



陳瑞祺（喇沙）書院

Chan Sui Ki (La Salle) College

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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, eager to serve others.

School Information

|  |   |   |               |
|--|---|---|---------------|
| Supervisor / Chairman of School Management Committee | Mr. Lau Po Wah Chris  |   |               |
| Principal (with Qualifications / Experiences)        | Ms. Lee Po Chu Fiona (BA, PCEd, MEd)  |   |               |
| School Type  | Aided   | Student Gende   | Boys          |
| School Motto   | The motto of the school is Laus Deo Semper, which means literally 'Praise God Always'. It reminds us to put God first in our lives. |   |               |
| Name of Sponsoring Body                              | De La Salle Brothers  |   |               |
| Area Occupied by the School                          | About 5000 Sq. M  | Religion  |               |
| Parent-Teacher Association                           | Yes   | Past Students' Association / School Alumni Association  |               |
| Incorporated Management Committee                    | Established   | Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |               |
| 4Rs Mental Health Charter                            | Yes   | Whole School Health Programme   | Action School |

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

|  |             |              |
|--|-------------|--------------|
| Number of Teaching Posts in the Approved Establishment         |             | 53           |
| Total Number of Teachers in the School                         |             | 56           |
| Qualifications and Professional Training (% of Teaching Staff) |             |              |
| Had Received Teacher Training                                  |             | 88%          |
| Bachelor Degree  |             | 100%         |
| Master / Doctorate Degree or above                             |             | 48%          |
| Special Education Training                                     |             | 43%          |
| Years of Experience (% of Teaching Staff)                      |             |              |
| 0 - 4 Years  | 5 - 9 Years | > = 10 Years |
| 25%  | 18%         | 57%          |

Subjects Offered in the 2024/2025 School Year

|           |  |  |
|-----------|--|--|
| S.1 - S.3 | Chinese as the Medium of Instruction   | Chinese Language, Chinese History, Putonghua   |
|           | English as the Medium of Instruction   | English Language, Mathematics, Integrated Science, Integrated Humanities (S.2, S.3), Citizenship, Economics and Society (S.1), Geography and History (S.1), Computer Literacy, Business Fundamentals (S.2, S.3), Religious Studies, Physical Education, Music, Visual Arts |
|           | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | -  |
| S.4 - S.6 | Chinese as the Medium of Instruction   | Chinese Language, Citizenship and Social Development, Chinese History, Health Management and Social Care, Religious Studies, Physical Education, Music, Visual Arts  |
|           | English as the medium of instruction   | English Language, Mathematics, Mathematics Extended Parts (Module 2 - Algebra and Calculus), Physics, Chemistry, Biology, Economics, Geography, Business, Accounting & Financial Studies, Information & Communication Technology   |
|           | Adopt a different medium of instruction by class or by group / school-based curriculum | -  |

Subjects to be Offered in the 2025/2026 School Year

|           |  |   |
|-----------|--|---|
| S.1 – S.3 | Chinese as the Medium of Instruction   | Chinese Language, Chinese History, Putonghua  |
|           | English as the Medium of Instruction   | English Language, Mathematics, Integrated Science, Integrated Humanities (S.3), Citizenship, Economics and Society (S.1, S.2), Geography and History (S.1, S.2), Computer Literacy, Business Fundamentals (S.2, S.3), Religious Studies, Physical Education, Music, Visual Arts |
|           | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | -   |
| S.4 – S.6 | Chinese as the Medium of Instruction   | Chinese Language, Citizenship and Social Development, Chinese History, Health Management and Social Care, Religious Studies, Physical Education, Music, Visual Arts   |
|           | English as the Medium of Instruction   | English Language, Mathematics, Mathematics Extended Parts (Module 2 - Algebra and Calculus), Physics, Chemistry, Biology, Economics, Geography, Business, Accounting & Financial Studies, Information & Communication Technology  |
|           | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | -   |

Class Structure & Chargeable Fees (2024/2025)

|   |                             |    |    |       |       |       |
|---|-----------------------------|----|----|-------|-------|-------|
|   | S1                          | S2 | S3 | S4    | S5    | S6    |
| No. of Classes                          | 4                           | 4  | 4  | 4     | 4     | 4     |
| School Fee                              | -                           | -  | -  | -     | -     | -     |
| Tong Fai                                | -                           | -  | -  | \$340 | \$340 | \$340 |
| Parent-Teacher Association Fee          | \$100-Enrolment \$40-Annual |    |    |       |       |       |
| Student Union / Association Fee         | \$40 (S.1-S.5), \$20 (S.6)  |    |    |       |       |       |
| Approved Charges for Non-standard Items | -                           |    |    |       |       |       |
| Other Charges / Fees                    | -                           |    |    |       |       |       |

Remarks

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| - |
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S.1 Admission, Orientation Activities & Healthy School Life

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| Secondary One Admission   |
| Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025).   |
| EDB Discretionary Places Rank Order and Internal Assessment (40%), Conduct (20%), Extra-curricular Activities and Awards (10%), Interview (30%).  |
| Orientation Activities and Healthy Life   |
| In order to let S.1 students and their parents familiarize themselves with the school facilities and daily operation of the school, they are invited to attend induction programmes. English is used as the medium of instruction in CSK, so the Summer Bridging Programme is provided to help students get accustomed to the English learning environment.<br>Students are provided with opportunities to develop a healthy lifestyle through physical education and programmes. The school has developed resources to build a healthy school environment. |

| School Characteristics  |
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| School Management   |
| <b>School's Major Concerns:</b><br>1. To enhance students’ attitude and motivation towards learning<br>2. To promote values education<br>(For details, please refer to the Annual School Plan uploaded on the school website.)  |
| <b>School Management Organisation:</b><br>The Incorporated Management Committee has been established to manage the school and to formulate education policies of the school in accordance with the vision and mission set by the De La Salle Brothers. The school has also set up other administrative units and committees which serve to plan the curriculum, organize extracurricular activities, promote moral and civic education, promote STEM education, integrate the use of IT into teaching and learning and liaise with parents and alumni.  |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>The Incorporated Management Committee consists of sponsoring body managers, the principal, teacher manager, alumni manager, parent manager, independent manager and alternate managers.   |
| <b>School Green Policy:</b><br>There are activities conducted both inside and outside the classroom to stimulate students' interest in environmental protection and help them apply related knowledge to their daily life.  |
| Learning and Teaching Plan  |
| <b>Whole-school Language Policy:</b><br>English is the medium of instruction for all subjects except Chinese subjects. The split-class mode has been adopted in many junior English classes. To improve students’ language abilities, language-based activities are organized to enable them to master the use of English, Chinese and Putonghua.   |
| <b>Learning and Teaching Strategies:</b><br>Student-centred strategies and IT are used to raise the efficiency of teaching and learning. To equip students with self-learning skills, different learning activities including projects, reading promotion programmes, research, class discussions, computer or eLearning activities and visits are provided. Moreover, the school has made an effort to create a good harmonious learning environment which instills in students the importance of creativity, citizenship, a sense of responsibility and willingness to serve others.<br>Different subject combinations are offered to S.4-S.6 students. Students can make their choices according to their interests and abilities.<br>S.1 to S.3 students are offered English and Chinese reading periods per cycle. To enhance students' interest in reading, they are encouraged to write book reports and read Chinese and English newspapers. Students can get into the habit of reading newspapers and improve their presentation skills. In addition, students are encouraged to take part in various reading activities so that a good environment for reading can be created.  |
| <b>School-based Curriculum:</b><br>1. Electives: 2X and 3X. 2024/2025 S.4 students can select 2-3 elective subjects.<br>2. Curriculum highlights:<br>(1) Encourage students to bring their own tablets for learning purposes, and design activities that enhance interaction between teachers and students.<br>(2) Enhance STEM teaching and activities both inside and outside the classroom.  |
| <b>Major Renewed Emphases in the School Curriculum:</b><br>There are task groups working on the strengthening of reading to learn, IT for interactive learning, project learning and moral, civic & national education, to further develop students’ self-directed learning capabilities.   |
| <b>Life Planning Education:</b><br>To help students understand themselves better, formulate learning / career targets and explore the world of work, lessons and activities are structured to cater for their needs at various developmental stages, with individual and small-group consultation, workplace visits, simulated experience of the HKDSE result release, mock interviews, mentorship programmes and trips to visit tertiary institutes abroad.<br>Life-planning education and career guidance programmes are provided in partnership with the Parent-Teacher Association, the Old Boys’ Association and external organizations.   |
| Student Support   |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>Streaming and small class teaching are arranged for S.1 English Language and some S.1-S.3 Chinese Language classes. Small class teaching is also arranged to some S.2 and S.3 English Language classes. Elite classes, enhancement programmes and remedial classes are held for high achievers, gifted students and lower achievers respectively. Special classes for students with SEN are also held. Through the collaboration of the school, teachers, parents, Old Boys and students, various measures are implemented to support the development of students and to cater for their needs.  |
| <b>Whole School Approach to Integrated Education:</b><br>The Student Support Team consists of SEN Coordinator, SEN Support Teachers, Subject Panels, an Educational Psychologist, Student Counsellor and Teacher Assistants.<br>The Student Support Team uses the Learning Support Grant to purchase services from NGOs, such as speech therapy service, social skills training, attention and executive skill training and Chinese reading and writing course, to help students with SEN to reduce their barriers and integrate into ordinary school life. The Student Support Team will make assignment adjustment and special examination arrangement for the students with SEN if necessary. School-based Educational Psychologist and Student Counsellor will give individual counselling services to needy students.<br>Home-school co-operation is vital. The Student Support Team will contact each student with SEN and their parents, understand their needs and explain the support measures that given to the student. We will report the progress and do the evaluation after the program have completed. If parents have any questions or problems, they can discuss with the SEN Coordinator or the student counsellor.<br>The Student Support Team is responsible for promoting teacher training to enhance the capacity in catering for students with SEN. It also plans and organizes school-based professional development activities in supporting students with SEN. If a student is suspected to have special educational need, teachers can refer the student to the Student Support Team, and we will arrange the student to see our school-based Educational Psychologist at once. Early identification and early intervention are our principles. |
| <b>Education Support for Non-Chinese Speaking (NCS) Students:</b><br>Our school provides additional support for NCS students to facilitate their learning of Chinese: developing school-based Chinese Language curriculum and/ or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. To enhance the Chinese proficiency of non-Chinese speaking (NCS) students, our school has arranged pull-out lessons for NCS students’ learning of Chinese. With reference to the results of language assessment, we set learning targets and tailor the curriculum for NCS students.   |
| <b>Measures to Provide Adaptation for Learning and Assessment:</b><br>Students are required to sit for a test and an examination in each term. To promote better learning and emphasise the importance of assessment for learning, continuous assessment, such as students' performance in class and assessment on projects, is also included in the school assessment policy.  |

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| Home-School Co-operation and School Ethos   |
| <b>Home-School Co-operation:</b><br>The PTA was set up in 1998 to enhance liaison between the school and parents, facilitate communication between parents & teachers, discuss matters of mutual concern, improve students' welfare and update school facilities.   |
| <b>School Ethos:</b><br>Students enjoy a simple and democratic school life. The Student Association is an autonomous organization which leads other clubs and societies in school. The school has also set up other units to provide pastoral care for students, for instance, the Moral and Civic Education Committee, the Disciplinary Board, the Counseling Team and the school social worker work hand in hand to help students adapt to school life, have a better understanding of themselves and build up a virtuous value system.   |
| Future Development  |
| <b>School Development Plan:</b><br>1. To enhance students’ attitude and motivation towards learning<br>2. To promote values education   |
| <b>Teacher Professional Training and Development:</b><br>In line with Education Bureau guidelines, the school organizes three staff development days every academic year. The aim of these development days is to raise teaching efficiency and to attain goals in education. Furthermore, our teaching staff is enthusiastic about taking part in training programmes held both inside and outside school to fulfill the Bureau's requirements of staff continual professional development.  |
| <b>Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)</b>  |
| Life-wide Learning Activities including Extra-curricular Activities, and Co-curricular Activities.<br>To develop students' potential to the full, the school has set up the student association, school sports teams, school music teams, 2 uniform groups and 25 clubs. The clubs can be categorized into four main groups, namely the academic group, interest group, arts group as well as religious and services group. Study tours, English classes, co-curricular activities and inter-school activities are also organized.<br>Student leadership training and careers guidance are given to sharpen students' competitive edge.   |
| School Facilities   |
| Number of Classroom(s): 30  |
| <b>School Facilities:</b><br>Our school is equipped with the following facilities: Library, Geography Room, English Learning Centre, Art Room, Physics Laboratory, Biology Laboratory, Chemistry Laboratory, Integrated Science Laboratory, Music Room, Chapel, Computer-Assisted-Learning Room, Lecture Room, Computer Room, Language Room, Student Association Office, Fitness Room, Student Activity Centre, School Publication Centre, Media Production Centre, Social Worker Room, Study Room, Scout Room, Prefects' Office, Red Cross Office, Old Boys' Centre and PTA Centre. There is 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. |
| <b>Facility(ies) for Supporting Students with Special Educational Needs:</b><br>Accessible lift and Accessible toilet.  |
| Others  |
| -   |
| Direct Public Transportation to School  |
| The school is easily accessible by bus number 17 and mini-bus number 8, 8M or 28M.  |