



粉嶺官立中學
Fanling Government Secondary School

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School Mission

Our school aims at developing students' abilities in morality, intellect, physique, social skills and aesthetics. With letter, ethics, devotion and truthfulness as the school motto, we prepare students for further studies, future careers and to become responsible citizens.

School Information

Supervisor / Chairman of School Management Committee	Ms. Sham Sui Mei (PEO(NTW))		
Principal (with Qualifications / Experiences)	Ms. Wong Pik Wah (B.Ed. (Hons), Cert. Ed.)		
School Type	Gov't	Student Gender	Co-ed
School Motto	Letters, Ethics, Devotion and Truthfulness		
Name of Sponsoring Body	Government		
Area Occupied by the School	About 7000 Sq. M	Religion	Not Applicable
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes
Incorporated Management Committee	Not Applicable	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Action School

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	61
Total Number of Teachers in the School	61
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	91%
Bachelor Degree	100%
Master / Doctorate Degree or above	38%
Special Education Training	62%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	9%
5 - 9 Years	10%
>= 10 Years	81%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	S.1 & S.2: Chinese Language, Mathematics, Citizenship, Economics and Society, Science, Chinese History, Putonghua, Computer Literacy, Home Economics, Design & Technology, Visual Arts, Music, Physical Education, History, Geography and Class Period. S.3: Chinese Language, Mathematics, Life and Society, Chinese History, History, Geography, Business, Science, Putonghua, Computer Literacy, Visual Arts, Music, Physical Education and Class Period.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, M2, Citizenship & Social Development, Physics, Chemistry, Biology, Business, Accounting and Financial Studies, Economics, Tourism & Hospitality Studies, Information and Communication Technology, Design & Applied Technology, Chinese History, History, Geography, Visual Arts, Physical Education, RaC Period (S.4), Applied Learning Period (S.4 & S.5), Life-wide Learning Period (S.4 & S.5), Other Learning Experiences Period and Class Period.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	S.1 & S.2: Chinese Language, Mathematics, Citizenship Economics and Society, Science, Chinese History, Putonghua, Computer Literacy, Home Economics, Design & Technology, Visual Arts, Music, Physical Education, History, Geography and Class Period. S.3: Chinese Language, Mathematics, Citizenship, Economics and Society, Chinese History, History, Geography, Business, Science, Putonghua, Computer Literacy, Visual Arts, Music, Physical Education and Class Period.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, M2, Citizenship & Social Development, Physics, Chemistry, Biology, Business, Accounting and Financial Studies, Economics, Tourism & Hospitality Studies, Information and Communication Technology, Design & Applied Technology, Chinese History, History, Geography, Visual Arts, Physical Education, RaC Period (S.4), Applied Learning Period (S.4 & S.5), Life-wide Learning Period (S.4 & S.5), Other Learning Experiences Period and Class Period.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	\$100					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	SBM fee, \$100/annum for each student					
Other Charges / Fees	ECA Fund, for each S.4-S.6 student, \$155/annum					

Remarks

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S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission

Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).

For the criteria and weighting for S1 discretionary places, considerations go to the Rank Order List provided by EDB (20%), conduct (30%), interview (30%) and the ECA participation / services records / awards attained (20%).

Orientation Activities and Healthy Life

Orientation Day for S.1 Parents, together with Orientation Day and Bridging Programmes (Chinese, English and Mathematics) for S.1 students are conducted during summer vacation. On the Orientation Day, activities include library lesson, moral education, self-management workshop, eLearning Programme and guided tour in the school premises are arranged for S1 students. All these aptly assist S.1 students to promptly adapt to our school life. Throughout the school year, each S.1 student will be given individual care by a teacher mentor.

We have been trying to cultivate healthy eating habits in our school campus. In line with the food pyramid, our school lunch supplier provides lunch boxes containing grains, vegetables and meat in the ratio of 3:2:1, complying with the recommendation of the Department of Health.

In addition, the school actively encourages students to continue to participate in sports and to practice a healthy lifestyle in their daily lives.

School Characteristics
School Management
School's Major Concerns: Major Concern 1: Enhance teaching effectiveness and improve academic achievement. Major Concern 2: Foster character development and lead a healthy life.
School Management Organisation: Our school adopts school-based management. The School Management Committee is the major decision-making body of the school. A School Improvement Team (SIT), which is composed of the Principal, assistant principals, functional team heads and teacher representatives, has been set up to steer the direction of school development and formulate school policies. Headed by the Principal and assistant principals, various school teams and committees make every endeavor to implement the school policies.
Incorporated Management Committee / School Management Committee / Management Committee: SMC Committee Members: Chairperson (Delegated by the Education Bureau), School Head, 2 community members, 2 parent representatives, 2 alumni representatives and 2 teacher representatives.
School Green Policy: The Environmental Education and Energy Control Team promotes actively the environmental education, and cultivate students' environmental awareness through diversified activities, such as morning assemblies, visits, environmental ambassador programmes, recycling and energy-saving measures.
Learning and Teaching Plan
Whole-school Language Policy: Chinese is used as the main medium of instruction from Secondary 1 to 6.
Learning and Teaching Strategies: The school sets different levels of goals for students to strengthen their self-confidence. In addition to the summative and ongoing assessments, students' work, classroom performance and learning attitudes are also assessed and considered as part of their academic performance. Small class teaching has been adopted in English Language and Mathematics lessons. In junior forms, a tailor-made curriculum has been adopted. In order to raise the teaching level, the school promotes class research and collaborative activities. The Academic Affairs Team is familiar with the new direction of curriculum development, formulates different learning strategies and regularly organizes cross-curricular learning activities to cultivate students' self-directed learning and generic skills.
School-based Curriculum: 1. Electives: 2X. Providing 6 electives per group and 2 groups in total for students to choose from. 2. Curriculum highlights: In line with the development of education and its trend, the school takes into account the needs, interests and abilities of students, and formulates a junior-form school-based curriculum to enable students to master the basic knowledge of different learning areas. For the senior-form curriculum, in addition to the four core subjects, twelve elective subjects are also provided for students to choose from. "Other Learning Experience" lessons are incorporated into the regular timetable. This complements the core and elective subjects and by which cater for the needs of students in their learning and growth. To optimize the four core subjects is not only to create space and free up more class time for students to develop their potential, but also to take care of their diversity. To achieve a balanced development, students make use of the free time to study amongst the extended part of Mathematics (M2), Applied Learning Courses and Life-wide Learning Courses. The school has a RaC period to enhance Form 4 students' interest in reading and help them build knowledge in different learning areas and levels. In order to enhance the effectiveness of learning and teaching and cater for students' needs, the school adopts different strategies, such as using tailored curriculum, cooperative learning, tiered assignments and e-learning.
Major Renewed Emphases in the School Curriculum: The school adopts "inspiration" and "hands-on experience" as teaching strategies. Through different activities, students are cultivated with positive values and attitudes. This helps them become citizens of good character, hardworking, caring, responsible, law-abiding and empathetic. In order to promote learning from reading and create a good reading atmosphere, the library actively promotes diversified reading activities. Book drifting corners on campus allows students to share the joy of reading. Different subject departments conduct e-learning in class and encourage the sharing of teaching resources, discussions and interactive teaching. The school actively promotes project-based and inquiry-based learning and conducts cross-disciplinary collaboration in different learning areas, such as "PSHE Week" and "STEAM Week", by which students' generic skills are enhanced.
Life Planning Education: For the life planning education, we aim at helping students to understand themselves, explore their potentials and the pathways for further studies and employment, and manage their life and career goals. According to students' abilities and needs at different stages, the school implements life planning education in a whole-school approach and integrates life planning skills into subjects. In cooperation with different organizations, we provide diversified activities and counseling services to enrich students' life experiences, broaden their horizons, cultivate positive attitudes and values in life and career. Most importantly, we facilitate them in setting goals for studies and career development.
Student Support
Whole School Approach to Catering for Learner Diversity: The Secondary 1 Mentor Scheme: All non-class teachers (including Principal and Assistant Principals) serve as mentors for S1 students to help in their adaptation and development, both academically and non-academically. In addition, some subjects adopt small class teaching and curriculum tailoring, and arrange after-school enrichment classes, as well as elite classes. Mathematics classes in Form 4 are divided into groups according to the students' different abilities. Relevant teaching adjustments are made according to students' needs to comprehensively take care of their diversity.
Whole School Approach to Integrated Education: The Student Support Team is set up and led by the Special Educational Needs Coordinator (SENCo). It plans, implements and reviews the student support work. With the assistance of the Special Educational Needs Support Teacher (SENST) and the flexibly use of Learning Support Grant, the school has implemented the integrated education in a whole-school approach. In support of students with special educational needs (SEN), the Student Support Team will identify students' needs in accordance with their situation. Educational psychologists will regularly come to the school to provide assessment and support for students. To respond to students' emotional or learning needs, it provides appropriate individual and group counselling and makes examination adjustment arrangements for students in accordance with the recommendations of educational psychologists.
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; 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.
Measures to Provide Adaptation for Learning and Assessment: Two examinations are conducted in a school year. Marks obtained in the examinations constitute 70% of the total marks. The other 30% is achieved from continuous assessment. Two uniform tests for each term are set for consolidating students' learning. To cater for student learning diversity and needs, tiered exercises and adjustments are made during assessments according to students' needs.

Home-School Co-operation and School Ethos**Home-School Co-operation:**

The Parent-Teacher Association is committed to promoting home-school cooperation and working hand in hand to cultivate the healthy growth of students. The association actively organizes various activities, including the Annual General Meeting, talks, workshops, parent-child outing, the Orientation for new Secondary One students, the 'Parents-Also-Appreciate Teachers Drive' and other activities. It has strengthened a close communication and connection with parents, upholding the spirit of home-school cooperation.

School Ethos:

The school places great emphasis on students' discipline. The Discipline Committee, Counselling Committee and social workers of the school have been working collaboratively to facilitate students' growth and learning. Besides, students from S.1 to S.6 are looked after by both Class teachers and Assistant Class teachers. Every year, a variety of programmes are implemented to help the newly-arrived students and cross-border students to adapt to the new environment in Hong Kong.

Future Development**School Development Plan:**

In terms of learning and teaching, our school is committed to consolidating students' learning skills, enhancing their self-learning abilities, and fostering a proactive attitude towards learning. In terms of student development, the school focuses on promoting values education and a healthy lifestyle, nurturing students' moral character, and strengthening their sense of belonging to the school, society, and the nation, thereby cultivating them to become good citizens who cherish Chinese culture.

Teacher Professional Training and Development:

School-based teacher trainings are organised regularly and all teaching staff are encouraged to participate in external professional sharing and training in order to enhance teaching efficacy. A Mentor System is also set up to provide guidance to new teachers to smoothly adapt to the school. Peer Lesson Observations and co-teaching are also highly encouraged to raise teaching standards and enhance professionalism.

Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

In establishing five essential learning experiences for students, the school provides students with a variety of learning opportunities and encourages them to participate in other learning experiences in five areas, including moral and civic education, social services, work-related experience, art and physical development to promote the holistic development of students.

School Facilities**Number of Classroom(s): 26****School Facilities:**

There are 26 standard classrooms and a number of special rooms, comprising of laboratories, Computer Rooms, Geography Room, Home Economics Room, Music Room, Visual Art Room, Design & Applied Technology Room, English Fun World, Language Activity Room, Co-curricular Activity Room, STEAM Room and Student Activity Room. Besides, there are also School Broadcasting Room, Student Union Room, Hall, Lecture Theatre, Library, Counselling Rooms, Careers and Planning Resource Centre, Conference Room, Staff Common Room, Covered Playground and Playground. Sports grounds include a basketball court, a handball court, a volleyball court and a badminton court, etc.

Facility(ies) for Supporting Students with Special Educational Needs:

Ramp, Accessible lift and Accessible toilet.

Others

The school has partnered with Shenzhen Guiyuan Middle School and Guangzhou Tourism and Business Vocational School as sister schools in 2016 and 2019 respectively. This successfully provides a platform for good sharing in the two places. Through cooperation and exchanges, the teachers and students of the two places have deepened their understanding of each other's culture and jointly improve the quality of education.

Direct Public Transportation to School

Bus Routes: 70K, 73, 73A, 270A, 270B, 273, 273A, 277X, 278X, 373, 373A, N73.