



大埔舊墟公立學校 (寶湖道)
Tai Po Old Market Public School (Plover Cove)

7 Plover Cove Road, Tai Po, N.T.

26652333

26653113

tpompspc@tpompspc.edu.hk

http://www.tpompspc.edu.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. Lee Siu Ming Kenneth	Mr. Yip Yick Siu	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	Humility, Discreetness, Integrity, Sagaciousness	2002	Chinese	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		Advanced School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$470 (specific purpose charge) \$200 (Swimming Lesson Fees)	\$31 (replacement of student card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Indoor Swimming Pool, Chinese Cultural Pathway, Yuanlin Grove, "Go" Corner, Aquaponics, Spurred Tortoise Garden, Herb Garden, Farmland.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Lab, Lab for innovation science, Ancient Earth Museum, Environmental Protection Resources Center, English Funland, Music Room, Visual Art Room, Computer Lab, Campus TV etc.				Accessible lift, Accessible toilet 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			58	Total number of teachers in the school		60
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%	50%	77%	13%	12%	75%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2025/2026 school year				No. of classes	5	5	5	5	5	30
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		In P.1 - P.3, every class is of heterogeneous ability, whereas in P.4 - P.6 individual students' learning abilities and needs are considered.								
Remarks		-								

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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Adopts diversified assessment modes—including formative assessments, authentic tasks, project learning, and real-life applications—to holistically evaluate students' development. Encouraging students to utilize learning logs and student portfolios for self-reflection and peer evaluation. Provide tailored assessment accommodations and interactive group evaluations to cater diverse learning needs.				
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					No
Streaming arrangement	According to students' learning needs.				

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	8:00 AM	3:05 PM	11:50 PM - 12:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We foster a healthy lifestyle by promoting nutritious dining, physical fitness, and mental well-being. Recognized as an "Advanced School" under the "Whole School Health Programme" and joining the "Active Students, Active People" Campaign, we organize diverse sports and positive education to nurture students' physical, emotional, and spiritual health, cultivating an energetic and caring campus.		"Healthy lunch with nutrition ratio 3:2:1", "more fruit and vegetables", and "less oil, salt and sugar", we advocate healthy eating habits to improve students' health.		

Life-wide Learning

The school nurtures leadership qualities through the Student Council, Junior Leaders and uniformed groups. Through diverse activities such as STEAM projects, Chinese and Western orchestras, choir, athletics and ball games, the school provides the Five Essential Learning Experiences — Intellectual Development, Values Education, Community Service, Physical and Aesthetic Development, and Career-related Experiences — to broaden learning opportunities and achieve whole-person development.

School Mission

We provide our students an excellent and supportive learning environment to help them acquire holistic and balanced development with respect to the areas of ethics, intellect, physique, social skills, aesthetic, affective and spiritual growth, to encourage our students to take the initiative to explore the world with an international perspective and inspire their potential.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the principal, the teachers and executive teams carry out the school policy established by the Incorporated Management Committee (IMC).

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC was well established, the members of which include the school managing directors, teachers, alumni, parents and professionals.

School Green Policy:

We provide school-based curriculum and various activities to nurture our students' attitude and habit on environmental protection.

School's Major Concerns:

1. Nurture proactive learners equipped with innovation skills and a strong sense of contribution. 2. Nurture students to develop positive emotions and adopt a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school values the connection between life and learning. We implement a range of distinctive school-based curricula that are organically integrated and naturally connected with the core curriculum, nurturing students' innovative thinking and inquiry spirit, humanistic care values, scientific and technological literacy, information literacy, and the ability to comprehensively apply knowledge and skills. Adopting the TARGET instructional model as the axis of learning and teaching, the school designs higher-order questions to guide students in active questioning and analysis. Through the metacognitive strategy of "Questioning – Verifying – Reconstructing" and deepening blended learning, we make good use of the school and community environment for experiential learning, constructing a learning journey of "Knowledge, Action, Creation" to develop students' critical thinking skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Using Chinese culture as the backbone, designing diversified learning activities to strengthen values education (covering patriotic education, national security education, and life education).
2. Reinforcing STEAM education and maker culture, promoting AI integration across all subjects, developing a school-based AI literacy curriculum and nurturing students' media and information literacy.
3. Continuously deepening reading across the curriculum, leveraging information technology to develop students' lifelong learning capabilities.
4. Enriching life-wide learning experiences and fostering whole-person development.
5. Making good use of learning time and creating space to promote balanced physical and psychological development.
6. Better catering for learner diversity and formulating support plans according to students' learning needs.
7. Making good use of diversified assessment data to optimise instructional design, enhancing assessment literacy to promote learning & teaching effectiveness.

Development of Generic Skills:

1. Implementing the "Cultural and Arts Values Education Programme" at all levels, providing students with diverse learning experiences to enhance their humanistic care and artistic sentiments, and developing students' generic skills.
2. Through cross-curricular project learning and STEAM inquiry activities, creating authentic contexts to develop students' critical thinking, problem-solving, and innovation skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The school promotes values education, using Chinese culture as the backbone and integrating cross-curricular values education across all subjects and life-wide learning to help students develop proper values and attitudes. Adopting the "Knowledge-Affection-Action" affective pedagogical model, and incorporating patriotic education, national security education, and life education, the school strengthens the practical dimension in school-based curricula and activities, enabling students to transform cognitive understanding into action and internalise it as good character and a spirit of contribution.

Student Support

Whole School Approach to Catering for Learner Diversity:

Focus on developing gifted education. We provide over forty gifted programmes such as School Leaders, Mathematics Olympiad, English Ambassadors, STEAM CLUB, Little Editor and Lego Robot are provided for gifted students to explore their thinking and creativity abilities and social skills. Remedial classes are offered for students in need.

Whole School Approach to Integrated Education:

Our school adopts the "Whole School Approach" model to support students with special educational needs (SEN), establishing a Student Support Team to cater for individual differences through the "3-Tier Intervention Model": 1. Tier-1: optimising classroom teaching; 2. Tier-2: providing remedial teaching and group services such as enhanced school-based speech therapy, social skills groups and study skills groups; 3. Tier-3: providing Individual Education Plans (IEPs). Through various channels such as parent workshops and interviews, parents are assisted in understanding their children's needs.

Curriculum Tailoring and Adaptation:

To cater for learner diversity, we implement distinctive school-based programmes, cross-curricular learning and curriculum integration, making good use of blended learning and appropriate e-learning strategies to design suitable learning plans for students. For example, whole-class gifted learning programmes and pull-out programmes are provided for students with special abilities. According to students' learning needs, gifted classes and remedial teaching groups are offered. AI tools are leveraged to facilitate personalised learning, helping students develop their potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Elect representatives to be school managers in IMC to provide advice on school development.
2. Establish Parent Network for open communication between parents and the school.
3. Assist in organising diverse activity groups, summer classes and tutoring groups.
4. Establish a Parent Volunteer Team to support school affairs and diversified curriculum activities such as booth hosting, guest sharing and guided visits.
5. "Parent-Child Reading Club" conducts parent-child reading activities aligned with cross-curricular reading themes, fostering students' critical thinking through home-school collaboration.
6. Organise parent workshops to help parents master effective methods for promoting their children's whole-person development.

School Ethos:

1. Promote values education in a whole-school approach, with the "Values Education Curriculum Framework" as the backbone, encompassing the twelve priority values and attitudes, integrating positive education to foster whole-person development and create a positive and caring campus atmosphere.
2. Enrich the spirit of "TPOMPSPC People", enabling students to leverage personal strengths in a supportive environment, communicate with positive attitudes, embrace a growth mindset, and become confident individuals with a sense of well-being.
3. Through systematic school-based counselling activities, life education programmes and leadership programmes, students are nurtured to solve problems positively, face challenges courageously, and enhance their resilience and sense of contribution.
4. Promote the "4Rs Mental Health Charter" to establish a healthy lifestyle.

Future Development

School Development Plan:

1. Continuously develop cross-curricular learning to strengthen students' abilities in integrating and applying knowledge, and enhance their competence in solving real-life problems.
2. Continuously optimise school-based curricula with organic integration of subject knowledge, making good use of the campus environment and community resources to create contexts for life-wide learning.
3. Sustain reading as the core of learning, enabling students to enjoy reading and develop lifelong learning abilities through extensive and in-depth reading.
4. Promote AI integration across all subjects, reinforce STEAM learning and maker culture, inspire innovative thinking and nurture students' attitude of technology for good.
5. Make good use of e-learning platforms and AI tools to enhance classroom interaction and personalised learning experiences, promoting self-directed learning.
6. Deepen values education, cultivating good character, proper values and healthy well-being to enrich the spirit of "TPOMPSPC People".

Teacher Professional Training & Development:

A systematic and theme-based professional development plan is formulated annually. Training workshops and sharing sessions are scheduled each year, covering "Teachers' Professional Roles, Values and Conduct", "Local, National and International Education Issues", "Teaching Strategy Sharing", "Peer Lesson Observation and Research Lessons", and "Deepening Teaching Skills". This year focuses on "Enhancing Students' Critical Thinking Skills", strengthening AI and innovative teaching strategy training to equip teachers with digital technology tools and foster students' information literacy, continuously enhancing teachers' professionalism.

Others

We provide various Award Schemes to encourage students to strive for excellence in multiple areas and award and reinforce students' good performance. We train students to participate in academic, scientific and technological, physical and artistic activities. Students have won many awards in competitions including swimming, track and field, fancy rope skipping, music, science and technology, dance, visual art etc. Every year, the school also arranges students to go abroad for exchange and study. They have been to major cities in the Mainland, Japan, Korea, the United States, Scotland, Greece, New Zealand, etc., to learn about local culture.