

School Report 2022-2023



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 (S2 and S3 only), Religious Studies, Physical Education, Music, Visual Arts
S4-S6	Core Subjects	English Language, Chinese Language, Mathematics, Citizenship and Social Development (S4 and S5 only), Liberal Studies (S6 only)
	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	118	109	122	115	104	98	666

Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
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
22/23	97.7	96.8	97.4	96.2	95.8	94.9

Unfilled Places

Year	Percentage of unfilled places
20/21	9.8
21/22	12.4
22/23	17.6

Early Exit Students

Year	Percentage of Early Exit Students
20/21	4.5
21/22	6.3
22/23	3.6

Teaching Staff Information (Including School Head)

No. of teaching staff	
in approved establishment	53
not included in approved establishment	0
Qualifications and Professional Training	Percentage of all teaching staff (%)
Teacher Certificate / Diploma in Education	96
Bachelor Degree	100
Master/Doctorate Degree or above	55
Special Education Training	26
Working Experiences	Percentage of all teaching staff (%)
0-4 years	22
5-9 years	9
10 years or above	69

Teachers with Language Proficiency Requirement

Year	English	Putonghua
20/21	100%	100%
21/22	100%	100%
22/23	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 2022-2023, the school held three professional development days for teaching staff.

Date	Staff Development Activity
16/09/2022	Onsite Teacher Workshop on National Security Education
22/03/2023	1. Parallel workshops on Compassionate Systems Leadership, Positive Education in Action 2. Parallel workshops on Brain-based Learning, Catering for Learner Diversity, e-Learning, Blended Learning, etc.
23/05/2023	Catholic School Teachers' Day 2023

Furthermore, an online course on positive education (25 CPD hours) and a range of in-house workshops were arranged for teachers.

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

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

Achievements

To enhance students' attitude and motivation towards learning, the school adopted 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 parents' nights and one parents' day were conducted to allow our teachers to keep in contact with our parents and evaluate the performance of students in uniform tests and mid-year examinations. After-school S1 Assistant Form Teacher Periods were arranged to help S1 students develop good study habits and self-care abilities.

To help students understand their interests, aptitudes, and abilities, and to develop and reflect upon personal goals and aspirations for their studies, students were required to complete self-reflection forms in September and February. Students set goals for their academic achievements so that they have a clear target to work towards each term. Form teachers and assistant form teachers then provided positive feedback to their students based on their opinions and goals stated in the form. By knowing what they wanted to achieve, students could align their efforts and prioritize their tasks accordingly. Having specific goals in mind, students were motivated and engaged in their studies.

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

Most teachers have become familiar with e-resources and implemented various learning measures, including e-assignments, online video clips for self-learning, and sharing learning materials through online platforms. These platforms assist teachers in maintaining connections with their students and sustaining their learning processes. There have been more student-centred, interactive, and self-directed activities. In addition to the e-learning tools mentioned above, questioning skills were promoted this year. Subject departments have developed questioning skills based on their curriculum, for example, a step-by-step approach,

direct and straightforward questions, breaking down a topic using different levels of questions, etc. The variation in questioning skills could enhance the interaction in our lessons.

The Pedagogy Team formulated, studied, implemented, and evaluated pedagogies in the classroom. One of the teaching strategies focused on lesson design to cater for learner diversity. This year, the team explored structured teaching, graphic organizers, and explicit and systematic instruction. The Pedagogy Team shared good practices with other teachers at a staff meeting to enhance teaching and learning.

To strengthen collaboration among teachers, regular collaborative lesson planning has been conducted in core subjects as well as some elective subjects. Drawing from past experiences gained through support programmes provided by the EDB, several subject departments, including Chinese Language, English Language, Mathematics, and Citizenship and Social Development, have differentiated their curriculum design, developed school-based teaching materials, and adjusted pedagogy to cater for learner diversity.

Streaming and small class teaching were implemented for S1-S3 English Language and Chinese Language. This allowed teachers to provide more focused attention and guidance to individual students in remedial classes while assigning more challenging tasks to students in advanced classes. Through these arrangements, subject departments differentiated their curricula by establishing a core syllabus for all students and an extended section for more capable students. The assignments were designed to have varying levels of difficulty. Additionally, a value-added section was introduced in the assessments of junior forms, enabling more capable students to tackle more challenging questions and achieve higher scores.

Different enhancement programmes and workshops were organized for high achievers. These included pull-out programmes and training courses related to STEM, Integrated Science, Biology, and Geography. Two workshops focusing on divergent thinking and effective reasoning skills were organized for S4 and S5 elite students. Several high achievers also participated in inter-school competitions, gaining valuable experience through active involvement.

The use of English as the medium of instruction has been enhanced, aiming to help students become more proficient in using English at school. The school has implemented the language-across-the-curriculum (LAC) programme, which addresses students' needs in using English to acquire subject knowledge, such as subject-specific vocabulary, word formation, expression, and specific text types. A total of 22 sets of materials were used in both the junior

and senior forms. The practice of incorporating LAC into school-based IS workbooks continued. LAC vocabulary logbooks were introduced to both IS and IH. Music and PE have now taken part in LAC at the junior levels. In addition to science, LAC has now been extended to three more HKDSE subjects - Economics, Geography, and BAFS, totaling six at the senior levels. To promote collaboration among teachers, lesson observations were conducted in almost all subjects, including cross-curricular ones. Several teachers completed the 30-hour school-based support programme organized by the HKU and commissioned by the EDB.

In summary, subject departments have worked collaboratively to provide a differentiated curriculum and improve teaching strategies with pedagogical changes that cater for learner diversity, elevate students' motivation and facilitate their study skills. To construct a broad and solid knowledge base for students, teachers have designed tailor-made materials and a large variety of learning tasks for students. Teachers have adopted more student-centered, interactive, and self-directed activities in the classroom, and 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 in their lessons to encourage class participation. As a result, students showed improvements in their learning attitudes as well as the results of the public examination.

Reflection

After the full-day lessons resumed this year, both teachers and students had already adapted to their normal school life and became more familiar with the original learning environment. By conducting in-person lessons, teachers can implement various face-to-face academic activities, foster connections between teachers and students, and boost the academic performance of students this year. As a result, a positive school learning atmosphere is being successfully developed, and students enjoy their school life with a strong sense of belonging and satisfaction with their academic performance.

Feedback and Follow-up

Although the side effects of long-lasting half-day lessons have been minimized this year, we still need to enhance students' learning attitudes and self-discipline. Professional sharing of successful teaching experiences among teachers, well-planned in-person lessons, proper academic assessments, and interactive teaching methods that include appropriate questioning skills, life-wide learning activities with well-designed tasks, and the integration of e-learning tools can help students actively engage in the lessons and maintain a conducive learning environment in the upcoming year.

Major Concern 2: Promoting Values Education

Achievements

A comprehensive whole-school approach to life education has been adopted. Students have shown improvement in responsibility and respect, and have demonstrated care for others. Maxims aligned with the major concerns were selected and displayed in classrooms to promote value-based behaviors. The life education curriculum for S1-S3 was developed and successfully implemented. Students and teachers welcomed the introduction of the school-based curriculum. The curriculum was a collaborative effort by the Life Education Team, the Guidance & Counseling Section, the Career & Life Planning Section, and the Moral, Civic and National Education Section (MCNE). The curriculum effectively instilled the correct values through experiential learning. The successful implementation of school-based life education in junior forms has paved the way for further enrichment of the senior curriculum.

A curriculum plan for value education has been formulated to promote positive values and attitudes among students. This prepares students to face challenges in their studies, daily lives, and personal growth. Various activities and curriculum initiatives were organized to nurture students in ten priority values and attitudes, with a focus on "Respect for Others," "Responsibility," and "Care for Others." For instance, the MCNE held an inter-class board design competition aimed at raising students' awareness of positivity and optimism. Morning sharing sessions in the assembly and a "Slogan competition" were also conducted on the same theme. Additional activities included events "No Air Con Night," a health education talk on anti-smoking, a talk on organ donation, blood donation day, "Read to Feed" fundraising programme, "Parent-child Reading" programme, and an interactive drama on anti-corruption.

Furthermore, students' understanding and sense of national identity were enhanced through a series of activities such as the National Constitution Day Exhibition, a quiz competition for National Constitution Day, flag-raising ceremonies on special occasions, a National Security Education Day Exhibition, and a talk on Chinese intangible heritage—Chinese kung fu.

On the Last School Day, a prayer blessing gathering was held for S6 students, and each student received a gift box containing cherished memories of their school life, a card with words of encouragement from S1 students, and a cross-sign key chain. This was made possible through the collaborative efforts of the Life Education Team, the Form Coordination Team, and the Religious Education Team. These gestures made S6 students feel cared for and loved.

To enhance students' awareness of their rights and duties as citizens, citizenship activities such as talk on cyberbullying and privacy were arranged. An inter-class cleanliness competition, co-organized by the Discipline Section and the Form Coordination Team, has helped students develop a sense of responsibility for keeping the school clean and tidy.

The good behaviour of S1 and S2 students has been encouraged and appreciated through praise and small gifts in the S1 and S2 Good Conduct Award Scheme conducted by the Guidance & Counseling Section. The award called the "Award for Politeness and Responsibility," aligns with the second major concern of promoting the practice of maintaining good manners.

To empower students' consciousness of their roles in society, they have been encouraged to take up responsible positions such as prefects, Career Ambassadors, and class representatives to serve their fellow students in school. Students have also been supported in exploring the local and global communities by participating in various competitions and activities, including STEM-related competitions and voluntary services such as beach cleaning organized by the ECA section for S4 students. Through these initiatives, students developed care for and concern for others.

The Career & Life Planning Section has conducted career talks and lessons on career and life planning skills, including goal setting, communication strategies, and stress relief. The responses from the students were very positive, and they had participated enthusiastically. Furthermore, the Section designed a curriculum to be implemented from S1, aiming to help junior-form students better understand their aspirations, needs, interests, and abilities. The curriculum nurtures soft skills, morals, ethics, positive attitudes, and adaptability, enabling students to have a broader perspective of future pathways and occupations.

Reflection

In the upcoming school year, life education lessons for S1 to S3 will be delivered as double lessons on alternate Mondays. The teaching materials that have been developed will be fully implemented. With the optimization of the four core subjects, more time will be allocated to life education through increased exposure. For S4 to S6 students, a life education period and a Moral, Civic, and National Education lesson will be provided every Tuesday. Through collaborative efforts among the Guidance & Counseling Section, Career & Life Planning Section, Sports Section, Religious Education Section, MCNE, and ECA Section, a wide variety of activities will be offered to S4 to S6 students. It is hoped that these activities will provide students with more opportunities for experiential learning outside the classroom.

It is hoped that students can be brought closer to nearby neighborhoods by providing voluntary services. In addition, students will continue to be encouraged to participate in competitions at different levels, further broadening their horizons.

The positive learning environment will be further enhanced through various means. Teachers have attended courses on positive education and acquired basic knowledge. Activities related to character strengths and gratitude will be introduced to students, helping them build a positive mindset. Because of the half-school day in the first term, many inter-class competitions, including the Athletics Meet and Swimming Gala, were only partially resumed. It is hoped that all inter-class competitions and activities outside school will be fully resumed. Sections/teams under the Pastoral Division will be encouraged to organize activities that address the needs of students.

Feedback and follow-up

Efforts to enhance national and global identities will continue. The National Constitution Day Exhibition, Quiz Competition for National Constitution Day, Flag-raising Ceremonies on Special Occasions, and National Security Education Day Exhibition will continue. Junior students will receive talks on national security to nurture the value of law-abidingness and enhance their sense of national identity. Workshops on economic globalization and fair trade will be provided to senior students to raise their awareness of different cultures, societies, and global issues.

The Career & Life Planning section will continue to arrange several programmes, such as small-group consultations, individual consultations, workshops, talks, and visits, to help students understand their interests, aptitudes, and abilities. These programmes aim to assist students in developing and reflecting upon personal goals, and aspirations for further studies, and future careers.

The Joyful Fruit Day initiative will continue to promote a healthy lifestyle and a balanced diet. After-school sports training, athletics meets, and swimming galas will be fully resumed to encourage students to actively participate in physical activities. Several extracurricular music activities will be organized for our students, allowing them to appreciate the arts by playing different musical instruments and joining the school choir or ensemble. The Drama Club will continue to provide training and a platform for students to perform on stage, cultivating their interest in performing arts.

Financial Summary

		Income (\$)	Expenditure (\$)
I.	Government Funds		
	Balance B/F	7,640,338.54	
	(1) EOEBG Grant		
	Non-School Specific and School Specific		
	i. Administration Grant	3,978,576.00	3,458,553.45
	ii. School & Class Grant	784,333.00	801,166.47
	iii. Composite Furniture and Equipment Grant	477,324.85	487,948.00
	iv. Subject Grants (including Putonghua, Moral & Civil Education, etc.)	128,904.00	96,130.90
	v. Capacity Enhancement Grant	654,502.00	738,092.69
	vi. Composite Information Technology Grant	503,136.00	550,194.11
	vii. Other EOEBG Grants	956,798.00	833,743.89
	Sub-total	7,483,573.85	6,965,829.51
	(2) Grants Outside EOEBG		
	i. School-based After-school Learning and Support Programmes	101,400.00	95,100.00
	ii. Diversity Learning Grant	231,255.00	231,255.00
	iii. Life Wide Learning Grant	1,195,413.00	1,928,553.58
	iv. Learning Support Grant for Secondary Schools	786,320.00	765,281.85
	v. ITSSG	327,588.00	275,580.00
	vi. Other Grants Outside EOEBG	1,506,000.00	1,728,613.42
	Sub-total	4,147,976.00	5,024,383.85
II.	School Funds (General Funds)		
	Balance B/F	3,854,282.05	
	(1) Tong Fai	100,480.00	35,545.29
	(2) Donations	63,740.00	74,829.01
	(3) Others	566,886.50	366,716.43
	Sub-total	731,106.50	477,090.73
	Total surplus of Government Funds for 2022/2023 school year	(358,663.51)	
	Total surplus of School Funds for 2022/2023 school year	254,015.77	
	Accumulated surplus of Government Funds as at the end of 2022/2023 school year	7,281,675.03	
	Accumulated surplus of School Funds as at the end of 2022/2023 school year	4,108,297.82	
	Accumulated surplus as at the end of 2022/2023 school year	11,389,972.85	

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 and 2022/23 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 2023

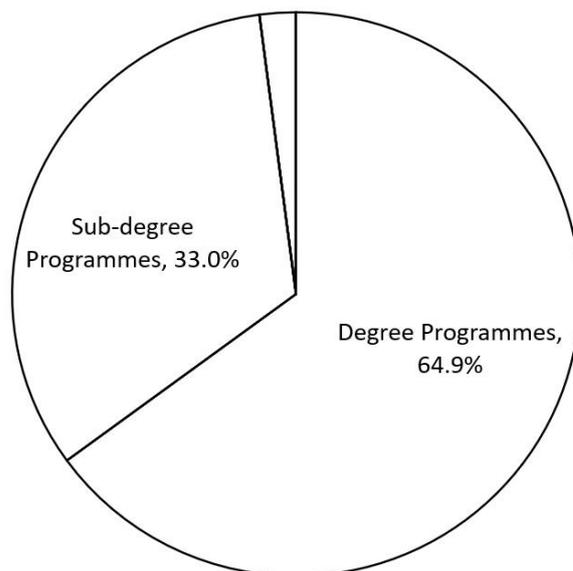
97 students sat for the HKDSE Examination 2023. 68.0% of our students (HK 36.6%) fulfilled the entrance requirements for university programmes.

Pathways of S6 Graduates

64.9% and 33.0% of the graduates were admitted to the degree programmes and sub-degree programmes respectively.

Pathways of S6 Graduates

Repeat S6/ Self-study, 2.1%



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
School Drama Festival	15	5
Inter-school Sports Events	135	91
School Speech Festival (Chinese)	13	9
Chinese Debating	7	0
School Speech Festival (English) and English Debating	57	46
ICT-related competitions	0	2
Maths-related competitions	26	7
Scouts	61	13
STEM Society	6	10
School Music Festival	5	1
Visual Arts	1	0

Inter-school Activities and Prizes Won

Nature	Name of Competition/ Organization	Award/ Prize (No.)
中國語文	第十二屆奇趣盃辯論賽	最佳辯論員
中國語文	中文朗誦比賽	良好 (16)
中國語文	「小故事動人心」故事創作比賽	初中組亞軍
中國語文	菁英盃現場作文比賽	決賽三等獎
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 Audio-visual Effects
Drama	Hong Kong School Drama Festival	Award for Outstanding Cooperation
Drama	Hong Kong School Drama Festival	Award for Commendable Overall Performance
Eng. Lang.	ICAS 2023	Participation Certificate (13)

Eng. Lang.	ICAS 2023	Merit Certificate (2)
Eng. Lang.	ICAS 2023	Credit Certificate (2)
Eng. Lang.	ICAS 2023	High Distinction Certificate (1)
Eng. Lang.	Hong Kong Secondary Schools Debating Competition	Term 2 Final Runner-up (Junior Team)
Eng. Lang.	Hong Kong Secondary Schools Debating Competition	Term 1 Final 1st Runner-up (Senior Team)
Eng. Lang.	Hong Kong Secondary Schools Debating Competition	Term 2 Grand Final Champion (Senior Team)
Eng. Lang.	The 38 th Sing Tao Inter-School Debating Competition	Best Interrogative Debater in the 1 st Preliminary (1)
Eng. Lang.	The 38 th Sing Tao Inter-School Debating Competition	Best Debater in the 1 st Preliminary (1)
Eng. Lang.	The 74 th Hong Kong Schools Speech Festival	Certificate of Merit (21)
Eng. Lang.	The 74 th Hong Kong Schools Speech Festival	Certificate of Proficiency (6)
Eng. Lang.	The 74 th Hong Kong Schools Speech Festival	First Place (2)
Eng. Lang.	The 74 th Hong Kong Schools Speech Festival	Third Place (1)
Eng. Lang.	The Hong Kong Federation of Youth Groups English Public Speaking Contest 2023	Certificate of Participation (22)
Maths	華夏盃 晉級賽 2023	三等獎(三位)
Maths	全球少年數學能力測試 2023	銀獎
Maths	Fortieth Hong Kong Mathematics Olympiad	Honourable Mention (Individual Event)
Music	School Music Festival	Silver Award (4)
Music	School Music Festival	Bronze Award (2)
Scouts	Cub Scout Section Highest Award	Golden Bauhinia Award (8)
Scouts	Scout Section Highest Award	Chief Scout's Award (2)
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 Scouter (2)
Scouts	Outstanding Scout Group Leader	Long Service Award (3)
Scouts	Outstanding Scout Group Leader	Long Service 1 Star Award (1)
Scouts	Outstanding Scout Group Leader	Long Service 3 Star Award (1)
Scouts	Outstanding Scout Group Leader	Distinguished Service Award (1)
Scouts	Outstanding Scout Group Leader	Good Service Award (5)
Sports	Inter-School Athletics Competition Division II	A Grade Team Result 4 th (14)
Sports	Inter-School Athletics Competition Division II	A Grade Long Jump Champion (1)
Sports	Inter-School Athletics Competition Division II	A Grade Javelin Champion (1)
Sports	Inter-School Athletics Competition Division II	A Grade Javelin 4 th (1)
Sports	Inter-School Athletics Competition Division II	A Grade 4x100m Relay Champion (4)
Sports	Inter-School Athletics Competition Division II	B Grade 100mH Champion (1)
Sports	Inter-School Athletics Competition Division II	B Grade 200m 4 th (1)
Sports	Inter-School Athletics Competition Division II	B Grade Shot Put 2 nd (1)
Sports	Inter-School Athletics Competition Division II	C Grade 200m 4 th (1)
Sports	Inter-School Athletics Competition Division II	C Grade 4x100m Relay 4 th (4)
Sports	Inter-School Cross Country Competition Division II	A Grade Individual 10 th (1)
Sports	Inter-School Cross Country Competition Division II	C Grade Individual 9 th (1)
Sports	Inter-School Swimming Competition Division II	A Grade 4x50m Free Style Relay 4 th (4)
Sports	Inter-School Swimming Competition Division II	B 100m Breast Stroke 2 nd (1)
Sports	Inter-School Swimming Competition Division II	B 200m Breast Stroke 2 nd (1)
Sports	Inter-School Table Tennis Competition Division II	B Grade Team Result 3 rd (7)
Sports	Inter-School Tenpin Bowling Competition	Individual 2 nd (1)
Sports	Inter-School Fencing Competition	C Grade Foil Individual 3 rd (1)
Sports	2023 Asian U20 Athletics Championship,	Men's Long Jump 2 nd (1)
Sports	2023 Taiwan Athletics Open	Men's Long Jump 4 th (1)
Sports	Hong Kong Athletics Series 2023, Series 3	Men's Long Jump Champion (1)
Sports	Hong Kong Athletics Championships 2023	Men's Long Jump Champion (1)
Sports	Hong Kong Junior Age Group Athletics Competition Series II, All HK Schools Jing Ying Athletics Tournament, Champion of Long Jump 5.5.2023	Men's Long Jump Champion (1)
Sports	Hong Kong Athletics Series 2023 Series 2,	Men's Long Jump Champion (1)
Sports	Hong Kong Athletics Series 2023 Series 1,	Men's Long Jump 2 nd (1)

Sports	Tournament for Prizes of Amin Tuyakov	Men's Long Jump 2 nd (1)
Sports	Hong Kong Athletics Championships	Men's Long Jump Champion (1)
Sports	Hong Kong Athletics Series 2022 Series 2	Men's Long Jump Champion (1)
Sports	HK Open Dragon and Lion Dance Competition	2nd in Dragon Dance Category (1)
Sports	Profencing Christmas Fencing Competition	Junior Foil Mixing, Champion (1)
Sports	TCAA Annual Athletics Competition	U16 Discus 1 st (1)
Sports	TCAA Annual Athletics Competition	U18 Shot Put 2 nd (1)
Sports	TCAA Annual Athletics Competition	U18 Javelin 1 st (1)
Sports	TCAA Athletics Championships Series I	U16 Discus 1 st (1)
Sports	TCAA Athletics Championships Series II	U16 Discus 1 st (1)
Sports	Hong Kong Junior Age Group Athletics Competition Series I	U16 110mH Hurdles
Sports	Hong Kong Junior Age Group Athletics Competition Series I	U18 Javelin 3 rd (1)
Sports	Hong Kong Junior Age Group Athletics Competition Series II	U18 Javelin 2 nd (1)
Sports	The 66 th Festival of Sport Youth and Kids Athletics Day 2023	U18 Javelin 2 nd (1)
STEM	香港創意數理科學 4D Frame 比賽 2023	優秀 4D Frame 模型搭建獎 (2)
STEM	第十七屆中學基建模型創作比賽 2023	最佳外觀獎 季軍 (4)
STEM	RoboMaster 2023 Hong Kong	Top 32

Nature & Number of Participants in Social Services

Name of Club/ Society	Nature / Type of Services	No. of Students Participated	Organization / People Served
Community Youth Club	The Community Chest Flag Day 2022 – Gold Flag Sale	613	The Community Chest
Community Youth Club	Online Challenge about Social Issues	104	S1-S3
Red Cross	Summer Service Project by YU52 Chan Sui Ki (La Salle) College and YU10 St. Mary's Canossian College	16	Children in Jockey Club Farm Road Youth S.P.O.T.
Scouts	童心抗疫義工服務	10	Public
Scouts	何文田區 STEM 同樂日	20	Public
Voluntary Services Group	School Tour and Caring for the School Staff	10	S1 new comers
Voluntary Services Group	Flag-selling Service	7	The general public in To Kwa Wan
Voluntary Services Group	PTA & VSG School Tour	11	Parents
Voluntary Services Group	Shek O Beach Cleaning-Up Campaign	17	Shek O Beach Goers
Voluntary Services Group	Elderly Home Visit Service	18	The Elderly in Ho Man Tin Tung Wah Group Of Hospital Wong Zhu Tong Service Centre

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, 185 (i.e., 26.58%) students were registered this year to represent our school in inter-school sports competitions and open meets. After the COVID-19 pandemic, all inter-school competitions were resumed as normal.

Percentage of Students within the Acceptable Weight Range

Class Level	S1	S2	S3	S4	S5	S6
Percentage of students within the acceptable weight range	61.9	64.2	71.3	66.1	66.4	70.4

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 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 career counsellor was employed to support the administrative work and career guidance, enhancing the capacity of career teachers for life planning education and career guidance.

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.

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

Teacher Relief Grant

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

Teacher Relief Grant (Optional Cash Grant)

A contract teacher was employed to share the teaching load and prepare teaching & learning materials for Mathematics, science and computer subjects. Teachers concerned could be relieved of some workload for collaborative lesson planning which was conducted regularly.

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