



救恩學校 Kau Yan School

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Hung Chi Lung	Dr. Au Wai Man	Not Applicable	Private Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tsung Tsin Mission of HK	Faith, Hope, Love	1946	Chinese (incl.: Putonghua)	School Bus	About 5000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
About 30 places are reserved for our graduates from our affiliated Secondary School -United Christian College (KLN) yearly			Yes	-	
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$70,600 (in 10 instalments)	-	-	-	Miscellaneous Charges including story books and IT materials.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
20	1	1	1	Air-conditioning & WiFi installed all around school building. Well-equipped rooms with notebooks and iPads. Our kitchen prepares our daily meal.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Special Rooms, Roof Garden, Cookery Room, Steam Maker Room, 4,000 sq. ft. Integrated Arts Center, 6,000 sq. ft. Learning Centre (including Visual Arts facilities, 30,000 books & IT facilities).				Accessible lift and multiple sizes small group learning spaces, Student Counselling Room.

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment				-	Total number of teachers in the school		43
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	
95%	100%	35%	7%	41%	26%	33%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	4	4	3	2	2	18
2025/2026 school year	No. of classes	3	3	4	4	3	2	19
Mode of teaching at different levels	Our classes are led by two class teachers. Lessons are mostly delivered through cooperative learning with teacher's talk in moderation, students are engaged in investigation, discussion and receiving feedback from peers and teachers. Pull-out groups, ability grouping and collaborative classrooms are in place to meet the various requirements of different subjects.							
Remarks	Pull out teachers are assigned to Chinese/English/Mathematics classes to support small group learning and cater for learner diversity. The teachers provide appropriate guidance based on the developmental and learning needs of students at each grade level. We provide modular curriculum and STEAM education for P.1-6							

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)		0	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							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	We utilize various kinds of formative assessments such as class participation, homework, projects, pre-and pro-learning test, presentations, display of learning outcomes etc. to provide feedback for learning and teaching and to complement the short-comings of summative assessments and to alleviate unnecessary stress due to high stake test and exams.						
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	P.5 & P.6 classes are arranged into groups according to students' educational needs in order to leverage their learning effectiveness.						

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	5	55 mins	7:55 AM	3:00 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
3 lunch options are offered at site by catering service. Students may also bring their own lunch.	To promote healthy living, the school provides healthy meals daily. Various sports programmes, extracurricular activities and school team training are available. Furthermore, we care for our students' psychological, social and spiritual health. At the same time, we endeavor to cultivate a loving and respectful school.		Hot, fresh, and nutritious meals are prepared daily by catering service at our very own kitchen. No Tuck Shop at school. Parents are strongly encouraged to prepare healthy snacks for their children.		

Life-wide Learning

The modular curriculum enriches learner's experience by offering mandatory lessons in cultural learning (Culinary Arts, Sewing and Chinese painting), sports, STEAM, service learning, life experience learning and global citizenship education. There are over 100 optional after school activities offered in areas of sports, music and performing arts, visual arts, STEAM, chess etc. for student's choice. An enrichment week is organized yearly to encourage learning outside the confines of classrooms and to engage in meaningful and fun investigations.

School Mission

We believe all children deserve respect from their parents, teachers and friends. We believe every student is teachable and has the potential to be successful. Founding on the love of Christ, we pursue to offer a holistic education. We strive to empower our parents to develop an enthusiastic, encouraging and healthy learning environment for their children. Together we can experience the joy of educating through the truth of love.

School Characteristics

School Management

School Management Organisation:

The Sponsoring Body of our school appoints professionals as members of our School Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

The Sponsoring Body appoints professionals, parents and alumni representatives to be School Board Managers for decision-making and managing important affairs.

School Green Policy:

The School organizes various activities to promote conservation of resources and reduction of carbon emissions. Students bring their own cutleries, snack boxes and water bottles. Paper conserving & recycling, uniform recycling, electricity conservation and minimal elevator usage are strongly encouraged.

School's Major Concerns:

We instill the beliefs in Learn to Love and Love to Learn to our students while disciplining them to be respectful and responsible by implementing Christian Education, Positive Education, STEAM education and Differentiated school-based curriculum and instructions. While emphasizing a happy learning process, we also pay attention to the quality of learning and performance.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our curriculum aims to promote the learning interest of students and the skill sets required for autonomous and inquiry learning. The key modes of learning includes investigations, cooperative learning, experiments, field trips etc. which are supported steadfastly by our IT infrastructure. Knowledge is constructed through comparing, analyzing, integrating and creating. The language curricula are tailored to cater for learner diversity and for individual needs, and with the deployment of teaching assistants and co-teachers for pull-outs and differentiation, learning and teaching can be effectively enhanced. In addition, the extended learning activities and modular curriculum, which includes items listed in the 'Life-wide Learning Activities', complements the existing KLA to promote a more holistic childhood development. The Responsive Classroom® Approach and the Essential Bible curriculum are adopted to promote social and learning skills and as part of our moral and religious education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In response to the anticipated learning differences among students after the epidemic, the school has made great efforts to strengthen strategies for adaptive teaching and adjustments in the school-based curriculum. In terms of curriculum design, the school has made arrangements in terms of content, processes, product and environment, which are in line with the students' abilities, interests, and learning needs. The school also provides diverse learning opportunities and avenues for showcasing learning achievements. Furthermore, through relevant teacher training and focused observations by subject coordinators and the principal, every effort is made to enhance the learning effectiveness of each student.

Development of Generic Skills:

The school-based curriculum and the school environment is organized in ways to elevate students' abilities in self-management, social networking, exploration, communication, problem-solving and creativity and to inspire students' minds at the same time.

Cultivation of Proper Values, Attitudes and Behaviours:

We foster our students

To endure adversity in Faith: Daring, responsible, persistent in living virtuous, positive values and attitudes in daily life.

To encounter frustration in Hope: Optimistic, unfettered, creative in solving problems and envisioning possibilities for the future.

To embrace the world with Love: Love the Earth, treasure natural resources and conserve the environment, love people and cherish life, respect and treat others in kindness regardless of race, wealth and age.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school adopts a school-based curriculum to provide academic choices for students in order to encourage their participation. Teaching Assistants and parents are recruited to develop students' effectiveness in learning. Besides, Social Workers at school are available to provide necessary support and assistance to those students in-need.

Whole School Approach to Integrated Education:

N.A.

Curriculum Tailoring and Adaptation:

The school-based curriculum and the learning activities thereof are designed to meet the interests, ability and learning styles of our students. They are not only targeted on knowledge, skills, attitudes development, but are also up-to-date. Students are provided with open-ended types of assignments aiming to stretch their abilities, encourage critical thinking and utilize learnt knowledge. The pull out group learning, special examination arrangement for special need students are measures to raise teaching and learning effectiveness.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Kau Yan School organizes school-parent activities to foster close communication between the school and the parents. To keep our parents up-to-date, we organize Parent/ Teacher Conferences, Home-school Morning prayer meeting, we post updates on the school website, social media and issue letters from the principal. Besides, parents are also encouraged to participate in school activities, or even to assist struggling students to learn.

In order to provide better parent education, the school and Kau Yan Church jointly organized weekly classes for the parents so that they can share ideas on parenting and to encourage them to be more engaged in their child's learning process and school development.

School Ethos:

Our school seeks to create a student-oriented and encouraging environment for students. We aim to nurture our students to love others and themselves with a pure heart. Through various training and reflection programs, our students learn to be a responsible, caring and committed persons. Upper grade students are matched to lower grade to establish cross-grade relationship and a sense of belonging. The school plays an active role in promoting harmony between school and parents through different means of collaboration. Our students and their family can fit well into our school culture subsequent to their participation in our school events.

Future Development

School Development Plan:

We place passion and compassion at the heart of our school development plan. Our goal is to inspire students to love learning and life, while nurturing empathy, respect for diversity, and the ability to lead with understanding. We emphasize whole-person development by integrating positive education, life education, and technology, helping students strengthen their inquiry and collaboration skills to build knowledge together. We also foster a caring and inclusive school culture, supporting students' growth in body, mind, and spirit, so they are well-prepared to embrace future challenges.

Teacher Professional Training & Development:

The school places high priority on professional development, therefore, workshops are regularly held to cater teachers' teaching needs. Topics include Cooperative Learning, Autonomous Learning, Inquiry Learning and Catering for individual differences, Gifted Education, Positive Education, etc. To enhance teaching and learning effectiveness, teachers' co-planning sessions, lesson observations by heads of subject department and by the school principal are organized. Teacher exchanges, local and overseas, are arranged to further enhance their professionalism.

Others

The school has opted out from taking the TSA (Territory-wide System Assessment). For P.1 and P.2, an assorted formative assessments are used to replace examinations. For P.3, there is one examination throughout the year, whereas P.4 and beyond, there are two examinations.