



皇仁舊生會中學

Queen's College Old Boys' Association Secondary School

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http://www.qcobass.edu.hk

School Mission

Providing whole-person education to every student has always been our education mission. This includes nurturing students’ independent thinking abilities, fostering students’ analytical and communication skills, assisting students establish proper moral values and equipping students with both subjective and objective perspectives towards history, current global issues and future development. We strive to provide an excellent learning and teaching environment and a well-designed curriculum to facilitate students to learn happily and effectively, unleash their potentials and build their self-esteem and self-confidence.

School Information

Supervisor / Chairman of School Management Committee	Mr. Michael Kee Huen Chan		
Principal (with Qualifications / Experiences)	Mr. Hui Kin Yip, Ronald (M.Phil., M.Ed., M.A., M.Soc.Sc., B.Sc., B.Eng., Dip.Ed., Cert. ECA Mgt.)		
School Type	Aided	Student Gende	Co-ed
School Motto	We achieve through diligence		
Name of Sponsoring Body	Queen's College Old Boys' Association Secondary School Limited		
Area Occupied by the School	About 10000 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	Action School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		57
Total Number of Teachers in the School		62
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		100%
Bachelor Degree		100%
Master / Doctorate Degree or above		50%
Special Education Training		35%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
19%	10%	71%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Citizenship, Economics and Society (S.1, S.2), Integrated Humanities (S.3)*, Geography*, History*, Commerce (S.3), Computer Literacy*, Visual Arts*, Music (S.1, S.2), Physical Education, Design and Technology (S.1, S.2)*, Technology and Living (S.1, S.2)*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics*, Science*
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Geography, Chinese History, History, Business, Accounting and Financial Studies, Information and Communication Technology, Visual Arts, Physical Education
	English as the medium of instruction	English Language, Mathematics Extended Module
	Adopt a different medium of instruction by class or by group / school-based curriculum	Mathematics, Economics, Physics, Chemistry, Biology

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Citizenship, Economics and Society (S.1, S.2), Integrated Humanities (S.3)*, Geography*, History*, Commerce (S.3), Computer Literacy*, Visual Arts*, Music (S.1, S.2), Physical Education, Design and Technology (S.1, S.2)*, Technology and Living (S.1, S.2)*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics*, Science*
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Geography, Chinese History, History, Business, Accounting and Financial Studies, Information and Communication Technology, Visual Arts, Physical Education
	English as the Medium of Instruction	English Language, Mathematics Extended Part
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Economics, Physics, Chemistry, Biology

Class Structure & Chargeable Fees (2024/2025)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	\$250	\$250	\$250	\$570	\$570	\$570
Parent-Teacher Association Fee	\$70 (one-off)					
Student Union / Association Fee	\$12					
Approved Charges for Non-standard Items	-					
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 2025). Academic achievement 30%, conduct 30%, interview performance 40%, extra-curricular activities (will be considered as additional achievement)
Orientation Activities and Healthy Life
To prepare S.1 students to adapt to the new learning environment, we organize different orientation programmes. The events include Orientation Day for incoming S.1 students and Parents' Day for both incoming S.1 parents and students meeting their class teachers, pastoral care teachers and school social workers in order to help them familiarise with the new school life. Students are also required to attend Chinese and English Enhancement Summer Bridging Courses and complete summer exercises to better equip them to meet the new academic requirements. Orientation activities continue after the first term begins, including another Parents' Day held in November. We are committed to establishing a healthy campus. With various health education programmes and sports activities, we promote students' awareness in leading a healthy life and maintaining a balanced diet. We also organise developmental programmes to support students in forming a healthy self-image and acquiring skills to cope with emotional stresses.

School Characteristics
School Management
School's Major Concerns: 1) Establish "QC Student" characteristics and enhance students' confidence and responsibility to prepare our students for future needs and challenges. <"QC Student" characteristics: Quality, Care, Obligation, Belief, Ability, Sincerity, Service> 2) Reorganize policies and activities to provide students with hierarchical training and experience by involving the whole school to establish a "QC Growth Path". <"QC Growth Path": Adapt, Boost, Consider, Unite, Shoulder, Transcend>
School Management Organisation: Chaired by the Principal, the Senior Management Team, the School Policy Committee and the Staff Meeting oversee all school policies. The three Vice-principals, leading the Academic Planning Committee, Personal and Social Education Committee, and School Affairs and Administration Committee respectively, supervise different functional boards. Appraisal system has been well-established that committees and teachers evaluate their work regularly.
Incorporated Management Committee / School Management Committee / Management Committee: Members of the Incorporated Management Committee include former government officials and professionals, e.g. solicitors, engineers, accountants, present and former university lecturers, etc. They are knowledgeable of HK's educational developments and supportive of our mission and progress. Having a resourceful network in the society, substantial funds are raised to set up scholarships and organize various activities, e.g. English interview workshops. Other stakeholders, including alumni, parents and teachers, also have their nominated representatives to include views from different perspectives.
School Green Policy: As a green school, we actively participate in various environmentally friendly campaigns and aim at developing into a sustainable green school in the society through setting up our roof-top garden, organic farming fields, wind power generators and solar panels. The school puts green policies like "recycle, reduce and reuse" in our daily operations and learning activities. The Environmental Protection Ambassadors promote environmental conservation awareness among all stakeholders, including parents and the community, and strive to live up to the high standards of the Green School awards that we have earned.
Learning and Teaching Plan
Whole-school Language Policy: The School emphasizes English Language learning. The IMC English Sub-Committee holds regular meetings to review English learning and teaching in School. For some junior form classes, English is adopted as the medium of instruction for Mathematics and Integrated Science. Extended Learning Activities in English are conducted in most subjects except Chinese Language, Chinese History and Putonghua in junior secondary. Mathematics, Physics, Chemistry, Biology and Economics in the Senior Secondary have offered both English and Chinese classes in order to cater for the student's learning needs. The School has formally established the Language Across the Curriculum Committee to enrich student' s English learning among different subjects and enhance students' confidence and abilities in using English. We have input extra resources to employ additional English teachers, teaching assistants and English extracurricular activities and enhancement classes instructors to provide various English proficiency classes and activities after school and during holidays in order to cater for students' diverse needs. We also organize interesting activities and provide self-access learning space at The English Den.
Learning and Teaching Strategies: We promote students' initiative in learning. Learning skills are formally taught in junior forms to help students build up good study habits, including having pre-lesson studies preparations, maximizing the use of e-Learning platforms, organizing personal notes and so on. The School constantly upgrades IT facilities and makes good use of them in learning and teaching. We also put emphasis on knowledge construction and interactive learning through using various types of information technology. Field studies and activities outside the classroom are frequently organized to promote active learning. We encourage students to participate in various inter-school competitions to gain valuable experiences and broaden their horizons. We also organize interesting English activities to enhance the English learning environment. The main objective is to help students acquire life-learning skills.
School-based Curriculum: 1. Electives: 2X, 3X and 4X. Every student may choose at least 2 elective subjects, plus the Mathematics Extended Part and/or the third elective if the student is capable. There are altogether 15 elective subjects offered. This creates more than a hundred combinations to fit students' needs and interests. 2. Curriculum highlights: (1) Nurturing students' interests in learning English and enhancing students' English abilities: We have small-class teaching in S.1 to S.6 English lessons to create more opportunities for students to use English. We strive to create a fruitful and joyful English learning environment to motivate students with various activities, such as English Speaking Days, inter-class competitions, snacks-making workshops, English Cafes, Reading Club, movies and songs appreciation sessions, etc. (2) Promoting STEAM education: We conduct activities and cross-curricular collaboration projects to strengthen our students' knowledge, skills and confidence in observation, application, analysis, problem-solving, integration and evaluation, so as to nurture students' strong interest in learning. We organize interesting STEAM activities and provide training at the STEAM Studio. (3) Small-class teaching: We recruit extra teachers to enable more small-class teaching to offer better support to students for their future needs. We have small-class teaching in English, Chinese, Mathematics, Computer Literacy, Technology and Living, and Design & Technology lessons. We have classes using Chinese or English as the medium of instruction in Mathematics, Science and Humanities. There are also different levels of enhancement classes during weekends and holidays.
Major Renewed Emphases in the School Curriculum: 1) The School emphasizes Reading. We have morning reading periods twice a week. Class libraries have been installed in all classes. There are lots of reading activities, including Chinese and English bookcrossing and Chinese book reports competitions, to promote a good reading habit and atmosphere. 2) Our teachers make good use of interactive learning tools and electronic learning platforms, including Google Classroom, Explain Everything, Edpuzzle, Kahoot!, Padlet, Quizziz, and flipped activities to enhance self-motivated learning. All these enrich teacher-student and student-student interactions and enable teachers to provide instant feedback to students. Teachers can monitor their teaching effectiveness and students' learning progress. 3) The School integrates STEAM elements into the junior secondary project learning across different subjects in order to develop students' problem-solving skills and investigative ability, preparing students for the school-based assessment in senior secondary. 4) The School organizes adventure-based training, social services experiences, activities on understanding global citizenship, discussions on current affairs, etc. to enhance students' initiative, curiosity, confidence and responsibility, foster their potentials, and develop their positive values and proper attitudes.
Life Planning Education: Our school values career and further studies guidance. Life Planning Education and Career Guidance are systematically implemented through seminars, visits, experiential schemes and small-group counselling. We aim at guiding students to explore their own interests, abilities, needs and aspirations, so as to help them make wise and responsible choices for their future study and career as well as develop positive attitudes towards learning and working.
Student Support
Whole School Approach to Catering for Learner Diversity: Arousing interest in study and fostering self-directed learning are our major concerns. Great efforts are spent on refining curriculum design, teaching pedagogy, assessment and professional development. We have split classes during most Chinese, English and Mathematics lessons. Teachers fine-tune specific curriculum and tailor-make teaching materials according to student's abilities and needs. Different enhancement classes are conducted to provide extra assistance to students in need. We have also joined school-based development projects organized by the EDB and other tertiary institutes.
Whole School Approach to Integrated Education: The Inclusive Education Committee is established to cater for the requirements of students with special educational needs. The School makes good use of the Learning Support Grant and NCS SEN Grant to support students with special education needs with different activities, such as after-school tutorials. We believe that students with such needs should have the same learning opportunities as others, having a normal school life to improve and equip themselves. Each of these students is assigned with a caring teacher who provides appropriate assistance to help them accommodate school life. Extra manpower is recruited to conduct peer counselling programmes, provide learning support and speech therapy, and prepare for examination adjustments.
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; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: Marks allocation ratio: formative assessment (tests, quizzes, dictations, projects, presentations, homework, learning attitude, and performance in different learning activities): 30%; summative assessment (exams and uniform tests): 70%. Marks allocation ratio between two terms: 1st term: 40%; 2nd term: 60%. S.1 to S.5 students: one final exam at the end of each school term; one uniform test in the middle of the second term. S.6 students: one graduation exam and two uniform tests (September and December).

Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent-Teacher Association organizes recreational activities and gatherings to enhance the communication between teachers and parents. It also co-organises parent education workshops and various summer classes and activities with the School.
School Ethos: We teach our students to lead a simple lifestyle and respect teachers. We also promote a sense of care and concern for others. With the integration of discipline and counselling, we aim at helping students grow gradually. We conduct various educational programmes and encourage them to have the spirit of serving others, both in school and in the community. Our teacher-student relationship is harmonious. Students and teachers mutually respect each other. Also, we have good home-school collaboration and our alumni always come and contribute back to school. We promote the education of 'QC Student' Characteristics and "QC Growth Path" in this academic year: 1) We have dual class teachers from S.1 to S.6 to enhance the pastoral care of students. We build teacher-student mutual trust through activities. 2) We have the “Stars of Praise Programme” to promote positive behaviour. 3) We develop progressive life education programmes. 4) By making use of live examples and current affairs, we nurture students to understand respect, caring, positive attitude and positive value. 5) We organize adventure experiences and leadership activities to develop students’ potentials. 6) We care about the students with special educational needs, providing them the adequate facilities and teachers the necessary training. 7) We emphasize the importance of home-school cooperation to support students’ growth.
Future Development
School Development Plan: The School will design plans to implement the following major concerns outlined in our School Development Plan. 1) Establish "QC Student" characteristics and enhance students' confidence and responsibility to prepare our students for future needs and challenges. <"QC Student" characteristics: Quality, Care, Obligation, Belief, Ability, Sincerity, Service> 2) Reorganize policies and activities to provide students with hierarchical training and experience by involving the whole school to establish a "QC Growth Path". <"QC Growth Path": Adapt, Boost, Consider, Unite, Shoulder, Transcend>
Teacher Professional Training and Development: We strive to promote professionalism and establish a learning community. A Staff Development Committee has been formed to achieve this goal. Apart from setting up the school educational resources database, according to the school development plan, our school uses every opportunity to invite distinguished professionals to share insights with us. Our teachers make good use of all sorts of training courses, workshops and seminars to equip themselves with the latest development in education and share things they have acquired with other colleagues through staff meetings and subject meetings. The School encourages teachers to participate in secondment or work for the Education Bureau or the Hong Kong Examinations and Assessment Authorities in order to broaden their horizons and upgrade their teaching standards. In addition, the School has arranged teachers to have professional sharing with different education institutes.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
As suggested by the EDB, eight Key Learning Areas, seven Learning Goals, and twelve Priority Values and Attitudes are all included in our S.1 to S.6 curriculum. We provide students with well-balanced and wide-ranging extra-curricular activities. All S.1 students participate in learning activities of their interests and choices, including art, music, drama and sports activities, as well as joining uniform groups, one to two days a week. Students are given the opportunities to develop their potentials and involve in community services in the junior secondary while leadership training is heavily emphasised in the senior secondary. Our aim is to nurture students' whole-person development and equip them for their future studies and careers through these activities. Our students excel in various inter-school competitions including academics, languages, STEAM, verse speaking, drama, dancing, environmental protection activities and sports competitions, especially in swimming, basketball, football, volleyball, badminton and table-tennis.
School Facilities
Number of Classroom(s): 27
School Facilities: Swimming pool, Gymnasium, Basketball Court, Volleyball Court, The English Den, STEAM Studio, School Hall, Covered Playground, Student Activity Centre, Automatic Weather Station, Educational Garden, Wind Turbines, Green Kitchen, Tuck Shop, Library, Chinese and Mathematics Activity Room, Art gallery, Humanities gallery, Creative Digital Media Teaching Room, Campus TV, Computer Laboratories, Science laboratories, Technology and Living Rooms, Art Rooms, Music Room, Geography Room, History Room, Social Worker Rooms, Guidance Room, Academic Research Centre.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
We provide whole-person education. We help students manage their time properly and provide support for their learning. We organise structured after-school activities for S.1 students. As a green school for many years, we continue to put emphasis on establishing a green environment. In recent years, we won Hong Kong Awards for Environmental Excellence Gold Award. An energy-generating wind-turbine and solar panels have been installed and roof-top farming is being practised. All these are introduced to promote environmental awareness among students and to provide them with the opportunity to take actions to protect our planet. The School also encourages students to have a global outlook by attending overseas educational tours or overseas exchange programmes. In recent years, students have explored Italy, France, Hungary, Japan, Korea, Taiwan and various cities in the mainland.
Direct Public Transportation to School
Bus: Route 41A, 41M, 41R, 42C, 42M, 43B, 44, 44M, 49P, 49X, 241X, 243M, 279X, 948, A31, E31, E32; Mini-bus: Route 88A, 140M, 308M, 310M, 401, 402, 407, 409, 409K, 409S; MTR and Airport Express: Tsing Yi MTR station Exit A1 (a 10-minute walk to our school)