



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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72

POA School Net No

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tang Hoi Kiu	Miss Sin Yuen Nga	Yes	Aided Whole Day	Co-ed	Not Applicable
Percentage of school supervisor and managers fulfilling the training targets				-	
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 (incl.: Putonghua) and English	School Bus; Nanny van	About 6200 Sq.M
Nominated Secondary School		Past Students' / School Alumni Association		Parent-Teacher Association (PTA)	
YLPMSAA Tang Siu Tong Secondary School		Yes		Yes	

2023/2024 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	All classrooms are equipped with computers, overhead projectors, visualizers and air conditioners. A micro organic farm is available outdoor.
Special Rooms				Facility(ies) for Supporting Students with Special Educational Needs
Including a STEM room, Campus TV, small group teaching rooms, computer rooms, a pottery studio, a piano studio, "Wetland Zone", an English learning centre and a PTA resources centre.				Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

Teaching Staff Information (including School Head) in the 2022/2023 school year

Number of teaching posts in the approved establishment		55		Total number of teachers in the school		62	
Qualifications and professional training (%)				Years of Experience (%)			
Teacher Certificate / Diploma in Education	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
87%	98%	31%	48%	36%	11%	53%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2022/2023 school year	No. of classes	5	5	5	5	5	5	30
2023/2024 school year (The number of class(es) approved by EDB in Mar./Apr. 2023)	No. of classes	4	5	5	5	5	5	29
Mode of teaching at different levels		Small Class Teaching was implemented in Primary One in 2009, aiming at catering for learner differences. Putonghua as medium of instruction in Chinese is carried out in some of the P6 Classes. Dual-teacher system is adopted in specific major subjects within P3 classes. P.4 students learn Chinese, English and Maths in homogeneous grouping.						
Remarks		Small class teaching among levels is implemented in school to cater for individual differences. Tutorials are given to students with lower achievements in Chi lang, Eng lang and Math at all levels. Supplementary measures are taken to assist NCS students in learning Chinese.						

Performance Assessment

No. of exam(s) per year	No. of test(s) per year	Streaming arrangement
3	0	Using Putonghua as medium of instruction in Chinese lessons is launched in P6 classes where students are selected according to their Putonghua proficiency.

Diversified Assessment for Learning

Diversified modes of assessment are used to enhance teaching and learning. Formative assessment with specific criteria are set for each key learning area to assess students' performance. Self-assessment and peer-assessment are also used as tools for learning. The development of communication skills is valued and therefore, Speaking Assessment Day is implemented.

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 min	8:10AM	3:25PM	1:00PM - 1:50PM
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. Now being one of the participating schools in the Health Promoting School Programme launched by the Department of Health, we organise a wide range of whole-school activities in order to arouse students' sense of healthy life-style. We also hold different varieties of seminars for parents.		The school curriculum is divided into morning session of regular programme and afternoon session of school-based programme, where the latter covers areas including new school-based STEAM programme, multi-intelligence session, extra-curricular activities, enhancement study groups, and other programmes concerning physical and spiritual cultivation. In addition, tutorial session is set on a daily basis.		

Life-wide Learning

Activities including a variety of ball games, swimming team, rope skipping, dance classes, shuttlecock team, dragon dance team, choir, drum team, handbell team, musical instrument training, paper mache class, traditional Chinese painting class, ceramics class, Math club, scientific exploration activities, English exchange programme, General Studies club, drama clubs, emcee junior training, coding classes, mBot club, Greenmech team, digital media club, gardening class, Chinese chess club, Wetland Park tour guide training, and several service groups.

School Mission

We are committed to provide students with the best learning environment to enable every student to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes. We aim to educate students to serve the people of the world.

School Characteristics

School Management

School Management Organisation:

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

Incorporated Management Committee / School Management Committee / Management Committee:

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

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. Encourage the use of reusable energy for school greening to arouse environmental protection awareness.

School's Major Concerns:

Help students to develop self directed learning habit aided with e-learning and learning strategies and inquisitiveness by introducing intensive participation and presentation pattern. Optimise life education curriculum and promote Chinese Culture. Create loving environment by constructing classroom culture. Inspire students' multi-talents by investing sports, arts, scientific experiment and dramas development to create lively learning environment.

Learning and Teaching Plan

Learning & Teaching Strategies:

The design of teaching materials is student-oriented to increase learning incentives. By introducing various teaching strategies with the assistance of information technology, students' study and self-learn ability are boosted, which in turns enhance their learning motivation. Interactive activities are commonly used in teaching to enhance teaching and learning effectiveness, and modular teaching is introduced to cater for individual learning differences. Thematic approach is implemented with various learning elements for the establishment of generic skills and positive value. Diverse learning activities are arranged for afternoon sessions, where classes are split into small groups for various interactive activities, thereby enhance learning incentives by enriching students' learning experience and vision for multi-intelligence development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Promote Chinese Culture to cultivate responsible and courteous manner of students. By incorporating related content of Chinese Culture into curriculum of various subjects, students are provided with daily exposure to such knowledge. Various of activity supported by experiential learning methods are held to provide students with insights about the PRC and to nurture appropriate value. With the notion of renovation, intelligence, collaboration and communication, STEAM aims to develop students' creativity in alignment with sustainability. Class schedules are designed for enriching learning experiences. Various activities for multiple intelligences development are set at the afternoon session, which includes curriculum attending for students' mental well-being, extensive learning activities for talent development by providing a delightful learning atmosphere, and tutorial classes to cater for students' educational needs.

Development of Generic Skills:

A proper study environment is prepared to enhance students' presentation skills. Peer assessment is used in different subjects to strengthen skills of critical thinking and creativity. Students are encouraged to set study goals and study reviews for learning effectiveness, thereby to develop the 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' personal cultivation in psychosocial and spiritual aspects. "Positive Education" and "Service Learning" on a whole school approach and a Teacher-company Guidance Programme participated by all teachers are promoted to help students to understand the value of life and develop a healthy lifestyle, and strengthen their ability against adversity. A caring school culture is established 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:

A Whole-school Approach is adopted to attend to the needs of students with different learning concerns. Several study groups are set to accommodate different needs of students. For instance, potential students are selected for different activity groups to develop talents; Dual-subject teacher method is adopted in P.3 and P.4 classes and students within the same grade are separated into groups during lessons on certain subjects; Remedial class of major subjects and tutorials are set to support learning; Different guardian groups and school-wide peer campaign are in place to cater for student diversity.

Whole School Approach to Integrated Education:

By resources unification and flexible deployment, prompt and appropriate supports are provided to students to enhance incentives, enabling them to acquire study strategies and achieve improvements, which helps them to reach their study goals and adapt to school life better. Different services such as growth group, school-based speech therapy service and school-based educational psychologist are deployed to advise on teaching and assessment adjustment. We value home-school co-operation and conduct discussion with parents on strategies supporting students via various communication channels.

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.

Curriculum Tailoring and Adaptation:

School-based curriculum are designed through teacher's discussion in co-planning. Small class teaching is adopted to cater individual 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:

Parent education is actively practiced. We remain 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 support various kinds of activities and foster the home-school co-operation.

School Ethos:

Discipline and counseling are launched in a whole-school approach. They cover a wide-range of areas, including moral education, civic education, counseling and a rewards and penalties system. Students are encouraged to make progress in moral and academic performance through the school-based 'Self Improvement Reward Scheme'. We also put emphasis on establishing a caring culture and developing a healthy school environment.

Future Development

School Development Plan:

We aim to establish student learning strategies and develop studying community. Our school promotes moral education to help building up a positive value. We put emphasis on developing a healthy lifestyle of students and the promotion of caring culture, thereby to help students to achieve fruitful lives.

Teacher Professional Training & Development:

Teachers are encouraged to pursue continuing professional development. We appreciate co-working between teachers to enhance teaching effectiveness. Exchange experience with fellows from other schools and gain programme support from professionals invited through internal and external training. Take part in external programme to gain experience sharing opportunity for professional development and establishment of learning community.

Others

In addition to award students with outstanding academic performance, scholarship is also granted to those with satisfactory academic performance while in need of financial support. Furthermore, scholarships are awarded to students with outstanding performance in sports and arts, and model students excelling both in moral skills and studies.