



港澳信義會小學 Hong Kong and Macau Lutheran Church 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
Ms. Yeung Man Yuk	Mr. Ho Yin Fai	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 & Macau Lutheran Church Ltd.	To grow in wisdom and stature, and in favour with God and men	1991	Chinese & English	School Bus	About 7000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
HKMLC Queen Maud Secondary School			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
-	-	\$40	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Classrooms are equipped with Wi-Fi and e-whiteboard. STEAM-related teaching equipment such as 3D printers and laser cutting machines is configured.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
20 special rooms: Language Room, STEAM Room, Computer Rooms, Visual Arts Centre, Dancing Room, Storytelling Room, Play Room, Speech therapy room etc.				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		57
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%	21%	87%	14%	35%	51%

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	In order to help P.1 students adapt to school life, an additional teacher is made available to help out the class teacher during the daily class-teacher period in the morning. From P.4, students are streamed according to their academic abilities.						
Remarks	From the 2025–26 academic year onward, all students entering Primary 1 will study Chinese using Cantonese.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	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)	2		
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. Use a comprehensive P-I-E cycle linking learning to varied assessments to improve performance. 2. Two exams yearly; give feedback and run follow-ups by grade and class to target weak areas. 3. Use daily, low-risk (ungraded, unannounced) diversified assessments. 4. Build “learning to learn” through self- and peer-assessment.				
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	Students are streamed according to their ability level from P.4 to P.6, with two classes allocated to more able students in each level.				

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	8	35 mins	8:00 AM	3:15 PM	1:00 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	In line with the "EatSmart@school.hk" Campaign, student lunches are prepared with less oil and salt. Two days a week, students are provided with fruit. The rooftop features an eco-friendly central kitchen to enhance meal quality. Additionally, the school promotes the "Joyful Fruit Month", highlighting the benefits of eating fruit and encouraging students to consume enough fruit daily.		Teachers and parents regularly monitor and evaluate the quality of lunch provided by the suppliers. After lunch, students take part in different classes, including Progress Learning for both enrichment and basic support; cross-curricular class called Brain Jump!; Life Education class Life Adventure Team and co-curricular lesson Diverse Wings, as well as Life-wide Learning etc.		

Life-wide Learning

On each school day, there are level-based or pull-out all-round learning activities featuring different subjects, cross-curricular elements, or learning across programmes, including more than 60 activity groups inside and outside the classroom. The school holds three consecutive days of 'Learning without Walls', allowing students to extend classroom learning into real-world experiences, including exchanges in Mainland to broaden their horizons. We also organise themed learning days to equip students at all levels with knowledge from different subjects to solve real-life problems.

School Mission

Our mission is to develop excellent and holistic education through the spirit of God. We offer students a transformative educational experience, empowering them to fulfill their potential in morality, intelligence, physique, social skills, aesthetics, and Christianity. Students are equipped to embrace the positive and meaningful life.

School Characteristics

School Management

School Management Organisation:

The School Management Committee appoints a supervisor and a principal. Together with other coordinators chosen from the senior teaching staff, they are responsible for the administration of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The school is supervised by the Incorporated Management Committee (IMC) which consists of the principal, representatives from parents, alumnus and teachers, one independent manager and seven other members.

School Green Policy:

By means of school-based curriculum, activities and projects, students learn how to be environmentally aware. Furthermore, we have switched to sending parents e-notices to save paper. We have in place a waste separation and recycling policy that extends to the recycling of books and school uniforms.

School's Major Concerns:

Learn and explore, let wisdom grow;
Think then act, let your light glow.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Continuously promote self-directed learning with a student-centered approach, utilising highly engaging classrooms to enhance motivation and foster a love for learning. Establish a learning ladder to teach various learning strategies, helping students learn how to learn. Create real-life scenarios for students to apply their knowledge and skills in solving problems, supported by a school-based reward programme to encourage active learning and the pursuit of excellence.
2. Emphasise bilingualism and trilingualism by creating environments such as Chinese and English "Reading Time", "Putonghua Day", "English Day", and school-based English drama classes to cultivate students' love for reading and enjoyment in using foreign languages.
3. Classroom learning: The school implements a "Note-taking Expert" programme, allowing students to grasp learning strategies. Additionally, diverse low risk evaluations are used in daily teaching to monitor students' learning progress.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Establish an ""Experiential Exchange"" learning ladder — students learn while travelling from their community to Hong Kong, from Hong Kong to the motherland, and from the motherland to the world. This expands students' horizons and enhances self-management and interpersonal skills. Events such as music performances, swimming galas and sports days provide diverse learning experiences and platforms for talent showcases.
2. Make effective use of learning time by centering on Chinese culture with self-study materials for ""Accompanying You to China"" and ""Hong Kong Intangible Cultural Heritage"", as well as a new school-based programme called "Intangible Cultural Heritage in STEAM", strengthening values education and national identity.
3. Enrich students' learning experiences through ""Learning without Walls"" and various comprehensive activities, linking learning content to real life. This promotes deep learning in authentic contexts, fostering holistic development.

Development of Generic Skills:

1. Establishing school-based framework of thinking courses and project learning, through learning and applying thinking and research skills, students progressively develop generic skills.
2. A school-based KS1 program 'Little Tarzan' is designed in which to take nature as the starting point, cultivating students' collaboration, problem-solving, and inquiry skills through hands-on experiments and creative learning activities.
3. Another school-based curriculum "Bee STEAM KIDS" provides students with diversified learning experiences in which to enable students to possess innovative thinking and an entrepreneurial spirit, and enhancing their ability to solve real-life problems.

Cultivation of Proper Values, Attitudes and Behaviours:

Using a whole-school approach, we integrate classrooms, morning assemblies, weekly meetings, class meetings, personal growth classes, and special learning days to cultivate the five key qualities of "Sunshine Leaders" through "Knowledge, Emotion, Action": self-love and love for others, love for the school, resilience, optimism, and a commitment to service.

Student Support

Whole School Approach to Catering for Learner Diversity:

Adopting the 3-Tier Intervention Model to cater for students with special educational needs (SEN) and planning gifted education curriculum. The first level is the school-based programme. The second level involves top-performing students attending specialised courses in various subjects.

Students with leadership potential participate in the Future Leaders Training Programme to enhance their leadership skills. Tier 3 (Referral-based): Each year, students who have outstanding performance are recommended to attend gifted education programmes, including the Gifted Education Academy and enrichment programmes offered by universities and colleges.

Whole School Approach to Integrated Education:

Our school adopts the 3-Tier Support Model to support the students with special educational needs (SEN). Tier-1: Enhance in-class support by launching co-teaching. Tier-2: Add-on Intervention, for example, pull out programs for different groups of students with SEN after class, dictation and examination accommodations for students with learning difficulties.

Tier-3: Intensive individualized support for students with severe learning difficulties and SEN such as drawing up of Individual Education Plan.

Curriculum Tailoring and Adaptation:

Teachers have tailor-made the curriculum to fit the needs of students and to better cater for students' individual differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We enhance communication through Parent Days, parent seminars, "Meet the Principal" sessions, parent workshops, and the Sunshine Hotline. The Parent-Teacher Association organises various activities for parents, families, and students to foster mutual understanding. Additionally, we establish a parent volunteer team to strengthen parents' sense of belonging to the school.

School Ethos:

1. Diversified class management activities to build students' confidence, help them learn to appreciate themselves and others, and strengthen a positive class culture.
2. Through the "I Want to Work" service programme, all students across the school are given opportunities to participate in various types of service, cultivating a spirit of helpfulness and responsibility.
3. Focus on the physical, mental, and spiritual health of students, encouraging them to develop their strengths and foster good relationships through cooperative learning, creating a friendly school culture.
4. Nurture students' growth in Christian education, and through moral education and civic education activities, help them develop a correct sense of citizenship, cultivate positive thinking, and create a harmonious school environment.

Future Development

School Development Plan:

1. Foster self-directed learning; emphasize arousing students' curiosity and learning motivation; enable students to master diverse learning strategies; and create contexts for students to apply their knowledge and skills.
2. Cultivate the five key qualities of "Sunshine Leaders" through "Knowledge, Emotion, Action", and optimize the student reward programme to further encourage student growth and development.

Teacher Professional Training & Development:

In response to school development needs and educational trends, we encourage teachers to pursue further studies when appropriate. Specialised training is provided based on subject requirements, along with participation in collaborative programmes with the Education Bureau and higher education institutions. We establish co-planning meeting groups at all levels and regularly hold workshops, research, and teaching study groups to continuously train teachers in diverse teaching strategies. A special support programme for new teachers offers various forms of assistance in teaching, daily affairs, and student support, such as one-on-one mentoring, workshops, classroom observations, and reviewing student work. Additionally, our school will continue to participate in QTN to assist partner schools in developing school-based STEAM interdisciplinary curricula.

Others

Establish an "Experiential Learning" ladder that connects the community to Hong Kong, from Hong Kong to the nation, and from the nation to the world. This approach aims to cultivate self-management skills in students, broaden their horizons, and enhance their transferable skills.