



救恩學校 Kau Yan School

97B High Street, Sai Ying Pun, Hong Kong

21166198

25232835

kys-mail@kauyan.edu.hk

http://www.kauyan.edu.hk

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)	
United Christian College (Kowloon East)					
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$75,550 (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	Whole school has central air-conditioning, Wi-Fi, tablets, and an on-site kitchen serving fresh lunches.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multiple-purpose rooms, a Rooftop Garden, a Culinary Arts room, a Makerspace classroom, a Visual Arts room, a multi-purpose hall, and a Learning Centre.				Accessible lift and multiple small-group learning spaces, and a student counselling room.

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

Number of teaching posts in the approved establishment				-	Total number of teachers in the school		46
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	
91%	100%	33%	7%	61%	13%	26%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	4	4	3	2	19
2026/2027 school year	No. of classes	3	3	3	4	3	3	19
Mode of teaching at different levels	The school-based curriculum adapts content and design to students' needs, interests, and abilities. Teachers develop materials to enhance self-directed learning and inquiry. Classes use cooperative group work, discussion, and feedback. Pull-out groups and subject-based grouping strategies support diverse learners. A co-class teacher system strengthens student care and home-school communication.							
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-P.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 utilise a range of formative assessments to provide constructive feedback and reduce the pressure associated with high-stakes testing. These include class participation, homework assignments, project-based work, pre- and post-learning tests, oral presentations, and displays of learning outcomes.						
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	P5 & P6 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		
Three healthy lunches made fresh on-site daily; home-packed lunch also allowed.	We promote a healthy lifestyle through nutritious meals, a variety of sports programmes, and extracurricular activities. In addition, we prioritise students' psychological, social, and spiritual well-being within a respectful and supportive school environment.		The school operates its own kitchen, where a lunch supplier prepares delicious, hot, and nutritious meals for students. Although the school does not have a tuck shop, parents are encouraged to provide healthy snacks for their children.		

Life-wide Learning

We offer compulsory lessons in Culinary Arts, Sewing, Chinese Painting, STEAM, Service Learning, Life Experience Learning, and Global Citizenship. Over 100 optional after-school activities are available, covering sports, music, performing arts, visual arts, STEAM, and chess. An annual Enrichment Week is also held to encourage meaningful learning experiences outside the classroom through investigative projects.

School Mission

We believe that every child deserves respect and that every child can be taught and can achieve. Grounded in the love of Christ, we provide quality whole-person education, strengthen the role and function of parents, and build a positive, healthy, and cheerful learning atmosphere for children, so that together we may experience an education of love.

School Characteristics

School Management

School Management Organisation:

The school is managed by a School Management Committee composed of professionals appointed by the sponsoring body to serve as school managers.

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 entire school participates in energy-saving and emission-reduction activities, practices recycling and reusing, and establishes environmentally friendly habits. We use eco-friendly lunch boxes that are washed and reused. Our environmental policies include paper recycling, collection boxes for waste paper, recycling of old school uniforms, switching off unnecessary lights, and taking the stairs instead of lifts to raise environmental awareness.

School's Major Concerns:

Guided by the concepts of "learning to love" and "loving to learn," along with the principle of respect and fulfilling one's responsibilities, we promote Christian education, positive education, school-based curricula, STEAM education, and attention to individual student differences. While emphasising an enjoyable learning process, we also focus on learning quality and performance.

Learning and Teaching Plan

Learning & Teaching Strategies:

The curriculum boosts learning interest, self-directed learning, and inquiry. Students learn through inquiry, cooperation, experiments, fieldwork, and strong IT support. Hands-on practice helps them compare, analyze, synthesize, and create knowledge. The language arts curriculum is tailored to individual needs using teaching assistants and grouping strategies. School-based units and extended activities foster whole-person development (see "Life-wide Learning Activities"). The Responsive Classroom® Approach and Essentials Bible curriculum build character, social skills, and learning abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In response to the anticipated learning gaps among students, the school has placed particular emphasis on strengthening differentiated instructional strategies and school-based curriculum adaptations to enhance student learning effectiveness. Regarding school-based curriculum design, adjustments are made in four areas — content, process, product requirements, and learning environment — to align with students' abilities, interests, and learning needs. Diverse pathways for learning and demonstrating learning outcomes are provided. Furthermore, relevant teacher training, along with focused lesson observations conducted by subject heads and the principal, are implemented to ensure that every student's learning effectiveness is enhanced.

Development of Generic Skills:

Through a rich campus life and a well-aligned curriculum, we enhance students' self-management, social, inquiry, communication, problem-solving, and creative abilities, thereby inspiring multiple intelligences.

Cultivation of Proper Values, Attitudes and Behaviours:

We foster in our students:

- To face adversity with faith: dare to challenge, be willing to take responsibility, and persistently practise positive values and life attitudes.
- To face failure with hope: maintain an optimistic and positive attitude in dealing with people and matters, unconfined by difficulties, and be willing to solve problems creatively to create new opportunities for the future.
- To face the world with love: love the earth, cherish resources, and protect the environment; love people, value life, and show respect regardless of race, wealth, or age, treating others with courtesy and honesty.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school has developed its own school-based curriculum to provide choices in both learning content and processes, thereby enhancing student engagement and performance. The school also employs teaching assistants and invites parents to provide student support, helping to improve the learning effectiveness of students with different abilities. School social workers offer assistance and support to students in need.

Whole School Approach to Integrated Education:

N.A.

Curriculum Tailoring and Adaptation:

Each subject designs school-based curricula and learning activities according to students' interests, abilities, and learning needs, with appropriate time allocation targeting the three domains of knowledge, skills, and attitudes. Assignments are mainly open-ended, encouraging thinking and application of knowledge. Pull-out small-group learning is provided to enhance overall learning effectiveness, and examination accommodations are arranged for students in need.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We promote home-school communication through parents' evenings, home-school prayer meetings, the school website, letters, and principal's letters. We also promote parent education by co-organising weekly parent education programmes with the church every Sunday, where parents and teachers gather together to share ways of nurturing children. Parents are also encouraged to participate in school activities and even assist students in the classroom.

School Ethos:

Our school upholds a sincere and down-to-earth ethos. We encourage students to love themselves and others, care for the community, and live out Christian values through various group activities. Service teams are formed in P5 and P6, with training and opportunities to serve others. Senior grade students are paired with younger peers to establish relationships and foster a sense of belonging, thereby enhancing social skills. We actively promote home-school cooperation, fostering harmonious relationships among teachers, students, and parents. An annual orientation week is organized to support new students' adjustment, and ensure they receive appropriate care, creating a joyful and positive campus atmosphere.

Future Development

School Development Plan:

In response to the trend of technology reshaping the world, our school's development plan deepens the essence of "passion and compassion" and strives to enhance students' thinking and judgement abilities. We emphasize that in the era of AI collaboration, children must possess the ability to discern right from wrong, refrain from blindly following algorithms, and safeguard the space for independent thought. The school will continue to promote whole-person education by integrating digital literacy with life values, teaching students to examine learning and technology application through empathy and neighborly love. On the foundation of balanced physical, psychological, social, and spiritual development, students will be able to master advanced technology while maintaining a warm and positive disposition, thereby becoming future citizens with moral courage.

Teacher Professional Training & Development:

The school places great importance on teacher professional development and regularly organises training tailored to school needs, such as teacher training workshops, seminars on sharing educational philosophies, and small-group teaching experience exchange sessions. Workshops on various topics are also arranged, including cooperative learning, self-directed learning, inquiry-based learning, catering for individual differences, gifted education, and positive education. The school also arranges internal and external exchange activities to enhance teacher quality. In terms of teaching and learning, the school has established collaborative lesson preparation sessions as well as lesson observations by the principal and subject heads.

Others

The school does not participate in the Territory-wide System Assessment (TSA). The annual examination arrangement is as follows: no examinations for P.1 and P.2, only school-based progressive assessments; one examination for P.3; and two examinations for P.4 to P.6.