



太古小學 Taikoo Primary School

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http://www.tps.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
Ms. Chan Teing Teing Tina	Ms. Ip Bik Kwan	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
Swire Pacific Ltd	Honesty, Trust, Prudence and Modesty	1923	Chinese	School Bus	About 10870 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	Charges for non-standard items \$470 in total per annum, to be paid in two installments.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Taikoo Delights Simulated Aircraft Cabin, Maths Corner, Talent Zone, 'Too' Relaxing Zone & Thriving Garden and TPS X National Geographic - The Imagine Oceans F.I.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Dancing room, Computer room, Language room, Music room, Multi-purpose room, Science room, Inno Space, Visual Art room, English room and Small group teaching rooms.				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				54	Total number of teachers in the school		61
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%	41%	71%	16%	15%	69%	

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	1. Two class teachers in P.1. 2. Adopt diversified teaching strategies and e-learning elements to enhance students' interest and confidence. 3. Collaborate with the School Sponsoring Body to design innovative school-based curricula that provide diverse experiential learning opportunities to broaden students' horizons and instill positive values and attitudes.						
Remarks	www.tps.edu.hk						

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)	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	1. Formative assessments like project work and practical assessment are adopted. 2. Parents' evaluation, students' self evaluation and peer evaluation on students' assignments. 3. E-learning materials are provided for self-learning.				
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	All the P.1 classes are average classes. Our school uses Putonghua to teach Chinese in two classes each in P.2-P.6. The other classes are average 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	7	35 mins	8:00 AM	3:25 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Flexible class schedule: A vitality period and a tutorial session for students to engage in more physical activities and to complete their homework. 2. In the afternoons, 'Tai' Fun and 'Tai' Moral lessons are offered to provide students with multiple intelligence activities and to enhance their physical and mental well-being.		1. Set up different sports zones in the school campus to give students more opportunities to participate in sports activities and to achieve MVPA60. 2. Cultivate positive relationships among students through positive classroom management.		

Life-wide Learning

Chinese opera, English Musical, STEAM, Putonghua Choral Speaking, English Choral Speaking, School Choir, Percussion Band, Violin Class, Orchestra, Chinese Orchestra, Hand Bell Team, Martial Arts, Cheering Team, Dancing Groups, Olympiad Mathematics Class, Badminton Team, Mini-tennis Team, Basketball Team, Table-Tennis Team, Volleyball Team, Football Team, Rope Skipping Team, Skateboarding Class, Drawing Class, Shuttlecock Team, Taiko, Cub Scouts, Brownies, etc.

School Mission

To enable students to realize their full potential and create a quality learning environment that is conducive to a balanced development in the moral, intellectual, physical, social and aesthetic domains, recognizing that all students have the responsibility to contribute to the future well-being of society.

School Characteristics

School Management

School Management Organisation:

Under the supervision of the IMC of the school and the leadership of the Principal, there are four main sections, namely, Management & Organization Learning and Teaching, Student Support and Student Ethos and Student Performance. They are responsible for the development of the school and the implementation of school concerned issues and plans.

Incorporated Management Committee / School Management Committee / Management Committee:

School Sponsoring Body Board/The Incorporated Management Committee of Taikoo Primary School.

School Green Policy:

Actively Implement Environmental Education to promote awareness on sustainable life education. Green Projects are launched.

School's Major Concerns:

1. Make effective use of technology to facilitate learning and enhance the efficacy of learning and teaching.
2. Promote Positive Education to enhance the physical and mental well-being of teachers, students, and parents.

Learning and Teaching Plan

Learning & Teaching Strategies:

Through developing the school-based curriculum and the integration of different teaching strategies to enhance students' learning and language ability:

1. Make good use of artificial intelligence and e-learning tools to enhance classroom effectiveness;
2. Integrated Lessons encompass Moral, Civic, and National Education, Personal Growth Education, Class Management, and Social-Emotional Learning to instill positive values and attitudes in students;
3. Emphasis is on co-operative learning and small group learning to enhance learning effectiveness;
4. Develop students' talent and potential in 'Activity lesson'.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen values education, including life education, national education and national security education;
2. Make good use of learning time and create space to promote balanced physical and mental development;
3. Enrich Life-wide Learning experiences to promote whole-person development;
4. Enhance the catering for learner diversity;
5. Strengthen STEAM education and foster students' digital literacy;
6. Promote assessment literacy, enhancing learning and teaching effectiveness.
7. Enhance assessment literacy to promote the effectiveness of learning and teaching.

Development of Generic Skills:

Develop students' generic skills through curriculum design, classroom learning, activities and service in all learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:

A specific theme is established based on different core values every year. A variety of activities are held, including teacher-student sharing sessions during morning assemblies and lunch breaks, as well as educational display boards. Within the formal curriculum, positive value elements are integrated into the teaching content of various subjects. Furthermore, relevant topics are incorporated into Value-education classes to encourage students to practise what they have learned in their daily lives, fostering good character and a positive attitude.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Set up a Student Support Team to co-ordinate learning support policies.
2. Arrange Teaching Assistants to provide in-class support and arrange remedial teaching classes to better cater learner diversity.
3. Organize activities to develop students' talent and potential.
4. Develop enhancement programmes for high achievers.
5. Develop Gifted Education framework and establish school-based Talent Pool to unlock students' potential.

Whole School Approach to Integrated Education:

Our school adopts "Whole School Approach to Integrated Education" in supporting students with SEN, e.g. adaptation in teaching and assessment, remedial learning groups, school-based speech therapy service and EDB school-based educational psychology service.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Develop school-based curriculum to help students' learning. Assignment and examination adaptation are provided to cater for students with different learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Develop a whole-school framework for parent-education.
2. Emphasis on Home-School Co-operation. Organize Parents Days, Open Day, seminars and workshops.
3. Provide opportunities for parents to participate in different school activities in order to enhance the sense of belonging.

School Ethos:

1. To cultivate students' positive behaviors and attitudes, unlock their personal potential, and build a healthy and proactive life.
2. To implement positive classroom management, enhance students' sense of belonging and well-being, and promote harmonious interpersonal relationships.
3. To establish orientation classes for Primary 1 freshmen to help students adapt and integrate into school life.
4. To encourage active student service, fostering a stronger sense of responsibility and a spirit of commitment.

Future Development

School Development Plan:

1. Enhance teachers' professional competency in technology and foster home-school cooperation to promote innovative technology education.
2. Optimize the digital learning environment for students to enhance classroom effectiveness.
3. Continue to offer innovative curricula, such as the Cathay Pacific "Healthy Eating Programme", the EAST Hong Kong Hotel Course, and the Vogue Laundry Garment Folding Workshop.
4. Introduce external professional curriculum support to empower teachers and optimize the school-based curriculum.
5. Build a positive staff team, enhance professional capacity in Positive Education, and promote well-being.
6. Integrate elements of Positive Education both inside and outside the classroom to foster positive relationships and enhance student well-being.
7. Advance parent education to strengthen home-school collaboration and deepen parents' understanding of Positive Education.

Teacher Professional Training & Development:

1. Integrate external resources, such as the Swire Group Charitable Trust and the Quality Education Fund (QEF), to design creative and inspiring curricula for students.
2. Extend collaboration and learning culture through co-planning meetings, peer lesson observations and local and overseas professional development programmes to enhance the effectiveness of learning and teaching.

Others

1. Promote student well-being and developing multiple intelligences.
2. A variety of awards are established, including scholarships, Outstanding Student Performance Awards, the 'Taikoo Star' Scheme, and Athlete Awards.