



路德會沙崙學校 Sharon Lutheran School

18 Cherry Street, Tai Kok Tsui, Kowloon

23920221

23981856

sharon@sharonlu.edu.hk

http://www.sharonlu.edu.hk

32

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Chu Chung	Ms. Fung Wai Lam	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Lutheran Church Hong Kong Synod	Build up ourselves and others; Strive for excellence	1971	Chinese (incl.: Putonghua) and English	Nanny van	About 5700 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter				Yes	
Yes		Whole School Health Programme		Advanced School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Learning Hub, STEM and Innovation Room, Distance Learning Room, Chapel, Drama/Dance Room, Multi-purpose Room, Music Room, Art Room, English Room, Religious Activity Room, Student Activity Centre				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			54	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
98%	100%	50%	74%	9%	34%	57%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	4	4	5	5	5	28
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	5	4	4	5	5	28
Mode of teaching at different levels	1. Small class teaching; Intensive Remedial classes Programme (IRTP) for Chinese, English and Mathematics. 2. P.2, P.3, P.4 English has Enrichment Class to cater for high ability students. 3. P.5 and P.6 Mathematics classes are grouped according to abilities.							
Remarks	P.1 - P.4 use Putonghua to teach Chinese Language.							

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							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	Assessment includes knowledge, skills and attitudes, and participation in self-study activities. Multiple modes of assessment are used, e.g. homework performance, coursework, oral presentations, projects, self-designed tasks, performance assessment, etc. All subjects adopt continuous assessment to replace traditional pencil-and-paper tests for formative assessment.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							No
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	Mixed ability grouping for P.1 - P.6.						

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	8:10 AM	3:15 PM	12:55 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We are one of the 'Advanced Schools' for the "Whole School Health Program", and strive to promote physical activity, healthy eating, social well-being and mental health among students. Moreover, through the Jockey Club Active School Programme, we arrange elite athletes to come to our school to enhance students' sports development.		*Only 8 periods on Fridays. School ends at 2:45 p.m. on Fridays.		

Life-wide Learning

Spanish, Japanese, French, Maths Olympiad, Coding class, Chinese dance, Soccer, Basketball, Karate, Lacrosse, Swimming, Drama, English Musical, 3D Stereo Pen Painting class, Chinese painting, Praise team, Christian Fellowship, Choir, Musical instrument class, String orchestra, Guzheng class, Handchimes, Scout, Boys' Brigade, Red Cross, Road Safety Patrol, Junioract Club.

School Mission

With a mission to spread the gospel and share the truth of the Holy Bible, we strive to provide students with whole-person education - emphasizing a balance in spiritual, moral, intellectual, physical, social and aesthetic development - so that they will glorify God, love others and become leaders of society in the future.

School Characteristics

School Management
School Management Organisation: The school sponsoring body is The Lutheran Church Hong Kong Synod. The school is managed by the Incorporated Management Committee.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of this school was established in 2007. The composition of the IMC includes School Sponsoring Body Managers, School Principal, Teacher Managers, Parent Managers, Alumni Manager and Independent Manager.
School Green Policy: The school sets up recycling bins, implements guidelines for using air-conditioning wisely and works together with the PTA on recycling projects, including book and school uniform recycling activities.
School's Major Concerns: Development of a joyful, caring school with international culture. Please also refer to our school website.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Our curriculum is innovative and flexible. We design Module Curriculum which includes 'Drama', 'Community Service', 'STEAM ', 'Chinese Culture', 'PE', 'Music' and 'Art' modules. 2. We emphasize reading, life-wide learning and promote self learning. 3. We attach great importance to developing students' creativity and STEAM education.
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthen value education, including life education, citizenship and national security education, and STEAM education; enhance reading and information literacy; make good use of class time to provide students with diversified learning experiences and promote all-round development through flexible and module lesson ; optimize assessment and strengthen catering student diversity; cultivate students' healthy lifestyles and promote the balanced development of students' physical and mental health.
Development of Generic Skills: 1.Systematically develop students' self learning skills, including lesson preparation before class, note-taking, use of learning tools and IT to enhance learning. 2. Incorporate the 3 elements of gifted education into the curriculum: higher order thinking skills, creativity, personal and social skills. 3. Cultivate the 9 generic skills in students through lesson design, learning tasks and after-class activities of various subjects.
Cultivation of Proper Values, Attitudes and Behaviours: The Student Development Team comprises Life Education, Discipline and Guidance as well as SEN. They work together to develop students' positive values and attitudes via religious education, class building, morning and weekly assemblies, PSE and service learning.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. A professional team including student guidance teacher, school social worker, school-based educational psychologist and school-based speech therapist, to give students comprehensive care. 2. Set up a talent pool for gifted and talented students so that they can be nominated to participate in appropriate enrichment activities or competitions, gifted programmes within or outside the school. 3. Can arrange intensive remedial classes, after-class tutorials, support groups, school-based and district-based learning support programmes for less able students or those with special needs. 4. Set up "Caring Angel Scheme" and "Paired Reading Scheme" to encourage peer support. 5. Extracurricular activities cover academic, sports, arts, religious programmes and social services to develop students' diverse interests and multiple intelligences.
Whole School Approach to Integrated Education: 1. Our school has set up a Student Support Team, which adopts a "whole-school participation" model, flexibly utilizes the "Learning Support Grant" and integrates existing resources. Through the "three-tier support model", it provides learning support, social training groups and other support to students, caters for students' different learning needs, and promotes an inclusive campus culture. 2. Our school uses school-based educational psychologists and external organizations to help parents, teachers and students understand and enhance their knowledge of mental health.
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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
Curriculum Tailoring and Adaptation: Can arrange instructional, homework and assessment accommodation as necessary.
Home-School Co-operation and School Ethos
Home-School Co-operation: Our school emphasizes home-school communication. We work closely with parents through the PTA and have parent managers in the IMC. Throughout the year, we organise many parent-child activities, e.g. Mid-Autumn Festival Celebration Evening; family activities, annual spring picnic, flag-selling day. We launch the 'Outstanding Parents' Award Scheme' to encourage parents to participate actively in school activities and work as volunteers to support school development. We also promote parents' education to help their children's growth and learning.
School Ethos: 1. We love and care for our students to create a caring school campus. 2. We emphasize class building to create a happy and autonomous learning environment for students. 3. We emphasize teachers' professional development and work in collaboration with various universities and educational bodies to enhance learning and teaching. 4. We emphasize cooperation with parents and links with the community to promote students' whole person development. 5. We emphasize links with alumni to facilitate school development.
Future Development
School Development Plan: 1. Cultivate global citizens who respect diversity, are open and have an international perspective. 2. Optimize classroom learning and assessment to take care of student diversity. 3. Inspire students' potential and establish a healthy and positive outlook on life.
Teacher Professional Training & Development: 1. Enhance teachers' professionalism through collaborative lesson planning, lesson studies, open classes and exchange visits. 2. Participate actively in collaborative projects with the Education Bureau, universities and professional bodies.
Others
Provision of a rich English learning environment with 4 Native-speaking English teachers.