



中華基督教會基新中學  
CCC Kei San Secondary School  
8 Wu Tip Shan Road, Fanling, N.T.  
26693906      mail@ks.edu.hk  
26693583      http://www.ks.edu.hk

School Mission

School mission: The School upholds "Whole-man Education" and recognise "Students Learning" as utmost important concern. We insist and create an environment for fostering upright attitude and values with international horizons. With the spirits of Jesus Christ, we try to develop rich and meaningful life for students so that they can serve the community and become good citizens.

School Information

Supervisor / Chairman of School Management Committee	Mr. Au Yeung Chi Kong		
Principal (with qualifications / experiences)	Mr. Yung Kong Sing (M.A.)		
School Type	Aided	Co-ed	
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	Incorporated Management Committee	Established
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association		Yes	Student Union / Yes

Teaching Staff Information (including School Head) in the 2022/2023 School Year

Number of Teaching Posts in the Approved Establishment		71
Total Number of Teachers in the School		78
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education		85%
Bachelor Degree		100%
Master / Doctorate Degree or above		54%
Special Education Training		33%
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	>= 10 years
22%	8%	70%

Subjects Offered in the 2022/2023 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*, Values Education*, English Across Curriculum (World History)*; F.1-F.2: Putonghua, Integrated Science*, Integrated Humanities*, Learning Skills (Two classes in each Form)*; F.3: E.P.A.*, Geography*, Physics*, Chemistry*, Biology*, Tourism & Hospitality Studies*, Life and Society*
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	F.1 (Two classes), F.2 (Two classes) and F.3 (One class) adopt Putonghua as medium of instruction in teaching Chinese Language.
S.4 - S.6	Chinese as the medium of instruction	Chinese Language, Mathematics (Extended Part Module 1 included), Citizenship & Social Development (S.4-S.5), Liberal Studies (S.6), 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), Religious Education (Non-Examination Curriculum), Value Education (Non-Examination Curriculum).
	English as the medium of instruction	English Language, Reading Across Curriculum (S.4 and S.5)
	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 2023/2024 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, Values Education*, English Across Curriculum (World History)*; F.1-F.2: Putonghua, Integrated Science*, Integrated Humanities*, Learning Skills (Two classes in each Form)*; F.3: E.P.A.*, Geography*, Physics*, Chemistry*, Biology*, Travel & Hospitality Studies*, Life and Society*
	English as the medium of instruction	English Language
	Adopt different medium of instruction by class or by group / school-based curriculum	F.1 (Two classes), F.2 (Two classes) and F.3 (One class) adopt Putonghua as medium of instruction in teaching Chinese Language.
S.4 – S.6	Chinese as the medium of instruction	Chinese Language, Mathematics (Extended Part Module 1), Civic & Social Development (F.4-F.6), Physics, Chemistry, Biology, Information & Communication Technology, "Business, Accounting and Financial Studies" (Accounting and Business Management Modules), Chinese History, Economics, Geography, Travel and Hospitality Studies, Visual Arts, Physical Education (Non-Examination Curriculum), Religious Education (Non-Examination Curriculum), Values Education (Non-Exam. Curriculum)
	English as the medium of instruction	English Language, Reading Across Curriculum (F.4-6)
	Adopt different medium of instruction by class or by group / school-based curriculum	-

Class Structure & Chargeable Fees (2022/2023)

\* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of classes	5	5	5	5	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard items	\$310 (Improvement of Campus facilities)					
Other Charges / Fees	-					

Remarks

The School will make use of not more than 25% teaching time to use English as medium of instruction. Every senior form student should take 4 core subjects and 2 or 3 elective subjects. They have a choice of 14 subject groups. Class structure is symmetrical. Starting from 2019-2020, F.1 has five classes while there are five classes in each form of F.1-F.4 in 2022-2023. F.5 and F.6 each form has four classes but divided into 5 groups with small class-size. 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 2023). Admission criteria and weightings for S1 discretionary places: Academic Performance 40%; Student's Conduct 30%; Interview Performance 20%; Other Skills (e.g. Extra-curricular activities, Physical Education, Music, Community Services) 10%.
Orientation Activities and Healthy Life
All F.1 students have to participate in Bridging Programme, counselling programme and F.1 Orientation Parents Seminar in mid-August. All Form 1-3 students have lunch at school. Task Group on Tuck Shop & Lunch Supervision is held responsible for supervising the quality and nutrients of food provided by tuck shop and lunch box providers so as to ensure students are provided with quality food.

School Characteristics
School Management
<b>School's Major Concerns:</b> <div>1. To develop effective learners - implementing suitable curriculum catering for students' learning diversity, in order to continue to raise pupil attainment; 2. To cultivate a habit of positive thinking among students - helping students to build resilience so as to establish their life-long achievements; 3. To enhance our teacher professional development - developing a professional learning community among teachers (e-learning, catering for learner diversity.</div>
<b>School Management Organisation:</b> <div>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. There are 11 committees in operation, managing school teaching and work. KLA Heads are held responsible for liaising various subjects/KLAs and implementing curriculum reform.</div>
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> <div>There are 3 meetings of Incorporated Management Committee every year. Representatives of major stakeholders involve in formulating school policies so as to enhance the transparency and accountability of management, aiming at sustainable development of the school.</div>
<b>School Green Policy:</b> <div>Students are encouraged to form the habits of caring resources and environment. There are Paper Recycle Scheme, Food Waste Recycling Scheme, Energy Saving Policy and Green Campus Scheme.</div>
Learning and Teaching Plan
<b>Whole-school Language Policy:</b> <div>Students are taught by mother tongue, supplemented with Extended Learning Activities in English and will maximally use not more than 25% lesson time as English as medium of instruction so as to enhance the English learning environment and inspire their interest of learning English. F.1 (Two classes), F.2 (Two classes) and F.3 (One class) adopt Putonghua as medium of instruction in teaching Chinese Language.</div>
<b>Learning and Teaching Strategies:</b> <div>Curriculum Tailoring: Teachers will revise the teaching content which suits the needs of students. Learning and teaching materials are developed to meet the level of students so as to enhance their motivation through fruitful and successful experience in learning. After-school Learning Support: Teachers work closely with undergraduates to launch after-school learning support team, providing tutorial classes, supplementary classes. Fostering self-learning ability: Students are taught to formulate learning objectives and priorities by themselves, for example, time-tabling, organising learning notes, reading skills and examination strategies. Students are developed to build up their self-learning habits, techniques and abilities.</div>
<b>School-based curriculum:</b> <div>1. Electives: 2X and 3X. (Students from elite class takes 3X, 14 Elective subjects to be allocated in 11 groups.) 2. Curriculum highlights: Curriculum is tailor-made to suit the needs of students.</div>
<b>Development of the Four Key Tasks:</b> <div>Our school is actively engaged in the curriculum reform process. We have included the related elements and coding concepts in the implementation of STEM curriculum; IT in Education forms part of the learning and teaching process as well as staff development; Values Education have been featured in both our curriculum and extra-curricular activities. In addition, element of the Basic Law has been included in the PSHE KLA which is in alignment with the corresponding senior secondary subjects. Recently, our library facilities have been improved extensively in terms of its hardware and software in order to provide students with more resources and a better environment for reading. Also, we will foster the students’ reading habit through the assigned reading period in the junior forms, regular featured book exhibition, reading schemes and regular book sharing.</div>
<b>Life Planning Education:</b> <div>The school makes use of EDB Career and Life Planning Grant to recruit 3 additional careers planning officers and one teacher to lessen the teaching load of careers teachers so as to provide F.1-6 students with careers counselling services. The School provides all students with quality life planning education and career guidance services which are aligned with their developmental needs at different stages of growth. Students will be supported to make informed choices in accordance with their interests, abilities and orientations, and assisted in managing and adapting to the transition from school to the workplace. The ultimate goal is to see all students, irrespective of their abilities, orientation and levels of studies being able to understand their own career and academic aspirations, develop positive attitudes towards work and learning connect/integrate aspirations with whole-person development and life-long learning, and utilise the acquired knowledge, skills and and attitudes whenever necessary.</div>
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> <div>The School makes use of Diversified Learning Grant (DLG) from the EDB to provide Gifted Education to cater for a more learner-centred school-based curriculum. The School’ s Gifted Education is organized at three different levels: Level 1: Whole-class: Teachers’ lessons are embedded with various teaching pedagogies such as group discussion, peer evaluation and situational approach of teaching. Students’ higher order thinking skills are developed through different questioning techniques. Starting from 2018/19, “Learning Skills” lessons are assigned to F.1 and F.2 elite classes, aiming at improving students’ self-learning ability and higher order thinking skills. Level 2: Pull-out: For a group of selected Form 3 to Form 5 students, they will receive training on leadership, critical thinking etc. and they will be provided enhancement classes, in order to establish a pool of talented individuals. Level 3: Off-site Support: The School nominates target students to receive training from the Hong Kong Academy for Gifted Education in the areas of leadership, science, mathematics and humanities.</div>
<b>Whole School Approach to Integrated Education:</b> <div>School Support Team includes a Special Educational Needs coordinator (SENCO), an Educational psychologist, an Inclusive Development Officer, an English Teacher, a Mathematics Teacher, a Chinese Teacher, and a Computer Teacher. All school teachers will take care of individual differences in a "Whole School Approach” . The following support measures will be implemented this year to enhance students' interest and ability to learn: 1. "Speech therapy/training/assessment" services to improve students' speaking skills. 2. The "Reading and Writing Skills Training Team" and the "Social Training Team" provide students with learning and emotional support to enhance their social skills. 3. "Careers Planning Activity Team". 4. "Clinical Psychologist Service" to provide more emotional support to students in need. 5. Arranging educational psychologists to provide literacy assessment services for students suspected of having special learning difficulties. 6. "English Interest Group", "Chinese Interest Group" and "DSE Mathematics enhancement Group" are held to support students in needs. 7. Arranging teachers or teaching assistants to support students with special educational needs in the classroom in a collaborative teaching mode/group teaching mode. 8. Provide study, homework, test adjustment and after-school learning support to students in need. 9. To formulate an "individualized learning education programme" for students in need. 10. Setting up a "big brother, big sister" plan and holding a "love, communion" week. These will enable students to have better understanding of the difficulties that special learning students face. 11. Provide parent education and teacher training enhance the culture of inclusiveness.</div>
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> <div>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; and organising cultural integration activities.</div>
<b>Measures to provide adaptation for Learning and Assessment:</b> <div>There are two exams and uniform tests for F.1-F.6 classes so as to let parents know the learning progress of students. Both formative assessment and summative assessment will be used for assessment for learning. Other than exams and tests, there are project-based learning, field-trips, reading reports, learning portfolios, self evaluation and peer assessment. Students are given timely and appropriate feedback so as to enhance the students' learning efficacy.</div>

<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> Teachers' Day, Book Sharing, Parent-Child picnic, Parent-Child activities and volunteer services are held by PTA every year. Parent Representative in Incorporated Management Committee participates in formulating school policy.
<b>School Ethos:</b> The School upholds the Bible Truth as Core Values so as to develop positive attitude among students. We aim at nurturing good conduct and caring spirits among students. We believe "More praise and more encouragement" can stimulate students to have high aspirations. We have Kei San Award Scheme aiming at helping students to have balanced development in the aspects of academic, discipline, religion and extra-curricular activities. Dual Class-teacher system is used in junior forms. Together with "One-Student; One Role" scheme, Civic Ambassadors Scheme will foster self esteem, self confidence and sense of responsibilities. Our school has obtained "Caring Campus Award" continuously since 2005.
<b>Future Development</b>
<b>School Development Plan:</b> 1. To develop effective learners - implementing suitable curriculum catering for students' learning diversity, in order to continue to raise pupil attainment; 2. To cultivate a habit of positive thinking among students - helping students to build resilience so as to establish their life-long achievements; 3. To enhance our teacher professional development - developing a professional learning community among teachers (e-learning, catering for learner diversity.
<b>Teacher Professional Training and Development:</b> The school organizes Teachers' Development Day every year. It equips teachers with updated learning and teaching strategies. Besides, lesson preparations, observations and sharing sessions are held regularly so that teachers can share pedagogy with an aim of enhancing the learning of students.
<b>Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)</b> Our students belong to one of the houses: Benevolence, Sincerity, Diligence and Perseverance. By participating in different inter-house competitions and activities, such as Sports Days, Kei San Cross Country Race, various ball games and music contests, students are encouraged to develop their collaborative skills, enhance good sportsmanship and create a sense of belonging to school. In order to train more student leaders, there are a variety of leadership training activities and workshops being held every year. This includes the "Leadership Training Certificate" course, the House Officers Training Day, and the Adventure-based Leadership Training Camp, etc. The leadership training programs aim at enhancing students' self-confidence and developing their leadership skills. In addition, there are Other Learning Experience (OLE) days for Senior Secondary students, and Life-Wide Learning (LWL) day for Junior Secondary students. Different subjects and committees will organize various cross-disciplinary out-of-classroom activities that students can learn in real contexts and authentic settings. This will enrich students’ learning experience, and broaden their horizons. Learning through reflection lets students understand how to think and learn, cultivate creativity and genetic skills, which results in promoting the student’ s whole-person development. Last but not least, our school also holds Christmas Worship, Easter Worship, Education Sunday Service, Gospel Week and Gospel Training Camp, in order to achieve the school vision of “Together we nurture the lives of our students. Hand in hand we witness the Love of Christ.”
<b>School Facilities</b>
<b>School Facilities:</b> Other than basic facilities, all classrooms and special rooms are air-conditioned and are equipped with multi-media teaching facilities. There are over 200 sets of computers in the campus: Information Technology Learning Centre (36 sets), Computer Rm (36 sets) and Computer Assisted Learning Rm (41 sets). All classrooms are connected with Broadband LAN and are equipped with desktop computers and overhead projectors. The infrastructure of the fourth IT in Ed Strategic Plan (WiFi 900) has been completed. Teachers and students are able to access to WiFi and worldwide web via mobile devices (about 150 sets) throughout the campus. Students may use Information Technology Learning Centre and Computer-Assisted Learning Room after school. Other special rooms include Religious Activity Room, Religious Library, Self-study Room, Disciplinary Room, Guidance Room, Student Activity Room, English Language Learning Room, Chinese Language Learning Room, Dancing Room and School History Museum.
<b>Facility(ies) for Supporting Students with Special Educational Needs:</b> Ramp, Accessible lift and Accessible toilet.
<b>Others</b>
Students with outstanding performance will receive Scholarship donated by various institutions of the community. Besides, Kei San Alumni Association provides various scholarships for students with outstanding performance in Chinese Language, English Language and Mathematics. In the 2022 HKDSE, passing rate of 6 subjects above 80% while 5 subjects above HK average. The most outstanding achiever is Chan Chi Pang who is admitted to the Faculty of Science of CUHK.
<b>Direct public transportation to School</b>
Kei San can be reached directly by the following bus routes and mini-bus route: 76K, 78B, 261X, 270A, 270B, 270P, 270S, 273, 273A, 273D, 273S, 274, 276C, 277P, 278P, 278X, 279X, 678, 978, A43, N42A, NA43, N73, N373, 502 (mini-bus). It takes only 5 minutes walk from East Rail Fanling MTR station.