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## 百分百幸福滿分的校園生活

談到為孩子選擇Happy School，作為媽媽的我非常理解家長心中常有的兩大疑慮：一、學校都自稱 Happy School，「快樂」由誰定義？二、常說的「小學快樂，升中就不快樂」魔咒是否無法打破？我們對待「快樂」是認真且有數據支持的。在衛生署今年的《學校健康報告》中，嶺小的評估結果為「百分百學生自評學校生活愉快或非常愉快」，這是全港罕見的成就。我們發現學生高幸福感的秘訣在於「黃金三角」——充足休息、情感支持與家校正向互動。嶺小學生在「上課日前一晚睡足八小時」的比例高於全港平均水平，原因一是我們功課與考試較少，可給予學生更多空間發展興趣和休息；二是我們避免安排過多課後補習班或興趣班，為孩子保留自由玩耍的時間。嶺小學生在「遇到問題有人傾訴」的比例亦高於全港平均水平，受惠於我一比十的師生比例，加強了師生關係和對學生的關顧；我們亦積極

營造安全基地，無論在學校或在家，孩子的情緒都是被接納的，遇到困難時一定有人可以傾訴。嶺小強調愉快校園與快樂家庭相輔相成，亦令學生在「家庭生活愉快」的比例高於全港平均水平。我們跟家長有兩方面的共識，一是家校一致減少在孩子面前傳遞對成績的過度焦慮；二是彼此着重於孩子的進步、努力與品格，而非僅僅是學業表現。至於「快樂小學，升中代價大」又是否真確？嶺小過去三年平均有超過九成學生獲派第一志願，高於全港平均的74%；其中七成畢業生升讀Band 1或英中。事實證明只要功課與測考安排合理，愉快學習與活動教學不僅行得通，還能培養出具備自信、高情商且能順利應付升中挑戰的學生。真正的Happy School是學術、品格與幸福感三者的平衡點，不但為孩子未來學習打下最穩固基石，同時為孩子建構一個百分百幸福滿分的成長環境。

## A 100% happy school life

As a mother myself, I deeply understand the concerns parents have when seeking a happy learning environment for their children. First, when every school calls itself a Happy Learning School, who actually defines "happiness"? Second, can the oft-mentioned curse – that "a happy primary school leads to an unhappy secondary school" – truly be broken? At Lingnan University Alumni Association (Hong Kong) Primary School (LUAAPS), we take these questions seriously. "Happiness" for us is not just a slogan – it is a commitment backed by evidence. In this year's School Health Reports from the Department of Health, LUAAPS achieved a remarkable result: 100% of students reported their school life as happy or very happy – a rare accomplishment in Hong Kong. Through our experience, we have found that the secret to this high level of student well-being lies in what we call the "Golden Triangle": Adequate Rest & Space, Emotional Support, and Positive Home-School Interaction. For Adequate Rest & Space, a higher proportion of LUAAPS students sleep for at least eight hours the night before a school day compared to the Hong Kong average, as we assign less homework and fewer tests, giving students more time to pursue their interests and rest, while also avoiding excessive after-school tuition or extracurricular classes to preserve time for unstructured play. For Emotional Support, our students are more likely to have someone to talk to when facing problems, thanks to our teacher-to-student ratio of 1:10, which strengthens relationships and enhances pastoral care; we also

actively create a safe emotional environment where children's feelings are accepted, whether at school or at home, ensuring they always have someone to turn to when difficulties arise. For Positive Home-School Interaction, LUAAPS emphasises that a joyful school environment and a happy family life complement each other, which contributes to a higher proportion of students reporting "happy family life" compared to the Hong Kong average. To achieve this, parents and we share two key commitments: first, avoid excessive pressure on children about grades, whether at school or at home; second, focus on children's progress, effort, and character rather than solely on academic performance. But what about the oft-mentioned curse that "a happy learning school comes with a hefty price later on"? Is it really true? Over the past three years, more than 90% of LUAAPS students have been allocated their first-choice secondary schools, far exceeding the Hong Kong average of 74%; among them, 70% of graduates have been admitted to Band 1 or EMI secondary schools. These results speak volumes: as long as homework and assessment arrangements are reasonable, joyful learning and activity-based teaching not only work but also cultivate students who are confident, emotionally intelligent, and able to successfully navigate the challenges of secondary school transition. A true Happy Learning School strikes the right balance among academics, character, and well-being – laying a solid foundation for children's future learning while creating a 100% happy growth environment where they can truly flourish.

嶺南大學香港同學會小學吳曉靈校長具有二十多年國際教育經驗，曾於國際學校、直資學校、考评局、港專、浸會大學任教與擔任顧問及教師培訓等工作。她曾編寫小學至碩士班課程；近年獲劍橋大學教育系邀請，發表跨課程及STEAM教學演講，分享二十一世紀體驗教學模式。

Principal Ng Hiu Ling of Lingnan University Alumni Association (Hong Kong) Primary School has over two decades of international education experience. She has taught at international schools, Direct Subsidy Scheme schools, and tertiary institutions including the Hong Kong Examinations and Assessment Authority, HKCT Institute of Higher Education, and Hong Kong Baptist University, while also serving as an educational adviser and teacher trainer. She has designed curricula at levels from primary through to master's. In recent years, she was invited by the Faculty of Education at the University of Cambridge to deliver lectures on cross-curricular and STEAM teaching, sharing her insights on 21st-century experiential learning models.



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