



# 團 TEENS



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 新界屯門建生邨

真 Truth  
謙 Modesty  
恆 Constancy  
誠 Sincerity



「你們該彼此相愛，如同我愛了你們。」 若 13:14



## 校長的話

感謝天主的恩佑，讓學校在新學年持續穩步向前，在學與教、品德培育、閱讀文化、創新科技及全人發展各方面都見到豐碩成果。回顧近月校園生活，我深深感受到，學校每一步的成長，都是天主帶領下全校師生、家長同心同行的美好見證。

本校一向重視閱讀，2026年屯天書展已圓滿舉行。今年書展以「書潤心田 德澤人生」為主題，透過多元活動，推動閱讀文化與正向價值。書展不但邀得作家與同學分享寫作心得，拓闊視野，更首次引入「AI聊書智能體」，鼓勵同學主動發問、主動思考、主動閱讀，讓科技成為學習的助力。更令人欣喜的是，書展延續全校參與的精神，不同科組老師、圖書館領袖生、讀書會、文社及家長共同投入其中，充分展現屯天人對閱讀的熱愛與承擔。

在人工智能教育方面，本校亦積極邁步向前。我們成功舉辦「屯門區小學AI & STEAM體驗活動日」，與區內小學分享科技教育成果，讓學生在實作中學習，體驗創新與協作的樂趣；老師則透過工作坊探討AI在教學及生涯規劃上的應用。此外，本校教師團隊亦參與「教育再翻轉：AI協同下的學與教設計」專業發展活動，持續裝備自己，與教育界同工交流AI賦能教學的經驗。早前本人與學生代表接受商業電台訪問，分享本校推動「校本AI教育」的理念，更清楚表達我們堅守的信念：**自主學習是1，AI是0**。科技固然重要，但真正能引領學生面向未來的，是思考力、判斷力、創造力，以及一顆關愛他人的心。

看到同學在自主學習上的成長，我感到十分欣慰。校訊中兩位同學分享自學歷程，正好印證：只要勇於起步、持續探索，便能在知識世界中不斷突破。學校近年積極推動自主學習、跨學科學習及全方位學習，各級同學透過考察、交流、比賽、工作坊與服務，將課堂知識連繫真實世界，建立更寬廣的眼界與更堅實的能力。

除了學術與科技發展，我們同樣珍惜每一份師生情誼與家校合作。無論是家長日、親子旅行、頒獎禮、中六燒烤晚會，還是同學參與義工服務、音樂演出及英語工作坊，皆讓我們看見學生在不同舞台上的努力與光彩。教育從來不是單靠學校一方完成，而是老師用心教導、家長信任支持、同學努力成長，彼此攜手成就的歷程。

在此，我衷心感謝全體老師的專業與付出，感謝家長一直以來的信任與同行，也感謝同學們以認真、熱誠和勇氣迎接每一個學習機會。願我們繼續在天主的帶領下，以閱讀滋養心靈，以科技拓闊未來，以愛與希望同行，共同建設一所充滿生命力、關愛與智慧的校園。

☑ 以閱讀滋養心靈，以科技拓闊未來，以愛與希望同行。



# Principal's Message

With gratitude to God for His abundant grace, our school has continued to move forward steadily in this school year. We have witnessed encouraging progress in learning and teaching, moral and values education, reading culture, innovation and technology, as well as whole-person development. Looking back on the past few months, I am deeply thankful that every step of our growth has been made possible through God's guidance and the united efforts of our teachers, parents and students.



Our school has always placed great emphasis on reading. The 2026 Tuen Teen Book Fair was successfully held under the theme "**Books Enrich the Mind, Virtues Nourish Life.**" Through a wide variety of activities, we sought to promote a strong reading culture and positive values among students. In addition to inviting authors to share their writing experiences and broaden students' horizons, we also introduced the AI Reading Companion for the first time. This initiative encouraged students to ask questions, think actively and read widely, allowing technology to become a meaningful support for learning. Most heartening of all was the whole-school participation: teachers from different panels, library prefects, reading groups, the Literacy Society and parents all took part in selecting books, arranging displays, recommending titles and designing activities. Together, they fully demonstrated the Tuen Teen spirit of valuing reading.

At the same time, our school has been actively advancing AI education. We successfully hosted the Tuen Mun Primary School AI & STEAM Experience Day, where we shared our educational vision and achievements with partner schools in the district. Students learned through hands-on activities and experienced the joy of innovation and collaboration, while teachers explored the use of AI in teaching and career planning workshops. In addition, our teaching team took part in the professional development programme "AI for Empowering Learning and Teaching", continuing to equip themselves and exchange ideas with educators on how AI can enrich classroom practice. Recently, I was also honoured to join one of our students in a Commercial Radio interview to share with the public the philosophy behind our school-based AI education. We reaffirmed a belief that we hold firmly: "**Self-directed learning is 1; AI is 0.**" Technology is important, but what truly enables students to face the future is their ability to think, judge, create, and care for others.

I am especially encouraged by our students' growth in self-directed learning. The sharing by two of our students in this newsletter is a powerful testimony that when young people dare to begin, persevere in exploration and discover methods that suit them, they can continue to break through their own limits in the world of knowledge. In recent years, our school has actively promoted self-directed learning, interdisciplinary learning and life-wide learning. Through field trips, exchanges, competitions, workshops and service opportunities, students are able to connect classroom knowledge with the real world, broadening their horizons and strengthening their abilities.



Beyond academic and technological development, we also treasure every opportunity to foster strong teacher-student relationships and close home-school cooperation. Parents' Day, the PTA family outing, the award presentation ceremony, the F.6 BBQ gathering, volunteer service, music performances and English workshops all allowed us to witness our students shine on different stages. Education is never achieved by the school alone. It is the fruit of teachers' dedication, parents' trust and support, and students' perseverance and willingness to grow.

Here, I would like to express my heartfelt thanks to all our teachers for their professionalism and devotion, to our parents for their trust and partnership, and to our students for embracing every learning opportunity with diligence, passion and courage. May we continue, under God's guidance, to nourish our hearts through reading, broaden our future through technology, and walk together in love and hope, as we build a campus full of vitality, care and wisdom.

# 二零二六年屯天書展

二零二六年屯天書展圓滿結束，有幸邀得區內十三位小學校長和老師見證參與由英文科設計別開生面的開幕禮。感謝各界人士繼續支持敝校「重視閱讀」的教育理念，如香港大學教育學院「中文教育研究中心」高級學校發展主任梁志華先生、各中小學校長及師生，共同傳承重文化的精神。

□ **本年度主題：「書潤心田 德澤人生」**  
冀能藉閱讀渲染愛德，以宣揚閱讀文化及正向價值觀。

書展活動多元化，除邀得三位作家——麥樹堅先生、永若晴先生、Ms. Ritu Hemnani 為不同年級同學分享寫作心得，擴闊視野，更首次引入專屬「AI 聊書智能體」，多方面鼓勵同學好學、好問及好讀，激發同學對閱讀的興趣，自主探索書中無界限的知識海洋。

此外，書展一如既往實踐全校參與模式，不同科組老師、圖書館領袖生、讀書會、文社，甚至家長也參與其中，或一同選書、一同開箱擺放書籍、或為同學親身推介書籍、或設計書展會場活動，盡顯對閱讀的熱愛。書展成功有賴你我參與，希望大家繼續以閱讀潤澤身心靈，使人生得以豐盛、美好。

## 作家分享

名家親臨指導，與同學零距離交流創作點滴。字裡行間的故事化作生動的演講，不僅點燃了同學對文學的熱情，更啟發了無限的創作靈感。



## AI 聊書智能體

創新科技賦能閱讀！同學透過平板電腦與智能體熱烈對話，體驗個人化的閱讀探索之旅。現場互動頻繁，展現出新世代對未知領域的強烈求知慾。



## 全校參與模式

師生同心，發揮創意打造極具本土特色的「茶餐廳」閱讀空間。讓同學在輕鬆親切的氛圍下細味書香，與各科組及家長共享沉浸式閱讀體驗。





## The 2026 Tuen Teen Book Fair Concludes Successfully

The 2026 Tuen Teen Book Fair has come to a successful conclusion. We were honoured to have invited thirteen primary school principals and teachers from Tuen Mun district to attend and witness the spectacular opening ceremony designed by the English Department.

We would like to express our gratitude to all friends from various sectors for their continued support for our school's educational philosophy of "**Valuing Reading**", including Mr. Leung Chi Wa, Senior School Development Officer of the Centre for Chinese Language and Education, Faculty of Education, The University of Hong Kong, principals of primary and secondary schools, as well as teachers and students, who have jointly promoted the spirit of inheriting Chinese culture.

Under the theme "**Books enrich your mind, virtues nourish your life**", we hope to cultivate kindness and virtue through reading, promote a reading culture, and spread positive values.

This year's book fair featured a diverse range of activities. Apart from inviting three writers — Mr. Mak Shu Kin, Mr. Wing Yeuk Ching, and Ms. Ritu Hemnani — to share their writing experience and broaden students' horizons, we also introduced the AI Reading Companions for the first time. This initiative encourages students to be eager to learn, ask questions and read, stimulating their interest in reading and inspiring them to explore the boundless ocean of knowledge.

Furthermore, the book fair continued to adopt a whole-school participation approach. Teachers from different departments, library prefects, Reading Club, Literacy Society, and even parents joined in the event: selecting books, unpacking and arranging displays, recommending books to students, and designing on-site activities, all demonstrating their passion for reading.



The success of the book fair would not have been possible without collective effort. May we continue to nourish our body, mind and soul through reading, leading a fulfilling and meaningful life.

# 我的自學之路

4A 吳俊諺



中學階段是知識探索與能力培養的關鍵時期，而自主學習是促使我由被動接受知識轉向主動探索的核心途徑。回顧我於中一及中二時期的學業表現，較為平穩，直至中二首次接觸自主學習課程，隨後積極參與多項此類活動，不僅成績顯著提升，對學術知識的熱情亦日益增長。

許多同學將學習重心置於應付考試，雖合情合理，但若僅專注於考試目標，或限制個人潛能的全面發展。我首次接觸自主學習課程，是經學長介紹香港資優教育學苑 "網上資優數學課程"，該課程涵蓋大量大學程度的數學內容，雖難度較高，卻激發我強烈的求知慾望。課程令我領略到數學體系的廣闊與深奧，校內課堂所學僅為冰山一角。課外知識領域繁多，引人探究。儘管挑戰重重，我沉浸於未曾涉獵的知識領域，逐步培養出濃厚的興趣，為日後的學習奠定堅實基礎。

該經驗促使我反思傳統學習模式中，過度區分「考試內容」與「非考試內容」的限制。以數學為例，在中一至中二，我主要依照教科書準備校內考試；至中三起，我主動研習高中及奧林匹克數學，不僅未列入考試範圍，卻幫助我建立更廣泛及深入的數學知識。無形中提前掌握文憑試必修及選修科目內容，甚至在中四階段開始觸及大學數學知識，增強了學習興趣及考試自信。

此外，我連續兩年參加香港科技大學與教育局合辦的初中科學線上自主學習計劃。首年參與時，未掌握適合個人學習策略，導致頻繁出錯。觀察優秀同儕常做筆記，我亦嘗試模仿，每週整理筆記，但成效有限，未能顯著提升成績，也無緣獲得最佳表現獎，心情略感挫折。後經深思與持續探索，認識到因材施教的重要性。以我自身而言，從錯誤中學習更為有效，透過分析錯題鞏固關鍵知識點，並延伸相關內容，此法明顯優於傳統筆記。

中三再次參加該計劃，面臨更多且難度更高的任務，我具備自信與適當方法，準確完成答題。過程中，我廣泛利用網絡教育資源，如YouTube上系統性講授物理及數學原理的優質頻道，能按個人節奏自主學習；亦觀看科普內容，提升興趣。最終在第二次計劃中取得最佳表現獎Outstanding Award【全港第二名〈亞軍〉】，該成果鞏固自信，並鼓舞我持續追求學術卓越。

此外，中三經老師推薦參與香港科技大學〈優才增益課程〉，專注數學圖論，學習廣度優先搜索（BFS）及深度優先搜索（DFS）等算法。課程展示這些理論如何應用於Google Maps及Instagram等科技產品，拓寬我對應用數學驅動現實世界的認知與視野。現階段，我在香港科技大學修讀《雙修中學及大學數學課程》，期望藉此基礎持續深化專業知識。

展望未來三年，我計劃專注學業，力求於香港中學文憑考試（DSE）中取得理想成績。若進展順利，期望入讀香港科技大學「機械及航空航天工程學系」或「國際科研」課程，參與實際科研項目，累積實務經驗，並為學術及技術領域貢獻一己之力。

綜合以上的分享，深刻體會自主學習關鍵在於「起步」與「持續」。無論是超越考試框架、善用網絡資源，還是探索適合自身的學習法，只要願意投入，必能在自主學習旅程中收穫豐厚成果，不斷推動個人學術與能力的提升。

# My Journey of Self-Directed Learning

4A NG CHUN YIN

The secondary school stage is a crucial period for exploring knowledge and cultivating skills, and self-directed learning is the core pathway that transitioned me from passively receiving knowledge to actively exploring it. Looking back at my academic performance in Forms 1 and 2, it was relatively stable. It wasn't until I was first introduced to a self-directed learning course in Form 2, and subsequently began actively participating in various similar activities, that my grades significantly improved and my passion for academic knowledge grew day by day. Many students focus their learning primarily on tackling exams. While this is entirely reasonable, focusing solely on examination goals may limit the comprehensive development of one's personal potential. My first encounter with a self-directed learning course was through a senior schoolmate who introduced me to the **"Web-based Learning Course for Gifted Students in Mathematics"** offered by the Hong Kong Academy for Gifted Education (HKAGE). This course covered a vast amount of university-level mathematics. Although highly challenging, it ignited a strong thirst for knowledge within me. The course made me realize the vastness and profundity of the mathematical system; what we learn in regular school classes is merely the tip of the iceberg.

This experience prompted me to reflect on the limitations of the traditional learning model, which strictly divides "exam content" and "non-exam content." Taking mathematics as an example: during Forms 1 and 2, I mainly prepared for school exams according to the textbooks. However, starting in Form 3, I took the initiative to study senior secondary and Olympiad mathematics. Even though these topics were outside the exam syllabus, they helped me build a broader and deeper understanding of the subject. Unconsciously, I mastered the HKDSE core and elective syllabus in advance, and even began touching upon university-level mathematics in Form 4, which greatly enhanced both my interest in learning and my confidence for exams.

Additionally, for two consecutive years, I participated in the Junior Secondary Science Online Self-learning Scheme co-organized by the Hong Kong University of Science and Technology (HKUST) and the Education Bureau. During my first year, I hadn't yet grasped a learning strategy suited to myself, leading to frequent mistakes. Observing that outstanding peers often took notes, I tried to imitate them, organizing my notes weekly. However, the results were limited; it failed to significantly improve my performance, and I missed out on the Outstanding Award, leaving me feeling somewhat frustrated. After deep reflection and continuous exploration, I realized the importance of adopting learning methods that suit one's individual traits. For me, learning from my mistakes proved far more effective. When I participated in the scheme again in Form 3, facing a higher volume of more difficult tasks, I approached them with confidence and the right methodology, answering questions accurately. Throughout this process, I extensively utilized online educational resources, such as high-quality YouTube channels that systematically explain physics and mathematics principles, allowing me to learn independently at my own pace. Ultimately, in my second year of the scheme, I achieved the **Outstanding Award (1st Runner-up in Hong Kong)**. This achievement bolstered my confidence and inspired me to continue pursuing academic excellence.

Furthermore, in Form 3, upon a teacher's recommendation, I participated in an HKUST enrichment programme focusing on mathematical graph theory. I learned algorithms such as Breadth-First Search (BFS) and Depth-First Search (DFS). The course demonstrated how these theories are applied in technology products like Google Maps and Instagram, broadening my understanding and vision of how applied mathematics drives the real world. Currently, I am enrolled in the HKUST Dual Program studying mathematics, hoping to leverage this foundation to continuously deepen my professional knowledge. Looking ahead to the next three years, I plan to focus on my studies and strive for ideal results in the Hong Kong Diploma of Secondary Education Examination (HKDSE). If all goes smoothly, I hope to be admitted to HKUST's Department of Mechanical and Aerospace Engineering or the International Research Enrichment (IRE) program. I aim to participate in practical scientific research projects, accumulate hands-on experience, and contribute to the academic and technological fields.

In summary, I deeply realize that the keys to self-directed learning are **"taking the first step"** and **"perseverance."** Whether it is stepping beyond the confines of exams, making good use of online resources, or discovering a learning method that suits you best, as long as you are willing to commit, you will undoubtedly reap rich rewards on your journey of self-directed learning.

# 自主學習——追求知識是無價的財富

4A 黃浩宸

自幼以來，我便是一名充滿「為什麼」疑問的孩子，對日常生活中各種現象，以及夜空中璀璨星辰的奧秘抱有濃厚的好奇心。這種探索欲望並未因學齡的增長而消滅，反而在進入中學後，隨著自主學習能力的逐步養成，激發出更深層次的求知渴望。對我而言，自主學習不僅是從被動接受知識向主動探索轉變的過程，更是推動學習成效與思維能力提升的重要動力。



所謂自主學習，即由「等待答案」轉化為「主動尋求知識」。在中學階段，我堅持以這一學習習慣回應自己對理科的探索興趣。以初中電學與力學課程為例，對「電的本質」及「電流產生的原因」的疑問促使我自主上網查閱相關資料，進而發現高中教材中如歐姆定律、功與能等重要理論。每次課後，我都積極向科學老師請教，並在她耐心指導下結合實驗加深理解。這種提前掌握知識本質的學習方式，不僅提升了課堂學習效率，也使我能從更多角度理解和應用科學原理。後期學習中三化學課程時，我進一步利用自主學習獲得的化學鍵理論，深化對物質穩定性的理解，從而達到理論與實踐的有機結合。

感謝科學老師在中二推介我參與「初中科學線上自學計劃」，成為開啟自主探索大門的鑰匙。該線上互動實驗平台讓我能自由調控變量，親身體驗科學原理的形成過程。儘管專題研究過程繁複且艱辛，但最終連續兩年2024及2025年度獲得「最佳表現獎 Outstanding Award」〈全港首十五名〉，不僅是對知識掌握的肯定，更是對自主學習勇氣的嘉獎。在物理課教授「力與運動」時，我已在虛擬實驗室內模擬小車運動，提前體會摩擦對運動的影響；化學課探討反應機制時，我亦能通過分子模型直觀理解原子重組過程。這種基於興趣的「超前學習」使課堂成為深化和驗證知識的場所，促進知識鞏固與深化。

此外，我每年積極報讀由老師介紹的香港資優教育學苑的「網上資優課程」，涵蓋「天文學」與「香港經濟學」，兩個課程取得（Level 1至3）。

憑借這些扎實的基礎，感謝學校推薦我修讀香港科技大學的「中學／大學雙修數學課程」。該課程內容涵蓋數學極限、微分與積分相關理論，強調定義和嚴謹論證，遠超校內普通課程。每週六於科大校園的三小時課堂，成為我充分實踐自主學習的難得機會。感謝校長及老師的支持，使我在中學階段得以親赴大學體驗高等數學的前沿知識。

展望未來，無論面臨頗具挑戰的香港中學文憑考試（DSE），還是大學中更為專注的研究生活，我深信自主學習將成為助力我持續成長的重要保障。我志願在香港大學「科研專才啟導計劃」或香港科技大學「國際科研」等課程中發揮自我好奇心與研究熱忱，甚至投身天文物理等相關領域。

☐ 對於與我同樣懷抱好奇心的同學們，我願以此勉勵：勇於走出課本框架，積極尋找並深入學習那些能點燃熱情的知識領域。唯有如此，方能在自主學習的道路上收穫豐碩，成就更加充實且精彩的學術旅程。

# Self-Directed Learning: The Pursuit of Knowledge is an Invaluable Asset

4A HUANG HO SEN

Ever since I was young, I have been a child full of "why" questions, harboring a deep curiosity about various phenomena in daily life and the mysteries of the bright stars in the night sky. This desire to explore did not diminish as I grew older; instead, upon entering secondary school and with the gradual development of my self-directed learning abilities, it ignited an even deeper thirst for knowledge. To me, self-directed learning is not merely the process of shifting from passively receiving knowledge to actively exploring it; it is also a crucial driving force that enhances learning outcomes and cognitive skills.

Self-directed learning essentially means shifting from "waiting for answers" to "actively seeking knowledge." During my secondary school years, I have persisted in using this learning habit to respond to my exploratory interest in science subjects. Taking the junior secondary electricity and mechanics courses as an example, my questions about the "nature of electricity" and the "causes of electric currents" prompted me to independently search for relevant information online. This subsequently led me to discover important theories covered in senior secondary textbooks, such as Ohm's Law and Work and Energy. After each lesson, I proactively consulted my science teacher and, under her patient guidance, combined my learning with experiments to deepen my understanding.

I am grateful to my science teacher for recommending that I participate in the **"Junior Secondary Science Online Self-learning Scheme"** in Form 2, which became the key to opening the door to independent exploration. This online interactive experiment platform allowed me to freely adjust variables and experience the formation of scientific principles firsthand. Although the thematic research process was complicated and arduous, winning the **"Outstanding Award" (Top 15 in Hong Kong)** for two consecutive years in 2024 and 2025 was not only a recognition of my mastery of knowledge but also a reward for the courage to pursue self-directed learning.

In addition, every year I actively enroll in the "Web-based Learning Courses for Gifted Students" recommended by my teachers at the Hong Kong Academy for Gifted Education (HKAGE), covering "Astronomy" and "Hong Kong Economics," completing Levels 1 to 3 in both courses.

Building upon this solid foundation, I am grateful to the school for recommending me to enroll in the Hong Kong University of Science and Technology (HKUST) **"Dual Program in Mathematics."** The course content covers theories related to mathematical limits, differentiation, and integration, emphasizing definitions and rigorous proofs, which go far beyond the standard school curriculum. The three-hour classes held every Saturday on the HKUST campus have become a rare opportunity for me to fully put self-directed learning into practice.

Looking to the future, whether facing the highly challenging Hong Kong Diploma of Secondary Education Examination (HKDSE) or the more focused research life in university, I firmly believe that self-directed learning will serve as a vital safeguard supporting my continuous growth. I aspire to unleash my curiosity and research enthusiasm in programs such as the "Young Scientist Scheme" (YSS) at the University of Hong Kong (HKU) or the "International Research Enrichment" (IRE) program at HKUST, and perhaps even dedicate myself to fields related to astrophysics.

To my fellow students who share this same curiosity, I would like to offer this encouragement: have the courage to step outside the framework of your textbooks, and actively seek out and delve into knowledge areas that ignite your passion. Only by doing so can you reap abundant rewards on the path of self-directed learning and achieve a more fulfilling and splendid academic journey.

# 自主學習：吳俊諺與黃浩宸的成長歷程與啟示

蘇美琪老師

在我的教學生涯中，吳俊諺與黃浩宸兩位學生憑藉截然不同但同樣令人讚賞的自主學習經歷，給我留下了深刻印象。

## 吳俊諺

吳俊諺同學於中二首次參加「初中科學線上自學計劃」，雖然榮獲金獎，卻未能躋身「最佳表現獎 Outstanding Award」之列。彼時，他尚在探索適合自身的學習策略。曾嘗試模仿同儕通過做筆記學習，卻發現效果有限。然而，吳同學不因挫折而氣餒，反而通過反思發現自己更適合從錯誤中汲取經驗，將錯誤視為深化理解的重要契機。至中三，他再次挑戰該計劃，不僅答題全數正確，且在一道涉及高中化學內容的題目中，發現系統評分存在誤差。憑藉紮實的理論論證，他勇敢提出申訴，最終獲得香港科技大學的認可，得以追回相應分數。最終，吳俊諺於「初中科學線上自學計劃2025」獲得**全港第二名（亞軍）**的佳績，彰顯其在自主學習道路上的顯著成長。

## 黃浩宸

黃浩宸同學自幼秉持強烈的求知欲，善於運用網絡資源及實驗平台進行超前學習。他於中二及中三連續兩年於「初中科學線上自學計劃」榮獲「最佳表現獎 Outstanding Award」，展現其對知識的熱情與探索精神。令我印象深刻的是，中二教授電路課程期間，黃同學對並聯電路中電流變化產生疑問，儘管還未正式學習相關內容，我邀請他進入實驗室，親手搭建電路並進行數據測量，觀察理論在實踐中的驗證。當時他眼中閃耀的求知光芒，正是自主學習者最動人的模樣。

這兩位學生的經歷讓我深刻體悟到，自主學習不僅是知識的累積，亦是態度與學習方法的磨練。吳俊諺通過挫折認知自我，確立最適合自己的學習模式；黃浩宸則憑藉好奇心勇於探索未知領域。他們在自主學習的旅程中，不僅獲得豐碩的知識成果，更點亮了自身未來的道路。



# Self-Directed Learning: The Growth Journeys and Inspirations of Ng Chun Yin and Huang Ho Sen

BY MS. SOO MAY KEI

Throughout my teaching career, two students, Ng Chun Yin and Huang Ho Sen, have left a profound impression on me with their distinct yet equally commendable experiences in self-directed learning.

## Ng Chun Yin

When Ng Chun Yin first participated in the "Junior Secondary Science Online Self-learning Scheme" in Form 2, although he won a Gold Award, he did not make it into the ranks of the "Outstanding Award." At that time, he was still exploring learning strategies that suited him. He tried imitating his peers by taking notes, only to find the results limited. However, rather than being discouraged by setbacks, Chun Yin discovered through reflection that he was better suited to learning from his mistakes, viewing them as crucial opportunities to deepen his understanding. By Form 3, he challenged the scheme again. Not only did he answer all questions correctly, but he also discovered a grading error in the system regarding a question that involved senior secondary chemistry content. Armed with solid theoretical arguments, he bravely lodged an appeal, which was ultimately recognized by HKUST. Ultimately, Ng Chun Yin achieved the stellar result of **1st Runner-up in Hong Kong** in the "Junior Secondary Science Online Self-learning Scheme 2025."

## Huang Ho Sen

Huang Ho Sen, having possessed a strong thirst for knowledge since childhood, is adept at utilizing online resources and experimental platforms for advanced learning. He won the "Outstanding Award" in the "Junior Secondary Science Online Self-learning Scheme" for two consecutive years in Form 2 and Form 3, demonstrating his passion for knowledge and spirit of exploration. What impressed me deeply was during the teaching of the circuits module in Form 2. Ho Sen raised questions about current changes in parallel circuits. Even though he hadn't formally learned the related content yet, I invited him into the laboratory to build the circuit himself and measure the data, allowing him to observe the verification of theory in practice. The gleam of curiosity in his eyes at that moment was the most touching embodiment of a self-directed learner.

The experiences of these two students have made me deeply realize that self-directed learning is not only the accumulation of knowledge but also the refinement of attitudes and learning methods. Ng Chun Yin came to know himself through setbacks, establishing the learning model that suited him best; Huang Ho Sen, driven by curiosity, bravely explored unknown territories. On their journeys of self-directed learning, they have not only reaped fruitful academic results but also illuminated their paths for the future.

# 屯門區小學AI & STEAM體驗活動日

本校於2026年2月7日成功舉辦「屯門區小學AI & STEAM體驗活動日」，邀得區內9間小學、共15支隊伍參與。活動旨在透過實踐推動STEAM教育，讓師生體驗科技樂趣。

## 學生活動：相撲機器人大作戰

學生在導師指導下，即場動手組裝機械人，將力學知識應用於競技場上，體驗「從做中學」的精神。



## 教師工作坊：AI教學應用

小學老師們參與鄭校長和石健良主任主講的工作坊，探索利用人工智能（如「豆包」智慧體等）輔助小學生進行生涯規劃與職業探索。



## 比賽結果

 **冠軍**

保良局

莊啟程第二小學



 **亞軍**

順德聯誼總會

胡少渠紀念小學



 **季軍**

道教

青松小學(湖景邨)



是次活動不僅提升了學生的科創能力，更促進了區內學校的學術交流。



# AI & STEAM Experience Day

On February 7, 2026, Tuen Mun Catholic Secondary School successfully hosted the "AI & STEAM Experience Day," welcoming 15 teams from 9 local primary schools. The event aimed to promote STEAM education through hands-on practice.

The event featured two parallel sessions: the "Sumo Robot Battle" for students and the "AI Educational Application Workshop" for teachers. Embracing the spirit of "Learning by Doing," students assembled and programmed their own robots, applying mechanics skills in an exciting arena competition. Meanwhile, teachers participated in a workshop led by Principal Cheng and Mr Shek , exploring the use of AI tools to support career-planning education for primary students.



The competition was filled with excitement and creativity. Congratulations to **PLK Vicwood KT Chong No.2 Primary School** for being crowned Champion. **S.T.F.A. Wu Siu Kui Memorial Primary School** and **Taoist Ching Chung Primary School (Wu King Estate)** secured the 1st and 2nd Runner-up positions, respectively. The event was a great success in fostering innovation and academic exchange within the district.

 **Champion**

**PLK Vicwood KT Chong  
No.2 Primary School**

 **1st Runner-up**

**S.T.F.A. Wu Siu Kui  
Memorial Primary School**

 **2nd Runner-up**

**Taoist Ching Chung  
Primary School  
(Wu King Estate)**



# 屯天跨學科學習 · 全方位學習日

各級以跨學科形式在2月11日進行實地考察，同學運用不同學科技能鞏固知識，並能將其應用。老師團隊為各級準備考察工作冊和匯報課業，讓同學在老師指導下完成考察任務。



## 中一級

大澳文化之旅  
*S1: Tai O Cultural Excursion*



## 中二級

探索赤柱風光與宗教建築之旅  
*S2: Stanley Scenic & Religious Architecture Tour*



## 中三級

深圳科技館  
*S3: Shenzhen Science and Technology Museum*



## 中四級

人文學科澳門考察  
*S4: Macau PSHE Field trip*



## 中五級

生涯規劃職場探訪  
*S5: Career Planning Workplace Visits*

The Life-wide Learning Day took place in the form of interdisciplinary field trips for all levels on 11th Feb. Students were expected to apply knowledge and skills from different subjects to consolidate their learning and put it into practice. Teaching teams have prepared study booklets and presentation assignments for each level, guiding students to complete their learning tasks under teacher supervision.

# 「教育再翻轉：AI 協同下的學與教設計」

## 教師專業發展活動



本校教師團隊在2月6日參與由 JC GoAI「賽馬會人工智能教育」計劃與香港翻轉教學協會（翻協）協辦的教師專業發展活動「教育再翻轉：AI 協同下的學與教設計」。鄭校長為翻協現任會長，推動學界課堂研究和自主學習，並與翻協成員在活動中成享人工智能賦能學生學習經驗。

鄭校長在研討會上主講，指出面對AI浪潮，學校關注的重點不應只在於有多少工具和資源，而是這些工具能回應甚麼教育需要。AI固然有助提升備課、評改及行政工作的效率，但若學生欠缺自主學習能力，科技反而可能加深依賴，削弱思考。因此，教育的核心始終在於培養學生的思考力、判斷力與創造力。

校長認為，教學重點應由「教工具」轉向「教學法」，並提出五項課堂設計原則：讓學生作出真實思考與判斷、善用AI作為思考與創作的夥伴、設計富有人文關懷的學習任務、重視思考歷程的呈現，以及由老師引導學生掌握人機協作的界線。

作為天主教學校，我們更重視以愛德引導科技應用，鼓勵學生思考科技可以幫助誰、服務誰。面對未來，我們將繼續堅守教育初心，善用AI，培育學生在不確定的時代中，仍能守住屬於人的確定性。鄭校長對AI教育的主張，詳情刊登於信報教育：<https://edu.hkej.com/php/article.detail.php?aid=63593>

特別鳴謝 CampusTV 的兩位同學 4B 文胤杰和 4D 梁文俊擔任大會攝影。



# Professional Development Programme for Educators

## "AI for Empowering Learning and Teaching"



A team of teachers participated in the professional development programme for educators on 6th Feb, entitled "**AI for Empowering Learning and Teaching**", co-organised by the JC GoAI Jockey Club AI for Education Initiative and FLIPPEDUCATORS@HK.

Our Principal Cheng, the incumbent President of FLIPPEDUCATORS@HK who has been driving classroom research and student self-directed learning across the education sector, shared insights with fellow members at the event on how artificial intelligence empowers students' learning experiences.

Principal Cheng was a keynote speaker at the symposium. She pointed out that in the face of the AI wave, schools should not focus merely on how many tools and resources are available, but rather on what educational needs these tools are meant to address. While AI can certainly improve the efficiency of lesson preparation, marking, and administrative work, if students lack the capacity for self-directed learning, technology may instead deepen dependence and weaken thinking. Therefore, the core mission of education remains the cultivation of students' ability to think, to judge, and to create.



Principal Cheng believes that the focus of teaching should shift from "teaching tools" to "teaching pedagogy." She also proposed five principles for lesson design: enabling students to make authentic judgments and engage in genuine thinking; making good use of AI as a partner in thinking and creation; designing learning tasks that are grounded in humanistic care; valuing the visibility of students' thinking processes; and guiding students to understand the boundaries of human-AI collaboration.

As a Catholic school, we place special emphasis on guiding the use of technology through love and moral values, encouraging students to reflect on whom technology can help and whom it can serve. Looking ahead, we will continue to uphold the true purpose of education, make wise use of AI, and nurture students so that, even in an age of uncertainty, they may hold fast to what is distinctly human. For a fuller account of Principal Cheng's views on AI in education, please refer to her article published in HKEJ Education: <https://edu.hkej.com/php/article.detail.php?aid=63593>

Special thanks to Wen Yan Kit (4B) and Leung Man Chun (4D) from CampusTV for serving as the official photographers.



# 商業電台訪問：校本 AI 教育



本校鄭校長與 5B 班劉楚翹同學日前獲邀前往商業電台，接受《同途有心人》節目訪問。在「賽馬會 GoAI 計劃」的支持下，兩位於節目中代表學校向大眾分享了本校推動及發展「校本 AI 教育」的核心理念與學生的實踐經驗。是次訪問將於3月29日(星期日)正式播出。

## 節目中深入探討了本校推展 AI 教育的三大核心重點：

### 確立「自主學習是 1，AI 是 0」理念

劉楚翹同學在分享中指出，學生應將人工智能視為「思考夥伴」，絕不能將思考過程「外判」。在善用科技輔助學習的同時，必須明白真正的價值判斷與責任承擔依然掌握在自己手中。

### 以同理心結合 AI 圓夢，展現科技溫度

本校學習 AI 的一大宗旨為關懷社會。以學生參與的「耆青留影 – 樂齡婚紗 AI 攝影」活動為例，同學透過耐心聆聽長者的生命故事，並運用 AI 技術為長者後製專屬的婚紗照，助其圓夢，讓科技應用充滿人性與同理心的溫度。

### 培養 AI 時代必備的「三種核心能力」

面對瞬息萬變的 AI 時代，教育必須為學生守住並培養三種關鍵能力：**思考力、判斷力及創造力**。唯有裝備好這些核心能力，學生方能真正駕馭科技，與時並進。

#### 📄 廣播節目播出資訊

播出日期：3 月 29 日（星期日）

播出時間：上午 11:00 – 中午 12:00

播放頻道：商業電台節目《同途有心人》



# Commercial Radio Interview: School-based AI Education

## Three Core Focuses of Our School's AI Education Development

### Establishing the Concept of "Self-directed Learning is 1, AI is 0"

In her sharing, Trinity Lau pointed out that students should view Artificial Intelligence as a "thinking partner" and must never "outsource" their thinking process. While utilizing technology to assist learning, students must understand that true value judgments and the assumption of responsibility always remain in their own hands.

### Combining Empathy with AI to Fulfill Dreams, Showcasing the Warmth of Technology

A major purpose of learning AI at our school is to care for the community. Taking the "'Elderly and Youth Photo – Golden Age AI Wedding Photography' Project" as an example, our students patiently listened to the life stories of the elderly and utilized AI technology to create exclusive, customized wedding photos for them, imbuing the application of technology with humanity and empathy.

### Cultivating the "Three Core Competencies" Essential for the AI Era

In the face of the ever-changing AI era, education must safeguard and cultivate three key competencies for students: **thinking skills, judgment, and creativity**. Only by being equipped with these core competencies can students truly master technology and advance with the times.



#### Broadcast Information

Broadcast Date: March 29 (Sunday)

Broadcast Time: 11:00 AM – 12:00 PM

Broadcast Channel: Commercial Radio

Program "The Way We Are"

## 學行頒獎禮

學行頒獎禮在3月3日舉行，以表揚上學期優秀表現學生。優異學生獲頒發初中首十名名次獎和學科獎。除了表揚學術表現外，操行優異同學獲獎嘉許。頒獎禮有幸邀請陳振光校監和法團校董會成員出席，向學生予以嘉許，並由鄭校長在獲獎前先勉強同學為下學期訂立目標。賴志遠副校長在典禮上介紹**康乃爾筆記法**(The Cornell Note Taking System)，鼓勵同學自主學習。

### 初中首十名 The Junior Secondary Top Ten Academic Awards

	F1	F2	F3
全級第一名 1st in the form	1C 黃苡平 WONG YI PING	2D 劉子軒 LAU TSZ HIN	3D 黎睿添 LI RUITIAN
全級第二名 2nd in the form	1C 余林橋 YU LAM KIU	2D 林曉晴 LAM HIU CHING	3C 羅紹愷 LAW SIU HOI
全級第三名 3rd in the form	1D 吳卓瑜 NG CHEUK YU	2D 李梓晴 LI TSZ CHING	3C 蔣嘉麒 JIANG JIAQ
全級第四名 4th in the form	1D 陳迦濶 CHAN KA WO	2D 陳國磊 CHAN KWOK LUI	3D 許焯堯 HUI CHEUK YIU
全級第五名 5th in the form	1D 馬文皓 MA MAN HO	2D 陳宇熙 CHAN YU HEI	3D 周紫瑩 CHOW TSZ YING
全級第六名 6th in the form	1D 張梓煊 CHEUNG TSZ SUEN	2D 龍錦漢 LONG KAM HON	3C 黎銘楊 JOHNSON LI
全級第七名 7th in the form	1D 陳峻軒 CHAN TSUN HIN	2D 李兆昆 LEE SIU KWAN	3D 李沛恒 LI PEI HENG
全級第八名 8th in the form	1D 陳建霖 CHAN KIN LAM	2D 陳曉恩 CHAN HIU YAN	3D 林皓然 LIM HO YIN
全級第九名 9th in the form	1D 曾紫瑜 ZENG ZIYU	2C 郭蕊嘉 KWOK YUI KA	3D 黎家希 LAI MATTHEW
全級第十名 10th in the form	1D 曹天一 CHO TIN YAT	2C 盧德謙 LO TAK HIM	3D 陳逸朗 CHAN YAT LONG

# 學行頒獎禮

## 中一級學科獎 Form One Subject Awards

1A 梁碩竣 LEUNG SHEK CHUN MARIUS	體育(男) Physical Education (Boys)
1B 陳玥喬 CHAN YUET KIU	閱讀 Reading
1B 蘇心兒 SO ZINNIE	音樂 Music
1C 黃苡平 WONG YI PING	普通電腦、視覺藝術 Computer Literacy, Visual Arts
1C 余林橋 YU LAM KIU	歷史 History
1D 何芯茹 HO SUM YU	設計與科技 Design and Technology
1D 吳卓瑜 NG CHEUK YU	中國語文、公民、經濟與社會 Chinese Language, Citizenship, Economics and Society,
1D 夏預晉 HA YU CHUN	中國歷史 Chinese History
1D 曹天一 CHO TIN YAT	宗教教育 Religious Education
1D 陳迦濶 CHAN KA WO	英國語文、地理、科學 English Language, Geography, Science
1D 曾紫瑜 ZENG ZIYU	數學、普通話 Mathematics, Putonghua
1D 羅錦彤 LAW KAM TUNG	體育(女) Physical Education (Girls)

# 學行頒獎禮

## 中二級學科獎 Form Two Subject Awards

2B 甘一伶 GAN YILING	體育(女) Physical Education (Girls)
2B 布珈朗 PO KA LONG	體育(男) Physical Education (Boys)
2C 毛宥綦 MO YAU TSUN	宗教教育 Religious Education
2C 盧德謙 LO TAK HIM	英國語文 English Language
2D 陳曉恩 CHAN HIU YAN	設計與科技、普通話、閱讀 Design and Technology, Putonghua, Reading
2D 林曉晴 LAM HIU CHING	公民、經濟與社會 Citizenship, Economics and Society
2D 李梓晴 LI TSZ CHING	科技與生活 Technology and Living
2D 葉天佑 IP TIN YAU	數學、音樂 Mathematics, Music
2D 劉子軒 LAU TSZ HIN	普通電腦、地理、歷史、科學、視覺藝術 Computer Literacy, Geography, History, Science, Visual Arts
2D 黃皓晞 WONG HO HEI	中國語文、中國歷史 Chinese Language, Chinese History

# 學行頒獎禮

## 中三級學科獎 Form Three Subject Awards

3A 高平樂 GAO PINGLE	科技與生活 Technology and Living
3B 曾朗晴 TSANG LONG CHING EVELYN	閱讀 Reading
3C 傅敏思 FU LUNA	體育(女) Physical Education (Girls)
3C 李思彤 LI SZE TUNG	視覺藝術 Visual Arts
3C 黎銘楊 JOHNSON LI	中國語文、地理 Chinese Language, Geography,
3C 高菟朗 KO MAN LONG AKIRA	設計與科技、體育(男) Design and Technology, Physical Education (Boys)
3D 陳怡霏 CHEN YIFEI	宗教教育 Religious Education
3D 黃鈺喆 HUANG YUZHE	科學 Science
3D 顏月晴 NGAN YUET CHING	中國歷史 Chinese History
3D 許焯堯 HUI CHEUK YIU ETHAN	英國語文、普通電腦 English Language, Computer Literacy

# 學行頒獎禮

## 中三級學科獎 Form Three Subject Awards

3D 黎家希 LAI MATTHEW	數學 Mathematics
3D 李沛恒 LI PEI HENG	普通話 Putonghua
3D 黎睿添 LI RUITIAN	科技與生活、音樂 Life and Society, Music
3D 林皓然 LIM HO YIN ALVIN	歷史 History

# 學行頒獎禮

## 中四級學科獎 Form Four Subject Awards

4A 黃詩琦 HUANG DANA	宗教教育 Religious Education
4A 辛曉嵐 SUN HIU LAAM	企業、會計與財務概論 Business, Accounting and Financial Studies
4A 許佳卉 XU KAI WAI	歷史 History
4A 趙凱彤 ZHAO KAITONG	經濟、體育(女) Economics, Physical Education (Girls)
4A 陳家豪 CHAN KA HO	地理 Geography
4A 黃浩宸 HUANG HO SEN	物理 Physics
4A 孔德滄 HUNG TAK HEI	生物 Biology
4A 李品源 LI PIN YUAN	資訊及通訊科技 Information and Communication Technology
4A 魯天南 LU TIANNAN	公民與社會發展 Citizenship and Social Development
4A 吳俊諺 NG CHUN YIN	化學、數學、數學延伸課程(M2) Chemistry, Mathematics, Mathematics Module 2

# 學行頒獎禮

## 中四級學科獎 Form Four Subject Awards

4A 胡尊 WU CHUEN	英國語文 English Language
4A 姚旨翹 YIU TSZ KIU	設計與應用科技 Design and Applied Technology
4B 吳思瑩 NG SZE YING	健康管理與社會關懷 Health Management and Social Care
4B 王心妍 WONG SUM YIN	中國語文、倫理與宗教 Chinese Language, Ethics and Religious Studies
4C 梁裴凌 LIANG PEI LING ANNA	中國歷史 Chinese History
4C 毛曉凝 MO HIU YING	視覺藝術 Visual Arts
4C 朱晞琳 ZHU HEI LAM NICOLE	中國文學 Chinese Literature
4C 劉尚泓 LAU SHEUNG WANG	體育(男) Physical Education (Boys)

# 學行頒獎禮

## 中五級學科獎 Form Five Subject Awards

5A 梁勵盈 LEUNG LAI YING	設計與應用科技 Design and Applied Technology
5A 李欣庭 LI YAN TING	生物 Biology
5A 陳建熹 CHAN KIN HEI	企業、會計與財務概論 Business, Accounting and Financial Studies
5A 陳子朗 CHEN TSZ LONG	數學、數學延伸課程(M2) Mathematics, Mathematics Module 2
5A 黃梓灝 HUANG TSZ HO	地理 Geography
5A 江進軒 KONG CHUN HIN	體育(男) Physical Education (Boys)
5A 徐雋翹 TSUI CHUN KIU JAYDEN	英國語文 English Language
5A 王銘愷 WONG MING HOI	化學、物理 Chemistry, Physics
5B 區穎詩 AU WING SZE	中國歷史 Chinese History
5B 陳子晴 CHAN TSZ CHING	經濟 Economics

# 學行頒獎禮

## 中五級學科獎 Form Five Subject Awards

5B 李家靜 LI KA CHING	中國語文 Chinese Language
5B 王嘉滢 WANG JIA YING	中國文學 Chinese Literature
5B 陳紫軒 CHAN TSZ HIN RAINBOW	資訊及通訊科技 Information and Communication Technology
5B 葉曉澄 YIP HIU CHING	體育(女) Physical Education (Girls)
5B 李卓諺 LEE CHEUK YIN	旅遊與款待 Tourism and Hospitality Studies
5B 胡倬僖 WU CHEUK HEI	宗教教育 Religious Education
5C 陳楚靜 CHAN CHO CHING	歷史 History
5D 鄭嘉怡 ZHENG KA YI	倫理與宗教 Ethics and Religious Studies
5D 雷文輝 LEI MAN FAI	公民與社會發展 Citizenship and Social Development

# 學行頒獎禮

## 操行優異嘉許 Excellent Conduct Commend

1C 黃苡平 WONG YI PING	1C 余林橋 YU LAM KIU	1D 吳卓瑜 NG CHEUK YU
1D 曹天一 CHO TIN YAT	2C 郭蕊嘉 KWOK YUI KA	2C 孫海晴 SUEN HOI CHING
2C 曾子朗 TSANG TSZ LONG	2D 林曉晴 LAM HIU CHING	2D 李梓晴 LI TSZ CHING
2D 劉子軒 LAU TSZ HIN	3A 高平樂 GAO PINGLE	3A 何卓桁 HO CHEUK HANG
3C 溫昕冉 WEN XIN RAN	3D 陳怡霏 CHEN YIFEI	3D 周紫瑩 CHOW TSZ YING
3D 梁天晴 LEUNG TIN CHING	3D 黎睿添 LI RUITIAN	4A 許佳卉 XU KAI WAI
4A 趙凱彤 ZHAO KAITONG	4A 胡漢林 HU HARRY	4A 孔德滸 HUNG TAK HEI
4A 吳俊諺 NG CHUN YIN	4B 林允祈 LAM WAN KI	4B 吳思瑩 NG SZE YING
5A 梁勵盈 LEUNG LAI YING	5A 李欣庭 LI YAN TING	5A 陳興盛 CHAN HING SHING
5B 陳子晴 CHAN TSZ CHING	5B 傅天恩 FU TIN YAN	5B 劉楚翹 LAU CHO KIU TRINITY
5B 劉芷晴 LAU TZE CHING	5B 李家靜 LI KA CHING	5C 王邦恩 WONG PONG YAN

# Academic and Conduct Award Ceremony

The Academic and Conduct Award Presentation Ceremony was held on 3rd March to recognise students with outstanding performance in the first term. Meritorious students received awards including the Junior Secondary Top Ten Academic Awards and Subject Awards. In addition to academic achievements, students with excellent conduct were also commended.

The ceremony was honoured by the presence of Supervisor Dr. Chan Chun Kwong Roger and members of the Incorporated Management Committee, who presented the awards to the students. Prior to the presentation, Principal Cheng encouraged the awardees to set goals for the next term. Vice Principal Mr. Lai Chi Yuen introduced the Cornell Note-Taking System during the ceremony, inspiring students to pursue self-directed learning.



# 英語工作坊

## Speaking for All 英語工作坊

在2月7日本校初中同學參與由香港青年協會舉辦的Speaking for All活動，同學們親身體驗舞台短劇的完整排演過程——從用英文創作劇本、編寫趣味對話，到將文字付諸舞台表演。整場活動裡，同學在發揮創意的過程中，輕鬆愉快地學習英語。

*On 7th Feb, students at Speaking for All, organized by HKFYG, had a chance to experience the whole process of putting on a short play on stage, from writing their own script in English, creating interesting dialogue, to putting words into action. Throughout the event, the students learnt English with fun by showcasing their creativity!*



## Intercultural Education Global Dialogue 英語工作坊

23名同學在1月26日參與了Intercultural Education Global Dialogue 工作坊，與來自不同國家的人士交流，收穫滿滿歡樂！從小組討論到個人匯報，同學們在不同的文化環境中學習團隊合作與領導能力。

*Twenty three students joined the Intercultural Education Global Dialogue Workshop on 26th Jan and had lots of fun talking to people from different countries! From small group discussions to individual presentation, students were able to learn teamwork and leadership in different cultural settings.*



# 家長日

本校在3月8日舉辦家長日讓家長與學校保持溝通，家長也藉家長日向校方反映意見，並為子女下學期學習訂立目標。同學於家長見面前完成「屯天人」素質問卷，以檢視自己學習和個人發展，並在老師和家長見證下確立下學期目標。

Our school held Parents' Day to maintain communication between parents and the school on 8th March. On this occasion, parents also shared their views with the school and set learning goals for their children for the next term. Before meeting with parents, students completed the 'Tuenteenians' Quality Questionnaire to reflect on their learning and personal development. With the witness of teachers and parents, they confirmed their goals for the next term.

## 紅十字會咖啡款待義工服務

紅十字會在3月8日舉辦「躍動青年 共創無限Youth Up 結業禮」，並邀請本校咖啡隊提供款待服務。本活動更獲本地著名歌手周殷廷先生和陳健安先生到場表演並鼓勵在場年青人。

*The Hong Kong Red Cross held the closing ceremony for the "Youth Up" programme on 8th March. Our School Coffee Team was once again invited to provide hospitality services at the event. The ceremony was also graced by performances from famous local singers Mr. Chau Yan Ting and Mr. Cham Din On, who encouraged the young participants in attendance.*



## Band Club 春茗表演

本校Band Club在3月10日獲邀到盈電工程春節晚會表演，集團管理層與學生跨代合作，互勉共唱。藉著該公司的業務介紹，學生得以掌握香港可持續工程項目的最新發展與理念，擴闊視野。

*The school's Band Club was invited to perform at the REC Engineering Limited Company Spring Gala on 10th March. The management team and students collaborated across generations, singing together and encouraging one another. Through the company's business presentation, students gained an understanding of sustainable engineering projects in Hong Kong.*



# 家教會親子旅行日 與 中六燒烤晚會

## 家教會親子旅行日

一年一度的親子旅行「西貢海下灣及塔門之旅」已於2月1日舉行。校長和老師與家長和學生暢遊禁區地段的各觀光點，擁抱大自然。當日天公造美，更獲家長義工拍攝珍貴影片，讓參與家長和師生享受大自然美景。

*The annual PTA family outing took the form of a tour to Hoi Ha Wan Marine Park and Tap Mun (Grass Island) in Sai Kung on 1st Feb. Principal Cheng, teachers, parents and students visited various scenic spots in the restricted area and enjoyed the beauty of nature together. The weather was perfect on the day, and we were fortunate to have a parent volunteer capture precious footage, allowing all participating parents, teachers and students to enjoy the beautiful scenery of nature.*



## 中六燒烤晚會

中六同學同窗六載，在離校備戰文憑試前，校方在2月11日為同學舉辦燒烤晚會，好讓師生共樂，暢談校園生活點滴。

*Our Form 6 students have studied together for six wonderful years. Before they left school to prepare for the public examination, the school had held a barbecue party for them on 11th Feb, enabling teachers and students to enjoy a joyful time together and share precious memories of campus life.*



# 內地老師與本校老師專業交流 與 國家憲法日

## 內地老師與本校老師專業交流

北京市新英才學校、上海常青藤學校、廈門英才學校老師和香港歷史及文化教育協會成員在2月4日到訪本校交流，期間進行觀課活動，了解本校辦學特色和語文教育等發展方向。本校教師團隊作專業分享，期望日後本校師生到訪各校，擴闊眼界。

*Teachers from Beijing New Talent Academy, Shanghai Ivy School and Xiamen Talent Academy, together with members of the Hong Kong History and Cultural Education Society, visited our school for an exchange on 4th Feb. During the visit, they observed lessons to learn about our school's educational features and developmental directions particularly language education. Our school's teaching team delivered professional sharing sessions, and we look forward to our teachers and students visiting these schools in the future to broaden their horizons.*



## 國家憲法日

12月4日是國家憲法日。《憲法》及《基本法》學生校園大使舉辦不同類型活動提升全校師生們對《憲法》的關注。活動包括憲法日當天進行國旗升旗禮、國家憲法日主題的「國旗下講話」、一連兩日於午膳時間在下禮堂的攤位及國家憲法日親子網上問答比賽。師生家長們寓學習《憲法》知識於遊戲中，有助提升國民身份認同。

*December 4th is Constitution Day. The Constitution and Basic Law Student Ambassadors organized a variety of activities to raise awareness of the Constitution among all teachers and students. These activities included a flag-raising ceremony on Constitution Day, a thematic "Speech Under the National Flag," game booths held in the Lower Hall during lunchtime for two consecutive days, and an online parent-child quiz competition about National Constitution Day. Teachers, students, and parents were able to learn about the Constitution through these engaging games, which helps to foster a stronger sense of national identity.*



# 以行動實踐愛德·宗教週捐血助人

本年的宗教週以「愛德」為主題，一連五日由12月15日至19日舉辦各種形式的活動，旨在將天主的愛分享給身邊的每一位老師和同學。為了在學校內實踐愛德，本校邀請了紅十字會捐血隊，到校舉行全日的捐血活動，以具體的行動，將天主的愛、平安和喜樂帶給所有人。

為了響應是次的宗教週，一眾師生都踴躍參與捐血，實踐愛主愛人的精神。在11月初，老師先後於公民與社會發展科和宗教科的課堂上，向中五及中六同學，介紹捐血的意義和目的，其後共有二十多位的同學報名。同學們熱心公益，積極參與捐血活動，不僅履行了公民責任，更實踐了愛德精神。縱使當日部分同學因身體狀況未能如願捐血，但全校師生行善的熱忱絲毫未減。老師們更以身作則，在繁重的教務中特意抽空響應，與同學攜手發揮互助互愛的精神。希望大家能從是次活動中獲得啟發，日後繼續將熱血助人的美德傳揚開去。

感謝各位參與的老師和學生！



## 參與老師

- 鄭淑華校長 Principal Cheng Suk Wah
- 蘇美琪老師 Ms. Soo May Kei
- 熊偉靖老師 Ms. Hui Wai Ching

### ☐ Practicing Love Through Action: Religion Week Blood Donation

This year's Religion Week, themed **"Love"** featured a variety of activities held over five consecutive days from December 15th to 19th, aiming to share God's love with every teacher and student around us. To put love into practice within the school, we invited the Red Cross blood donation team to host a full-day blood donation event on campus, bringing God's love, peace, and joy to everyone through concrete action.

A heartfelt thank you to all participating teachers and students!

# Practicing Love Through Action: Religion Week Blood Donation

In support of this Religion Week, teachers and students enthusiastically participated in the Blood Donation Day, embodying the spirit of loving God and one's neighbor. Earlier in November, teachers introduced the significance and purpose of blood donation to Form 5 and Form 6 students during Citizenship and Social Development and Religious Studies classes, after which more than twenty students signed up. The students showed great dedication to public welfare, fulfilling their civic duties and practicing the spirit of charity through their participation. Although some students were unable to donate blood that day due to health conditions, our school community's enthusiasm for this meaningful cause remained undiminished. Leading by example, our teachers took time out of their busy schedules to participate, joining hands with the students to demonstrate a profound spirit of compassion and mutual support. We hope that students will be inspired by this Blood Donation Day and continue to spread the passionate spirit of helping others.

A heartfelt thank you to all participating teachers and students!

Below is the list of blood donation participants:

5A	楊愷謙	Yeung Hoi Him
5B	傅天恩	Fu Tin Yan
5B	姜家淇	Keong Ka Ki Mini
5B	陳彥康	Chan Yin Honh
5B	陳潤德	Chan Yun Tak
5B	崔蘊熙	Tsui Wan Hei
5B	胡倬僖	Wu Cheuk Hei
5C	方詩嵐	Fong Sze Laam
5C	羅恆樂	Law Hang Lok
5D	陸廣生	Lu Kwong Sang
5D	王晟哲	Wang Sheng Zhe
6B	鍾楚樺	Chung Cho Wah
6B	黃栢熙	Wong Pak Hei
6C	陳漪桐	Chan Yi Tung
6D	周穎兒	Chou Wing Yi
6D	江映月	Kong Ying Yuet Moon
6D	黃子豐	Wong Tsz Fung

# 屯天理財教育周2026

為了提升屯天同學的理財知識和關注，「企業、會計與財務概論科」、「經濟科」及「公民、經濟與社會科」合辦「屯天理財教育周2026」。活動內容豐富，除了在早會全校宣傳、舉辦午間攤位活動推廣理財知識和《基本法》公共財政概念之外，4位中二同學(2A葉湘怡、2C陳心玥、2D林曉晴、2D簡鉞宜)、參與了投資者及理財教育委員會主辦，數碼財智2025/26—「財智ON AIR」中學生Podcast創作比賽。同學製作了名為《聰明借貸 智慧未來》的廣播劇，成功入選比賽決賽。稍後將會在香港理工大學向評審團進行決賽重點匯報，分享籌辦「理財教育周」的學習成果及經驗。

To enhance our students' financial knowledge and awareness, the Business, Accounting and Financial Studies (BAFS), Economics, and Citizenship, Economics and Society departments co-organized the "**Tuen Teen Financial Education Week 2026.**" The event featured a rich variety of activities. In addition to a school-wide promotion during the morning assembly and lunchtime game booths aimed at promoting financial literacy and the public finance concepts of the Basic Law, four Form 2 students (Ip Sheung Yi from 2A, Chan Sum Yuet from 2C, Lam Hiu Ching from 2D, and Kan Yuet Yi from 2D) participated in the Digital Financial Intelligence 2025/26 - "**FinLit ON AIR**" Secondary School Students Podcast Competition, organized by the Investor and Financial Education Council (IFEC). The students produced an audio drama titled **Smart Borrowing, Wise Future** and successfully advanced to the competition's finals. They will soon present their final pitch to the judging panel at The Hong Kong Polytechnic University.



## 同學心得分享 · Student Reflections

“

### 2A 葉湘怡 · Ip Sheung Yi

我在學習中成長，在合作中進步。我不僅學會理性理財，更懂得在籌備活動中需要擔當和分享。

*"I grew through learning and progressed through collaboration. Not only did I learn how to manage finances rationally, but I also learned the importance of taking on responsibility and sharing workloads when organizing an event."*

“

### 2C 陳心玥 · Chan Sum Yuet

這次活動意義重大，因為每個學生都不能缺少管理金錢的能力！活動也把理財知識融入日常生活和遊戲中，既有效又趣味十足！

*"This event is highly meaningful because financial management is an indispensable skill for every student! The activities also successfully integrated financial knowledge into daily life and games, making it both effective and highly entertaining!"*

“

### 2D 林曉晴 · Lam Hiu Ching

在這次比賽中，我學習了很多以前不知道的理財知識，令我明白到謹慎理財的重要性，所以感到十分開心。

*"During this competition, I learned a lot of financial knowledge that I didn't know before. It made me realize the importance of prudent financial management, and I feel very happy about that."*

“

### 2D 簡鉞宜 · Kan Yuet Yi

我學會了如何謹慎理財，更體會到團隊精神和怎樣和別人相處，獲益良多！

*"I learned how to manage finances prudently, but more importantly, I experienced team spirit and learned how to collaborate with others. I have benefited immensely!"*

”

”

# 得獎學生合照 Award-winning student photos

恭喜各位得獎的同學，感謝老師團隊的教導。

Congratulations to all the award-winning students, and sincere thanks to the teaching team for their guidance and dedication.



## 得獎學生合照 Award-winning student photos



這些照片不僅記錄了學生的成長點滴，也展現了屯天充滿活力的校園文化，鼓勵每一位學生發揮所長，積極參與。

These photos not only capture the students' journey of growth but also showcase Tuen Teen's dynamic campus culture, encouraging every student to make the most of their unique talents and participate actively.

# 得獎學生名單 List of Award-winning students

比賽/活動 Competitions / Events	得獎者 Award winner	獎項 Award
《香港資優教育學苑》 2025-2026年度	王千甄、何諾琛、陳怡霏	資優學員 (尖子培育計劃)
	梁潔瑜、梁天晴、雷紫晴	資優學員 (尖子培育計劃)
	黃巧怡、許焯堯、楊瑋晴	資優學員 (尖子培育計劃)
	陳泓希、蘇家棋、曾天豪	資優學員 (尖子培育計劃)
	姚旨翹、邵奕朗、陳浩彬	資優學員 (尖子培育計劃)
	周焯琳、李皓潼、葉子瑜	資優學員 (尖子培育計劃)
	張智穎、江進軒、李鐳	資優學員 (尖子培育計劃)
	李宇翔、梁皓源、楊愷謙	資優學員 (尖子培育計劃)
	朱鈞來、傅天恩、李家靜	資優學員 (尖子培育計劃)
	林卓朗、陳彥康、葉晴	資優學員 (尖子培育計劃)
	林卓熹、吳綺雯、陳梓樂	資優學員 (尖子培育計劃)
	陳華康、鍾展鵬、林銘	資優學員 (尖子培育計劃)
	王宗熙、伍嘉輝	資優學員 (尖子培育計劃)
初中科學線上自學計劃2025 《Outstanding Award》 最優秀十五名得獎者	吳俊諺 黃浩宸	《亞軍 (全港第二名)》 《優異獎 (全港第四名)》
待人有禮好少年活動 25 -26	高平樂	初中獎得主
屯門民政事務處及屯門區青年 發展及公民教育委員會合辦	李家靜	高中獎得主

## 得獎學生名單 List of Award-winning students

比賽/活動 Competitions / Events	得獎者 Award winner	獎項 Award
<p>祁良神父教育基金 25-26</p> <p>獎項頒發予學業表現優秀，操行良好而熱心參與學校課外活動及社區服務的學生</p>	黎睿邦	\$2,000 獎學金及證書
<p>黃廷方獎學金 25 -26</p> <p>獎項頒發予學習勤奮，成績優異；積極參與學校活動，熱心公益的學生。</p>	張智穎	\$6,000獎學金及證書
<p>第九屆全港社區藝術體操公開賽 (香港青年藝術體操會)</p>	凌卓桐	公開高級組：球操第一名、圈操第一名、棒操第一名、帶操第一名、個人全能第一名、評判嘉許大獎
<p>The Groove Cup—Rhythm &amp; Groove International (Singapore)</p>	凌卓桐	FIG Junior (Category A) - Certificate of Participation
<p>學生語文大使計劃 (語常會)</p>	<p>唐穎、梁海晴、鄧雪希、鄧達熙</p> <p>李雨萌、陳怡霏</p>	<p>初中組語文大使</p> <p>初中組語文大使</p>
<p>學生語文大使計劃 (語常會)</p>	<p>黃詩琦、陳加森、鍾麥晉、黃浩宸</p> <p>孔德浠、莊雅庭、吳思瑩、胡尊</p> <p>王心妍、陳潤德、葉晴</p>	<p>高中組語文大使</p> <p>高中組語文大使</p> <p>高中組語文大使</p>
<p>悅讀萬里通計劃 (圖書館)</p>	<p>霍曉彤、劉佳怡、黃詩琦、陳加森</p> <p>陳柔西、陳玥喬、趙樂天、陳芊因</p> <p>于濬賢、張浚鋒、龍錦漢、梁天恩</p> <p>陳彥康</p>	<p>100里閱讀里數</p> <p>70里閱讀里數</p> <p>70里閱讀里數</p> <p>70里閱讀里數</p>

## 得獎學生名單 List of Award-winning students

比賽/活動 Competitions / Events	得獎者 Award winner	獎項 Award
初中一盃：中一班際躲避盤比賽	1D	冠軍
	1C	亞軍
	1A	季軍
屯天環校跑 — 中一班級接力賽	1D	中一級冠軍
	1A	中一級亞軍
	1C	中一級季軍
屯天環校跑 — 中二班級接力賽	2B	中二級冠軍
	2C	中二級亞軍
	2D	中二級季軍
屯天環校跑 — 中三班級接力賽	3C	中三級冠軍
	3B	中三級亞軍
	3D	中三級季軍
屯天環校跑 — 中四班級接力賽	4A	中四級冠軍
	4C	中四級亞軍
	4D	中四級季軍
屯天環校跑 — 中五班級接力賽	5C	中五級冠軍
	5B	中五級亞軍
	5D	中五級季軍
屯天環校跑 — 中六班級接力賽	6D	中六級冠軍
	6A	中六級亞軍
	6C	中六級季軍

## 得獎學生名單 List of Award-winning students

比賽/活動 Competitions / Events	得獎者 Award winner	獎項 Award
屯天環校跑 — 男子初級組個人賽	高蔭朗	男子初級組個人賽冠軍
	謝承熹	男子初級組個人賽亞軍
	鄧達熙	男子初級組個人賽季軍
屯天環校跑 — 男子高級組個人賽	劉尚弘	男子高級組個人賽冠軍
	張柏維	男子高級組個人賽亞軍
	林煒畧	男子高級組個人賽季軍
屯天環校跑 — 女子公開組個人賽	羅錦彤	女子公開組冠軍
	楊雅晴	女子公開組亞軍
	何蔚晴	女子公開組季軍
屯天環校跑 — 男子初級組社際接力賽	真社	男子初級組冠軍
	誠社	男子初級組亞軍
	恆社	男子初級組季軍
屯天環校跑 — 女子初級組社際接力賽	誠社	女子初級組冠軍
	真社	女子初級組亞軍
	謙社	女子初級組季軍
屯天環校跑 — 男子高級組社際接力賽	誠社	男子高級組冠軍
	謙社	男子高級組亞軍
	真社	男子高級組季軍
屯天環校跑 — 女子高級組社際接力賽	真社	女子高級組冠軍
	謙社	女子高級組亞軍
	恆社	女子高級組季軍

## 得獎學生名單 List of Award-winning students

比賽/活動 Competitions / Events	得獎者 Award winner	獎項 Award
屯天環校跑 — 團體公開接力賽	最強Form 1 (1D 李天勤、1D 崔銘進、 1C 張苑芯、1D 羅錦彤)	團體公開接力賽冠軍
	LUNA (4C 彭靖汶、5A 張智穎、 5A 江進軒、5B 林焯畧)	團體公開接力賽亞軍
	屯天純愛戰士 (4C 劉尚泓、3A 陳柏昊、 2C 龍曦賢、2B 甘一伶)	團體公開接力賽季軍
屯天社際排球比賽	謙社	冠軍
	誠社	亞軍
	真社	季軍