



粉嶺公立學校 Fanling Public School

Fanling Village, Fanling, N.T.

26702297

26685371

office@flps.edu.hk

http://www.flp.edu.hk

81

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Pang Chun Sing George	Ms. Yee Mei Yin	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
Fanling Public School (School Board of Directors) Limited	Diligence, Honesty, Politeness, Love	1936	Chinese	Nanny van	About 11000 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	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	Charges for Specific Purposes \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
19	3	1	1	Chinese Culture Corner, Football pitch, basketball court, covered playground and running tracks. All classrooms are equipped with smart whiteboards.
Special Room(s)			Facility(ies) for Supporting Students with Special Educational Needs	
STEM Room, Computer Room, Conference Room, Counselling Room, Integrated Education Support Room and Teaching Resources Room.			Ramp, Accessible lift and Accessible toilet.	

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment		36	Total number of teachers in the school		41	
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
88%	100%	30%	71%	32%	12%	56%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		Small class teaching with a mixed approach of cooperative learning, experiential learning and enquiry-based learning.						
Remarks		The school makes use of learning time by arranging different life-wide learning activities within and beyond mainstream contact hours to enrich students' experiences for whole-person development.						

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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	There are regular formative and summative assessments. Three summative assessments are carried out each academic year. Other informal assessments such as classroom observation and project-based assignments are included. Evaluation from the assessments are used for improving teaching strategies. Non-written assessments are carried out in P1 for bridging purpose.				
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	P.1 - P.3 (mixed ability streaming) P.4 - P.6 (streaming according to 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	8	35 mins	8:20 AM	3:40 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch boxes.	The school actively promotes healthy living education and values the physical and mental health of students through a whole-school participation model, in both regular and non-regular courses. The school also collaborates with various government and social welfare organizations such as Whole School Health Programme to promote a healthy and positive campus environment.		No-Homework Day and Teacher Co-planning day on Wednesdays. School ends at 2:45p.m. on Wednesdays.		

Life-wide Learning

The school provides all students with life-wide learning opportunities, both inside and outside the school in different contexts, to help them gain the following five essential learning experiences:

- i) Intellectual Development (mostly through classroom learning in KLA)
- ii) Values Education (character formation)
- iii) Community Service
- iv) Physical and Aesthetic Development
- v) life-planning related experiences

Different school teams and a wide range of school activities are provided. School-wide activities include but not limit to excursions, study tour, Talent Show, Book Character Day, elderly homes visit and theme-based activity days.

School Mission

Based on the school motto, "Diligence, Honesty, Politeness, Love", the school implements whole person education. We strive to develop our pupils' potential, allow them to learn happily in a beautiful environment, master knowledge and skills and eventually become a good citizen with noble personality and virtues.

School Characteristics

School Management

School Management Organisation:

Directed by The Incorporated Management Committee, the principal leads the administrative groups and subject panels to implement systematic school management and realize strategic learning and teaching directions.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2009 and the Committee members include sponsoring body managers, ex-officio manager, teacher managers, alumni manager, parent manager and independent manager.

School Green Policy:

The school values environmental green education, formulating a series of school-based environmental guidelines and measures, and encourages teachers and students to practice green living on campus. Additionally, the school will continuously add facilities to the campus, participate in various programs, and encourage students to participate in activities both inside and outside the school, hoping to promote and implement environmental policies through whole-school participation.

School's Major Concerns:

1. To cultivate positive values and attitudes, and promote physical and mental health.
2. To enrich learning experiences, and cater for learner diversity.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. All-rounded Education and Positive Values - Using positive education to establish correct values, cultivate a healthy lifestyle, and promote holistic development.
2. Effective Use of Learning Time - Utilizing activity-based teaching and school-based curriculum to facilitate life-wide learning and broaden students' horizons.
3. Interactive Learning - Using group learning to promote student interaction and cross-curricular learning and develop students' generic skills.
4. Differentiated Instruction and Learning Support - Utilizing differentiated teaching strategies to increase student engagement and improve T & L effectiveness.
5. Emphasizing Fundamentals and Strengthening Reading – Focusing enhancement on bilingual and trilingual literacy, to enrich students' reading experiences, broaden their reading scope, and connect their learning.
6. Integrating Technology and Inquiry-Based Learning - Using hands-on and inquiry-based T & L activities to cultivate students' comprehensive abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Creating an environment conducive to students' physical and mental health, supporting their needs and establishing a healthy lifestyle through diverse learning experiences.
2. Making good use of learning time, optimizing cross-curricular courses, developing student-centered school-based curriculum, cultivating generic skills, and enriching life-wide learning experiences.
3. Constructing language skills through interactive T & L activities and enhancing learning effectiveness through catering for learner diversity with differentiated instruction.
4. Integrating correct values into life-wide learning activities and various learning areas, allowing students to practice good character, and cultivating reading and information literacy.
5. Introducing external resources and overseas learning activities to broaden horizons, understand national history, culture and development, and strengthen students' national identity.

Development of Generic Skills:

To facilitate the development of generic skills such as communication skills, problem-solving skills, IT skills and critical thinking through

1. STEAM education
2. cooperative learning
3. inquiry-based learning and cross-curricular project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Cultivating students' good character (sense of responsibility): Through various activities such as workshops, lectures, groups, class management activities, central reward programs, and service learning activities, the school strengthens students' awareness of value education and helps them establish a sense of responsibility.
2. Enhancing students' physical and mental health: Through various activities within the school and strengthening cooperation and connections with external organizations, the school enhances the understanding of the importance of healthy living models among different stakeholders, helping to improve students' physical and mental health.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for learner diversity, the school adopts the Whole-school Approach and designs graded learning tasks in both the core subject elements and the enrichment portions so that pupils can learn better in accordance with their learning ability. The school promotes professional development through arranging and encouraging staff to attend the related workshops and provides appropriate support and regular evaluation according to the needs of the students and parents.

Whole School Approach to Integrated Education:

By integrating the resources from the EDB (including Learning Support Grant and Enhanced School-based Speech Therapy Service), the school outsources services and recruits extra manpower of teaching assistants. We adopt the principle of early identification and early intervention. The 3-Tier Support Model is adopted to provide support for students according to their diverse needs. We also provide platforms for soliciting parents' views and discussion in student progress.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. We support the parents through translating circulars into English version and forming communication platforms to facilitate communication between parents and the school.

Curriculum Tailoring and Adaptation:

Curriculum is tailored according to pupils' abilities and needs. Elite classes and diverse activities are provided. To cater for the needs of academically low achievers, we provide support by offering remedial classes, curriculum and assessment accommodation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

School management is open and transparent. It is easy for the parents to express their opinions freely. Our school provides support to parents in different areas. Teachers, parents and students are mutually respectful and trustful, which makes the campus atmosphere full of care and love.

School Ethos:

The school has a caring ethos towards parents and pupils. We value our students' personal growth.

Future Development

School Development Plan:

1. Enhancing students' physical and mental health.
2. Enhancing students' self-concept.
3. Cultivating good character in students (responsibility, respect for others, benevolence).
4. Making good use of learning time, creating space, and enriching students' learning experiences.
5. Catering to student diversity through differentiated instruction.
6. Strengthening students' understanding of the country and enhancing their national identity.

Teacher Professional Training & Development:

There are three staff development days for school-based training for teachers every year. In addition, teachers conduct ongoing professional developments throughout the year.

Others

Different Scholarships are provided. For more details, please refer to our school website.