

School Report 2021-2022



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 Science, Integrated Humanities, Chinese History, Putonghua, Computer Literacy, Business Fundamentals (S3 only) 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	122	129	124	116	110	103	704

Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
19/20	97.8	98.2	97.6	98.2	98.2	97.1
20/21	99.0	99.4	99.0	99.3	99.3	97.0
21/22	99.4	98.9	98.2	98.5	98.6	97.9

Unfilled Places

Year	Percentage of unfilled places
19/20	12.0
20/21	9.8
21/22	12.4

Early Exit Students

Year	Percentage of Early Exit Students
19/20	3.2
20/21	4.5
21/22	6.3

Teaching Staff Information (Including School Head)

No. of teaching staff	
in approved establishment:	50
not included in approved establishment:	53
Qualifications and Professional Training	Percentage of all teaching staff (%)
Teacher Certificate / Diploma in Education:	98
Bachelor Degree:	100
Master/Doctorate Degree or above:	51
Special Education Training:	26
Working Experiences	Percentage of all teaching staff (%)
0-4 years:	17
5-9 years:	9
10 years or above:	74

Teachers with Language Proficiency Requirement

Year	English	Putonghua
19/20	100%	100%
20/21	100%	100%
21/22	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 2021-2022, the school held three professional development days for teaching staff.

Date	Staff Development Activity
24/09/2021	Talk on National Security Law
12/05/2022	1. Lasallian Formation 2. MOI Plan & Measures for 2022-2028
18/05/2022	School Self-evaluation and Discussion of School Development Plan

In addition, the educational psychologist of the school held a seminar on early identification and support for at-risk students on 15th December, 2021 for our teachers.

Achievements and Reflection on Major Concerns

Major Concern 1: Enhancing teaching and learning effectiveness

Achievements

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

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

Career and Life Planning Section has implemented a series of career programmes and workshops to enhance students' career and life planning skills to cater for students needs at different class levels. Talks and workshops on JUPAS application, mock release of HKDSE result and individual interview were held for senior form students. An in-person parent night was organized for S3 students and their parents, this activity helped them understand the details of subject selection in S4 and reminded them of goal setting.

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

There have been more student-centred, interactive and self-directed activities. Besides the e-learning tools mentioned above, questioning skills were also promoted this year. Subject departments have developed the direction of questioning skills based on their curriculum, for example, step-by-step approach, direct and straightforward question, breaking down a topic

using different levels of questions etc. The variation in questioning skills could enhance the interaction in both online lessons and in-person lessons.

Pedagogy Team was established in 2021-2022, the teachers involved formulated, studied, implemented and evaluated pedagogies in classroom as well as online lesson. Good practices of student-centred, interactive and self-directed activities were shared with other teachers for the improvement of teaching and learning by the Pedagogy Team in the 6th staff meeting.

To strengthen the corporations among teachers, collaborative lesson planning has been conducted regularly in core subjects as well as some elective subjects. Based on the experiences gained from the support programmes provided by the Education Bureau in the past, some subject departments including Chinese Language, English Language, Mathematics and Liberal Studies differentiated their curriculum design, developed school-based teaching materials and adjusted pedagogy to cater for learner diversity.

Staff professional development activities were arranged with reference to the major concerns of the school and the two categories of professional development programme issued by the Education Bureau, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues”. A seminar related to National Security Law was conducted to let our teachers understand the importance of enacting the Hong Kong National Security Law. One of the themes on the second staff development day was Lasallian Formation conducted by Brother Edmon Viroomal, this seminar provided a chance for our teachers to review their roles and values of being part of the Lasallian family. The third staff development day focused on the School Self-evaluation and the new three-year School Development Plan starting from 2022-2023. Teachers had a lot of opportunities to evaluate the effectiveness of teaching and learning and discuss their views on the school development.

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

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

curricula, setting a core syllabus for all students and an extended part for more capable students. Assignments were set with different levels of difficulty.

Different enhancement programmes and workshops were arranged for high achievers. These programmes included pull-out programmes and training courses related to Chinese, English, Liberal Studies, ICT and Biology. A number of high achievers also participated in inter-class and inter-school competitions and were enrolled in gifted education programmes organised by the Hong Kong Academy for Gifted Education.

The use of English as the medium of instruction has been enhanced. The school has implemented the language-across-the-curriculum (LAC) programme which addresses junior students' needs in using English to acquire subject knowledge such as subject specific vocabulary, word formation, form of expression and specific text types. A number of refined materials were used in the junior forms to integrate English into content subjects. LAC elements have been incorporated into school-based workbooks of ICT and IS. LAC has been introduced to senior-form Science subjects as well as Music. "MOI Plan for 2022/23-2027/28" was another theme on the second staff development day. All teaching staff recognized the MOI policies to be executed in the coming years. Some subject panel heads and subject teachers have taken part in the School-based Support Programme for Secondary School Teachers on Implementing Language across the Curriculum in the English Medium organized by the University of Hong Kong. The participants were inspired to bring more ideas related to LAC elements back to their subject departments.

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

Reflection

Although class suspension has resulted in the loss of in-person learning hours, both teachers and students have already adapted to online classes and are getting more familiar with the

new learning environment. Besides online lessons, students also grasp every chance to study hard in in-person lessons, a positive school learning atmosphere is being developed gradually. Having half-day lessons reduced the in-person communication time between teachers and students, our teachers have explored more methods such as Saturday classes and afternoon online lessons to further enhance the effectiveness of teaching and learning. Due to the pandemic situation, normal lessons were also arranged to replace the outdoor activities including inter-class athletic meet, inter-class swimming gala and excursion day.

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

Major Concern 2: Promoting a positive school culture

Achievements

A comprehensive whole school approach to life education has been adopted. Study values, virtues and desirable behaviours inside and outside classrooms were infused in the curriculum. Students have shown improvement in self-discipline, responsibility and respect. Bilingual maxims were chosen in accordance with the major concerns and were posted in classrooms for promoting value-based behaviours. The life education curriculum for S1, S2 and S3 was developed. The S1 and S2 curriculum was implemented successfully in a hybrid mode. Students and teachers welcome the implementation of this school-based curriculum. They found some of the activities interesting. The curriculum was designed by Life Education Team (Guidance & Counselling Section, Career & Life Planning Section and Moral & Civic Education Section). Collaboration between various function groups is the key for success. The curriculum infused correct values through experiential learning. The successful implementation of the school-based life education curriculum in S1 and S2 and the completion of the Junior curriculum have paved the way for further enrichment of the Senior curriculum. Form coordination team organizes different activities and competitions to encourage positive behaviors, virtues and foster class spirit.

S4 Life Education curriculum was successfully implemented in a hybrid mode. Both teachers and students found the curriculum novel and rich in content. For example, students had the chance to visit cemetery and attend talks to understand the value of life. They were also given chances to taste various sports and attend classes of funny activities, like yoga, modern dance, etc. It is hoped that students can develop a habit to explore new things in life and if possible, develop a sport as a life-long hobby. Apart from that, students enjoy the value education modules. They especially like the Interactive drama of the ICAC. Through the various activities, students were immersed in learning different values. They learnt to respect others and respect life. They learnt the importance of abiding to laws. Most importantly, their whole-person development is being taken care of.

The practice of maintaining good manners continued to be promoted. Teachers acted as moral models and moral mentors. The management level took the first step by greeting students in the morning at the entrance or in the playground. The Moral and Civic Education Section organized various activities to promote a positive school culture. The Inter-class Board Design Competition was targeted to arouse students' awareness of 'Respecting yourself and Caring for others'. Morning sharing in the assembly was also with the same theme. It was observed that students generally understood the importance of respect and this

has led to the cultivation of a more positive school environment. It is hoped that the seeds of 'Respect' have been sowed. The activities organized were more than the above two. There were "Slogan competition", "No Air Con Night", "Health Education talk on personal hygiene and blood donation", "talk on environment protection", "Read to Feed Funding-raising programme", "Parent-child Reading programme" and "Interactive Drama on anti-corruption". Apart from that, there were activities which helped understand their National identity. For example, Constitution Day Exhibition, Flag-raising Ceremony on special occasions and National Security Education Day Exhibition.

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

Detention Class and Attitude Improvement Class were conducted to refine students' behavior in school. Teachers agreed that these help students make improvement in their learning and develop good habits in life.

Despite the challenge of the COVID-19 pandemic, love and care permeated every part of the school community. Form Teachers and Assistant Form Teachers made Sunshine Calls to maintain close contact with students and parents. S6 teachers were reminded to give encouragement to students by texting or calling them so that students could maintain a positive mind. A caring community has been created building respectful relationships in school. 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.

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. The prize called Award for Politeness and Responsibility would be continued in the coming years, 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. Leadership training camp conducted by ECA section helps build up students' leadership skills.

Career and Life Planning Section has conducted talks for parents, Hall Assembly Sessions, Career talk and lesson about career and life planning skills including goal setting, communication strategies and stress relief. Students' responses to these programmes were very positive and parents participated enthusiastically. S3 "NSS Electives Talk" and "Talk on S4 Streaming and Selection of S4 Electives" were conducted. 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 to S3 will be delivered in double lessons on alternate Wednesdays. Teachers of the Life Education Team will ensure the materials developed are fully implemented. The New Life Education Curriculum will be extended to S5 next year. S4 and S5 students in the coming year will have a life education period and a Moral, Civic and National Education lesson each week. With the collaborative efforts of the Guidance and Counselling Section, Life Education Team, Career and Life Planning Section, Sports Section, Religious Education Section and Moral, Civic and National Education Section, a wide variety of activities will be provided to S4 and S5 students and progressively to S6. It is hoped that students can step out of their classrooms and explore Hong Kong on their own.

With the generous donation of an old boy, a new award called the Award for Politeness and Responsibility was offered to students to recognize their good behaviours. It is hoped that through this kind of positive reinforcement, students can grow to be a mature person. More awards of this category will be sourced to recognize students who show great improvement in school.

It is hoped that students can be brought closer to the nearby neighborhood by providing voluntary services. Also, students will continue to be encouraged to join competitions at different levels so that their horizons can be further widened.

S1 and S2 Good Conduct Award Scheme were welcomed by students and they have shown their good behavior towards others. Form Coordination Team will be expected to play a more crucial role in developing a positive school culture and building good manners and behaviours among students. Apart from promoting the list of maxims and organizing the aforementioned inter-class competitions and S6 events, sections/teams under the Pastoral Division will be encouraged to arrange activities to address the needs of students despite constraints such as half-day schooling on campus.

The plan for the coming year will be to resume, as many as possible, the activities planned. Also, it is important to help students readjust to their school life. Teachers are all ready to take up the contingency plan when arranging activities for students.

Major Concern 3: Coping with COVID-19

Achievements

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

Teachers have paid their efforts in staying connected with students, maintaining positive student-teacher relationships. Despite the suspension of in-person classes, teachers kept contact with their students and showed them care and encouragement through the e-platform for online learning. Despite the swapping of the Easter and summer holidays and the alternation of in-person classes and online classes during the pandemic, most students have been able to adapt to the changes, rebuild their routines and continue their learning, assessments and other school activities. Furthermore, to prevent COVID-19, the school has adopted various precautionary measures such as daily rapid tests. Students were very cooperative and contributed substantially to the cleanliness and hygiene of the school.

Reflection

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

Our Learning and Teaching (*aspects beyond the scope of the major concerns*)

Number of Active School Days

With regard to S1-S3, the number of days in the school year 2021-2022 was 188, which was affected by the Special Holiday issued by the Education Bureau, and the number of active school days was 175. Active school days refer to school days when students have to attend lessons (both online and in-person ones) and/or well-planned learning activities scheduled in the school calendar.

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

	19/20	20/21	21/22
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	20.8%	20.8%	20.8%
Technology Education	5.6%	5.6%	5.6%
Arts Education	8.3%	8.3%	8.3%
Physical Education	4.2%	4.2%	4.2%

S1 Bridging Programme

As a measure to help S1 students learn effectively in English and adapt to the new school environment, 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 and Integrated Humanities.

Assessment

Assessment is an indispensable part of the learning process. The school's assessment mechanism is multi-faceted, comprising continuous assessment, uniform tests and examinations. In order to help our students to make improvement, teachers were provided with detailed analysis of the results after each test or examination so that remedial measures could be taken to reinforce the effectiveness of both learning and teaching.

Reading Promotion

Due to the cancellation of in-person morning assembly, the Reading Promotion Committee invited students to have live broadcast book sharing during the form teacher period before classes. E-book platform was promoted to let students borrow books online and read at home. "Holiday Reading Programme (Parent-Child Reading)" was held in August, parents were encouraged to have reading activities with their sons during the holiday. Reading workshops related to Science topics were organized for S1 and S4 students.

Project Learning

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

STEM Education

The STEM Education Coordination Team coordinated various subjects such as Mathematics, ICT, Integrated Science, Physics, Chemistry and Biology to set the direction of STEM education, to purchase equipment and other resources, and to organise STEM activities for students. Our students involved in a number of STEM-related activities and inter-school competitions such as "STEM A.I." Water Filter Design Competition, STEM in life Science-Challenge 2021, Glider Workshop and Competition, Online Micro:bit Workshop and Carpentry Workshop. Although some STEM courses were cancelled due to the pandemic situation, our students have still benefited from the STEM activities and their interest in STEM has been aroused.

Our Support for Student Development *(aspects beyond the scope of the major concerns)*

The school has provided a variety of sports and extra-curricular activities for students, helping them develop good living habits and positive values. School teams held sports training regularly (through online training sessions while in school suspension period) and participated in various inter-school competitions. Students have established their confidence and team spirit, and have developed their determination to win and to face challenges. Regrettably, owing to the COVID-19 pandemic, a number of inter-class and inter-school sports competitions were cancelled. Nonetheless, the PE Department introduced the concept of lifetime health and fitness systematically through online PE lessons.

The Religious Education Section continued to foster a better catholic culture by arranging prayers, services and masses at the school. A pastoral assistant was employed to assist students with their religious formation and spiritual counselling.

The school values the cooperation with the Parent-Teacher Association (PTA) and with the Old Boys' Association (OBA). Both PTA and OBA have offered a lot of assistance to support student development. The PTA has subsidized various activities organised by the school and by the students. The Old Boys' Association (OBA) has also played an important role in supporting student development and preserving the sense of brotherhood in the school.

Financial Summary

		Income (\$)	Expenditure (\$)
I.	Government Funds		
	Balance B/F	6,980,073.91	
(1)	EOEBG Grant		
	Non-School Specific and School Specific		
i.	Administration Grant	3,908,184.00	3,557,961.60
ii.	School & Class Grant	770,462.00	544,851.05
iii.	Composite Furniture and Equipment Grant	468,881.82	436,606.00
iv.	Subject Grants (including Putonghua, Moral & Civil Education, etc.)	126,624.00	95,265.80
v.	Capacity Enhancement Grant	642,934.00	63,746.96
vi.	Composite Information Technology Grant	494,240.00	561,271.34
vii.	Other Grants (Supplementary Grant, Lift Maintenance Grant, etc.)	939,881.50	806,691.67
	Sub-total	7,351,207.32	6,066,394.42
(2)	Grants Outside EOEBG		
i.	Senior Secondary Curriculum Support Grant	770,400.00	1,145,388.82
ii.	Diversity Learning Grant	130,055.00	130,055.00
iii.	Fractional Post Cash Grant	518,960.00	1,028,570.82
iv.	Learning Support Grant for Secondary Schools	668,559.00	539,094.53
v.	Career and Life Planning Grant	642,000.00	752,801.25
vi.	Other Grants (School-based After-school Learning, Teacher Relief Grant, etc.)	2,882,019.60	2,640,631.45
	Sub-total	5,611,993.60	6,236,541.87
II.	School Funds (General Funds)		
	Balance B/F	3,983,315.69	
(1)	Tong Fai	104,640.00	40,334.65
(2)	Donations	436,135.20	599,774.20
(3)	Others (New School Year Misc. Fees, Photostat, Newspaper, etc.)	263,677.58	286,787.57
	Sub-total	797,862.78	926,896.42
Total surplus of Government Funds for 2021/2022 school year		660,264.63	
Total surplus of School Funds for 2021/2022 school year		(129,033.64)	
Accumulated surplus of Government Funds as at the end of 2021/2022 school year		7,640,338.54	
Accumulated surplus of School Funds as at the end of 2021/2022 school year		3,854,282.05	
Accumulated surplus as at the end of 2021/2022 school year		11,494,620.59	

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, and 2021/22 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.

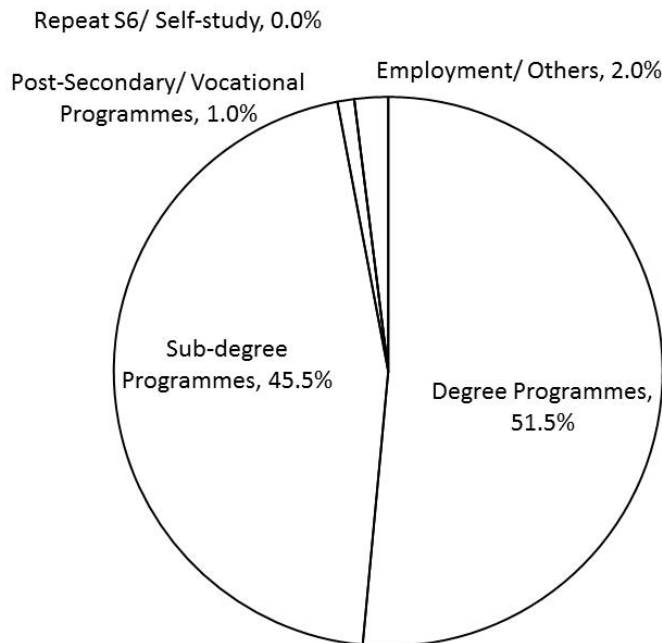
Hong Kong Diploma of Secondary Education (HKDSE) Examination 2022

101 students sat for the HKDSE Examination 2022. 56.4% of our students (HK 36.9%) fulfilled the entrance requirements for university programmes.

Pathways of S6 Graduates

51.5% and 45.5% 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
Community Youth Club	17	24
School Drama Festival	10	5
Inter-school Sports Events	25	27
Catholic Society	0	0
HK Lasallian Youth Movement	0	0
School Speech Festival (Chinese)	14	11
Chinese Debating	17	3
School Speech Festival (English) and English Debating	29	43
ICT-related	0	3
Maths-related competitions	30	3
Boys Scouts	62	11
STEM Society	4	8
School Music Festival	5	1
Visual Arts	0	0
Voluntary Services Group	0	0

Inter-school Activities and Prizes Won

Nature	Name of Competition/ Organization	Award/ Prize (No.)
Chinese	第七十三屆校際朗誦比賽	良好 (13) 優良 (10) 季軍 (2)
Chinese	星島第三十七屆校際辯論比賽	最佳進步獎
Chinese	第十一屆奇趣盃辯論比賽	總決賽「亞軍」 總決賽「最佳辯論員」
Chinese	第二屆全港學生 1vs1 演辯之星挑戰賽 (中學組)	總決賽冠軍

Chinese	星佑盃	優異獎
Mathematics	AIMO Open Semi Final	Silver Award (1) Bronze Award (2)
Mathematics	American Mathematics Olympiad	Gold Award (1) Silver Award (2) Bronze Award (4)
Mathematics	Math Conception	Silver Award (1) Bronze Award (4)
Mathematics	華夏杯晉級賽	二等獎 (1) 三等獎(1)
English	ICAS 2022	Participation Award (7)
English	Hong Kong Secondary Schools Debating Competition	Term One Grand Finals - 1st Runner-up
English	Hong Kong Secondary Schools Debating Competition	Term Two Grand Finals - 1st Runner-up, The Best Debater
English	The 37 th Sing Tao Inter-School Debating Competition	2nd preliminary round - The Best Debater and The Best Interrogative Debater
English	The 37 th Sing Tao Inter-School Debating Competition	1st preliminary round - The Best Debater and The Best Interrogative Debater
English	The 22 nd Lions International Youth Exchange Scholarship English Essay Competition	Top 50 Finalists
English	The 73 rd Hong Kong Schools Speech Festival	Certificate of Merit (25)
English	The 73 rd Hong Kong Schools Speech Festival	Certificate of Proficiency (5)
English	‘Time to Talk’ Public Speaking Competition 2021/22	Certificate of Participation (4)
Red Cross	Progressive Programme	Leading Badge (2) Practicing Badge (12)
Sports	Inter-School Athletics Competition	A Grade Long Jump 1 st
Sports	Inter-School Athletics Competition	A Grade 4x100m 2 nd
Sports	Inter-School Athletics Competition	C Grade Hurdles 2 nd
Sports	Inter-School Athletics Competition	C Grade 4x100 4 th
Sports	Inter-School Swimming Competition	A Grade 50m Free Style 4 th
Sports	Inter-School Swimming Competition	C Grade 50 Breast Stroke 1 st
Sports	Inter-School Swimming Competition	C Grade 100m Breast Stroke 2 nd
Sports	Inter-School Swimming Competition	C Grade 100m Free Style 2 nd

Sports	Inter-School Swimming Competition	C Grade 4x50m Free Style Relay 3 rd
Sports	Inter-School Bowling Competition	Individual Event 4 th
Drama	Hong Kong Drama School Festival	Award for Outstanding Script
Drama	Hong Kong Drama School Festival	Award for Outstanding Cooperation
Drama	Hong Kong Drama School Festival	Award for Outstanding Performer
STEM	點滴是清泉「STEM A.I.」濾水器全港公開設計比賽	優異獎
Music	The 74 th Hong Kong Schools Music Festival	Gold Award (1)
Music	The 74 th Hong Kong Schools Music Festival	Silver Award (3)
Music	The 74 th Hong Kong Schools Music Festival	Bronze Award (1)
Music	The 74 th Hong Kong Schools Music Festival	Third (1)
Scouts	Cub Scout Section Highest Award	Golden Bauhinia Award (3)
Scouts	Scout Section Highest Award	Chief Scout's Award (3)
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 Section	Outstanding Award
Scouts	Outstanding Scout Group - Rover Scout Section	Outstanding Award
Scouts	Outstanding Scout Group Leader	Outstanding Scouters (7)
Scouts		Long Service Award (4)
Scouts		Long Service 1 star Award (1)
Scouts		Long Service 2 star Award (4)
Scouts		Long Service 3 star Award (1)

Nature & Number of Participants in Social Services

Name of Club & Society	Nature / Type of Services	No. of Students Participated	Organization / People Served
CYC	Gold Flag Selling	23	Community Chest
Voluntary Services Group	We'-sume 支援基層兒童學習計劃	5	children from low-income families
Voluntary Services Group	贈送物資予佛教何黃昌寶長者鄰舍中心	3	the elderly
Voluntary Services Group	明愛義工領袖聯盟	5	primary school students
Boys Scouts	慶祝香港童軍 110 周年・服務社群 - 「童」心港樂遊	23	children from low-income families (1600)
Boys Scouts	香港童軍 110 週年「關愛社區」, 有愛童在	23	children from low-income families (200)

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. In addition to taking part in inter-class sports competitions and sports-related extra-curricular activities, 106 (i.e., 15.14%) students were registered this year to represent our school in inter-school sports competitions and open meets. Due to the COVID-19 pandemic, some inter-school competitions were rescheduled and cancelled.

Percentage of Students within the Acceptable Weight Range

Class Level	S1	S2	S3	S4	S5	S6
Percentage of students within the acceptable weight range	58.5	67.7	61.3	66.4	73.0	68.0

Note:

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

Feedback on Future Planning

In view of the COVID-19 situation and the results of the evaluation, the school 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. The school carried out the School Self-evaluation and reviewed the implementation of the Plan and the performance of the school in different areas. With reference to the evaluation information, the school formulated a new School Development Plan for 2022/23–2024/25 school years. We will continue the effort put forth, sustain what we have achieved and further the school development.

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

Capacity Enhancement Grant (CEG)

A teacher assistant was employed to help subjects (Group 1: English Language, Humanities subjects and BAFS) in preparing teaching & learning materials, and organising learning activities & programmes. (Part of the salary was from the SSCSG)

Senior Secondary Curriculum Support Grant (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 (Group 1: English Language, Humanities subjects and BAFS) in preparing teaching & learning materials, and organising learning activities & programmes. (Part of the salary was from the CEG)

Two teacher assistants were employed to help subjects (Group 2: Mathematics, Science Subjects and Computer Subjects; Group 3: Chinese Subjects and Liberal Studies) in preparing teaching & learning materials, and organising learning activities & programmes.

Fractional Post Cash Grant

A 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.

A teacher assistant was employed to (i) help the teacher librarian in reading promotion and library management and (ii) to implement the Homework Scheme and manage homework submission records. Reading activities were held successful and the Homework Scheme has enhanced students' self-management skills.

A contract teacher was employed to teach some classes and to support NCS/SEN students in subjects taught in Chinese. The teacher also helped in preparing teaching & learning materials, and organising learning programmes.

Two IT assistants were employed to assist teachers in development and use of e-learning materials. The assistant also provided technical support during lessons, and helped the maintenance of hardware and software.

Teacher Relief Grant

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