



荃灣潮州公學 Tsuen Wan Chiu Chow Public School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Choi Man Chi	Principal Lee Yuk Chun	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tsuen Wan Chiu Chow Welfare Association	Respect, Courtesy, Diligence, Honesty	1965	Chinese	Nanny van	About 4200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Garden, fish pond, lawn, track & field facilities, an air-conditioned hall, air-conditioned classrooms with interactive whiteboard and LED WALL.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
An English room, a STEAM room, a Library, a Computer room, a Campus TV, a Music room, an activity room, Chinese Cultural room, a Counseling room, a Teaching resource room, a First-aid room, study room and conference room.				Ramp.

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment			29	Total number of teachers in the school		33
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	97%	24%	68%	27%	24%	49%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	1	2	3	3	3	14
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	1	2	3	3	13
Mode of teaching at different levels	Small Class Teaching Strategy is adopted in P.1 to P.6 classes so as to qualify learning. Remedial classes are also implemented for consolidation of foundation.							
Remarks	-							

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	2	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Both formative and summative assessments are utilized to assess students' learning progress. Formative assessments instead of tests and exams in the first term of P.1.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Streaming is in accordance with students' conduct and academic results in Primary 2 to 6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:15 AM	3:30 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Weekly in-class exercises are conducted to help students build a good habit of doing body exercise. Various sports activities are promoted in the Sports Zone during break time. To ensure lunch quality and nutrition sufficiency, parents and teachers mutually take part in lunch supervision. No kiosk is provided to encourage students to have healthy eating habits and eat more fruit.		The school provides diverse activities such as student hosting sessions, English Day, academic activities, reading programs, STEAM activities and different competitions. The campus life can surely broaden students' horizons and unleash their potential.		

Life-wide Learning

To facilitate the balanced development of students' physical and mental health and enrich their extracurricular activities, a diverse range of extracurricular activity groups are provided, including academic, artistic, sports, uniformed teams, and volunteer services, to cultivate students' different interests. Furthermore, students who show potential are encouraged to participate in external competitions to unleash their full potential.

School Mission

Based on Confucianism, students are inspired to understand the meaning of life, establish a correct view of life and values, promote the balanced development of the five aspects of education, and unleash the potential of students - to promote high-quality education and cultivate social talents.

School Characteristics

School Management
School Management Organisation: The school is led by the Incorporated Management Committee and managed by the principal, vice-principal, the administrative teachers together with the School Development and Improvement Team.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee was established in 2008. These include the School Supervisor, the Principal, members from the education sector, teacher, manager, parents, and independent manager.
School Green Policy: We joined 'Student Environmental Protection Ambassador Scheme' organized by Environmental Campaign Committee. We provide recycling bags in classrooms and teachers' rooms for recycling paper. We placed two sets of recycling bins in school for students to separate waste. We organize recycling and donation of old school uniform.
School's Major Concerns: 1. Optimize learning and teaching to enhance learning effectiveness. 2. Develop a positive campus culture and strengthen values education.
Learning and Teaching Plan
Learning & Teaching Strategies: Diversified teaching strategies are adopted to let students to learn actively. Learning experience enrichment is achieved via the implementation of life-wide learning, project learning, cross-curricular learning, diversity learning activities are held every week, such as integrated calculation games, technology activities, arts and sports trainings. Also, outdoor activities include visits, seminars and various competitions that allow the instillation of generic skill and creativity. Nurturing students' positive thinking is the most important, it let them to have positive attitudes, eager and happy to learn, enhance students' whole-person development.
Development of Major Renewed Emphases of the Primary Education Curriculum: Our school has placed great emphasis on cultivating positive values and attitudes in students, as well as focusing on life education, national education, and safety education. We integrate these values into subject learning, growth courses, cross-curricular learning activities, and school-based counseling activities, providing students with diverse learning experiences. To cultivate national identity, we mainly rely on general studies and national education, such as flag-raising ceremonies, quiz competitions, and exchanges with sister schools in Mainland, to deepen students' understanding of the country's history, culture, society, and economy.
Development of Generic Skills: To foster students' generic skills, relative elements are integrated into various curriculum domains. Generic skills like communication, collaboration, creativity and critical thinking are some of the major thematic foci to be integrated into project learning.
Cultivation of Proper Values, Attitudes and Behaviours: In order to build a caring campus and to promote students' positive values and attitudes, we provide 'Monthly Stars' scheme, competitions and talks for them to learn about respect, honesty, discipline, friendship, acceptance and appreciation.
Student Support
Whole School Approach to Catering for Learner Diversity: Through the whole school approach, we run different schemes such as 'Learning in Progress', 'Collaborative Learning Scheme', 'Individual Learning Scheme', 'Attainment Progression Scheme' for new immigrants, 'School-based Speech Therapy Service' and 'Walk with Love Scheme' to cater for students' needs and diversity. Our school was awarded the Caring School in the 'Caring School Award Scheme' for four consecutive years (in 2011, 2012, 2013, 2014 and 2015).
Whole School Approach to Integrated Education: Objectives: 1. Formulating the policy regarding whole school approach, developing team-oriented supporting plans and creating a harmonious school culture. 2. Coordinating the use of in-school and external resources to provide appropriate supporting services to students with different learning needs. 3. Proactively promoting and encouraging staff participation in integrated professional education development courses/activities to further cater for student diversity. 4. Strengthening family-school communication and contact, building up a partnering relationship and getting together to support the all-round development of students.
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.
Curriculum Tailoring and Adaptation: We review our curriculum from time to time. Students' needs and diversity are addressed through regular assessments and the tailoring of the curriculum.
Home-School Co-operation and School Ethos
Home-School Co-operation: Our school has a Parent-Teacher Association, which not only holds regular parent sharing sessions, but whose members also serve as supervisors for student lunchtime, extracurricular activities on Saturdays, and assist with parent-teacher association trips. Parent volunteers also participate in voluntary work in various school activities, increasing opportunities for communication with the school and strengthening parent-child relationships. In addition, our school also cultivates the parents' enthusiasm for learning through the "Parent Academy," which serves as a good example for their children. Furthermore, our school also holds Parent Day and various levels of parent evening meetings to promote close communication between parents and teachers.
School Ethos: Pure and simple are our school ethos. We emphasize not only nurturing of student virtues but also a considerate and caring culture around the school. Each student is assigned with some specific duties in his/her class so as to enhance his/her work potentials and cultivate positive attitude towards serving others.
Future Development
School Development Plan: 1. Enhance teachers' professional development and optimize teaching. 2. Foster students' self-learning spirit. 3. Emphasize education on moral values and character development. 4. Strengthen the connection and collaboration between school and family. 5. Implement a culture of care within the campus.
Teacher Professional Training & Development: Through staff development, our teachers are equipped to practise current educational strategies including small class teaching and inclusive education. We have school-based and external teacher in-service training, Co-plan and peer lesson observation and Class-based lesson planning and teaching. Besides, we co-work with educational organization in universities to actualise implementation of various teaching and evaluation strategies so as to enhance teaching and learning effectiveness.
Others
In terms of open school competitions, our students attained great results in languages, science and sports. In Speech Festival, our students achieved the champion, the second and the third prize in solo verse speaking of English, Chinese and Putonghua contests. For sports, students got excellent results in athletics, basketball, table tennis and football in HKSSF Tsuen Wan Primary Schools Sports Competition. Our students also got A.S. Watson Group Hong Kong Student Sports Awards. For science and creative thinking, our students gained amazing experience; received gold, silver and bronze awards in Hong Kong International Student Innovative Invention contest. We also provide students the chance to learn in China and overseas in order to enrich their knowledge.