佛教榮茵學校
Buddhist Wing Yan School
6 Fung Yau Street South, Yuen Long, N.T.
24750433
24746497
wy@bwys.edu.hk
http://www.bwys.edu.hk

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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. Lee Ka Cheung	Mr. Suen Wai Man	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					93%

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	1989	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	Pledged School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$40	$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	2	1	1	Fun 'n' Roll Square, IntelliGarden, Fantasy Art Bus etc.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
16 (STEM Room, English Reading Room, Meditation Space, 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	52	Total number of teachers in the school	56

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%	96%	54%	69%	16%	9%	75%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	6	5	4	27
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	6	5	27

Mode of teaching at different levels	To develop students' talents through the school-based gifted programmes.
Remarks	-

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	Yes
Diversified Assessment for Learning	Formative assessment, examinations, project learning, classroom observation, e-learning, 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	P.1 - P.2 mixed-ability classes. P.3 - P.6 according to annual 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	8:00 AM	3:20 PM	12:35 PM - 1:35 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Promotion of a balanced diet, participation in healthy eating promotional projects, such as 'EatSmart@school.hk' campaign, and 'Straighten Up Campus Campaign' organized by Children Chiropractic Foundation. Also, the school holds Joyful Fruit Day, Vegetarian Day regularly.	1. 6-day cycle, with Straighten Up Exercise, life-wide learning periods and cross-curricular activities. 2. Promoting multiple intelligence activities to establish our students' potential for whole-person development. 3. Implementing "Individual Responsibility Scheme" to give each child a sense of contribution to the class.

Life-wide Learning

Badminton, Table Tennis, Basketball, Volleyball, Tennis, Athletics, Football, Gymnastics, Taekwondo, Dodgeball, Mölkky, Drumming, Chinese Dancing, K-pop, Choir, Handchime Choir, Percussion, Drama, Visual Arts Club, Cambridge English Course, Gardening, Mathematical Olympiad, Astronomy Club, Robotics Club, Red Cross, Road Safety Patrol, Boy Scouts, Girl Guides, Flag-raising Squad, Community Services Group, Service Club, Junior Police Call, Community Youth Club, Buddhist Youth Club, etc.

School Mission

The school is committed to providing an excellent and positive learning environment where students can learn in an enjoyable atmosphere and to catering for students' needs through a variety of programmes and activities.

School Characteristics

School Management

School Management Organisation:
Buddhist Association School Managing Authority, School Managerial Board, School Development Board, School Improvement Board, Multi-functional School Administration Team.

Incorporated Management Committee / School Management Committee / Management Committee:
Established in November 2008.

School Green Policy:
Green School Project, Plastic Resources Education: 3Rs & 3Cs, Environmental Ambassadors, Recycling Scheme, Earth Day, Energy Saving Policy, BEAM Plus Scheme, Solar Harvest Scheme etc.

School's Major Concerns:
1. Harness the power of Digital Education to enhance learning effectiveness.
2. Cultivate positive values to build a healthy campus.

Learning and Teaching Plan

Learning & Teaching Strategies:
By running a 6-day cycle with Smart Learning Day, Dream Big Day, Star Shining Day and Joyful Day, sufficient opportunities are provided for students to have whole person development. Other extra-curricular activities are organized according to students' interests and to develop their potential. Through various cross-curricular activities, students' language abilities will also be enhanced.

Development of Major Renewed Emphases of the Primary Education Curriculum:
To enhance understanding of Chinese culture, promote life planning and strengthen STEAM education are the major emphases. In terms of curriculum, the school has added elements of Chinese culture and hold Chinese cultural activities to cultivate students' national identity, commitment and integrity regularly. The school makes good use of the afternoon session to cultivate students' self-understanding, personal planning, goal setting and reflection skills, as well as opportunities and choices for further education and career development, so as to implement life planning education. Moreover, more innovation and technology learning elements are added to the curriculum to cultivate students' interest in science and technology. The school works closely with the external gifted education groups to provide systematic training for gifted students.

Development of Generic Skills:
To develop students' generic skills, classroom learning activities, project learning and pull-out gifted programmes are incorporated.

Cultivation of Proper Values, Attitudes and Behaviours:
To promote positive education in order to create a joyful learning atmosphere to help students build a flourishing life through enriching their opportunities of participating in variety of activities, like, Character Star of the Month, Super Kid Scheme, Life Game and Workplace Experience, Pupil Ambassador Scheme on Positive Living, Parent-Child Relationship Training Camp, etc.

Student Support

Whole School Approach to Catering for Learner Diversity:
1.Students take part in various gifted education programmes.
2.Remedial classes.
3.Whole School Approach is adopted to cater for students with special needs.

Whole School Approach to Integrated Education:
Our school adopts the "Whole School Approach" and the "3-Tier Intervention Model" to cater for students' learning and developing an inclusive culture featured by harmony and care. Teachers also design diverse teaching activities to cater to different learning needs, arrange homework and dictation accommodations, exam adjustments and group training for students with special education needs. Student Support Team members also develop Individual Education Plans for individual 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; 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
Differentiated in-class assignments, varied extra programmes catering for learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The school regards parents as partners in its development, establishing diverse channels to maintain close communication by setting up a Parent-Teacher Association, appointing parent representatives for each class, holding regular meetings and morning gatherings, promoting parent education as well as organising parent-child activities.

School Ethos:
1. Discipline committee and counselling team work collaboratively to provide a caring environment for students.
2. Our school runs competitions for politeness, classroom cleanliness and good behaviour.
3. Our school encourages students to serve the community, such as visiting the elderly, cleaning campaign in local area and raising money for charity.
4. Implementing the Buddy Scheme to help new P.1 and P.2 students to adapt primary school life.
5. Through Just Feel Compassionate School Programme, assist students in self-care and enhance resilience.

Future Development

School Development Plan:
1. Harness the power of Digital Education to enhance learning effectiveness.
2. Cultivate positive values to build a healthy campus.

Teacher Professional Training & Development:
Arrange teachers to attend courses and seminars organized by EDB and Buddhist Association.

Others

1. A variety of scholarships is provided for outstanding achievements in academics, conduct and extra-curricular activities.
2. Cultural exchange activities in China, Singapore, Taiwan, Japan and South Korea, community functions and visits to other schools enable our students to broaden their knowledge outside the school.
3. Awarded "Caring School" Awards for 6 consecutive years.
4. Awarded "Green School" Awards for 5 consecutive years.
5. Awarded "Hong Kong Awards for Environmental Excellence" Awards for 4 consecutive years.
6. "Heart to Heart School" as named by HKFYG.
7. Awarded "Quality Assessment Management Accreditation Scheme" by HKEAA.
8. Awarded "Award for Commendable Overall Performance", "Adjudicators' Award" etc. organized by Hong Kong School Drama Festival for 2 consecutive years.
9. Food For Good Jockey Club Green Living Education Programme for 6 years.