路德會梁鉅鏐小學
Leung Kui Kau Lutheran 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. Siu Hing Yui	Dr. Man Kit Pik	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					92%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Lutheran Church Hong Kong Synod	God is love	1990	Chinese	School Bus	About 5070 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
-	-	$150 (for 6 years)	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	-

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Fun Learning Centre, English Room, STEM Lab, Music Room, STEM Arena, Aquaponics Learning Farm, Music Room, Visual Art Room, Dancing Room, Activity Room, Plant nursery, Remedial Teaching Room, Student Center, Library. Joyful Corner and Chinese Culture 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	55	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%	22%	72%	33%	20%	47%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	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	5	30

Mode of teaching at different levels	The school promotes small-class teaching, using group learning to facilitate interactions. After-school study groups provide learning support, and adaptation of assignments/exams are offered based on student needs. The flexible timetable provides more learning experiences, such as electives and activities, to support students' diverse needs.
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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	Yes
Diversified Assessment for Learning	Primary 1 has no exam in Term 1, but 2 exams and 6 dictations in a year. Primary 2-6 have 3 exams annually with 7 dictations in a year. All grades use formative and summative assessments. The school offers specialty curriculum like Curriculum Integration, STEAM, life education, and career planning.
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	Classes are streamed from P.3 to P.6. There is one elite class and four evenly streamed classes in each grade.

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	30 mins	7:45 AM	3:00 PM	12:30 PM - 1:30 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier or arranged by parents.	Daily martial arts exercise helps students develop healthy habits and improve mental wellbeing. Emphasis is placed on nutritious diet, and students are encouraged to participate in school activities to cultivate varied interests. Gardening activities foster students' respect and appreciation for life.	Every morning, time is dedicated to prayer, Bible messages, hymns, and videos based on weekly themes. During recess, students practice martial arts for fitness. Students can engage in activities like Friday ECA in the OLE periods in the afternoon weekly, helping them discover their strengths and potential. Also, a weekly flag-raising ceremony fosters students' national identity and pride.

Life-wide Learning

Our school promotes the development of multiple intelligences through diverse extracurricular activities in academics, sports, arts and service. We aim to cultivate their lifelong learning abilities, foster their holistic development prepare them to adapt to a dynamic society. And we offer interdisciplinary courses, outdoor learning, sports events, overseas trips, drama clubs, exchange programs, and after-school classes in different areas. These opportunities empower students to learn beyond the classroom, anytime and anywhere.

School Mission

We aim to provide an all-round education to students based on Christian values which foster the sound development of students in ethical, intellectual, physical, social, aesthetic and spiritual domains. We also aim to prepare them to have a positive attitude and strong faith in themselves and others so that they can face the challenges in their future life.

School Characteristics

School Management

School Management Organisation:
Different departments work together towards the goal of realizing the school mission. 'PIE' (Planning-Implementation-Evaluation) model is adopted to evaluate the effectiveness of school strategies.

Incorporated Management Committee / School Management Committee / Management Committee:
Our incorporated management committee was established in August 2007. Parent, teacher and alumni managers were included in the IMC to enhance school-based management.

School Green Policy:
Through various activities, such as school uniform recycling, nursery planting, aquaponics, and food waste recycling, the school promotes environmental education and creates a green campus.

School's Major Concerns:
1. Enhance the effectiveness of teaching and learning by fostering students' generic skills and skills to apply knowledge.
2. Nurture students' positive values and demonstrate the "WE C.A.R.E." school culture.

Learning and Teaching Plan

Learning & Teaching Strategies:
A school-based curriculum is developed in each subject. Small-class teaching, enrichment classes and remedial classes are implemented to cater for students-learning diversity. Cross-curricular learning, STEAM education and curriculum integration are implemented so as to enhance the effectiveness of learning. Emphasis is also placed on the development of self-learning skills. In addition, BYOD program is carried out in key stage 2 to promote interaction in class and arouse students' interest in learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Strengthening life education, national education and national security education; making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:
Through a variety of classroom learning activities and unconventional learning experiences, we can comprehensively cultivate students' diverse common skills and promote students' lifelong learning abilities.

Cultivation of Proper Values, Attitudes and Behaviours:
Students' positive values and attitudes are cultivated with the 'WE C.A.R.E.' campus culture.
C - Confident, A - Affectionate, R - Reliable, E - Enthusiastic
Through the implementation of life education and the development of a school-based curriculum, we strive to empower every student in our school to rely on the love of the Divine, fostering a positive attitude towards life and the courage to face various challenges and difficulties.

Student Support

Whole School Approach to Catering for Learner Diversity:
To cater for students' learning diversity, enrichment classes, such as Chinese Creative Writing class, Math Olympiad class, English enrichment classes, Cambridge Courses and STEM enrichment classes, are provided to gifted students. Meanwhile, remedial classes are provided to students in need.
In addition, a Special Educational Needs Coordinator (SENCO) is assigned to lead the Student Support Team in planning, coordinating and implementing the support given to students with special educational needs.

Whole School Approach to Integrated Education:
Coordinated by the Student Support Team, professionals such as School-based Educational Psychologist, School-based Speech Therapist, School Social Workers and external organizations are introduced to provide assessment and support services for students, including speech therapy, attention enhancement, reading & writing, executive function and social-emotional training. The ‘Early Identification and Intervention Programme for Primary One Students' is also implemented to identify P.1 students at risk of learning difficulties early so as to provide timely and appropriate support.

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.

Curriculum Tailoring and Adaptation:
Curriculum tailoring and assessment adaptation measures are implemented to cater for learner diversities.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The school regularly organizes parent-teacher meetings, parent education courses, lectures, workshops, and parent-child activities to strengthen communication and collaboration between parents and the school, so that parents and the school can work together to foster the healthy growth of the children. Parents also actively participate in the school's volunteer work, assisting the school and the parent-teacher association in organizing and implementing various activities.

School Ethos:
The school has a simple and virtuous culture, where students are disciplined and receptive to teaching. Upholding the Christian spirit of "God is love", the school nurtures students' whole-person development in the domains of spiritual, moral, intellectual, physical, social, and aesthetic.
Adopting a student-centric approach, the school integrates discipline and counseling through various activities, such as classroom management activities, peer mentoring programs, setting up of caring corners, and adventure-based learning. These aim to establish positive values in students and cultivate a caring and harmonious campus culture, enabling students to learn and grow through their experiences. Additionally, the school offers leadership training activities, leadership camps, and i-junior booths to enhance students' leadership capabilities.

Future Development

School Development Plan:
1. Optimize learning and teaching, make good use of technology, cultivate students' ability to integrate and apply knowledge and skills, and develop cross-curricular reading to foster students’ higher-order thinking skills.
2. Integrate our core values - 'WE C.A.R.E.' and the twelve priority values and attitudes suggested by EDB, so as to promote value education systematically and nature students' positive attitude.

Teacher Professional Training & Development:
School-based staff development workshops are organised and peer observations are carried out on a regular basis to cater for teachers' professional needs.
Teachers are also encouraged to attend courses and seminars for professional development.

Others

Through taking part in inter-school music and speech competitions, English drama Competitions and performances, as well as Chinese and English writing competitions, students' confidence and language proficiency in both languages are improved. Students can develop their creativity and diversified potential through STEAM competitions. In addition, our school has also established partnership with schools in Mainland in order to connect students to deepen the relationship with students of our motherland. Students also participate in level-wide overseas learning tours while broadening their horizons.