



東華三院陳兆民中學

TWGHs Chen Zao Men College

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School Mission

We provide an all-round education to develop the full potentials of our students in a congenial learning environment so as to equip them with the necessary skills and knowledge to become capable and responsible citizens with an independent mind for critical thinking and a genuine concern for social affairs.

School Information

Supervisor / Chairman of School Management Committee	Ms. Ho Chiu Ha, Maisy	
Principal (with qualifications / experiences)	Mr. Lui Chun Kei (B.A. (Hon), Cert Ed., M.Phil.)	
School Type	Aided	Co-ed
School Motto	Diligence Frugality Loyalty Faithfulness	
Name of Sponsoring Body	Tung Wah Group of Hospitals	
Area Occupied by the School	About 6400 Sq. M	Religion
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association
Incorporated Management Committee	Established	Percentage of school supervisor and managers fulfilling the training targets

Teaching Staff Information (including School Head) in the 2023/2024 School Year

Number of Teaching Posts in the Approved Establishment	54	
Total Number of Teachers in the School	58	
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education	95%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	44%	
Special Education Training	54%	
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	>= 10 years
14%	24%	62%

Subjects Offered in the 2023/2024 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Chinese History, Putonghua, Music, Physical Education, Home Economics (S.1 & S.2), Design & Technology (S.1 & S.2), Visual Arts
	English as the medium of instruction	English Language, Mathematics, Science (S.1 & S.2), S.3 Science (Physics), S.3 Science (Chemistry), S.3 Science (Biology), Life & Society, Geography, History, Computer Literacy, Business Fundamentals (S.3)
	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, Citizenship and Social Development, Chinese History, Tourism & Hospitality Studies (S.4), Physical Education, Music (S.4), Life Planning (S.4)
	English as the medium of instruction	English Language, Mathematics (& Extended Part Module 2), Economics, Geography, History, Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Information & Communication Technology
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Subjects to be Offered in the 2024/2025 School Year

S.1 – S.3	Chinese as the medium of instruction	Chinese Language, Chinese History, Putonghua, Music, Physical Education, Home Economics (S.1 & S.2), Design & Technology (S.1 & S.2), Visual Arts
	English as the medium of instruction	English Language, Mathematics, Science (S.1 & S.2), S.3 Science (Physics), S.3 Science (Chemistry), S.3 Science (Biology), Life & Society, Geography, History, Computer Literacy, Business Fundamentals (S.3)
	Adopt different medium of instruction by class or by group / school-based curriculum	-
S.4 – S.6	Chinese as the medium of instruction	Chinese Language, Citizenship and Social Development, Chinese History, Tourism & Hospitality Studies (S.4 to S.5), Physical Education, Music (S.4), Life Planning (S.4)
	English as the medium of instruction	English Language, Mathematics (& Extended Part Module 2), Economics, Geography, History, Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Information & Communication Technology
	Adopt different medium of instruction by class or by group / school-based curriculum	-

Class Structure & Chargeable Fees (2023/2024)

	S1	S2	S3	S4	S5	S6
No. of classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$150					
Student Union / Association Fee	-					
Approved Charges for Non-standard items	\$200					
Other Charges / Fees	-					

Remarks

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S.1 Admission, Orientation Activities & Healthy School Life

<p>Secondary One Admission</p> <p>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 2024). The selection criteria for S.1 discretionary places include the students' rank order from EDB (20%), their interview performance (40%), their academic results (20%), their conduct grading (10%), the extra-curricular activities and awards (10%).</p>
<p>Orientation Activities and Healthy Life</p> <p>An English summer course, a Parents Day and an Orientation Day Camp are organised to help S.1 students adapt to their new school life. Peer counselling program is also arranged to help students face their problems. Talks and activities are organised by the Health Education Committee on topics like the importance of a balanced diet and regular exercise. Exercise is done in the morning assembly every day. The Tuck Shop Committee monitors the food provided by the School Canteen. Parent representatives are invited to sample lunch boxes in the process of choosing service providers.</p>

School Characteristics
School Management
<p>School's Major Concerns:</p> <ol style="list-style-type: none"> 1. Continue to promote e-learning and strengthen STEM education. 2. Strengthen values education and nurture students to become responsible and respectful citizens. 3. Enhance teacher training and implement the Professional Ladder for Teachers.
<p>School Management Organisation:</p> <p>The school implements school-based management and establishes an Incorporated Management Committee to involve teachers, parents, and alumni in school governance decisions. An annual teacher-student consultation meeting is held, and student questionnaires are conducted to enhance communication. Emphasis is placed on teacher professional development and the establishment of a performance appraisal system for developmental staff. The school continuously strives for self-improvement through various self-assessment mechanisms.</p>
<p>Incorporated Management Committee / School Management Committee / Management Committee:</p> <p>The IMC is composed of representatives from the sponsoring body, the parents, the alumni and the teachers as well as the Principal and an independent person. Regular meetings are held to scrutinize the School Development Plan, examine the Annual Evaluation Report, supervise financial allocations and give suggestions on various school matters.</p>
<p>School Green Policy:</p> <p>The Green Earth Group has been set up by teachers and students aiming at formulating conservation policies and spreading green messages in the campus through creating the conservation corner and the green rooftop garden. The School also places recycling bins in the campus to encourage teachers and students to recycle. Besides, the School has also actively engaged in several environmental protection projects, such as Jockey Club BEAM Plus in Schools Project and Solar Harvest - Solar Energy Support Scheme. The former project involves improving campus facilities management by taking environmental protection into essential consideration so as to arouse students' awareness of its importance. The latter project pertains to the development of local renewable energy which strengthens our commitment to low carbon emission.</p>
Learning and Teaching Plan
<p>Whole-school Language Policy:</p> <p>The school strives to enhance students' bi-literate and trilingual abilities. We adopt small-class teaching in English lessons and allocate extra resources to language teaching so as to create an English-rich campus.</p> <p>To ensure a continuity in the use of English as the medium of instruction, subjects offered in English in Junior Secondary (JS) are still available in English in Senior Secondary (SS).</p>
<p>Learning and Teaching Strategies:</p> <p>We provide an all-round education and encourage multifarious instructional strategies with the use of I.T. to stimulate students and to develop their critical thinking. Cross-curriculum programs such as the Junior Secondary School-based Curriculum, the Reading Scheme and the School Life Education Scheme and the CORE Day echo the themes of the education reform to nurture students' generic skills and to build for them a foundation for life-wide learning. Our School-based Junior Secondary Curriculum is formulated with the co-ordinated efforts of different subjects to develop the generic skills of S.1-3 students systematically.</p>
<p>School-based curriculum:</p> <ol style="list-style-type: none"> 1. Electives: 3X. There are 138 combinations of elective subjects for senior form students. We provide two extra subjects, Music and Life Planning, to S.4 students to cater for their diverse learning and development needs. 2. Curriculum highlights: S.1-3 School-based Curriculum: We cultivate self-learning skill among students from the beginning of S.1. In S.3, we integrate the Youth Development Program of the Health Department to develop students' self-management and communication skills. In S.2, students have to work on a project under teachers' supervision to promote self-directed learning and problem-solving skills. Students' critical thinking skills are enhanced through practice in debate and writing in language subjects. Besides, we also provide My May and TWGHs Moral Education Course so that students positive value can be cultivated. We also apply e-Learning in various subjects in different levels for raising their self-learning ability.
<p>Major Renewed Emphases in the School Curriculum:</p> <p>A reading period is included four days a week to promote the Extensive Reading Scheme. Students are encouraged to gather information related to different subjects on the web for discussions and reports. Skills for project learning are systematically developed in S.2. Activities on moral and civic education are planned by the Moral and Civic Education Committee and conducted in the weekly class period.</p>
<p>Life Planning Education:</p> <p>Our school has designed a comprehensive career planning education from junior form to senior form. Activities include talks, workshops, careers test, visits to post-secondary institutions and workplace, guidance on release of public examinations and further studies. With more resources provided by the government under the Career and Life Planning Grant, we step further to provide individual or group guidance on further studies to all S.3-S.6 students. Systematic record would be made to facilitate follow up and support in later days. We also launch the 'Mentorship Programme' and develop school-based teaching materials on working attitude. The Education Bureau has invited us as the Professional Development School on careers guidance. We have shared our expertise with Partner schools to enhance students' self-understanding, personal planning, goal setting, reflective thinking and articulation to progression pathways.</p>
Student Support
<p>Whole School Approach to Catering for Learner Diversity:</p> <p>Students in need of special assistance are given professional assessment and meetings are called for teachers to adjust teaching and evaluation arrangements. Gifted students are selected by teachers in charge of different key learning areas to participate in enhancement programs and inter-school contests to fully develop their potentials.</p>
<p>Whole School Approach to Integrated Education:</p> <p>Our school has set up the Student Learning Support Committee. Committee members include the SENCO, representatives from the Chinese Department and English Department, SENST, School Social Workers, Education Psychologist, Counselling Psychologist and teacher assistants. The school makes use of Learning Support Grant to provide various services to SEN students, including counselling services, speech therapy, clinical psychology, emotional support, social skills groups, etc. We promote inclusiveness on the campus to support SEN students.</p> <p>To enhance the professional capacity of teachers in catering for students with SEN, our school arranges teachers to attend Basic, Advance and Thematic (BAT) courses systematically according to the professional development framework on integrated education. Members of Student Learning Support Committee attend different professional interflow activities, meet teachers from different schools, learn updated information and share it with colleagues in order to enhance the professional capacity of our teaching staff to serve SEN students.</p> <p>The school also collaborates with parents of SEN students closely. We organize parenting activities, workshop and counselling sessions. We also maintain a close relationship with parents and let them understand that the school provides professional support to develop the potentials of SEN students.</p>
<p>Education Support for Non-Chinese Speaking (NCS) Students:</p> <p>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.</p>
<p>Measures to provide adaptation for learning and assessment:</p> <p>To encourage a balanced development among students, marks of all the subjects, both academic and cultural, are included in the calculation of the yearly total, which includes marks of examinations, tests and daily performance. Regular panel meetings are held to evaluate the performance of students and to adjust the course contents as well as the teaching strategy to meet the needs of students.</p>

Home-School Co-operation and School Ethos
Home-School Co-operation: Our school actively promotes parent-school collaboration. The Parent-Teacher Association (PTA) organizes annual talk, parent workshops, parent-child trips, Lunar New Year gatherings and other activities. Parent volunteers frequently assist the school in organizing events and there is a volunteer contact group for dissemination of school information.
School Ethos: We have cultivated a harmonious culture by promoting the motto, "Care, Open, Respect and Endeavour" among every member of the school. A close and trusting partnership is established among teachers, students and parents. Various counselling programs, dual class teachers in junior form, peer supporting schemes, leadership training and various life-wide learning functions match the developmental needs of students.
Future Development
School Development Plan: 1. Continue to promote e-learning and strengthen STEM education. 2. Strengthen values education and nurture students to become responsible and respectful citizens. 3. Enhance teacher training and implement the Professional Ladder for Teachers.
Teacher Professional Training and Development: The School and Staff Development Team arrange teachers to participate in school-based and external professional development functions including seminars, workshops and sharing. Self-evaluation is conducted periodically with the use of questionnaires.
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)
The school offers over 40 student clubs and service groups for students to choose from. Each junior form student is required to participate in at least one core extracurricular activity for two years. In addition, diverse activities such as exhibitions, competitions, and performances are organized based on the needs of different subjects. Annual events include sports day, singing competition, school picnic, visits, cultural and art guided tours etc. Interdisciplinary activities are arranged according to students' needs.
School Facilities
Number of Classroom(s): 24
School Facilities: All the classrooms are air-conditioned, equipped with audio-visual equipment and whole school Wi-Fi coverage. Flat panels are installed to replace traditional computers and projectors. Special rooms include a library, a STEM Innovation Laboratory, a language laboratory, two computer rooms, four science laboratories, a newly renovated student activities centre, a multi-purpose learning centre and a gymnasium.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
Students achieved good results in both academic work and inter-school competitions. The overall subject passing percentage of the HKDSE in 2022-23 was 99%. Percentage of students attaining the general entrance requirements for admission to JUPAS Bachelors' Degree Programmes was 79% and the percentage of receiving an offer was 75%. Five students, include Tse Long Him, Zhou Wing Hin, Cheung Hung Shiu, Chau Wing Fun and Lam Yui Shun got TWGHs HKDSE Outstanding Awards.
Direct public transportation to School
The school is ten minutes' walk from Kwai Hing MTR Station and is close to the Kwai Shing East Bus Terminal.