



佛教葉紀南紀念中學
Buddhist Yip Kei Nam Memorial College
Cheung Ching Estate Tsing Yi
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School Mission

In line with the spirit of Buddhist education, to meet the needs of the times, we provide students with a sound learning environment and balanced education opportunities.

School Information

Supervisor / Chairman of School Management Committee	Ven. Sik Hin Hung		
Principal (with Qualifications / Experiences)	Mr. Lam Chi Wai, Jimmy (BSc, PGDE, MA)		
School Type	Aided	Student Gende	Co-ed
School Motto	To Illumine Wisdom and Manifest Compassion		
Name of Sponsoring Body	The Hong Kong Buddhist Association		
Area Occupied by the School	About 8000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
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	Pledged School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		61
Total Number of Teachers in the School		65
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		97%
Bachelor Degree		100%
Master / Doctorate Degree or above		55%
Special Education Training		62%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
14%	11%	75%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Buddhist Studies, Science*, Chinese History, Computer Literacy, Aesthetic Development, Physical Education, Geography, History; S.1 and S.2: Home Economics*, Design & Technology, Putonghua; S.1 Citizenship, Economics and Society*; S.2 and S.3: Life and Society*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	School-based Curriculum: Value Education, Life Planning, Moral and Civic Education; STEAM Education (S.3)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics (Compulsory Part), Mathematics Extended Part (Module 2), Citizenship and Social Development, Geography, Economics, Chinese History, History, Tourism & Hospitality Studies, Ethics & Religious Studies, Physics, Chemistry, Biology, Information & Communication Technology, "Business, Accounting & Financial Studies", Visual Arts, Buddhist Studies, Aesthetic Development, Physical Education
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	School-based Curriculum: Value Education, Life Planning, Life-wide Learning (S.4 and S.5)

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Buddhist Studies, Science*, Chinese History, Computer Literacy, Aesthetic Development, Physical Education, Geography, History; S.1 and S.2: Home Economics*, Design & Technology, Putonghua, "Citizenship, Economics and Society"*; S.3: Life and Society
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	School-based Curriculum: Value Education, Life Planning, Moral and Civic Education; STEAM Education (S.3)
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics (Compulsory Part), Mathematics Extended Part (Module 2), Citizenship and Social Development, Geography, Economics, Chinese History, History, Tourism & Hospitality Studies, Ethics & Religious Studies, Physics, Chemistry, Biology, Information & Communication Technology, 'Business, Accounting & Financial Studies', Visual Arts, Buddhist Studies, Aesthetic Development, Physical Education
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	School-based Curriculum: Value Education, Life Planning, Life-wide Learning (S.4 and S.5)

Class Structure & Chargeable Fees (2024/2025)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$300	\$300	\$300
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	Charges and fees for specific purposes include approved charges (\$450) for non-standard items, which will be used to improve school facilities to enhance our education quality.					

Remarks

Senior form students can apply for Applied Learning courses. Our school provides other learning experiences in different areas.

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 2025). S.1 Discretionary Places Admission Criteria include: academic results (30%), conduct (30%), extra-curricular activities (20%) and performance in interview (20%).
Orientation Activities and Healthy Life
Our school organizes an array of orientation activities including the Get-Set-Go Camp for S.1 students and English Orientation Day Camp so that they can get accustomed to the new learning environment. It also ensures a smooth transition into secondary school life. Our school offers various summer bridging courses to help students get used to the changes in curriculum. Students' personal development and a healthy diet are important. To achieve the goal of "Healthy Campus", promotion during assemblies has been conducted and posters have been posted accordingly, in order to instill good habits of personal hygiene in students.

School Characteristics
School Management
School's Major Concerns: Live a wonderful life, achieve the ideal; create a harmonious world, self-discipline and self-respect. The focus is on "Enrich students' experience, cultivate a positive learning attitude, and meet the needs of the new era" and "Improve students' self-confidence, cultivate positive values, and lead a healthy and prosperous life".
School Management Organisation: School-based management is implemented by the Incorporated Management Committee; the administration of the school is led by the Principal with the assistance of the vice-principal and assistant principals; all teachers belong to different functional committees to assist the Principal with planning, implementation and evaluation of school policies.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee is established and composed of representatives from the School Sponsoring Body, teachers, parents and alumni and the independent manager.
School Green Policy: Our environmental education group actively disseminates environmental conservation information to the students to cultivate their values through various school activities. In response to climate change, our school promotes energy saving and supports the government's Energy Saving Charter, and promises to set energy saving goals and a timetable, which effectively ensures the transparency of our progress.
Learning and Teaching Plan
Whole-school Language Policy: Chinese is the medium of instruction of our school; nonetheless, our school also places great emphasis on improving students' Chinese and English. Chinese and English enhancement courses are offered and small-class teaching is adopted to cater for students' diverse needs. For example, from S.1 to S.3, there are 6 groups from 4 classes in each form; from S.4 to S.6, there are 5 groups from 4 classes in each form. Our school also implements the Extensive Reading Scheme to improve the language capacity of students. After-school English oral courses have been set up as well. We help students enhance their language proficiency and bilingual communication skills through the NET Scheme, English Week, English Ambassador training, reading schemes, the Speech Festival, presentations during morning assemblies and project-based learning. Bi-literate and trilingual training are emphasized. The Language Learning Support Section of the Education Bureau provides on-site professional language support to strengthen the holistic planning of the school-based English Language curriculum by developing a balanced and coherent school-based curriculum with horizontal coherence and vertical progression.
Learning and Teaching Strategies: Our school promotes the virtues of diligence and nurtures students' positive values. Through contemplating Buddhist thoughts, students can gradually acquire positive life values, allowing them to differentiate wrong from right, thus fulfilling the Buddhist ideas of doing good to others. Finally, they are able to give back to our society. The school upholds the principle of student-centred learning and teaching, while students' generic skills are developed continuously. We also focus on enhancing students' incentive to learn, atmosphere of learning and self-learning, as well as optimizing students' Other Learning Experiences. The school advocates the four identified key tasks and fosters students' learning and reflection through multi-dimensional assessment. In order to cater for the diverse learning needs of students, we plan our curricula according to their abilities and interests, offering various practical subjects according to social needs. Tutorial sessions in whole school are arranged to maximize students' learning progress.
School-based Curriculum: 1. Electives: 2X. 13 elective subjects as well as Applied Learning courses are offered to our students. 2. Curriculum highlights: Curriculum adjustment and co-operative learning are adopted to cater for the diverse needs, interests and abilities of students. Others include teaching and learning in Information Technology, development of Generic Skills, Other Learning Experiences and so on.
Major Renewed Emphases in the School Curriculum: 1. Reading to learn: morning reading schemes, Chinese and English Extensive Reading Schemes, book fair, authors' talks and teachers' reading sharing are held regularly to develop students' reading habits and widen their knowledge base. 2. Information Technology for Interactive Learning: all classrooms have wireless network coverage to cater for the need of using e-textbooks and e-learning resources in class. In addition to the emphasis on STEAM elements in the curriculum, we also form a STEAM Society, including a series of drone, robot and 3D printing workshops. 3. Project Learning: Cross-disciplinary project learning and life-wide learning activities are carried out regularly. A 'spiral' curriculum mode of learning is adopted in project learning at junior levels so as to nurture students' generic skills. 4. Moral and Civic Education: Elements of moral education are integrated into activities, assemblies and related subjects. Multiple generic skills and positive values and attitudes are fostered through multiple pathways, which include the adoption of a diversified learning curricula, moral education and extra-curricular activities.
Life Planning Education: The objective is to help students understand their goals as early as possible, and thus is beneficial to their future selection of subjects in furthering their studies, seeking employment, or choosing their favourite lifestyles. Life planning courses are arranged for students in junior levels through teachers' guidance to enable our students to explore their personal aptitudes, interests, abilities and social needs. As such, students can think about their own future when deciding whether to pursue further education or employment elsewhere. In the senior levels, our school strives to provide students with a wide diversity of activities both at school and extra-curricular ones outside school, allowing them to understand different pathways of future studies and potential career prospects. Regarding admission to higher education, the school will hold talks on furthering studies. As for employment, the school will collaborate with different institutions, organizing different types of activities such as "Workshop on Interviewing Skills" and "Job Shadowing Programs", as well as other visits so as to encourage students to learn more about different industries.
Student Support
Whole School Approach to Catering for Learner Diversity: The enhancement classes in Chinese and English are organized in S.1, S.2 and S.3 to help our students with different language abilities; after-school English oral classes and the enhancement classes in English are conducted in S.4, S.5 and S.6. To cater for learning diversity, there are 6 groups in each form from S.1 to S.3 and there are 5 groups in each form from S.4 to S.6 so that teachers can help students improve English. Besides that, there is an extra native English-speaking teacher to help students use English. In such an English-rich learning environment, students can improve English in reading, writing, listening and speaking. We also try our best to satisfy their needs through adjusting teaching to promote students' motivation for effective learning.
Whole School Approach to Integrated Education: As for integrated education, the school has set up a 'Student Support Team' with members including the Special Educational Needs Coordinator (SENCO), educational psychologist, counselors, counselling teachers and school social workers. The team organizes regular meetings to discuss the appropriate support for students with special education needs (SEN). Our school not only understands students' education needs through classroom management meetings, but also implements small-group teaching by introducing language bridging courses of various types. In addition, our school will hold regular seminars to enhance teachers' understanding of integrated education, and also encourage school staff to attend the professional development course on 'Catering for Diverse Learning Needs' organized by the Education Bureau. The school also adopts diverse support models, including the flexible utilization of the 'Learning Support Grant', outsourcing professional support services such as training for developmental dyslexia, speech therapy and occupational therapy. For non-Chinese SEN students, the school also provides appropriate after-school support and individual counselling follow-up. Our school places great value on home-school cooperation, such as talks and seminars regarding students with SEN are held regularly for parents to be updated on their children' s learning progress and support their children' s learning development together with the school.
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.
Measures to Provide Adaptation for Learning and Assessment: Three uniform academic assessments are organized each year; continuous assessments include classroom assessments, project learning throughout the whole year and multi-dimensional assessment for learning.

Home-School Co-operation and School Ethos
Home-School Co-operation: To strengthen the parent-school relationship, the PTA organizes a wide variety of activities including parent-child tour, interest classes, workshops on parental education and so on.
School Ethos: Our school is renowned for our ethos of simplicity and modesty. We advocate active participation with a spirit of mutual respect and love through a wide variety of programs for students with "living a fabulous life of fulfillment; achieving peaceful world of self-discipline and self-respect" as the thematic slogan. For example, they include: Pre-S.1 Adaptation Challenging Camp, Fun-filled Corner, Campus Radio, Social Skills Group, "Peer Mediation Service", "Big-Brother-Big-Sister Scheme", "Matchstick Men Scheme", "Good Student Award Scheme" and so on to encourage students to play an active role in school life and serve the community.
Future Development
School Development Plan: The Three-year School Development Plan includes: "Enrich students' experience, cultivate a positive learning attitude, and meet the needs of the new era" and "Improve students' self-confidence, cultivate positive values, and lead a healthy and prosperous life".
Teacher Professional Training and Development: To keep up with various school development policies on effective teaching and school planning and to enhance competence and professionalism of our teachers, strategies have been implemented by the Staff Development Team. Various seminars and workshops are held to enhance teachers' techniques in teaching, thus catering for students' diverse academic needs, counseling and self-evaluation. Joint-school seminars are also organized to improve our teaching strategy. Lesson observations and collaborative lesson planning are promoted among teachers for more exchanges and professional developments.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Our school provides a wide range of extra-curricular activities including academic societies, interest groups, sports/art groups and service and uniformed groups. Our students' performances in academic achievements, Speech and Drama Festivals, music, dance, inter-school ball games and other art competitions are impressive. Through participating in different community services, our students are able to build up a sense of belonging to society. The "One Student One Service" Scheme for S.1 and S.2 students is also established, which enhances a strong sense of responsibility and belonging. Inter-house competitions are held regularly.
School Facilities
Number of Classroom(s): 29
School Facilities: There are altogether 1 newly furnished hall, 28 standard classrooms, 27 special rooms including theatre, library, STEM Activity Room, Orchid Pavilion, Chinese Learning Zone, special rooms for different subjects, laboratories, a Buddhism retreat, computer rooms, English Corner, English Reading Corner, supportive education rooms, fitness centre, Mathematics Teaching Centre, student activity centre, teacher resource centre, student union activity room, self-study room, speech therapy room, etc. in the New and Old Wings. Facilities for the disabled are also available. All classrooms and special rooms are air-conditioned and installed with computers and projectors. The whole school has Wifi connection and a wireless network to enhance the implementation of e-learning. Teachers and students can teach and learn with IT equipment to raise learning efficiency.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet and visual fire alarm system.
Others
1. Scholarships: Students are encouraged to apply for scholarships and award schemes such as the Sir Edward Youde Memorial Prize, Outstanding Student Award of Tsuen Wan, Kwai Chung and Tsing Yi Districts, Jinan University Scholarship offered by The Glorious Sun Enterprises Limited and other scholarships organised by the Hong Kong Buddhist Association. 2. Awards: Open and inter-school competition awards (Please refer to the Chinese version). 3. Exchange programs and excursions to China, Singapore, Malaysia and Japan: Students gain golden opportunities to visit the local universities and secondary schools, helping them equip themselves and plan ahead.
Direct Public Transportation to School
Near Cheung Ching Bus Terminus; Bus routes: 41, 42, 42A, 42C, 43, 43A, 43B, 43C, 43M, 243M, 249M, 242X, A32; Mini-bus routes: 88D, 88M, 405.