CHAN SUI KI (LA SALLE) COLLEGE

SCHOOL REPORT

2025-2026



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 m^2. 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-S2), Geography & History (S1-S2), Integrated Humanities (S3), Integrated Science, Chinese History, Putonghua, Computer Literacy, Business Fundamentals (S2 and S3), 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	133	133	98	100	102	701

Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
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
25/26	97.1	97.4	97.0	97.8	97.7	95.0

Unfilled Places

Year	Percentage of unfilled places
23/24	17.9
24/25	15.6
25/26	13.7

Early Exit Students

Year	Percentage of Early Exit Students
23/24	3.0
24/25	1.2
25/26	1.6

Teaching Staff Information (Including School Head)

No. of teaching staff	
in approved establishment	52
not included in approved establishment	3
Qualifications and Professional Training	Percentage of all teaching staff (%)
Teacher Certificate / Diploma in Education	89
Bachelor's degree	100
Master/Doctorate Degree or above	45
Special Education Training	56
Working Experiences	Percentage of all teaching staff (%)
0-4 years	33
5-9 years	13
10 years or above	54

Teachers with Language Proficiency Requirement

Year	English	Putonghua
23/24	100%	100%
24/25	100%	100%
25/26	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 2025-2026, the school held three professional development days for teaching staff.

Date	Staff Development Activity
12/9/2025	Workshops on 1. Self-directed Learning 2. Positive Education 3. Art Jamming
18/3/2026	Workshops on 1. AI & STEAM 2. Mental & Physical Health 3. National Education
18/5/2026	Workshops on 1. School Self-Evaluation 2. Good Pedagogical Practices (morning) Catholic Schools Teachers' Day (afternoon)

Several sessions of E-learning Café were organized for school-based professional exchange on digital education apart from an online course on child protection (3 CPD hours for Module II) and in-house well-being workshops for teachers. For the CPD hours of teachers in 2025-2026, 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' engagement with learning

Target 1.1 Students are enabled to master self-directed learning strategies.

Achievements

The learning atmosphere was enhanced through diverse academic activities and ongoing support provided by subject teachers. The implementation of Major Concern 1 across subject departments has successfully demonstrated pedagogical frameworks that foster self-directed learning and active engagement. Subject departments systematically embedded tailored instructional aids into daily teaching to scaffold learning for independence. Chinese Language, Chinese History, Integrated Science, Health Management and Social Care (HMSC) and Citizenship & Social Development (C&SD) departments have made intentional structural alignment that ensured students were provided with explicit cognitive entry points to take ownership of their learning process.

Guidelines and routines concerning pedagogy and self-directed learning were established to enhance teaching and learning. The note-taking workshop for S1 equipped them with note-taking skills through the use of online applications. Digital literacy workshops were conducted for S1 and S4. Through the workshops, the school nurtured students to be aware of the appropriate and ethical use of artificial intelligence and other digital tools. The results are reflected by the student learning survey held at the end of the school year. 76.7% students agreed that teachers follow a consistent, whole-school approach in promoting self-directed learning, while 71.7% confirmed their mastery of self-directed learning skills such as note-taking and goal setting. Furthermore, 71.5% agreed that their awareness of ethical and effective IT usage was enhanced. These results affirm that establishing consistent school-wide routines, progressively developing self-directed learning techniques and reinforcing digital citizenship have successfully laid a solid foundation for independent student learning. As mentioned in the report of EDB's Focus Inspection of Technology Key Learning Area (KLA), students are making good progress in developing learning skills of note-taking to consolidate what has been learnt.

Reflection

While e-learning platforms and digital tools significantly elevated lesson engagement and self-directed learning, such as pre-lesson video modules and real-time motion analysis, the management of hardware, software and instructional time presented ongoing operational

challenges. Teachers noted the necessity of striking a deliberate balance between digital platforms and traditional printed materials to prevent e-learning activities from consuming excessive instructional time. Professional development of teachers in utilizing artificial intelligence and e-learning tools is essential for quality learning and teaching and should be implemented in parallel with digital literacy. Teacher competence and training in using artificial intelligence is a crucial factor in the success of digital education. More widespread approach in pedagogy benefited teachers' professionalism. Moving forward, the school will reinforce self-directed learning with the aid of AI and digital tools. The effectiveness of self-evaluation will be enhanced by making use of evaluation findings on student performance to fine-tune targets and strategies, so as to inform planning and enhance self-directed learning of students in the digital age.

Feedback and Follow-up

E-learning will be levelled-up by promoting digital education leveraging AI in learning and teaching. More emphasis will be put on self-directed learning supported by AI coupled with the Four-stage Learning Model. EDB's AI for Empowering Learning and Teaching Funding Programme and the Quality Education Fund (QEF) for digital literacy present additional resources for ongoing enhancement in the following school year. To address ensuing operational challenges strategically, the school has initiated a matching fund to upgrade its digital ecosystem to ensure seamless streaming and smoother use of AI-powered learning platforms and adaptive learning software on campus. Furthermore, in alignment with the EDB framework, the school will establish a whole-school approach to integrate AI-assisted learning in phase while organising student literacy activities and teacher professional development concurrently.

Target 1.2 Students' learning experience is enriched.

Achievements

Subject departments expanded experiential and hands-on learning tasks designed to ground theoretical concepts in practical applications. For instance, HMSC utilized real-life scenario case studies, group problem-solving presentations and peer evaluation protocols, leading over 90% of S4–S6 students to actively attempt extended challenging tasks. All subjects employed structured 1-2-3 concrete feedback mechanisms to offer timely, positive and actionable guidance. This continuous formative evaluation directly contributed to sustained academic performance of students. Digital and AI tools served as a key catalyst in elevating classroom interaction and facilitating flipped learning models across key learning areas. In Chemistry, teachers uploaded over 60 pre-lesson interactive videos per form onto Edpuzzle, achieving a completion rate exceeding 70% and an average assignment score above 70% to strengthen conceptual

preparation prior to class. Additionally, Computer Literacy, ICT, English Language and Physical Education (P.E.) created an interactive classroom environment with the aid of technological applications.

Addressing the spectrum of student abilities remained central to sustaining engagement across all forms. English Language, Music and PE customized differentiated learning to accommodate varying capacities, allowing every student to participate meaningfully. To cite an example, CL/ICT implemented differentiated online assignments, leading 80% of targeted students to successfully complete level-appropriate tasks. To ensure equitable access, the Student Support Team reinforced classroom strategies, such as "Vibe-coding" in Mathematics, visual prompts in C&SD, and specialised Memory and Executive Function training classes. Specialised cross-subject teams, targeted enrichment, and inclusive learning strategies were implemented to elevate student engagement and cater to learner diversity. The Academic Programme Committee successfully organised tailored enrichment and bridging programs, including the S4 and S5 Science Express Workshops where 100% of participants reported enhanced scientific knowledge and high engagement. The STEAM Education Coordination Team executed a comprehensive three-tier approach. Awards won in the MATE ROV Competition, an underwater robotics competition, Hong Kong Secondary Schools Space Station Popular Science Payload and Science Experiment Design Challenge and exhibition of the Prototypes at Southside Shopping Mall in 2025 Mars Vegetables STEAM Competition (Merit for Distinction) are good indicators of success.

Pedagogy Team explored thinking routines. The team received various inputs for lesson design by participating in seminars, sharing sessions, lesson observation and a school visit. The results of their exploration were shared in the staff meetings and staff development days to enhance professional development from a whole school perspective. Several e-learning workshops for teachers, called E-learning Café, were conducted during lunchtime to share best practices and software. Mentorship programmes were strengthened. Despite support from mentors, two workshops aimed at professional development were provided for new teachers. A more comprehensive and in-depth appraisal facilitated more thorough observations and evaluations that benefited teachers' professionalism. The results can be indicated by the student learning survey. 75.3% students recognised that teachers actively apply varied teaching strategies. 72.8% felt this meaningfully enriched their learning experience, while 71.1% agreed that it fostered a sufficient level of interactive classroom activities. Crucially, this diversified pedagogical approach yielded a direct positive impact on student motivation, with 70.9% reporting an increased interest in learning this year. Together, these findings validate the school's effort to promote interactive, multi-strategy instruction as an effective driver of student engagement.

Reflection

Evaluations across subject departments indicate that students demonstrated enthusiasm for diverse academic and experiential learning initiatives throughout the school year, ranging from hands-on STEAM projects, cross-border study tours and both online and in-person cultural exchanges with overseas counterparts. EDB's Focus inspection Team reported that students are aptly provided with Life-wide learning opportunities beyond the classroom and that teachers' positive feedback in assignments enable students to make improvement during focus inspection on Technology KLA. To promote continuous improvement, self-evaluation of enriching students' learning experience could place more focus on composite evaluation review on student performance, thereby adjusting strategies to inform future planning and implementation.

Feedback and Follow-up

There will be more professional sharing to consolidate the techniques of questioning, and feedback among teachers to further enhance the learning and teaching effectiveness. The government grants such as the Life-wide Learning and Sister School Grant will be utilized to enrich learning experience of students and address learners' diversity inside and outside the classroom. More theme-based programmes from career life-planning, aerospace learning to STEAM education will be launched to continuously reinforce student engagement, strengthen the national identity and broaden global perspectives of students.

Target 1.3 Students are empowered to use English confidently.

Achievements

Enhancing engagement required a coherent language policy that reinforced communication skills and cross-disciplinary literacy. The English Department drove Language Across the Curriculum (LAC) initiatives through refined S1–S3 writing packages, alongside targeted subject adjustments: Chemistry refined technical guides for organic nomenclature, CL/ICT established LAC corners and dictations, and Music and PE maintained English as the primary Medium of Instruction (MOI) using visual aids and peer scaffolding. Central to these efforts was a strategic LAC collaboration with the Education University of Hong Kong funded by the Standing Committee on Language Education and Research (SCOLAR) of the Education Bureau (EDB to design S.1 Geography and History (GeHi) materials. In experimental trials, students using these materials showed greater post-test score gains. Building on this success, vocabulary logbooks were embedded in junior Integrated Science and GeHi, and 13 new topics were developed across junior and HKDSE curricula. Non-language teachers actively engaged in pre-lesson planning and post-lesson evaluations to refine materials after classroom observations. Across the informal curriculum, eight LAC morning sharing sessions were held, and non-language subject departments, including Computer Literacy, Mathematics and CES, jointly

hosted language game booths during English Week to provide dynamic, authentic language exposure. Global Classroom was organized to strengthen confidence of students in English speaking apart from authentic application of the language in overseas study tours. 91.1% of students were satisfied and described the programme as meaningful, enjoyable, and rewarding.

Reflection

Sustaining the school's MOI policy continues to be a strategic priority that requires flexible, ongoing scaffolding across all Key Learning Areas. In response to territory-wide shifts in English learning needs among incoming junior secondary cohorts, subject departments proactively strengthened LAC and Writing Across the Curriculum (WAC) support through tailored learning materials, targeted terminology dictations and small-class streaming. Senior secondary students continue to demonstrate confidence in the school's EMI environment, as evidenced by high participation in English debater platforms, public speaking showcases and international network exchanges.

Feedback and Follow-up

Optimization of the Native-speaking English Teacher (NET) Grant and the One-off Grant for Promotion of Self-Directed Learning (English) will strengthen the school’s English-speaking environment. Through the global Lasallian Family and other connection, programmes such as the English Department's collaboration with the Support Service of EDB in the 2026/27 school year exemplifies the school’s ongoing commitment to evidence-based renewal.

Major Concern 2: To promote positivity

Target 2.1 A student-oriented approach is adopted to enhance students' confidence, personal growth, and sense of belonging.

Achievements

Platforms were provided for students to showcase their potential and strengths. As the school year marked the 150th anniversary of the Lasallian Mission in Hong Kong, students participated in various celebratory events from the Lasallian Joint-school Performing Arts Showcase, presenting an ensemble performance to a dance show. Value-sharing sessions on gratitude, character strengths, and the relationship between sports and positivity were arranged during morning assemblies. The Good Performance Award Scheme was extended to all junior form students.

Character strengths were further promoted throughout the academic year. A talk on character strengths for all classes was conducted to promote students' well-being. Students received their VIA Survey results at the beginning of the school year and set goals on how they could apply their character strengths in academic studies, extracurricular activities, and interpersonal relationships. A student-oriented Parent's Day was implemented for the first time. Parents and class teachers provided students with recognition and encouragement to enhance students' well-being. 98% of parents agreed that the student-oriented approach helped promote positivity in school.

Students' mental health was also a major concern of the school. The school participated in the EDB School-based Support Programme on the "Mental Health Literacy Resource Package." The Guidance and Counselling Section systematically incorporated teaching and learning materials from the package across different grade levels to enhance students' awareness and understanding of mental health.

Guidelines and routines promoting respect and responsibility in everyday school life were established. Apart from display in classrooms, the Discipline Section contributed sharing sessions during assemblies. In addition respect and anti-bullying were incorporated into S1 Life Education lessons. A Pre-S1 Camp was organized to nurture a culture of respect and responsibility. 84% of students agreed that the Camp promoted their attitude of mutual respect with other students. 85% of students agreed that the Camp promoted the sense of responsibility. S1 and S2 "Chew Chill Chat" lunch gatherings were organized to encourage students to build respectful relationships with both teachers and peers. An inter-class notice board competition

and a slogan competition with the theme "Respect and Treat Others with Courtesy" were also organized to raise students' awareness of respect in daily school life.

The E-learning Team also promoted digital literacy about respect and responsibility through a talk and two workshops. The Hong Kong Police Force was invited to conduct talks focusing on anti-bullying, anti-violence, respect, and digital literacy. A pilot tea gathering with old boys in the medical professions was organised to broaden the horizons of participating students in S3-S4 and enhance their awareness of career and life planning. Character strengths were also introduced in the gathering to promote positivity.

Reflection

Digital literacy will be given more emphasis to go in line with the rise of digital education. While digital literacy is a crucial factor in the success of digital education and should be further emphasized, the cultivation of positive values such as respect and responsibility through effective communication skills should also be reinforced. Healthy and harmonious inter-personal relationships should continue to be strengthened. Guidelines and routines regarding respect and responsibility, both in everyday school life and in the digital environment will be strengthened. Student-oriented Parents' Day should continue to be implemented. Positivity of students can be boosted by giving them verbal recognition from parents and teachers during the meeting in the Parents' Day through the character strengths. Evidence of student feedback and performance should be used more strategically to support annual review and school improvement.

Feedback and Follow-up

Guidelines on the use of Artificial Intelligence (AI) will be compiled to remind students, parents and teachers of the importance of respect and responsibility in the digital world. The school has successfully secured financial resources from the Enhanced "My Pledge to Act" Funding Programme of the QEF to strengthen measures promoting digital education and national education. Beneficiaries of the programme will include not only students but also teachers and parents. Empathetic communication skills will be introduced to further cultivate respect and responsibility among students such as environmental cleanliness.

Target 2.2 Positive attributes of CSK students are fostered and strengthened.

Achievements

The school provided more opportunities for students to serve others and promote community

spirit through service. The Oxfam Rice Fundraising Event was co-organized by the Voluntary Service Group and the Health Management and Social Care (HMSC) Department. Funds raised supported Oxfam's poverty alleviation projects, particularly those aimed at empowering smallholder Mainland Chinese farmers. The Voluntary Service Group also organized other service activities, such as caring for abandoned rabbits and distributing vegetables to elderly people and families in need. A talk on voluntary service conducted by school social workers was provided for S1 and S2 students. 84% of students reported greater confidence in practising volunteerism in their daily lives.

It was the first time a Life Education Day was organized for S1-S5 students. To cultivate positive values such as responsibility and empathy, the school organized a campus-wide cleaning activity for S1 students. 75% of S2 students agreed that the visit to the HKFYG Organic Farm enhanced their sense of commitment and responsibility towards the community. 91% of S3 students who visited elderly centres to demonstrate care and concern for people in need expressed a willingness to participate in similar services in the future. All S4 and S5 students participated in "JC Volunteer Together" programme. Training sessions were provided to equip students with the necessary skills and knowledge before they engaged in community service for the elderly people, the visually-impaired and the physically-disabled. Overall, 97% of students agreed that the volunteer activities were engaging and beneficial to the community, while 94% reported greater awareness of their individual, national, and global roles within society.

An after-school running programme was conducted for S1 students. Students ran together as a class outside the school campus to strengthen their sense of belonging and well-being. 72% of students felt that their physical fitness had improved. 66% agreed that the programme enhanced class cohesion while 69% believed that positivity among students had increased. The MVPA60 Award Scheme promoted by the EDB was implemented for S1 students to encourage them to develop a habit of participating regularly in physical activities and to cultivate a healthy lifestyle. 92.5% of S1 students attained Gold, Silver, or Bronze Awards, demonstrating that students have developed a habit of exercising regularly. Overall, the school’s outstanding sports performance was recognized by the Laurel School Silver Award (Second) in the Boys' Secondary Schools Category.

Reflection

Students' sense of belonging has increased from 103 (24/25 school year) to 112 (25/26 school year), as reflected in the APASO data. The results of APASO III also revealed that students demonstrated a stronger sense of belonging and a greater sense of meaning in life compared with the previous school year. These findings suggest that the school is moving in the right direction in promoting the positive attributes of CSK students. It is recommended the Life

Education Day be continued to nurture students' responsibility, empathy and respect for others and leadership abilities but the self-evaluation process should be strengthened through the effective use of evidence on student feedback and achievements. Greater use of student outcome data will improve the quality and effectiveness of self-evaluation.

Feedback and Follow-up

The positive attributes of CSK students will be promoted both internally and externally. Opportunities for voluntary service will be available to students. A series of talks and workshops will be organized to equip them with the necessary skills and knowledge while nurturing a spirit of service. Workshops will also be provided for teachers to enhance their capacity to guide students in organizing and participating in voluntary service activities. MVPA60 Award Scheme and Running Programme will carry on to develop a habit of doing physical exercises among newly-joined S1.

Financial Summary

		Income ($)	Expenditure ($)
I.	**Government Funds**		
	Balance B/F	**7,004,227.40**	
	(1) EOEBG Grant		
	Non-School Specific and School Specific		
	i. Administration Grant	3,703,440.00	3,712,164.88
	ii. School & Class Grant	730,095.00	771,932.05
	iii. Composite Furniture and Equipment Grant	444,317.11	670,626.59
	iv. Subject Grants (including Putonghua, Moral & Civil Education, etc.)	120,000.00	130,797.24
	v. Capacity Enhancement Grant	609,252.00	678,419.33
	vi. Composite Information Technology Grant	468,347.00	421,334.00
	vii. Other EOEBG Grants	890,630.50	821,227.14
	Sub-total	**6,966,081.61**	**7,206,501.23**
	(2) Grants Outside EOEBG		
	i. School-based After-school Learning	41,600.00	89,650.00
	ii. Diversity Learning Grant	209,890.00	224,870.00
	iii. Life Wide Learning and Sister Schools Grant	1,216,500.00	568,366.38
	iv. Learning Support Grant for Secondary Schools	956,416.00	1,027,423.22
	v. ITSSG	343,562.00	299,580.00
	vi. Other Grants Outside EOEBG	4,590,321.68	4,052,179.34
	Sub-total	**7,358,289.68**	**6,262,068.94**
II.	**School Funds (General Funds)**		
	Balance B/F	**4,117,466.76**	
	(1) Tong Fai	102,000.00	20,948.63
	(2) Donations	208,718.00	59,010.00
	(3) Others	1,513,239.46	1,425,772.25
	Sub-total	**1,823,957.46**	**1,505,730.88**
Total surplus of Government Funds for 2025/2026 school year		**855,801.12**	
Total surplus of School Funds for 2025/2026 school year		**318,226.58**	
Accumulated surplus of Government Funds as at the end of 2025/2026 school year		**7,860,028.52**	
Accumulated surplus of School Funds as at the end of 2025/2026 school year		**4,435,693.34**	
Accumulated surplus as at the end of 2025/2026 school year		**12,295,721.86**	

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	63.4	55.9	53.4	47.2	80.0	64.0

Remarks: In 2025/26, the Pre-S1 HKAT was administered on a voluntary basis. There were no territory figures given by the Education Bureau and comparison could not be made.

Prospects of S6 Graduates 2026

101 students sat for the 2026 Hong Kong Diploma of Secondary Education Examination (HKDSE). The average attainment rate of Level 4 to Level 5** of ten subjects is about 40%, including English, Mathematics, Biology, Chemistry, Mathematics (Module 2), Chinese History, Economics, Geography, Information & Communication Technology (ICT), and Health Management & Social Care (HMSC). The top two electives are ICT and HMSC, significantly exceeding the territory averages, with Level 5 or above attainment rates of 27.8% (HK 14.2%) and 25% (HK 4.8%) respectively.

91.1% of graduates were offered degree and sub-degree programmes in 2026. The school takes pride in students admitted to competitive JUPAS programmes including Medicine and Physiotherapy for three consecutive years (since the 2023/24 school year). Apart from the healthcare sector, other examples include Computer Science, Data Science and various Engineering programmes pivotal to the evolving trend in the digital age. Customised support for elite sportsmen successfully facilitated one graduate of international standards to be enrolled through Student-Athlete Learning Support and Admission Scheme (SALSA). Furthermore, two graduates' application for the School Nominations Direct Admission Scheme (SNDAS) were successful in recognition of their exceptional talents.

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 School Speech Festival and Chinese Writing Competition	50	32
Chinese Debating	3	9
Chinese History	298	0
English School Speech Festival	29	9
English Debating	4	10
English Writing Competition	95	15
English-related competitions	2	1
Maths-related competitions	98	3
STEM Society	25	45
Visual Arts	120	20
Integrated Science	202	0
School Drama Festival	13	4
School Music Festival	46	7
Inter-school Sports Events	194	100
Scouts	39	10
Red Cross	4	2
Community Youth Club (CYC)	18	4
Voluntary Services Group (VSG)	46	31
Chess Club	6	1

Inter-school Activities and Prizes Won

Group	Name of Competition /Organisation	Awards/ Prizes
中國語文	第七十七屆中文朗誦比賽	優良(17)
中國語文	第七十七屆中文朗誦比賽	良好 (8)
中國語文	第一屆弘文盃	最佳辯員
中國語文	香港菁英創作比賽	優異獎(3)
中國歷史	「『童』話歷史」全港中學生網上閱讀獎勵計劃	卓越獎 (25)
中國歷史	「『童』話歷史」全港中學生網上閱讀獎勵計劃	嘉許獎 (30)
中國歷史	「『童』話歷史」全港中學生網上閱讀獎勵計劃	推廣閱讀文化獎
Eng. Lang.	2025 ICAS Hong Kong English	Participation Certificate (36)
Eng. Lang.	2025 ICAS Hong Kong English	Merit Certificate (2)
Eng. Lang.	2025 ICAS Hong Kong English	Credit Certificate (8)
Eng. Lang.	2025 ICAS Hong Kong English	Distinction Certificate (2)
Eng. Lang.	2025 ICAS Hong Kong Writing	Participation Certificate (34)
Eng. Lang.	2025 ICAS Hong Kong Writing	Merit Certificate (1)
Eng. Lang.	2025 ICAS Hong Kong Writing	Credit Certificate (6)
Eng. Lang.	2025 ICAS Hong Kong Writing	Distinction Certificate (1)
Eng. Lang.	41st Sing Tao Inter-School Debating Competition	Best Debater Award
Eng. Lang.	41st Sing Tao Inter-School Debating Competition	Best Interrogative Debater Award
Eng. Lang.	Hong Kong Secondary School Debating Competition	Best Debater Award
Eng. Lang.	Hong Kong Secondary School Debating Competition	Term 2 Final: Champion or 1st Runner-up (To be announced)
Eng. Lang.	77th Hong Kong Speech Festival Solo verse speaking	First Place (2)
Eng. Lang.	77th Hong Kong Speech Festival Solo verse speaking	Third Place (4)
Eng. Lang.	77th Hong Kong Speech Festival Solo verse speaking	Merit Certificate (35)
Eng. Lang.	77th Hong Kong Speech Festival Solo verse speaking	Proficiency Certificate (3)
Maths.	“Guangdong–Hong Kong–Macao Greater Bay Area Mathematics Competition" — Greater Bay Cup Preliminary Round 2026 (Hong Kong Division)	Second Prize (1) Third Prize (2)
Maths.	AIMO Hong Kong–Macao Cup (Preliminary Round) 2026	Bronze Award (4)
Maths.	“Huaxia Cup®" National Mathematics Olympiad Invitational 2026 (South China Division) — Advancement Round	Third Prize

Maths.	AIMO Hong Kong–Macao Cup (Advancement Round) 2026	Bronze Award
Maths.	28th Hong Kong Youth Mathematics Elite Selection Competition	Third Prize
Maths.	MathConceptition 2026 Hong Kong Region Individual Contest	Bronze Award
Maths.	Hua Xia Cup National Mathematical Olympiad Invitational Tournament 2026 (Preliminary Round)	Third Prize (4)
Integrated Science	Junior Secondary Science Online Self-Learning Scheme 2026	Gold Award (4)
Integrated Science	Junior Secondary Science Online Self-Learning Scheme 2026	Silver Award (3)
Integrated Science	Junior Secondary Science Online Self-Learning Scheme 2026	Bronze Award (2)
STEAM	2025 Mars Vegetables Growing project - STEAM Competition	Merit for Distinction
STEAM	全港學生科技大賽	Prize of Excellence
STEAM	MATE ROV underwater robotics competition - Scout Class	Second Runner-up
STEAM	The 20th Infrastructure Building Competition for Secondary Schools	Finalist
Drama	Hong Kong Drama Festival 2025/26	Outstanding Stage Effects
Drama	Hong Kong Drama Festival 2025/26	Outstanding Cooperation
Drama	Hong Kong Drama Festival 2025/26	Outstanding Performer
Music	78th Hong Kong Schools Music Festival (Guitar Solo-Intermediate)	Silver Award
Music	78th Hong Kong Schools Music Festival (Graded Piano Solo-Grade Six)	Silver Award, 2nd
Music	78th Hong Kong Schools Music Festival (Clarinet Solo - Secondary School - Junior)	Bronze Award
Music	78th Hong Kong Schools Music Festival (Alto saxophone solo - secondary school junior)	Bronze Award
Music	78th Hong Kong Schools Music Festival (Graded Piano Solo - Grade Seven)	Silver Award
Music	78th Hong Kong Schools Music Festival (Flute solo - secondary school - junior)	Bronze Award

Music	78th Hong Kong Schools Music Festival (Alto saxophone solo - secondary school junior)	Bronze Award
Music	78th Hong Kong Schools Music Festival (Marimba Solo - Senior)	Silver Award
Music	Hong Kong Joint School Music Competition 2026 (Secondary School Ensemble -Singing)	Silver Award
Music	Hong Kong Joint School Music Competition 2026 (Secondary School Ensemble -Singing)	Gold Award
Music	Hong Kong Joint School Music Competition 2026 (Secondary School Ensemble -Singing)	Silver Award
Music	Hong Kong Joint School Music Competition 2026 (Secondary School Orchestral Ensemble)	Silver Award
Music	Hong Kong Joint School Music Competition 2026 (Secondary School Woodwinds Ensemble)	Bronze Award
Music	Hong Kong Joint School Music Competition 2026 (Secondary School Stings Ensemble)	Bronze Award
Sports	Laurel School Award 2025-2026	Laurel Silver School Award Boys School Second
Sports	Laurel School Award 2025-2026	Outstanding Athlete Award Division 2 Athletics
Sports	Laurel School Award 2025-2026	Rising Star Athlete Award (C Grade) Division 2 Athletics
Sports	Asian U20 Athletics Championships	Men's 110mH 8th Qualified World U20 Athletics Championship
Sports	2025 Macao China International Open Bowling Championships Youth division	Youth division 1st
Sports	48th Hong Kong International Open Bowling Championships Youth division	Youth division 4th
Sports	U22 Hong Kong Storm Cup 2025	Third place
Sports	2025 年廣西劍擊公開賽	公開組男子花劍第三名
Sports	Inter-School Fencing Competition Boys' B Foil 3rd	Boys' B Foil 3rd
Sports	Air Force Fencing Competition 2025	U16 Foil Silver Medal

Sports	第二十六屆 全港夜光龍錦標賽 2025	公開龍藝組亞軍
Sports	第七屆亞洲龍獅錦標賽　自選套路舞龍季軍	自選套路舞龍季軍
Sports	第七屆亞洲龍獅錦標賽 障礙舞龍 季軍	自選套路舞龍季軍
Sports	Inter-School Swimming Competition	A Grade 50m Breast 2nd
Sports	Inter-School Swimming Competition	A Grade 50m Breast 2nd
Sports	Inter-School Swimming Competition	C Grade 50m Back Stroke 4th
Sports	Inter-School Swimming Competition	C Grade 4x100m Free Style Relay 2nd
Sports	HK Junior Age Group Athletics Competition (Series 6)	U14 100mH 3rd
Sports	HKAAA Junior Age Group Athletics Competition (Series 7)	U16 High Jump 3rd (1.80m)
Sports	HKAAA Junior Age Group Athletics Competition (Series 7)	U14 100mH 2nd
Sports	Inter-School Athletics Competition Division II	C 1500M 3rd
Sports	Inter-School Athletics Competition Division II	C 200M 3rd
Sports	Inter-School Athletics Competition Division II	C 100m Hurdles 1st 14.33sec.
Sports	Inter-School Athletics Competition Division II	C 4 x 100m Relay 1st
Sports	Inter-School Athletics Competition Division II	B High Jump 3rd
Sports	Inter-School Athletics Competition Division II	B 4 x 100m Relay 3rd
Sports	Inter-School Athletics Competition Division II	A Long Jump 3rd
Sports	Inter-School Athletics Competition Division II	A 400m Hurdles 1st
Sports	Inter-School Athletics Competition Division II	A Discus 4th
Sports	Inter-School Athletics Competition Division II	A 200M 4th
Sports	Inter-School Athletics Competition Division II	A 110m Hurdles 1st 13.63 sec.
Sports	Inter-School Athletics Competition Division II	A 4 x 100m Relay 1st
Sports	HKAAA SCAA Junior Age Group Athletics Competition Series 8	U18 110mH 2nd
Sports	HKAAA Junior Age Group Athletics Championships 2025	U14 100m 3rd, 11.76 sec. U14 100mH Champion 14.64 sec.

Sports	HKAAA Junior Age Group Athletics Championships 2025	U18 110mH Champion
Sports	新界區際田徑賽	Junior 100mH Champion
Sports	HKAAA Pre-season Athletics Trial Cum Relay Carnival 季前公開賽暨接力嘉年華	Men's Open 110mH Champion
Sports	HKAAA Athletics Series 2026	Men's Open 110mH 3rd 14.62 sec.
Sports	HK Junior Age Group Athletics Competition 2026 Series 1	U14 100mH 3rd
Sports	Inter-School Cross Country Competition Division II	Boys' C Individual 3rd
Sports	Inter-School Cross Country Competition Division II	Boys' C Team 3rd
Sports	全港公開龍獅藝錦標賽 公開日光龍藝組季軍	日光龍藝組季軍
Sports	世界香夜光龍醒獅錦標賽夜光龍藝組季軍	夜光龍藝組季軍
Sports	龍城杯羽毛球比賽亞軍(團體)	亞軍(團體)
Sports	全港山地車賽第三回合越野賽 11-13 歲組季軍	11-13 歲組季軍
Sports	全港山地車賽第五回合越野賽 11-13 歲組季軍	11-13 歲組季軍
Sports	HKAAA Athletics Series 3 U20 110mH Champion	U20 110mH Champion
Sports	HKAAA Junior Age Group Athletics Competition 2026 Series II	U14 100mH 2nd
Sports	HKAAA Junior Age Group Athletics Competition 2026 Series II	U20 110mH Champion 14.07
Sports	HKAAA Junior Age Group Athletics Competition 2026 Series III	U18 Long Jump 2nd 6.51m
Sports	HKAAA Junior Age Group Athletics Competition 2026 Series III	U16 60m 1st
Sports	HKAAA Junior Age Group Athletics Competition 2026 Series III	U18 200m 3rd
Sports	HKAAA Junior Age Group Athletics Competition 2026 Series III	U20 110mH 4th World U20 Athletics Championship Standard
Sports	3rd Formosa International Bowling Classic 2026	U22 Youth Stepladder Final 2nd
Sports	Inter-School Badminton Competition Div. II	Boys' C Grade Champion
Sports	Inter-School Football Competition Div. III (Kowloon 3)	Boy's A Grade 3rd

Sports	Inter-School Football Competition Div. III (Kowloon 3)	Boy's C Grade Champion
Sports	Inter-School Football Competition Div. III (Kowloon 3)	Overall Champion
Sports	HKAAA Junior Age Group Athletics Competition 2026 Series IV	U20 110mH Hurdles Champion
Sports	HKAAA Junior Age Group Athletics Competition 2026 Series IV	U20 Long Jump 3rd
Sports	HKAAA Junior Age Group Athletics Competition 2026 Series IV	U18 Long Jump 3rd
Sports	TCAA Athletics Competition Series 2	U20 110mH Champion
Scouts	Cub Scout Section Highest Award	Golden Bauhinia Award (6)
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 (10)
Scouts	Outstanding Scout Group Leader	Dedicated Service Award
Scouts	Outstanding Scout Group Leader	The CC's Commendation
Red Cross	Hong Kong Red Cross WKD First Aid Competition	25th place
Visual Arts	Generative AI Art Creation Competition	Bronze Award and Merit
Visual Arts	Generative AI Poster Design Competition	Bronze Award
Voluntary Services	Hong Kong Catan U18 Competition 2026	3rd Secondary & Youth Category (Team Award)
Voluntary Services	Hong Kong Catan U18 Competition 2026	4th Secondary & Youth Category(Individual Award)
Pastoral Division	2025-2026 Kowloon City Outstanding Student Election	Outstanding Award (Junior Secondary)
Pastoral Division	2025-2026 Kowloon City Outstanding Student Election	Outstanding Award (Senior Secondary)
Pastoral Division	Hong Kong Young Ambassador Scheme 2025/26	Bronze Award

Nature & Number of Participants in Social Services

Name of Club/ Society	Nature / Type of Services	No. of Students Participated	Organization / People Served
Catholic Society	Meal Box Distribution by Oblate Hong Kong	15	Low-income groups
Catholic Society	Towel Bear Workshop by the Jockey Club	9	Low-income groups
Catholic Society	Flag Selling and Fund Raising Service with Voluntary Services Group by Hong Kong Guide Dogs Association	10	Public
Catholic Society	MercyHK Fun Day	3	Street sleepers, Low-income groups, and Drug abusers
Community Youth Club	The Community Chest Flag Selling Day 2025	13	The Community Chest
Red Cross	Soaring League	10	Players of Soaring League
Red Cross	Service Project	14	7-12 years old children
Red Cross	Lasallian 150th Anniversary Walkathon	12	Walkathon participants
Scouts	Dormitory Service of Wang Fuk Court	7	Residents of Wang Fuk Court
Scouts	Standard Chartered Hong Kong Marathon	8	Public
Voluntary Services Group	Hong Kong Bunny Rescue Workshop	19	The abandoned rabbits
Voluntary Services Group	Hong Kong Guide Dogs Association Flag Selling Service	29	The blinds and HK Guide Dogs
Voluntary Services Group	Joint-School Beach Cleaning Campaign	27	Beach Goers
Voluntary Services Group	Market Recyclable Vegetables and Deliver to the Needy Service	20	The needy in Tai Wai Community
Voluntary Services Group	Exchange Service with one primary school	30	Primary school students

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, 208 (i.e., 29.76% 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	76.9	74.8	80.5	77.1	75.8	70.6

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 metre^2]) should be used as the basis for comparison.
- For both boys and girls, the acceptable BMI range is taken as 18.5 kg/m^2 to 23 kg/m^2.

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

Capacity Enhancement Grant (CEG)

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 reviewed with improved performance of students. The salary was partly paid by Teacher Relief Grant.

An IT operational support was employed to assist teachers in developing and using IT in teaching and learning resources including the touch displays and other learning applications

An IT assistant was assigned to provide technical support during lessons and maintenance of hardware and software including the 'Bring Your Own Device (BYOD) Scheme' and 'Provision of Mobile Computer Devices and Internet Services Support' under Quality Education Fund e-Learning Funding Programme.

Teacher Relief Grant

The grant was used for employment of supply teachers replacing teachers on sick leaves and other approved leaves. Also, the grant funded employment of two part-time Brother Animators to enhance Lasallian formation and English-speaking environment in the school and one teacher assistant responsible for library management and homework scheme (partly paid by CEG).

Teacher Relief Grant (Optional Cash Grant)

A teacher assistant was employed to support sports development of students by relieving the administrative workload of P.E. teachers and facilitate physical training of students in the fitness room during lunchbreak and/or after school. Additional running programmes were successfully implemented. Recognition of collective efforts includes Second in the Laurel School Silver Award in the Boys' Secondary Schools Category, Champion in Inter-school C Grade Badminton, Champion in C Grade Football and Second Runner-Up in A Grade Football. Also, more grand prizes were won by individual sportsmen from Laurel Award for Outstanding Athlete, Laurel Athletics Rising Star Award to Victory in the 25th Asian Junior Bowling Championships. The full list is attached to the 'Student Achievement' Section.

The successfully implemented pedagogical shifts under Major Concern 1 were underpinned by robust departmental governance, Collaborative Lesson Planning (CLP), and targeted Continuing Professional Development (CPD). Across Chinese Language, English Language, Mathematics

and C&SD, regular CLP sessions were conducted to harmonize schemes of work, share effective application of AI and digital tools, standardize marking criteria and address classroom management strategies. The workload of the teachers concerned was relieved through TRG and TRG (optional). An associate teacher, apart from teaching Chinese Language and Chinese History, was deployed to support Non-Chinese Speaking (NCS) students. An associate teacher of Mathematics assisted in promoting STEAM education. A contract teacher was employed to teach Physics, diversifying electives available for senior secondary students while the other taught Mathematics and served as pastoral assistant to provide support for teachers in Religious Studies, Catholic functions and Lasallian formation programmes. Apart from prayers, services and Holy Masses, programmes such as Lasallian Brothers Cup, Gospel Week and Founders' Week were organized to diversify religious activities. Students' faith and gospel value grow.