



聖公會呂明才紀念小學
S.K.H. Lui Ming Choi Memorial Primary School

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11

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lui Shiu Wai	Ms. Lee Yin Fun	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					79%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve.	1960	Chinese (incl.: Putonghua) and English	School Bus	About 1300 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$50	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Ergonomic chairs, AC, tech (PC, projector, HD interactive panel, AV), smart bookcase, smart water dispenser, electric mosquito trap, whiteboard, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI Metaverse Classroom, AI Sports Classroom, Computer Room, Library, Campus TV Studio, Music Room, Visual Arts Room, Innovation & Technology Classroom, Language Room, Science Lab, Reading Café, Church, etc.				Lift (1, 3, 6 / Floor only).

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

Number of teaching posts in the approved establishment			41	Total number of teachers in the school		43
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%	35%	90%	14%	19%	67%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year			No. of classes	3	3	3	4	4	4	21
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)			No. of classes	3	3	3	3	4	4	20
Mode of teaching at different levels		1.NETs and local teachers create an immersive English environment to enhance students' English and writing skills. 2.STEAM and AI programming are integrated into lessons to foster creativity, problem-solving skills and design thinking. 3.Cross-curricular learning and values education, supported by service learning and reflection, nurture positive values, good character and holistic development.								
Remarks		-								

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
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Diversified Assessment for Learning	Besides written assessments, various modes of assessments will be conducted to evaluate students' learning progress, such as cross-curricular projects, physical fitness tests, science experiments and presentations.				
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 from Primary 1 to Primary 4. Students of Primary 5 to Primary 6 are streamed according to their academic results.				

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	35 mins	7:50 AM	3:00 PM	12:35 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school actively participates in the "Whole School Health Programme," striving to promote a balanced diet, encourage students to engage in regular physical activity, and strengthen their physical well-being. In addition, through a variety of values education activities and religious formation, we nurture the holistic development of our students.		In the morning, we have subject-based lessons. In the afternoon, we attend the school assembly, Integrated Studies, homework tutorials, moral and civic education, and diversified activity lessons. After school, interest classes and school team training are also conducted. In addition, we have school outings and study tours.		

Life-wide Learning

Our school organizes a variety of clubs and interest groups to develop students' potential, including Mathematical Olympiad, Debate, Choral Speaking, School Reporters, MC Training, Drama, Martial Arts, Football, Volleyball, Chinese Dance, Choir, Visual Arts, Orchestra, Coding, Scouts, Girl Guides, Boys' Brigade, and Flag-raising Team.

School Mission

Guided by the educational mission of the Anglican Church, we cultivate students' Christian character and embody the spirit of "Not to be served, but to serve". We provide students with a high-quality and enjoyable learning environment that fosters balanced development in six dimensions - moral, intellectual, physical, social, aesthetic, and spiritual growth. This enables students to practice healthy lifestyles, face life's challenges positively, and realize their full potential.

School Characteristics

School Management

School Management Organisation:

Our school is run by the Anglican (Hong Kong) Primary Schools Council. The Incorporated Management Committee supervise our school. Under IMC, our school has multiple executive departments and function groups to execute school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the IMC include the Reverend, parents, teachers, alumni, and people from legal, professional and commercial fields. They can give different opinions from different points of view.

School Green Policy:

The school integrates environmental education through practical initiatives, including annual projects like plastic bottles recycling art program ("Zero Waste, Green Campus"), an aquaponics ecosystem, and a "One Person, One Flower" planting campaign. These activities engage students and parents in adopting eco-conscious habits, promoting low-carbon living and resource conservation. An "Environmental Protection Little Pioneers" team further deepens students' sustainability knowledge via experiential learning and field studies, fostering a culture of environmental stewardship.

School's Major Concerns:

1. Continue to promote values education to cultivate students into healthy and well-rounded citizens with physical and mental wellness.
2. Strengthen the implementation of STEAM education to nurture students as proactive learners.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Cultivate students to become active learners and encourage students to think from multiple perspectives to construct knowledge which can enhance students' self-learning ability.
2. Broaden students' learning experience and enhance learning effectiveness by providing diverse and cross-curricular learning experiences.
3. Apply appropriate learning and teaching strategies, such as inquiry-based learning, to enable students to learn and connect what they have learned during the inquiry process to their school and home lives.
4. Focus on the culture of biliteracy and trilingualism, and develop sports and arts. We adopt after-school elite training classes to develop healthy living style.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promote holistic Christian education and cultivate students' positive values.
2. Through organizing diversified learning activities, students will have the opportunity to develop their strengths and build their confidence.
3. Promote the teaching of biliteracy and trilingualism in the school-based curriculum and NETs Action Plan to enhance students' language skills and communication skills.
4. Promote STEAM and AI education to learn mathematical, mechanical and programming knowledge through hands-on practice to develop comprehensive skills and applied knowledge to cultivate information literacy.

Development of Generic Skills:

To develop students' nine generic skills through classroom and extracurricular learning activities in various learning areas and subjects, such as collaborative learning, project-based learning, Learning and Reading across the Curriculum, programming teaching, life-wide learning and artistic creation.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school promotes positive values through formal and informal curricula and incentive programs, creating an environment rooted in Confucian virtues and Christian values to nurture moral excellence and healthy, well-rounded citizens.

Student Support

Whole School Approach to Catering for Learner Diversity:

Adopting a "whole-school approach" model, the school implements the educational philosophy of "making gifted education accessible to all and enriching general education with gifted education elements." High-order thinking skills, creativity, and social competencies are integrated into the curriculum. Through different learning activities, the school is committed to enhancing students' diverse abilities. Tailored support is provided for students with varying abilities, including tiered instruction, group learning, assignment adaptations, after-school tutoring, ability enhancement classes, and post-class training groups. These measures aim to address diverse learning needs and strengthen students' learning capabilities.

Whole School Approach to Integrated Education:

Our school has set up a Student Support Team, including a school-based educational psychologist and a school-based speech therapist. Guided by the principle of "early identification, early intervention," we provide after-school academic support, enhanced school-based speech therapy services, and social emotional interventions for students with special educational needs. Through initiatives like the "Benevolence Ambassadors" program, we help students recognize and respect individual differences, fostering an inclusive and caring school culture where mutual support and kindness prevail. Together, we strive to build a nurturing campus environment for all.

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; and organising activities to create an inclusive learning environment in the school. We provide online Chinese language self-learning resources, an online learning platform, translation pens, and Chinese books.

Curriculum Tailoring and Adaptation:

1. The P.1 Bridging Course includes Chinese Literacy and English Phonics Course, school tours, and activities like meeting teachers and classmates, learning school routines, and joining the Full Moon Growth Ceremony to help students adapt. Dictations and assessments are adjusted to ease the learning transition. Parents are also supported through teacher meetings and various educational activities to enhance home-school cooperation.
2. Curriculum and examination adjustments, school-based writing and reading programmes under the NETs Action Plan, Maths speed calculation, and inquiry-based courses will be implemented.
3. Mathematical and Mechanical Programming Course in STEAM and AI education, Metaverse Course in Visual Arts, and Electronic Music Creation Course in Music.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Strengthen communication and establish collaborative partnerships through the Parent-Teacher Association.
2. Organize parent volunteers to co-host activities such as Chinese Cultural Day and School Sports Day to deepen home-school interaction, enhance a sense of belonging.
3. Organize a variety of parent education activities to implement the EDB's primary school framework and enhance family education, creating a harmonious learning environment.
4. Maintain close contact with parents through effective communication channels such as Parent-Teacher Days, parent seminars, parent circulars, the school website, electronic communication platforms, and a dedicated hotline.

School Ethos:

1. Good teacher-pupil relationship, and the campus is filled with love and care.
2. Our school upholds the Christian spirit, attaches great importance to spiritual cultivation and practice, and actively participates in diverse activities and community services inside and outside the school.
3. Combine discipline, religion and curriculum teaching activities to cultivate positive values and practice good moral character.

Future Development

School Development Plan:

Our school upholds the educational philosophy of "STEAM in motion, values in action," dedicated to cultivating students' innovative technological spirit and to apply the use of AI through diverse learning activities while reinforcing the development of generic skills and the practice of twelve priority values and attitudes. This educational framework aims to shape students' moral character, foster robust psychological qualities, and fully unleash individual potential, thereby laying a solid foundation for lifelong development. For more details, please refer to our "School Development Plan" and "Annual School Plan."

Teacher Professional Training & Development:

To broaden the horizons of our teachers and sharpen their teaching skills, we have school visits, staff development days, teacher sharing meetings, and lesson co-planning meetings for the professional development of all staff in our school. Many teachers are also taking courses in their disciplines to enhance professional development.

Others

1. Students achieve excellent academic results, with about 65% gaining admission to prestigious EMI secondary schools.
2. Students excel in both academic and personal development, earning awards in international and local competitions, including 4D Frame, speech, drama, athletics, and scholarship programmes.
3. Overseas study tours to Finland, Germany, and Singapore broaden students' global perspectives and foster an international outlook.