



基督教粉嶺神召會小學 Fanling Assembly of God Church Primary School

2 Wo Ming Lane, Fanling, N.T.

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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
Dr. Lam Hau Ching	Mr. Ngan Yuen Fung	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
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 Assembly of God Church Ltd	Chinese version only	2001	Chinese	School Bus	About 3940 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
-	-	\$100 (for 6 years)	Fees for Specific Purposes \$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
7 (English Room, Music Room, General Studies Room, STEAM Room, Visual Arts Room, Student Activity Centre, Conference 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			48	Total number of teachers in the school		53
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
96%	100%	47%	77%	19%	11%	70%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	5	4	4	4	25
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	4	4	5	4	4	25
Mode of teaching at different levels	All classes in our school are small in size. We use tiered instruction and streamed classes to cater for learner diversity. We also offer remedial classes to give additional support to students. Following the School-based Gifted Curriculum Programme, we provide pupils with a variety of activities to develop their multiple intelligences and higher-order thinking skills.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	1	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
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Diversified Assessment for Learning	Assessment for learning is emphasised to reduce reliance of memory-based exams. Tests and exams are replaced by formative assessments in Term 1 of P.1, followed by one test and one exam in Term 2. Three summative assessments with the support of multiple intelligence assessment are conducted in P.2-6. Evidence of student learning is collected to give constructive feedback for further improvement.				
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 in P.1-P.6.To cater for learner diversity, more capable P.4-P.6 students will be streamed into specific classes during English and Maths lessons. In this way, those who remain in the original classes can be catered to with a higher ratio of teachers to 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	8	40 mins	8:00 AM	2:55 PM	12:50 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and / or students bring their own lunch.	Participate in the 'Whole School Health Programme' and 'Joyful Friday', and establish a food surveillance team to foster a healthy eating culture.		-		

Life-wide Learning

A wide range of extracurricular activities and special groups, such as interest classes, uniform groups, school teams and talent groups, are provided to allow students to identify their multiple intelligences and enhance their potential.

For the holistic development of students, the school has structured Life-wide Learning activities on Fridays.

School Mission

A professional and devoted teaching team provides a fair, respectful and safe learning environment for students to develop their multiple intelligences. In addition, our students' self-esteem, self-confidence and personalities are also nurtured while they strive to achieve outstanding academic achievements.

School Characteristics

School Management

School Management Organisation:

Our school is committed to excellence as a Learning organisation, going so far as to set-up an administrative committee as well as a functional committee, in order to fully implement a school-based management system that effectively promotes our school's development.

Incorporated Management Committee / School Management Committee / Management Committee:

The school's IMC is composed of various stakeholders, including sponsoring Body Managers, external independent persons, parents, teachers and the principal.

School Green Policy:

Green environmental conservation measures are provided, such as waste separation schemes and reducing the use of disposable utensils, to raise student environmental awareness.

School's Major Concerns:

1. Promoting self-directed learning so that pupils can become self-disciplined, reflective and responsible.
2. Co-creating a sense of belonging towards the school and strengthening national identity.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Create a diversified learning experience and a favourable learning environment which arouse students' motivation in learning, as well as to promote self-directed learning and support students to achieve higher learning goals.
2. Adopt the 'Three-tier Intervention Model for Gifted Education'. Apply different pedagogies and arrange different activities that could cultivate students' potential and the development of multiple intelligences.
3. Adopt diversified learning and teaching strategies to help students achieve their potential, and focus to cater for learner diversity, as well as to maintain students' motivation.
4. Diversified modes of assessment are introduced, putting great emphasis on both providing written feedback and involving different stakeholders such as students and parents in the assessment process. Great emphasis on reviewing and analysing student assessment data and data from student interviews in order to develop appropriate follow-up plans.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school will focus on the key updates of the PEGC: The updated seven learning goals of primary education; The three major directions and seven major renewed emphases of the ongoing renewal of the primary curriculum; and good use of learning time and suggested time allocation.

In addition, for better equipping our students, the school will sustain and deepen cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities and catering for learner diversity, strengthen values education, reinforce STEAM education, broaden their scope of learning and horizons to achieve whole-person development and establish a solid foundation for lifelong learning.

Development of Generic Skills:

Incorporate the training of generic skills into the formal curriculum and school-based curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:

A wide range of learning experiences are provided. These include the school-based counseling activities, the Understanding Adolescent Project, the Teacher-Student Buddies Mentoring Scheme and the curriculum of Life Education. With these school-based elements (regular assemblies, talks and teaching sessions offered by teachers of different subjects), the students' positive values and proactive attitudes can be nurtured.

Student Support

Whole School Approach to Catering for Learner Diversity:

Adopt the Whole School Approach, Early Identification and Intervention are provided for students with special educational needs. Small groups and student-support groups are formed to help students develop learning, social and attention skills. Gifted learning activities are provided in various subjects so as to cultivate the talents of gifted students.

Whole School Approach to Integrated Education:

Our school adopts the Three Tier Intervention Model to provide appropriate support to the students. For Tier 1, we provide quality teaching in the regular classroom for students with transient or mild learning difficulties. For Tier 2, we provide additional support for students with persistent learning difficulties. For Tier 3, we provide intensive individualised support for students with severe learning difficulties.

We have an additional teaching post (SENCO) to lead the student support team and assist the school in planning, coordinating and implementing the Whole-School Approach to IE in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with special educational needs.

Curriculum Tailoring and Adaptation:

Curriculum tailoring, learning adaptation measures and arrangements, and remedial teaching are adopted.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Based on the sincere collaboration between parents and the school, the Parent-Teacher Association initiates parent volunteer work and parent groups to support the school and parents.

School Ethos:

Our pupils are actively educated, nurtured and cultivated through the teachings of Christ, the practice of multiple intelligences and the implementation of moral education in our positive, caring and healthy school environment to become industrious, responsible and moral people.

Future Development

School Development Plan:

1. Improve teaching quality and effectiveness through promoting professional interaction and exchanges among teachers.
2. Develop students' multiple intelligences and implement Universal Gifted education to nurture students' potential.
3. Cultivate students with Christian education principles, faith, hope and love.

Teacher Professional Training & Development:

1. Arrange diversified professional development activities which empower teachers to improve teaching quality and effectiveness, with an emphasis on the shared vision and school's concerns.
2. Make use of collaborative lesson planning and peer observation to encourage professional interaction and exchanges among teachers.
3. Cooperate with external professional support, with an emphasis on the pursuit of excellence.

Others

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