

# CHAN SUI KI (LA SALLE) COLLEGE

## 陳瑞祺（喇沙）書院 2023 - 2024

# NEWSLETTER



## Emphasising Student-centred Learning

Cheng Suk Wah, Vice Principal

Last spring, I attended an Education Leadership course at the renowned Harvard Business School. Before departing, I anticipated an environment rich with advanced equipment and top-tier technology in the classrooms. However, after attending my first lecture, I discovered something quite different: a classroom dominated by six large, movable blackboards and professors who taught using the 'chalk and talk' method. You might think this approach is traditional or teacher-centred, but it is a time-honoured tradition dating back to 1908, known as the "case study method." The course content consists of analysing real-life cases, and the professors—researchers who wrote these case studies—largely refrain from lecturing, instead asking questions to stimulate students' thinking. The intellectual depth of each class is built upon the responses and discussions of the students, creating a collective learning environment. To my surprise, even at an institution teeming with star professors, learning has never been teacher-centred. The six large blackboards were filled with students' responses, highlighting their insights, not just the knowledge imparted by the professors. I witnessed a student-centric teaching approach as opposed to a knowledge-centric one. This method compels students to prepare in advance by becoming familiar with the case study content, ensuring they can respond promptly during classes. With three case studies to review daily, I rose to read and take notes at four in the morning. As Harvard professors don't allow students to use computers or phones in class, I had to jot down key points on paper. After a week, I had reviewed 15 case studies and filled a notebook with notes. It had been a long time since I studied so diligently. The insightful knowledge shared by the professors and classmates was enlightening. A student-centred design creates a space for self-study and an atmosphere conducive to discussion, with no standard answers, only positive and encouraging responses.

So, how do we enable students to learn better at our school? We help teachers to teach better! Our teachers are undoubtedly knowledgeable, but what I mean by "better" pertains to the effective use of classroom equipment. In our DigiZeal project, we have transformed classrooms to help teachers utilise the most proficient tools that best suit their subjects, such as computers, iPads, projectors, and visualisers. These tools can be switched on with a single click. Movable blackboards and a central touch panel allow different teaching materials to be displayed simultaneously, facilitating discussions. The 85-inch electronic screen is clear and bright, visible even for students seated at the back of the classroom.

We've also upgraded students' learning equipment. They can bring their own devices for learning purposes. In the classroom, students can project their iPads onto the touch panel for peer reviews and appreciation. Everyone gets a chance to take the stage. Students can use videos, music, or animations to respond to the topics they have learned. Don't think we're limiting creativity by using iPads; our diverse expressions also allow students to build with Lego or utilise AI tools for assistance, truly empowering everyone to create—a necessary part of deep learning.

Through student-centred equipment and teaching design, the key is not technology but respecting students' voice and choice. This aligns with the educational philosophy of Saint La Salle, where we care for and respect each student's uniqueness. The Last, The Least, and The Lost are not just a slogan for us but beliefs we practice daily.

I am grateful for witnessing students' growth and progress each day, and every day I receive rewards from God.

天河所踏？十二焉分？日月安屬？列星安陳？

曾經的我，如同屈原一般，對著這浩瀚蒼穹有著無限好奇。

今年暑假一次難得機會，我參與了由香港太空館疫情後首次復辦的「少年太空人體驗營」。並得以在暑假內，見識到了祖國的航天事業發展，於荒無人煙的沙漠隔壁中，體驗火星求生的困難與哲學。更有幸，會見了中國第一位航天員楊利偉將軍。

不得不說，這次的活動令我的眼界大開，認識到了許多志同道合的朋友，瞭解到了更多從未耳聞的活動。更於三輪選拔中，認識到了什麼是真正的殘酷，也對團隊、友誼，有了新的理解。起初約二百餘人的首輪天文問答，到領導人甄選，再到最後僅剩五十餘人的面試.....所幸最後我還是堅持了下來。這當中不乏老師同學的鼓勵。也感謝學校為我提供了一個平台，向我提供了一個獲得推薦的機會，讓我有幸能夠面對挑戰，於首輪中拿下第二名的好成績。

盤薄萬古，邈然星河，憑天霓以結峰，倚鬥極而橫嶂。



中五丁 29 蕭聖哲

政務司司長陳國基先生在出發儀式上說過，我們要好好把握難能可貴的受訓機會，以國家的航天英雄為榜樣，努力學習，拓展視野。得益於旅途所學，想必本人也能更加明確自身將來選擇，堅定志向，譜寫出自己的未來，為我校留名。





大家好，我是二零二三年度的畢業生譚雋翰，現就讀於香港中文大學精算系。作為陳瑞祺（喇沙）書院的畢業生，即使我身已經無法朝夕在校園流連，但我心仍然忘不掉這所學校與我成長的種種關係。

日月如梭，時光轉眼即逝，但我回憶中的那個中一少年確實很幸運。幸運在於能夠縱身一躍，進入水記這個大家庭，這裏有著數之不盡的機遇，好使我能茁壯成長。例如中一的時候便加入了中文辯論隊，雖然「路漫漫且其修遠兮」，但過程中我得到各屆師兄的協助；見識到自己隊員和其他選手的英姿；學會如何既思而辯等等，從而對我未來的學習和性格發展產生積極的影響，而學校也不遺餘力地支持我們繼續發展，例如提供練習比賽場地、津貼補助等等，因此我也感激此等機會，讓我發掘自己的優勢和興趣。除此之外，學科老師也會細心地觀察學生表現，因此我也曾被邀請加入英文辯論隊和田徑隊，雖然我最終並沒有投放太多時間，但對我而言絕對是莫大的肯定、鼓勵和機會。

個人成長方面，首先我校提供了一個舒適的學習環境，姑勿論我在讀的時候可以隨時隨地都拿起筆記或平板電腦溫習，更重要的是同學乃至師生關係都十分融洽，從一起溫習、踢球到聚餐，乍聽之下彷彿是同學一起做的事情，這確實，但其實偶爾老師和同學也會一起溫習、踢球和聚餐，我們亦師亦友，在請教學科問題之後再談天說地，讓我感到備受暖意。說到這裏，我必須提及高中時老師們對我的關心，正值青春少年的我，對所有未來的事情都感到憧憬和迷惘，有時也難免感到氣餒和失落，而我的老師卻好似能洞察所思，給我關心和肯定，例如分享他的人生閱歷和所見所聞，猶如指南針給我指明方向，又或者放棄休息時間給我耐心補課溫習，提升我的學科修養等等。因此而言，我在這裏更找得到聯繫感和自信心，從而幫助我在認識自己和奠定正確價值觀等更上一層樓。



但更為重要的是我校重視學科成績，我高中三年的文憑試生涯還歷歷在目。一般人可能以為我是勤力用功的孩子，但事實卻不全然是，那時的我眼中只有不斷的玩樂和課外活動，卻對書中知識毫無興趣，當時我以為我放棄了學業，學業也放棄了我。不過直至文憑試將近的一年多前，我開始感到有燃眉之急，於是我決定急起直追，開始投放心機至讀書溫習，我才發覺原來身邊有數之不盡的支持，例如即使我對地理科答題技巧一竅不



中六丁 譚雋翰 (2022-2023)

通，老師也會詳細地解釋概念的來龍去脈乃至答題的步驟，又抑或發現自己一直收藏的筆記能有系統地幫我操練試卷。而且學校也締造了一個良好的學習氣氛，我不能忘記那時我們一群同學和老師共同在班房裏奮鬥的時光。

在聽過我娓娓道來的回憶後，相信大家都猜透那在文章中首當其衝的問題的答案，學校不止於學習，因為學校給我們的已經遠遠超出學習，不僅僅能學習知識，更學習如何成長、學習如何建立正確價值觀。而與現時的我息息相關的水記願意陪我走過每一天，讓我發揮潛能，有所成就，我也不甘忘記它對我的關愛。

陳瑞祺（喇沙）書院 — 這所盛載我無數回憶、更照耀我前程的學校。回想起當年作為中一新生踏入校園的點點滴滴，不知不覺已達五個年頭，韶華匆匆，唯望將數年所得化作撇捺，盡訴紙上。

初入校園，師兄們最常掛在嘴邊的不外乎是「歸屬感」、「紅孩兒」此等的陌生詞彙。加入籃球隊那時，那份認同感才在我心底悄然發芽。我最愛的校園一隅必定是每個黃昏在操場揮灑血汗、力竭聲嘶叫喊口號的師兄弟。可惜彩雲易散，歷經疫情，初中生活唯有在家中渡過。

霎時間三年時光已過，正所謂「落花不是無情物，化作春泥更護花。」在重返校園的期間，憑藉學校的努力，配以一眾赤子之心的重燃，不少往時的活動被重辦，我又再一次被「瑞祺精神」振奮。

去年我和一眾閣員亦有一同參與學校籌辦的領袖訓練營。在兩日一夜的體驗中，我們獲益良多，其中不乏解決難題，及團隊合作、協調的技巧。再有喇沙會聯校訓練營，鍛煉各人堅毅不屈的精神。直至現今，八日七夜的野外挑戰仍猶在眼前，更深刻影響我往後面對逆境的心態。

我校並非一間「學業至上」的傳統學校，而是以學子們引以為榮的熱枕，結合學業和領導才能的培訓，培育未來棟樑的大家庭。

本人作為學生會會長，本年度希望為同學們舉辦各式各樣的活動，包括班際、師生體育比賽、義工探訪、聯校舞會等，務求聯繫一眾師生，帶來多姿多彩的校園生活。作為會長，不時會被人問起我請纓的原因。比起片面的名譽，更珍惜對我校的歸屬感。從這裏得到的不只有知識，更是對這所學校的情感共鳴。疫情前的熱血傳承、疫情後的奮發創新，無不扣人心弦。

引以為傲的兄弟情誼，不被疫情沖刷。我校仍引領滿腔抱負的男兒發光發熱，以夢為馬，邁向新學年！



中五丁 26 吳栢欣

「Who are we? The boys in red!」每次回想去這句口號響徹灣仔體育場時的場景，也令我百感交集。回望過去六年的校園生活，有喜有悲，但在這個從一個懵懂無知的「毛頭小子」成長為為港爭光的香港體壇新星的過程中，我的母校陳瑞祺（喇沙）書院，給予了我很多的幫助，使我獲益良多，從而能夠實現全面發展。

在運動方面，我的成就離不開田徑隊對我的付出。在我初入學校這個大家庭時，有幸獲恩師黃錦榮老師的賞識，成為田徑隊的一份子，抱著為校爭光和突破自己的憧憬。在黃錦榮老師的栽培下，我成為了學校百米和接力的主力，可惜天不由人願，我在首兩年的學界比賽中兩度折戟，等回復狀態再戰之時，一場疫情使得一切淪為泡影，使我跌入谷底。但是在嚴峻的防疫形勢下，學校仍然致力為田徑隊提供訓練的機會，使我們不會因長期缺乏訓練而懈怠。在我因偶然一次機遇選擇嘗試跳遠時，我的恩師黃錦榮老師更努力為我尋找相關的教練。而在學校對我的幫助下，最終使我獲得此番成就，實現在體育方面的發展。

在學業方面，我亦得到了來自學校的支持。我初中時，學業成績尚可，但隨著進入備考文憑試的步伐以及專注跳遠訓練下，我的學業退步了，在我處於面對學業困境的難關時，不同科目的老師並沒有對我就此放棄，而是理解我的同時，對我的學業加以支援，如約我在空閑日補課，為我量做別於他人的學習計劃等，以幫助我提升學業成績。在眾多良師的幫助下，我的學業最終得到補救。



在朋友方面，學校亦使我獲益良多。在我處於對運動和學業的抉擇而感到困惑和苦惱之時，面對因學業成績下降而產生的質疑之時，我的一班益友時常與我談心，並從中開解，使我得到精神上的支持，最終下定決心勢必在運動上取得成果。在我征戰多場比賽之時，我體會到了瑞祺精神——來自全校上下的鼓舞和打氣，成為了我突破自己的動力。承接了全校師生的期望和支持，我最終實現了初入田徑隊的夢想——取得兩年學界「四金」，為校爭光。

最後，在全校師生的鼓勵下，我終不負眾望，在二月的學界比賽中以七點八九米的成績打破香港跳遠青年紀錄，亦出戰二零二二年世界青年錦標賽，取得第八名之成績。最後，希望母校將來在學業與運動方面，百花齊放，全面發展。同時亦勉勵師弟們，記住你們的身份——「Boys in red」。能夠實踐瑞祺精神，發掘自己，發揮所長，為我們「何文田最強男校」展現光彩，邁向光明的未來！



中六丁 林銘夫 (2022-2023)



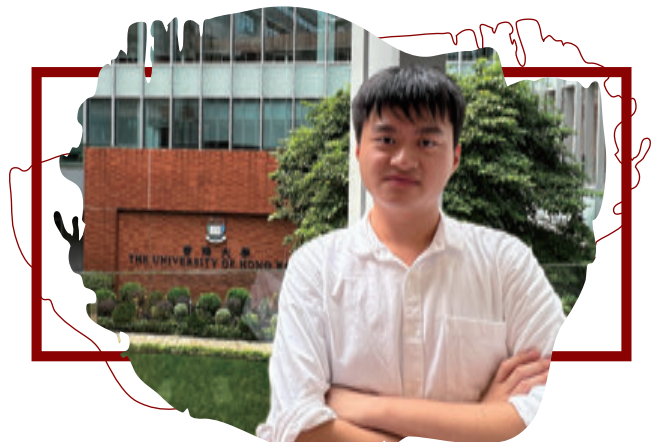
While my experience as Head Prefect greatly benefited me, the English Debate Team taught me many valuable lessons.

For 5 years had I been part of the Debate Team, we enjoyed success during the half-a-decade. Out of all, being the 1st Runner Up in the SingTao Debating Competition and being crowned the Grand Champion of the Hong Kong Secondary Schools Debating Competition are among the more notable achievements. From S2 to S6, it is fair to say I grew up in the team. I made my best friends through the team, enjoyed the most glory through the team, learnt the most through the team.

As a debater, a must-have skill is the ability to work as a team. Everything you do, you work with and think for your teammates. I witnessed first-hand a debate team without well cooperation and chemistry. They just couldn't work. It just couldn't work.

Time management became another essential skill. School work and other activities already take up a massive part in one's schedule. Being a debater added another huge layer of time cost on top. I was required to navigate between my daily revision and homework and debate duties effectively, or else, you would lack behind on both fronts. It was quite a daunting task in the beginning especially when I was unfamiliar with debating, but it became an easier task gradually. Nonetheless, it was still a challenge towards the end.

All these skills I learnt had already shown great effect during my one-month time in university. I have no doubt these skills will be further tested in the future in society. All my memories I left is impossible to be shared and discussed in the merely hundreds or thousands of words. In fact, it is an enormous discredit to my own experience if I were able to. However, I still hope these 600 words can still tell you a clearer picture of my time in CSK, my time as a boy in red.



6D Yeung Tsz Kin, Toby (2022-2023 Graduate)

Entering university marks a new stage in my life, but I will never forget my time at CSK. If I hadn't attended CSK, I wouldn't have been able to enroll in the best university in Hong Kong. Reflecting on my time at CSK, I realized that the rewards I gained from the school far exceeded the results I achieved in the HKDSE.

CSK provides ample support to students in their studies, with teachers who are willing to go above and beyond for their students. During my time in Forms 5 and 6, as I aimed for high grades in the HKDSE examination, I frequently submitted extra



6D Yu Hin Fung, Ryan (2022-2023 Graduate)

I was invited by the school to write an article for the school newsletter to share my time in CSK as a graduate. However, I found it difficult to put my 6-years school life into a short article, given how many unforgettable memories I had. Hence, in this short article, I will focus on, what I believe is, the highlights of highlights of my school life.

I am Yu Hin Fung, class of 2022-23. I am now a Year 1 LLB student studying at City University of Hong Kong. Going back in time, I was took up several position. To name a few, I was the Head Prefect of the school, a member of the English Debate Team as well as the Chairperson of the English Society.

I learnt a great deal from all those roles. I believe it is extremely crucial to participate in extra-curricular activities in order for one to grow. At the end of the day, can you only learn so much from textbooks, homework, and PowerPoint slides. The function of school is to prepare their student not only for public exams, but very importantly, society. As such, a set of soft skills becomes rather important. And these extra-curricular activities can teach you this exactly.

Being the Head Prefect, it sharpened my leadership skills. From my perspective, a leadership trait is one of the harder social skills to learn. It is mixture of many including man-management and problem-solving skills. During the year-long period, I found myself needing to solve inter-personal and practical problems in a constant manner.

Having said that, this position also gave me a more unique experience, regarding responsibility. As the head of the largest student organisation, you became liable and responsible to not only the prefects you work with, but to teachers, Principal Lee, fellow schoolmates and the entire school. Both the "Caparo Test" and the "Neighbour Principle" formulated by Lord Atkin became perfectly applicable in my case, as everyone in CSK is neighbour, and I must take reasonable care in order not to injury my neighbour.



drilling practices to my teachers. I am aware that this was beyond their job duties, as it required them to work extended hours to mark these practices for me. I am incredibly grateful that my teachers placed importance on my extra practice, willingly dedicating extra time to provide detailed feedback and patiently explaining the material to me. This allowed me to have more training opportunities and gain valuable hands-on experience in handling exam papers, ultimately leading to good grades in the public exam.

My teachers even put in countless efforts to equip us with the necessary knowledge to excel in the HKDSE exams. I remember my chemistry teacher organizing supplementary tutorial sessions for us during his spare time at night. Despite being exhausted from his daytime work, he chose to help us. He divided the class into several groups based on students' capabilities, allowing for more tailored instruction and focusing on the individual learning progress of each student. As one of the high-performing students, I was able to delve into advanced concepts, while classmates who faced difficulties in understanding certain topics could revise the foundational parts to catch up with the rest of the class. This personalized approach enabled us to acquire knowledge more effectively. When it comes to academia, CSK truly provided me with adequate support.

However, some critics may argue that life at CSK is solely centered around academia. Is it really the case that there are no other activities at the school? At CSK, extracurricular activities and academic pursuits are not mutually exclusive. I have proven that participating in extracurricular activities does not lead to poor academic results. The benefits gained from non-academic activities go beyond one's imagination, offering opportunities for personal growth. When I joined the Red Cross unit in Form I, I couldn't have anticipated the transformative changes it would bring about in me over the next six years.

Initially, as someone who prioritized academia, I didn't hold high expectations for the activities within the Red Cross unit. I participated passively and didn't take them seriously. In the first few months, we focused on drilling exercises during regular meetings. Meeting the drilling standards proved challenging for me, as I would often be scolded for my poor performance. However, the teacher overseeing the Red Cross unit encouraged us not to give up easily and emphasized the importance of taking everything seriously to make progress. His words inspired me to push myself to a higher standard and improve. By actively participating in drilling practices, I eventually developed a strong sense of determination and unwavering perseverance. These qualities have helped me overcome difficulties and obstacles in my studies. However, determination alone is not sufficient.



I have also learned various soft skills that are essential for life. One of the most important skills I acquired was first aid, enabling me to assist others in times of need. I learned how to use bandages and perform CPR, skills that cannot be learned from textbooks alone. As an equivalent youth first-aider, I had the opportunity to help deal with injuries during school events such as the swimming gala and athletics meet. Being able to assist others brings me a sense of fulfillment, knowing that others benefit from my help.

Being a member of the Red Cross unit and serving as the school magazine chief editor were also significant parts of my life at CSK. Not only did I learn how to write good scripts through my role as the chief editor, but I also acquired valuable skills in collaborating with others. Working on the magazine required me to communicate with various stakeholders at school, particularly when presenting my ideas to the principal and teachers. This experience taught me the techniques and tones of communicating formally yet in a relaxed manner. Additionally, I encountered several conflicts with my teammates due to missed deadlines. As a perfectionist, I became frustrated when it seemed that they were not working towards the same goal as me. However, my teacher taught me that, as a leader, it was important to consider the feelings and perspectives of my teammates. I realized that I couldn't unilaterally impose my standards on others. Working with less experienced individuals, I learned the importance of providing adequate support and understanding their perspectives. Respecting others and avoiding conflicts became essential skills that I developed, enabling me to handle disputes with others in a peaceful and fair manner. These experiences greatly enhanced my interpersonal skills.

I would like to take this opportunity to express my deep gratitude to the teachers at CSK for their tireless efforts in creating an accommodating study environment. Beyond my academic pursuits and extracurricular activities, I have come to realize that the friends I made at CSK are the most essential part of my campus life even after graduating. Despite attending different tertiary education institutions, we have remained in contact with each other. The core value of CSK truly lies in the sense of belonging, as it fosters strong bonds and builds unbreakable solidarity among its students. That concludes my sharing, and I hope to see you as part of the CSK family.







5D 24 Wong Yik Chun, Hugo

Let's talk about debate, is it simply what you think of, something like quarrelling? Obviously not, in fact, debating is linked to the process of finding the truth behind a social issue and arguing with the stance opposite to yours. However, just by saying that, debate seems dull and not appealing at all, but this is far away from truth.

My impression on debate underwent a revolution when I became engrossed in it and gained more experience, day by day. As a novice in debate, it was not really my cup of tea. What inspired me to join the Debate Team was that it could hone my skills in English. However, the reality of being in the Debate Team is entirely far from that. In fact, debating offers a myriad of skills like critical thinking, opinion embracement and expression that is indispensable for a student both in the classroom and even in the community. As Catriona Gray says, "People should debate. They shouldn't be afraid to talk. You should listen to what other people think and how they make decisions. There should be an exchange of ideas and opinions because that's how we learn."

This year, our school English Debate Team achieved a remarkable result in Hong Kong Secondary School Debating Competition (HKSSDC). Results aside, the preparation we did before the competition was a very rewarding process for me in my school life overall. Rarely do we have an occasion where social issues are discussed deeply, and debating is where you can have such discussions. In the debate-prep session, the consideration of every aspect from each stakeholder's point of view in the debate motion is crucial, decluttering some viable and solid arguments for your stance. What we have to do is to justify our side and to point out the fallacy of the opposing side. These insights probably best encapsulate how debate works.



This seemingly undemanding task may turn out to be filled with blood, sweat and tears. After-school time is undoubtedly limited for preparing a debate competition, not to mention how exhausted we are after the 8-hour school day. Nevertheless, the above are not worth mentioning when we take a closer look at the fun of debate. I still vividly remember the moment when we utilized all of our after-school time researching data, clearing up arguments and preparing rebuttals. It will not surprise you to hear that we conduct Skype meetings deep into the night for discussions regarding the motion. We endeavor to devote the most to debate. It is equally important for all of us to contribute since debating is teamwork. As we work together, our bonds have gradually been strengthened, and hence our sense of camaraderie. This is probably one of the features of debate which prompts team members to become good friends.

No matter whether we win or lose in the competition, we all have derived valuable experience from the training. When we win, we can dissect the winning factor despite the joy. When we lose, we hold a comprehensive reflection on our performance. In an arbitrary instance, we might find ourselves inferior and sense our powerlessness after the losses. In those dark moments, we take comfort from our togetherness and, somehow, it has a magical effect which boosts our spirits and keeps us motivated and on the right path.

In the upcoming academic year, it is very promising to note that even more students than ever before are going to participate in debate. It's time for the Debate Team to be carried on the shoulders of the newcomers who will be inheriting the spirit of debate. Following the success of our team last year, it is believed that Ms Wong and Mr Lee will continue to lead the senior English Debate Team to further success and glory!



6D 05 Chan Yee Hang

I am Chan Yee Hang from class 6D. As a Form Six student, I am deeply grateful for the nurturing environment and opportunities provided by my school. From my early days in Form I, where I participated in a captivating micro:bit workshop, to my current position as the chairman of the STEM (Science, Technology, Engineering, and Mathematics) Society, my school has played a pivotal role in shaping my passion for STEM.

My journey began in Form 1 when I attended a micro:bit workshop that the school organized. This experience ignited my curiosity and fascination with coding and electronics. The school's commitment to innovative learning methods exposed me to the vast potential of STEM.

In Form 3, I joined the STEM Society, which further deepened my engagement in the field. The society provided an inclusive environment where like-minded students could collaborate and explore various STEM disciplines. Through their guidance and mentorship, my interest in STEM flourished, and I became eager to take on new challenges.

In subsequent years, I had the honor of being appointed chairman of STEM Society. This leadership role allowed me to organize and host a range of engaging activities that showcased the wonders of STEM to the school community. I organized a micro:bit workshop, introducing students to coding fundamentals and allowing them to create their own projects. A glider competition challenged participants to design and build efficient gliders, fostering teamwork and critical thinking skills. Additionally, a carpentry workshop provided hands-on experience in craftsmanship and engineering principles.

Beyond internal events, I represented the school in external competitions. In a water filtration system design competition, my team's efforts were rewarded with an excellent award, recognizing our innovative approach to clean water solutions. Furthermore, in a bridge-building competition, we secured fourth place, showcasing our abilities in structural engineering and problem-solving.



Throughout my journey, the school has been a pillar of support, nurturing my growth and providing invaluable resources. The dedicated teachers who guided me in my STEM endeavors deserve special recognition. Their expertise and enthusiasm have not only enriched my knowledge but also instilled in me a passion for continuous learning.

I am immensely grateful to my school for fostering an environment that nurtures curiosity, creativity, and critical thinking. The opportunities I have been given, such as the micro:bit workshop, membership to STEM Society, and the chance to organize various activities, have shaped me into the individual I am today. These experiences have not only exposed me to the wonders of STEM but have also helped me develop crucial life skills such as leadership, teamwork, and perseverance.

As I embark upon the next chapter of my academic journey, I carry with me the lessons and values imparted by my school. The foundation they have provided will undoubtedly guide me towards a future filled with endless possibilities. I am indebted to my school for their unwavering support and for fostering a passion for STEM that will continue to inspire me in all my future endeavors.



5D 04 Cheng Wai Chun

First of all, I welcome all of you to Chan Sui Ki! Being a student at Chan Sui Ki for five years and as the Head Prefect of the school, my abilities were honed through the various opportunities provided by the school.

Last year, I joined the Robomaster team. During the competition, by tackling various challenges, I was able to utilize my problem-solving skills and resolve conflicts within the team. To succeed in the competition, we had to collaborate with our teammates to assign members to suitable positions and develop a strategy. Throughout the competition, we learned how to work together and overcome challenges, which prepared me to address conflicts within my Prefectorial Board.

Furthermore, the school presented me with another challenge: participating in the Joint Lasallian School Leadership Training Course, commonly known as Outward Bound. Surviving in the wilderness for eight days with comrades coming from four other Lasallian schools, including rafting and hiking, we faced various tasks and resolved diverse challenges. Throughout the course, it was thrilling to make new friends, to learn effective collaboration, and gain the courage to try new things. The final challenge of the course was to leap off the harbor. Jumping alongside my comrades, I realized the importance of trying new experiences. This encouraged me to run for the position of Head Prefect this year and implement my ideas, which marked a personal breakthrough for me.

In my first month as Head Prefect, the school has granted me an extraordinary degree of freedom, along with valuable suggestions and feedback from the teachers. Chan Sui Ki is, in fact, a remarkable place, where we can learn and grow not only from textbooks but also from engaging in various activities.

Chan Sui Ki offers a wealth of opportunities and extends a warm welcome to students of all kinds to pursue their dreams.