

Location of HHCKLA Buddhist Leung Chik Wai College



Traffic Route

巴士路線 Bus Route

259D	油塘 ~ 龍門居 (湖景邨湖翠樓) Yao Tong ~ Lung Mun Oasis (Wu Tsui House Wu King Estate)
59A	深水埗(欽州街) ~ 屯門碼頭 (兆山苑) Sham Shui Po (Yen Chow Street) ~ Tuen Mun Ferry Pier (Siu Shan Court)
59M	荃灣鐵路站 ~ 屯門碼頭 (兆山苑) Tsuen Wan Railway Station ~ Tuen Mun Ferry Pier (Siu Shan Court)
59X	旺角東鐵路站 ~ 屯門碼頭 (兆山苑) Mong Kok East Railway Station ~ Tuen Mun Ferry Pier (Siu Shan Court)
962	銅鑼灣 ~ 龍門居 (湖景邨湖翠樓) Causeway Bay ~ Lung Mun Oasis (Wu Tsui House Wu King Estate)
506	兆麟 ~ 屯門碼頭 (蝴蝶鐵路站) Siu Lun ~ Tuen Mun Ferry Pier (Butterfly Railway Station)
K52	港鐵屯門站 ~ 龍鼓灘 (兆山苑) Tuen Mun Railway Station ~ Lung Kwu Tan (Siu Shan Court)
B3	深圳灣口岸 ~ 屯門碼頭 (兆山苑) Shenzhen Bay Port ~ Tuen Mun Ferry Pier (Siu Shan Court)

專線小巴 Public Light Bus

41	置樂花園 ~ 龍門居 (兆山苑) Chi Lok Fa Yuen ~ Lung Mun Oasis (Siu Shan Court)
44	上水鐵路站 ~ 屯門碼頭 (兆山苑) Sheung Shui Railway Station ~ Tuen Mun Ferry Pier (Siu Shan Court)
44B1	落馬洲公共交通轉車站 ~ 屯門碼頭 (兆山苑) Lok Ma Chao Public Transport Station ~ Tuen Mun Ferry Pier (Siu Shan Court)

輕便鐵路 Light Rail

蝴蝶站 Butterfly	610線, 615線, 615P線
兆禧站 Siu Hei	507線, 614線, 614P線

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電話：2467 6672
傳真：2455 2060
網址：<http://www.blcwc.edu.hk>

學校類別：津貼男女校
辦學團體：香海正覺蓮社
永遠榮譽校監：覺光大長老
校監：何國榮居士
校長：趙淑媚博士



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

Stretch
their potential
Strive for excellence



校長的話

Embrace and Nurture the lights in students

When we were small, we usually asked lots of questions and were curious about everything. Gradually, students in Hong Kong seem to be uninterested in learning when they are overwhelmed by tonnes of homework, tests and exams. I believe learning is more than assignments and assessments. There can be various learning and teaching strategies to cater for different learners.

I believe everybody is teachable. We cannot make changes in one day, but we can improve gradually provided that there are feasible ways and support. HHCKLA Buddhist Leung Chik Wai College has long been a caring school and parents praise our student support. Sharing the same principles suggested by Education Commission in 2010, the first priority of teachers is to teach students well. Whether students have good potential or not, there would be no losers in our school.

Educating the next generation in five ways of life, namely, moral, intellectual, physical, social and aesthetic aspects is our vision. Learning is not limited to school education, whole-person development and life-long learning are what we advocate.

有教無類，照顧學生多樣性

我深信每個人都是可教和可改變的。發掘學生的長處，發展他們的潛能，讓每一位學生發光發熱，對生命充滿熱愛，是教育工作者的使命。

要推動學生進步，需要讓他們面對挑戰：給他們有點難的任務；對他們有高一點的期望；讓他們偶有挫敗感，但提示他們成功的策略；示範如何完成任務；鼓勵互相學習；讚賞進步的學生。教師是學生的同行者、諍友。在我眼裡，不存在沒有學習動機的學生，問題在於有否激發他們的學習潛能的策略。推動學業能力較高的學生爭取佳績，考上大學固然重要，但培養良好的品德和高尚的人格更為重要。對於成績稍遜的學生，透過活動和比賽等，讓他們建立自信和積極的態度是有意義的。我常說：「所有佛梁學生皆能成功！」這不僅是口號，更是我的教育理念。





STRETCH THEIR POTENTIAL · STRIVE FOR EXCELLENCE

MORAL EDUCATION

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

Below are the key measures taken to create a caring and supportive campus:

1. "Dual Class Teacher System" and "Form Committee" are adopted to maximize the care and support for the students.
2. The implementation of our diversified counseling scheme aims to cultivate students' qualities and put the Buddhist doctrine of selflessness and altruism into practice.
3. Embracing the belief that students have their unique potential, we encourage students to take part in training programmes like "Outstanding Students Training Scheme" and "Applied Learning Course" to develop their potential and strive for excellence.

關愛校園

本校致力營建關愛校園，以全校參與、訓輔合一為原則，建立富佛教特色、嚴而有愛、師生關係融洽的校園文化，讓學生在關懷、體諒、自律、鼓勵及欣賞的氛圍下成長，發掘潛能，盡展所長。關愛校園的重點措施如下：

1. 推動班級經營概念，實施「雙班主任制」，加強對學生的關顧；設立「級會」，照顧學生的整體需要，形成全面的支援系統。
2. 實施多元化輔導計劃，培養學生個人素質及關愛精神，營造校園互助互愛的氣氛。
3. 積極推行「傑出學生培訓計劃」、「應用學習課程」，鼓勵同學發展潛能，追求卓越，建構「追求卓越，成就自己」的學校文化。



STRETCH THEIR POTENTIAL STRIVE FOR EXCELLENCE



LIFE PLANNING

Our school has put life planning as a top priority in recent school development. We actively seek support from the government, non-government organisations and the commercial sector, and have joined programmes such as "Own My Dream" Life & Career Planning Project, "Life Buddies" Mentorship Programme organized by the Commission on Poverty and "CLAP for Youth@JC". Through consultations, workshops, mock life games, workplace visits, internships, working holidays and taster programmes, we help students have a holistic planning for life and learn about multiple pathways beyond school.

Besides, we have organized a variety of tertiary education themed study tours, for example "Guangzhou — local culture and further education", "Life Planning Exploration to Macau", "Life Planning Exploration to Taiwan" and "Tourism and Hospitality Visits to Taiwan". Students not only have the chance to visit foreign universities, they also interact with overseas Chinese students to have a deeper understanding of furthering study abroad.

Life planning committee works in partnership with our school's Parent-Teacher Association. In "Life Planning Parents Partnership series", we invite parents working in different industries to discuss the work nature, entrance requirements and prospects of the industries with students. Life planning committee works religiously towards the goal of parent-school collaboration in life planning.



生涯規劃

本校近年大力推動生涯規劃教育，爭取校外資源，積極申請政府、非牟利機構或商界舉辦的生涯規劃活動，如「敢創我夢」生涯規劃體驗計劃、扶貧委員會「友導向」師友計劃、賽馬會「鼓掌·創你程」計劃 (CLAP)，透過各項計劃中的個人諮詢、工作坊、模擬人生遊戲、行業參觀、工作實習、工作假期及行業試讀班等活動，推動學生生涯規劃教育及多元出路發展。

此外，又舉辦各類升學考察團，如「廣州——文化及升學之旅」、「生涯規劃澳門升學考察之旅」、「台灣生涯規劃之旅」及「旅遊科台灣之旅」，安排同學參觀各地大學，並與當地僑生交流，讓學生了解香港以外的其他升學途徑。

生涯規劃組又積極與家教會合作，開展「生涯規劃家長同行系列」，邀請來自不同行業之家長與同學分享各行各業的入職要求、工作性質及前景，邁出家校協作推動生涯規劃教育的第一步。



NURTURING NEW STUDENTS

Our school believes the first year of secondary school is a critical juncture in the lives of students. They are in transition from primary to secondary school; and are at the same time in transition along pathways to success through schools and families.

An emotional paradox exists in the hearts of the newly-admitted Form One students; they are both excited and anxious. In view of this, our school holds a plethora of activities to ensure the Form One students adapt themselves to the fresh start of moving into secondary school and are adept at making new friends for positive social and academic experiences.

During the summer between Primary Six and Form One, our school offers summer bridging courses for the newly admitted Form One students to assist them in adapting the new environment. Small-class teaching and differentiated instruction are adopted to cater for learner diversity.

To strengthen cooperation and collaboration with parents, Form One Parents Orientation Days are held to enable parents to gain a thorough understanding of our school. We believe that through cooperation with parents, we work to form the minds and characters of students.



關顧中一新同學

為了讓中一新同學盡快適應中學生活，在此豐饒的苗圃中茁壯成長，我們特別推行下列措施：

- 1) 舉辦中、英、數暑期銜接課程
- 2) 英文科及中文科實施小班教學，照顧學生多樣性。
- 3) 舉辦「中一教育營」，培養團隊精神和自理能力。
- 4) 設立「學長計劃」，讓學兄學姐協助中一同學解決各種疑難。
- 5) 開學前舉辦兩次家長迎新活動，讓家長深入了解學校，協助子女適應新環境、新生活。



STRETCH THEIR POTENTIAL · STRIVE FOR EXCELLENCE



GIFTED EDUCATION

A three-tier operation mode is adopted in implementing gifted education in our school, namely, Level 1 Whole-class (school-based); Level 2 Pull-out (school-based) and Level 3: Off-site support.

At Level 1, teachers immerse the core elements advocated in gifted education, i.e. high-order thinking skills, creativity and personal-social competence in the curriculum for ALL students. Our school allocates extra resources to grouping, small-class teaching, cooperative learning and tiered assignments. Lifelong Sporting, Aesthetic Development and Volunteer Programme is implemented in Forms 1-3.

At Level 2, our school conducts pull-out programmes of generic nature after school to allow systematic training for a homogeneous group of students, for example, school teams, uniformed groups, marching band, leadership training, outstanding students training and debating teams. Our students undergo training and perform well in various territory-wide competitions. To widen their horizons, a range of overseas tours are organised.

At Level 3, gifted students were nominated to join the programmes offered by the Education Bureau and The Hong Kong Academy for Gifted Education. Meanwhile, our school subsidises students to join gifted programmes in universities.

資優教育

本校以三層模式推行資優教育：第一層「校本全班式」、第二層「校本抽離式」和第三層「校外式」。

「校本全班式」方面，老師將會在課堂上加入三大資優教育元素，即高層次思維技巧、創造力和個人及社交能力的培育；同時為了加強對資優學生的栽培，校方特別增加資源按學生的不同能力實施分組教學及設計分層課業；另外，為了發掘學生的體藝潛能，中一至中三同學必須參加「體藝服務體驗計劃」。

「校本抽離式」方面，校方安排學生在正規課時外參加各式展能活動，例如校隊、制服團隊及服務隊伍、領袖生訓練、傑出學生重點培訓計劃、樂器班、銀樂隊及中英文辯論隊等；同時校方會訓練同學參加校外各類比賽，並且屢創佳績；此外，為了拓展學生的眼界，校方會資助經選拔學生參與境外考察，擴闊視野。

「校外式」方面，校方提名部份資優學生參加校外機構的資優學生培訓課程，包括香港資優教育學苑及大學舉辦的資優課程。



EXPLORING POTENTIAL

Apart from academic excellence, we strongly encourage and promote students' participation in a variety of schemes in order to stretch their talents.

Outstanding Students Training Scheme

Embracing the belief that students have their unique potential, we encourage our students to take part in the "Outstanding Students Training Scheme" to develop their potential talents and strive for excellence. We have been awarded the Hong Kong Outstanding Students Awards **10** times in succession since 2007.

Student Mentors Scheme

Peers are credible role models. With the guidance and help from the student mentors, Form 1 students are able to adapt to the new environment and be confident to face challenges.

Prefects Scheme

With our belief in the theory of role modeling; we believe that through performing their duties properly, students can enjoy close relationship with their teachers and peers, characterized by mutual trust and acceptance.

發掘潛能

本校積極籌辦不同類型的活動，發掘學生的才能。

「傑生計劃」—— 為參與者提供多元智能訓練課程及學習經歷，鼓勵他們追求卓越，發掘潛能。自2007年起，我們連續**10**年獲得屯門區傑出學生獎項，成績有目共睹：

年份	獲獎同學
2007	陳靜恩
2008	何星蔚
2009	李淑青
2010	連亨裕
2011	方靖怡、劉卓瑩、黎仲賢、陳英斯
2012	王嗣靖、彭愷欣
2013	吳曉儀
2014	朱碧淇
2015	鍾曉淇
2016	李文納、楊蔚言、黎婉婷

「學長計劃」—— 由學兄學姐協助中一同學適應新生活。

「領袖生計劃」—— 藉著「以生命影響生命」的信念，讓領袖生成為同學的榜樣，立品樹仁。



STUDENT CENTRED APPROACH

A sound curriculum is important but even more important is the manner in which curriculum is taught. Our school has adopted a student-centred approach that emphasizes the integration of other language learning, applied learning and aesthetic development across the curriculum. It is believed that this approach will serve students well in preparing for life after the secondary education.

To equip students for the Hong Kong Diploma of Secondary Education (HKDSE) examination, our school puts a strong emphasis on enhancing students' independent learning, critical thinking and analytical skills. We aim at nurturing language proficiency among students by adopting a holistic approach. Bearing learner diversity and ability, small class teaching is adopted. Our school has also provided numerous self-learning platforms to facilitate self-access learning.

Our school has an excellent team of teachers and supporting staff led by our Supervisor. It is the expertise, dedication and devotion of our teachers that have resulted in getting awarded in the Comprehensive Subjects Award of Teaching Resources Award Scheme for two consecutive years.

以生為本

本校提供多元化課程及學習經歷，如日文、應用學習、藝術經歷等，讓學生在不同領域發掘學習興趣。

課程規劃方面，本校致力培養學生的思考及分析能力，例如中、英文科分別於2011及2013年開始與教育局合作，開發校本課程，提升學與教質素。此外，我們透過不同措施提升學生的學習水平，例如按能力分班上課；中、英文科因應需要實施小班及中班教學，讓教師能騰出空間，貼身跟進同學的學習進程。

我們的教學團隊連續兩年獲「教學資源獎勵計劃」頒發「全面學科獎」，學科包括英文、中文、數學、通識教育、中史、佛化教育、普通電腦、化學及企業與財務概論等，教學表現備受外界肯定。





ENGLISH RICH ENVIRONMENT

English is a crucial international language that one must master in this information age. Mastering English well can enhance one's academic learning and future career. To nurture an English language-rich environment, our school has adopted various teaching and learning strategies.

Our school has placed considerable emphasis on learning outside the classroom. Throughout the years, a wide range of activities including English morning assemblies, English drama, Primary Six English Interview, enhancement courses and remedial classes have been held providing ample opportunities for students to use English purposefully outside the classroom. Students have been encouraged to participate in different language arts activities outside school like choral speaking and solo verse speaking.



英語氛圍

本校投放了豐富資源，營造濃厚的英語氛圍，讓學生時刻沉浸在英語環境當中。

課程方面，我們因應學生的程度及需要，策劃適切的學習活動，如校本英語拼音課程、網上學習計劃、閱讀計劃、假期英語進修班、小班及精英班教學等，鞏固學生的語文基礎，引導他們掌握學習英語的竅門。

課外活動方面，我們致力締造機會讓學生活用英語。透過英文大使計劃，挑選英文水平較佳的同學作為楷模，領導全校同學籌辦各類型英語活動，如小六升中英語模擬面試、英文周等。



STRETCH THEIR POTENTIAL • STRIVE FOR EXCELLENCE



It has been a long six years, but here I am a tertiary student at Poly University. I worked hard to get to this point, I spent two and half years study extremely hard for the DSE exam, hanging around the school library and classrooms, but I didn't do it by myself. I owe a huge debt of gratitude to the school, the teachers and everyone in the school.



Yip Lai Lin

The Hong Kong Polytechnic University
Major in Optometry

BLCWC not only creates a comfortable academic environment for students, but also provides them a lot of opportunities to learn outside the school. Apart from this, teachers in BLCWC dedicate themselves to teaching and they are also willing to help students tackle the problems in daily lives.

Leung Dong Yu

University of Hong Kong
Major in Translation

我之所以能夠入讀心儀的大學，學校和老師實在功不可沒。校方提供的晚間自修室計劃，為我提供了寧靜的環境，讓我可以專心讀書。老師不惜利用自己工餘的時間跟我們補課，逐一為我們解決問題，若然沒有學校和老師的幫助，我亦不相信自己可以考入大學。



趙晞竣

香港中文大學工程學院
主修電子工程

「佛梁」的老師對我們的照顧無微不至，除了傾力傳授知識，還用心關顧學生身心發展。而晚間自修計劃和摘星計劃，更為我們營造優質的溫習環境，提供豐富的學習資源，令我們能專心應試。我謹此向校長及各位老師致以衷心謝意。



馮偉浩

香港浸會大學理學院



UNIVERSITY OUR GOAL!

Our school aims at nurturing capable people who contribute to society. 692 students have been admitted to degree courses through JUPAS since 1994.

Our mission of striving for excellence is compelled with the following universities in England, Australia and the Mainland China:

- | | |
|-------------------------------------|--------------------------------------|
| Australian Catholic University | University of Wollongong |
| Bond University | University of Queensland |
| Central Queensland University | University of Sunshine Coast |
| Charles Sturt University | University of Southern Queensland |
| Edith Cowan University | University of Tasmania |
| Griffith University | University of Canberra |
| James Cook University | Metropolitan South Institute of TAFE |
| Queensland University of Technology | Martin College |
| Southern Cross University | Sarina Russo School |
| University of South Australia | Beijing Normal University, Zhuhai |

圓大學夢

本校自1994年起，迄今共有692位同學通過「大學聯合招生辦法」入讀本港大學學位課程。

此外，我們卓越的教育成果更獲澳洲及國內高等教育界認同，畢業生可以校內模擬考試成績直接報讀下列大專院校開辦的專上課程：

- | | |
|-----------|-----------------|
| 澳大利亞天主教大學 | 臥龍崗大學 |
| 邦德大學 | 昆士蘭大學 |
| 中央昆士蘭大學 | 陽光海岸大學 |
| 查爾斯德大學 | 南昆士蘭大學 |
| 伊迪斯科文大學 | 塔斯曼尼亞大學 |
| 格里菲斯大學 | 堪培拉大學 |
| 詹姆斯庫克大學 | 南大都市公立專科學院 |
| 昆士蘭科技大學 | 馬丁學院 |
| 南十字星大學 | 羅素學院 |
| 南澳洲大學 | 北京師範大學珠海分校外國語學院 |

I am delighted to study at BLCWC for six years. To me, BLCWC is like a 'home' in which gives me a lot of love, support and care. I would like to give my deepest gratitude to BLCWC and the teachers.



I am grateful that I can get acquainted with some of the teachers. Starting from the second year in BLCWC, I met my handsome English teacher called Mr. Kwok. I stepped up my enthusiasm for English because of his teaching style. I also met Miss Wan, who is my Liberal Studies teacher and taught me for about five years, she gives me a multitude of caring. I met Mr. Kong, who is my class teacher and Mr. Wong, who is my Mathematics teacher when I was in Form Four. They taught me for three years. Mr. Kong not only encourages and cares about me, he also dedicates himself to teaching me. Mr. Wong is a 'grave' man, but always smiles after lessons. Through his encouragement, I tried to put effort into learning Mathematics even though I do not like this subject.

Because I met these excellent teachers, I realized my dream as a tertiary student. They always remind me to study hard and encourage me to try. They not only teach me the knowledge but also help me to deal with problems in daily life. I am very happy that I can spend six years in this outstanding school. I will never forget the memories with peers and teachers in BLCWC.

As the old saying goes 'Time wait for no man.' Time is not a thing for us to waste but for us to use. Make good use of the time that ahead of us. Treasure the time in BLCWC and fight for your dream. Everything is achievable as long as you work hard. Then, study hard and try your best to strive for your dream. There are always miracles when you believe.

Ho Hiu Tung

The Education University of Hong Kong
Major in Sepcial Education

When I recall the memories I had at BLCWC, I immediately think of the hard time under the "night-time self-studying scheme" during Form 5 and 6. It is nothing but an optional programme which allows students to stay at school at night for studying purpose though. I joined the scheme and strictly stuck to the scheme in order to prepare for the coming HKDSE. At the early start, a number of classmates and I enthusiastically started off very well. However, as time went by, we felt fatigued and overstressed where most of my companions quitted sequentially and probably only two or three of them continued to stay. I almost gave up this highly disciplined and regular study plan at that moment. Fortunately, with the full support and encouragement from our teachers who always came to the study room to comfort us, I finally got through that hard period. A new day will dawn for those who stand long, I eventually reap my fruit and enjoy my university life at the University of Hong Kong.

Leung Tsz Lok

The University of Hong Kong, Major in Engineering

I would like to express my earnest gratitude to BLCWC. BLCWC has provided unlimited assistance to our learning, extra lessons, subsidies for purchasing additional exercises. Let's not forget the teachers in BLCWC, thank you for so unselfishly sharing you time, talent and knowledge with us. You took the time to explain assignments, sometimes repeatedly because we weren't paying attention. You demanded excellence from us whether or not we wanted to give it. You set the bar high and challenged us to live up to it.



Lee Chun Heng

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五年轉眼即逝。

中四的時候張嘉賢老師還笑着對我們說：「高中三年很快就會過去的。」我以為那真的是一句笑話，誰知穿上畢業袍，離開佛梁的日子竟然真的就這麼到來了。

現在，我站在人生的洪流中回首（真的是洪流，因為大學比想像中辛苦很多），發現在五年時間裡，佛梁給予我很多很多，不僅有豐富的知識，還有好朋友、好老師以及精彩的中學生活。尤如慈父的兩任校長李年就先生和李伯程先生，「笑裡藏刀」的張嘉賢老師（我有一篇作文寫出了詳細的理由，想知道的可以問問張老師），為6A班操碎了心的陳穩橋老師，人生導師張建新老師。當然還有胡志敏老師、陳永康老師、黃美娟老師……也許對於老師而言，他們教導過很多學生，但對於我們來說，每一位老師都是不可替代，獨一無二的。正所謂「一日為師，終身為父」，更何況他們每一位都為我們付出了那麼多的呢？謝謝老師們為我們的付出，你們的用心教導灌溉了我們。各位老師，請謹記在工作之餘注意身體，我們還有許多學弟學妹等著您的教導呢！在此，我為老師們送上幾句歌：



純純學子 感激不已 明白了春風秋雨
全賴老師 關心熱愛 每句教誨 有著意思
無涯學海 高飛展翅 能讓我終可衝刺
人若有天真長大了 也會銘記 教導這恩賜

匡敬鯤

香港浸會大學 主修哲學

所有文憑試考生都朝大學奮鬥。可幸我成功跨過文憑試的難關，步入大學。面對文憑試，同學們必定有很大壓力，甚至會迷失了方向。師弟妹們，即使路途中的苦難讓意志都快被磨滅時，請謹記當初的目標，夢想，努力地堅持下去。不要怕，因為當你最痛苦之時，佛梁這個家庭會給你無限的支持。還記得當我壓力「爆煲」時，美娟老師就會和我傾談分享，讓我抒發情緒，令我重新振作，向夢想進發。



梁冬熙

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