

# School Report 2018-2019



**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.

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 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	130	124	116	112	104	111	697

## Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
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
18/19	97.7	96.9	96.7	97.8	96.8	97.2

## Unfilled Places

Year	Percentage of unfilled places
16/17	14.4
17/18	15.1
18/19	13.3

## Early Exit Students

Year	Percentage of Early Exit Students
16/17	5.0
17/18	3.5
18/19	3.2

### Teaching Staff Information (Including School Head)

No. of teaching staff	
<i>in approved establishment:</i>	51
<i>not included in approved establishment:</i>	1
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>	62
<i>Special Education Training:</i>	23
Working Experiences	Percentage of all teaching staff (%)
<i>0-4 years:</i>	6
<i>5-9 years:</i>	6
<i>10 years or above:</i>	88

### Teachers with Language Proficiency Requirement

Year	English	Putonghua
16/17	100%	100%
17/18	100%	100%
18/19	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 2018-2019, the school held three professional development activities for teaching staff.

Date	Staff Development Activity
14/09/2018	Workshop on Questioning Skills
20/03/2019	Session 1: Life Education – Why & How? Session 2: School Visit (Sharing of good practices in e-Learning)
16/05/2019	Catholics School Teachers' Day

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

### **Major Concern 1: Enhancing teaching and learning effectiveness**

#### *Achievements*

To enhance students' attitude and motivation, a whole school approach was adopted to help students set, revise and work towards their goals. 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.

Careers Counselling Section has implemented a series of career programmes and workshops to enhance students' career and life planning skills to cater for students needs at different class levels. Students have benefited from these arrangements and developed their career aspirations and the notion of life planning. In addition, talks and workshops on JUPAS Application, mock release of HKDSE result and individual interview were held for senior form students. Elite classes and pull out programmes were held for high achievers and gifted students to stretch their potential.

The school has enhanced the hardware and software for e-Learning. The Technology for Innovative Pedagogy Team was established to encourage the use e-resources as a deliberate strategy to promote student engagement. Technical support were provided to six subject departments which involved in the use of iPads in classrooms and a total of four workshops were organized to the staff.

To facilitate the implementation of the annual school plan, the school has enrolled in a number of support programmes provided by the Education Bureau. The areas of support include Chinese Language Education and Catering for Learner Diversity. Collaborative lesson planning has been conducted regularly in a number of subjects focusing on the use of e-resources, questioning skills and strategies for catering for learner diversity.

There have been more student-centred, interactive and self-directed activities in classroom. Our teachers have actively took part in collaborative lesson planning, peer classroom observation, sharing of good practices and other professional development activities, bringing pedagogical changes in the classrooms.

Staff professional development activities were arranged with reference to the major concerns of the school focusing on use of e-resource, questioning skills and strategies catering for learner diversity. Furthermore, 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. Class observation was conducted in a number of subjects to enhance pedagogy. Teachers are more willing to share and promulgate good practices.

As a measure to enhance teaching and learning effectiveness, most subjects have adjusted their pedagogy and diversified strategies to cater for different learning styles and needs in class. These measures included differentiating the curriculum and learning tasks, adjusting pedagogy and challenging tasks for stretching the potential of students.

Streaming and small class teaching were arranged for S1-S3 English, Mathematics and Chinese 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.

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. 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 such as conversation classes for S1 to S3 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.

The use of English as the medium of instruction has been enhanced. 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 23 sets of new or refined materials were used in the junior forms to integrate English into content subjects. These materials were shared in relevant content subjects. Two sets of newly produced materials in Biology have been introduced to senior forms. LAC elements have been incorporated into school-based workbooks of ICT and IS. Six lesson observations were conducted. 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.

In sum, subject departments have worked collaboratively to provide differentiated curriculum and improve teaching strategies with pedagogical changes catering for learner diversity, elevating students' motivation and enhancing their study skills. In enhancing teacher and learning effectiveness, teachers also designed tailor-made materials for students, they adopted more student-centered, interactive and self-directed activities in classroom, 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. E-learning has been infused into lessons for promoting student engagement in classroom.

### ***Reflection***

It is glad to see that our students' attitude and motivation are improved. Under the effort of our teaching staff, a whole school approach has been adopted to help students set, revise and work towards their goals.

With the collaboration of various subjects, we have fostered students' active participation in class activities especially those interactive, more student-centered and self-directed activities. Nonetheless, we still need to reinforce students' motivation and their attitude towards studies. 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 endeavour of our teachers, differentiated curriculum and pedagogical changes (questioning skills, use of e-resources, interactive activities, and strategies catering for learner diversity) have been developed; teachers' professional development has also been enhanced. 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 differentiate curriculum, review and refine the learning and teaching materials, and adjust the pedagogy to address the needs of students.

Despite the fact that collaborative lesson planning and class observation have been conducted among a number of subjects this year, these practices should be promoted to all other subjects and more professional sharing among peer teachers should be encouraged so that good practices of some subject departments and individual teachers can be promulgated. As such, these practices should be popularized and implemented regularly in the coming year.

Even if 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 focusing on use of e-resources, questioning skills and strategies for catering for learner diversity, actually for the good of themselves as well as students.

In long term, the Technology for Innovative Pedagogy Team should be more proactive in promoting different innovative pedagogies to different subject departments. The workshops for the staff should be short and compulsory. The promotion for the use of various learning platforms should be enhanced especially for the lower forms.

## **Major Concern 2: Promoting a positive school culture**

### *Achievements*

A comprehensive whole school approach to life education has been adopted. Study values, virtues and desirable behaviours inside and outside classrooms were infused in the curriculum. Students have shown improvement in self-discipline, responsibility and respect. The curriculum of life education for S1 was developed by collaboration of functional groups under the Pastoral Division and students' overwhelmingly positive feedbacks on the trial lessons about bullying and strengths proved Life Education Lessons to be successful. The new mode of delivery characterized by experiential learning was much appreciated by S1 participants. Other teaching packages such as "communication between parents and kids" and "Chan Sui Ki" were designed with a view to promoting a loving and caring environment for students' development.

A moral community has been created building respectful relationships in school. More students showed care and respect for all school members. One exemplary case was the series of events specially designed for S6 by several functional groups under Pastoral Care Division. "Tea Power" was a surprise tea party to show teachers' love and care towards S6 who were in the face of the public examination. The Grateful Booth providing instant photo service, free memo pads and song dedication kept the momentum going through the words of encouragement from students at other levels. The series continued with a brand new Last School Day for S6 which began with a prayer service in which blessing on S6 were bestowed by Father Thomas, Principal and the two Vice Principals. Equally impressive were the handmade gifts prepared by Form Coordination Team, Religious Education Department and most importantly, all S1 students. The day finally ended with a sweet treat generously sponsored by Principal which heightened the affectionate sentiment in the school community.

To foster brotherhood and instill positive values such as respect and sportsmanship, a cheering team practice for S1 students has been arranged by the ECA section; students enthusiastically participated in the practice. Around 80% of S1- S3 students have taken part in cheering in the 3-day Inter-school Athletics Championship (D2) showing their brotherhood and sportsmanship among their fellow students athletes.

The practice of maintaining good manners has been promoted, too. Teachers acted as moral models and moral mentors. The management level took the first step by greeting students in the morning at the entrance or in the playground. Interactive drama about "anti-corruption",

talks for instance “Cyber security and privacy”, “Respect intellectual property”, “Health Talk” and “Environmental protection Talk” were arranged for S4 and S5 students by the Discipline Section and Moral and Civic Education Committee together with some Government institutions and voluntary organizations. In addition, inter-class cleanliness competition for S1 to S5 has been co-organized by the Discipline Section and the Form Coordination Team. A wide range of activities such as “Joyful Fruit Day”, Sui Ki Garden management, fund raising programme, blood donation, Read to Feed, parent-child reading and visits have been organized for students to help them develop positive values at school, at home as well as in society.

There were also talks and workshops for parents in order to enhance parent education. Guidance and Counselling Section, Careers Counselling Section, and Parent-Teacher Association provided a platform to render assistance in this regard. In addition to talks for many, small-group workshops focusing on communication strategies and stress management were organized to cater for varied needs of parents.

To value achievements in the widest sense, a notice board showing the results of all inter-class competitions was displayed in the playground and prizes were given to the best class in each form during the School Closing Ceremony. S1 students were encouraged to behave well, too. Their good deeds were appreciated through praise and little gifts in S1 Good Conduct Award Scheme conducted by Guidance and Counselling Section. A new scholarship and two new awards were established with the generous donations of two old boys in the hope of giving due recognition to students who made outstanding achievements in computer and physics related development.

To empower students’ consciousness of their roles in society, students were encouraged to take up responsible posts such as prefects, Career Ambassadors and class representatives to serve the fellow students in school as well as to participate in voluntary services outside school. Students were supported in exploring the local and world community by participating in various competitions such as STEM-related competitions and overseas tours such as the trip to London. Students have gained more exposure and broadened their horizon through engaging in voluntary services to a greater extent. For instance, all S4 students joined a programme called “Voluntary for Hope” during the post-examination period through which love and care were extended to elderly people in a neighbouring community centre. What’s more, students’ talents were exhibited and their confidence was boosted on the occasion. Besides, tailor-made leadership training programmes were conducted by the Discipline Section and ECA sections for prefects and committee members of clubs and societies respectively. Participants found the training sessions helpful and their leadership

skill, ability and attitude were improved indeed. Most of the prefects participated in the Caritas Bazaar found that engaging in voluntary service was very meaningful.

Career Week focusing on the introduction of vocational personality was held by the Career and Life Planning Section. In addition, the Section also arranged lots of programmes, such as visits, workshops, talks, Education & Career Expo and simulated work experience to arouse awareness of students' roles in society. Students' responses to these programmes were very positive and students gained more understanding about the world of work. This year, class representatives were chosen to take up the responsibility of disseminating career-related information to their classes and they discharged their duties well. Strategies implemented were supporting students in exploring the local and world community.

In summary, a positive school culture has been promoted successfully through the coordination and collaboration of all subject departments and functional groups together with the great endeavour of our students, teachers and all the stakeholders of our school. Students were more self-disciplined, responsible and respecting themselves as well as others. Other than showing care to all school members, students were more conscious of their roles in society.

### ***Reflection***

In the coming school year, Life Education Lessons for S1 will be delivered in double lessons on alternate Day 3. Involved teachers have attended Life Education training courses to facilitate the implementation of the plan and a support team arranged by Education University of Hong Kong has also given invaluable advice on the planning and implementation of Life Education in school. A staff development workshop has also been organized to infuse the teaching staff with confidence in the curriculum and to build a shared mission among the members. To keep the ball rolling, more teachers will be encouraged to involve in the formulation and implementation of the Life Education curriculum in the following years.

S1 Good Conduct Award Scheme was welcomed by S1 students and they have shown their good behavior towards others. Since the Scheme was so successful, it was suggested that the Scheme should be extended to S2 students to give positive reinforcement. Form Coordination Team will be expected to play a more crucial role in developing a positive school culture and building good manners and behaviours among students. Besides promoting the list of maxims and organizing the aforementioned inter-class competitions and S6 events, each form will be encouraged to arrange form-based activities to address the

unique needs of students at various levels.

In broadening the horizon of our students and their consciousness of their roles in society, we have conducted workshops and visits together with other institutions and business establishments such as Irish Consulate Student Exchange Programme. It was encouraging to be awarded prizes such as the First runner-up in the 34<sup>th</sup> Sing Tao Inter-School Debating Competition (English Section). However, the opportunity to increase students' exposure was much more valued. For instance, our students participated in interesting events like CATAN Hong Kong Inter-school Competition, Revive-a-Life Programme and Innovative Competition on Insurance Technology: Life Can Be Insured. Yet, there is always room for improvement. With the establishment of Life Wide Learning Grant, more flexibility will be given to encourage various types of activities to be delivered outside classrooms. Additionally, the increased subsidy from Home-School Cooperation Grant will enhance parent education to a certain extent in the following years.

## **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 2018-2019 was 192 and the number of active school days was 163. 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)**

	16/17	17/18	18/19
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%

### **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**

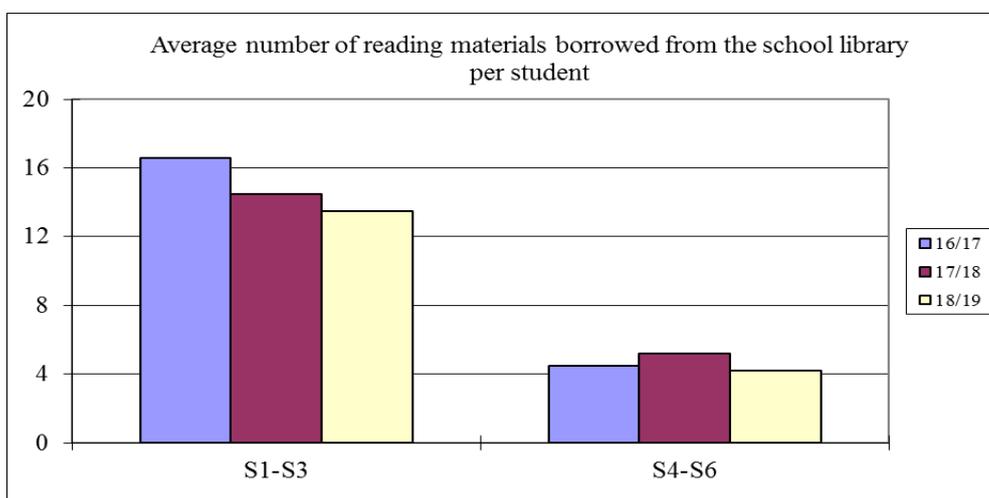
Assessment is an indispensable part of the learning process. The school's assessment mechanism is multi-faceted, comprising continuous assessment, uniform tests and examinations. In order to help our students to make improvement, teachers were provided with detailed analysis of the results after each 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 2018-2019 were shown in the following table. 151 students (39.8% 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)	54	31	41
Intermediate (16 English books and 16 Chinese books)	5	7	8
Advanced (32 English books and 32 Chinese books)	1	1	3

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 and new books introduction sessions during the morning assembly. Students were invited to share their reading with the school. The student librarians introduced new library books to all students for promotion. The information was uploaded to the website of the school library for publicity. 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 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, Computer Literary, Music, Integrated Humanities and Integrated Science by S1 to S3 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, awards were presented and good works were displayed in the school hall.

## **STEM Education**

The STEM Education Coordination Team was established 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, App Design course (Unity), Science workshops on forensic science, field experimentation and DNA – genetic code, Mathematic-related STEM workshops on number games, unwritten rules and cryptography 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, such as local and international competitions, exhibitions and programmes organised by universities and other institutes. For example, Talent Cup-STEM Challenge 2018, The 16th Infrastructure Building Competition for Secondary Schools 2018, HK 4D Frame Mathematics & Science Creativity Competition, 2018 Rocket Car Competition, Handmade Aeroplane Flight competition, "New Energy New Generation" Solar Car competition 2019, ICT Award 2019, The 21<sup>st</sup> HK Youth Science and Technology Innovation Completion 2018-2019, HK Student Science Project Competition 2019, The Innovation Technology Student Club 2019 Exchange Camp, 2018-2019 Joint School STEAM Robotics Competition 2019 and science assessment test. The Team also organised various school visits for professional sharing and encouraged teachers to attend STEM training programmes such as talks, seminars and workshops in order to enhance 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 and positive values of life 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.

The Career Counselling Section held career and life-planning programmes for S5 and S6 students. Old boys were invited to share their experience in facing the release of HKDSE result in the Talk “to prepare for the release of HKDSE result”. Also, the PTA and the Career Counselling Section co-organised careers talks for senior students and their parents.

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 continue to hire a 0.5 social worker to administer and implement the Joyful@School project for two additional years. The project aims to enhance resilience of students by means of primary and secondary intervention and was run in a smooth way.

## Financial Summary

		Income (\$)	Expenditure (\$)
<b>I.</b>	<b>Government Funds</b>		
	<b>Balance B/F</b>	<b>4,181,255.60</b>	
	<b>(1) EOEBG Grant</b>		
	<b>Non-School Specific and School Specific</b>		
	i. Administration Grant	3,709,989.68	3,312,300.18
	ii. School & Class Grant	757,437.80	849,302.10
	iii. Composite Furniture and Equipment Grant	486,843.16	457,387.20
	iv. Subject Grants (including Putonghua, Moral & Civil Education, etc.)	108,638.88	74,334.52
	v. Capacity Enhancement Grant	613,766.00	357,333.00
	vi. Composite Information Technology Grant	407,214.00	660,632.60
	vii. Other Grants (Supplementary Grant, Lift Maintenance Grant, etc.)	303,042.39	288,425.45
	<b>Sub-total</b>	<b>6,386,931.91</b>	<b>5,999,715.05</b>
	<b>(2) Grants Outside EOEBG</b>		
	i. Senior Secondary Curriculum Support Grant	731,880.00	598,727.53
	ii. Diversity Learning Grant	163,050.00	170,650.00
	iii. Fractional Post Cash Grant	487,920.00	343,485.66
	iv. Learning Support Grant for Secondary Schools	787,710.00	802,905.62
	v. Career and Life Planning Grant	609,900.00	624,597.00
	vi. Other Grants (School-based After-school Learning, Teacher Relief Grant, etc.)	309,450.50	716,648.26
	<b>Sub-total</b>	<b>3,089,910.50</b>	<b>3,257,014.07</b>
<b>II.</b>	<b>School Funds (General Funds)</b>		
	<b>Balance B/F</b>	<b>3,917,878.09</b>	
	<b>(1) Tong Fai</b>	106,880.00	35,000.00
	<b>(2) Donations</b>	53,300.00	53,300.00
	<b>(3) Others (New School Year Misc. Fees, Photostat, Newspaper, etc.)</b>	640,218.70	953,248.35
	<b>Sub-total</b>	<b>800,398.70</b>	<b>1,041,548.35</b>
	<b>Total surplus of Government Funds for 2018/2019 school year</b>	<b>220,113.29</b>	
	<b>Total surplus of School Funds for 2018/2019 school year</b>	<b>(241,149.65)</b>	
	<b>Accumulated surplus of Government Funds as at the end of 2018/2019 school year</b>	<b>4,401,368.89</b>	
	<b>Accumulated surplus of School Funds as at the end of 2018/2019 school year</b>	<b>3,676,728.44</b>	
	<b>Accumulated surplus as at the end of 2018/2019 school year</b>	<b>8,078,097.33</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
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
18/19	64.8	51.6	54.5	46.0	66.6	52.2

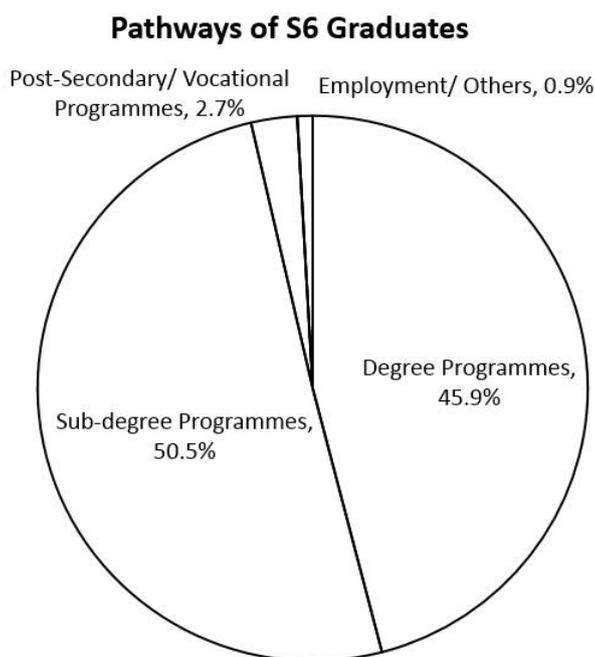
Remark: In 2013/2014, 2015/16 and 2017/18, the Pre-S1 HKAT was administered on a voluntary basis. There were no territory figures given by the Education Bureau and comparison could not be made.

### Hong Kong Diploma of Secondary Education (HKDSE) Examination 2019

111 students sat for the HKDSE Examination 2019. Overall results of our students attaining “level 2+”, “level 3+”, “level 4+” and “level 5+” were all better than those of the territory e.g. Level 5 or above 13.2% (HK 13.1%), Level 4 or above 39.9% (HK 36.58%), Level 3 or above 72.7% (HK 61.6%), Level 2 or above 96.8% (HK 85.2%).

48.6% of our students (HK 37.0%) fulfilled the entrance requirements for university programmes, i.e. core subjects at 3322 or better.

### Pathways of S6 Graduates (Total Number: 111)



## 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	139	114
School Music Festival	23	4
School Speech Festival (Chinese) and Chinese Debating	69	62
School Speech Festival (English) and English Debating	30	25
School Drama Festival	0	0
Boy Scouts	54	9
Red Cross	41	14
Lasallian Youth Movement	5	5
Community Youth Club	39	33
STEM Society	55	31
Voluntary Services Group	0	0
Maths-related Competitions	12	16

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

Nature	Name of Competition / Organization	Award / Prize Details e.g. Position or Merit Awards
Chinese	第七十屆中文朗誦比賽	優良: 13 名 良好: 10 名
	星島第三十四屆全港校際中文辯論比賽	第二回合初賽 最佳辯論員 (x1)
	中國中學生大賽文學之星 (香港中華文化促進中心)	優異: 3 名
	教育大學中華文化精萃演講盃	初中組 冠軍
English	70th Hong Kong Schools Speech Festival (English Speech)	Second (x1)
		Certificate of Merit (x26)
		Certificate of Proficiency (x3)
	Hong Kong Secondary Schools Debating Competition 2018-2019	1 <sup>st</sup> Runner-up (Junior Division Kowloon) 1 <sup>st</sup> Runner-up (Senior Division Kowloon)

	The 34th Sing Tao Inter-School Debating Competition (2018-2019)	1 <sup>st</sup> Runner-up (team) Best Debater Awards (x3) Best Interrogative Debater Awards (x3)
	The 1 <sup>st</sup> Hong Kong Inter-Secondary School General Knowledge Championship 2019	2 <sup>nd</sup> Runner-up (x2)
<b>Maths</b>	華夏盃全國數學奧林匹克邀請賽 2019	一等獎 (x1) 二等獎 (x1) 三等獎 (x1)
	2019 港澳數學奧林匹克公開賽 <港澳盃 HKMO Open >	金獎
	2019 亞洲國際數學奧林匹克公開賽 <AIMO Open >	銀獎
	Secondary School Mathematics & Science Competition	Distinction (x3) High Distinction (x2)
<b>Sports</b>	Inter-school Athletics (Division Two) Championships	A Grade: 4 <sup>th</sup>
	Inter-school Cross Country (Division Two) Championships	A Grade: 3 <sup>rd</sup> Overall: 4 <sup>th</sup>
	Inter-school Basketball (Division Two) Competition	A Grade: Champion C Grade: 4 <sup>th</sup> Overall: 2 <sup>nd</sup>
	香港學界跆拳道比賽 2019 (中學及大專組)	中學男子色帶組 季軍
<b>Music</b>	71st Hong Kong Schools Music Festival	Flute Solo: 1 Merit Certificate
		Alto Saxophone Solo: 1 Merit Certificate
		Trumpet Solo: 1 Merit Certificate
		Grade Three Piano Solo: 1 Merit Certificate
		Grade Eight Piano Solo: 1 Merit Certificate
		Hong Kong Joint school Competition (Secondary School Group Ensemble – Singing): Silver Award
<b>Red Cross</b>	Youth Unit of The Year	Certificate of Merit
	Training Shield	Certificate of Merit

	Voluntary Service Award	Bronze Award (x3)	
	Youth Instructor Service Award	Bronze Award (x1)	
	Progressive Programme	Attainment Badge (x2) Advancing Badge (x1) Leading Badge (x4) Practicing Badge (x18)	
<b>Scouts</b>	Scout Association of Hong Kong Cub Scout Section Highest Award	Golden Bauhinia Award (x4)	
	Scout Association of Hong Kong Scout Section Highest Award	Chief Scout's Award (x3)	
	Scout Association of Hong Kong Scout Section Highest Award	Dragon Scout's Award (x1)	
	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	Gold 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 (x12)	
	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 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 Homantin District Venture Scout Section Competition	Champion		

Scout Association of Hong Kong Homantin District Rover Scout Section Competition	Champion 2 <sup>nd</sup> Runner-up
Social Welfare Department Volunteer Service	Gold Award (x30)
Social Welfare Department Volunteer Service	Silver Award (x19)
Social Welfare Department Volunteer Service	Bronze Award (x17)
Scout Association of Hong Kong	Distinguish Service Cross Award x1
Scout Association of Hong Kong	Long Service Award (x1)
Scout Association of Hong Kong	Cub Scout Section Wood Badge (x1)
Scout Association of Hong Kong	Scout Section Wood Badge (x1)
Scout Association of Hong Kong	Venture Scout Section Wood Badge (x1)
Scout Association of Hong Kong	Scout of the Year (x1)
205th Kowloon Scout Group	Finding the footstep of BP (UK Visit) (x22)

*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	8	Homebound elderly in To Kwa Wan
	“與你同行計劃” by Hong Kong Red Cross	1	Mentally disabled person in The Salvation Army Lai King Home
	The Community Chest Flag Day	6	The Community Chest Public
	Summer Service Project By YU52 Chan Sui Ki (La Salle) College and YU218 Kowloon True Light Middle School	15	Children in Hong Kong Playground Association, Mongkok Integrated Service Centre for Children and Youth

<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	The General Scout Association of China - 60
	Messenger of Peace	12	Mongolia International School - 20
<b>Community Youth Club</b>	The Community Chest Flag Day 2019	20	The Community Chest Public
<b>Lasallian Youth Movement</b>	Caritas Cheng Shing Fung Elderly Centre (Sham Shui Po)	3	Elderly
	Meal Preparing by Society for Community Organization	3	People from low-income group
	Tutorial Class for Primary School Students	15	Caritas Jockey Club Integrated Service for Young People – Wong Tai Sin Less privileged primary students
<b>Voluntary Services Group</b>	Homework Guidance Workshops	15	Primary school students
	Boardgame workshop	10	Primary school students
	Voluntary for Hope	All S4 students	Four community centres in Homantin
<b>Student Association</b>	Joint-school Voluntary Work	30	CSK and Our Lady of Rosary College

## 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, 190 students (i.e. 26.35%) were registered this year to represent our school in inter-school sports competitions and open meets. Outstanding inter-school competition results for 2018-2019 include:

Inter-school Athletics Competition (Division Two)	A Grade: 4 <sup>th</sup>
Inter-school Cross Country Competition (Division Two)	A Grade: 3 <sup>rd</sup>
	Overall: 4 <sup>th</sup>
Inter-school Basketball Competition (Division Two)	A Grade: Champion
	C Grade: 4 <sup>th</sup>
	Overall: 2 <sup>nd</sup>

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

Class Level	S1	S2	S3	S4	S5	S6
Percentage of students within the acceptable weight range	67.9	69.5	68.5	60.7	70.4	72.6

*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<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 launched a new three-year School Development Plan in 2018-2019 with two major concerns - to enhance teaching and learning effectiveness and to promote a positive school culture. The direction for the school development and the major concerns were shared by the teachers and the school management.

With reference to the school data and the results of the Stakeholder Surveys and the Assessment Programme for Affective and Social Outcomes, the school has evaluated the annual school plan and planned for the second year of implementation. 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 has been shown in different aspects. We will make unremitting efforts to sustain what we have achieved in this school year and 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**

Two associate teachers were employed to share the teaching load. Teachers concerned could be relieved of some workload for collaborative lesson planning which was conducted regularly. Split classes were arranged for small class teaching.

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. In addition, the grant was used for hiring a part-time social worker for three months. These three months were the gap period between the phase one (first year) and the phase two (second year and third year) of the Joyful@School Project which was funded by the QEF.