世界龍岡學校劉德容紀念小學
L.K.W.F.S. Ltd. Lau Tak Yung Memorial Primary School
Standard Primary School, 263 Wu Chui Road, Tuen Mun, N.T.
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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
Mr. So Wai Ming	Mr. Chan Chun Wah	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					-
Name of Sponsoring Body	**School Motto**	**Year of Commencement of Operation**	**Medium of Instruction**	**School Bus**	**Area Occupied by the School**
L.K.W.F.S. Ltd.	Loyalty, Righteousness, Benevolence, Courage	1986	Chinese & English	School Bus	About 8950 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
-	-	$10	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
29	2	1	1	Spacious school with different leisure facilities. Multi-media facilities are installed in the school hall and classrooms.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Reading Room, Computer Room, IT Learning Centre, Language Room, Activity Room, Multi-Function Activity 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	20	Total number of teachers in the school	35

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
80%	100%	17%	81%	55%	14%	31%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	1	1	2	7
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	1	1	1	1	1	5

Mode of teaching at different levels	The school uses experiential-based teaching and small class teaching to provide personalized learning experiences. Experiential-based teaching promotes active participation, creativity, and critical thinking, while small class teaching offers individualized guidance and support. These modes complement each other to create a rich learning environment.
Remarks	-

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	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	There is one test and one examination every term and subject progress evaluations are arranged according to needs. The objective is to allow teachers to understand the learning difficulties of students, and thereby improve learning and teaching. Methods of assessments are diversified, including written assessments, online assessments, assessments involving different stakeholders etc.				
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	There is an elite class for P.4 to P.6, allowing teachers to carry out enhancement and remedial teaching strategies effectively, to cater for the diverse learning needs of students.				

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	8:15 AM	3:30 PM	1:00 PM - 2:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Our school actively participates in the "Whole School Approach to Health" program, providing on-campus health booths, organizing Fruit Month activities, conducting morning exercises, and offering lunchtime fitness opportunities to promote student well-being.	Our school is committed to nurturing students' multiple intelligences. Every Friday from 2:30 PM to 3:30 PM, students participate in physical education and arts classes. From Monday to Friday after school and on Saturday mornings, we offer various extracurricular activities, including arts, music, sports, and science. These activities help students discover their potential and develop their talents.

Life-wide Learning

Music: Choir, Violin, Ukulele, Percussion, Shepherd's Flute.
Physical Education: Gymnastics, Fencing, Football, Table Tennis, Martial Arts, Taekwondo, Dodgeball, Athletics, Jump Rope, Dance, Skateboarding.
Arts and Crafts: Chinese and English Drama, Recitation, Olympiad Mathematics, Digital Technology, Scouting, Board Games, Integrated Arts, Handicraft with Lightweight Clay.

School Mission

To provide young people in Hong Kong with a balanced education and ethical cultivation in accordance with the Hong Kong educational policies and in view of the trend in the modern world.

School Characteristics

School Management

School Management Organisation:
We are sponsored by the Lung Kong World Federation School Limited. We have an Incorporated Management Committee and the Chairman is Mr. Cheung Hung Chiu Stewart.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee was set up on 30 July 2006. Membership of the IMC includes the supervisor, the Ex-officio Manager, 7 Managers, an Independent Manager, a Teacher Manager, an Alternate Teacher Manager, a Parent Manager, an Alternate Parent Manager and an Alumni Manager.

School Green Policy:
To enhance students' environmental awareness through education, cherish global resources and utilize renewable energy sources, various initiatives have been undertaken: Combining science education with environmental protection, we use Our school is committed to promoting environmental awareness, fostering a love for nature, and conserving Earth's resources. We have implemented recycling programs, established solar power systems, and organized activities such as tree planting and clean-up events. Through these efforts, we aim to cultivate students as environmental advocates who contribute to creating a sustainable future.

School's Major Concerns:
According to our school motto, the philosophy of the school is to provide experience-oriented and small class teaching. Every student loves going to school.
Caringly we nurture, Lovingly they grow.

Learning and Teaching Plan

Learning & Teaching Strategies:
The school adopts an "experience-based" teaching strategy aimed at making children love learning. This method emphasizes student participation and engagement, using activities like drama instruction and role-playing to spark interest and creativity. Classroom designs focus on hands-on experiences, allowing children to explore knowledge personally. This approach helps students gain a deeper understanding of the material and fosters critical thinking and problem-solving skills. Additionally, the school implements small class teaching to ensure each student receives ample attention and support. The goal is to cultivate self-directed learning and inspire motivation and potential.
The school integrates national education into daily teaching. In activities, elements of national history, cultural traditions, and civic responsibilities are included to enhance national pride.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our school promotes National Education, National Security Education and Life Education diligently. Positive values and attitudes are emphasized in each subject with Drama-in-Education is implemented in Chinese and English subjects. Also, it is instilled in Moral and Civic Education and General Studies. Seminars, workshops or excursions are organized for students by organizations to foster the patriotism in students. In order to make good use of school time for promoting the balanced development both physically and psychologically, a new whole-day school timetable is designed. All the academic subjects are timetabled in the morning session. Diverse courses such as STEAM employ a co-curricular activities-based model to nurture the innate curiosity of students to explore science and technology. Media and information literacy are fostered. Week of Reading across the curriculum is formulated through thematic approach. Outdoor activities will be arranged to ready students for lifelong learning.

Development of Generic Skills:
Through the experience-oriented and small class teaching approach, students develop their generic skills. Every lesson includes students' process and feedback portion. Students learn through interactions to enhance their generic skills. General lessons coordinate with life-wide learning activities, diverse co-curricular activities and enhancement courses, and further develop the generic skills of students.

Cultivation of Proper Values, Attitudes and Behaviours:
Devise a weekly moral topic which will be shared by our teachers during morning assembly, and during the diverse activities of our moral and life education classes. This cultivates positive values in our students. Teachers and students will set targets cooperatively in school-based discipline activities. Teachers frequently encourage and show admiration for students to strengthen positive behaviour. These actions will provide students with comprehensive learning experiences and establish positive relationships, therefore, enhancing students' whole person development.

Student Support

Whole School Approach to Catering for Learner Diversity:
The whole-school approach is adapted to cater for learner diversity. The Intensive Learning Support Grant is employed to recruit extra support teachers who are assigned to co-teach with the subject teachers in some classes. Students' learning can be facilitated and reinforced by catering to their learning diversity and this creates a caring learning support to students with Special Educational Needs which can help them enhance their learning ability.

Whole School Approach to Integrated Education:
The student support team provides homework, silent reading and examination adjustments, school-based educational psychology services, school-based speech therapy services, and on-site tutoring services for students with special educational needs. There are learning difference improvement groups: Chinese and English reading and writing groups, primary one parent-child learning groups, learning management and STEAM groups; student behavior and emotional training groups: AIM whole school participates in the layered support plan for students with autism, Jockey Club Joyful Movement Program, clown inclusive art learning plan, emotion management and expressive arts group, board game group, LEGO six-color building blocks and toy box courses, mosaic hand-making, IEP individual learning plan, concentration and social group.

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 all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:
The school offers enrichment programs after class to discover students' potential. These programs include Chinese and English drama clubs, Chinese creative writing classes, Cambridge English classes, Digital Special Forces programming series, and Olympiad math classes. These programs aim to uncover students' talents and enhance their abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Parents and teachers regularly organise various activities, such as family trips, parents' workshops and seminars to encourage home-school co-operation.
2. The school has established our Parent Volunteer Team, who assists the school with organizing and chaperoning major school events.

School Ethos:
Students are polite. Teachers have close relationships with students.

Future Development

School Development Plan:
1. Expand learning spaces to enhance student motivation and accommodate diverse learning needs.
2. Promote a positive campus culture to cultivate good habits, behaviors, character, and thinking in students.

Teacher Professional Training & Development:
Teachers' Professional Development Days are held regularly, a wide-range seminars covering various topics to improve the teachers' abilities in learning and teaching. The school has external support, teachers participate in external professional training, enhancing teachers' professional knowledge.

Others

Establish scholarships for students who excel in academics or sports.