



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 MH	
Principal (with qualifications / experiences)	Mr. Fong Iek Leong (B.A., M.A. (HKU); M.Ed., PGDE (CUHK))	
School Type	Aided	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
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association
Incorporated Management Committee	Established	Percentage of school supervisor and managers fulfilling the training targets

Teaching Staff Information (including School Head) in the 2023/2024 School Year

Number of Teaching Posts in the Approved Establishment		69
Total Number of Teachers in the School		71
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education		93%
Bachelor Degree		100%
Master / Doctorate Degree or above		49%
Special Education Training		51%
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	>= 10 years
21%	9%	70%

Subjects Offered in the 2023/2024 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Mathematics*, Life and Society, Chinese History, History, Buddhist Studies, Putonghua, Computer Literacy, Music, Visual Arts, Physical Education
	English as the medium of instruction	English Language, Integrated 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, Mathematics (S.6), 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), Mathematics Extended Part: Modules 2 (S.6), Buddhist Studies#, Physical Education#, Life Education#, Life Art and Voluntary Services#, Music and Art #, STEM# (#Non-HKDSE Subjects)
	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 (S.4, S.5)

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2024/2025 School Year

S.1 – S.3	Chinese as the medium of instruction	Chinese Language, Mathematics*, Life and Society, Chinese History, History, Buddhist Studies, Putonghua, Computer Literacy, Music, Visual Arts, Physical Education
	English as the medium of instruction	English Language, Integrated Science, Geography (F.1, F.2), Integrated Humanities (F.3)
	Adopt different medium of instruction by class or by group / school-based curriculum	-
S.4 – S.6	Chinese as the medium of instruction	Chinese Language, Mathematics (S.6), 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), Mathematics Extended Part: Modules 2 (S.6), Buddhist Studies#, Physical Education#, Life Education#, Life Art and Voluntary Services#, Music and Art#, STEM# (#Non-HKDSE Subjects)
	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 different medium of instruction by class or by group / school-based curriculum	Mathematics: Compulsory Part

Class Structure & Chargeable Fees (2023/2024)

* 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

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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 2024). 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 in 23-24 and 24-25. 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.

School Characteristics
School Management
School's Major Concerns: 1. Strengthening the learning of our country’ s history and development; holistically instilling a sense of national identity into students and nurturing them into patriotic and law-abiding citizens. 2. Caring for students’ physical and psychological development; enhancing their positive mind, resilience, optimism and proactiveness.
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: There are different measures to reinforce the concepts of environmental protection and healthy living environment. To practise low-carbon living and help reduce greenhouse gas emissions, we minimize the use of air-conditioning during the first lesson and ensure adequate ventilation. Students regularly help tidy up the classrooms and recycle waste. We aim to guide them to make the school campus greener collaboratively. Solar energy generation systems have been installed on rooftops of our school under the programme, Solar Harvest, to promote the development of local renewable energy. In addition, our school has joined the “Whole School Health Programme ” to improve the physical, mental and social health of our students.
Learning and Teaching Plan
Whole-school Language Policy: Students in senior forms learn either in Chinese or English depending on their ability. 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. In response to the fine-tuned MOI arrangements, Integrated 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.
Learning and Teaching Strategies: To further enhance our teaching quality, we implement small class teaching and group lesson preparation schemes to cater for individual differences. Students' high order thinking skills are developed through a step-by-step approach to promote our project learning and reading schemes. We strive to provide a balanced curriculum, emphasizing students' gradual development and exposure to various learning experiences. We lay great emphasis on homework quality and submission punctuality. Students with homework problems are required to attend the after-school homework guidance class. 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. Reading culture is promoted through a whole-school approach, including the Morning Reading Scheme and regular teachers' sharing.
School-based curriculum: 1. Electives: 2X and 3X. F.4, F.5: 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 Integrated Science and Integrated Humanities curricula is to help enhance students' English proficiency and match their language needs at the NSS levels.
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 Further studies in Mainland China and visit to sister school. 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. Moral and Civic Education: Life education lessons are part of our regular timetable and the whole school focuses on a thematic moral topic every year. 4. Using IT for Interactive Learning: All classrooms are equipped with computers and projectors. Our Stem Lab and computer center provide 45 computers each. Students may also enjoy the computer services in the library.
Life Planning Education: 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) utilise the acquired knowledge, skills and attitudes whenever necessary.
Student Support
Whole School Approach to Catering for Learner Diversity: An "English Ambassadors Scheme" has been implemented to let teachers and the English ambassadors join hands to enhance Form One students' English Proficiency. After-school Chinese, English and Mathematics tutorials are provided for academically weaker and average students. Small class teaching is offered across Form 1 to 3 levels. Form 1 to 4 repeaters have their foundations strengthened through attending tailor-made summer classes. 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, variety night shows 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. To further enhance home-school cooperation and communication, we use eclass system for all parents to inform them of latest school news and announcements. We continue our 'Parents' Class Scheme' to promote the concept of 'Positive Education' , so that parents and children have more positive beliefs by joining lectures and workshops. In addition, the 'Parent Education Award Scheme' is implemented 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. Strengthening the teaching of Information Technology. Our school has established 2 STEM laboratories and a Computer Room. 2. Provision of the STEM subject at senior forms to let students learn about Python Programming, circuit diagrams, Microbit, Arduino, drone programming, laser cutting machines and so on. 3. Provision of a 75-inch interactive TV in all classrooms to match teaching needs through the Quality Education Fund. 4. Providing Form One new comers and needy students with tablets through the Community Care Fund. 5. Visits and exchange trips to mainland are provided to all S.4 and S.5 students to enhance their national identity and the knowledge of recent development in our country.
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.)
More than fifty extra-curricular activities, categorized into the areas of 'academic enhancement', 'hobbies', 'physical education and art', 'services' and 'religion', are available for students to enrich their school life. Form activity days and activities which are cross/ co-curricular or subject-oriented in nature are held regularly. Besides, All-round Education periods and OLE Day are provided for students to acquire other learning experiences.
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: 70K, 73B, 78A, 78K, 79K, 270C, 278P, 278A, 278K, 277X, 279X, 373 Minibus: 56K, 55K, 52K, 52A, 54A, 54K, 56A, 501K, 501A