CHAN SUI KI (LA SALLE) COLLEGE

Annual School Plan
2026 - 2027



School Vision

The vision of the school is to teach minds, touch hearts and transform lives. The school believes that every student is capable of developing his potential to the full through the Lasallian Spirit of Faith, Zeal and Community.

The spirit of faith: We propose Jesus Christ as “the way, the truth and the life” while respecting other spiritual traditions. We respect each of our students as made in the image and likeness of God.

The spirit of zeal: We are to teach the children with diligence, enthusiasm and dedication. We are to take care of the students both inside and outside the classroom. We are to be role-models, practising what we preach.

The spirit of community: We are to be like older brothers and sisters to our pupils. We are to promote unity and harmony and avoid division and intolerance within our school community. In touching the hearts of our students, we are to behave in a way both firm but kind.

School Mission

The mission of the school is to provide a human and Christian education for the young. The school is committed to forming a community which puts the highest human and Christian values within reach of students so that they can become people with integrity and with an eagerness to serve others.

School Motto

Laus Deo Semper which means Praise be to God always.

School Goals

To achieve our mission, we set for ourselves three specific goals, namely “Learning Community”, “Serving People” and “Acquiring Knowledge”, which in short can be easily memorized by three letters, CSK, the name of our school. Our effort is to form a learning community to help students to acquire knowledge and to nurture among students a strong commitment to serving people.

Our goals are successful when our staff and our students:
(1) Respect and care for each other.
(2) Work together in facing changes and challenges.
(3) Develop a love of learning, life-long and life-wide.
(4) Develop a sense of responsibility for the good of the local and world community.
(5) Lead a healthy lifestyle mentally and physically.
(6) Have a sense of belonging to their school and to the wider Lasallian Family.

Major Concerns (in order of priority)

1. To enhance students' engagement with learning

2. To promote positivity among students

Major Concern 1: To enhance students' engagement with learning

Feedback and follow-up actions from the previous school year:

Note-taking skills, goal setting and self-reflection have been promoted to cultivate students' self-directed learning capabilities, with approximately 70% of students reporting that they can effectively master and apply these strategies in their studies. Moving forward, the school will continue to reinforce the application of note-taking, goal setting and reflection. To support digital education, teacher support programmes and experience-sharing platforms will be enhanced. Further guidance will also be provided to address students' needs, particularly in fostering self-directed learning. Overall, a whole-school approach will be further strengthened through targeted professional development workshops.

Targets	**Implementation Strategies**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**Responsible Person**	**Resources required**
1.1 Students are enabled to master self-directed learning strategies.	1.1a Develop students' self-directed learning skills progressively including • note-taking skills • goal setting and reflection ★ digital literacy ★ using AI tools to assist with personalized revision	• Successful cases are compiled as guidelines and routines • Strategies are refined based on learning outcomes collected and evaluated • 70% of students think teachers work in alignment towards the whole school approach	• Teachers' Observation • Minutes and Reports of Subject Departments • Students' feedbacks • Teachers' feedbacks • Learning outcomes • Survey	Sept, 2026 to July, 2027	• Vice Principal (Academic) • Subject heads • Digital Education Coordination Team	Human resources Financial support
	1.1b Establish guidelines and routines and provide support to enforce the whole-school approach ★ digital education including AI			Sept, 2026 to July, 2027	• Pedagogy Team • Professional Development Team	Human resources

	★ Four-Stage Learning Model	• 70% of S1, S2, S4 and S5 students agree that they are able to master self-directed learning strategies. • 70% of students agree that their awareness of digital education is enhanced. • Students demonstrate their self-directed learning skills in lessons and assignments ★ 65% of students agree that they are capable of using AI tools for revision			• Digital Education Coordination Team	Financial support

1.2 Students' learning experience is enriched.	1.2a Reinforce teaching and learning strategies • increase elements of national identities and global perspectives • enhance peer learning • uplift positive classroom learning culture • promote interactive teaching and learning • cater for learner diversity	• 70% of students are aware that teachers apply various strategies • 70% of students are more interested in learning • 70% of students agree that their learning experience is enriched by various teaching and learning strategies implemented.	• Teachers' Observation • Students' feedbacks • Teachers' feedbacks • Learning outcomes • Appraisal • Meeting minutes and reports	Sept, 2026 to July, 2027	• Vice Principal (Academic) • Curriculum Development Section • Subject heads	Human resources Financial support
	1.2b Enhance teachers' professional development • share successful examples of pedagogy and classroom management • strengthen mentorship programmes • review appraisal forms • Teachers join more professional development programmes about pedagogy			Sept, 2026 to July, 2027	• Vice Principal (Development) • Pedagogy Team • Professional Development Team	Human resources Financial support
1.3 Students are empowered to use English confidently.	1.3a Strengthen the use of English as the MOI in all EMI-subjects to facilitate student learning	• Most students feel that they have used English more often. (e.g. discussion and presentation, feedback, reflection and learning diary,	• Lesson observation • Appraisal • Students' feedback • Teachers' feedback	Sept, 2026 to July, 2027	• LAC Committee • EMI subject heads • English Department	Human resources

	(Refer to the school-based MOI plan)	debate, global classroom) • Good participation rates of needy students	• Meeting minutes and reports			Financial support

Major concern 2: To promote positivity among students

Feedback and follow-up actions from the previous school year:

A student-oriented approach was adopted to enhance positivity and strengthen the positive attributes of CSK students. A series of activities, such as goal setting based on character strengths and a student-oriented Parents' Day were introduced to foster students' positivity. Students were more aware of their character strengths, and their strengths were recognized and appreciated by their parents and teachers. More platforms were provided for students to showcase their potential. Workshops and talks on voluntary services were arranged to further prepare students to serve needy people. Students' roles in society, empathy, and respect were enhanced, and their community spirit was fostered. In addition, sports activities such as the running programme and the MVPA60 scheme were promoted to build students' healthy lifestyles.

Positive attributes of CSK students will be further promoted. Healthy and harmonious interpersonal relationships with others will be reinforced. Digital literacy will be given more emphasis to go in line with the rise of digital education.

Targets	**Implementation Strategies**	**Success Criteria**	**Methods of Evaluation**	**Time Scale**	**Responsible Person**	**Resources required**
2.1 A student-oriented approach is adopted to enhance students' confidence, personal growth and sense of belonging	2.1.a Boost positivity by empowering students and giving them recognition • provide platforms for students to showcase their potential and strengths • enhance reward schemes • promote character strengths for students' well-being • involve parents and old boys to promote positivity and growth of students	Increased number of performances and good work from students 65% positive feedback from parents and old boys in evaluation surveys. 65% of students recognize their character strengths.	Participation rate Reflection Survey Observation	Sept, 2026 to July, 2027	Vice Principal (Pastoral) Form teachers and Assistant Form Teachers Home-School Cooperation Committee	Human resources Financial support

		65% of students feel they are confident and have a sense of belonging 65% of students apply their character strengths in daily life.				
	2.1b Establish guidelines and routines to promote respect and responsibility in everyday school life and in the cyber world.	65% positive feedback from students, teachers, office staff & janitor about student behavior in evaluation surveys.	Reflection Survey Observation APASO Teachers' observation	Sept, 2026 to July, 2027	Vice Principal (Development) Section/Team Heads of Pastoral Division	Human resources Financial support

2.2 Positive attributes of CSK students (Community-Service-Knowledge) are fostered and strengthened.	2.2a Promote community spirit through service and sports • offer more opportunities for students to serve others to increase their awareness of individual, national and global roles • provide sports in community programmes to enhance students' connection to society, the nation and the world	Students and teachers show positive feedback Positive feedback from other participants 70% of students are more aware of their individual, national and global roles 70% of students appreciate positive attributes of CSK 70% of students would like to continue to do voluntary service and sports	Reflection Survey Observation Feedback	Sept, 2026 to July, 2027	Vice Principal (Pastoral) ECA Section Form Coordination Section Sports Section	Human resources Financial support LWLG