



番禺會所華仁小學

Pun U Association Wah Yan Primary School
(A Jesuit-administered School)



校訊

School Bulletin ISSUE 24 期 8/2021

Commitment

憶念主犧牲 同走主苦路

Remembering the Lord's Sacrifices, Walking the Way of the Cross

2021年四旬期耶穌受難節期間，本校共舉辦了三次拜苦路的禮儀，分別由校長、老師、學生擔當拜苦路禮儀不同的崗位，善用校內宗教藝術品，實踐四旬期服務精神，與耶穌一同經歷死而復生之路，再次感受耶穌為我們所作的犧牲，從中反思自己的不足及痛苦，並願意學習主耶穌愛主愛人，以祂為榜樣，願意相信及依靠死而復生的主耶穌，在每天的生活裏實踐愛德行動，步武基督。

因為疫情影響，禮儀以直播形式進行，讓在學校和家中上課的同學都可以一同參加，第三次拜苦路的禮儀同時公開給家長及兩個堂區的教友，包括聖瑪加利大堂和聖猶達堂的教友。歡迎掃描二維碼觀看拜苦路禮儀短片。



During Lent 2021, our school held three Way of the Cross liturgies. With the use of religious artwork in the school, different liturgical roles were taken up by the Principal, teachers and students to fulfil the spirit of service during Lent. Through walking the steps of Jesus Christ to crucifixion and resurrection, and commemorating His sacrifice for us, we reflected on our shortcomings and sufferings, and committed to follow the example of Christ, to love God and our neighbours, to have faith in Jesus Christ who was raised from the dead, and to act with love and virtue in our daily lives.

Due to the pandemic, the liturgies were conducted through simultaneous live broadcast to allow participation of students both at home and at school. Our third Way of the Cross liturgy was also made available to parents and members of two parishes of St. Margaret's Church and St. Jude's Church. Please scan the QR code to watch video clips of the liturgy.



透過海報、梯畫、投影片、角色扮演、宗教標誌等營造氛圍，讓參與禮儀的人在視覺、聽覺等感官下，更投入拜苦路的禮儀。
Posters, stair art, projector displays, role playing and religious symbols created an atmosphere that allows participants to better sensually experience the Way of the Cross liturgies.



老師帶領同學誦讀經文。
Teachers lead students in prayer.



同學扮演背負十字架的耶穌。
A student is playing the role of Jesus bearing His cross.



運用鐵線製作人形架，象徵被釘在十字架上的耶穌。
A sculpture made from metal wire represents the crucified Jesus.



學生扮演士兵將「耶穌遺體」包裹。
Students play the role of soldiers wrapping "Jesus' body" after crucifixion.



全體一起祈禱紀念耶穌被埋葬。
Everyone prays together to commemorate the burial of Jesus.



一起感受耶穌光榮復活的喜樂。
We experience the joy of the resurrection of Jesus.

小三跨學科全方位學習活動——住在東區

P3 School-based Cross-disciplinary Life-wide Learning Activity - Living in Eastern District



英文室變身為直播控制室。
The English room was transformed into a broadcast control room.

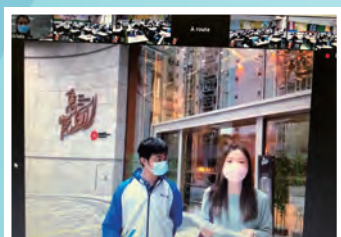
本校善用所屬新社區的資源，透過課程統整及推行跨學科全方位學習活動，豐富學生的學習經歷和效能。就2019/20年的跨學科全方位學習活動作調適及優化後，三年級的活動主題為「住在東區」，首次與中國移動進行突破性的5G網絡合作，動員了共21位教師（包括校長）完成常識、中文及英文科跨學科課程設計及拍攝工作，讓學生從中學習不同的房屋類型，從而了解香港的房屋問題。老師出外拍攝，學生安坐課室觀看直播，然後熱烈參與直播提問和討論，再完成延伸活動及小冊子。是次合作機構及家長的回饋都很積極正面，成為了師生們一同努力的動力。歡迎掃描二維碼觀看精華短片。



Through curriculum integrative and cross-disciplinary life-wide learning (LWL) activities, our school made effective use of resources in our new community to enrich students' learning experience and effectiveness. The P3 activity this year, adapted and optimised from 2019/20 school year's LWL activity, was themed 'Living in Eastern District' and involved unprecedented collaboration with China Mobile's 5G technology. A total of 21 teachers (including the Principal) were mobilised to design a cross-disciplinary programme spanning General Studies, Chinese Language and English Language and take part in filming, so as to allow our students to learn about different types of housing and understand the housing problem in Hong Kong. From their classrooms, students watched live broadcasts by teachers on location, took part in live Q&A and discussion sessions, and completed extended activities and booklets. Feedback from collaborating organisations and parents was very positive, motivating teachers and students to continue working hard together. Please scan the QR code to watch video clips.



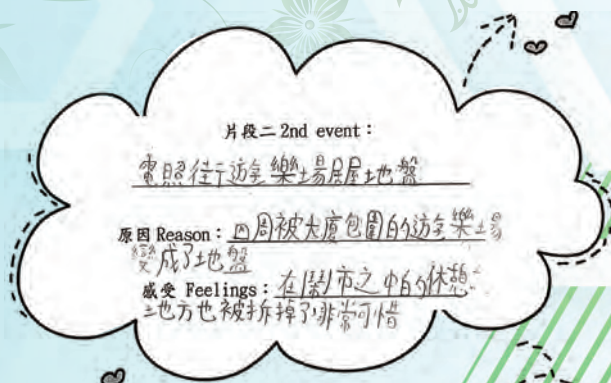
老師們分組在不同地點進行直播。
Teachers conducted live broadcast in teams from various locations.



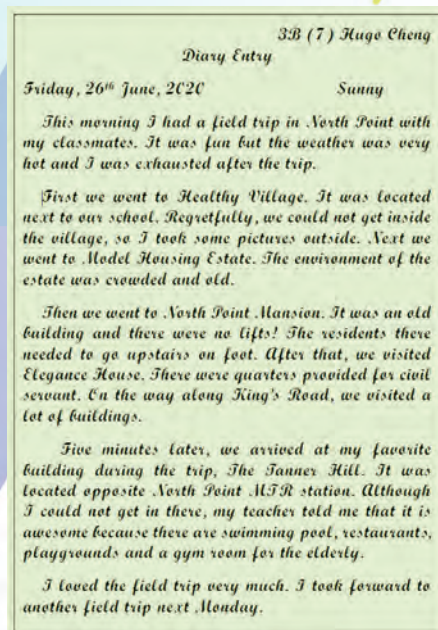
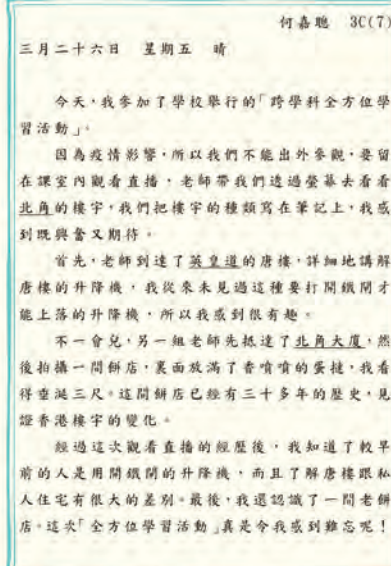
以直播及互動形式介紹北角房屋種類。
Different types of housing in North Point were introduced through live and interactive broadcast.



同學透過視像即時回答的老師提問。
Students are answering questions in real time.



學生感慨鬧市中的遊樂設施被拆掉。
Students express regret for the removal of recreational facilities in the city.



學生以日記形式記錄活動最深刻的印象。
Students record their best memories of the activity in their diaries.

小四跨學科全方位學習活動—— 從太古發展窺探歷史

P4 School-based Cross-disciplinary Life-wide Learning Activity - Discovering History through the Development of Tai Koo

小四跨學科全方位學習活動於 2021 年 3 月 24 日
以面授及 ZOOM 錄播形式進行，以「從太古的發展窺
探香港歷史」為主題，地點包括校史室、太古及柏架
山。在疫情影響之下，為了準備是次活動，老師們組
成拍攝團隊，分工合作到不同的地點拍攝，甚至步行
上山錄影實況，講解生動有趣，務求讓
學生具置身其中之感，從中學習、了解
香港歷史，又可透過影片感受大自然的
奇妙之處。歡迎掃描二維碼觀看精華短
片。



PUN U ASSOCIATION WAH YAN PRIMARY SCHOOL

Founded 1971



跨學科全方位外景拍攝團隊。

The outdoor production crew of the LWL activity.



P4 school-based cross-disciplinary Life-wide Learning
activity, themed 'Discovering the History of Hong Kong
through the Development of Tai Koo', took place on 24th
March 2021 through face-to-face teaching and ZOOM video
recording at various locations, including the School History
Room, Tai Koo and Mount Parker. Due to the pandemic,
teachers had recorded videos at various locations in
teams to prepare for the activity. The production crew even
walked up the hill to record videos with vivid commentaries
so that students were able to feel immersed, to learn
and understand the history of Hong Kong, as well as to
appreciate the wonders of nature. Please scan the QR code
to watch video clips.



由學校出發至戰時爐灶約 6 公里路程，這次上山拍攝並不簡單。

The 6 km journey from campus to the wartime stoves was a real
challenge to our production team.



拍攝時亦請學生細心聆聽大自然的聲音。

Students are instructed to listen carefully to the
sounds of nature during the video shoot.



拍攝防空洞讓學生了解香港人於淪陷時期的苦況。
An air raid shelter was introduced in the video
so that pupils could understand the plight
of living in Hong Kong during the Japanese
occupation.



校長向學生講解爐灶的用途。
The Principal explained the
use of stoves to pupils.

● 填寫屏風樓對社會、環境及經濟各方面所造成的影響。

正面影響	負面影響
可供應更多住宅單位， 從而減輕房屋短缺的 問題，來應付大量的新 移民。 增加就業機會。	增加大量的房屋， 造成空氣污染， 增加交通壓力， 增加噪音， 增加交通壓力， 增加噪音， 增加交通壓力， 增加噪音。
促進經濟發展， 增加就業機會， 增加交通壓力， 增加噪音， 增加交通壓力， 增加噪音。	增加大量的房屋， 造成空氣污染， 增加交通壓力， 增加噪音， 增加交通壓力， 增加噪音。

學生分析屏風樓的影響非常詳細。

Students give a very detailed analysis
on the walled buildings in HK.



(英文科) 有些學生的詩歌創作以立體形式展示，
甚具特色。

(English Language) Some students created
characteristic three-dimensional displays of
their poems.



(英文科) 學生創作新詩，
並貼上配合主題的圖片。
(English Language) Students'
poems and relevant photos.

華小向全港教師專業分享： 「新常態」全方位學習

PUWY's Professional Sharing to HK Teachers: 'New Normal' Life-wide Learning

2021年4月23日，校長、課程主任及學生支援領導組統籌主任獲教育局全方位學習組邀請，與教育同工在網上分享教師專業培訓課程「新常態」全方位學習，主題是「善用社區資源進行跨學科網上全方位學習及服務學習」，大約有350位同工參與是次分享，參加者都表示內容豐碩，獲益良多，有關內容已上載至教育局全方位學習網站（巡禮六 MP41 和 MP42），與學界同工分享成果，請掃描二維碼瀏覽。



On 23rd April 2021, our Principal, PSMCD and PSM were invited by the Life-wide Learning Section of the Education Bureau (EDB) to share their experience virtually with their fellow teaching professionals at the 'Teacher Professional Training "New Normal" Life-wide Learning' programme. The theme of our presentation was 'Effective Use of Community Resources to conduct Cross-disciplinary Life-wide Learning and Service Learning in the New Normal'. There were about 350 participants, who commented that the contents were rich and highly beneficial. Please scan the QR code to browse the materials shared publicly on EDB's Life-wide Learning website (MP41 and MP42 of Highlights 6).

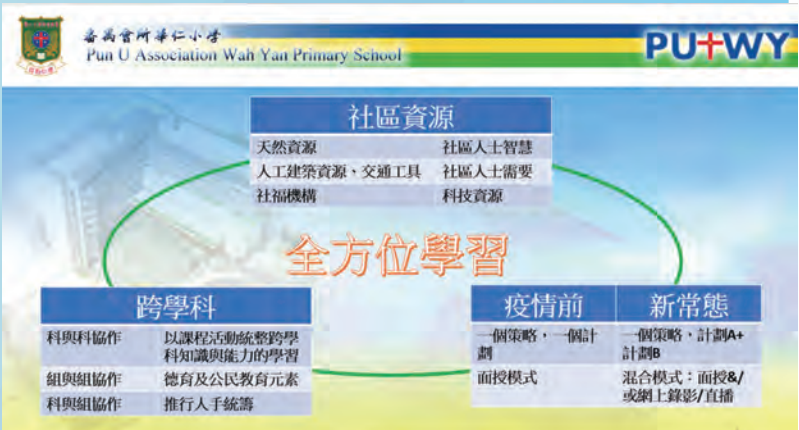
蔡穎思主任分享服務學習組在疫情下成功籌備及推行多項與品德價值有關的服務活動，讓學生透過服務學習的實踐活動，強化學生的同理心、慈悲心等校本 21 項品德價值觀，培育具社會責任的領袖，願意為他人服務和陪伴受服務者的男孩子。

Ms Maggie Choi shared how the Service Learning Team successfully planned and launched various service activities related to moral values during the pandemic. These practical activities in service learning strengthened pupils' empathy, compassion and the rest of the school's 21 moral values, and nurtured them to become socially responsible leaders who care for and serve the poor and neglected.



黃佩斯主任分享本校跨學科全方位學習如何善用學校所屬新社區的資源及全日制的有利條件，在疫情下仍然能透過課程統整及系統性跨學科全方位學習活動，豐富學生的學習經歷和效能，讓各學科學習到的知識、技能和態度得以鞏固、延伸、應用和展示，以促進學習的成效。

Ms Gloria Wong shared how our cross-disciplinary life-wide learning harnessed the school's new community resources and the benefits of whole-day schooling. During the pandemic, we were still able to enrich students' learning experience and enhance their learning efficiency through curriculum integration and systematic cross-disciplinary life-wide learning activities, so that they could consolidate, extend, apply and display their knowledge, skills and values gained from each subject.



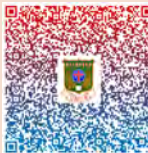
關心劏房戶困境 致函政府促改善

Letter to the Government Showing Care for Subdivided Flat Occupants

為了讓同學更深入了解住在劏房的基層市民(劏房戶)的住屋情況,關社大使於2021年2月舉辦了「迷你劏房模型比賽」,讓同學體會到基層市民面對的困難,學會感恩和關心貧困及被忽略的人,以同理心及慈悲的心關心社會。

比賽由慈善訂購「僑住一基層房屋」攝影集,認識基層市民生活講座等活動揭開序幕。18份初賽入選作品除在校內展出,還上載本校網頁,歡迎掃描二維碼,全景360度觀賞社會基層的縮影,讓公眾、家長及師生透過是項活動成果,微觀社會問題,思考幫助別人的方法。比賽後,學生會收集了同學們的意見後,更致函行政長官,表達本校學生對基層市民生活環境的關注及提出改善建議。

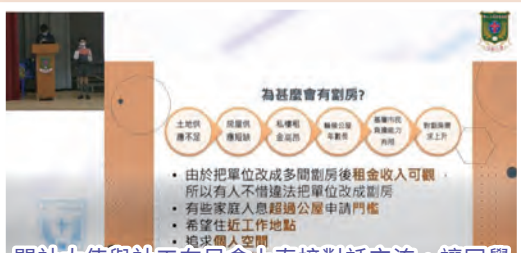
九月,教區出版的《喜樂少年》全面報導「迷你劏房模型比賽」的活動花絮,並訪問參賽學生,傳播關心社會的信息。



To have a deeper understanding of the grassroots housing situation, our Social Concern Ambassadors hosted the 'Mini Subdivided Flat Model Competition' in February 2021, for our students to understand the difficulties faced by the grassroots. Students also learn to be grateful and care for the poor and the neglected, as well as to care about society with empathy and kindness.

The competition started with the charity sale of 'Trapped', a photo album on grassroots housing, talks on the lives of low-income families, and other activities. 18 selected works from the preliminary round were exhibited on campus. They were also uploaded to the school website and available for view by scanning the QR code. The photographs offered a microcosmic view of grassroots lives, prompting the public, parents, teachers and students alike to scrutinise social issues and consider ways to help people in need. After the competition, the Students' Association collected opinions from students and wrote to the Chief Executive, raising the concerns our students had about the living conditions of low-income families and providing suggestions for improvement.

In September, Joyful Youth published by the Diocese provided full coverage of highlights from the 'Mini Subdivided Flat Model Competition', including interviews with participating students, spreading the message of care for society.



關社大使與社工在早上直接對話交流,讓同學更深入認識劏房戶的居住情況。

Social Concern Ambassador is having a direct dialogue with social workers to allow our students to have a better understanding of the lives of subdivided flat occupants.



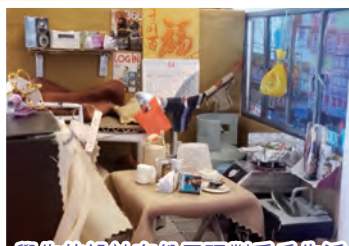
關社大使於實時視像工作坊中向同學分享製作劏房模型的技巧及注意事項。

Social Concern Ambassador is sharing techniques and points to note of subdivided flat model making with fellow students during a ZOOM workshop.



入選的模型作品展附上學生感想供師生觀賞。

Teachers and students are attending an exhibition of selected student works and reflections.



學生的設計充分展現劏房戶生活擠迫的困境。

Our students' design fully demonstrates the poor living conditions in subdivided flats.



從房間的佈局可見學生已了解劏房戶的居住環境。

The model layout shows the students' understanding of the living conditions in subdivided flats through the model layout.



廁廚合一帶出了劏房的衛生問題。

The toilet and the kitchen combined in one room highlights the issues of hygiene of subdivided flats.



狹小的居住空間容易發生家庭衝突。

Small living spaces are conducive to family conflicts.



學生會致函行政長官為基層市民發聲。

The Students' Association writes to the Chief Executive to voice out for the grassroots.



「模擬北京利瑪竇神父墓園」考察活動

Simulated Beijing Fr. Ricci's Cemetery Study

鑑於冠狀病毒的疫情影響，未能安排小六學生前往北京參加八天的歷史文化科技課程。為此，我校特意舉辦「模擬北京利瑪竇神父墓園考察活動」，透過在禮堂豎立的模擬北京利瑪竇神父墓園的場景，讓學生透過兩節的預習大課，以及現場考察活動，認識在中國傳教的耶穌會傳教士生平，了解其傳教精神以及為科技、文化所作的貢獻。期望未來的他們也能像傳教士一樣為自己定下目標，懷着堅毅不屈的精神，不斷追求卓越。歡迎掃描二維碼觀看當天的精華片段，以及部分同學的學習成果。



Due to the coronavirus pandemic, our school was unable to arrange for our students to attend an eight-day history, culture, science and technology programme in Beijing. Thus, we held a 'Simulated Beijing Fr. Ricci's Cemetery Study' activity, in which students attended two mass lectures and studied in a replica of the Cemetery erected in the hall, to learn about the lives of Jesuit missionaries in China, and to understand their spirit and contribution towards science, technology and culture. We hope that our students can set targets for themselves in future to pursue excellence with perseverance. Please scan the QR code to watch highlights of the day, as well as some of our students' learning outcomes.



經驗：耶穌會·中國·華仁



觀看當年墓地工作人員為師兄介紹墓碑歷史的短片。

Watching videos of cemetery staff introducing the history of the gravestones to our alumni.



(上) 北京滕公柵欄墓地入口牌坊，(下) 華小禮堂陳列的牌坊複製版。

(Upper) Portal of Zhalan Cemetery in Beijing
(Lower) Replica of the portal erected in the school hall.

大課由校長主講：「耶穌會在中國」
The Principal is giving the mass lecture 'Society of Jesus in China'.



在模擬墓園經歷利瑪竇神父的模擬葬禮。
Experiencing a simulated funeral of Fr. Matteo Ricci at the simulated graveyard.



學生運用 iPad 掃描三維碼來閱讀傳教士更多資料。

Scanning QR codes with iPads for more information about the missionaries.



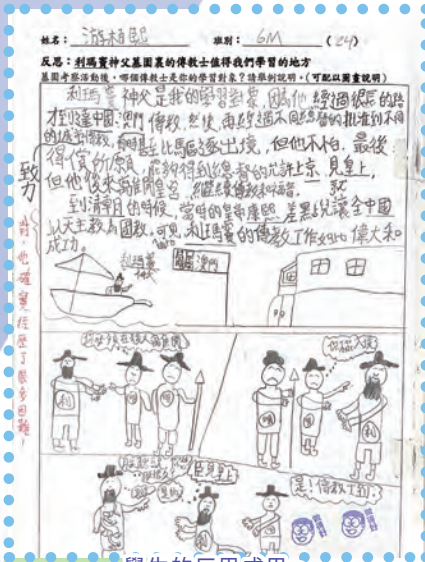
學生分組考察10位傳教士的墓碑。
Students are studying the gravestones of 10 missionaries in groups.



李老師帶領學生進行反思。
Miss Sandy Li is leading our students to reflect.



校長認真地引導學生思考偵查任務。
The Principal is guiding our students to tackle investigative tasks.



學生的反思成果。
Students' reflection outcomes.

京港兩地網上觀課及評課專業交流

Beijing-Hong Kong Online Professional Interflow: Lesson Observation and Evaluation



本校一直致力為教師和學生提供學術及專業交流的機會，但受疫情的影響，雖然小六老師和學生都未能在復活節期間親身前往北京參觀、考察，也未能與中關村第四小學（北京姊妹學校）進行面對面的交流，但可以利用互聯網，透過實時視像會議進行兩日的交流活動。學生方面，兩校都進行跨校的數學科大課，以及小組學習活動；教師方面，也進行了觀課及評課專業交流，分享教學心得和教學法。這次網上交流讓兩地老師和學生均有所得益。

Our school strives to provide opportunities for academic and professional interflow for teachers and students. Despite the inability to bring P.6 teachers and students to visit Beijing, and conduct face-to-face exchange with our sister school Zhongguancun No. 4 Primary School during Easter, we were able to conduct a two-day exchange programme with live video conferencing. Students attended mass lectures in Mathematics and small group learning activities, while teachers had professional interflow through lesson observation and discussion, sharing their teaching experience and pedagogical approaches. The online exchange programme benefited teachers and students from both schools.



本校李志豪主任提出一些數學難題，讓兩地小六學生進行跨地域的討論。
Mr C.H. Lee from our school is raising some difficult mathematics problems for P.6 students from both schools to discuss.



兩地學生進行視像分組討論活動。
Students from both schools are conducting group discussions through video calls.



與北京四小的學生分享計算結果。
Sharing calculation results with fellow students in Beijing.



老師們專注地進行網上數學科觀課。
Teachers are conducting online Mathematics lesson observation attentively.



本校黃佩斯主任分享跨學科全方位學習課程。
Ms Gloria Wong from our school is sharing about the cross-disciplinary life-wide learning programme.



中關村第四小學的老師為我們分享教學法。
Teachers from Zhongguancun No. 4 Primary School are sharing their pedagogical approaches with us.

馬賽克壁畫「畫中畫」親子繪畫比賽

'Picture-in-Picture' Mosaic Mural Family and Drawing Competition

在校園何處可以看到畢業生特質？除了梯間的展示牌外，有蓋操場還有一幅大型的馬賽克壁畫，名為「聖三環視華小學生及校友在世活上活出畢業生特質」，壁畫上有六塊展板，展板內容每兩年更新一次，目的是讓學生透過作品展示我校的畢業生特質。視藝科在 2020/21 學年再次舉辦「畫中畫」親子繪畫比賽，比賽分為兩個組別：小一至小二為親子組，小三至小六是學生組。現在就讓我們一起來欣賞得獎作品和得獎者的創作意念吧！

Where can we spot our graduates' qualities on campus? Besides the display boards in the stairwell, a large mosaic mural named 'The Holy Trinity Look at PUAWYPS Students and Alumni Live Out Our Graduates' Characteristics Around the World' can be found in the covered playground. The six 'Picture-in-Picture' frames on the mural, updated every two years, are to allow students to showcase the qualities of our graduates through their artwork. In 2020/21, the Visual Arts Panel again organised the 'Picture-in-Picture' parent-child and drawing competition. The competition was divided into two divisions, the family division (P1 to P2) and the student division (P3 to P6). Let us now appreciate the award-winning works and their brilliant ideas of our winners together!

親子組

冠軍
陳信杰(三禮)



十字架代表華小，大樹代表在華小能得到「全方位」的學習。階梯代表不同年級不同的「我」。我最愛的「紙飛機」代表卓越。我能在華小學習，從中認識自己，明白長大的同時，亦要承擔責任，從失敗中學習，再向前邁向卓越。

學生組

冠軍
黎靖(三仁)



我是華仁仔，精通中、英、數、常。我關心社區、香港、國家和世界，喜愛視覺藝術、音樂、體育和資訊科技。我對事物充滿好奇，而且富想像力，並具備邏輯性思維能力。

亞軍
趙文熙(二禮)

華仁仔在天主、華小和老師關愛的懷抱中，培養出華小美好的畢業生特質。



亞軍
蔡卓彥(四信)

透過砌圖，腦部會產生各種不同的活動，好比我們鍛鍊具備所需的智能，白色較簡潔，希望作品能在色彩繽紛的壁畫上帶出不同的視覺效果。



季軍
呂俊謙(一勤)

感謝天主愛我，我會和天主一起愛護大自然。



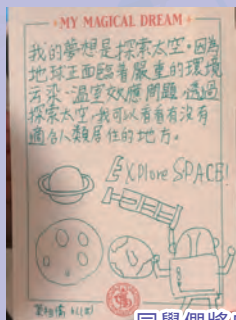
季軍
何廷曦(五仁)

與不同種族、性別、年齡或社會上不同階層和背景的人也能夠同儕共處，並且牽絆同行。當他們感到孤單或失意時，我也會適時地關心他們，朋友間應該互相尊重，一起分享大家的興趣。感謝天主賜給我們健康的身體，可以體會做運動的樂趣。



「迪士尼飛行探索之旅」 向夢想展翅高飛

Disneyland Flight Expedition Dream and Fly High



同學們將自己的夢想寫在「奇妙心願卡」上，與香港迪士尼樂園分享。
Students share their dreams with Hong Kong Disneyland on 'magical dream cards'.

2021年4月初，香港迪士尼樂園邀請了校長及課程主任為樂園「迪士尼生命教育活動日——成就夢想」價值教育課程設計給予專業意見。十五位小六學生於5月10日被挑選參加是項全方位體驗式學習。

學生在活動前自行搜集「奇妙夢想城堡」內十多位公主和女王的資料，了解她們所持守的價值觀，並開始反思自己的夢想。遊覽當日尋找華特·迪士尼先生成功將夢想變成真的原因，以及公主和女王們面對挑戰、實踐夢想時所持守的價值、特質和堅毅精神。此外，學生還要利用校本小六STEM飛行課程的知識，去觀察飛行裝置，反思現實中的飛行原理。

整個體驗活動除了帶來多元化的戶外學習體驗外，更重要的是提高了學生的學習興趣，啟發他們主動去探索知識，追求夢想。當天有傳媒現場拍攝及採訪，歡迎掃描二維碼觀看花絮片段。



同學們完成體驗活動後，獲發「迪士尼樂園探索之旅」證書。
Students are awarded the 'Disney Theme Park Adventures' certificate after completing the activities.

In early April 2021, Hong Kong Disneyland invited our Principal and PSM(CD) to provide professional advice on the design of the 'Disney Life Education Activity Day - Dream it, Do it' Values Education Programme. On 10 May, 15 P.6 students were selected to participate in life-wide experiential learning programme.

Before the activity, students conducted independent research on the princesses and queens in the Castle of Magical Dreams, to understand the values they hold and to start reflecting on their own dreams. On the day of the visit, students went to uncover how Mr Walt Disney succeeded in realising his dreams, as well as the values, qualities and persevering spirits that the princesses and queens held when facing challenges and fulfilling their dreams. Furthermore, our students observed flying devices and applied knowledge from the school-based P.6 STEM aviation course to reflect on the principles of flying in practice.

In addition to bringing a diverse outdoor learning experience, the activity piqued students' interest in learning and motivated them to proactively explore knowledge and to chase their dreams. Please scan the QR code to watch the media interview of the day.



同學們觀察飛行裝置。
Students observe flying devices.



運用 iPad 進行多元化的體驗活動。
A variety of experience activities are conducted with iPads.

小小發明家資優創意計劃銀獎

Silver Award in 'Junior Inventors' Gifted Creativity Programme

2021年4月，本校六位小六學生參加了皇仁書院舉辦的第五屆「小小發明家」資優創意計劃，主題為「想·創校園遊」，參賽學生需運用網上平台創作屬於自己學校的校園展覽，並設計遊覽路線，在虛擬世界裡介紹學校。比賽設「最受歡迎展覽廳」獎項，在網上由公眾投票選出，最後，作品獲頒發第五屆「小小發明家」資優創意計劃最佳展覽廳銀獎。得獎作品已上載於學校網頁，歡迎掃描二維碼觀看參賽學生努力的成果。



In April 2021, six P.6 students participated in the 5th 'Junior Inventors' Gifted Creativity Programme organised by Queen's College. Participating students were required to introduce their schools on an online platform by creating a virtual exhibition of their campuses and designing touring routes. The 'Most Popular Exhibition Hall' award was selected by online public vote. Our students' exhibition was awarded the Silver Award for the Best Exhibition Hall. Our award-winning work has been uploaded to the school website and is available for viewing via this QR code.



歡迎參觀我校學生設計的虛擬展覽廳。

Welcome to have a visit at our School's virtual exhibition hall designed by our students.



藉此機會讓就讀皇仁書院的華小畢業生順道回校探望老師。

PUWY graduates who are now studying at Queen's College take this opportunity to visit teachers at their alma mater.



因疫情關係未能舉行頒獎禮，只能在網上公佈結果，再由皇仁書院老師陪同華小畢業生送來獎盃，由校長代獲獎學生接過獎盃。

The award ceremony was replaced by an online result announcement due to the pandemic. The Principal then received the trophies on behalf of our students from teachers at Queen's College and PUWY graduates.



校長代頒發獎盃給獲獎的六位學生——(由左至右)梁溥林、賴俊杰、姚正樂、陸綽祺、郭錫熙、莫祖僑。

Principal awards trophies to the six award-winning students: Will Leung, Elvis Lai, Oliver Yiu, Charles Lu, Cyrus Que, Riley Mok (from left to right).

職場體驗計劃——醫生與律師

Workplace Experience Programme - Doctors and Lawyers

2020/21 年度持續舉辦校本資優教育及生涯規劃課程——「自我認識 生命探索」職場體驗計劃，使學生能勇於探索自己的夢想職業，找到追尋理想的航道，以行動實踐目標和理想。計劃是按全體學生在工作坊及職場講座的表現，遴選二十四位反思能力高的小五學生進入計劃第二層次活動。

計劃中最富意義的活動就是邀請校友及家長成為學生的啟蒙導師，以其專業，作為學校及社會的橋樑，向學生分享職場所需要的共通能力及工作態度。最後，由老師帶領學生分組，開展行動計劃及進行反思，幫助學生持續探索，向自己的夢想進發。

Our school has a gifted education and career planning curriculum: 'Self-understanding and Exploring Life' Workplace Experience Programme, allowing students to explore their dream professions, chart the course to go after their dreams, and achieve their goals and dreams through action. 24 P5 students with strong reflective ability were selected for the second stage based on their performance in worksheets of workshops and career talks for all.

The most meaningful activity of the programme was having alumni and parents as mentors, who acted as a bridge between the school and society through their expertise, as they shared generic skills and work attitude required in their profession. In the end, with the help of our teachers, students were divided into groups to reflect on their action plans in order to continue their exploration towards their dreams.



感激兩位校友到校主持職場講座及體驗活動。
(上為舊生兼家長啟蒙導師：何存曦律師；下為舊生啟蒙導師：梁健年醫生)
Our sincere gratitude goes to the two alumni for hosting career talks and mentorship experience (Top: Mr Ho Chuen Hoi, alumnus-cum-parent mentor; Bottom: Dr Kenneth Leung, alumnus mentor).

第一層次：全級模式 Stage 1: Full Participation

1. 以多元智能為本職場體驗認識自我工作坊
Multiple intelligence-based Workplace Experience and Self-understanding Workshop



學生須完成有關分析個人八大智能強弱的預習工作紙。
Students complete a preparation worksheet which analysed their 8 intelligences.



學生認真參與，積極發問。
Students engage attentively and asked questions actively.

2. 職場講座（醫生）
Career Talk (Doctor)



學生專心聆聽梁醫生分享有關醫護及長者義務工作的經驗。
Students listen carefully to Dr Leung sharing his experience on healthcare and volunteering for the elderly.



期望學生能從梁醫生身上領悟到「願意為他人服務和陪伴受服務者的男孩子」的精神。
We hope that students are able to understand the spirit of 'Boy For and With Others'.

第二層次：抽離模式 Stage 2: Selected Participation

1. 職場體驗活動（事務律師）
Workplace Experiential Activity (Solicitor)



何律師與入選學生分享律師工作，更解釋律師袍穿法。
Mr Ho shares his experience as a solicitor with selected students and explain how a court dress should be worn.



律師的公文包是一個「百寶箱」。
A lawyer's briefcase is a treasure trove.

2. 行動計劃
Action Programme



學生分組討論與生活相關的問題——房屋僭建，並運用iPad查找法律條文，去解決日常法律糾紛。
Students discuss the issue of unauthorised building works in groups, using iPad to find legislation to resolve common legal disputes.



夢想職業是做獸醫的宗正浩同學，為改善肢體動覺智能（手指靈活度）做行動反思計劃：學習縫紉破舊衣物。
Chung Ching Ho, who dreams to be a veterinarian, learns sewing to mend clothing in order to develop his bodily-kinesthetic intelligence.

資優生科本跳級課程及各類輔導支援策略

Gifted Students' Acceleration Programme & Multi-mode Academic Support Strategies

本校按照學生不同能力的發展需要，訂定適切的學習計劃，當中包括生本科本跳級（按個別學生能力，以學科為本）學習計劃。科本跳級計劃由資優組負責，於學年中及學年終分級教師會議時，根據學生的測考數據，並按教育局《實踐校本資優教育參考手冊：加速課程》的指引，甄選出對學習有濃厚興趣，其學科的能力有高一級的資優生，參與科本跳級，該科升至符合其能力的級別。學生跳級後，資優組和訓輔組老師會定期監察跳級學生的學業及社交情意發展，確保跳級學生能適應跳級的課堂及人際相處。



科本跳級學習計劃第一次有六年級資優生完成中一躍進（英文科）課程。
For the first time, a P.6 student completed the school-based learning acceleration programme (English) at S.1 level.

除照顧資優生的學習需要外，本校同時關顧學習上有特殊需要的學生。科任老師會根據學生年終的學科成績表現，推薦有需要接受額外不同的支援，以改善學生在學科上的學習表現，務求能在不同層面上支援學生的學習需要。以下是按學習需要開設的輔導班：

Our school offers bespoke study programmes according to the developmental needs of students with different capabilities, including the student and subject-based learning acceleration programme.

The acceleration programme is managed by the School's Gifted Education Team, who screen students for subject-skipping in midterm and end-of-term meetings based on their assessment results, and in accordance with guidelines set by the Education Bureau in the Reference Manual for Implementing Gifted Education in School: Acceleration Programme. Students who show keen interest in learning and demonstrate subject ability of a higher level are selected for acceleration in the particular subject to a class that matches their ability.

The academic, affective and social development of the accelerated students are regularly monitored by teachers in the Gifted Education Team and the Discipline and Guidance Team, to ensure that they adapt well to the new classes and daily interactions with older peers.

In addition to catering for the learning needs of our gifted students, our school also looks after students with special educational needs. To support learning needs in different ways, subject teachers refer students to additional assistance based on their year-end results, to improve their academic performance in specific subjects. The following are the tutorials set up based on learning needs:

清晨輔導 Before-class Remedial Classes	安排於課前時間跟學生鞏固，重溫學習重點。 Additional remedial classes are arranged before class to consolidate and revisit key learning areas.
課內輔導 Curricular Tutorial	於同級額外抽出一組需要輔導的學生，於共同課堂時間以小班形式上課。 Students in need of tutoring are selected for small-group learning in parallel to other classes.
課後輔導 After-class Tutorial	又名「智叻加油站」，幫助學生學習課堂上未能掌握的難點。 After-class tutorials are designed to assist students in overcoming any difficulties in class.
入班支援 In-class Assistance	於班中按着個別學生的需要，提供具策略性及針對性的學習支援給予學生。 Strategic and targeted academic support is provided in class according to individual needs.



清晨輔導班的同學專注地玩重組句子遊戲。
Students are concentrating on their word order games during before-class remedial classes.



課內輔導善用資訊科技學習。
Effective use of information technology can be observed during curricular tutorials.



小班學習有助照顧個別差異。
Small-group learning caters for individual differences.

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