



元朗公立中學校友會小學
Yuen Long Public Middle School Alumni Association Primary School

2 Town Park Road North, Yuen Long, N.T.

24750328

info@ylaps.edu.hk

24747289

http://www.ylaps.edu.hk

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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. Wong Hin Yeung	Ms. Keung Wing Yi	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					39%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yuen Long Public Middle School Alumni Association	Diligence, Filial Piety, Friendliness, Honesty	1989	Chinese	School Bus; Nanny van	About 5000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Yuen Long Public Middle School Alumni Association Tang Siu Tong Secondary School			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
-	-	\$30	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	The whole school is air-conditioned. All classrooms are equipped with electronic whiteboards, fibre optics and Wifi networks.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
11 special rooms: Art Room, Music Room, STEM Room, English Room, Theatre, General Studies Room, IT Room, PE Room, Medical Room, two student guidance and counselling rooms.				-

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

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		50
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%	100%	20%	82%	14%	32%	54%

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	Co-operative Learning whole school approach.							
Remarks	-							

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)		3		
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							No
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	A wide range of formative and summative assessments (such as projects, tasks, book reports, presentations and unit tests) are used to assess students' learning performance.						
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	Either Putonghua or Cantonese is used as the medium of instruction in Chinese lessons in classes of mixed ability at P.1 - P.4 levels.						

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	3:05 PM	12:55 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school aims at maintaining a healthy school campus. A policy of a healthy school has established to reinforce students' healthy living habits.		There is morning reading time and morning exercise before lessons begin. Different relaxing activities are scheduled at recess and lunch break.		

Life-wide Learning

There are more than forty activity clubs in our school such as music, art, PE, drama, dancing, solo-verse speaking and choral speaking, STEM coding, etc to help students construct new knowledge. In order to foster students' development of arts and culture, our school offers opportunities for students to learn wind and string instruments from P1. Through these activities, students can extend their potential according to their own interests and strengths which in turn can achieve our goal— "One Child, One Skill".

School Mission

To nurture our students to serve the community by enhancing our school motto and to extend students' potential to the full by providing good quality education with a balance of development of the five values: moral and civic, intellectual, social skills, physical and aesthetic education.

School Characteristics

School Management

School Management Organisation:
The Incorporated Management Committee (IMC) is established, composing of representatives from different parties (including parents, teachers and the community) so that transparency and accountability are increased. The committee works closely together with the school, to provide appropriate recommendation in leading and supporting school development.

Incorporated Management Committee / School Management Committee / Management Committee:
Our objectives are to provide quality education for students, to cultivate a balanced development in students with the five values (moral and civic, intellectual, social skills, physical and aesthetic education). To carry forward the spirit of the motto, students' talents are developed and the life goal in serving others is reinforced.

School Green Policy:
Environmental Protection Ambassadors were recruited annually for promoting organic farming and environmental protection activities. To raise awareness of environmental protection, students are encouraged to take part in 'Green and Conservation activities'. We participated in Green 2.0 campaign(Solar Harvest),to help our students to protect our environment in daily lives. The school-based curriculum 'Carbon Neutral' was established to promote the reduction in carbon dioxide emission.

School's Major Concerns:
1. To promote diversified learning to increase students' capabilities of learning which help respond to new challenges in the future.
2. To adopt a healthy lifestyle and foster students' whole-person development through continuous cultivation of positive education.

Learning and Teaching Plan

Learning & Teaching Strategies:
Language proficiency is emphasized in our teaching focus. Integrated modes of learning are used to enhance the four language skills. Inquiry-based learning is practised in Mathematics and General Studies in order to build students' logical thinking. Multiple intelligences are highlighted in the regular curriculum, including life-wide learning and cross-curricular programs. Overseas study tours are arranged so as to enrich students' other learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:
The school is concerned about students' ability and interest in learning. To further develop students in the aspects of knowledge, skills, values and attitudes, we integrate the seven learning goals of primary education and equip students to be all-rounded by including the importance of nurturing a sense of belonging to our country, the Chinese culture, values education, active learning, STEAM education, reading and information literacy, a healthy lifestyle and balanced physical and mental development in our curriculum.

Development of Generic Skills:
Through various teaching and learning strategies, our school provides students with appropriate training in generic skills. The practice of cooperative learning not only provides opportunities to train their communicating skills, but also fosters students to apply the generic skills and techniques they master in other key learning areas, which promotes self-directed and lifelong learning.

Cultivation of Proper Values, Attitudes and Behaviours:
Positive values and attitudes are cultivated in different subjects and activities, especially through the participation in assemblies and school-based personal growth lessons. As stated in our major concerns, Students are nurtured to be persevere and self-disciplined. They are able to love themselves and others as well.

Student Support

Whole School Approach to Catering for Learner Diversity:
To cater to the diversity of students' learning, our school employs diverse learning strategies and activities, along with a school-based curriculum. Additionally, we provide continuous learning support to students, such as learning support programmes, remedial classes and after-school academic support programmes, to address learner diversity and motivate students' engagement with learning.

Whole School Approach to Integrated Education:
Our school is committed to developing an inclusive culture through a whole-school approach to support students with special educational needs. Resources are allocated and external programmes are integrated to provide appropriate and diverse support for these students, such as the School-based Speech Therapy Service and the School-based Educational Psychology Service, in order to enhance their learning and adjustment to school life.

Curriculum Tailoring and Adaptation:
To cater for student diversity, school-based programmes and special arrangements for learning tasks and assessments are implemented according to the specific needs of different students. The school also provides pull-out programmes for gifted or underperforming students. Additionally, our school creates opportunities to enrich students' learning experiences by implementing afternoon integrated programmes. This approach not only fosters students' whole person development but also strikes a balance between their mental and academic growth.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our school values home-school cooperation. Parents are regarded as significant partners in school development. A number of activities are organized by the PTA throughout the academic year. We encourage parents to participate in school activities to give the best support to their children through collaboration and joint efforts.

School Ethos:
Our school aims at helping students to build up good character. A school-based counselling scheme is implemented to develop students' self-management capabilities and equip them to become good citizens to serve the community.

Future Development

School Development Plan:
Through promoting the four key tasks, seven learning goals, twelve priority values and attitudes, and nine generic skills introduced in the education reform with the goal to cater for learner diversity, and collaborating with the EDB, universities and various organizations, our school designs appropriate school-based curriculum to optimize lessons and enhance the professionalism of our teachers. Through small class teaching, using Putonghua as the medium of instruction in Chinese lessons and e-Learning, our school implements co-operative learning and classroom management strategies to enhance the effectiveness of learning and teaching. By recruiting one more NET, organizing various activities to create an authentic environment, conducting study tours and participating in external competitions, our school enhances students' English competency.

Teacher Professional Training & Development:
Our teachers are encouraged to pursue continuing professional development by joining various seminars and courses to build a learning organization. We continually refine our teaching strategies in order to enhance students' learning.

Others

Our school has well equipped with e-Learning facilities for years.
1. Hardware: All classrooms have equipped with interactive touchable monitors, optic fiber and WiFi networks.
2. Software: Learning and Management System, Moodle is set up and co-operated with interactive software to enhance students' self-directed learning.
3. Classroom management: Student-centered and flipped classroom pedagogies are facilitated with BYOD classes in higher classes.
4. Establishment of STEM Room for different Extra Curricular Activities.