



藍田循道衛理小學 Lam Tin Methodist 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
Rev. Wong Wai Sheung Sally	Ms. Leung Lai Ki	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 Methodist Church, Hong Kong	Seek the truth with diligence, demonstrate God's love to the universe	1996	Chinese	School Bus; Nanny van	About 7210 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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	\$450 (Scholarship, student activities, e-learning, school facilities etc.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	2	1	Integrated Educational Learning Room, Self-learning Centre, Counseling Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
1 Computer Room (InnoSpace), 1 Innovation Learning Center, 2 Music Rooms, Dancing Room, Campus TV Station, English Activity Room, Visual Arts Room, General Studies Room (XSpace), Speech Therapy Room, Multi-purpose Room.				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		56
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%	41%	80%	9%	16%	75%	

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	1. Cultivate students' qualities of curiosity, inquisitiveness, critical thinking, and sharing through experiential learning. 2. By providing life education, we can nurture students' growth, stimulate their potential, and instill confidence in them.						
Remarks	Medium of Instruction: Chinese Language (Putonghua), English Language (English), Other Subjects (Cantonese).						

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					No
Diversified Assessment for Learning	1. Assessments for collecting evidence of student learning in various aspects including the learning process and learning outcomes. 2. Formative Assessment of different subjects is used to assess learning and adjust teaching.				
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	P.1-2: evenly distributed throughout 5 classes. P.3-6: students are streamed into different classes according to their overall academic results with high ranking students being streamed into 2 elite classes and the rest of the students evenly distributed to the remaining 3 classes.				

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	9	35 mins	8:25 AM	3:30 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The school fully supports students to participate in school fitness programme and the SPORT ACT programme. 2. The quality of meals provided by the lunch supplier is monitored by the school and members of the Parent-Teacher Association on a regular basis.		Developing students' healthy eating and living habits is one of our school's concerns. We help students understand the importance of healthy diets through meaningful activities such as Joyful Fruit and Veg Month, voluntary service for the community.		

Life-wide Learning

Our school aims at involving all students in "One student One Sport and Art Programme". We provide more than 30 different academic and art classes that cover musical, sports and academic aspects for students. Qualified instructors are invited to teach in various multi-intelligent classes. Study tours and cross-boundary visits are also the students' learning experiences. Enable students to broaden their horizons and achieve holistic development.

School Mission

To develop holistic education based on Christian spirit; and to nourish abundant life through evangelism.

School Characteristics

School Management

School Management Organisation:

1. In order to provide effective governance and objective advice, the school board is made up of members from different occupations.
2. The school administrative body is made up of members from the school and the school principal to promote effective development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Our school has established the Incorporated Management Committee, comprising representatives of the sponsoring body, teacher representatives, parent representatives, independent members and alumni manager.

School Green Policy:

Promote energy-saving, fee-reduction and renewable energy projects.

School's Major Concerns:

1. Optimizing the school-based curriculum planning and classroom practice to cultivate a new generation of active learners.
2. Embracing growth experiences to foster a culture of love for others and oneself as an LTMPSer

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Enriching students' learning experience, broadening their horizons and arouse students' learning interests so that they can acquire knowledge, skills, proper attitude of different domains through diversified learning activities.
2. Enhancing students' language proficiency through cultivating good reading habits, strengthen the school-based English curriculum and using Putonghua as the medium of instruction for the Chinese subject.
3. Promoting cross-curricular learning to cultivate students' inquisitive and innovative spirit and integrated learning ability.
4. Involving all students in 'One student One Sport and Art Programme' through developing art education, drama in education gifted education, cross-boundary visits and multi-intelligent classes to unlock student's potential.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Through the use of a rotating weekly schedule, cross-curricular activities and theme-based learning days can be incorporated, leading to a more comprehensive and enriching learning experience for students.
2. Implementing the BYOD e-learning program fosters the fundamental elements of self-directed learning.
3. Expanding STEAM education, establishing a science and technology school-based curriculum and strengthening the ability to integrate and apply knowledge and skills.

Development of Generic Skills:

1. Good Reading habit
2. Biliteracy and Trilingualism
3. Math and information technology ability
4. Project learning
5. One Student one Sport and Art programme

Cultivation of Proper Values, Attitudes and Behaviours:

1. The school provides a quality all-round liberal education based on Christian principles and foster Christian Life Education.
2. The school develops a Christian life Education Curriculum to cultivate students' ability to understand self-management and self-learning and establish a positive attitude towards life.
3. Through school-based programmes, themed activities of life education at all levels are carried out to enable students to understand the meaning of life, experience the value of life, live out the true meaning of life and practice the love of Christ.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Pupils are assigned to different classes according to their academic performance. Remedial support, integrated and gifted education are provided.
2. Pupil's diverse needs are catered for through enhancement of curriculum, practical learning, and proper assessment.
3. The proper course is provided to individual students according to their strengths.

Whole School Approach to Integrated Education:

Organize a student support team, with vice principals, school-based educational psychologists, Special Educational Needs Coordinator, Special Educational Needs Support Teachers and teacher liaison representatives. Students participate in various training courses and group activities on a campus with an inclusive culture. A constant communication mechanism is established between our school and parents, and strategies for supporting students are regularly discussed and reviewed.

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; 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.

Curriculum Tailoring and Adaptation:

1. Curriculum adaptations are carried out when necessary.
2. Assignments and assessment adaptation policy are used on students with learning difficulties.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association of our school is greatly supported by the parents. Students' parents actively participate as parent helpers and they also take part in many of our school activities to enhance students' learning.

School Ethos:

1. Actively promote life education and cultivate healthy body and mind of students.
2. Promote positive education, inspire students with different potentials, and live a flourishing life.
3. Provide a quality all-round liberal education based on Christian Principles, and encourage students to love our God, people and the community.
4. Establish a learning platform to affirm students' growth potential and encourage them to pursue their dreams.

Future Development

School Development Plan:

1. Cultivate students' life skills and strengthen values education.
2. Encourage cross-curricular reading and enhance students' bilingual and trilingual abilities.
3. Strengthening group learning (high participation, high appreciation, high effectiveness) to enhance student-student interaction.
4. Design cross-curricular theme-based learning activities to foster students' self-directed learning.
5. Cultivate positive character traits to improve students' sense of self-identity.
6. Promote STEAM education to enhance students' ability to integrate and apply knowledge and skills.
7. Implement the BYOD e-learning program to enhance students' media and information literacy.

Teacher Professional Training & Development:

Training and workshops are provided for teachers according to the school concerns of the year and teachers' needs.

Others

- The University of Hong Kong e-Learning Development Laboratory Outstanding e-Learning Awards(2024/25)-Bronze Award in "Chinese Language Education" and Artificial Intelligence Special Award
- The Greater Bay Area STEAM Excellence Award 2024, Top 10 STEAM Teacher, Top 10 STEAM School
- High-Five Student Engagement Award 2022
- Hong Kong University International Outstanding e-Learning Awards 2021
- Caring Team' award in the "A Healthy Harmonious and Caring Campus Award Scheme 2017
- Caring School Award Scheme: Outstanding Caring School for Caring Teaching Team 2012
- Chief Executive's Award for Teaching Excellence 2006 (Mathematics Education)
- Chief Executive's Award for Teaching Excellence 2004 (Chinese Language Education)