



粉嶺官立小學 Fanling Government Primary School

Cheung Wah Estate, Fanling, N.T.

26692024

26776202

fgpsa@edb.gov.hk

<http://www.fgps.edu.hk/>

81

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lau Wing Yin, Verena	Mr. Chan Kam Fai	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 version.	1984	Chinese	Nanny van	About 7680 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Fanling Government Secondary School, Sheung Shui 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
-	-	\$20	School management fee \$100	Visual Art Materials Fee (P.1-P.3: \$80, P.4-P.6: \$100)

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 Counselling Rooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 meeting Rooms, Activity Room, 2 IT Rooms, Art Room, Music Room, English Room, Teacher's Common Room, Computer Room, Campus TV Room, STEAM Room, Chinese Cultural Room, Science Room, Sports Activity Room, Cozy 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				29	Total number of teachers in the school		31
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%	26%	97%	-		3%	97%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	2	2	3	3	2	3	15
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	1	2	2	3	5	2	15
Mode of teaching at different levels	The school has small class teaching to take care of students' learning diversity and provide students with appropriate support.							
Remarks	-							

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)	2	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	Apart from summative assessment (examination), formative assessment plays an important role across the scope of the curriculum. Learning and teaching is enhanced with diversified assessments, including assignments, exams, lesson observations and students' self-evaluation.				
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 classes of P.1 - P.3 hold mixed ability students. There are top performing classes in P.4 - P.6. Streaming based on academic results. The other classes hold mixed ability students				

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	9	35 mins	8:05 AM	3:10 PM	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and or pupils bring their own lunch.	Our pupils' diet and eating habits are a big concern in our school and a committee has been established to monitor pupils' diet. A number of health related activities, including "Joyful Fruit Month" are held to promote healthy eating habits. Our school is awarded "Eat Smart School" by Department of Health.		Campus TV, Talent shows, art exhibitions, eClass and Learning achievement exhibition are different platforms that have been developed to show off our pupils' skills, talents and potential. Apart from that, our school joined the School-based After School Care Service Scheme, to let students in need to stay after school to receive care and learning support.		

Life-wide Learning

A wide variety of extra-curricular activities is provided, such as Pickleball class, dancing team, athletic team, football team, instrumental classes, STEAM team, IT team, lion dance club and English drama club. Uniformed groups include the Flag Guard, Brownies, Cub Scout, and Marching Band."

School Mission

Implement the curriculum that accords better with a student's abilities and thus provide a more equitable learning environment; Nurture in each student in a happy and caring environment, promoting multiple-intelligence development that allows students to develop their own individual talents; Uphold moral, affirming the worth and dignity of each individual; Prolong a holistic education that nurtures the whole person and a good citizen.

School Characteristics

School Management

School Management Organisation:

The school Management Committee has been established to monitor school operations and school development. The headmistress, one vice headmistress, two counselors, and nine senior teachers led eight administrative teams. There are different special teams responsible for the operation of our school.

Incorporated Management Committee / School Management Committee / Management Committee:

The transparency and accessibility of school are committed to enhance the quality of the school management. The members consist of a representative from EDB, the headmistress, two representatives from teaching staff, two representatives from parents, one representative from the community and one alumni representative.

School Green Policy:

The collection and recycling of old school uniforms is organized every year. Use of paper reduction and energy-reduction policies are also carried out to help reduce waste.

School's Major Concerns:

1. Cultivate a scientific spirit of inquiry and discovery in students.
2. Promote students' whole-person development through the nurturing of positive thinking.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school fosters students' thinking and innovation through a wide range of learning activities. Our school-based reading program strengthens students' language skills in both Chinese and English. In subjects like Math, Science, and ICT, we implement digital education and STEAM initiatives to sharpen students' problem-solving and analytical skills. Cross-curricular STEAM projects are also jointly developed to help students integrate knowledge and express creativity. To ensure excellence in teaching, we maintain a strong culture of collaboration through regular lesson preparation, peer observations, and assessment reviews.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthen national education and national security education; make good use of class time to create space; enrich all-round learning experience; strengthen care for the diversity of students; strengthen STEAM education and digital education, cultivate students' information literacy; strengthen interdisciplinary learning and reading; improve assessment literacy.

Development of Generic Skills:

Nine Generic Skills are promoted and cultivated through teaching and learning of different key learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:

To nurture students' resilience to face challenges during their growth; to strengthen moral, civic, and national awareness to establish correct values in life. By implementing the Education Bureau's '4Rs Mental Health Charter', we are committed to building a positive campus and fostering an optimistic attitude in students to cope with stress

Student Support

Whole School Approach to Catering for Learner Diversity:

The school provides assistance to pupils who are registered or exhibit special educational needs. Target pupils are identified and classified into various assisted groups. These include: homework tutorial classes, Education and Support services for newly-arrived children, Chinese, English and Mathematics remedial classes, Enhanced School-based Speech Therapy Service and Individual Education Plan.

Whole School Approach to Integrated Education:

To cater for students with special educational needs, the school sets up the student support team to co-ordinate school-based support and measures. The school uses learning support grant to provide students with appropriate services; such services include coaching groups, social groups, and Enhanced School-based Speech Therapy Service. The school also establishes a constant communication mechanism through parents' day, parent-teacher conferences and other channels to discuss with parents the strategies for supporting students.

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

Curriculum Tailoring and Adaptation:

In order to cater for individual needs, some classes are taught in groups. The school has joined the 'School-based Educational Psychology Service'. A special team regularly evaluates the effectiveness of the plan.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parents-Teachers Association has been established to promote effective communication between parents and teachers. This has helped to strengthen home-school links.

School Ethos:

Personal development and values of our students are built up by the moral education programme. The promotion of the 'School-based remedial plan' such as 'FGPS Star Award Scheme' help pupils develop motivation and strengthen positive thinking behaviour. By promoting different topics, as well as improving the quality of class activities and encouraging pupils to join the activities inside and outside school, pupils are encouraged to express themselves and to respect others.

Future Development

School Development Plan:

1. Cultivate students' innovative spirit.
2. Cultivate students' positive values to become a obedient and responsible citizen.

Teacher Professional Training & Development:

The school enhances teacher's Professional Training and Development by providing school-based training courses. The school encourages teachers to share their teaching experience and practice. Our teachers have many opportunities to joint courses, seminars and workshops held by the EDB and other organizations so that they can develop their teaching strategies.

Others

Scholarships will be given to the top three students of each form which are provided by PTA of the school. The school will arrange exchange activities with sister schools and overseas activities.