

School Report 2014-2015



CHAN SUI KI (LA SALLE) COLLEGE

Our School

School Information

Chan Sui Ki (La Salle) College is a subsidized Catholic boys' school founded in 1969 and is one of the five secondary schools run by the De La Salle Brothers in Hong Kong. The school campus is about 5,000 m². There are twenty-nine classrooms, a chapel, an open playground, a covered playground and a school hall. There is also a canteen where students can have hot meals. All the rooms and the school hall are air-conditioned. Under the School Improvement Programme (SIP), a new nine-storey school annex was completed in August 2005. It provides extra space and facilities for teaching purposes and student activities.

School Vision

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

School Mission

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

School Motto

Laus Deo Semper which means Praise be to God always.

Incorporated Management Committee

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

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

Subjects offered

S1-S3		English Language, Chinese Language, Mathematics, Integrated Science, Integrated Humanities, Chinese History, Putonghua, Computer Literacy, Religious Studies, Physical Education, Music, Visual Arts
S4-S6	Core Subjects	English Language, Chinese Language, Mathematics, Mathematics Extended Parts (Module 1 and Module 2), Liberal Studies
	Electives	Physics, Chemistry, Biology, Chinese History, Economics, Geography, Information & Communication Technology, Business, Financial & Accounting Studies, Physical Education
	Other Learning Experiences	Religious Studies, Physical Education, Music, Visual Arts, Homeroom Periods

Class Structure and Enrolment

Class Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	5	5	26
Total Enrolment	135	137	140	132	160	167	871

Students' Attendance Rate

Year	S1	S2	S3	S4	S5	S6
12/13	98.7	98.4	98.0	98.1	97.5	93.9
13/14	98.7	97.8	96.9	98.0	97.2	93.9
14/15	98.4	98.7	97.9	99.8	98.1	96.2

Unfilled Places

Year	Percentage of unfilled places
12/13	6.52
13/14	5.91
14/15	6.75

Early Exit Students

Year	Percentage of Early Exit Students
12/13	0.71
13/14	0.21
14/15	0.11

Teaching Staff Information (Including School Head)

No. of teaching staff	
<i>in approved establishment:</i>	54
<i>not included in approved establishment:</i>	1
Qualifications and Professional Training	Percentage of all teaching staff (%)
<i>Teacher Certificate / Diploma in Education:</i>	100
<i>Bachelor Degree:</i>	100
<i>Master/ Doctorate Degree or above:</i>	56
<i>Special Education Training:</i>	11
Working Experiences	Percentage of all teaching staff (%)
<i>0-4 years:</i>	7
<i>5-9 years:</i>	15
<i>10 years or above:</i>	78

Teachers with Language Proficiency Requirement

Year	English	Putonghua
12/13	100%	100%
13/14	100%	100%
14/15	100%	100%

Continuing Professional Development (CPD) of Teachers

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

In 2014-2015, the school held three professional development activities for teaching staff.

Date	Staff Development Activity
12/9/2014	Workshop on School Self-Evaluation
13/3/2015	Visit to the Peak and the Catholic Cathedral of the Immaculate Conception
5/6/2015	Lasallian Formation and Workshop on School Self-Evaluation

Achievements and Reflection on Major Concerns

Major Concern 1: Enhancing Learning and Teaching for Academic Achievements

Achievements

Building on the work achieved in the past two years, subject departments have continued their efforts in making the lessons more student-centred to motivate and engage students in class. Many subjects have adopted or enhanced questioning, group discussion, project work and presentation to encourage class participation and raise student motivation. Students were more engaged and ready to participate in lessons. Senior form subjects have made good use of the past public examination questions to enhance class participation and discussion, facilitating understanding and concept building.

Most subjects have adopted measures to help students develop study skills and enhance their competence. Students have developed note jotting habit and were more ready to prepare for lessons. Some subjects assigned pre-lesson tasks to students. Some subjects also conducted project learning and students were given opportunities to develop and practice their project skills. A project display was held in the school hall to celebrate students' work. In junior form mathematics and science, teachers continued to focus on developing students' skills in drawing and plotting graphs. Students have shown improvement in these aspects as revealed by their work. A talk on study skills such as goal setting and time management was held for S1 and S4 at the beginning of the school year.

As a measure to cater for learner diversity, streaming and split classes were arranged to enable small class teaching. Many subjects have revised and set their learning materials such as worksheets with different levels of difficulty to fit in with the above arrangements. In general teachers were able to make use of the small class teaching to help students in remedial classes, and more attention and guidance were given to students. More challenging tasks were assigned to students in cream classes. Value-added questions were included in S1-S3 test and examination papers to encourage more capable students to challenge themselves and get extra marks.

The school held various enhancement programmes and workshops for high achievers. These programmes included Chinese and English enhancement courses, Engineer and ICT training, Mathematics training, and learning skills workshops. Students' feedback on these programmes and workshops was positive. A number of high achievers also participated in inter-class and

inter-school competitions, and were enrolled in gifted education programmes organised by the local universities.

The school continued to hire a student counsellor and a teacher assistant to support the learning of students with special educational needs. They worked collaboratively with the Guidance & Counselling Section and followed the students well. The teacher assistant was responsible for conducting Chinese tutorials for non-Chinese speaking students, and training for students with specific learning difficulties in Chinese. The counsellor is well received by students and parents. Also, the Guidance & Counselling Section has made use of the After-school Learning and Support Programmes to help students in need.

Subjects have worked collaboratively to foster a better learning atmosphere by raising motivation, enhancing study skills and keeping high expectations of students. Many subjects also arranged quizzes for junior students and tutorial classes for senior students to address their needs more specifically and students have shown improvement in their learning attitude.

Reflection

With the collaboration of various subjects, we have reinforced student motivation and study skills, making students more engaged in class. Nonetheless, there is still room for improvement in motivation and learning attitude. We have to sustain what we achieved, and further raise students' motivation and attitude towards studies.

To further enhance the learning atmosphere, we have to keep high expectations of students and support students to reach them. We need to ensure the standards are consistently upheld at expected and required level, and let students understand them.

Also, provision of split classes in the core subjects reduces the class size and creates room to cater for the learner diversity. To make good use of the small class size, we still have to adjust the pedagogy to fit in with it e.g. enhancing the interaction in class and specifically addressing the needs of students.

Major Concern 2: Enhancing Student Character Development

Achievements

Most students get along well with others and respect teachers. In general, students agree that teachers care them and have high expectations for them. They also agree that the school actively fosters their virtues.

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 and participated in various inter-school competitions. Students have built their confidence and teamwork, and have developed their determination to win and to face challenges. Teacher-student and student-student relationships have also been enhanced through interaction and communication in these activities.

Through the collaboration of its functional committees, the Pastoral Division continued to organise various kinds of activities and talks on promoting healthy living habits for students. Different organisations such as Hong Kong Police Force, ICAC, the Society for Truth and Light, etc. were invited to conduct talks on cyber abuse, road safety, drug abuse and anti-corruption. Two workshops on sex education were held for S1 and S2 by the staff of the Department of Health. The Parent-Teacher Association also held a talk on internet addiction and another one on dating.

With the experiences gained from the training camps in past three years, the Guidance & Counselling Section organised a 3-day personal growth camp for all S2 students. Students were given the opportunities of refreshing their awareness of values such as discipline, leadership, respect and responsibility. The feedback from students was very positive. Parents and teachers were invited to join the passing out and other activities on the last day of the camp.

The Moral and Civic Education Section has revised the moral and civic education materials for S4 and S5, and the Religious Education Section has revised the junior curriculum. Both sections have infused positive values – responsibility, respect, integrity and serving others into their curricula. In addition, the Religious Education Section continued to foster a better catholic culture by arranging services, catechism classes, and masses at the school. A pastoral assistant was employed to assist students with their religious formation and spiritual counselling.

Through a referral system, the Discipline Section and the Guidance & Counselling Section worked collaboratively to help students develop positive values and improve themselves.

Students, who had misbehaved and had been given a minor demerit or more, were referred to the Guidance & Counselling Section for guidance and follow-up.

The ECA Section coordinated students to take part in voluntary services. Flag-selling activities were administered by the Community Youth Club whilst other voluntary services such as visits to the elderly centres and volunteer work at charitable organisations were held by the Voluntary Services Group.

Leadership training was arranged for prefects, the proposed cabinet of Student Association, chairmen of clubs/ societies, student librarians and members of the Hong Kong Lasallian Youth Movement. Student leaders were encouraged to participate in various school services and external programmes.

Reflection

Functional committees have worked collaboratively and implemented the strategies for enhancing student character development as scheduled. There have been better coordination and communication between functional committees.

Young people are vulnerable to trends and subcultures of the society. As always, the school has a role to exercise a subtle, formative influence on student character. We have to help students to reflect, explore and develop positive values so that they are less influenced by the unethical culture of the society.

Major Concern 3: Fostering an English-rich Environment

Achievements

Medium of instruction policy was largely observed for subjects using English as the medium of instruction. Students were also encouraged to speak English in class. The English Centre opens at lunch time and after school each school day. Students can chat with our NET and with each other in a less formal setting, and make good use of the facilities at the centre.

Students have been encouraged to participate in both inter-school and inter-class activities and competitions. In the Hong Kong Schools Speech Festival (English) 2014-2015, one student got the Certificate of Honours, forty students got the Certificate of Merit and two students got the Certificate of Proficiency. With regard to placing, one student got the First Prize, one student got the Second Prize and one student got the Third Prize. The junior English Debate Team was awarded the 1st Runner-up in the Hong Kong Secondary Schools Debating Competition. A group of students participated in the Teen Time Radio Programme organised by the RTHK.

Speak English Days were organised and the activities were well-received by students. News reports and documentaries were broadcast at lunch time in the canteen area and the covered playground. The morning assembly was conducted in English and the prayer was enriched with bible reading and intercession verses. At least one representative from each class except some in the junior forms was selected to conduct a sharing session at the morning assembly every Thursday. Speakers generally showed a good command of spoken English. Also, the school ran its formal functions and ceremonies in English. More students were given the opportunities to serve as masters of ceremony at these functions and ceremonies.

Reflection

To sustain an English-rich environment, we have to continue the efforts put forth. More can be done to encourage students to speak English in the class. To achieve this goal, teachers have to observe the medium of instruction policy and give more positive reinforcements to students to build their confidence.

Outside the classroom, a greater variety of activities can be provided to arouse students' interest and cater for different students. Also, teachers can encourage more students to take part in both inter-school and inter-class activities and competitions.

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 2014-2015 was 191 and the number of active school days was 170. Active school days refer to school days when students have to attend lessons and/or well-planned learning activities scheduled in the school calendar.

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

The school reviewed the allocation of lesson time in the junior curriculum and has decided to increase the lesson time for Chinese Language Education from 2013-2014, starting with S3 and then to S2 and S1.

	12/13	13/14	14/15
Chinese Language Education	14.6%	15.3%	16.0%
English Language Education	18.8%	18.8%	18.8%
Mathematics Education	14.6%	14.6%	14.6%
Science Education	12.5%	12.5%	11.8%
Personal, Social and Humanities Education	22.9%	22.2%	22.2%
Technology Education	4.2%	4.2%	4.2%
Arts Education	8.3%	8.3%	8.3%
Physical Education	4.2%	4.2%	4.2%

English as the medium of instruction and Language-Across-the-Curriculum

One of our major concerns is to foster an English-rich environment. We have implemented a series of measures to support the use of EMI. We have participated in the language-across-the-curriculum (LAC) project for years. The English Department has worked collaboratively with Integrated Science, Integrated Humanities, Visual Arts and Mathematics to develop students' reading and writing skills, addressing students' specific needs in using English to acquire the subject knowledge. During 2011-2013, the LAC project was enhanced and extended to Computer Literacy and Religious Studies with the funding from the Refined English Enhancement Scheme (REES). The LAC core members also participated in a joint-school project held by the University of Hong Kong, conducted class observation and shared their experiences with other participant schools. Despite the completion of the REES, the school has sustained the pedagogic initiatives of LAC, keeping the effect on teaching and learning long lasting.

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 native-speaking English teachers, and a number of lessons offered by subject departments (Mathematics, Science, Integrated Humanities and Computer Literacy).

Assessment

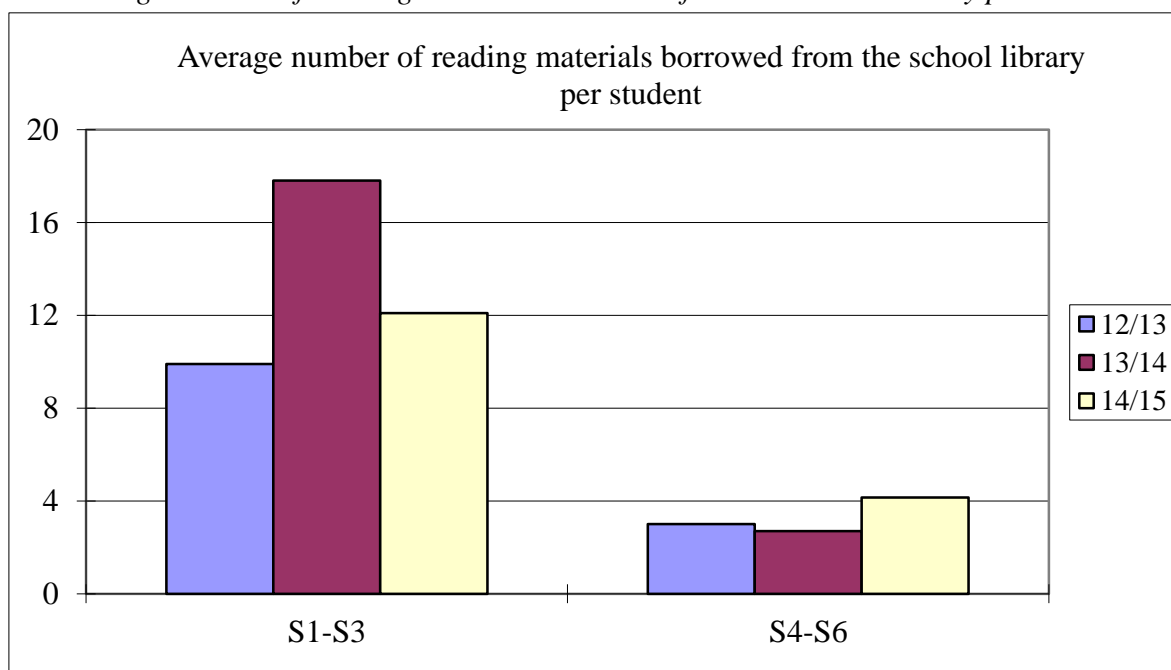
Assessment is an indispensable part of the learning process. The school's assessment mechanism is multi-faceted, comprising continuous assessment, uniform tests and examinations. In order to help our students to make improvement, teachers were provided with detailed analysis of the results after each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

Reading Promotion

Time was assigned per cycle to each class for regular reading sessions during which students were required to read English and Chinese materials extensively. The school library has implemented a reading scheme for junior students. The scheme was started at S1 in 2011-2012 and was extended to S3 in 2013-2014. The achievements of students were as follows:

<i>Level of Achievement (Requirement)</i>	<i>No. of Students</i>		
	<i>S1</i>	<i>S2</i>	<i>S3</i>
Elementary (8 English books and 8 Chinese books)	23	47	29
Intermediate (16 English books and 16 Chinese books)	1	5	3
Advanced (32 English books and 32 Chinese books)	0	3	0

Average number of reading materials borrowed from the school library per student



The Reading Promotion Committee organised a number of book sharing sessions during the morning assembly. Students and teachers were invited to share their reading with the school. The information was also uploaded to the website of the school library for promotion of reading.

Also, different reading activities such as the “Read to Feed” programme for S1 and S2, a parent-child Easter reading programme, lunch time book sharing and a book fair were also organised to promote reading.

Project Learning

The Project Learning Committee has coordinated the project work done by various subjects such as Chinese Language, Chinese History, Mathematics, Computer Literacy, Music and Integrated Humanities. Students’ project learning skills were systematically developed through S2 Integrated Humanities to prepare students for project work at the senior class levels. Project learning tasks were duly arranged for students to acquire and apply various generic skills such as data analysis, collaboration and communication. A project display was held in the school hall at the end of the school year to celebrate students’ work.

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

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. Many old boys have served as speakers in school ceremonies and career talks.

Working hand in hand with the PTA and the OBA, the Career Counselling Section has held a mentorship programme for the S5 and S6 students. The PTA subsidized the mentorship programme whilst the old boys served as mentors, giving advices and guidance to students.

The OBA organised a number of friendly matches of ball games with staff and students, enhancing the teacher-student relationships and the brotherhood of students.

In 2014-2015, two academic programmes were organised by the Old Boys to enhance student learning and development. The Law and Society Course was held regularly on Saturdays in the first term to enhance elite students' skills in public speaking and knowledge in laws and legal system. The Student Development Programme was run to motivate students in need and enhance their self-management skills. The programme comprised four workshops and a one-day visit to the City University of Hong Kong. The Old Boys responsible are all professionals in the related fields.

Financial Summary

		Income (\$)	Expenditure (\$)
I.	Government Funds		
	Balance B/F	3,266,693.34	
	(1) EOEBG Grant		
	Non-School Specific and School Specific		
	i. Administration Grant	3,448,826.00	3,514,707.14
	ii. School & Class Grant	721,019.38	1,068,865.02
	iii. Composite Furniture and Equipment Grant	469,160.05	514,789.90
	iv. Subject Grants (including Putonghua, Moral & Civil Education, etc.)	140,184.24	69,971.40
	v. Capacity Enhancement Grant	557,148.00	578,207.89
	vi. Composite Information Technology Grant	407,089.00	323,484.76
	vii. Other Grants (Supplementary Grant, Lift Maintenance Grant, etc.)	271,035.31	217,078.15
	Sub-total	6,014,461.98	6,287,104.26
	(2) Grants Outside EOEBG		
	i. Senior Secondary Curriculum Support Grant	724,668.00	742,251.52
	ii. Diversity Learning Grant	255,579.00	224,579.00
	iii. Fractional Post Cash Grant	369,124.00	300,027.54
	iv. Learning Support Grant for Secondary Schools	364,000.00	396,563.98
	v. Other Grants (School-based After-school Learning, Career and Life Planning, etc.)	580,020.00	616,689.80
	Sub-total	2,293,391.00	2,280,111.84
II.	School Funds (General Funds)		
	Balance B/F	3,663,557.97	
	(1) Tong Fai	132,733.00	47,216.00
	(2) Donations	253,137.97	41,885.00
	(3) Collection of fees for specific purposes (including electricity charges for air-conditioning)	235,650.00	350,248.82
	(4) Others (New School Year Misc. Fees, Photostat, Newspaper, etc.)	780,295.96	633,521.88
	Sub-total	1,401,816.93	1,072,871.70
Total surplus of Government Funds for 2014/2015 school year		(259,363.12)	
Total surplus of School Funds for 2014/2015 school year		328,945.23	
Accumulated surplus of Government Funds as at the end of 2014/2015 school year		3,007,330.22	
Accumulated surplus of School Funds as at the end of 2014/2015 school year		3,992,503.20	
Accumulated surplus as at the end of 2014/2015 school year		6,999,833.42	

Performance of Students

Pre-S1 Hong Kong Attainment Test (HKAT)

Year	Average score of students					
	Chinese		English		Mathematics	
	School	Territory	School	Territory	School	Territory
12/13	59.0	49.6	64.1	49.4	75.9	60.0
14/15	57.3	53.0	61.1	49.7	70.9	57.6

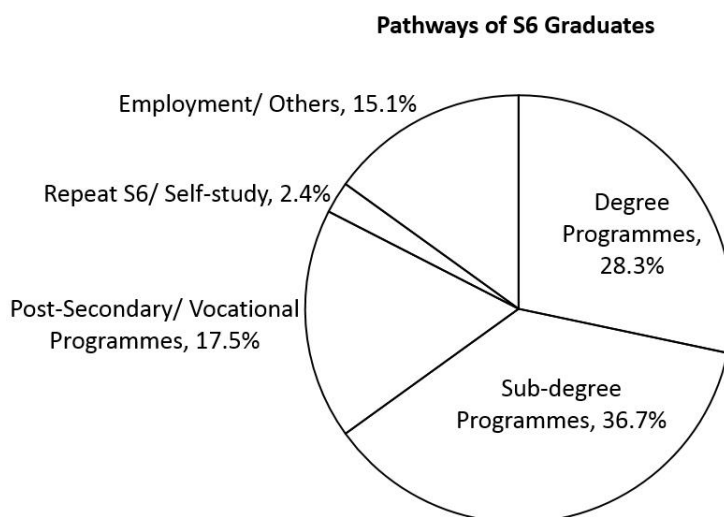
*Remark: In 2013-14, the Pre-S1 HKAT was administered on a voluntary basis. There were no territory figures given by the Education Bureau and comparison could not be made.

Hong Kong Diploma of Secondary Education (HKDSE) Examination 2015

166 students sat for the HKDSE Examination 2015. Overall results of our students attaining “level 2+” and “level 3+” were all better than those of the territory e.g. Level 3 or above 61.7% (HK 59.5%), Level 2 or above 87.2% (HK 83.3%).

42.1% of our students (HK 35.3%) fulfilled the entrance requirements for university programmes, i.e. core subjects at 3322 or better.

Pathways of S6 Graduates (Total Number: 166)



Students' Participation in Extra-curricular Activities

Student Participation in Inter-school Events and Uniformed Groups

Activities	No. of Student-times Participated	
	S1 - S3	S4 - S6
Inter-school Sports Events	142	106
School Music Festival	32	21
School Speech Festival (Chinese)	12	10
School Speech Festival (English)	33	22
School Drama Festival	23	11
Scouts	40	21
Red Cross	32	19
Voluntary Services Group/CYC/LYM/HKAYP	70	249

Inter-school Activities and Prizes Won

Nature	Name of Competition / Organization	Award / Prize Details e.g. Position or Merit Awards
Drama	Hong Kong Schools Drama Festival 2015	Award for Commendable Overall Performance
		Award for Outstanding Stage Effect
		Award for Outstanding Performer 5C Ma Ho Lam
		Award for Outstanding Cooperation
English	66th Hong Kong Schools Speech Festival	Certificate of Honours x1
		Certificate of Merit x40
		Certificate of Proficiency x2
		First x1
		Second x1
	Third x1	
	Hong Kong Secondary Schools Debating Competition	1st runner-up - Junior Debate Team

Chinese	中文朗誦比賽	良好 5 名／優良 11 名
	聯中／華辯／基盃	最佳辯論員 4 名
	星島辯論	最佳辯論員 1 名
	星島辯論	最佳交互答問 2 名
Sports	Inter-school Athletics (Division Two) Competition B Grade	3rd
	A High Jump	Champion
	A Javelin	3rd
	A Discus	4th
	B High Jump	2nd
	B 1500 m	2nd
	B 800 m	Champion
	B 100 m Hurdles	2nd
	B 4 x 400 m Relay	Champion
	B 4 x 400 m Relay	Champion
	B 4 x 400 m Relay	Champion
	B 4 x 400 m Relay	Champion
	C Shot Put	2nd
	C High Jump	4th
	C High Jump	3rd
	C 100 m Hurdles	3rd
	Inter-school Badminton (Division One) Competition A Grade	2nd
	Inter-school Basketball (Division Two) Competition A Grade	4th
	Inter-school Basketball (Division Two) Competition B Grade	2nd
	Inter-school Basketball (Division Two) Competition C Grade	2nd
Inter-school Basketball (Division Two) Competition Overall	2nd	
Inter-school Table-tennis (Division Two) Competition A Grade	Champion	
Inter-school Table-tennis (Division Two) Competition Overall	2nd	

Inter-school Swimming (Division Two) Competition B Grade	4th
A 200 m IM	3rd
A 50 m Butterfly	4th
B 100 m Back	3rd
B 200 m IM	4th
B 100 m Breast	3rd
B 4 x 50 m Medley	4th
B 4 x 50 m Medley	4th
B 4 x 50 m Medley	4th
B 4 x 50 m Medley	4th
C 50 m Back	2nd
C 200 m IM	3rd
C 50 m Back	4th
HK Schools Jing Ying Badminton (Singles) Secondary Schools Boys	5th - 8th
HK Schools Jing Ying Badminton (Doubles) Secondary Schools Boys	3rd (x2)
HK Schools Jing Ying Table-tennis (Doubles)	3rd (x2)
第十七屆公民青少年田徑錦標賽 2015 甲組 標槍 甲組 鉛球 甲組 鐵餅	亞軍 季軍 季軍
2015 飛達慈善復活跑 男子少年2組3公里 2015 高分猛龍慈善跑	第九名 3 Km 4人拍住跑男子組(x4)
IAAF 國際田徑日 2015 標槍	冠軍

Music	Hong Kong Schools Music Festival	
	Grade Six Piano Solo	Champion
	Grade Five Piano Solo	2nd
		Certificate of Merit (x4)
	Certificate of Proficiency (x9)	
Red Cross	Youth Nursing Competition By West Kowloon Divisional Headquarters	Second Runner Up
	Red Cross Youth Instructor Service Award	Bronze Award x 2
	Progressive Programme By Hong Kong Red Cross Youth and Volunteer Department	Advancing Badge x 2
	Progressive Programme By HK Red Cross Youth and Volunteer Department	Leading Badge x 4
	Progressive Programme By HK Red Cross Youth and Volunteer Department	Practicing Badge x 20
Scout	Scout Association of Hong Kong Cub Scout Section Highest Award	Golden Bauhinia Award X 3
	Scout Association of Hong Kong Scout Section Highest Award	Chief Scouts' Award X 2
	Scout Association of Hong Kong Venture Scout Section Highest Award	Dragon Scouts' Award X 2
	Scout Association of Hong Kong Rover Scout Section Highest Award	B. P. Award X 1
	Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Grasshopper Section	Gold Award
	Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Cub Scout Section	Gold Award
	Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Scout Section - Troop A	Silver Award

Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Scout Section - Troop B	Silver Award
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Scout Section - Troop C	Silver Award
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Venture Scout Section	Gold Award
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Rover Scout Section	Bronze Award
Scout Association of Hong Kong Kowloon Region Outstanding Scout Group Leader	Outstanding Scouters X 3
Scout Association of Hong Kong Homantin District Commissioner's Trophy Grasshopper Section	1st runners up
Scout Association of Hong Kong Homantin District Commissioner's Trophy Cub Scout Section	Champion
Scout Association of Hong Kong Homantin District President's Cup Venture Scout Section	Champion
Social Welfare Department Volunteer Service	Gold Award X 30
Social Welfare Department Volunteer Service	Silver Award X 7
Social Welfare Department Volunteer Service	Bronze Award X 19
Scout Association of Hong Kong	Good Service Award X 1
Scout Association of Hong Kong	Long Service 2 star Award X 1

	Scout Association of Hong Kong	Thanks Certificate X 2
	205th Kowloon Scout Group	US Space Camp X 15
	Scout Association of Hong Kong	Thanks Certificate X 2
CYC	公益少年團九龍城區電影欣賞暨徵文比賽	中學組冠軍
Lasallian Youth Movement	CBSSA Charity Race	2nd Runner-up
Voluntary Services Group	200 hours of Volunteer Service / Social Welfare Department	2
	100 hours of Volunteer Service / Social Welfare Department	9
	50 hours of Volunteer Service / Social Welfare Department	15

Nature & Number of Participants in Social Services 2014-2015

Name of Club & Society	Nature / Type of Services	No. of Students Participated	Organization / People Served
Red Cross	Community Care Project by Hong Kong Red Cross	3	Serve homebound elderly in To Kwa Wan
	Flag Day	6	The Community Chest
	Health Check Services to the Public	1	Hong Kong Red Cross
	Summer Service Project by YU52 Chan Sui Ki (La Salle) College and YU46 Tack Ching Girls' Secondary School	9	Children in Jockey Club Kwai Fung Youth S.P.O.T.
	Junior Unit Trainer	2	Hong Kong Red Cross
Community Youth Club	Flag Selling	16	Community Chest
	Conservation service-weed removal	18	Volunteer Space
	Flag Selling	16	香港社區組織協會

Voluntary Services Group	Community services	17	League of Caritas Youth Volunteers / 100
	Raising the social awareness of children's rights	10	Kowloon Federation of Associations
	Visit homelessness	20	Hong Kong Federation of Youth Groups/ 20
	Organised activities for children who come from low income families	15	Hong Kong Federation of Youth Groups/ 20
	Fund raising	16	Oxfam Hong Kong
	Flag selling	13	Hong Kong Society for Community Organizations
	Organised activities for children who suffered from family problems-preparation	24	Project care - Small Group Home /20
	Organised activities for children who suffered from family problems-small games and performances	21	Project care - Small Group Home /20
	Organised activities for children who suffered from family problems-BBQ and games	22	Project care - Small Group Home /20

Scout	Sichuan Youth Camp	2	Scout Association of Hong Kong -- 15
	Buddha Carnival	28	Hong Kong Buddha Association - 300
	Service for elderly	30	Scout Association of Hong Kong -- 300
	We care our District	30	Scout Association of Hong Kong Homantin District -- 300
Hong Kong Award for Young People	Flag Selling	8	HK Award for Young People
Lasallian Youth Movement	Helpers in Homeless World Cup	3	Hong Kong Lasallian Youth Movement
	Helpers in United Nations Peace Day	7	Hong Kong Lasallian Youth Movement
	Charity Race Donation Campaign	10	Lasallian Youth Movement
	Visit to McDonald's House of Charities	19	Lasallian Youth Movement
	Visit to Shum Shui Po street sleepers	5	香港社區組織協會
	HK SoCo flag selling	5	香港社區組織協會

Students' Physical Development

Enhancement of Students' Physical Fitness

Physical Education is a compulsory subject in our school, and two periods per cycle are allocated to P.E. 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 P.E. lesson. Students of general physical fitness and abilities are always encouraged to participate in sports-related extra-curricular activities organized by the different sports clubs. 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. Besides taking part in inter-class sports competitions and sports-related extra-curricular activities, 200 (i.e., 22.9 %) students were registered this year to represent our school in inter-school sports competitions and open meets. Outstanding inter-school competition results for 2014-2015 include:

Athletics (Division Two)	3 rd in B Grade
Badminton (Division One)	2 nd in B Grade
Basketball (Division Two)	4 th in A Grade 2 nd in B Grade 2 nd in C Grade 2 nd in Overall
Swimming (Division Two)	4 th in B Grade
Table-tennis (Division Two)	Champion in A Grade 2 nd in Overall
BOCHK Bauhinia Bowl	13 th (55 points)
HK Schools Jing Ying Badminton Tournament Singles Competition	4A Tang Ho Hin – 5 th to 8 th
HK Schools Jing Ying Badminton Tournament Doubles Competition	3 rd 4A Tang Ho Hin 6D Pang Tsz Kiu
HK Schools Jing Ying Table-tennis Tournament Doubles Competition	3 rd 5A Tsang Ho Yin 5D Chuck Yik Fung

Percentage of Students within the Acceptable Weight Range

Class Level	Percentage of students within acceptable weight range
S1	63.97
S2	75.91
S3	71.63
S4	69.70
S5	75.78
S6	64.07

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

Feedback on Future Planning

The school has completed the third year work of the School Development Plan. The direction for the school development and the major concerns are shared by the teachers and the school management. Most of the strategies set were implemented more effectively compared with the implementation of the previous two years. The school self-evaluation took place as scheduled. The school management has made use of various channels to communicate with staff members in conducting the holistic review, and has set the stage for a new phase of school development by formulating a new school development plan. We are looking forward to engaging with new challenges.

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

Capacity Enhancement Grant

Two IT assistants were employed to assist teachers in development and use of e-learning materials. These assistants also provided technical support during lessons, and helped the maintenance of hardware and software. A teacher assistant was employed to assist teachers of English Language and Integrated Humanities in developing teaching and learning materials and organising learning programmes for students.

To enhance student development in various domains such as aesthetics and sports, part-time coaches, coach assistants and tutors were employed to offer training or programmes for students. These included training programmes in sports skills and playing musical instruments.

A training camp was held for developing students' peer counselling skills. These programmes and training were held satisfactorily and the responses of students and teachers were very good. Also a Chinese writing course was organised for selected students. The course was conducted in a satisfactory manner.

Fractional Post Cash Grant

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

Also, a pastoral assistant was employed to teachers in Religious Studies, Catholic functions and Lasallian formation programmes. Pastoral care to students was enhanced

Senior Secondary Curriculum Support Grant (SSCSG) and Additional SSCSG

A contract teachers was employed to share the workload of teachers of English teachers so that small class teaching (split classes) can be arranged

Two teacher assistants were employed to help subjects in preparing teaching & learning materials, and organising learning programmes. (Group 1: Chinese Subjects and Liberal Studies) (Group 2: Mathematics, Science Subjects and Computer Subjects)

Teacher Relief Grant

The Teacher Relief Grant was solely used for hiring supply teachers to replace teachers on sick leave and other approved leave.