



浸信宣道會呂明才小學 Conservative Baptist Lui Ming Choi Primary 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
Dr. Chung Chi Kit Ronald	Mr. Yeung Kin Tak Enoch	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
Hong Kong Conservative Baptist Church Association Limited	Truth and Knowledge	1983	Chinese	School Bus	About 6000 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	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	There are a Visual Art Room, a Music Room, a Computer Room, a Science Laboratory and a School TV Room, a Counsellor's Room, an Activity Room, an English Room, a Reading Fun Bus, Innovation Lab.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are a Visual Art Room, a Music Room, a Computer Room, a General Studies Room and a School TV Room, a Counsellor's Room, an Activity Room, an English Room, a Group Learning Room, a Reading Fun Bus, Innovation Lab.				Ramp, Accessible lift and Accessible toilet.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment				56	Total number of teachers in the school		62
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%	27%	64%	16%	10%	74%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	"Small-class teaching" is implemented. In whole-class activities, three core elements are integrated: higher-order thinking skills, creativity, and personal and social skills. This approach aims to discover students with potential and group teaching is provided for students with special learning needs.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)	0	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)	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	Learning performance is examined through diverse assessments such as teacher observations, student reflections, formative assessments, quizzes, dictations, project studies and follow-up actions. Promote self-directed learning and give students autonomy from self-assessments, peer evaluations, and parent assessments.				
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	Mixed-ability classes are set 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	7	45 mins	8:00 AM	3:30 PM	12:35 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. We take part in some activities by the Education Bureau to develop an active and healthy school campus in primary schools 2. A lunch monitoring group ensures the nutritional quality of students' meals while fostering healthy living habits. 3. We regularly organizes the "Active School" programme and morning exercises, enabling students to strengthen their physique and achieve their fitness goals in a relaxed and enjoyable environment.		1. There are different teams at school to support students' physical, mental, and spiritual well-being. 2. Morning reading or exercises are arranged, along with scripture reading and speeches under the national flag, helping to broaden students' horizons and foster national identity. 3. Classrooms are equipped with different board games for students during breaks.		

Life-wide Learning

1. The school is committed to promoting diverse learning experiences, annually organizing a Chinese Culture Week, All-round Learning Day, All-round Health Activity Day, and subject-specific fun activities.
2. Value education is implemented every Thursday afternoon, and "Joyful Friday" is held every Friday afternoon. Through national education, arts and sports, community service, and career planning, these initiatives enrich students' learning experiences, foster their correct values and promote holistic development.

School Mission

In the spirit of Christ, the school provides quality education to children, enabling students to develop fully in spiritual, moral, intellectual, physical, social, and aesthetic aspects. It cultivates in students the qualities of being proactive, responsible, self-loving, life-affirming, courageous in facing difficulties, and able to bear responsibilities, and respect and accept others, so that they can contribute to society in the future and become good citizens who love God and love people.

School Characteristics

School Management

School Management Organisation:

School Management Committee has been developed to monitor the development of different groups and subjects in our school.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee has been developed. It includes 7 school board members from the school sponsoring body, 2 independent school board members, 2 school board members from teachers, 2 school board members from parents and 1 headmaster.

School Green Policy:

We encourage all teachers and students to cherish the school environment by conserving energy and water. Paper recycling bins are placed on every floor to promote waste recycling. The establishment of the 'Eco-Ark' and 'Campus Farm' serves as a constant reminder of the symbiotic relationship between humanity and nature, strengthening students' awareness of campus greening.

School's Major Concerns:

1. Cultivate school positive vibes; reinforce values education.
2. Practise diversified teaching strategies in order to develop student self-directed learning skills.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Student-Centred Excellence: Our curriculum uses digital learning to ignite motivation. We foster a culture of "High Engagement, Achievement, and Expectations," empowering proactive, self-directed learners.
2. Chinese Language: Using premium literature like picture books and poetry, our "Whimsical Fairyland" school-based program employs "Guided Thinking" to deepen language exploration and comprehension.
3. English Language: Our "NET Co-teaching Scheme" and Task-based Learning create an immersive environment. Interactive e-platforms build students' confidence and fluency in communication.
4. Mathematics: We use cooperative learning, manipulatives, games, and STEAM to help students synthesize and apply math skills to real-life challenges.
5. Science & General Studies: Hands-on STEAM and Inquiry-based Science develop creativity, higher-order thinking, and advanced problem-solving.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In alignment with the Major Renewal Priorities of the Primary Education Curriculum, our school prioritizes the following:

1. Values Education: Including Life Education, National Education, and National Security Education.
2. Optimizing "Learning Time": By refining our curriculum, assessments, assignments, and Life-wide Learning, we create a broader space for students to flourish, promoting a healthy balance in their physical and mental development.
3. STEAM Education: Developing students' Artificial Intelligence and Digital Literacy.

Development of Generic Skills:

We cultivate students' generic skills through various classroom activities, project-based learning (PBL), and diverse learning experiences across all subjects. This academic year, our focus is on developing students' communication skills, collaboration skills, creativity, information technology skills, and critical thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school places strong emphasis on students' moral development, drawing nourishment from Chinese culture. Through diversified experiential learning, including Values Education lessons, 'One Person, One Post' service scheme, student fellowships, the Flag-raising Team, The Boys' Brigade, and life-wide learning activities, we guide students to know themselves, appreciate others, respect nature, and embrace life. We aim to lay a foundation of positive and proactive values, empowering them to courageously face the challenges on their future paths of growth.

Student Support

Whole School Approach to Catering for Learner Diversity:

Teachers employ a variety of instructional strategies, such as cooperative learning, the "13 Strategies of Higher-order Thinking," and digital learning, complemented by tiered assignments to cater to individual learning needs.

To support students after school, we offer diverse services, including homework tutorials, collaborative learning groups, and "Learning Refuel Stations." Furthermore, elite enhancement programs across different subjects have been established to build a Gifted Student Talent Pool. We provide targeted training tailored to students' abilities and nominate candidates for the Education Bureau's (EDB) gifted education programmes to fully unlock their potential.

Whole School Approach to Integrated Education:

Our school adopts a Whole-school Approach to support students with Special Educational Needs (SEN), catering to individual differences through a 3-Tier Support Model: Optimizing Tier-1 classroom teaching, Providing Tier-2 remedial teaching and group services, such as enhanced School-based Speech Therapy Services and School-based Educational Psychology Services.

Curriculum Tailoring and Adaptation:

1. Establishing a Kindergarten-to-Primary Transition Program to prepare Primary 1 students for a smooth adaptation to primary school life.
2. Implementing a variety of distinctive school-based curricula, cross-curricular learning, and curriculum integration, while leveraging blended learning and appropriate e-learning strategies to enhance teaching and learning effectiveness.
3. Providing enrichment programs for gifted students and nominating them for external gifted education programs and competitions.
4. Providing curriculum or assessment accommodations for students in need to assist them in overcoming learning difficulties.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Establishing a Parent-Teacher Association (PTA) and Parent School Manager representation to ensure close communication between parents and the school.
2. Assisting the PTA in organizing diversified parent-child activities, and establishing the "Parent Academy" and Parent Fellowship, enabling parents to grow together and provide mutual support.
3. Founding the "Lui Siu Parent Volunteer Team" to actively assist the school in organizing various activities, such as service learning.
4. Providing the "P.1 Parent Guidebook" to support parents and students in adapting to primary school life.

School Ethos:

1. Our school promotes a simple and upright school ethos where teachers and students are caring and friendly. Adopting a "Guidance and Discipline Integration" approach, we permeate our "5C" strategy—Christian Education, Confidence and Self-reliance, Caring Culture, Commitment, and Collaboration—throughout school administration and teaching to achieve our vision.
2. Feedback regarding student performance from kindergarten parents who visited our school: "Polite, friendly, confident, proactive, and expressive; students' performance is highly satisfactory."
3. Feedback from secondary school teachers regarding our graduates: "Teachable, kind, proactive, law-abiding, and polite."

Future Development

School Development Plan:

1. The Jockey Club 'CoolScience' and 'AI Education' Pilot Programmes bolster students' digital and scientific literacy.
2. The QEF also sponsors the 'Media and Information Literacy and National Identity' Project and the 'Be Grateful and Treasure What We Have' Project to establish positive values."
3. In the Chinese Department, we implement "Whimsical Fairyland" and "Young Adult Fiction" book-based learning and participate in the Education University of Hong Kong's "Jockey Club 'Joy Reading' Chinese Reading Scheme". The English Department features a "P.1 Bridging Course" and "P.3 English Drama" curriculum. Our STEAM curriculum integrates Mathematics, Science, and Computer Studies, utilizing Design Thinking for product design. Additionally, the Physical Education Department implements the "Active Students, Active People" campaign to encourage a healthy lifestyle.

Teacher Professional Training & Development:

Through collaborative planning, teachers design courses to enhance learning. Regular Professional Development Days foster sharing via showcases and observations.

Others

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