



順德聯誼總會李金小學 S.T.F.A. Lee Kam 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
Mr. Cheng Kam Chiu Stewart	Ms. Lam Pui Ling	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					72%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Shun Tak Fraternal Association	Erudition, Propriety, Commitment, Honesty	2011	Chinese (incl.: Putonghua) and English	School Bus	About 5291 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
STFA Leung Kau Kui College, STFA Tam Pak Yu College				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
-	-	-	Charges for non-standard items \$450 in total per student per annum, to be paid in two instalments.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	A hopscotch area, a "SUPER+ Zone", e-sports exercise bikes, a giant LED Wall, an art performance area, the "Happy Talk Plaza" and classroom window paintings.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Dance Studio, SUPER+ AI Lab Music Room, Visual Arts Room, SUPER Maker Zone, Campus TV, Parent-Alumni Common Room, English Zone, SUPER Studio.				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				54	Total number of teachers in the school		57
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	
95%	98%	38%	70%	24%	22%	54%	

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	- Small-class teaching is implemented. Our school values students' participation, interaction among teachers and students and high quality connections (HQC). - Our school develops students' self-directed learning capabilities and character strengths. - Putonghua is used as the medium of instruction in Chinese lessons in P.2-P.6.						
Remarks	- Remedial tutorials and enrichment classes are provided to cater for learner diversity.						

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)		2	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	Both formative and summative assessments are emphasis in our school to provide ongoing progress evaluation for students. Language subjects are assessed for listening, speaking, writing and reading ability. Skill-based assessments are used in Mathematics, Science and Computer Studies. Theme-based projects are assessed by teachers, parents and students.						
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 are distributed into classes evenly without establishing elite classes.						

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	7	30 mins	8:10 AM	3:10 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school places great emphasis on students' physical and mental health. Through the SUPER+ curriculum, personal growth lessons, holistic development classes, post-lunch recess, active periods, diverse extracurricular activities, Chinese eye exercises, and healthy habit reflections, students cultivate healthy eating and active exercise habits.		The school adopts a timetable of "academic focus in the morning, potential development in the afternoon". There is a daily morning English reading session and a lunchtime Chinese reading session. After lunch, an active period is scheduled, with multiple venues opened up for dynamic activities. Students also engage in life-wide learning activities, enriching their learning experiences.		

Life-wide Learning

Our students have lots of opportunities for study tours including mainland study tours such as Study tour in Xinjiang, Sports Exchange tour, WATER Shenzhen Tour, WATER Guangdong-Jiangxi Tour, Mainland Exchange Programme and Hong Kong-Shunde Sister School Exchange Programme. There is overseas study tour: English Immersion in Australia. Our school organises various learning activities such as Chinese Cultural Day, English Day, STEM Day and field trips like Trees Field Trip and Museum Visits for students. Other school events include Educational Camps, Sports Day and Achievement Sharing Day. There are lots of extra-curricular activities in our school, such as trainings for language elites, STEM elites, sports and arts elites, and uniformed groups (Grasshopper Scouts in P.1-P.2).

School Mission

In accordance with our motto, 'Erudition, Propriety, Commitment and Honesty', we are dedicated to providing an all-round education that enables students to achieve a balanced development in all areas: moral, intellectual, physical, social and aesthetic. We aim to create an environment where students enjoy learning, communicate effectively, develop their sense of commitment and nurture creativity. In all, we lay the foundation for future good citizens. Our school vision is 'Love to learn, learn to love, we are SUPER.'

School Characteristics

School Management

School Management Organisation:

Led by the Incorporated Management Committee, the school has set up the Committee of School Policy, the Committee of School Development, Self-Evaluation and School Administration, the Committee of Student Development and the Committee of Curriculum Development followed by various executive committees. Each committee holds regular meetings to review the planning, implementation and evaluation of school policies, optimize management and organisation, learning and teaching, school ethos and student supports, as well as student performance, in order to establish a strong school team that pursues excellence.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC is the school's highest leading committee. Its members include: School's Supervisor, Vice Supervisor, Sponsoring Body Managers, Independent Manager, Principal Manager, Teacher Managers, Parent Managers and Alumni Manager.

School Green Policy:

Our school emphasises the sustainable development. We implement waste classification and recycling policies.

School's Major Concerns:

To further promote positive education and foster students' perseverance.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. The main focus in KS1 is to cultivate learning motivation while in KS2 the focus is on independent learning and high-order thinking.
2. To implement 'Using Putonghua to Teach Chinese Language' and 'English Speaking School Environment' programmes to enhance students' bi-literate and tri-lingual abilities.
3. To enhance English language proficiency, a Shared Book Approach is adopted in KS1 to increase students' learning motivation and develop reading abilities, and Keys 2 Literacy Development (Keys2) is implemented in KS2 which aims at developing students' reading and writing skills progressively through exposure to different text types and various writing processes. To create a language-rich environment, English ambassadors, Lee Kam Explorers, Creative Writers Club and other activities are organised for English lovers. Students are given opportunities to publish their own English publication 'Voices'.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To instil pupils with positive values and attitudes, we have been devoting ourselves to Positive Education focusing on creating a positive ambience and carrying out a holistic personal development curriculum. To gain understanding of our country and develop a sense of national identity, national security education is promoted through a 'multi-pronged and co-ordinated' approach. Develop cross-disciplinary school-based curricula to foster patriotism and global citizenship.

Development of Generic Skills:

1. Our school adopts a discipline-centred and project-based approach to develop students' generic skills, through class routines and the STREAM curriculum.
2. Interactive learning enhances students' communication, collaboration, critical thinking and high-order thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We implement the 'SUPER+ Positive Education Scheme'. Through a positive learning environment, the school curriculum, parents' education and positive classroom management etc, the school aims at fostering students' virtues and character strengths, growth mindsets and resilience; to help build pupils' positive social skills, positive emotions, sense of participation and satisfaction; to improve their mental and physical health, in order to prepare them for a meaningful life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Professional support for students with special needs is provided by the school-based educational psychologist.
2. Two in-school social workers and a counsellor provide counselling services for students.
3. Daily tutorial lessons for the three main subjects are provided.
4. 'Understanding Growth and Adolescent Project' by EDB is implemented in P.4-P.6 to provide training on personal growth for students.
5. Students are encouraged to participate in various competitions to fully use and demonstrate their talents.
6. Enrichment courses are provided for more able and gifted students.

Whole School Approach to Integrated Education:

The Student Support Team is led by the Special Educational Needs Coordinator, and consists of Special Educational Needs Support Teacher, school administrators, the members of the discipline team and counselling team, school social workers, and panel heads of the main subjects. Our school utilises Learning Support Grant to employ support teachers, teaching assistants and to buy support services. Different parties work together to nurture students with special educational needs and support them in different areas. Other support measures include a school-based speech therapist, school-based educational psychology service, remedial tutorials, and providing learning, homework and assessment adaptations, etc.

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; 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 school-based curriculum with tailor-made suitable learning materials for students.
2. Provide homework and assessment adjustments for students with special learning needs.
3. Provide advice or additional assignments for more able students to enrich their learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

In order to build good home-school collaboration and relations, the PTA has held activities and has set up a parent volunteer team to help with school activities. Our school organizes workshops and talks for parents to strengthen parental education and also organizes different functions such as Parents' Day, Principal-Parents Forum, Parents Lesson Observations, Primary One Parents Group Sharing Gathering and Home-School BBQ party to enhance mutual communication. External resources are introduced to promote parents' physical and mental well-being and strengthen family resilience.

School Ethos:

Our school commits to creating a positive and caring culture. Different measures and programmes are carried out such as Primary 1 Orientation Programme, Commencement Week, SUPER+ classes, Positive Classroom Management, Assemblies, Integrated Growth classes, Career and Future Planning, Personal Growth Group, Parent Group, SUPER+ Kid Growth Scheme and Understanding Adolescent Project.

Future Development

School Development Plan:

School Development Plan: Student-centred; fully utilising resources; creating diversified learning experiences; equipping students for future challenges.

Teacher Professional Training & Development:

1. Well-planned professional development activities for teachers are organised according to the school's development priorities. There are seminars, workshops, lesson co-planning, meetings, lesson observations, teachers' learning circles and teaching research.
2. Teachers use the 'design, implementation, reflection, improvement' model during planning so that they can use new innovative teaching strategies to enhance students' learning with an emphasis on effectiveness of teaching.
3. We organise external teachers' learning circles (in Hong Kong and abroad), group exchange activities, and participates in international seminars to promote professional development.

Others

Our school offers the scholarship of "Erudition, Propriety, Commitment and Honesty" and Mr Lee Kam Scholarship to award excellent students with outstanding academic or extra-curricular activities performance, assist pupils with economic needs. Please refer to our school's website for students' awards in open or inter-school competitions.