



妙法寺劉金龍中學

Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery

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School Mission

Based on Buddha's teaching of relief through mercy and compassion, the mission of the school is to implement moral and educational programmes. Thus, the school aims to nurture the all-round development of students so that they develop a positive attitude towards life and become active, responsible and contributing members of society.

School Information

Supervisor / Chairman of School Management Committee	Mr. NG Choi Wah M.H.		
Principal (with Qualifications / Experiences)	Ms. WONG Mei Chu (B.Ed. (English Education (1st Class Honours)), M. Ed., Cert. of Principalsip, Chief Executive's Awardee for Teaching Excellence (English KLA))		
School Type	Aided	Student Gender	Girls
School Motto	Realizing Buddha Nature through Mind Enlightenment		
Name of Sponsoring Body	Miu Fat Buddhist Monastery		
Area Occupied by the School	About 6000 Sq. M	Religion	Buddhism
Parent-Teacher Association	Yes	Past Students' Association / School Alumni 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	
4Rs Mental Health Charter	Yes	Whole School Health Programme	

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	57	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	81%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	36%	
Special Education Training	33%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
31%	16%	53%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	S.1: Chinese Language, Chinese History, Buddhist Studies and Society, Citizenship, Economics and Society, Putonghua, Visual Arts, Music S.2: Chinese Language, Chinese History, Buddhist Studies and Society, Citizenship, Economics and Society, Putonghua, Visual Arts, Music S.3: Chinese Language, Chinese History, Buddhist Studies and Society, Citizenship, Economics and Society, Visual Arts, Music
	English as the Medium of Instruction	S.1: English Language, English Literature, Integrated Humanities (History and Geography Components), Integrated Science S.2: English Language, English Literature, Integrated Humanities (History and Geography Components), Integrated Science S.3: English Language, English Literature, Integrated Humanities (History, Geography and Business and Financial Literacy Components), Science (Physics, Chemistry, Biology)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	S.1: Mathematics, STEM, Technology and Living, Computer Literacy, Physical Education S.2: Mathematics, STEM, Technology and Living, Computer Literacy, Physical Education S.3: Mathematics, Technology and Living, Computer Literacy, Physical Education
S.4 - S.6	Chinese as the Medium of Instruction	Chinese History, Chinese Language, Chinese Literature, Music, Visual Arts, Ethics & Religious Studies, Arts Education
	English as the Medium of Instruction	English Language, Mathematics Extended Part Module 1, Mathematics Extended Part Module 2, Geography, History, Physics, Chemistry, Biology, Information and Communication Technology, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Citizenship and Social Development, Economics, BAFS (Accounting), Japanese, French, Korean, Basic Chinese Language

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	S.1: Chinese Language, Chinese History, Buddhist Studies and Society, Citizenship, Economics and Society, Putonghua, Visual Arts, Music S.2: Chinese Language, Chinese History, Buddhist Studies and Society, Citizenship, Economics and Society, Putonghua, Visual Arts, Music S.3: Chinese Language, Chinese History, Buddhist Studies and Society, Citizenship, Economics and Society, Visual Arts, Music
	English as the Medium of Instruction	S.1: English Language, English Literature, Integrated Humanities (History and Geography Components), Integrated Science S.2: English Language, English Literature, Integrated Humanities (History and Geography Components), Integrated Science S.3: English Language, English Literature, Integrated Humanities (History, Geography and Business and Financial Literacy Components), Science (Physics, Chemistry, Biology)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	S.1: Mathematics, STEM, Technology and Living, Computer Literacy, Physical Education S.2: Mathematics, STEM, Technology and Living, Computer Literacy, Physical Education S.3: Mathematics, Technology and Living, Computer Literacy, Physical Education
S.4 - S.6	Chinese as the Medium of Instruction	Chinese History, Chinese Language, Chinese Literature, Music, Visual Arts, Ethics & Religious Studies, Arts Education
	English as the Medium of Instruction	English Language, Mathematics Extended Part Module 1, Mathematics Extended Part Module 2, Geography, History, Physics, Chemistry, Biology, Information and Communication Technology, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Citizenship and Social Development, Economics, BAFS (Accounting), Japanese, French, Korean, Basic Chinese Language

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	-	-	-	\$370	\$370	\$370
Parent-Teacher Association Fee	\$300 (one-off payment upon admission)					
Student Union / Association Fee	\$8					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

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). a. Academic achievement and English proficiency (50%) b. Participation and performance in extra-curricular activities, conduct and comment (20%) c. Interview performance (30%)
Orientation Activities and Healthy Life
The school provides a summer bridging course for newly admitted students to help them prepare for the new curriculum, improve study skills, and adapt to the new learning environment. The course features low-structure adventure activities to promote class teachers' understanding of students and enhance teamwork among classmates. The program also includes an orientation day for parents to foster home-school collaboration. The Values Education Committee designs a wide range of activities beneficial to students' physical, mental, and spiritual well-being. We encourage students to actively participate in volunteer services and engage with the community, helping them gain deeper insights into what constitutes a fulfilling life. Additionally, our Daily Lunchtime Mindfulness Broadcast (Wellness Radio) not only shares health and wellness information but also provides a platform for students to discuss challenges and personal experiences during their growth, supplemented by mindfulness meditation training to comprehensively support their mental and spiritual health. The team also organizes numerous field trips and off-campus internship programs to guide students in developing social awareness and a global perspective.

School Characteristics
School Management
School's Major Concerns: Concern 1: Learning and Teaching Design cross-disciplinary learning to provide a broad and balanced learning experience that helps students grow in competitive environments. Concern 2: Student Development Foster students' whole-person development through effective stakeholder engagement & whole-school approach.
School Management Organisation: School policies are supervised by the Incorporated Management Committee, School Council and Staff Meetings formulate policies which are implemented by various departments. The Principal, Vice Principals, School Council and various committees/departments always review the effectiveness of daily work and collect opinions from stakeholders that best meet the needs of the school and students.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee is composed of representatives from the sponsoring body, an independent manager, a teacher manager, an alumni manager and a parent manager.
School Green Policy: The Green Challenge undertakes to heighten students' awareness of environmental protection and foster an environmentally friendly lifestyle. The organic farm on the rooftop is a major school-wide initiative and a joint effort with different external organizations, our awarded students in different green programs, and our Green ambassadors, to promote green school practices the 3R's: Reduce, Reuse and Recycle. Photovoltaic solar panels are being installed on rooftops to harvest sunlight for electricity.
Learning and Teaching Plan
Whole-school Language Policy: Our School focuses a lot on language learning. We have successfully built a good English learning atmosphere. To echo the policy of the HK Government to develop HK as a regional educational hub, our school has an exchange and immersion programme for international students to provide a multi-cultural and global outlook for students. Our school believes that best education can only be achieved when students are taught in a way that produces the best learning effectiveness. Our students' biliterate and trilingual abilities are always our prime concern. At their admission into the school, students will be arranged to learn in languages suitable for them in areas that exhibit higher-level thinking skills, real-world experiences and applications based on their language proficiency, related subject performance and parents' preferences. Nurturing the all-round development of students and producing biliterate and trilingual professionals have long been our missions. Our school has a long tradition of active participation in the HK Schools Speech Festival and has been making every endeavour to explore and stretch our students' potential in English speaking skills. Moreover, our Drama Team participated in inter-school drama competitions and got excellent results.
Learning and Teaching Strategies: The school, centred on an English-language teaching environment and Buddhist values, adopts diverse strategies to enhance learning and teaching effectiveness. It integrates interdisciplinary learning into daily life, combining STEM education with school-based curricula and utilizes the new library, Virtual Reality Room and STEM Room to foster innovation. Teachers collaborate on lesson planning, staying updated with the latest teaching methods to support students of varying academic levels. The school implements differentiated instruction to strengthen language and mathematical foundations while offering enrichment programs for high-potential students. Through an internal talent bank system, the school identifies students excelling in various domains, enabling them to participate in external academic competitions. For instance, in the 2025 Hong Kong School Elite Competition, students achieved 32 gold, 40 silver, and 32 bronze awards, earning the school the Academic Excellence Award, and LKL Girls are consistently recognized as outstanding students in the New Territories and Tuen Mun District. In the pursuit of promoting the strategic learning ethos, our self-challenging section in assessment and self-study package in different subject deliver more than just textbook knowledge to our students. We foster a good learning habit awareness through post-assessment's perseverance class, note-making and data-analysis strategies alongside with student's learning portfolio. Collaborative learning is another key feature of the curriculum, in common with the self-reflective approach to peer teaching and learning. We provide a variety of language programs which cater different interests, life planning styles and career's concerns among our students. For instance, we have Korean, Japanese, Spanish, and German courses for our students; Ethics and Religious Studies are offered to our senior form students with an emphasis on how Buddhist wisdom can be applied to healing psychological imbalance, and address questions that arise for them via meditation practice.
School-based Curriculum: 1. Electives: 2X, 3X and 4X. Our school offers 13 elective subjects in senior secondary. 2. Curriculum highlights: In Junior Secondary, we have established the school-based Citizenship, Economics and Society, Buddhist Studies and Society, English Literature, Technology and Living and STEM curriculum. We also emphasize "6 years in 1 curriculum" to build close cohesiveness between the curriculum of junior secondary and senior secondary. For example, we offer Business and Financial Literacy in F.3. Students grasp the essence of the content, skills and requirements of the senior secondary curriculum at an earlier stage. We believe this can help them in their subject selection and preparation for further studies.
Major Renewed Emphases in the School Curriculum: We take cultivation of the Seven Learning Goals of Secondary Education: A holistic and integrated education based on Buddhist teaching and 12 Priority Values and Attitudes to our students so that they become well-rounded, knowledgeable and compassionate women of excellence. Our students are sensitive towards beauty, thus encompassing music competition for aesthetic enjoyment.
Life Planning Education: Our school upholds the ENGINE initiative for students, which focuses on five key components: Exploring, Nurturing, Goal Setting, Involvement, and Nexus. This initiative aims to empower students to take charge of their futures by providing them with the tools and resources necessary for personal and academic growth. Additionally, the school hosts workshops centered around VASK (Values, Attitudes, Skills, and Knowledge) in the aim to foster a supportive environment that encourages students to explore their potential and set meaningful goals. There are also other activities to assist students in understanding themselves in relation to their strengths and weaknesses, personalities and values through various activities, including life planning workshops, career exploration activities, career talks, mock interviews, summer internship programmes, self-portfolio building via big-data and alumni mentoring scheme. We provide students with information on educational and vocational training opportunities so that students may reach an informed and rational decision in their choice of further education and career.
Student Support
Whole School Approach to Catering for Learner Diversity: "Dual Class Teachers" is implemented from F.1 to F.3 to provide comprehensive support for students. Gifted Education for higher academic achievers: 1. Provide enrichment courses after school, on Saturdays and during long school holidays in order to enhance students' capabilities. 2. Encourage students to participate in a variety of competitions and international examinations so as to broaden their horizons and boost their confidence. 3. A Gifted Education Team has been established. They nominate students to attend training and courses offered by The Hong Kong Academy for Gifted Education and other organizations. Supporting measures for students in need: After-school remedial classes in lower forms for English Language, Chinese Language and Mathematics.
Whole School Approach to Integrated Education: The Gifted Education Team, composed of class teachers, subject representatives, and the Careers Master, alongside experts from external organizations, aims to provide comprehensive support to our students. Our school believes in the potential of every individual, and thus, we are committed to nurturing their talents and abilities through a multifaceted approach in every Key Learning Area, together with professional insights from Special Educational Needs Coordinators and Special Educational Needs Support teachers with an aim to equip themselves with self-directed learning abilities. By integrating the expertise of every team and department in our school and external organization, we ensure that students receive tailored guidance and resources that address their unique needs. To maximize each student's potential, The Student Development Committee, Student Support Team and the Life Planning Committee develop personalized initiatives that align with their interests and talents, including buddy scheme, advanced coursework, enrichment activities, and opportunities for independent research projects. Our aim is to create a caring culture in our school, teach students to embrace social inclusion and implement life planning.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; and organising activities to create an inclusive learning environment in the school. We have been promoting trilingualism and biliteracy aiming at nurturing students' talents and proficiency at both English and Chinese.
Measures to Provide Adaptation for Learning and Assessment: There are two examinations and one uniform test every year. Students' daily performance is also part of the assessment. The mode is diversified.

Home-School Co-operation and School Ethos
Home-School Co-operation: The Parents-Teachers Association (PTA) aims to strengthen the connection and communication between the school and parents so that both may work together for students' development. Apart from holding activities, the PTA offers scholarships as an encouragement to students who have excellent academic results or to students who have made significant improvement. The PTA also provides needy students with financial assistance.
School Ethos: As the only subsidized girls' school in the northwest New Territories, our school has a history of 50 years. We are renowned for having a fine ethos and endeavouring to provide opportunities for students to develop their potential.
Future Development
School Development Plan: We implement the 2025-2028 Development Plan with the following major concerns: 1. Learning and Teaching: Design cross-disciplinary learning to provide a broad and balanced learning experience that helps students grow in competitive environments. 2. Student Development: Foster students' whole-person development through effective stakeholder engagement & whole-school approach.
Teacher Professional Training and Development: Our School has a strong belief in teacher development leading to quality education of our students. Accordingly, Principal's retreat, mentoring, co-teaching and co-learning through lesson-sharing, lesson observation and lesson study will provide the platform for sharpening teaching skills. This year, we collaborated with The University of Hong Kong, investigating pedagogy on developing curriculum materials to enhance teaching Science Education key learning area in the English medium. Apart from school-based support given by the EDB for English and Mathematics panels, and whole-person mindfulness development day, our teachers are being awarded and invited by the EDB and various universities as guest speakers on different occasions.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Learning at our school extends beyond the classroom. The school promotes the "One Student, One Activity" program, requiring students to participate in at least one external competition or activity annually to broaden their horizons. All Form 1 students must learn a musical instrument, taught by professional music instructors. The school offers English drama, dance, and various sports training to allow students to showcase their talents while boosting confidence and communication skills, complementing classroom learning. Additionally, the school organizes multiple overseas exchange programs each year, including Chinese, English, and STEM study tours, as well as leadership training camps. Emphasizing leadership development combined with Buddhist compassion, the school fosters empathy and responsibility through volunteer activities and civic education, promoting holistic growth. Beyond regular service learning, our students have received the Caring Action Award for three consecutive years. The flag-raising team has swept all awards in the Hong Kong Flag Guard Competition and has been responsible for the Tuen Mun District National Day flag-raising ceremony for two consecutive years. Additionally, the rare teams in girls' schools, such as dragon boat team, lion dance team, and martial arts team deeply cultivate students' resilience.
School Facilities
Number of Classroom(s): 25
School Facilities: The school has a canteen, discussion corners, School History Gallery, Rooftop Organic Garden, a Meditation Room, Library 2.0, a multi-media learning centre, Wellness Corner, VR Centre, a STEM learning centre, a Campus TV room, laboratories, a Home Economics room, a Music room, a Visual Arts room, a student activity centre, an English corner, a Students' Council service centre and lunch box warming cabinets. Learning with tablet computers is supported by a Wi-Fi network covering the whole school.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and Accessible toilet.
Others
For the awards, please refer to the school website.
Direct Public Transportation to School
KMB Bus: 53, 63X and 68A; LRT: 610, 614, 615 and 751; Mini-bus running between Kowloon and Yuen Long.