



番禺會所華仁小學

Pun U Association Wah Yan Primary School

2 Pak Fuk Road, North Point, HK

25722140

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http://www.puwy.edu.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 |
|--|---|--|-----------------------|----------------------------------|-----------------------------|
| Fr. Lo Pak Huen William | Mr. Chow Ping To James | Yes | Aided Whole Day | Boys | Catholicism |
| Percentage of school supervisor and managers fulfilling the training targets | | | | - | |
| 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' / School Alumni Association | | Parent-Teacher Association (PTA) | |
| Wah Yan College, Hong Kong | | Yes | | Yes | |

2023/2024 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|--|----------------------|
| - | - | \$100 | A/C fee not subsidized by EDB, publications such as handbook, smart card, etc (Around \$200) | - |

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 Rm, Our Lady statue, Wah Yan's Got Talent, Conference Rm, 2 Interview Rms, 2 Dressing Rms, Tuck shop |
| Special Rooms | | | | 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 2022/2023 school year

| | | | | | | | | | | | |
|--|--|-----------------|------------------------------------|----------------------------|--|--|--|-------------|--|-------------------|--|
| Number of teaching posts in the approved establishment | | | | 48 | | Total number of teachers in the school | | 50 | | | |
| Qualifications and professional training (%) | | | | | | Years of Experience (%) | | | | | |
| Teacher Certificate / Diploma in Education | | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | | 0 - 4 years | | 5 - 9 years | | 10 years or above | |
| 100% | | 100% | 30% | 40% | | 12% | | 22% | | 66% | |

Class Structure

| | | P1 | P2 | P3 | P4 | P5 | P6 | Total |
|---|--|----|----|----|----|----|----|-------|
| 2022/2023 school year | No. of classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| 2023/2024 school year (The number of class(es) approved by EDB in Mar./Apr. 2023) | No. of classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Mode of teaching at different levels | P.2-P.6 levels adopt the large class mode, i.e. with a class size of 30 students (will switch to 25 students per class starting from P.1 2023). In P.4-P.6, students are seated in pairs to strengthen collaboration 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 5-6 teaching classes, thus increasing learning effectiveness. Arrangements are reviewed once every term. | | | | | | | |

Performance Assessment

| No. of exam(s) per year | No. of test(s) per year | Streaming arrangement |
|-------------------------|-------------------------|--|
| 2 | 1 | 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) |

Diversified Assessment for Learning

The design of our formative and summative assessment is based on the school-based learning objectives of each subject and the Multiple Intelligence Theory. Chinese: Learning Portfolio; English: Debating; Mathematics: Exploratory Task and Performance Task; General Studies: Project Learning, Scientific Investigations; Physical Education: Physical Fitness Test; Music: Singing and Practical Musical Instruments Assessment

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 | 7 | 40 min | 7:35AM | Please see Remarks | 12:05PM - 1:00PM |
| 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 in school lunch on Mondays and Fridays. Whole-school morning exercise on Mondays, Wednesdays and Fridays. Brain gym and eye-muscles exercise after lunch are conducted to help students develop an active and healthy lifestyle. | | Monday, Wednesday, Thursday: 07:35 - 14:40 Tuesday, Friday: 07:35 - 14:00 School life begins each morning with prayer, finishes with an end-of-day reflection. | | |

Life-wide Learning

Cross-curricular Life-wide Learning Days, Athletics, Football, Table Tennis, Badminton, Basketball, Volleyball, Fencing, Tennis, Swimming, Rope Skipping, String Orchestra, Wind Band, Chinese Orchestra, Handchime, Handbell, Catholic societies, Choir, Chess, Cub Scouts, CYC, Maths Olympiad, Calligraphy, Junior Red Cross, mBot STEM, Oil Pastel Painting, Acrylic Painting, Magic, Cookery, French, Debate Team (Chinese & English), English Drama, Young Pilots.

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

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| 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. To seek professional support and consultancy services to deal with the shortage of teachers; 2. To enhance students' self-directed learning skills, increase students' motivation and improve students' learning ability so as to enhance teaching and learning effectiveness; 3. Through P.5-6 service learning, enhance P.1-4 self-management skills, self-discipline and positive values. |
| Learning and Teaching Plan |
| Learning & Teaching Strategies: Curriculum: Under school-based subject hierarchical knowledge/competency framework, the school develops a school-based curriculum, including Chinese, English, Maths, GS, H-stem, self-management skills, P.1-4 cross-curricular life-wide learning curriculum (using community resources), P.6 cross-curricular Beijing immersion course in history, culture and technology and P.5-6 workplace experiential learning. Learning and Teaching Strategies: The school has implemented e-learning to increase student-teacher interactions and immediate feedback; multiple intelligences theory use in P.1-3 learning in developing students' thinking skills and deepening the learnt knowledge through display, consolidation and application; cooperative learning in developing students' collaboration skills, scientific enquiries, problem-solving skills and creativity. Assessment: Post-assessment reflection for enhancing students' self-directed learning skills and written feedback describes their 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 before weekends, 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 (MI) 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 STEM 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 (appreciate goodness in all things, respect, gratitude, charity, empathy, reconciliation, fairness, preferential love for the poor, towards excellence, unafraid of risk-taking, integrity, life, perseverance, filial piety, family, bearing responsibility, generosity, simplicity, willing to have direct contact, appreciate and be creatively critical towards different cultures) 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) Set foundational progressive and challenging categories of learning objectives, curriculums and assessments. 2) Design P.1-2 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 Chinese, English, Maths and GS. |
| Whole School Approach to Integrated Education: 1) Provide assessment accommodations and improve the junior students' skills in word pronunciation for students with special educational needs through teaching assistants and special educational needs support teacher in-class support. 2) Provide emotional and social skills groups and school-based speech therapy service. 3) Provide Student Mental Health Support Scheme and 'Early Identification and Intervention Programme for P.1 Students with Learning Difficulties'. 4) Foster social integration in school. |
| Curriculum Tailoring and Adaptation: Chinese Language: P.1-P.3 use worksheets designed by teachers instead of textbook materials; English language: School-based English modules using thematic learning approach with differentiated instruction are adopted. Based on interests of boys, develop humanity-based STEM curriculum to cultivate students' abilities to apply scientific and technological knowledge, to solve the problems encountered in daily life with creativity. |
| Home-School Co-operation and School Ethos |
| Home-School Co-operation: The Parents Teachers Association organizes different activities. Seminars are organized for the parents of P.1 students at the beginning of the school year. There are also voluntary workers helping in the school activities throughout the year. The School organizes lectures and tea gatherings for parents on issues such as curriculum, assessment, school policies, further studies in secondary, studying abroad and experiential parent education programmes. |
| School Ethos: Much emphasis is put on students' behaviour, moral education and work ethic and fostering self-discipline in students. The newly established Students' Association cultivates senior students' leadership and sense of service among peers. P.5-P.6 students are appointed as prefects and they all work enthusiastically. The Profile of PUWY graduates is a set of distinctive qualities, aiming at guiding our students to pursue excellence during their primary schooling. Voluntary work training and service projects help students learn how to serve others in society. |
| Future Development |
| School Development Plan: To cultivate students' self-learning habits, the school plans to continue the development of school-based learning and teaching self-study platform with the implementation of differentiated instructions, combining the elements including Artificial Intelligence and Learning through Play. To cater for students with different abilities according to the hierarchical knowledge/ competency framework, the school also plans to optimize the policies on assignments, formative assessments and summative assessments of major subjects. |
| Teacher Professional Training & Development: Through joining Quality Education Fund Thematic Networks, the school coordinates and supports participating schools in developing assessment literacy, including the promotion of learning and assessment and the concept of assessment as learning. The school also deepens the understanding of assessment among different stakeholders, makes good use of different resources and improves the learning, teaching and assessment cycle. In order to enhance assessment literacy, learning groups are established, interaction and exchange among stakeholders is facilitated. |
| Others |
| 1. The Pun U District Association of HK Scholarship is for the top student of each class. 2. Provide students with exchange opportunities to the Mainland and overseas in order to enhance their understanding of the history and culture of their country as well as other countries. |