



大埔舊墟公立學校 Tai Po Old Market Public School

10 On Cheung Road, Tai Po, N.T.

26654610

26620590

tpomps@hotmail.com

https://tpomps.goodschool.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. Li Kwok Fai	Ms. Cheung Lai Chu	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
Tai Po Old Market Public School Ltd.	Humble, Prudence, Honesty, Intellectual	1964	Chinese (incl.: Putonghua) and English	Nanny van	About 6400 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		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$450	Swimming lesson \$350

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Every classroom is equipped with a computer, a visualizer, 86" LED Interactive Board. We have more than 500 computers and a standard swimming pool.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
60iLAB, InnoSpace, Pottery Room, Activity Room, Digital Music Room, Campus TV Room, English Room, IEco Learning Space, IGreen Park, Science Zone, Amusement Zone, Ecological Zone etc.				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				49	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	
100%	98%	51%	49%	26%	16%	58%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	The Activity Approach and the Co-operative Learning are adopted in all levels. The various strategies incorporated in the lessons are gifted education, STEM Education, IT interactive learning, learner diversity and pivotally - critical thinking skills. Implementation of small class teaching from P.1.						
Remarks	Co-operative Learning: complementary, mutually beneficial and goal-orientated; Thinking Skills Training: to think in different perspectives & to solve problems; Gifted Education: higher-order thinking skills, creativity and individual social skills; E-Learning: pre-class preparation, enrichment, self-directed learning.						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	The practice of everyday life and self-assessment are emphasised. Multi-formative assessments, Life education reports, student learning portfolios ranging from P.1 to P.6, are implemented and aim to inform teacher, parents and students on the strengths and weaknesses of students. Furthermore, assessment guidelines for all subjects are set so that students are aware of the learning objectives.						
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	Streamed classes are implemented, from P.4 - P.6, according to the students' academic results.						

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	30 mins	8:15 AM	3:15 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We were granted the Outstanding Spine Care Campus for the Straighten Up School Campaign in Tai Po. The School Health Committee endeavors to establish a healthy, harmonious and safe school environment, promote student mental and physical fitness and emphasise an anti-drug education.		The school life is enriched with teacher-student reading time, gymnastic exercises and lunch break activities. The swimming lessons and the morning play corner e.g. skipping-ropes and short distance races enhance students' health. The School Hygiene Prefects monitor the school's cleanliness. The Anti-drug Education, Don't Laugh at Me programme and Positive Education is run by the School IE Committee.		

Life-wide Learning

Study Tours for all P.3 to P.6 students. Experience Camp for learning life skills for all P.1 to P.2 students. Over 100 interest groups, with over 5,500 participants, are conducted by teachers and are run by the Teacher-Parent Association and include: Little Composer Seed Project, Explore Science, Robot Club, LEGO, Boy Scouts, Girl Guides, The Orchestra, The Chinese Orchestra and Dancing. Overseas Cultural Exchange Programmes: U.S.A., Australia, Japan, Korea, Singapore, Beijing, etc. There are over 4,000 participants in other outdoor activities.

School Mission

Our school seeks to provide quality all-round education for our students. We strive to enhance development in seven aspects of life encompassing moral, emotional and intellectual development, physical education, social integration, aesthetics and spiritual growth. We encourage our students to take the initiative to explore the world, to acquire international views and to maximise each individual's potential.

School Characteristics

School Management

School Management Organisation:

With brilliant management, efficient administration, an unambiguous and transparent administrative framework, the school earns the parents' support and trust. The school strives to acquire various external resources to expand the school curriculum and develop self-perfection anchored and home-school cooperation in the school-based management experience.

Incorporated Management Committee / School Management Committee / Management Committee:

With whole-hearted support, the School Supervisor and Managers attend school activities and ceremonies and offer valuable comments. All IMC meetings and Teacher Advisory Meetings, are not only attended by the Principal, School Supervisor and Managers but also the parent and teacher representatives.

School Green Policy:

To cultivate students' positive values and attitudes in treasuring the natural resources, protecting the environment through the development of TPOMPS Ecological Zone. The school organises school-based programmes such as Green Farming, Ecology Field Trips, overseas cultural exchange programmes, clothes and plastic bottles recycling.

School's Major Concerns:

1. To equip students with future skills by enriching students' learning experiences.
2. To continuously nurture the positive values and attitudes in order to create a smart joyful learning environment and to build a healthy habit for life.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school strives on enhancing students' biliterate and trilingual proficiency by creating a reading atmosphere to help students acquire the habit of reading. The fourth language (programming) has been developed for schools, and artificial intelligence experience lessons have been incorporated at all levels. We enable students to acquire necessary mathematical concepts and skills for everyday life. For General Studies, we implement the Whole-School Science Programme, Inquiry-based Learning and Project Work. We implement a Cross-curricular Integrated School-based Curriculum in which we design theme-based to enrich students' learning experience. We set up the subject, Life and Technology and we employ an IT interactive teaching strategy and systematic thinking training. To cater for learner diversity, we adopt gifted education and remedial teaching programme. Comprehensively implement education that inspires potential and positive education, fostering students' correct values.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education (including Life education, Positive Education, Financial education)
Making good use of learning time and creating space to promote a balanced physical and mental development.
Reinforcing STEAM education, and nurturing students' media and information literacy.
Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.

Development of Generic Skills:

To cultivate students' nine generic skills, we seek professional help to conduct co-planning meetings to design innovative lessons.

Cultivation of Proper Values, Attitudes and Behaviours:

We encourage students to learn in real contexts and authentic settings such as Global Citizenship Experience Programme, Entrepreneurship Experience Programme, theme-based learning programmes, cross-curricular learning, service learning, Uniformed Groups, Students' Union and we actively participate various programmes from EDB so as to help students develop positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school arranges remedial and enhancement classes and collaborates with the universities and the EDB to elevate the teaching effectiveness. Extra remedial classes are conducted by teachers qualified with special training. Besides, to cater for students' special needs, there are services provided by the school-based educational psychologist and the school-based speech therapist which can provide students with early remedial support.

Whole School Approach to Integrated Education:

Student support team consideration on deployment of resources, specific measures in supporting students with Special Educational Needs, e.g. remedial learning groups, training on social skills, enhanced school-based speech therapy service, individual education plan, mechanism in soliciting parents' views and discussion on student progress.

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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

Our school is dedicated to advancing school-based gifted education, fostering both academic excellence and emotional growth to support students' holistic development. As one of the eight pilot schools in Hong Kong's Gifted Education Network, we design and implement a wide range of enrichment programs that integrate key elements of gifted education — such as higher-order thinking, creativity, and social development — into everyday lessons. School-based gifted education not only nurtures all-rounded growth but also enables groups of gifted learners to fully realize their potential. In addition, we actively encourage students to participate in diverse competitions, providing them with opportunities to showcase and further develop their talents.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA, which is well-organised, has been established for 30 years. It aims to help parents understand the development of the school. We have the full support and trust of the parents. This is evident through the 300 parent volunteers and 5,000 participants helping in various activities. Workshops and seminars are conducted to educate parents in computing skills and parenting skills.

School Ethos:

The school ethos is excellent. On top, we have the students' growing support committee, discipline committee and counselling committee. Under these committees, there are the citizenship education committee, health education committee, positive education committee and invitational education committee. All committees strive to promote Life-wide Counselling services and a caring school. We strive to establish a good relationship with the students, parents and the community. We encourage students to be responsible before asserting their rights; to discipline themselves before asking for freedom.

Future Development

School Development Plan:

We are dedicated to provide an excellent education by broadening the international horizons of our students and teachers as well as building up students' biliteracy and trilingualism. We will keep developing students' learning to learn abilities and becoming up-right persons, cultivating students' creativity and abilities in putting theories into practice to create a new generation with ideals and the seven elements of the holistic education.

Teacher Professional Training & Development:

Teachers are encouraged to strive for self-enhancement by attending workshops and seminars regarding their individual interests and needs. In addition, overseas cultural exchange is also provided and we partner with territory education institutes and educational bodies, numerous local, overseas educational bodies, schools for interchange programmes, sharing sessions to enhance teachers' professional development.

Others

We encourage students to broaden their horizons and cultivate students' international perspectives by providing various learning experiences for students. Students participate in overseas cultural exchange such as US and Japan. Then students are encouraged to participate different competitions and win numerous awards.