



救世軍林拔中紀念學校 The Salvation Army Lam Butt Chung Memorial School

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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
Supervisor Chan Kwok Wai	Mr. Ma Kai Lung	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					50%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Salvation Army	Dignity, Faith, Love, Diligence	2001	Chinese	School Bus	About 10000 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		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	-	Replacement of student e-card \$28

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Escalator, washrooms for the disabled, outdoor café, outdoor climbing walls, table football, capsule station and claw machine.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
5 Piano Rooms, some special rooms including dancing room, canteen, computer Room, Dream Lab, library, language Room, Science room, 2 music rooms, counselling room, Game corner, hand bell room, hand chime room, brass band room, art and craft room and School Campus TV.				Ramp, Accessible lift, Accessible toilet, Tactile guide path, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			56	Total number of teachers in the school		59
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%	25%	50%	24%	18%	58%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		The school implemented the "Bring Your Own Device" (BYOD) Policy and offered E-learning classes for upper primary students. We conduct enhancement courses for students with better learning abilities to upgrade their academic standard. We also conduct small groups and tutorial classes for students with different learning abilities during or after school hours.								
Remarks		Chinese Language Policy: In order to enhance the smooth transition from kindergarten to primary school, Cantonese is used as the medium of instruction in Primary 1. From Primary 2 to Primary 6, depend on the needs of parents and students, they can choose either Cantonese or Mandarin as the medium of instruction.								

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	Our school assess students' learning holistically. Students' attitude and performance in extra-curricular activities are also be assessed. In addition to summative and formative assessments, diversified assessments will be conducted throughout the year.						
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	We have divided classes from primary four to six students to take care of the differences in learning between students of different potentials.						

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	8:15 AM	3:25 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and pack lunch.	Our school is keen on promoting healthy eating and environmental education. We were awarded with several awards from the Department of Health as being "nutritious" and "Hong Kong's Healthy School". Students' lunch is served at school canteen. The designated supplier provides healthy lunchboxes and reusable utensils for students.		Our school has morning reading session, library lesson, lunch break activities, religious gathering, civic education, remedial classes, inquiry learning, service learning, extra- curricular activities, self discipline during recesses as well as project learning to create a all rounded and rich learning environment.		

Life-wide Learning

Our school aims at fostering students "One Student One Sport or Art" literacy. This includes Hand bells, Chimes, Symphonic Band, Drama, Musical, Fencing, Chinese painting, rope skipping and different kinds of ball games. In order to cultivate students' skills and capabilities, we offer interest classes, such as Cambridge English, abacus, Taekwondo, martial Art, brass Band, piano, violin, dancing and drama classes, campus TV, sand painting, Chinese opera and rock climbing training etc.

School Mission

Our School community, in sharing the love and truth of Jesus Christ, will grow in knowledge, maturity and care for others, especially those with greatest needs.

School Characteristics

School Management

School Management Organisation:

We implement the school based management system and make use of the self-evaluation to optimize the school administration.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was well established in 2006. It consists of representatives of school supervisor, school sponsoring bodies, representatives of professionals, principal, parents and teachers.

School Green Policy:

We have joined various projects run by Environmental Protection Department to protect our environment. We also appoint "EP prefects" in each class to reduce pollution.

School's Major Concerns:

- 1. Promoting school-based curriculum to enhance the effectiveness of self directed learning.
- 2. Nurturing positive values and developing a healthy community in school.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. All classrooms have installed Touch Smartboard with upgraded network so to foster self-directed learning with the new learning mode.
- 2. Implement Blended Learning through teachers learning circles so to strengthen the development of self-directed learning and to enhance the teaching quality.
- 3. Matching STEAM with Inquiry learning to breakthrough the conventional classroom learning. To widen the prospective of learning and enhance social skills of student through revamp of school curriculum, experiential learning, Multi-sensory teaching and field work.
- 4. Digital learning class (BYOD) starting with Primary Four, enhance the effectiveness of learning and teaching, improve different areas of students' abilities including self-directed learning, problem-solving, collaboration and stimulus interaction in the classroom.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We aim at 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 and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

We cultivate students' self- directed learning skills and generic skills through diversified learning experiences and interactive lessons.

Cultivation of Proper Values, Attitudes and Behaviours:

Through positive education, students can learn how to face adversity and meet the difficulties and pressures in life with a positive attitude. By exploring the character strengths, we can build students' physical and mental health, positive emotions, positive engagement, positive relationship, positive meaning and positive accomplishment, so as to move towards a happy life.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school provides diversified teaching strategies and cooperates with all stake holders from policy, culture and measures. Under the inclusive environment recognized by the parents, teachers and students, we provide curriculum tailoring, teaching adjustment, differentiation of assessment, peer counselling and learning groups and others measure to support students with different abilities.

Whole School Approach to Integrated Education:

The school is committed to create an inclusive learning environment, using resources flexibly, implementing effective strategies to cater for the needs of different students and providing high-quality educational services in response to the individual differences of students and special educational needs, such as, early recognition and support for Primary One, Three-tier Intervention Model, curriculum adaptation and diversified teaching strategies, home-school cooperation and the establishment of growth support groups, etc. We enable each student to develop their potential, respect individual learning differences and jointly create a favorable development environment.

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; 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.. Providing Summer Bridging Programme for NCS students to encourage the use of Chinese.

Curriculum Tailoring and Adaptation:

The school conducts Chinese learning group and adjustment courses from Primary One to Primary Six. From Primary 2, we offer both Cantonese and Mandarin as our medium of instruction during Chinese language learning. It can be chosen by parents and students. In addition, we provide gifted courses for whole classes, homework tutoring classes and after school lessons for gifted children to cater for students' learning diversity. Small learning groups for the subjects Chinese, English and mathematics from primary two to six are arranged in order to have more interactions between teachers and students. Our school has developed tailor-made curriculum for those small learning groups.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our parents are always providing us with great support and are always willing to be volunteers. Our school is committed to promoting parents' education and supporting of parents to nurture their children with care and encourage them to thrive in the best environment which also benefit students' learning.

School Ethos:

Our school strives to provide our students with a caring and harmonized learning environment with parents. Through a series of programs like life education, school-based counseling scheme, after-school learning groups for non-Chinese speaking students, Understanding Adolescent Project, Child Development Fund, Dreams Come True Program to empower our students to meet the challenges in life and to contribute to the society.

Future Development

School Development Plan:

Our school is a learning school. Students also take initiative in learning process. We also cultivate students' generic skills through diversified learning experiences and interactive lessons. We value the use of students in biliterate, trilingual, self-directed learning and promote STEAM education aligns with the worldwide education trend equipping students to meet the changes and challenges in our society and around the world with rapid economic, scientific and technological developments as well as challenges in society of the 21st century to enhance their competitiveness in the future. Also, we strive for excellence and regular sharing with various tertiary institutions.

Teacher Professional Training & Development:

School-based trainings and workshops are provided for teachers according to the teachers' needs. The Enhancing Learning and Teaching Team and groups are responsible for teachers' professional training and development.

Others

In order to develop students' potential, students are always encouraged to take part in various inter-school competition. The school has enjoyed considerable success in various competitions.

- Hong Kong Youth Music Interflows: Symphonic Band Contest Junior Class Gold Award
- The Schools Dance Festival: Chinese Dance-Upper Primary Highly Commended Award
- Hong Kong Joint School Association: Woodwinds Ensemble, Hand bells and Chimes, Junior Choir, Senior Choir (Gold Award)
- Hong Kong Inter-Area Primary Schools Athletics Competition: Boys C Grade Overall Champion
- Inter-School Table Tennis Competition: Boys Overall 2nd runner-up, Girls Overall 3rd runner-up
- Hong Kong and Macau Mathematical Olympiad: Open Contest Excellent Performance