

School Report 2024-2025



CHAN SUI KI (LA SALLE) COLLEGE

Our School

School Information

Chan Sui Ki (La Salle) College is a subsidized Catholic boys' school founded in 1969 and is one of the five secondary schools run by the De La Salle Brothers in Hong Kong. The school campus is about 5,000 m². There are twenty-nine classrooms, a chapel, an open playground, a covered playground and a school hall. There is also a canteen where students can have hot meals. Under the School Improvement Programme, a new nine-storey school annex was completed in August 2005. It provides extra space and facilities for teaching purposes and student activities. All the rooms and the school hall are air-conditioned and equipped with Wi-Fi.

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 fullest 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, practicing 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. Faithful to the founder, St. John Baptist de La Salle, 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.

Incorporated Management Committee

The school-based management has been implemented since September 1999. The Incorporated Management Committee was established on 30th August, 2014. The Committee comprises managers from different stakeholders:

Sponsoring Body Managers:	7	Alternate Sponsoring Body Manager:	1
Principal (Ex-officio Manager):	1	Alternate Teacher Manager:	1
Teacher Manager:	1	Alternate Parent Manager:	1
Alumni Manager:	1		
Parent Manager:	1		
Independent Manager:	1		

Subjects offered

S1-S3		English Language, Chinese Language, Mathematics, Citizenship, Economics & Society (S1), Geography & History (S1), Integrated Humanities (S2-S3), Integrated Science, Chinese History, Putonghua, Computer Literacy, Business Fundamentals (S2 and S3 only), Religious Studies, Physical Education, Music, Visual Arts
S4-S6	Core Subjects	English Language, Chinese Language, Mathematics, Citizenship and Social Development
	Electives	Mathematics Extended Part (Module 2), Physics, Chemistry, Biology, Chinese History, Economics, Geography, Information & Communication Technology, Business, Financial & Accounting Studies, Health Management and Social Care, Physical Education
	Other Learning Experiences	Religious Studies, Physical Education, Music, Visual Arts, Homeroom Periods

Class Structure and Enrolment

Class Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	135	132	106	99	111	102	685

Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
22/23	97.7	96.8	97.4	96.2	95.8	94.9
23/24	98.0	97.4	97.3	96.7	96.2	95.0
24/25	97.4	97.5	97.8	98.0	96.2	94.2

Unfilled Places

Year	Percentage of unfilled places
22/23	17.6
23/24	17.9
24/25	15.6

Early Exit Students

Year	Percentage of Early Exit Students
22/23	3.6
23/24	3.0
24/25	1.2

Teaching Staff Information (Including School Head)

No. of teaching staff	
in approved establishment	53
not included in approved establishment	3
Qualifications and Professional Training	Percentage of all teaching staff (%)
Teacher Certificate / Diploma in Education	88
Bachelor Degree	100
Master/Doctorate Degree or above	48
Special Education Training	43
Working Experiences	Percentage of all teaching staff (%)
0-4 years	25
5-9 years	18
10 years or above	57

Teachers with Language Proficiency Requirement

Year	English	Putonghua
22/23	100%	100%
23/24	100%	100%
24/25	100%	100%

Continuing Professional Development (CPD) of Teachers

The educational reforms have brought much change to our staff's duties. Our teachers have always been encouraged to participate actively in seminars, workshops, short-term courses and other learning programmes.

In 2024-2025, the school held three professional development days for teaching staff.

Date	Staff Development Activity
13/9/2024	Workshops on 1. Self-directed Learning 2. E-learning 3. Positive Education
19/3/2025	School Self-evaluation
28/5/2025	1. Workshop on STEAM Education 2. Discussion of School Development Plan

A talk about national security was held on 23rd May 2025 for teaching staff and two additional workshops were organized for middle managers and IMC managers on 7th and 21st May 2025. Furthermore, an online course on child protection (3 CPD hours) and a range of in-house workshops were arranged for teachers. For the CPD hours of teachers in 2024-2025, the average number of hours was above the target of 50 hours.

Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To enhance students' attitude and motivation towards learning

Achievements

Students' attitudes and motivation towards learning were reflected in the improved HKDSE results in recent years. Effective academic activities and intensive support provided by S6 subject teachers were instrumental in achieving these good results. During the summer holiday and S6 study leave period, all HKDSE subject departments arranged academic activities including mock examination practices, tutorial classes, small-group teaching sessions and online self-directed lessons to maintain connection with students and support them in facing challenges of the HKDSE.

Regular collaborative lesson planning continued in core subjects and some elective subjects, including ICT, Physics, Chemistry, Biology and Physical Education (HKDSE). Teaching strategies such as graphic organizers, blended learning, questioning skills and e-resources were shared and evaluated in meetings. Two meetings were held for each Key Learning Area (KLA), allowing subject panel heads within the same KLA to share teaching strategies.

Pedagogy Team explored self-regulated learning and thinking routines. The team received various inputs for lesson design by participating in different types of seminars, sharing sessions and a school visit. The teachers were involved in planning, implementation and evaluation of lessons through meetings and lesson observations. The results of their exploration were shared with other teachers in the sixth staff meeting to enhance professional development from a whole-school perspective. This collaboration among teachers provided opportunities to plan, implement and evaluate lesson designs across different subjects.

In terms of hardware support in the classroom, touch displays were installed, providing abundant functions for teaching. Coupled with split-screen functionality and the application of various apps, an interactive classroom environment was created, facilitating immediate responses and increasing students' ability to observe experiments and visualize abstract concepts. Students benefited from the clearer visual output as well as the interactive features provided by the touch displays.

Additionally, the Bring-Your-Own-Device (BYOD) Programme was initiated for S1 and S2. Apart from the installation of Mobile Device Management (MDM) software, Apple Classroom

was trialed in S2. Through the Programme, teachers could understand students' learning progress in real-time and provide immediate support during lessons. Several e-learning workshops for teachers, called E-learning Café, were conducted during lunchtime to share best practices among frontline subject teachers. E-learning tools provided additional channels for teachers to enhance lesson design and promote student engagement.

S1 to S5 assistant form teachers worked in partnership with form teachers to support students in setting learning goals, working towards their aspirations, reflecting on their performance and revising their plans. In this regard, the school continued to adopt a whole-school approach. Students were required to complete self-reflection forms in September and February. In alignment with Growth Mindset principles, form teachers and assistant form teachers provided positive feedback for their students. Two parents' days enabled our teachers to discuss students' performance in uniform tests and mid-year examinations with parents. Longitudinal analysis of academic performance was provided for both students and parents. Tracking reports allowed teachers to describe student performance over time, initiate evaluations and identify students' strengths and weaknesses. S3 students and their parents could make good use of the tracking reports for subject selection in S4. In view of S1 students' need for good study habits and self-management abilities, after-school S1 Assistant Form Teacher Periods remained essential.

It was the first time an Activity Day was held for S1-S5 students. Citizenship and Social Development, along with four KLAs, Chinese Language Education, PSHE Education, Arts Education and Physical Education, designed various Life-wide Learning activities for students to learn outside the classroom. S1 students experienced Chinese arts and culture to enhance their national identity through various Chinese cultural game booths at school. S2 students visited Yim Tin Tsai, which offers a rich blend of ecological, cultural, and artistic experiences. S3 students enjoyed sports tasting activities by experiencing various sports at different sports centers to promote a healthy lifestyle. S4 students participated in a literacy tour, allowing students to visit sites associated with a novel or a poet and improve their language proficiency. S5 students joined the Hong Kong intangible food cultural experience, understanding the religious and food cultures of ethnic minorities in Hong Kong. Values education, including "National Identity" "Respect for Others" or "Perseverance" were emphasized during Activity Day.

Students become more proficient in using English at school through the language-across-the-curriculum (LAC) programs, which address students' needs, including subject-specific vocabulary, word formation and specific text types. LAC vocabulary logbooks have become a regular component in Integrated Science. More collaborative work with senior form HKDSE subjects has been observed, with new topics developed that incorporate LAC elements in

Economics, Physics, Biology and Chemistry. Teacher collaborations were facilitated through lesson observations, allowing opinions related to LAC to be shared for lesson evaluation. A lot of our teachers successfully completed a three-day workshop for secondary school teachers on teaching in the English medium. Students can benefit from lessons of the EMI subjects conducted by our well-trained teachers at school.

All English-related activities were regularly conducted to promote an English-rich environment. S1 remedial classes were held in both the first and second terms to help students adapt to the English learning environment. Speak English Week featured English language game stalls in collaboration with the Visual Arts, Geography, and Religious Studies departments. Primary Five students from a neighbouring primary school were invited to join this event, allowing all participants and our student helpers to immerse themselves in the enjoyable English activities. In addition to learning English at school, our students also practiced English outside the classroom by participating in speech contests, debating competition, and the Summer Study Tour to Singapore. Students had opportunities to enhance their English skills through academic exchanges with different parties and experiential learning activities.

Reflection

Students were willing to engage in various academic activities such as Activity Day, Other Learning Experiences (OLE) lessons, enhancement or remedial classes, study tours, and DSE preparation programmes. To enhance the BYOD Programme, monitoring, technical support, time management and effectiveness are to be reviewed. Monitoring the usage of devices is challenging. The balance between utilizing e-learning tools and printed materials should be tactfully mastered as classroom activities involving electronic devices occupy much lesson time. Overall, teachers' professionalism in pedagogy and class management is essential for quality learning and teaching.

MOI support programs will be strengthened to meet the changing needs of students. As S1 students come from diverse backgrounds and the overall English proficiency of S1 students shows a downward trend in the territory, our school will likely face similar challenges in the future. In general, students are confident of using English. Students, particularly senior form students, take pride in the school's EMI status. The school will continue to provide support and make timely adjustments to maintain this status.

Feedback and Follow-up

Since the previous school development cycle, hardware has been upgraded to promote an interactive learning environment. Building on foundation work about students' attitude and motivation,

professional development of teachers in digital education, class management and pedagogy will continue to be enhanced including induction programmes for new teachers. Providing an English-rich environment remains a top priority with reference to the changing needs of students. Based on school self-evaluation, students' self-directed learning strategies and English proficiency are to be reinforced to enhance their interest, confidence and routines.

Goal setting, including more dimensions such as non-academic aspects, should also be emphasized. With the help of the BYOD Programme and touch displays, it is anticipated that students will engage more effectively with their learning in the classroom if other supportive strategies such as note-taking skills and questioning skills are employed. A whole-school approach should be further enhanced through professional development workshops, which will be expanded beyond e-learning to address other pedagogical needs. Following the exploration stage, more training on effective implementation of self-directed learning, character strengths, and positive education should be considered. New teacher support programs should also be enhanced to help our new teachers adapt to our school environment and collaborate closely with other teachers. Additional English enhancement programs will be provided for weaker students after school to increase their engagement in and exposure to relevant learning activities. The school is dedicated to strengthening the English-rich environment and is eager to seek external resources and explore new initiatives. The LAC programs will also be reviewed to make timely adjustments such as inclusion of the new subject Citizenship, Economics, and Society.

Major Concern 2: Promoting Values Education

Achievements

A comprehensive approach involving various subject departments and pastoral sections was developed. Value-sharing took place during morning assemblies on Tuesday. The Religious Section, Moral, Civic & National Education Section (MCNE), Career & Life Planning Section (CLP), Guidance and Counselling Section (GCS), Physical Education Section, Discipline Section, Extra-Curricular Activity Section (ECA), and Chinese Department all contributed to the sharing throughout the year. The topics of Value Sharing included Catholic core values, moral and civic values, the EDB's twelve priority values, and attitudes such as caring for others, respect and responsibility, as well as the promotion of Chinese culture and national identity.

Various talks and workshops were held in Life Education lessons. Talks on National Security, a non-smoking campus, anti-bullying, and cybercrime were arranged for students to enhance their understanding of "law-abidingness," "respect for others," and national identity. Workshops about inter-personal relationships nurtured empathy and respect among students. The inter-class board design competition organized by the MCNE Section, with the theme of facing challenges with courage, instilled a sense of perseverance in students. The talks and various class activities which focused on a growth mindset also cultivated perseverance and a positive mindset among students.

Workshops about serving and caring for the needy were organized to nurture a serving heart and mind of students. Senior form students did voluntary services during life education lessons and Life-wide Learning Day, for example, beach cleaning and visiting the elderly centers. All S4 students joined the 'JC Volunteer Together,' a school-based volunteer program, which included experiential and project-based learning to nurture students' empathy and raise their awareness of the positive values of volunteering.

Voluntary Services Group and Community Youth Club (CYC) organized different services like cleaning country parks and flag-selling activities. Routines continued including the Read to Feed programme, Leadership training camps for chairmen of clubs and societies, student association, prefects and peer counsellors. Outings were arranged to broaden students' horizons including career visits to different companies and tertiary institutions.

There were sharing sessions in morning assemblies about good behaviors. Teachers shared their life experiences in morning assemblies and representatives from different Pastoral Sections also shared positive messages to the whole school. A Grit and Wellness Day and more form coordination activities were arranged to nurture students' sense of belonging and positive

outlook. VIA character assessment was conducted to build confidence of students and help them better understand themselves through their character strengths. Every student completed the VIA survey about character strengths and received a printed report during Parents' Day. Posters of famous persons representing specific character strengths were displayed inside the classrooms.

Regarding the physical environment, bible verses were posted on different areas on school campus to promote gratitude and love of God. Slogans related to good manners were also posted. Gratitude Wall was set up in the classrooms and covered playground to promote a positive atmosphere. Christmas cards were designed by students and distributed to every student and teacher to express care and love for others.

Reflection

To create a positive learning environment, notice boards in different areas were used to promote positive values. Assembly sharing by teachers and students further enhanced student connection and their mental well-being. However, it takes more effort to make an inner change. VIA character education to create a positive learning environment was in the right direction. It will be useful if further actions to follow up on the VIA survey are taken. Staff professional development workshops could cover topics beyond e-learning to cater to various needs of teachers especially novice teachers such as class management and character strengths. Talks alone may not warrant the desired effect. Some students require more guidance regarding goal-setting and in-depth reflection. Also, some have difficulties in maintaining routines for a longer period.

The identity and roles of student leaders, such as peer counselors, have been strengthened. Their roles can be further developed as the needs of junior form students increase. The roles of students in society need to be further explored. More students could be involved, in addition to those from clubs and societies, like the Voluntary Service Club and CYC.

Feedback and Follow-up

Values education will remain to be a major concern with an adjusted focus to meet the latest needs. Special pastoral care programmes such as growth camps and training for junior form students will be required to help them adapt to secondary education. More experiential activities could be organized for students to explore the world and inspire them to take up responsibilities and to serve others. It is expected that the opportunity to serve others can be increased to a greater extent. A special day will be arranged to let all students take part in voluntary services, thus further nurturing their empathy, responsibility, and respect for others.

Opportunities for students to showcase their strengths will be increased, giving them more recognition. Application of character strengths is to be reinforced for better effectiveness. Lastly, information literacy will be given more emphasis to go in line with the rise of digital education in today's society.

As a Catholic school, values such as benevolence, empathy, and law-abidingness will be further enhanced through biblical figures in lessons. Gospel Week will last for a week to foster a Catholic spirit through various religious activities. Value sharing on Tuesday morning assemblies will promote positivity and provide more opportunities for students to share their experiences in serving others.

In order to enhance students' awareness of mental health and promote the mental well-being of themselves and their peers, our school has successfully applied for the support program from the EDB for a mental health literacy resource package, which will be implemented in S1 and S2 Life Education lessons in the coming school year.

Financial Summary

		Income (\$)	Expenditure (\$)
I.	Government Funds		
	Balance B/F	6,741,854.88	
	(1) EOEBG Grant		
	Non-School Specific and School Specific		
	i. Administration Grant	4,114,932.00	3,831,563.45
	ii. School & Class Grant	811,225.00	764,156.63
	iii. Composite Furniture and Equipment Grant	493,697.12	682,608.70
	iv. Subject Grants (including Putonghua, Moral & Civil Education, etc.)	133,320.00	297,784.14
	v. Capacity Enhancement Grant	676,944.00	862,030.87
	vi. Composite Information Technology Grant	520,386.00	390,875.24
	vii. Other EOEBG Grants	989,586.00	926,372.95
	Sub-total	7,740,090.12	7,755,391.98
	(2) Grants Outside EOEBG		
	i. School-based After-school Learning	86,400.00	109,850.00
	ii. Diversity Learning Grant	212,000.00	210,550.00
	iii. Life Wide Learning Grant	1,236,410.00	1,193,248.20
	iv. Learning Support Grant for Secondary Schools	1,068,528.00	996,489.00
	v. ITSSG	338,819.00	467,370.00
	vi. Other Grants Outside EOEBG	2,711,259.97	2,662,176.53
	Sub-total	5,653,416.97	5,639,683.73
II.	School Funds (General Funds)		
	Balance B/F	4,248,948.20	
	(1) Tong Fai	106,080.00	24,989.48
	(2) Donations	559,489.00	459,599.74
	(3) Others	2,602,478.10	2,914,900.17
	Sub-total	3,268,047.10	3,399,489.39
	Total surplus of Government Funds for 2024/2025 school year	(1,568.62)	
	Total surplus of School Funds for 2024/2025 school year	(131,442.29)	
	Accumulated surplus of Government Funds as at the end of 2024/2025 school year	6,740,286.26	
	Accumulated surplus of School Funds as at the end of 2024/2025 school year	4,117,505.91	
	Accumulated surplus as at the end of 2024/2025 school year	10,857,792.17	

Performance of Students

Pre-S1 Hong Kong Attainment Test (HKAT)

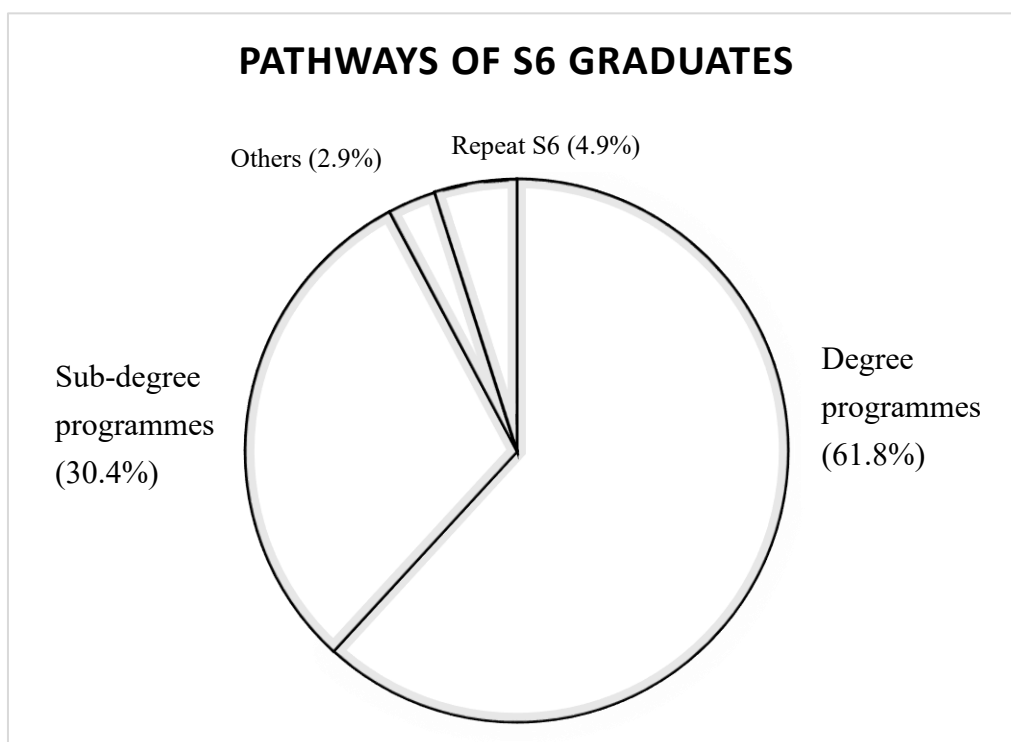
Year	Average score of students					
	Chinese		English		Mathematics	
	School	Territory	School	Territory	School	Territory
24/25	63.38	55.87	53.38	47.24	79.97	63.95

Hong Kong Diploma of Secondary Education (HKDSE) Examination 2025

102 students sat for the HKDSE Examination 2025. 64.7% of our students (HK 38.4%) fulfilled the entrance requirements for university programmes.

Pathways of S6 Graduates

About 61.8% and 30.4% of the graduates were admitted to degree programmes and sub-degree programmes respectively.



Students' Participation in Extra-curricular Activities

Student Participation in Inter-school Events and Uniformed Groups

Activities	No. of Student-times Participated	
	S1 - S3	S4 - S6
Chinese Debating	6	63
Chinese Writing Competition	12	12
Community Youth Club (CYC)	7	0
English Debating	4	15
English Writing Competition	36	12
Information and Communication Technology (ICT)	0	15
Inter-school Sports Events	118	92
Maths-related competitions	49	20
Red Cross	33	10
School Drama Festival	9	9
School Music Festival	25	2
School Speech Festival (Chinese)	28	8
School Speech Festival (English)	13	5
Scouts	46	12
STEM Society	11	47
Visual Arts	37	8

Inter-school Activities and Prizes Won

Group	Name of Competition /Organisation	Awards/ Prizes
中國語文	第七十六屆香港學校朗誦節 (2024-2025 年度)	優良(10)
中國語文	第七十六屆香港學校朗誦節 (2024-2025 年度)	良好 (10)
中國語文	全港中學生辯論比賽- 回歸盃	冠軍
中國語文	第四屆演辯之星	冠軍
Drama	Hong Kong Drama Festival 2024/25	Outstanding Script
Drama	Hong Kong Drama Festival 2024/25	Outstanding Performer
Drama	Hong Kong Drama Festival 2024/25	Outstanding Cooperation
Eng. Lang.	76th Hong Kong Speech Festival Solo Verse Speaking	Third prize

Eng. Lang.	76th Hong Kong Speech Festival Solo Verse Speaking	Merit Certificate (14)
Eng. Lang.	76th Hong Kong Speech Festival Solo Verse Speaking	Proficiency Certificate (2)
Eng. Lang.	The HKFYG English Public Speaking Contest 2025	Certificate of Participation (15)
Eng. Lang.	Hong Kong Young Writer's Award	Shortlisted Entry and Winning Entry
Eng. Lang.	Hong Kong Young Writer's Award	Honourable Mentions (3)
Eng. Lang.	Hong Kong Secondary Schools Debating Competition	Best Debator (3)
Eng. Lang.	Hong Kong Secondary Schools Debating Competition	First Runner-up (Term 2 Final)
Eng. Lang.	2025 ICAS Hong Kong Writing	Certificate of Participation (17)
Eng. Lang.	2025 ICAS Hong Kong Reading	Certificate of Participation (21)
Maths	2024 HK Mathematics and Math Olympiad Open	S3 Maths (Champion)
Maths	2024 HK Mathematics and Math Olympiad Open	S3 Maths (3rd Runner Up)
Maths	2024 HK Mathematics and Math Olympiad Open	S3 Maths (Bronze Prize)
Maths	2024 HK Mathematics and Math Olympiad Open	S4 Maths (Gold Prize)
Maths	2024 HK Mathematics and Math Olympiad Open	S4 Maths (Silver Prize)
Maths	2024 HK Mathematics and Math Olympiad Open	S5 Maths (Silver Prize)
Maths	2024 HK Mathematics and Math Olympiad Open	S6 Maths (Champion)
Maths	2024 HK Mathematics and Math Olympiad Open	S6 Maths (Gold Prize)
Maths	HK Mathematical High Achievers Selection Contest	Third Class Merit
Maths	HuaXia Cup Heat 2025	Second Prize
Maths	HuaXia Cup Heat 2025	Third Prize
Maths	HuaXia Cup Preliminary Round 2025	Third Prize
Maths	HuaXia Cup Final 2025	Third Prize
Maths	AIMO Heat 2025	Gold Prize
Maths	AIMO Heat 2025	Bronze Prize
Maths	AIMO Preliminary Round 2025	Bronze Prize
Music	77th Hong Kong Schools Music Festival	Bronze Award (2)
Music	77th Hong Kong Schools Music Festival	Silver Award (9)
Pastoral Division	2024-2025 Kowloon City Outstanding Student Election	Outstanding Award (Junior Secondary)
Pastoral Division	2024-2025 Kowloon City Outstanding Student Election	Outstanding Award (Senior Secondary)

Pastoral Division	Student of the Year 2024/25	Top Ten (Sportsperson Category)
Sports	Inter-School Athletics Competition Division II	C Grade 100mH 3rd
Sports	Inter-School Athletics Competition Division II	B Grade 100m 3rd
Sports	Inter-School Athletics Competition Division II	B Grade 200m 2nd
Sports	Inter-School Athletics Competition Division II	B Grade Long Jump 4th
Sports	Inter-School Athletics Competition Division II	B Grade 4x100m Relay 2nd
Sports	Inter-School Athletics Competition Division II	A Grade 100m 4th
Sports	Inter-School Athletics Competition Division II	A Grade 200m 4th
Sports	Inter-School Athletics Competition Division II	A Grade High Jump 4th
Sports	Inter-School Athletics Competition Division II	A Grade Shot Put 2nd
Sports	Inter-School Athletics Competition Division II	A Grade Discus 4th
Sports	Inter-School Athletics Competition Division II	A Grade Discus Champion
Sports	Inter-School Athletics Competition Division II	A Grade 110mH Champion
Sports	Inter-School Athletics Competition Division II	A Grade 400mH 2nd
Sports	Inter-School Swimming Competition Division II	A Grade 4th
Sports	Inter-School Swimming Competition Division II	A Grade 50m Breaststroke Champion
Sports	Inter-School Swimming Competition Division II	A Grade 100m Breaststroke 2nd
Sports	Inter-School Swimming Competition Division II	A Grade 50m Freestyle 4th
Sports	Inter-School Swimming Competition Division II	A Grade 200m Freestyle 2nd
Sports	Inter-School Swimming Competition Division II	C Grade 200m Breaststroke 2nd
Sports	TCAA Athletics Meet (Series 4)	B Grade Shot Put Champion
Sports	SCAA Inter-School Athletics Competition	A Grade 110mH Champion
Sports	Hong Kong Athletics Open Meet 2024 Cum Decathlon	110mH (1.067m) 3rd Place
Sports	Watsons Annual Challenge Athletics Competition	U18 110m Hurdles Championship
Sports	HVAA HK Junior Age Group Athletics Competition (Series 4)	U18 110m Hurdles Championship
Sports	第二十六屆全港公開夜光龍錦標賽 2025	公開龍藝組 亞軍
Sports	Hong Kong Lion and Dragon Dance Championship	公開日光龍藝組 亞軍
Sports	SISTA International Fencing Tournaments, Amsterdam	Boys Foil 男子花劍組 U17 Champion

Sports	2024-2025 Hong Kong Junior Age Group Fencing Competition 香港分齡劍擊積分賽 (第一站)	Boys Foil U14 2nd
Sports	2024-2025 Hong Kong Track Cycling Race (Series 7)	Age 11-13 Individual Time Trial (1 km) 2nd
Sports	2024-2025 Hong Kong Track Cycling Race (Series 7)	Age 11-13 Point Race (10 km) 3rd
Sports	2024-2025 Hong Kong Track Cycling Race (Series 7)	Age 11-13 15km Time Trial 3rd
Sports	2024-2025 Hong Kong Track Cycling Race (Series 7)	Age 11-13 Road Championships 5th
Sports	HK Junior Age Group Athletics Competition (Series 4)	U18 60m 2nd
Sports	HK Junior Age Group Athletics Competition (Series 4)	U14 100mH 3rd
Sports	HK Junior Age Group Athletics Competition (Series 3)	U18 High Jump 3rd
Sports	HK Junior Age Group Athletics Competition (Series 3)	U14 60mH Champion
Sports	HK Junior Age Group Athletics Competition (Series 3)	U14 100mH 2nd
Sports	HK Junior Age Group Athletics Competition (Series 3)	U20 110mH 2nd
Sports	HK Junior Age Group Athletics Competition (Series 2)	U18 Discus 3rd
Sports	HK Junior Age Group Athletics Competition (Series 5)	U14 60m Champion
Sports	27th Asian Tenpin Bowling Championships (Bangkok, Thailand)	Men's Trios Bronze
Sports	27th Asian Tenpin Bowling Championships (Bangkok, Thailand)	Men's Team of 5 Bronze
Sports	2025 HKCTBC Local Youth Tournament (U20)	1st Runner Up
Sports	Belair Bowling Hong Kong Individual Open	1st Runner Up
Sports	2nd Formosa International Bowling Classic 2025 (Chinese Taipei) (Youth U22)	Third runners-up
Sports	2025 Macau, China International Open	Champion
Red Cross	Hong Kong Red Cross Youth Unit West Kowloon District First Aid Competition	7th
Red Cross	Hong Kong Red Cross Youth Unit West Kowloon District Nursing Competition	8th
Scouts	Cub Scout Section Highest Award	Golden Bauhinia Award (3)
Scouts	Scout Section Highest Award	Chief Scout's Award (5)
Scouts	Venture Scout Section Highest Award	Dragon Scout Award (2)
Scouts	Outstanding Scout Group - Grasshopper Section	Outstanding Award
Scouts	Outstanding Scout Group - Cub Scout Section Pack A	Outstanding Award
Scouts	Outstanding Scout Group - Cub Scout Section Pack B	Outstanding Award

Scouts	Outstanding Scout Group - Scout Section Troop A	Outstanding Award
Scouts	Outstanding Scout Group - Scout Section Troop B	Outstanding Award
Scouts	Outstanding Scout Group - Scout Section Troop C	Outstanding Award
Scouts	Outstanding Scout Group - Venture Scout Session	Outstanding Award
Scouts	Outstanding Scout Group Leader	Outstanding Scouters (6)
Scouts	Outstanding Scout Group Leader	Scout of the Year (1)
Scouts	Outstanding Scout Group Leader	Good Service Award (2)
STEM	Chinese Culture Conversation Metaverse Creation Competition	Merit Award
STEM	The Hong Kong Secondary Student Space Station Popular Science Payload and Science Experiment Design Challenge	Bronze Award
Visual Arts	GACC Grove Arts & Culture Centre Competition 2025 Secondary Group (Hand-Drawn)	Gold Award
Visual Arts	GACC Grove Arts & Culture Centre Competition 2025 Secondary Group (Digital Drawing)	Gold Award
Visual Arts	2024 Generative AI Art Creation Competition 《點語成丹青》	Bronze Award
Visual Arts	2024 Generative AI Art Creation Competition 《點語成丹青》	Bronze Award
Visual Arts	HOPE IN Motion: AI 短片比賽	Merit

Nature & Number of Participants in Social Services

Name of Club/ Society	Nature / Type of Services	No. of Students Participated	Organization / People Served
Catholic Society	Oblate meal box distribution	17	Elderly in Yau Ma Tei
Community Youth Club	Flag selling for Wu Oi Christian Centre	11	Citizens in Kowloon City, Wu Oi Christian Centre
Community Youth Club	Lasallian Beach Cleanup Campaign	5	The Hong Kong Lasallian Family
Red Cross	Sheung Wo Cup First Aid Service	9	Sheung Wo Cup Competitors
Red Cross	Service Project	12	Martha Boss Lutheran Community Centre (6-10 years old)
Scouts	深水埔街坊福利會千歲盆菜宴	24	Public
Scouts	The Standard Chartered Hong Kong Marathon 2025	6	Public
Scouts	何文田區小童軍 STEM 深造班	5	Grasshopper scout
Voluntary Service Group	Hong Kong Rabbit Society Voluntary Caretakers Workshop I & II	26	The abandoned rabbits
Voluntary Service Group	Market Recyclable Vegetable Collection Service with Food Commons Association	7	The needy in Tai Wai Community
Voluntary Service Group	Joint-School Country Park Cleaning Campaign	14	Country Park Goers
Voluntary Service Group	Elderly Home Visit Service	19	Homantin Elderly Home

Students' Physical Development

Enhancement of Students' Physical Fitness

Physical Education is a compulsory subject in our school, and two periods per week are allocated to P.E. from S. 1 to 6. In addition to skills acquisition and training, physical fitness of students is enhanced through stretching and conditioning exercises (e.g., press-up, sit-up, and running) conducted in each P.E. lesson. Besides, students of general physical fitness and abilities are always encouraged to participate in sports-related extra-curricular activities. Students with better physical fitness and talents in sports are invited to join the different school teams for training and competitions.

Students' Performance in Sports

Our students have a very good tradition of active sports participation. Besides taking part in inter-class sports competitions and sports-related extra-curricular activities, 210 (i.e., 30.79% of total CSK boys) students were registered this year to represent our school in inter-school sports competitions and open meets.

Percentage of Students within the Acceptable Weight Range

Class Level	S1	S2	S3	S4	S5	S6
Percentage of students within the acceptable weight range	74.2	75.8	78.3	79.8	84.7	62.9

Note:

- *The acceptable weight range is from 80% to 120% of the median Weight-For-Height based on figures of a territory-wide survey conducted by the Department of Pediatrics, the Chinese University of Hong Kong.*
- *In the case where body height is over 175 cm and 165 cm for boys and girls respectively, students' Body Mass Index (weight [in kg] over square of height [in metre²]) should be used as the basis for comparison.*
- *For both boys and girls, the acceptable BMI range is taken as 18.5 kg/m² to 23 kg/m².*

Appendix: Report on the Use of Funds Granted by the Education Bureau

Capacity Enhancement Grant (CEG)

A pastoral assistant was employed to provide support for teachers in Religious Studies, Catholic functions and Lasallian formation programmes. Apart from prayers, services and Holy Masses, new programmes such as Gospel Week and Lasallian Brothers Cup were organized to add variety to religious activities. Students could learn the gospel values and grow in faith, thus enhancing pastoral care to students.

A teacher assistant was employed to (i) render assistance to the teacher librarian in reading promotion and library management and (ii) administer the Homework Scheme including management of homework submission records. Various reading activities were organized successfully and the Homework Scheme has been carried out.

A career counsellor was employed to enhance the capacity of career teachers for life planning education and career guidance by supporting administrative work and career-related activities.

An IT assistant was employed to assist teachers in developing and using IT in teaching and learning resources. The assistant was also assigned to provide technical support during lessons and maintenance of hardware and software.

Teacher Relief Grant

The grant provided the necessary funds to employ supply teachers replacing teachers on sick leaves and other approved leaves. Also, the grant was used for employment of a part-time religious teacher to enhance Lasallian formation in the school.

Teacher Relief Grant (Optional Cash Grant)

An associate teacher was employed to organize learning programmes and prepare teaching & learning materials for English Language and Humanities subjects. Teachers concerned could be relieved of some workload for collaborative lesson planning which was conducted regularly.

An associate teacher was employed to teach a class of English Language, develop teaching & learning materials, and organise learning programmes. Split classes could be arranged to support junior secondary students and related teachers could be relieved of some workload for collaborative lesson planning.

An associate teacher was employed to teach some classes of Chinese Language and Chinese History, develop teaching & learning materials, and organise learning programmes. Split classes could be arranged to support junior secondary students and related teachers could be relieved of some workload for collaborative lesson planning.

An associate teacher was employed to teach some classes of Mathematics, develop teaching & learning materials for Mathematics and science subjects, and organise learning programmes. Split classes could be arranged to support junior secondary students and related teachers could be relieved of some workload for collaborative lesson planning.