吳氏宗親總會泰伯紀念學校
Ng Clan's Association Tai Pak Memorial 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
Ms. Ng Ching Ching	Dr. Hau Tat Sun	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					-

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Ng Clan's Association	Politeness, Righteousness	1991	Chinese (incl.: Putonghua) and English	School Bus	About 7500 Sq. M

Through-train / Feeder / Nominated Secondary School	Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)
-	Yes	Yes

4Rs Mental Health Charter	Yes	Whole School Health Programme	Pledged School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	$50	$460 (2 installments, $220 per installment)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	A Lift and Disabled Access.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Tai Moment, Gifted training room, Visual Arts room, Pottery room, Art Gallery, Curriculum Showcase, Music room, Recreation room, Activity room, Makerspace STEM Room, English Corner, Mandarin Corner, Remedial Class Room, Life-skills Room and Parents-Teachers Association Room.	Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment	27	Total number of teachers in the school	28

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%	22%	50%	32%	25%	43%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	1	2	3	4	12
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	1	1	1	2	3	8

Mode of teaching at different levels	We promote small class teaching and use cooperative learning to enhance teacher-student and student-student interaction. In the classroom, teachers use the teaching strategy of 'Six Steps of Self-Directed Learning' and combine questions at different levels to improve students' higher-order thinking skills and independent learning abilities.
Remarks	P1-P6 using cooperative learning to cater the individual differences.

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)	2	Number of exam(s) per year (P2 to P6 only)	1		

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	Diversified Assessment Strategies for Learning: Summative Assessment, Assessment for Learning, Formative Assessment.
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	Based on Teachers' Observation for Primary One Admission. Primary One to Five: Average classes. Primary Six: Elite 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	9	35 mins	8:05 AM	3:05 PM	12:45 PM - 1:45 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Lunch Management Committee, Entertainment Activity Time, Recreational Activities, Health Seminars, Beautifying the campus, Joyful Fruit & Veg Month, School-wide Environmental Activities and Green School Activities.	Every day has nine classes, and each one lasts 35 minutes. There are class teacher classes, person growth classes, multiple intelligence classes, library classes, 'Tai' learning and development periods (Orff Music Therapy, ecology courses, STEM activities, fencing training, tutorials, etc.) and teacher professional development courses.

Life-wide Learning

There are over 20 Multi-intelligence Activity groups, including Flag Raising Team, Choir, Drama, Gardening, Campus TV, STEM activities, etc. In addition, there are over 30 interest classes and school teams, including Mathematical Olympiad, Drumming, POP Dance, Fencing, STEM Remote Control Car, Ceramics, Climbing, etc. The school also offers service teams such as Campus Ambassadors to cultivate students' multiple intelligences and spirit of service.

School Mission

We seek to create an international-school learning environment while following our school plan and promoting our school values of courtesy, filial piety, justice and morality. We are guided by the following principles. (1) One Educational Philosophy: We teach from our hearts. (2) Two Ideas: We strive to create a happy school environment while simultaneously fostering outstanding academic performance. (3) Three Themes: (i) Dreams: We inspire students to follow their dreams. (ii) Life: We teach students to have good values through life education. (iii) Technology: We prepare students for modern life by acquainting them with artificial intelligence, virtual reality and metaverse technology. (4) Four Characteristics: (i) We create a positive English-language environment. (ii) We unite with parents to enhance students' school experience. (iii) We showcase students' excellent work. (iv) We work together with students and parents in our school family.

School Characteristics

School Management

School Management Organisation:
IMC, School Administration, Management and Organization (School and Teacher Affairs), Curriculum Development, Information Technology, Student Affairs, Student Support, Extra-Curricular Activities, General Affairs, Guidance and Discipline Affairs, Counselling Affairs, School Promotion and Gifted Education

Incorporated Management Committee / School Management Committee / Management Committee:
An IMC has been founded.

School Green Policy:
The Environmental Education Team helps raise students' awareness of environmental issues. Students will also learn about animals and plants through various activities, such as the One Person, One Plant Scheme; forest education; an animal theater; farming activities; a mobile zoo and an animal carnival. These activities will increase students' awareness of the importance of protecting the earth.

School's Major Concerns:
1. Cultivate independent learning, and improve learning and teaching efficiency.
2. Promote character education to cultivate positive attitudes and values.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. In line with the aims of education, the curriculum of our school is designed to cater for individualizing children's learning and development.
2. Small-class teaching and collaborative teaching have been promoted in our school to enhance effective teaching and learning.
3. Teachers utilize the Six Steps of Self-Directed Learning in the classroom to enhance students' active learning and note-taking skills.
4. Questioning techniques are used to enhance higher-order thinking.
5. Teachers design creative thinking exercises to broaden students' areas of thinking and enhance their expressive abilities.
6. To provide students with an authentic language speaking environment, native-speaking English and Putonghua teachers have been recruited.
7. Interdisciplinary Project Learning Week integrates multiple subject areas into a single, intensive theme-based week, fostering real-world problem-solving, critical thinking and student engagement.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Diverse Learning Activities : life skills course, Little Scientists, English board games, English Musical, puppetry team, fencing training, etc.
2. Ecology Courses: forest courses, animal carnival, etc.
3. Reading Programme: cross-curricular reading, picture book reading, the Book Bag Library
4. Information Technology: Artificial Intelligence and Space Themed Courses, metaverse
5. STEAM: creative technology workshops, scientific experiments, STEM day, etc.
6. Values Education
7. Life-Wide Learning: outdoor field trips, overseas exchange programmes in Korea, Singapore and Beijing.

Development of Generic Skills:
With the reinforcement of the eight Key Learning Areas, it is our belief that students will gain a broad foundation of knowledge and develop their multiple intelligences. We adopt an activity and project learning approach to carry out curriculum development, cater to learner diversity, and enable students to develop higher order thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Monthly Value Education Activities 2. Counseling Group Activities: Run into the Future, Life Millionaire, etc. 3. Let Me Shine - Let Every Child Shine Bright Career Planning Activities 4. Service Learning: Duties for All, Buddy Mentoring Programme, etc. 5. Diversified Rewards Programme: STAR+ All-Round Development Project, Sun Project.

Student Support

Whole School Approach to Catering for Learner Diversity:
Our school uses a whole-school approach to provide support to students with different needs. Remedial classes, enrichment and intervention programmes, school-based speech therapy services, buddy support programmes and newcomer support programmes are the main strategies we adopt, aiming at improving students' sense of achievement and broadening their learning experiences.

Whole School Approach to Integrated Education:
A whole school approach is adopted to cater for students with special educational needs in our school. We have a student support team to review the effectiveness of all the strategies we use. Different resources, including the Learning Support Grant and Education and Support Services for Newly-arrived Children are used to implement social skills training programmes, student counselling service and English Classes for Newly-arrived children respectively. Also, adjustments to teaching strategies and assessments, individualised educational plans are adopted, hoping that parent's opinions are considered when developing warm and harmonious environment.

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.

Curriculum Tailoring and Adaptation:
Curriculum tailoring in each subject. Teachers design appropriate learning contents and assessment for learning strategies through collaborative teaching and learning plans.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Through the communication app 'Grwth', school newsletters, the Primary One Orientation Day, parent seminars, Open House, Parents' Day, parent-child activities during sports day, caring calls, etc. to enhance communication and cooperation between parents and our school. In addition, parent-teacher association regularly organizes annual activities, parent education workshops and interest groups. To improve the effectiveness of home-school cooperation, every two years two parents are elected to join the IMC as shared school policy-makers.

School Ethos:
1. Simple Ethos with parents' support. 2. Caring campus - school advocates "Caring School", in which a friendly atmosphere and caring culture are created both by teachers and students. At the same time, we enhance students' sense of belonging to school. 3. Enhanced resilience – nurture students' positive energy, for example through "Understanding Adolescent Project" and "Sun" Project. Our school teaches students how to face difficulties and nurtures their positive attitude and ability to solve problems. 4. School-based counselling - the school implements Comprehensive Student Guidance Services, aiming at nurturing students' self-care ability, and hoping them to be good citizens in the future.

Future Development

School Development Plan:
Our school has always adhered to the education philosophy of cultivating from the heart, and we are committed to three major development directions: Dreams, Life, and Technology. We are striving to become a modern and diverse primary school, where students can enjoy a pleasant campus life while balancing their holistic development in academics. We aim to create a Happy School with Academic Excellence. Introducing Our Five Core Educational Reforms:
1. The 24 Character Strengths: Ensuring Every Child Is Recognized and Valued 2. Nature-Centric Education 3. Globalized Learning Approach 4. Creative Arts & Expression 5. Self-Directed & Independent Learning

Teacher Professional Training & Development:
1. Teachers engage in collaborative lesson planning and peer observation to enhance their teaching methods.
2. We organize in-school teacher workshops aligned with school priorities and arrange for teachers to participate in seminars and conferences.
3. Subject teams hold regular meetings to share insights and experiences gained from seminars and discussions.
4. We actively participate in support programmes organized by the Education Bureau, such as the English School-Based Support Programme.

Others

We ensure our students can study in a pleasant and caring learning environment, and we enhance our students' sense of achievement. A whole-school approach of love and care is applied to enable students to enjoy a pleasant learning atmosphere.