



柏立基教育學院校友會盧光輝紀念學校

S.R.B.C.E.P.S.A. Lu Kwong Fai Memorial 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
Ms. Ng Woon Ling	Dr. Tang Sui Ying	Yes	Aided Whole Day	Co-ed	Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
S. R. B. C. E. Past Students' Association Limited	Erudition, Propriety, Commitment, Honesty	1977	Chinese	Nanny van	About 4440 Sq.M
Through-train / Feeder / Nominated Secondary School		Past Students' / School Alumni Association		Parent-Teacher Association (PTA)	
-		Yes		Yes	

2022/2023 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for Non-standard Items	Other Charges / Fees
-	-	\$40	\$240	Annual administrative fee of Octopus Card and electronic notice administrative cost(\$20)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	Parent and Teacher Association Resource Centre, P.E. Room, Wireless LAN, A Barbecue Site, An Organic Farmland.
Special Rooms				Facility(ies) Support for Students with Special Educational Needs
Music Rooms, Computer Rooms, English Room, Visual Art Room, Counselling Rooms, STEAM Innovation Lab, Student Activity Room, Hanging Garden, Roof Climbing Wall, Heritage Room and VR Space.				Ramp, Accessible lift and Accessible toilet.

Teaching Staff Information (including School Head) in the 2021/2022 school year

Number of teaching posts in the approved establishment		44		Total number of teachers in the school		46	
Qualifications and professional training (%)				Years of Experience (%)			
Teacher Certificate / Diploma in Education	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	98%	35%	37%	15%	13%	72%	

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2021/2022 school year	No. of classes	4	4	3	4	4	4	23
2022/2023 school year (Based on the approval of EDB in March / April 2022)	No. of classes	4	4	4	3	4	4	23
Mode of teaching at different levels	Teachers can cater for learner diversity in class in a more effective way through small class teaching from Primary One to Six. Learning activities in groups can help promote the peer interaction as well as the interpersonal relationship among students. Individual learning strategies and curriculum adaptation are designed to ensure the students' right to learn.							
Remarks	-							

Assessment for Learning

No. of exam(s) per year	No. of test(s) per year	Streaming arrangement
2	2	Talented students with good conduct will be allocated to elite classes (Primary 4 to Primary 6); Small class teaching is implemented from Primary One to Six.
Diversified Assessment for Learning		
Formative Assessment: Portfolios, project learning, self-evaluation, peer-evaluation, home-school co-operation activities, class observation. Summative Assessment: One mid-term and one final examination per semester.		

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 min	8:00AM	3:30PM	12:30PM - 1:30PM
Lunch arrangement	Healthy school life	Remarks			
Provided by designated supplier and arranged by parents.	Develop healthy eating habits and provide sports training. Teachers work to meet the psychological needs of each student, contributing to their spiritual development.	Class Teacher Lesson, Morning Reading Lesson, Extra-curricular Activities, Information Literacy Instruction, Opening of Computer Rooms and Library during lunch time and after school, elite classes and bridging classes for smooth transition to secondary school for P.6, multiple Intelligences activities on Saturdays, the bridging classes from kindergarten to primary one.			

Life-wide Learning

Basketball, Volleyball, Football, Table-tennis, Track and Field, Swimming, Rope-skipping, Recorder, Djembe, Handchime, Zheng, Violin, Electronic Piano, Ukulele, Chinese Dance, Latin Dance, Pottery, Drawing, Calligraphy and Ink-wash Painting, English Drama, Cambridge English, Phonics, Mathematical Olympiad, Abacus, STEM Class, IT Program, Brownies, Boy Scout, Board Games, Chess, Gardening, Magic, Lion sports activities etc.

School Mission

Our school's major initiative is to lay a firm educational foundation that nurtures the holistic and moral development of students within a stimulating learning environment. We also acknowledge that developing literacy skills in three languages is paramount to increasing students' knowledge and understanding of the world and opens up pathways for future success.

School Characteristics

School Management

School Management Organisation:

Our school is under the supervision of the Incorporated Management Committee (IMC), the principal, 2 vice principals and 7 teacher coordinators. The SAC is directly accountable to the IMC so as to enhance the efficiency of the decision-making process.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC members consist of the principal manager, 5 sponsoring body representatives, 2 independent managers, a parent manager, an alternate parent manager, a teacher manager and an alternate teacher manager.

School Green Policy:

In our continuous effort to create environmentally friendly surroundings, we have been implementing policies such as setting up guidelines for the use of air-conditioning, the use of recycling bins, organic farming courses and rooftop gardening activities so as to reduce room temperatures. Students have also been encouraged to bring their own utensils for their meals. Other green activities like generating electricity by pedalling bicycles and wind and solar energy generation are also introduced to students.

School's Major Concerns:

1. Develop school-based curriculum in order to enhance the efficiency and effectiveness of teaching and learning.
2. Develop Positive Education in order to nurture students' positive values and attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school-based curriculum, programmes and special activity days carried out throughout the year are carefully designed to promote cross-curricular learning, whole-school learning and STEM education. We consistently enable multiple learning experiences in order to provide our students with a thorough, well-rounded education and in-depth understanding in all subjects. Our students thus develop strong foundations based on which they can acquire further knowledge, pursue various interests and cultivate positive morale values.

Development of Key Tasks:

1. Reading to learn: Implement various reading schemes like Morning Reading, Buddy Reading (Chinese and English) and organise different activities in Library Lessons.
2. Project learning: Organise Life-wide learning day, Cross Subject Project Learning.
3. Moral, Civic and National Education: Implement it through Flag Raising Ceremony, National Education Positive Learning, School-based Life Education and Sex Education.
4. Information Technology for Interactive Learning: VR Space lesson, computer coding, STEM Day, HKU MDM School Partnership Scheme.

Development of Generic Skills:

Our curriculum and holistic learning approach challenge and empower students, fostering and developing their generic skills, such as critical thinking, creativity and communication.

Cultivation of Positive Values and Attitudes:

Through different aspects of learning and teaching, morning assemblies, class assemblies, class management, service learning and life-wide learning activities, students are able to gain their knowledge, positive attitudes and values by experiencing, observing, reflecting and sharing among the peers.

Student Support

Whole School Approach to Catering for Learner Diversity:

Deployment of human resources to cater for student diversity to optimize their learning within a small class teaching context that is supported further by specialists: educational psychologists, speech therapists, In-school social worker, specialist educators and community-based projects.

Whole School Approach to Integrated Education:

Our school adopts Whole School Approach Integration Education to cater for learning differences and enhance teaching effectiveness. This approach includes setting clear procedures and criteria for identification of students with learning difficulties, adopting systematic measures to cater for learning differences, helping students with less academic achievements and special educational needs to ensure that all students receive appropriate support.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising cultural integration activities; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents.

Curriculum Tailoring and Adaptation:

Provision of assignment and assessment accommodation.

Home-school Co-operation and School Ethos

Home-School Co-operation:

Our PTA has been an effective bridge between the school and the parents. The School of Continuing and Professional Studies for parents has been set up to promote good parent education. There are also English and Computer lessons for parents. A team of volunteer parents is responsible for helping out at some big school events e.g. Games Day, Sports Day. They also help during school lunch time and take part in the story telling activity.

School Ethos:

1. We have a good school ethos and a harmonious relationship between teachers and students.
2. A Caring and Mutual Support Award Scheme has been launched to foster positive attitudes in students such as cherishing one's life, appreciating others and loving their school.
3. Effective classroom management strategies are implemented to achieve an optimal learning environment and good moral values.
4. Different programmes are carried out to support student growth. Some of these are Caring Ambassador Scheme, Emotion Management Support Group, Understanding Adolescent Project, Star Action Volunteer Services.

Future Development

School Development Plan:

1. To foster a healthy school environment.
2. To promote e-learning.
3. To provide well-organised meaningful learning experiences regarding STEM for students.
4. Improvement of the learning and teaching effectiveness in a small class environment through the communities of practice within and/or across schools.
5. To establish 'a greening school' and commit to maintaining environmental protection measures at school.
6. To facilitate exchange between Hong Kong and Mainland schools through the 'Sister School Scheme'.
7. Launch the new program DTS-Development of Text Sets Programme (KS1 & KS2), Drama in Education, Learning to Read; Reading to Learn, Play to Learn.

Teacher Professional Training & Development:

In addition to the school-based teacher development programs, our school also encourages our teachers to take part in various lectures, seminars and workshops. These courses are in line with our School Annual Plan and help to enhance the professional development of our teachers.

Others

Hong Kong Schools Music and Speech Association:

Solo Verse Speaking (English) Non-Open Primary 5 and 6-Girls (Winner) and (1st runner-up), Solo Verse Speaking (Cantonese) Non-Open Primary 1 and 2-Boys (2nd runner-up), Non-Open Primary 1 and 2-Girls (Winner) and (Primary 5 and 6-Girls Double (2nd runner-up)

Mathematics Competition for Hong Kong, Primary Schools (Winner)

HONG KONG SCHOOLS SPORTS FEDERATION Kwai Chung Athletics Competition

Girls C Grade 100M (2nd runner-up), Boys B Grade GB-Softball Throw (1st runner-up), Girls A Grade Jump (3rd Runner up)

Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Field(Latin Dance)