



School Information

| Supervisor / Chairman of Management Committee | School Head | Incorporated Management Committee | School Type | Student Gender | Religion |
|---|---------------------------------|-----------------------------------|---|----------------------------------|-----------------------------|
| Mr. Yeung Kin Lam Johnny | Ms. Chu Wai Man Maria | 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 Public School | Rest in the highest excellence. | 1927 | Chinese | School Bus | About 1200 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 | | Action School | |

2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| - | - | - | - | - |

School Facilities

| No. of Classroom(s) | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others |
|--|----------------------|-----------------------|--|--------------------|
| 24 | 1 | 1 | 1 | Reading Wonderland |
| Special Room(s) | | | Facility(ies) for Supporting Students with Special Educational Needs | |
| 11 (Conference Room, Computer Room, Music Room, Visual Art Room, Central Library Room, Student Guidance and Support Room, Student Study Room, English Resource Room, Counselling Room, Steam Room, Life Education Room.) | | | Ramp, Accessible lift and Accessible toilet. | |

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

| | | | | | |
|--|-----------------|------------------------------------|--|-------------------------|-------------|
| Number of teaching posts in the approved establishment | | 48 | Total number of teachers in the school | | 55 |
| 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 |
| 100% | 96% | 30% | 31% | 51% | 9% |
| | | | | 10 years or above | 40% |

Class Structure

| | | | | | | | | | | | | | | |
|---|--|---|--|--|--|--|----------------|----|----|----|----|----|-------|----|
| | | | | | | | P1 | P2 | P3 | P4 | P5 | P6 | Total | |
| 2024/2025 school year | | | | | | | No. of classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) | | | | | | | No. of classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Mode of teaching at different levels | | Small class teaching has been implemented for P.4 to P.6 since 2009. Two classes in each level from P.1 to P.3 use Putonghua to teach Chinese language Subject while one class in each level from P.4 to P.6 use Putonghua to teach Chinese language Subject. We use cooperative learning strategy in P.1 to P.6 classes. | | | | | | | | | | | | |
| Remarks | | Develop students' self-learning, co-operative learning and HOT skills 13 modes in order to foster learning skills and to bring in quality teaching and learning. | | | | | | | | | | | | |

Performance Assessment

| | | | | | |
|---|--|--|---|---|-----|
| Number of test(s) per year (P1 only) | 0 | Number of exam(s) per year (P1 only) | 0 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only) | 0 | 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 | Assessments are diversified, e.g. sustainable assessment and unit assessment. Various modes of assessment are used, such as projects, models, role-play to evaluate the learning effectiveness of the students. Flexible assessment arrangements are provided for SEN students like the adaptation examination. (*No exams are arranged for P.1. Two exams for P.2 to P.5 and three exams for P.6 per year.) | | | | |
| 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 | Draw a middle line according to academic results and learning attitude: One is elite class while the others are classes in a mixed ability mode in P.4 - P.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 | 9 | 35 mins | 8:00 AM | 3:20 PM | 12:50 PM - 1:40 PM |
| Lunch arrangement | | Healthy school life | | Remarks | |
| Provided by designated supplier and arranged by parents. | | Our school organizes various large-scale competitions, such as Sports Days and Games Days, and join in programs like the "Whole School Health Program," "Eat Smart School Accreditation Scheme," "Mental Health School", the "4Rs Mental Health Charter", "Joyful Fruit Month" and the "Active Students, Active People" Campaign to cultivate and strengthen the healthy habits and attitude of the students. | | Morning Exercise, AI Sport Devices and Recess Exercise are for the students to develop physical fitness. No school for students every Friday afternoon. Various extra-curricular activities are organised for students in the afternoon. Collaborative lesson plannings which ensure sustainable improvement in teaching and learning is implemented in all levels. | |

Life-wide Learning

We provide various Life-wide Learning experience such as Sports day, Games Day and different Study tours. Students can also enjoy diverse extra-curricular activities, including Lion-dance, Dancing, Choir, Wind Band, Percussion, Taekwondo, Athletics training, Skipping, Art, Maths Olympiad, Cambridge English Young Learners, Chinese and English dramas, Chinese and English writing, Spanish, Chess, Putonghua, STEAM training and a wide range of ball games.

School Mission

We strive to be a quality English school. Our primary aim is to prepare our students for entering a secondary school which uses English as a medium of instruction. We emphasize intellectual education, students acquire a lot of knowledge and become self-motivated. We also promote moral education and traditional Chinese culture so that they will be able to care for the society and carry out their civic responsibility.

School Characteristics

School Management

School Management Organisation:

The IMC of our school appoints the Principal to manage school affairs and implements School Based Management governance.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has already formed since 1st August, 2007.

School Green Policy:

Environmental education with whole-school participation.

School's Major Concerns:

We nurture our students to be a Global citizen, to be well-educated, to be open-minded, to be brilliant in communication, to be respectful and inquisitive.

Learning and Teaching Plan

Learning & Teaching Strategies:

We use the CECES storybook-based programme in English learning to enhance reading and writing skills. Students also perform dramas and practise their speaking skills on English and Putonghua Speaking Days. We developed a quality school-based Chinese language curriculum which emphasize reading to writing. We promote life-wide learning to provide opportunities to learn within the community. We implement gifted education to inspire the potential of students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In response to the Science and Humanities subjects, scientific inquiry and STEAM and national education are strengthened in our curriculum. We have introduced the element of gratitude, sense of happiness and filial piety in value education. We also set up different sports activities after class to cultivate students' healthy lifestyles. For effective use of school time, we have afternoon I-SMART course to allow students to apply the knowledge through experiments, drama and project studies.

Development of Generic Skills:

We have designed a 6-year framework in our I-SMART lessons for developing the generic skills of students such as problem-solving skills, communication skills and self-management skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Values Education is an essential element of students' growing needs. The school has promoted different themes of positive values such as benevolence, courage, wisdom, gratitude, temperance and justice for different levels of students. The school also promotes PERMA for enhancing wellness of students and their family. In order to establish students' values of positive life and develop positive atmosphere in our campus, character strengths are inculcated through school-based moral education activities and curriculum as well as all aspects of school life.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. The curricular of the main subjects are divided into the 'core' and the 'extended' parts in order to cater to individual differences.
2. Adopt Collaborative learning and Diversified teaching strategies are adopted to cater to students' diverse learning needs.
3. Provide after school Remedial classes for core subjects, Reading and writing enhancement classes, to help develop their strengths or overcome their weaknesses.
4. Arrange concentration training, art social emotion and small hand muscle training groups to enhance their social and communication skills and problem-solving abilities.

Whole School Approach to Integrated Education:

1. Our school adopts "The Whole School Approach to Integrated Education" to support students with SEN. A responsible Student Support Team is set up to deploy resources, which include a Learning Support Grant and an Speech Therapy Service resource, to cater to students' diverse learning needs.
2. Specific measures in supporting students with SEN are adopted including differentiated teaching, assessment accommodation, remedial learning groups, training on social skills, the Enhanced School-based Speech Therapy Service, individual education plan, and so on. We also have mechanisms in place to solicit parents' views and feedback on student progress.

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; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. We buy and exploit resources outside of school to encourage self-learning among NCS students. We also translate the salient points of school notices to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

During co-planning meetings, teachers will decide which parts are the core and enrichment programmes. For less able classes, teachers will only focus on teaching the core programme.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Emphasizing on home-school connection, activities aligning with "Parent Education Curriculum Framework" such as Parent Storytelling Workshops, Parent-Child Yoga Classes, Parent-Child Horticultural Therapy are held, alongside different ongoing seminars and tea gatherings.
2. Our Parent Academy aims at enhancing parents' knowledge and skills. We also encourage parental involvement in major school events, fostering mutual understanding.
3. In response to current social conditions, we organize various seminars, activities and workshops. For example, the Effective Strategies for Spelling seminar in the first term addresses concerns about academic performance. To support parents dealing with their children's online habits, Internet Addiction among Children seminar is held.

School Ethos:

1. The school ethos is simplicity and modesty, and teachers are responsible and serious.
2. The teacher-student relationship is friendly and harmonious so that mutual respect and trust can be established.
3. Students are self-disciplined and polite to others, and have a sense of belonging to the school.

Future Development

School Development Plan:

2024-2027 School Development Plan

1. Cultivating a Healthy and Virtuous Campus. Getting steps on joyful excellence.
2. Joining hands, read to learn. Self-learning leads our bright future.

Teacher Professional Training & Development:

1. In accordance with the Hong Kong Teacher Professional Standards under the T-Standard and the teacher training requirements of the Education Bureau, formulate school-based teacher training requirements and directions. Establish subject-based professional development and sharing sessions, and encourage professional teacher trainings as well as school-based workshops aligned with the school plans.
2. Aligning with the school's key concerns and addressing the needs of newly recruited, newly joined, mid-level, and all teaching staff, provide diverse professional development activities to promote both individual teacher growth and school advancement.
3. Continuously optimize collaborative lesson planning, peer lesson observation, and open classroom practices to transform the teaching team into a learning organization.

Others

1. E-learning, which enhances the self-directed learning and life-long education, through the use of electronic media, will be implemented in lower classes.
2. Student Union and School Alumni are established in order to enhance the students' sense of belonging.
3. The top 20 students in P.6 will be recommended to enroll in Tsuen Wan Public Ho Chuen Yiu Memorial College.