



番禺會所華仁小學
Pun U Association Wah Yan Primary School

2 Pak Fuk Road, North Point, HK

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chung Wai Leung	Mr. Chow Ping To James	Established	Aided Whole Day	Boys	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Pun U District Association of H.K.	Courtesy, Benevolence, Magis, Integrity	1971	Chinese	School Bus; Nanny van	About 4720 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Wah Yan College, Hong Kong					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100 (Voluntary)	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Chapel, CampusTV Studio, Flight-simulation Cabin, PTA&AA Room, Our Lady statue, Wah Yan's Got Talent, Conference Room, 2 Interview Rooms, 2 Dressing Rooms, Tuck shop
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Centre, School History Room, Guidance Activity Room, Small Group Teaching Rooms (x4), VR/AR Room, Subject special rooms: Chinese Language (Hua Xuan), English Language, General Studies, Visual Arts, Music, Computer.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Visual fire alarm system.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		50
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	31%	46%	9%	16%	75%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		For P.5 and P.6, the class size remains at 30 students per class. For P.1 to P.4, small-class teaching is implemented with 25 students per class (based on the school's policy starting from P.1 in 2023, with each class having 25 students for small-class teaching). Students in P.4 to P.6 sit in pairs at shared desks, using whiteboard desks to enhance collaborative learning skills.								
Remarks		According to students' learner diversity, individual main subject (Chi., Eng. or Math.) at certain grades has common timetables across the classes for small class teaching, converting the original 4 classes into 5 teaching classes, thus increasing learning effectiveness. Arrangements are reviewed once every term.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Assessment and follow-up support are conducted for Primary 1 new students based on performance indicators. From Primary 1 to Primary 3, students are assessed and evaluated based on the concept of multiple intelligences, both in terms of progress and summary assessments.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	All classes are of mixed-abilities (no 'elite classes'), with teaching and assessment based on differentiated learning objectives to cater for learner diversity. (No tests or examinations in P 1 and in Term 1 of P 2)						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	7:35 AM	Please see Remarks	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School Health Ambassadors promote healthy lifestyle and arouse health and hygiene awareness among peers. Fruits are provided during lunch on Mondays and Fridays to encourage students to eat more fruits. On Wednesday and Friday mornings, the school holds a whole-school exercise session, and during recess, various sports activities are available, such as football, basketball and table tennis.		Monday, Wednesday, Thursday, Friday: 07:35 - 14:40 Tuesday: 07:35 - 14:00 School life begins each morning with prayer, finishes with an end-of-day reflection. (The final arrangements are subject to the version issued by the School.)		

Life-wide Learning

Catholic Societies, Wind Band, String Orchestra, Chinese Orchestra, Choir, Handbells, Handchimes, Vocal Music, Chinese and Western Instruments, Athletics, Swimming, Diving, Basketball, Badminton, Football, Volleyball, Fencing, Table Tennis, Ice Hockey, Cub Scout, Flag Guard, Chinese and English Drama, Chinese and English Debate, French, Mathematical Olympiad, Chess, Calligraphy, Ink Wash Painting, Ceramics, Robotics (mBot), Campus TV Station, Aviation, Life-wide Learning Activities, and Other Learning Experiences.

School Mission

Based on Jesuit educational principles and the school motto, the School aims at cultivating the following among students under a happy campus atmosphere: multiple intelligences (linguistics, Math, scientific, technological humanistic, aesthetic, physical, logic, self-management, reflection and imagination), respect (for self, others and Nature), empathy and compassion, self-confidence and courage to take risks, sense of responsibility, diligence towards personal excellence, mutual trust with others, religious and moral values, and a commitment to serve and accompany the needy.

School Characteristics

School Management

School Management Organisation:

The IMC directs the development and policies, with an administration team consisting of the Supervisor, Principal, Vice Principals and Senior teachers, leads, manages, supports and monitors panels/committees, in effective communication with the PTA, the Alumni Association and the feeder secondary school.

Incorporated Management Committee / School Management Committee / Management Committee:

According to the constitution, the IMC now has 7 School Sponsoring Body Managers, the Principal, 1 Teacher Manager, 1 Parent Manager, 1 Alumni Manager and 1 Independent Manager. Alternate Managers include 1 from the School Sponsoring Body, 1 from Teachers and 1 from Parents.

School Green Policy:

Environmental policy focuses on reuse, recycling and reduced consumption. Recycling bins are provided for different kinds of materials and plastic. The school encourages students to ride electricity-generating bicycles and has joined the 'Feed-on Tariff Scheme' which makes use of solar panels in school to generate electricity.

School's Major Concerns:

1. Make optimal use of lesson time to enrich students' learning experiences and promote balanced physical and mental development
2. To form students in positive values, centered on Christ, enabling them to live out the Wah Yan spirit for the Greater Glory of God (AMDG).

Learning and Teaching Plan

Learning & Teaching Strategies:

Based on the school-based subject hierarchical knowledge/competency framework, the School designs curricula for Chinese, English, Mathematics, Humanities and Science, H-STREAM, self-care abilities, cross-curricular LVL activities using community resources (P.1-4), cross-curricular LVL on Pun U's history, culture, technology (P.5) and cross-curricular life- wide learning programme on the history, culture, and technology of Beijing (P.6). P.4 and P.6 also join career exploration and life planning for self-understanding and workplace experience. The School uses e-learning (AR/VR/AI) to increase student-teacher interaction and immediate feedback; multiple intelligences theory in P.1-P.3 to develop thinking skills and deepen knowledge via display, consolidation, application; cooperative learning to develop collaboration, scientific enquiry, problem-solving, creativity. Post-assessment reflection enhances self-directed learning; written feedback describes acquired knowledge and skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To cultivate students' positive values through Personal Growth Education; 2. Optimization of diverse learning experiences through making good use of school hours: International Languages Day, reflective sessions, self-care ability sessions and whole school sports sessions etc.; 3. Regular implementation of cross-curricular life-wide learning activities with annual reviews; 4. To cater for students' diversity by optimizing multiple-intelligence assessment, teaching and learning materials and assessments according to hierarchical knowledge/competency framework; 5. To maximize the effectiveness of learning and teaching, the school optimizes the STREAM curriculum through VR/AR technology and provides students with interactive learning environment; 6. The continuation in improving Assessment Literacy among stakeholders.

Development of Generic Skills:

Through learning in different Key Learning Areas, cross-curricular, and life-wide learning activities, students master, construct, apply, enrich and deepen knowledge, develop critical thinking and enquiry skills. The School has also developed and adopts school-based assessment criteria of problem-solving, creativity and reflection.

Cultivation of Proper Values, Attitudes and Behaviours:

Our 21 school-based values are promoted through campus art works, cross-curricular curricula, award policies, guidance policies teaching reflection, service learning, Mainland and overseas interflow, parent education and teacher professional development.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. To address the diverse learning needs of students, three tiers of learning objectives (basic, intermediate, and advanced), curricula and assessments are set in Chinese, English, Mathematics, Humanities and Science. 2. Design P.1-P.2 school-based teaching and learning materials and assessments according to hierarchical knowledge/competency framework: Set A (foundational/progressive) and Set B(challenging) 3. Set up online learning platform using hierarchical knowledge/competency framework. 4. Nominate and train gifted students to join pull-out programmes and competitions. 5. Set up a parent resources database from which Mentors of the Workplace Experiential Self-understanding Programme are selected. 6. Provide subject-based acceleration scheme in Chi., Eng. and Maths.

Whole School Approach to Integrated Education:

The school has hired teaching assistants and Special Educational Needs Support Teachers (SENST) to provide in-class support for students, assist with accommodations during assessments and examinations, and help with monitoring and adjusting their progress. The school also provides social-emotional support groups and school-based speech therapy services. Additionally, they have implemented collaborative programs such as the Medical-Educational-Social Collaboration Program and the "Early Identification and Support for P.1 Students with Learning Difficulties" program. The school aims to foster a culture of inclusivity on campus.

Curriculum Tailoring and Adaptation:

Chinese Language: Teachers from P.1 to P.6 design school-based worksheets, while P.4 to P.6 follow a school-based curriculum. English Language: All levels implement a thematic learning model featuring school-based differential reading and writing programmes. A humanities-centred school-based STREAM curriculum is also in place to cultivate students' ability to apply scientific and technological knowledge from a humanistic perspective, using creative thinking to solve real-life problems.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The School organizes lectures and gatherings for parents on issues such as curriculum, assessments and school policies. The PTA organizes different activities like values education workshops, annual gatherings and seminars for the parents of P.1 students. The PTA also assists the School in coordinating events including Christmas party and Chinese Cultural Day. Parent volunteers provide consistent support in lunch supervision, gardening and library assistance and provide support in events like Sports Day and Swimming Gala. Each class has designated class representatives to strengthen parent-school collaboration.

School Ethos:

The School emphasizes moral and spiritual education, aiming to cultivate students' self-discipline and adherence to rules. Each class implements a 'One Student, One Role' initiative to foster personal accountability. The School establishes student councils and student committees to develop leadership skills and foster a sense of service among upper primary students. Caring ambassadors are appointed to mentor younger students. The School actively promotes values education to help students develop the right values. The school also sets graduation attributes, aiming for students to pursue excellence upon graduation. Service learning is highly valued, and the School establishes groups such as the Rotary Interact Club and Community Ambassadors to actively promote student involvement in voluntary training and community service, enabling them to serve others, thus develop both talent and social responsibility.

Future Development

School Development Plan:

The School is committed to whole-person education, optimizing learning time and enhancing both classroom and beyond-classroom experiences to promote balanced development and diverse potentials. Through tiered knowledge and competency frameworks and formative, summative, and multiple-intelligence assessments, the School caters to diverse abilities and strengthens self-directed learning and generic skills. Following Christ's example, and integrating the Values Education Curriculum Framework, Catholic and Jesuit educational ideals, and positive Chinese cultural values, the School develops a school-based core values framework. Using a "cognitive, affective, and behavioural" approach, the School nurtures positive values and embodies the Jesuit vision of "Boys for and with others." A professional teacher learning community is also in place to develop student-centered resources and enhance teaching effectiveness.

Teacher Professional Training & Development:

The Teacher Development Team guides new teachers in understanding Catholic and Jesuit educational philosophies and our school community's unique context. Teachers are encouraged to pursue lifelong learning, master current professional knowledge, and strengthen subject, pedagogical, and value-based competencies to enhance teaching and learning. A professional learning community drives teacher development and sustains ongoing school improvement.

Others

1. Scholarships are awarded to the top one to three students in each class with the highest academic achievement for the entire school year.
2. To promote students' balanced development and encourage the pursuit of excellence, the school offers a wide range of reward programs and awards.
3. Exchange programs with Mainland and overseas as well as the participation in international competitions allow students to gain a deeper understanding of Hong Kong, China and the world.