佛教林炳炎紀念學校（香港佛教聯合會主辦）
Buddhist Lam Bing Yim Memorial School (SPSD by HKBA)

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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
Ven. Hee Meng	Mr. Hui Ting Kwok	Established	Aided Whole Day	Co-ed	Buddhism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					80%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Buddhist Association	To illumine wisdom and manifest compassion	1971	Chinese	Nanny van	About 2111 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
-	-	-	$230 specific purpose fee	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	Play Therapy Room, Climbing Wall, Book Wall, Library, STEM Corridor, Multi Touch Music Wall, Starlab.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
12 rooms (Multi-purpose Room, Adventure Discovery Palace (Climbing Rope), STEM room, Visual Arts Room, Meditation/Music Room, Activity Room, English Room, Computer Room, Diversity Development Center & Meeting Room, Cat House, Green Tech Farm)	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	33	Total number of teachers in the school	34

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
76%	100%	34%	100%	42%	11%	47%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	4	3	3	16
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	4	3	15

Mode of teaching at different levels	Small class teaching is promoted. Senior students are divided into 3 groups by their ability in Chinese, English and Maths's classes. Those students will be taught by withdrawal mode in order to take care of students with special learning needs.
Remarks	There are two class teachers in primary one in order to reinforce the caring of our students. Three foreign English teachers are hired to improve students' English ability.

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
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	Chinese and English subjects evaluate the four language skills (Listening, Speaking, Reading, Writing) through self, peer, and parent assessments. Quiz is also included in the final exam. Science employs a diversified strategy—using inquiry, engineering design, and observation—to holistically assess knowledge, skills, and values. E-learning and project-based learning are integrated.
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	Primary one and two students are allocated to mixed-abilities classes according to annual academic results. Elite Class is set from primary three to six 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	50 mins	8:10 AM	3:20 PM	1:00 PM - 2:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1. The lunch supplier is monitored by administrative staff members. 2. Participate in healthy eating at school promotion campaign every year. 3. Introduce information about health and hygiene to students during morning assembly. 4. Joyful Fruit Day and Vegetarian Day. 5. "The 'Move for Joy' Project aims to inspire students to stay active and embrace a healthier lifestyle."	We provide a tutorial class for homework in the 6th lesson. There are different activities arranged in the 7th lesson every day, such as child talent classes(arts or sports), JUST FEEL course, Jockey Club Life Adventure Opportunity Hub, intensive class, Buddhist moral education and value education class, growth class and extracurricular activity class.

Life-wide Learning

"Child Talent Classes" students have no less than 150 minutes of activity time every week. Our diverse activities include E-sports, Chinese and Western music, Chinese/Western/Korean dance, Lion Dance, choir, and Japanese or Thai interest classes. To help students showcase their talents and build self-confidence, performances are held mid-term and at the end of the semester. Furthermore, various overseas exchange programs are organized annually to broaden their horizons.

School Mission

Put emphasis on cultivating students' decent personality and positive attitude towards life. To ensure a balanced development of moral, intellectual, physical, social and aesthetic aspects of our students so that they will become responsible citizens.

School Characteristics

School Management

School Management Organisation:
The Incorporated Management Committee supervises all school departments and teams.

Incorporated Management Committee / School Management Committee / Management Committee:
The incorporated management committee of our school was found in 2008. There are 15 members in the committee, including sponsoring body managers, independent managers, elected parent managers, alumni manager, teacher manager and the principal.

School Green Policy:
Eco ambassador campaign, energy reduction, use of paper reduction and school uniform recycling.

School's Major Concerns:
1. Create a diverse learning atmosphere and develop students' talents.
2. Broaden values education and cultivate students' good character.

Learning and Teaching Plan

Learning & Teaching Strategies:
Our school's curriculum is based on the comprehensive education goals set by the Education Bureau. It aims to provide students with a deeper learning experience and is committed to cultivating students' diverse abilities as core values. The goal of comprehensive education emphasizes the overall development of students. It not only focuses on the teaching of subject knowledge, but also cares about the development of students' character, values and other aspects. It also integrates cross-field learning so that they can span different fields.

In addition, we emphasize students' sense of social responsibility and international perspective, guide students to think about global issues through curriculum design, and cultivate them to become citizens with social conscience. We believe that through such a comprehensive education, students will not only achieve excellent academic results, but also exert a positive influence in society and become individuals with a sense of mission and leadership.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Strengthen value education (including life education, national and national security education), make good use of school hours to create space, enrich all-round learning experience, promote whole-person development, strengthen care for student diversity, strengthen STEAM education, and develop students Media and information literacy, strengthen reading across curriculum and promote learning and teaching effectiveness.

Development of Generic Skills:
Develop students' skills through regular school-based courses (Chinese, English, Mathematics and General Studies) project studies, theme-based learning etc.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Adventure classes are set up to enhance students' self-confidence, cooperation, proactive perseverance and problem-solving ability to meet future needs.
2. Develop Life Education Course to cultivate students' gratitude to life.
3. Set up various service teams to allow students to serve others.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. The popularization of gifted education
2. P.1 Martial Art Group and street dance class.
3. P.1 Boost Class
4. Olympiad Mathematics Class
5. Cambridge English Class
6. Visual Arts Elite Class
7. Peer counseling
8. Little Tutor Program
9. Remedial courses (Extensive classes & intensive classes)

Whole School Approach to Integrated Education:
Teaching adaptation and assessment accommodation, Play Therapy Group, Children's Program Movement Therapy Group, Harmony Pastel Art Group, Animal Therapy, Counseling Group, Remedial learning groups, Training on social skills, Enhanced school-based Speech therapy services, Individual education plan, Mechanism in soliciting parents' views and discussion on student progress.

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:
In order to help Primary One students adapt to the learning at primary school, we use 'Our School' as a theme to integrate all disciplines.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The PTA organises various activities with Student Guidance team each year, such as parents' talks, parents' workshops and parent volunteers.

School Ethos:
To establish a caring culture among students through morning assemblies, lunch broadcasting and various activities.

Future Development

School Development Plan:
1. Make good use of class time and optimize the timetable. All subjects are studied in the morning, and diversified co-curricular activities or all-round education are conducted in the afternoon.
2. To develop students' bi-literacy and four languages.
3. Deepen the promotion of Digital Learning, equip students to meet the challenges required in 21st century society.
4. Build an "empathy" campus and emphasize positive communication.

Teacher Professional Training & Development:
Teachers' Development Day and different committees (e.g. Curriculum Development Committee, Training Assistant Teachers Committee, Mind Education Promotion Committee, etc.) are organised by The Hong Kong Buddhist Association. Teachers are trained according to the school development and students' need.

Others

Eleve scholarships are offered for outstanding academic performances.