巨大的野心，同時也有很強的執行力，並且為此作出了很多犧牲。但我又會把他們視作普通人，因為他們真的跟我們所有人一樣，與你我沒有任何差別。他們與我們的分別，只在於他們在時間的積累和自己的每一個決策中，一點一點的把自己對世界的影響力建立起來。我深受他們的影響，也讓我對我的人生有更深刻的思考。」

前進的方向

問及未來的人生規劃，他表示打算考取哈佛設計研究院的研究生，「我對人類能不能用當代的語言來喚起一些人對於某一個時間階段的集體回憶的方面非常感興趣，而那裏有兩位我很喜歡的老師，他們對於文化以及人的認知有很有意思的解讀，他們做出來的項目也都做得非常好，所以這是我未來的計劃。」

忠於熱愛，腳踏實地

當問及有什麼建議給師弟師妹，他認為有想做的事就要去完成，強調「讀萬卷書，行萬里路」的重要性，要多閱讀並且多走，不停地提高認知上限，才能以更宏觀的格局看待當下的問題。除此之外，他認為執行力也是不可或缺的，空口說白話並沒有用，要清楚自己的目標，做好每一個決策，才能走向自己的色彩人生。



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