



元朗公立中學校友會鄧英業小學
Y.L.P.M.S. Alumni Association Tang Ying Yip Primary School

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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. Hau Yiu Chung William	Ms. Sin Yuen Nga	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					47%
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	Tang Ying Yip Primary School's guiding principles value diligence, filial piety, kindness and honesty.	1989	Chinese	School Bus; Nanny van	About 6200 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
YLPMSAA Tang Siu Tong Secondary School			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Advanced School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Air-conditioning, smart blackboard and visualizers available in all classrooms, with an ornamental edible garden, pottery studio and piano rooms on campus.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM room(IN HUB), Campus TV, computer rooms, Wetland Zone, English learning centre, Chinese Cultures Corner, Science Lab, Ensemble Room, Pottery Studio, etc.				Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment				50	Total number of teachers in the school		57
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	
95%	98%	35%	69%	44%	21%	35%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	4	4	5	5	26
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	3	3	4	4	5	24
Mode of teaching at different levels	Dual class teacher system is adopted in P.1 and dual-teacher system in major subjects is adopted for particular classes in P.3 and P.4.						
Remarks	Resources are flexibly deployed to facilitate Small Class Teaching methods. Students with lower achievements in Chi lang, Eng lang and Math are tailored with make-up classes. Ancillary measures are taken to assist NCS students in learning Chinese.						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		1	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							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
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Diversified Assessment for Learning	Diverse assessment methods have been adopted to enhance teaching and learning efficiency. Progressive assessments with specific marking scheme are set for each subject to comprehensively assess students' performance. Self-assessment and peer-assessment are also in place as learning tools. Speaking Assessment Day is implemented as we value students' development of communication skills.						
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	One elite class is established for each grade from P.3 to P.6, while the remaining students are distributed evenly among other classes.						

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	10	35 mins	8:10 AM	3:25 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has won the Gold Medal of the Hong Kong Healthy School Award Scheme, as well as Advanced School title of the Whole School Health Programme launched by the Department of Health. We organise a wide range of whole-school activities to promote healthy lifestyle. We also hold parent seminars regularly for family education.		Timetable is divided into morning session of regular curriculum and afternoon session of school-based programme, the latter covers new school-based STEAM curriculum, multi-intelligence session, extra-curricular activities, study enhancement groups, and other programmes concerning physical and spiritual cultivation, etc. In addition, tutorial session is set on a daily basis to provide homework instructions.		

Life-wide Learning

Ball games, swimming team, rope skipping, KPOP, shuttlecock team, dragon dance team, drum team, handbell team, paper mache class, traditional Chinese painting class, ceramics class, Math club, scientific investigation, unicycles, skateboards, violin training, string orchestra, English drama club, English Club, emcee junior training, coding class, mBot club, Greenmech team, digital media club, gardening class, calligraphy, Chinese medicine course, Wetland Park tour guide training, and service groups.

School Mission

We value students' development in the domains of ethics, intellect, physique, social skills and aesthetics of equal importance, and are committed to create an environment that allows every student to bloom their potentials according to his/her own attributes. We educate students the virtue of diligence, filial piety, kindness and honesty to ultimately achieve the spirit of service.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee of the school, being the policy-making and consultation body, is accountable directly to Yuen Long Public Middle School Alumni Association and the Education Bureau. Parent-Teacher Association and Old Students' Association are established to convey opinions from different stakeholders to school.

Incorporated Management Committee / School Management Committee / Management Committee:

Members of the IMC include Sponsoring Body Managers, the Supervisor, the Principal, Teacher Manager, Parent Manager, Alumni Manager, and Independent Manager. Sponsoring Body Managers are elected by the sponsoring body, where Teacher Manager, Parent Manager and Alumni Manager are elected through voting election.

School Green Policy:

Promote school-based curriculum of "Dr. Wetland Junior", "Little P. Farmer" and Aquaponics course. Install solar panels and energy consumption panels, and promote paper, plastic and food waste recycle to encourage practice of sustainable lifestyle. Encourage the use of renewable energy for school greening to arouse environmental protection awareness.

School's Major Concerns:

1. Construction of enlightening model tapping into student's potential for nurturing of lifelong learning capability.
2. Creation of a happy campus and a support network pivotal to whole-person development.

Learning and Teaching Plan

Learning & Teaching Strategies:

Diverse teaching strategies are adopted to enhance students' learning interest and self-directed learning abilities. Inquiry-Based Learning is of routine application to unleash students' learning potential. IBL activities and AI e-learning platforms for designing appropriate learning materials are also in place to cater for learning difference. We promote theme-based education by combining different learning elements to cultivate students' generic skills and proper values. Multi intelligence curriculum in the afternoon sessions cover areas including positive education, physical education and arts, and extended academic activities, aiming at fostering of diverse interests enrichment of learning experiences, and ultimately promote students' all round development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Elements of Chinese Culture and National Security penetrate curriculum of all subjects. We hold diversified activities including domestic and overseas exchange programme, aiming at broadening global horizons and enhancing their awareness to national security, thereby enhance their sense of national identity.

We ensure STEAM curriculum is keeping pace with the times with AI and coding elements incorporated. Students are led to a deep dive into the operation logic of technologies through systematic learning, ultimately cultivate rigorous computational thinking make use of information and digital technology responsibly and morally.

We extend Interdisciplinary reading constantly. With diversified learning activities of diverse themes and engaging learning materials, we aim to cultivate students' broad reading interests and habits.

Development of Generic Skills:

A conducive study environment is prepared to enhance students' presentation skills. Peer assessments are in place in different subjects to strengthen skills of critical thinking and creativity. Students are encouraged to set study goals and make study reviews for learning effectiveness, thereby to develop their skills on self-review and reflection. Students' different learning skills and generic ability are cultivated and elevated through project learning, cross-subject activities, enhancement activities and life-wide learning.

Cultivation of Proper Values, Attitudes and Behaviours:

We strive to create a healthy school environment to elevate students' psychosocial and spiritual cultivation. Positive Education and Service Learning have been carried out on a whole school approach for the understanding of value of life and building of healthy lifestyle. Teacher-company Guidance Programme participated by all teachers is promoted to strengthen student's ability against adversity. We establish a benevolent school culture to provide students with a positive, inclusive and caring environment. We encourage students to pursue self-affirmation while establishing positive value. By building a positive culture, students shall achieve all-round development.

Student Support

Whole School Approach to Catering for Learner Diversity:

We cater for individual learning difference by adopting Three-tier Support Model with whole school approach, measures include setting up of elite training, make-up classes and tutorials of major subjects, and dual-teacher system in P.3 and P.4. Potential Mentorship Scheme has been launched to tap into students' potential by setting up personalized learning framework to provide appropriate academic advise and counselling. With others tutorial groups and peer support programme TYY Buddy in place, we are ready to support students' growth and development in all aspects.

Whole School Approach to Integrated Education:

By unification and flexible deployment of resources, prompt and appropriate supports are provided to students to enhance learning incentives, enabling them to acquire study strategies and achieve improvements, which helps them to reach study goals and adapt to school life better.

Different services such as growth group, Enhanced School-based Speech Therapy Service and School-based Educational Psychology Service are deployed to advise on teaching and assessment adjustment. We value home-school co-operation and conduct regular discussions with parents via various channels regarding student support strategies. Our school was granted the Excellence Award in the 5th Hi-Five Student Engagement Award Scheme.

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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

School-based curriculum are designed through co-planning discussion. Small class teaching is adopted to cater for learning differences. Additional tutorials and external services are provided for top and low-achieved students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We actively practice parent education and maintain a close bonding with parents through different means, such as Parents' Day, seminars, monthly newsletters, mobile apps and school website. Parent Volunteers are organised to encourage parents to participate in giving support to all kinds of school activities as to foster home-school co-operation.

School Ethos:

Disciplinary and counseling tasks are launched in a whole-school approach, covering a wide-range of areas including moral education of preventive nature, civic education of intensive nature, counseling of remedial nature and a reward-and-penalty system. Students are encouraged to make progress in moral and academic performance through the school-based 'Self Improvement Reward Scheme'. We strive to establish a caring culture and practice classroom management.

Future Development

School Development Plan:

1. Construct learning model enlightens student's potential and empowers them with AI knowledge, ultimately nurture their lifelong learning capability.
2. Create a learning environment embraced well-being and digital inclusion to provide a support network pivotal to whole-person development for students.

Teacher Professional Training & Development:

Teachers are encouraged to pursue continuing professional development. We appreciate co-working between teachers to enhance teaching effectiveness. We exchange experience with fellows from other schools through internal and external training programme and gain programme support by inviting sharing from professionals. Taking part in external programme allows teachers to seize opportunities of experience sharing for professional development and establish learning community.

Others

Apart from academic achievement awards, specific scholarships and grants are established to award needy students with satisfactory academic performance. Furthermore, scholarships are awarded to students with outstanding performance in sports, art and music and of good virtue, and Model Student Scholarship for students excelling both in moral skills and studies.