



香海正覺蓮社佛教馬錦燦紀念英文中學 HHCKLA Buddhist Ma Kam Chan Memorial English Secondary School

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School Mission

Through Buddhist education, we strive to help students to realize the good nature they are endowed with. This will guide them to purify their thoughts and properly conduct themselves in speech and behaviour, nurturing them to become well-adjusted, courteous and sincere members of society.

School Information

Supervisor / Chairman of School Management Committee	Mr. Ho Tak Sum BBS, MH		
Principal (with Qualifications / Experiences)	Mr. Fong Iek Leong (B.A., M.A. (HKU); M.Ed., PGDE (CUHK))		
School Type	Aided	Student Gender	Co-ed
School Motto	Purifying our thoughts and properly conducting ourselves in speech and behaviour with endowed good nature and self-awareness.		
Name of Sponsoring Body	Heung Hoi Ching Kok Lin Association		
Area Occupied by the School	About 8277 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	Action School

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	69	
Total Number of Teachers in the School	73	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	84%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	45%	
Special Education Training	69%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
24%	14%	62%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics*, Citizenship, Economics and Society (F.1,F.2), Life and Society (F.3), Chinese History, History, Buddhist Studies, Putonghua, Computer Literacy, Music, Visual Arts, Home Economics (F.3), Physical Education
	English as the Medium of Instruction	English Language, Science, Geography (F.1, F.2), Integrated Humanities (F.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, History, Chinese Literature, Visual Arts, Ethics and Religious Studies, Information and Communication Technology, Health Management and Social Care, Tourism and Hospitality Studies, Buddhist Studies#, Physical Education *#, Life Education#, Life Art and Voluntary Services#, Music and Art #, STEM# (#Non-HKDSE Subjects. * Some students take HKDSE)
	English as the Medium of Instruction	English Language, Physics, Biology, Chemistry, Business, Accounting and Financial Studies, Economics, Geography, Mathematics Extended Part: Modules 2, English Communication and Drama# (#Non-HKDSE Subjects)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics: Compulsory Part

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics*, Citizenship, Economics and Society, Chinese History, History, Buddhist Studies, Putonghua, Computer Literacy, Music, Visual Arts, Home Economics (F.3), Physical Education
	English as the Medium of Instruction	English Language, Science, Geography (F.1, F.2), Integrated Humanities (F.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, History, Chinese Literature, Visual Arts, Ethics and Religious Studies, Information and Communication Technology, Health Management and Social Care, Tourism and Hospitality Studies (S.4, S.5), Buddhist Studies#, Physical Education * #, Life Education#, Life Art and Voluntary Services#, Music and Art#, STEM# (#Non-HKDSE Subjects. * Some students take HKDSE)
	English as the Medium of Instruction	English Language, Physics, Biology, Chemistry, Business, Accounting and Financial Studies, Economics, Geography, Mathematics Extended Part: Modules 2 (S.4, S.5), English Communication and Drama# (#Non-HKDSE Subjects)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics: Compulsory Part

Class Structure & Chargeable Fees (2025/2026)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	School-based development reserve: \$300 (F.1-F.5), \$150 (F.6)					
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). Admission criteria and weightings for DP: academic results 30%, extra-curricular activities 15%, conduct and attitude 25%, interview performance 30%
Orientation Activities and Healthy Life
In order to let the Form 1 students to adapt to a new school life and enjoy the learning and all-round activities as soon as possible, our school organizes an English bridging course in the summer holiday, some orientation counselling programmes and parents' day for all new students before the commence of the school year. In the post-epidemic situation, in order to strengthen positive education and improve students' physical, mental and spiritual health, our school has successfully applied for \$900,000 from the Anti-drug Fund, and will implement school-based activities. Helping students establish positive attitude, strengthening the ability to resist adversity, establishing a healthy lifestyle and creating a healthy and positive culture are the targets.

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School Characteristics
School Management
School's Major Concerns: 1. To enhance learning and teaching effectiveness and arouse students' learning motivation. 2. To cultivate teachers' and students' physical, mental and spiritual health literacy and build a positive healthy lifestyle.
School Management Organisation: Buddhist education, enthusiasm and acceptance characterize our school management. We delegate authority and responsibilities to core management units, which devise appropriate policies collaboratively to ensure their suitability for students' needs.
Incorporated Management Committee / School Management Committee / Management Committee: Our Incorporated Management Committee was established in June, 2007, with 9 members from our sponsoring body, 2 teachers, 2 parents, an alumnus, 2 independent committee members and the principal.
School Green Policy: 1. Foster a whole-school approach to collaboratively build a green school. 2. Reinforce the environmental protection culture and atmosphere within the school to nurture students' care and appreciation for the environment. 3. Integrate environmental protection messages into all facets of the school's operations and learning experiences. 4. Empower students to understand and adopt eco-friendly behaviors to minimize their environmental impact
Learning and Teaching Plan
Whole-school Language Policy: 1. Students in senior forms learn either in Chinese or English depending on their ability. 2. Students can have their English proficiency and confidence heightened through various enrichment programs/ activities funded by the 3.3 million-dollar Language Fund. Our teachers were invited by Hong Kong University and EDB to share our English Bridging Program design, which is highly commended. 3. In response to the fine-tuned MOI arrangements, Science, Geography and Integrated Humanities are taught in English for all junior classes, with teaching, homework and assessments all in English to facilitate students' learning of these two disciplines at the senior levels. 4. Our Language Across Curriculum and Reading Promotion Committee organizes cross-curricular learning activities and promotes reading, so that our students may enjoy an English learning environment and have good reading habits.
Learning and Teaching Strategies: 1. To further enhance our teaching quality, we implement small class teaching and group lesson preparation schemes to cater for individual differences. We lay great emphasis on homework quality and submission punctuality. Students with homework problems are required to attend the after-school homework guidance class. 2. Students' high order thinking skills are developed through a step-by-step approach to promote our project learning and reading schemes. 3. We strive to provide a balanced curriculum, emphasizing students' gradual development and exposure to various learning experiences. 4. Reading culture is promoted through a whole-school approach, including the Morning Reading Scheme and regular teachers' sharing. 5. With teachers' anticipation of their public exams performance, students are further motivated to work with attainable goals. Students' learning experiences are extended and intensified strategically through careful grading and design of activities. 6. We emphases "Self-directed learning" This motivates students to get goals and have academic development.
School-based Curriculum: 1. Electives: 2X and 3X. Students may take 2 or 3 electives. We also provide school- based 'other learning experiences' to broaden students' horizons and better prepare them for further studies. F.6: 2 electives 2. Curriculum highlights: The major objective guiding the design of the Science and Integrated Humanities curricula is to help enhance students' English proficiency and match their language needs at the NSS levels. Our school started STEAM program for junior form students in 2024, focusing on developing problem-solving skills, creativity and teamwork.
Major Renewed Emphases in the School Curriculum: 1. Project Learning: Starting from junior forms, students will have their project learning skills fostered and horizons widened systematically. The provision of an annual 2-day Project Learning Activity enables each form to focus more intensively on Key Learning Areas, including Personal Social and Humanities; Science; Mathematics; Chinese; English and Mainland exchange. Among these, our project on Humanities and the design of the F.6 Chinese lessons helped us win the Merit Prize regarding Curriculum Design offered by the Laws Foundation. 2. Learning While Reading: Our Morning Reading Scheme has been implemented since 2001, with a comprehensive record and assessment system and the inclusion of on-line news discussions as well as teachers and Reading Ambassadors' sharing. 3. National and Value education: Cultivating students' proper values both inside and outside the classroom, helping them become citizens of good character and responsible members of the nation. 4. Engaging in interactive learning through information technology. There are a virtual reality creative learning center, an immersive reality cave, two STEAM rooms, and a available for students to use. Classrooms are equipped with large interactive electronic display screens.
Life Planning Education: A. Our goal is to see all students, irrespective of their abilities, orientations and levels of study, being able to: 1. understand their own career/academic aspirations; 2. develop positive attitudes towards work and learning; 3. connect/integrate their career/academic aspirations with/into whole-person development and life-long learning; and 4. utilize the acquired knowledge, skills and attitudes whenever necessary. B. Mainland universities study tours are held every year to help students understand the study pathways in the Mainland and foster their positive learning attitudes.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. An "English Ambassadors Scheme" has been implemented to let teachers and the English ambassadors join hands to enhance Form One students' English Proficiency. 2. After-school Chinese, English and Mathematics tutorials are provided for academically weaker and average students. 3. We organize elite training programme for elite students 4. Small class teaching is offered across Form 1 to 3 levels. 5. Form 1 to 4 repeaters have their foundations strengthened through attending tailor-made summer classes. 6. After-school tutorials for F.4 to F.6 classes by all subjects is systematically coordinated by school.
Whole School Approach to Integrated Education: Our school is dedicated to establishing an inclusive and caring campus through the " the Whole School Approach " to support students with special educational needs, providing them with diversified support services to enhance their learning effectiveness. The members of the "Student Support Team" include the Vice Principal, Special Educational Needs Coordinator, teachers who have received special education training, counselors, and educational psychologists. Special Educational Needs Coordinator and the educational psychologists provide training and support for teachers regarding students with special educational needs. Additionally, our school flexibly utilizes the "Learning Support Grant" in conjunction with other resources to hire additional staff (including counselors) and purchase professional services such as speech therapy, attention training groups, social groups, and reading and writing skills training groups to support students. Our school also provides IEP for those in need. Counselors and teachers communicate with parents regularly.
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; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: Both traditional summative assessments and formative assessments regarding performance in homework, learning attitude, reading and activities are adopted to facilitate learning.

Home-School Co-operation and School Ethos
Home-School Co-operation: We keep constant contact with parents, discussing issues concerning students' academic progress and personal growth. To be successful, all-round education requires mutual understanding between school, parents and students and this is achieved through our annual parents' days and Parents-Teacher Association activities. With both teachers and parents working collaboratively and enjoying good relations, students' well-being and welfare will be enhanced much more effectively. Our school implements the Parent Education (Secondary School) (Secondary Framework) : "Understanding of Adolescent Development", "Promotion of Healthy, Happy and Balanced Development of Adolescents", "Promotion of Parents' Physical and Psychological Well-being" and "Fostering Home-school Co-operation and Communication", we continue our 'Parents' Class Scheme', lectures, workshops and the 'Parent Education Award Scheme' to promote the Four core areas, to encourage parents to participate in various school activities.
School Ethos: We believe that all students are endowed with self-awareness and great potentials and properly nurtured, they all can appreciate the width and depth of their life. To realize this, we implement the Living with Stamina Scheme to help them become self-disciplined and all-round individuals.
Future Development
School Development Plan: 1. Improving learning and teaching standards, arousing learning motivation, and enhancing learning effectiveness. 2. To cultivate teachers' and students' physical, mental and spiritual health literacy and build a positive healthy lifestyle. (For details, please refer to the "Three-Year Development Plan" and "Annual School Plan" on our school website.)
Teacher Professional Training and Development: Developing professionalism based on students' needs and teachers' professional growth.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
According to Values Education, Physical and Aesthetic Development, Intellectual Development, Community Services, Career Related Experiences and Religion Aspect, we have set more than 52 related clubs. Different learning experiences can take place outside the classroom in different contexts and different organizations may offer related learning opportunities. It helps students achieve the aims of whole-person development and enables whole-person development and enables them to develop the life long learning capabilities are needed in our ever-changing society.
School Facilities
Number of Classroom(s): 34
School Facilities: In September 2004, with the completion of the new annex, our facilities have reached the millennium standards. These include a student activity centre, a reading room, a computer-assisted learning room, a English room, a conference room, a STEM Lab and a newly-established 200-seat Multipurpose room for students' revision after school. All indoor venues are air-conditioned and equipped with a computer network, multi-media computers, projectors and visualizers. In 23-24, we established a new "Virtual Reality Creative Learning Center" and some multi-purpose rooms on the 7th floor for the development of STEAM and e-learning. These new facilities also provide students with a high-quality learning environment.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift, Accessible toilet, tactile guide path and accessible public information / service counter.
Others
1. Providing the BMKC Fund for High-achievers to enable outstanding students to join cross-border activities and related training courses. 2. Offering scholarships to students with outstanding performances in the academic or OEA aspects.
Direct Public Transportation to School
KMB: 261 , 673 , 70K , 70R , 73B , 78K , A43 , N78 , 270C , 270R , 277A , 277X , 278A , 278K , 279X , 673A , A43P , E43 Minibus: 56K, 55K, 52K, 52A, 54A, 54K, 56A, 501K, 501A