

School Report 2019-2020



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	133	128	120	116	110	97	704

Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
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
19/20	97.8	98.2	97.6	98.2	98.2	97.1

Unfilled Places

Year	Percentage of unfilled places
17/18	15.1
18/19	13.3
19/20	12.0

Early Exit Students

Year	Percentage of Early Exit Students
17/18	3.5
18/19	3.2
19/20	2.7

Teaching Staff Information (Including School Head)

No. of teaching staff	
<i>in approved establishment:</i>	50
<i>not included in approved establishment:</i>	1
Qualifications and Professional Training	Percentage of all teaching staff (%)
<i>Teacher Certificate / Diploma in Education:</i>	100
<i>Bachelor Degree:</i>	100
<i>Master/ Doctorate Degree or above:</i>	61
<i>Special Education Training:</i>	25
Working Experiences	Percentage of all teaching staff (%)
<i>0-4 years:</i>	6
<i>5-9 years:</i>	10
<i>10 years or above:</i>	84

Teachers with Language Proficiency Requirement

Year	English	Putonghua
17/18	100%	100%
18/19	100%	100%
19/20	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 2019-2020, the school held two professional development activities for teaching staff in the first term. Staff professional development activities were suspended due to COVID-19.

Date	Staff Development Activity
30/10/2019	Executive Skills Training and Special Education Arrangement
22/11/2019	Workshop on Using e-Resources to Support Teaching and Learning
25/03/2020	Outing: cancelled due to COVID-19
03/06/2020	Lasallian Formation: cancelled due to COVID-19

Achievements and Reflection on Major Concerns

Major Concern 1: Enhancing teaching and learning effectiveness

Achievements

Despite the fact that classes were suspended due to social unrest in the first term and COVID-19 in the second term, 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. 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.

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. Elite classes and pull out programmes were held for high achievers and gifted students to stretch their potential. However, some programmes in the second term were cancelled due to COVID-19.

The enhancement of hardware and software for e-learning has facilitated the replacement of in-person classes by online classes during class suspension. The Technology for Innovative Pedagogy Team organized workshops for teachers, sharing the knowledge and skills for conducting online classes. The Team also provided students with instructions and guidelines of using the e-Learning platform, ensuring the continuity of student learning.

To facilitate the implementation of the annual school plan, the school has kept enrolling in a number of support programmes provided by the Education Bureau. The areas of support include Chinese Language Education, Mathematics and Catering for Learner Diversity (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.

There have been more student-centred, interactive and self-directed activities in classroom. Though collaborative lesson planning, peer classroom observation, sharing of good practices

and other professional development activities were halfway completed due to COVID-19, teachers have still actively taken part in these activities. e-Resources were well prepared for online teaching and learning materials were differentiated to cater for learner diversity.

Staff professional development activities were arranged with reference to the major concerns of the school. A workshop on executive skills training and special education and a training session on Microsoft Teams and other e-resources were conducted. 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 in the first term.

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 to 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 on Chinese Language, English Language, Liberal Studies, and ICT. 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. After-school support programmes such as tutorial classes for S1 to S3 were arranged for students who were academically at risk and economically disadvantaged. However, provision of these courses and programmes were suspended in the second term due to COVID-19.

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 total of 20 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. LAC elements have been incorporated into school-based workbooks of ICT and IS, and final examination papers of

S1 and S2 IS.

The school enrolled in the *School-based Support Programme on Developing Curriculum Materials to Enhance Teaching the Science Education Key Learning Area in the English Medium* organized by the University of Hong Kong. Science teachers took part in 12 hours of activities and have raised their language awareness. The school also participated in a research study on LAC commissioned by the EDB. 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 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 also designed tailor-made materials for students. Teachers 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 subject teachers have stimulated questioning, group discussion and presentation to encourage class participation. e-Learning has been infused into lessons for promoting student engagement in classroom.

Reflection

Teaching and learning was greatly affected because of the social unrest and the COVID-19 pandemic. Class suspension has resulted in loss of learning such as lagging behind teaching schedule and loss of in-person learning activities. There are also concerns that the gap between the advantaged students and the disadvantaged students has become larger. Both teachers and students have to adapt to online classes, teaching and learning through e-platforms. Learning at home requires strong self-discipline. Examination results revealed that quite a number of students suffered from their weak self-discipline and self-management abilities.

It is anticipated that the COVID-19 situation will continue in the coming school year. We have to enhance remote online learning and create a positive learning environment, engaging with student online. Furthermore, we have to help students cope with the changes that arise from the pandemic such as keeping routines and learning.

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. Five bilingual maxims were chosen in accordance with the major concerns and were posted in classrooms for promoting value-based behaviours. Although the life education curriculum for S1 was developed, only a part of it was delivered by Form Teachers/Assistant Form Teachers owing to the COVID-19 pandemic. Yet students' positive feedbacks and Form teachers' opinions provided a sound reason to carry on. The curriculum for S2 designed by Life Education Team (Guidance & Counselling Section, Career & Life Planning Section and Moral & Civic Education Section) was formulated. The curriculum infused correct values through experiential learning. The successful implementation of the school-based life education curriculum in S1 and the completion of S2 curriculum have developed a good foundation for our Life Education Team to start preparing the curriculum for S3 in the following year.

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. For celebrating the Golden Jubilee of the School, Inter-class Board Design Competition and Slogan Design Competition (Theme: 50th Anniversary) for all forms organized by the Moral & Civic Education Section plus Inter-class Cross Country Fund-raising programme co-organized by the Moral & Civic Education Section and P.E. Department were successfully held. As a result, a sum of more than twenty thousand Hong Kong dollars was donated to "Chan Sui Ki (La Salle) College Golden Jubilee Fund. Besides, the CSK 50th Anniversary Open Days started on 7th December 2019 with a wide variety of interesting activities including drama, tae kwon do and musical performance, not to mention STEM experiments, booth games and board displays by various clubs and societies. Free coffee brewed and served by our students plus the sale of school magazines compiled by the publication team also raised money for the Golden Jubilee Fund. Students' sense of belonging to the school was evident in their contribution to the Open Days that ended on 8th December 2019.

Various competitions and functions for celebrating the Golden Jubilee of the School have aroused students' awareness of care for school and enhanced the sense of unity among the school members, promoting a better relationship between students and teachers. In addition,

a wide range of activities such as “Sharing in the morning assembly by students”, “No Air Con Night”, “Health Education Morning Talk”, “Parent-child Reading Programme” and blood donation were organized for students to help them develop positive values at school, at home as well as in society. Unfortunately, due to the outbreak of COVID-19, classes were suspended from Feb 2020 to late May 2020. Lots of activities were cancelled or postponed.

Owing to the COVID-19 pandemic, Last School Day for S6 was cancelled but contingency plans were carried out. Brothers, Principal, Vice Principals, teachers, office staffs and janitors worked collaboratively to give blessing and full support to S6 students. Each S6 student was given blessing through one cross and one holy picture with the student’s name and one bible verse handwritten. A video including the canteen service provider, janitors, office staff and teachers was produced to encourage S6 students to try their best in the public examination. The Hong Kong Lasallian Family also sent a video with encouraging remarks to S6 students of all Lasallian schools. Ice cream treats for S6 students were replaced by non-edible souvenirs, boy-in-red key chains.

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. Parent-Teacher Association generously donated surgical masks to send their warmest regards to all staff members and boxes of alcohol swabs to help maintain the environmental hygiene in classrooms, thus safeguarding the health of students. A caring community has been created building respectful relationships in school. To infuse positivity into students, Interactive Theater School Touring Performance – Negative Energies Make My Day was co-organized by ECA Section and Careers & Life Planning Section. Joyful@School Project supported by Quality Education Fund fostered this sense of positivity. 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 the Discipline Section and that by ECA section to build up students' leadership skills, regrettably, were cancelled due to the COVID-19 pandemic.

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 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, teachers will be encouraged to attend professional development activities about topics such as life education, class spirits and emotional support in the following years.

S1 and S2 Good Conduct Award Scheme were welcomed by students and they have shown their good behavior towards others. It was suggested that Discipline Section review 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 online activities to address the needs of students despite constraints such as half-day schooling on campus.

In broadening the horizon of our students and their consciousness of their roles in society, it was encouraging that the English Debate Team entered the quarter-finals in the 35th Sing Tao Inter-School Debating Competition (English Section). The Junior and Senior teams joined the Hong Kong Secondary Schools Debating competitions in the first term as well. Individual prizes were won, too. For instance, Outstanding Award for Extra-curricular Activities offered by Hong Kong Extra-Curricular Activities Masters' Association and West Kowloon Divisional Headquarters Red Cross Youth of the Year 2019 by Red Cross. Hong Kong Outstanding Students Award organized by YouthArch Foundation is one of the most recognized and prestigious awards for secondary school students in Hong Kong. One of our students was the finalist (top 40) and another was one of the 11 winners in the competition.

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 2019-2020 was 201 and the number of active school days was 140 as classes were suspended due to COVID-19. 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)

	17/18	18/19	19/20
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%	20.8%
Technology Education	4.2%	4.2%	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, 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.

Online Classes

Suspension of in-person classes due to the COVID-19 has resulted in a distinctive rise of online classes whereby teaching is undertaken remotely and on digital platforms. Based on the experience of adopting e-resources to promote student engagement in classroom, our teachers adapted classroom resources for online learning during the class suspension period. Existing teaching materials were digitized so that students could easily access them at home. Batches of learning tasks were given to students regularly. Online lessons were scheduled and delivered through Microsoft Teams. These measures were important in helping students keep their routines and learning.

Reading Promotion

The Reading Promotion Committee organised a number of book sharing and book recommendation sessions during the morning assembly. Students shared their books and student librarians recommended new library books. Information about the book sharing and new book releases was also uploaded to the website of the school library. The Committee also organised different reading activities to promote reading. “Holiday Reading Programme (Parent-Child Reading)” was held in January during Lunar New Year Holiday. The EDB Summer Reading Programme “Gift Book Pilot Scheme 2020” and “eRead Scheme” were held from June to December 2020. 610 books were ordered and distributed by Chinese teachers under the scheme and 100 ebooks were included in the eRead Scheme.

Due to the school suspensions during 13th - 19th Nov 2019 and February to May 2020, a number of reading activities and programmes were revised or cancelled. The reading scheme for S1-S3 students was suspended and there were no reading requirements set for students. “Read to Feed” Programme, Reading talks, Reading to Art Campaign and School book fair were cancelled.

Project Learning

The project exhibition scheduled in the second term was cancelled because of class suspension. Nonetheless, project skills and knowledge were taught in S2 and a few subjects still conducted their project learning sessions to a lesser extent.

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. For instance, Arduino courses, Mathematics-related STEM workshop – Cryptography, and Sphero courses were held. The purposes of these activities are to enrich students' experiences by developing their interest, knowledge and skills in STEM related disciplines. Students participated in many STEM related activities, such as local and international competitions, exhibitions and programmes organised by universities and other institutes e.g. The 'Talent Cup' STEM Education Challenge 2020 (微震機械兵團爬山競技賽 2019-2020), Building Model Design Competition, and Remote-controlled Car Racing Competition (香港遙控模型車新星賽 2019). The Team also organised various school visits for professional sharing and encouraged teachers to attend STEM training programmes such as talks, seminars and workshops held by EDB or other organizations in order to enhance teachers' capacity in organizing 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 (through online training sessions while in school suspension period in the second term) 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, class suspension from February to late May, most 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.

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 successfully to encourage S1 and S2 students to behave well.

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.

Financial Summary

	Income (\$)	Expenditure (\$)
I. Government Funds		
Balance B/F	4,401,368.89	
(1) EOEBG Grant		
Non-School Specific and School Specific		
i. Administration Grant	3,854,076.00	3,394,466.25
ii. School & Class Grant	759,794.00	563,815.00
iii. Composite Furniture and Equipment Grant	455,155.11	658,426.80
iv. Subject Grants (including Putonghua, Moral & Civil Education, etc.)	124,872.00	44,271.50
v. Capacity Enhancement Grant	634,017.00	407,751.61
vi. Composite Information Technology Grant	420,652.00	391,711.46
vii. Other Grants (Supplementary Grant, Lift Maintenance Grant, etc.)	926,091.98	689,913.22
Sub-total	7,174,658.09	6,150,355.84
(2) Grants Outside EOEBG		
i. Senior Secondary Curriculum Support Grant	770,400.00	717,044.52
ii. Diversity Learning Grant	167,390.00	167,390.00
iii. Fractional Post Cash Grant	524,300.00	394,583.59
iv. Learning Support Grant for Secondary Schools	519,000.00	606,736.04
v. Career and Life Planning Grant	642,000.00	615,615.00
vi. Other Grants (School-based After-school Learning, Teacher Relief Grant, etc.)	2,304,746.00	1,673,040.94
Sub-total	4,927,836.00	4,174,410.09
II. School Funds (General Funds)		
Balance B/F	3,676,728.44	
(1) Tong Fai	104,320.00	25,474.90
(2) Donations	79,800.00	147,700.00
(3) Others (New School Year Misc. Fees, Photostat, Newspaper, etc.)	760,305.30	775,148.01
Sub-total	942,505.30	948,322.91
Total surplus / (deficit) of Government Funds for 2019/2020 school year	1,777,728.16	
Total surplus / (deficit) of School Funds for 2019/2020 school year	(5,817.61)	
Accumulated surplus of Government Funds as at the end of 2019/2020 school year	6,179,097.05	
Accumulated surplus of School Funds as at the end of 2019/2020 school year	3,670,910.83	
Accumulated surplus as at the end of 2019/2020 school year	9,850,007.88	

Performance of Students

Pre-S1 Hong Kong Attainment Test (HKAT)

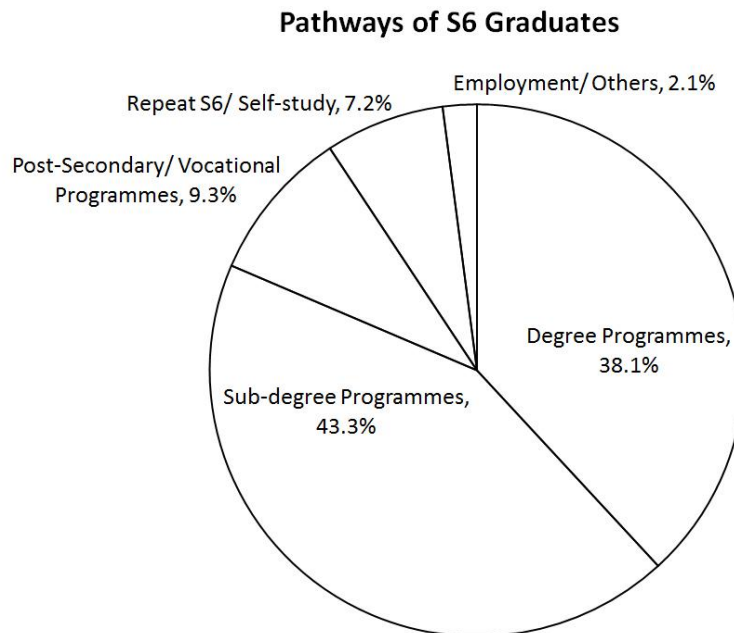
Year	Average score of students					
	Chinese		English		Mathematics	
	School	Territory	School	Territory	School	Territory
16/17	61.2	51.4	57.9	47.9	71.4	58.7
18/19	64.8	51.6	54.5	46.0	66.6	52.2

Remark: In 2015/16, 2017/18 and 2019/20, 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 2020

97 students sat for the HKDSE Examination 2020. 51.5% 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: 97)



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	167	104
School Music Festival	0	0
School Speech Festival (Chinese) and Chinese Debating	9	5
School Speech Festival (English) and English Debating	350	350
School Drama Festival	0	0
Boy Scouts	54	10
Red Cross	29	19
Lasallian Youth Movement	0	0
Community Youth Club	11	12
STEM Society	25	0
Voluntary Services Group	0	0
Maths-related Competitions	28	0

Inter-school Activities and Prizes Won

Nature	Name of Competition / Organization	Award / Prize Details e.g. Position or Merit Awards
Academic, ECA, Service & Leadership	Hong Kong Outstanding Students Award	Winner: 1 Finalist: 1
	第七十一屆中文朗誦比賽	亞軍: 1 名 優良: 13 名 良好: 5 名
Chinese	星島第三十五屆全港校際辯論比賽中文組	最佳交互答問辯論員: 1 名 最佳辯論員: 2 名
English	71st Hong Kong Schools Speech Festival (English Speech)	Second (x2)
		Third (x2)
		Certificate of Merit (x17)
		Certificate of Proficiency (x1)

	Hong Kong Secondary Schools Debating Competition 2019-2020	Best debater (x2)
	The 35th Sing Tao Inter-School Debating Competition (2019-2020)	Best Debater Awards (x3) Quarter Finalists
	Penmanship Competition MI Young Writer Awards 2020	Merit (x1) Certificate of Participation
	Hong Kong Young Writers Award 2020	Certificate of Participation
Maths	華夏盃全國數學奧林匹克邀請賽 2019 (華南賽區)	一等獎 (x1) 二等獎 (x1) 三等獎 (x1)
	Thailand International Mathematical Olympiad (Heat Round)	Gold Award Silver Award Bronze Award
	Thailand International Mathematical Olympiad (Semi-Final)	Bronze Award Merit Award
STEM Society	Talent Cup – STEM Challenge 2020	Second Class Awards: 3 teams
Sports	Inter-school Cross Country (Division Two) Championships	A Grade: 4 th
Red Cross	Red Cross Youth of the Year 2019	West Kowloon Divisional Headquarters Red Cross Youth of the Year 2019
	Hong Kong Red Cross Voluntary Service Award	Bronze Award (x3)
	Progressive Programme	Leading Badge (x6)
Scouts	Scout Association of Hong Kong Cub Scout Section Highest Award	Golden Bauhinia Award (x3)
	Scout Association of Hong Kong Scout Section Highest Award	Chief Scout's Award (x3)
	Scout Association of Hong Kong Rover Scout Section Highest Award	BP Award
	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	Troop A	Gold Award

Outstanding Scout Group --- Scout Section	Troop B	Silver Award
	Troop C	Gold 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 (x10)	
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 Venture Scout Section Competition	Champion	
Scout Association of Hong Kong Homantin District Venture Scout Section Competition	2 nd Runner-up	
Social Welfare Department Volunteer Service	Gold Award (x31)	
Social Welfare Department Volunteer Service	Silver Award (x8)	
Social Welfare Department Volunteer Service	Bronze Award (x20)	
Scout Association of Hong Kong	Good Service Award (x2)	
Scout Association of Hong Kong	Long Service Award (x5)	
Scout Association of Hong Kong	Long Service 1 star Award (x6)	
Scout Association of Hong Kong	Long Service 2 star Award (x2)	
Scout Association of R.O.China	International Friendship Award (x1)	
Scout Association of Hong Kong	Cub Scout Section Wood Badge (x1)	
Scout Association of Hong Kong	Venture Scout Section Wood Badge (x1)	

Nature & Number of Participants in Social Services

Name of Club & Society	Nature / Type of Services	No. of Students Participated	Organization / People Served
Red Cross	Community Care Project by Hong Kong Red Cross	4	Homebound elderly in To Kwa Wan
Scouts	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
Community Youth Club	The Community Chest Flag Day 2019	23	The Community Chest Public

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, 184 students (i.e. 25.66%) were registered this year to represent our school in inter-school sports competitions and open meets.

Due to the COVID-19 pandemic, only Inter-school Swimming Competition and Inter-school Cross Country Competition could be finished. All other inter-school competitions were cancelled.

Results of inter-school competitions for 2019-2020:

Inter-school Cross Country (Division Two) Championships	A Grade: 4 th
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Percentage of Students within the Acceptable Weight Range

Class Level	S1	S2	S3	S4	S5	S6
Percentage of students within the acceptable weight range	65.4	69.5	73.4	71.4	61.3	53.6

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 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

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.

The COVID-19 pandemic has swept across the world since early 2020. In-person classes were suspended for months and school activities/ programmes were postponed or cancelled. It is difficult to implement the strategies of the development plan as scheduled. Moreover, every school member has to adapt to the new normal such as replacing in-person classes with online classes, maintaining half-day sessions, social distancing with classmates, etc. The Stakeholder Surveys and the Assessment Programme for Affective and Social Outcomes were suspended because of class suspension. Nonetheless, the school was able to conduct an evaluation of the Annual School Plan when classes resumed in June. 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.

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.

A teacher assistant was employed to help subjects (English Language, Humanities subjects and BAFS) in preparing teaching & learning materials, and organising learning activities & programmes..

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).

Senior Secondary Curriculum Support Grant (SSCSG) and Additional SSCSG

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.

A teacher assistant was employed to help subjects (Mathematics, Science Subjects and Computer Subjects) in preparing teaching & learning materials, and organising learning activities & programmes.

Additional SSCSG

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.

A teacher assistant was employed to help subjects (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.

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.

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 paying the administration fee of the Joyful@School Project, a QEF funded project in collaboration with Caritas. A part-time social worker was hired to implement the programmes of enhancing resilience of students.