



圓玄學院妙法寺內明陳呂重德紀念中學 The Yuen Yuen Institute MFBM Nei Ming Chan Lui Chung Tak Mem. College

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School Mission

The sponsoring body is The Yuen Yuen Institute, which adopts Confucianism, Buddhism and Taoism as major principles. Through the integration of Buddhist education with positive ways of living, we deliver holistic education to every student. According to our education philosophy, we dedicate ourselves to the purification of mind and body, preservation of truth and character, propagation of generosity and mercy, reliance on humanism and justice, formulation of traditional virtues, promotion of charity and deliverance of all beings. "Grasping Principles, Cultivating Virtues; Maitri Karuna Mudita Upeksha" is our school motto.

School Information

Supervisor / Chairman of School Management Committee	Dr. Chan Kwok Chiu, BBS, MH, JP			Bachelor Degree		100%
				Master / Doctorate Degree or above		43%
Principal (with Qualifications / Experiences)	Mr. Wong Kin Ho (BA (Hons), Dip. of Edu, MA, M.Ed)			Special Education Training		24%
				Years of Experience (% of Teaching Staff)		
School Type	Aided	Student Gender	Co-ed	0 - 4 Years	5 - 9 Years	>= 10 Years
School Motto	Grasping Principles, Cultivating Virtues; Maitri Karuna Mudita Upeksha			46%	9%	45%
Name of Sponsoring Body	The Yuen Yuen Institute			Year of Commencement of Operation		1962
Area Occupied by the School	About 6100 Sq. M	Religion		Buddhism		
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association		Yes	Student Union / Association	Yes
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets				50%
4Rs Mental Health Charter		-	Whole School Health Programme		Pledged School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Integrated Science (Biology, Chemistry, Physics (S.3)), History, Geography, Citizenship, Economics and Society (S.1-S.2), Life and Society (S.3), Putonghua, Chinese History, Computer Literacy, Buddhist Studies, Visual Arts, Music, Design and Technology, Home Economics, Physical Education, Moral and Civic Education, Project Learning (Chinese History, Geography and Economic Development)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	To increase opportunities for English language learning and enhance students' proficiency in English, our school fulfills the Fine-tuning of Medium of Instruction (MOI) arrangements by implementing extended English learning activities in Mathematics, Science, History and Geography for S.1-S.3 students.
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, History, Chinese History, Geography, Economics, Chemistry, Biology, Physics, Business, Accounting and Financial Studies, Visual Arts, Information and Communication Technology, Tourism and Hospitality, Physical Education, Physical Education (Elective), Mathematics (Module 1), Buddhist Studies (S.4-S.6), Ethics and Religious Studies, Applied Learning (Multimedia Storytelling, Western Cuisine, Everyday Japanese and Japanese Culture)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Integrated Science (Biology, Chemistry, Physics (S.3)), History, Geography, Citizenship, Economics and Society (S.1-S.3), Putonghua, Chinese History, Computer Literacy, Buddhist Studies, Visual Arts, Music, Design and Technology, Home Economics, Physical Education, Moral and Civic Education, Project Learning (Chinese History, Geography and Economic Development)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	To increase opportunities for English language learning and enhance students' proficiency in English, our school fulfills the Fine-tuning of Medium of Instruction (MOI) arrangements by implementing extended English learning activities in Mathematics, Science, History and Geography for S.1-S.3 students.
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, History, Chinese History, Geography, Economics, Chemistry, Biology, Physics, Business, Accounting and Financial Studies, Visual Arts, Information and Communication Technology, Tourism and Hospitality, Physical Education, Physical Education (Elective), Mathematics (Module 1), Buddhist Studies (S.4-S.6), Ethics and Religious Studies, Applied Learning (Multimedia Storytelling, Western Cuisine, Everyday Japanese and Japanese Culture)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$320	\$320	\$320
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$40					
Approved Charges for Non-standard Items	Approved Charges for non-standard items and air-conditioning: \$310 (S.1-S.5), \$240 (S.6)					
Other Charges / Fees	-					

Remarks

1. To provide appropriate teaching support, small class teaching is implemented in all core subjects in junior forms, allowing teachers to better address student diversity. 2. To foster senior form students' all-rounded development, students can enroll in Applied Learning subjects. Through these courses, students can learn job related skills and generic skills which are essential to them in career planning.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026). The admission criteria and weightings for S.1 DP are as follows: Academic performance 30%; Conduct and attitude 20%; Interview performance 30%; Extra-curricular activities and awards 10%; Involvement in voluntary services inside and outside school 10%.
Orientation Activities and Healthy Life
1.To assist Secondary 1 students in smoothly adapting to secondary school life, the "S1 Orientation Camp – Ideal Camp" is organized. Through a series of interactive experiences, students become familiar with the campus environment, make new friends, and gain an in-depth understanding of the school culture, rules and regulations, as well as various facilities and diverse learning resources before the school year begins, thereby enhancing their adaptability and sense of belonging. 2.To enrich students' summer learning experience, the "S1 Diverse Kick-start Programme" is offered, covering subjects and activities such as Chinese, English, Mathematics, fluid art, basketball, football, and STEAM creative projects. Conducted through interactive teaching methods, the programme aims to enhance students' language expression, mathematical logic, and teamwork skills. 3.Our school actively implements the "4Rs Mental Health Charter," adhering to a student-centered philosophy to comprehensively support students' physical and psychological development. 4.To ensure students have sufficient rest, the school has adjusted the start time of classes to 8:15 a.m., allowing students to engage in their studies with greater energy. 5.The school has specially established the "Sea of Stars Association" to serve as a bridge promoting communication among teachers, students, and parents. 6.To alleviate the travel burdens of cross-border students, our school provides complimentary shuttle bus services specifically for those commuting through the Shenzhen Bay, Huanggang, Futian, and Luohu ports, ensuring their safe and convenient arrival at school.

圓玄學院妙法寺內明陳呂重德紀念中學

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School Characteristics
School Management
School's Major Concerns: 1. Deepen career planning education to assist students in setting appropriate academic and career directions. 2. Strengthen positive psychology education to promote students' physical and mental health development. 3. Emphasize biliterate and trilingual learning in junior forms to enhance students' ability in language application.
School Management Organisation: 1. The School Administration Committee is established under the School Principal to formulate and implement school policies. 2. All school policies are implemented efficiently by Teaching and Learning, School Administration, School Development and Student Development.
Incorporated Management Committee / School Management Committee / Management Committee: 1. Incorporated Management Committee was established. The supervisor and the directors of our School Management Committee communicate closely with our principal to offer professional leadership to the school development and provide timely and strong support for our school. 2. The school board sets up an exclusive email address for all teaching staff to strengthen the communication.
School Green Policy: We cultivate students' awareness on environmental issues by integrating it into the formal curriculum and conducting extra-curricular activities.
Learning and Teaching Plan
Whole-school Language Policy: 1. Emphasize students' biliterate and trilingual abilities by arranging appropriate teaching activities across subjects and groups to enhance language skills and adequately prepare for future academic pursuits and employment. 2. Create an English learning environment by organizing various types of English learning activities to strengthen students' ability to use English. Activities may include an English Ambassador Program, English morning sharing sessions, busking performances in English, English Week, English Fridays, and movie appreciation sessions, all aimed at increasing opportunities for students to use English. 3. Make slight adjustments to the medium of instruction in junior forms, with different subjects implementing extended learning activities in English to boost students' confidence and interest in using English. 4. Collaborate between the English department and other subjects to jointly create an English learning environment that reinforces students' language foundations. 5. Allocate resources to support students' Chinese and Mandarin abilities by providing various platforms for students to showcase their skills in these languages.
Learning and Teaching Strategies: 1. Our school is student-centered and employs various measures at the school and subject levels to accommodate students' diverse learning needs and styles. 2. Core subjects (Chinese, English, and Mathematics) are taught using a grouping model aimed at enhancing students' classroom participation and confidence, thereby improving learning outcomes. 3. After-school programs such as "Junior Form Intensive Classes" and "Senior Form Tutorials" are organized to support students' learning and help them achieve better academic results. 4. There are various forms of cross-curricular collaboration among different KLAS, which organizes cross-subject learning activities to promote integrated or interdisciplinary knowledge and skills, enhancing students' interest and confidence in learning. 5. Our school has actively developed STEAM education and information technology learning to broaden students' knowledge base and improve their academic performance. 6. To assist talented students from cross-border families in seamlessly integrating into Hong Kong's education system, we offer a specialized "ACE Program." This program is taught in English by foreign and subject-specialized teachers, aiming to comprehensively enhance students' academic English proficiency and subject knowledge, thereby laying a solid foundation for their future development.
School-based Curriculum: 1. Electives: 2X and 3X. Senior form students can apply for Applied Learning(Multimedia Storytelling, Western Cuisine, Everyday Japanese and Japanese Culture). 2. Curriculum highlights: (1) To align with national development strategies and enhance students' understanding of the country's economic and trade development, a school-based project-based learning curriculum is designed for senior form students, covering Chinese cultures, History and Geography. (2) Enhancement classes are designed for senior form students, encouraging students to strive for excellence. (3) Buddhist Meditation lessons are established for senior form students so that they can experience peace of mind and achieve physical & spiritual growth. (4) Fully funded after-school tutoring is provided for students, along with a variety of language enrichment courses to better prepare senior form students for public examinations.
Major Renewed Emphases in the School Curriculum: 1. Establishing a flag-raising team to enhance students' appreciation of Chinese culture and their recognition of national identity. 2. Based on a "whole-school approach," the school provides comprehensive guidance and support to students. Depending on students' characteristics, growth stages, and social environment, we arrange appropriate services for those with different needs, including mental health seminars, sex education workshops, volunteer services, thematic activities, focus groups, and individual counseling. 3. The school has specially set up a counseling room themed "Oasis of the Soul," equipped with various board games, counseling books, and resources, providing students with a space to relax and relieve stress. 4. Extending "Learning through Reading": Reading classes are conducted in junior secondary and Secondary 4 levels. Classroom activities are designed based on the content of specified reading materials, integrating reading with classroom learning to create a diverse and interactive learning environment. 5. Promoting "Project Learning": Enhancing the content of humanities subjects, thematic project-based learning is established in junior secondary levels to deepen students' understanding of Chinese culture and historical and geographical knowledge. 6. Advancing STEAM education and information technology education: Developing more interdisciplinary STEAM courses under the project-based learning model, organizing STEAM Weeks, and enhancing the school-wide STEAM atmosphere through diverse activities. 7. In terms of information technology education, multiple funding programs have been successfully applied for, and an Information Technology Ambassador team has been established to improve students' technological proficiency and information literacy. 8. Optimizing gifted education: The language department organizes "Creative Thinking Writing Classes" to promote students' critical thinking and enhance their expression skills. 9. Strengthening the learning and teaching of Chinese as a second language: Developing a school-based Chinese language curriculum to enhance students' learning interest and confidence.
Life Planning Education: 1. Promote Vocational and Professional Education and Training (VPET), various workshops, seminars and visits have been organized to meet the different needs and interests of our students. 2. Talks and Sharing Sessions are offered to students, parents and teachers regularly so as to promote mutual understanding on students' career planning. 3. In collaboration with The Hong Kong Polytechnic University and The Wharf Group, students are provided with internships in universities and at work place. 4. Provide information on further education, support students in applying for local and mainland education, preparing them for further studies. 5. Teachers are provided with continuous training program to get the updated information of life planning. 6. Through the Dream Pursuit Program and the Dream Building Together Program, provide group and individual career counseling for students.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. The "Student-centred" curriculum has been compiled for junior form students, helping students build confidence in their learning. 2. We offer different tailored free tutorial classes for students with special needs, non-Chinese speaking students and the newly arrived students.
Whole School Approach to Integrated Education: 1. Our school implements a Whole School Approach to Integrated Education and establish a student support team to meet the developmental needs of students. 2. We utilize the "Learning Support Grant" and other resources to create programs for students with special educational needs, besides the school-based language support services, there is also externally purchased literacy training, and support services. 3. Chinese and English panel chairpersons serve as advisers to help design curricula and teaching strategies that accommodate diverse learning needs. 4. We regularly meet with the Education Bureau and educational psychologists, involving parents in developing Individual Education Plans. Teachers are encouraged to attend SEN training to enhance their skills. 5. We also use the "Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs" to employ a teaching assistant and make special exam arrangements for providing support to 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: 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.
Measures to Provide Adaptation for Learning and Assessment: 1. We enhance learning for students with special educational needs through tailored curriculum design, diverse teaching strategies, adjustments to homework and assessments special exam arrangements. 2. Adjustments are made to assessments to ensure students with special educational needs can fairly demonstrate their learning outcomes without an unfair advantage. 3. Adjusted exam papers for Chi. and Eng. classes are provided to boost motivation and confidence among students.

Home-School Co-operation and School Ethos
Home-School Co-operation: 1. The Parent-Teacher Association was established to facilitate effective communication between the school and parents. 2. Thanks to the dedicating participation of the Chairperson and committee members of PTA, several scholarships and security allowance have been set up to assist students with their academic and personal development. 3. Parents are enthusiastic about participating in school activities and facilitating the school development. Workshops focusing on communication skill and interest classes are provided for parents.
School Ethos: 1. Our school upholds a pure and honest ethos. Through year-level meetings and the dual class teacher system in junior forms, we comprehensively cultivate students' moral character and enhance their academic performance. 2. Each semester, the Sunshine Phone initiative strengthens communication between class teachers and parents, deepens the understanding of students, and fosters a joyful campus life. 3. The school implements various reward programs to promote the development of students' moral and affective domains, nurturing a positive and healthy attitude toward life. 4. Our school provides students with holistic learning opportunities. Through participation in diverse activities—including year-based, inter-house, major school events, and external activities—students boost their self-confidence and strengthen their sense of belonging.
Future Development
School Development Plan: 1. Deepen Career Planning Education. Assist students in setting appropriate academic and career goals. Students can choose suitable elective subjects in high school based on their interests and abilities, and access various information to enroll in appropriate bridging courses. They will have opportunities to learn about job information in the Greater Bay Area, helping them understand the knowledge, skills, and attitudes required for future work. 2. Strengthen Positive Education. Promote students' physical and mental health development. Enhance students' character education to cultivate correct values and establish a harmonious campus. Through various activities, improve students' resilience and coping skills, creating a positive value atmosphere in the school. Establish successful platforms for students to showcase their strengths. 3. Emphasize Biliterate and Trilingual Learning in Junior Forms. Enhance students' language application abilities. Provide diverse language learning curriculum and create a supportive language learning environment to inspire students' potential. Increase opportunities for students to use biliterate and trilingual skills, fostering their confidence and ability to express themselves.
Teacher Professional Training and Development: 1. Implement professional learning communities within the school to promote professional exchange among teachers. 2. Conduct open class observations to encourage mutual learning and communication among teachers, thereby enhancing teaching effectiveness. 3. Actively collaborate with the Education Bureau and universities to organize teaching and research activities, continuously developing innovative teaching strategies. 4. Launch a "Mentorship Program for Newly Joined Teachers" to strengthen the professional capabilities of new teachers and foster their professional development.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) 1. This year, three teacher-student bonding activities with different themes will be held to foster teacher-student relationships while providing a platform for students to showcase their talents. 2. Large-scale inter-class competitions will be organized during lunch breaks to strengthen class cohesion through interactive events. 3. All-round learning days have been incorporated into the formal curriculum and take place every Friday. With up to 50 interest groups covering academic subjects, hobbies, sports, arts, uniformed teams, and other categories, these activities aim to develop students' multiple intelligences. 4. Overseas learning programs continue to be developed, facilitating diverse exchange activities with students from different regions—from Mainland to various countries. These initiatives help students learn about different cultures, further education opportunities, and unique developments around the world, broadening their horizons.
School Facilities
Number of Classroom(s): 29
School Facilities: 1. Dedicated to fostering an excellent learning atmosphere, the school actively allocates resources to continuously optimize campus facilities. These include renovating the covered playground, adding a fitness room and a mobile stage; transforming student recreational spaces; and establishing a Chongde Chinese Medicine Garden, an AI and Language Learning Zone, a multimedia art gallery, and an indoor 3-on-3 basketball court. 2. The school is equipped with 29 well-appointed classrooms, over 10 specialized rooms, 3 conference rooms, an independent auditorium, a 309 multi-purpose activity room, an electronic library, a multimedia teaching center, 3 computer labs, an information technology control room, multi-purpose classrooms, and elevators. 3. All classrooms are air-conditioned and equipped with computer projectors and visualizers. 4. The large auditorium with a massive LED display and the versatile multi-purpose activity room provide an ideal setting for various learning and activities.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
The school is committed to securing resources to motivate students to strive for excellence. Multiple scholarships and bursaries are available to reward outstanding performance in various fields. Details of specific scholarships are as follows: 1. The "Project WeCan" offers HK\$100000 to students who proceed to university, covering tuition fees for four years. 2. The "Hong Kong Buddhist Association Wing Yi Scholarship" awards HK\$50000 per student. 3. The "Striving for Excellence Incentive Scheme" provides HK\$5,000 per student. 4. The "Chan Lui Chung Tak Outstanding Student Scholarship" grants HK\$1,000 per student. 5. Additional scholarships, such as the "Alumni Association Scholarship" and the "Parent-Teacher Association Scholarship," are also available to recognize students' outstanding academic and non-academic achievements. Exchange Programs: 1. Yuen Yuen Institute sponsors annual overseas educational exchanges for students of our school, as well as students from Buddhist Association Hong Kong Yuen Yuen Institute First Secondary School, Second Secondary School, and Third Secondary School, broadening their horizons.
Direct Public Transportation to School
Bus: 69M/X, 264M, 269B/C/D, 276A, E34, 969; LRT: 761P, 705, 706.