



佛教黃焯菴小學
Buddhist Wong Cheuk Um Primary School

11 Eastern Hospital Road, Causeway Bay, HK

25762638

28824449

mail@bwcups.edu.hk

https://www.bwcups.edu.hk

12

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ven. Sik Yin Chi	Ms. Ho Sin Yee Cindy	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					50%
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	Realizing equilibrium; Sensing compassion	1959	Chinese	School Bus; Nanny van	About 2000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Buddhist Wong Fung Ling College					
			Yes	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
-	-	\$50	\$380	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	Aquaponics system, Wi-Fi, Interactive electronic screen, Book wall, Astrology Gallery, Digital Planetarium, AI Robot, FLEXI Immersive portable system
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Music and Dance Room, English Room, Visual Art Room, STREAM Room, Multi-purpose Room, Sensory Wonderland, Play Therapy Room, Campus TV Studio, Astronomy Room, Rooftop garden.				Ramp, Accessible lift, Visual fire alarm system and Purchase wireless FM systems for hearing-impaired students.

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

Number of teaching posts in the approved establishment			19	Total number of teachers in the school		21
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
86%	100%	29%	29%	23%	10%	67%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year				No. of classes	1	1	1	1	2	1	7
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	1	1	1	1	1	2	7
Mode of teaching at different levels		"Lessons auxiliary triple" and Small Class Teaching are basic concepts for teachers to operate everyday classroom. In order to develop students' generic skills and personal development, there are Multi-talent Classes, Integrated Classes, Enrichment Classes, PGE, Elite Classes, Speech Therapies, Social Classes and Sensory integration Training for students in need.									
Remarks		-									

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	Diversified Assessment namely the traditional assessment, cross-curriculum projects, group discussion, presentations, performance in class, experiments, discipline observation chart, parents' evaluation, etc.						
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	According to Student support needs.						

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	7:55 AM	3:15 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Implement healthy eating policies and is accredited as Eat Smart School by the Department of Health. 2. Implement school-based Green Policies and is awarded Hong Kong Green School Award for more than 10 years. 3. Adventure-based training courses are organized to help develop students' body and mind.		With the theme of "Fun to Learn, Fun to play", morning lessons are taught to strive academic excellence while afternoon lessons are designed to enhance innovations and stretch students' generic skills through learning groups such as multi-intelligence classes (MI), reading, STREAM, Individual Growth Program; School-based Integrated Program to encourage students to make dreams come true.		

Life-wide Learning

1. Organize Multiple-intelligence Lessons;
2. Organize Extra-curricular Activities;
3. Organize Life-wide Learning Activities and Outdoor Learning Days;
4. Organize exchange programs with schools.

School Mission

The school aims at the five virtues of education: ethical, intellectual, physical, social skills and aesthetic. Through extra-curricular activities, students are given opportunities to know their strengths, to enhance knowledge and skills, to build up proper values to make contribution to the world.

School Characteristics

School Management

School Management Organisation:

Set up Committee for school policies; the committee include school administration, curriculum, discipline and counseling, and school activities.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee (IMC) is established in 2008. The board of directors includes representatives from HKBA, teaching staff, parents, alumni and an independent member.

School Green Policy:

Implement Green School Project. Set Green Policies that covers teaching, saving energy, decreasing rubbish, recycling and buying eco-friendly products. The school has been rewarded the Green School Award and The Hong Kong Awards for Environmental Excellence for over 10 years.

School's Major Concerns:

1. Arouse students' motivation in learning and nurture whole-person development
2. Foster well-being through Positive Education

Learning and Teaching Plan

Learning & Teaching Strategies:

Implement Co-operative Learning to cater for learner diversity and enhance classroom management. Co-teaching is practised to extend the quality of teaching. Self-directed learning is infused in our school curriculum design. Peer lesson observation and co-planning are valued to strengthen teachers' professionalism in teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Civic and Social Education: The school implements Moral and Value Education and Buddhism to equip students with the ability to distinguish right from wrong, care and respect.
2. Reading to Learn: 'Afternoon Reading Time' is set for students to develop reading habits. The curriculum of reading is developed as cross-curricular practice. Moral stories are used in assemblies.
3. Project Learning: The school is infusing STEM education into project learning.
4. Information Technology for Interactive Learning: The school is effectively infusing e-Learning into learning and teaching in order to engage students to learn.

Development of Generic Skills:

1. Implement curriculum tailor-making to create a rich learning environment for students to develop generic skills.
2. Implement Individual Portfolio for students to reflect at times.
3. Nurturing students' critical thinking, creativity, problem-solving, communication and co-operative skills is of high importance.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote positive thinking education, appreciation culture, Mindfulness.

Student Support

Whole School Approach to Catering for Learner Diversity:

Assign different learning tasks. Organize after-school study groups to cater for learner diversity. Students with different talents are selected to take part in special art classes and leadership training programmes to stretch their abilities further.

Whole School Approach to Integrated Education:

1. Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils.
2. Teacher assistants are assigned to support students with special educational needs.
3. Emotional and behavioural workshops are designed for students with special needs.
4. Provide appropriate personal or group training for students with Speech and Language Impairment.
5. Assessment adaptation is provided for students with special needs.
6. Individual Education Plans are designed for students with special needs.
7. Social-skill groups are organized for students with autism.
8. Study groups are organized to pre-teach students skills and knowledge before the day starts to help students gain confidence when learning.

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; 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 of NCS students. Teachers set learning targets, progress and expected learning outcomes for NCS students, and adapt the curriculum and teaching strategies to cater for their needs and ensure the teaching quality.

Curriculum Tailoring and Adaptation:

1. Study Group for students in need.
2. Expertise training courses for high achievers to further develop their learning abilities.
3. IEP group for evaluating students in need.
4. Various tutoring classes for students with special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parents Days are held yearly.
2. PTA organizes different activities to ensure enough communication.
3. Use APPS to facilitate Home-school communication.
4. Parent representatives are part of the IMC empowered to make school policies.
5. University Professional Support.

School Ethos:

1. Value both discipline and counseling; establish clear rewarding system; students can accumulate merits and take School Service Order to teach students right from wrong.
2. Students are educated to respect and tolerate each other.
3. A counseling officer is stationed at school. She organizes social skill groups and trains older students to help younger students.
4. Caring School Award.

Future Development

School Development Plan:

1. Make good use of learning time to enrich students' learning experiences.
2. Adopt different and diversified learning and teaching strategies to cater for learner diversity.
3. Formulate the planning of Positive Education to nurture good character.
4. Concern with students' physical, mental and spiritual health; Help students know oneself, develop interest, potential and healthy life through career planning.

Teacher Professional Training & Development:

1. Co-planning is included in the time-table.
2. The school joins in various support services from EDB and universities.
3. Teachers share good teaching ideas and practices through peer lesson observation.

Others

Sister School Scheme; Micro:bit Champion School.