

Nurture Students' Spirituality



By Gloria Leung
Principal of Kau Yan School

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Kau Yan School

A spiritual school helps students build harmonious relationships with oneself, others, the environment, and God



To Start with WHY

Very often, the spirituality of children has been neglected in many schools. Children do not know how to accept their real selves and love, suffer from low self-esteem, also disconnected with other people and the surrounding

In recent years, there have been increasing rate of children suffering from mental illness such as anxiety and depression

What is Spirituality?

A spiritual person whose highest priority is to be loving to yourself and others. It involves a search of purpose and meaning in life

A spiritual person cares about people, animals and the planet

“Children's spirituality flows through their capacities for spontaneous joy and wonder” by Larry Culliford

Be

<https://www.youtube.com/watch?v=k028-NETGOQ>



What makes the Kau Yan School different?



A Christian school

A loving & positive school

A creative school

A forward-looking school

A sharing school

Blending the
characteristics of local
and international
school



A learner-centred school

A professional school
with our own school-
based curriculum

A collaborative school

School Guiding Principles

1. Life enhancement
2. Relationships building
3. Quality focussed
4. Positive psychology

A Child-Centred School



<https://www.authentic happiness.sas.upenn.edu/learn/educatorresilience>

Sensitive to students' personal development and feelings

Based upon students' needs, interests and abilities to construct all sorts of learning experiences

A School Respecting Diversity & Uniqueness

Every child will be accepted as he or she is.



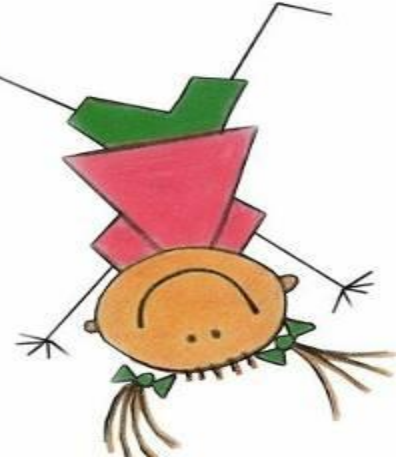
Listen to Students' Voices

More
activities
& games

Teachers talk
less...
Give
feedback

More group
projects,
Use i-pads

Self-learning,
Small group
discussion





教育有 Say



五位校長輪流執筆，說出教育心底話

從孩子角度出發

早在 20 世紀初，美國作者 Marietta Johnson 寫了一本很好的書，名為 Organic Education: Teaching without Failure。Marietta Johnson 被著名教育家杜威譽為當代最偉大的老師。她認為孩子天生好奇，學習環境必須有利於他們好奇心的發展，提供身心靈成長的氛圍。她在不同的學科內容加入手工藝、舞蹈、戶外活動和大自然探索等重要元素，令孩子學得精彩，不會過早過快開發腦力，扼殺長遠的學習興趣和想像空間。教育必須凡事從孩子出發，而不是從教師的角度考慮，因此她的思想富有革命性。

學校不是工廠倒模

九年前，Ken Robinson 在 TED Talk 上，發表了著名演說「Do Schools Kill Creativity?」。他認為學校必須善待每一位獨特的學生，不要以工廠形式進行教育工作，學校使用統一課程、同一本教科書、相同的考核，集中於系統化、形式化、機械化、數字化、科技化、工業化的教學模式，使孩子失卻真正的學習。他以有機耕種為喻，不同的農作物在不同的時間收成最豐盛的農產品，為何這個理念不能應用於教育呢？他亦提出 Organic Education 的理念，當中包含

有機的教育

文：救恩學校
校長陳梁淑貞

四個主要的原則：

1. 健康：讓孩子身心靈的健康，都得到最佳的發展；
2. 生態：了解每一位孩子各方面的發展，與社區的相互關係；
3. 公平：在發掘所有學生的個人才華和潛能時，給予他們公平的環境和足夠尊重；
4. 關懷：在學生成長的過程中，必須給予最大的關愛、經驗和智慧。

切勿拔苗助長

我是念自然地理出身，從偉大具創造力的大自然中，領悟了很多有關教育的重要道理：萬物有序有時，生生不息，出於自然，不是出於勉強。我個人十分熱愛種植，每一棵植物對生長環境、陽光、營養和水分的需求也是不一樣，只要細心了解植物的需要，加上悉心照顧，植物便可以欣欣向榮，茁壯成

長。而幼苗必須小心料理，絕不可以拔苗助長，否則必然很快枯萎！教導孩童也是一樣，兒童的成長各有不同的需要。太多的保護、太多陽光營養水分、太心急、沒有成長的空間，孩子皆不能健康快樂地成長。

TSA 有違教育真意

有鑑於此，我對教育局所推行的全港性系統評估很有保留，不少學校用盡了孩子真正學習的機會，進行密集的機械式操練，目的是爭取更高的分數，以「分數」去代表學校的「質素」。這樣一來，便完全消磨了孩子學習的興趣和動力，實在有違教育的真意。假若教育制度只是建基於標準化和統一性，孩子個人的成長發展、想像力和創造力，必然受到很大的壓制。

我崇尚創意教育，當中包含許多彈性的空間以及個人的特色。讓孩子從大自然中學習，才能夠擴闊他們的思維、視野和胸襟，學習經驗是活潑的、是愉快的、是擴張性的。這樣，人類的發展才有無限的可能性！

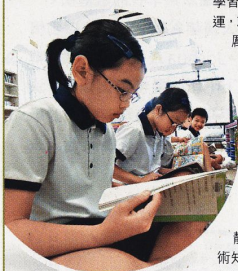
從TSA談香港教育



教育講論

撰文：陳梁淑貞 救恩學校小學部校長
李偉雄、盧賢巨 救恩學校小學部老師

近日香港社會對小學生參加全港系統性評估(TSA)的話題鬧得熱烘烘的。其實港人更值得反思的不只是一個考試而已，而是這個考試背後的教育思路……



◎救恩學校小學部退出TSA，引起社會對教育政策不少反思。

考試制度自古以來是選賢與能的標準機制。中國自隋代開始設立公開考試制度，國家或地方官治階層可透過考試機制選拔人才精英；作為個人可透過考試機制躋身仕途且改變命運。「學而優則仕」《論語·子張》，這句話有解作讀書人應以當官為目標，也有解作讀書人餘力仍要繼續學習。無論怎樣解讀，自古以來中國人認為要改變自身命運，就要十年寒窗，考取功名，即使名落孫山，仍然再接再厲，似乎中國教育的調子就這樣定下來。從此，中國人的潛意識裏總是擺脫不了「達標」的各種考核。管治者樂於設定各種「指標」供人攀登，學子們不論樂苦都隨波迎戰。在孔子那個戰國時代，這種教育主張確實為亂世帶來佳音，我們不容否定其時代性。可是，在現今的香港，究竟這種只靠考核而獲得的學術達標和認同是進步，還是倒退呢？

陶冶生命

教育工作是生命陶冶。作為教育工作者，現在是靜觀世情，開放抒懷的時候了。教育的對象是誰？是學術知識？是能力標準？還是活生生的學習者？這道不像樣的問題，讀者當然懂得回答。那麼，香港教育究竟在做什麼？教育工作可譬喻為陶器工作，教育工作者的正業是陶冶學生的生命。

陶器工作可分兩類：工廠陶器和陶藝創作。工人們在陶器工廠的出品最重要講求標準一致，每一件器皿的高矮寬窄必須絲毫之差，而工人們只是麻木地製造每件達標的作品，至於陶藝創作者的使命是截然不同的。一位陶藝創作者尊重自己手上每一塊泥料，他認識每一塊泥料的特質和差異，因材塑造手中的陶泥成皿，每一件作品皆展現其



◎早前救恩學校小學部校長陳梁淑貞接受本報教育版訪問，曾談及把北歐教育模式移植過來，讓學生變得活潑、健康之餘，學業成績也突飛猛進。

獨特的一面，而非千篇一律的。

以上兩者的工作理念和目標各異，使其工作果效也各異。在前者的標準化生產下的產品當然是有用的器皿，但用途單一局限，而在後者的創意型造下的作品是各展所長，氣質橫溢的高檔藝術品。如果讀者是教育工作者，你會選擇以上哪一種工作思路呢？

有機教育

本校多年來追求的是「有機教育」，我們先要認清學生是活生生的有機個體，而並不是工廠生產線上的標準產品。

每一個學生的腦袋應該是創意無限，對世界充滿好奇的。儘管學生會存在差異，但只要老師抱着正向的教育思維，加以輔助和善誘，「差異」就變成是「多元」。過於着重標準化的教育和測考，教師和學生都容易流於機械式教學

和學習，而忽略理解的空間，操練過勞後的腦袋又何來力氣去好奇，去辨析，去創新呢？理解是良好學習的關鍵。上世紀六十年代美國教育心理學家奧蘇伯爾(D. P. Ausubel)提出他的有意義學習(Meaningful Learning)。他把有意義學習和機械學習對立起來，事實上有意義學習就是理解。

教育工作者應該爭取空間做更多有利於學生高階思維發展的教育，適度的課業鍛煉是正面的，就好像一星期最少做三次為期半小時的帶氧運動(Exercise)一樣，將身體保持在健康水平，一旦把鍛煉升級至軍隊模式的操練(Drill)，天天如是，周而復始地攀登所謂的「唯一標準」，香港下一代的童年回憶究竟由什麼片段組成的？香港下一代的童年回憶只會充斥着無窮的補充作業、模擬試卷和補習社。試問讀者認為這樣的教育思路在香港這個邁向民主的社會中行得通嗎？香港的下一代能因此在其人生的長跑路上走得更遠嗎？

Our Students

A well-educated young person...

IS AN INDEPENDENT
LEARNER AND
DECISION MAKER

is
adaptable

has a sense of responsibility
and discipline

IS MORALLY AND
SPIRITUALLY AWARE

has good relationships
with adults and peers
IS LITERATE AND A
GOOD COMMUNICATOR

uses numbers and
ICT effectively

IS ADVENTUROUS
AND WILLING TO
TRY NEW THINGS

cooperates as
part of a team



is able to operate as
part of a team

IS PREPARED FOR THE
CHALLENGES OF SOCIETY

is tolerant and
challenges stereotypes

HAS A SENSE OF
WELL-BEING AND CAN
LEAD A SAFE, FULFILLING LIFE



A MAGGOT?
JOB 25

A LITTLE LOWER
THAN ANGELS?
PSALM 8

A black silhouette of a person stands with arms raised in a 'V' shape against a vibrant sunset sky. The sky is filled with orange and red clouds, and a bright sun is visible behind the person's head. The overall mood is one of awe and wonder.

WHAT
IS
MAN?

The Glory

We have the capacity for :

/ rational thought

/ moral choice

/ artistic creativity

/ social relationships

/ humble worship

(think, choose, create, love, worship).

The Shame

Mark 7:21-23

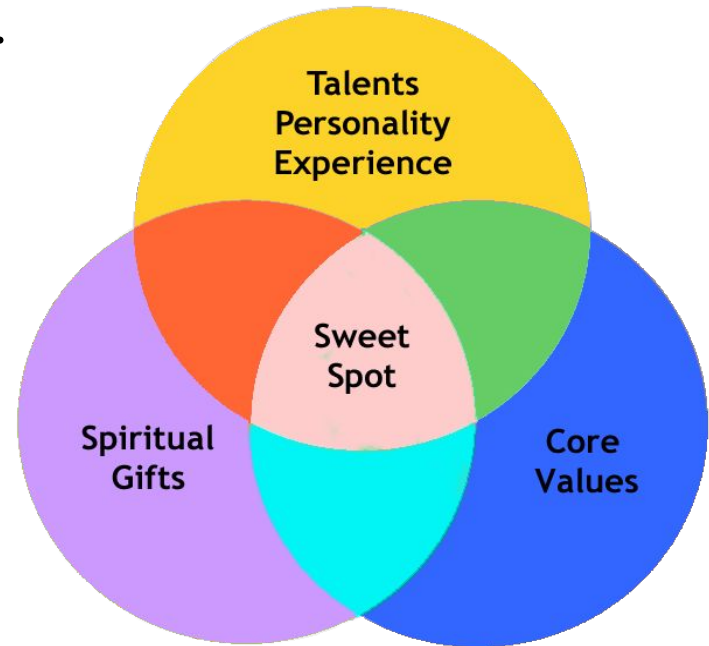
Our innate human capacity for evil:

- / the extent of evil is universal
- / the essence of evil is self-centredness (nature)
- / the origin of evil is human heart
- / the result of evil is that it defiles us

God's Purpose

To build a new society, a new family, even a new human race,
that lies a new life & a new life style.

A Purposeful Life



A Christian School

Genuine Christian education seeks to integrate God's Word into the curriculum.

1. Christian education is an acknowledgement about God's world.
2. Christian education is an attitude related to God's Word.
3. Christian education is an ambition to do God's will.

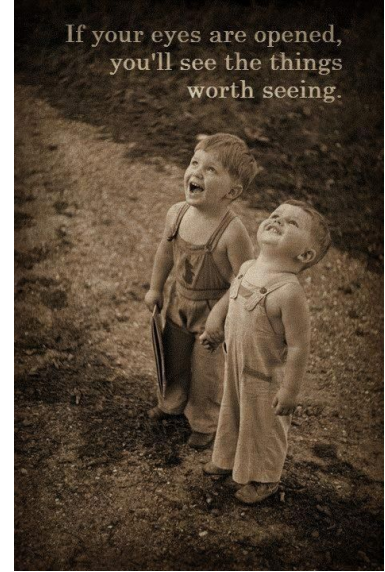
School-based Essentials Bible Curriculum (EBC), School Assembly and Life Lessons, Gospel Week, Christmas Service and Easter Service, Student Fellowship (I Can Fly), Little Disciple Team, Graduation Camp, Teacher Fellowship, Parent Class etc.



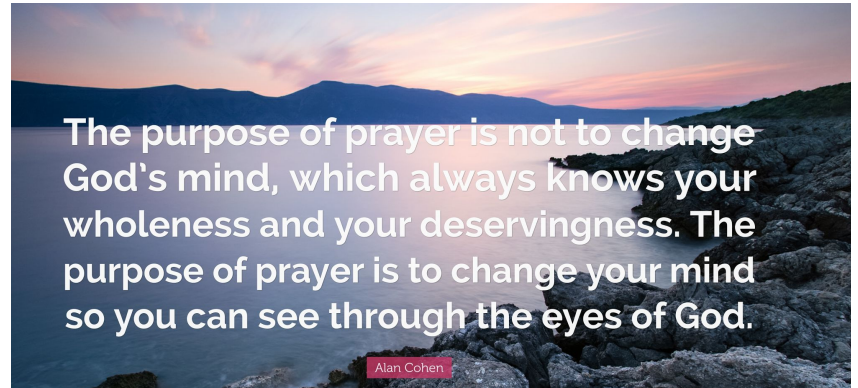
Connecting with God

Nurture and discipline students through God's Words, prayers, pastoral care, daily experiences, meditation etc

Seeing through the eyes of God



If your eyes are opened,
you'll see the things
worth seeing.



The purpose of prayer is not to change
God's mind, which always knows your
wholeness and your deservingness. The
purpose of prayer is to change your mind
so you can see through the eyes of God.

Alan Cohen

Character Education

God give man freewill to make all choices. Making good ethical choices is the key to becoming a moral person. Being allowed to make choices is essential then to becoming a person of character.

Encouragements and punishments -- according to our positive discipline, logical consequences must be felt for bad choices.

Character Education

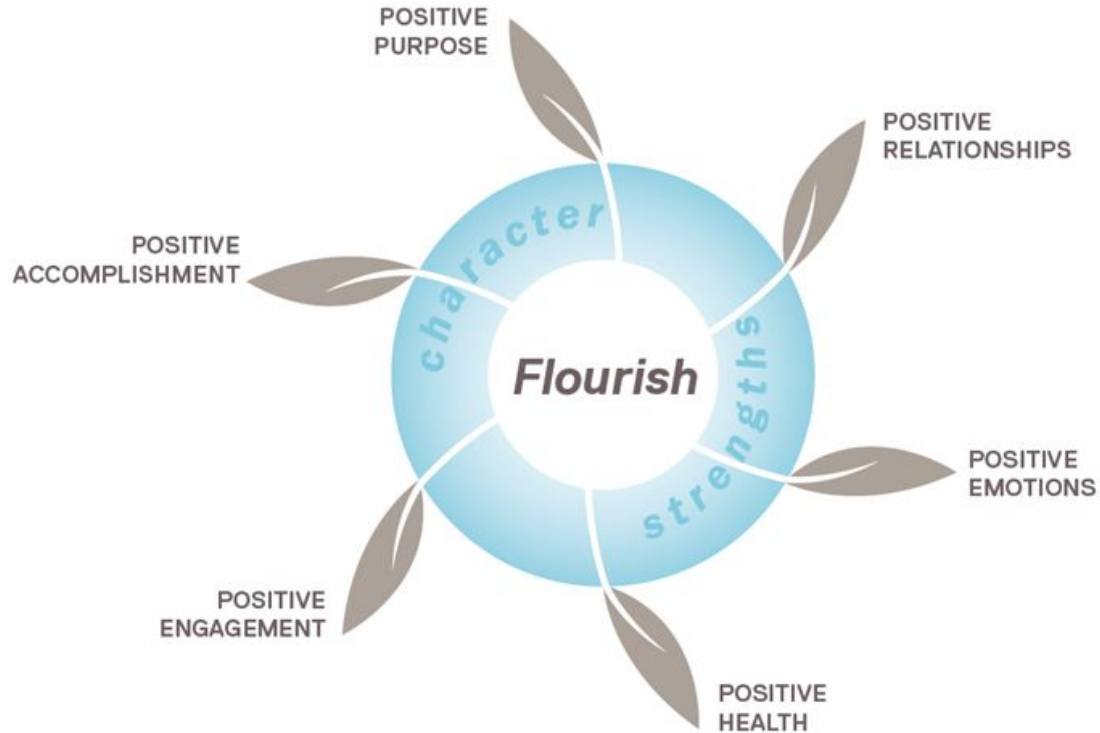
Three School-wide Strategies

1. Caring beyond the classroom: Using role models to inspire altruistic behavior and providing opportunities for school and community service. Adopt the “Feel-Touch-Think-Act” framework.
2. Creating a positive moral culture in the school: Developing a caring school community that promotes the core values.
3. Parents and community as partners: Helping parents and the whole community join the schools in a cooperative effort to build good character.

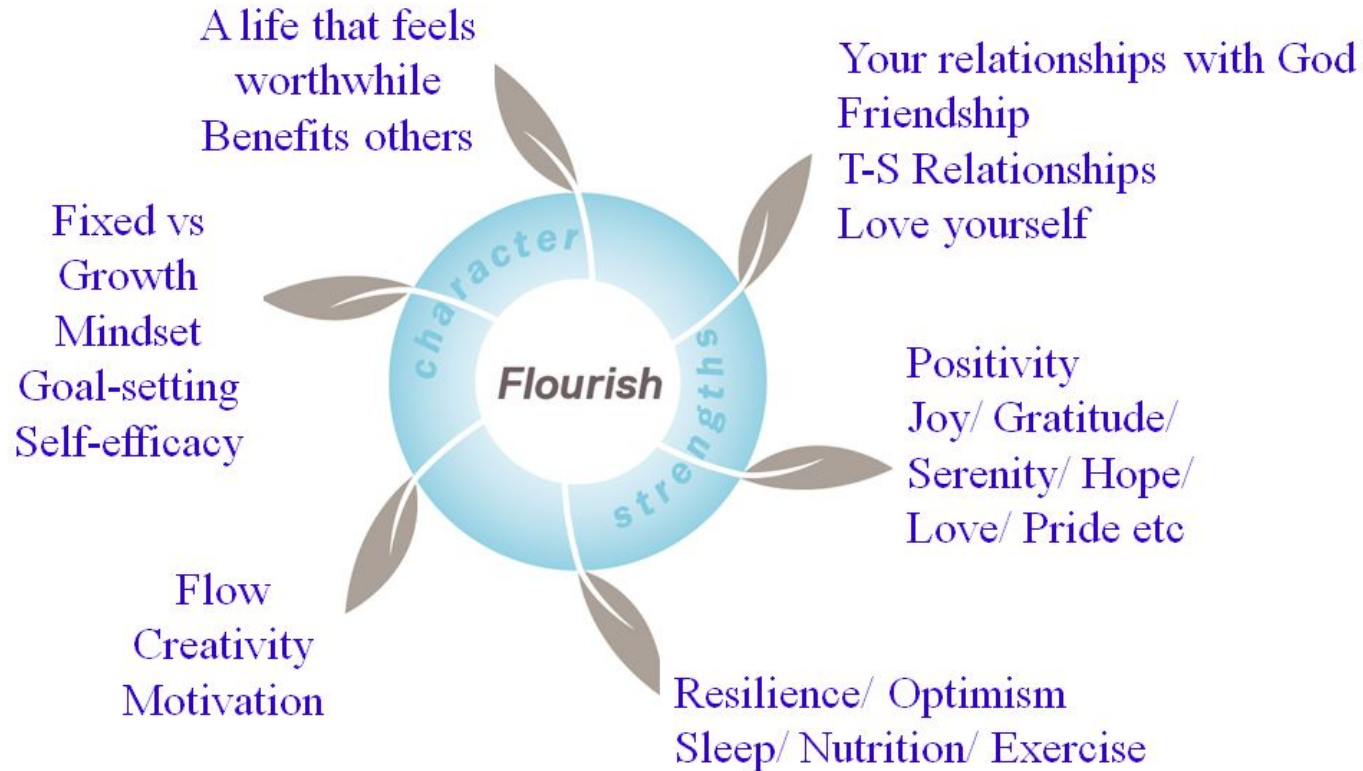
A Positive School

Positive education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. We refer to flourishing as a combination of ‘feeling good and doing good’. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

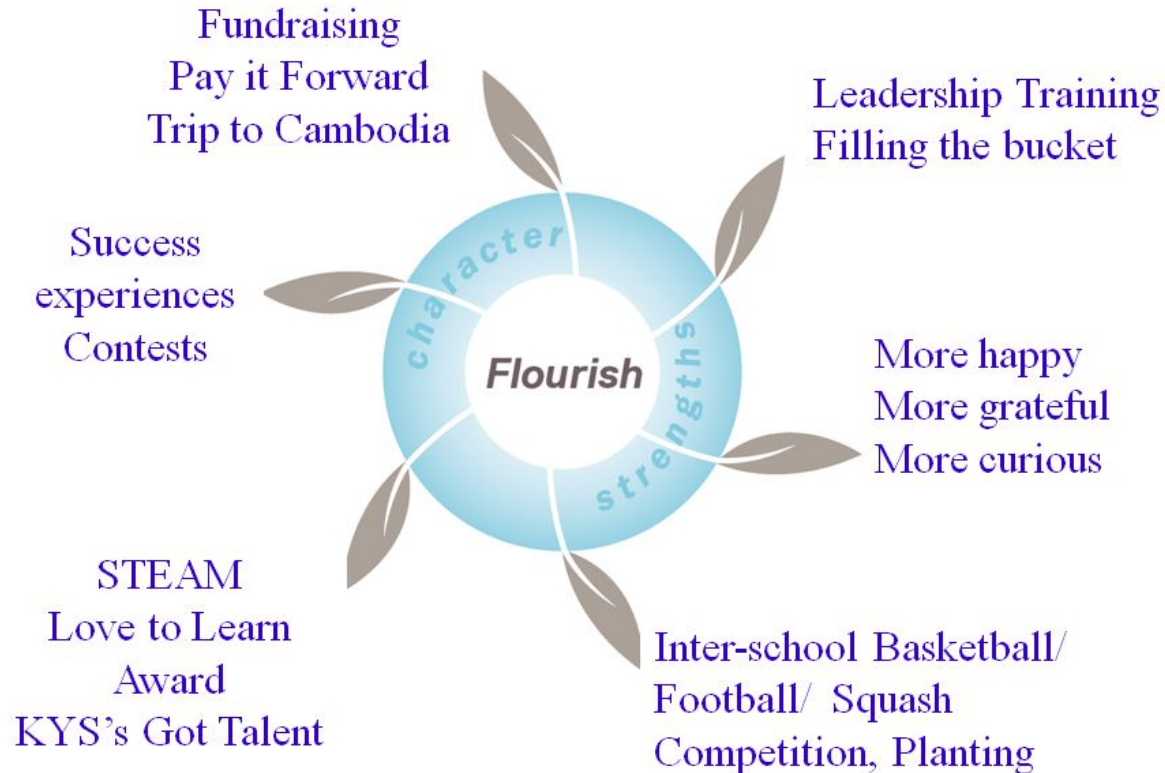
Positive Education Model



Positive Education at KYS



Positive Education at KYS



Wisdom (Head Strengths) <ul style="list-style-type: none"> • Creativity • Curiosity • Love of learning • Judgement • Perspective 	Courage (Heart Strengths) <ul style="list-style-type: none"> • Bravery • Perseverance • Honesty • Zest 	Humanity (Strength of Others) <ul style="list-style-type: none"> • Love • Kindness • Social intelligence
Temperance (Strengths of Self) <ul style="list-style-type: none"> • Forgiveness • Humility • Prudence • Self-regulation 	Justice (Community Strengths) <ul style="list-style-type: none"> • Fairness • Leadership • Teamwork 	Transcendence (Strengths of Spirit) <ul style="list-style-type: none"> • Appreciation of beauty & excellence • Gratitude • Humor • Spirituality • Hope

Life Satisfaction

Positive Emotions

專注 Widen the scope of attention (Fredrickson & Branigan, 2005; Rowe, Hirsch, & Anderson, 2005)

彈性及共融 Flexible & Inclusive (Bolte, Goschke, & Kuhl, 2003)

具創意 Creative (Phillips, Bull, Adams, and Fraser, 2002)

整合性 Integrative (Isen, Rosenzweig, & Young, 1991)

有效率 Efficient (Isen et al., 1991)

感恩 Gratitude → 合作/ 社交行爲 Prosocial behavior → SWB (Tian, Du & Huebner, 2014)

樂觀 Optimism

希望、勇氣 Hope

積極 Positivity ratio (Fredrickson & Losada, 2005)

靜觀 Mindfulness

寬恕 Forgiveness

喜樂的心乃是良藥；憂傷的靈使骨枯乾。 (箴言17:22)



- Feeling good
- Doing good
- Everything is amazing

Positive School	Positive Meaning	Positive Engagement	Positive Emotions	Positive Relationships	Positive Health	Positive Accomplishment
School Culture & Climate	Christian Values Life Education	Creative school (KYS's Got Talent) Flow in learning Autonomous learning	Gratitude, joy, love, hope, pride, awe, serenity, fun, interest, inspiration	T-S and S-S relationships Anti-bullying Filling-the-buckets	Green & Healthy School	Growth Mindsets
Class Building (Responsive Classroom Approach)	1. Rules creation 2. Interactive modeling 3. Positive teacher languages 4. Logical consequences	5. Academic choice 6. Classroom organization 7. Working with families 8. Problem solving	MindUP Curriculum In-class planting	3 leadership groups Award Schemes		
Key Learning Areas	School-based curriculum development including positive education: 1. English: themes like Heroes, Friendships, The One and the Only One, Community Helpers 2. 中文科: 我是小一生、我做得好、真的長大了、成長加油站、性格強項、人造愛心彗星、我尊敬的人 3. General Studies: Positive Health, "Positive Emotions, Positive Relationships, ACR, Planting 4. STEAM: flow and 3Cs (creativity, communication & collaboration)					
Modules	P1 & P2 Drama Module P2 Community Service P5 Pay it Forward	P6 Global Citizenship P6 Graduation Performance	Sports Home Econ Calligraphy	Enhancement Week Exhibitions		
Extended Learning Activities	87 MI-based programmes to extend students' all round development, 1228 participants Ball games, athletics, swimming, roping, gymnastics, visual art, pottery, senior and junior choirs, musical instrument classes, orchestra, musical, dance, creative writing, chess, technotainment					
School development & practices	Raising fund for the needed	Gifted programmes Catering differences	Students' support from counsellors & edu psy	Student buddies Parent helpers	Healthy school policy & measures	Sharing good experiences to schools & community
	1. Teachers' continuous professional development, talks, workshops & day camp for parents and staff 2. Principal's sharing to all students: cultivating a positive school culture 3. P1 and P4 Positive Education Curriculum and Tribes Curriculum					

A Healthy and Green School

Concern the physical, social, mental, spiritual health of our students

Set up healthy school policy, students have a lot of physical exercises, mindUP practices, planting, students' interactions among themselves, bible sharing etc

We all love the environment





A Loving and Harmonious School

Students learn to love and love to learn, accept and love oneself first, then build good relationships with others

Adopt positive discipline and positive language as school policy for all teachers



A Happy School



The “Happy Schools Project” is a framework for learner well-being in the Asia Pacific is published in 2016 by UNESCO. It looks beyond the traditional domains of learning to embrace a diversity of talents and intelligences by prioritizing so called non-academic skills and competencies such as creativity, teamwork and communication.

Top five factors for a happy school

1



Friendships and Relationships in the School Community

2



Warm and Friendly Learning Environment

3



Learner Freedom, Creativity and Engagement

4



Teamwork and Collaborative Spirit

5



Positive Teacher Attitudes and Attributes

Top five factors in making teaching and learning fun and enjoyable

1



Variety of Fun and Engaging Teaching and Learning Approaches

2



Learner Freedom, Creativity and Engagement

3



Teamwork and Collaborative Spirit

4



Learning as a Team between Teachers and Students

5



Positive Teacher Attitudes and Attributes

Top five factors in making all students feel included

1



Positive and Collaborative Values and Practices

2



Respect for Diversity and Differences

3



Shared Experiences and Extracurricular Activities

4



Positive Teacher Attitudes and Attributes

5



Learner Freedom, Creativity and Engagement

The Happy Schools Criteria



People

- Friendships and Relationships in the School Community
- Positive Teacher Attitudes and Attributes
- Respect for Diversity and Differences
- Positive and Collaborative Values and Practices
- Teacher Working Conditions and Well-being
- Teacher Skills and Competencies



Process

- Reasonable and Fair Workload
- Teamwork and Collaborative Spirit
- Fun and Engaging Teaching and Learning Approaches
- Learner Freedom, Creativity and Engagement
- Sense of Achievement and Accomplishment
- Extracurricular Activities and School Events
- Learning as a Team Between Students and Teachers
- Useful, Relevant and Engaging Learning Content
- Mental Well-being and Stress-Management



Place

- Warm and Friendly Learning Environment
- Secure Environment Free from Bullying
- Open and Green Learning and Playing Spaces
- School Vision and Leadership
- Positive Discipline
- Good Health, Sanitation and Nutrition
- Democratic School Management

Values & attitudes

Achievement

Engagement

Competencies

Positivity

Creativity & Fun

Collaboration

Use & Relevancy

Respect diversity

Democracy

Our Happy School Practices : People

1. Encourage parental involvement by making schools 'open' to them
2. Create a sense of family in the school environment
3. Place emphasis on greetings and smiles
4. Prioritize teacher personality, attitude and ethics in teacher recruitment and evaluation
5. Collective teacher efficacy, enhance teacher skills and competencies through school networks and peer support
6. Observe and celebrate teachers and their contributions to schools and society
7. Cater for our students' abilities, needs and interests is our prime concern
8. Infuse positive values, attitudes and practices to all students
9. Allow students to give feedback to teachers
10. Promote knowledge of other cultures both within and outside the school context, P6 "Global Citizenship"
11. Encourage role play and discussion to create empathy and understanding, P5 "Pay It Forward"
12. Include students with special needs through collaborative learning
13. Implement activities with other schools in the broader community



救恩學校不重視考試，多給日常學習中觀察小朋友的表現。

救恩學校 愉快教學 提升學習興趣

text: Elizabeth
photo: Ringo

當大部份學校都重視小朋友的考試成績時，救恩學校卻唱反調，除了不會安排小朋友參加TSA測試外，小一及小二的小朋友更不需要考試，而且功課量少，著重培養他們對學習及閱讀的興趣，希望小朋友能夠對各方面的知識有深層次的認識。



藏書量達30,000本的圖書館，為小朋友提供多元化圖書。

救恩學校校長梁淑貞校長。



為了提升教學的質素，達到教學相長的目的，救恩學校的老師絕對不會固步自封，在陳梁淑貞校長擔任後，經常安排老師到世界各地進行考察，吸收不同地方的教學方法，把其他地方的優點加以改善，使適合該校小朋友的同時，亦擴闊老師的視野，達至與小朋友一起進步的目標。

校長親自授課

坊間一般學校的校長多只擔任行政決策的角色，很少會負責教學的工作。但救恩學校陳梁淑貞校長則很特別，除了負責行政工作，更兼任教授單元課程的其中一環，能夠了解小朋友更多，更清楚他們的需要。

陳梁淑貞校長說：「單元課程為正規課程，讓小朋友在學習一般學科以外，能學習到其他不同的知識及技能，使他們不論在身體、心智及社交等各方面得到平衡而全面的發展。單元課程之規劃提供均衡而廣闊的學習經歷，讓小朋友有更全面的發展。各級的單元課程內容也不同，小一：英語話劇、基礎活動、體操及Fitball；小二：英語話劇、社區服務及籃球；小三：家政、書法及游泳；小四：家政、田徑、科學探究及跳繩；小五：球類(排、足、橄、籃)及廣東傳出去；至於小六：世界公民及球類(排、足、橄、籃)。

我本人負責世界公民這環節，與小朋友探究不同的世界議題，讓他們從不同角度了解及認識世界關注的議題。我們不會只study單一題目，亦不會只集中香港的議題上。透過世界公民這單元課程，可以讓小朋友對世界上所發生的事有更深入的認識，同時能夠鼓勵他們多思考，訓練其從不同角度審事物。」

不重視考試

雖然從前有幾片鼓勵求學不是求分數，但亦不是每一所學校都能做得到。救恩學校可說是一個例外，該校小一及小二的小朋友不需要考試，而且她們更取消了TSA測試，使小朋友學習並不是為了分數，而是真正為尋求知識而努力。

陳梁淑貞校長說：「我們小一、二的小朋友是不需要考試的，而且功課量很少，我們希望小朋友能夠透過學習，對各方面的知識有更深入的認識，並且能夠抽更多時間閱讀有興趣的課外書。至於如何了解各位小朋友的能力？便靠老師於日常學習上觀察，於課堂上，可能老師只是講解很短時間，其餘時間便需要小朋友親自去把所學的實踐出來，老師便從中觀察。



小朋友的繪畫作品隨處可見，能夠提升他們的自信心。



小朋友可以寫信給校長表達自己的心願。



該校還重視培養小朋友對閱讀的興趣，老師會為小朋友安排閱讀的時間。

A Compassionate and Giving School

Pay it Forward Module



Stage 1 : Class discussion & field studies



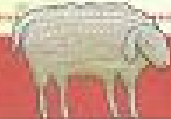
Stage 2 : Service Groups

Students tackle neighborhood problems or undesirable condition.



Stage 3 :

Fund-raising for the needed



Creative Fundraising by Creative Schools 學界創意籌款

Kau Yan Students Learn Business Skills While Fundraising for Heifer 救恩學生學「做生意」為小母牛籌款

The P5 students from Kau Yan School got a taste of running business by setting up stalls to fundraise for Heifer during the "Enrichment Week" on April 8-12.

With the theme of "Happy life begins with giving", teachers first introduced students to poverty issues, Heifer's fundraising programs, as well as various ways to collect sponsorship. The students were then asked to develop fundraising proposals and budgets. With teachers' assistance in revising the proposals, the students started preparing for the stalls.

To help students run their stalls wisely to generate profit for Heifer, the teachers arranged some P6 students to share their past successes and failures, and parents who are engaged in different industries to share their business experience.



These beautiful hand-made
bracelets are girls' favourite.
手鍊做得那麼漂亮，
定能獲得許多女同學青睞。



Pay Me and I will...
請付錢，我就會...

A Creative School

Treasure children's creativity, their capacities for joy and wonder e.g. KYS's Got Talent

It's time to be

💧💧 Creative 💧💧

and

be happy

KYS's Got Talent



Classroom Practices

1. Encouraging creativity and self-regulated learning
2. Multiple intelligences
3. Differentiated instruction
4. Inquiry-based learning and teaching
5. Grouping and personalized learning
6. Higher order thinking
7. Learn to read and read to learn

A Global School



►8年前，陳梁淑貞校長把北歐模式移植過來，令學生變得活潑、健康之餘，成績也大躍進。



幼小學府

撰文：吳雄 walterng@hkej.com

北歐教育模式備受教育界尊崇，每位學生被視為獨立個體，並在研究型學習模式下，勇於發問、富於思考、敢於創新。中西區的救恩學校屬於私立小學，校長陳梁淑貞對教育課程很有研究，而且對北歐教育模式更是趨之若鶩，於是8年前開始把北歐模式移植過來，令學生變得活潑、健康之餘，學業成績也蒸蒸日上。

正因為救恩學校與國際接軌，因此不少學生轉讀國際學校，或是移民外國入讀當地學校，學生也特別容易適應。



救恩學校 移植北歐教育模式



救恩學校
Kau Yan School

小學部

中文English

小學部

幼稚園部



七十周年校慶
感恩網誌

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