保良局馮晴紀念小學
P.L.K. Fung Ching Memorial Primary School
2 Pui Shing Road, Tseung Kwan O, N.T.
27066620 fcs@plkfcmps.edu.hk
27064742 http://www.plkfcmps.edu.hk

95
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. HUI WING KA	Miss Tsang Wai Oi	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					100%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence, Sincerity	1996	Chinese	School Bus	About 7000 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	$350-$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Basketball court, covered playground, canteen, STEAM classroom, innovative learning centre, meditation room, planting platform, Ocean Discovery Park

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Three computer rooms, eight multi-purpose rooms, two student-guidance rooms, two music room, an art room, a science laboratory, a conference room and a performing theatre.	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	58

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%	31%	79%	14%	25%	61%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	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	5	30

Mode of teaching at different levels	1. Implementation of small-class teaching for all grades. 2. Pupils are of integrated capabilities in P.1-P.2. 3. Pupils are streamed into one elite class according to academic capabilities in P.3-P.6.
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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	Yes
Diversified Assessment for Learning	1. Apart from traditional examinations, evaluations on different generic skills such as project making are carried out through the school-based curriculum. 2. Course-work and quiz/dictation for English, Chinese and Mathematics are marked for formative assessments.
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	Streaming of pupils is according to the academic results of Chinese, English and Mathematics in P.3-P.6. The top thirty are grouped into one elite class while the remaining is evenly distributed to other 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	10	30 mins	8:00 AM	3:25 PM	12:50 PM - 2:00 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	1. Implementation of 'Morning gymnastics programme'. 2. Participate in the "Joyful Fruit & Veg Month" and "sportACT Award Scheme" organized by the Education Bureau. 3. The lunch menu designed by the lunch supplier has to comply with the guidance of the healthy eating model.	Lunch Recess/Activity Time: 13:30-14:00 (Mon., Tue., Thur.) Tutorial session: 1 lesson every day except Wednesdays Extra-curricular activity: 2 lessons per week Multifaceted experience: 55 minutes per week Plural activity: One hour and twenty-five minutes per week

Life-wide Learning

The school provides some long-term training such as choir, string orchestra, badminton, table tennis, football, rugby, track and field, swimming, volleyball, Mathematical Olympiad training. There are also various activities such as flute, violin, piano, basketball, Chinese dance, science experiments, volunteers training, Chinese Kung Fu, Cub Scouts and Brownies, handicrafts, solo and choral verse speaking, organic farming, STEAM activities, etc.

School Mission

Our school aims at providing an all-rounded education to nurture our students to have a balanced development in the moral, intellectual, physical, social and aesthetics aspects.

School Characteristics

School Management

School Management Organisation:
The school is directed by the Incorporated Management Committee. Day to day management is conducted by the Executive Committee with a team of senior teachers, headed by the principal. Under the Executive Committee are the academic or functional departments, with each has its own rights and duties.

Incorporated Management Committee / School Management Committee / Management Committee:
The school has established the Incorporated Management Committee including School Sponsoring Body Managers, Teacher Managers, Parent Managers, Alumni School Manager and Independent Manager.

School Green Policy:
1. With facilities for renewable electric power by bicycle, solar energy and wind energy.
2. Electricity Saving: Switch on the air-conditioners only when the temperature is above 25 degrees Celsius.
3. Reduce paper consumption: Implementation of electronic circulars, double-sided paper for writing and printing.
4. Water Saving: The washrooms are equipped with automatic sensor faucets to avoid wasting water.
5. Using food waste machine to degrade food waste into fertilizer for organic farming.

School's Major Concerns:
Cultivate students to establish the habit of self-directed learning and promote positive education.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Emphasis on interactive learning, especially pair and group discussion.
2. Implementation of multi-directional learning model in the classroom to cater for individual differences.
3. School-based curriculum such as project learning, service learning, multi-intelligence curriculum, integrated learning are arranged in the school time-table to enhance pupils' generic skills.
4. Double periods facilitate effective interactive learning activities. Teachers assist pupils with their homework during tutorial lessons.
5. Multifaceted experiences encourage pupils to work diligently and enrich their learning experience.
6. Flexible use of lesson time: site visits, talks, music and cultural appreciation, community service learning, subject-based activities are organised in the weekly plural-activity period to facilitate current curriculum development and enrich pupils' learning experience.
7. Organize educational camps and exchange programmes to widen pupils' horizons.

Development of Major Renewed Emphases of the Primary Education Curriculum:
In addition to regular flag-raising ceremonies, commemorative activities are held on special days such as the National Day, and students' interest in and respect for national culture is also cultivated through daily teaching. Our school is also committed to the development of AI and STEAM education, developing AI and STEAM through curriculum and activities, and providing students with comprehensive AI and STEAM education in a subject-based, activity-based and problem-based model. In recent years, STEAM Day and cross-disciplinary activities have been carried out to strengthen students' interest in STEAM exploration and to make learning more effectively connected with concepts, wisdom, and skills in different fields.

Development of Generic Skills:
Our school infiltrates the cultivation of common skills such as communication, analysis, creativity, and problem-solving into the major learning areas and school-based characteristic courses such as curriculum integration, project learning, service learning, and multiple intelligences, so as to cooperate with the curriculum reform.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school applies the concept of positive psychology in the school environment. Through positive education, students and teachers can cultivate and use their strengths of character, build positive emotions and happiness, enhance resilience, and establish a positive outlook on life so as to live a more meaningful and abundant life.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Teachers arrange different learning activities in the classroom to cater for learning diversity of students.
2. Teaching Assistant participates in the classroom teaching to provide individual support.
3. Individualized Education Planning Committee has already been set up to establish and review the learning goals and progress.
4. Intensive assistance from school-based educational psychologist and school-based speech therapists are provided for students with special needs.
5. Special educational needs coordinator and special educational needs support teachers help catering the needs of the students.
6. Purchasing services for students with special needs.

Whole School Approach to Integrated Education:
Our "Student Support Team" is responsible for coordinating Integrated Education. We mainly assist students to adapt to and enjoy school life as soon as possible through remedial lessons, different social groups, the Understanding Adolescent Project, counselling assistant, school social worker and school-based educational psychologist.

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

Curriculum Tailoring and Adaptation:
1. Learning courses at various levels are provided for students of different abilities.
2. Enrichment programmes have been designed on Chinese, English and Mathematics for the academically-gifted classes.
3. In order to enhance and develop students' different abilities, multiple intelligence enrichment classes are arranged after class.
4. Small-group remedial classes are provided.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The PTA has established a good partnership with the school. Every year the PTA conducts various "parent-child activities" such as sports day, picnics, interest classes. They also form a volunteer team and participate in the school events such as acting as reading partners for students, as voluntary assistants in the school library, etc.

School Ethos:
We emphasis discipline training and guidance. We also aim to educate students to be responsible and disciplined, actively promote a "caring school culture" and develop a healthy campus. In 2015, school houses were established. A house is a group of students to learn from one another. Through the process, different types of energy such as vital, dynamic, supportive and cohesive power can be conceived among students. They share a common goal, learn to give and take, and share the results of such efforts. In the coming days, we will implement Positive Education to strengthen students' good characters.

Future Development

School Development Plan:
1. Enhance students' emotional handling skills, increase positive emotions, build positive interpersonal relationships, and create a "positive campus" environment.
2. Improve students' self-concept, learning motivation, and interests, while strengthening their self-management and reflective abilities.

Teacher Professional Training & Development:
1. Arrangement of three teacher development days for whole school training every year.
2. Implementation of peer teaching preparation, peer teaching observation, evaluation and teaching sharing.
3. Arrangement of sharing tours for teachers to other cities.

Others

Pupils are trained to participate in international contests, e.g. the International Mathematics and Science Olympiad (IMSO). The school has formed a sister school with the mainland primary school and holds exchange activities every year.