



「突破『齡』距離」 戲劇創作比賽

本校戲劇學會成員參加了房協與香港話劇團合辦的「突破『齡』距離」戲劇創作比賽，學生先透過工作坊學習劇本創作及舞台製作技巧，再到房協「長者安居資源中心」參觀，獲得靈感，從而創作是次入圍作品。同學於比賽中表現突出，更獲得比賽季軍、最佳服裝設計獎及最佳女演員獎。

3E 許凱琳

今年我們參與了「突破『齡』距離」戲劇創作比賽，雖然只得到第三名，但我們成功突破自我。我曾經問過自己在到底在堅持什麼，這麼辛苦為什麼不放棄？因為一句話：「堅持把簡單的事情做好就是不簡單，堅持把平凡的事情做好就是不平凡。」所謂成功，就是在平凡中做出不平凡的堅持。我相信只要心中有火，有突破不了的事。

3E 曾賢志

在比賽裏雖然我們並不是最好，但我們雖敗猶榮，在預備比賽時，即使每天朝九晚十，身體再疲累，肚子再餓，我們仍落力投入地練習。在練習過程中，休息的時候，我們會一起躺在禮堂上，閉上雙眼，抹走精神上的勞累。在這裏，我們可以拋開一切生活的煩惱，享受著舞台為我們帶來的熱情和興奮，享受著表演後觀眾賜予我們的掌聲。

湖南省中國文化追尋之旅



鳳凰城大合照

古城有感

沈從文筆下的《邊城》，雖並非全是鳳凰古城，但鳳凰古城卻因《邊城》而聞名於世，更被稱為世界最美的小鎮。

日夜沱江，不負夢幻之名。

一路走來，只有凌絕頂，才能一覽無遺吧！斜陽映著江側的吊腳樓，沱江水上蕩著數葉輕舟，訴說著她的美好，我更有幸臨江泛舟，貼近她千年不逝的韻味。而夜幕並沒有掩蓋著她的甚麼，而是與現代華燈所融，似乎是她的另一張臉貌吧！相比之下，更是一夢一幻。遊人如鯽的喧鬧，無礙一時雅興，暫時放下一切，享受她帶來的美好，有些畫面，可望而不可留；有些感悟，可遇卻不好求。在這，她深深地替我畫上一筆。鳳凰古城，是緣起的一眼，才定格了妳的千年……

沱江美如畫

3A 陳榮賢

古城有感

沈從文筆下的《邊城》，雖並非全是鳳凰古城，但鳳凰古城卻因《邊城》而聞名於世，更被稱為世界最美的小鎮。

日夜沱江，不負夢幻之名。

一路走來，只有凌絕頂，才能一覽無遺吧！斜陽映著江側的吊腳樓，沱江水上蕩著數葉輕舟，訴說著她的美好，我更有幸臨江泛舟，貼近她千年不逝的韻味。而夜幕並沒有掩蓋著她的甚麼，而是與現代華燈所融，似乎是她的另一張臉貌吧！相比之下，更是一夢一幻。遊人如鯽的喧鬧，無礙一時雅興，暫時放下一切，享受她帶來的美好，有些畫面，可望而不可留；有些感悟，可遇卻不好求。在這，她深深地替我畫上一筆。鳳凰古城，是緣起的一眼，才定格了妳的千年……




唐乃勤之星

3A 黎熙晴

再次獲得「唐乃勤之星」的榮譽，我感到非常榮幸。在此感謝所有老師對我的支持及肯定。

三年的初中校園生活快將結束，我開始有著依依不捨的感覺，不捨得老師們一直對我的教導。同時要兼顧學業及劍擊的我，有時在課業上感到氣餒，老師卻總是給我無限的支持及鼓勵，讓我能最快的時間內追上進度，使我重拾信心，繼續向前。另一方面，我學習劍擊雖然已有九年時間，但仍然對此抱著一股熱情，我下定決心朝著這個方向進發，不會輕言放棄我最愛的劍擊。

最後，藉此機會感謝各位老師，我獲得「唐乃勤之星」的榮譽，毋疑是對我努力的肯定。我會常常勉勵自己，發奮向前，做到最好，不負老師對我的期望！



黎熙晴同學獲得美國劍擊國際區域積分資格賽冠軍

3C Chow Tin Yu

I am Chow Tin Yu from class 3C. I am honored to receive the "TNK Star Award" this year. My hobbies are painting and drawing. I started drawing when I was 4 years old. My dream is to be an artist. When I was in primary school, I joined Visual Art team. I learned how to make ceramic. I enjoy making ceramic and I feel relaxed during the process.

I still love Art after I graduated from primary school. Apart from painting and drawing, I tried other aspects of art, too. In Form two, I joined summer musical school in The Hong Kong Academy for Performing Arts as a backstage crew. I realize that Art is not just about drawing and painting. It can be performed in many ways, for example, music, drama, dancing and etc. I also joined Drama Club at school this year. I like to use different colors in my drawing to make my artwork colorful.



Group photo with my classmates at The Hong Kong Academy for Performing Arts.


3E 王雨晴

首先，我要感謝各位曾經幫助過我的老師，如果一路上沒有他們的協助，我相信我不會取得今天的成績，也不會有幸當選今屆的「唐乃勤之星」。

還記得中一的時候，我第一次代表學校參加比賽。隊友們出色的表現，以及老師們熱心的協助，讓我們贏取了不錯的成績。那次比賽，令我深深感受到「努力過後總會有回報」的道理，還鼓勵了我積極參與不同的比賽，例如HKT智能家居設計大賽、全港中小學品設計大賽等等。正因參與不同的比賽，令我獲得了大大小小的獎項。

每次比賽，我的組員也會陪伴着我共渡難關，只要我們的成品稍欠完美，他們便會與我一起思考改善的方法。假如沒有大家的互相扶持、鼓勵，我們便不能在比賽中取得勝利，亦不能分享努力過後的喜悅。

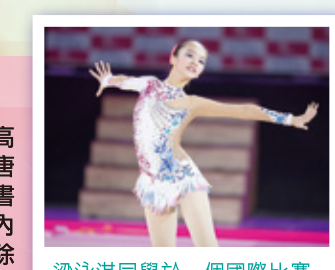
我相信「皇天不負有心人」、「有志者事竟成」！只有努力不懈，和有堅定志向的人，才會得到成功的回報！未來的我，也會繼續努力！



王雨晴同學有幸參與「全港中學生3D打印設計比賽」活動，並且破了健力士世界紀錄

2B 梁泳淇

大家好！我是2B班的梁泳淇。我很高興，亦很榮幸可以成為本年度的「唐乃勤之星」。從我入讀唐乃勤初中書院到現在，我參與了不少校外、校內的比賽，讓我的自信心不斷提高。除此之外，我也學習了8年芭蕾舞、3年藝術體操和5年鋼琴。在學習的過程中，我參加了大大小小以及不同類型的比賽和表演。在這些活動中，我領會到要有付出，才有收穫。世上不是所有東西都能輕輕鬆鬆地得到的，所以這11年來我堅持每星期都要接受訓練，從而提升自己。每次參加比賽，無論結果如何，也讓我的視野擴闊了不少。這些年來，我取得了不少獎項，不但能為學校爭光，也能令我的人生閱歷更加豐富。我希望未來能突破自己，不辜負所有人對我的期望。唐初訴我們：沒有最好，只有更好！多謝唐初的教導，讓我掌握明確的發展方向。




梁泳淇同學於一個國際比賽上盡顯她的才藝。

3E Li Wing Tung

I feel glad to be a TNK Star this year. Thank you for all the teachers who encouraged me to participate in different competitions. I am grateful for all the opportunities they have granted me over the past few years.

It is hard to strike a balance between studying and joining competition. I was doubtful whether I should join many competitions or focus on my studies. Luckily, teachers and schoolmates supported me to join the competitions, so I could gain experience to prepare for a brighter future.

I regained my confidence and represented our school to take part in a creative problem-solving competition, called the "Odyssey Of The Mind" competition. In this competition, I gained recognition from teachers. I started to have faith in myself. I have learnt the importance of "Never give up" and creating opportunities.



Li Wing Tung was awarded the prize of "Odyssey Of The Mind" (Hong Kong Regional Tournament).

The Kuk's Spirit

- Mutual Respect
- United Effort
- Benevolence
- Charitable
- Gratefulness and Recognition
- Dedication to Serving the Community

Vision

Children are nurtured. Youngsters are educated. Adults are supported to contribute. Elderly are cared for. The less fortunate are lightened with hope.

Mission

To be the most prominent and committed charitable organisation. In the Kuk's Spirit to do good deeds with benevolence. Dedicated in protecting the young and the innocent, caring for the elderly and the underprivileged, aiding the poor and healing the sick, educating the young and nurturing their morality, providing recreation to the public, caring for the environment, passing on the cultural inheritance and bringing goodness to the community.

Values

Fine traditions, Accommodate the current needs. People-oriented, Care and appreciation. Sound governance, Pragmatism and innovative. Integrity, Vigilance. Optimal use of resources, Cost-effectiveness. Professional team, Service with heart.

Result of 2018/19 school fund raising activities

Events	Period	Fund raised
Appeal for Fund Raising for the School's Development (Parents' letter)	October 2018	\$20,926.5
School Dress Special Day (Christmas Celebration)	December 2018	\$20,611
TNK Maker Festival	March 2019	\$14,249.5
School Dress Special Day (Sports Day)	March 2019	\$9,680
Seat Naming Campaign—Irene Yu Lecture Theatre	June 2019	\$9,250
Total		\$74,717

Fund raised will be used for the enrichment of the learning environment.



保良局唐乃勤初中書院

Po Leung Kuk Tong Nai Kan Junior Secondary College

地址：美孚新邨美荔道11號
網址：<http://www.plktnkjsc.edu.hk>
電話：2194 5707

下學期

校訊

2018-2019

Principal's Message

Unleashing students' potential

In education, we often talk about learning outcomes which refer to what you know, what you understand and how you apply what you have learnt in different situations. Learning is a cognitive process involving the construction of knowledge and acquisition of the nine generic skills. This means that we cannot just teach students the theories or give them instructions about what to remember and what to do because it will not lead to conceptual understanding. Without conceptual understanding, students will hardly integrate and apply what they have learnt to the real context, especially for STEM education. STEM is a curriculum based on the idea of educating students in four specific disciplines — Science, Technology, Engineering and Mathematics — through an interdisciplinary and applied approach. Rather than teaching the four disciplines as four separate subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. If we want to unleash our students' potential on STEM, the traditional learning and teaching approach is no longer enough. We should give our students hands-on experience so that they can explore new things and connect them to real life.

In 2011, we observed that technology was moving forward rapidly. There should be a revolutionary breakthrough which would finally change the world in the coming future. After analysing the technology trends, we have decided to have three pillars of STEM development in our school. The first pillar is the development of AI (Artificial Intelligence), especially on the connection among devices which is called IoT nowadays. The second pillar is the development of Biotechnology focusing on food science. The third one is the robotics and intelligent home development which will enhance our quality of life and help the elderly and disabled. How could we make this dream come true? We could not just teach students the concepts of knowledge without giving them opportunities to explore, apply and work on building up the knowledge. Therefore, we have started to plan our space and technology transformation in the coming decades so as to provide interdisciplinary and collaborative spaces and state-of-the-art technologies for our students in STEM learning.

Creating opportunities and a favorable environment for students to extend their learning on STEM education has become our key concern since 2011. We believe that valuable learning space and innovative technology can create amazing educational experience for students. In order to work with our three pillars of STEM development, the school has launched several redevelopment projects since 2011 so as to create more favorable maker spaces for our students. These maker spaces include the Fabrication & IT Lab for the development of AI, the Biological Technology Lab for the development of biotechnology and the Maker & Intelligent Home Lab for the robotics & intelligent home development. They are the places where students can have a deeper exploration of science and technology, they are also the places where students can develop their research and invention techniques. Under all these favourable conditions, students can definitely get higher and greater achievements.

Under the successful application of PLK funding of \$200,000, together with our self-matching fund of \$200,000, the Fabrication Lab has been renovated since 2014 to provide a place for students to enjoy coding and small-scale electronic design projects like the Arduino circuit. Besides, a generous donation of nearly \$2,000,000 with the successful application of PLK funding of \$200,000 and our self-matching fund of \$800,000, a new Biotechnology Lab has been completed since 2018 to provide a place for our biotechnology development and science research activities. In addition, we have successfully applied the for EDB QEF funding of \$700,000 and PLK funding of \$200,000. Together with our self-matching fund of \$100,000, a new Intelligent Home Lab will be built in 2020. Last but not least, the government has just announced in the latest Budget Proposal that each secondary school will be granted \$1,000,000 in the coming three years to purchase new IT equipment so as to organize more relevant activities to deepen students' knowledge of cutting-edge technology. Our school will take the initiative to apply for this funding. Together with our self-matching fund, an advanced IT Lab will be set up before 2023 so that all our 3 pillars of STEM development can be finally completed.



The school is dedicated to nurturing students' learning interests, enhancing students' creativity, collaboration and problem-solving skills. The school has placed great emphasis and efforts on the development of STEM education. Students are encouraged to explore themselves in this field through various STEM-related learning activities and projects. All the activities we organized were the best combination of theories and challenging tasks with instructions that were student-centered and conceptual oriented. They focused on the training of problem-solving skills. Students can learn from the hands-on projects in which they can connect what they have learned to daily life. Under our ceaseless efforts in promoting STEM education, our school has gained lots of local and international awards from taking part in STEM competitions and projects for the past couple of years. We are delighted to see that our students have been groomed in the right direction. In the coming future, our school would like to continue promoting and developing STEM education. We hope that our teaching and guidance in STEM could be inspiring so our students can develop their creativity and innovative skills beyond their limits when these skills are applied in their own STEM designs. I am looking forward to seeing our students shine and share the joy of their harvest and accomplishments in the future.

TNK Maker Festival

Students' Reflection

2A Mok Pik Wai

I helped English Department in creating some custom-made bookmarks at the Maker Festival. This gave me great opportunities to learn about the concept of promoting DIY products.



English Department

3C Tse Tsz In

I was a student helper of Geography Department at the Maker Festival. The visitors could experience what will happen when there is a typhoon. I also enjoy being a student helper there.



Home Economics Department



History Department



Mathematics Department



Economics & Business Accounting Department



Student Union



House Pegasus

1D Yeung Hoi Man

During the Maker Festival, I was one of the performers in the Orchestra and Handbell Team. I was glad to perform in the music performance. As a member of Visual Arts Team, I also help creating decorations and did the preparation work. I think the Marker Festival can let me understand my strengths and build up my confidence.



House Karbada



Design & Technology Department



Chinese History Department



Science Department



Liberal Studies Department

New Facilities Biotechnology Laboratory By Science Department

The Biotechnology Laboratory is about 1228 square feet with new lab tools that could help drive advance biotechnological research. It can accommodate up to 36 students for doing experiments.



The Autoclave is used for sterilizations. It uses high temperature under a high pressure to kill harmful bacteria, viruses, fungi, and spores on items that are placed inside a pressure vessel. The items are heated to an appropriate sterilization temperature for a given amount of time. The moisture in the steam efficiently transfers heat to the items to destroy the protein structure of the bacteria and spores.

The Thermal Cycler (left) is used to amplify deoxyribonucleic acid (DNA) and ribonucleic acid (RNA) samples by the polymerase chain reaction (PCR). It raises and lowers the temperature of the samples in a holding block in discrete, pre-programmed steps, allowing for denaturation and reannealing of samples with various reagents. Amplified genetic materials can be used in many downstream applications, such as cloning, sequencing, expression analysis, and genotyping.

The Gel Documentation System (middle) is used to record and measure labeled nucleic acid and proteins in various types of media, such as agarose, acrylamide or cellulose gels.



Extract DNA from strawberries

1. Prepare the extraction solution:
 - a) Measure 90 ml water and pour it into a 250 ml beaker.
 - b) Add 10 ml dish soap (squeeze around 10s) and 2 teaspoons of salt into the beaker. Mix the solution with a spoon.
2. Put 2 strawberries and pour all the extraction solution into the double lock bag and zip the lock bag tightly.
3. Mash the strawberries together with the extraction solution until no large pieces are found.
4. Filter the mixture with a layer of glaze into the 100 ml beaker. Put the used glaze into the lock bag and zip it.
5. Get the cold ethanol from the ice bucket. Pour 20 ml into the juice along the wall of the beaker with a spoon gently. Put the remaining ethanol (10 ml) back to the ice bucket.
6. Observe the mixture: The mixture will separate a white layer on the top and a pink layer at the bottom. The cloudy materials on the top layer is the DNA of the strawberry!
7. Use a pair of forceps to take out the DNA gently and put them into a small glass jar of ethanol.
8. Get the cold ethanol from the ice bucket again. Use a dropper to fill up the small glass jar with cold ethanol and cover it with the stopper of the glass jar. At last, put the cold ethanol back to the ice bucket.)

Odyssey of the Mind World Finals

Odyssey of the Mind World Finals is one of the biggest STEM-related competitions in the world and it was held for many years for students.



Our students were excited when the result had been announced.



Our students visited Michigan State University during the tour.



Our students had valuable opportunities to communicate with overseas primary students.

Student's reflection

3E Li Wing Tung Sonia

It was such a memorable experience that we have received the first runner-up and we could join the world finals in the United States again. Although it is the second time for me to join the world finals, I am still very excited about it. To think about the whole year that we prepared for the Hong Kong regional tournament competition, I realized that our hard work paid off. No matter the props, the script or even the drama, we tried our every best to do it. We are glad that there are two new teammates joining us this year. I think this is the most special thing compared with last year.

The experience from last year was very unforgettable, I still look forward to joining the competition this year because I working together with different teammates will be a more meaningful experience. I believe that alone we can do so little, together we can do so much.



Students were waiting for the prize presentation ceremony.

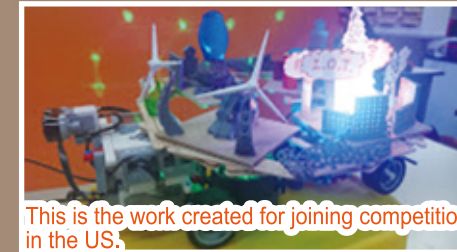


Our students awarded 1st Runner-up in Problem 5 of Division II.



Our students took a picture in front of the problem banner with their trophies.

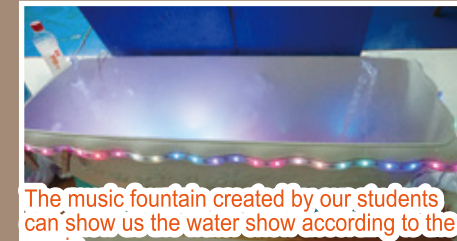
2019 Robofest Hong Kong



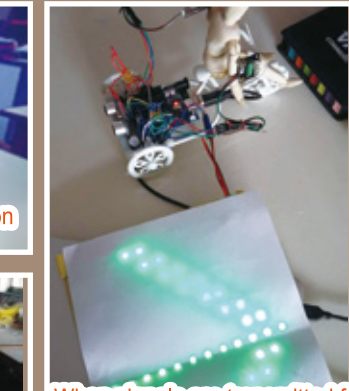
This is the work created for joining competition in the US.



Our students are testing the functions of the music fountain.



The music fountain created by our students can show us the water show according to the music.



When signals are transmitted from the Arduino Uno to the jacket, the light bulbs on the electrical board would be turned on, showing us the arrows.



Our students are introducing the smart jacket to the visitors.

Our students won the prizes in the 2019 Robofest Hong Kong.



Student's Reflection:

1A Lam Tsz Kit

Before the competition, we studied hard in order to make the robots. We needed to decide what we can do and make the final products together. I felt happy and excited when we got the news of winning the competition.