



中華基督教會基新中學
CCC Kei San Secondary School

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School Mission

School Mission: Our school upholds the principle of "All-round Education" and recognizes "Student Learning" as our highest priority. We are dedicated to creating an environment that fosters upright attitudes and values with a global perspective. Guided by the spirit of Jesus Christ, we strive to cultivate rich and meaningful lives for our students, empowering them to serve the community and become responsible citizens.

School Information

Supervisor / Chairman of School Management Committee	Mr. Au-Yeung Chi Kong			Bachelor Degree		100%	
				Master / Doctorate Degree or above		56%	
Principal (with Qualifications / Experiences)	Dr. Ko Kwok Wing (BSc, MEd, DBA)			Special Education Training		65%	
				Years of Experience (% of Teaching Staff)			
				0 - 4 Years	5 - 9 Years	>= 10 Years	
School Type	Aided	Student Gender	Co-ed	18%	15%	67%	
School Motto	Learning to Serve						
Name of Sponsoring Body	The Hong Kong Council of the Church of Christ in China			Year of Commencement of Operation		1969	
Area Occupied by the School	About 7000 Sq. M	Religion		Protestantism / Christianity			
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association		Yes	Student Union / Association	Yes	
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				93%	
4Rs Mental Health Charter		Yes	Whole School Health Programme		Action School		

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	F.1-F.3: Chinese Language, Chinese History, Mathematics*, Computer Literacy*, Business Fundamentals*, Physical Education*, Music*, Religious Studies*, Visual Arts*, Geography*, Citizenship, Economics and Society*; F.1-F.2: Putonghua, Science*; F.2-F.3: World History* F.3: Economic & Public Affairs*, Science (Physics)*, Science (Chemistry)*, Science (Biology)*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	F.1: School-based Other Language (Korean)/STEAM/Sports Science Curriculum
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics (Extended Part Module 1), Citizenship & Social Development, Physics, Chemistry, Biology, "Business, Accounting and Financial Studies" (Accounting & BM modules), Information & Communication Technology, Economics, Geography, Tourism and Hospitality Studies, Visual Arts, Chinese History, Physical Education (Non-Examination Curriculum), Ethics & Religious Studies (Non-Examination Curriculum).
	English as the Medium of Instruction	English Language, Reading Across Curriculum
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* 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	F.1-F.3: Chinese Language, Chinese History, Mathematics*, Computer Literacy*, Business Fundamentals*, Physical Education*, Music*, Religious Studies*, Visual Arts*, Geography*, Citizenship, Economics and Society*; F.1-F.2: Putonghua, Science*; F.2-F.3: World History* F.3: Economic & Public Affairs*, Science (Physics)*, Science (Chemistry)*, Science (Biology)*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	F.1: School-based Other Language/STEAM/Sports Science Curriculum
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics (Extended Part Module 1 included), Citizenship & Social Development, Physics, Chemistry, Biology, "Business, Accounting and Financial Studies" (Accounting & BM modules), Information & Communication Technology, Economics, Geography, Tourism and Hospitality Studies, Visual Arts, Chinese History, Physical Education (Non-Examination Curriculum), Ethics & Religious Studies (Non-Examination Curriculum).
	English as the Medium of Instruction	English Language, Reading Across Curriculum
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2025/2026)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	\$470 (Improvement of Campus facilities)					
Other Charges / Fees	-					

Remarks

Every senior form student is required to take 4 core subjects and either 2 or 3 elective subjects, choosing from 14 subject groups. The class structure is symmetrical. Starting from the 2019-2020 academic year. The Church of Christ in China, Hong Kong, established Kei San Church at our school in September 2014.

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 admission criteria and weightings for S.1 discretionary places are as follows: Academic Performance: 40% ; Student Conduct: 30% ; Interview Performance: 20% ; Other Skills (e.g., extracurricular activities, physical education, music, community service): 10%.
Orientation Activities and Healthy Life
All F.1 students are required to participate in the Bridging Programme, Counselling Programme, and the F.1 Orientation Parents Seminar in mid-August. Additionally, all Form 1-3 students have lunch at school. The Task Group on Tuck Shop & Lunch Supervision is responsible for overseeing the quality and nutritional value of the food provided by the tuck shop and lunch box suppliers, ensuring that students receive high-quality meals.

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School Characteristics
School Management
School's Major Concerns: 1. Enhance students' interest and ability in learning. 2. Promote whole-person health campus.
School Management Organisation: The Incorporated Management Committee, established in 2011, is composed of supervisor, managers, principal, teachers, parents and alumni; who join hands to look after school affairs. The school is divided into three categories of committees and subgroups to promote school development, academic affairs, information technology, and student development. KLA Heads are held responsible for liaising various subjects/KLAs and implementing curriculum reform.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee, established in 2011, consists of the supervisor, managers, principal, teachers, parents, and alumni, all collaborating to enhance the transparency and accountability of school management and to promote the sustainable development of the school.
School Green Policy: Students are encouraged to develop habits that promote care for resources and the environment. Initiatives include the Paper Recycling Scheme, Energy Saving Policy, and Green Campus Scheme.
Learning and Teaching Plan
Whole-school Language Policy: Students are taught by mother tongue, supplemented with Extended Learning Activities in English so as to enhance the English learning environment and inspire their interest of learning English.
Learning and Teaching Strategies: Curriculum Tailoring: Teachers revise the teaching content to suit the needs of students. Learning and teaching materials are developed to match students' levels, enhancing their motivation through fruitful and successful learning experiences. After-school Learning Support: Teachers collaborate with undergraduates to launch an after-school learning support team, offering tutorial and supplementary classes. Fostering Self-Learning Ability: Students learn to set their own learning objectives and priorities. This includes skills such as time management, organizing notes, reading strategies, and exam techniques. Our goal is to help students build self-learning habits, techniques, and abilities.
School-based Curriculum: 1. Electives: 2X and 3X. Students from elite class takes 3X, 14 Elective subjects to be allocated in 11 groups. Curriculum is tailor-made to suit the needs of students. School-based Other Language (Korean)/STEAM/Sports Science Curriculum is offered in F.1 classes. 2. Curriculum highlights: Curriculum is tailor-made to suit the needs of students.
Major Renewed Emphases in the School Curriculum: Our school is actively engaged in the curriculum reform process. We have integrated coding concepts and related elements into the implementation of our STEM curriculum. IT in Education is incorporated into both the learning and teaching processes, as well as staff development. Values Education is featured in our curriculum and extra-curricular activities. Additionally, elements of the Basic Law have been included in the PSHE KLA, aligning with relevant senior secondary subjects. Recently, we have significantly upgraded our library facilities, enhancing both hardware and software to provide students with more resources and a better reading environment. To foster students' reading habits, we have introduced designated reading periods in junior forms, regular featured book exhibitions, reading schemes, and ongoing book-sharing sessions.
Life Planning Education: The school utilizes the EDB Career and Life Planning Grant to recruit two additional career planning officers and one teacher. This reduces the teaching load for career educators, enabling them to provide comprehensive career counseling services to students from Form 1 to Form 6. We offer all students quality life planning education and career guidance tailored to their developmental needs at various stages. Our aim is to support students in making informed choices based on their interests, abilities, and personal orientations, while also assisting them in transitioning smoothly from school to the workplace. Ultimately, we strive to ensure that all students, regardless of their abilities or academic levels, understand their career and academic aspirations. We want them to develop positive attitudes toward work and learning, connect their aspirations to whole-person development and lifelong learning, and effectively apply the knowledge, skills, and attitudes they acquire in real-life situations.
Student Support
Whole School Approach to Catering for Learner Diversity: Dual Class-Teachers in Junior Forms: The School provides dual class-teachers in all junior form classes to enhance the learning experience. Gifted Education Program: Utilizing the Diversified Learning Grant (DLG) from the EDB, the School implements Gifted Education to foster a learner-centered, school-based curriculum, organized at three levels: 1. Level 1: Whole-Class Teachers integrate various pedagogical strategies into their lessons, including group discussions, peer evaluations, and situational approaches to learning. These methods are designed to enhance students' higher-order thinking skills through targeted questioning techniques. 2. Level 2: Pull-Out Selected students from Form 3 to Form 5 participate in specialized training sessions that focus on leadership, critical thinking, and other enhancement classes. This initiative aims to cultivate a pool of talented individuals. 3. Level 3: Off-Site Support The School nominates target students to receive specialized training from the Hong Kong Academy for Gifted Education, focusing on areas such as leadership, science, mathematics, and humanities.
Whole School Approach to Integrated Education: Our school utilizes the Learning Support Grant (LSG) to establish a School Support Team led by a Special Educational Needs Coordinator (SENCO), an Educational Psychologist, an Inclusive Development Officer, a Chinese Teacher, an English Teacher, a Mathematics teacher and a Computer Teacher. All teachers are committed to addressing the diversity of learners through a "Whole School Approach." The team is responsible for coordinating various support measures to meet the diverse needs of students. We provide learning guidance, emotional support, and social skills training. These measures aim to help students with special needs integrate into school life.
Measures to Provide Adaptation for Learning and Assessment: There are two exams and one uniform test for F.1-F.5 classes, two exams for F.6 to inform parents about their children's learning progress. Both formative and summative assessments are utilized to evaluate student learning. In addition to exams and tests, our assessment methods include project-based learning, field trips, reading reports, learning portfolios, self-evaluations, and peer assessments. Students receive timely and constructive feedback to enhance their learning efficacy.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association organizes annual events such as Teacher Appreciation Day, reading sharing sessions, parent-child trips, family activities, and volunteer services. Parent representatives also participate in school decision-making through the Incorporated Management Committee. Our school's Home-School Cooperation Team has established a Parent Academy to enhance parenting knowledge, improve parent-child communication skills, and strengthen parents' ability to support their children's learning.

School Ethos:

To support well-rounded development, we offer the Kei San Award Scheme, which encourages students to grow across academics, discipline, faith, and extracurricular activities. In F.1-4 classes, we implement a dual-class teacher system, complemented by the One Student, One Role Program and the Civic Ambassador Program. These initiatives help students build self-esteem, confidence, and a sense of responsibility. Since 2005, our school has proudly received the Caring School Award from the Christian Service Centre for twenty consecutive years, along with the Sustained Caring Award, recognizing our enduring commitment to a compassionate and supportive learning environment.

Future Development

School Development Plan:

- 1. Enhance students' interest and ability in learning.
- 2. Promote whole-person health campus.

We are a caring, enriching, healthy and innovative school. Various initiatives are planned and implemented to promote students' holistic development.

Teacher Professional Training and Development:

The school organizes three Teachers' Professional Development Days every year to equip teachers with updated learning and teaching strategies. In addition, regular lesson preparation, observation, and sharing sessions are conducted, allowing teachers to collaborate and share pedagogical approaches. This initiative aims to enhance student learning effectively.

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

Our school is dedicated to promoting the all-round development of students. We offer over forty extracurricular groups across four major areas: academics, interests (including music, sports, and arts), service, and religion, as well as the Student Union. These activities aim to nurture students' physical, mental, social, and spiritual growth. Featured programmes include the orchestra and choir, and sports such as archery, fencing, golf, and tennis. Students may also join the English Public Speaking Team, MC Team, Auxiliary Medical Service Cadet Corps, and the Hong Kong Army Cadets. Senior secondary students participate in cross-disciplinary activities through collaboration among departments and committees, incorporating elements of Chinese culture and national security. Examples include traditional Chinese painting workshops and guided tours on movable type printing. These experiences encourage learning beyond the classroom in real-life contexts, broaden perspectives, and promote reflective learning. Leadership development is a core emphasis. The school regularly organizes training to equip students with skills in event planning, communication, and public speaking, helping them build confidence and strengthen leadership ability. Rooted in the vision of the Hong Kong Council of the Church of Christ in China—"Together we nurture the fullness of life, hand in hand we witness the love of Christ"—the school also provides fellowship groups, training camps, and Christian events such as Education Sunday, Gospel Week, Christmas worship, and Easter services. These serve to nurture students' spiritual growth. By integrating these opportunities and support structures, our school is committed to providing diverse learning experiences that foster students' holistic development.

School Facilities

Number of Classroom(s): 30

School Facilities:

In addition to basic amenities, all classrooms and special rooms are equipped with air conditioning and multimedia teaching tools including projector and smart board. All rooms connect to high-speed fiber broadband, enable both teachers and students to utilize on-campus computers efficiently. The school features over 100 computers, with dedicated spaces including 36 in the IT Learning Center, 36 in computer labs, and 41 in Computer-Assisted Learning (CAL) rooms. Students can access the IT Learning Center and CAL rooms during non-class hours for programming and artificial intelligence learning. Moreover, all students and teachers can use mobile electronic devices and connect to the internet via the school's Wi-Fi network for educational purposes. The school offers a diverse range of facilities, including a Library, a Teacher-Student Learning Space, a Self-Study Room, a Guidance Room, a Counseling Room, an English Corner, a Chinese Language Learning Room, a STEAM Room, a Fitness Room, a Music Room, a Social Workers' Room, Multi-Function Activity Rooms, and a School History Gallery.

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

Ramp, Accessible lift and Accessible toilet.

Others

In the 2025 HKDSE, the overall pass rate was close to 70%. There was a significant improvement in Chinese, English, Mathematics and Citizenship and Social Development compared to last year. The number of students who achieved Level 3 or above in Chinese and English increased significantly. In particular, nearly half of the students achieved Level 3 or above in Chinese. In addition, 20% of students in ICT and M1 achieved Level 4 or above. The number of students who achieved 332A and met the requirements for admission to local university degree programs reached a record high, doubling from last year. In addition, nearly 20% of students were admitted to local or non-local universities to study degree programs. The above achievements are all due to the joint efforts of teachers and students, which enables the school to continuously enhance its value.

Direct Public Transportation to School

Kei San can be reached directly by the following bus routes and mini-bus route:
78B, 261X, 270A, 270B, 270P, 270S, 273, 273A, 273D, 273S, 274, 276C, 277P, 278P, 278X, 279X, 678, 978, A43, N42A, NA43, N73, N373, T270, 502 and 506 (mini-bus). It takes only 5 minutes walk from MTR East Rail Line Fanling station.