



番禺會所華仁小學

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



校訊

School Bulletin ISSUE 23 期 5/2021

無懼寒流 冬泳籌款

Braving the Cold Water — Winter Swim Fundraising



在出發點訪問校長當下心情。
Ready for the challenge.



路線由淺水灣至南灣與春坎灣之間的頭洲 (來回約 3.5 公里)。
The 3.5km round-trip swim from Repulse Bay to Tau Chau.



校長朝着目標，奮力向前游。
Dr. Tan strives his best to reach the goal.



成功挑戰後展現燦爛的笑容。
What a big success! Congratulations!



感謝資訊科技組全力支援。

Great technical support from our IT team.

為慶祝我校五十週年校慶，家長教師會及校友會別開生面地邀請校長接受一項名為「冬泳籌款」的挑戰，在二月六日（星期六）上午開始，並於華小面書同步直播。

校長在沒有穿保暖衣的情況下，成功完成挑戰，順利游畢全程。校長為學生付出的努力，贏得了恩人、校友、家長、師生的支持，眾人都踴躍捐助，共籌得超過二十四萬元善款，扣除四千多元行政費後，餘數撥予家長教師會及校友會以支持學校舉辦多元化的學生活動，並資助學校添置教學設備及美化校園，讓學生可在更佳的環境中學習。如欲觀看當天的精彩片段，歡迎掃描二維碼重溫。



To celebrate our 50th Anniversary, the Principal joyously accepted the invitation from the Parents' and Teachers' Association (PTA) and the Alumni Association (AA) to take on the fundraising challenge "Winter Swim Fundraising". Without any cold weather wetsuit, Dr. Tan braved to cold water and successfully completed the 3.5km round-trip swim trail, from Repulse Bay to Tau Chau, an islet close to South Bay and Chung Hom Bay on 6 Feb. To share the memorable moments, it was livestreamed on Facebook.

We are delighted to announce that a total amount of over \$240,000 was raised from benefactors, alumni, parents, teachers and students. All

funds raised through this event, after the deduction of \$4,000 administrative expenses, were allocated to PTA and AA which support us to provide a greater variety of student activities and enable us to enrich teaching and learning resources. Please scan the QR code to enjoy the recorded livestream of the event.

關社大使織圍巾 Charitable Activities Organized by Social Concern Ambassadors



為何男孩子圍在一起編織圍巾？(詳見P15)
Why are the boys knitting scarves together?
(See p.15)

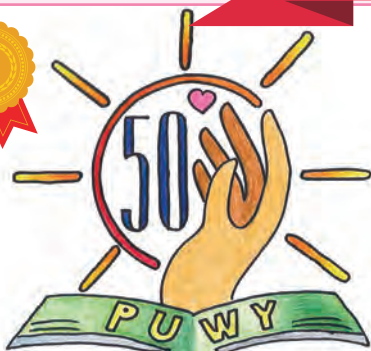


年紀小小的王逸淳同學 (三禮) 竟能編織出長長的圍巾。
Even 2C Wong Yat-Shun can knit a long scarf.

五十周年金禧 校慶標誌及吉祥物設計比賽

50th Anniversary Logo and Mascot Design Competition

標誌設計比賽——學生組



五勤 陳浩堃

創作意念：標誌上的「手」代表領導、開創，「太陽」代表學校成員多年為校發光發熱，「書」代表同學的學習，「心」代表老師具有的愛心。



三禮 譚牧鏡

創作意念：背景為香港維多利亞港，是香港具代表性的地方。前方的設計代表經過50年，華仁小學的畢業生貢獻香港社會，為天主作見證，祝福每一個人。



五勤 陳信熹

創作意念：校徽的外形和50代表我校邁進50週年，「德成堂」的攀登架代表着華小在這50年來對同學們的培育。紙飛機代表衝破障礙，向目標進發，邁向卓越。



優異獎 五勤 何以臻



優異獎 二禮 陳信杰



優異獎 三信 吳浩鈞

吉祥物設計比賽——學生組



二禮 黎汶譽

吉祥物名稱：Dynamic

創作意念：華仁仔戴上生日帽祝賀我校踏入50週年，身上穿「WY」運動服代表華仁仔健康、活潑有活力，圖案是本校的校徽，代表校訓「禮、仁、勤、信」。



三仁 麥皓騰

吉祥物名稱：華仁小天使

創作意念：這個小天使有四個不同的面貌，能啟發同學在禮、仁、勤、信四方面不同的信念。禮：以禮待人；仁：愛己愛人；勤：做事盡力；信：建立誠信。



一勤 蔡挺駿

吉祥物名稱：MIGHTY FIFTY

創作意念：MIGHTY FIFTY是一個七彩繽紛的歡樂機械人。它和華仁仔一起將禮、仁、勤、信的精神，每天快樂地實踐出來。



優異獎 二勤 梁博淳

吉祥物名稱：華小馬騮仔



優異獎 四仁 高振皓

吉祥物名稱：仁仔



優異獎 五勤 朱浩廷

吉祥物名稱：華仁小博士

不經不覺，2021年已是本校創校五十周年了！為了慶祝創校五十周年金禧校慶，我校分別舉辦了「五十周年金禧校慶標誌及吉祥物設計比賽」，讓學生和家長可以一起發揮創意，共享金禧校慶的喜悅。

兩項比賽約收到二百份作品，每份作品都能配合主題，構圖別具華小特色。當中得獎作品的創作意念更打動了一眾評審的心，在美感、心思和技巧方面當然是不可或缺的。現在一起欣賞以下得獎作品吧！

The year 2021 marked the 50th anniversary of PUWY! To celebrate this important moment, the School held two competitions for students and parents to design a logo and a mascot for this anniversary. About two hundred entries were received in the two competitions. Each design perfectly matched the theme and the characteristic of PUWY. The judges were amazed and touched by the design. It was a tough decision choosing a winner from the artwork submissions. Let's enjoy the winning designs below!

標誌設計比賽——親子組



二信 潘靈恩

創作意念：這個標誌以金色為主色，主體包含了本校校徽及中英文校名。這個設計給人的整體感覺簡單而隆重。



五信 余創賢

創作意念：這個標誌以「50」周年字樣為主調，帶出「PUWY」（「番禺華仁」）五十周年金禧校慶。下方有「華仁五十，仁愛十足」，從橫向和縱向，展示了「華仁」以「仁愛」為導向。



三信 潘希睿

創作意念：「50」的字款靈感來自校徽。顏色亦與校徽相同。動態的藍色流線展現「同學在學校學習，學校帶領同學展翅高飛，開創一片藍天」。



優異獎 二仁 林倬希



優異獎 二禮班 黃孜禮



優異獎 五禮 吳浚亨

吉祥物設計比賽——親子組



二勤 葉卓朗

吉祥物名稱：勤朗

創作意念：獅子是森林的萬獸之王，在學校他是校園領袖。帶着堅毅的頭帶及禮仁勤信的心攜手與一眾師生開創未來新天地！



二禮 林傲懿

吉祥物名稱：小華，又名仁仔

創作意念：吉祥物頭上的十字標記和天空的雲，突出了華仁的辦學宗旨，以基督的愛為根，以禮仁勤信為訓。而小蜜蜂的造型代表了勤奮和無私的付出。觸角的紅心代表以同理心和慈悲心對待他人。書本和足球象徵了華仁仔勤靜皆宜的特性。



三仁 黎靖

吉祥物名稱：華仁鷹

創作意念：貓頭鷹在故事書裏常拿着書本，就像華仁仔愛閱讀的特性一樣。牠的頭像校徽，嘴象徵談吐、腳象徵行為、書象徵智慧，代表華仁仔擁有禮、仁、勤、信的優良品德。



優異獎 五信 余創賢

吉祥物名稱：華仁仔



優異獎 二仁 楊逸朗

吉祥物名稱：華仁羊咩咩



優異獎 二禮 高緯謙

吉祥物名稱：小貓咪德仁

小一跨學科全方位 學習活動——社區設施

P1 School-based Cross-curricular LWL Activity — Community Facilities



各科老師分組在學校附近拍攝短片，介紹不同的社區設施和為我們服務的人。
Teachers film video clips introducing different facilities in the community.



老師介紹消防局時還訪問了休班消防員呢！
Introducing the fire station and interviewing the off-duty firefighters!

本年度跨學科全方位學習活動雖受疫情影響而延期，令學生無法親自外出體驗，但活動並沒因此取消，老師反而更積極地籌備活動，改為由老師拍攝錄影片段，再改以網上實時形式與同學一起進行跨學科全方位學習活動，令學習未受影響，成功把學習空間從課室拓展到社區。

適逢我校將迎來 50 週年校慶，將會邀請不同嘉賓蒞臨參加慶祝活動，小一同學為嘉賓介紹學校附近的社區設施及拍攝錄影片段建議新增的社區設施，同時藉此感謝社區中為大眾服務的人，同學們於活動中表現專心認真，值得嘉許！

Although P1 students could not come to school to join the school-based cross-curricular life-wide learning activity in person due to the suspension of face-to-face lessons, our teachers flexibly switched the activity into mixed modes of teaching and learning. To extend students' learning from books to the community, teachers recorded video clips introducing different facilities in the North Point District, and broadcasted them through Zoom and carried out the activities with students interactively online.

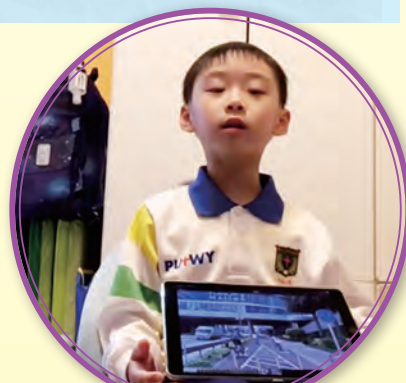
To celebrate the 50th anniversary of PUWY, P1 students introduced facilities around the campus to the guests by writing an article and suggested new facilities for the district by video recording. They also took this opportunity to thank the people who serve the community by writing thank you cards.

社區設施	圖片	設施分類 (P)	服務對象 (P)
1) 嘉賓會所及小學 Guest House and Yan Primary School		交通、教育、康樂	嘉賓、學生、居民
2) 北角碼頭小學 North Point Methodist School		教育	學生
3) 健康村遊樂場 Healthy Village Playground		康樂	居民
4) 官橋道交通安全城 Pik Pik Road Safety Town		交通	學生
5) 救世軍北角幼兒學校暨育嬰院 SA North Point Nursery School		教育、康樂	幼兒、學生
6) 112巴士站 Bus stop		交通	居民
7) 北角圖書館 North Point Public Library		文化、教育	居民、學生

跨學科全方位學習活動工作紙。
P1 school-based cross-curricular LWL activity worksheet.



老師設計貼紙讓學生貼上社區設施標示圖。
Stickers of community facility symbols designed by our teachers.



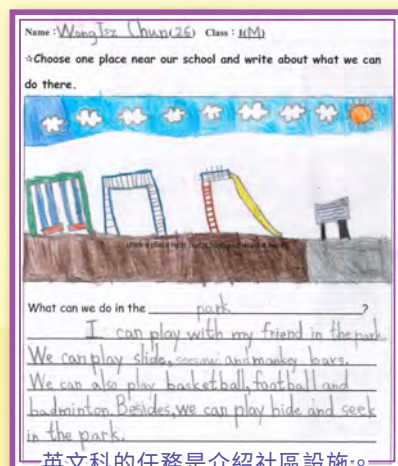
學生可以選擇以視頻形式完成報告。
Student is filming his presentation with iPad.



視藝及中文科的功課是設計和寫作感謝卡。
Students' creative work – designing and writing thank-you cards to people who serve the community.



常識科老師請學生建議增加一項社區設施。
What facilities can we add to our community?



英文科的任務是介紹社區設施。
Let me introduce the facilities that you can find in North Point.



5



學生有秩序地在不同的場地參與各科多元智能評估。

MI assessments happening everywhere around the school campus.



新常態下的多元智能評估

Multiple Intelligences Assessments in the "New Normal"

既要令評估方式邁向多元化，又要發揮學生的多元智能，疫情沒有暫停我校進行多元智能評估的決心。在保持適當的社交距離下，小一至小三的學生於測驗和考試期間仍設有多元智能評估，不論是中文、英文、數學、常識和倫宗，科任老師均使出渾身解數，設計與課題相配合的多元智能評估來考核學生的學習能力，作為檢視學生能力的其中一個部分。

With the aim of making teaching and learning more meaningful and catering for learners' diversity, multiple intelligences (MI) assessments have been further developed and become more diverse, even during the pandemic. Maintaining social distancing and personal hygiene, lower primary students experienced MI assessments in the 2nd term test and final exam. Teachers designed MI assessments, aligned with the learning objectives, in Chinese Language, English Language, Maths, General Studies and Ethics /Religious Education, creatively and professionally. Students were assessed in a fun and stress-free yet professional way!



中文科進行修辭辨析活動。

Rearranging the order of words to make meaningful sentences.



英文科評估學生對字詞和句子的理解。

Students analysing the literacy devices through matching activity.



老師觀察學生如何運用工具來量度。
Which tools should I use to measure different objects?



學生用幾何條來拼砌平行四邊形。
A student is making a parallelogram with geo strips.



常識科要求學生分辨生物及非生物，喬木和灌木。
Identifying living and non-living things through observing real objects.

成立學生議會 培養明日領袖

The Newly Established Students' Council Nurtures Leaders for Tomorrow!

學生議會於去年九月成立，目的在培養學生成為理性、能反思、願意聆聽和修和、具責任感和正義感的領袖。為全校學生提供一個向學生會內閣及校方反映意見的正式途徑，並監察學生會內閣成員執行職務。

學生議會由十六名成員組成。當中八席由小五和小六的班代表擔任，班代表由學生於班中以一人一票形式選出；另外八席由負責不同學生組織的老師提交名單，由校長或顧問老師委任。

最後，本年度學生議會主席由五勤班吳祐希同學擔任，負責帶領及主持學生議會每月會議。學生議會就各級學生意見進行討論，已成功表決於校內推行反欺凌活動，將由學生會內閣推行，由此可見學生議會成立的目的及重要性。



The Students' Council (SC) was successfully established in Sep 2020! The SC served as a platform for students to communicate their viewpoints and thoughts with respect to student life to the School, and also monitored the duties and performances of the Students' Association (SA).

The SC consisted of 16 members. Eight of them were the P5 and P6 class representatives who were elected by their classmates under "one person, one vote" principle. The other eight were nominated by teachers-in-charge of different student teams, and then appointed by the principal or consultant teachers.

5M Ng Yau Hei was elected the first SC chairman. To arouse students' awareness on bullying, the SC recommended the SA to carry out anti-bullying activities. This motion was passed and adopted by the SA.



未選出學生議會主席前由老師主持。
Teachers host the SC meeting before the election.



學生會會長向議會報告本年度舉辦的活動。
The President of the SA presents the annual report to the SC.



班代表積極表達同學的意見。
Class representatives exchange views with the student councilors.



議員就議案發表不同的意見。
The student councilors debate the motions.



暫停面授課時，學生議會以“ZOOM”進行每月會議。
During the suspension of face-to-face classes, the monthly SC meetings were held via ZOOM.



吳祐希同學當選學生議會主席。
5M Ng Yau Hei was elected the SC president.

疫情下的學校行政安排

Special Administrative Arrangements under the COVID-19

鑑於疫情影響，學校須緊貼教育局最新停課指引，由全面暫停面授課至放寬最多三分之二學生回校上課。本校根據優次原則，安排學生回校面授的級別，並以實時視像形式進行測驗及考試的彈性安排，盡量讓不同級別學生回校進行學習活動，以持續檢視學生的進度及成效。

同時，校長和老師多次與各持份者進行溝通。先與校車公司商討學生於同月有不同回校日數的收費安排，決定仍提供五線（合併部分車線）校車服務，方便學生回校；再與校車公司、午膳服務供應商協商，將標書合約延長一年，豁免小食部部分租金，一起渡過困境。

To comply with the latest guidelines on resuming two-thirds of students having face-to-face lessons by the EDB, the School flexibly arranged different levels to come back to school for learning activities and assessments according to the set priorities.

The principal and teachers communicated closely with different stakeholders for the latest arrangements. For example, the school bus provider specially combined some routes to accommodate students' needs. The contracts with the school bus provider and the school lunch supplier were extended for one year. Besides, the rent of the tuck shop was waived partially. We hope that these measures help different parties fight against hardship of the pandemic together.



疫情無阻我校推行學、教、評。
Come rain or shine, we learn and teach, followed by assessment.



五年級優先回校核對試卷。
P5 students received feedback about their exam performance in the hall.



按優次安排學生回校上面授課。
Students eagerly go back to school.



與校車公司、午膳服務供應商共渡時艱。
The school bus company and lunch provider discuss new arrangements with the School.



疫情下國際語言日也能進行有距離的交談。
Chatting with Ms Peggy in French or Swahili with social distancing.

網上學習新常態——疫情下的興趣班

The "New Normal" – Online ECAs during the pandemic

為免疫情阻礙學生課外學習的進展，本校決定部分課餘活動以網上實時形式或上載影片來進行，使學生學習科本知識同時，也有機會發展興趣。宗教方面有慕道班、基督小先鋒、初領聖體班等；運動方面有田徑校隊、田徑興趣班等；音樂方面有中樂團、弦樂團、管樂團、合唱團、聲樂班等，還有其他如法文、中國象棋、圍棋、中文及英文辯論、油粉彩畫等，這些活動都能順利進行，希望能提升學生在家學習的趣味。

In the midst of pandemic, the need to quickly adapt how education is provided has been a priority of Pun U Wah Yan. Various extra-curricular activities, which include religious activities such as catechumen class, Young Pioneers of Christ, the Holy Communion programme; sports activities like Athletic Team and classes; music activities such as String Orchestra, Symphony Orchestra, Chinese Orchestra, Choir, vocal classes, and others like French class, Chinese chess, Go, Chinese and English Debate Team, oil pastel class, have been shifted from traditional face-to-face learning to the new normal of blended and online learning smoothly.



圍棋班導師網上教授下棋的技巧。
Learning different strategies of playing Go with tutors.



在管樂團導師悉心的指導下團員在線上合奏。
A member of Symphony Orchestra plays the saxophone online.



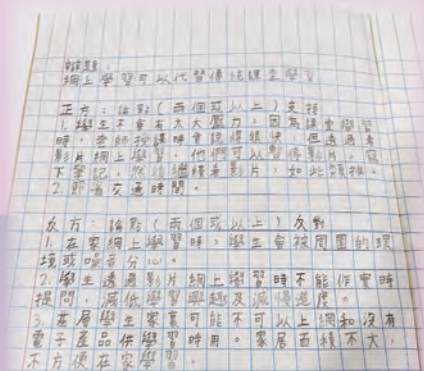
弦樂團老師透過鏡頭與學生一同練習。
The String Orchestra members practise online under guidance from the conductor.



疫情無阻田徑校隊隊員訓練的決心。
Nothing can stop the Athletic Team members from training.



網上學習有助提升學生自主學習的能力。
Online learning can help boost students' self-learning abilities.



中文辯論班學生上網課前的準備。
Chinese debate team members prepare their speeches.



油粉彩畫初級班的同學觀看教學影片後完成的作品。
Junior primary boys watch a teaching video in the oil pastel class.



法文班老師帶領初級班的同學朗讀。
Learning French with the tutor online.

個人學科反思 檢討學習計劃

Self-reflection for Each Subject and Evaluation of Learning Plans

本校致力推行自理能力課程多年，旨在提升學生的自我管理能力和符合華小學生的畢業生特質。自理能力課程共分為四個類別，一為上學所需的能力，二為上課和小息期間所須具備的自理能力，三為家庭生活所需要的一般自理能力，四是與正規學習相關的自理能力。

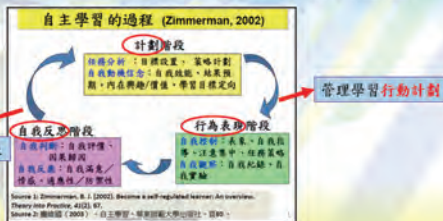
本年度優化了與正規學習相關的自理能力，在自主學習內容加入了「個人學科反思記錄表」。每次測考後，學生都會在老師的引導下完成「個人學科反思記錄表」。老師會協助學生分析自己在各學科的強項和弱項，考得好的地方，一起肯定學習過程；有待改善的部分，則一起檢討學習方法、重整學習計劃。

In order to enhance students' self-management skills and stretch their learning potential, our self-management curriculum which has four components: (1) skills needed to attend school, (2) skills needed during lessons and recesses, (3) skills needed at home and (4) learning management skills for the formal curriculum, has been implemented for years.

To improve the curriculum, the 'individual subject reflection table' was added to the fourth category this year. After each examination or test, students completed the reflection tables under teachers' guidance. Based on the tables, students analyzed their strengths and weaknesses in each subject, evaluated their learning methods and habits, and finally constructed a learning plan to prepare for the next assessment cycle.

自主學習：個人學科反思記錄表

自主學習是指學習者主動地計劃、選擇和運用策略，調控個人的感受、行為和環境，以期有效地達到所設定的目標 (Perry, 1998; Perry et al., 2007; Zimmerman, 1990)。



透過個人學科反思幫助學生建立自主學習。

Enhancing students' self-directed learning skills through reflection.

常識 (學科內容)

失分部分

- ☐ Q.1
- ☐ Q.16
- ☐ 多元 Q.1
- ☐ 多元 Q.2
- ☐ 多元 Q.3
- ☐ 多元 Q.4

(2a) 懂得使用指南針及閱讀地圖，並能從中找出景物的位置和行走路線。



參考題號，反思是否未能掌握學習重點。

The learning objectives and questions of the assessment are clearly shown on the 'individual subject reflection table'.

根據老師的回饋，反思自己的學習。

Students reflect on their own learning under teachers' guidance.

先把全部題目先看一次，再思考答案
遇到新義詞，多前後單詞推敲答案
清楚思考每一個題目中的主角。
日常閱讀多留意提聲詞
做補充時多留意關聯詞、
找出重點詞語，閱讀第一句，自行
推測下文，多寫條解，找出關鍵詞。

學生寫下的中文科學習心得。

Student's notes for improvement in for the next assessment cycle (Chinese Language).

每位同學會有兩張紙：把你支持的說話寫給你座旁的同學和你想支持的人，然後親手交給他們。讓他們在溫習的困難時刻也看見你的鼓勵！（請把同學给你的貼紙在方格內）



同學們互相勉勵和支持。

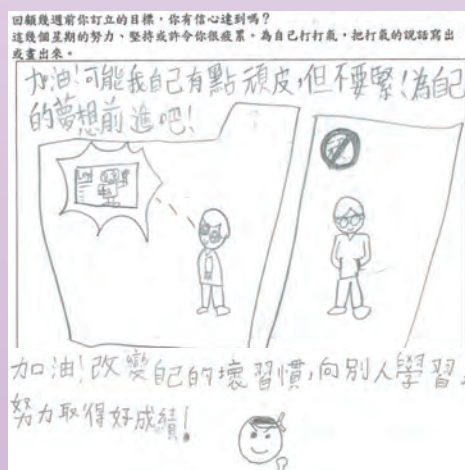
Students encourage one another by sending heart-shaped cards!

學生認真地完成個人反思表。
Students complete their reflections seriously.

反思表現 欠佳原因	我的學習方法	同學建議
心有雜念	<input type="checkbox"/> 考試前及考試期間注意作息時間 <input type="checkbox"/> 考試時一心一意答題，盡力而為 <input type="checkbox"/> 其他：	訓練專注力
審題大意	<input type="checkbox"/> 細心閱讀題目 <input type="checkbox"/> 用螢光筆劃下重點字詞 <input type="checkbox"/> 答題後反覆檢查試卷 <input type="checkbox"/> 其他：	使用尺子
抗拒完成試卷	<input type="checkbox"/> 找出自己抗拒某一科的原因，與同學、老師和家人商量解決方法 <input type="checkbox"/> 其他：	克服困難

與同學互相分享改善建議。

Students share their own suggestions on learning methods with their peers.



回顧訂立的目標，為自己打氣。

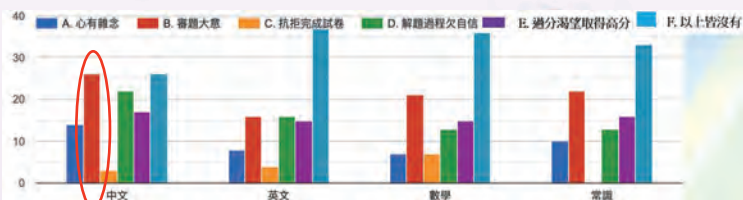
Students review the goals they have set and cheer themselves up.

分析測考數據 重整學習計劃

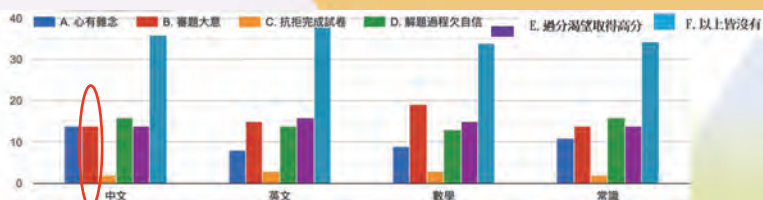
Analyzing Assessment Data and Restructuring Learning Plan

同學在測考結束當天上網完成電子問卷，立刻記錄考試時的個人狀態：心理因素和時間分配。老師根據電子問卷的數據和測卷數據，分析學生的學習難點，計劃下一階段的教學。

On the last day of each test/exam, students recorded the factors affecting their assessment performances via online questionnaires. Through analyzing the assessment data and questionnaire results, teachers could fully understand the strengths and needs of students and restructure teaching progression or instructional strategies to enhance the effectiveness of teaching and learning.



20-21 四年級上學期考試後的數據（心理因素）
Data showing the psychological factor (circled) affecting P4 students' Term 1 exam in Chinese Language.



20-21 四年級下學期考試後的數據（心理因素）
Data showing the decline of psychological factor (circled) affecting P4 students' Term 2 test in Chinese Language.

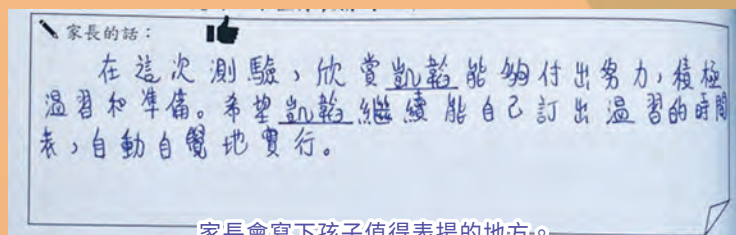
參考四年級的數據，上學期考試後，學生在完成中文科試卷時的心理因素較其他科欠佳。老師根據學生欠佳的部分，提供支援、調整教學方法。下學期測驗後，可見學生在各項均有改善。

As the P4 Term 1 questionnaire results showed that the psychological factor affecting P4 students' Chinese Language performances more seriously, compared with other subjects, teachers then provided extra support and adjusted teaching strategies accordingly. Teachers were glad to see that students showed great improvement in this aspect in the Term 2 test.

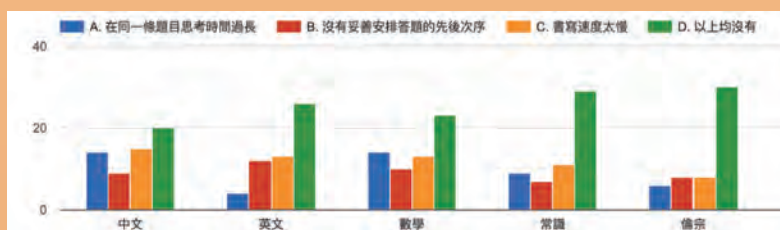


同學們要小心審題，無論是做閱讀理解，還是寫作，都務必仔細審視題目的每一個字，清楚了解題目的要求，圈出關鍵字詞，避免答非所問。

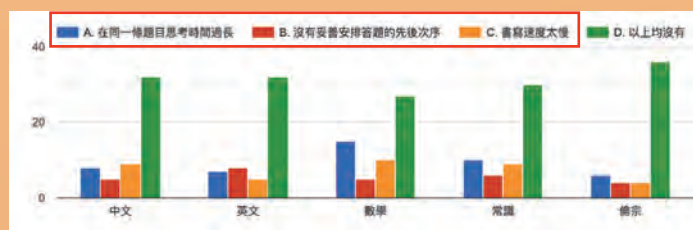
這是中文科李倩文老師針對學生表現給予的回饋。
Miss Sandy Li provides feedback on students' performance.



家長會寫下孩子值得表揚的地方。
Parents appreciate their child's effort.



20-21 六年級上學期考試後的數據（時間分配）
Data of time management factors affecting P6 students' Term 1 exam.



20-21 六年級下學期考試後的數據（時間分配）
Data of time management factors affecting P6 students' Term 2 exam.

以上是六年級數據，可見學生在考試時間分配上有顯著改善，減少花太多時間在同一條題目上。此外，在安排答題的先後次序和書寫速度也有所改進。

After reflecting on their time management skills after Term 1 exam, P6 students managed to allocate their time wisely in their Term 2 exam. They increased the writing pace and prioritized the tasks. They showed great improvement in time management in the Term 2 exam.

請跟同學們分享你們會怎樣善用「個人學科反思記錄表」？



李宛晴老師訪問五信班韓志顯和李浩正同學如何善用記錄表。
5C Gregory Hon and Lee Ho-Jing are share how they use their 'individual subject reflection table' to plan for the next assessment cycle with Miss Lee Yuen Ching.

我會檢視失分項目，用心找出自己做錯的原因，發現某些科目有比較多的失分部分時，我會提醒自己下次多花時間溫習這一科。

我會利用記錄表檢查我在各學科的學習弱點，再翻開教科書找回相應的課題，然後寫下標記，提示自己要好好溫習。

我們的新老師

Our New Teachers



Hello everyone! I am Miss So. I enjoy travelling, scuba diving, and spending time with dolphins! It is astounding to be so close to the fishes and beautiful reefs in all different sizes and colors.

The ocean is my teacher. It teaches me how to respect to the ocean's most beautiful animals and look at things in a different perspective. It reminds me to be calm when facing difficulties and to be strong when there is a current in life. Scuba diving also connects me with people from all over the world. Now I have friends from Egypt, the Philippines, Japan, Thailand and Iceland! Isn't that amazing?

I hope every Wah Yan student can be as tough as a sailor, as strong as the ocean, and as gentle as the sea breeze. Remember, a smooth sea never makes a skilled sailor.



My name is Ms. Connie Hau. I majored in English Language and Linguistics and received my master's degree in English Language

Education at the University of Hong Kong. I have been an English teacher for over a decade and have found nurturing young minds very rewarding.

Together with my students, we have learned the English language through various means, like exploring pressing global issues, analysing inspiring literary texts, playing fun games, and discussing personal growth topics like love and dreams. I have always encouraged students to find the needs of the world, develop their unique talents, and combine them creatively to make this world a better place to live in. I feel immense joy and deeply thankful for them when they share with me their achievements, no matter big or small.

In my years of teaching adventure, I am delighted to witness students' growth and have enjoyed so much to be their mentors and companions. Now teaching at PUWY, I look forward to chasing dreams together with all the lovely boys here in this big family.



鹽田梓文化靜觀體驗之旅

Experiencing Mindfulness and Culture in Yim Tin Tsai

學校於去年 11 月 25 日安排了教師專業發展暨校董培訓活動——鹽田梓文化靜觀體驗之旅：《讓生命引領》工作坊，目的是提升校董和教師覺察身心狀態的自我意識，感受當下。在旅程之初，我們進行伸展、呼吸，練習開啟五感，又了解「流波·行雲」藝術品及百年老樟樹倒塌重生的故事，再參觀製鹽場來體會生命的渺小，卻有着它的味道。享用午膳後，導師於工作坊以個人經驗分享「正念」、「非暴力溝通」及「靈性」的重要。相信當日行程使大家得已在繁忙的工作中抽離，灌輸正能量，以活潑的姿態繼續投入教學工作中。



以靜觀祈禱開展當天的工作坊。
A mindfulness prayer at the pier.



一邊做伸展運動，一邊感受呼吸。
Paying attention to the present moment with stretching and breathing exercise.



聆聽老樹倒下製成椅子的故事。
Listening to the story behind
"Flowing Waves, Walking Clouds" sculpture.



以開放、接納和欣賞的態度，
去體驗鹽田梓的人和物。
Accepting and appreciating
everything in Yim Tin Tsai



看過曬鹽場明白保育傳承的重要。
Inspired by the revitalisation of
the salt pans.



走過昔日的鹽田，反思和覺醒自己身心狀態的意識。
Mindfulness practices around the salt pans.



參觀製鹽場了解傳統生產海鹽的過程和發展。
Learning the traditions and development of the salt pans.



在聖約瑟小堂裏靜觀當天所見所聞所感。
A mindfulness practice in St. Joseph's Chapel.

「自我認識 生命探索」 職場體驗計劃 Workplace Experiential Programme

本校推行「自我認識 生命探索」職場體驗計劃多年，旨在培養高小學生認識自我，設立目標、規劃人生和反思生活模式。計劃先讓小五全體學生參與多元智能工作坊及職場講座，再以學生反思的表現和素質作為遴選指標，挑選具反思能力的學生參加職場體驗活動。

本年度由校友擔任導師，體驗物理治療師的工作。但因疫情改為實時網上形式補辦，先讓兩位同學回校體驗冰療和電療的過程和感受，過程中會錄影分享，從而了解物理治療師需要具備的專業技能。

最後，由帶隊老師為學生分組就行動計劃先後進行三次反思，探索自己在八大智能上的強弱，反思個人生活方式，訂下行動目標，從而學會規劃人生，為夢想邁步。

The workplace experiential programme has been carried out at school for several years. It aims at nurturing upper primary students to understand themselves, set goals, plan and reflect on their living mode. In this programme, P5 students joined workshops and talks about multiple intelligences and different workplace. Those with higher ability in personal reflection would be selected to join the experiential programme.

Our alumnus, a physiotherapist, generously shared his work experience through Zoom due to the pandemic. The process of 2 student participants experiencing the feelings of cryotherapy and electrotherapy at school was video-taped beforehand. Participants knew more about the professional skills and requirements of being a physiotherapist via Zoom discussion.

After that, under the guidance of teachers, the participants reflected on their strengths and weaknesses, created their personal development plan and set goals to achieve their dreams.



感謝物理治療師蔡先生擔任導師。
The principal is expressing gratitude to Mr. Louis Tsoi, the alumnus-mentor.



體驗冰療和電療，明白病人的感受。
Experiencing how patients feel under cryotherapy and electrotherapy.



職場體驗活動以實時網上形式進行。
The workplace experiential programme is carried out through Zoom.

D. 成果及實踐行動計劃

D1. 行動計劃日期：2021年3月5日

我最喜愛的智能/態度(最多兩項)	改善策略	2月下旬期望見到的中期成果	計劃結束時期望見到的成果
邏輯數學	做數學作業時，我會定期自我檢討，看看有沒有進步。	有進步，分數	對比以前好了很多，在學校比賽
自律性	在課上站起來，每天練習，看看自己有沒有進步。	減少錯誤，提高速度	能夠自己在課上練習，提高速度

學生簽署：[Signature] 日期：3/5 導師教師姓名：陳淑彬老師 簽署：[Signature]

D2. 中期成果檢討(學生和導師教師於2021年3月19日完成)

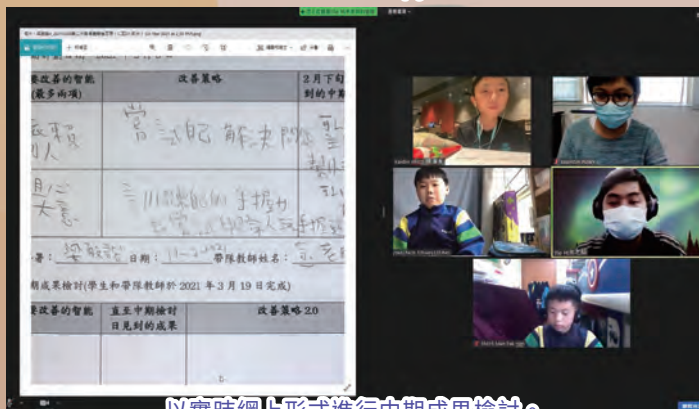
我最喜愛的智能/態度	2月中旬檢討日見到的成果	改善策略2.0	計劃結束時期望見到的成果2.0
邏輯數學	在考試中，我會定期自我檢討，看看有沒有進步。	在做完作業後，我會自我檢討，看看有沒有進步。	在考試中，我會定期自我檢討，看看有沒有進步。
自律性	在課上站起來，每天練習，看看自己有沒有進步。	在課上站起來，每天練習，看看自己有沒有進步。	在課上站起來，每天練習，看看自己有沒有進步。

學生簽署：[Signature] 日期：3/19 導師教師姓名：陳淑彬老師 簽署：[Signature]

D3. 行動計劃結束時期望見到的成果

我最喜愛的智能/態度	行動計劃結束時期望見到的成果	改善策略	此智能/態度的改變是否令我接近夢想職業的要求？為什麼？
邏輯數學	在考試中，我會定期自我檢討，看看有沒有進步。	在做完作業後，我會自我檢討，看看有沒有進步。	有進步，因為我在考試中，我會定期自我檢討，看看有沒有進步。
自律性	在課上站起來，每天練習，看看自己有沒有進步。	在課上站起來，每天練習，看看自己有沒有進步。	有進步，因為我在課上站起來，每天練習，看看自己有沒有進步。

學生簽署：[Signature] 日期：3/24 導師教師姓名：陳淑彬老師 簽署：[Signature]



以實時網上形式進行中期成果檢討。
Students are doing reflection on Zoom.

學生在實踐行動計劃時作出的三期檢討。
Students make evaluation after carrying out their plan.

關社大使籌辦「送暖行動」

Charitable Activities Organized by Social Concern Ambassadors

日期	工作	負責人
1/4	活動計劃	余信浩
1/4-1/4	搜集資料	雷柏迪
2-2	徵詢耆長意見	陳樹培
23-2/4	徵詢社工意見	李遠之
3/4	提交計劃書予校務處	馮軒軒
3/4-3/4	分工進度報告	馮軒軒
3/4-3/4	宣傳	馮軒軒
3/4-3/4	出通告	馮軒軒
3/4-3/4	派通告	陳樹培
3/4-3/4	收通告	馮軒軒
3/4-3/4	抽籤	李遠之
3/4-3/4	訂場地及設備	余信浩
3/4-3/4	絲排	李遠之
3/4-3/4	買活動物資	陳樹培
3/4-3/4	訓練耆長(飲品)	雷柏迪
3/4-3/4	設計檢討方法	陳樹培
3/4-3/4	收集圖書	李遠之
3/4-3/4	檢討	馮軒軒
3/4-3/4	財政報告	余信浩

關社大使按收集的資料商討計劃及撰寫計劃書。
After collecting information and discussion,
Social Concern Ambassadors write the
proposal.



小息時學生投入地編織圍巾。
Students knit scarves
devotedly during recess.



關社大使教導同學編織圍巾。
Social Concern Ambassadors are
teaching their schoolmates how to
knit a scarf.



連老師也來幫忙指導編織技巧。
Teachers also spare their time on
guiding students to knit.



142條圍巾是同學們努力的成果。
142 scarves are successfully knitted!

不知道大家在疫情下除了關心自己所需外，還有沒有留意到社會上有甚麼人需要我們的幫助？其實大部分居住在院舍或獨居的長者在疫情下會感到無助，因此，學校本年度與香港家庭福利會北角綜合家庭服務中心合作籌辦「送暖行動」，由我校「關社大使」自行舉辦活動、聯絡機構等工作，他們於小息期間與同學一起編織圍巾和寫心意卡，送給北角區長者及基層兒童，配合華小畢業生特質——培養學生成為「願意為他人服務和陪伴受服務者的男孩子」。

Have you thought of giving a helping hand to the needy under COVID-19? Showcasing the 'Profile of PUWY Graduates', to "care for and serve the poor and neglected", our Social Concern Ambassadors contacted different organizations and organized various events at school.

Co-organized with Hong Kong Family Welfare Society North Point Integrated Family Service Centre, "Together We Care" events were held this year. The Social Concern Ambassadors led their schoolmates to knit scarves and write cards to the elderly and grassroots children in North Point to spread love and care.



學生考慮到疫情，故將圍巾逐一消毒再包裝。
Students sanitise the scarves
before packing.



心意卡充滿了學生的祝福和暖意。



家福會代表到校接受學生的心意。
Representatives from HKFWS
receive the gifts from the
School.

新春關懷行動

Sending Blessings and Wishes to Elderly during CNY

本年度我校還舉辦了「新春關懷行動」，鼓勵同學自製小裝飾及賀卡給長者，由學校收集後交由地區長者中心，包括聖雅各福群會中西區長者地區中心及香港萬國宣道浸信會社會服務——寶林浸信會白普理長者鄰舍中心代為轉送。參加活動的同學作品大受老師讚賞，當中感受到同學的愛心製作，小裝飾既精美又具創意，相信老人家收到時，一定會倍感欣喜，更為他們家中添上春節喜慶和福氣。

Amid the pandemic, many Chinese New Year events were cancelled or scaled down. However, with the determination of showing care and love to the elderly, our students handmade some CNY decorations and festive cards for them. Their products were collected and given to the elderly centers, including St. James' Settlement Continuing Care Central & Western District Elderly Community Centre and Hong Kong ABWE Social Services Po Lam Baptist Church Bradbury Elderly Centre. May the Year of Ox bring health and happiness to everyone.



學生親手製作的飾物富有新春氣息。
Bringing joy to the elderly.



還有配合生肖「牛年」的作品呢！
The zodiac of ox decorations and cards.



長者可把飾物掛在家中，又美觀又具心思。
Students' impressive artwork brings festive atmosphere to the elderly's home.

為愛朗讀——孩子朗讀故事給長者聽

Story Reading Aloud to the Elderly



此外，不少長者因疫情而減少了外出參與社區活動、與人接觸的機會，令一些認知障礙的長者退化情況更趨嚴重。有見及此，本校參與由綠腳丫舉辦「為愛朗讀——孩子朗讀故事給長者聽」活動，招募了一群愛閱讀、樂於講故事及與人聊天的華小學生，負責練習演講繪本或短篇故事並拍攝成短片，再由相關機構播放給長者觀看，用故事陪伴長者抗疫。希望在過程中讓學生體會：即使自己年紀小，在家防疫，也能盡心盡力，服務他人。

Since a long period of maintaining social distancing and avoiding going out, the elderly suffered a lot during the pandemic. Our students joined a programme organized by Hapi School. They filmed their story reading aloud to comfort and serve the elderly. Through this activity, they have learnt how to serve others at their young age.



六勤班李逸之同學也出動了不少道具呢！

6M Lee Yat Chi Gavin tells his story with different props.



五信班黃以信同學以野狼布娃娃生動地講故事。
5I Wong Yee Shun reads aloud the story with a puppet.



四勤班梁睿哲同學善用 iPad 提出問題。
4M Kelton Leung shows the elderly an interactive question on his iPad.



六禮班陸綽棋同學聲演的故事非常動聽。

6C Lu Cheuk Kei reads aloud with expressions.

小行動・大溫暖

Small Actions to Spread Love and Warmth



六信班黃子諄同學送給醫護人員的心意卡。
An e-card to the medicals from 6I Wong Tsz Chun.



四禮班吳慧恩同學送給清潔工人的心意卡。
Expressing gratitude to the cleaners from 4C Ng Wai Yan Ryan.



四禮班林家楠同學送給長者的心意卡。
Blessing to the elderly from 4C Lam Carter Ka Nam.

「只要一個『小行動』，就可以為身邊的人帶來愛和溫暖。」帶著這個信念出發，本校學生參與由明愛香港仔綜合家庭服務中心主辦的「賽馬會智家樂計劃——小行動・大溫暖」。參加的同學須進行四次實時視像互動課堂工作坊，了解疫情下弱勢社群的需要，再學習製作電子及實體心意卡，有些同學選擇拍片錄製鼓勵說話，由主辦中心轉送醫護人員、清潔人員、長者等。此外，他們還參與了自我心靈健康工作坊，明白將心意轉送給身邊有需要的人，也要關心自己的心靈健康。是次行動共收集了458份電子／實體心意卡和錄製影片，歡迎掃描二維碼細賞同學們的心意和祝福。



PUWY boys unleashed their creativity and spread warmth and kindness to the disadvantaged under the Smart Family-Link Project organized by Caritas Hong Kong Aberdeen Center during the coronavirus pandemic. The boys attended 4 real-time online workshops to understand the needs of the disadvantaged and learn how to create e-cards. They also learnt how to take care of people and themselves in a mental health workshop. 458 cards and encouraging videos were collected and delivered to the medicals, cleaners and elderly through the organizer. Please scan the QR code to read their cards and messages.



一仁班徐子諾同學的手工紙花滿載祝福。
Creative ideas from 1B Tsui Tze Lok.



二禮班林傲懿同學拍短片及繪畫心意卡為醫護人員打氣。
Sending support and encouragement to the medicals from 2C Lam Ngo Yi Oscar.



二禮班陳信杰同學吹奏樂曲送給全港市民。
Spreading warmth and kindness through playing the flute by 2C Chen Wilfred Shun Kit.



三禮班黎汶譽同學送上手繪心意卡。
A beautifully designed card made by 2C Lai Julian Matthew.



三仁班鄧鉅橋同學拍片教長者戴回罩。
3B Tang Kui Kiu teaches the elderly how to wear face masks properly.



三信班吳浩鈞同學變魔術送給醫護人員。
3I Ng Ho Kwan performs magic tricks to the show support to the medicals.

綠化校園資助計劃

PUWY Go Green!



義工們翻泥加土，準備種植。
Volunteers plow for the new plants.



開墾前，大花槽雜草叢生，一片凌亂。
Let's clear the overgrown weeds in the planters.



親子種植活動增加了家庭的凝聚力。
What a great family activity!

為了綠化校園，培養學生的自然觀察智能，學會愛護植物，我校致力發展園藝工作。有見七樓大平台有一畝50平方米的大花槽可待發展，園藝組便申請了由康樂及文化事務署舉辦的綠化校園資助計劃的津貼，用來分階段進行園藝工作。

無論是七樓大平台，還是流動花架，都是由零開始，先清除雜草，繼而翻土換泥，然後播種，每天為植物澆水、除草、修剪等，都是工友、家長義工、綠化校園大使和園藝組老師的功勞，衷心感謝他們付出的汗水、時間和心思。

In order to green the campus and enhance students' naturalist intelligence, various planting projects were carried out under the Greening School Subsidy Scheme launched by the Leisure and Cultural Services Department.

Thanks to your time and effort parent volunteers, horticultural team teachers, Green Ambassadors and janitors. Plants grew and flowers bloomed everywhere in the campus, including the 50 square-meter planter on 7/F and mobile plant racks.



先利用種子培植幼苗。
Transplanting seedlings from pots to the planters.



按計劃移植不同的植物到花槽中。
Planning for the transplanting.



綠化校園大使樂此不疲地為植物澆水。
The Green Ambassadors water the plants happily.



添置流動花架，讓同學多認識及觀賞植物。
Let's learn about the plants on the mobile plant racks.



辛勤過後，碩果累累，百花盛放。
Let's enjoy the blooming.

100 Days Smarter Celebration for P1



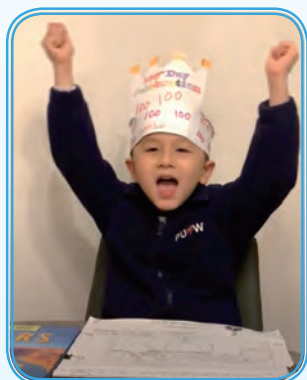
P1 students are watching the performance on P1 Orientation Day.



Which musical instruments P1 students would like to learn?



P1 students are touring around the campus enthusiastically.



Overcoming all challenges during COVID-19 pandemic, our P1 students successfully passed their 100th day at PUWY. A celebration party under the 100 Days Smarter Programme of the English Scheme was held through Zoom on 4 Mar.

To kick off, Dr. Tan congratulated P1 students for their success and progress. He reminded students that the process of achieving 100 is a continuous improvement journey and it takes time to achieve. It is worth celebrating every time when they move forward.

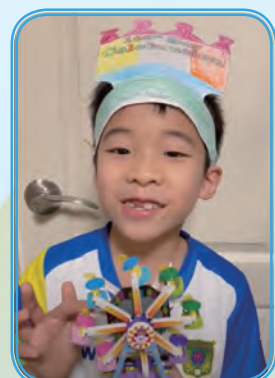
With their hard work and effort, they all excelled in adapting the new school life, especially different modes of learning under the 'New Normal'. Their happy moments at PUWY and good work was shown during the celebration. Please scan the QR code to enjoy their happy moments.



Mr. Allen, host of the celebration.



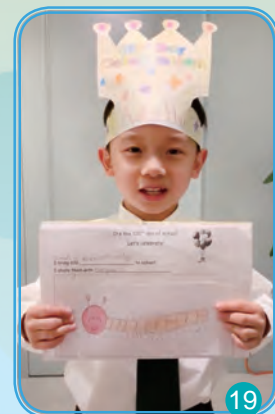
A video showing P1 happy learning moments at school.



P1 students enjoy the 100th Day Celebration through Zoom.



Students do the 100th Day Smarter presentations with their handmade crowns.



諸聖節聖人扮演 效法諸聖芳表

Dressing Up as Saints, Living Out a Devotional Life



二禮班林傲誌：聖猶達
2C Lam Ngo Yi Oscar (St. Jude)



三信班林俊廷：聖若望鮑思高
3I Lam Chun Ting (St. John Bosco)

五勤班宗正浩：聖德蘭修女
5M Chung Ching Ho (St. Mother Teresa)

為鼓勵學生認識教會諸聖，並效法聖人愛主愛人的芳表，學校去年十月至十一月首次舉辦了「諸聖節聖人扮演活動」，讓學生發揮創意，利用服飾和道具，模仿他們所尊敬的聖人，然後拍照留念。

是次活動學生反應非常踴躍，學校收集了共 170 張照片作品，其中最踴躍參與的班別更有 20 位同學參加！在網上直播的聖誕聯歡會中，我們分享了經過校長及老師評審的 11 幅入圍優秀作品，並由獲獎學生以影片介紹作品如何反映各個聖人的特徵及生平。最後，首五名學生更獲校長頒授印有他們作品的馬克杯。歡迎掃描二維碼觀看聖人扮演活動精華短片。



In order to encourage students to learn more about the saints and live out a devotional life, 'Dressing Up as Saints for All Saints Day' activity was carried out in Oct to Nov last year. Participants investigated the life of a saint, dressed up as their chosen saint, and sent a photo of their amazing look for the activity.

A total of 170 entries were received. The best participation class even submitted 20 entries. During the online Christmas party via zoom, 11 excellent entries including their photos and videos sharing the story of the saints were selected and showcased. The top 5 students were awarded a special mug with their work printed on it by the Principal. Please scan the QR code to watch the videos of this activity.



二勤班陳駿熙：聖保祿三木
2M Chan Chun Hei (St. Paulo Miki)



三信班胡愷朗：聖巴斯弟盎
3I Wu Hoi Long (St. Sebastian)



同學的聖人扮演都別具心思，令評判大傷腦筋。
Look at students' amazing work! The judges have a hard time choosing the winners.



校長以史諾比扮相頒獎給五位獲獎學生。
The Principal in Snoopy costume presents awards to the winners.

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