



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management	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 / chairperson and members of School Management Committee of government schools fulfilling the training targets					
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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' / Alumni Association		Parent-Teacher Association (PTA)
YLPMSAA Tang Siu Tong Secondary School			Yes		Yes

2024/2025 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 with interactive blackboard and visualizers and air conditioners. An ornamental edible garden, a pottery studio and a piano studio.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Including a STEAM room(IN HUB), Campus TV, small group teaching rooms, computer rooms, "Wetland Zone", "Chinese Culture Corner", an English learning centre, a PTA resources centre and an alumni room.				Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

Teaching Staff Information (including School Head) in the 2023/2024 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 (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
79%	98%	35%	44%	55%	8%	37%	

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2023/2024 school year	No. of classes	4	5	5	5	5	5	29
2024/2025 school year (The number of class(es) approved by EDB in Mar./Apr. 2024)	No. of classes	4	4	5	5	5	5	28
Mode of teaching at different levels	Small Class Teaching was implemented in Primary One in 2009, aiming at catering for learner differences. Dual-teacher system is adopted in specific major subjects within P3 classes. P4 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

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3
Replace tests and examinations with diversified assessments in the first term of P1			Yes
Draw up an appropriate school-based assignment policy, review it regularly and inform parents of related arrangements (P1 to P6)			Yes
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.		
Streaming arrangement	coming soon		

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 class, 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 club, emcee junior training, coding class, 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 create an environment that allows 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 educate students the virtue of diligence, filial piety, goodwill and integrity to ultimately achieve the spirit of service.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee, 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 Alumni 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, who are elected by the sponsoring body, the Supervisor, the Principal, Teacher Manager, Parent Manager, Alumni Manager, where the last 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 to encourage sustainable lifestyle. 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 and inquisitiveness aided with e-learning and learning strategies and introduction of 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 investments in sports, arts, scientific experiment and dramas development to create lively learning environment.

Learning and Teaching Plan

Learning & Teaching Strategies:

Design teaching materials with student-oriented approach to increase learning incentives. Boost students' study and self-learn ability by introducing inquiry-based learning activities and e-platform, which in turns enhance their learning motivation. Interactive elements are added to achieve class optimisation, and learning materials are designed to cater for individual learning differences. Implement thematic approach with various learning elements to allow students to establish generic skills and positive value. Diverse learning activities are arranged for afternoon sessions, where students are split into small groups for various interactive activities, thereby enhance learning incentives by enriching learning experience and vision for multi-intelligence development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Promote Chinese Culture to cultivate the virtue of responsibility and courtesy. By incorporating relevant content into subjects curriculum, students are provided with daily exposure to Chinese cultural knowledge. Various activity supported by experiential learning methods are held to provide students with insights about our nation and nurture appropriate value. With the notion of renovation, intelligence, collaboration and communication, STEAM curriculum aims to develop students' creativity in alignment with sustainability. Timetable are designed to achieve learning experiences enhancement. Various activities for multi-intelligence development are set at the afternoon session, which includes curriculum attending to 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 conducive study environment is prepared to enhance students' presentation skills. Peer assessment 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 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" has been carried out on a whole school approach. A "Teacher-company Guidance Programme" participated by all teachers is promoted to strengthen student's ability against adversity. We establish a caring 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:

A Whole-school Approach and the 3-tier intervention model is adopted to attend to the needs of students with different learning needs. Several study groups are set to accommodate different concerns of students. For instance, students are selected for activity groups to develop potentials; Dual-subject teacher method is adopted in P.3 and P.4 classes, and students of the same level are separated into groups during lessons on certain subjects; Remedial class of Chinese and English 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 unification and flexible deployment of resources, 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 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 discussion with parents via various channels regarding student support strategies.

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 co-planning discussion. Small class teaching is adopted to cater for 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:

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 support various kinds of activities as to foster the 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, 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 advance student learning strategies and establish studying community. Our school promotes moral education to help building up positive value. We put emphasis on developing a healthy lifestyle of students and promoting 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. We exchange experience with fellows from other schools and gain programme support from professionals through internal and external training programme. Taking part in external programme allows teachers to seize opportunity of experience sharing for professional development and establishment of learning community.

Others

Apart from awards for academic high achievers, scholarships and grants has been specifically established for needy students with satisfactory academic performance. Furthermore, scholarships are awarded to students with outstanding performance in sports, art and music, and model students excelling both in moral skills and studies.