



大埔官立小學
Tai Po Government Primary School

8 Tai Wo Road, Tai Po, N.T.

26584062

26507109

tpgps@edb.gov.hk

http://www.tpgps.edu.hk

84

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Hui Chi Fung	Ms. Lai Pui Shan	Not Applicable	Gov't 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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	please refer to the Chinese school motto	1946	Chinese	Nanny van	About 5046 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
NT Heung Yee Kuk Tai Po District Secondary School, Fanling Government Secondary School			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
-	-	\$40	\$200	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	2 Covered Playgrounds, LED Wall, all-in-one interactive touch panels.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 Computer Rooms; 2 Music Rooms; 1 Visual Arts Room; 1 English Activity Room; 1 Flight Simulation Room; 1 Students Activity Centre; 1 STEAM Room; 1 Science Room; 1 Reading Room; 1 Mindful Movement Room; 1 Parent-Teacher Association Room.				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			24	Total number of teachers in the school		25
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%	32%	87%	-	12%	88%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2025/2026 school year				No. of classes	1	1	2	2	2	3	11
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)				No. of classes	1	1	1	2	2	2	9
Mode of teaching at different levels		We adopt a student-centred teaching approach, co-teach in some classes and implement cooperative learning and self-directed learning. Small class teaching groups are designed and offered to cater for learners diversity.									
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)	1	Number of exam(s) per year (P2 to P6 only)	2		
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	A variety of assessment tools are adopted to obtain a more comprehensive picture regarding student abilities, learning progress and achievements.				
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	Mixed ability classes from P.1 to P.6.				

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	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school promotes a healthy policy. We run a food monitoring program and participate in healthy eating promotion projects such as EatSmart School Accreditation Scheme. We also participate in sportACT Award Scheme to encourage pupils to do morning exercise regularly.		Extra-curricular activities every Friday; interest groups, individual counselling scheme, learning support programmes, care service scheme and school team training after school. The school organizes study tours to broaden students' horizons and enrich their learning experiences.		

Life-wide Learning

Our school offers a great variety of extra-curricular activities to maximize students' potential. They can join classes including Fun with Maths Class, Cambridge Young Learners English Test Preparatory Course and STEAM Course to develop their academic abilities. To enhance their skills in sports, they can join Basketball, Running, Badminton, Hip-Hop dance and Dragon and Lion Dances in teams. To foster arts, students can join classes including Chinese Ink Painting, Chinese Orchestra and Chinese Dance Class. In addition, they can also join service groups such as Scouts, Flag-guards, JPC, CYC and Environmental Ambassador.

School Mission

Our school mission is to provide students with an all-round education enhancing moral, cognitive, physical, social and aesthetic growth. We are committed to nurturing students to learn with initiative and joy, instilling in them the values to be positive and responsible citizens. In partnership with parents, we strive to work for the best future for our students.

School Characteristics

School Management

School Management Organisation:

The School Management Committee is comprised of the chairperson (PAS) from EDB, the Principal, 2 teacher representatives, 2 parent representatives, 2 community members and one alumni representative.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee was set up in 1999. The School Management Committee is comprised of the chairperson (PAS) from EDB, the Principal, 2 teacher representatives, 2 parent representatives, 2 community members and one alumni representative.

School Green Policy:

Provide a green campus to nurture the love for the environment.

School's Major Concerns:

1. Promoting student self-directed learning and broadening opportunities for diverse learning experiences.
2. Cultivating positive values and strengthening students' physical, mental, and spiritual well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

We enhance effectiveness by integrating e-learning, self-directed learning, and co-operative learning strategies. We leverage AI-assisted teaching and coding education to cultivate students' computational thinking. Our STEAM curriculum strengthens problem-solving and inquiry skills. Through integrated reading activities and e-resources, we broaden students' horizons and nurture a lifelong love for learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include: strengthening values education (including life education, life planning, national identity and national security education); reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development.

Development of Generic Skills:

By adopting co-operative learning methodology in daily classroom teaching, students fully participate in activities to develop their generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school prioritizes holistic development. Through morning assemblies, seminars, optimized classroom management, and school-based incentive schemes, we nurture a strong sense of responsibility and unity among students. We are dedicated to instilling positive values, such as law-abidingness and respect for others, while actively promoting filial piety to guide students in practicing gratitude towards their families and embracing a positive outlook on life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Implement enrichment programs and organize various academic, sports and arts-related activities to cater for the learner diversity and motivate students' learning. Strategic plans are designed to cater for individual learning needs to enhance students learning in Chinese, English and Mathematics. Various school resources are pooled together to provide extra support service and hiring of teaching assistants.

Whole School Approach to Integrated Education:

We have student support team to cater for the diverse learning needs of students through the 3-Tier Intervention Model. The student support team provides early identification, homework and assessment adaptations to students with special educational needs (SEN).

Specific measures in supporting students with SEN, e.g. remedial learning groups, training on social skills, enhanced school-based speech therapy service and individual education plan for students with severe learning difficulties.

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; and organising activities to create an inclusive learning environment in the school. Our school organizes a variety of activities for NCS students to explore and understand Hong Kong's history and culture to deepen their understanding of Hong Kong. This year's highlight is the 'Cantonese Opera Experience'.

Curriculum Tailoring and Adaptation:

We provide suitable adjustment on homework and arrangement of examination for the students with special educational needs based on the advice of professionals.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Organize Home-School activities, parental educational talks and parental voluntary services to strengthen home-school co-operation.

School Ethos:

1. Through organizing whole-school activities, students are nurtured with a "positive and caring" school culture. Their sense of belonging to school and optimal thinking are enhanced.
2. Through the "Understanding Adolescence Programme", we are helping the upper primary students to develop their resilience in coping with the challenges they face as they grow up.
3. We promote healthy development of students by providing diversified learning opportunities through activities inside and outside the classroom setting.

Future Development

School Development Plan:

To enhance teaching effectiveness in order to develop students to become self-directed learners. To enhance learning effectiveness through self-directed learning and develop STEM education to strengthen students' inquiry skills. The implementation of values education to foster students' positive values and attitudes in their life.

Teacher Professional Training & Development:

Teachers are encouraged to join professional training courses. Collaborative lesson preparation and peer lesson observation are also promoted among teachers.

Others

Multi-media facilities, such as all-in-one interactive touch panels are provided in classrooms to enhance teaching effectiveness. Using a blended learning approach known as the "flipped classroom" model, students are encouraged to watch short videos before class and answer questions or complete assignments. This enables students to come to class prepared and ready to learn. Flexible School Time-Table Arrangement, aiming to extend and enrich students' learning experiences, make active use of class time, and create space for comprehensive learning and STEAM learning activities. Emphasizing the development of STEAM education, a three-tiered framework is implemented, along with the establishment of school-based flight simulation courses and virtual reality (VR) courses. These initiatives aim to enhance students' abilities in scientific exploration.