



浸信會沙田圍呂明才小學 Baptist (Sha Tin Wai) Lui Ming Choi Primary School

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91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ir Wong Wai Man	Mr. Wan Siu Kwong	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
The Baptist Convention of Hong Kong	Understanding the truth, realising potential.	1999	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 7500 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Baptist Lui Ming Choi Secondary School					
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	\$1,776 (Fees for swimming lessons, Native English and Putonghua Teachers.)	For example, textbook fees and outing expenses.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Indoor Swimming pool, Art Gallery, Rock Climbing Area, Chinese Medicine Garden, Environment Path, Digital Planetarium, Chinese Cultural Garden etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
24 Rooms (including Maker Lab, Mac Lab, Visual Arts Room, Campus TV Station, Chapel English Room, IFIT Keep Fit Room, iZone and Reptile World etc).				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment				59		Total number of teachers in the school		66			
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%	45%		72%		29%		9%		62%	

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	1.Mixed ability classes are offered. No class ranking. 2.Bring Your Own Device (BYOD) is implemented in P2-P6 for students to use e-tools and online resources in learning.						
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)	1	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	Formative assessments such as hands-on assessment, students' self and peer evaluation, parents' evaluation and summative assessments.				
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 with different abilities are evenly allocated to each class.				

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	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own food.	Establishing an active and healthy lifestyle: Keep Fit class; 30-minute energetic recess; Activity Time after lunch; Brain Break session between afternoon lessons; Pull out classes for the gifted and students who need extra support in the eighth lessons.		1. Our day begins with dedicated morning reading sessions designed to foster a genuine love for literature. 2. Every Monday, students engage in Morning Meeting to build harmonious, trusting relationships with their teachers. 3. Dynamic Recess and Creative Recess offer fun activities for whole-person development. 4. Gifted programmes, school teams, and external competitions help students unleash their unique strengths.		

Life-wide Learning

Over 50 extra-curricular activities, including oil painting, creative thinking, calligraphy, Chinese classical dance, modern dance, ballet, Chinese martial arts, gymnastics, table tennis, badminton, basketball, programme design, AI robot programming, astronomical club, swimming, rope-skipping, chess, etc.

School Mission

Following in the footsteps of Jesus and upholding Christian values, our school strives to inspire our students with a love for God and mankind while being benevolent, brave, mild, modest, and yet with the heart to serve the whole world.

School Characteristics

School Management

School Management Organisation:

The school policies are monitored and implemented by the Principal, the Vice principals, the Assistant Principal and the middle managers. However, the final decisions of policy-making are to be made by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee of Baptist (Sha Tin Wai) Lui Ming Choi Primary School

School Green Policy:

Our school is dedicated to promoting environmental conservation, which is integrated into our school life. We were once awarded the Hong Kong Green School Award and CPL Smart Energy Award. Our school is equipped with an aquaponics system, an organic farm, a reef tank and a solar energy system. Teachers, Green Ambassadors and Green parent group work together to promote green lifestyles and educate our students to become a new generation of responsible world citizen.

School's Major Concerns:

1. Advancing Digital Education to Nurture Self-Directed Inquiry-Based Learners.
2. Cultivating Competencies and Self-Leadership for a Flourishing Life.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our classes are comprised of students of mixed abilities. We have implemented Bring Your Own Device(BYOD) programme for Primary 2 to Primary 6, and we adopt cooperative learning to promote a student-centered learning process. We encourage extensive reading and self-directed learning. The school organised theme-based inquiry activities every year and provides diverse learning experiences to broaden our students' learning experiences, thus nurturing the skills and generic competencies needed for the 21st century.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Rooted in Christian values and positive education, our curriculum nurtures a growth mindset in every child, equipping them with the core values necessary for a fulfilling life.
2. Through a vibrant mix of curriculum, immersive campus environments, and exchange programmes, students develop a deep appreciation for Chinese culture and national development, strengthening their sense of identity and belonging.
3. We cultivate a culture of curiosity through rich reading activities that build lifelong habits. By utilizing learning time flexibly, we create space for the diverse experiences and tailored teaching essential for whole-person development.
4. Science and technology come to life as STEAM and coding are woven into the daily curriculum. Through inquiry-based learning and our Science Festival, students are empowered to become creative problem-solvers with a strong spirit of scientific inquiry and digital literacy.

Development of Generic Skills:

Through diverse learning experiences in various subjects, students are exposed to different ways of thinking, helping them develop generic skills. Thematic cross-curricular and trans-disciplinary programmes, including the Different Sky of Learning and the Science Festival, are organised at different year levels to guide students in deepening their generic skills through hands-on practice. This helps nurture positive values and enables students to become self-directed learners who care about global issues.

Cultivation of Proper Values, Attitudes and Behaviours:

In order to support our whole school community to flourish, we have promoted positive life education so as to teach students the meaning of positive education and foster students' positive values and attitudes. Besides our school creating a positive environment, providing training and introducing different activities. Our school also maintains close collaborations with local institutes and universities. With the help of these parties, we can understand and promote students' whole person development.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school implemented integrated learning through the 3-Tier Support Mode:

Universal Level: Providing quality teaching in the regular classroom to support students with transient or mild learning difficulties; To accommodate the diversity of students' learning.
 Selective Level: Adding on intervention (e.g. pull-out programmes and small group guidance supported by our school's SEN support teachers in Chinese, English and Mathematics, and outsourced professional services personnel.) to students with persistent learning difficulties;
 Indicated Level: Providing intensive individualised support (e.g. Individual Education Plan) to students with severe learning difficulties.

Whole School Approach to Integrated Education:

Our Student Support Team provides a wide variety of resources and services to students with special needs. The team comprises of the Vice Principal, the Special Education Needs Coordinator (SENCO), Curriculum Leader, Students Guidance Personnel, School-based Educational Psychologist, SEN Senior Teachers, School-based Speech Therapist, Teaching Assistants and SEN Support Teachers. Our school has been utilizing the extra government funding from Education Bureau (EDB) to employ teaching assistants and outsourcing both academic and non-academic services.

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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students. 1.Paired Reading Scheme 2.Peer Cooperative Learning

Curriculum Tailoring and Adaptation:

Our school-based curriculum is flexibly implemented by considering students' characteristics and strengths. Differentiated instruction strategies are employed through learning and teaching to cater to our students' uniqueness. Our school also provides measures to allow adjustment in homework, dictation and assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We have PTA and Parents' Service Group to facilitate the promotion of various student learning activities and school events. We actively enhance the culture of parent education, including parent courses, parent seminars, and parent-child activities.

School Ethos:

Our school is committed to instilling in students the virtues of loving God and loving others, and nurturing them to embody the "LMC Spirit: Think less of self and more of others, fulfill your responsibilities to unleash your potential, and love God, love the school, and love people."

Future Development

School Development Plan:

1. Empowering Self-Directed Inquiry through AI: By creating a "smart" campus environment and promoting digital learning strategies, we harness the power of Artificial Intelligence to enhance quality teaching and learning. We encourage our students to actively utilize technology for in-depth, self-directed inquiry, thereby strengthening their information literacy for the future.
2. Cultivating Digital Literacy and Positive Values: By integrating AI education with value education, we empower our students to harness digital tools for social good, guiding them to become morally responsible digital citizens.
3. Unlocking Potential & Broadening Horizons: Our curriculum is designed to provide diverse learning experiences and develop the unique potential within every child. By offering a broad range of international experiences, we expand our students' horizons, nurturing future-ready talent that is both globally minded and grounded in character.

Teacher Professional Training & Development:

1. Education Bureau: Navigators for Excellence in Education Training Programme
2. Education Bureau: Seconded Teacher Scheme of Education Bureau, Digital Education Centre of Excellence (CoE)
3. Education Bureau: Mathematics Education in Primary Schools: Optimising Curriculum Planning and Implementation to Enhance the Development of STEAM Education
4. The Education University of Hong Kong: Jockey Club "Inquiry-based Science Teaching and Learning Enhancement" Project
5. The Chinese University of Hong Kong: Service Learning – Creating a Better World through Diversity and Inclusion
6. Education Bureau: Sharing Session of Teacher Leaders, Physical Education Assessment at Upper Primary Level Network
7. Junior Achievement (JA) Hong Kong :Jockey Club Life Adventure Opportunity Hub
8. Bei Shan Tang Foundation: Positive Education Fellows

Others

1. Offering overseas study tours, e.g., Singapore, New Zealand, Australia.
2. Being an Apple Distinguished School.
3. Outstanding performance in Speech Festival and Music Festival. Attaining excellent results in various extracurricular activities, including debate competitions, swimming, athletics, fancy rope skipping, etc.