中華傳道會呂明才小學
C.N.E.C. 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
Mr. Chan Sze Lung Kenneth	Mr. Leung Hon Kei	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
Christian Nationals' Evangelism Commission	Love, Joy, Peace	1988	Chinese	School Bus	About 5700 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
-	-	$40	School-based Management fee $400 (for refining the school's facilities & facilitating classroom management).	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	STEAM Bus, Cycling Track, Bike Depot, Treehouse, Joyful Garden, Smart Sports Arena, Fragrant Garden, Aqua Port, Smart Farmer, PaPa Place, learning zones, OCR Zone, 'Get Set Go' Lap-tracking System etc

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
computer room, art room, music room, activity centre, Immersive Space, Interactive Distance Learning Room, game room, language learning room, English learning room, STEAM Education Centre, Multiple Intelligence Development Room, E-points (Student Union Room) etc.	Ramp, Accessible lift, Accessible toilet and teaching room, language room, social worker room, NET teacher room, counselling room etc.

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

Number of teaching posts in the approved establishment	46	Total number of teachers in the school	49

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%	98%	43%	73%	20%	30%	50%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	4	4	4	4	4	23

Mode of teaching at different levels	1. We adopt small class teaching and collaborate with Chinese and English assistant teachers to cater for learning diversity; 2. We provide reading lessons every other week to enhance students' reading ability. Also, we organise teacher-student reading sessions every week; 3. For Chinese, English and Mathematics, P.5-P.6 students are divided into five groups based on their ability.
Remarks	We have four classes for each form. We also have assistant teachers in class to support and help students with different needs.

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	1. There are three summative assessments for P.2-5 and two summative assessments for P.1 and P.6 each school year; 2. We have formative assessments for Chinese, English and Mathematics; 3. We have diversified modes of assessment, such as self- evaluation, peer-observation and parents' feedback; 4. 'Joyful Reading' is integrated into the continuous assessment for Chinese and English.
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	1. Mixed ability classes from P.1-P.6; 2. For Chinese, English and Mathematics, P.5-P.6 students are divided into groups based on their ability.

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	8:00 AM	3:20 PM	1:00 PM - 2:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1. The school lunch supplier is required to provide nutritious lunch that contains vegetables but no MSG, and to provide fruit for students at least once a week; 2. Students can do low to moderate intensity exercise during specified breaks in e-sports zones; 3. We implemented 'Day Day Sports' classroom exercise sessions; 4.'Get Set Go' Lap-tracking System is installed; 5. Fundus cameras are utilised to monitor students' health.	1. We have periods for students to read books and pray to God every day to foster students' habit in reading and praying; 2. We use various activities, including English Week, Exploration Week and Gospel Week, to boost students' learning motivation and their spirituality; 3. During Thematic Learning Week, we integrated cross-curricular objectives into our P.4-6 study tours to Shanghai, Beijing, Sichuan, Shenzhen and the Whampoa Military Academy.

Life-wide Learning

1. Uniform teams for P.1-P.4 students and Christian fellowships for P.5-P.6 students;
2. Joyful Friday 2.0: Differentiated curriculum integrated into activities, advanced training programmes and student-led activities;
3. JC Project MuSE: Music, OCR and sports training programmes for P.1-P.6 students. An after-school football programme for P.1 and P.6 students.

School Mission

Adhering to the Great Commission of Christianity of preaching the gospel, we strive to let children grow up happily in Christ's love and train up elites for the country as well as the church with holistic education.

School Characteristics

School Management

School Management Organisation:
The school is managed by the Incorporated Management Committee (IMC), which consists of representatives from CNEC, school principal, teachers, parents and independent individuals. The IMC listens to different stakeholders' comments to facilitate the school development.

Incorporated Management Committee / School Management Committee / Management Committee:
We have founded IMC in our school, thereby strengthening the transparency of our school policies and accomplishing school's mission and vision.

School Green Policy:
1. Uniform Recycling Programme;
2. We implemented Aquaponics and ‘Smart Farmer' systems;
3. We achieved BEAM Plus 2.0 certification for school-wide energy-efficient installations.

School's Major Concerns:
1. We strive to cultivate students’ generic skills through diverse learning experiences;
2. We aim to foster positive character rooted in Christian values within our students.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. We adopt a student-centred ‘hands-on and learning-by-doing’ approach that leverages collaborative learning strategies in class to encourage interactive learning among students;
2. We cultivate the culture of appreciation and encouragement to build up our students' self-confidence;
3. We use diversified means of assessments to examine students' learning needs and strengths;
4. We establish 'homework tutorial lessons' and individualised counseling scheme to help our students in learning;
5. We provide school-based support and promote digital teaching, immersive learning, thematic learning and 'Other Learning Experience 2.0' (OLE 2.0) to broaden students’ horizons;
6. We utilise off-campus resources to enhance teachers' professional skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. The adapted timetable allows students to have regular lessons in the mornings and diversified activities in the afternoons. We have the 'homework tutorial lesson' every day to reduce students' time of doing homework at home;
2. We have refined our school-based curriculum and reserved an afternoon as 'Joyful Friday 2.0' every week for students to launch various self-directed activities. We believe these approaches can cultivate students' self-learning skills and self-management skills, which can also be applied in their daily life.

Development of Generic Skills:
1. We help our students develop their generic skills through theme-based learning activities;
2. Students can develop their analytical power and problem-solving skills through applying their knowledge in STEAM education on facilities like 'STEAM Bus' and STEAM Room;
3. Through launching self-directed activities on 'Joyful Friday 2.0' by the students themselves, our students are able to have a holistic development. Generic skills, including creativity, communication skills and multiple thinking ability can therefore be enhanced. It also helps students develop positive attitudes and values.

Cultivation of Proper Values, Attitudes and Behaviours:
1. We help students establish suitable values and attitudes through national education, leadership development, health education, life planning, service learning, environmental education and life education;
2. We believe everyone has special gifts and unique qualities. All students can realise their own potentials and experience growth, love, and success;
3. We conduct life education lessons for P.1-P.6 students and values education lessons for P.5-P.6 students.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. SENCO takes the role in planning, coordinating and implementing the Whole School Approach to Integrated Education in our school;
2. We co-organize with different organizations to form school-based group training services to cater for our students' needs;
3. We launch Individual Education Programme (IEP) for those students in need;
4. There are after-school homework tutorial classes to help students with their studies.

Whole School Approach to Integrated Education:
1. We have school-based educational psychologist, school-based speech therapist and counsellor to support our students in their growth;
2. Every student has a 'Personal Growth Portfolio', which helps teachers understand students' needs in their personal growth systematically.

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.

Curriculum Tailoring and Adaptation:
1. To cater for learner differences, adaptations in assignments and assessments are made;
2. 'The Primary One Freshmen Programme' is implemented for P.1 students to help them prepare for their new primary school learning journey;
3. We implement co-teaching in P.1 to P.4 classes to cater for learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. 'Parent Voluntary Team' and different interest groups are established to promote home-school communication and parents' participation in school;
2. 'Parent Advisory Group' is organized to invite parents to utilise their professional skills or talents to help facilitate the school development;
3. 'Mr Leung's Café' is held regularly as a platform for home-school communication and a trustful rapport between the school and parents, which is good for the school development;
4. 'Parents Academy' is set up to help parents in nurturing their children via a series of courses, workshops and activities.

School Ethos:
1. Ethos of simplicity are demonstrated in our school. Our teachers and students have a close relationship;
2. We promote and practice Christian values --- love God and love others;
3. Our students are polite, caring and willing to serve. We also promote student autonomy.

Future Development

School Development Plan:
1. We implement the adapted timetable and promote the concept of 'Attentive Morning, Happy Afternoon, Worry-free Evening'. Students have regular lessons in the mornings, diversified activities in the afternoons and happy family time in the evenings. Students' time of doing homework at home is reduced so that they can have more time to build relationship with their parents and enjoy a happy childhood.
2. We set up learning zones of diversified topics on different floors to develop students' generic skills.
3. We cooperate with various tertiary institutions to promote digital pedagogy. Through gamified and high-engagement learning, we empower students to strengthen their generic skills.
4. We set up Student Union, Class Committee, leadership training schemes and uniform teams to provide more opportunities for students to be leaders and organize activities by themselves so that they feel being loved and respected.
5. We conduct curriculum planning and set up new facilities to promote value education. This includes various aspects such as Christianity development, reading atmosphere, theme-based learning and experience-based learning.

Teacher Professional Training & Development:
1. Our teachers eagerly participate in continuous professional development. We regularly arrange sharing meetings, co-planning sessions, learning circles, peer evaluation, lesson observations and professional talks to keep our teachers up with new trends of education and ensure our teaching professionalism.
2. We actively apply for fundings and resources to develop our school into a 'Learning Organization'. For example, we have successfully applied for resources from Quality Education Fund, the Education Bureau, higher education institutions and education consultants.

Others

To recognize and support students who have remarkable academic and non-academic achievements, we have established different scholarships to help them develop their potential.