



樂善堂劉德學校 Lok Sin Tong Lau Tak Primary School

Po Lam Estate, Tseung Kwan O, N.T.

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POA School Net No.

School Information

| Supervisor / Chairman of Management Committee | School Head | Incorporated Management Committee | School Type | Student Gender | Religion |
|---|--|-----------------------------------|---|----------------------------------|-----------------------------|
| Ms. Wan Man Wai Rowena | Mr. Hui Chi Man | Established | Aided Whole Day | Co-ed | Not Applicable |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets | | | | | 54% |
| Name of Sponsoring Body | School Motto | Year of Commencement of Operation | Medium of Instruction | School Bus | Area Occupied by the School |
| The Lok Sin Tong Benevolent Society, Kowloon | Moral, Intellectual, Physical, Social and Aesthetic Education. | 1989 | Chinese | School Bus | About 4520 Sq. M |
| Through-train / Feeder / Nominated Secondary School | | | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) | |
| - | | | | Yes | Yes |
| 4Rs Mental Health Charter | Yes | Whole School Health Programme | | Pledged School | |

2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|--------------------------|
| - | - | \$30 | \$300 (Specific purpose charges) | \$600 (Teaching Affairs) |

School Facilities

| No. of Classroom(s) | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others |
|---|----------------------|-----------------------|---------------------|---|
| 24 | 2 | 1 | 1 | Each classroom is equipped with a computer, projector, broadcasting system and WiFi. |
| Special Room(s) | | | | Facility(ies) for Supporting Students with Special Educational Needs |
| STEM Center, Visual Arts room, Music room, I-Library & Information Technology Learning Center, Campus TV, Activity room, Ceramic Art room, English Learning Centre(E-Zone), PTA room, Wellbeing Corner, organic Farm. | | | | Ramp, Accessible lift, Accessible toilet and Accessible public information / service counter. |

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

| Number of teaching posts in the approved establishment | | 30 | | Total number of teachers in the school | | 33 | |
|--|-----------------|------------------------------------|----------------------------|--|-------------|-------------------|--|
| 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 | |
| 100% | 100% | 40% | 74% | 3% | 21% | 76% | |

Class Structure

| | | P1 | P2 | P3 | P4 | P5 | P6 | Total |
|---|---|----------------|----|----|----|----|----|-------|
| 2024/2025 school year | | No. of classes | 3 | 3 | 2 | 2 | 2 | 14 |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) | | No. of classes | 2 | 3 | 3 | 2 | 2 | 14 |
| Mode of teaching at different levels | Integrate diversified teaching strategies; namely self-directed learning, blended learning, collaboration and e-learning. Strengthen the interface between different key stages. Implement curriculum adaptation. A wide range of teaching strategies are adopted to cater for both gifted and high-ability students. Homework classes and remedial teaching are organized to support different learning needs. | | | | | | | |
| Remarks | Small class teaching is adopted which caters for individual child physical arts development. For Chinese, picture book teaching is adopted. Both English and Space Town adopt a RAC approach. The ELPS model is applied in Maths. STEAM education is implemented with a focus on inquiry learning to raise efficiency. | | | | | | | |

Performance Assessment

| | | | | | |
|---|---|--|---|---|-----|
| Number of test(s) per year (P1 only) | 0 | Number of exam(s) per year (P1 only) | 2 | 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) | 3 | | |
| 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 | | | | | Yes |
| Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders | | | | | Yes |
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| Diversified Assessment for Learning | Teaching and assessments are in alignment. Through "assessment as learning", various kinds of strategies are used to provide learner feedback. Self and peer evaluation enhance students to regulate their own learning. Teachers adjust the teaching practice to monitor students' learning progress. There are three examinations throughout the year to check students' abilities. | | | | |
| 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 | | | | | Yes |
| Streaming arrangement | The school has small class teaching and group activities that enhance interaction among the students. The learners perceive their own and their team-mates' competencies. Enhancement and intervention classes are also established to meet the needs of diverse learners. | | | | |

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 | 11 | 30 mins | 8:10 AM | 3:20 PM | 1:00 PM - 2:00 PM |
| Lunch arrangement | Healthy school life | | Remarks | | |
| Provided by designated supplier and arranged by parents. | To create a positive, healthy and caring school environment. To promote the physical and mental health of teachers and students, through activities such as Love for Kids scheme, Positive education activities and Physical Fitness Award Scheme. We also provide scheduled activities for overweight students to exercise regularly. | | To cater for the development and needs of the children, we arrange diversified learning activities which enrich their study life and inspire their potential. Students are encouraged to learn outside the classroom, and build up an understanding and caring for the community. In effect they are practicing what they have learned. | | |

Life-wide Learning

There are different types after school activities for students such as Acapella, Dodgebee team, Fencing team, Unicycling, Speech Training, STEAM Robot Team, Ceramic art, Casting, Drama performance, Chinese dances, Hip Hop dances, Football team, Touch Rugby team, Basketball, Rope Skipping, Ukulele, Ethereal drum, Djembe, Maths Olympiad training, and Athlete team.

School Mission

Provide quality whole-person education focusing on moral, intellectual, physical, social and aesthetic areas. A happy learning environment and many opportunities provided to inspire our students' talents. We impart subject knowledge to students and cultivate positive attitudes as well as the importance of behaving responsibly in society.

School Characteristics

School Management

School Management Organisation:

Our school is managed by the Incorporated Management Committee which was established in 2006. The administration of school affairs is under the supervision of the principal and various school administration teams: Academic Affairs, School Affairs and School promotion, Curriculum, Pedagogy, Discipline and Guidance, Reading Promotion, Teacher-Parent cooperation, Extracurricular Activities and Information Technology, Student Affairs and Student Support team.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC comprises 14 members. The composition of IMC is Sponsoring Body Managers, School Principal, Teacher Managers, Parent Managers, Alumni Manager and an Independent Manager. Regular IMC meetings are held to discuss school affairs and developmental schemes.

School Green Policy:

Set up recycling bins for environmental recycling activities; conduct scientific inquiry activities and project learning with environmentally friendly materials. We join different environment protecting programmes, e.g. HK Green School Award, Jockey Club "Intelligent Resource Management Programme" and BEAM Plus in schools Project. We set up photo-voltaic (PV) modules and joined the CLP Renewable Energy Connection Scheme.

School's Major Concerns:

- (1). Flexible learning schedule to enhance self-directed learning and life-long learning.
- (2). With the goal of fostering moral character, we will continue to promote positive education, enhance students' self-management skills, and establish a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

There are six characteristic learning programs: School-based STEAM education, exchange programs, Art education (ceramic art, drama, music), gifted education, service learning and environmental education. Strategies like diversified learning, curriculum adaptation and blended learning are incorporated. Through project learning, excursions, education camps and e-learning, the school provides students with real life experience on RaC, self-directed learning and learning by doing. Students' work is displayed. High participation and performances are encouraged. In lessons, students' imagination and creativity are inspired through different learning strategies such as reading skills, conceptualization, games, role-play and drama.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Set specific assessment goals to inspire students' independent learning ability and to cultivate positive attitudes. Cope with curriculum integration, STEAM education, RaC is applied. School creates learning space such as Fun Fun English and General Studies LBD. Regularly, various subjects organize experiential activities implemented with moral education and national education. To equip students to meet the challenges of the 21st century, different e-learning platform and Apps are applied. Self-directed learning, regulated learning on lesson preparation, in-class activities as well as after-lesson extension learning are empowered to cater for students' learning diversity. Strengthening Values Education (including life education, nation education and nation security education): To foster proper values and attitudes in our students, we follow the direction of the EDB to nurture in the students the twelve priority values and attitudes through everyday learning activities.

Development of Generic Skills:

Through different areas such as school-based drama class, ceramic art classes, talent exploitation, STEAM lessons (which provoke inquiry and problem-solving skills), learning by doing, project learning, various competitions, leadership training, volunteer service, students' nine generic skills are cultivated. Students can develop their creativity and personal talent. These generic skills also help students develop their personal growth and cultivate their positive moral attitudes. Gradually, children build up their personal, social, and emotional abilities. These lifelong skills can be applied in the future to cope with the challenges in the 21st century.

Cultivation of Proper Values, Attitudes and Behaviours:

We nurture students' positive values and attitudes through classroom learning, assemblies, class meetings and life-wide learning activities. Moral and Civic Education theme: Promote "Positive Education" in Moral and Civic Education curriculum. Advocate self management and learning in services via various counseling programs.

Student Support

Whole School Approach to Catering for Learner Diversity:

- (1). Cater for learners' diversity through collaborative learning, enhancement programs, remedial classes, after-school support classes and intervention programs.
- (2). Adopt adaptive curriculum, homework and assessment policy.
- (3). Provide growth and guidance support by setting up Guidance Group, home visits, two class teachers system and the Shue Yan University counseling support program. Professional counseling services are provided by school-based professional social workers and Educational Psychologists.

Whole School Approach to Integrated Education:

- (1). Establish a learning support team to support students with special educational needs.
- (2). Set up different small group training programs, such as attention training, reading and writing programs for dyslexic students and social skills training groups.
- (3). Professional counseling service: school-based educational psychologist and school-based speech therapy service.
- (4). Set up an individual education plan.
- (5). Annual provision of "Summary of Support for Students" to parents of students with SEN, a mechanism for soliciting parents' views and discussing students' progress.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Set up learning indicators for each subject and level. Enhance and adjust learning and teaching pedagogy according to students' learning performance. It includes tailor-made teaching content, specific designed teaching materials, deepened or fine-tuned teaching strategies as well as diversified assessment as learning activities. Incorporate higher-order thinking ability training into the whole-class curriculum as a way to enhance students' learning ability and identify talented students. Appropriate school-based support courses are provided for gifted students with better ability, whereas, support such as counseling or induction programs are given to students with less abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA serves as a good platform for home-school communication. Parents are invited to join the IMC. Parents participate in talks and voluntary work annually. An annual picnic for teachers, parents and students is held to enhance communication among them.

School Ethos:

We promote Invitational Education through "5Ps" (Policies, Programmes, People, Processes and Places). We are dedicated to developing children's self-esteem, confidence, self-management, self-reflection and self-learning abilities. We insist on building a love and caring culture, harmonic relationship and a sense of belonging among pupils and teachers through vast successful learning experiences and whole school approach programs such as English Angels, Reading Buddy Scheme, Storytelling, learning in service programs, etc.

Future Development

School Development Plan:

- (1). Establish a Happy Learning and Caring school.
- (2). Promote Gifted Education. Enhance the ability of biliteracy and trilingualism.
- (3). Develop the overseas study tours.
- (4). Further develop e-learning and self-directed learning. Develop a school-based STEAM curriculum.
- (5). Improve school facilities and learning environment.

Teacher Professional Training & Development:

Through Teacher Professional Development Days, various school-based professional trainings and lesson planning as well as support from EDB and other universities, it further enhances teachers' assessment literacy, e-learning strategies, self-directed learning, STEAM teaching, cross-curriculum initiatives, differentiating instructions and addresses to learner diversity. According to the principles in 'T-standard +' and 'Professional Standard for Teachers of Hong Kong', teachers are encouraged to join in all kinds of professional training. Hence, teachers' professionalism is widened through local and overseas visits and professional exchanges.

Others

- (1) Scholarships donated by the school sponsoring body are awarded to students with outstanding performance in their academic results and conduct.
- (2) Lots of participation in inter-school sports day, speech festival, drama festival, music festival, creative story writings, study camp, field trips.