



香海正覺蓮社佛教陳式宏學校 HHCKLA Buddhist Chan Shi Wan Primary School

Choi Yuen Estate, Sheung Shui, N.T.

26724813

26685352

school@bcs.w.edu.hk

http://www.bcs.w.edu.hk

80

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Shi Hongming	Ms. Fong Tze Hang	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					100%
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	Awaken conscience, inculcate morality, nurture decent deeds and appearance.	1982	Chinese	Nanny van	About 2000 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
-	-	\$20	Charges/Fees for Specific Purposes: \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Distance Learning Classroom, Meditation Room, Spiritual Garden, Baicao Garden, Organic Farm
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, English Language Room, Music Room, Variety Hub, STEM in PE Experiential Centre, STEAM Lab.				Ramp, Accessible lift and Tactile guide path plan.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		51
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%	98%	33%	56%	41%	18%	41%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	3	5	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	5	4	25
Mode of teaching at different levels	Adopt activity approach and small class size setting in P.1 to P.6. Intensive remedial teaching programmes are offered for students with special learning needs. English lessons employing the NET scheme and English native speakers' teachers are also carried out in P.1 to P.6.							
Remarks	Our school will move to the New Millennium Campus in 2028. The area will be 3 times the size of the existing premises, but still belongs to school Nets 80 (Sheung Shui).							

Performance Assessment

Number of test(s) per year (P1 only)	2	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	Adopt multiple means of assessments: Written assessments, listening tests, speaking assessments, project learning, investigating activities, model making, observation, presentation and online assessments etc. Adopt formative assessments and summative assessments. Formative assessment is used to replace examination for Primary 1 students.				
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	Mixed ability pupils in each class.				

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 mins	8:10 AM	3:25 PM	11:55 AM - 12:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Developing an Active and Healthy School Campus – accumulate at least an average of 60 minutes per day of moderate – to vigorous-intensity physical activities across the week. Moreover, we implement School Healthy Policy and participate in The 'EatSmart@school.hk' Campaign.		School-based Mindfulness Curriculum, tutorials and class teachers' periods, Life Education Curriculum, interdisciplinary courses, reading lessons. DreamStarter activities are arranged to support students' learning and foster their academic achievement and behaviour. A wide variety of extra curricular activities are organized for nurturing students' multiple intelligence and fulfilling their psychological need.		

Life-wide Learning

Buddhist Youth Club, Boy Scouts, Brownies, CYC, Choir, Chinese Orchestra, harp, Flag Raising Team, Little Reporter, Swimming, Rugby, Volleyball, Basketball, Football, Table Tennis, Kin-ball, Rope Skipping, Unicycling, Dancing, Percussion Band, Chinese Painting, Cantonese Opera, Dragon and Lion Dance, Gardening, Pottery, Gifted Education, Mindfulness, Drum, Local and Overseas Learning Programmes, English Ambassadors, STEAM Ambassadors, PE Ambassadors, IT Ambassadors, Reading Ambassadors, Environmental Ambassadors etc.

School Mission

Aim for Buddhist Education and Student basis. Facilitating all rounded development through the learning of Buddhism in a pleasurable, friendly and caring environment. To nurture pupils to be good citizens with a strong sense of community, pupils who love our nation and are eager to serve people. To foster pupils' development in six different aspects of education, especially in spiritual education and to let students experience Buddhist spirit in their daily lives.

School Characteristics

School Management

School Management Organisation:

School Administrative Team manages and organizes different departments and job duties.

Incorporated Management Committee / School Management Committee / Management Committee:

In order to enhance the quality of school based management, the Incorporated Management Committee has been established.

School Green Policy:

Arouse the sense of environmental protection for teachers, non teaching staff and students. Promote education for sustainable development. It can also nurture their attitudes towards environmental protection and put environmentally friendly life into practice.

School's Major Concerns:

Promote values education, nurture the attributes and skills of life planning and enhance the diversity of reading literacy.

Learning and Teaching Plan

Learning & Teaching Strategies:

Multiple Intelligence Lessons: Provide pupils with extensive learning experience. Promote thematic cross curricular learning programmes and a variety of multilateral learning groups in order to enrich students' learning experiences. Implement school-based International Programme to let students explore the world.

Primary 1 to 6 students will join the DreamStarter Project. Through the learning process, students understand and realize the meaning of entrepreneurship. They learn how to solve their problems and their difficulties.

Financial Education: The Financially Literate Schools Programme. To nurture students to become 'Life Planners'.

Diversified exhibition platform: display student works and collect data for sharing and feedback.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Life Education: Jockey Club 'Peace and Awareness' Mindfulness Culture in Schools Initiative, The Campus of Hearts – Experiential Learning, Shi Wan Value Education Literacy KOL Scheme, Environmental Conservation: "Green School" Programme.

Information Technology: E learning, STEAM education, Campus TV, Distance Learning Classroom, Online Learning Forum, New established STAEM Room (implement school-based STEAM curriculum).

Reading Schemes: Theme based Reading Scheme, Book Lovers' Club, Reading Award Scheme, Story-Telling, Good Book Recommendation by Teachers, Book Sharing Activity, Reading Sessions (Morning and Afternoon).

Development of Generic Skills:

With interactive teaching strategies and diversified teaching materials, teachers develop students' generic skills through formal and informal curriculum. In addition, our school has four full time native speaking English teachers (NETs) who provide students with a better English learning environment and Global Trekkers (a school-based international programme to let students explore the world).

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivate the culture of gratitude and mindfulness. Enlighten students through Buddhism education and help students establish good morality by Having Good Intentions, Speaking Good Words and Doing Good Deeds. To develop students' positive life attitudes and our belief – 'I Can Do It!' so that they could take proper actions to deal with the challenges in their future life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Substantial provisions are available for supporting children with special educational needs. The support is provided by the Student Support Team, which members include the school Principal, the Special Educational Needs Coordinator, teachers and school-based educational psychologists. Moreover, there are enhancement programmes designed for students who are keen on Mathematics and English subjects respectively. For gifted students, our school provides them with special programmes specified in developing their personal social skills and encourage them to participate in competitions. On the other hand, there are school-based after school student support programmes, coaching programmes, school-based speech therapy services etc., in order to cater to every student's needs.

Whole School Approach to Integrated Education:

The Student Support Team consists of the following members: Principal, vice principal, SENCO, School-based Educational Psychologist, School-based Speech Therapist, School Social Worker and Special Educational Needs Support Teachers. Our school provides the students with remedial support groups, such as social skills training groups, school-based speech therapy and an Individual Education Plan which help students to get involved in life on campus.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of 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.

Curriculum Tailoring and Adaptation:

The practice of enrichment class and enhancement class can cater to students' learning differences and develop the potential of students with different abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA enhances the Home School co-operation and the school development. Our school has set up a parents' network and parent education programme. It allows parents to share and exchange experience. The parent volunteers also provide service for our school for different occasions and events.

School Ethos:

Promote the sense of "Benefit each other" through Buddhist Education so as to develop the pleasurable, friendly, caring school culture with gratitude and mindfulness.

Future Development

School Development Plan:

1. Enhance students' sense of home and national identity through experiential learning.
2. Build a solid foundation for students' career planning.
3. Applying AI in learning, teaching, and assessment can enhance students' learning motivation and effectiveness.
4. Enhance the diversity of reading literacy.

Teacher Professional Training & Development:

All teachers participate in at least 150 hours of continuous professional development activities during the three-year cycle, including seminars, workshops, professional learning tours for teachers, experience sharing sessions, peer lesson observation and evaluation, online courses, courses on the Constitution, Basic Law and National Security Law, etc.

Others

Sister School Exchange Scheme, STEM in PE Program, Gained rewards in the following competitions: Asian English Usage Contest, Canadian English Writing Invitational Contest, Hong Kong Taoist Association Tang Hin Memorial Secondary School – P6 Academic Contest, Jing Ying Cup Composition Competition, Guangdong- Hong Kong – Macao Greater Bay Area Mathematical Olympiad Big Bay Bei, Hong Kong Schools Speech Festival and Hong Kong Schools Music Festival, BNCL Certificate' Putonghua Speech Competition, TOFEL Junior Standard Test, Thailand International Mathematical Olympiad, North District Primary School Talent Competition, Coding Drone Flying Challenge, Jockey Club Community Sustainability Fund Artistic Gymnastics etc.