



荃灣公立何傳耀紀念小學 Tsuen Wan Public Ho Chuen Yiu Memorial Primary School

📠 Estate Primary School No. 1, Shek Wai Kok Estate, Tsuen Wan, N.T.

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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
Mr. Yeung Kin Lam Johnny	Dr. Leung Wai Ying	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	

2026/2027 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	VR Cave
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 Room, Counselling Room, Steam Room, Life Education Room.)				Ramp, Accessible lift and Accessible toilet.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment				47	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	10 years or above	
100%	96%	30%	31%	51%	9%	40%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	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, communication, logical thinking, and computational skills. The I-SMART program offers school-based self-care courses, positive education courses, financial education courses, and a series of mental health courses to help students grow healthily.

Cultivation of Proper Values, Attitudes and Behaviours:

To enhance student well-being, our school incorporates five key elements—Positive Emotions, Relationships, Engagement, Meaning, and Accomplishment—into our curriculum and activities. We focus on fostering the virtue of filial piety and building positive values through moral education. By encouraging students to practice good behavior daily, we strive to create a positive campus atmosphere where they can thrive.

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 encourage NCS students to learn independently by purchasing and utilizing external teaching resources. We also provide translation services for key announcements to enhance 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. Establish close home-school ties through a diverse "Parent Education Series" aligned with the "Parent Education Curriculum Framework," such as "Parent-Child Yoga," "Parent-Child Horticultural Therapy," "Storytelling with Parents," "Parent Seminars," and "Parent Tea Gatherings."
2. Leverage the "Parent Academy" to attract parents to professional seminars, enhancing their parenting knowledge and skills. Parents are also invited to volunteer for major school-wide events, such as Sports Day and Chinese Culture Day, to deepen mutual understanding between home and school.
3. Organize various seminars and workshops for parents tailored to current social contexts, such as the "Strategies for Word Recognition and Dictation" seminar held at the beginning of the school term.

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.