



香海正覺蓮社佛教梁植偉中學
HHCKLA Buddhist Leung Chik Wai College

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School Mission

Upholding Buddhist principles, our school is committed to providing holistic education with emphases on virtues and cognitive development for students in a caring and supportive environment. We seek to awaken conscience and nurture civic-mindedness as well as a positive attitude towards life by inculcating moral values in students through Buddhist teachings.

School Information

Supervisor / Chairman of School Management Committee	Ven. Shi Hong Ming		
Principal (with Qualifications / Experiences)	Ms Wong Sau Yi (M.A., B.A., Dip. Ed.)		
School Type	Aided	Student Gende	Co-ed
School Motto	Awaken conscience, inculcate morality, nurture decent deeds and appearance		
Name of Sponsoring Body	Heung Hoi Ching Kok Lin Association (HHCKLA)		
Area Occupied by the School	About 3716 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	

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

Number of Teaching Posts in the Approved Establishment		56
Total Number of Teachers in the School		61
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		85%
Bachelor Degree		100%
Master / Doctorate Degree or above		43%
Special Education Training		36%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
29%	15%	56%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Mathematics*, Science*, Music, Physical Education, Putonghua, Buddhist Studies, Visual Arts, Citizenship, Economics and Society(S.1), Life and Society (S.2-S.3), Computer Literacy (S.1-S.2), Home Economics (S.1-S.2), Design & Technology (Innovative Technology), Geography*
	English as the Medium of Instruction	English Language
	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, Tourism and Hospitality, Economics, Chinese History, Visual Arts, Buddhist Studies, Physics, Physical Education, Aesthetic Activities, Ethics and Religious Studies, Business, Accounting and Financial Studies, Information and Communication Technology, Health Management and Social Care, Applied Learning.
	English as the medium of instruction	English Language, Chemistry, Biology, Mathematics Extended Module
	Adopt a different medium of instruction by class or by group / school-based curriculum	Mathematics (by class), Geography (by group) (English as the medium of instruction).

* 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, Chinese History, Mathematics*, Science*, Music, Physical Education, Putonghua, Buddhist Studies, Visual Arts, Citizenship, Economics and Society (S1-S2), Life and Society (S.3), Computer Literacy (S.1-S.2), Home Economics (S.1-S.2), Design & Technology (Innovative Technology), Geography*.
	English as the Medium of Instruction	English Language
	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, Tourism and Hospitality, Economics, Chinese History, Visual Arts, Buddhist Studies, Physics, Physical Education, Aesthetic Activities, Ethics and Religious Studies, Business, Accounting and Financial Studies, Information and Communication Technology, Health Management and Social Care, Applied Learning.
	English as the Medium of Instruction	English Language, Chemistry, Biology, Mathematics Extended Module
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (by class), Geography (by group) (English as the medium of instruction).

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	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$40					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	\$300					
Other Charges / Fees	-					

Remarks

1. Chinese Language, English Language and Mathematics are streamed into small classes to maximise attention to individuals and achieve better learning outcomes; 2. 4 classes are divided into 5 groups in senior forms; 3. 15 electives, including Physical Education and Music are on offer; 4. A diversified curriculum is provided, Applied Learning programmes are offered.

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). Secondary One (S.1) Discretionary Places Admission Criteria and Weightings: 1. EDB's rank order list and Primary 5 and 6 academic results (50%); 2. Conduct, extra-curricular activities, services, awards and comments from primary schools (30%); 3. Interview (20%).
Orientation Activities and Healthy Life
S.1 Orientation Activities: S.1 Induction program, seminar for S.1 parents, S.1 Orientation Day and S.1 Education Camp; 1. Through a diversity of activities like S.1 Education Camp, S.4 Education Camp, Leadership Scheme and volunteer activities, positive values and attitudes are nurtured to serve the community; 2. The 'Health Education Team' is established to formulate policies and implement measures to encourage students to incorporate health messages into their daily lives. Moreover, our school has joined the 'Healthy School Policy' and 'Whole School Health Programme' under the Education Bureau and Department of Health respectively to build a healthy campus and develop students' good habits. 3. Implement "Sports Tuesday" aims to cultivate healthy living habits among students through regular morning runs and morning exercises.

School Characteristics
School Management
School's Major Concerns: <div>1. To promote self-management and reflection on learning.</div> <div>2. To cultivate healthy lifestyles and self-care.</div>
School Management Organisation: <div>Under the auspices of the Incorporated Management Committee, our school implements school-based management with the vision of catering for learner diversity. Our ultimate goal is to nurture students with versatility and flexibility to explore their full potential and serve the community. The Administrative Council formulates policies; the Learning and Teaching Committee oversees academic and curriculum matters whilst Moral and Student Affairs Committee is responsible for students' whole-person development and fostering a caring school environment. The self-evaluation culture is firmly established through both internal and external school reviews to enhance the effectiveness of learning and teaching.</div>
Incorporated Management Committee / School Management Committee / Management Committee: <div>The Incorporated Management Committee, composed of the school sponsoring body, principal, teachers, parents, alumni and independent individuals, is geared towards enhancing transparency and accountability via advising the school on daily practices. It is actively involved in encouraging inter-school academic and teaching exchange, mock examination and overseas trips in addition to devising long-term development strategies.</div>
School Green Policy: <div>Upholding the principle of sustainability, the school adopts e-administration process in order to reduce paper consumption and proactively nurtures students to be green citizens with eco-friendly policies in a green school environment.</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>Mainly adopt Chinese as the medium of instruction from S.1 to S.3 while teaching in English is partially introduced in Mathematics, Science, and Geography by modules in school-based curriculum as well as extended learning activities. In S.4 to S.6, some subjects are taught in English.</div>
Learning and Teaching Strategies: <div>1. To create a good learning atmosphere, the following measures are implemented:<div>- Set up after-school Progressive Assessment Program in S1 and S2 to follow up closely on students’ performance. Establish "Diligence Awards" to reward students with excellent monthly assessment scores.</div><div>- Set up goal-setting and performance review activities at the beginning and middle of the term, and teach students effective review techniques, allowing them to continue to improve their learning.</div><div>- Make good use of regular classes and 2 mock examinations for S.6 students to better prepare them for the DSE.</div><div>- Flexible utilizing performance data to enhance teaching effectiveness and foster students' reflective learning abilities.</div></div> <div>2. To improve students' self-study and reflection abilities in the following aspects:<div>- Systematic pre-lesson materials are designed for students to help them master the key learning points and enhance their participation in class.</div><div>- Teach students the skill of jotting notes and integrating them into the learning and teaching process.</div><div>- Promote professional exchanges and mutual learning through peer observation and evaluation.</div><div>- Enhance students' ability to extend their learning and research by promoting school-wide interdisciplinary and cross-subject learning.</div><div>- An array of precisely defined enhancement and remedial classes to enhance students' confidence in learning and motivate them to pursue continuous improvement.</div></div>
School-based Curriculum: <div>1. Electives: 3X. Music, Physical Education, Japanese, Korean and Applied Learning are on offer.</div> <div>2. Curriculum highlights:<div>(1) Coordinate with the Education Bureau and universities to implement school-based curricula in junior forms aiming at catering for learner diversity and building a solid foundation for senior secondary education;</div><div>(2) Develop students' diversified talents with ample opportunities and choices, catering for individual learning needs;</div><div>(3) Streamline students' learning from different Key Learning Areas, with enhanced interdisciplinary collaboration;</div><div>(4) Cater for diverse learning needs with an array of precisely defined enhancement and remedial classes.</div></div>
Major Renewed Emphases in the School Curriculum: <div>1. To strengthen Value Education.</div> <div>2. To promote reading across the curriculum.</div> <div>3. To promote Integrating and applying knowledge and skills across disciplines.</div> <div>4. To promote self-directed learning.</div>
Life Planning Education: <div>1. Participate in JAHK network school;</div> <div>2. Collaboration with non-profit organizations and organize various talks, workshops and visits in order to enrich students' "work-related experiences".</div> <div>3. Implementation of School-Business Partnership Programme to enhance students' understanding of various fields.</div> <div>4. Organize Life Planning Day and various workshops to help students set goals and acquire skills such as interview techniques, resume writing, and university admission scoring.</div> <div>5. Organize Parent Evening to encourage positive involvement in their children's life planning.</div> <div>6. Diverse vocational education activities such as visits and seminars to enhance students' understanding of vocational education.</div> <div>7. Systematic Integration of Career Planning Elements in Junior Secondary Education: Allowing students to establish a clear vision for their future paths.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>1. Provide lunch or after-school homework tutoring programs for students with special learning needs in junior secondary schools to build a stronger knowledge base.</div> <div>2. Regularly review the homework design to more effectively cater for students’ learning diversity and enhance students’ motivation to complete homework and pursue excellence.</div> <div>3. Adopt split classes to improve students’ learning effectiveness.</div> <div>4. Nurture students to become excellent students via the "Leadership Training Program" and participate in different leadership training events;</div> <div>5. Implement Dual Class Teachers Scheme in junior forms to provide better care for students;</div> <div>6. The Mentor Scheme aims to guide S.1 students to adapt to school life;</div> <div>7. Subsidy is provided for students to participate in exchange programmes and study tours.</div>
Whole School Approach to Integrated Education: <div>1. SEN Coordinator and Student Support Team to make adjustments in the learning strategies, curriculum and assessment. The Learning Support Grant provides resources to assist in addressing the diverse learning needs of students;</div> <div>2. Three social workers organize activities to help students realize their potential and enhance social skills;</div> <div>3. The educational psychologist · speech therapist and experts give professional advice and support to students and their parents.</div>
Education Support for Non-Chinese Speaking (NCS) Students: <div>Our school provides additional support for NCS students to facilitate their learning of Chinese: organising activities to create an inclusive learning environment in the school. Our School provides additional after-school support for non-Chinese speaking students to facilitate their learning of Chinese.</div>
Measures to Provide Adaptation for Learning and Assessment: <div>2 examinations and 2 uniform tests are arranged for students from S.1 to S.4 while mock test (S.6) and 2 mock examinations (S.5 & S.6) are arranged for S.5 and S.6 students. Continuous assessment like classwork, homework, quizzes and projects is adopted in non-academic subjects in S.1-S.3.</div>

Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent-Teacher Association facilitates cooperation between parents and the school. Outstanding Students Awards are established to motivate students to strive for academic excellence. School Uniform Recycling Scheme, textbooks recycling, seminar for Parents of S.1 students, Parents' Night, interest groups, outings and seminars are organised.
School Ethos: The school aspires to create an ideal learning environment for our students. Our balanced approach to discipline and care has enabled students to study in a caring and supportive environment which facilitates their healthy growth. The effort of our school has been widely recognised by parents, students and the community. In general, our students are well-mannered, eager to learn, sociable and well-disciplined. They enjoy school life, love the school and feel proud to be a BLCWC student.
Future Development
School Development Plan: 1. Establish a healthy lifestyle and cultivate a positive campus culture. 2. Promote active learning among students to enhance their learning effectiveness.
Teacher Professional Training and Development: The Staff Development Team has devised programmes to facilitate sharing among teachers and promote educational research. Collaboration with the Education Bureau and universities enhances our professional development. The culture of peer observation, collaborative lesson preparation, coursework evaluation and teaching evaluation has firmly taken root to enhance learning and teaching quality.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
1. Life-wide learning for the five essential learning experiences including intellectual development, physical and aesthetic development, value education, community service and career-related experience; 2. Inter-disciplinary learning programmes including project learning day, training, visits, field trips, competitions, camps and study tours; 3. More than 50 clubs and school teams to develop and stretch students’ all-rounded potentials; 4. Junior secondary students are required to participate in at least one extracurricular activity to cultivate twelve essential values and attitudes, while also enhancing nine common competencies.
School Facilities
Number of Classroom(s): 27
School Facilities: All classrooms, special rooms, the School Hall and the covered playground are equipped with air-conditioning and multi-media facilities. In terms of learning facilities, there are a Creative Learning Center, a Meditation Room, an English Activity Room, a Chinese Culture Hall, a Campus TV Station, a "Chill Zone," a Home Economics Room, and an Art Room. For activities, there is a Multi-purpose Student Activity Center and a STEAM Laboratory. The school has installed mobile networks to facilitate electronic learning with tablets.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and Accessible toilet.
Others
1. Since 1994, more than 828 students have been enrolled in bachelor's degree courses through JUPAS; 2. The academic level of our school is widely recognised by linked tertiary institutions and universities in China, Taiwan, the United Kingdom and Australia. Graduates of our school are admitted to their academic programmes based on their internal exam results, allowing our students a wider variety of choices for further studies.; 3. The school presents a variety of scholarships such as the Danny HO Memorial Scholarships, the Great Venerable Kok Kwong Memorial Scholarship etc. to recognise outstanding students.
Direct Public Transportation to School
Bus route: KMB 59A, 59M, 59X, 259D; City Bus 962, 962X, B3 Light Rail: 507, 610, 614, 615 Light Rail feeder bus: 506, A52 Maxicab: 41, 44, 44A