

School Report 2020-2021



CHAN SUI KI (LA SALLE) COLLEGE

Our School

School Information

Chan Sui Ki (La Salle) College is a subsidized Catholic boys' school founded in 1969 and is one of the five secondary schools run by the De La Salle Brothers in Hong Kong. The school campus is about 5,000 m². There are twenty-nine classrooms, a chapel, an open playground, a covered playground and a school hall. There is also a canteen where students can have hot meals. 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 30th August, 2014. The Committee comprises managers from different stakeholders:

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

Subjects offered

S1-S3		English Language, Chinese Language, Mathematics, 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	134	132	124	113	116	103	722

Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
18/19	97.7	96.9	96.7	97.8	96.8	97.2
19/20	97.8	98.2	97.6	98.2	98.2	97.1
20/21	99.0	99.4	99.0	99.3	99.3	97.0

Unfilled Places

Year	Percentage of unfilled places
18/19	13.3
19/20	12.0
20/21	9.8

Early Exit Students

Year	Percentage of Early Exit Students
18/19	3.2
19/20	3.2
20/21	4.5

Teaching Staff Information (Including School Head)

No. of teaching staff	
<i>in approved establishment:</i>	50
<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>	60
<i>Special Education Training:</i>	25
Working Experiences	Percentage of all teaching staff (%)
<i>0-4 years:</i>	8
<i>5-9 years:</i>	13
<i>10 years or above:</i>	79

Teachers with Language Proficiency Requirement

Year	English	Putonghua
18/19	100%	100%
19/20	100%	100%
20/21	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 2020-2021, the school held three professional development days for teaching staff.

Date	Staff Development Activity
18/09/2020	Workshop on MS OneNote - Guide to Assignments and Assessments with MS OneNote
19/03/2021	Sharing of Good Practices and Experiences in Teaching and Learning
08/06/2021	Lasallian Input

Achievements and Reflection on Major Concerns

Major Concern 1: Enhancing teaching and learning effectiveness

Achievements

Although in-person classes were replaced by online lessons and half-day lessons due to the COVID-19, the school took every opportunity to implement the strategies and measures scheduled in the annual school plan.

To enhance students' attitude and motivation, the school continued keeping a whole school approach to help students set, revise and work towards their goals. S1 to S5 assistant form teachers shared pastoral duties with the form teachers and provided timely support to students. Online parents' day was conducted to let our teachers keep contact with our parents and evaluate the performance of students in mid-year examination. After-school S1 Assistant Form Teacher Periods were arranged to help S1 students in developing good study habits.

Career and Life Planning 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. Talks and workshops on JUPAS application, mock release of HKDSE result and individual interview were held for senior form students. An online parent night was organized for S3 students and their parents, this activity helped them understand the details of subject selection in S4 and reminded them of goal setting.

After the enhancement of hardware and software for e-learning, subject teachers has been familiar with online teaching and figured out different online teaching and learning measures including e-assignment posted on MS Teams, online video clips for self-learning, regular feedback about e-assignment using MS OneNote, sharing learning materials through online platforms etc. These measures help our teachers maintain the connection with students who learned at home.

There have been more student-centred, interactive and self-directed activities. Besides the e-learning tools mentioned above, questioning skills were also promoted this year. Subject departments have developed the direction of questioning skills based on their curriculum, for example, step-by-step approach, direct and straightforward question, breaking down a topic using different levels of questions etc. The variation in questioning skills could enhance the interaction in both online lessons and in-person lessons.

To strengthen the corporations among teachers, the school has kept enrolling in a number of support programmes provided by the Education Bureau. The areas of support include Chinese Language, Mathematics and Catering for Learner Diversity in Liberal Studies. 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.

Staff professional development activities were arranged with reference to the major concerns of the school. A workshop related to e-platform with the theme “Assignment and Assessment with OneNote” was conducted to let our teachers experience some important features of using OneNote. The theme of another staff development day was “Sharing of Good Practices and Experiences in Teaching and Learning”, some subject departments shared their good practices with the others to enhance the efficiency of teaching and learning. The messages related to the national security education and Lasallian values were also explained to our teachers in the staff development programmes.

Furthermore, teachers attended seminars and workshops held by the Education Bureau and other institutions through webinars for their continuing professional development. Class observation was conducted in a number of subjects to enhance professional sharing on pedagogy and to promulgate good practices.

Streaming and small class teaching were arranged for S1-S3 English Language, Chinese Language and Mathematics. Teachers could pay more attention and provide more guidance for individual students in remedial classes whilst more challenging tasks were assigned to students in cream classes. In line with such arrangements, 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.

Different enhancement programmes and workshops were arranged for high achievers. These programmes included pull-out programmes and training courses related to Chinese, English, Liberal Studies, ICT and STEM. 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.

The use of English as the medium of instruction has been enhanced. The school has implemented the language-across-the-curriculum (LAC) programme which addresses junior students' needs in using English to acquire subject knowledge such as subject specific vocabulary, word formation, form of expression and specific text types. A number of refined materials were used in the junior forms to integrate English into content subjects. LAC elements have been incorporated into school-based workbooks of ICT and IS.

In summary, subject departments have worked collaboratively to provide differentiated curriculum and improve teaching strategies with pedagogical changes catering for learner diversity, elevating students' motivation and facilitating their study skills. In enhancing teaching and learning effectiveness, teachers designed tailor-made materials for students. Teachers adopted more student-centered, interactive and self-directed activities in classroom and online platforms, arranged more quizzes, tutorial classes and pull-out programmes to address the needs of students. Many subject teachers have applied different questioning skills and e-learning activities to their lessons in order to encourage class participation. As a result, students have shown improvement in their learning attitude and the result of public examination.

Reflection

Although class suspension has resulted in the loss of in-person learning hours, both teachers and students have already adapted to online classes and are getting more familiar with the new learning environment. Besides online lessons, students also grasp every chance to study hard in in-person lessons, a positive school learning atmosphere is being developed gradually. However, having half-day lessons may reduce the in-person communication time between teachers and students, our teachers have to explore more methods to further enhance the effectiveness of teaching and learning.

It is anticipated that the side effect of having long-lasting half-day lessons may appear in the coming school year. We have to stay alert to students' learning attitude and self-discipline at all times. Well-planned in-person lessons with proper academic assessments, and interactive lessons with appropriate questioning skills and professional sharing of good practices among teachers can help our students engage in the lessons and cope with the change of learning environment.

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. Bilingual maxims were chosen in accordance with the major concerns and were posted in classrooms for promoting value-based behaviours. The life education curriculum for S1, S2 and S3 was developed. The S1 curriculum was implemented successfully in a hybrid mode. Students' positive feedbacks and Form teachers' opinions provided a sound reason to carry on. The curriculum was designed by Life Education Team (Guidance & Counselling Section, Career & Life Planning Section and Moral & Civic Education Section). Collaboration between various function groups is the key for success. The curriculum infused correct values through experiential learning. The successful implementation of the school-based life education curriculum in S1 and the completion of the Junior curriculum have paved the way for further enrichment of the Senior curriculum.

The practice of maintaining good manners continued to be promoted. 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. The Moral and Civic Education Section organized various activities to promote a positive school culture. The Inter-class Board Design Competition was targeted to arouse students' awareness of 'Respecting yourself and Caring for others'. Morning sharing in the assembly was also with the same theme. It was observed that students generally understood the importance of respect and this has led to the cultivation of a more positive school environment. It is hoped that the seeds of 'Respect' have been sowed. The activities organized were more than the above two. There were "Slogan competition", "No Air Con Night", "Health Education talk on personal hygiene and blood donation", "talk on environment protection", "Blood Donation Day", "virtual tour to Zero-carbon building and Smart Power Gallery", "talk on how to identify false news", "Read to Feed Funding-raising programme", "Parent-child Reading programme" and "Interactive Drama on anti-corruption". Apart from that, there were activities which helped understand their National identity. For example, Constitution Day Exhibition, Flag-raising Ceremony on special occasions and National Security Education Day Exhibition.

Although Covid-19 still affected the operation of school to a certain extent, the Last School Day for S6 was conducted and a gift box containing sweet memory of students' school life was given to each student. This was done by the concerted effort of the Life Education Team,

the Form Coordination Team and the Religious Education Team. At festivals, such as Christmas and Chinese New Year, S6 students were sent blessings and gifts as well. At Christmas, the Principal, the vice-principals and S6 teachers went into each S6 class to sing Christmas carols and gave away gifts to students. At Chinese New Year, a box of chocolate was given to them. It showed that S6 students would not be alone on their way to the HKDSE. The activities were well-received. Moreover, masks with the name of the school printed on them were also made and given to students to increase their sense of belongings. After the examination of the 4 core subjects, students were given a card with blessings and a box of candies as an encouragement for them. All these made the S6 students felt they were cared and loved.

Despite the challenge of the COVID-19 pandemic, love and care permeated every part of the school community. Form Teachers and Assistant Form Teachers made Sunshine Calls to maintain close contact with students and parents. S6 teachers were reminded to give encouragement to students by texting or calling them so that students could maintain a positive mind. A caring community has been created building respectful relationships in school. In the face of COVID-19, materials prepared by Counseling Section and Moral & Civic Education Section helped Form Teachers and Assistant Form Teachers offer emotional support to students at difficult times. Counseling Section, Discipline Section, Career & Life Planning Section, and Parent-Teacher Association rendered support in parent-child relationship. In addition to talks, tips for parenting were disseminated to enhance parent education.

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 performing class in each form at the end of the academic year. S1 and S2 students were encouraged to behave well, too. Their good deeds were appreciated through praise and little gifts in S1 and S2 Good Conduct Award Scheme conducted by Guidance and Counselling Section. Last year, three new prizes were created to motivate students but the momentum did not stop there. The fourth new prize called Award for Politeness and Responsibility was offered by another old boy this year, which echoed the second major concern of promoting a positive school culture.

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 and activities such as STEM-related competitions. Students have gained more exposure and broadened their horizon through engaging in voluntary services to a greater extent. For instance, most of the prefects participated in the Caritas Bazaar and they found

that engaging in this voluntary service was very meaningful. Students' talents were exhibited and their confidence was boosted on the occasion. Leadership training camp conducted by ECA section to build up students' leadership skills.

Career and Life Planning Section has conducted talks for parents, Hall Assembly Sessions, Career talk and lesson about career and life planning skills including goal setting, communication strategies and stress relief. Students' responses to these programmes were very positive and parents participated enthusiastically. S3 "NSS Electives Talk" and "Talk on S4 Streaming and Selection of S4 Electives" were replaced by online activities owing to the pandemic. Such information was delivered through TEAMS and the school website. Students actively participated with positive responses. In addition, the Section also arranged lots of programmes, such as small-group consultation, individual consultation, workshops, talks, visits and mock individual interviews to arouse awareness of students' roles in society. 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 and S2 will be delivered in double lessons on alternate Day 3. Teachers of the Life Education Team will ensure the materials developed are fully implemented. With the optimization of the 4 core subjects, more time can be allocated for life education through more exposure. The S4 students in the coming year will have a life education period and a Moral, Civic and National Education lesson each cycle. With the collaborative efforts of the Guidance and Counselling Section, Life Education Team, Career and Life Planning Section, Sports Section, Religious Education Section and Moral, Civic and National Education Section, a wide variety of activities will be provided to S4 students and progressively to S5 and S6. It is hoped that students can step out of their classrooms and explore Hong Kong on their own.

With the generous donation of an old boy, a new award called the Award for Politeness and Responsibility was offered to students to recognize their good behavior. It is hoped that through this kind of positive reinforcement, students can grow to be a mature person.

S1 and S2 Good Conduct Award Scheme were welcomed by students and they have shown their good behavior towards others. The Discipline Section is reviewing the existing merit/demerit scheme 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. Apart from promoting the list of maxims and organizing the aforementioned inter-class competitions and S6 events, sections/teams under the Pastoral Division will be encouraged to arrange activities to address the needs of students despite constraints such as half-day schooling on campus.

The plan for the coming year will be to resume, as many as possible, the activities planned. Also, it is important to help students readjust to their school life.

Major Concern 3: Coping with COVID-19

Achievements

The school has enhanced remote online learning by upgrading and adopting more applications of e-platform. Subject departments have adapted classroom resources for online learning and organised lessons with a mix of strategies to cater for learning needs of students. Students were encouraged to participate more actively in online classes. The school understands the importance of parents' support in remote learning. To keep parents posted of their children's learning, the school set up two online inquiry systems for parents to view their children's attendance records of online lessons and homework records. The information was updated daily. To ensure needy students were well equipped for online classes, the school applied for the Community Care Fund successfully. Needy students were provided with a mobile device and its accessories for online classes.

Teachers have paid their efforts in staying connected with students, maintaining positive student-teacher relationships. Despite the suspension of in-person classes, teachers kept contact with their students and showed them care and encouragement through the e-platform for online learning. To help students who faced challenges during online lessons, a three-tier compulsory student support scheme was conducted by the Pastoral Division. These support programmes were compulsory and follow-up actions included those by form teachers, Discipline Section, Guidance & Counselling Section and individual counselling by school social workers.

Despite the alternation of in-person classes and online classes during the pandemic, most students have been able to adapt to the changes, rebuild their routines and continue their learning, assessments and other school activities. Furthermore, to prevent COVID-19, the school has adopted various precautionary measures. Students were very cooperative and contributed substantially to the cleanliness and hygiene of the school.

Reflection

The situation of the COVID-19 pandemic is volatile. Suspension of in-person classes and activities can be in force at short notice. We need to be ready for conducting teaching and learning in both online and in-person modes, and most importantly we need to help students adapt to the new normal.

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 2020-2021 was 192 and the number of active school days was 177. Active school days refer to school days when students have to attend lessons (both online and in-person ones) and/or well-planned learning activities scheduled in the school calendar.

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

	18/19	19/20	20/21
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%	20.8%	20.8%
Technology Education	4.2%	5.6%	5.6%
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, an online bridging programme was organised for all new S1 students in summer. The programme included a series of English lessons taught by our English teachers, a Microsoft Teams Workshop taught by our Computer teachers and a number of lessons offered by relevant subject departments including Mathematics, Science and Integrated Humanities.

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

Due to the cancellation of morning assembly, the Reading Promotion Committee invited some students to have online book sharing. Students are asked to record video clips to share books and the video clips can be assessed from the library website.

Although our school library was not opened to students because of the renovation, a number of measures were carried out to promote reading. E-book platform was promoted to let students borrow books online and read at home. “Holiday Reading Programme (Parent-Child Reading)” was held in S1 and S2, parents were encouraged to have reading activities with their sons during Easter Holiday. A reading workshop with the theme “horror fiction” was also organized for S2 students in November, some tutors from Edvenue came and shared books with our students in class.

Project Learning

The project exhibition scheduled was cancelled this year because of class suspension. In order to promote project learning, our Project Learning Team collected the best projects from subject departments and gave prizes to the students who have outstanding performance in project learning.

STEM Education

The STEM Education Coordination Team coordinated 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.

Two 3D printers were bought this year and some STEM teachers learned the operations of the printers. After some students were trained to design and produce 3D objects, they participated in a Building Model Design Competition to create a 3D building. An aquaponics system has been developed and various Science experiments were carried out using the system, an aquaponics course was also given to students and some basic skills in breeding zebra fish were discussed. Moreover, our students also involved in a number of STEM-related activities, such as a Mathematics-related STEM workshop (密碼學·數字遊戲·潛規則), an online Arduino workshop, an online Micro:bit workshop, a Bridge Building Competition, an online Kalimba workshop, an eco home model design competition and a two-day University Experience Programme 2021 "From Physics and ICT to Engineering" etc. Our students have benefited from the STEM activities and their interest in STEM has been aroused.

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 (through online training sessions while in school suspension period) 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. Regrettably, owing to the COVID-19 pandemic, inter-class and inter-school sports competitions were cancelled. Nonetheless, the PE Department introduced the concept of lifetime health and fitness systematically through online PE lessons.

The Religious Education Section continued to foster a better catholic culture by arranging prayers, services 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.

Financial Summary

		Income (\$)	Expenditure (\$)
I.	Government Funds		
	Balance B/F	6,179,097.05	
	(1) EOEBG Grant		
	Non-School Specific and School Specific		
	i. Administration Grant	3,881,028.00	3,558,778.53
	ii. School & Class Grant	765,101.00	624,555.95
	iii. Composite Furniture and Equipment Grant	465,635.68	611,296.20
	iv. Subject Grants (including Putonghua, Moral & Civil Education, etc.)	125,736.00	52,451.80
	v. Capacity Enhancement Grant	638,461.00	155,400.00
	vi. Composite Information Technology Grant	490,804.00	767,144.46
	vii. Other Grants (Supplementary Grant, Lift Maintenance Grant, etc.)	925,300.00	736,446.20
	Sub-total	7,292,065.68	6,506,073.14
	(2) Grants Outside EOEBG		
	i. Senior Secondary Curriculum Support Grant	770,400.00	1,071,419.05
	ii. Diversity Learning Grant	214,620.00	214,620.00
	iii. Fractional Post Cash Grant	513,600.00	585,269.73
	iv. Learning Support Grant for Secondary Schools	525,300.00	517,967.45
	v. Career and Life Planning Grant	642,000.00	659,598.75
	vi. Other Grants (School-based After-school Learning, Teacher Relief Grant, etc.)	2,175,486.00	2,163,488.76
	Sub-total	4,841,406.00	5,212,363.74
II.	School Funds (General Funds)		
	Balance B/F	3,672,830.83	
	(1) Tong Fai	106,880.00	39,885.79
	(2) Donations	2,184,984.86	1,950,467.00
	(3) Others (New School Year Misc. Fees, Photostat, Newspaper, etc.)	268,789.99	259,817.20
	Sub-total	2,560,654.85	2,250,169.99
Total surplus of Government Funds for 2020/2021 school year		415,034.80	
Total surplus of School Funds for 2020/2021 school year		310,484.86	
Accumulated surplus of Government Funds as at the end of 2020/2021 school year		6,594,131.85	
Accumulated surplus of School Funds as at the end of 2020/2021 school year		3,983,315.69	
Accumulated surplus as at the end of 2020/2021 school year		10,577,447.54	

Performance of Students

Pre-S1 Hong Kong Attainment Test (HKAT)

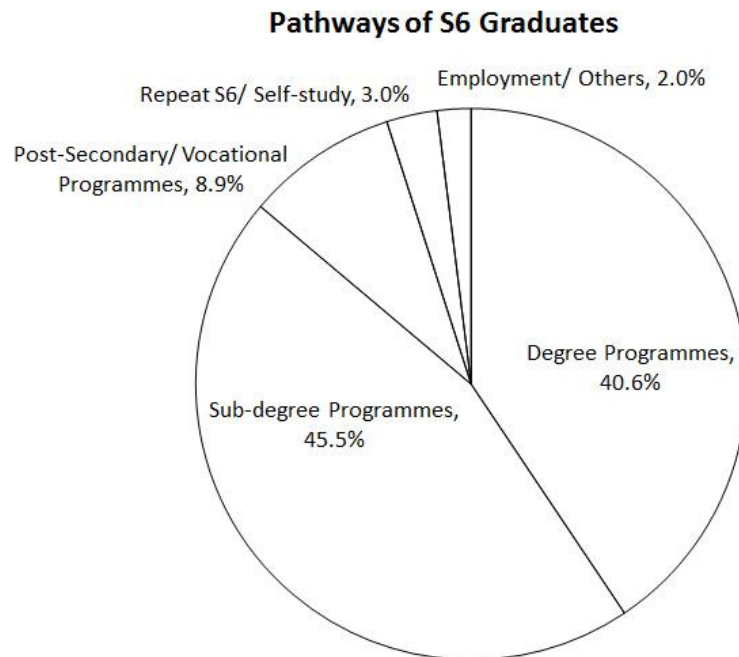
Year	Average score of students					
	Chinese		English		Mathematics	
	School	Territory	School	Territory	School	Territory
16/17	61.2	51.4	57.9	47.9	71.4	58.7
18/19	64.8	51.6	54.5	46.0	66.6	52.2

Remark: In 2017/18, 2019/20 and 2020/21, 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 2021

101 students sat for the HKDSE Examination 2021. 48.0% of our students (HK 36.3%) fulfilled the entrance requirements for university programmes.

Pathways of S6 Graduates (Total Number: 101)



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
Catholic Society	0	0
Community Youth Club	65	15
HK Lasallian Youth Movement	0	0
ICT-related	0	3
Inter-school Sports Events	2	2
Maths-related competitions	4	4
Red Cross	27	20
School Drama Festival	13	1
School Music Festival	5	0
School Speech Festival (Chinese) and Chinese Debating	30	30
School Speech Festival (English) and English Debating	29	17
Scouts	57	9
STEM Society	5	6
Visual Arts	0	0
Voluntary Services Group	0	0

Inter-school Activities and Prizes Won

Nature	Name of Competition / Organization	Award / Prize Details e.g. Position or Merit Awards
Chinese	第七十二屆中文朗誦比賽	良好 x 5 優良 x 5
	第十屆奇趣盃辯論比賽	最佳辯論員 x 2
	爭鳴盃辯論比賽	最佳辯論員 x 2
English	73rd Hong Kong Schools Music Festival	Gold Award x 1 Silver Award x 2 Bronze Award x 1

	Hong Kong Schools Speech Festival (English Section)	Second x 2 Third x 2 Certificate of Merit x 19 Certificate of Proficiency x 4
	Hong Kong Secondary School Debating Competition	Best Debater x 2
	36th Sing Tao Inter-School Debating Competition (English Section)	Best Debater Award x 1 Interrogative Debater Award x 1
Maths	粵港澳大灣區數學競賽 - 大灣盃 預選賽	二等獎證書 x 2
	粵港澳大灣區數學競賽 - 大灣盃 預選賽	三等獎證書 x 2
ICT	The Hong Kong Olympiad in Informatics 2020/21	Silver Medal
Drama	Hong Kong School Drama Festival 2020/2021	Award for Outstanding Performer Award for Outstanding Cooperation
Scouts	Cub Scout Section Highest Award	Golden Bauhinia Award x 3
	Scout Section Highest Award	Chief Scout's Award x 2
	Outstanding Scout Group --- Grasshopper Section	Gold Award
	Outstanding Scout Group --- Cub Scout Section Pack A	Gold Award
	Outstanding Scout Group --- Cub Scout Section Pack B	Gold Award
	Outstanding Scout Group --- Scout Section Troop A	Silver Award
	Outstanding Scout Group --- Scout Section Troop B	Silver Award
	Outstanding Scout Group --- Scout Section Troop C	Silver Award
	Outstanding Scout Group --- Venture Scout Section	Gold Award
	Outstanding Scout Group --- Rover Scout Section	Silver Award

	Outstanding Scout Group Leader	Outstanding Scouters x 8
	Social Welfare Department Volunteer Service	Gold Award x 36
	Social Welfare Department Volunteer Service	Silver Award x 18
	Social Welfare Department Volunteer Service	Bronze Award x 5
	Scout Association of Hong Kong	Good Service Award x 1
	Scout Association of Hong Kong	Distinguished Service Award x 1
	Scout Association of Hong Kong	Distinguished Service Medal x 1
	Scout Association of Hong Kong	Distinguished Service Cross x 1
	Scout Association of Hong Kong	Long Service 1 Star Award x 2
	Scout Association of Hong Kong	Long Service 2 Star Award x 2
	Scout Association of Hong Kong	Scout Section Wood Badge x 3
Red Cross	Progressive Programme	Leading Badge x 1 Practicing Badge x 6
Sports	2020/2021 全港學界保齡球公開賽	初中(男子)組 第二名 雙人賽 第三名

Nature & Number of Participants in Social Services

Name of Club & Society	Nature / Type of Services	No. of Students Participated	Organization / People Served
Red Cross	Summer Service Project by Youth Units 52 and 69	5	Elderly in Caritas Cheng Shing Fung District Eldery Centre (Shampshuipo)
Scouts	Online Jamboree	10	Scout Association of Hong Kong
	Fire Fighting Training	3	Scout Association of Hong Kong
	Expedition Training	1	Scout Association of Hong Kong

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

Inter-school Competitions were suspended due to the COVID-19 pandemic.

Percentage of Students within the Acceptable Weight Range

Class Level	S1	S2	S3	S4	S5	S6
Percentage of students within the acceptable weight range	68.7	65.9	60.5	74.3	70.7	57.3

Note:

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

Feedback on Future Planning

In view of the COVID-19 situation and the results of the evaluation, the school management has decided to extend the School Development Plan for one year to 2021/22 and include Coping with COVID-19 as the third major concern in the Plan. Despite the interruption of in-person classes and school activities, with the efforts of our teachers, most of the strategies and measures were implemented successfully and the evaluation took place as scheduled. With reference to the school data and the results of the Stakeholder Surveys and the Assessment Programme for Affective and Social Outcomes, we will continue the effort put forth, sustain what we have achieved in the past three years of implementation and further the school development.

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

Capacity Enhancement Grant

An associate teacher was 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.

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 (Group 1: English Language, Humanities subjects and BAFS; Group 2: Mathematics, Science Subjects and Computer Subjects; Group 3: Chinese Subjects and Liberal Studies) in preparing teaching & learning materials, and organising learning activities & programmes.

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.

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.

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.

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 religious teacher to enhance Lasallian formation in the school.