



樂善堂梁錫琚學校 (分校)
L.S.T. Leung Kau Kui Primary School (Branch)

Second Primary School, Area 101, Tin Shui Wai, Yuen Long, 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. Chan Kin Ping	Ms. Lau Tit Mui	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					62%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Lok Sin Tong Benevolent Society, Kowloon	Benevolence, Affection, Diligence and Faithfulness.	1993	Chinese & English	Nanny van	About 6200 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	\$310 is used for enhancing school learning facilities.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	STEAM BUS
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI Space, Library, Multipurpose Room, Science Room, Technology Room, Visual Arts and Crafts Room, Recital Centre cum Music Room, TV Broadcast Room, Health and Well-being Hub, English Adventure Land				Ramp, Accessible lift, Accessible toilet, Tactile guide path 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				56	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	
100%	100%	27%	75%	21%	25%	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	4	5	5	5	5	29
Mode of teaching at different levels	Through self-directed learning, activity teaching, group/cooperative learning, e-learning, Blended Learning and Future Abilities (Fab) school-based curriculum, equipping students to meet future challenges. P.4-P.6 use their own device (BYOD) for electronic learning.						
Remarks	Wonderful Wednesdays feature diverse learning activities and outdoor learning opportunities. Our school replaces traditional dictation with dictation exercises, such as fun dictation activities, AI-assisted literacy and writing, etc.						

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	No
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	In addition to summative assessment, our teachers observe the learning attitude and performance of the students and give them immediate feedback. We carry out formative assessment through students' self-evaluation, peer evaluation, parent evaluation, project work, student portfolios and practical tasks (FAB Future Skills Assessment Form).						
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 for Primary 1 to Primary 3 are grouped based on students' average academic performance. There is an English Mastery Class in each level in P.4-P.6.						

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	40 mins	8:30 AM	3:30 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	In alignment with the Education Bureau's 4Rs Mental Health Charter and the MVP60 policy, the school has introduced a 'Health and Wellbeing Hub'. The facility includes: A golf simulator, football machine, a boxing machine, a fencing machine and a rowing machine. Additionally, the Hub features a Wellness Room, where students can practice mindfulness.		Students enjoy Wonderful Wednesdays, there is no Homework on Wednesdays. The school was awarded the "Gold Healthy School Award".		

Life-wide Learning

To promote diversified learning, many extra-curricular activities are arranged, including: robotics education, computer coding, Fischertechnik, Robo wunderkind, science, debate, dancing, archery, fencing, rope-jumping, drama, Olympiad, track events, gymnastics, basketball, football, volleyball, harp, abacus training, percussion instruments, choir, taekwondo, painting, boy scouts and girl guides, lion dance, St. John pandas, floor curling, equestrian, Japanese manga, Golfing and school TV broadcast.

School Mission

Our school promotes Invitational Education, hoping to motivate our pupils' initiative in effective and diversified learning. We expect pupils to enjoy learning in a harmonious situation and atmosphere. Our motto is "Benevolence, Affection, Diligence and Faithfulness". Our mission is to cultivate good moral standards and proper value judgments, zeal in voluntary services, community service, positive attitude and worldviews in pupils.

School Characteristics

School Management

School Management Organisation:

School affairs are managed by four administrative committees: Learning and Teaching (Curriculum and Pedagogy), Student Promotion and Student Support and Guidance, Student Affairs and Extracurricular Activities, School administration and General Affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

The Composition of the IMC includes: 7 representatives from the sponsoring body, the principal (an ex-officio member), 2 teachers, 2 elected parents, 1 independent community member and 1 alumna /alumnus.

School Green Policy:

Pupils' slogans on water-saving are posted; there are old uniform collection boxes and recycling boxes on campus; the school actively participates in public campaigns such as "Light Out Action" and "No Air-conditioning Day" which are organized by various environmental protection organizations. We have applied for funds for the installation of re-cycled energy resources, heat-insulating panels, sensor water faucets and green school projects.

School's Major Concerns:

Catering to Students' Diverse Learning Needs to Improve Educational Efficacy and Fostering Well-Being on Campus.

Learning and Teaching Plan

Learning & Teaching Strategies:

According to the development characteristics of our school and the needs of students, we plan the most suitable school-based curriculum for our students. In terms of school-based curriculum, the school implements a number of activities across key learning areas to strengthen the connection of various subjects and enable students to learn more systematically; in terms of teaching strategies, the school implements the six principles of small class teaching, differentiated instruction, gifted education elements, Chinese and English Extracurricular reading, STEAM education, scientific exploration, programming, AI courses and e-learning are taught, allowing the school to cater students' learning diversity through group interaction, classroom teaching strategies and self-directed learning, thereby enhancing the effectiveness of learning and teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school promotes the "Growth Treasury" learning journey program, based on the seven learning goals of primary education. The program aims to foster students' development and well-being in four key areas: "Language Proficiency," "Values Education," "Future Skills," and "Healthy Living." The key focuses of the curriculum updates include: "establishing a reading and sharing culture through language and library programs; strengthening values education (life and national education) aligned with positive education to nurture character; optimizing lesson time for balanced development; enriching learning experiences for holistic growth; catering to diverse learning needs by providing personalized support; enhancing STEAM education to cultivate innovation and digital literacy; promoting cross-curricular learning and reading to develop lifelong learning capabilities; and improving assessment literacy to enhance teaching and learning effectiveness.

Development of Generic Skills:

We develop students' generic skills through interactive class activities, high-order thinking skill training and project work.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school greatly focuses on nurturing students' good character. Various subject panels organize activities to help students develop proper values and a positive mindset. Additionally, moral education lessons are implemented to enhance students' balanced development in four areas: personal growth, social skills, academics, and career readiness, while fostering the twelve core values of education and cultivating a positive outlook on life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school adopts a "whole-school participation" model to cater to student diversity, providing appropriate support based on students' different abilities, interests, and learning needs, and creating a caring and inclusive learning environment. The school has implemented transition measures from kindergarten to Primary 1 and from Primary 6 to Secondary 1 that incorporate positive educational elements to help students adapt to different learning stages. Through gifted education programs and learning support classes, we cater to students' diverse learning abilities, develop their potential, and enhance learning effectiveness. In addition, the school provides school-based educational psychology services and enhanced school-based speech therapy services, offering professional support to students in need to promote their learning and holistic development.

Whole School Approach to Integrated Education:

Our school promotes mutual respect of individual differences among teachers and students and cultivate an inclusive school culture through the "Whole School Approach". Through different government schemes and projects such as School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service, Learning Support Grant and School-based After-school Learning and Support Programmes, we provide different remedial learning groups and trainings on social skill.

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:

We provide pupils with intensive remedial support or learning support such as IEP and remedial classes to ensure smooth transition in the pupils' learning process. (The school also organizes programs like Cambridge English Course and Olympiad Course for academically gifted students).

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through regular meetings and various activities (e.g. Volunteer Parents' group, educational seminars and sharing, parent-child activity and picnics), the PTA takes an active role in looking after pupils' welfare. Parents are invited to sit in lessons and attend PTA meetings to improve mutual understanding. Our school has established a "Parent Academy" program to encourage parents to continue their studies and actively participate in parent seminars and various home-school activities. Our school has established the "Rainbow Angels" parent team for many years. The "Rainbow Angels" parent team regularly organizes interest groups and workshops. In addition to serving the school and the community, parent volunteers increase their sense of belonging.

School Ethos:

Our school has always placed great emphasis on fostering good character and positive values in students, striving to build a "'Happy Campus'" that provides diverse learning experiences to enhance students' well-being and achieve holistic physical, mental, and spiritual health. Through comprehensive and school-based guidance programs, we integrate positive values such as unity, filial piety, gratitude, positive education, national security and identity, and career planning* to cultivate virtuous behavior and instill a proactive attitude toward life.

Future Development

School Development Plan:

1. Supporting Diverse Learning Needs & Enhancing Academic Effectiveness:

All subject teams design and implement differentiated teaching strategies, assignments and thinking approaches to address students' diverse learning needs. The school implements gifted education programs to nurture students' multiple potentials.

2. Building a Happy Campus: Enhance students' emotional management skills. We create a positive campus environment that promotes well-being and cultivate healthy lifestyle habits among students. We will also help students to identify their strengths, develop a sense of purpose, and increase engagement.

Teacher Professional Training & Development:

To enhance the professional development of teachers, we organize seminars, workshops and exchange visits for teachers. We also partake in various partnership programs organized by the Education Bureau and tertiary institutions to improve the professionalism of the teachers through co-editing of pedagogic materials and classroom visits. Keep teachers abreast of new trends in education.

Others

Our School has been invited to be the Digital Education Centre of Excellence (CoE) to assist primary schools in the development of AI and e-learning education. We also got the fund from QEF to design the coding program which can suit the students in Hong Kong. Moreover, Our school has been selected as a caring campus for many consecutive years and has won the "Sustainable Care Supreme Award" and the "Happy Campus Incentive Program" Outstanding Award. Throughout the years, we have actively promoted the Invitational Education (IE) and we received the Inviting School Fidelity Award from the IAIE. We were awarded the "Gold Healthy School Award". In addition, our school was awarded the Top 10 Outstanding School in the 7th Greater Bay Area STEM Excellence Award 2025.