



番禺會所華仁小學

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

校訊

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地址：香港灣仔司徒拔道肇輝台1F 電話Tel：(852)2572 2140 傳真Fax：2572 4970 電郵Email：puwyhk@netvigator.com
Address：1F Shiu Fai Terrace, Stubbs Road, Wanchai, Hong Kong. www.puwy.edu.hk https://www.facebook.com/puwynews/

Conscience

新校舍的喜與憂

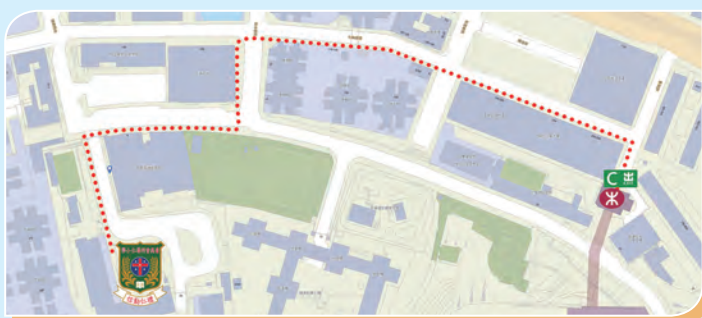
Joy and Worries of the New Campus

我們的新校舍有甚麼值得欣喜與(短暫的)擔憂呢？令人欣喜的是交通方面，新校舍位於北角百福道二號，距離鰂魚涌地鐵站約350公尺，由鰂魚涌站C出口步行只需5分鐘便可到達新校舍大閘門，比灣仔站步行至肇輝臺校舍大門的20分鐘更快捷，更接近社區。學校附近有多個路邊和室內停車場，訪校人士不必停泊路邊。



其次，樓高七層的新校舍約有4700平方米，比肇輝臺校舍1880平方米佔地廣，設有24個標準課室及多個特別室，包括有高於標準面積的圖書館和音樂室、模擬飛行駕駛室、校史室、小聖堂、中文室、英語室等等。另外，還有一個禮堂、有蓋操場及室外籃球場等。新校舍提供了更寬敞的活動空間，讓老師和學生在校園舉辦不同的活動和訓練。

其次是校舍面積，樓高七層的新校舍約有4700平方米，比肇輝臺校舍1880平方米佔地廣，設有24個標準課室及多個特別室，包括有高於標準面積的圖書館和音樂室、模擬飛行駕駛室、校史室、小聖堂、中文室、英語室等等。另外，還有一個禮堂、有蓋操場及室外籃球場等。



The new school campus brings us both joy and worries. Speaking of joy, the transport of the new campus will be more convenient than the current campus, as its location (2 Pak Fuk Road, North Point) is only 350 m away from the Quarry Bay MTR station. It only requires a 5-minute walk from the station to the gate of the new campus. The current campus requires a 20-minute walk from Wan Chai MTR station to the front gate. Visitors do not have to park their vehicles on the road as there are a few on-street and indoor parking lots near the school.

The new campus is of 4700 m², which is much bigger than the 1880 m² current campus. There are 24 standard classrooms and many special rooms in the new campus, including the Library and Music Room which are bigger than the standard sizes, Flight Simulator Room, School Heritage Room, the Chapel, Chinese Language Room and English Language Room etc. There are also a school hall, a covered playground, an outdoor basketball court etc. The new campus is more spacious for teachers and students to hold various activities and trainings.



「聖三環視華小學生及校友在世上活出畢業生特質」地下馬賽克壁畫。

G/F mosaic mural of "The Holy Trinity Look at PUAWYPS Students and Alumni Live out Our Graduates' Characteristics Around the World".



左邊是音樂室原本的面積，連右邊的擴建部份，是原有面積的三倍。
The original area of the music room (left), together with the expanded part is three times the original size.

此外，新校舍的禮堂比肇輝臺校舍的設備更完善，除了安裝電腦、投影器及熒幕外，還提供冷氣、電視牆屏幕、羽毛球場、舞台燈光及音響設備，可容納全校師生一起集會及進行各項學藝及體育活動。

Facilities of the School Hall in the new campus will also be more comprehensive than the existing hall. Computers, a projection system, air-conditioning, LED Wall, stage lighting and sound system will be installed. The Hall can accommodate all teachers and students to attend assemblies and various arts and sports activities.



五十多年前資助興建舊校舍的「德成堂」仍會為新校舍禮堂冠名。
'Tak Shing Tong', the main donor of the old premises more than 50 years ago, will still be the name of the new school hall.



裝修中的小聖堂。
The chapel under renovation.

值得一提的是在肇輝臺校舍消失了二十年的小聖堂，將會在新校舍再次出現，同學可到小聖堂參加靈修活動及祈禱，而全校不同角落將展示與信仰和學校核心價值有關的視藝及書法作品。

Last but not least, the chapel which has disappeared in the current campus for twenty years will reappear in the new campus. Students can attend spiritual activities and pray in the chapel. Visual arts and calligraphy works that show the religious and core values of the School will also be shown around the new campus.

本校明白興建一所新校舍並非一項簡單的工程，當中一定會遇到不少的困難和擔憂，包括設計上的問題，建築師經常只是從設計的角度出發，無考慮到使用者的需要，例如學校外圍欄杆的尖角鋼條設計容易造成意外。

The School understands that it is not easy to construct a new campus, a lot of challenges and worries lie within the process. Architects often only considered the designs of the facilities without being user-friendly. For example, the sharp steel poles of the fences around the campus might cause injury.



欄杆原本的設計向外翻，尖角向外，面向行人路。
Originally, the sharp edges of the fences were facing the pavement (outwards).



經極力爭取後，尖角已磨平，角度改向內。
The sharp edges were smoothed and were facing inwards after the School had fought for a remedy.



四樓戶外的平台原本的設計是數排隱蔽座位，學生坐下後猶如被罰面壁思過。

The original bench design of the 4/F outdoor area was a hidden one and sitting students would face a wall rather than enjoying a scenery.

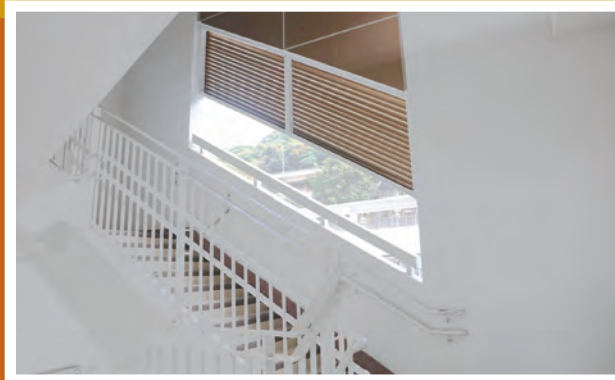


經據理力爭後，椅背已拆去，長檯上的學生可以欣賞植物或與站在花園走廊上的師生閒聊。

The back rests of the benches were removed. Students can look at the vegetations or chat with teachers and students standing on the garden corridor.

因在暴雨下全校三道開放式樓梯(建築署最新設計)皆會被雨水濺濕，師生上落時易生意外，故校方勸說建築署改善中央樓梯的擋雨設計。

The open-staircase (latest ASD design) for all the three staircases would have rendered them slippery during rainstorms, increasing the risk of slip-and-fall accidents. Therefore, the School urged the Architectural Services Dept.(ASD) to improve the design of the central staircase.



最終在中央樓梯的上半空間安裝防水百葉窗雨擋，讓師生在暴雨下仍有一道乾爽的樓梯可供使用。

At last, a waterproof shutter rain shield was installed at the upper space of the central staircase at each floor. Teachers and students will now have one dry staircase to use during rainstorms.



天台電梯出口旁欠缺雨蓬，大雨時造成大量雨水湧入走廊及升降機槽內，會引致升降機失靈。

There had not been any rain shed beside the elevator's roof exit. This might cause the influx of rainwater into the corridor and the elevator shaft during rainstorms, causing the elevator to malfunction.



經辦學團體及校方堅持加上防撇雨裝置後，建築署才肯加建雨蓬。

The ASD agreed to add a rain shed after the insistence of the School Sponsoring Body and the School.



學校圍欄與百福花園牆邊之間隙縫過闊，可以讓人非法進出校園。

The wide gap between the school fence and the Bedford Gardens wall might allow illegal entry and exit.



建築署正視問題已加建了兩條鐵柱，不能再非法進出。

The ASD added two metal columns to prevent illegal entries.



圖書館借書櫃檯太高，初小學生借還書有困難。

The check-out counter of the library was too high, making it hard for junior students to borrow or return books.

工程需改善的地方仍有很多處，無法逐一臚列出來，但在校訊截稿日仍有多項影響健康衛生和安全的問題未得到解決，包括洗手間尿兜水力太強，將尿兜中液體濺出，尿兜未安裝隔板，尿兜排污渠漏水、馬桶及蹲廁水力不足等問題。

At stoppress, a number of constructional problems concerning public hygiene and safety still exist, such as the flushing strength of some urinals is so strong that the liquid within is splashed out, partitions between the urinals still to be placed, the leakage of some urinal pipes, the weak flushing strength of some toilets, are all problems to be rectified.



只有二樓廁所安裝了尿兜隔板。
Only the 2/F toilet has urinal partitions installed.



其他樓層的尚未安裝。
Installation on other floors have not begun.



校長與校務處同事以樣本測試馬桶沖水的力度。
Our principal and office staff tested the toilet flushing strength with samples.

最後，可喜的是建築署於一月開會時態度變得更積極，承諾在3月22日前完成有待解決問題的工程。本校將會繼續勤加督促工程進行，殷切盼望未完善與衛生和安全有關的工程項目能快速完成，讓我們在3月22日巡視新校舍時，能有一個安全、衛生和能有效使用的新校舍，以便復活節假期後能於新校舍上課。

Lastly, we are consoled that the attitude of Architectural Services Department has become more proactive in January, promising to rectify all problems before 22 March 2019. The School will continue to monitor the scheduled works, and we hope that when we inspect the campus on 22 March it will be a safe, hygienic and effectively functional campus, enabling us to start lessons there after the Easter holidays.

校長為校長業界服務、 為教師創造空間發聲

Principal Serves HK Principals, Asks for Greater Space for HK Teachers

校長陳岡博士最近被選為香港校長中心的主席。香港校長中心是由中學、小學、幼稚園及特殊學校校長組成的一個培養卓越教育領導力的非牟利專業團體，旨在透過提供領導學習的機會，提高校長的專業水平，促進卓越的學校領導和優質實踐策略，以改善香港的教育。

Dr. Tan was recently elected Chairman of the Hong Kong Principals' Institute. This Institute is a non-profit making professional body consisting of principals of kindergartens, primary, secondary and special schools, aiming to enhance professionalism of principals, and to promote excellence in school leadership and practices for the betterment of education in Hong Kong, through the provision of leadership learning opportunities.

2018年10月20日，校長獲邀擔任分享嘉賓，出席由教育2.1及大教育平台主辦，團結香港基金、香港大學教育學院、香港津貼中學議會、香港津貼小學議會、香港政策研究所、和富社會企業和三聯書店協辦的「教育的香港故事——下一章」研討會，共同回顧教育改革二十年的發展，並檢討未來發展新方向。

研討會主禮嘉賓行政長官林鄭月娥女士致詞辭後，校長與大教育平台督導委員會委員戴希立校長、香港大學李嘉誠醫學院院長梁卓偉教授、教育2.1首席研究員程介明教授、鄭州大學首席教授李榮安教授等人一同探討「從教改經驗再思教育新方向」，與在場約300名中小學校長、教育界及專業界人士就此進行交流。校長在研討會上表示，香港教育發展最大的優勢，是教師的巨大承擔感和承擔能力。比起大部份教育先進國家，我們大部分屬津校的教師沒有公務員的福利，但教擔比其他國家的教師重，仍然承擔開發校本課程、和成立法團校董會後新加的行政工作。教師在教改成果背後作出了很大的努力，但不少舊有的全港系統性限制，卻未能為教師釋放空間去配合教改。例如：教改強調的全人教育元素與幼升小、小升中和大學收生這三個壓力聚焦點背後，與傳統學術能力競逐學位的機制格格不入；政府要求學校成立具有更大校本權力的法團校董會，卻沒有提供行政資源、令本職是教學的老師行政工作加重；當局只撥錢給學校推行STEM教育，卻不給予學校最需要的創科業界技術人員支援；教改強調教師團隊的合作，但大學師訓卻沒有在這一方面對準教師有任何評核上的要求，反映的仍然是三十年前的思維。當局須理順這些矛盾，為教師創造更大空間，才能在教改下一章見到學生和社會有更大的得益。



校長(右一)於香港校長中心2018年11月舉辦的國際研討會中與教育局楊局長(左三)及來自加拿大、澳洲、新加坡及本港的眾講者及主持合照。

At an international conference organized by the Hong Kong Principals' Institute in Nov 2018, the Principal (R1) poses with Secretary Mr. Yeung (L3) and speakers and chairs from Canada, Australia, Singapore and HK.

On 20 October 2018, our Principal Dr. Tan was invited to share his views at the Education 2.1 "Hong Kong Story of Education" Symposium. After Chief Executive gave her address, Dr. Tan and other guests explored with the 300-strong audience the theme "Rethinking of Hong Kong's Education Reform and Development".

Our Principal highlighted to the audience the various mismatches between the spirit of the reform and the old systemic constraints that still go against this spirit and limit the space Teachers have to implement the reform. These constraints include the academic criteria for promotion of students from primary to secondary and from secondary to university vs the notion of all-round education, the lack of administrative support to teachers who received greater non-teaching responsibilities after IMC establishment, Government giving schools only money but not IT expertise in promoting STEM education, and solitary mode of assessment of student teachers in universities despite the indispensable team work among teachers in implementing the reforms.



校長(右五)、特首(中央)與參加研討會的眾嘉賓合照。Dr. Tan (L5), the Chief Executive Mrs. Carrie Lam (centre) and other guests at the symposium.

17-18優質教育基金主題網絡計劃： 跨校專業成果分享

17-18 QEF Thematic Network Project: Professional Sharing of Fruits across Schools

本校連續兩年獲得優質教育基金資助，推行以本校為核心學校的評估素養主題網絡計劃，上學年與其他三間網絡學校（瑪利曼小學、聖伯多祿天主教小學和東華三院鶴山學校）經一年的實踐漸見成效，在不同的場合與全港的學校同工分享，把這一年的教與學經驗製作成教材套，分享當中的成果。

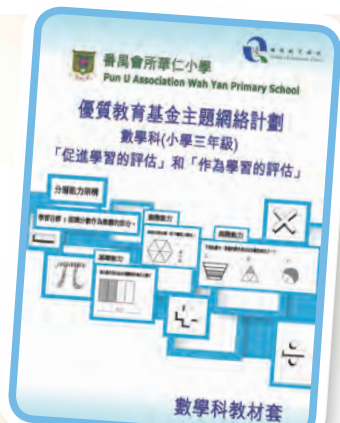
今年，本校繼續作為核心學校，與另外三間學校（東華三院鶴山學校、石湖墟公立學校和香港正覺蓮社佛教陳式宏學校）透過中文及數學科知識能力分層架構以配合不同學生的學習需要，與老師們進行共同備課、觀課、評估及評估後的跟進。

此外，本校更與香港教育大學及香港浸會大學合作，在評估素養的理論層面及利用電子工具分析評估數的角度進行探討，期望提升教師完善學、教、評循環的專業能力，善用校內及校外評估資源，以達致「促進學習的評估」、「作為學習的評估」*。

Our School has been awarded with a QEF Thematic Network Project to improve assessment literacy for two consecutive years. Our School is the core school of the project, guiding network schools including Marymount Primary School, St. Peter's Catholic Primary School & TWGHs Hok Shan School. The first year (2017-18) saw preliminary fruits borne, which were then shared with the school teachers in Hong Kong on different occasions. The teaching and learning experiences of this year were turned into two teaching packages shared with other schools.

This year, our School continues leading the project as a core school with three network schools (TWGHs Hok Shan School, Shek Wu Hui Public School and HHCKLA Buddhist Chan Shi Wan Primary School) based on the differentiated knowledge/skills framework in Chinese and Mathematics to cater for different students' learning needs. During the process, all the participating teachers jointly prepare, observe and evaluate lessons, assess students and conduct post-assessment follow-up.

In addition, our school collaborates with from the Education University and the Hong Kong Baptist University to explore the theoretical aspects of the assessment literacy and the use of electronic tools in assessment data analysis, so as to enhance teachers' professional competence in improving the learning-teaching-assessment cycle, in utilizing internal and external resources to "Assessment for Learning" and "Assessment as Learning"*.



將中文科及數學科的成果製作成教材套。
The final products of Chinese and Mathematics were organised and made into two teaching kits.

於優質教育基金「主題網絡計劃」(評估素養)舉行成果分享會。
Sharing the learning and teaching result of 'Thematic Network Project' (Assessment Literacy).



香港教育大學評估研究中心莫慕貞教授為計劃擔任我們的專業顧問。
Professor Magdalena Mok from the Assessment Research Centre of the Education University was the professional consultant for our project.



於優質教育基金匯展2018舉行成果分享會。
Sharing at the Quality Education Fund Exhibition 2018.

*請瀏覽：於高小數學科(四年級)及高小中文科(四年級)推動「促進學習的評估」和「作為學習的評估」
Please check more information online about 'Assessment for Learning' and 'Assessment as Learning' in senior primary (P4) Mathematics and Chinese Language



H-STEM校本航空課程

School-based H-STEM Aviation Curriculum

本校在上學年於小六開展以人文為本的STEM校本課程，希望學生將來能嘗試以「解決生活上所遇到的問題」來貢獻社會。課程中學生透過學習粒子理論基礎(銜接初中課堂)、飛行力學、地震發生後對災民的影響、利用編程指令操控無人機等，最後，學生需要運用解難能力和創造力模擬利用無人機運送物資到地震災區。

課程屬跨學科元素，涉及航天主題、科學、人文、編程、英語、解難能力及創造力七項元素。課程中老師運用教育局未有範本、校本自訂的評量框架就學生的解難能力及創造力進行評估，務求以紙筆以外的評估模式對學生進行評核。

In the last school year, the School launched a school-based H(umanity)-STEM curriculum in P.6. Students tried to apply the "problem solving skills encountered in life" to contribute towards society in future. In the course, students learned the basics of the particle theory (thus linking to the junior secondary school science curriculum), flight dynamics, impact on victims after earthquakes, and coding instructions to control drones. Finally, students had to apply their problem solving skills and creativity to use drones to transport relief materials to the disaster area.

This cross-curricular course involves seven major elements, namely the aviation theme, science, humanities, coding, English, problem solving and creativity. In the course, teachers assessed students' problem-solving ability and creativity by using school-based rubrics, in the absence of an EDB template, without reliance on students' writing skills.



以戲劇扮演固體粒子的排列方式。
Using drama education to simulate the arrangement of solid particles.



扮演空氣粒子在機翼(椅子砌成)上方和下方的移動情況。
Demonstrating the movement of air particles above and below the 'wing' (outlined by chairs).



嘗試以不同姿勢投擲紙飛機。
Throwing paper planes with different postures.



利用iPad拍攝投放紙飛機的過程。
Recording the flight process with iPad.



觀看擲紙飛機的錄影片段檢討成效。
Evaluating the throw by reviewing the video clips.



觀察模擬災區附近環境定出救援策略。
Studying the surroundings of the simulated disaster area to determine relief strategies.



成功將無人機及物資(紅圈內)停放在災區。
The drone with relief materials successfully landed (within the red circle) in the disaster area.

學界體育「三連冠」

Achieving the Triple Crown in Inter-school Sports

本校於17-18年度東區校際賽事表現卓越，總計田徑、游泳、足球、籃球、排球、羽毛球、乒乓球七個項目，團體成績總分是全區之冠，故榮獲香港學界體育聯會頒發港島東區體育獎勵計劃金獎，這是本校連續三年獲得男子組金獎，因此更最後一次獲頒「三連冠」(2015-2018年度)(男子組)榮譽，以表揚運動員付出的努力(聯會已決定以後不再頒發各「連冠」獎項)。



林駿智及劉晉熹代表領取「三連冠」獎盃。
Lam Chun Chi Amos and Lau Chun Hei represent the team to receive the 'triple crown trophy'.



Gaining the highest overall total scores of seven sports (athletics, swimming, football, basketball, volleyball, badminton and table tennis) in the HK East Area Inter-Schools Sports Competition, the School received the Gold Award in HK Primary School Sports Award Scheme organized by the HK Schools Sports Federation. As we won this Gold Award for the third consecutive year, our School was awarded, for the last time, a 'Triple Crown Trophy (2015-18)' to acknowledge our athletes' hard work. (The Federation has decided to abolish the 'multiple crown trophies' in future.)

校內水運展潛能

Full Development of Potentials in Intra-school Gala

本校一年一度的水運會於九月六日在維多利亞公園圓滿舉行，期望透過水運會能提升學生對游泳的興趣，進而強化學生心肺功能及培育其堅毅的生命素質。自二零一三年開始舉辦第一屆水運會，參與人數每年遞增，本年度共有428人次報名參加，有五項破大會紀錄的傑出成績。比賽當日會場氣氛熾熱，健兒投入比賽，同學及家長的打氣聲此起彼落，最激烈的場面當然是教職員和家長在水中互相競技，同學們振臂高呼，為校長和老師吶喊打氣。

The Annual Swimming Gala 2018 was fruitfully held on 6 Sep. This year's number of participants, 428, was the highest since the first gala in 2013, and five records were broken. Under the generous support of students and audiences, all swimmers excelled to their best in the parents and teachers relay at the end.



恭喜盧敬心和麥景琳一同奪得最佳運動員，當天兩人平分各項賽事的冠軍。
Loo King Sum and Mak King Lam, the two best athlete.



頒獎後不禁歡呼勝利！
Great happiness and enjoyment after receiving the awards.



華小泳隊的新力軍展顯燦爛的笑容。
The outperforming youth swimming team members.



家長教師接力賽獲獎的隊伍。
The winners of parents and teachers relay.

游泳中追求卓越 破大會和個人紀錄

Excellence in Swimming: Breaking Inter-school and Own Records

十一月二日本校游泳隊參加了由香港學界體育聯會舉辦的港島東區校際游泳比賽，各組隊員均能發揮水準，盡展所能，取得三項破紀錄的卓越成績，獎項如下：

The School's swimming team members devoted their full efforts in The HK East Area Inter-school Swimming Competition on 2 November. They amazingly broke three records:

賽事 Event	隊員 Member	成績 Awards	賽事 Event	隊員 Member	成績 Awards	賽事 Event	隊員 Member	成績 Awards
50m 蛙泳 Breaststroke	6B2 盧敬心	冠軍 Champion	4×50m 接力(自) Freestyle relay	麥景琳 張晴朗 馮卓軒 陳峻豪	殿軍 4 th	50m 蛙泳 Breaststroke	4A2 陳維正	冠軍 (破紀錄) Champion (Record-breaking)
100m 蛙泳 Breaststroke	6B2 盧敬心	冠軍 Champion				50m 自由泳 Freestyle	4A2 陳維正	冠軍 Champion
50m 蝶泳 Butterfly	6B1 梁晉僑	亞軍 1 st runner up				50m 背泳 Backstroke	4A2 黃國君	冠軍 (破紀錄) Champion (Record-breaking)
4×50m 接力(自) Freestyle relay	盧敬心 梁晉僑 陳霆傑 馮祈喬	季軍 2 nd runners up				4×50m 接力(自) Freestyle relay	陳維正 黃國君 李嘉朗 龍建安	冠軍 (破紀錄) Champion (Record-breaking)



甲組全場團體季軍
Overall 3rd in Grade A



乙組全場團體優異獎
Overall Merit in Grade B



丙組全場團體冠軍
Overall Champion in Grade C

游泳隊表現非常卓越，有賴隊員辛勤地參與訓練、周秉濤老師的帶領、教練的悉心指導，還有校長和家長的鼎力支持。

A huge well done to our School's swimming team! Special thanks to Mr Chow and the Coaches for their guidance and the support from the Principal and parents.

繆瀚霆同學是校隊成員之一，他在學期初為自己定下了「邁向卓越」的目標，以下是他參加他港島東區校際游泳比賽後的訪問：

陳維正同學為自己訂下的「邁向卓越」個人計劃，他在50米蛙泳項目打破了大會紀錄，比一個多月前舉行的校內水運會快了5秒，期望他在全港校際小學區際賽再創佳績。

Chan Wai Ching Adrian set a plan for himself for achieving personal excellence. Compared with his performance of 50m breaststroke in our swimming gala, he swam 5 seconds faster in inter-school and broke the organizer's record in the same event after a month of devoted practice. Looking forward to seeing his further success in the All HK Inter-Area Primary Schools Swimming Competition.

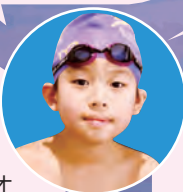


1 你參加了港島東區校際游泳比賽的甚麼項目？Which interschool swimming event did you take part?
50米蝶泳。50m butterfly.

2 這次你的比賽成績如何？What was your time?
56秒。56 seconds.

3 對比9月6日學校舉行的水運會，你的成績進步了多少？How many seconds did you improve over your result on our 6 Sep swimming gala?
我的成績進步了10秒。10 seconds faster.

4 在這短短的兩個月期間，你如何提升自己的成績？How did you improve that much within 2 months?
這兩個月我每星期堅持練習兩次，當我知道有份參與校際比賽，感到十分開心，我告訴自己要更加勤奮操練，才能游得好成績，要盡力挑戰自己的能力。I trained twice a week. After I had learnt that I could represent the School, I told myself I had to train harder to achieve good results and challenge my limits.



5 經過今次的校際比賽後，你定下了甚麼奮鬥目標讓自己繼續追求卓越？What is your next target of excellence after this competition?
經過今次比賽後，我會以46秒為奮鬥目標，繼續參與訓練，比以前更勤奮，還會加強和改善踢腿、手臂運動和呼吸等，以實現這個目標，再次突破個人成績！46 seconds will be my next target. I will train harder, improve my kicks, arm movements and breathing, for another personal breakthrough!

澳洲動力滑翔機飛行遊學團



Glider Flight Tour Down Under

2018年7月21至27日，本校再次舉辦澳洲動力滑翔機飛行遊學團，出發前往悉尼及墨爾本。羅老師帶領同學和家長義工一行十人，延續衝上雲霄各階段課程的學習，認識飛行及宇宙航空發展史，並親身體驗成為飛機師的滋味。(請點擊QR Code觀看遊學團精華。)

From 21 to 27 July 2018, our School organized the second Australian glider flight study tour. Teacher Mr. C.W. Law accompanied a group of ten (students and parents) to Sydney and Melbourne. The study tour, a follow-up of different phases of the Young Pilot Program, helped participants to understand the history of flying and aerospace development, and to experience first-hand piloting an aircraft. (Tour Highlights: QR Code)



走進悉尼最古老的天文台，窺探南半球星空的美麗。
Walking into the Sydney's oldest observatory and viewing the beauty of the Southern hemisphere.



預習和反思時，課程導師Captain Joe講解駕駛滑翔機的注意事項。
During the preparation and reflection time, course instructor Captain Joe explains to the young pilots flying safety precautions.



澳航機師分享駕駛民航機的經驗。
Qantas pilot, Captain Glenn, shares his experience in operating a civil aircraft.



林氏基金總監林宗業先生和同學體驗駕駛滑翔機。
Dr. Sanches Lam, Director of the Lam Foundation, and a young pilot experience flying the glider.



乘搭H135空中巴士直升機是非常寶貴的體驗。
Taking the Airbus H135 helicopter is a precious experience!



澳洲皇家空軍博物館門前的大合照。
At the Royal Australian Air Force Museum.



在二戰Douglas A-20C Boston輕轟炸機前合照，警惕同學空戰的破壞力。
In front of the World War II Douglas A-20C Boston light bomber, reminding us the destructive power of wars.



Captain Laurie在4000呎高空跟同學自拍。
Captain Laurie takes a selfie with one of our students at 4000 feet.

小一家長迎新體驗及歷奇活動

The P1 Parents Experiential and Adventure-based Orientation Day

本校每年開學前都為小一家長舉辦迎新體驗及歷奇活動，是次參加人數比往年多，共有218位。透過一系列的體驗活動，讓家長再次經歷簡化版的六年小學校園生活，包括學術與非學術的學習體驗，使家長們明白「邁向卓越」不單指追求學業或體藝傑出的表現，亦包括服務上有良好的品格，並以實際行動，鼓勵兒子在各範疇上均衡發展，重視學習知識和技能之餘，不忽略品格培育，從而在生活中彰顯出華小的家長特質。

The School organises an orientation day for P1 parents every year. This year, 218 of our P1 parents participated in the orientation day, which was more than the previous years. Parents could experience a simplified 6-year primary school life by experiential activities, including academic and extra-curricular learning experiences. This let our parents understand that "striving for excellence" does not only mean pursuing outstanding performance in academics, sports and arts, but also means having a righteous attitude in services. By actions, parents can encourage their sons to develop equally in various aspects, to focus on their learning knowledge and skills, as well as their education of characters. The parents' characteristics of our School can then be manifested in daily life.



體驗學生日常的課堂活動，包括做試卷和看圖答題。
Parents experience students' daily classroom activities, like doing test papers and answering questions in pictures.

分組代入家長及學生的角色討論學生成長需要。

Through role play, participants share their views (as students and parents) on students' developmental needs.



體驗團隊合作的活動。

Parents experience team cooperation in the activities.

	家長對歷奇活動的意見： Feedback from the parents of the Orientation Day:	非常同意 Strongly agree	同意 Agree	不同意 Disagree	非常不同意 Strongly disagree
A	活動讓我反思子女在學術性及非學術性之均衡發展 These activities made me reflect on the balanced development of academic and non-academic aspects of my child	67.9%	31.1%	0.5%	0.5%
B	活動能讓我反思具體讚賞子女的重要 These activities made me reflect on the importance of concrete praises for my child	67.9%	30.7%	0.9%	0.5%
C	活動能讓我反思除了子女的學業或體藝表現外，品格亦同樣重要 These activities made me reflect on the importance of my child's moral character apart from their academic, sports and arts performances	67%	30.7%	1.8%	0.5%
D	活動能讓我反思當子女面對失敗時應抱有的態度和角色 These activities made me reflect on my attitude and role when my child faces failures	68.4%	29.8%	1.3%	0.5%
E	你滿意活動的內容(時間長短，地點，活動性質等) I was satisfied with the content of the activities (time, venue, nature of the activities)	60.6%	38%	0.5%	0.9%

歷奇活動後家長在問卷中對活動的評價非常正面。

Our parents gave positive feedbacks of the Orientation Day in the questionnaire.

幼童軍團宣誓禮

Cub Scouts Investiture Ceremony

本校15位幼童軍新成員於10月27日在華仁書院舉行幼童軍宣誓儀式。這是幼童軍團第一次與整個旅團一起舉行支部宣誓禮。在領袖的帶領及隊員的見證下，精神抖擻的幼童軍正式宣誓成為15旅的團員。各新團員均能純熟地宣讀出幼童軍誓詞與規律，可見其矢志成為實踐誓詞的幼童軍的決心！期望他們能夠履行童軍「先顧別人後顧己」的誓詞，在日常生活中幫助有需要的人。除了宣誓禮外，還有晉團儀式，四位升中一的幼童軍向團員作簡短道別後，由童軍團團長迎接入童軍團，介紹他們與隊長及其他團員認識。宣誓禮結束後，還舉行了傳統的營火晚會，團員們圍着熊熊大火，一起暢談，一起高歌起舞，洋溢着歡樂的氣氛。

Our School's 15 new Cub Scouts participated in the investiture ceremony at Wah Yan College on 27 October. This was the first time that the Cub Scout Section joining an oath-taking ceremony of the entire Group. Under the witness of the cub scouts and their leaders, the cubs were formally sworn in to become members of the XVHK Group. All the new cubs recited their Promise and the Law smoothly, and showed their determination to live up to their Promise as cub scouts! May they implement their Promise of "Think of others before themselves" and help those in need in their daily lives. In addition to the investiture ceremony, four graduated cub scouts bid farewell to fellow cub scouts, then the Scout Leader welcomed them into Scout Section, introducing them to their captains and other scouts. After the investiture ceremony, a traditional campfire gathering was held. Members gathered around the raging fire, chatting, dancing and singing in brotherhood.



校長與不同的小隊合照留念。
Our principal takes photos with the different teams.



校長及團長為新幼童軍繫上旅巾及戴上帽子。
The new cub scouts receive the cubs' scarves and blocked hats from our principal and the Cub Scout leader.



團長為四位新晉童軍
繫上旅巾及戴上帽子。
The Scout Leader puts the boy
scouts' scarves and hats on the
new members.



宣誓儀式後隊員一起拋帽歡呼。
After the investiture ceremony, the cubs cheer and throw hats.



團員圍着營火一起高歌起舞。
The scouts dance and sing together
around the campfire.



宣誓儀式結束後，團員與嘉賓拍照留念。
After the investiture ceremony, all the scouts and guests take a group photo.

自行決定服務對象， 計劃、執行、檢討關社項目

Self-determination in Service Target and P4-E in Social Service

為培養學生關懷別人和服務他人的精神，並提升他們組織及與人合作的能力，本校每年都為安排義工訓練及服務。但本年度的服務有別於以往成人主導的模式，是採用最高級別的「兒童參與階梯」層次，由學生在培訓後自行決定服務對象，研究相關的社會議題，設計及籌辦不同的校內和校外服務，還要聯絡及與相關機構開會，甚至自行宣傳、招募、訓練其他同學參與他們所設計的活動，推行、檢討和反思整個服務過程。參與的學生名為「關社大使」(前名：學生大使)，旨在關心及關懷社會，認識社會上被忽略及不被理解的弱勢群體，他們策劃的活動和服務如下：



舉行街展，向區內人士介紹正向心理小知識，派發單張。
Introducing positive psychology to pedestrians.



自製展板和遊戲，推廣正向思維。
Handmade games and exhibition board.

In order to cultivate students' spirit of service and caring for others as well as to improve their organization and collaboration skills, community service trainings and activities are organized every year. This year, we replace adults-leading mode of community service by a children-participation mode in which students are trained to choose their target service groups, research on current social issues, and design and organize services activities inside and outside school. They also have to meet relevant organizations, do promotions, recruit and train other students who join their designed activities. They also have to evaluate and reflect upon the entire service experience. Aiming to care for the society and the disadvantaged, these **'Society-caring Ambassadors'** have designed the following service activities:



利用「認識焦慮」展板，設計工作紙及問答小遊戲，向全校師生推廣正向思維。
Enhancing students' and teachers' awareness of anxiety and promoting positive thinking through tailor-made worksheets and games.



探訪長沙灣的智障成人。
Visiting intellectually disabled adults in Sham Shui Po.



上網自學毛巾操，教身體機能較弱的長者做運動。
The seniors enjoy doing the towel exercise.



探訪維康護老院，設計有心思及切合長者能力的遊戲。
Students design thoughtful games for seniors in the elderly home visit.



與長者一起打拍子高歌一曲—《紅日》。
Singing songs happily with seniors.



關社大使完成服務後，體會到助人為快樂之本。
Society-caring Ambassadors rewarded with joy!

我們的新老師

Our New Teachers



大家好，我是陳國豪老師，很高興能夠加入華小這個大家庭。我任教的科目是視覺藝術科。記得法國雕塑家羅丹(François-Auguste-René Rodin)說過：「美是到處都有的。對於我們的眼睛，不是缺少美，而是缺少發現。」在我們身邊，的確許多東西都是美的，只是我們還沒有察覺到。大至一座大廈，小至一片落葉，甚至人與人的相處及互動，都有它的美。但這需要我們用心去發現，去體會，才能欣賞及感受到萬事萬物中的美好。我殷切期望在未來的日子裏能夠跟大家一起發現身邊的美。



我是簡嘉茜老師，擔任2A2班的班主任，主要任教二至四年級的數學科及二年級電腦科。能加入番禺會所華仁小學的大家庭，我感到非常榮幸！

學校生活是富趣味性和挑戰性的。有人說過「數學就是生活，生活就是數學」，數學是一門有趣的學科，它聯繫我們的生活；它的多變，讓人很想去探求更多，想知道得更多。「聽過耳邊風，看過記心中，若要明數理，必須雙手動」，讓我們一起去發掘學習數學的樂趣。

我喜歡任教數學科，更喜歡擔任班主任。希望日後有更多的機會和時間與大家一起分享教學上的逸事，讓我們的學校生活都變得更多姿多彩。



大家好，我是王嘉俊老師，很高興能夠加入華仁小學的大家庭，成為華小的一份子。今年我會是3A2班的班主任，在學校主要任教數學科和體育科，亦會負責各項校隊及體育活動，希望能夠啟發同學的潛能，展現才華，同時帶領同學在體育方面追求卓越，為校爭光。體育訓練是需要持之以恆，有「拼之不懈，搏之不止」的心，同時亦需要有「勝不驕，敗不餒」的精神。我希望同學能夠找到自己的目標，不論在學業或體藝方面，都抱着不屈不撓的鬥心，朝着目標進發，創造豐盛的人生。



Hello everyone! I am Miss Constance Ho. I am very delighted to join PUWY and to learn with you all. This year I am the class teacher and English teacher of 5A1. I also teach P4 English and P1 General Studies.

I was touched by the creativity and versatility of PUWY graduates when I was doing my teaching practice in WYHK. This made me decided to join PUWY as a teacher.

I enjoy drawing and reading, as well as spending time with my students. I hope I can understand you more by spending time and listening to your stories.

Nice to meet you all!



大家好，我是陳沅彤老師。轉眼間兩年過去了，再次回到華小這個大家庭，我從實習老師變成了4A1的班主任，以及中文和普通話的科任老師，但不變的是：華小的男孩們小息時踢足球依然是那麼起勁，上課時依然是那麼全神貫注，回答老師提問時依然是那麼積極，早會唱詩歌時依然是那麼投入，感覺真是既親切又陌生。接下來日子裏，我希望能陪伴各位同學在愉快的環境下學習，在充滿愛的校園裏成長，成為一個會欣賞、懂感恩、能尊重他人的好孩子。



大家好！我是余思行老師，今年我任教常識、數學和倫宗科。閒時喜愛閱讀，多看科普，以及文化藝術相關的書籍，尤其喜歡學習日本文化。我也享受欣賞音樂和戲劇表演，有空還會練習樂器和鑽研一下戲劇呢！

我很高興有機會能與同學們一起參加課外活動，第一次參與時心情帶着興奮與期待。在剛過去的暑假飛行課程和比賽，讓我可以開學前早一步先接觸到華小的同學，至今對他們的積極參與，活躍好動印象深刻。我希望多聆聽和了解每個不同個性的同學，發掘他們的天賦，協助他們尋找到屬於自己的自信和活力。

很高興在踏進人生的另一個階段的時候遇上大家，讓我們一起學習，一起成長吧！



新老師，新動力，發揮團隊精神。

Self-evaluation with School-developed Jesuit Education 4Cs PIs

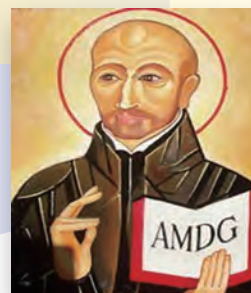
以校本開發「耶穌會教育4C」表現指標進行自評



本校除了參考教育局為全港學校定下的表現指標之外，亦開發了全球首套按耶穌會四個C價值觀範疇（良心、能力、憐憫心和承擔）定立的表現指標，並於16/17學年開始以此指標為學生的表現作出自評。每個C設定二至七個表現指標，學校按指定準則為畢業班級或全校班級學生表現定出四個等級：

Apart from referring to the Education Bureau's set of Performance Indicators (PI) for all Hong Kong schools, our School has also developed the world's first set of 'Jesuit Education 4Cs Performance Indicators' (JE4CPI) (4Cs: Conscience, Competence, Compassion, Commitment) and used it for self-assessment of students' performance. Each C consists of 2-7 PIs, and the School sets 4 performance levels according to designated criteria for the graduation classes or all classes:

整體表現級別 Overall Performance Level	學生達標百分比 % of Students Attaining Target
4 (優異 Excellent)	85-100%
3 (良好 Good)	70%-84.9%
2 (大部分達標 Majority attainment)	55%-69.9%
1 (需要改善 Need improvement)	<55%



經過首年的實踐經驗，本校於2017/18年度優化了部份數據的來源。以下是學生在該年度的表現：

With our experience in the first year, the School modified part of the data sources in 2017/18.

Students' performance in this school year was as follows:

範疇 Domain	表現指標* Performance Indicators*	表現等級 Attainment Level	
		17/18	16/17
1. 良心 Conscience	1.1 能以良心反思及作出判斷 Ability to reflect based on conscience	4	4
	1.2 能把反思對錯的結果付諸實行 Ability to act according to outcome of reflection	4	4
2. 能力 Competence	2.1 學術能力 Academic competence	4	4
	2.2 情緒社交能力 Emotional & social skills	4	3
	2.3 高階思維能力 High-order cognitive skills	2	2
	2.4 欣賞及創造能力 Appreciation skills & creativity	3**	4
	2.5 運用科技能力 Technological competence	4	4
	2.6 自我管理能力 Self-management skills	4	4
	2.7 體能 Physical fitness	2	1
3. 憐憫心 Compassion	3.1 尊重 Respect	3	3
	3.2 慈悲心和同理心：態度與行動 Mercy & empathy: attitude & action	3	3
4. 承擔 Commitment	4.1 責任感及勇氣 Responsibility & Courage	3	3
	4.2 堅毅 Perseverance	3	4
	4.3 與人及與大自然的修和 Reconciliation with people and nature	2	4

* 有關評估學生表現的準則，請瀏覽: For criteria of students' performance assessment, please visit:

www.puwy.edu.hk→耶穌會教育的4C 4Cs in Jesuit Education→

校本耶穌會教育4C表現指標 School-based Performance Indicators of 4Cs

** 2017/18年度數據來源加入了家長及教師的意見。Views of parents and teachers were additional data sources in 2017/18.

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