



# 香海正覺蓮社佛教梁植偉中學

## HHCKLA Buddhist Leung Chik Wai College



*STRETCH THEIR POTENTIAL  
STRIVE FOR EXCELLENCE*

### 香海正覺蓮社佛教梁植偉中學位置圖

#### Location of HHCKLA Buddhist Leung Chik Wai College



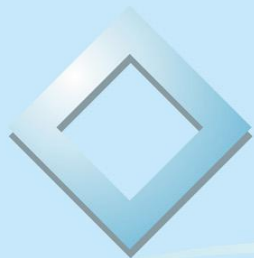
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| <p><b>巴士路線 Bus Route</b></p> <p>259D 油塘 - 龍門居 (湖景邨湖翠樓)<br/>Yao Tong - Lung Mun Oasis (Wu Tsui House Wu King Estate)</p> <p>59A 深水埗(欽州街) - 屯門碼頭 (兆山苑)<br/>Sham Shui Po (Yen Chow Street) - Tuen Mun Ferry Pier (Siu Shan Court)</p> <p>59M 荃灣鐵路站 - 屯門碼頭 (兆山苑)<br/>Tsuen Wan Railway Station - Tuen Mun Ferry Pier (Siu Shan Court)</p> <p>59X 旺角東鐵路站 - 屯門碼頭 (兆山苑)<br/>Mong Kok East Railway Station - Tuen Mun Ferry Pier (Siu Shan Court)</p> <p>962 銅鑼灣 - 龍門居 (湖景邨湖翠樓)<br/>Causeway Bay - Lung Mun Oasis (Wu Tsui House Wu King Estate)</p> <p>506 兆麟 - 屯門碼頭 (蝴蝶鐵路站)<br/>Siu Lun - Tuen Mun Ferry Pier (Butterfly Railway Station)</p> <p>K52 港鐵屯門站 - 龍鼓灘 (兆山苑)<br/>Tuen Mun Railway Station - Lung Kwu Tan (Siu Shan Court)</p> <p>B3 深圳灣口岸 - 屯門碼頭 (兆山苑)<br/>Shenzhen Bay Port - Tuen Mun Ferry Pier (Siu Shan Court)</p> | <p><b>專線小巴 Public Light Bus</b></p> <p>41 置業花園 - 龍門居 (兆山苑)<br/>Chi Lok Fa Yuen - Lung Mun Oasis (Siu Shan Court)</p> <p>44 上水鐵路站 - 屯門碼頭 (兆山苑)<br/>Sheung Shui Railway Station - Tuen Mun Ferry Pier (Siu Shan Court)</p> <p>44B1 落馬洲公共交通轉車站 - 屯門碼頭 (兆山苑)<br/>Lok Ma Chao Public Transport Station - Tuen Mun Ferry Pier (Siu Shan Court)</p> <p><b>輕便鐵路 Light Rail</b></p> <p>蝴蝶站 Butterfly 610線, 615線, 615P線</p> <p>兆麟站 Siu Hei 507線, 614線, 614P線</p> |
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#### 香海正覺蓮社佛教梁植偉中學

◇地址: 新界屯門湖景邨湖暉街7號 ◇電話: 2467 6672 ◇傳真: 2455 2060 ◇網址: <http://www.blcwc.edu.hk>

學校類別: 津貼男女校 辦學團體: 香海正覺蓮社 永遠榮譽校監: 覺光大長老 校監: 何國榮先生 校長: 李伯程先生





# NUTURING NEW STUDENTS

*Our school believes the first year of secondary school is a critical juncture in the lives of students. They are in transition from primary to secondary school; and are at the same time in transition along pathways to success through schools and families.*

*An emotional paradox exists in the hearts of the newly-admitted Form One students; they are both excited and anxious. In view of this, our school holds a plethora of activities to ensure the Form One students adapt themselves to the fresh start of moving into secondary school and are adept at making new friends for positive social and academic experiences.*

*During the summer between Primary Six and Form One, our school offers summer bridging courses for the newly admitted Form One students to assist them in adapting the new environment. Small-class teaching and differentiated instruction are adopted to cater for learner diversity.*

*To strengthen cooperation and collaboration with parents, Form One Parents Orientation Days are held to enable parents to gain a thorough understanding of our school. We believe that through cooperation with parents, we work to form the minds and characters of students.*



## 關顧中一新同學

中一是中學生涯中最關鍵的一年，  
全體師生上下一心，期望營建關愛校園，  
讓中一新生能在豐饒的苗圃中茁壯成長。

以下是與中一學生相關的措施：

- 1 舉辦中、英、數暑期銜接課程。
- 2 英文科及中文科實施小班教學。
- 3 舉辦「中一教育營」，培養團隊精神和自理能力。
- 4 設立「學長計劃」，讓學兄學姐協助中一同學解決各種疑難。
- 5 開學前舉辦兩次家長迎新活動，讓家長深入了解學校，協助子女適應新環境、新生活。





# STUDENT-CENTRED APPROACH

## 以生為本

A sound curriculum is important but even more important is the manner in which curriculum is taught. Our school has adopted a student-centred approach that emphasizes the integration of other language learning, applied learning and aesthetic development across the curriculum. It is believed that this approach will serve students well in preparing for life after the secondary education.

To equip students for the Hong Kong Diploma of Secondary Education (HKDSE) examination, our school puts a strong emphasis on enhancing students' independent learning, critical thinking and analytical skills. We aim at nurturing language proficiency among students by adopting a holistic approach. Bearing learner diversity and ability, small class teaching is adopted. Our school has also provided numerous self-learning platforms to facilitate self-access learning.

Our school has an excellent team of teachers and supporting staff led by our Supervisor. It is the expertise, dedication and devotion of our teachers that have resulted in getting awarded in the Comprehensive Subjects Award of Teaching Resources Award Scheme for two consecutive years.



### 校長的話

孟子說：「得天下英才而作育之，一樂也！」從事教育工作逾三十年，我發覺孩子們無論成績優劣，智能的差距並不大，只是秉性與才具各有不同，後天的教養各異而已。其實，每個學生都是獨一無二的英才，教育工作者者的最大挑戰，就是如何照顧整體學生的個別學習需要，這正是本校一直秉持的教育信念。

為師之道就是愛，我們本著「慈悲關愛」的精神實踐佛化教育，構建富佛教特色、嚴而有愛的關愛校園。作為新任校長，我將繼承歷任校長「辦一所充滿愛心、關懷、互信、鼓勵、體諒、包容和有情有義的學校、一所學生一生都珍惜和懷念的學校」的職志，致力培養淳樸的校風，讓學生於他們的青蔥歲月裏都能得到良好的學習經歷、發揮潛質，開展美好的人生。

校長 李伯程先生



「如何能使學生熱愛學習？」，這是我們教師團隊經常反思的問題。我們相信若能針對學生的興趣和能力來規劃課程，必能提升學生的學習動機，故此，我校提供多元化課程及各種學習經歷，如日文、應用學習、藝術經歷等，讓學生在不同範疇中發掘興趣。

課程規劃著力培訓學生的思考及分析能力，例如中、英文科已分別於2011及2013年開始與教育局合作，開發校本課程，提升學與教質素。此外，我們透過不同措施提升學生的學習水平，例如按能力分班上課；中、英文科因應需要實施小班教學，讓教師能騰出空間，貼身跟進同學的學習進度。

我們的教學團隊多年來默默耕耘，教導莘莘學子，連續兩年獲「教學資源獎勵計劃」頒發「全面學科獎」，學科包括英文、中文、數學、通識教育、中央、佛化教育、普通電腦、化學及企業與財務概論等，足證教學表現備受外界肯定。







# MORAL EDUCATION

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

Below are the key measures taken to create a caring and supportive campus:

1. "Dual Class Teacher System" and "Form Committee" are adopted to maximize the care and support for the students.
2. The implementation of our diversified counseling scheme aims to cultivate students' qualities and put the Buddhist doctrine of selflessness and altruism into practice.
3. Embracing the belief that students have their unique potential, we encourage students to take part in training programmes like "Outstanding Students Training Scheme" and "Applied Learning Course" to develop their potential and strive for excellence.



## 關愛校園

本校致力營建關愛校園，以全校參與、訓輔合一為原則，建立富佛教特色、嚴而有愛、師生關係融洽的校園文化，讓學生在關懷、體諒、自律、鼓勵及欣賞的氛圍下成長，開發潛能，盡展所長。關愛校園重點措施如下：

1. 推動班級經營概念，實施「雙班主任制」，加強對學生的關顧；設立「級會」，照顧學生的整體需要，形成全面的支援系統。
2. 實施多元化輔導計劃，培養學生個人素質及關愛精神，營造校園互助互愛的氣氛。
3. 積極推行「傑出學生重點培訓計劃」、「應用學習課程」，鼓勵同學發展潛能，追求卓越，建構「追求卓越，成就自己」的學校文化。





# ENGLISH - RICH ENVIRONMENT

English is a crucial international language that one must master in this information age. Mastering English well can enhance one's academic learning and future career. To nurture an English language-rich environment, our school has adopted various teaching and learning strategies.

Our school has placed considerable emphasis on learning outside the classroom. Throughout the years, a wide range of activities including English morning assemblies, English drama, Primary Six English Interview, enhancement courses and remedial classes have been held providing ample opportunities for students to use English purposefully outside the classroom. Students have been encouraged to participate in different language arts activities outside school like choral speaking and solo verse speaking.



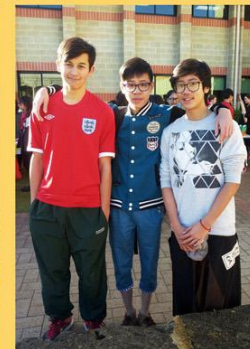
## 英語氛圍

英語是學生放眼世界的橋樑，平步青雲的基石，我們投放了豐富資源，營造濃厚的英語氛圍，讓學生沉浸在英語環境當中，藉此提升水平。

課程方面，我們因應學生的程度及需要，策劃適切的學習活動，如校本英語拼音課程、網上學習計劃、閱讀計劃、假期英語進修班、小班及精英班教學等，鞏固學生的語文基礎，引導他們掌握學習英語的竅門。

課外活動方面，我們致力締造機會讓學生活用英語。透過英文大使計劃，挑選英文水平較佳的同學作為楷模，領導全校同學籌辦各類型英語活動，如小六升中英語模擬面試、英文周等。

我們期望透過濃厚的英語氛圍，使「佛梁」的畢業生日後能成為中英兼善的人才。







# EXPLORING POTENTIAL



Apart from academic excellence, we strongly encourage and promote students' participation in a variety of schemes to stretch their talents.

### Outstanding Students Training Scheme

Embracing the belief that students have their unique potential, we encourage our students to take part in the "Outstanding Students Training Scheme" to develop their potential talents and strive for excellence. We have been awarded the Hong Kong Outstanding Students Awards seven times in succession since 2006.

### Student Mentors Scheme

Our school's endeavour in developing students' leadership potential through the Student Leaders Scheme has been vital to the success of school-based activities including Form One Parents Orientation Days and Moral Education Week.

### Prefects Scheme

With our belief in the theory of role modeling; we believe that through performing their duties properly, students can enjoy close relationship with their teachers and peers, characterized by mutual trust and acceptance.



## 發掘潛能

學生潛能無限，若遇伯乐，必能成就自己，盡展所長。因此，我們積極籌辦不同類型的活動，發掘學生的才能。

「傑生計劃」— 為參與者提供多元智能訓練課程及學習經歷，鼓勵他們追求卓越，發掘潛能。自2007年起，我們連續8年獲得屯門區傑出學生獎項，成績有目共睹：

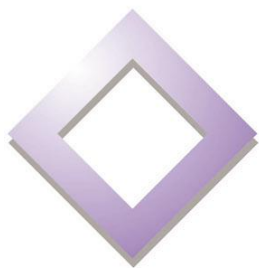
| 年份   | 獲獎同學            |
|------|-----------------|
| 2007 | 陳靜恩             |
| 2008 | 何星蔚             |
| 2009 | 李淑青             |
| 2010 | 連亨裕             |
| 2011 | 方靖怡、劉卓瑩、黎仲賢、陳英斯 |
| 2012 | 王嗣靖、彭愷欣         |
| 2013 | 朱碧淇             |
| 2014 | 鍾曉琪             |

「學長計劃」— 同儕影響力遠勝師長，學長計劃正好讓學兄學姐以學生的角度協助中一同學適應新生活。

「領袖生計劃」：希望藉著「以生命影響生命」的信念，讓領袖生成為同學的榜樣，立品樹仁。







# GIFTED EDUCATION

A three-tier operation mode is adopted in implementing gifted education in our school, namely,  
Level 1: Whole-class (school-based);  
Level 2: Pull-out (school-based) and  
Level 3: Off-site support.

At Level 1, teachers immerse the core elements advocated in gifted education, i.e. high-order thinking skills, creativity and personal-social competence in the curriculum for ALL students. Our school allocates extra resources to grouping, small-class teaching, cooperative learning and tiered assignments. Lifelong Sporting, Aesthetic Development and Volunteer Programme is implemented in S1 to S3.

At Level 2, our school conducts pull-out programmes of generic nature after school to allow systematic training for a homogeneous group of students, for example, school teams, uniformed groups, school band, marching band, leadership training, outstanding students training. Our students undergo training and perform well in various territory-wide competitions. To widen their horizons, a range of overseas tours are organised.

At Level 3, gifted students were nominated to join the programmes offered by the Education Bureau and The Hong Kong Academy for Gifted Education. Last year, Leung Hiu-tung and Chan Wing-man were admitted by The Hong Kong Academy for Gifted Education for their outstanding performance in Mathematics and Humanities. Meanwhile, our school subsidises students to take mock exams organised by other institutes to boost their confidence and polish their skills in the HKDSE.

本校以三層模式推行資優教育：  
第一層是「校本全班式」、  
第二層是「校本抽離式」和  
第三層是「校外式」。

「校本全班式」方面，老師將會在課堂上加入三大資優教育元素，即高層次思維技巧、創造力和個人及社交能力的培育；同時為了加強對資優學生的栽培，校方特別增加資源按學生的不同能力實施分組教學及設計分層課業；另外，為了發掘學生的體藝潛能，中一至中三同學必須參加「體藝服務體驗計劃」。

「校本抽離式」方面，校方安排學生在正規課時外參加各式展能活動，例如校隊、制服團隊及服務隊伍、領袖生訓練、傑出學生重點培訓計劃、樂器班及銀樂隊等；同時校方會訓練同學參加校外各類比賽，並且屢創佳績；此外，為了拓展學生的眼界，校方會資助經選拔學生參與境外考察，擴闊視野。

「校外式」方面，校方提名部份資優學生參加校外機構的資優學生培訓課程；以政府資助成立的香港資優教育學苑為例，本校學生屢獲學苑取錄，例如上學年梁曉桐同學和陳穎雯同學在數學範疇和人文學科範疇有突出表現而獲錄取；同時為了提升學生的文憑試成績，本校資助部份學生參加校外機構舉辦的模擬試，以增強應試信心。



# University, Our Goal!



Our school aims at nurturing capable people who contribute to society. 650 students have been admitted to degree courses through JUPAS since 1994.

Our mission of striving for excellence is compelled with the following universities in England, Australia and the Mainland China:

Australian Catholic University  
Bond University  
Central Queensland University  
Charles Sturt University  
Edith Cowan University  
Griffith University  
James Cook University

Queensland University of Technology  
Southern Cross University  
University of South Australia  
University of Wollongong  
University of Queensland  
University of Sunshine Coast  
University of Southern Queensland

University of Tasmania  
University of Canberra  
Metropolitan South Institute of TAFE  
Martin College  
Sarina Russo School  
Beijing Normal University, Zhuhai

We sincerely hope that all our students have a bright future.

## 圓大學夢



大學，是我們與學生的共同願景，我們期望同學在大學能篤志勵學，進而貢獻社會。我校自1994年起，迄今共有650位同學通過「大學聯合招生辦法」入讀本港大學學位課程：

|        |     |        |    |
|--------|-----|--------|----|
| 香港大學   | 118 | 香港浸會大學 | 59 |
| 香港中文大學 | 85  | 嶺南大學   | 38 |
| 香港科技大學 | 91  | 香港教育學院 | 14 |
| 香港理工大學 | 91  | 香港公開大學 | 57 |
| 香港城市大學 | 83  |        |    |

此外，我們卓越的教育成果更獲澳洲及國內高等教育界認同，畢業生可以校內模擬考試成績直接報讀下列大專院校所開辦的

|                |                 |
|----------------|-----------------|
| 專上課程：澳大利亞天主教大學 | 臥龍崗大學           |
| 邦德大學           | 昆士蘭大學           |
| 中央昆士蘭大學        | 陽光海岸大學          |
| 查爾斯德大學         | 南昆士蘭大學          |
| 伊迪斯科文大學        | 塔斯曼尼亞大學         |
| 格里菲斯大學         | 堪培拉大學           |
| 詹姆斯庫克大學        | 南大都市公立專科學院      |
| 昆士蘭科技大學        | 馬丁學院            |
| 南十字星大學         | 羅素學院            |
| 南澳洲大學          | 北京師範大學珠海分校外國語學院 |

我們期望「佛梁」的畢業生將來能踏上更光明道路，創造更光輝的未來。





### Ip Lai Lin

The Hong Kong Polytechnic University,  
Major in Optometry

I spent my final two years study extremely hard for the DSE exam, hanging around the school library and classrooms, but I didn't do it by myself. I owe a huge debt of gratitude to the school, the teachers and everyone in the school. I am delighted that my dream as a tertiary student finally come true. I like to give my deepest gratitude to BLCWC, teachers and peers for all their support.



### Lee Chun Heng

Hong Kong University of Science and Technology  
Major in Global China Studies

I would like to express my earnest gratitude to BLCWC. BLCWC has provided us unlimited assistance ranging from extra lessons to subsidies for additional exercises purchased. Let's not forget the teachers in BLCWC, they have generously giving their time and knowledge to us. They demanded excellence from us and challenged us to perform our potential. We are deeply grateful for their unselfishness displays.

### Leung Tsz Lok

The University of Hong Kong  
Major in Engineering

When I recall the memories I had at BLCWC, I immediately think of the hard time under the "night-time self-studying scheme" during Forms 5 and 6. It is nothing but an optional programme which allows students to stay at school at night for studying purpose though. I joined the scheme and strictly stuck to the scheme in order to prepare for the HKDSE. At the early start, a number of classmates and I enthusiastically started off very well. However, as time went by, we felt fatigued and overstressed where most of my companions quitted sequentially and probably only two or three of them continued to stay. I almost gave up this highly disciplined and regular study plan at that moment. Fortunately, with the full support and encouragement from our teachers who always came to the study room to comfort us, I finally got through that hard period. A new day will dawn for those who stand long, I eventually reap my fruit and enjoy my university life at the University of Hong Kong.

### 梁冬熙

香港理工大學 主修社會工作

所有文憑試考生都朝大學奮鬥。可幸我成功跨過文憑試的難關，步入大學。面對文憑試，同學們必定有很大壓力，甚至會迷失了方向。師弟妹們，即使旅途中的苦難讓意志都快被磨滅時，請謹記當初的目標，夢想，努力地堅持下去。不要怕，因為當你最痛苦之時，佛梁這個家庭會給你無限的支持。還記得當我壓力「爆煲」時，美娟老師就會和我傾談分享，讓我抒發情緒，令我重新振作，向夢想進發。



### Jordon Wong

The Hong Kong Polytechnic University,  
Major in Hospitality and Tourism

When people ask me about the most unforgettable experience of studying at BLCWC, the first thing which springs up in my mind must be those tough times when I studied as a repeater at school. I remembered the first time I saw my HKDSE results, which were really disappointing as the scores were far from enough to allow me to enter a local public-funded university. What I could feel at that moment was only desperation and confusion; however, suddenly, Mr. Li, our Principal, tapped me on my shoulder and asked me if I was interested in studying in the repeater class. After a few minutes of consideration, I started my seventh year of studying at BLCWC.

Like most of the repeaters, my studying path was not smooth. Apart from the stress stemming from my studies, I have faced a lot of peer pressure as well. I remembered the first day when I went to school as a repeater, I was mocked by a junior schoolmate for no reason. But it never let me down as I knew that there were always a lot of friends and teachers supporting me. Mr. Lau, my former class teacher, gave me extra exercise to me to enhance my reading skills while Miss Janie sent me a card to cheer me up which greatly helped me to pass through my darkest moment. Although they were not teaching me anymore, they still showed their care and concern to me.

After putting frantic efforts into my studies for a year, I can finally study at my aspired university. Don't forget your dream and work hard to achieve it!

### Leung Dong Yu

The University of Hong Kong  
Major in Translation

BLCWC not only creates a comfortable academic environment for students, but also provides them a lot of opportunities to learn outside the school. Apart from this, teachers in BLCWC dedicate themselves to teaching and they are also willing to help students tackle the problem in daily life.

### 連亨裕

香港中文大學 主修計算機科學

中一到中六在佛梁的成長經歷，至今仍然難捨。師長教曉我做人的道理，也讓我學懂如何思考人生，我在此感謝母校對我的培育。



### 趙曉竣

香港中文大學工程學院

我之所以能夠入讀心儀的大學，學校和老師實在功不可沒。校方提供的晚間自修室計劃，讓我可以寧靜的環境專心讀書。老師不惜利用自己工餘的時間跟我們補課，逐一為我們解決問題，若沒有學校和老師的幫助，我亦不相信可以自己考入大學。

### 匡敬鯉

香港浸會大學文學院  
五年轉眼即逝。

中四的時候張嘉賢老師還笑着對我們說：「高中三年很快就會過去的。」我以為那真的是一句笑話，誰知穿上畢業袍，離開佛梁的日子竟然真的就這麼到來了。

現在，我站在人生的洪流中回首（真的是洪流，因為大學比想像中辛苦很多），發現在五年時間裡，佛梁給予我很多很多，不僅有豐富的知識，還有好朋友、好老師以及精彩的中學生活。尤如慈父的兩任校長李年誠先生和李伯程先生，“笑裡藏刀”的張嘉賢老師（我有一篇作文寫出了詳細的理由，想知道的可以問問張老師），為5A班操碎了心的陳福權老師，人生導師張建新老師。當然還有胡志敏老師、陳永康老師、黃美娟老師……也許對於老師而言，他們教導過很多學生，但對於我們來說，每一位老師都是不可替代，獨一無二的。正所謂「一日為師，終身為父」，更何況他們每一位都為我們付出了那麼多的呢？

謝謝老師們為我們的付出，你們的用心教導灌溉了我們。各位老師，請謹記在工作之餘注意身體，我們還有許多學弟學妹等著您們的教導呢！在此，我為老師們送上幾句歌：

純純學子 感激不已 明白了春風秋雨  
全賴老師 關心熱愛 每句教誨 有著意思  
無涯學海 高飛展翅 能讓我終可衝次  
人若有天真長大了 也會銘記 教導這恩賜



### 謝子峰

嶺南大學 主修中文

我在「佛梁」遇見的老師都很好，不但認真教學，而且願意陪伴我解決人生中的困難，教導我如何當一個人。「師者，所以傳道、授業、解惑也。」他們全都做到了。



### 黎璋祺

香港城市大學 主修資訊工程學

當天的小伙子之所以能成長，全賴母校老師們的用心栽培。於離校後更能感到老師們的苦心，老師所教授的除了是學術知識，更多的是處世的態度，待人接物的禮儀，這都一一在離開校園後大派用場。我由衷感激老師們的教誨，讓我克服重重難關。

### 羅紫蔚

樹仁大學 主修心理學

寒窗苦讀六年，終於可以踏入人生另一階段，我想藉此感激佛梁這六年來給我的一切。首先，我要感謝佛梁給我的學習環境。雖然佛梁不是一間最頂尖的學校，但是卻給我一份家的感覺，那份深厚的人情味，相信我會畢生難忘。無論是兩任校長、副校還是老師都待學生如己出一樣，用心教導，學校對學生體貼入微的照顧，仿如爸媽對子女的愛，佛梁就如我另一個家一樣。再者，當然要感激老師對我們的栽培，高中三年，大家為文憑試歷盡不少艱辛，一路中不忘的便是老師對我們的鼓勵，其中，令我最深刻的是班主任美娟老師的一句話：「這三年我會陪著你們走」當看有同學氣餒的時候，這一句窩心的話便會出現。有美娟老師的支持，我們總站起來繼續向前衝，多謝！還有Miss潘、Miss Tong、波sir、劍雄sir、徐sir……不但在學習上幫助我，還經常關愛慰問，你們對我的鼓勵，我必定銘記於心。佛梁，感謝您！



### 彭愷欣

香港浸會大學傳理學院 主修中文新聞

在佛梁的六年，沒有一天是白過的，那六年學到的不只是知識，讓我更覺得珍貴的是一種家的感覺。我很慶幸六年中遇到了很多很用心的老師，以及人生當中很重要的朋友們。特別是高中三年的生活，讓我留下了很深刻的回憶。同班同學共同進退，一起上課，一起溫習，加上為我們盡心盡力的班主任江澤老師及其他老師的悉心教導，都給了我家的感覺。我十分享受，也很懷念令人難忘的中學生活。

### 楊璋璋

香港理工大學 主修酒店管理

回想起畢業後不久回去母校探望老師，即使是假日，雨天操場還是有不少學生在埋頭學習或是拿著本什麼著作熱烈地討論著。看著他們，彷彿看見了往日的自己，一心要努力考進大學，假期也一大早回校一個人靜靜的與習題苦戰。辛苦嗎？倒也不覺得，反而很享受為一個明確的目標奮鬥的感覺，過程中是成功感多還是挫敗感多已不大記得了，腦海中就只有那幅由我、操場、風扇聲、筆在紙上刷刷寫字的聲音組合成的畫面，青春熱血不一定是陸運會上熱烈高呼的口號，而是你在年少時，是怎樣為了自己的未來而努力。佛梁的同學們，共勉。



### 葉偉森

樹仁大學 主修工商管理

佛梁的老師付出了很多私人時間去教導我們，使我們得益良多。如果沒有母校老師們給予的支持和鼓勵，我們也未必能夠堅持下去。在此，我希望母校師弟妹不要辜負老師們的期望，在來年DSE取得佳績，踏進大學的校門。

### 樂曉俊

樹仁大學 主修工商管理

縱使我入讀的不是一所政府資助的大學，但是我認為能夠在香港取得學位的資格已經不容易，我必須感謝佛梁及老師多年來的悉心栽培，使我能跨進大學之門。另外，我亦希望仍在奮鬥的師弟妹們可以珍惜學校給予我們的一切，努力向你們的目標以及理想進發。