



香港路德會增城兆霖學校 Lutheran Tsang Shing Siu Leun School

Estate Primary School No. 5, Phase III, Butterfly Estate, Area 28, Tuen Mun, 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
Dr. Yung Tse You	Principal Ip Luk Ying	Established	Aided 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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Lutheran Church - HK Synod Ltd	Love to Learn, Practise with Strength, Glorify God, Benefit People	2005	Chinese (incl.: Putonghua) and English	Nanny van	About 5800 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	Upgrading Air circulation devices, Anti-mosquito devices and epidemic prevention equipment \$430 per school year.	Reissue of Student Smart Card \$40.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Counselling Centre, PTA Room, Meeting Room, Pastoral Office, Student Guidance Room, PTA Room, Educational Psychologist and Speech Therapy Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, National Education Centre, School Library, Counselling Centre, Home Economics Room, PTA Room, Educational Psychologist Room, Meeting Room, Pastoral Office, English Room, Visual Arts Room, Medical Room and Music Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		58
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
88%	100%	28%	43%	29%	26%	45%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	4	4	3	4	5	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	4	4	3	4	5	24
Mode of teaching at different levels	1. The entire school implements an "English-Putonghua Immersion Program," enhancing English and Putonghua training in the regular curriculum while using both languages as the primary means of daily communication. 2. Various themed study tours are organized annually to provide students with more opportunities for overseas exchange and exploration.								
Remarks	Adopt small-class teaching with tutorial classes for Math and English. Offer after-school tutoring for reading/writing difficulties, plus Joyful Writing, English Interest, Chinese Literacy, and Relaxed Math classes. Provide enrichment and remedial classes for Chinese, English, and Math.								

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Core subjects: Chinese, English, Mathematics, and General Studies are assessed solely based on exam scores. Other subjects: Music, Visual Arts, P.E., and Global Education are evaluated through daily coursework and project reports. Exam and curriculum accommodations are provided for students with special learning needs. Module revisions are conducted before each assessment.						
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	No elite classes are offered. Primary 1 and 2 students are evenly distributed across classes. For Primary 3 to 6, students are ranked by English performance, with the top performers selected for the International Group.						

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	10	30 mins	8:00 AM	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Monitor the nutrition value of lunch. 2. Organise talks on Health Care and programmes like "Joyful fruit month".		We advocate a healthy and balanced diet. An executive is appointed to monitor the quality of food provided by the catering service provider. Students are accompanied by class teachers when having lunch so as to learn the relevant know-how, to develop positive attitude and to nurture proper table etiquette. Great varieties of activities are available during lunch recess.		

Life-wide Learning

The Boys Brigade Hong Kong, Flat-raising Team, English Drama, Sports Games, Music and Arts Classes and STEAM.

School Mission

Based upon Christianity, we practise whole-person education by providing quality learning environment with love and care. We prioritize Biliteracy and Trilingualism by emphasizing English and Putonghua education in an authentic and anxiety-free context. Hence, our students are well equipped with bilingual communication competence which is indispensable for further studies and career development in this increasingly globalized world. By implementing life-impact education and in pursuit of beautiful life, we nurture students' positive self-concept and attitude towards people and society.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee

Incorporated Management Committee / School Management Committee / Management Committee:

There are 14 members in the IMC, they include representatives from the Sponsoring Body, Teacher Managers, Parent Managers and one Independent Manager etc.

School Green Policy:

- 1. Refuse Classification and Recycling Programme at school level, and Old school uniform and book recycling.
- 2. School-based activities of environmental protection and Energy efficiency and conservation Policy.

School's Major Concerns:

- 1. Strengthening Value Education and Cultivating a Healthy and Positive Perspective on Life.
- 2. Making Good Use of Learning Time and Creating Space to Foster Whole-Person Development.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Cross-curricular activities facilitate students' bilingual competency inside and outside classroom.
- 2. Use Putonghua as the medium of instruction when teaching Chinese language.
- 3. English vocabulary items are incorporated into the Maths curriculum. Global Education lessons are taught in English.
- 4. To strengthen students' inquiry skills through cross-curricular thematic projects.
- 5. Train our students' generic skills and global vision through various exchange programmes.
- 6. To strengthen students' self-care skills inside and outside classroom.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Enhance values education (including life education, national education, and national security education).
- 2. Strengthen catering for learner diversity.
- 3. Reinforce STEAM education to foster students' media and information literacy.

Development of Generic Skills:

- 1. Cultivate students' generic skills through project-based learning, service learning, and multiple intelligence classes.
- 2. Enhance students' understanding and appreciation of Chinese culture through participation in the Sister School Scheme.
- 3. Broaden international perspectives by organizing diverse themed study tours.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school has incorporated positive value education into the curriculum and various activities. This enables students to develop a positive attitude in school life.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Student Support Team in whole school approach is established to cater for student differences particularly in the fields of learning difficulties.
- 2. Adapted curriculum and assessment adaptation are provided to individual students.
- 3. Free tuition classes, care-taking classes, after-school self study room, multi-dimensional leisure activities are available for the whole person education.

Whole School Approach to Integrated Education:

- 1. The school has established a Student Support Team (SST) to provide support to students with Special Educational Needs (SEN), including the adapted curriculum, homework and assessment accommodations etc.
- 2. Providing training services for supporting students, such as learning groups, social and emotional support groups.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning 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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. After-school adaptation activities and after school Chinese classes.

Curriculum Tailoring and Adaptation:

- 1. Individual learning portfolios are established for students with special educational needs to review the students' performance in adapted curriculum, homework and assessment adaptation.
- 2. Pay special attention to P.1 students and identify if there are any signals for special educational needs and learning difficulties.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The parent-teacher association serves as a bridge between the school and parents. Although schools play an important role in educating students, in order to cultivate students with good character, if home and school can work together, the result will be twice the result with half the effort. The parent-teacher association of our school not only provides opinions on the development of the school, but also actively participates in and arranges parent volunteers to help. It is willing to allocate valuable time in the busy schedule to organize various activities, such as: story parents, recycling old school uniforms, Christmas parties, Family trips, Siu Leun stall owners 2024 and other exciting activities, let us practice "home-school cooperation".

School Ethos:

We practise Christianity with love and care. Students are well prepared in a simple and Christian way of living. They know how to be respectful and polite. They also care about and are willing to serve the community. We adapt the "Open Campus" policy to benefit students. Self study programmes, I.T. support and library are open.

Future Development

School Development Plan:

- 1. The school implements an English-Putonghua Immersion Program to nurture biliterate and trilingual elites, incorporating English and Putonghua materials across all subjects and progressively using both languages for communication. Small-class teaching ensures comprehensive care for students.
- 2. By inviting overseas teachers (from Mainland, the UK, the US, and Australia) to live and engage with students, and through outbound exchange and study tours (to Mainland and overseas), the school creates an internationalized learning environment, fostering cross-border educational exchanges, global perspectives, and cultural inclusivity.
- 3. Develop e-learning, technology-based education, and computer programming instruction.

Teacher Professional Training & Development:

- 1. Teacher professional development focuses on English and Putonghua, with a diversified approach to meet students' varied needs and align with the school's development goals.
- 2. Teachers attend seminars and courses on diverse learning needs to gain deeper insights into supporting students with different learning requirements, enhancing classroom teaching quality.
- 3. Teachers participate in subject-specific seminars and courses to better understand new directions in curriculum development.

Others

Open and Inter-school competitions: Our students obtain excellent results every year in the Speech Festival, Music Festival, Football, Lawn Ball, Fencing, Drama and various sports competitions. Please refer to the school website for details.