



佛教陳榮根紀念學校 Buddhist Chan Wing Kan Memorial 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
Ven. Hee Meng	Mr. Chan Moon Lam	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					-
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	Enlighten with Wisdom Manifest with Compassion	2008	Chinese	Nanny van	About 5400 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
-	-	\$30	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
29	4	1	1	Roof garden, rock climbing wall, planting area and meditation garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer rooms, 4 small group rooms, 2 activity rooms, art room, music room, English reading room, Chill zone, library and 2 conference rooms.				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			49	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%	100%	33%	75%	10%	14%	76%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year				No. of classes	4	4	5	5	4	4	26
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	4	4	4	5	5	4	26
Mode of teaching at different levels		1. Enhancement scheme for gifted students from P.1 - P.6. 2. Intensive remedial teaching in Chinese, Mathematics and English for P.2 & P.4.									
Remarks		Putonghua as the medium of instruction in Chinese subject in some classes from P.1 - P.6.									

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
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Diversified Assessment for Learning	Formative Assessments: Carried out after each module. Focus on skill-based assessment and classroom observation. Parents' feedback is valued. Summative Assessments: 3 examinations				
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	For P.1 - P.2, based on the teaching language in Chinese subject. For P.3 - P.6, based on the teaching language in Chinese subject and pupils' 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	9	35 mins	8:15 AM	3:35 PM	12:25 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We promote a policy of healthy eating as a way of encouraging students to adopt a healthier lifestyle. We encourage students to eat more fruit, vegetables and carbohydrates. Our lunch supplier is committed to providing healthy meals.		1. Afternoon exercise sessions are scheduled to foster students' habit of doing exercise. 2. To maintain spiritual health, meditation activities are arranged. 3. We participate in "School Physical Fitness Award Scheme".		

Life-wide Learning

Uniformed groups: Cub Scouts, Brownies, Road Safety Patrol, Flag-guards.
 Arts & Performance: dance club, choir, Chinese orchestra, marching band, instrumental classes, Chinese painting and colour guard.
 Sports: fancy skipping, swimming, judo, track and field, various ball games like football and basketball.
 STEM learning: Science and technology group and junior pioneers.

School Mission

The school is sponsored by the Hong Kong Buddhist Association (HKBA). Our vision is to nurture students by instilling Buddhist values and create a caring and supportive community for learning. We aim to provide students with extensive development opportunities and nurture them with compassion and fraternity, helping them excel and become citizens of integrity and capable leaders of tomorrow.

School Characteristics

School Management

School Management Organisation:

Buddhist Association School Managing Authority, Incorporated Management Committee, School Development Board, School Improvement Board and Multi-functional School Administrative Team.

Incorporated Management Committee / School Management Committee / Management Committee:

Established in November 2008.

School Green Policy:

- Recycling scheme;
- Encourage healthy meals and cherish food;
- Energy saving policy is conducted in school.

School's Major Concerns:

1. Design a Diverse Learning Journey to Cultivate Students' Proactive Attitude.
2. Cultivate a Campus Culture of Well-being to Nurture Students' Growth Mindset.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Cooperative learning, life-wide learning, reading across the curriculum(RAC), STEAM learning activities and digital education are implemented in our school so as to enhance effectiveness in teaching and learning.
2. "Gifted education in whole-class and school-based curriculum" is operated within our P.1-6 classrooms.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our curriculum develops with the base of the updated seven learning goals, enable our pupils to:

1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity;
2. Know how to distinguish right from wrong, respect others and care for others with thoughtful and sensible judgements and behaviours;
3. Foster solid knowledge base to facilitate personal growth and development;
4. Be proactive in biliterate and trilingual communication;
5. Develop generic skills and inquiry thinking holistically;
6. Cultivate an interest in extensive reading and habit, and use information and digital technology in a rational and responsible manner;
7. Lead a healthy lifestyle and develop personal hobbies and talents.

Development of Generic Skills:

To cultivate students' generic skills through project learning and diversified activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school implements the policy of 'Integration of Counselling and Guidance' to help students develop positive values. We are committed to providing a caring and loving environment for our students, and fostering a harmonious teacher-student learning atmosphere. In addition, we place great emphasis on promoting moral education, and as a result, our students have demonstrated exceptional conduct and manners. We also encourage our students to care for others through activities such as the 'Gratitude Tree'.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Professional support: school-based educational psychologist, speech therapist, social workers, SENCO, SENSTs and SENAT.
2. Gifted education: enrichment courses are offered to talented students in order to realize one's full potential.
3. Classes for SEN students: small-group classes and remedial classes are arranged to facilitate and motivate the learning of less able students. Also, after-school remedial classes are provided to students in need.
4. Small-group learning: the groups emphasize on reading, writing and social skills.

Whole School Approach to Integrated Education:

- Professional support and services are provided from professionals (school-based educational psychologist, school-based speech therapist, school social worker). They are in the Student Support Team with the SENCO, SENSTs, teaching assistants and other teacher representatives.
- Various training groups are offered, such as AIM project, social skills training groups and attention span training groups. They aim at catering for individual differences and to help students with special educational needs.

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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. To facilitate their mastery of Chinese learning, and enhance their interest in learning Chinese, our school has held regular Chinese learning groups after school for non-Chinese speaking students.

Curriculum Tailoring and Adaptation:

Curriculum tailoring and adaptation are adopted according to students' abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Promote a harmonious teacher-parent relationship through regular meetings, activities, workshops and seminars.

School Ethos:

We provide a great variety of educational experiences for students in order to develop positive values and promote good attitudes.

Future Development

School Development Plan:

Our school embraces the vision "Pride in Achievement, Rooted in Well-being." We are committed to cultivating a campus environment built upon High Care, High Participation, and High Accomplishment, where students are nurtured with love and support to actively engage in learning. Through diverse learning experiences, they develop a proactive and enterprising attitude. At the same time, we emphasize the construction of a happy school culture, fostering a growth mindset that empowers students to demonstrate confidence, wisdom, and compassion in both learning and life, ultimately becoming holistic learners with a strong sense of well-being.

Teacher Professional Training & Development:

- Enhance teachers' professionalism through different training courses held by the Hong Kong Buddhist Association, Yuen Long District Development Day and our school.
- Organize workshops for teachers on students' mental health and values education, integrating these concepts into their teaching to promote the holistic development of students.
- Conduct specialized workshops to enhance teachers' understanding of national development, integrating the knowledge into educational practices.
- Organize different school-based and subject-based workshops for teachers and join various projects organized by universities and EDB.

Others

1. Different overseas study tours are held every year.
2. Sister School Scheme enhances the academic exchange and arouses students' sense of national identity.