

# School Report 2017-2018



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 m<sup>2</sup>. 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. All the rooms and the school hall are air-conditioned. 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.

## 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.

## 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 30<sup>th</sup> 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, Integrated Science, Integrated Humanities, Chinese History, Putonghua, Computer Literacy, Religious Studies, Physical Education, Music, Visual Arts
S4-S6	Core Subjects	English Language, Chinese Language, Mathematics, Mathematics Extended Parts (Module 1 and Module 2), Liberal Studies
	Electives	Physics, Chemistry, Biology, Chinese History, Economics, Geography, Information & Communication Technology, Business, Financial & Accounting Studies, 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	127	123	116	110	119	98	693

## Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
15/16	97.9%	98.2%	98.0%	97.4%	96.4%	97.3%
16/17	97.8%	98.0%	97.1%	97.6%	96.7%	96.4%
17/18	97.3%	97.3%	97.4%	97.7%	97.1%	97.2%

## Unfilled Places

Year	Percentage of unfilled places
15/16	11.0
16/17	14.4
17/18	15.1

## Early Exit Students

Year	Percentage of Early Exit Students
15/16	3.9
16/17	5.0
17/18	3.5

### Teaching Staff Information (Including School Head)

No. of teaching staff	
<i>in approved establishment:</i>	52
<i>not included in approved establishment:</i>	2
Qualifications and Professional Training	Percentage of all teaching staff (%)
<i>Teacher Certificate / Diploma in Education:</i>	98
<i>Bachelor Degree:</i>	100
<i>Master/ Doctorate Degree or above:</i>	57
<i>Special Education Training:</i>	13
Working Experiences	Percentage of all teaching staff (%)
<i>0-4 years:</i>	6
<i>5-9 years:</i>	11
<i>10 years or above:</i>	83

### Teachers with Language Proficiency Requirement

Year	English	Putonghua
15/16	100%	100%
16/17	100%	100%
17/18	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. The activities are useful and good for teachers.

In 2017-2018, the school held three professional development activities for teaching staff.

Date	Staff Development Activity	
22/09/2017	Session 1	Youth Mental Health in Secondary School
	Session 2	Sharing on Lasallian Spirit
09/03/2018	Session 1	Sharing & Workshop on e-Learning
	Session 2	School Self-evaluation
01/06/2018	Sharing & Workshop on Teacher Health	

## **Achievements and Reflection on Major Concerns**

### **Major Concern 1: Enhancing students' motivation and learning atmosphere**

#### *Achievements*

A whole school approach was adopted to create a caring and supportive school environment. Assistant form teachers were assigned to all S1 to S5 classes. They shared pastoral duties with the form teachers, providing timely support to students. After-school S1 Assistant Form Teacher Periods were arranged to help S1 students in developing good study habits. Inter-class competitions and activities were organized by different functional committees and subject departments to promote class spirit and enhance relationships among students and between teachers and students as well. All these contribute to the caring culture in the school environment. Results of the Assessment Programme for Affective and Social Outcomes have shown a better teacher-student relationship over the past two years.

To promote self-regulated learning, most subjects have adjusted their pedagogy and adopted measures to engage students in class. These measures included taking initiative in preparing for lessons, revision quizzes, specifying learning objectives of each lesson, and giving students positive reinforcement in a timely manner. The Careers Counselling Section has implemented a series of career programmes and workshops with different themes to cater for students needs at different class levels, helping students develop career aspirations and the notion of life planning. In addition, talks and workshops on study skills such as memorization skills, motivation enhancement, time management and analysis of social issues were held for S1 to S5 students. Elite classes and enhancement programmes were held for high achievers and gifted students to stretch their potential. BBC English self-learning programmes were implemented in junior forms to help students enhance their English skills.

Streaming and small class teaching were arranged for S1-S3 English, Mathematics and Chinese, S5 and S6 Liberal Studies. Teachers could pay more attention and provide more guidance to individual students in remedial classes whilst more challenging tasks were assigned to students in cream classes in order to cater for learner diversity. In line with such arrangements, most subject departments have differentiated their curricula, setting a core syllabus for all students and an extended part for more capable students. Assignments were set with different levels of difficulty. Test and examination papers were prepared with a mix of basic and challenging tasks.

Staff professional development activities were arranged with reference to the major concerns

of the school. In addition, many teachers attended seminars and courses held by the Education Bureau and other institutions for their continuing professional development (CPD). The average CPD hours has increased substantially. Collaborative lesson planning was conducted in a number of subjects to enhance pedagogy.

Different enhancement programmes and workshops were arranged for high achievers. These programmes included pull-out programmes and training courses on Chinese Language, English Language, Liberal Studies, ICT, Integrated Science and Mathematical Olympiad. Workshops on learning skills were held for S2 to S5 high achievers. Student participants have shown better performance in the subjects and students' feedback was positive. A number of high achievers also participated in inter-class and inter-school competitions and were enrolled in gifted education programmes organised by tertiary institutions.

Remedial courses were run for low achievers to enhance their abilities and study skills and encourage students in need to seek help from teachers. After-school support programmes were arranged for students who were academically at risk and economically disadvantaged. Participants have shown improvement in academic performance. The school also requested low achievers who habitually failed to hand in homework assignments to attend the After-school Study Class every day, completing their homework assignment before going home. Most of these students have shown improvement in homework assignment.

A student counsellor and an associate teacher were hired to support the learning of students with special educational needs. They worked collaboratively with the Guidance & Counselling Section and took care of the students. The counsellor was well received by students and parents. The associate teacher was responsible for conducting Chinese tutorials for a non-Chinese speaking student, and training for students with specific learning difficulties in Chinese. Some supportive programmes, such as occupation therapy, speech therapy and social skill training were also organized for the students with special educational needs.

In sum, subject departments have worked collaboratively to enhance curriculum and teaching strategies, elevating students' motivation and enhancing their study skills. They also arranged more quizzes, tutorial classes and pull-out programmes to address the needs of students. Students have shown improvement in their learning attitude. Many subjects have enhanced questioning, group discussion and presentation to encourage class participation. Students have built up the habit of note jotting in lessons, with some demonstrating good skills in taking notes, and are more willing to share ideas and answer questions in class.

## ***Reflection***

It is pleased to see a better teacher-student relationship in both junior and senior forms. We have to keep it up and enhance it, achieving our goal to foster a caring school environment. We have to make students understand we care about them, not only their academic results but also their whole personal development.

With the collaboration of various subjects, we have strengthened students' motivation and study skills. Students have focused on studies and are more engaged in class. Nonetheless, we still need to reinforce students' motivation and their attitude towards studies. To achieve this goal, we have to enhance pedagogy by having more student-centred, interactive and self-directed activities in classroom. With the provision of Wi-Fi in classrooms, we should make use of e-learning to enhance the effectiveness of teaching and learning.

With the provision of split classes, there is a better teacher-student ratio. To make good use of the small class size, we have to further review and refine the learning and teaching materials, and adjust the pedagogy to address the needs of students. Also, a wider range of strategies should be adopted to cater for learner diversity.

Despite the fact that many teachers attended professional development activities such as courses and seminars regularly, some teachers should take greater initiative in planning their professional development and participating in relevant courses, seminars and workshops for the good of themselves as well as students. Moreover, more professional sharing is needed so that good practices of some subject departments and individual teachers can be promulgated.

## **Major Concern 2: Enhancing Students' Chinese and English Ability**

### *Achievements*

Members of the Chinese Department have kept reviewing and refining the curriculum, teaching strategies, assignments and assessments of Chinese Language to enhance junior students' skills in reading, writing, listening and speaking; and to improve senior students' knowledge and skill requirements and reasoning power for different papers of the HKDSE. Their efforts paid off with a greater improvement in the public examination results.

To enhance junior students' language abilities, the Chinese Department has joined the Language Learning Support Scheme provided by the Education Bureau to develop school-based curriculum and explore effective learning and teaching strategies. The department has successfully enhanced the curriculum design and brought about pedagogical improvement.

The English Department has adopted measures to enhance spelling skills and comprehension skills of S1 students, enrich the vocabulary knowledge of S1 students, consolidate S1 students' knowledge of phonics and engage them in using the language for communication in authentic situations. Regular reading lessons were arranged for S1 students during lunch time.

In line with the streaming and split class arrangement, the English Department has continued its work in tailoring learning and teaching materials to cater for learner diversity. A theme-based approach has been adopted with an emphasis on the use of authentic materials and contextualized teaching. Improvement in reading and speaking skills was shown. With the help of the Native-speaking English teacher, the English Centre has been run effectively providing authentic situation for students to interact with others in English. Improvement in the public examination results as well as value-added figures was shown.

The language-across-the-curriculum (LAC) programme has been implemented for years. The programme has addressed junior students' needs in using English to acquire subject knowledge such as subject specific vocabulary, subject specific word formation, form of expression and specific text types. A total of 28 sets of materials were used in the junior forms to integrate English into content subjects. Among them four sets of materials were newly established and eleven of them were targeting S1 students to cater for their needs. These materials were shared in relevant content subjects. Through this programme, teachers' language awareness has been raised. More professional exchanges regarding lesson planning were witnessed and informal exchanges of teachers were also enhanced. Students

experienced less hardship when learning EMI subjects.

More opportunities were provided for students to improve their Chinese and English abilities. The Speak English Week and the Chinese Culture Week were held successfully to develop students' interest in language and promote language proficiency. News report and other programmes were broadcasted during lunch time to construct a language learning environment. English sharing session was held every Thursday on various topics and students were guided by the NET. Students were encouraged to take part in inter-class and inter-school competitions such as debate, speech festival, writing contest, and to make use of the online learning resources to enhance their language skills.

To develop students' reading habits, we have implemented the DEAR (drop everything and read) session during the Form Teacher Period in the morning. The school library has implemented a reading scheme for S1-S3 with specific requirements. The Reading Promotion Committee effectively adopted measures to cultivate the reading habit of students. Activities such as displays of new books, talks by local writers, Reading Channel (broadcasting reading promotion programmes), Read to Feed and Holiday Reading Programme (Parent-Child Reading & Mathematics Reading), Reading to Art Campaign, book sharing by students and teachers during morning assembly, and a book fair in the school hall were organised. In addition, the school library and the Student Association co-organised the 'Library on the Move' activities, providing opportunities for students to share their books with others. Most of these activities were well received by students.

### ***Reflection***

For Chinese Language, we have started the review of the curriculum and pedagogy. With the help of the Language Support Section of the Education Bureau, the Chinese Department will go on putting the effort forth and implementing measures to arouse students' interest and enhance their knowledge and skills in learning Chinese Language. The department will take advices from professionals and adapt experiences and take examples from other schools to enlighten our department on refining curriculum and teaching strategies.

The English Department has implemented measures to enhance the language abilities of S1 students. These measures included enhancing their spelling skills and comprehension skills, enriching their vocabulary knowledge and knowledge of phonics; also more students, especially those in junior forms should be encouraged to make public addresses at the morning assembly. For other class levels, the department has tailored the teaching materials

with reference to the streaming and split class arrangement, catering for different learning needs of students. More can be done in grading and trimming the textbook and teaching materials for different classes of students. In addition, the department should continue to adopt a theme-based approach, emphasizing on the use of authentic materials and contextualized teaching.

MOI policy should be well monitored. Content subjects should enforce using English as medium of instruction and address students' needs in using English to acquire subject knowledge in the way of subject specific vocabulary, subject specific word formation, form of expression and specific text types, etc. To help students build up confidence and ability to use English, a more student-centred approach allowing students more opportunities to express and present their ideas is needed. Also, a whole school approach with teachers trying to converse with students in English as much as possible should be adopted.

A good reading culture is a key to improve students' language abilities. To help students develop their reading habits and cultivate a love of reading, we have to keep on promoting reading through formal (regular reading periods/ reading scheme) and informal (book sharing/book fair/holiday reading programmes) occasions.

## **Our Learning and Teaching** (*aspects beyond the scope of the major concerns*)

### **Number of Active School Days**

With regard to S1-S3, the number of days in the school year 2017-2018 was 191 and the number of active school days was 168. Active school days refer to school days when students have to attend lessons and/or well-planned learning activities scheduled in the school calendar.

### **Lesson Time for the Eight Key Learning Areas (S1-S3)**

	15/16	16/17	17/18
Chinese Language Education	16.7%	16.7%	16.7%
English Language Education	18.8%	18.8%	18.8%
Mathematics Education	13.9%	13.9%	13.9%
Science Education	11.8%	11.8%	11.8%
Personal, Social and Humanities Education	22.2%	22.2%	22.2%
Technology Education	4.2%	4.2%	4.2%
Arts Education	8.3%	8.3%	8.3%
Physical Education	4.2%	4.2%	4.2%

### **Language-Across-the-Curriculum**

One of our major concerns is to enhance students' Chinese and English abilities. We have implemented a series of measures to support the use of EMI. We have adopted the language-across-the-curriculum (LAC) programme for years. The English Department has worked collaboratively with Integrated Science, Integrated Humanities, Visual Arts, Religious Studies, Computer Literacy and Mathematics to develop students' reading and writing skills, addressing students' specific needs in using English to acquire the subject knowledge.

### **S1 Bridging Programme**

As a measure to help S1 students learn effectively in English and adapt to the new school environment, a bridging programme was organised for all new S1 students in summer. The programme included a series of English lessons taught by our English teachers, and a number of lessons offered by relevant subject departments including Mathematics, Science, Integrated Humanities and Computer Literacy.

## Assessment

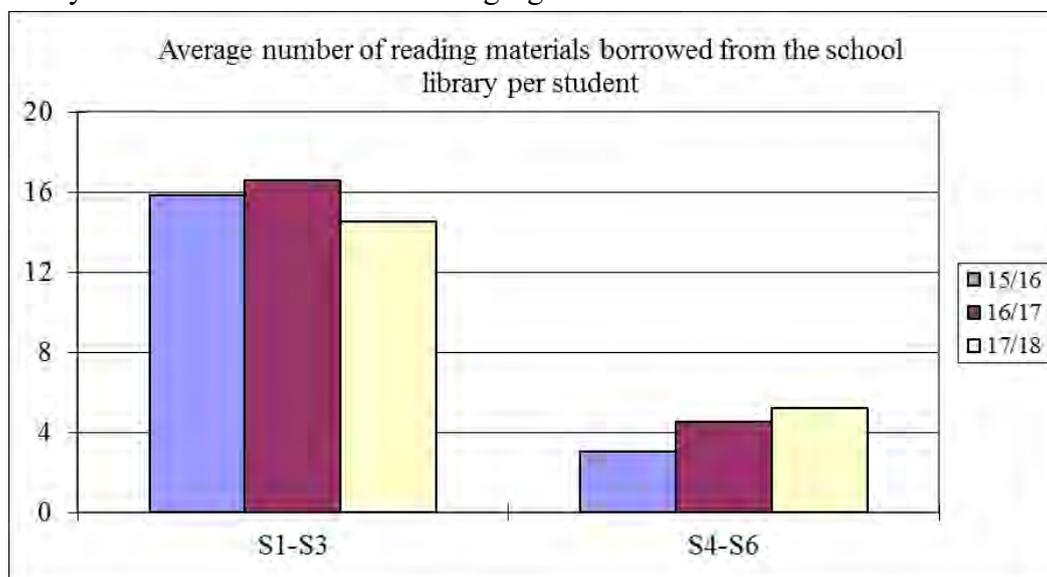
Assessment is an indispensable part of the learning process. The school's assessment mechanism is multi-faceted, comprising continuous assessment, uniform tests and examinations. In order to help our students to make improvement, teachers were provided with detailed analysis of the results after each test or examination so that remedial measures could be taken to reinforce the effectiveness of both learning and teaching.

## Reading Promotion

Time was assigned per cycle to each class for regular reading sessions during which students were required to read English and Chinese materials extensively. The school library has implemented a reading scheme for S1-S3 students. The achievements of students in 2017-2018 were shown in the following table. 138 students (36% of S1-S3 students) met the reading requirement.

<i>Level of Achievement (Requirement)</i>	<i>No. of Students</i>		
	<i>S1</i>	<i>S2</i>	<i>S3</i>
Elementary (8 English books and 8 Chinese books)	34	46	30
Intermediate (16 English books and 16 Chinese books)	3	10	8
Advanced (32 English books and 32 Chinese books)	0	3	4

The average number of reading materials borrowed from the school library per student in the past three years was shown in the following figure.



The Reading Promotion Committee organised a number of book sharing sessions during the morning assembly and lunchtime. Students and teachers were invited to share their reading with the school. The information was uploaded to the website of the school library for promotion of reading. The Committee also organised different reading activities to promote reading. These activities included “Read to Feed” Programme, “Mathematics Holiday Reading Programme”, “Parent-child Reading Programme”, “Reading to Art Campaign”, talks by local writers, broadcasting reading promotion programmes and a book fair.

### **Project Learning**

The Project Learning Committee has coordinated the project work done by various subjects such as Chinese Language, Chinese History, Mathematics, Computer Literary, Music, Integrated Humanities and Integrated Science by S1 to S3 and S6 students. S1 students have shown their great interest in the subject matter (historical building now-and-past) in their first project. All S2 students did their own presentation in Integrated Humanities projects, and multimedia skills were used in some of their best projects. Project learning tasks were duly arranged for students to acquire and apply various generic skills such as data analysis, collaboration and communication. Project display should be an encouragement and compliment to students' good work. Thus, a Project exhibition was held at the end of the school year to commend students' effort in project work, prizes were presented and good works were displayed in the school hall.

### **STEM Education**

The school has established the STEM Education Coordination Team to coordinate various subjects such as Mathematics, ICT, Integrated Science, Physics, Chemistry and Biology to set the direction of STEM education, to purchase equipment and other resources, and to organise STEM activities for students. For instance, activities such as Arduino courses, gliding plane course, VR course, forensic science workshop, hydraulic powered robotic arm from cardboard (for S1), water rocket activity (for S2), aquaponics course (for S3) were held. The purposes of these activities are to enrich students' experiences by developing their interest, knowledge and skills in STEM related disciplines. Students were encouraged to participate in many STEM related activities organised by universities and other institutes. For example, STEM Robotics Workshops and Competition, Computer Science Challenge, Science Olympiad, Fun Science competition, HK 4D Frame Maths & Science Creativity Competition, PolyU Engineering Summer Programme 2018 and science assessment test. The Team also organises various school visits and encourages teachers to attend STEM training activities such as talks and workshops, enhancing teachers' capacity in organising STEM-related learning activities.

## **Our Support for Student Development** (*aspects beyond the scope of the major concerns*)

The school has provided a variety of sports and extra-curricular activities for students, helping them develop good living habits and positive values. School teams held sports training regularly and participated in various inter-school competitions. Students have established their confidence and team spirit, and have developed their determination to win and to face challenges.

Through the collaboration of its functional committees, the Pastoral Division organised various kinds of activities and talks on promoting healthy living habits for students.

In collaboration with the social worker, the Guidance & Counselling Section organized a peer counselling programme and provided training for student counsellors so that they can help new S1 students adapt to secondary school life. A Pre-S1 Training Day Camp was arranged for the freshmen, helping them set goals and develop social skills to cope with their new school life. Also, a good conduct award scheme was held to encourage S1 students to behave well.

Various kinds of leadership training such as courses and camps were arranged for student counsellors, prefects, the proposed cabinets of Student Association, chairmen of clubs and societies, student librarians and members of the Hong Kong Lasallian Youth Movement. Student leaders were encouraged to take part in various school services and external programmes.

The Religious Education Section continued to foster a better catholic culture by arranging services, catechism classes and masses at the school. A pastoral assistant was employed to assist students with their religious formation and spiritual counselling.

The school values the cooperation with the Parent-Teacher Association (PTA) and with the Old Boys' Association (OBA). Both PTA and OBA have offered a lot of assistance to support student development. The PTA has subsidized various activities organised by the school and by the students. The Old Boys' Association (OBA) has also played an important role in supporting student development and preserving the sense of brotherhood in the school. Many old boys were invited to share their experiences in making their studies and career a success.

Working hand in hand with the OBA, the Career Counselling Section held career and life-planning programmes for S5 and S6 students. A mentorship programme was held for S6 students. Old boys served as mentors, sharing their experiences in making their studies and career a success. A programme called "My Career" was organised for S5 students. Old boys

working in different fields were invited to share their working experiences and the information about their professions. Also, the PTA and the Career Counselling Section co-organised careers talks for senior students and their parents.

The OBA organised a number of friendly matches of ball games with staff and students, enhancing the teacher-student relationships and the brotherhood of students.

The Student Development Programme has been run by an old boy for five years. The programme aims to motivate students in need and enhance their self-management skills. In 2017-2018, two workshops were organised for student participants. To celebrate the achievements of student participants, the old boy generously sponsored a scholarship for participants with outstanding performance.

To enhance resilience of students, the Moral & Civic Education Section and the Guidance & Counselling Section organised talks and provided counselling for students in need. Also, in collaboration with Caritas, the school successfully applied for Quality Education Fund to hire a 0.5 social worker to administer and implement the Joyful@School project. The project aims to enhance resilience of students by means of primary and secondary intervention and was run in a smooth way. The school has decided to work collaboratively with Caritas and apply for Quality Education Fund to extend the project for two years.

## Financial Summary

	Income (\$)	Expenditure (\$)
<b>I. Government Funds</b>		
<b>Balance B/F</b>	<b>3,246,145.49</b>	
<b>(1) EOEBG Grant</b>		
<b>Non-School Specific and School Specific</b>		
i. Administration Grant	3,623,086.77	3,283,157.65
ii. School & Class Grant	730,659.14	1,054,355.19
iii. Composite Furniture and Equipment Grant	475,432.77	332,007.00
iv. Subject Grants (including Putonghua, Moral & Civil Education, etc.)	106,092.66	51,122.32
v. Capacity Enhancement Grant	599,381.00	397,300.00
vi. Composite Information Technology Grant	397,670.00	375,045.01
vii. Other Grants (Supplementary Grant, Lift Maintenance Grant, etc.)	410,685.04	291,598.38
<b>Sub-total</b>	<b>6,343,007.38</b>	<b>5,784,585.55</b>
<b>(2) Grants Outside EOEBG</b>		
i. Senior Secondary Curriculum Support Grant	700,272.00	496,342.90
ii. Diversity Learning Grant	215,550.00	215,550.00
iii. Fractional Post Cash Grant	469,628.00	346,961.29
iv. Learning Support Grant for Secondary Schools	587,412.00	529,531.20
v. Career and Life Planning Grant	583,560.00	550,265.20
vi. Other Grants (School-based After-school Learning, Teacher Relief Grant, etc.)	505,080.00	546,163.13
<b>Sub-total</b>	<b>3,061,502.00</b>	<b>2,684,813.72</b>
<b>II. School Funds (General Funds)</b>		
<b>Balance B/F</b>	<b>3,828,310.97</b>	
<b>(1) Tong Fai</b>	110,050.00	32,557.00
<b>(2) Donations</b>	30,300.00	30,800.00
<b>(3) Collection of fees for specific purposes</b>	213,125.00	213,125.00
<b>(4) Others (New School Year Misc. Fees, Photostat, Newspaper, etc.)</b>	496,103.81	483,529.69
<b>Sub-total</b>	<b>849,578.81</b>	<b>760,011.69</b>
<b>Total surplus of Government Funds for 2017/2018 school year</b>	<b>935,110.11</b>	
<b>Total surplus of School Funds for 2017/2018 school year</b>	<b>89,567.12</b>	
<b>Accumulated surplus of Government Funds as at the end of 2017/2018 school year</b>	<b>4,181,255.60</b>	
<b>Accumulated surplus of School Funds as at the end of 2017/2018 school year</b>	<b>3,917,878.09</b>	
<b>Accumulated surplus as at the end of 2017/2018 school year</b>	<b>8,099,133.69</b>	

## Performance of Students

### Pre-S1 Hong Kong Attainment Test (HKAT)

Year	Average score of students					
	Chinese		English		Mathematics	
	School	Territory	School	Territory	School	Territory
12/13	59.0	49.6	64.1	49.4	75.9	60.0
14/15	57.3	53.0	61.1	49.7	70.9	57.6
16/17	61.2	51.4	57.9	47.9	71.4	58.7

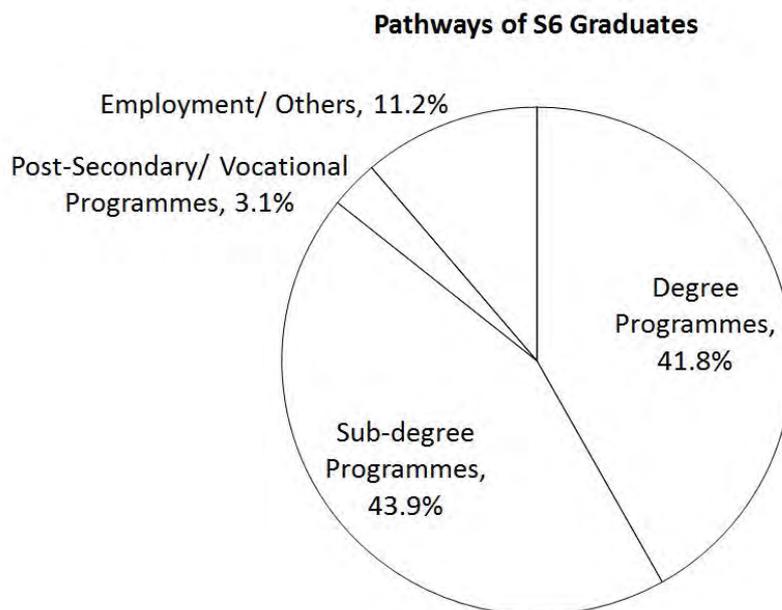
\*Remark: In 2013/2014, 2015/16 and 2017/18, the Pre-S1 HKAT was administered on a voluntary basis. There were no territory figures given by the Education Bureau and comparison could not be made.

### Hong Kong Diploma of Secondary Education (HKDSE) Examination 2018

98 students sat for the HKDSE Examination 2018. Overall results of our students attaining “level 2+”, “level 3+” and “level 4+” were all better than those of the territory e.g. Level 4 or above 36.2% (HK 34.8%), Level 3 or above 77.5% (HK 61.0%), Level 2 or above 98.7% (HK 84.7%).

56.1% of our students (HK 37.4%) fulfilled the entrance requirements for university programmes, i.e. core subjects at 3322 or better.

### Pathways of S6 Graduates (Total Number: 98)



## 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
Inter-school Sports Events	148	110
School Music Festival	22	1
School Speech Festival (Chinese)	12	10
School Speech Festival (English)	30	25
School Drama Festival	7	19
Boy Scouts	64	5
Red Cross	49	19
Lasallian Youth Movement	5	14
Art	11	0
Voluntary Services Group	20	13
ECA Section	10	6

### *Inter-school Activities and Prizes Won*

Nature	Name of Competition / Organization	Award / Prize Details e.g. Position or Merit Awards
<b>Drama</b>	Hong Kong School Drama Festival 2017/18	Award for Outstanding Performer
		Award for Outstanding Stage Effect
		Award for Outstanding Cooperation
		Award for Commendable Overall Performance
<b>Chinese</b>	第六十九屆中文朗誦比賽	優良: 9 名 良好: 7 名
	星島第三十三屆全港校際辯論比賽	最佳辯論員: 劉宇嘉
<b>English</b>	69th Hong Kong Schools Speech Festival (English Speech)	Second (x1)
		Certificate of Merit (x28)
		Certificate of Proficiency (x1)
	Hong Kong Secondary Schools Debating Competition (2017-2018)	Term 1 Best Debater (3 students) Term 2 Best Debater (2 students)

	33rd Sing Tao Inter-School Debating Competition	4 students
	Hong Kong Inter-Secondary School Scrabble Championship 2018	4 students
	Hong Kong Top Story 2017 by RTHK	7 students
	Harvard Book Prize 2018	3 students
<b>Sports</b>	Inter-school Athletics (Division Two) Championships	A Grade: 4th
		5000m : Champion 5A Wong Chun Yat
		Javelin: 4 <sup>th</sup> 5C So Ryan Chak Pong
		Long Jump: Champion 4A Wong Hiu Fung
		100m: 4 <sup>th</sup> 4A Ho Nok Hin
		C Grade: 3rd
		Long Jump: 3 <sup>rd</sup> 2B Yau Lok Hei
		100m: 4 <sup>th</sup> 2B Yau Lok Hei
	Inter-school Cross Country (Division Two) Championships	4x100m: Champion
		A Grade: Champion
		A Grade: Individual 8 <sup>th</sup> 5A Wong Chun Yat
		B Grade: 4th
	Inter-school Football (Division Two) Competition	C Grade: 4th
		C Grade: 3rd
	Inter-school Swimming (Division Two) Championship	A Grade
		50m Breast: 4 <sup>th</sup> 6A Ng Kai Chin
		100m Breast: 4 <sup>th</sup> 6A Ng Kai Chin
		B Grade

		50m Butterfly: 2 <sup>nd</sup> 3D Chin Man Chak Solomon
		C Grade
		50m Free: 3 <sup>rd</sup> 2B Chan Man Tik
		50m Butterfly: 3 <sup>rd</sup> 2B Chan Man Tik
		200m Breast: 4 <sup>th</sup> 2D Li Ching Yin Clement
		4x50m Free: 2 <sup>nd</sup>
<b>Music</b>	70th Hong Kong Schools Music Festival	Grade Six Piano Solo: First
		Marimba Solo: 1 Proficiency Certificate
		Trumpet Solo: 1 Merit Certificate
		Marimba Solo: 1 Merit Certificate
		Grade Eight Piano Solo: 1 Merit Certificate
		Choral Ensemble Section: Bronze Award
		Secondary School Brass-Trumpet Solo-Intermediate: Silver Award
<b>Red Cross</b>	Award for Volunteer Service by Hong Kong Red Cross	Silver Award x 1
		Bronze Award x 1
	Award for Volunteer Service by Social Welfare Department	Gold Award x 1
		Bronze Award x 4
	Progressive Programme by Hong Kong Red Cross	Attainment Badge x 1
		Leading Badge x 9
Practicing Badge x 10		
<b>Lasallian Youth Movement</b>	“Hope 2018” Inter-school Chinese Debate Competition	First runner-up
<b>Scouts</b>	Scout Association of Hong Kong Cub Scout Section Highest Award	Golden Bauhinia Award x 8
	Scout Association of Hong Kong Scout Section Highest Award	Chief Scout’s Award x 2
	Scout Association of Hong Kong Scout Section Highest Award	Dragon Scout’s Award x 2

Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Grasshopper Section	Gold Award	
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Cub Scout Section	Pack A : Gold Award	
	Pack B: Gold Award	
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Scout Section	Troop A	Silver Award
	Troop B	Silver Award
	Troop C	Silver Award
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Venture Scout Section	Silver Award	
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Rover Scout Section	Gold Award	
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group Leader	Outstanding Scouters x 11	
Scout Association of Hong Kong Homantin District Commissioner's Trophy Grasshopper Section Competition	Champion	
Scout Association of Hong Kong Homantin District Commissioner's Trophy Cub Scout Section Competition	Champion	
Scout Association of Hong Kong Homantin District Chairman Cub Scout Section Competition	2 <sup>nd</sup> Runner-up	
Scout Association of Hong Kong Kowloon Region Scout Section Competition	2 <sup>nd</sup> Runner-up	
Scout Association of Hong Kong Kowloon Region Venture Scout Section Competition	1 <sup>st</sup> Runner-up	
Scout Association of Hong Kong Kowloon Region Rover Scout Section Competition	Champion	
Social Welfare Department Volunteer Service	Gold Award x 30	
Social Welfare Department Volunteer Service	Silver Award x 19	
Social Welfare Department Volunteer Service	Bronze Award x 17	
Scout Association of Hong Kong	Good Service Award x 2	
Scout Association of Hong Kong	Long Service Award x 1	
Scout Association of Hong Kong	Thanks certificate x 1	
Scout Association of Hong Kong	Scout Wing x 1	
Scout Association of Hong Kong	Grasshopper Scout Section Wood Badge x 1	

	Scout Association of Hong Kong	Cub Scout Section Wood Badge x 2
	Scout Association of Hong Kong	Scout Section Wood Badge x 1
	Scout Association of Hong Kong	Commissioner Wood Badge x 1
	Scout Association of Hong Kong	Good Service Award x 1
	205th Kowloon Scout Group	Russia Space Camp x 12
<b>Voluntary Services Group</b>	Social Welfare Department	Gold Award for Volunteer Service (Organization)
		Gold Award for Volunteer Service (Group)
<b>ECA Section</b>	第十五屆國際資優解難大賽	初賽：銅獎 2D 李政賢 陳浩齊
		決賽：個人銅獎 校際優異獎 2D 李政賢 蔡嘉棟 3D 陳嘉銘 決賽：校際優異獎 2D 陳浩齊 郭俊生 3B 黃天祐 3D 戚栢林
		團體中二級優異獎 2D 李政賢 陳浩齊 蔡嘉棟 郭俊生
		團體中三級優異獎 3B 黃天祐 3D 陳嘉銘 戚栢林
		3D 湯顯揚 第八名
		1C 關敬昌 第十名
		3C 秦志恆 第十八名
		圍棋 - 中學組別團體精英銀獎 1C 關敬昌 3C 秦志恆 3D 湯顯揚
		團體亞軍
		個人組別第二名(一位)
<b>STEM</b>	STEM Robotics Workshop and Competition 2018 Department of Electronic Engineering, CUHK	5th runner-up
	Computer Science Challenge 2018 Department of Computer Science, The City University of Hong Kong.	Champion (Team A) Certificate of merit (Team B)

	Hong Kong Technology & Renewable Energy Events	Second honour (The best environmental friendly material prize)
	International Junior Science Olympiad 2018.	2 <sup>nd</sup> honour award: Chik Pak Lam 3 <sup>rd</sup> honour award: Chun Chi Hung 3 <sup>rd</sup> honour award: Choi Tim Ching

*Nature & Number of Participants in Social Services*

<b>Name of Club &amp; Society</b>	<b>Nature / Type of Services</b>	<b>No. of Students Participated</b>	<b>Organization / People Served</b>
<b>Red Cross</b>	Community Care Project by Hong Kong Red Cross	13	Homebound elderly in To Kwa Wan
	“與你同行計劃” by Hong Kong Red Cross	3	Mentally disabled person in The Salvation Army Lai King Home
	Health Check Services to the Public	5	Hong Kong Red Cross
	Flag Day	4	The Community Chest
	Summer Service Project By YU52 Chan Sui Ki (La Salle) College and YU69 Our Lady of The Rosary	11	Children in Yang Memorial Methodist Social Service, Homantin Integrated Centre for Youth Development
<b>Scouts</b>	Service for elderly	30	Scout Association of Hong Kong - 300
	We care our District	30	Scout Association of Hong Kong Homantin District - 300

	Scout service without border	1	Mongolia Dudu Education - 120
	Messenger of Peace	64	Mongolia International School - 20
<b>Community Youth Club</b>	The Community Chest Flag Day 2018	Junior : 25 Senior: 15	The Community Chest
<b>Lasallian Youth Movement</b>	After school care and Homework guidance	13	Caritas Wong Tai Sin Centre, Caritas Jockey Club Integrated Service for Young People – Wong Tai Sin
	Elderly Service	5	Caritas Cheng Shing Fung District Elderly Centre (Sham Shui Po)
	Joint School Volunteer Service Meal Distribution	14	Oblate Youth Hong Kong
	Joint School Volunteer Service (Sham Shui Po)	7	Sham Shui Po Fair Volunteers Group
<b>Voluntary Services Group</b>	Tutorial Class for Primary School Students	13	Caritas Jockey Club Integrated Service for Young People – Wong Tai Sin
	Visit to Life – Journey Centre	17	Life-Journey Centre (For Elderly People)
	Mapperthon	12	YMCA X Jockey Club (For Poor People)
	Joint School Meals Distribution (Yau Ma Tei)	20	OMI (HK) (For the Homeless)
	Joint School Fun Day for Children (Lam Tin)	9	St. Paul's School (Lam Tin)
	Visit to Kwun Tong Police Force Unit	12	Kwun Tong Police Force Unit

## Students' Physical Development

### *Enhancement of Students' Physical Fitness*

Physical Education (PE) is a compulsory subject in our school, and two periods per cycle are allocated to PE from S1 to S6. 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 PE lesson. Students of general physical fitness and abilities are always encouraged to participate in sports-related extra-curricular activities organized by the PE Department. 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. Other than taking part in inter-class sports competitions and sports-related extra-curricular activities, 193 students (i.e. 26.69%) were registered this year to represent our school in inter-school sports competitions and open meets. Outstanding inter-school competition results for 2017-2018 include:

Inter-school Athletics Competition (Division Two)	A Grade: 4th
	C Grade: 3rd
Inter-school Cross Country Competition (Division Two)	A Grade: Champion
	B Grade: 4th
	C Grade: 4th
	Overall: 3rd
Inter-school Football Competition (Division Two)	C Grade: 4th
Inter-school Table-tennis Competition (Division Two)	C Grade: 3rd

### *Percentage of Students within the Acceptable Weight Range*

Class Level	S1	S2	S3	S4	S5	S6
Percentage of students within the acceptable weight range	70.77	74.02	65.08	68.38	71.77	75.00

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

## **Feedback on Future Planning**

The school has started the current three-year School Development Plan in 2015-2016. This academic year 2017-2018 was the last year in implementing this three-year School Development Plan. The direction for the school development and the major concerns were shared by the teachers and the school management. In all, most of the strategies were implemented successfully and the evaluation took place as scheduled. Beyond all doubt, our targets of those major concerns were fulfilled satisfactorily and the improvement of students can be reflected in different aspects.

With reference to the school data and the results of the Stakeholder Surveys and the Assessment Programme for Affective and Social Outcomes, a new three-year School Development Plan will be launched in the coming 2018-2019 school year, the 2018-2019 annual school plan will be established under the direction and major concerns of the new three-year School Development Plan. We will make unremitting efforts to sustain what we have achieved in last School Development Plan and looking forward to implementing the new one to further our school development.

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

### **Capacity Enhancement Grant**

An IT assistant was employed to assist teachers in development and use of e-learning materials. The assistant also provided technical support during lessons, and helped the maintenance of hardware and software.

To enhance student development in various domains such as aesthetics, sports and debate, part-time coaches, coach assistants and tutors were employed to offer training or programmes for students. These included training programmes in sports skills, playing musical instruments and debating skills (Chinese).

Coaches/ coach assistants were employed for the following school teams: basketball, football, athletics, swimming and table-tennis. A tutor was employed to train the Chinese debate team. A training camp was held for developing students' peer counselling skills. These programmes and training were held satisfactorily and the responses of students and teachers were very good.

### **Fractional Post Cash Grant**

A teacher assistant was employed to (i) help the teacher librarian in reading promotion and library management and (ii) to implement the Homework Scheme and manage homework submission records. Reading activities were held successful and the Homework Scheme has enhanced students' self-management skills.

Also, a pastoral assistant was employed to assist teachers in Religious Studies, Catholic functions and Lasallian formation programmes. Students were able to learn the gospel values and grow in faith through a variety of religious activities such as pilgrimage, catechism class, prayers, Holy Masses. Pastoral care to students was enhanced.

### **Senior Secondary Curriculum Support Grant (SSCSG) and Additional SSCSG**

Three teacher assistants were employed to help subjects in preparing teaching & learning materials, and organising learning activities & programmes. (Group 1: English, Humanities subjects and BAFS Group 2: Chinese Subjects and Liberal Studies) (Group 3: Mathematics, Science Subjects and Computer Subjects).

### **Teacher Relief Grant**

The grant was used for hiring supply teachers to replace teachers on sick leave and other approved leave.