



新生命教育協會呂郭碧鳳中學
NLSI Lui Kwok Pat Fong College

102, Tsui Ping Road, Kwun Tong, Kowloon (Excluding 5/F Staff Quarters)

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School Mission

Based on the teaching of the Bible, we are committed to imparting knowledge and cultivating good behaviours among students. We aspire to instill proper values in students by educating them about the truth in the Bible and building their belief in God as the Master of their lives. We endeavour to empower our students to be well-rounded, righteous and responsible citizens with godly character.

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	53	
Total Number of Teachers in the School	61	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	85%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	46%	
Special Education Training	63%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
38%	26%	36%

School Information

Supervisor / Chairman of School Management Committee	Mr. LEUNG Yiu Kuen				
Principal (with Qualifications / Experiences)	Mr. CHEUNG Fung (B.Sc (HKU.), M.Ed (HKU), M.A. (CUHK))				
School Type	Aided	Student Gender	Co-ed		
School Motto	Jesus Christ is the Master of New Life				
Name of Sponsoring Body	New Life Schools Incorporation Ltd.			Year of Commencement of Operation	1969
Area Occupied by the School	About 7300 Sq. M	Religion	Protestantism / Christianity		
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / Association	Yes
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets			100%
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Chinese History, Religious Education (Christianity), Life Education, Physical Education
	English as the Medium of Instruction	S.1 & S.2 English Language, Language Across Curriculum, Science, Geography S.3 English Language, Language Across Curriculum, Science (Physics, Chemistry, Biology), Geography
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	S.1 & S.2 Mathematics*, History*, Computer Literacy, Citizenship, Economics and Society, Visual Arts, Music, Home Economics S.3 Mathematics*, History*, Computer Literacy, Business Fundamental*, Citizenship, Economics and Society, Visual Arts, Music
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese Literature, Chinese History, Religious Education (Christianity), Life Education (S.4-S.5), Visual Arts, Aesthetic Development (S.4-S.5), Physical Education, Ethics and Religious Studies
	English as the Medium of Instruction	English Language, Mathematics (Compulsory Part), Mathematics (Extended Part) Module 1, Mathematics (Extended Part) Module 2, Physics, Chemistry, Biology, Information and Communication Technology, Business, Accounting And Financial Studies, History, Geography, Economics
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Chinese History, Religious Education (Christianity), Life Education, Physical Education
	English as the Medium of Instruction	S.1 & S.2 English Language, Language Across Curriculum, Science, Geography S.3 English Language, Language Across Curriculum, Science (Physics, Chemistry, Biology), Geography
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	S.1 & S.2 Mathematics*, History*, Computer Literacy, Citizenship, Economics and Society, Visual Arts, Music, Home Economics S.3 Mathematics*, History*, Computer Literacy, Business Fundamental*, Citizenship, Economics and Society, Visual Arts, Music
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese Literature, Chinese History, Religious Education (Christianity), Life Education (S.4-S.5), Visual Arts, Aesthetic Development (S.4-S.5), Physical Education, Ethics and Religious Studies
	English as the Medium of Instruction	English Language, Mathematics (Compulsory Part), Mathematics (Extended Part) Module 1, Mathematics (Extended Part) Module 2, Physics, Chemistry, Biology, Information and Communication Technology, Business, Accounting And Financial Studies, History, Geography, Economics
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	\$450					
Other Charges / Fees	-					

Remarks

Students are nominated to participate in university gifted programmes for talented students. Additionally, interested students are nominated to study ApL Courses organized by recognized institutions. The OLE activities include Physical Education, Arts Education and Life Education, assemblies, activity days and cross-curricular activities. Our school has participated in Gifted Education School Network (English Section), "AI for Science Education" and "Pilot Scheme on Other Languages for Junior Secondary Students" to support gifted students across various fields and foster innovation.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission

Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).

We admit Primary 6 students based on:

1. the Rank Order List from EDB (30%);
2. interviews (20%);
3. academic achievements in P.5 and P.6 (25%);
4. non-academic performances such as conduct, extra-curricular activities/services/awards received (20%);
5. immediate family members graduated from/attending our school (5%).

Orientation Activities and Healthy Life

Our school stress the importance of students' physical and mental health. We organize a wide range of activities to develop their interests and stretch their potential, as well as to cultivate in them a positive attitude towards life and perseverance in facing various challenges. S.1 Bridging Programme and English Drama Classes are conducted in summer to help S.1 freshmen acclimate to their new school life and immerse them in an English language environment; S.1 Orientation Day for students and parents to understand the school's expectations of students; S.1 Welcome Ceremony to strengthen S.1 students' sense of belonging; and Big Brothers and Sisters Scheme for senior form students to help S.1 students to adapt to secondary school life as soon as possible.

School Characteristics
School Management
<p>School's Major Concerns:</p> <ol style="list-style-type: none"> 1. To enrich the vibrant learning community. 2. To enrich and enhance students' spiritual, physical, mental and social wellness.
<p>School Management Organisation:</p> <p>School-based management is implemented. The Incorporated Management Committee (IMC) was established in 2008-09. There are many functional committees through which teachers can participate in school management. We invite and encourage teachers to participate in school development initiatives and we highly respect their opinions.</p>
<p>Incorporated Management Committee / School Management Committee / Management Committee:</p> <p>The IMC was established in 2008-09. The committee consists of Sponsoring Body managers, the Principal as ex-officio member, teacher managers, parent managers, an alumni manager, and an independent manager.</p>
<p>School Green Policy:</p> <p>We actively implement environmental, social, and governance (ESG) principles. Two solar energy systems, installed through EMSD's 'Green School 2.0– Solar Harvest' and alumni donations, generate ~24,000kWh of green electricity annually. The 'Jockey Club BEAM Plus in Schools Project' subsidised the energy-efficient air-conditioner replacements and certified us as a 'Green Building Existing School'. To reduce energy consumption, we have engaged in 'Jockey Club Energy Saver in Schools Project'. Power-saving lighting is used. Classroom appliances must be switched off when not in use. Paper waste is minimized through online parent notices and a double-sided photocopying policy. Waste separation bins are provided to encourage recycling. 'Nature Buddy' is set up to promote environmental activities.</p>
Learning and Teaching Plan
<p>Whole-school Language Policy:</p> <p>In a majority of classes, English is the medium of instruction for most subjects. To facilitate learning of English content subjects and to raise students' English performance, measures including conducting assemblies using English, holding various extra-curricular activities, making English announcements, posting school signage in English, making use of external resources and employing a native English teacher, are adopted. In recent years, our school collaborates with different universities and the Education Bureau in enhancing our students' English proficiency and to improve their learning effectiveness in using English.</p>
<p>Learning and Teaching Strategies:</p> <p>We put emphasis on the Learning and Teaching effectiveness. We are devoted to enrich the vibrant learning community that enables students to embrace new knowledge and opportunities for future goals. Teachers design effective lessons using concepts of autonomy, competence, relevance and relatedness and with components of self-directed learning, building on students' prior knowledge and language competency. Moreover, we aim to broaden students' horizons through diverse learning experiences both inside and outside the classroom. These include life-wide learning activities, reading across the curriculum (RaC), STEAM education, and SDG-themed project-based learning, all fostered through interdisciplinary collaboration. By devising appropriate strategies, students' ability to learn independently and cooperate within a group will be enhanced.</p>
<p>School-based Curriculum:</p> <ol style="list-style-type: none"> 1. Electives: 2X and 3X. Our school offers 14 electives for students to choose in senior forms. Please refer to our school website for electives and subject arrangements. 2. Curriculum highlights: <ol style="list-style-type: none"> a. Our school offers a comprehensive senior secondary curriculum to cater for the learning diversity of our students and foster their talent. b. Religious Education (Christianity) are taught in S.1-S.6 and Life Education in S.1-S.5. Our school aims to nurture positive thinking and perseverance based on Christian belief. c. In order to enhance students' learning effectiveness and support students' learning anywhere and anytime, our school has developed a e-resource platform to support self-directed learning. d. STEAM learning elements are integrated into S.1-S.3 Science, Computer Literacy and Mathematics curricula to foster students' interest towards investigation. Students design experiments, carry out research and showcase their talents in the STEAM Fair. e. To strengthen cross-curricular learning and enhance students' competence in English learning, curriculum mapping and thematic cross-curricular learning programmes are implemented. A variety of English learning activities are organized to cultivate an English-rich learning environment. f. To cultivate students' reading habits, we schedule a weekly reading session and promote reading through subject-based reward programs, cultural exchange tours, and the 'Love for China' reading club, etc.
<p>Major Renewed Emphases in the School Curriculum:</p> <ol style="list-style-type: none"> 1. Moral, Civic and National Education: Whole-person development is a major concern in our school. We aim at fostering students' positive values and attitudes through the learning and teaching of various subjects, assemblies, roll calls, extra-curricular activities, etc. Flag raising ceremonies, exhibitions and activities are held to enhance the affection to the nation. 2. Fostering self-directed learning (SDL) skills for the 21st Century: Lessons are designed to incorporate the five indicators of SDL, including goal setting, self-planning, self-monitoring, self-evaluation and revision. Our school emphasizes the importance of lesson preparation, and through teacher-student interactions, students are engaged in classroom learning activities and demonstration of learning outcomes. Assignments for each subject are tiered to meet the needs of students with various abilities, so that students can continue to challenge themselves and increase their motivation for learning. 3. Information Technology for Interactive Learning: Computer Literacy is compulsory in S.1 -S.3 while Information and Communication Technology is one of the electives in S.4-S.6. Regarding the learning and teaching policy of the whole school, we aim at strengthening the use of e-learning and the e-resources platform for supporting students' self-directed learning in all forms to facilitate learning beyond the classroom, to cater for learner diversity, and to enrich their learning experiences.
<p>Life Planning Education:</p> <p>The school arranges a variety of talks, workshops and visits to allow students to have better self-understanding and set personal goals. Students are equipped with the knowledge, skills and attitude to make wise choices in further education and career in accordance with their interests and abilities. Four directions: 1. Understanding the world of work. 2. Understanding Self. 3. Setting goals. 4. Planning and equipping. Main themes of each form: S.1: First step in Life Planning; S.2: Self-understanding and exploring different careers opportunities; S.3: Preparing for senior secondary education; S.4: Getting basic understanding of universities, furthering self-understanding, exploring career options and compiling a personal profile; S.5: Understanding career orientation, setting career goals; S.6: Getting ready.</p>
Student Support
<p>Whole School Approach to Catering for Learner Diversity:</p> <p>Learning Support Grant and Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs are provided by the EDB to help students with special educational needs. Student support team has been established. Professionals such as social workers, educational psychologist and school-based speech therapist provide services to students in need. The posts of SEN coordinator and SEN support teachers have been implemented and a SEN assistant is hired to provide support to the related students and administrative support to the teachers.</p>
<p>Whole School Approach to Integrated Education:</p> <p>Student support team is led by the SEN coordinator. Members include the Principal, Vice-Principals, chairpersons of guidance, discipline and academic committees, SENST's, school social workers, school educational psychologist and school-based speech therapist. Appropriate support is provided at school level, group level and individual level as well as parent level. Learning support grant is provided by the EDB. Various types of training groups, inclusive education talks and class periods are held in order to enhance the learning ability, interpersonal relationship skills, emotional control ability and adaptability of the students. The school participates in the "Student Mental Health Support Scheme". The school emphasizes on the parent-teacher cooperation. Teachers keep on contact with parents and discuss on students' progress. For the students of greater needs, individual educational plans and case conferences are carried out.</p>
<p>Education Support for Non-Chinese Speaking (NCS) Students:</p> <p>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; and organising activities to create an inclusive learning environment in the school.</p>
<p>Measures to Provide Adaptation for Learning and Assessment:</p> <p>Based on the needs of students, the school will adjust the length of time for students in tests and examinations. We also put much focus on daily and continuous assessments with various assessment modes so as to enable students and parents to grasp and understand fully of students' learning progress.</p>

Home-School Co-operation and School Ethos

Home-School Co-operation:

Highly concerned of adolescents' growth and their learning progress, members of the Parent-Teacher Association (PTA) frequently make recommendations to the school management. They are enthusiastic about planning parent education and services for the school, and actively participate in different activities. Every year, the PTA organizes talks and workshops, tea gathering with the Principal, picnics and interest classes for parents and students, all of which have received positive responses from participants.

School Ethos:

As a Christian school, discipline and virtues are of utmost importance. We emphasize conduct, purity and integrity, aiming to nurture students to be self-disciplined and law-abiding citizens. We also educate according to the Biblical principles to cultivate them with positive values and self-esteem.

Future Development

School Development Plan:

School Major Concerns for 2024/25 – 2026/27:

1. To enrich the vibrant learning community.
2. To enrich and enhance students' spiritual, physical, mental and social wellness.

Teacher Professional Training and Development:

Staff Development Committee organizes seminars, talks and workshops regularly in order to enhance our teachers' professional development and broaden their horizons. Sharing sessions are held so that teachers can learn from each other to cultivate a vibrant learning community. In addition, teacher will participate in an annual retreat with other Christian schools to foster the spiritual growth and secure mutual support from each other. Resources are provided to encourage and support teachers in professional development.

Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

Our school actively promotes holistic learning by offering over 40 extracurricular clubs across six categories: Christian fellowship, academics, sports and aesthetic, hobbies, school service, and community service. These diverse experiences help students cultivate personal interests, adopt a positive and healthy lifestyle, unlock their potential, and strengthen their sense of belonging to the school.

Our sports and aesthetic teams have achieved outstanding results in various inter-school competitions. Through organizing activities and serving others, students develop communication skills and leadership qualities. Cross-disciplinary collaboration enables students to integrate knowledge in various Key Learning Areas (KLAs), while Mainland study tours and overseas exchange programs broaden their horizons and expose them to the latest developments in technology and career planning.

Each academic year, the school hosts two Activity Days and post-exam programs, offering students a wide range of experiential learning opportunities across different domains. Major events include the 4Rs Carnival, experiential failure education, Picnic Day, Religious Week and the LKPFC Music Festival. After-school training programs further support students' intellectual and physical development, nurturing their talents and resilience while reinforcing twelve priority values and attitudes.

In addition, departments such as Life Education Committee, the Extracurricular Activities Committee, the Guidance Committee, and the Community Youth Club provide various service opportunities to encourage students to contribute to society. Career-related experiences, including group interviews, further studies seminars, and workplace visits, help students explore academic pathways and prepare for future careers.

School Facilities

Number of Classroom(s): 27

School Facilities:

1. All classrooms, special rooms, the school hall and the covered-playground are equipped with air-conditioners.
2. All classrooms are equipped with Wi-Fi infrastructure, computers and projectors.
3. Computer Laboratory and library are equipped with iMac desktop computers.
4. Apart from the special rooms, there are also Multi-media Learning Centre, Student Activities Centre, Aesthetic Activities Room, Media Production Laboratory, English Learning Centre and conference rooms.
5. Library has finished the renovation during the 2022-2023 academic year to provide students with multiple learning experiences.
6. Interactive displays have been installed in some special rooms and classrooms throughout the school, promoting classroom interaction and enhancing students' interest and motivation for learning.

Facility(ies) for Supporting Students with Special Educational Needs:

Ramp, Accessible lift and Accessible toilet.

Others

The school organizes overseas study tours to broaden the horizons of students and recommend students to take part in external academic, aesthetic cultural and sports competitions to enrich their life experiences. In addition, the school presents awards to the outstanding students in different domains, including academics and conduct.

Direct Public Transportation to School

MTR: Kwun Tong Station Exit D1 or A1 (Walking for 15-20 minutes)

Bus: Wo Lok Estate Bus Stop 1A, 11X, 13D, 13M, 13P, 14H, 23, 23M, 26M, 28B, 89X, 93A, 95M, 601, 601P

Green Minibus: Wo Lok Estate Stop 34M, 34S, 50