



粉嶺救恩書院
Fanling Kau Yan College

3 Yan Shing Lane Fanling

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School Mission

We believe that every child has dignity, can be taught, and can succeed. Following the spirit of Christ, who believed in "life influencing life," we aim to nurture a generation in Hong Kong that strives for excellence, is willing to serve, and dares to take on responsibilities.

School Information

Supervisor / Chairman of School Management Committee	Mr. Lo Bing Chung		
Principal (with Qualifications / Experiences)	Ms. Yau Kit Ying, Veronica (Bachelor of Arts, Diploma in Education, Master of Arts)		
School Type	Aided	Student Gender	Co-ed
School Motto	Faith, Hope, Love		
Name of Sponsoring Body	Tsung Tsin Mission of HK		
Area Occupied by the School	About 6500 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Established	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	

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

Number of Teaching Posts in the Approved Establishment		69
Total Number of Teachers in the School		73
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		97%
Bachelor Degree		100%
Master / Doctorate Degree or above		33%
Special Education Training		66%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
39%	14%	47%

Year of Commencement of Operation		2000
Protestantism / Christianity		
-	Student Union / Association	Yes
Chairperson and Members of School Management Committee Fulfilling the Training Targets		100%
	Pledged School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua (S.1 & S.2), Mathematics*, Citizenship, Economics and Society*, Religious Studies, Chinese History, History (S.3)*, Geography*, Computer & Information Technology, Music (S.1 & S.2)*, Physical Education, Visual Arts
	English as the Medium of Instruction	English Language S.1, S.2: Science S.3: Science (including Physics, Chemistry, Biology)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Languages (Japanese, Korean, French, Spanish), 21st Century Whole Person Development and Core Literacy (S.2 & S.3)*
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Religious Studies, Chinese History, History, Geography, Economics, Business, Accounting & Financial Studies, Physical Education (HKDSE), Physical Education, Visual Arts, Information & Communication Technology, Health Management and Social Care
	English as the Medium of Instruction	English Language, Physics, Chemistry
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Biology, Applied Learning Other Languages (Japanese, Korean, French, Spanish)

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua (S.1 & S.2), Mathematics*, Citizenship, Economics and Society*, Religious Studies, Chinese History, History (S.3)*, Geography*, Computer & Information Technology, Music (S.1 & S.2)*, Physical Education, Visual Arts
	English as the Medium of Instruction	English Language S.1, S.2: Science S.3: Science (including Physics, Chemistry, Biology)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Languages (Japanese, Korean, French, Spanish), 21st Century Whole Person Development and Core Literacy (S.2 & S.3)*
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Religious Studies, Chinese History, History, Geography, Economics, Business, Accounting & Financial Studies, Physical Education (HKDSE), Physical Education, Visual Arts, Information & Communication Technology, Health Management and Social Care
	English as the Medium of Instruction	English Language, Physics, Chemistry
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Biology, Applied Learning Other Languages (Japanese, Korean, French, Spanish)

Class Structure & Chargeable Fees (2025/2026)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$370	\$370	\$370
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	\$470					
Other Charges / Fees	-					

Remarks

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). The following admission criteria and weightings for S.1 discretionary places of 2026 will be considered: 1. Academic performance (30%), 2. Conduct (30%), 3. Applicants' performance in interviews (40%).
Orientation Activities and Healthy Life
We hold the "S1 Orientation Day" in a self-regulated learning mode, allowing parents and students to experience self-regulated learning strategies. Every summer vacation, we arrange home visits for S1 students, where teachers visit all S1 families to establish a home-school cooperation relationship, understand students' backgrounds and needs, and provide adequate support. We also organize an S1 bridging programme in September to help S1 students develop good learning habits. Our school is dedicated to promoting a healthy lifestyle through the diverse activities of the "Healthy School Programme", "4Rs Mental Health Charter" and "Whole School Health Programme, helping students develop healthy habits, cultivate positive perspectives and values, and foster a positive school culture.

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School Characteristics
School Management
School's Major Concerns: Major Concern 1: Self-Regulated Learning PRO: Building a Culture of Thinking, Developing 6C Competencies, Nurturing Core Literacy Major Concern 2: Holistic Life Education: Strengthening the Physical, Mental, Social, and Spiritual systems to Cultivate Intellectual, Emotional, volitional and Practical Action
School Management Organisation: The Incorporated Management Committee adopts a student-centered approach to formulate the educational philosophy of "Every child has dignity, every child can be taught, and every child can succeed" to lead the continuous development of the school. The school adheres to this educational philosophy and formulates school policies in accordance with educational trends and student needs. Close communication is maintained with all teaching staff, the Home-School Association, and student leadership teams.
Incorporated Management Committee / School Management Committee / Management Committee: With a Christian belief, the school is managed with an open, innovative, and professional attitude. Members of the Incorporated Management Committee include professionals from various sectors such as retired senior government official, company CEO, doctor, lawyer, engineer, university professor and pastor.
School Green Policy: Our school values environmental education for students. In addition to enhancing students' environmental awareness through subjects such as Life and Society, Integrated Science and Geography, we also organize related activities. These activities include waste recycling, aquaponics organic farming, and arranging for students to participate in the "Geological Conservation Ambassador Program." They aim to help students understand environmental needs and enhance their environmental consciousness.
Learning and Teaching Plan
Whole-school Language Policy: We value the development of students' bilingual and trilingual abilities and strive to create a rich language environment. In our junior secondary curriculum, Science is taught entirely in English, and certain units in Mathematics, History, Citizenship, Economics and Society, Geography and Music are also taught in English to increase opportunities for learning the language. We also allocate resources to recruit five Native English Teachers (NETs) to increase students' exposure and use of English, thereby boosting their confidence in learning the language.
Learning and Teaching Strategies: 1. We value the development of students' self-learning habits and encourage them to prepare before class, display learning during class, and reflect afterward. We firmly believe in the student-centered approach and cultivate students' awareness of self-regulated learning, so that they truly learn and develop a love for learning. Therefore, we have implemented "self-regulated learning" comprehensively since S1, allowing students to showcase their self-learning achievements in class. We design diverse learning activities to enhance learning effectiveness through collaborative group work. 2. We use different thinking routines and talk moves, and through classroom presentations, we make students' thinking visible. We help students expand their thinking to engage in deep learning. 3. We also promote "One Campaign" which is: One Goal - getting into university; One Promise - purifying yourself and exercising self-control; One Habit - cultivating a consistent daily reading habit. This empowers every student to excel academically and develop outstanding character traits.
School-based Curriculum: 1. Electives: 2X and 3X. For details, please visit our school website: https://fkyc.edu.hk . 2. Curriculum highlights: (1) Self-regulated learning aims to develop students' self-study strategies and habits. Students' leadership skills are enhanced as they acquire the ability to lead group activities. They can effectively coordinate within groups and collaboratively accomplish learning tasks. (2) The 8 Core Values Curriculum aims to instill in students the values of 'Honesty', 'Integrity', 'Humility', 'Gratitude', 'Sacrifice', 'Forgiveness', 'Acceptance' and 'Appreciation'. (3) The Leader in Me Curriculum is developed based on "The 7 Habits of Highly Effective People" by renowned American management expert Stephen Covey. This curriculum helps students develop seven good habits and enables them to achieve "personal success," "public success," and a "balanced life." (4) Global Classroom enables students to engage in academic and cultural exchanges, life planning and leadership training overseas. Students visited countries such as Australia, Canada, Germany, Japan, Singapore and so on to foster global perspectives and broaden students' horizons.
Major Renewed Emphases in the School Curriculum: 1. Value Education: We incorporate elements of value education into various subjects and organize comprehensive learning activities. We arrange for students to participate in events such as the "Shine Tak Foundation Inter-school Quiz and Debate Competition" and the "Hong Kong Inter-school Quiz on the Basic Law" to cultivate positive values in students. As a result, we have received numerous awards. 2. Language across the Curriculum: To enhance students' language abilities and expand knowledge across various subjects, we allocate 30 minutes of daily reading time, during which students have the opportunity to read various types of Chinese and English books. We use English as the Medium of Instruction in junior form Science. In Mathematics, Life and Society, Geography, History and Music, we teach certain units in English to increase students' exposure to the English language. 3. Using Information Technology and Artificial Intelligence for Learning: We utilize various AI platforms during and after class to support students in self learning and peer learning. Teachers also incorporate information technology into their teaching to enhance student engagement, facilitate extended learning and assessment, and promote self-regulated learning.
Life Planning Education: 1. Our school offers the 3G (GOAL, GROW, GLOW) life planning curriculum, allowing students from S1 to S6 to explore their self-identity, set study and career goals (GOAL), and gain insights through career exploration, personal growth, and academic activities. Through diverse and systematic learning experiences, we empower students to continuously grow (GROW). As they navigate different roles in life, students can fulfill their life's mission (GLOW). 2. Our school participates in a variety of programs organized by NGOs, providing students with professional support and opportunities to engage in diverse life planning activities.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Our school implements SRL across all levels, encouraging students to prepare before class and actively engage in the lessons. Cooperative learning is adopted in all classes, with classroom seating arranged in T-shaped formations of four students per group. Different ability students are intentionally placed in heterogeneous groups. Group members support each other, learn together, and complete classroom tasks through communication, sharing, and discussion. This approach harnesses "the strong helping the weak" effect and maximizes learning effectiveness by catering for learner diversity. 2. Our school offers enhancement classes in Chinese, English and Mathematics for students at various levels who require additional support. Teachers from different subjects also organize various learning activities, enrichment classes and support programs after school and during holidays to assist students with different abilities and enhance their learning performance.
Whole School Approach to Integrated Education: 1. Our school is committed to fostering an inclusive culture, coordinated by the Student Support Team, adopting a "whole-school approach" to support students with special educational needs. We allocate resources such as using Learning Support Grant to provide appropriate and diverse support services, aiming to enhance students' learning effectiveness and assist them in integrating into campus life while developing their potential. 2. Different teaching staff such as Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teachers, class teachers and subject teachers, closely collaborate with on-campus social workers and educational psychologists to support students who require assistance in their learning and school life. We provide appropriate learning support such as teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy services, Individual Education Plans, to students with different abilities.
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.
Measures to Provide Adaptation for Learning and Assessment: Our school adopts various assessment strategies and conducts three exams throughout the year to continuously understand students' learning progress and needs. We also organize three Parent Days where class teachers and subject teachers provide feedback and support to parents and students. They set learning goals together and help students strive for excellence.

Home-School Co-operation and School Ethos
Home-School Co-operation: 1. We treasure communication and cooperation with parents. We organize a series of parents' meetings and parents' days in order to allow parents to have a better understanding of their children's learning progress. We also issue parent handbooks, circulars and newsletters, aiming to keep parents up to date about the latest developments and policies implemented by us. 2. The Home School Association also holds a variety of activities and workshops and recruits parent volunteers to foster our students' development.
School Ethos: Guided by the Christian spirit of "faith, hope, and love" and embracing the Invitational Education, our school strives to establish a positive campus culture characterized by mutual care, optimism, joy, and harmony. We place great emphasis on nurturing students' spiritual growth and character development, aiming to cultivate individuals who are upright, honest, and willing to take on responsibilities.
Future Development
School Development Plan: 1.Build a Culture of Thinking, developing students' generic skills and nurturing core literacy. 2. Implement holistic life education, strengthening the physical, mental, social, and spiritual systems to cultivate intellectual, emotional, volitional and practical action.
Teacher Professional Training and Development: 1. We have established our school-based professional training mechanism that provides continuous professional development opportunities for teachers. We implement programs such as the "Teaching Mentorship Program" and the "Learning and Teaching Sharing Session Program" to foster collaboration among peers and enhance teaching quality. 2. Our school also receives support from renowned international universities, including Harvard University, Stanford University, and the University of Hong Kong. Their teaching and research teams assist our teachers in learning the latest educational theories and developing diverse teaching methods. We also arrange academic exchanges for teachers locally, domestically, and internationally to broaden their horizons and keep abreast of global educational trends.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Orchestra, Choir, Handbell, Hand Chimes, Dance, Instrument Class, Fencing, Table Tennis, Handball, Basketball, Soccer, Volleyball, Badminton, Floor Curling, Cross-Country Running, Swimming, Gymnastics, Rope Skipping, Korean Language, Campus TV Station, Leadership Training, Bridge Card Game, Chinese Language Society, English Language Society, Mathematics Society, Science Society, Business Society, Computer and Aviation Society, Civic and Social Development Science Society, Geography Society, History Society, Art Society, Sports Society, Music Society, GreenMech Contest and STEAM Competitions, Fashion Design, Chinese Painting, Sand Painting, Board Games, Volunteer Team, Worship Team, Fellowship, Kindergarten Work Shadowing Programme, FIG Social Enterprise (STEAM Innovators), Balloon Twisting Class, Watercolor Painting, Aquaponics Group, Nature Exploration Group, Reading Promotion Group, Pulse School Stage AV Team, Coffee Class, Stemistry, Guitar Class, Kendouk, Indoor Rowing Team, Flag Raising Team, Prefect Team,Public Speaking and Debating Team, Student Council and Student Ambassador Team
School Facilities
Number of Classroom(s): 30
School Facilities: 1. Our school was built with a new millennium design and is equipped with modern information technology facilities. We have established four "21st Century Classrooms" equipped with the latest technology, including a Virtual Reality Cave, Innovative Lab, Innovation and STEAM Lab, and Music Centre. These facilities aim to cultivate students' 6Cs competencies (creativity, communication, collaboration, critical thinking, citizenship, and character education). 2. We have also designed an aviation centre and installed flight simulators to provide students with hands-on experiences in the aviation industry through STEAM courses and interdisciplinary activities. Additionally, English and Putonghua teachers design instructional activities to teach students travel, hospitality, and everyday conversational skills, enhancing their communication abilities. 3. We have installed e-blackboards in all classrooms to enhance classroom interaction.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
1. Commended with the most honorable Inviting School Platinum Award by the International Alliance for Invitational Education (IAIE) in 2025, in recognition of our active engagement in living up the spirit of invitational education, we are the first batch of schools in Hong Kong receiving this award. 2. Self-regulated learning has been actively and widely promoted in the field of education in recent years. Our school is one of the pioneer schools in implementing self-regulated learning in Hong Kong. We open our classrooms and have professional exchanges with both local and overseas teaching practitioners every year. We were awarded the Certificate of Merit of the Chief Executive's Award for Teaching Excellence (CEATE) in Curriculum Leadership in 2016 and English Language Education in 2019. 3. We were awarded the Most Outstanding School in the Caring School Award Scheme in 2020. 4. In 2021, our school was awarded the Best School Team in 'The North District Outstanding Student Election'. Our students were awarded the First-Runner Up in the Junior Form Group and the Second-Runner Up in the Senior Form Group. In 2022, our students were awarded the First-Runner Up in the Junior Form Group and the Champion in the Senior Form Group. 5. Our students were awarded the Outstanding Students of New Territories in 2021 and one of our students was awarded the Top 10 Outstanding Student of New Territories in 'The Outstanding Student Election of New Territories 2022'. 6. Our school has been honored as one of the top ten schools in both the boys' and girls' divisions of the Hong Kong Schools Sports Federation, Tai Po and North District Secondary Schools Section in 2025. 7. Our school's cross-country team won the overall boys' and girls' team champion in the 2024–2025 Tai Po and North District Inter-school Cross-country Competition. 8. Students shone brightly in other competitions during the 2024-2025 academic year, receiving awards including: Gold Medal at the Hong Kong International Handbell Olympics, Merit Award at the 61th School Dance Festival, Second Runner-up in the Choral Speaking, S1&S2, S5&S6 categories at the 76th Hong Kong Schools Speech Festival and Champions of the Senior Boys' and Girls' Divisions in the 2024–2025 Tai Po and North District Inter-school Volleyball Competition. 9. With the hope of developing students' autonomy and multiple intelligence, the Student Council, SS Army and Form House have been established. Students are given a lot of opportunities to develop their unique potential. Please refer to the Mingpao Newspaper, Sing Tao Daily, Hong Kong Economic Times, ViuTV, HoY TV, etc for further details. 10. Our school offers other language subjects at both junior and senior secondary levels, including Japanese, Korean, French, and Spanish. These elective courses enrich students' language learning experience.
Direct Public Transportation to School
Bus: 70K, 73A, 270A, 273A, 273B, 277X, 278X, 279X, 373A; MTR (Fanling Station).