



香海正覺蓮社佛教正慧小學 HHCKLA Buddhist Wisdom Primary 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
Dr. CHAN YEE MAN ELAINE	Principal Lio Sio Leng	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					84%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Heung Hoi Ching Kok Lin Association	To cultivate values and morals in students according to the teachings of Buddhism; to shape decent manners and appearance among students.	2003	Chinese	Nanny van	About 7000 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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Green Kitchen, Greenhouse, Amphitheatre, Basketball court, Football pitch, 4-lane running track and Play spaces.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Mr. Chan Hung Sum Hall, Campus TV Studio, Visual Arts Room, Electronic Keyboard(Music) Room, Computer Rooms, Lecture Theatre, STEM Room, English Wonderland, Chinese Cultural Room and Mindfulness Room etc.				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			55	Total number of teachers in the school		60
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%	37%	72%	20%	33%	47%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	4	5	5	5	29
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	5	5	5	4	5	5	29
Mode of teaching at different levels	2026-2027 Academic Year: 1. Small Class teaching in P.1-P.6. 2. A dual-class teacher system is implemented in P.1.							
Remarks	The BYOD program is implemented for students in Primary 4 - 6. Relevant applications are provided to support students' learning with tablets. Students can participate in various e-learning interactions both in and out of the classroom, ultimately improving the effectiveness of learning and teaching.							

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	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
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Diversified Assessment for Learning	Aside from written assessments, diversified modes of assessment are adopted to continually enhance the effectiveness of Assessment for Learning. These include project learning, performance assessment, students' in-class performance and attitude, personal attitude and various essential skills. The use of multiple assessment modes aims to promote inform and promote learning and teaching.						
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	P.1-P.4 students are evenly allocated into classes based on average scores, with additional support for 1 class in P.1 and P.2. P.5 and P.6 students are streamed according to their academic results.						

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	35 mins	8:05 AM	2:45 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and brought to school by students.	To help students lead a healthy lifestyle, establish positive attitudes and values, develop life skills, and resist temptation.		1. On Wednesdays, the school ends at 12:40 pm and there is a "specialized training" period for students in the afternoon. (Students can freely choose to participate in paid interest classes.) 2. On Fridays, there are Multiple Intelligences Programme to diversify their learning experiences.		

Life-wide Learning

Arts and Sports Programme, Multiple Intelligences Programme, Chinese Cultural Heritage Programme, Life Planning Programme, Students' Activities Committee, Chinese Society, English Ambassadors, Social Service Ambassadors, Elite in Maker (STEAM Education), Visual Arts Ambassadors, Student Librarians, Student Master of Ceremonies, English & Cantonese Drama Teams, English Puppetry Team, Interest Classes, School Team Trainings, Uniformed Groups and Student Service-learning Teams.

School Mission

We aim to enable every student to discover, and fulfill one's true potential through both academic and social activities. As an integral part of Buddhist values, we encourage all students to show respect to others, property and themselves. We strive to nurture and develop the unique gifts of individuals and to empower them to create a better world.

School Characteristics

School Management

School Management Organisation:

The school-based administration framework includes the Incorporated Management Committee, the School Development Committee, the School Administration Committee and other functional teams. We aim at achieving self-improvement through school self-evaluation.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee includes: the Supervisor, Sponsoring Body Managers, the Principal, Teacher Managers, Parent Managers, Alumni Managers and Independent Manager.

School Green Policy:

Students are encouraged to adopt an environmentally friendly and low carbon lifestyle through various life-wide learning activities. With the help of Green Ambassadors, students can learn from their peers and become responsible global citizens.

School's Major Concerns:

1. Implement diversified instructional strategies to enhance learning and teaching effectiveness.
2. Foster virtue and self-cultivation to become a well-rounded, physically and mentally healthy Wisdom student."

Learning and Teaching Plan

Learning & Teaching Strategies:

To ready our students for the future, AI applications and diverse instructional strategies are integrated to foster self-directed learning, inspire higher-order thinking, and develop generic skills. By establishing platforms for real-world practice through life-wide learning and service opportunities, we enrich students' learning experiences and cultivate positive values, preparing them to thrive in the ever-evolving society.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To make good use of learning time and create space.
2. Promote digital education to enhance personalized learning and learning and teaching effectiveness.
3. The school establishes various practical platforms, allowing students to apply what they have learned. Training programs such as the Chinese Language Society, English ambassadors, Putonghua ambassadors, and campus journalists are implemented to enhance students' abilities in bilingual and trilingual communication.

Development of Generic Skills:

1. Students' generic skills are developed and strengthened through formal lessons and life-wide learning activities including Arts and Sports Programme, Chinese Cultural Heritage Programme, Multiple Intelligences Programme, Project Learning, Cross-curricular activities and Outdoor Learning Day.
2. Members of the service and leadership teams are entrusted with organizing activities and events, allowing them to practice communication and problem-solving skills through collaborative efforts.

Cultivation of Proper Values, Attitudes and Behaviours:

The school adopts the Whole School Approach to establish a school-based values education framework to promote positive values and attitudes. We experience Buddhism by developing the principle of "Cultivate all good". Furthermore, with the collaboration between different subjects and school activities, we develop and strengthen students' positive values and attitudes through classroom teaching as well as school and daily life experiences.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Three-Tier Support Model and Early Identification are adopted. To cater for learning diversity, adaptation is made in learning, teaching and assessments. Various learning modes like in-class support, routine intervention, after-school remedial classes and school team training are organized so that students can develop to their full capacity. Enrichment programmes to expand students' scope of knowledge and learning skills are also provided.

Whole School Approach to Integrated Education:

The Student Support Team is established to collaborate with the school-based educational psychologist, school-based speech therapist, and to procure external professional services provided by the counselling psychologist. This aims to offer professional support to students with diverse learning needs through the Whole School Approach.

Curriculum Tailoring and Adaptation:

Curriculum and assessment adaptation to accommodate students with learning diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school holds Parents' Day three times per year for students of all levels. There are parent meetings and forums for new students in Primary one, evening parent meetings for Primary three, parent meetings for Primary five and six students on admission to Secondary one. There are two parent managers elected whose term of office is two years and there is also a parent coordinator in each class to facilitate the effectiveness of home-school communication. Some seminars and workshops are arranged regularly throughout the year to strengthen home-school co-operation assisted by Parent-Teacher Association. The parent volunteer team assists the school in implementing various activities and daily operations.

School Ethos:

With emphasis on Buddhist values, a caring, supportive and well-mannered environment is established. A school-based moral and civic education curriculum is designed to help students embrace positive values and attitudes towards the core values including respect, care, integrity, responsibility, perseverance and gratitude.

Future Development

School Development Plan:

Affective Education

The school makes optimal use of the school-based Buddhist values education and life-wide learning education to instill the moral virtues of "Cultivate all good" into students.

The school also promotes student mental health. Furthermore, the school continually utilises its resources to progress students' all-round development, especially in moral, physical, and spiritual aspects along with interpersonal skills.

Learning and Teaching

Implement diverse instructional strategies to enhance learning and teaching effectiveness.

Teacher Professional Training & Development:

1. The school provides school-based teacher professional training and development programmes together with subject-based professional sharing sessions such as collaborative lesson planning to cultivate a professional learning community. Teachers are encouraged to actively attend inter-school and inter-institutional development programmes to enhance the school's learning and teaching effectiveness.
2. Teacher professionalism is reinforced sustainably through Teacher Induction Scheme, collaborative teaching and lesson studies, etc.

Others

Twice awarded the Chief Executive's Award for Teaching Excellence (English Language Education KLA) and Certificate of Merit (Moral and Civic Education).

The 6th Outstanding Teaching Award for Moral Education.

The 5th Hi-Five Student Engagement Award Scheme - Emotional Engagement Award.

3rd runner up (individual) in 23rd (2025-26) P6 Academic Contest by HKTA Tang Hin Memorial Secondary School.

Awarded 2 first prizes, 4 second prizes and 3 third prizes (individual) in the 77th Hong Kong Schools Speech Festival.

Awarded Highly Commended Award in Chinese Dance (Lower Primary) category and (Upper Primary) category in the 62nd Schools Dance Festival.

Awarded 1st place (Upper Primary) in The 13th "Wen Yu Cup" Hong Kong Inter-School Writing Competition 2025

Hong Kong Buddhist Association Primary Schools Mathematics Competition Teams Champion