



方樹福堂基金方樹泉小學 F.S.F.T.F. Fong Shu Chuen Primary School

Wah Ming Estate Phase II, Fanling, N.T.

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81

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ng Chun Hung	Mr. Tam Chung Hon	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					33%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Fong Shu Fook Tong Foundation	Wisdom Courage Diligence Honesty	1990	Chinese	Nanny van	About 5000 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		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Visual Art Room, Music Room, English Room, Counselling Room, Inclusive Education Resource Room, Teaching Resource Room, Campus TV, Inno Lab, STEAM Room.				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			29	Total number of teachers in the school		30
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%	52%	89%	3%	27%	70%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	1	1	2	3	3	3	13
2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026)	No. of classes	0	1	1	2	3	3	10
Mode of teaching at different levels	The school adopts a diverse teaching model to cater for student diversity.							
Remarks	-							

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	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
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Diversified Assessment for Learning	Through project learning, multiple assessments such as student self-evaluation, peer assessment, online learning assessment and formative assessment to provide feedback on learning and teaching and promote effectiveness. Examinations are used as summative assessments to understand students' learning outcomes.				
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 to P.3 (mixed ability streaming) P.4 to P.6 (streaming according to students' academic abilities)				

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	8:00 AM	3:30 PM	12:25 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and prepared by students.	Promote healthy eating and physical fitness training policy		P.5 and P.6 classes have class club organization activities.		

Life-wide Learning

Every Friday afternoon, students participate in multiple intelligence classes, covering various areas such as recitation, uniformed team training, board games, sand painting, harmonica, pottery, drones and dance training. In addition, various interest classes and arts and sports training are held after school and on Saturdays, including various ball games, musical instruments, freestyle rope skipping, taekwondo, track and field, calligraphy, oil painting and choir.

School Mission

Our mission is to create a happy and rich learning environment for all of our students.

School Characteristics

School Management

School Management Organisation:

Headmaster: 1

Deputy Heads: 2

Primary School Masters: 7

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was formed.

School Green Policy:

Establish a "FSC Green Garden" to train students for service learning.

School's Major Concerns:

1. Enhance students' reading interest and skills.
2. Establish an attitude of respect and responsibility.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Using activity teaching-based and collaborative learning as well as student-centered teaching approach.
2. Offering diverse and inspiring learning opportunities through after-school activities, training, etc.
3. Helping students for knowledge building through all-round learning process.
4. Promoting curriculum design for advancing student upper level cognitive development and potential.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Enrich students' learning experience through diversified visits and field trips.
2. Incorporate STEAM learning elements to promote the spirit of exploration and learning ability.
3. Improve students' information literacy and cultivate students' independent learning ability.
4. Through various moral education activities, cultivate students' good character and strengthen national awareness.

Development of Generic Skills:

The cultivation of generic skills has been infiltrated in all disciplines, actively promoting STEAM education, and enhancing students' creativity and collaborative problem-solving skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To cultivate students' positive personality and attitude development by means of continuous care and tiered support.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Support students with special educational needs through a "whole-school participation" model
2. Combined classes and grouping
3. Extra classes for less able students
4. School-based Educational Psychology Service
5. School-based After-school Learning and Support Programmes

Whole School Approach to Integrated Education:

The additional resources allocated by the Education Bureau include Learning Support Grant, Special Educational Needs Coordinator and Special Educational Needs Support Teachers.

1. Establish a student support team to coordinate support work.
2. Social and concentration training group.
3. Provide school-based educational psychologist and School-based Speech Therapy Service.
4. Adjust the school curriculum, teaching, dictation and assessment level.
5. Organize the peer and mutual-help activities.
6. Organize some talks and workshops for parents.
7. Literacy Training Group.

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.

Curriculum Tailoring and Adaptation:

In response to different students' abilities and learning needs, teaching, homework and assessment will be adjusted. For example, special seating arrangements, homework adjustment, dictations adjustment, tests and examinations adjustment, peer counseling, exams arrangements for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association has been set up thirty years. Organize parents as volunteers to participate in school activities such as sports day, theme study week, Chinese Culture Day and act as activity instructors. PTA organize Teachers' Day as well.

School Ethos:

1. Establishing the Caring Campus through various policies such as morning assembly, class club, home period to develop a caring culture, establish a sense of belonging, and use a variety of ways to direct injection or infiltration of moral element to the way students.
2. Students mutual love, self-discipline and responsible attitude and leadership, training students in different areas, effectively enhance the sense of ability.

Future Development

School Development Plan:

1. Use different strategies to promote the learning of students with different learning styles and abilities, and enhance the effectiveness of taking care of student diversity in the classroom.
2. Enhance students' interest in learning through life-wide learning activities.
3. Shaping a positive culture on campus to allow students to use their strengths and resilience.

Teacher Professional Training & Development:

1. With the development needs of schools, school-based training activities are held, such as staff development days, seminars, workshops, school visits and other exchanges.
2. The school actively participates in various school support programs to increase teachers' mastery of the curriculum to enhance teaching and learning effectiveness.
3. Arrange subject teachers in various aspects of education programs systematically to meet the needs of learning and teaching.

Others

- Theme Learning Week (Rooted in Hong Kong, with hearts set on home and country)
- Mainland Exchange Programme (Grade 4 to Zhuhai, Grade 5 to Beijing, Grade 6 to Wuhan)