

School Report 2016-2017



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, 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 | 4 | 4 | 24 |
| Total Enrolment | 129 | 130 | 124 | 129 | 117 | 108 | 737 |

Students' Attendance Rate

| Year | S1 | S2 | S3 | S4 | S5 | S6 |
|-------|------|------|------|------|------|------|
| 14/15 | 98.4 | 98.7 | 97.9 | 99.8 | 98.1 | 96.2 |
| 15/16 | 98.2 | 98.3 | 98.0 | 97.5 | 96.6 | 97.5 |
| 16/17 | 98.1 | 98.0 | 97.4 | 97.7 | 97.0 | 95.9 |

Unfilled Places

| Year | Percentage of unfilled places |
|-------|-------------------------------|
| 14/15 | 6.75 |
| 15/16 | 7.42 |
| 16/17 | 7.42 |

Early Exit Students

| Year | Percentage of Early Exit Students |
|-------|-----------------------------------|
| 14/15 | 0.11 |
| 15/16 | 0.62 |
| 16/17 | 0.27 |

Teaching Staff Information (Including School Head)

| | |
|--|--------------------------------------|
| No. of teaching staff | |
| <i>in approved establishment:</i> | 52 |
| <i>not included in approved establishment:</i> | 2 |
| 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> | 59 |
| <i>Special Education Training:</i> | 15 |
| Working Experiences | Percentage of all teaching staff (%) |
| <i>0-4 years:</i> | 2 |
| <i>5-9 years:</i> | 15 |
| <i>10 years or above:</i> | 83 |

Teachers with Language Proficiency Requirement

| Year | English | Putonghua |
|-------|---------|-----------|
| 14/15 | 100% | 100% |
| 15/16 | 100% | 100% |
| 16/17 | 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 2016-2017, the school held three professional development activities for teaching staff.

| Date | Staff Development Activity | |
|------------|--|---|
| 23/09/2016 | Session 1 (Parallel Sessions) | Sharing on the curriculum and pedagogy of Chinese Language by Mr. Yip Chi Bun, Manager - Assessment Development (Chinese), HKEAA Sharing on teaching content subjects in the English medium by Mr. Andrew DJ Beynon, Native-speaking English Teacher |
| | Session 2 | Meeting with school managers |
| 10/03/2017 | Visit to Yim Tin Tsai | |
| 09/06/2017 | Sharing on using mobile devices to enhance teaching and learning and internet security by staff of St. Stephen's College | |

Achievements and Reflection on Major Concerns

Major Concern 1: Enhancing students' motivation and learning atmosphere

Achievements

With the full support of our teachers, we have adopted a whole school approach to create a caring and supportive school environment. In addition to junior classes, an assistant form teacher was assigned to each S4 or S5 class. The assistant form teachers shared pastoral duties with the form teachers and took care of half of the class. After-school S1 Assistant Form Teacher Periods were also assigned to help S1 students in developing good study habits. Inter-class competitions and activities were organized by different functional committees and subject departments to promote class spirit and enhance relationships among students and between teachers and students as well. A caring culture has been developing in the school environment. Results of the Assessment Programme for Affective and Social Outcomes have shown a better teacher-student relationship in both junior and senior forms.

To promote self-regulated learning, most subjects have adjusted their pedagogy and adopted measures to engage students in class. These measures included taking initiative in preparing for lessons, revision quizzes and pop quizzes, specifying learning objectives of each lesson, and giving students positive reinforcement in a timely manner. The Careers Counselling Section has implemented a series of careers programmes across class levels to help students set goals, develop career aspirations and promote life planning. In addition, talks and workshops on study skills such as time-management, note-processing, note-making and time management were held for S1 to S4 students. Elite classes and enhancement programmes were held for high achievers and gifted students to stretch their potential.

Streaming and small class teaching were arranged for S1-S3 English, Mathematics and Chinese, S4 English and S4-S6 Liberal Studies. Remedial classes were arranged for junior core subjects. Teachers could pay more attention and provide more guidance to individual students in remedial classes whilst more challenging tasks were assigned to students in cream classes in order to cater for learner diversity. 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. Test and examination papers were prepared with a mix of basic and challenging tasks. Also, an extra 5% was allotted to more challenging tasks in S1-S3 test and examination papers to encourage high achievers to challenge themselves and in return, extra marks were awarded.

In addition to the staff professional development activities arranged by the school, many teachers attended seminars and courses held by the Education Bureau and other institutions for their continuing professional development. For instance, as one of the support measures for the school-based MOI arrangements, fourteen teachers of different content subjects attended the 3-day/ 4-day Course on Enhancing Classroom Communication/ Teaching Content Subjects/ Conducting Extended Activities in English in the past two years. The deputy head of the English Department took the opportunity and was seconded to the School-based Professional Support Programmes of the Education Bureau on a 50% part-time basis, enriching her experience in school-based curriculum as well as her curriculum leadership.

Different enhancement programmes and workshops were arranged for high achievers. These programmes included pull-out programmes and training courses on Chinese Language, English Language, Liberal Studies, ICT and Mathematics Olympiad. Workshops on learning skills were held for S2 to S5 high achievers. Student participants have shown better performance in the subjects and students' feedback 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 tertiary institutions.

Remedial courses were run for low achievers to enhance their abilities and study skills and encourage students in need to seek help from teachers. After-school support programmes were arranged for students who were academically at risk and economically disadvantaged. Participants have shown improvement in academic performance. The school also requested low achievers who habitually failed to hand in homework assignments to attend the After-school Study Class every day, completing their homework assignment before going home. Most of these students have shown improvement in homework assignment.

A student counsellor and a teacher assistant were hired to support the learning of students with special educational needs. They worked collaboratively with the Guidance & Counselling Section and took care of the students. 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 was well received by students and parents.

In sum, subject departments have worked collaboratively to foster a better learning atmosphere by refining curriculum and teaching strategies, elevating students' motivation, enhancing study skills and keeping high expectations of students. They also arranged more quizzes, tutorial classes and pull-out programmes to address the needs of students. Students have shown improvement in their learning attitude. Most subjects have enhanced questioning,

group discussion and presentation to encourage class participation. Students have developed note jotting habit and are more willing to share ideas and answer questions in class. With reference to the results of the stakeholder survey, teachers' view on student learning has improved.

Reflection

It is pleased to see a better teacher-student relationship in both junior and senior forms. We have to keep it up and enhance it, achieving our goal to foster a caring school environment. We have to make students understand we care about them, not only their academic results but also their whole personal development.

With the collaboration of various subjects, we have strengthened students' motivation and study skills. Students have focused on studies and are more engaged in class. Nonetheless, we still need to reinforce students' motivation and their attitude towards studies. To further enhance the learning atmosphere, we have to hold high expectations for students and support students to reach them. More encouragement should be given to students, helping them build confidence and believe in themselves. Furthermore, peer sharing should be encouraged.

With the provision of split classes, there is a better teacher-student ratio. To make good use of the small class size, we have to further review and refine the learning and teaching materials, and adjust the pedagogy to address the needs of students. We should also take advantage of the reduced class size to increase interactions among students, enhancing group dynamics in class.

Various pull-out programmes have been arranged to cater for students' need. We have adopted measures to improve the coordination of these programmes, addressing the concern about time clash among these programmes and with other school activities. Nonetheless, a few subject departments reported that the problem of time clash still existed. We have to examine the problem and resolve it.

Despite the fact that many teachers attended professional development activities such as courses and seminars regularly, some teachers should take greater initiative in planning their professional development and participating in relevant courses, seminars and workshops for the good of themselves as well as students.

Major Concern 2: Enhancing Students' Chinese and English Ability

Achievements

Members of the Chinese Department have kept reviewing and refining the curriculum, teaching strategies, assignments and assessments of Chinese Language to enhance junior students' skills in reading, writing, listening and speaking; and to improve senior students' knowledge and skill requirements and reasoning power for different papers of the HKDSE. Their efforts paid off with a greater improvement in the public examination results as well as the value-added figures.

To enhance junior students' language abilities, the Chinese Department has joined the Language Learning Support Scheme provided by the Education Bureau to develop school-based curriculum and explore effective learning and teaching strategies. The work of the department was appreciated by the responsible officers.

The English Department has adopted measures to enhance spelling skills and comprehension skills of S1 students, enrich the vocabulary knowledge of S1 students, consolidate S1 students' knowledge of phonics and engage them in using the language for communication in authentic situations. Regular reading lessons were arranged for S1 students during lunch time.

In line with the streaming and split class arrangement, the English Department has continued its work in tailoring learning and teaching materials to cater for learner diversity. A theme-based approach has been adopted with an emphasis on the use of authentic materials and contextualized teaching. Improvement in reading and speaking skills was shown. Students were more willing to communicate in English. With the help of the Native-speaking English teacher, the English Centre has been run effectively providing authentic situation for students to interact with others in English. There was an increase in the number of students who visited the Centre on a regular basis during the year.

The MOI policy has been observed. Most students can get used to learning and interacting in English during lessons. Senior students have shown confidence in using English in presentation, performance and interaction with peers and teachers.

The language-across-the-curriculum (LAC) programme has been implemented for years. The programme has addressed junior students' needs in using English to acquire subject knowledge such as subject specific vocabulary, subject specific word formation, form of expression and specific text types. A total of 25 sets of materials were used in the junior forms to integrate English into content subjects. Among them six sets of materials were

newly established and eight of them were targeting S1 students to cater for their needs. These materials were shared in relevant content subjects. Through this programme, teachers' language awareness has been raised. Students experienced less hardship when learning EMI subjects.

More opportunities were provided for students to improve their Chinese and English abilities. The Speak English Week and the Chinese Culture Week were held successfully to develop students' interest in language and promote language proficiency. News report and other programmes were broadcast during lunch time to construct a language learning environment. English sharing session was held every Thursday on various topics and students were guided by the NET. Students were also encouraged to take part in inter-class and inter-school competitions such as debate, speech festival, writing contest. As an initiative, the English Department encouraged students to take part in the International Competitions and Assessments for Schools (English Language). Eventually, there were 41 entries from S1-S6.

Students have actively participated in some language related activities and competitions. Some of them have won awards with outstanding performance. For instance, both the junior and senior English debate teams captured the Champion in the Hong Kong Secondary Schools Debating Competition. The senior debaters also won the Most Improved School Award and the Most Outstanding Debater Award in the 32nd Singtao Inter-school Debating Competition (English Section). Students were also encouraged to make use of the online learning resources to enhance their language skills.

To develop students' reading habits, we have implemented the DEAR (drop everything and read) session during the Form Teacher Period in the morning. The school library has implemented a reading scheme for S1-S3 with specific requirements. The Reading Promotion Committee organised various activities such as new books and thematic books displays, talks by local writers, Reading Channel (broadcasting reading promotion programmes), "Read to Feed" and Holiday Reading Programme (Parent-Child Reading & Mathematics Reading), book sharing by students and teachers during morning assembly, and a book fair in the school hall. In addition, the school library and the Student Association co-organised the 'Library on the Move' activities, providing opportunities for students to share their books with others. Most of these activities were well received by students.

Reflection

For Chinese Language, we have started the review of the curriculum and pedagogy. With the help of the Language Support Section of the Education Bureau, the Chinese Department will go on putting the effort forth and implementing measures to arouse students' interest and

enhance their knowledge and skills in learning Chinese Language. The department will take advices from professionals and adapt experiences and take examples from other schools to enlighten our department on refining curriculum and teaching strategies.

The English Department has implemented measures to enhance the language abilities of S1 students. These measures included enhancing their spelling skills and comprehension skills, enriching their vocabulary knowledge and knowledge of phonics. For other class levels, the department has tailored the teaching materials with reference to the streaming and split class arrangement, catering for different learning needs of students.

More can be done in grading and trimming the textbook and teaching materials for different classes of students. In addition, the department should continue to adopt a theme-based approach, emphasizing on the use of authentic materials and contextualized teaching.

As revealed by the public examination results and value-added figures, there is still much room for improvement in learning and teaching in senior English Language. The department should review the curriculum and pedagogy and work out measures to enhance the learning effectiveness.

MOI policy should be well monitored. Content subjects should enforce using English as medium of instruction and address students' needs in using English to acquire subject knowledge in the way of subject specific vocabulary, subject specific word formation, form of expression and specific text types, etc.

Outside the classroom, teachers should encourage more students to take part in language related competitions and activities. Through these activities, students can further develop their confidence and proficiency in both languages. In addition, a good reading culture is a key to improve students' language abilities. To help students develop their reading habits and cultivate a love of reading, we have to keep on promoting reading through formal (regular reading periods/ reading scheme) and informal (book sharing/book fair/holiday reading programmes) occasions.

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 2016-2017 was 191 and the number of active school days was 167. 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)

| | 14/15 | 15/16 | 16/17 |
|---|-------|-------|-------|
| Chinese Language Education | 16.0% | 16.7% | 16.7% |
| English Language Education | 18.8% | 18.8% | 18.8% |
| Mathematics Education | 14.6% | 13.9% | 13.9% |
| Science Education | 11.8% | 11.8% | 11.8% |
| Personal, Social and Humanities Education | 22.2% | 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% |

Language-Across-the-Curriculum

One of our major concerns is to enhance students' Chinese and English abilities. We have implemented a series of measures to support the use of EMI. We have adopted the language-across-the-curriculum (LAC) programme for years. The English Department has worked collaboratively with Integrated Science, Integrated Humanities, Visual Arts, Religious Studies, Computer Literacy and Mathematics to develop students' reading and writing skills, addressing students' specific needs in using English to acquire the subject knowledge.

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, Integrated Humanities and Computer Literacy.

Assessment

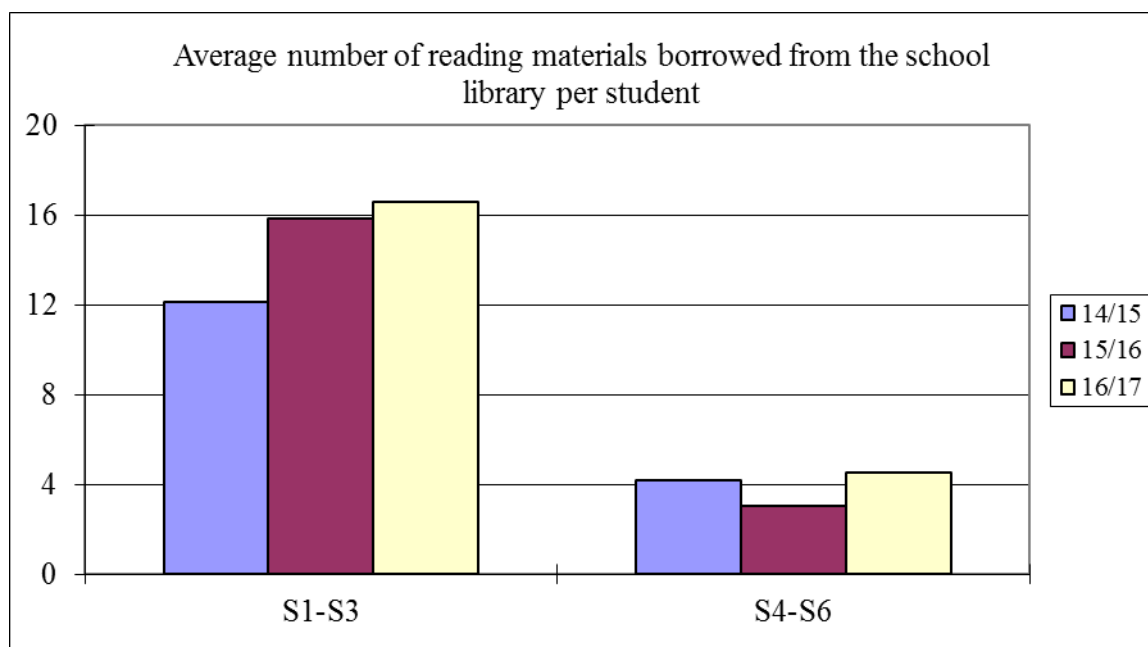
Assessment is an indispensable part of the learning process. The school's assessment mechanism is multi-faceted, comprising continuous assessment, uniform tests and examinations. In order to help our students to make improvement, teachers were provided with detailed analysis of the results after each 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 S1-S3 students. The achievements of students in 2016-2017 were shown in the following table. 162 students (42% of S1-S3 students) met the reading requirement.

| <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) | 35 | 49 | 38 |
| Intermediate (16 English books and 16 Chinese books) | 11 | 12 | 9 |
| Advanced (32 English books and 32 Chinese books) | 4 | 4 | 0 |

The average number of reading materials borrowed from the school library per student in the past three years was shown in the following figure.



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 uploaded to the website of the school library for promotion of reading. The Committee also organised different reading activities to promote reading. These activities included "Read to Feed" Programme, "Parent-child Easter Reading Programme",

“Mathematics Holiday Reading Programme”, “Library on the Move”(in collaboration with the Student Association), “Reading to Art Campaign”, talks by local writers, broadcasting reading promotion programmes and a book fair..

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, Integrated Humanities and Integrated Science. 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. Project display should be an encouragement and compliment to students’ good work. Thus, a Project exhibition was held at the end of the school year to commend students’ effort in project work, prizes were presented and good works were displayed in the school hall.

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 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.

Through the collaboration of its functional committees, the Pastoral Division organised various kinds of activities and talks on promoting healthy living habits for students.

In collaboration with the social worker, the Guidance & Counselling Section organized a peer counselling programme and provided training for student counsellors so that they can help new S1 students adapt to secondary school life. A Pre-S1 Training Day Camp was arranged for the freshmen, helping them set goals and develop social skills to cope with their new school life. Their parents were invited to join the last session of the camp which included sharing about parenting and parent-child activities such as dancing. Also, a good conduct award scheme was held to encourage S1 students to behave well.

Various kinds of leadership training such as courses and camps were arranged for student counsellors, prefects, the proposed cabinets of Student Association, chairmen of clubs and societies, student librarians and members of the Hong Kong Lasallian Youth Movement. Student leaders were encouraged to take part in various school services and external programmes.

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.

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 were invited to share their experiences in making their studies and career a success.

Working hand in hand with the OBA, the Career Counselling Section held career and life-planning programmes for S5 and S6 students. A mentorship programme was held for S6 students. Old boys served as mentors, sharing their experiences in making their studies and career a success. A programme called "My Career" was organised for S5 students. Old boys

working in different fields were invited to share their working experiences and the information about their professions. Also, the PTA and the Career Counselling Section co-organised careers talks for senior students and their parents.

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.

The Student Development Programme has been run by an old boy for four years. The programme aims to motivate students in need and enhance their self-management skills. In 2016-2017, two workshops were organised for student participants. To celebrate the achievements of student participants, the old boy generously sponsored a scholarship for participants with outstanding performance.

To enhance resilience of students, the Moral & Civic Education Section and the Guidance & Counselling Section organized talks and provided counselling for students in need. Also the school decided to apply for Qualify Education Fund to hire an additional social worker (part-time) to administer and implement the Joyful@School project. The project aims to enhance resilience of students by means of primary prevention and secondary intervention.

Financial Summary

Income (\$) Expenditure (\$)

| I. Government Funds | | Income (\$) | Expenditure (\$) |
|---|---|---------------------|---------------------|
| Balance B/F | | 2,923,748.77 | |
| (1) EOEBG Grant | | | |
| Non-School Specific and School Specific | | | |
| i. | Administration Grant | 3,555,493.81 | 3,386,347.70 |
| ii. | School & Class Grant | 717,035.46 | 1,143,945.29 |
| iii. | Composite Furniture and Equipment Grant | 466,567.98 | 527,613.00 |
| iv. | Subject Grants (including Putonghua, Moral & Civil Education, etc.) | 104,114.48 | 48,023.50 |
| v. | Capacity Enhancement Grant | 588,202.00 | 465,220.50 |
| vi. | Composite Information Technology Grant | 390,255.00 | 410,216.59 |
| vii. | Other Grants (Supplementary Grant, Lift Maintenance Grant, etc.) | 403,026.73 | 289,854.91 |
| Sub-total | | 6,224,695.46 | 6,271,221.49 |
| (2) Grants Outside EOEBG | | | |
| i. | Senior Secondary Curriculum Support Grant | 680,256.00 | 614,006.10 |
| ii. | Diversity Learning Grant | 268,417.00 | 275,417.00 |
| iii. | Fractional Post Cash Grant | 226,752.00 | 172,620.00 |
| iv. | Learning Support Grant for Secondary Schools | 535,275.00 | 471,037.70 |
| v. | Career and Life Planning Grant | 566,880.00 | 558,740.00 |
| vi. | Other Grants (School-based After-school Learning, Teacher Relief Grant, etc.) | 511,402.00 | 328,238.45 |
| Sub-total | | 2,788,982.00 | 2,420,059.25 |
| II. School Funds (General Funds) | | | |
| Balance B/F | | 3,651,611.06 | |
| (1) | Tong Fai | 110,050.00 | 32,557.00 |
| (2) | Donations | 155,680.00 | 33,579.00 |
| (3) | Collection of fees for specific purposes | 213,435.00 | 213,435.00 |
| (4) | Others (New School Year Misc. Fees, Photostat, Newspaper, etc.) | 552,336.01 | 575,230.10 |
| Sub-total | | 1,031,501.01 | 854,801.10 |
| Total surplus of Government Funds for 2016/2017 school year | | 322,396.72 | |
| Total surplus of School Funds for 2016/2017 school year | | 176,699.91 | |
| Accumulated surplus of Government Funds as at the end of 2016/2017 school year | | 3,246,145.49 | |
| Accumulated surplus of School Funds as at the end of 2016/2017 school year | | 3,828,310.97 | |
| Accumulated surplus as at the end of 2016/2017 school year | | 7,074,456.46 | |

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 |
| 16/17 | 61.2 | 51.4 | 57.9 | 47.9 | 71.4 | 58.7 |

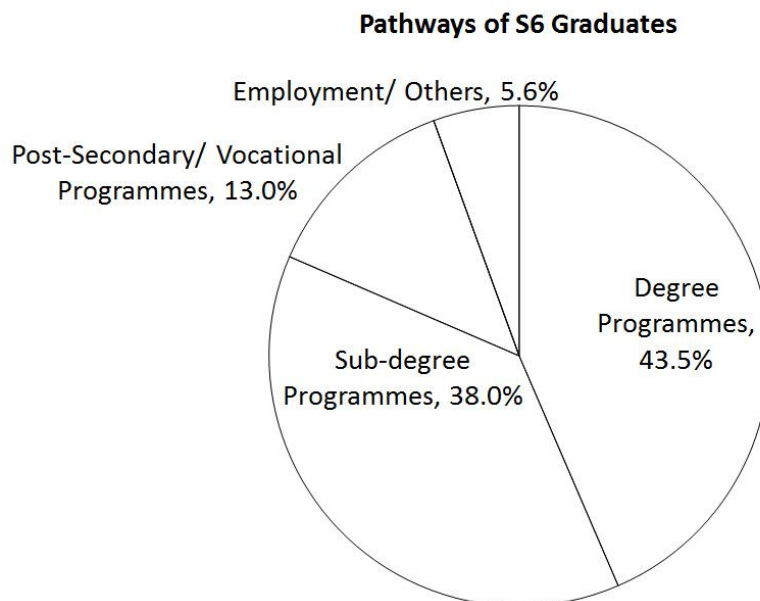
*Remark: In 2013/2014 and 2015/16, the Pre-S1 HKAT was administered on a voluntary basis. There were no territory figures given by the Education Bureau and comparison could not be made.

Hong Kong Diploma of Secondary Education (HKDSE) Examination 2017

108 students sat for the HKDSE Examination 2017. Overall results of our students attaining “level 2+”, “level 3+”, “level 4+” and “level 5**” were all better than those of the territory e.g. Level 5** 1.7% (HK 1.3%), Level 4 or above 37.9% (HK 35.0%), Level 3 or above 65.7% (HK 60.4%), Level 2 or above 90.7% (HK 84.2%).

49.0% of our students (HK 35.7%) fulfilled the entrance requirements for university programmes, i.e. core subjects at 3322 or better.

Pathways of S6 Graduates (Total Number: 108)



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 | 139 | 106 |
| School Music Festival | 11 | 3 |
| School Speech Festival (Chinese) | 17 | 12 |
| School Speech Festival (English) | 30 | 32 |
| School Drama Festival | 6 | 16 |
| Boy Scouts | 44 | 7 |
| Red Cross | 50 | 9 |
| Lasallian Youth Movement | 15 | 8 |
| Art | 7 | 0 |

Inter-school Activities and Prizes Won

| Nature | Name of Competition / Organization | Award / Prize Details e.g. Position or Merit Awards |
|----------------|--|--|
| Drama | Hong Kong School Drama Festival 2016/17 | Award For Outstanding Script |
| | | 9 Awards for Outstanding Performer |
| | | Award for Outstanding Stage Effect |
| | | Award for Outstanding Cooperation |
| | | Award for Commendable Overall Performance |
| Chinese | 第六十八屆中文朗誦比賽 | 良好獎狀：8 名 |
| | | 優良獎狀：21 名 |
| English | 68 th Hong Kong Schools Speech Festival (English Speech) | Second (x2) |
| | | Third (x1) |
| | | Certificate of Merit (x29) |

| | | |
|--|--|--|
| | | Certificate of Proficiency (x3) |
| | Hong Kong Secondary Schools Debating Competition (2016-2017) | Champion - Kowloon Senior Division 1 –Term 1 (8 students) Term 1 Best Debater (2 students) |
| | | Champion – Hong Kong Island and Kowloon Middle Division 1 – Term 2 Term 2 Best Debater (3 students) |
| | 32nd Sing Tao Inter-School Debating Competition | Most Improved School Award (4 students) |
| | | Most Outstanding Debater Award (1 student) |
| | | Best Debater Award - 3 times (1 student) |
| | | Best Interrogative Debater Award – 2 times (1 student) |
| | Hong Kong Inter-Secondary School Scrabble Championship 2017 | 4 students |
| | Hong Kong Top Story 2016 by RTHK | 6 students |
| Junior Secondary Oxford English Writing Competition ‘Whodunnit?’ | 1 student | |
| Sports | Inter-school Athletics (Division Two) Championships | A Grade: 13th |
| | | 110m Hurdles: 3rd |
| | | High Jump: 4th |
| | | B Grade: 14th |
| | | Javelin: 4th |
| | | C Grade: 3rd |
| | | Discus: 4th |
| | | 400m: 2nd |
| | | 4x100m: Champion |
| | | Overall: 10th |
| | Inter-school Badminton (Division One) Competition | A Grade: 5th |
| | | B Grade: 8th |
| | | C Grade: 7th |
| | | Overall: 9th |

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| | Inter-school Basketball (Division One) Competition | A Grade: 6th |
| | | B Grade: 4th |
| | | C Grade: 5th |
| | | Overall: 5th |
| | Inter-school Cross Country (Division Two) Championships | A Grade: 7th |
| | | B Grade: 2nd |
| | | C Grade: 4th |
| | | Overall: 3rd |
| | Inter-school Football (Division Three) Competition | A Grade: 2nd |
| | | B Grade: Champion |
| | | C Grade: 4th |
| | | Overall: Champion |
| | Inter-school Swimming (Division Two) Competition | A Grade: 9th |
| | | 100m Breast: 4th |
| | | 50m Breast: 3rd |
| | | 50m Breast: 4th |
| | | B Grade: 14th |
| | | C Grade: 12th |
| | | 50m Butterfly: 4th |
| | | Overall: 12th |
| | Inter-school Table-tennis (Division Two) Competition | A Grade: 5th |
| | | B Grade: 7th |
| | | C Grade: 4th |
| | | Overall: 8th |
| | 沙田武術錦標賽 2017 | 男子傳統拳術組: 第三名 |
| | 2017 全港學界保齡球公開賽 - 三人隊際賽 | 殿軍 |
| | BOCHK Inter-school Tenpin Bowling Cup 2016-2017 | Team Event – Boys: Champion |
| | | Individual – Boys: 8th |
| Music | 69th Hong Kong Schools Music Festival | 8 of Merit Certificates |
| | | 3 of Proficiency Certificates |
| Red Cross | Award for Volunteer Service by Social Welfare Department | Gold Award x 1 |
| | | Bronze Award x 3 |
| | Progressive Programme by HKRC | Leading Badge x 4 |
| | | Practicing Badge x 12 |
| Scout | Scout Association of Hong Kong | Golden Bauhinia Award x 9 |

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| | Cub Scout Section Highest Award | Chief Scouts' Award x 2 | |
| | 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 |
| | | Troop B | Silver Award |
| | | Troop C | Silver Award |
| | Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Venture Scout Section | Silver Award | |
| | Scout Association of Hong Kong Kowloon Region Outstanding Scout Group --- Rover Scout Section | Gold Award | |
| | Scout Association of Hong Kong Kowloon Region Outstanding Scout Group Leader | Outstanding Scouters x 10 | |
| | Scout Association of Hong Kong Homantin District Commissioner's Trophy Grasshopper Section Competition | Champion | |
| | Scout Association of Hong Kong Homantin District Commissioner's Trophy Cub Scout Section Competition | Champion | |
| | Scout Association of Hong Kong Homantin District Chairman Cup Venture Scout Section Competition | Champion | |
| | Scout Association of Hong Kong Homantin District President Cup Rover Scout Section Competition | Champion | |
| | Social Welfare Department Volunteer Service | Gold Award x 32 | |
| | Social Welfare Department Volunteer Service | Silver Award x 14 | |
| | Social Welfare Department Volunteer Service | Bronze Award x 18 | |
| | Scout Association of Hong Kong | Good Service Award x 2 | |
| | Scout Association of Hong Kong | Long Service Award x 1 | |
| | Scout Association of Hong Kong | Thanks certificate x 1 | |
| | Scout Association of Hong Kong | Commissioner's whistle x 1 | |
| | Scout Association of Hong Kong Grasshopper Scout Story Teller Competition | Champion | |
| | Scout Association of Hong Kong Kowloon Region Gilwell Campsite Souvenir Badge Design Competition | Champion and 1st runners-up | |

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|---------------------------------|--------------------------------|---|
| | Scout Association of Hong Kong | Scout Wing x 1 |
| | Scout Association of Hong Kong | 105th Anniversary Jamboree x 120 |
| | 205th Kowloon Scout Group | Taiwan Visit x 5 |
| Lasallian Youth Movement | Hong Kong Lasallian Family | International Lasallian Days for Peace Video Shooting and Writing Competition |
| Art | Nil | Nil |

Nature & Number of Participants in Social Services

| 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 | 6 | Homebound elderly in To Kwa Wan |
| | Health Check Services to the Public | 5 | Hong Kong Red Cross |
| | Flag Day | 12 | The Community Chest |
| | | 13 | Hong Kong Red Cross |
| Community Youth Club | The Community Chest Flag Day 2016 | 26 | The Community Chest |
| | Volunteer Space Organic Farm Service | 19 | Volunteer Space |
| Voluntary Service Group | Visiting Castle Peak Hospital | 19 | Castle Peak Hospital |
| | Dialogue in the Dark | 9 | Dialogue in the Dark |
| | Flag Selling | 22 | Open Door Ministries Limited |
| Scout | Buddha Carnival | 28 | Hong Kong Buddha Association - 300 |
| | Service for elderly | 30 | Scout Association of Hong Kong - 300 |

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|---------------------------------------|--|----|---|
| | We Care Our District | 30 | Scout Association of Hong Kong Homantin District - 300 |
| | Scout service without border | 3 | Mongolia Dudu Education - 82 |
| | 105th Anniversary Jamboree Service Staff | 12 | Scout Association of Hong Kong - 5000 |
| | Uganda Children with Love | 1 | Uganda Watoto Village - 1000 |
| Lasailian Youth Movement (CSK) | Tutorial Class for Primary Students in To Kwa Wan District | 5 | To Kwa Wan Stories House |
| | Elderly Service | 5 | Baldwin Cheung Elderly Service Centre (Sham Shui Po) by Caritas |
| | Children Care | 5 | Caritas Cheng Shing Fung District Elderly Centre (Shamshuipo) |

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. Other than taking part in inter-class sports competitions and sports-related extra-curricular activities, 185 (i.e., 24.73 %) students were registered this year to represent our school in inter-school sports competitions and open meets. Outstanding inter-school competition results for 2016-2017 include:

| | |
|--|---|
| Athletics (Division Two) Championships C Grade | 3rd |
| Basketball (Division One) B Grade | 4th |
| Cross Country (Division Two) B Grade | 2nd |
| Cross Country (Division Two) C Grade | 4th |
| Cross Country (Division Two) Overall | 3rd |
| Football (Division Three) A Grade | 2nd |
| Football (Division Three) B Grade | Champion |
| Football (Division Three) C Grade | 4th |
| Football (Division Three) Overall | Champion |
| 沙田武術錦標賽 2017 M17 – M19 男子傳統拳術組 | 第三名 6B 李煒軒 |
| Trio League of 2017 Inter-school Bowling Competition (2017 全港學界保齡球公開賽三人隊際賽) | 4th 殿軍 4A 陳灝行 4B 蔡子俊 4B 余溢朗 |
| BOCHK Tenpin Bowling Cup 2016-2017 (Team Event – Boys) | Champion 4A Chan Lok Hang 4B Ng Kwan Hang 4C Yu Yat Chun |

Percentage of Students within the Acceptable Weight Range

| Class Level | Percentage of students within acceptable weight range |
|-------------|---|
| S1 | 72.31 |
| S2 | 63.64 |
| S3 | 61.11 |
| S4 | 71.76 |
| S5 | 65.83 |
| S6 | 69.72 |

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 started a new three-year School Development Plan in 2015-2016. This academic year 2016-2017 was the second year in implementing this new three-year School Development Plan. The direction for the school development and the major concerns were shared by the teachers and the school management. Most of the strategies were implemented successfully and the evaluation took place as scheduled. With reference to the school data and the results of the Stakeholder Surveys and the Assessment Programme for Affective and Social Outcomes, we have kept the Annual School Plan for 2017-2018 the same as 2016-2017. We will make unremitting efforts to sustain what we have achieved in the second year of implementation and further our school development.

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.

Coaches/ coach assistants were employed for the following school teams: basketball, football, athletics, swimming and table-tennis. 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.

Fractional Post Cash Grant

Also, 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.

Senior Secondary Curriculum Support Grant (SSCSG) and Additional SSCSG

Three teacher assistants were employed to help subjects in preparing teaching & learning materials, and organising learning activities & programmes. (Group 1: English, Humanities subjects and BAFS Group 2: Chinese Subjects and Liberal Studies) (Group 3: Mathematics, Science Subjects and Computer Subjects).

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.

Teacher Relief Grant

The grant was used for hiring supply teachers to replace teachers on sick leave and other approved leave.