



南丫北段公立小學 Northern Lamma School

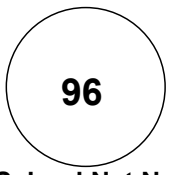
No 1 Yung Shue Ling, Yung Shue Wan, Lamma Island, N.T.

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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
Mr. Ng Kwok Kin	Ms. Wong On Ki Angela	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					87%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Lamma Island (North) Rural Committee	Courtesy, Righteousness, Integrity and a sense of honour	1949	Chinese	-	About 2500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	2	1	1	-
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
1 Computer Room. 1 Music Room. 1 Visual Arts Room. 1 Library.			Ramp and Accessible toilet.	

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

Number of teaching posts in the approved establishment		15	Total number of teachers in the school		18	
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
94%	100%	28%	33%	22%	11%	67%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	1	1	1	1	1	1	6
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	1	1	1	1	1	1	6
Mode of teaching at different levels		1. Subject Tutorial on Chinese Language, English Language or Mathematics. 2. 3:05 p.m. - 4:00 p.m. Remedial Class. 3. Tutorial on Chinese NCS.												
Remarks		-												

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	2	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	1. Each term, the school conducts one formative assessment and one examination. 2. Scores for the formative assessment include pupil's daily assignments, pupil's participation in class and performance, project work and online assessments. 3. Pupil's reflection and self-evaluation are conducted as well.				
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	N.A.				

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	8	35 mins	8:10 AM	4:00 PM	11:45 AM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Pupils return home for lunch or parents take the lunch box to school.	1. School Physical Fitness Award Scheme. 2. Healthy Snacks Day.		There are a number of English speaking pupils from Primary 1 to 6, which has thus provided an English-enriched environment in the school. The school provides opportunities for pupils to widen their knowledge and experience through variety of activities.		

Life-wide Learning

The school organizes a variety of activities every year, including the Chinese/English poem recitations, singing contest, athletics and visual arts competitions. There are regular extra-curricular activities such as Scouts, Brownies, singing, science club, games, table tennis and football. Some training courses such as Cheerleading, Taekwondo and Fencing are conducted by professional instructors.

School Mission

The school serves to provide all-round education for the students.

School Characteristics

School Management

School Management Organisation:
SMC-SIT-Panel of group / subject -Group / Subject.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee of Northern Lamma School.

School Green Policy:
Protect the environment group.

School's Major Concerns:
Nature is our manuscript. Caring is our pen. Let's sketch for the children a picture of happy childhood.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Life-wide learning is provided to the students on various themes.
2. A 2-hour session for student activities is assigned every Friday afternoon. Cross-subjects learning opportunities are provided to the students for consolidation of knowledge acquired from different disciplines.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- strengthening values education (including life education, national education and national security education)
- making good use of learning time and creating space to promote a balanced physical and mental development
- enriching life-wide learning experiences and promoting whole-person development
- better catering for learner diversity
- reinforcing, STEAM education, and nurturing students' media and information literacy
- strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities
- enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Cultivation of generic skills through different key stages.

Cultivation of Proper Values, Attitudes and Behaviours:

Life education lessons, appropriate teaching content in the various subjects, morning assembly, and the interaction with people and things in daily life, are used to cultivate students' correct values and positive attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Study groups.
2. Learning-support groups.
3. Specially designed groups for non-Chinese speaking pupils with lower ability.
4. School-based Chinese curriculum is developed for non-Chinese speaking pupils.

Whole School Approach to Integrated Education:

1. Core members of student support team include a principal, teachers and a school social worker.
2. Different resources such as learning support grant and enhanced speech therapy grant are used to provide appropriate support to students with different needs.
3. Measures include the arrangements of timetable, daily homework and dictation accommodation, individual education plan, various types of group and school-based speech therapy service, etc.
4. Through meetings and discussions, student support needs are formulated and revised when needed.

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; and organising activities to create an inclusive learning environment in the school.

1. Main subject tutorial classes and a lunch time buddy reading programme are provided to help students consolidate their foundation skills.
2. Homework tutorial classes are provided to help students complete their daily homework.
3. Whenever it is possible, a Chinese student and a non-Chinese speaking student pair up as a study group in the lessons.

Curriculum Tailoring and Adaptation:

Provide ample opportunities to the students, including life-wide learning, cooperative learning and educational trips to motivate students' interest, to sustain their learning attitude and to enhance their learning experiences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parents are invited to participate in the school functions.
2. Parent education is provided to the parents through Parent-Teacher Association (PTA).

School Ethos:

1. Cultivation of harmonious teacher-student relationship.
2. Enhancement of family-school cooperation.
3. Student support group organizes bridging programmes for the students to facilitate smooth transition from primary six to secondary one.
4. A full-time social worker stations in the school to assist on students' affairs. School-based student counselor.

Future Development

School Development Plan:

1. To strengthen students' ability of self-study and self-evaluation and unlock their potential
2. To cultivate students' spirit of self-discipline and self-love as well as encouraging them to care for others

Teacher Professional Training & Development:

1. Teacher Development Day
2. Wednesday Professional Development Session
3. Learning community

Others

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