



福建中學附屬學校 Fukien Secondary School Affiliated School

Yau Tong Estate Phase 2, Kwun Tong, Kowloon

26060670

31940349

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Chow Kuen Kuen	Ms. Hsu Au, Yee Wah Eva	Not Applicable	DSS 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Fukien Chamber Of Commerce Education Fund Ltd	In pursuit of truthfulness and perfection, Love, Hope, Integrity, Faith.	2009	English	School Bus	About 6200 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Fukien Secondary School					
			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
\$45,800 in 10 instalments	-	\$50	-	Some textbooks, School Bus, Lunch, Interest class

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	2	1	All classrooms are upgraded with electronic screens and interactive whiteboards; Ramp, Accessible lift, Accessible toilet and Visual fire alarm system; A 21st Century Teaching Lab has been established
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
4D Immersive Space, AI Lab, Steam Playground, Collaboratory Lab, Teaching Analysis Lab, Gymnasium, Unicycle Path, Ceramic Studio, CoolThink Lab, Life Education, Subject Learning Rooms, Table Tennis Court, Theatre, Basketball Court, Dance Room				Ramp, Accessible lift, Accessible toilet and Visual fire alarm system.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		86
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
89%	100%	30%	-	39%	22%	39%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	4	4	4	4	4	24
2026/2027 school year (Based on the approval of EDB in 2026)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	4 classes split into 5 small groups with 25-27 students each; Maximum 30 students per elective course; Homeroom teaching is adopted in P.1-2; English is the medium of instruction, except Chi. taught in PTH; Character building is integrated with "Leader in Me: 7 Habits"; Focus on academics, STEAM, and digital literacy; Lessons are interactive and activity-based, emphasizing self-directed learning.						
Remarks	P.1-P.2: A NET and a local teacher co-teach the main subjects. P.5-P.6: Literature learning through drama by a NET. P.3-P.6: Half of the academic lessons adopt co-teaching (including a NET) and extensively incorporate e-learning.						

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)	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	P.1 (Formative assessment of whole year and 1 written (summative) assessment); P.2 to P.4 (Formative assessment of whole year and 2 written (summative) assessments); P.5 to P.6 (Formative assessment of whole year and 3 written (summative) assessments).				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
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	No elite class policy. P.3-P.4: Small group learning for Chinese, English, and Maths with one ultra-small class (1:10 teacher-student ratio). P.5-P.6: Lesson preparation periods, PEP Chinese groupings, and enrichment programs (Higher Flyer Class and FSSAS Scholar) for gifted 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	30 mins	7:55 AM	3:25 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and fresh from school canteen or prepared from home.	Emotional education; organizing various activities to promote campus mental health; all snacks on campus are healthy snacks; providing a nutritionally balanced lunch through a self-operated cafeteria; actively promoting sports activities, ensuring students have ample rest time on campus; and implementing appropriate homework policies to take care of students' learning pressures.		Reasonable homework policy ensures the majority of students have sufficient time for rest, reading & taking part in various activities. Besides the concrete and diversified learning in class, students are encouraged to play with peers & join non-academic activities during recess. School emphasizes sports training to nurture students' perseverance, also encourages students to join different competitions.		

To develop students' potential, the school provides diverse learning experiences and systematic training, offering over 80 activities. Signature activities include English Debate, Choir, Badminton, Gymnastics, Athletics, Basketball, and the Flag-raising team. Unique activities feature the orchestra, Cantonese opera, Shadow puppetry, Unicycle, Floorball, Ice hockey, Ceramics, Campus TV, Greenmech, as well as Chinese and English Performing Arts team.

School Mission

The school aims to provide a humanistic inclusive education to help all children, regardless of their races, cultures, backgrounds and abilities; to develop their potentials and apply the best of their talents for the well-being of themselves, Hong Kong, our mother country and the whole world.

School Characteristics

School Management
School Management Organisation: School Board → Supervisor/Governance Review Sub-Committee (GRSC) → Principal: School Operation Committee (SOC), Learning and Teaching Development Committee, Student Development Team, IT Development Team, Culture, S.1 Promotion and Parents Communication, Supporting Units
Incorporated Management Committee / School Management Committee / Management Committee: There are 12 members on the school board.
School Green Policy: The "Paperless Office Policy" is in place, along with an Environmental Protection Team to promote environmental education programmes. Activities include: Coastal Cleanup, One Person One Flower, Earth Hour Day, Promotion for World Environment Day, Firefly Fun Day, and the Earth 2038 Programme, etc.
School's Major Concerns: - Promote STEAM education to enhance students' innovative thinking, problem-solving skills, and self-directed learning across various subjects. - Foster a positive school culture that nurtures responsible decision-makers with correct and positive values, self-discipline, and global citizenship awareness. - Through challenging, diverse activities and highly supportive learning environments, enhance students' self-identity, teamwork skills, and encourage them to pursue excellence.
Learning and Teaching Plan
Learning & Teaching Strategies: 19 NET; Subjects are taught in English except for Chinese which is taught in Putonghua; Students have to read Chinese and English books daily; Reasonable load of homework in forms of writing, creative work, research, reflection and so on; English and Chinese dictation is scheduled every other week; P.1 & P.2 students adopted easily through an immersive English activity teaching approach; P.3 & P.4 students develop learning strategies: they have to prepare for lessons, learn to make notes & post teaching self-study; P.5 & P.6 students learn to form study groups to facilitate peer encouragement & cultivate a diligent & conscientious learning attitude.
Development of Major Renewed Emphases of the Primary Education Curriculum: - Recognise students' achievements in innovation and technology. Students reflect on their learning process and outcomes through self-directed learning frameworks, strengthening their communication skills to become "Presenters". - Students actively pay attention to issues in Hong Kong, the country, and the world. Through discussion and sharing with others, they enhance their global citizenship awareness and take action to bring positive changes to society or the world. - Encourage students to pursue excellence in various domains. By setting high expectations, providing challenging opportunities, and recognizing outstanding achievements, inspire students to reach their full potential and attain higher levels of performance in academics, arts, sports, and other areas, becoming well-rounded individuals.
Development of Generic Skills: Students are educated with skills to collaborate, communicate, creativity, critical thinking, utilize IT, arithmetic skills, problem solving skills, self management and researching skills. Teaching activities are diversified to arouse students' critical thinking; plenty of performing opportunities. In-depth studies both in and out of school. Thematic Studies is permeated in lesson studies. Students are taught with researching skills.
Cultivation of Proper Values, Attitudes and Behaviours: Emphasizes educating positivity, nurture students with positive values. Introduced 'Leader in Me-7 Habits of highly effective people' as the formal curriculum and generated the '50 Good behavior expectation', teach students to think positively. 'Positive values' is the theme of the weekly sharing, along with talks about different areas of moral education, to help students build a solid foundation of positive values. Also, the school has various series of themed storylines and stamp promotions activities to let students grow up in an environment full of encouragement and love.
Student Support
Whole School Approach to Catering for Learner Diversity: To cater learner diversity, we have set up small groups and individual learning programme as well as small classes. Speech therapist and school based education psychologist is employed to provide support to students in need.
Whole School Approach to Integrated Education: Counselling team, learning diversity group, social and behavioral group, speech therapy services, school based education psychologist, individual education plan, mechanism in soliciting parents' views and discussion on student's progress.
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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.
Curriculum Tailoring and Adaptation: Accommodation of homework and tests is used to support students in need and cater for learner diversity.
Home-School Co-operation and School Ethos
Home-School Co-operation: "The Dolphin Way" emphasizes showing love to children but state expectation to them at the same time, nurturing a group of children with respectable academic performance and high CQ. Also, encourage children to develop healthy eating and sleeping habit. The Parent Academy organizes 20+ talks and seminars each year. The PTA collaborates closely with the school to coordinate activities and interest groups, moreover, organizes volunteers to actively assist in student activities.
School Ethos: Students are modest and courteous, forming a decent school culture; emphasis on nurturing students' diligent and hardworking attitude, develop their sense of achievement; foster their resilience and build up their persistence and the assiduous character. We promote the Leader in Me Programme, the whole school has adopted the 7 habits.
Future Development
School Development Plan: - Integrate AI literacy, data thinking, and design thinking into STEAM education, enabling students to use technology responsibly and become innovative problem-solvers for the future. - Foster students' character strengths, interpersonal competencies, and physical well-being through positive psychology, emotional intelligence, and a sports culture, laying the foundation for whole-person development. - Deepen trilingual instruction and cross-media reading culture, while strengthening critical thinking and media literacy, cultivating lifelong learners rooted in cultural heritage and capable of independent judgment. - Embed the Sustainable Development Goals (SDGs) into the curriculum and school-based actions, guiding students to transcend cultural boundaries and advocate actively, nurturing a global perspective and a sense of responsibility, and striving towards the vision of a shared future for humankind.
Teacher Professional Training & Development: All teachers have completed formal training in the "Leader in Me" programme, and a teacher development and school-based training framework is in place to ensure new teachers master the school-based curriculum and teaching methods. Collaborative lesson planning, peer lesson observation, and lesson studies are actively promoted. Teachers are encouraged and funded to participate in training programs locally and overseas, with regular arrangements for expert lesson observations and school visits. The team fosters a strong sharing culture, engages in sharing teaching insights within and beyond the school.
Fee Remission
Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. - Newly admitted students could apply for the school fee remission after 1 month(s) of commencement of the new school year. Application results will be announced within 1 month(s) after submission of applications. - Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.
Others
Our School reserves not less than 10% of the total school fee for scholarship and grants. Scholarships from donors are also offered. Please refer to details about Scholarship and Grants under Student Affairs in our school website.