



荃灣公立何傳耀紀念中學

Tsuen Wan Public Ho Chuen Yiu Memorial College

No. 1 Estate Secondary School Shek Wai Kok Estate Tsuen Wan

24966000

info@twphcymc.edu.hk

24158686

http://www.twphcymc.edu.hk

School Mission

Our primary aim is to develop our students' intellectual ability so that they achieve good results in public examinations, acquire good language skills and become self-motivated. We also provide moral education for them and promote traditional Chinese culture so that they will be able to care for society, serve society and carry out their civic responsibilities. Lastly, we strive for the full development of morality, intellect, physique, sociability and aesthetics.

School Information

Supervisor / Chairman of School Management Committee	Mr. Yeung Kin Lam, Johnny, MH		
Principal (with Qualifications / Experiences)	Dr. Lau Sui Yee (B.Sc., PCed., PhD.)		
School Type	Aided	Student Gende	Co-ed
School Motto	Rest in the Highest Excellence		
Name of Sponsoring Body	Tsuen Wan Public School		
Area Occupied by the School	About 6000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
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	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Pledged School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		52
Total Number of Teachers in the School		52
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		94%
Bachelor Degree		100%
Master / Doctorate Degree or above		56%
Special Education Training		55%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
17%	12%	71%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language; Chinese History; Music; Visual Arts; Putonghua; Life Education
	English as the Medium of Instruction	English Language; Language Arts; Mathematics; Geography; Life & Society (S.2 &S.3); Citizenship, Economics and Society (S.1) ;History; Computer Literacy; Physical Education; STEAM (S.1 & S.2); Science (S.1 & S.2); Science (Physics/Chemistry/Biology) (S.3); 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; Chinese Literature; Putonghua; Music; Visual Arts; Life Education
	English as the medium of instruction	English Language; Mathematics (Compulsory Part); Mathematics Extended Part Module 2 (Algebra and Calculus); Physics; Chemistry; Biology; Geography; Economics; History; Business, Accounting and Financial Studies; Information and Communication Technology; Physical Education
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language; Chinese History; Music; Visual Arts; Putonghua; Life Education
	English as the Medium of Instruction	English Language; Language Arts; Mathematics; Geography; Life & Society (S.3); Citizenship, Economics and Society (S.1 & S.2);History; Computer Literacy; Physical Education; STEAM (S.1 & S.2); Science (S.1 & S.2); Science (Physics/Chemistry/Biology) (S.3); 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; Chinese Literature; Putonghua; Music; Visual Arts; Life Education
	English as the Medium of Instruction	English Language; Mathematics (Compulsory Part); Mathematics Extended Part Module 2 (Algebra and Calculus); Physics; Chemistry; Biology; Geography; Economics; History; Business, Accounting and Financial Studies; Information and Communication Technology; Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	\$350					
Other Charges / Fees	Teaching Material Fee \$330					

Remarks

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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 2025). Admission Criteria for S1 Discretionary places: Academic Performance 50%; Interview 40%; Extra-curricular activities & Awards 10%. Interview will be given to applicants with outstanding performance in music to take an instrument performance test. Those who excel can receive additional points in the interview part.
Orientation Activities and Healthy Life
To help the new Form 1 students transition smoothly into the new school environment, the school holds an Orientation Day in July. There are also bridging programs and the F.1 Orientation Activity Day before the new school year begins. In late September, the PTA organizes the Orientation Activity Day to foster the relationship between parents, teachers, and new students. The school has implemented a "Healthy and Caring School Policy" with the following key objectives: 1. To develop a healthy, positive, and caring school culture. 2. To encourage a healthy lifestyle among students and staff. 3. To build a healthy and caring environment for the personal development of students. Major strategies employed to achieve these objectives include: a. Integrating the development of positive and empathetic attitudes into various curriculum and learning activities, such as Life Education and other subjects. b. Organizing "Fruit Days" to encourage students to have at least one serving of fruit at school. c. Promoting reasonable consequential learning. d. Providing healthy food guidelines for the school tuck shop and monitoring students' food choices. e. Requiring Forms 1 and 2 students to participate in at least two extracurricular activities per year. f. Offering leadership training and social service experiences. g. Employing an assistant teacher to help the school organize life-planning, extracurricular activities, and cross-border learning experiences. h. Engaging an Educational Psychologist and a Student Counselor to better address the diverse needs of the student population.

School Characteristics
School Management
School's Major Concerns: (a) To nurture HCYers to be self-directed and effective learners. (b) To foster a positive and caring school environment conducive to the whole-person development of HCYer.
School Management Organisation: The Principal is accountable to the Incorporated Management Committee. There are three vice-principals: one takes care of academic affairs, one is responsible for student support and facilitates the all-round development of students, and one is responsible for school administration. The Planning & Policy Review Committee formulates policies and developmental plans for the school. Various committees and subject-panels of the school promotes learning and teaching at school.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee (IMC) was set up on 1 August 2007. Besides the Sponsoring Body Managers, the IMC members also include the Principal, Teacher Manager, Independent Manager, Parent Manager and Alumni Manager. Following the instructions of the EDB, members of the IMC cooperate to realize the aims of school-based management and communicate well with the school staff.
School Green Policy: The importance of environmental conservation is conveyed to HCY students through Life Education, STEAM, and Biology lessons, as well as the efforts of the General Affairs Committee. To further promote environmental conservation, the school participates in various external programs, such as the Greening School Subsidy Scheme.
Learning and Teaching Plan
Whole-school Language Policy: At our school, English is the medium of instruction. To enhance students’ English skills and foster a rich learning environment, the school regularly holds English announcements and English Speaking Days every Wednesday. The Language-Across-the-Curriculum Committee (LAC) has been established to support the effective use of English across various subjects. This committee produces teaching materials and assists subject departments in improving students’ language abilities. To align with the ‘biliteracy and trilingualism’ language-in-education policy, we have implemented a Reading Scheme, introduced a school-based Language Arts curriculum for junior forms, and adopted a school-based Putonghua curriculum for S.1 to S.5. Additionally, we actively encourage student participation in language competitions to further boost their engagement and skills.
Learning and Teaching Strategies: Developmental lesson observation is conducted regularly to enhance teachers’ pedagogical skills. The school encourages teachers to actively enrol in professional training programmes outside school, to keep abreast of teaching concepts and pedagogies. Regular collaboration periods and departmental sharing sessions help teachers stay current with educational trends and further facilitate the professional exchange culture among teachers. Apart from that, the school targets at stretching students’ learning potential through various learning activities. The school-based Life Education curriculum helps nurture positive values and attitudes in students.
School-based Curriculum: 1. Electives: 3X. The school offers 12 electives for senior form students. The combinations provide a well-balanced curriculum, catering for students’ learning needs and personal development. All senior form students choose three elective subjects. Some senior form students choose four elective subjects, e.g. After School Mathematics Extended Part Module 2 Elite class, Other Languages Subjects or Applied Learning courses. 2. Curriculum highlights: To bridge the gap between junior and senior form curriculums, school-based curriculums are implemented in different subject panels so as to enhance students’ learning skills. STEAM lessons are offered to S1 and S2 students to help them master new knowledge through various experiments and regular practice. Artificial Intelligence elements and coding are added in the junior forms Computer Literacy curriculum. The Business Fundamentals in S3 curriculum helps students master business and commercial concepts. Also; Language Arts lessons are introduced in junior forms to enhance students’ language ability. The "Other Learning Experiences" in senior form emphasize students' artistic and sports development, with regular music, visual arts and physical education classes. Value education, social service and work experience-related learning, which are implemented through life education classes and extra-curricular activities. In order to implement the biliteracy and trilingual policy, Putonghua courses are introduced in junior form and senior form curriculums to consolidate students’ learning foundation.
Major Renewed Emphases in the School Curriculum: 1. Moral, Civic, and National Education: Our life education curriculum and diverse learning activities help students develop positive values and a strong national identity. National activities enhance their sense of belonging to the country. The school has established the National Education & Chinese Culture Promotion Committee and Flag Guards, allowing students to organize and participate in related events. We also offer leadership training programs to cultivate problem-solving skills, confidence, and teamwork, aiming to develop caring and responsible leaders with a global perspective. 2. Reading to Learn: To foster a love of reading, the school has implemented regular morning reading sessions, created reading corners in all classrooms, and promoted an Extensive Reading Scheme (Chinese Language). Our library hosts various reading activities to recommend engaging books and ignite students’ interest. Additionally, we have an eLibrary system to encourage leisure reading beyond the classroom. 3. Project Learning: We encourage students to integrate knowledge and skills from different subjects, promoting self-directed learning and critical thinking. 4. Interactive Learning through Information Technology: All classrooms are equipped with computers, visualizers, and interactive smartboards. Our Bring Your Own Device (BYOD) policy supports learning with personal devices. We incorporate artificial intelligence and coding into the junior Computer Literacy curriculum and utilize platforms like eClass and Google Classroom. iPads and tablets facilitate mobile learning, encouraging students to explore beyond the classroom.
Life Planning Education: The Life Planning Committee is an important service centre for students to seek support and advice on their education and career path. With the assistance of the staff, the Committee provides students with a variety of activities and services. These include workshops (covering leadership training, value building, interview skills, make-up, dining etiquette etc.), careers talks and workplace visits, job shadowing and internship programmes, university summer programmes, Impart & Inherit Mentorship Programme, sharing sessions by students and alumni, School-Company-Parent Program, JUPAS consultations for F.6 students, counselling on subject choices for F.3 students and publication of the careers newsletters. We aim to equip students with good preparations for their future. We hope that students will acquire the right attitude, knowledge and skills to meet future challenges. The Committee will guide them to develop better self-understanding and self-exploration so that they are able to set discreet careers goals and make informed choices, and make moves accordingly. Students’ interests, abilities and special learning needs are important items on our agenda as we much appreciate students’ uniqueness.
Student Support
Whole School Approach to Catering for Learner Diversity: Our school has set a school-based Talent Pool for academically gifted students. Selected students will participate in a variety of programmes and workshops sponsored by the School to equip themselves with different skills and knowledge, so as to broaden their horizon. Students with learning difficulties are also exposed to different opportunities. There are enhancement courses held after school to help revise and consolidate the subject knowledge, as well as building positive study habits. Moreover, our school has joined the School-based Educational Psychology Service by the EDB. Thus, there are a school-based educational psychologist and a student counsellor standing by the students with Special Educational Needs.
Whole School Approach to Integrated Education: The whole school approach is adopted in our school to promote inclusive education. Through utilizing the ‘Learning Support Grant’ , ‘Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs’ and allocating school resources, we provide diversified services and training to enhance students’ learning effectiveness. Our student support team includes the Vice-Principal, Head Counsellor, SEN coordinator, social workers, educational psychologist and student counsellor. Our team provides support and training to SEN students, catering for their learning diversities and developing their strengths.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of 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: Both formative and summative assessments are adopted to provide a more comprehensive evaluation of students’ abilities. Remedial classes, enhancement courses and enrichment courses are run to help students achieve better results. There are Test Days and Examinations in both school terms.

Home-School Co-operation and School Ethos
Home-School Co-operation: The PTA has been actively planning and running different activities, like talks and courses, which cater for the various needs of parents. This in turn improves the collaboration between parents and the school. We have established a team of parent volunteers to promote PTA activities. A welcoming day for F.1 parents and an annual PTA outing have been arranged to build up a stronger sense of unity in the school, which also facilitates cooperation between parents and the school. Under the PTA Appreciation Awards Scheme, students from each class are given awards for Active Participation in three different domains: “Responsibility and Consideration” ,” Care and Honesty” and “Politeness” . Non-academic subject prizes, awarded on Speech Day, are sponsored by the PTA. Every year, the PTA supports the Parents-Also-Appreciate-Teachers Drive and expresses its gratitude to the teachers. We communicate with parents using the eclass App. School Newsletters are issued on a regular basis so that parents are better informed about school events.
School Ethos: The school aims to nurture the following key qualities in students: Self-discipline, Self-actualization, and Responsibility. To help HCYers acquire these qualities, the school has adopted the following strategies: 1. Inspire, develop, and empower colleagues and students through various activities related to Values Education or Life Education. This helps to cultivate positive values and attitudes among the students. 2. Provide well-structured leadership programs, educational trips, school teams, and extracurricular activities. These opportunities support students' physical, intellectual, and character development, while also instilling in them a global perspective. 3. Strengthen student engagement in service training to develop their empathy towards the needy in society and enhance their sense of belonging to the community. 4. Utilize out-of-school resources to enrich students' learning experiences, helping to widen their horizons and motivate them to pursue their dreams. 5. Provide extra care and support to students by assigning two class teachers in junior forms and increasing the teacher-student ratio in senior forms. This ensures that the diverse needs of students are better addressed.
Future Development
School Development Plan: The three-year School Plan for 2022-2025 aims to nurture students to be self-directed and effective learners. The school will introduce note-taking skills and incorporate them in different academic subjects to enhance students’ self-learning ability. Also, the school highly encourages students to learn by reading broadly and participating in various reading activities. The incorporation of mobile learning and STEAM education in school curriculum helps students acquire skills to be effective lifelong learners. The school puts emphasis on developing a positive and caring school environment. The school-based Life Education curriculum and various class activities help to boost students’ self-esteem and strengthen their sense of belonging to the school. Also, the school helps students establish positive values and develop proactive attitudes to embrace the future challenges and to foster commitment to our community and country.
Teacher Professional Training and Development: Based on the annual major concerns of the school and the needs of teachers’ professional development, a wide range of activities and seminars are organised every year to enhance teaching effectiveness and professional knowledge and skills. The school has also arranged regular collaborative periods and learning circles which help promote professional sharing and collaborative culture among teachers. The school recommends and greatly supports teachers to participate in professional training courses by offering subsidies and making flexible administrative arrangement.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) Extra-curricular activities are an important part of school life and play an essential role in students' growth. To encourage students' participation and to facilitate the organization of activities, Tuesdays and Fridays are designated as Activity Days. To cater for a wide range of talents, interests and potential of students, our school has developed a comprehensive plan for the development of extra-curricular activities with the following five sub-categories: academic, interest, service, music, and sports. In addition to the service teams, school teams, and other certificate courses, our school has nearly 70 activities for students to choose from. S.1 and S.2 students need to participate in at least two club activities each year, with one being from the service, music or sports category. Students are also provided the opportunity to apply for the establishment of their own club, in order to cultivate and develop their personal interests and passions. In addition, our school provides structured leadership programmes for students. S.1 to S.5 students are expected to undergo the trainings. Our school also implements the "HCY Leaders" program, which equips student leaders to face future challenges through workshops, leadership sharing sessions, training camps, activity planning and leadership, as well as community service. We also coordinate a variety of activities for students throughout the school year, including Life-wide-learning Day, activities of the Students' Union, inter-class and inter-house competitions, Chinese culture week, English week, Math and Science week, overseas mountaineering program, physical fitness courses, water sports certificate courses, busking, "Adventure-ship", school outings, sports day, inter-school singing contest, and inter-school talent show, etc. These diverse learning experiences allow students to showcase their strengths, enhance their generic skills, and achieve the aims of whole-person development.
School Facilities
Number of Classroom(s): 29
School Facilities: Computer-assisted Learning Centre, STEAM Space, Computerized Art Room, Orchestra Room, Theatrette, Music Rooms, Students' Union Room, Student Activity Centre, Self-study Room, Fitness Room, Biotechnology Laboratory, History Room & HCY Heritage Corner, Common Activity Area etc. All classrooms are equipped with computers, interactive smartboards and visualisers. All rooms are air-conditioned.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift, Accessible toilet and Lifting Platform.
Others
Whole Person Development: Grantham Scholars of the Year Award, The Scholarship Scheme Scholarship, Multi-faceted Excellence Scholarship, 2023-2024 Sir Edward Youde Memorial Prizes for senior secondary school students, 7th Secondary School Peer Mediation Competition 2024 Champion, South China Morning Post Student of the Year Awards 2023/24-Special Award for Most Nurturing Environment, The Outstanding Student of New Territories 2023, Tsuen Wan and Kwai Tsing Outstanding Students Election 2023-24, The Greater Bay Outstanding Students Award 2024 Merit Award, Love Action Awards, Hong Kong Volunteer Award 2023 Caring School & Bronze Award, Community Youth Club Member Merit Award. Languages Education: Champion in Hong Kong Debating Premier League, 2023/24 The UNSDGs Debating Competition (EMI Division)1st runner-up (F.6), 2024 Harvard Prize Book Award. Mathematics Education: 2024 MathConception Group Merit Award & Individual Silver Award, The 25th Hong Kong Mathematical High Achievers Selection Contest Second Prize, Hong Kong Mathematics Kangaroo Contest 2024 Merit Award. STEAM Education: International Genetically Engineered Machine Competition (iGEM) 2023 Gold Medal, Aerosim Inter-school Aviation Tournament 2024 Grand Champion (Gold), The 56th Joint School Science Exhibition Proposal Competition 2nd Runner-up, Biology Challenge 2024 Gold Award, Exploration of Biodiversity in HK Short Video Competition Merit, VEX IQ RobotFight 2024 Gold Medal. Civic and National Education: The 3rd Hong Kong Young Leaders in Law Training Scheme Certificate of Commendation, Hong Kong Palace Museum Student Ambassador Programme-Certificate. Personal, Social & Humanities Education: Third Prize in the Junior High School Group of the Annual Chinese Historical Figures Election 2023 Special Study Report Competition, Excellent Award in the 2023/24 Hong Kong Junior High School Chinese History and Culture Quiz Competition, Third Prize in the Senior Group of the 14th Hong Kong Secondary School Chinese History Study Award Program. Arts Education: Bronze Award in the 2023 Hong Kong A Cappella Singing Competition. Silver Award and Runner-up in the 76th Hong Kong Schools Music Festival Piano Solo Competition. Gold Award in the 2024 Joint School Music Competition. Physical Education: All Hong Kong Age Group Rope Skipping Competition 2023 2nd Runner-up, Girls’ Division for the 15-17 age group ,Inter-School Athletics Competitions (Tsuen Wan and Islands), Inter-school Badminton Competition (Tsuen Wan & Islands), Inter-school Table Tennis Competition (Tsuen Wan & Islands), Inter-school Swimming Competitions (Tsuen Wan and Islands), For further information, please refer to the school website: http://www.twphcymc.edu.hk
Direct Public Transportation to School
1. Buses:32,32M,36,43X,936 2. MTR(Tai Wo Hau Station or Tsuen Wan Terminus) 3. Minibuses:81M,82M,94,312.