



東華三院邱金元中學 TWGHs Yow Kam Yuen College

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School Mission

We are committed to providing quality education and emphasize the all-round development among students. We aim at creating an ideal learning environment which enables students to exert their full potentialities; we help students develop personal and ethical quality, hence it builds a strong sense of civic awareness in them.

School Information

Supervisor / Chairman of School Management Committee	Ms. Yeung Yin Chi, Jennifer			Bachelor Degree			98%
				Master / Doctorate Degree or above			52%
Principal (with Qualifications / Experiences)	Mr. To Wing Hei (MSocSc (PsyEd) ,Msc (SS) ,BEd)			Special Education Training			54%
				Years of Experience (% of Teaching Staff)			
				0 - 4 Years	5 - 9 Years	>= 10 Years	
School Type	Aided	Student Gender	Co-ed	27%	12%	61%	
School Motto	Diligence, Frugality, Loyalty, Faithfulness						
Name of Sponsoring Body	Tung Wah Group of Hospitals			Year of Commencement of Operation			1985
Area Occupied by the School	About 5500 Sq. M	Religion		Not Applicable			
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association		Yes	Student Union / Association	Yes	
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					79%
4Rs Mental Health Charter		Yes	Whole School Health Programme			Pledged School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language; Mathematics; Putonghua; Applied Technology*; Integrated Science*; Geography*; Chinese History; History*; Citizenship, Economics and Society*; Visual Arts*; Music; Physical Education
	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; Mathematics; Citizenship and Social Development; Chinese History; Geography; Physics; Chemistry; Biology; Economics; Tourism and Hospitality Studies; Business, Accounting and Financial Studies; Information and Communication Technology; Visual Arts; Physical Education (HKDSE); History; Physical Education; Applied Learning Course (ApL); The Diploma of Vocational Education (DVE) Programme
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language; Mathematics; Putonghua; Applied Technology*; Integrated Science*; Geography*; Chinese History; History*; Citizenship, Economics and Society*; Visual Arts*; Music; Physical Education
	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; Mathematics; Citizenship and Social Development; Chinese History; Geography; Physics; Chemistry; Biology; Economics; Tourism and Hospitality Studies; Business, Accounting and Financial Studies; Information and Communication Technology; Visual Arts; Physical Education (HKDSE); History; Physical Education; Applied Learning Course (ApL); The Diploma of Vocational Education (DVE) Programme
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2025/2026)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	3	3	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$370	\$370	\$370
Parent-Teacher Association Fee	\$50 (S.1~S.5); \$25 (S.6)					
Student Union / Association Fee	\$20 (S.1~S.5); \$10 (S.6)					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

We have 4 groups in S.1 - S.3; Split classes in electives subjects at S.4 - S.6.
Applied Learning Course(APL): We Offer Mode 1 and 2 to S.5 - S.6 students, Saturday courses by course provider. Additionally, The Diploma of Vocational Education (DVE) Programme adopts a dual-track mode running concurrently with the Hong Kong Diploma of Secondary Education Examination.

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 2026). Rank Order List provided by the EDB: 40%, Conduct: 10%, ECA: 20%, Interview: 30%.
Orientation Activities and Healthy Life
Summer Vacation Orientation Activities include English Bridging Courses, Induction Program for Secondary One Curriculum and Orientation Day for Secondary One Students' Parents. Also, there will be summer courses of Extra-curricular Activities. After the commencement of the school, parents will be invited to join the Secondary One Students' Parents Night to celebrate the accomplishments students have made since school has started.Homework Tutorial Classes will be held to help students solve the problems they encounter while learning. Our school is a 'Healthy School'. We conduct 'My Pledge to Act', Moral Education, various extra-curricular activities to train students to develop a balanced and orderly living style. The above activities foster the development on mental health, sex education, knowledge and training in balanced diet and body fitness, etc.

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School Characteristics
School Management
School's Major Concerns: We are... an Invitational School; a Moving School; a Caring School; a Green School.
School Management Organisation: Since 1998, there were new measures for the school management. School council, Parent-Teacher Association, Student Union and Student Alumni Association were established. Under the leadership and coordination of the advisory committee, the curriculum development committee and the functional groups, all plans can be implemented smoothly.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committees, composed of representatives from the school sponsoring body, principal, parents, teachers, alumni and independent manager, was set up in February, 2006. It aims at improving the quality of administration and teaching.
School Green Policy: School actively implements green policies. Apart from the teaching of green knowledge in the formal curriculum, we encourage students to act out what they have learnt in saving energy to live a simple life. Based on the spirit of "Using the natural resources wisely to reduce carbon footprint", the school has minimized the usage of electricity, water and paper. We set up recycling bins and conduct competitions for recycling. We also participated in the Jockey Club Energy Saver in Schools Project, to teach students green knowledge. For school equipment, we gradually change to use Eco electrical models with grade 1 label for electricity efficiency.
Learning and Teaching Plan
Whole-school Language Policy: The school adopts Chinese as the Medium of Instruction. To improve the students' English language proficiency, we have employed a Native-speaking English Teacher (NET); we have also set up an English Activity Room (EAR) and the Multi Media Learning Center (MMLC).
Learning and Teaching Strategies: 1. We emphasize on developing the students' learning interest, ability of self-learning and positive learning attitude; 2. We emphasize on improving students' language proficiency for a better foundation of studying other subjects; 3. To tie up with the development of new technology, our school provides a number of new educational facilities; 4. The school Wi-Fi infrastructure has been enhanced to cater for the e-Learning scheme; 5. We emphasize on developing students' civic awareness so that they will be concerned towards the social issues and hence generates the ability of independent judgement; 6. To fully implement the idea of teaching students in accordance with their aptitude, small group learning was employed in junior forms so as to facilitate interactive learning and the School-based Curriculum Scheme; 7. Every subject plans their teaching goals, teaching activities and method of evaluation which cater for the needs of the students. For the improvement of teaching of the next year, we would conduct the evaluation in the end of each year. The ultimate aim is to exert the students' potentialities and their ability of self learning; 8. In order to promote students' reading habit, they are invited to participate in a school-based reading reward scheme. There are Reading Periods, "One Passage per Day" for the junior form students, English online learning program, various kinds of reading sharing, book recommendation, famous speakers to share their reading experience, book fair, etc.
School-based Curriculum: 1. Electives: 3X. From S.4, students study 3 traditional elective courses out of 12 (at most) provided. School provides talks and conduct survey for all S.3 students for the choice of those 12 electives. 2. Curriculum highlights: (1) Different subjects in electives are arranged in parallel periods. It can increase the chance for students to choose and study according to their interest. (2) Students are divided into groups for core subjects, so that students' diverse learning needs can be catered. (3) Students can study The Applied Learning course and The Diploma of Vocational Education Programme offered by external course providers at their own interest.
Major Renewed Emphases in the School Curriculum: We emphasize on reading, because we believe that students can learn from reading. We have the morning reading period, book report writing, book sharing sessions. The Moral & Civic Education Committee and the Guidance & Discipline Committee organize seminars and workshops to raise students' awareness in Civic Education. Our school also conducts Life-wide Learning Week and design group projects for students. Our School seeks to build an integrated online-offline, data-driven, personalised, and sustainable learning environment through blended learning. Guided by the principles of "collaboration, personalisation, and adaptability", it combines online and offline learning using flipped classrooms and both synchronous and asynchronous methods to support continuous learning.
Life Planning Education: In order to help students better understand themselves, set clear goals and objectives, prepare for future development in work and study, we will provide students with a number of courses, seminars, workshops and visits, such as "My Way" (a life planning program for secondary school students), workshops on understanding oneself, talks on Elective Subject Selection, Aptitude test and analysis, Job-tasting Program, etc. The school also organizes talks and seminars for parents, equipping them to help their sons and daughters to make wise decision both in work and further study.
Student Support
Whole School Approach to Catering for Learner Diversity: With the spirit of holistic education and inclusive care, our school provides support to students both inside and outside the classroom. The classes are divided into four to five groups, as approved by the EDB, in order to offer an ideal learning environment for students. The subject teams also provide various learning activities and assignments to help students adapt to their environment and master what they have learned.
Whole School Approach to Integrated Education: Our school's Student Support Team (SST), led by The Principal, includes other key members such as Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teacher(s) (SENST), School Social Workers, and Educational Psychologists. The Student Support Team is responsible for formulating, implementing, and reviewing student support policies and serves as a communication channel for collecting and addressing teachers' feedback. The school effectively utilizes learning support grants, non-Chinese speaking student support grants for those with special educational needs, and other resources to provide after-school support and assessment accommodations as needed. Additionally, the school offers suitable learning experiences by providing opportunities for students to practice various skills, thereby stimulating and maintaining their interest in learning. The school maintains close communication and coordination with parents to ensure the effective implementation of inclusive education policies. The school has implemented a buddy program for many years, aimed at fostering a caring atmosphere of integration among teachers and students and cultivating moral character in all 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; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: Our school values students' performance in academic subjects and daily assessments, using this as part of the basis for continuous evaluation. The school conducts a uniform test and an examination once each semester to evaluate student performance.

Home-School Co-operation and School Ethos
Home-School Co-operation: As a member of the IMC, the parent representative acts as a bridge between the parents and the school. Activities are held by PTA every month, such as certificate courses, seminars, sharings, picnic, BBQ night, etc. in order to provide opportunities for building better relationship between parents and teachers.
School Ethos: We emphasize on students' personal and ethical quality. This can be acquired through various kinds of courses and activities. It helps us to establish the positive style of our school as well. Cooperated with the school social worker, the Guidance Unit provides personal guidance of students and a lot of activities so as to strengthen the students' self confidence and set up a healthy self image.
Future Development
School Development Plan: 1. 2025-2028 Triennial School Development Plan: (1) Foster a positive learning environment, strengthen curriculum integration, and optimize teaching and learning effectiveness. (2) Reinforce education on positive values and continue nurturing students' patriotic sentiments. 2. 2025-2026 Major Concerns: (1) Enhance information literacy and strengthen students' positive learning attitudes. (2) Cultivate students' positive values and reinforce patriotic education. (3) Prepare for the 40th anniversary school celebration and embark on a new chapter for the school.
Teacher Professional Training and Development: 1. Apart from organizing the activities of school-based teachers professional development, we also encourage our teachers to pursuit a life-long learning and take part in different kinds of seminars, workshops and sharing so as to improve the teaching quality; 2. We encourage class observation among our teachers, group class preparation and collaborative teaching. Thereby, the teachers can learn from each other and share their teaching experience; 3. To broaden our teachers' horizons, we assign teachers to attend meetings in mainland or overseas every year. Teachers can learn from other teachers' strength to offset their weaknesses.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) Our School provides a great diversity of extra-curricular activities. There are 28 societies and clubs which are divided into 4 categories, namely academic, interest and leisure, sports and service. Regular hall assemblies and are held. Co-operated programs of Sex Education Week are run with the Department of Health. Moreover, we held the Mainland Study tour of the Senior Secondary Subject of Citizenship and Social Development. Different subjects and groups held local and foreign visits and career training activities, which put theories into practice.
School Facilities
Number of Classroom(s): 27
School Facilities: Apart from the basic facilities, our school has a School Hall, Playground, Music Room, Library, I.S. Laboratory, Information and Technology Learning Centre, Multi-media Learning Centre, Visual Arts Room, English Activities Room, Students' Activities Room, Gymnasium, Creating Kiosk, STEAM LAB, Campus TV, Medical Room, Study Room, Student Support Center and Parent Resources Center.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible public information / service counter.
Others
Starting from September of 2003, our school launched the Invitational Education Project. This project aims at developing a learning environment which is full of concern, respect and joy. Our school has become the member of the International Alliance for Invitational (HK) since its establishment in June of 2004. Honourably, our school received the international acclaimed "Inviting School Award" in 2006. This year, we join the EDB "Hong Kong Schools Self-Evaluation Network (HKSEN)" project, and the "Quality School Improvement Project" run by the Chinese University of Hong Kong in order to raise the quality of Teaching and Learning. In 2025, our school received the Jockey Club "Blended Learning" Exemplary School Awards (Secondary School Division) Grand Prize 2025.
Direct Public Transportation to School
MTR: City One Station of Tuen Ma Line (EXIT C); Bus: 80K, 82X, 84M, 86, 89X, 49X, 281; Minibus: 804, 811