

Kau Yan School
2018-2019
Principal's Message (2)

29 October 2018

Dear all parents,

A lot of research studies find that students' performance is positively correlated with parental engagement in the school. In KYS family, our parents' dedication is an indispensable element of the rapid growth of the school and students. Every morning, the Learning Centre is filled with clusters of reading buddies facilitated by our parents. Our students' reading capacity is enhanced by their passion and selfless contribution. Our parents' footprints can also be easily found in our programs in which they provide us with unconditional support, such as P.5 *Pay it Forward* outings and P.3 *Swimming Module*, to name but a few. Moreover, the *Parent Class* on Sundays reaches a record high of exceeding 300 parents this year. We inquire on a spectrum of topics, ranging from different aspects of child development to parenting issues. What's more, the *Sweet Moment*, one of our new programs, facilitates intimate interactions between the parent and child in order to deepen their mutual understanding. Another new initiative this year is the monthly *Parent Prayer Group*. We strongly believe in the power of our joint parent-school prayers that leads our school and blesses all members of KYS, including students, parents and colleagues. The close home-school partnership is further enriched by the new monthly *Breakfast Meeting*. It is a valuable platform for a frank and open dialogue between parents and the school management team. The first meeting was held on 4 October amongst 20 P.4-6 parents and the school management team. We had an in-depth discussion about Secondary One application, Math curriculum, assessment and some other issues. We listened to our parents and responded proactively. After discussion, we will restore our previous practice of informing parents and students about the formative assessments in P.5-6 this year. However, this advance notice would be faded out in these two year groups gradually in the coming years. To sum up, parents are the closest partner in nurturing our students.



Teachers' continuing professional development (CPD) is a locomotive for school advancement. In addition to various teacher workshops in August and some Wednesday



afternoons over the past two months, a Professional Development Day was organized on 22 October. In the morning, all teachers critically reviewed our existing curriculum and practices with reference to the nine criteria stated in the Process Domain of the "Happy Schools Framework" developed by the



UNESCO in 2016. A number of issues were discussed, including quality and quantity of assignment, curriculum orientation, pedagogical design, students' sense of achievement, academic choice, assessment, and the development of the 21st Century skills, particularly on collaboration and creativity. A lot of ideas encapsulated in the morning session were put forward to the

staff meeting on 24 October for further investigation with practical concerns. We look forward to improve our practices in order to escalate the wellness of our students and efficiency of their learning. In the afternoon, in order to embed a growth mindset in our school, our teachers chose one of the challenging programs, including acquiring Japanese and Korean languages, abseiling, skateboarding, telescope production and Thai boxing. Our colleagues had the unique opportunities to explore their own potential and develop understanding of the relationship between effort and achievement. This is to fundamentally build on the awareness of high expectations for both ourselves as teachers and our students, who can move out of their comfort zone through active engagement in various challenges. It is our strong hope to radiate positive energy from our colleagues to students.

Our students love to learn. It is encouraging to witness our students' active participation in the class. Their learning abilities, interests and styles have been properly addressed. After the journalists of various news press and media companies had entered our classrooms, they all gave us the same comment that they were amazed by the vibrant and dynamic learning approach that we adopted in order to cater for individual differences. Our students might gather in the front of the classroom for active listening and responses at the beginning of a lesson. It was followed by collaborative learning in which all students were actively engaged in various learning tasks. A wide range of coop learning strategies were introduced. Some of them could even make good use of the stage platform at the back of the classroom or corridors for some enrichment tasks or individual works. It is common to find their smiling faces and laughter throughout the process and they expressed their excitement upon the completion of their tasks. Learning is enjoyable and meaningful.



Our students learn to love. In the *STEAM* lessons, P.5 and P.6 spent the first month on drafting their invention proposal which aimed to help the people in need and solve the energy crisis respectively. They currently start to acquire different knowledge and skills in three different modules, namely *Sciences in Daily Life*, *Mechanics and Coding*, which last from October to March. Our students will then apply their learning in producing the protocol of their invention as proposed earlier on so as to make our world a better place. Moreover, the fifth graders have started their module *Pay It Forward* with fascinating experiential learning. They experienced poverty through visiting a center for the homeless and under-privileged in Western District, picking and selling card boards in Tai Kok Tsui and inquiring the living environment in Sham Shui Po. Each group was exhausted but shocked to earn only about \$10 after a few hours of hard work of collecting card boards in the street. However, they were comforted by running across Ming Gor, a famous generous chef who serves the under-privileged people in Sham Shui Po. Starting from October, they reached out to different organizations for service in their own choice of the service targets, namely elderly, the mentally retarded, abandoned pets and the homeless. They have been fully engaged in the processes of planning, action and reflection. Learning is authentic and fruitful.



Wish you all a joyful and wonderful term break! On one hand, our students deserve a refreshment after two months of hard work while P.6 has just finished their first summative assessment. On the other hand, the break is the space created for our students to explore new knowledge through the unique experience prepared by parents or the school, and for some to catch up their studies if they leave behind.

And we know that all things work together for good to them that love God, to them who are the called according to his purpose.
Romans 8:28

Mr. P

救恩學校
2018-2019 年度
校長來信 (二)

各位親愛的家長：

很多研究發現：家長對學校活動的參與度和其子女的學習表現有密切關係。在救恩的大家庭裏，家長的支持是學校和同學急速成長的關鍵。每天早上，家長和同學的伴讀小組遍布學習中心的每個角落，家長們的熱心參與和無私付出，提升了同學們的閱讀能力和興趣。在同學們的日常學習中，家長們的足跡處處可尋，例如五年級「讓愛傳出去」的外出探訪和三年班的「游泳單元」，家長們熱情的協助讓我們更順利地開展工作。此外，今年逢星期日舉辦的「家長班」也創了歷史新高，超過三百名家長參與，大家一起對孩子成長和

育兒方面的多個課題，進行深入的探討和研習。除此之外，今年新辦的「甜蜜時刻」，讓孩子和家長在嶄新的角度深入地交流，促進彼此了解。每月「家校祈禱會」是另一個新辦的活動，我們深信家校合作祈禱之大能，仰望神，讓祂帶領學校和祝福各位學生、家長和教育同工。我們還有新辦的「每月早餐會」，進一步加強了家校溝通。這是個坦誠和開放的溝通平台，已於 10 月 4 日進行了首次早餐會，約 20 名四至六年級的家長與我們學校的管理層商討了多項事宜，包括升中安排、數學課程和評估等議題。我們樂於聆聽家長的意見，並積極地作出回應。經過討論後，我們決定對本屆五至六年級同學，恢復過往進展性評估前通知家長和學生的做法，而「五、六年級預先通知進展性評估的安排」會於日後才慢慢逐步取消。總括而言，感謝各位家長成為我們培育孩子成長的重要夥伴。



育兒方面的多個課題，進行深入的探討和研習。除此之外，今年新辦的「甜蜜時刻」，讓孩子和家長在嶄新的角度深入地交流，促進彼此了解。每月「家校祈禱會」是另一個新辦的活動，我們深信家校合作祈禱之大能，仰望神，讓祂帶領學校和祝福各位學生、家長和教育同工。我們還有新辦的「每月早餐會」，進一步加強了家校溝通。這是個坦誠和開放的溝通平台，已於 10 月 4 日進行了首次早餐會，約 20 名四至六年級的家長與我們學校的管理層商討了多項事宜，包括升中安排、數學課程和評估等議題。我們樂於聆聽家長的意見，並積極地作出回應。經過討論後，我們決定對本屆五至六年級同學，恢復過往進展性評估前通知家長和學生的做法，而「五、六年級預先通知進展性評估的安排」會於日後才慢慢逐步取消。總括而言，感謝各位家長成為我們培育孩子成長的重要夥伴。

教師的持續專業發展是學校邁步向前的動力。除了在八月份開學前，以及開學首兩個月逢星期三下午舉行的教師工作坊之外，本校於 10 月 22 日為教師開展了專業發展日。在那天早上，各救恩同工參考聯合國教科文組織於 2016 年發表的《愉快校園架構》中，屬於過程部分的九個指標，全面檢視我們現在的課程和實踐情況。同工們探討多個議題，包括功課的質和量、課程內容、教學

法、同學的成就感、同學的學習選擇空間、評估和 21 世紀能力（尤其是協作能力和創造力）。是日討論所歸納的意見亦於 24 日下午的教職員會議裏詳細跟進，並規劃落實的步驟和方案，我們期望在不斷的改進中，發





展既愉快又高效能的學習。是日下午，同工們發展成長型思維，各自選取一項自我挑戰的活動，例如學習韓語和日語、遊繩下降、滑板、製作望遠鏡和泰拳，同工們體驗走出安舒區，發揮潛能的過程，跟鼓勵同學們提升自我期望和培養堅毅精神的過程同出一轍。我們熱切地期望，老師在培養同學的過程中能發放更強大的正能量。

我們的同學愛學習。我每次路過課堂，都能見證同學們積極地學習，老師們努力地照顧同學們不同的學習能力、興趣和特質。曾有多個傳媒的記者走進我們的教室後，都不約而同地給我們同一的評語，就是讚嘆我們活潑和具彈性的教學模式，讓每一位同學都積極參與。例如在每一節課的首十分鐘，同學們聚集在教室前方的學習園地，積極地聆聽和回應老師的講解。然後，走向各自的座位進行不同形式的合作學習，有的同學更善用教室後方的平台，甚至走廊空間，進行增潤學習。課堂上歡笑聲處處，這是同學們對完成課業所展示的激情。由此可見，具意義的學習是一種享受。



我們的同學學習愛。在九月，五、六年級同學在「STEAM」課堂上設計了各項發明方案，分別為弱勢社群和能源危機找尋解決良策。由十月至三月，同學們會進行三個學習單元：「生活中的科學」、「機械」和「編程教育」，然後在學期末段貫通全年所學，實踐他們於九月完成的創作意念，造福社群。另外五年級的同學已開展「讓愛傳出去」單元，他們透過探訪西區露宿者中心、大角咀撿紙皮和深水埗社區研習，體驗及探討貧窮。每組同學辛辛苦苦地花了大半天撿紙皮，才赫然發現原來只是賺取了大約十元，幸好在深水埗巧遇明哥，得到無限的鼓勵。由十月份開始，同學們走進社區提供服務，自選的服務對



象包括長者、智障人士、棄養動物和露宿者。他們積極參與規劃、行動和反思，讓學習和生活有機地結合。



在此祝願各位有個愉快的學期小休。一方面讓同學們在過去兩個月的用功學習，以及六年級剛完成後第一次總結性評估後，稍作休息；另一方面，為同學們創造空間，在學校和家長的安排下探索新知識，更讓個別同學溫故知新，迎頭趕上。

我們曉得萬事都互相效力，叫愛神的人得益處。 羅馬書 8:28

Mr. P

2018年10月29日