

School Report 2023-2024



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. Under the School Improvement Programme, a new nine-storey school annex was completed in August 2005. It provides extra space and facilities for teaching purposes and student activities. All the rooms and the school hall are air-conditioned and equipped with Wi-Fi.

School Vision

The vision of the school is to teach minds, touch hearts and transform lives. The school believes that every student is capable of developing his potential to the fullest through the Lasallian Spirit of Faith, Zeal and Community.

The spirit of faith: we propose Jesus Christ as “the way, the truth and the life” while respecting other spiritual traditions. We respect each of our students as made in the image and likeness of God.

The spirit of zeal: We are to teach the children with diligence, enthusiasm and dedication. We are to take care of the students both inside and outside the classroom. We are to be role-models, practicing what we preach.

The spirit of community: We are to be like older brothers and sisters to our pupils. We are to promote unity and harmony and avoid division and intolerance within our school community. In touching the hearts of our students, we are to behave in a way both firm but kind.

School Mission

The mission of the school is to provide a human and Christian education for the young. Faithful to the founder, St. John Baptist de La Salle, the school is committed to forming a community which puts the highest human and Christian values within reach of students so that they can become people with integrity and with an eagerness to serve others.

School Motto

Laus Deo Semper which means Praise be to God always.

Incorporated Management Committee

The school-based management has been implemented since September 1999. The Incorporated Management Committee was established on 30th August, 2014. The Committee comprises managers from different stakeholders:

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

Subjects offered

S1-S3		English Language, Chinese Language, Mathematics, Integrated Humanities, Integrated Science, Chinese History, Putonghua, Computer Literacy, Business Fundamentals (S2 and S3 only), Religious Studies, Physical Education, Music, Visual Arts
S4-S6	Core Subjects	English Language, Chinese Language, Mathematics, Citizenship and Social Development
	Electives	Mathematics Extended Part (Module 2), Physics, Chemistry, Biology, Chinese History, Economics, Geography, Information & Communication Technology, Business, Financial & Accounting Studies, Health Management and Social Care (S4 and S5 only), 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	115	103	113	111	91	667

Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
21/22	99.4	98.9	98.2	98.5	98.6	97.9
22/23	97.7	96.8	97.4	96.2	95.8	94.9
23/24	98.0	97.4	97.3	96.7	96.2	95.0

Unfilled Places

Year	Percentage of unfilled places
21/22	12.4
22/23	17.6
23/24	17.9

Early Exit Students

Year	Percentage of Early Exit Students
21/22	6.3
22/23	3.6
23/24	3.0

Teaching Staff Information (Including School Head)

No. of teaching staff	
in approved establishment	53
not included in approved establishment	1
Qualifications and Professional Training	Percentage of all teaching staff (%)
Teacher Certificate / Diploma in Education	94
Bachelor Degree	100
Master/Doctorate Degree or above	54
Special Education Training	26
Working Experiences	Percentage of all teaching staff (%)
0-4 years	17
5-9 years	13
10 years or above	70

Teachers with Language Proficiency Requirement

Year	English	Putonghua
21/22	100%	100%
22/23	100%	100%
23/24	100%	100%

Continuing Professional Development (CPD) of Teachers

The educational reforms have brought much change to our staff's duties. Our teachers have always been encouraged to participate actively in seminars, workshops, short-term courses and other learning programmes.

In 2023-2024, the school held three professional development days for teaching staff.

Date	Staff Development Activity
27/9/2023	Workshop on self-regulated learning pedagogy, lesson design, and strategies to cater for neuro-diversity among learners
15/12/2023	Learning and Teaching Expo 2023
14/05/2024	1. Crisis management drills on handling student suicide 2. workshops on common e-Learning tools and classroom management skills in 1:1 iPad environment.

Furthermore, an online course on positive education (22 CPD hours) and a range of in-house workshops were arranged for teachers. For the CPD hours of teachers in 2023-2024, the average number of hours was above the target of 50 hours.

Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To enhance students' attitude and motivation towards learning

Achievements

Pedagogy Team further developed several strategies to enhance students' attitude and motivation towards learning based on the foundation laid down in the past few years. The development focused on promoting student engagement through enhanced lesson design. Firstly, the team initiated the creation of an interactive classroom through encouraging teachers to use e-resources. Secondly, teachers used various measures to encourage inquiry and thinking among students. Hence, special Collaborative Lesson Preparation and Peer Lesson Observation were organized for teachers to learn from each other, especially in areas like preparation of differentiated lesson materials, student-centred lesson design, questioning skills, interactive lesson delivery and self-directed activities.

Apart from the above pedagogical try-out, regular collaborative lesson planning continued in core subjects and some elective subjects. To cater for learners' diversity, curriculum designs were differentiated, school-based teaching materials were developed, and pedagogies were adjusted. To promote student engagement, teachers used strategies like structured teaching, graphic organizer, explicit and systematic instruction, e-resources, etc. in their lessons. Over the year, self-regulated learning and thinking routines were emphasized. To enhance teaching skills of our teachers, a school visit to observe several lessons at a counterpart was organized. Also, teachers participated in a seminar about self-regulated learning to increase their understanding and encourage classroom application.

The DigiZeal pilot scheme was conducted in a class in Secondary One. In this initial stage of development, trainings were provided for teachers so that they could connect their teaching experience and needs with the skills learned. Through communication with the subject teachers of the pilot class, it was observed that a significant number of students reported heightened engagement due to the use of iPads. The devices were mainly used for notetaking, e-book reading, and assignment completion. Educational tools such as LoiLoNote, Kahoot, and Quizlet were praised for increased participation of students. Students were more willing to express their ideas during lessons.

S1 to S5 assistant form teachers worked in partnership with form teachers to support students in setting learning goals, working towards their aspirations, reflecting on their performance and

revising their plan. In this regard, the school continued to adopt a whole school approach. Students were required to complete self-reflection forms in September and February. In alignment with Growth Mindsets, form teachers and assistant form teachers provided positive feedback for their students. Two parents' days enabled our teachers to discuss students' performance in uniform tests and mid-year examination with parents. In view of S1 students' need for good study habits and self-care abilities, after-school S1 Assistant Form Teacher Periods remained essential.

Streaming and small class teaching were implemented for S1-S3 English Language and Chinese Language. This allowed operation of remedial classes and advanced classes. A value-added section was introduced in the assessments for junior forms to challenge more capable students to achieve higher scores. Subject departments have differentiated their curricula by establishing a core syllabus for all and an extended section for high achievers. Various pull-out sessions and training courses related to STEM, Integrated Science, Biology, BAFS, and Geography were organized. For S4 and S5 elites, two workshops on divergent thinking and effective reasoning skills were organized respectively. They also participated in inter-school competitions and were given opportunities to join tasting programmes of tertiary education, through which they gained a better understanding of future career paths. For instance, the Dual Program organized by the HKUST, and the Mathematics Day Camp organized by the CUHK.

Students become more proficient in using English at school through the language-across-the-curriculum (LAC) programs where students' needs were addressed including subject-specific vocabulary, word formation and specific text types. LAC vocabulary logbooks for I.H. and I.S. were refined. Music and PE teachers studied questioning words and how to describe a process, respectively, at the junior levels. Apart from Science, more DSE subjects, namely Economics, Geography, and BAFS, added LAC elements to their learning materials. To promote collaboration among teachers, the English Department, the English Language Society, and the English Ambassadors collaborated with the LAC Committee to run eight game booths about English, PE, Music, and STEM in the school hall. Throughout English Week, students were able to participate in various games. Teacher collaborations were also observed through lesson observations, allowing opinions related to LAC to be shared for lesson evaluation. Most of our teachers successfully completed a three-day workshop for secondary school teachers on teaching in the English medium.

Reflection

DigiZeal Pilot Class could be expanded and more effort could be put into further developing teachers in this area so that a stronger e-Learning culture and more benefits can be shown later.

By establishing a positive teacher-student relationship, applying various pedagogical methods to academic activities, and implementing effective strategies to help students develop a self-directed learning attitude, the learning atmosphere has steadily improved over the years. As a result, more students enjoy their school life with a strong sense of belonging and satisfaction with their academic performance.

Feedback and Follow-up

Subject departments are open to planning and implementing various strategies to facilitate learning, both inside and outside the classroom. The importance of creating an interactive learning environment has been emphasized, and collaboration among teachers should continue so as to enhance teaching practices.

Over 80% of teachers who attended the training workshop about e-learning gave positive feedback. More hands-on workshops could be organized in the next academic year. With the aid of hardware upgrade including touch displays and the launching of the Bring-Your-Own-Device Programme next year, student engagement will be further enhanced. Professional training regarding the effective use of touch displays should be promoted.

The results of public examinations were maintained at a satisfactory level last year. The S6 students showed great initiative during their self-study period, greatly boosting their revision efforts. Regular evaluation of students' learning performance allows better goal-setting, and teachers continue to provide positive feedback to encourage their students. Academic reports with cross-year statistical results gave teachers and students extra reference data for self-evaluation. Measures regarding self-directed learning can be explored to facilitate self-evaluation.

Major Concern 2: Promoting Values Education

Achievements

A comprehensive, whole-school approach to life education has been implemented. Students have demonstrated notable improvements in responsibility and respect, as well as a genuine care for others. The life education curriculum for S1 to S6 has been adapted to meet the current needs of our students. This curriculum was primarily designed by the Guidance & Counseling Section (GCS), the Career & Life Planning Section (CLP), and the Moral, Civic & National Education Section (MCNE). Collaboration among these functional groups has been instrumental to our success. To enrich the life education lessons, voluntary services were organized for S.4 and S.5 students by the Extra-Curricular Activities Section (ECA), along with sports tasting events arranged by the Sports Section (SPS). Through experiential learning, students gained valuable exposure and broadened their perspectives.

To enhance students' awareness of mental health, various talks, workshops, and lunchtime programs were arranged. Stress management workshops were specifically designed for S.6 students to help them cope with the pressures of public examinations.

Numerous activities and curriculum initiatives have been organized to nurture students in twelve priority values and attitudes, focusing on "Respect for Others," "Responsibility," and "Care for Others." For instance, the MCNE Section held an inter-class board design competition on the theme of positivity, optimism, and striving for excellence. Additional activities included talks on organ donation and a "Read to Feed" fundraising program that aimed at supporting sustainable development in remote villages in rural China.

To strengthen students' sense of national identity, the MCNE Section arranged various activities, such as the National Constitution Day Exhibition, a quiz competition, flag-raising ceremonies on special occasions, a National Security Education Day Exhibition. A Chinese Kung-Fu show was also organized by the Chinese and Chinese History departments.

Additionally, a Life-wide Learning Day was organized to promote Chinese culture and technology for junior form students (S1 – S3). Booths showcasing ancient Chinese technologies, including movable type printing, paper-making, and catapult construction, were set up in the covered playground for students to experience and appreciate the ingenuity of ancient China. Students also participated in a “bridge-making” competition in the hall to spark their interest in STEM. Most students enjoyed the activities of that day.

To raise students' awareness of their rights and responsibilities as citizens, citizenship activities such as talks on cyberbullying and privacy were arranged. There was also a session on anti-smoking. An inter-class cleanliness competition, co-organized by the Discipline Section and the Form Coordination Team, helped students develop a sense of responsibility for maintaining a clean and tidy campus. A recycling campaign for plastic bottles and cans was also organized by the MCNE Section to promote environmental protection.

The positive behavior of S1 and S2 students has been recognized and rewarded through praise and small gifts in the S1 and S2 Good Conduct Award Scheme conducted by the GCS. The award, named the "Award for Politeness and Responsibility," aligns with our goal of promoting good manners.

To empower students' awareness of their roles in society, they have been encouraged to take on responsible positions such as prefects, peer counselors, environmental ambassadors, and librarians. Students have also engaged with the local and global community by participating in various competitions and activities, including STEM-related competitions and voluntary services such as visits to elderly centers during life education lessons. Through these initiatives, students have developed care and concern for others.

The Career and Life Planning Section has conducted a range of career talks for S.3 to S.6 students and developed a curriculum for S1 to S5 students which aimed at helping them systematically understand their aspirations, needs, interests, and abilities. This curriculum enhances self-awareness and nurtures various career-related soft skills, attitudes, and knowledge, enabling students to gain a broader perspective on future pathways and occupations. A half-day Saturday workshop for S.5 students was held to facilitate interviews with alumni, providing updated career information and fostering connections that enhance school spirit.

To promote a positive attitude, all students completed a VIA survey to identify their 24 character strengths. Understanding these strengths helps students increase happiness, well-being, and find meaning and purpose in their lives. Teachers were also supported in preparation for values education through participation in an online course about positive education. Teachers have completed the VIA Character Strengths survey to deepen their understanding of the concepts and themselves. A section of class notice boards was reserved for students to express their gratitude, and positive maxims were displayed in the covered playground to create a more positive environment.

Reflection

Students are generally responsible and respectful, with many eager to help others. They have had various opportunities to serve both inside and outside the school. Prefects and peer counselors have received training, improving their capability to fulfill their roles.

With the full resumption of normal lessons, students can now enjoy a complete school day with their classmates, participating in events such as Athletics Meets, Swimming Galas, Excursion Days, and other activities that provide valuable exposure beyond the classroom.

This year, character strengths and gratitude have been emphasized, contributing to a positive learning environment. Teachers have attended various courses on positive education and gained foundational knowledge. Activities related to character strengths, gratitude, and growth mindset have been introduced, helping students develop a positive attitude toward life. Results from the APASO III survey indicated that students feel a stronger sense of belonging and greater meaning in their lives compared to last year.

Feedback and follow-up

In the upcoming school year, double lessons for life education will be allocated to all S.4 students and nearly all S.5 and S.6 students, providing more opportunities for experiential learning outside the classroom. More voluntary services and experiential activities will be organized to strengthen students' roles in society and broaden their horizons.

As the APASO III results indicated an improved sense of belonging and greater meaning in life, the themes of character strengths and gratitude will continue to be emphasized. Growth mindset will be highlighted in the coming year to further cultivate positive attitudes among students.

However, students' positive affect needs enhancement. Teachers will be encouraged to utilize information about character strengths to motivate students towards more positive thoughts and actions. Workshops on growth mindset, resilience, and wellness will be organized, along with class management activities in the upcoming school year.

Efforts to enhance national and global identity will persist. Students will participate in talks on national security to foster law-abiding values and strengthen their sense of national identity.

The Career and Life Planning Section will continue to arrange various programs, including small-group consultations, individual consultations, workshops, talks, and visits, to help

students better understand their interests, aptitudes, and abilities.

To promote a healthy lifestyle, various sports activities will continue to be organized for boys, including after-school sports training, athletics meets, swimming galas, and cross-country competitions, encouraging active participation in physical activities. As usual, several extracurricular music activities will be organized, allowing students to appreciate the arts through playing different musical instruments and joining the school choir or instrumental ensemble.

Financial Summary

	Income (\$)	Expenditure (\$)
I. Government Funds		
Balance B/F	7,281,675.03	
(1) EOEBG Grant		
Non-School Specific and School Specific		
i. Administration Grant	4,054,140.00	3,745,591.20
ii. School & Class Grant	799,227.00	644,164.29
iii. Composite Furniture and Equipment Grant	486,396.26	760,821.93
iv. Subject Grants (including Putonghua, Moral & Civil Education, etc.)	131,352.00	116,577.60
v. Capacity Enhancement Grant	666,935.00	908,712.30
vi. Composite Information Technology Grant	512,696.00	562,405.41
vii. Other EOEBG Grants	974,975.00	983,006.18
Sub-total	7,625,721.26	7,721,278.91
(2) Grants Outside EOEBG		
i. School-based After-school Learning and Support Programmes	99,000.00	101,400.00
ii. Diversity Learning Grant	425,605.00	427,055.00
iii. Life Wide Learning Grant	1,218,131.00	1,519,956.90
iv. Learning Support Grant for Secondary Schools	837,821.00	815,834.97
v. ITSSG	333,812.00	299,580.00
vi. Other Grants Outside EOEBG	1,455,852.00	1,650,656.63
Sub-total	4,370,221.00	4,814,483.50
II. School Funds (General Funds)		
Balance B/F	4,108,297.82	
(1) Tong Fai	107,134.00	23,803.48
(2) Donations	85,939.00	75,141.60
(3) Others	594,717.18	548,194.72
Sub-total	787,790.18	647,139.80
Total surplus of Government Funds for 2023/2024 school year	(539,820.15)	
Total surplus of School Funds for 2023/2024 school year	140,650.38	
Accumulated surplus of Government Funds as at the end of 2023/2024 school year	6,741,854.88	
Accumulated surplus of School Funds as at the end of 2023/2024 school year	4,248,948.20	
Accumulated surplus as at the end of 2023/2024 school year	10,990,803.08	

Performance of Students

Pre-S1 Hong Kong Attainment Test (HKAT)

Year	Average score of students					
	Chinese		English		Mathematics	
	School	Territory	School	Territory	School	Territory
18/19	64.8	51.6	54.5	46.0	66.6	52.2

Remark: In 2019/20, 2020/21, 2021/22, 2022/23 and 2023/24 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.

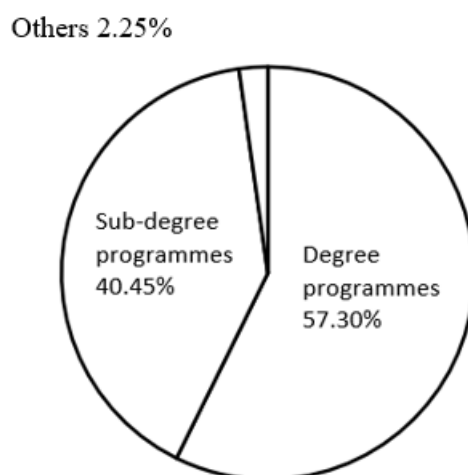
Hong Kong Diploma of Secondary Education (HKDSE) Examination 2024

89 students sat for the HKDSE Examination 2024. 62.9% of our students (HK 39.2%) fulfilled the entrance requirements for university programmes.

Pathways of S6 Graduates

57.30% and 40.45% of the graduates were admitted to the degree programmes and sub-degree programmes respectively.

Pathways of S6 Graduates



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	134	94
School Drama Festival	23	3
School Speech Festival (Chinese)	34	22
Chinese Writing Competition	300	195
Chinese Debating	14	58
School Speech Festival (English)	19	8
English Writing Competition	5	15
English Debating	12	13
Maths-related competitions	15	9
Red Cross	33	10
Scouts	47	11
STEM Society	6	6
School Music Festival	26	0
Visual Arts	108	14

Inter-school Activities and Prizes Won

Nature	Name of Competition/ Organization	Award/ Prize (No.)
中國語文	第七十五屆中文朗誦比賽	優良(12) 良好(14)
中國語文	星島第 39 屆全港校際辯論比賽	最佳交互問答辯論員
Drama	Hong Kong School Drama Festival	Award for Outstanding Script
Drama	Hong Kong School Drama Festival	Award for Outstanding Performer
Drama	Hong Kong School Drama Festival	Award For Outstanding Stage Effects
Drama	Hong Kong School Drama Festival	Award for Outstanding Cooperation
Eng. Lang.	ICAS 2024	Participation Certificate (52)

Eng. Lang.	ICAS 2024	Merit Certificate (5)
Eng. Lang.	ICAS 2024	Credit Certificate (4)
Eng. Lang.	75 th Hong Kong Schools Speech Festival	Certificate of Merit (20)
Eng. Lang.	75 th Hong Kong Schools Speech Festival	Certificate of Proficiency (5)
Eng. Lang.	75 th Hong Kong Schools Speech Festival	Third Place (2)
Eng. Lang.	Hong Kong Young Writers Awards 2024	Honourable Mention (10)
Eng. Lang.	The Hong Kong Federation of Youth Groups English Public Speaking Contest 2024	Certificate of Participation (20)
Maths	華夏盃 晉級賽 2024	二等獎(1) 三等獎(1)
Maths	2024 亞洲國際數學奧林匹克公開賽 初賽	銀獎
Maths	2024 亞洲國際數學奧林匹克公開賽 晉級賽	銀獎
Maths	HK Mathematics and Math Olympiad Open 2023	1st Prize(S5)
Maths	HK Mathematics and Math Olympiad Open 2023	Silver Medal (S5)
Maths	HK Mathematics and Math Olympiad Open 2023	3rd Prize (S4)
Maths	HK Mathematics and Math Olympiad Open 2023	Silver Medal (S4)
Maths	HK Mathematics and Math Olympiad Open 2023	Bronze Medal (S3)
Maths	HK Mathematics and Math Olympiad Open 2023	Silver Medal (S2)
Maths	HK Mathematics and Math Olympiad Open 2023	Bronze Medal (S2)
Music	76th Hong Kong Schools Music Festival	Gold Award (1)
Music	76th Hong Kong Schools Music Festival	Silver Award (1)
Music	76th Hong Kong Schools Music Festival	Bronze Award (3)
Music	Hong Kong Joint School Music Competition 2024 (Secondary School Choir--Challenger)	Bronze Award
Scouts	Cub Scout Section Highest Award	Golden Bauhinia Award (5)
Scouts	Scout Section Highest Award	Chief Scout's Award (4)
Scouts	Venture Scout Section Highest Award	Dragon Scout Award
Scouts	Outstanding Scout Group - Grasshopper Section	Outstanding Award
Scouts	Outstanding Scout Group - Cub Scout Section Pack A	Outstanding Award
Scouts	Outstanding Scout Group - Cub Scout Section Pack B	Outstanding Award
Scouts	Outstanding Scout Group - Scout Section Troop A	Outstanding Award
Scouts	Outstanding Scout Group - Scout Section Troop B	Outstanding Award
Scouts	Outstanding Scout Group - Scout Section Troop C	Outstanding Award
Scouts	Outstanding Scout Group - Venture Scout Session	Outstanding Award
Scouts	Outstanding Scout Group Leader	Outstanding Scouters (5)
Scouts	Outstanding Scout Group Leader	Distinguished Service Medal
Scouts	Outstanding Scout Group Leader	Dedicated Service Award

Scouts	Outstanding Scout Group Leader	Good Service Award (2)
Sports	Inter-School Athletics Competition Division II	A Grade Javelin Champion (1)
Sports	Inter-School Athletics Competition Division II	A Grade Shot Put 3 rd (1)
Sports	Inter-School Athletics Competition Division II	A Grade Discus 2 nd (1)
Sports	Inter-School Athletics Competition Division II	A Grade 100m 4 th (1)
Sports	Inter-School Athletics Competition Division II	B Grade 100mH Champion (1)
Sports	Inter-School Athletics Competition Division II	B Grade Shot Put 2 nd (1)
Sports	Inter-School Athletics Competition Division II	C Grade 4x100m Relay 4 th (4)
Sports	Inter-School Athletics Competition Division II	C Grade 100m 4 th (1)
Sports	Inter-School Athletics Competition Division II	C Grade High Jump 3 rd (1)
Sports	Inter-School Cross Country Competition Division II	A Grade Individual 5 th (1)
Sports	Inter-School Cross Country Competition Division II	A Grade Team 3 rd (8)
Sports	Inter-School Swimming Competition Division II	A Grade 200m Free Style 4 th (1)
Sports	Inter-School Swimming Competition Division II	B 50m Breast Stroke Champion
Sports	Inter-School Swimming Competition Division II	B 100m Breast Stroke 2 nd (1)
Sports	Inter-School Swimming Competition Division II	B 100m Free Style 3 rd (1)
Sports	Inter-School Swimming Competition Division II	B 4x50m Free Style Relay 3 rd (4)
Sports	Inter-School Swimming Competition Division II	A 4x50m Free Style Relay 2 nd (4)
Sports	Inter-School Tenpin Bowling Competition	Individual 8 th (1)
Sports	Inter-School Fencing Competition	C Grade Foil Individual 2 nd (1)
Sports	2023 Overseas Chinese L.Y.C. International Fencing Competition	U14 Foil Individual 1 st (1)
Sports	2023 Overseas Chinese L.Y.C. International Fencing Competition	U16 Foil Individual 3 rd (1)
Sports	Watsons Annual Challenge Athletics Competition	U16 110mH 3 rd (1)
Sports	Watsons Annual Challenge Athletics Competition	U18 Javelin 1 st (1)
Sports	HKAAA Junior Athletics Competition 2023 Series I	U18 Javelin 1 st (1)
Sports	HKAAA Junior Athletics Competition 2023 Series I	U16 110mH 1 st (1)
Sports	TCAA Athletics Competition 2023 Series III	U16 Shot Put 1 st (1)
Sports	TCAA Athletics Competition 2023 Series III	U16 Discus 1 st (1)
Sports	Inter-School Fencing Competition	C Grade Foil Individual 2 nd (1)
Sports	16th HK Tenpin Bowling Individual Open	U15 1 st (1)
Sports	16th HK Tenpin Bowling Individual Open	Junior Group 3 rd (1)
Sports	6 th Asia Lion and Dragon Dance Championship	Dragon Dance 3 rd (1)
Sports	HK Open Lion and Dragon Dance Championship	Dragon Dance Open 3 rd (1)
Sports	SCAA Inter-School Athletics Meet 2023	B Grade Shot Put 3 rd (1)
Sports	SCAA Inter-School Athletics Meet 2023	B Grade 100mH 1 st (1)

Sports	SCAA Inter-School Athletics Meet 2023	A Grade Javelin 1 st (1)
Sports	Inter-School Cross Country Division II	A Grade Team 3 rd (8)
Sports	Inter-School Cross Country Division II	CSK Overall 6 th
Sports	Pre-Season Athletics Trial	110mH Men's Open 1 st (1)
Sports	TCAA Athletics Championships 2024 Series I	B Shot Put 2 nd (1)
Sports	TCAA Athletics Championships 2024 Series I	B Discus 1 st (1)
Sports	Thailand Inter-Clubs Fencing Competition	Junior Foil Individual 2 nd (1)
Sports	Hong Kong Shooters Action Air IPSC Competition	Standard Division Beginner 2 nd (1)
Sports	67 th Festival of Sports Youth and Kids Athletics Competition	U18 110mH 2 nd (1)
Sports	HKCTBC Bowling Local Youth Tournament	U20 2 nd (1)
Sports	HKCTBC Bowling Local Youth Tournament	U22 1 st (1)
Sports	HKCTBC Bowling Local Youth Tournament	Team CSK 3 rd (3)
Sports	全港公開夜光龍錦標賽	夜光龍錦標賽 季軍 (1)
Sports	67 th Festival of Sport, Tenpin Bowling Championships	U20 1 st (1)
Sports	Hong Kong Junior Age Group Athletics Competition Series III 2024	U18 110mH 1 st (1)
Sports	23rd Asian Junior Tenpin Bowling Championship	Boy's Stepladder Final 2 nd (1)
Sports	Hong Kong Inter City Athletics Competition 2024	U18 110mH 1 st (1)
STEM	第十八屆中學基建模型創作比賽 2024	最佳外觀獎 冠軍
STEM	RoboMaster 2024 青少年對抗賽(香港站)	青少年工程師獎
STEM	2024 趣味科學比賽風馳電掣	三等獎
Red Cross	Hong Kong Red Cross West KLN District First Aid Competition	15th Place
Red Cross	Hong Kong Red Cross West KLN District Nursing Competition	13th Place
Visual Arts Department	中華文化保育元宇宙創作大賽 2023-2024	優異獎

Nature & Number of Participants in Social Services

Name of Club/ Society	Nature / Type of Services	No. of Students Participated	Organization / People Served
Catholic Society	Oblate meal box distribution	17	Elderly in Yau Ma Tei

Community Youth Club	Oblate meal box distribution	17	Elderly in Yau Ma Tei
Community Youth Club	Flag selling day	7	SEN students and families
Red Cross	The Community Chest Flag-selling day	3	The Community Chest
Scouts	香港童軍百周年紀念大樓關愛社區支援計劃「童」你前行	5	Public
Scouts	何文田區 STEM 深造班	10	Public
Voluntary Services Group	Rabbit House Service I & II	18	Abandoned Rabbits
Voluntary Services Group	Joint-School Country Park Cleaning Campaign	15	Country Park Hikers
Voluntary Services Group	Subdivided Flat Workshop	10	Subdivided Flat Residents
Voluntary Services Group	Elderly Home Visit	12	TWH Wong Cho Tong Care & Attention Home

Students' Physical Development

Enhancement of Students' Physical Fitness

Physical Education (PE) is a compulsory subject in our school, and two periods per week 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. In addition to taking part in inter-class sports competitions and sports-related extra-curricular activities, 228 (i.e., 34.44%) students were registered this year to represent our school in inter-school sports competitions and open meets.

Percentage of Students within the Acceptable Weight Range

Class Level	S1	S2	S3	S4	S5	S6
Percentage of students within the acceptable weight range	70.7	59.8	71.8	69.9	64.9	70.3

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.*

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

Capacity Enhancement Grant (CEG)

A pastoral assistant was employed to provide support for teachers in Religious Studies, Catholic functions and Lasallian formation programmes. Through a variety of religious activities such as prayers, services and Holy Masses, students could learn the gospel values and grow in faith, thus enhancing pastoral care to students.

A teacher assistant was employed to (i) render assistance to the teacher librarian in reading promotion and library management and (ii) administer the Homework Scheme including management of homework submission records. Various reading activities were organized successfully and the Homework Scheme has enhanced students' self-management skills.

A career counsellor was employed to enhance the capacity of career teachers for life planning education and career guidance by supporting administrative work and career guidance.

An IT assistant was employed to assist teachers in developing and using IT in teaching and learning resources. The assistant was also assigned to provide technical support during lessons and maintenance of hardware and software.

Teacher Relief Grant

The grant was used for employment of supply teachers to replace teachers on sick leaves and other approved leaves. In addition, the grant was used for hiring a part-time religious teacher to enhance Lasallian formation in the school.

An associate teacher was employed to share the teaching load and prepare teaching & learning materials for Chinese Language. Teachers concerned could be relieved of some workload for collaborative lesson planning which was conducted regularly.

Teacher Relief Grant (Optional Cash Grant)

A contract teacher was employed to teach some classes of Chinese Language and Putonghua, develop teaching & learning materials, and organise learning programmes. Split classes could be arranged to support junior secondary students and related teachers could be relieved of some workload for collaborative lesson planning.

Two teacher assistants were employed to help subjects ((Group 1: English Language, Cultural subjects and BAFS; Group 2: Citizenship & Social Development and Humanities subjects) in preparing teaching & learning materials, and organising learning activities & programmes.