勵志會梁李秀娛紀念小學
The Endeavourers Leung Lee Sau Yu Memorial 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
Prof. Tang Wai Lan	Ms. Chan Kwai Ying	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					50%
Name of Sponsoring Body	**School Motto**	**Year of Commencement of Operation**	**Medium of Instruction**	**School Bus**	**Area Occupied by the School**
The Endeavourers Hong Kong	Please refer to the Chinese version.	1994	Chinese (incl.: Putonghua) and English	School Bus	About 9000 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
-	-	$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Butterfly, Organic Farmyard and Fruit Garden, Koi Pond, English Corner, Toy library, PTA Room, Basketball Court, Hall, Running Track, Covered Playground

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
IT Room, STEAM LAB, LLSY Campus TV, InnovArts Room, Chinese Heritage Discovery Room, Music Room, Science Laboratory, Dance Room, Student Activity Room, English Room, Student Support Function Room	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	44	Total number of teachers in the school	51

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%	55%	54%	10%	15%	75%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	4	3	4	5	22
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	3	3	4	3	4	20

Mode of teaching at different levels	1.Small-class teaching is used in some English classes. P1 English is taught by NET and local teachers to cater for diverse learning needs. 2. A dual-class teacher system is implemented. 3. Diverse teaching strategies are adopted to foster the development of 21st century skills.
Remarks	-

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)	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	1. No exams in P.1. Students' learning is assessed through diversified assessments. Feedback forms are used to present learning performance in detail. 2. Formative assessments are used for all subjects to monitor students' progress; summative assessments are used to review learning effectiveness. 3. Diversified assessment modes are used to evaluate students' performance and knowledge application.
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	P.1 and P.2 mixed-ability classes. From P.3 onwards, ability groupings are used to stretch students' potential.

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	Please see Remarks	12:50 PM - 1:50 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier, arranged by parents and students bring their own food.	1. Participation in "The EatSmart School Accreditation Scheme" and "School Physical Fitness Award Scheme". 2. No homework day after exams. 3. "Active Students, Active People" Campaign: morning aerobics, recess fitness area, and diversified extracurricular sports activities.	Monday to Thursday 3:15p.m. Friday 2:45p.m.

Life-wide Learning

School teams and ECAs based on multiple intelligences: debate, Chinese and English drama, Maths Olympiad, IT, Music activities (e.g., choir, busking team), sports activities (e.g., basketball, swimming, athletics, creative dance, K-POP) and scouts

School Mission

1. Guided by the principle of equal education for all, we foster students' holistic growth through moral, intellectual, physical, social and artistic education.
2. To foster independent thinking and self-directed learning in students, nurturing their personal and societal development.

School Characteristics

School Management

School Management Organisation:
The Incorporated Management Committee is responsible for managing the school. The school supervisor is Professor Tang Wai Lan.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee.

School Green Policy:
Our school's "Environmental Protection Team", comprised of students and teachers, promotes environmental education throughout the school. Students have the chance to participate in activities such as organic farming, recycling, converting food waste to organic fertilizer and other activities pursuant to the greening school subsidy scheme. Our school also trains Environmental Ambassadors to advocate for environmental awareness and sustainability.

School's Major Concerns:
1. To optimize ways of learning and enhance learning effectiveness
2. To improve students' physical and mental well-being, and develop positive peer relationships in learning

Learning and Teaching Plan

Learning & Teaching Strategies:
Our school's core teaching approach is cooperative learning. One of the ways we implement this is through our "Bring Your Own Device" programme from Primary 4 to Primary 6, which promotes cooperative and student-centred learning. Fostering a love of reading in our students further equips our with self-directed learning skills. Through diverse learning experiences with a special focus on experiential learning, our school aims at fostering 21st century learning and generic skills in our students.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthen values education and promote balanced physical and mental well-being.
2. Optimise learning time by introducing specialized programmes.
3. Provide holistic learning experiences to promote whole-person development.
4. Strengthen STEAM education and cultivate students' media and information literacy.
5. Strengthen cross-curricular transdisciplinary learning and reading to help students become life-long learners.

Development of Generic Skills:
Generic skills are developed through a variety of channels, including overseas study tours, life-wide learning, service learning, project-based learning, IT activities and school-based curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:
Cultivate students' positive values and attitudes through diversified learning activities such as service learning, weekly assemblies, life-experience sharing, weekly personal growth lessons and award schemes.

Student Support

Whole School Approach to Catering for Learner Diversity:
To cater for students' diverse learning needs, the school has adopted a wide range of strategies: different pedagogical approaches, small-group learning, tiered learning materials, extra manpower in language lessons, supportive groups for students with special needs and enrichment groups to stretch students' potential.

Whole School Approach to Integrated Education:
1. Coordination between Student Support Team, counselling team and curriculum development team for learning arrangements.
2. Different support groups to support the learning needs of individual students.
3. Organize whole-school activities to promote integrated education.
4. Develop relationships through class building activities.
5. School-based educational psychology service and school-based speech therapy service to provide support to students, teachers and parents.

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.

Curriculum Tailoring and Adaptation:
1. Encourage and promote student learning through strategies such as small-class teaching, curriculum tailoring, "small-step" teaching, multiple assessment methods, and incorporating technologies.
2. Teachers formulate various gifted learning programs to foster critical thinking skills in high-ability students.
3. Arrange individualized education programs (IEPs), home learning and assessment modifications to provide appropriate support to students with special learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
PTA members and parent volunteers come to our school to assist classroom learning activities, lead various interest groups, outings and parent education workshops to enhance home-school cooperation.

School Ethos:
1. In order to foster transition for P.1 students, bridging courses and summer camps are arranged for our P.1 students and parents during the summer holidays.
2. Students participate in diverse learning, sports and artistic activities to boost their self-esteem and management skills.
3. Students join service learning and various volunteer groups such as Scouts and CYC in order to help them develop a sense of belonging, self-achievement and 'a sense to serve and not to be served'.

Future Development

School Development Plan:
1. To optimize ways of learning and enhance learning effectiveness.
2. To improve students' physical and mental well-being, and develop positive peer relationships in learning

Teacher Professional Training & Development:
Teachers participate in professional development workshops eagerly to explore new education trends so as to provide quality education to students.

Others

Our school aims to provide quality and all-round education to develop global learners who are eager and positive.

We provide scholarships to students who excel in academic learning and ECAs. We also award students who strive for continuous improvements and encourage our students to embrace challenges.