



樂善堂梁錫琚書院
Lok Sin Tong Leung Kau Kui College

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School Mission

Our school is committed to the principle that all students can learn and develop to their full capacity at their own pace. It is our mission to offer each student a balanced educational programme, which recognises the need for moral, intellectual, physical, social and aesthetic development. In addition, our dedicated teachers put emphasis on character development, hoping that students support and respect each other, have self-discipline and self-actualisation, develop critical thinking and positive learning attitude, and build up a trustworthy and responsible personality.

School Information

Supervisor / Chairman of School Management Committee	Mr. Chan Kin Ping, BBS, JP		
Principal (with Qualifications / Experiences)	Mr. Chung Yiu Kee		
School Type	Aided	Student Gende	Co-ed
School Motto	Benevolence, Love, Diligence, Fidelity		
Name of Sponsoring Body	The Lok Sin Tong Benevolent Society, Kowloon		
Area Occupied by the School	About 6050 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
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	

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		60
Total Number of Teachers in the School		60
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		90%
Bachelor Degree		100%
Master / Doctorate Degree or above		52%
Special Education Training		45%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
18%	7%	75%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua (S.1 and S.2), Technology and Living*, Chinese History, Citizenship, Economics and Society (S.1), Life and Society (S.3), History, Geography, Visual Arts, Music, Physical Education, Integrated Studies
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics* and Integrated Science*
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Mathematics Extended Part (M2), Biology, Chemistry, Physics, Economics, Chinese History, Geography, History, Information and Communication Technology, Business, Accounting and Financial Studies, Tourism and Hospitality Studies, Visual Arts, Physical Education, Diversity Learning (S.4-S.6), Applied Learning, Other Learning Experiences, Integrated Studies.
	English as the medium of instruction	English Language
	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 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua (S.1 and S.2), Technology and Living*, Life and Society (S.3), Chinese History, Citizenship, Economics and Society (S.1 and S.2), History, Geography, Visual Arts, Music, Physical Education, Integrated Studies
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics* and Integrated Science*
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Mathematics Extended Part (M2), Biology, Chemistry, Physics, Economics, Chinese History, Geography, History, Information and Communication Technology, Business, Accounting and Financial Studies, Tourism and Hospitality Studies, Visual Arts, Physical Education, Diversity Learning (S.4-S.6), Applied Learning, Other Learning Experiences, Integrated Studies.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2024/2025)

* Subjects with extended learning activities (ELA) in English

	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	\$40					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	The replacement fee of student card is \$40					

Remarks

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 2025). Secondary 1 admission criteria: EDB’ s Rank Order List (20%), internal examination results (20%), performance in the interview (30%), conduct and attendance (15%) and extra-curricular activities, services and awards (15%).
Orientation Activities and Healthy Life
To facilitate the new Secondary 1 students' integration into our school, our school has arranged the following programmes: Secondary 1 Orientation Programme, Adaptation programme for new immigrant students, “Big Brother and Big Sister” Programme, Secondary 1 Summer Bridging Programme, Secondary 1 Parents' Day, and Secondary 1 Orientation Day. These allow students to better understand our school and transition more smoothly to secondary school life. Owing to the COVID pandemic, students' resilience, social skills, and physical and mental health have all declined significantly. ‘Fostering a healthy school environment’ is the major concern of our school in the coming years. Our school provides a large number of educational activities to promote positive values and healthy living to students, such as Good Character Week and Self-care Camps. In addition, as our school has arranged a lunch-in-school programme, the nutritional value of students' lunch boxes is strictly monitored to ensure a balanced diet. Meanwhile, the school also arranges a variety of activities during lunchtime, such as inter-class competitions, to enrich students' school life.

School Characteristics
School Management
School's Major Concerns: <div>1. Enhancing Learning Efficiency</div> <div>2. Fostering a Healthy School Environment</div>
School Management Organisation: <div>The Incorporated Management Committee of Lok Sin Tong Leung Kau Kui College is ultimately responsible for all school policies. Headed by the supervisor, the Committee makes recommendations concerning the school development blueprint, supervises teaching and learning, personnel, finance, etc. The School Administration Committee, consisting of the Principal, the Vice-Principals, the Administrative Staff, and a teacher representative, manages the school affairs.</div>
Incorporated Management Committee / School Management Committee / Management Committee: <div>The Incorporated Management Committee of LST Leung Kau Kui College has been established for years and has been functioning smoothly since then. The composition of our IMC is as follows: six sponsoring body managers; the Principal; one teacher manager; one parent manager, one alumni manager, and one independent manager. There are also one alternate teacher manager and one alternate parent manager.</div>
School Green Policy: <div>Our school is committed to promoting environmental protection. We encourage all teachers and students to bring their own water bottles and utensils to reduce wastage. We actively promote eco-living both inside and outside the classroom, such as integrating environmental education elements into different subjects, and organising various activities to promote a green lifestyle around campus. The following awards received demonstrate our school’s dedication to promoting environmental conservation: the Silver Award of the "Hong Kong Awards for Environmental Excellence– (HKAE) (Schools Sector)" and the Bronze, Silver, and Gold Awards of the "Hong Kong Green School Award".</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>Our school adopts Chinese as the main medium of instruction. The “allocation of time to subjects” arrangement has been adopted and English is used as the medium of instruction for specific S.1 to S.3 classes in Mathematics and Integrated Science lessons. To enhance the biliterate and trilingual proficiency of students, in addition to offering Putonghua classes in S.1 and S.2, our school aims at creating a rich language learning environment by organising a wide range of English language and Putonghua programmes and activities for the whole school.</div>
Learning and Teaching Strategies: <div>The major concern in the upcoming school year will focus on enhancing students’ learning effectiveness through promoting extensive reading, self-regulated learning and enriching students' learning experiences. The school aims to create a learning environment conducive to students developing a variety of skills and competencies.</div>
School-based Curriculum: <div>1. Electives: 2X and 3X. Students are to choose two to three elective subjects among the 12 given choices.</div> <div>2. Curriculum highlights: We offer Technology and Living at all junior forms to promote STEAM education and to respond to students' demand for the latest technology knowledge and skills. Through hands-on classroom activities, students are not only interested in learning about technology and using electronic devices but are also able to enhance their generic skills, such as problem-solving, collaboration, and communication. In senior forms, students can choose to take Applied Learning courses according to their abilities and interests. S.4 students who take two elective subjects participate in the newly established diversity-learning courses to enrich their learning experience and skills. Our school implements small-class teaching to teach Chinese, English, and Mathematics at different levels. Teachers can adapt the curriculum to students' levels and cater for learner diversity. Thus, teaching effectiveness is enhanced.</div>
Major Renewed Emphases in the School Curriculum: <div>1. Civic and Moral Education-to strengthen value education: Following the curriculum guides which emphasise value education, all subject departments and committees offer many opportunities for students to further their civic and moral education.</div> <div>2. Reading to Learn-to read across the curriculum: The school library collaborates with subject departments and committees to organise activities to promote reading regularly. Students are also encouraged to read widely through LoiLoNote and other e-platforms that promote e-reading.</div> <div>3. Project Learning: At least two cross-curricular projects are assigned in junior forms, which seek to enhance students' learning autonomy and generic skills and to lay a good foundation for enhancing students' competencies in various subjects at the senior secondary level.</div> <div>4. Application of I.T. to Interactive Learning: Students learn through iPads during lessons and after school. Teachers implement interactive lessons using LoiLoNote, Google Classroom, real-time online lessons and various educational software.</div>
Life Planning Education: <div>The school adopts a whole-school approach, working with subject panels and committees, PTA and class teachers to address the diverse career development needs of students. Through a school-based career and life planning curriculum, students will better understand themselves and the needs of society and develop the right attitudes and values to face future challenges. We arrange subject-sharing sessions, workplace experiences programmes, campus tours, and individual counselling to guide students to explore their career paths after graduation according to their abilities, interests, and aspirations. A career and life planning resource centre, "Know It All" , offers the latest information on further education and employment, enabling students to make informed choices.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>Our SST is responsible for planning, executing, and reviewing school-based measures to implement whole-school inclusive education. We invite input from parents, educational psychologists, and teachers to attend case meetings to establish a comprehensive support system for relevant students. Our school uses the NCS-SEN Grant to employ teaching assistants to provide after-school support or emotional, communication and social support for students. SST organizes different activities to create an inclusive learning environment in school.</div>
Whole School Approach to Integrated Education: <div>Our school upholds the five basic principles of early identification, early support, whole-school participation, home-school cooperation, and cross-sectoral collaboration to cater to the students with special educational needs in various areas, such as academic and social development, in the hope that they will be inspired and have fun in learning, and that a caring and inclusive campus culture will be built. SEN coordinator leads the SST in order to foster a more inclusive school culture and enhance the effectiveness of providing support to students with SEN. Our school uses the LSG to hire teachers to improve the teacher-student ratio and employ student counsellors and support staff to provide after-school support services and activities, such as speech therapy services, occupational therapy services, inclusion activities, social skills enhancement groups, concentration enhancement groups, career-related interest activities, study skills courses, and special exam arrangements. We hope to provide support to cater for learner diversity. We have trained Guidance Prefects to develop students' spirit of service and leadership skills, as well as to support their peers with special educational needs and to foster a culture of solidarity, compassion and personal growth. We have arranged training for our teachers, teaching assistants, and other support staff by external professionals so that all school staff can help build a caring culture.</div>
Education Support for Non-Chinese Speaking (NCS) Students: <div>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.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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.</div>
Measures to Provide Adaptation for Learning and Assessment: <div>Our school also provides special examination arrangements, such as providing extra time allowance, enlarging examination papers, providing screen readers software, speech-to-text software and exemption for eligible students. We also assist in the process of applying for public examination special arrangements and provision of home-cum-district special examination centre to ensure fairness for our SEN students who sit for public examinations.</div>

Home-School Co-operation and School Ethos
Home-School Co-operation: Our school established the Parent-Teacher Association in 1999. Rapport between parents and teachers is enhanced through various activities. Our PTA arranges regular meetings to keep parents informed about students' learning in school. The meetings also allow parents to share their invaluable parenting experience. Our PTA, moreover, organises workshops, interest classes, picnics and fun days. Through keen participation in these activities, harmonious relationships between teachers, parents and students are developed and their sense of belonging to school is strengthened.
School Ethos: We have built a conventional and caring school to ensure that our students cultivate self-discipline, personal integrity and self-awareness, pursue excellence, establish good interpersonal relations, and become problem solvers. We also nurture our students into citizens with a sense of social responsibility to one’ s family, our nation and the world. Our discipline and guidance teachers are very experienced. Moral and Civic education is constantly strengthened to enlighten students from different perspectives. In August, we arranged for new S.1 students to participate in orientation activities to help them adapt to secondary school life and cultivate resilience and a positive mindset to cope with future challenges. In addition, our school has also launched a "Big Brother and Big Sister” programme, through which senior form students bond with junior form students by regularly playing board games and sharing campus life with them. This programme aims to establish a peer support system and promote a caring campus culture.S.1 students are required to participate in self-care camps in the first semester so that they can better develop self-discipline and self-awareness.
Future Development
School Development Plan: 1. Enjoy Learning 2. Positive Education
Teacher Professional Training and Development: Our school attaches great importance to teachers' professional development and training and encourages all teachers to keep abreast of the times. To raise the professional standards of teachers, the school organises annual professional training activities to equip teachers with the latest skills and knowledge to meet the key concerns of the school. Teachers also participate in the Joint Teacher Development Day of The Kowloon Lok Sin Tong Benevolent Society' s secondary schools and the Project WeCan Joint-school Teacher Professional Development Day, which cover national security education, Basic Law education, blended learning, independent learning, school administration, curriculum development, assessment methods, student growth, and information technology education. Apart from attending external teacher training courses, teachers also share their experiences with their peers, including LoiLoNote workshops and TEAMS online teaching operations, to help solve problems in e-learning and improve the effectiveness of learning and teaching. In addition, the school has set up a mentorship programme for new teachers, with experienced teachers serving as mentors to help new teachers adapt to the administrative and teaching work of the school as soon as possible. To enhance the professional skills of our stakeholders in caring for students with different learning needs, we have arranged training for our teachers, teaching assistants, and other support staff by external professionals (e.g., educational psychologists, social workers) so that all school staff can help build a caring culture.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
With the mission of "whole-person development," we provide students with a wide range of learning activities, including uniformed teams, arts and culture, hobbies and skills development, academics, sports and artistic talents, leadership training and community service, etc., so that students can learn about themselves, discover their potential, and develop leadership, teamwork, and social responsibility. Students are encouraged to participate in various performances, exhibitions, competitions, and community services to enrich and diversity their learning experiences. Different subject groups also organise life-wide learning or cross-disciplinary activities for students, such as overseas study tours and study trips to the Mainland, so that students can venture out into the world to broaden their horizons and diversify their learning experiences. In terms of joint school activities, our students participate in The Lok Sin Tong Sunshine Youth Project, The Lok Sin Tong Charity Walk, The Lok Sin Tong Charity Candy Campaign, the Project WeCan, Elder Academy. These projects offer students an opportunity to get involved in the community while cultivating the spirit of teamwork and service to society.
School Facilities
Number of Classroom(s): 30
School Facilities: The school is equipped with 30 standard classrooms, library, English-learning rooms, multi-media learning centre, music room, visual arts room, computer rooms, integrated sciences laboratories, biology laboratory, chemistry laboratory, physics laboratory, a standard basketball court, a rooftop activity area, Campus TV Broadcasting Room and a stage sound and video control room to meet the needs of different subjects and cater for learners’ diversity. We have also been allocating resources to improve both the hardware and software of the school, such as upgrading the computer systems and installing Apple TV in classrooms and setting up a fibre optic broadband network on campus to facilitate electronic and blended learning. In 2023, adjacent to the Innovation and Technology Centre, we extended the area of STEAM education for the CKP TechnoVerse, totalling the size of 6,000 sq. ft., to promote the development of science and technology education. We also set aside a space of 1,000 sq. ft. on the Ground Floor for a Fitness Centre where students are encouraged to do more exercise and this helps promote an active and healthy lifestyle.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift, Accessible toilet and MacBook Air speech-to-text device and Windows Light Screen Reader.
Others
The school offers a number of scholarships to reward students and graduates with outstanding achievements in academics or other fields. Our school is dedicated to promoting environmental education. We participate in the Hong Kong Electric’ s Feed-in Tariff Scheme and they purchase electricity generated by our grid-connected renewable energy power systems. With the money generated from the Feed-in Scheme, we set up The Lee Shing Put STEAM Education Scholarship to award students who have outstanding achievements in STEAM education.
Direct Public Transportation to School
The school is within walking distance of Sai Yin Pun MTR Station Exit B2 (5 minutes). It can also be reached by taking 1. a tram 2. a bus (3A, 4, 5B, 7, 10, 18, 23, 23B, 26, 37A, 40, 71, 91, 94, 101, 103, 104, 113, 905) 3. a mini-bus (10, 12, 22, 28, 31, 55) passing through Queen's Road West, Des Voeux Road West, Bonham Road or Hospital Road.