



荔枝角天主教小學 Laichikok Catholic Primary School

6 Hing Wah Street West, Sham Shui Po, Kowloon

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http://www.lcps.edu.hk

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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
Fr. Baudry Gervais Emmanuel Paul J.	Mr. Lau Wai Kit	Established	Aided Whole Day	Co-ed	Catholicism
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
Catholic Diocese of Hong Kong	Caritas, Veritas, Simplicitas (Christian love, truth, innocence, naturalness and being frank)	2002	Chinese	School Bus; Nanny van	About 6206 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
-	-	\$17	\$400	Life Membership Fee of School Alumni Association: \$100

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Canteen, School campus TV (LTV) control room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Reading Room, School Library, Music Room, Dance Room, Visual Art Room, Prayer Room, STEM LAB, Computer Rooms, Student Counselling Room, Teaching resources 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				58		Total number of teachers in the school		63			
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%		79%		21%		19%		60%	

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	We offer different learning modes for the students, e.g. the remedial classes and advanced classes to cater for students' learning diversity.						
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)		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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Diversified formative assessments for Learning such as probing questions, progress check, observation, field tasks, oral presentations and written reports, project work carried out in daily teaching throughout the year aim at collecting evidence to provide quality and comprehensive feedback for learners and teachers.						
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	Non-streaming.						

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	3:30 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School-based curriculum is designed and out-school schemes, such as Health Week, Eat Smart at school, Joyful Fruit Day, School Physical Fitness Award, field trips and talks are organized to develop a healthy school which helps students achieve favourable physical, psychological and social well-being so as to foster whole-person development.		LCPS operates on a six-day cycle. To explore and enhance students' interests and to unlock their potentials, various interest groups, sports or arts training are organized on Monday, Tuesday, Thursday and Friday afternoons. Additionally, educational visits and outings are arranged, along with talks and performances by various organisations.		

Life-wide Learning

Diversified activities: Youth Pioneers of Christ, Dancing, Coding, Flag Raising Team, Chinese Martial Arts, Sports teams (Athletics, Fencing, Swimming, Soccer, Volleyball, Table-tennis), School Orchestra, School Choir, CYC, Mathematics Olympiad, Visual Arts Team, Choral Speaking team, Drama, Chinese Debate team and Little Writers' Workshop.

School Mission

Anchored in the love of Christ, nourished with home-school cooperation, we enable every child to attain 'whole person' development. Students are encouraged to develop fully according to their own attributes and talents so that they can put forward continuing effort for the prosperity of their society.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee and led by the Principal. The Vice Principals together with the Senior teachers take charge of the school's administrative work in designated functional teams for school development.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee is composed of members from different sectors. These include the School Supervisor, the Principal, other members from the education sector, one teacher, one parent, alumnae and independent managers.

School Green Policy:

Raise the awareness of environment protection among students and teaching staff. Engage students in energy saving activities. Promote the use of renewable energy. Take part in old clothes recycling and Solar Energy Scheme.

School's Major Concerns:

1. Embracing Chinese Culture, Fostering Young Minds.
2. Promote students' physical, mental and spiritual well-being achieve a confident and healthy life.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. We adopt specialized teaching in Chinese Language, English Language and Mathematics.
2. Chinese Language in P1-P4 is taught in Putonghua.
3. The school-based curriculum development is founded on the Central Curriculum of KLAs with a learner-focused approach. Real life context is created to encourage students to construct and apply knowledge, to think critically and creatively.
4. Students construct and apply knowledge through inquiry and experiential learning.
5. To enrich students' learning experience through organizing life-wide learning activities, overseas excursions and exchange activities, English and Putonghua language-rich environment activities.
6. Through e-learning and online platforms, students learn before, during and after class to enhance interactive learning, assessment for learning, and to cater for students' individual learning needs.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. STEAM curriculum nurtures students with multiple skills to meet the challenges of the 21st century and develop creative thinking.
2. Provide students with a comprehensive learning experience. Cultivate students' positive values and attitudes, and promote students' whole-person development.
3. Provide students with learning experience at different stages, we strengthen students' understanding of our nation's history, culture and latest development. Guide students to learn the content of national security in a comprehensive way, and enhance their sense of national identity.

Development of Generic Skills:

Infiltrate higher-order thinking training into each subject curriculum, and cultivate students' nine generic skills through different classroom activities and tasks. Students participate in different activities and competitions to further explore their different potentials.

Cultivation of Proper Values, Attitudes and Behaviours:

We see the importance of developing positive life attitudes, physical and spiritual wellness in students by implementing school-based curriculum embracing Catholic core values and with diversified extra-curricular activities. These include:

1. End Child Sexual Abuse Education on Vehicle
2. Box of Hope International gift donation programme
3. 'Food Angel' Food collection activity

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Immerse the core elements advocated in gifted education such as higher order thinking skills for all students.
2. Programmes which support Kindergarten-Primary and Primary 6-Secondary 1 Interface ensure smooth transition to the new learning environment both socially and academically.

Whole School Approach to Integrated Education:

1. Remedial classes / After-school Learning and Support Programmes
2. Assessment/Examination accommodations
3. Classroom Learning Support
4. Training groups
5. Inclusive activities
6. Small-group learning
7. Enhanced School-based Speech Therapy Service
8. School-based Educational Psychology Service

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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain 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. Implement Enhancement Programmes for gifted students and Remedial courses as a whole-class basis and in small groups.
2. Provide accommodations for homework, dictations and assessments for students with SEN.
3. After-school tutorials provide small-step learning.
4. Paired reading programme.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Various activities such as student-parent day camp, talks, workshops, interests classes for parents are held. Parent volunteer team gives their full support to assist the school in hosting various activities. Parent-Teacher Association also sponsors awards for students who show advancement in academic performance or conduct.

School Ethos:

Adopting the 'Spiritual, Religious, Discipline, and Guidance' model, we aim to inspire students through the Word of God to follow in the footsteps of Christ. By engaging in diverse learning experiences such as Positive Education, Adventure Training, Service Learning, and Growth Groups, we empower students to cultivate enduring positive values.

Future Development

School Development Plan:

Please refer to our school website <https://www.lcps.edu.hk/>.

Teacher Professional Training & Development:

1. Set short-term and long-term professional development plans for teachers in accordance to the school development and need of the teachers.
2. Co-plan and conduct peer lesson observations for school-based curriculum or lesson studies supported by external education bodies.
3. Mentoring programmes for newly joint teachers.

Others

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