



香海正覺蓮社佛教黃藻森學校 HHCKLA Buddhist Wong Cho Sum School

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95

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Shi Hongming	Principal Koo Mei Ki	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	Diligence, Obedience, Trustworthiness and Sincerity.	1995	Chinese (incl.: Putonghua) and English	School Bus	About 6500 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
HHCKLA Buddhist Ching Kok Secondary School					
			Yes	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
-	-	\$40	\$400 Enhance teaching quality and the learning environment, and optimize educational resources.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	A LEGO STEM Laboratory with in-house LEGO STEM courses. A newly built "Dreamland" has been established, providing students with a place for games.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Digital Piano Room, Handchime Room, Handbell Room, Music Room, Library, English Room, Dance Room, Table Tennis Room, General Studies Lab, STEM Room, LEGO STEM Lab, Visual Art Room, Parents' Center, etc.				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				32	Total number of teachers in the school		32
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%	52%	80%	-	18%	82%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	2	3	3	3	15
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	2	2	2	2	3	3	14
Mode of teaching at different levels	P.1 classes use Cantonese as the media of instruction in subject Chinese. And started from P.2, Cantonese and Putonghua classes for teaching the subject Chinese is also provided. P.3 to P.6 classes will be divided into groups for small class teaching in subject English and Mathematics.							
Remarks	We provide small class teaching and cater for P.3-P.6 students with special needs. We also strengthen the communication channel among parents and teachers, to discuss matters of mutual concern. We aim to improve learning and welfare of the pupils in school.							

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	Results of the main subjects will be assessed by summative assessments whereas the results of projects, IT and other subjects will be assessed by formative assessments.				
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	Classes are streamed by Chinese/PTH results and PMIC choice. Eng and Maths use ability-based small groups for gifted and remedial support to boost performance				

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	11	30 mins	8:05 AM	3:30 PM	1:25 PM - 2:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Hong Kong Healthy School Scheme Gold Medal, Hong Kong Hygiene Department 'Healthy Diet in School Campus' First Class Gold Medal, 2012 U Green Awards winning school. Achieved the standard of healthy life-style in school campus.		Supplementary classes are provided for P.1-P.2 students with special needs after school. Senior form students also have compulsory supplementary class. We allow students to study after school until 5:00 p.m. with the help of tutors. Furthermore, students can arrange their activities flexibly after school by choosing either 3:30p.m. or 5:00p.m. school bus.		

Life-wide Learning

Our school offers diverse extra-curricular activities after school and on Saturdays, including interest groups, clubs, uniformed groups, and school teams. Popular programs include musical instruments, dance, STEAM, visual arts, drama, fencing, lion dance, golf, and various ball games. To enrich learning beyond the classroom, P1–P6 students participate in two to three outdoor learning activities annually. Furthermore, P4–P6 students engage in grade-level Mainland exchange programs each year. Complementing these activities, our core curriculum in English and Mathematics utilizes ability-based small-group teaching. This targeted approach facilitates gifted education and remedial support, effectively enhancing students' academic performance and overall development.

School Mission

The goal of our school is to cultivate values and morals in students according to the teachings of Buddhism and to shape decent manners and appearance among students which enable them to contribute positively to society. Besides teaching students' basic academic knowledge, we will also help them build up a solid moral foundation as well as broaden their horizons through the teaching of Buddhism.

School Characteristics

School Management
School Management Organisation: IMC is responsible for managing and supervising the operations of the school. The principal reports to IMC on a regular basis. We have also established the Crisis Team, School Improvement Team and PTA as well as school Academic Affairs, Curriculum Development, Discipline, IT Development, ECA and General Affairs Team.
Incorporated Management Committee / School Management Committee / Management Committee: The members of our IMC comprise educational institutions, school principals, teachers, parents, independent people, holding meetings regularly to discuss the current and future development of the school.
School Green Policy: Our school has a series of saving water and electricity policies.
School's Major Concerns: To promote eLearning, I.T. and STEM education in order to enrich students' learning experiences and inspire their learning. To establish the culture of thankfulness, integrity, confidence as well as enhancing students' moral cultivation. And to further cultivate students' reading habits.
Learning and Teaching Plan
Learning & Teaching Strategies: The school emphasizes the holistic development of students and focuses on student-centered learning strategies, allowing students to explore knowledge in an interactive environment. We organize various outdoor learning activities and field trips to broaden their learning experiences in different contexts. Each year, we host overseas learning exchange programs to enhance learning experiences further. In addition, the school actively develops school-based interdisciplinary curriculum. This approach cultivates students' knowledge in various subjects, as well as in moral education, civic education, reading, project-based learning, and STEAM education.
Development of Major Renewed Emphases of the Primary Education Curriculum: The school promotes students' generic skills through diverse teaching strategies. The curriculum is designed with various learning modules, activities, and contexts utilized in the classroom. Additionally, the school encourages students to participate in various activities, such as STEAM learning tasks, community service, service learning, interdisciplinary project learning and exchange programs, to enhance their sense of responsibility and self-directed learning. Through these measures, students not only excel academically but are also better prepared to face various challenges in the future.
Development of Generic Skills: Through classroom activities, project learning and diversified learning activities to help students develop generic skills.
Cultivation of Proper Values, Attitudes and Behaviours: Our school is a Caring School. Through the implementation of school-based guidance activities, we have established a proactive, responsible, mutually helpful and caring school environment, allowing students to learn and grow under a harmonious and inclusive atmosphere. We also have Personal Growth Education and related activities in order to help students build up their positive and right values, learning and working attitudes.
Student Support
Whole School Approach to Catering for Learner Diversity: Examination will be replaced by assessment for P.1 students in the 1st semester in order to assist students adapting to new school life. Starting from P.3, students are divided into small groups in English and Mathematics lessons. This arrangement is to facilitate small class teaching and cater for individual differences. Our subject teachers conduct Chinese, English and Mathematics Remedial Classes for P.1 and P.2 students. For P.3-P.6 students, we offer them Supplementary Classes and Tutoring Classes from 3:30 p.m. to 5:00 p.m. after school. In addition, our 'homework tutors' will help students with their homework and revisions after school until 5:00 p.m. every day. We also offer after-school small group training for students who have learning difficulties.
Whole School Approach to Integrated Education: Our Student Support Team includes Special Educational Needs Coordinator, Special Educational Needs Support Teachers, a school-based educational psychologist, a social worker and a full-time school-based speech therapist, teachers who have completed SEN courses and teaching assistants. In addition to providing students with special educational needs with intensive individual/group training, we work with external professionals to solicit cross-sector cooperation. In terms of learning, we conduct lessons in small class teaching modes and provide teaching assistants to classes in need. We also arrange assignment/examination accommodation for the students.
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; and organising activities to create an inclusive learning environment in the school. We work with external organizations to conduct Chinese language reading and writing classes to assist NCS students in lower primary levels in learning Chinese grammar and daily vocabulary.
Curriculum Tailoring and Adaptation: Our school has developed different e-learning materials for various subjects. For the English subject, we have the Super Pilot e-learning curriculum for students in Grade 1 to Grade 3. As for the Chinese subject, our school has participated in the Education Bureau's "Seed Project" for many years and has produced several school based Chinese curriculum adaptation booklets for students to use. In Grades 3 to 6, our school implements grouped teaching based on English and Mathematics abilities. Different learning activities are arranged in class to cater to the diverse learning needs of students. We provide examination, formative assessment and homework adaptations for students who require them. Cross-curricular learning activities are provided to offer a well-rounded learning experience.
Home-School Co-operation and School Ethos
Home-School Co-operation: PTA has organized different activities, such as outing and badminton team. This is intended to promote a better relationship between parents and their children. Our school also organizes seminars and workshops to help parents understand more about good parent-child relationship. We also have "Adaptation Class" for new P.1 students in summer. Parents are always welcome to talk to our Social Worker on any issues about their children. In order to have a regular contact with parents, we have organized a number of gatherings or meetings, such as Parents' Day and School Administration Enquiry every year.
School Ethos: PTA organizes various activities including seminars, workshops, parent interest classes, parent-child trips, barbecue evenings, overseas excursions, and fitness activities, to strengthen the interactions between parents, children, and the school. The "Parents' Learning Corner Program" is established to encourage parents to enhance their personal development and serve as positive role models for their children. The parent volunteer team actively participates in community service, assisting with student activities, flag selling, and visiting elderly homes. Additionally, the school has set up a "Tea Gathering for Parents of New Primary One Students," inviting experienced parent volunteers to help new Primary One parents adapt to school life. Two parent days are held each year, along with curriculum meetings, parent-child talks and trips to maintain strong connections between parents and school.
Future Development
School Development Plan: 1. Implement positive education to promote holistic development and healthy growth for students. 2. Enhance students' self-directed learning, creative problem-solving abilities, and communication and collaboration skills through innovative curriculum. 3. Optimize STEAM education to cultivate essential 21st-century skills. 4. Strengthen study tours to broaden students' perspectives and boost their self-confidence. 5. Implement AI curriculum to strengthen students' learning skills and enhance the effectiveness of teaching and learning.
Teacher Professional Training & Development: According to the needs of the teachers and the contemporary educational trend, the educational institutions and school will hold Teacher Development Day for our teachers. 100% of our teachers obtained Degree and 50% of them have obtained Masters Degree.
Others
We have Mr Wong Cho Sum Scholarship, Rev. Kok Kwong Scholarship, Mr Ho Tak Sum Progressive Scholarship. Our school has won Chief Executive's Award for Teaching Excellence, HK Healthy Schools Award Scheme – Gold Medal, HK ICT Awards, WRO International Final 2025 Future Innovators Champion.