救世軍中原慈善基金皇后山學校
The Salvation Army Centaline Charity Fund Queen's Hill School
2 Lung Chun Road, Fanling, New Territories
31510323 QHS@hkm.salvationarmy.org
31510333 https://www.saccfqhs.edu.hk

81
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Kwok Wai	Mr. Chan Hei Chuen Tany	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					92%

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Salvation Army	Integrity, Faith, Love, Diligence	2021	Chinese	School Bus	About 5000 Sq. M

Through-train / Feeder / Nominated Secondary School	Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)
-	-	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	$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Achievement Square, Companion Square, Running Track, Climbing Wall, Climbing Net

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Pottery Room, General Study Room, Visual Art Room, Music Room, Student Activity Room, STEM and Computer Room, English Room, Handbell Room, Chapel, Rooftop Farm	Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment	56	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
91%	100%	27%	55%	36%	29%	35%

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	We implement small class teaching from Primary one to six. We also conduct small groups and tutorial classes for students with different learning abilities during or after school hours. In addition, we offer enhancement courses for students with better learning abilities to upgrade their academic standard.
Remarks	Cantonese is the major teaching medium of Chinese Language in the School. By adding Putonghua elements, Students could gain sufficient exposure on both languages. From Primary 4, Mathematics and Science will incorporate English as the medium of instruction to better prepare students for the secondary school curriculum.

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)	1	Number of exam(s) per year (P2 to P6 only)	2		

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	The school provides multi-assessment methods to gain a comprehensive understanding of students' learning processes and outcomes. Additionally, to connect learning content with daily-life applications, the school has implemented practical assessments that emphasize the application of skills, creative thinking, and problem-solving abilities, thereby promoting the holistic development of students.
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	From Primary 4, a BYOD class is introduced on a voluntary basis to support effective digital learning, equipping students for future challenges. From Primary 4 to 6, students are grouped into classes based on academic results and overall performance to support differentiated teaching.

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	35 mins	8:00 AM	3:25 PM	12:40 PM - 1:40 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Our school is keen on promoting healthy eating and environmental education. Students have lunch in their classrooms at school. The lunch supplier provides nutritious meals and uses eco-friendly tableware to cultivate environmental awareness in daily life.	Our school has morning session, library lesson, lunch break activities, religious meetings, moral and values Education, remedial classes, inquiry learning, service learning as well as project learning to create a rich learning environment and facilitate life wide learning.

Life-wide Learning

Our school aims to help students understand themselves and develop their potential, they go through three stages: Experiential Learning (Starter), which includes multiple intelligence classes, subject learning days, and experience days. Systematic Training (Mover), such as handbell team, Chinese drum team, math Olympiad, English drama, mini tennis, swimming, VEX robotics, etc. Student Showcase Platform (FLYER): Achievement Sharing Exhibition.

School Mission

School Mission

Based on Christian education, our mission is to nurture our students to become good citizens who love of life, joy of learning, protect the environment and benefit the community, to know how to be thankful and cherish, and develop their strengths to lead a fruitful life.

School Vision

To educate children to be empathetic, to develop integrity, character, and acquire relevant skills and knowledge to reach their full potential.

School Characteristics

School Management

School Management Organisation:
Implement school-based management, effectively improve the self-evaluation mechanism, enable stakeholders to conduct self-evaluation from multiple perspectives, optimize school management, and promote effective learning and teaching.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee is composed of the supervisor, representatives of the sponsoring body, professionals, the principal, parent representatives, and teacher representatives. They actively participate in school development and establish good partnerships.

School Green Policy:
Through a variety of learning activities, we enhance the environmental awareness of all stakeholders and promote green living. Enable students to develop green thinking, respect nature and the environment, and cultivate a sense of responsibility for environmental protection. The school campus is equipped with various eco-friendly facilities, such as solar panels, a rainwater collection irrigation system, and sensor lighting systems, to conserve energy. It has received a Gold rating in the Hong Kong Green Building Council.

School's Major Concerns:
1.Plan with positive concepts to build campus culture and policies.
2.Promote self-directed learning, cultivate students' attitudes and abilities for autonomous learning, and enhance students' learning effectiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. The school aims to nurture students into good citizens who appreciate life, enjoy learning, protect the environment, and contribute to the community, based on Christian education.
2. Promote cross-disciplinary curriculum planning and experiential learning through inquiry learning weeks, STEAM education, service learning, and cross-curricular reading to enhance students' development of nine generic skills and vertical research abilities, broaden their horizons, increase learning interest, and enrich their learning experiences.
3. Foster a love for reading and a culture of learning through reading.
4. Utilize the campus environment to cultivate students' love for the environment, efficient use of resources, understanding of green living, and balanced physical and mental development; create a favourable language learning environment and atmosphere, strengthen students' opportunities and abilities to become biliterate and trilingual. and promote students' autonomous learning

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthen values education with a focus on positivity to promote overall development.
2. Utilize school hours for various activities like assemblies, growth classes, and exchange programs to provide comprehensive learning experiences and balanced development.
3. Cultivate media and information literacy and realize their dreams through STEAM to benefit the community and improve life.
4. Enhance assessment literacy and use data effectively to promote efficient learning.

Development of Generic Skills:
Provide students with meaningful learning contexts through various teaching activities, developing their generic skills in an integrated manner.

Cultivation of Proper Values, Attitudes and Behaviours:
Through positive education, students can learn how to face adversity and approach life's challenges and pressures with a positive attitude. By discovering students' character strengths, we build their physical and mental health, positive emotions, full engagement, positive relationship, meaningful life, and sense of achievement, thereby leading them towards a happy and fulfilling life.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Embrace the spirit of Christ to establish a caring and harmonious positive campus culture, meeting students' needs and promoting their physical, mental, and spiritual growth.
2. Cultivate students' self-discipline, rule-abiding behavior, and tolerance, fostering a caring and positive school ethos.
3. Develop students' service spirit and leadership skills, nurturing future leaders for the community and embodying the spirit of helping others to help themselves.

Whole School Approach to Integrated Education:
The school is committed to create an inclusive learning environment, using resources flexibly, implementing effective strategies to cater for the needs of different students and providing high-quality educational services in response to the individual differences of students and special educational needs.

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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; 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. Our school provides software and hardware teaching resources to promote learning of Chinese for Non-Chinese speaking students.

Curriculum Tailoring and Adaptation:
Provide flexible classroom activities, design assignments at different levels, and offer after-school training programs for diverse skill training to cater to students' varied learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parent-Teacher Association and parents work closely with the school and are very supportive of its efforts. Our school is committed to promoting parent education, supporting parents to nurture their children with care so that the children can thrive in an environment of encouragement and praise.

School Ethos:
We nurture students' growth according to biblical truths, with both discipline and love.

Future Development

School Development Plan:
Our school is learning-oriented. Students build knowledge through self-directed learning and inquiry, developing good study habits and gradually deepening various common competencies. We emphasize enhancing students' biliterate and trilingual abilities, self-directed learning, and information technology learning to strengthen their future competitiveness. The curriculum also incorporates different elements to allow students to enjoy the experience and joy of learning.

Teacher Professional Training & Development:
In line with the school's development focus, develop 'professional learning communities' from school, subject and group, individual, and external professional support aspects. Arrange various workshops, thematic lectures, and inter-school teacher meetings to promote teachers' professional growth and enhance their professional capabilities.

Others

Through mainland and overseas academic exchange activities, students can learn about their country and the world, enhance their sense of national identity and cultivate them to become global citizens. Students learn from environmental education classes to manage renewable energy devices and experience green living in order to gain a deeper understanding and appreciation of environmental protection and broaden their horizons. In addition, students receive spiritual and life education since childhood, understand the love and truth of our Lord Jesus, and enrich their spiritual life.