



La Salle
College



Annual Report 2022-2023

Foreword

The school year 2022-2023 was another fruitful year. Students' performance in the DSE and JUPAS was pleasing. School life gradually returned to normal at the start of the school year, despite some restrictions still being in place, e.g. checking body temperature, taking RAT every day, etc. However, with an ease of the pandemic situations, face-to-face classes and student activities were held without disruption.

Classes returned to normal with teachers and students more familiar with the use of eLearning tools. Different eLearning tools, such as Kahoot and Edpuzzle, were subscribed to in order to enhance learning and teaching. Interaction was common in the classrooms as the school has been emphasizing, over the past few years, the need for teachers to raise thought-provoking questions for discussion. In addition, with a strong emphasis on nurturing self-directed learning among students, teachers had been assigning pre-lesson tasks, post-lesson exercises and projects for students across the subjects. Discussions in class have gradually shifted the focus of lessons to be more student-centered. The Chemistry Panel even set in their unit plans that the last 3-5 minutes are reserved for teacher-student interaction which makes the lessons more interactive.

The use of eTools in class was encouraged along with the BYOD programme at school. Subject panels have assigned eLearning coordinators within each panel to design more materials for eLearning as well as for class discussion. Making use of the funds raised in the 90th Anniversary, the school is set to change the F.1 and F.2 classrooms to be SMART classrooms in 2023-2024. With the addition of 2 interactive smart boards in class, there requires a change in teaching pedagogy. More interaction will be envisaged with the smart boards. As a result, a team of teachers were gathered towards the end of the school year to look at how teaching pedagogies could be changed in subjects to make optimal use of the smart boards. Teacher professional development programmes will also be designed in the following school year to enhance teachers' capabilities in this regard.

Building on the strong foundation of service, the service-learning subject has been extended to Form 5 this academic year. Feedback from students shows that they enjoyed the learning very much as it gives them an authentic learning experience regarding service. Many teacher PD programmes were organised to enhance the capability of teachers. It is hoped that service projects could be extended to other Brothers' schools in the Lasallian East Asia District in future.

Pastoral care to students were manifold. Apart from support given to students in discipline and guidance, the school has also implemented values education through the subjects and various activities at school. In assemblies, a well-designed template incorporating national flag raising, talks on various aspects of national development, prayer service and hymn singing make the assemblies more inspiring and informative. Well coordinated extra-curricular activities and student competitions of various kinds all help to enhance the attainment of students outside the classroom.

Learning outside the classrooms also include exchange programmes which could make a return to normal, face-to-face interaction with students in our sister schools. Although the school also held online exchanges with partner schools overseas, our students were able to visit our partner schools during the Easter holidays, the post examination period and summer holiday. Moreover, the CSD trip to Zhuhai gave our F.5 students a chance to learn about the aviation industry and aerospace development of the country. The group consisted of more than 160 students and 20 teachers. The school is planning for more of these types of exchange programmes that could enhance our students' understanding of the latest developments of our country in the future.

The Career and Life Planning Department has also initiated a lot of career and life-planning programmes for our students in both junior and senior forms. Job-shadowing, career talks, visits, etc. widened the scope and experience of our students and let them better understand areas of interest, their ability, and personality. The help of Old Boys in this regard is essential in making the programmes beneficial to our students.

The Learning Support Services Team has also devoted much resources to help students with different needs. Teachers, social workers and student mentors were deployed to help students who need more guidance and support. Regular teacher professional development programmes were held so as to enhance the capability of teachers to render service to students timely and efficiently. The NCS Chinese Department also strived to enhance the teaching of Chinese Language, History and Culture to our NCS students who are an integral part of our Lasallian family.

For forward planning, the school will follow the Vitality and Viability Review to formulate plans and programmes to nurture our students to act justly, walk humbly and love tenderly.

Contents

| | |
|--|----|
| Foreword | 2 |
| Our School | 4 |
| School History | 5 |
| Vision Statement | 6 |
| Mission Statement | 6 |
| Values | 6 |
| Motto | 6 |
| Competencies | 6 |
| Guiding Principles | 7 |
| Learning Goals | 7 |
| Curriculum Aims | 7 |
| Teaching and Learning 2022-2023 | 8 |
| Academic Achievement | 8 |
| Learning and Teaching | 8 |
| Professional Development | 8 |
| Review of the Small Class Teaching and Introduction of Smart Classroom project | 8 |
| Learning Support Programmes | 8 |
| Moral and Civic Education | 9 |
| Discipline and Guidance | 9 |
| Form Teachers' Period | 9 |
| Service Learning | 9 |
| Aesthetic | 10 |
| Careers Education | 10 |
| Extra-Curricular Activities | 10 |
| Home-School Cooperation | 11 |
| The Student Association and the Editorial Board | 11 |
| Conclusion | 11 |
| Student Performance 2022-2023 | 12 |
| Exchange Programme 2022-2023 | 13 |
| Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2023 | 16 |
| School Development Plan 2019-2025 (School Annual Report 2022-2023) | 17 |
| Diversity Learning Grant for the 12 th Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2021/2022 to 2023/2024 | 23 |
| One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2022-2023) | 25 |
| School-based After-School Learning and Support Programmes 2022-2023 School-based Grant - Programme Report | 26 |
| Career Guidance and Life Planning Education Report 2022-23 | 27 |
| Extended Chinese Language Learning Programme for Non-Chinese Language Students (NCS) | 34 |
| National Security Education 2022-2023 | 38 |

Our School

Preamble



La Salle College, Kowloon, is a Lasallian school in the 'Lasallian' tradition.

The Lasallian School offers a Catholic education that is marked by a distinctive spirit. This spirit is rooted in the Gospel of Jesus Christ and in the spirituality and educational philosophy of Saint John Baptist

De La Salle (1651 – 1719), founder of the Brothers of the Christian Schools. De La Salle was convinced that without a Christian education the poor children of his native Rheims (France) would be lost both to the Church and society. This conviction led him to organize a group of teachers and to establish Christian Schools that would meet the needs of these children. Over a period of thirty years, De La Salle founded schools in several French cities and towns and instructed teachers and students from various socio-economic levels. By the time of his death, De La Salle had established primary and secondary schools, teacher training centres, and boarding schools.

John Baptist de La Salle was an educational innovator both in the development of teacher training programmes and in his curricular and pedagogical practices. De La Salle recognized that teachers have a providential, grace-filled, and pivotal role in the actions and achievements of students. Because of this pivotal role, De La Salle provided teachers with extensive pedagogical preparation and on-going supervision in order to fulfil their God-given ministry. In

consultation with his teachers, De La Salle designed a curriculum and wrote practical and effective textbooks infused with gospel values. The Christian schools were primarily for the poor, yet all socio-economic levels were welcomed. Social segregation, which was the practice of the day, was not permitted in the Christian Schools. All students were treated with the same dignity and respect.

De La Salle envisioned teachers as ministers of grace who exercised their vocation daily by instructing youth in the principles of the Gospel as well as in the various academic and vocational subjects. He regarded the school as a community of believers working cooperatively to achieve a shared mission. The schools were to be effectively managed so as to achieve the intellectual, cultural, religious and vocational formation of the student through a curriculum suited to their needs and based on Christian values.

The Lasallian School, then, was founded to be a Christian school whose purpose is "to give a human and Christian education to the young." La Salle College, Kowloon is such a school with the same mission and purpose.



School History



In the beginning

The story of La Salle College begins in 1917 when the Brothers of St. Joseph's College opened a junior school on Chatham Road, near Rosary Church. Kowloon was expanding rapidly at this time and demand for school places was rising. Br. Aimar, then Director of St. Joseph's, realized that a new school building was necessary. He acquired a piece of land on Boundary Street in the late 1920's as a site for the new La Salle College.

On 5th November, 1930, Sir William Peel, then Governor of Hong Kong, laid the foundation stone of the new building. By 3rd December 1931, the work on the building and the playgrounds was sufficiently advanced to allow the opening of eight classes under the management of 5 Brothers from St. Joseph's College and 4 Assistant Masters, Messrs. Charles Dragon, Francis Chan, James Ng and Benedict Lim, from the Chatham Road School.

La Salle College was formally inaugurated on the 6th January 1932. Seven Brothers headed by Rev. Br. Aimar as Director, and a few days later 40 boarders settled into the new College. There were then 540 students in 14 classes.

For seven years the College thrived under the wise guidance of Brother Aimar. The students achieved excellent results in the Matriculation Examinations, the laboratories were furnished, four Tennis courts and a full-sized football pitch were built and the lovely statue of St. John Baptist de La Salle that now stands in front of the College, was erected. The number of students increased to 805 in 1935 and 1060 in 1939.

War-Time and Exodus

The outbreak of World War Two in 1939 brought great disruption to the life of the school. The HK Government requisitioned the buildings as an internment camp for Germans in 1939 and a hospital in 1941. Initially the Brothers had to arrange for use of temporary classrooms across the road at the current La Salle Primary School site.

On Christmas Day, 1941 the Colony surrendered to the Japanese and, soon after, the Brothers were ousted from the College. The buildings were turned into a storage depot. The Japanese encouraged civilians to leave the Colony, as food was in short supply. A number of Brothers, including the founder and Principal, Br. Aimar, traveled to Indo-China where they remained for the duration of the War.

Post-War Recovery

Br. Cassian, OBE, energetically undertook restoration of the College after the war in 1946. Soon the College made a remarkable recovery and had about 600 pupils on its roll. The British Military Authorities, however, once again requisitioned the College in 1949 and it was turned into the 33rd General Hospital. Under the directorship of Brother Patrick Toner, the school was moved to temporary buildings on Perth Street, Homantin. Despite the considerable difficulties, few school activities suffered by this change. Br. Felix was appointed Director of the School in 1956 and with untiring efforts, re-acquired the College buildings from the Military Authorities on 1st August 1959. Eleven years of forced exile had come to an end. Student numbers grew steadily and this in turn led to a separation of primary and secondary divisions. La Salle Primary School commenced classes in 1957 and Br. Henry was appointed Headmaster.

The Modern La Salle

Towards the mid 1970's, the Brothers, under the directorship of Br. Raphael, decided the then aging building was functionally inadequate and would have been too costly to refurbish. The old building with its majestic dome had to be knocked down to make way for progress. While classes were continuing, a portion of the school grounds were used to erect a new superstructure with modern facilities. The Governor at the time, Sir Murray Maclehoose, officially opened the new school on 19th February, 1982, which was also the Golden Jubilee year of the school.

The new College building stands seven floors high and has a current enrollment of about 1600 students. Four impressive blocks surround two quadrangles, the lower, dotted with benches and greenery and the upper a standard size basketball court. All rooms are centrally air-conditioned and have double-glazed windows. In addition to the classrooms, there is an extensive range of facilities for academic use and for extra-curricular activities. At the time of construction, the school was considered among the most modern in Asia. Br. Alphonsus Chee and Br. Thomas Lavin worked with the developer in developing these facilities.

Since a major part of the School building is above standard, the Government is not responsible for its maintenance. Replacements of plant and machinery as well as the upkeep of existing facilities require substantial sums of money. The Brothers, the Principal Br. Francis, and some Old Boys initiated the idea of a Foundation with one of the aims being

to provide sufficient funds to do just this. In early 1992, the La Salle Foundation was established with Mr. Michael Sze as the first Chairman.

To enhance communication between teachers and parents, the La Salle College – Parent Teacher Association was established in January, 1995, and has become an integral part of the life of the school.

In September 2000, Br. Thomas rejoined the staff and became the Supervisor and Principal of the College.

The School Improvement Programme began with the Ground Breaking Ceremony on 9th April 2003. In 2005, two Annexes were completed, one along La Salle Road and the other on top of the old tennis courts, and named the Br. Aimar Wing and Br. Cassian Wing after the school's first and second Principals. The new wings provided an additional 32 rooms with state-of-the-art facilities to enhance student activities and support continuous school development.

In 2004, Br. Thomas retired as Principal and Dr. Paul Lau (68) took this office. He was the first layman to take the post after 10 Brothers before him. Br. Thomas continued his role of Supervisor until he became Brother Visitor of the Penang District in 2008. Br. Patrick then took over as Supervisor. In April 2007, Mr. Wong Yen Kit took the reins as Principal. In September 2008, Mr. Nicholas Ng, the former Foundation Chairman, was invited to be the Alternate Supervisor alongside Br. Patrick. In September 2010, on the retirement of Mr. Wong Yen Kit, Br. Steve, from New Zealand, was appointed Principal.

Br Steve concluded six years as Principal of La Salle College in August 2016 and was reappointed to Oakhill College, Sydney. Mr. Tong Wun Sing, having taught at the College since 1984, was appointed Principal in September 2016. In September 2019, Brother Thomas became the Supervisor.

Vision Statement

To inspire and challenge all stakeholders of La Salle College to embrace the Lasallian core values of faith, service and community and to aim for all round excellence as a leading school of wholistic education.

Mission Statement

Faithful to the founder, St. John Baptist De La Salle, La Salle College

- is committed to providing a high quality human and Christian education
- values each boy regardless of ethnicity, religion, wealth, or status
- provides special attention to those less gifted
- seeks to empower all students to realize their potential through academic study, sport, and the arts

- develops a civic, service, and leadership oriented culture with its community of parents, friends, and alumni.

Values

If young men are honest with themselves and others they will grow to be good men in the fulfilment of God's plan for them. If young men at La Salle College respect themselves, others, and property, they will grow, aware of their responsibility to others and the environment. They will learn that rights are earned, and that honesty and respect are two core values of the 'social contract' upon which all modern societies depend. In this way La Salle College incorporates the five (5) key values of the Hong Kong Secondary School curriculum - *responsibility, commitment, perseverance, respect for others, and national identity.*

Motto

La Salle College has two mottos, one in Latin, the other Chinese. The Latin motto *Fides et Opera*, means faith and works – that at La Salle College we are motivated by faith and good work. The Chinese motto 克己復禮 is from the Analects 《論語》 of Confucius 《孔子》 – to subdue ones selfish desires and return to propriety (appropriate or fitting conduct).

Competencies

La Salle College believes that to prepare students for the future the curriculum must embed key competencies – the skills required to live, learn, work, and contribute as active members of society. The key competencies embedded in the La Salle College curriculum are:

- Thinking - using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.
- Using language, symbols, texts - using and making meaning of the codes in which knowledge is communicated.
- Managing Self - self-motivation, a 'can do' attitude.
- Relating to Others - interacting and collaborating effectively with a diverse range of people in a variety of contexts.
- Participating and Contributing - being actively involved in communities.
- Problem Solving - in groups and individually solving problems

Guiding Principles

La Salle College in implementing the Hong Kong Secondary School curriculum is guided by the cardinal principle that its work must be in the best interest of its students guided by the following

1. Decisions and practices are premised on the beliefs that all students have the ability to learn.
2. Students are provided with a wide range of different learning experiences for holistic development.
3. Diversified learning, teaching, and assessment are used to suit the different needs, interests, and abilities of students.
4. All students are provided with an enabling environment conducive to their development as self-regulated life-long learners.
5. Planning and strategies are built on existing strengths and implemented at the right pace, taking into account the readiness of teachers, the school context and the characteristics of the students.
6. Due consideration is given to local contexts and needs. Capacity is built up through staged experiential approaches and periodic review.
7. The change process is monitored making use of critical milestones and evidence to ensure timely and quality support for teachers.

Learning Goals

La Salle College in implementing the Hong Kong Secondary School curriculum has adopted the following learning goals for each student:

- to be bi-literate and trilingual with adequate proficiency;
- to be an informed and responsible citizen with a sense of global and national identity;
- to respect pluralism of cultures and views, and be a critical, reflective and independent thinker;
- to acquire IT and other skills as necessary for being a life-long learner;
- to understand their own career/academic aspirations and develop positive attitudes towards work and learning; and
- to lead a healthy life style with active participation in aesthetic and physical activities.

Curriculum Aims

La Salle College in implementing the Hong Kong Secondary School curriculum aims to

- establish a vibrant, flexible, diverse, and enabling learning environment that will widen the knowledge base of every student,
- provide multiple progression pathways for future studies and career development in an ever changing society
- enable students to achieve enhanced literacy and numeracy knowledge and competence in critical thinking, independent learning, and interpersonal, moral, civic, physical, and aesthetic development (La Salle College also includes spiritual development)

Teaching and Learning 2022-2023

Academic Achievement

The school uses both internal and external assessment data to reflect on the strengths and weaknesses as well as progress of students to adjust the approach, methodology and teaching materials adopted. The school had also developed a system to correlate public examination results with internal assessment results. Possible Grades of F.6 students were prepared to help students better reflect on their learning process as well as preparing their study plans. With the given data, Panel heads and teachers were required to reflect on students' performance and give positive encouragement to students and to stretch the potential of students in examinations. In addition, teachers also gave varied instructions to cater for the diversity of students based on the assessment data.

The HKDSE results in 2022-2023 were pleasing. There were 17 students scoring 40 points or above. In addition, around 79% students got a first round JUPAS offers and amongst which, 77% attained entry into the top 3 universities in Hong Kong.

Results in Hong Kong, National, and International Olympiads in Maths, Physics, Chemistry, Biology, ICT, Economics and Business Competitions indicate that the top students are doing as well as last year.

Learning and Teaching

Self-Directed learning was emphasized as an important teaching strategy. Teachers were expected to arrange pre-lesson tasks and post-lesson exercise to students. It should be incorporated with the use of technology to enhance students' generic skills. Moreover, teachers should nurture students' creativity and provoke their thinking. The school continues the development of service learning lessons and Language Across Curriculum. The former was extended to F.5 whilst the latter covered F.1, 2, 4 & 5.

As in the past few years, student performance data was collected and distributed to teachers from time to time. At the beginning of the school year, every subject teacher was given student performance data of the previous year's examination so that he/she would know about the general profile of the class he/she was teaching. Trend of students' performance in any two consecutive examinations as well as their performances all through their times in the College were identified so that teachers could grasp a deeper understanding of their students. Student performance was also reported in markers reports which Panels made use of during the year. Together with the Reports from public examinations, SBA performance etc., teachers had more information to plan their lessons. In addition, Panel Heads were given assessment data with the object of finetuning their strategic plans and pedagogical approaches. They were asked to conduct more professional interflows and dialogue with their members so that professional development could be enhanced. They were asked to hold and panel-based sharing sessions. Teachers will adjust their teaching strategies to suit the needs of differentiated students. Moreover, teachers were encouraged to reflect on Scaffolding and Questioning techniques.

Professional Development

Professional Development continued to be aligned to the College Strategic Plan addressing the use of technology, learning beyond classroom, differentiated learning, and using data to inform teaching and learning. Through such activities, it was expected that teachers will have a more advanced and in-depth use of such technique to improve the effectiveness of learning and teaching. Workshops had been conducted to familiarize teachers of using various educational software as well as effective planning of lessons in catering for the diversified needs of students in times of remote learning. In addition, the reviewing and refining of Unit and Lesson Plans in all subjects were in good progress. This is the initiative to promote the culture of planning-implementation-evaluation as well as sharing resources amongst teachers. Teachers were encouraged to ask thought provoking questions. The College continued to administer professional development covering various topics, such as professional sharing across the whole school, skills in specific areas and subject specific panel sharing. With the introduction of the smart classroom project, teachers will be equipped with enriched skills in conducting lessons.

Review of the Small Class Teaching and Introduction of Smart Classroom project

The split class provision was examined regularly to see if it was appropriated correctly. Students' assessment data were evaluated to make sure that those students requiring extra attention had been taken care of. Deployment of teachers and the use of resources would be reviewed again in 2023-2024. The data collected would continue to inform the College in terms of a better deployment of resources to improve students' academic achievement.

With the introduction of the Smart Classroom project, F.1-2 classrooms had been renovated with two smart boards installed in each classroom. The primary aim of the project was to enrich students' learning experiences and interact with teachers. It was supported by the long-developed BYOD programme, with collaboration and sharing amongst teachers, learning could be extended beyond classroom and it was witnessed there had been a pedagogical change. It is expected that students can be grown up as life-long learners under this environment.

Learning Support Programmes

The College developed further programmes for Gifted Students through the Gifted Education Department of the Student Learning Support Services. Programmes included the Subject Teams for Maths, Physics, and Science. The Gifted Education Department accessed programmes from HKU, the Dual Programme from HKUST, and other programmes from BU, PolyU and CityU for talented students as well as having students gain scholarships for the Johns Hopkins University Talent Search Summer School. SEN students, although only a very small number, were well supported by the SEN and Learning Support team.

Support for Student Development 2022-23

The theme of the Pastoral Council is “To serve and care for others in love and respect”. The major programmes in 2022-23 are highlighted in the following.

Moral and Civic Education

The College has been promoting moral and civic education through a whole school approach. The MCE Team, Form Teachers’ Period Team, Discipline Team, Home-school Cooperation Team and School Assembly Team work together to organize various programmes to promote MCE. The topics covered in the MCE includes Hok Yau Club Top 10 News, Basic Law Education, National Security Law, the Constitution, anti-gambling, anti-drug, sex education, and media literacy education including cyber-crime, internet-etiquette, AI-related talks.

In September 2022, the Civic Education Team recruited 30 ambassadors to take up an active role in promoting MCE. Our students still took part in many activities, such as National Day Quiz, Constitution Day Quiz, National Security Promotion Day Quiz, and Basic Law Competition. To promote National Security Education, our College utilizes the large TV Wall display to disseminate relevant information and teaching materials relating to National Education, and organized thematic book exhibition and board display exhibition on Sep 18 Incident Memorial Day and National Security Education Day.

Measures on safeguarding the National Security and promote National Education are in force as required by the EDB. Flag raising ceremonies were held weekly including the exam periods.

Discipline and Guidance

Discipline Team and the Guidance Team take a lead in planning and implementing suitable programmes for students using an integrated approach. The nature of the programmes are divided into preventive, supportive and corrective strategies. Client Review Team, which is composed of VP (Pastoral), Discipline Master, Guidance Master, Form Deans, SENCo and social workers, meet regularly to discuss on serious discipline/guidance cases and to discuss on the possible supports and follow-up plans for those students in need.

A F.1-F.3 Class board design competition was held with the theme of “Inhale Love, Exhale Gratitude”. To enhance the VIA character strength of “Love”, an experimental workshop was conducted for F.1 students to introduce the concept of social inclusion. Online sex education talks was conducted for F.2 students. An alcohol ink art workshop was introduced in F.3 to experience healing effect through art creation and meditation. In addition, a series of “Life and Death education” programmes were conducted in F.2 to F.5 to help students reflect the meaning of life and relationship. The parting ceremony was held on the last day of F6 in January 2023. Students were given a chance to share their feelings and remarkable memories at

La Salle College during past six years. The Guidance Centre provides a hub for students to gather in break times with counselling teachers on duty to exercise pastoral care.

Teacher Patrol Roster has been introduced since 2018. All teachers are engaged in keeping a vigilant eye on the campus, as well as building rapport with students through casual conversation. In addition, the Discipline Team introduced the new electronic discipline record system to facilitate speedy communication between teachers and parents. Talks covering antibullying, conflict and peace management, and community emergency preparedness were conducted in different form levels throughout the school term.

Form Teachers’ Period

The College has a structured curriculum on values education during Form Teacher Periods (FTP) in the first lesson of school days. It aims at cultivating healthy mental and physical mindset, and equipping students with practical life skills on self-efficacy, self-management, self-awareness, relationship management and responsible decision-making. There are different focus of values and attitudes to be imbued at different form levels, for instance, gratitude and empathy for F1 & F2; resilience and stress management for F3; citizenship for F4; career mapping for F5; and JUPAS application for F6.

All students were to write two S.M.A.R.T. goals in the beginning of the school term. FTP Coordination Team initiated two sessions of form teacher-student individual interviews on two school days to examine their goals. Apart from building a better relationship between teachers and students, Form teachers grasped the chance to identify students with emotional and/or other learning problems, and to refer those cases immediately to suitable personnel for further counselling. These two sessions were held online and each form teacher talked with each individual student for at least 10 minutes. Meeting records were kept for future counselling.

Stress management was continued to be the main focus in the senior forms. A mindfulness workshop was conducted to help F6 students relieve stress through creating “Pastel Nagomi Art”.

Service Learning

Service programmes are tailored for junior form students. All F.1 students are compulsory to serve the Lasallian Family to pay tribute to the Lasallian Saints by creating display boards, banners and souvenirs. All F.2 students are compulsory to participate in an online service programme called ‘From Lasallians with Love’ – reaching out to different elderly homes and centres, co-organized with the Caritas. All F.3 students are asked to help out in the “La Salle Talent Academy”, initiated by our School Service-Learning Panel, to serve over 200 pupils in 4 different primary schools. Other service programmes offered by our uniform groups, as well as the Community Youth Club, UNICEF, HK Award for Young People, are resumed this year after the pandemic.

Compulsory Service-Learning Curriculum has implemented since September 2021. All F.4 and F.5 students are required to take one of the 7 service-learning projects initiated by the Service-Learning Panel. Service targets included homeless people, low-income family, primary school pupils, children with physically disabilities and sickness, abandoned animals. Every cycle, two class periods are allocated for Service-Learning lessons. During the lessons, students were first equipped with academic knowledge on a specific area. Next, students met their service target to find out the genuine needs. Then, students designed feasible service projects and carried out the project with their service recipients. After the service, teachers guided our students to reflect on their experience. Over 450 students and teachers provided direct or indirect services in 10 affiliated organisations with over 500 service recipients.



Aesthetic

Aesthetic education is one of the essential Other Learning Experience (OLE) in the New Senior Secondary curriculum for the whole person development of students. Our College holds aesthetics workshops and talks regularly for F.4 and F.5 students, including music performances and music appreciation talks, drama appreciation, dance and visual arts, speech and public speaking demonstrations. One of the highlights is the production of the Annual Concert at the Jockey Club Auditorium (HK Polytechnic University) in July 2023.

Another highlight is that the public live performance by our School Drama Team at the Kwai Tsing Theatre in August 2023. Our school drama team has achieved remarkable results, including outstanding script, outstanding performer, outstanding director, outstanding AV effects awards in the English Drama, Chinese Drama and Putonghua Drama categories in the Hong Kong School Drama Festival.



Careers Education

A structured career education curriculum is implemented during the Form Teachers' Periods of F.5 to F.6. in a sequential and systematic manner to develop students' ownership of their career and life planning. MBTI Career Test and Holland's Code Career Test were conducted in F.4 and F.5 respectively to help students understand their interests and abilities.

The Careers Team held many talks throughout the year, such as Mainland/Overseas universities Admission talks, F.3 Post-Exam Careers Talk, F.4 Placement Talk and F.6 JUPAS university application talk.

The Team also organized hands-on workshops and job shadowing programmes to expose students to different career options, including medicine, dentistry, business, engineering, accounting and laws. Interview practice, mock university interview and speaking skill workshops were conducted to help students well prepared for the upcoming university admission and scholarship application.

Extra-Curricular Activities

Our College emphasizes students' personal growth through extra-curricular activities (ECA). All F.1 students are compulsory to enrol in three ECA's, one of them must be in service, and one of them must be in sports groups. Our College aims at imposing the spirit of serving and caring for others in the community through ECA. A rigorous evaluation system by students, teachers, and the Student Association is employed to gauge participants' feedback to the quality of the club activities as well as suggesting areas for improvement. The Thumb-up Scheme and Penalty Scheme are enforced to provide the club leaders an incentive to improve and enhance their sense of accountability. Special sessions are held with the club chairpersons on evaluation report writing.

In 2022-23, our College offered 52 ECA clubs and societies in academic, interest, sports, cultural, service groups to provide every student an opportunity to stretch their potential. In addition, our College has 25 School sports teams and 10 cultural/music teams. In September 2022, a face-to-face ECA promotion fair was held for students. Most of the clubs and societies held at least four activities. Educational Outing, the Exchange Programme and the CBS Leadership Camp were resumed after the pandemic. In addition, ECA coordination team invited all clubs and societies to produce home-made video clips to showcase their activities using the TV wall display near the school entrance.

Senior form students are given ample chances to take up the role of leaders in clubs and societies to acquire and develop their leadership skills. In 2022-23, 80% of F5 students have been leaders at some level in the College. 70% of students have been the office bearers of Student Association/Clubs/Teams, by the end of F6.

Home-School Cooperation

Ten parents were successfully elected as the members of the 29th Standing Committee during AGM in September 2022, whereas the Principal appointed 9 teachers as the Committee members. Students sent warm and encouraging messages to their beloved teachers on the Teachers' Day. The Summer Bridging Programme (SBP) was one of the important events co-organized by PTA, however, the programme was shortened to a 2-day programme in

August 2022 due to the pandemic.

The F.1 & F.2 interim interviews and F6 Parent-Teacher Meeting (PTM) were conducted in October and November 2022 respectively. F.1-F.5 face-to-face PTM was conducted smoothly in face-to-face format in February 2023 to discuss on the academic performance of their son. Pre-F1 parent information seminar was conducted in the School Hall in August 2022.

Three Reading Club meetings were organized in the second term. All F.1 boys enjoyed the book sharing sessions presented by Mr. Patrick Lam, Mr. Bernard Fung, Mr. Joseph Hwang and Dr. Kan Tai-keung. Five PTA education seminar were held in the online mode and the attendance rate was very high. The Parent Library continued to provide support to parents. PTA Annual Dinner was held in June 2023.

The Student Association and the Editorial Board

The La Salle College Student Association (SA) has been our official student body running for 48 years. It is composed of one president and six chairmen serving different boards (Club Coordination, Class Representatives, Discipline, Finance, Publications and Secretariat) in the College. They are elected democratically by F.2 to F.6 students, through one-student-one-vote election campaign, operated by the SA Presidential Election Committee.

The SA not just acts as a bridge between the school authority and the students, but provides nearly one quarter of the student population a chance to serve the school and to be trained to be future leaders. Steering Committee upholds the SA tradition of "Student led, Student driven" to keep a vigilant eye and advisory role to all the SA activities, but allows students fully employ their creativity, organizational and management skills, entrepreneurial spirit while upholding accountability for their work. Our student leaders initiated high quality programmes, such as Talent Quest and Christmas Ball.

Moreover, the College also prides in entrusting the senior students of the Editorial Board for the production of School Year Book – the Lasallite. The committee, made up of F.5 students, took full responsibility for designing, writing and publication of the School Year Book, while mentoring junior students in F.3 and F.4 to secure a smooth line of succession. 2022-23 Editorial Board has delivered a marvellous job in

terms of team work, creativity, initiative, and time management. The Lasallite has been distributed in mid-July 2023.

Conclusion

It is the aim of the school to nurture students to be healthy, honest, law-abiding, civic-minded young men who believe in serving and caring for the people around them and the larger community. It is expected that La Salle College students will exhibit an avid sense of civic and national awareness, embrace high moral standards, imbued with a good sense of responsibility and an aspiration for pursuing a meaningful career.

Student Performance 2022-2023



Exchange Programme 2022-2023

Report on Sister School Exchanges

2022 - 2023 School Year

Name of the Mainland Sister School (1): Shanghai Foreign Language School (SFLS, 上海外国语大学附属中学), Shanghai

(2): The High School Affiliated to Renmin University of China (RDFZ, 中国人民大学附属中学), Beijing

(3): Agile Kaiyin School Affiliated to Zhongshan Memorial Middle School (JZKYS, 中山市纪中雅居乐凯茵学校), Zhongshan

(4): Zhejiang Zhenhai High School (ZHZX, 浙江省宁波市镇海中学), Ningbo

| Item No. | Name and Content of the Exchange Activity | Intended Objective(s) | Evaluation Results | Reflection and Follow-up |
|----------|---|--|---|--|
| 1. | <p>Shanghai PD Exchange Programme</p> <p>On May 15th, 13 teachers visited SFLS. The visiting teachers observed several classes across different grade levels and subjects. After the class observations, the visiting teachers and SFLS teachers exchanged ideas about teaching methods, learning techniques, and curriculum development. There was a particular focus on discussing language teaching. The visiting and SFLS teachers collaborated and shared best practices in education based on their classroom experiences.</p> | <ul style="list-style-type: none"> - To exchanged ideas on: <ul style="list-style-type: none"> o Teaching methods o Learning techniques o Curriculum development - Particular focus on exchanging ideas about language teaching - To facilitate collaboration and sharing of best practices in education between visiting teachers and SFLS | <p>The visiting and SFLS teachers exchanged ideas about teaching methods, learning techniques, and curriculum development. There was an emphasis on collaborating to share language teaching best practices. The programme facilitated beneficial discussions that allowed visiting and SFLS teachers to consider new educational approaches.</p> | <p>Sharings were given during the school PD programme regarding the exchanged ideas.</p> <p>The exchange team will organize an exchange programme for students in 23-24.</p> |
| 2. | <p>Beijing PD Exchange Programme</p> <p>On 21 August, 6 teachers visited RDFZ. The visiting teachers and RDFZ teachers exchanged ideas about teaching methods, learning techniques, and curriculum development. The visiting and RDFZ teachers collaborated and shared best practices in education based on their classroom experiences. The visit facilitated the exchange of ideas on teaching, learning, and curriculum development between the visiting teachers and RDFZ.</p> | <ul style="list-style-type: none"> - To exchanged ideas on: <ul style="list-style-type: none"> o Teaching methods o Learning techniques o Curriculum development - Particular focus on exchanging ideas about language teaching - To facilitate collaboration and sharing of best practices in education between visiting teachers and RDFZ | <p>The visiting and RDFZ teachers exchanged ideas about teaching methods, learning techniques, and curriculum development. The programme facilitated beneficial discussions that allowed visiting and SFLS teachers to consider new educational approaches.</p> | <p>The exchange team will organize an exchange programme for students in 23-24.</p> |

| | | | | |
|----|---|--|--|--|
| | | <ul style="list-style-type: none"> - Sign a new MOU to continue the linkage | | |
| 3. | <p>Zhongshan Exchange Programme (F.1 - 2 level)</p> <p>19 boys visited JZKYS during 8-12 Apr. The visiting boys stayed with JZKYS homestay students during the trip. The 19 boys attended lessons at JZKYS across various subjects and grade levels. The visiting boys participated in the classes alongside JZKYS students. The focus of the trip was for the 19 boys to experience different culture, lifestyles and education system through sitting in on classes and living with homestay students.</p> | <ul style="list-style-type: none"> - To experience different teaching methods and classroom environment - To experience day-to-day life with a local host family - To immerse in the local culture and community - To practice language skills with host family | <p>The visiting students were able to observe classes at the host school, gaining perspective on different teaching methods. Living with homestay students provided an immersive experience, allowing visiting students to learn about daily local life. However, there was a significant personnel change in JZKYS. As a result, HJYZ (火炬一中) was providing extra support to the programme</p> | <p>The school is planning to discontinue the relationship with JZKYS and start the linkage with HJYZ, starting from 23-24.</p> |
| 4. | <p>Ningbo PD Exchange Programme</p> <p>On May 13th, 13 teachers visited ZHZX. The visiting teachers observed several classes across different grade levels and subjects. After the class observations, the visiting teachers and ZHZX teachers exchanged ideas about teaching methods, learning techniques, and curriculum development. There was a particular focus on discussing math and science teaching. The visiting and ZHZX teachers collaborated and shared best practices in education based on their classroom experiences.</p> | <ul style="list-style-type: none"> - To exchanged ideas on: <ul style="list-style-type: none"> o Teaching methods o Learning techniques o Curriculum development - Particular focus on exchanging ideas about math and science teaching - To facilitate collaboration and sharing of best practices in education between visiting teachers and ZHZX | <p>The visiting and ZHZX teachers exchanged ideas about teaching methods, learning techniques, and curriculum development. There was an emphasis on collaborating to share language teaching best practices. The programme facilitated beneficial discussions that allowed visiting and ZHZX teachers to consider new educational approaches.</p> | <p>Sharings were given during the school PD programme regarding the exchanged ideas.</p> <p>The exchange team will organize an exchange programme for students in 23-24.</p> |

Financial Summary 2022 – 2023 (ended 31 August 2023)

La Salle College
Financial Summary for the year ended 31 August 2023

| | Income | Expenditure |
|---|---------------|----------------|
| | \$ | \$ |
| <i>I. Government Funds</i> | | |
| (1) EOEBG Baseline Reference | 3,158,757.77 | 3,324,995.79 |
| (2) School Specific Grant | | |
| Administration Grant | 6,915,464.73 | 6,059,351.85 |
| Composite Information Technology Grant | 762,691.00 | 816,076.00 |
| Capacity Enhancement Grant | 654,502.00 | 687,113.04 |
| Air Conditioning Grant | 873,913.00 | 1,323,577.00 |
| School Management Top-Up Grant | 51,615.00 | - |
| Control Account | - | 701,898.06 |
| Sub-total | 12,416,943.50 | 12,913,011.74 |
| (3) Non-EOEBG Funds | 5,279,259.60 | 4,801,243.28 |
| Government Funds total | 17,696,203.10 | 17,714,255.02 |
| <i>II. School Funds</i> | | |
| (1) Tong Fai | 3,836,124.00 | 5,460,722.25 |
| (3) Donations | 119,935.00 | 259,378.15 |
| (4) Collection of fees for specific purpose | 368,400.00 | 790.40 |
| (5) School Fund General Account | 353,574.10 | 1,199,951.96 |
| (6) Scholarship/Prize/Award/Sponsorship | 58,755.58 | 200,594.79 |
| (7) Others | 142,135.00 | 81,700.00 |
| School Funds Sub-total | 4,878,923.68 | 7,203,137.55 |
| <hr/> | | |
| (I) Deficit of Government Funds | | (18,051.92) |
| (II) Deficit of School Funds | | (2,324,213.87) |
| Total Deficit for the school year | | (2,342,265.79) |

Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2023

La Salle College (2022-2023)
 Financial Report on the Use of Grants and Support Funds
 for the year ended 31 August 2023

1. Use of Capacity Enhancement Grant

| | |
|---|---------------------------|
| | \$ |
| Surplus brought forward from previous year | - |
| Amount received for the year | 654,502.00 |
| | <u>654,502.00</u> |
| Less: Amount paid for salaries of teaching assistants | 687,113.04 |
| Surplus/Deficit absorbed by EOEBG | <u><u>(32,611.04)</u></u> |

2. Use of Life-Wide Learning Fund

| | |
|---|----------------------------|
| | \$ |
| Surplus brought forward from previous year | 1,713,276.12 |
| Amount received for the year | 1,975,839.00 |
| | <u>3,689,115.12</u> |
| Less: | 2,134,124.50 |
| KLA Activity Fee/Student training and course fee/STEM F&E | 111,242.54 |
| Diversified Learning Activity Fee/Coach and services fee/course fee | 2,020,309.96 |
| Other Learning Area expenses | 2,572.00 |
| | <u>1,554,990.62</u> |
| Surplus carried forward to next year | <u><u>1,554,990.62</u></u> |

3. Use of Composite Information Technology Grant

| | |
|--|--------------------------|
| | \$ |
| Total Expenses | |
| Salaries of IT technical support staff | 272,910.00 |
| Broadband Internert service | 51,425.00 |
| Maintenance services and repairs | 161,941.00 |
| IT related equipment | 208,836.00 |
| IT related accessories, software and consumables | 120,964.00 |
| Total | <u><u>816,076.00</u></u> |

4. Use of Information Technology Staffing Support ITSS Grant

| | |
|--|-------------------------|
| Surplus brought forward from previous year | 70,432.60 |
| Amount received for the year | 327,588.00 |
| | <u>398,020.60</u> |
| Less: Additional staff cost | 386,884.25 |
| Surplus carried forward to next year | <u><u>11,136.35</u></u> |

School Development Plan 2019-2025 (School Annual Report 2022-2023)

Goals:

- maintain and further develop her strengths, overcome the weaknesses, seize the opportunities and minimize the threats to retain her position among the outstanding secondary schools in Hong Kong;
- continue as a leading Catholic boy school in Hong Kong with strong Lasallian values of faith, service and community;
- practise eLearning comprehensively throughout the school and become a leading school in this field;
- equip Lasallian graduates with modern day skill sets;
- further develop the close ties with the La Salle Primary School and other Lasallian Schools in Hong Kong, as well as with the global Lasallian family.
- establish a strong culture of Lasallian service to the less fortunate

1 Learning and Teaching

| Goal / Target | Strategies | Who | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | Success Criteria | Reporting 22-23 |
|------------------------------------|--|---|-------|-------|-------|-------|-------|-------|--|---|
| 1 To initiate a pedagogical change | 1.1. To make students take a more active role in learning | <ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers | ✓ | | | | | | Learning materials prepared by students could be used in learning and teaching | <p>Interaction was enhanced as teachers gave more thought provoking guideline for discussion in class</p> <p>Teachers gave pre-lessons tasks and used the class time for more in-depth discussion. Teachers also shared their materials for pre-lesson tasks.</p> |
| | 1.2 To develop a whole-school approach in collaborative learning | <ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers | | | ✓ | ✓ | | | An increase of interaction in class | |
| | 1.3 To fully implement the use of flipped classroom | <ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers ● IT support team | | ✓ | ✓ | ✓ | ✓ | ✓ | Flipped classroom materials fully prepared by teacher | |
| | 1.4 To develop eResources to deliver lessons | <ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers ● IT support team | ✓ | | | | | | Lesson materials are put on eLearning platforms | |

| | | | | | | | | | | |
|--|---|---|---|--|---|---|---|---|---|--|
| | 1.5 To stretch the performance of more abled students | <ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers | ✓ | | | | | | Differentiated learning materials prepared by teachers, assessment data widely used | |
| | 1.6 To assist the less abled students to enhance their learning | <ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers | ✓ | | | | | | Online support given to less abled students | |
| | 1.7 To encourage teachers to build learning communities | <ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers ● IT support team | | | ✓ | ✓ | ✓ | ✓ | Panel PDs always on unit/lesson plans | More peer lesson observation could be encouraged |

2 Student Support Programme

| Goal / Target | Strategies | Who | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | Success Criteria | Reporting |
|---|---|---|-------|-------|-------|-------|-------|--|--|--|
| 2. To serve and care for others in love and respect | 2.1 To help students deepen their understanding of their strengths and weaknesses so as to develop a strong and effective personal character | <ul style="list-style-type: none"> ● Vice Principal ● Form Teachers' Period Committee and Form Teachers ● Guidance Team ● Discipline Team ● SENCO | ✓ | ✓ | ✓ | ✓ | | | <ul style="list-style-type: none"> ● All F.1 students know 24 character strengths, set goals and input their data in e-Portfolio ● All students participate in values education talks ● 20% of students participate in leadership training programmes | VIA was well-used in the planning for pastoral activities. Data collected were given to Form Teachers for use in teacher-student dialogue. |
| | 2.2 To nurture students' values on caring for our school and the community by respecting individual needs and differences through participation in various service programmes | <ul style="list-style-type: none"> ● Vice Principal ● RS and LS Panel ● Civic Education Team ● Service Learning Team ● Exchange Team ● LYM ● Catholic Society ● Form Teachers | ✓ | ✓ | (✓) | | | <ul style="list-style-type: none"> ● 70% of students participate in service learning activities ● 5% of students participate in exchange programmes and voluntary services in Mainland China | The Service Learning subject was extended to F.5. Student feedback showed that they had developed their sense of empathy as well as the caring attitude. | |
| | 2.3 To help students develop a sense of national identity and a global vision through taking part in exchange programmes | <ul style="list-style-type: none"> ● Vice Principal ● Exchange Team ● LYM | ✓ | ✓ | (✓) | | | <ul style="list-style-type: none"> ● 5% of students participate in exchange programmes ● All participants do one sharing session | National flag raising ceremonies were held regularly and thus enhancing students sense of national identity. Exchange with partner schools in the Mainland as well as the CSD trip gave students opportunities to learn more about the development of our country. | |

3. Full Implementation of eLearning at school

| Goal / Target | Strategies | Who | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | Success Criteria | Reporting |
|---|--|---|-------|-------|-------|-------|-------|-------|---|---|
| 3. To fully implement eLearning at school | 3.1 To facilitate students' self-directed learning with IT | <ul style="list-style-type: none"> ● Vice Principal ● IT eLearning Panel Coordinator ● Panel heads and subject teachers | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Subject teachers make use of the online platforms for discussion purposes | Different eLearning Apps were purchased / subscribed to enhance the effectiveness of learning and teaching. |
| | 3.2 To cater for learners' diversity by using LMS to facilitate learning at the students' own pace. | <ul style="list-style-type: none"> ● Vice Principal ● IT eLearning Coordinator ● Panel heads and subject teachers | | ✓ | ✓ | ✓ | ✓ | ✓ | Subject teachers prepare online resources for students | Done and ongoing. |
| | 3.3 To enrich the current lesson plans with up-to-date IT elements | <ul style="list-style-type: none"> ● Vice Principal ● IT eLearning Panel Coordinator ● Panel heads and subject teachers | | | ✓ | ✓ | ✓ | ✓ | Lesson plans are updated with IT and interactive elements | IT/eLearning panel coordinators updated lesson plans from time to time to enhance eLearning. |
| | 3.4 To develop students to be ethical users of information and IT | <ul style="list-style-type: none"> ● Campus TV ● ICT Panel | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Talks related to IT ethics will be arranged | Done. |
| | 3.5 To enhance the skills of teachers on the use of IT for learning and teaching across the school curriculum and beyond classroom | <ul style="list-style-type: none"> ● Academic Team ● IT Advisory Team <ul style="list-style-type: none"> ● IT eLearning Coordinator | | ✓ | ✓ | ✓ | ✓ | ✓ | Members of the IT Advisory Team achieve Google Educator Certification | Done and ongoing. Done and ongoing. |

| | | | | | | | | | | |
|--|---|--|---|---|---|---|---|---|--|--|
| | 3.6 To strengthen students' computational skills across disciplines | <ul style="list-style-type: none"> ● STEM Coordinator ● ICT Panel | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | STEM workshops will be arranged | |
| | 3.7 To develop a Learning Management System for the school | <ul style="list-style-type: none"> ● Vice Principal ● IT eLearning Coordinator | | ✓ | ✓ | ✓ | | | The LMS portal for students and teachers are set up. | Partially done. The IT committee had been working to incorporate to the SAP in the system. |
| | 3.8 To develop the library into Digital Learning Centre | <ul style="list-style-type: none"> ● Principal ● Vice Principal ● Librarian ● IT eLearning Coordinator | | | | ✓ | ✓ | ✓ | Library is upgraded to Digital Learning Centre and e-resources are introduced to panels. | Done. eBooks and other eResources were purchased and introduced to students. |

4 To nurture moral values and modern-day skill sets for students

| Goal / Target | Strategies | Who | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 | Success Criteria | Reporting |
|--|--|---|-------|-------|-------|-------|-------|-------|--|---|
| 4 To nurture moral values and modern-day skill sets for students | 4.1 To enhance the understanding of Lasallian charism among staff and students | Principal, VPs, RS panel and Pastoral Assistant | ✓ | ✓ | ✓ | | | | The spirit of Faith, Service and Community be the core values in school work. | Done. Change of the assembly format had made Lasallian charism more accessible to all students. |
| | 4.2 To let students have experience of serving the needy each year | RS panel, service learning team | ✓ | ✓ | ✓ | | | | Students are provided service opportunity each year and participate at least once each year. | Done. Service learning subject extended to F.5. |
| | 4.3 To promote a harmonious school environment | Principal, VPs, Guidance and Discipline Team | ✓ | | | | | | Through surveys, students agree that the school environment is harmonious | |
| | 4.4 To develop student' interest in thinking | VPs, subject panels and relevant Teams | ✓ | | | | | | Creativity and critical thinking elements are incorporated in learning and teaching | |

| | | | | | | | | | | |
|--|---|--|---|--|--|--|--|--|--|--|
| | creatively and critically in class and through ECAs | | | | | | | | | |
| | 4.5 To nurture students with national identity | VP(P), LS panels and Basic Law Education Committee | ✓ | | | | | | An increase in APASO survey | |
| | 4.6 To enhance students' language and communication skills | VP(A), Language Panels | ✓ | | | | | | Programmes are implemented in language panels to enhance students' language skills | |
| | 4.7 To cultivate global and local citizenship | LS panels, Exchange Programme Team | ✓ | | | | | | Students show understanding of global and local citizenship in LS assignments | |
| | 4.8 To develop students' ability to respect and work with others from different backgrounds, cultures and religions | VP(P), Guidance Team, Exchange Programme Team | ✓ | | | | | | Student feedback in exchange programmes show appreciation of different cultures | |

Diversity Learning Grant for the 12th Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2021/2022 to 2023/2024

Three-year plan – Measure to broaden students’ choices of elective subjects and provision of gifted education programmes for the tenth cohort of senior secondary students (2021/22 to 2023/24 school year)

Name of School : LA SALLE COLLEGE

School code : 0007

School year : 2021/22 to 2023/24

Project Coordinator : Mr Hui Wai Keung / Mr Mak Kwok Cheung

| DLG funded programme(s) | Strategies & benefits anticipated | Name of programme(s) / course(s) and provider(s) | Duration of the programme / course | Target students | Estimated no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|------------------------------|---|--|------------------------------------|--|--|--------------------|--------------------|---|--|
| | | | | | 21/22 | 22/23 | 23/24 | | |
| Other Languages (OL) | To enhance the competitiveness in the 21st century and increase the chance for tertiary education. | French / Japanese | 3 years | Students who have taken respective language in junior form. | 25 (Fr) 4 (Jap) | 25 (Fr) 3 (Jap) | 25 (Fr) 3 (Jap) | Students will take the AS-level exam offered by the Cambridge Inter. Exam and administrated by HKEAA. | French teacher and LSST* |
| Other Programmes (OP) | <i>(Network Programme)</i> In view of small number of students opting for Music, the network programme can help to cater for diverse needs. | Music (network programme) | 3 years | F4-6 students of this cohort of students and wish to take Music as one of the elective subjects. | 7 | 7 | 7 | Students will take the HKDSE exam. | Jointly organized with three other schools |
| Other Programmes (OP) (cont) | <i>(Gifted Education)</i> <ul style="list-style-type: none"> To earn university credits from university programme. To strength, enrich and extend students’ learning capacity in various dimensions such as HOT, Oly competition training etc. | HKUST Dual programme, HKU Academy for Gifted, CUHK Science Academy for Talented, HKBU, HKPolyU etc | 3 years | F4-6 elite students of this cohort | 50 | 50 | 20 | Students will complete the programme offered by HKUST, HKU, CUHK, HKBU, HKPolyU, CityU etc. | LSST |
| | <ul style="list-style-type: none"> To support registration fee and enrolment in courses / competitions (local or overseas). | Oly style competitions. | 3 years | F4-6 elite students in various subjects | 150 | 150 | 40 | Students will complete the web-based course / training for competitions. Students may have a chance to take part university | LSST |

| | | | | | | | | | |
|--|--|-----------------|---------|---------------------------------------|-----|-----|-----|--|---------------------------|
| | | | | | | | | (local / overseas) programs in HongKong. | |
| | <ul style="list-style-type: none"> Wings of tomorrow (WoT) <ul style="list-style-type: none"> Wings of Tomorrow (Phase 1) LSC * GHS Solo Pilot Course – Private Pilot License (PPL) Engineering Program | HKALA | 3 years | F1-6 students interested in aerospace | 80 | 80 | 80 | Students will complete the course / training career education/ career talks etc related to aerospace industry. | LSST |
| | <ul style="list-style-type: none"> Leadership program (DB Leadership Training Camp) for DB and SA exco members | Discipline Team | 3 years | DB exco members | 8 | 8 | 8 | To enhance students' leadership abilities and abilities in decision making. | Discipline Team |
| | <ul style="list-style-type: none"> To purchase reference books, journals and magazines, materials for team training. | N/A | 3 years | N/A | N/A | N/A | N/A | Teachers will better equipped with theories, examples and practices in various programme. | LSST and Teacher Advisors |

*LSST – Learning and Support Service Team

One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2022-2023)

| | Area | Proposed Expenses | Reporting on 2022-2023 (as at 7 th Sept 2023) |
|---|--|--|--|
| 1 | Developing or procuring relevant learning and teaching resources <ul style="list-style-type: none"> - Reference books, journals, etc. - Subscription of e-learning resources, mobile application and software | \$24,000 **Proposed to adjust to \$158,000 | Teaching & learning materials (F4-6)_2022-23: \$3,147 have been used **Total \$3,147 have been used; Remaining budget for 2023-24: \$154,853 |
| 2 | Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum <ul style="list-style-type: none"> - Visa application fees of students participating in the mainland study tour - Fees incurred by teachers participating in the mainland interflow activities | \$180,000 **Proposed to adjust to \$44,000 | Data card for Mainland Study Tour_2022-23: \$380 have been used Walkie talkies for Mainland Study Tour_2022-23: \$1,596 have been used Visa application fees for NCS students_2022-23: \$1,520 have been used TA transportation_2022-23: \$130 have been used TA insurance_2022-23: \$50 have been used **Total \$3,676 have been used; Remaining budget for 2023-24: \$40,324 |
| 3 | Organising school-based learning activities relating to the CS curriculum / cross-curricular activities relating to the CS curriculum <ul style="list-style-type: none"> - Subsidizing fees and travelling expenses incurred by student participating in school-based activities in HK or in the mainland organized by the school | \$90,000 **Proposed to adjust to \$86,000 | / |
| 5 | Others (please specify): <ul style="list-style-type: none"> - Consumables | \$6,000 **Proposed to adjust to \$12,000 | / |
| | Total expenditure | \$300,000 | \$6,823 have been used |

School-based After-School Learning and Support Programmes 2022-2023

School-based Grant - Programme Report

After School Learning Support Grant Evaluation Report

Use of Budget

Annual expenditure: \$40800

| Tutorial Fees | Amount spent |
|---------------------|--------------|
| 1. Chinese Tutorial | \$20400 |
| 2. English Tutorial | \$20400 |

Evaluation Report

| Target / Goal | Action | Evaluation |
|--|---|--|
| <ul style="list-style-type: none"> Average score of 50 or above in internal examinations. | <ul style="list-style-type: none"> -Students are required to attend at least 90% of the tutorial lessons. -Assignments are given out to participants weekly, students are required to hand in during the following session for inspection. | <ul style="list-style-type: none"> - All students are able to fulfil the attendance requirement. - Face to face lessons were held after school to improve the learning of the student. Additional learning support were given online to cater the learning diversity of students - Two-third of the student joining the scheme achieved the goal of passing the final examination. However, one-third of the student failed to meet the goal. |
| <ul style="list-style-type: none"> Improving the language proficiencies of students | <ul style="list-style-type: none"> - Assessments were provided to test the students' abilities in both languages, and to encourage them to practise the knowledge learnt at a regular basis. - Senior students were provided with Chinese language support to meet the JUPAS admission requirement. | <ul style="list-style-type: none"> - For junior form students, reading materials were provided to them to develop a reading habit. - Two-third of the junior form students who failed the final examination had difficulties in English in the final examination which affected other subjects. - One-third of the senior form students have difficulties in Chinese Language. Intensive classes were held for form 6 students to improve their performance in the public examination. - Tutorials on science subject are also provided to students by the English tutor to improve students' performance in related subjects. |
| <ul style="list-style-type: none"> Meeting the requirement of Conditional Offers/ Sports Scholarships from universities | <ul style="list-style-type: none"> -JUPAS admission talk will be provided to students about the information of universities. -Talks on Sports scholarship scheme of various universities will be provided to students | <ul style="list-style-type: none"> - JUPAS admission talks on sports scholarships were held in the first term. Some of the talks were held online due to the pandemic. |



**Career Guidance and Life Planning
Education Report 2022-23**



**La Salle
College**

Major Concern 1: To develop students' ownership of their career and life planning.

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a "✓") | | | | | | |
|---|--|---|------------------------------|----|----|----|----|----|----|
| | | | NGI | BK | LP | GS | IL | LP | HL |
| <p>1.1 Career Education Curriculum in Form Teacher Periods Career materials were prepared for F.5 and F.6 form teachers to conduct career education during form teacher period. F.3 Online Career programme was conducted by career teachers to talk about F.4 placement.</p> | <ul style="list-style-type: none"> Students were motivated to set goals, study plans and are proactive in search for information. | <p>Keep and Improve</p> <ul style="list-style-type: none"> Form 3 career lessons carried out by form teachers will resume next year. It was replaced by F.3 Career programme during COVID19 pandemic. | | | | | | ✓ | |
| <p>1.2 Career Workshops in Service Learning Lesson Two workshops were organised in F.4. Career Life Planning Activity MBTI Career Test Two workshops were organised in F.5 MBTI Career Test Holland's Code Career Test</p> | <ul style="list-style-type: none"> Students understood their academic interests and abilities which help with their career planning. Students were more focused during the career workshops holding in classrooms. | <p>Keep and Improve</p> <ul style="list-style-type: none"> Format will be changed to one workshop for each form from F.2 to F.5 to increase coverage of career education to students. | | | | | | ✓ | |
| <p>1.3 Guidance Programme for F.5 and F.6 low achievers Counselling sessions in groups of 4-6 F.6 low-achieving students were carried out by career teachers A talk to F.5 low-achieving students was given by an old boy graduated from a lower achieving class.</p> | <ul style="list-style-type: none"> Students recognized their academic and career development needs. Students learnt the ways to gather information and work out a plan to fit their personal circumstances. | <p>Keep and Improve</p> <ul style="list-style-type: none"> F.6: More focus will be placed on advising the JUPAS programme choices of F.6 students. F.5: Follow-up meetings will be arranged in Form 6. | | | | | | ✓ | |
| <p>1.4 Careers and Further Studies Interest Assessment for Form 5 It was replaced by the Career Workshop in Service Learning Lesson.</p> | | | | | | | | ✓ | |

Major Concern 2: To help students implement their career and study plan.

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a “✓”) | | | | | | |
|--|--|--|------------------------------|----|----|----|----|----|----|
| | | | NGI | BK | LP | GS | IL | LP | HL |
| <p>2.1 F.6 JUPAS Talk</p> <ul style="list-style-type: none"> The talk was organized to all F.6 students with updated information about different study programmes in local tertiary institutes. | <ul style="list-style-type: none"> Students were fully informed about the requirements for admission into different courses of the JUPAS participating institutions. Students understood more about JUPAS application procedures and how to choose programme choices. All students submitted their JUPAS application and JUPAS choices before the school internal deadline. | <p>Keep</p> <ul style="list-style-type: none"> Form Teachers have taken a more active role in the JUPAS cycle after the talk: <ul style="list-style-type: none"> monitored students’ progress. explained JUPAS application during form teacher periods with detailed guidelines, video and powerpoint provided by the Careers Team. met students individually to evaluate their programme choices. | | | | | | ✓ | |
| <p>2.2 Measures to support JUPAS application of F.6 students</p> <ul style="list-style-type: none"> A Career-teacher-in-charge was assigned to every class to meet students individually to evaluate their programme choices. A 3-day career counselling session was organized to provide guidance to F.6 students after HKDSE result release. | <ul style="list-style-type: none"> Students were able to make informed choices of their tertiary education with reference to their interest, ability, career plan, and the expected HKDSE results. Students were ready to seek assistance proactively from the JUPAS Advisor. | <p>Keep and Improve</p> <ul style="list-style-type: none"> Will invite more subject teachers to be career-teacher-in-charge of their classes. | | | | | | ✓ | |
| <p>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</p> <ul style="list-style-type: none"> The talk was replaced by videos uploaded to YouTube due to school hall renovation. Procedure and mechanism in modifying programme choices, arrangement after release of JUPAS offers, alternative multiple pathways were introduced in the video. | <ul style="list-style-type: none"> Parents and students had a clear idea about the procedure in the HKDSE result and JUPAS offer release day. Students were able to review their plan for further studies with reference to their performance in HKDSE. | <p>Keep and Improve</p> <ul style="list-style-type: none"> Face-to-face mode will resume next year. | | | | | | ✓ | |
| <p>2.4 Support for Overseas Education Application</p> | | | | | | | | ✓ | |

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|---|--|
| <ul style="list-style-type: none"> The following programmes were organized: <ul style="list-style-type: none"> - UCAS Application Online Sharing Session - UBC online admission talk - Mainland University Admission Talk - Cambridge University Admission Talk - The UCAS personal statement help corner "Ignite your dream" - Talk on Overseas Summer Preparation for F.5 students. | <ul style="list-style-type: none"> Students had a clear understanding about the requirements, procedures & their own eligibility for programmes in different institutes of different countries. Students reflected that they had more support to write the personal statement and more time to prepare the overseas application. | <p>Keep and Improve</p> <ul style="list-style-type: none"> UCAS application sharing session will restore to face-to-face mode in early September if the speakers are available. | | | | | | | |
| <p>2.5 Elective subjects Fair for F.3 students</p> <ul style="list-style-type: none"> An online sharing session given by senior form students was organized following the F.3 Career programme. The subject representatives shared their experiences in studying DSE electives. | <ul style="list-style-type: none"> Senior students' experience sharing provided relevant information to F.3 students for F.4 placement. | <p>Keep and Improve</p> <ul style="list-style-type: none"> A career talk on F.4 placement will be conducted to students together with the sharing to provide more information about F.4 placement. | | | | | | ✓ | |
| <p>2.6 F.4 Placement Talk for F.3 students and parents</p> <ul style="list-style-type: none"> The talk was held to help students best match their interest & ability with their choice of study. Two more online parental talks were organized on F.4 subject selection and future job hunters were organized to provide more information to parents. | <ul style="list-style-type: none"> Students were aware of their own ability, interest & suitability in choosing different subject combination. Students and parents had an idea of the relation of choice of study, the tertiary studies and academic requirement for different careers. | <p>Keep and Improve</p> <ul style="list-style-type: none"> The talk will be organized in the first term next year to allow ample time for students to make their own study choice. | | | | | | ✓ | |
| <p>2.7 F.3 Post Exam Career Programme</p> <ul style="list-style-type: none"> The talk was held to help F.3 students to plan their senior secondary school life with regard to university and scholarship application, as well as leadership and social intelligence. | <ul style="list-style-type: none"> Students were aware of the career and academic development starting from F.4. Students were aware of senior school life planning on taking ECA duties to nurture their leadership and social intelligence skills. | <p>Keep and Improve</p> <ul style="list-style-type: none"> The talk will be organized on the first school day of F.4 to kickstart their new senior form journey. | | | | | | ✓ | |

Major Concern 3: To equip students with careers and life planning skills.

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a "✓") | | | | | | |
|--|---|--|------------------------------|----|----|----|-----|----|----|
| | | | NGI | BK | LP | GS | NGI | LP | HL |
| 3.1 Junior Achievement Hong Kong (JAHK) Workshops <ul style="list-style-type: none"> The workshop was called off due to cancellation of the programme. | | | | | | | | | |
| 3.2 Medicine Career Workshop & Interview Practice <ul style="list-style-type: none"> The following workshops were organized: <ul style="list-style-type: none"> - LSC Medicine Career Workshop - CUHK Online Admission Talk - HKU Online Admission Talk - A Day at HKU Medicine - HKU MBBS Preparation Workshop - HKU MBBS Talk – From a LaSallian to a HKU Surgeon | <ul style="list-style-type: none"> All participants could benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. All participants could formulate a plan towards a medical profession. | Keep and Improve <ul style="list-style-type: none"> Will restore to face-to-face mode next year if the speakers are available. | | | | | | ✓ | |
| 3.3 Mock Interview for F.5 students <ul style="list-style-type: none"> English teachers provided interview training to all F.5 students during LAC lessons. A mock interview was organized for all F.5 students to prepare for their university and scholarship application. | <ul style="list-style-type: none"> Students acquired the skills and attitudes to prepare for the interview. Students acquired the communication skills that help them to excel in school, careers and the community. | Keep and Improve <ul style="list-style-type: none"> Past interview questions from university and scholarship application will be collected. These will then be shared to LAC teachers to prepare the interview training. | | | | | | ✓ | |
| 3.4 Speaking & Presentation Skill Workshop for F.5 <ul style="list-style-type: none"> A speaking skill workshop was organized to talk about various speaking tips and interview skills of a good speaker. | <ul style="list-style-type: none"> Students understood the importance of speaking & presentation skills in career development. Students were highly involved. They actively asked questions concerning application and admission. | Keep and Improve <ul style="list-style-type: none"> Will discuss with the speakers about the possibility of adding US further study options in the talk. | | | | | | ✓ | |

Major Concern 4: To enrich students' exposure to the world of work

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a "✓") | | | | | | |
|---|---|---|------------------------------|----|----|----|-----|----|----|
| | | | NGI | BK | LP | GS | NGI | LP | HL |
| 4.1 Job Shadowing Programme <ul style="list-style-type: none"> A total of 108 job shadowing posts categorized under 26 programmes were provided to F.5 students. | <ul style="list-style-type: none"> Students were aware of the demands of the authentic working world. Students explored their career options and build up values which are essential for their future success. | <p>Keep and Improve</p> <ul style="list-style-type: none"> Will include more posts on engineering and law sectors next year. | | | | | | ✓ | |
| 4.2 Career Day <ul style="list-style-type: none"> 46 speakers from 12 different job sectors were invited to small group discussion with F.4 and F.5 students in the hall. The entry requirements, job nature, future prospect and long-term development were introduced in the sharing. | <ul style="list-style-type: none"> Many students generally pointed out that the talks were informative and down-to-earth. Experience shared by old boys was inspiring and was good reference for students in their career decision making. | <p>Keep</p> <ul style="list-style-type: none"> The format has been reverted back to face-to-face mode. It has enhanced interaction between old boys and students. Both old boys and students agreed that this format is more suitable for experience sharing. | | | | | | ✓ | |
| 4.3 Career visits and talks <ul style="list-style-type: none"> The following career visits and talks were organized <ul style="list-style-type: none"> - WOW Institute – K11 ATELIER Corporate Visit - Visit to HKU Inno Wing cum Hands-on Workshop on Wireless Power Transfer - Old boy sharing – From a LaSallian to a Hedge Fund Manager | <ul style="list-style-type: none"> Students were exposed to wider career options including business, engineering, asset management sectors. Students had some preliminary idea of real working situation in a company or firm. | <p>Keep</p> <ul style="list-style-type: none"> It is beneficial to help students expose to wider career options tafter the pandemic. Will keep on searching for various companies visits and talks for students. | | | | | | ✓ | |
| 4.4 LSC x Deloitte Workshop <ul style="list-style-type: none"> A talk and a job shadowing programme were organized with Deloitte and school BAFS department. | <ul style="list-style-type: none"> Students were aware of the demands of the authentic working world. Students were shown the recent development in accounting, fintech and entrepreneurship. | <p>Keep</p> <ul style="list-style-type: none"> All students attended the job-shadowing punctually. Quite a number of them proactively asked for more information based on their interest and aspiration. | | | | | | ✓ | |

Major Concern 5: To empower Senior Form Teachers' participation in careers education and student counselling in school.

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a "✓") | | | | | | | |
|--|--|--|------------------------------|----|----|----|-----|----|----|--|
| | | | NGI | BK | LP | GS | NGI | LP | HL | |
| <p>5.1 Teachers' Professional Development in Careers and Life Planning</p> <ul style="list-style-type: none"> A briefing was given to all F.6 Form Teachers regarding JUPAS application and alternative pathways. F.5 and F.6 teachers were briefed during form teacher meetings to equip them with the concepts of careers and life planning so that they are well aware of the careers and life planning needs of students in the adolescent stage. | <ul style="list-style-type: none"> Teachers were aware of the careers and life planning needs of their students. Form teachers were more confident in implementing the career education curriculum in their class. | <p>Keep and Improve</p> <ul style="list-style-type: none"> Form 3 career lessons carried out by form teachers will resume next year. Briefing on how to conduct the career lessons will be provided to form 3 form teachers. | | | | | | | ✓ | |

Financial Report

| Expenses | Amount \$ |
|-------------------------------|----------------|
| General Expenses | 2517.00 |
| Form teacher period materials | 4730.00 |
| Total | 7247.00 |



LA SALLE COLLEGE

**Extended Chinese
Language Learning
Programme for Non-
Chinese Language
Students (NCS)**

Annual Report

2022-2023

Extended Chinese Language Learning Programme for Non-Chinese Students (NCS)

Major Concern 1: ___To equip the NCS boys with the knowledge of Chinese language, Chinese History, Chinese Culture and the examination skills___

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a “✓”) | | | | | | | |
|---|--|---|------------------------------|----|----|----|----|----|----|--|
| | | | NGI | BK | LP | GS | IL | LP | HL | |
| <ul style="list-style-type: none"> ◆ Enhancing Chinese Literature and Chinese Culture Study in NCS Chinese Language Curriculum <ul style="list-style-type: none"> ○ For F.1-3, Chinese Literature add-on elements, e.g., Chinese poetry have been introduced during the lessons ◆ After-school tutorial sessions <ul style="list-style-type: none"> ○ Weekly tutorials for revision and consolidation Chinese learning activities ◆ Development of Chinese History teaching-learning materials <ul style="list-style-type: none"> ○ The curriculum of Chinese History for NCS has been well set. ○ Students were asked to do a pre-task of each topic by completing a presentation during the PTH lesson. ○ The topic “War of Resistance against Japan was introduced during lessons for Junior Form students. | <ul style="list-style-type: none"> ◆ Students can fulfil the tasks on the e-learning platform and Worksheets. ◆ Students’ Chinese marks improve in the final examination. ◆ Over 70 % attendance rate of students think that the tutorials are useful ◆ 18 topics related materials are prepared in Junior Form. ◆ 80% students pass the Chinese History Exam (Amended) | <ul style="list-style-type: none"> ◆ Keep and Improve <ul style="list-style-type: none"> ○ One topic was set throughout this year. More topics will be introduced next year. ○ Students can be encouraged to do the Choral speaking in order to reinforce their knowledge about Chinese poetry. ◆ Keep and Improve <ul style="list-style-type: none"> ○ More writing sessions can be arranged next year. The lessons can be more focused on brainstorming ideas and ways of expressing (Vocab & sentence structure). ◆ Keep and Improve <ul style="list-style-type: none"> ○ Videos about different Chinese History topics can be prepared for students in order to help them to understand the content. ○ E-learning app “Edpuzzle” can be used for self-directed learning. | | | ✓ | | | | | |

Subject Panel / Functional Team: ___Chinese for NCS___

Major Concern 2: ___To enhance the motivation of the NCS boys in learning Chinese_____

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a “✓”) | | | | | | | |
|--|---|--|------------------------------|----|----|----|----|----|----|--|
| | | | NGI | BK | LP | GS | IL | LP | HL | |
| <ul style="list-style-type: none"> ◆ Lunch time Chinese Reading Scheme <ul style="list-style-type: none"> ○ Students have to read at least one designated Chinese Book per school term with a partner which is a local student during lunch time ◆ NCS Chinese e-Learning Scheme to promote Self-directed Learning <ul style="list-style-type: none"> ○ E-learning apps, Quizlet, Nearpod have been used during the Chinese lessons in order to take care of student diversity ○ Students were encouraged to have pre-lesson tasks, learning activities and post-lesson tasks for self-directed learning. | <ul style="list-style-type: none"> ◆ Students could only read the book by themselves instead of reading with a partner. ◆ Students did not keep a record on reading the books. ◆ Students’ schedule was fully packed during lunch time. ◆ 80% of students agree e-learning platform can help improve their Chinese. ◆ Students think that the online resources are useful as they can do revision at home. | <ul style="list-style-type: none"> ◆ Keep and Improve <ul style="list-style-type: none"> ○ Students need to read at least one book and hand in a book report per month. ○ The reading sessions may swap to the recess or after school so students can well manage the reading time. ◆ Keep and Improve <ul style="list-style-type: none"> ○ More e-learning apps can be used during the lessons in order to make lessons more interactive and fruitful. | | ✓ | ✓ | | | | | |

Subject Panel / Functional Team: ___ Chinese for NCS ___

Major Concern 3: ___ To broaden the horizons of the NCS boys so to have a better life planning ___

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a “✓”) | | | | | | | |
|---|--|--|------------------------------|----|----|----|----|----|----|--|
| | | | NGI | BK | LP | GS | IL | LP | HL | |
| <ul style="list-style-type: none"> ◆ Study Tour related to Chinese culture <ul style="list-style-type: none"> ○ The trips were cancelled due to the pandemic. ◆ To promote value education through formal and informal curriculum <ul style="list-style-type: none"> ○ To develop positive moral values and attitudes so that students can be informed, active and responsible citizens in the society. ○ To nurture students the ten priority values and attitudes, like responsibility, empathy etc. by making use of the teaching & learning materials. | <ul style="list-style-type: none"> ◆ Students did not have the chance to join the exchange program due to pandemic. ◆ F.5 students together with the local students join the CSD trip to China. ◆ The Value Education curriculum framework were implemented throughout the academic year. ◆ Students shared what they have learnt after the lessons. | <ul style="list-style-type: none"> ◆ Keep and Improve <ul style="list-style-type: none"> ○ Encourage more NCS students to participate in the exchange program to China. ◆ Keep | ✓ | | | | | | | |

Budget

| | Item | Details | Expenditure | |
|---|---|--|-------------|---------|
| | | | Approx: \$ | |
| 1 | Hire and NCS Chinese Teachers | 1) Teachers to co-teach in Chinese and Putonghua lessons 2) Teachers to conduct extra tutorial classes for needy students | Approx: \$ | 591,840 |
| 2 | Integrated cultural experience activities | | Approx: \$ | 3000 |
| 3 | Teaching Materials | | Approx: \$ | 3000 |
| 4 | E-learning Resources | | Approx: \$ | 3000 |
| 5 | Chinese Books Reading Scheme | Books and Prizes | Approx: \$ | 1000 |
| 6 | Learning enhancement workshops | Materials, tutorials and administration | Approx: \$ | 0 |
| | | Total: | Approx: \$ | 601,840 |

National Security Education 2022-2023

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
|-----------------------|---|---|--|
| School administration | (1) Task force on safeguarding national security and national security education holds meetings three times per year to produce a work plan and an annual report to EDB. | (1) Dates of meetings were 20 Sep 2022, 17 Feb 2023, and 4 Jul 2023. Meeting minutes are kept in Google Drive. | (1) The task force formulated a work plan on various areas, reviewed the school-based procedural manual, and produced the annual report. |
| | (2) Disseminate relevant information on National Security Law through staff meetings, notices and school circulars. | (2) Information about the National Security Law and Basic Law test was disseminated to all staff in staff notices. The book “總體國家安全觀學習綱要” was distributed to teachers. All staff were reminded of their obligation to abide by the law. | (2) Teachers signed to acknowledge the staff notices and the book. |
| | (3) National flag raising on 1st Jan, 15th April, 1st July and 1st October and 4th Dec. | (3) National flag was raised by the retaining wall every school day. Flag raising ceremony was conducted weekly at assemblies, including exam period and assessment weeks. Speech under the flags were given when situation allowed. | (3) Students attended the weekly flag raising ceremony. |
| | (4) Refine the mechanism for campus patrol with updated guidelines to watch out for contents that endanger National Security. | (4) Teachers took turns to patrol on campus before school, during recess, lunch time and after school. All daily duty teachers were required to fill in the electronic logbook after patrol duty. | (4) Duty teachers were reminded explicitly to watch out for political propaganda or disturbances caused to teachers and students in the vicinity, and/or check that the display of words or objects within the campus does not involve contents that endanger national security. |
| | (5) Refine the mechanism and procedures for hiring out of school facilities using updated booking forms with declaration statements regarding National Security embedded. | (5) Convenor must sign the declarations regarding National Security in the facility booking application form. | (5) The procurement form is updated according to the “Guidelines on Procurement Procedures in Aided Schools” in June 2023. |
| | (6) Refine the mechanism and procedures for regular reviewing of library collection by checking against the OPAC of HK Public Library to ensure that the library books do not involve contents that endanger national security. | (6) About 30% of all English books are checked against the OPAC of HK Public Library. Booklists of e-library are checked upon purchase. | (6) Unidentified books are to be assessed by Panel Heads or person-in-charge. |
| | (7) Refine the school’s mechanism and procedures for organizing activities to ensure that activities to be held under the name of the school do not involve acts and | (7) The disclaimer statement is read by the host or shown on the screen of the TV wall before the commencement of an activity / event / talk. | (7) All activities held have the statement read before the commencement. |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
|------------------|---|--|---|
| | activities that endanger national security | | |
| | (8) Refine crisis management policy on incident involving national security | (8) Crisis management policy underwent refinement to include policy and procedure for incident involves national security | (8) Crisis management policy refined. |
| Staff management | <p>(1) Convey to teaching staff / non-teaching staff of all levels the school's requirements and expectations in respect of their responsibilities and conduct through staff meeting/school circulars</p> <p>(2) Ensure all new teaching staff to fulfill the Basic Law and National Security Law requirements</p> <p>(3) Refine contract for newly hired staff and tutors to include clauses about law abidingness</p> | <p>(1) PDP for Secondary School Principals and Teachers 2022/23 was sent to all teachers. The Principal explicitly mentioned at the staff meetings on 1 Sep 2022 and 19 Dec 2022 regarding teachers' professional conduct:</p> <ul style="list-style-type: none"> - Teachers must abide the Guidelines on Teachers' Professional Conduct - Teachers should observe relevant laws and regulations related to education, e.g. National Flag and Anthem, National Security Law etc. <p>The Principal also reminded teachers to take the Basic Law and National Security Law test for teachers if applicable.</p> <p>(2) All teaching staff hired for 2022-2023 has obtained a pass in the Basic Law and National Security Law test. New clause about abiding the laws is added to contract offered to teaching staff for 2023-2024 onwards.</p> <p>(3) All newly hired staff and tutor signed contracts with the related clauses.</p> | <p>(1) All teachers signed to acknowledge the eCircular and the book.</p> <p>All teachers were well-informed and the meeting minutes were kept accordingly.</p> <p>(2) All newly hired staff were able to obtain a pass in the test.</p> <p>(3) The new clauses were adopted to the contracts of all new staff.</p> |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
|-----------------------|--|--|--|
| Staff training | <p>(1) Arrange staff to receive appropriate training on national security education</p> <p>(2) Arrange in-house training workshops for Discipline, Guidance and National and Civic Education Teams</p> <p>(3) Collect staff records on Basic Law and National Security Law Test</p> <p>(4) Collect staff training records on panel-based training on national security</p> | <p>(1) All teachers attended the Cyber Security Workshop held by HKFYG on 31 August 2022.</p> <p>Most teachers have attended either the Basic Law Knowledge Enrichment Online Course for Secondary School Teachers.</p> <p>(2) Guidance team conducted an in-house training in Jan 2023. National and Civic Education Team conducted an in-house training session 8 Sep 2022.</p> <p>(3) Human resource personnel collect records of all newly appointed teaching staff.</p> <p>(4) Panel heads record all training records on Teacher Continuing Professional Development Summary</p> | <p>(1) The staff interacted and exchanged ideas on how national security education could be carried out in the school. Some of them made a number of suggestions on strategies to carry out national security education.</p> <p>(2) Guidance teachers understood the role of counseling teachers and how they can cultivate students' sense of responsibility, respect for rule of law and commitment. Teachers from the NCE team were clear about the procedures of the flag raising ceremony.</p> <p>(3) All newly hired teaching staff have successfully present with a passing grade of the Basic Law and National Security Law Test.</p> <p>(4) All training regarding national security education is recorded.</p> |
| Learning and teaching | <p>(1) Review and enrich of the curriculum contents to enhance students' awareness of national security</p> <p>(2) Archive the school-based learning and teaching materials related to Constitution, Basic Law and National Security Education in Google Drive</p> | <p>(1) All panel heads submitted their subject panel work plan regarding reviewing and enriching curriculum contents to the Academic Council.</p> <p>(2) Google Shared Drive was created for various KLAs. Panel heads were responsible to upload learning & teaching materials, lesson plans, and/or evidence of implementation. All files are to be kept for no less than two years.</p> | <p>(1) A general report was compiled by the Vice-Principal to consolidate the curriculum contents about national education.</p> <p>(2) Google Shared Drive was open to the Panel heads of the same KLA to access to enhance collaboration.</p> |

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|--|--|--|---|
| | <p>(3) Teaching current issues in Mainland China through subject-based case studies</p> <p>(4) Teaching the importance of sovereignty, national integrity and Basic Law through understanding the history and development of HK and China</p> <p>(5) Organize subject-based field trip or visits to China</p> <p>(6) Organize seminar and talks by different subject panels / KLAs</p> | <p>(3) Case studies were taught in various subjects, as well as in some of the activities held by ECA clubs & societies throughout the year.</p> <p>(4) It was implemented in various subjects, and as well as in some whole-school activities organized by the National and Civic Education Team and the History and Heritage Society. The Space Lecture was held in Oct 2022</p> <p>(5) Online exchange programmes were held between High School Affiliated to Renmin University of China and our school in April 2023, and some students visited Zhongshan in April 2023. F.5 CSD trip was held in July 2023. Teacher exchange tours are arranged in April and August 2023 to Shanghai and Beijing.</p> <p>(6) - 中國創科之路講座 was held in Oct 2022 for F.5 students with Economic panel - The Space Lecture was held in Oct 2022 by the STEM team and over 100 student watched the live broadcast of the third Space Lecture from the Tiangong Space Station - 科創大講堂 was held in Oct 2022 by the STEM team and over 150 students joined the seminar via the Internet. - 國家經濟發展和金融經濟安全講座 was held in 18 May 2023 for F.4 students with Economic panel - Nanjing Massacre Commemorative Activity was held on 13 Dec 2021 for F.3 students with the Chinese History panel.</p> | <p>(3) Panel heads and team heads uploaded the materials in the respective Google Shared Drive.</p> <p>(4) All students were actively engaged in participating the online quizzes and visits</p> <p>(5) 6 Outbound trips have been held since April 2023. The students were provided with firsthand experience of the development and education environment of Zhongshan through lessons and life-experience. They were also able to develop their interpersonal skills through stay with the host families. Panel and team heads were provided with opportunities to exchange ideas on curriculum planning and implementation, as well as student development.</p> <p>(6) The two talks about economics in China supplemented the content in HKDSE Economics. The Commemorative Activity of the Nanjing Massacre supplemented the contents in F.3 Chinese History. Students actively participated in the discussion sessions during the lectures from the STEM team. It is an important aspect of students' learning experience.</p> |
|--|--|--|---|

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
|--|--|--|---|
| | <p>(7) Appreciate Chinese culture using variety of teaching materials and strategies</p> <p>(8) Implement Information Literacy education</p> | <p>(7) Learning and teaching materials were included in the formal curriculum in various subjects. In addition, some poems and masterpieces were printed in the school magazine.</p> <p>(8) Cyber security workshops were held for F.1-3 students in Sep, Oct and Nov 2022 with the ICT panel.</p> <p>Students participated in the Cyber Defender’s Carnival, STEAM Student Competition 2023, and HKIRC Cyber Youth 2023 Competition to help raise awareness of the public against cyber threats.</p> | <p>(7) Panel heads and team heads uploaded the materials in the respective Google Shared Drive.</p> <p>(8) More students were involved in Information Literacy education and helped raise awareness of our students and the public.</p> |
| Student guidance, discipline and support | <p>(1) Review the Teacher Handbook on guidance support and discipline measures on safeguarding to NSL</p> <p>(2) Review the Student Diary based on the principle of respecting and protecting individual rights, and awareness of abiding by the law.</p> <p>(3) Briefing to all staff and students on practices regarding NSL</p> <p>(4) Briefing to parents at PTA AGM on new practices regarding NSL</p> <p>(5) Refine the 3-tier counselling and prevention plan and review the advisory handbook for teachers</p> | <p>(1) The Discipline Team updated the team handbook and prepared a draft for “student guidance and discipline” session in the Teacher Handbook.</p> <p>(2) Regulations relating to national security were reviewed in the “Code of behaviour – General” of the College Diary. All students received a copy of the College Diary on the first school day.</p> <p>(3) Briefing sessions were done at the staff meeting on 30 August 2022 and at the first assembly targeting all students.</p> <p>(4) Briefing session was held at the PTA annual general meeting on 16 Sep 2022. The Discipline Master was invited to deliver the speech.</p> <p>(5) Guidance Team updated the counselling handbook for all teachers and distributed it to all new teachers on 27 August 2022.</p> | <p>(1) Submitted to the Principal for further compilation.</p> <p>(2) Submitted to the Principal for further compilation.</p> <p>(3) The Discipline Master reminded students to read the regulations during the school assembly.</p> <p>(4) Teachers and students were aware of the new practices regarding national security law.</p> <p>(5) The contents and the expectations were delivered clearly and explicitly. Parents acknowledged the message and signed in the designated page on the College diary.</p> |

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| | <p>(6) Keep personalized follow-up counselling plans regarding NSL</p> <p>(7) Organize mindfulness programmes to promote harmonious and peacefulness school culture among students</p> <p>(8) Recruit students as the National and Civic Education Student Ambassador and become role models for their peers and encourage positive values and attitudes among students.</p> | <p>(6) All records are kept by the Guidance Team.</p> <p>(7) Mindfulness programme was completed on 30 Sep 2022 for all F.3 students. Guidance Team implemented a class-based mindfulness programme using video clips.</p> <p>(8) 30 boys from F.1 to F.5 volunteered to join the National and Civic Education Student Ambassadors, and 21 students from F.1 to F.3 volunteered to join the Basic Law Student Ambassador Scheme.</p> | <p>(6) All teachers received one copy of the counselling handbook.</p> <p>(7) No such record at this moment.</p> <p>(8) The feedback was very positive. Both programmes will be continued in the next academic year.</p> |
| Home-school cooperation | <p>(1) Organize PTM to brief parents on practices regarding NSL.</p> <p>(2) Reminders are sent to all parents in an emergency situation.</p> <p>(3) Collaborate with PTA and organize activities relating to parenting and handling emotional problems, and on promotion of moral, civic and national education to cultivate positive values and healthy lifestyles among students.</p> | <p>(1) Briefing session was held at the PTA annual general meeting on 16 Sep 2022. The Discipline Master was invited to deliver the speech.</p> <p>(2) A weekly reminder communication channel by email was set up and ran smoothly throughout the year.</p> <p>(3) 4 relevant webinars were held by the PTA. One of them was related to AI Security: 人工智能數碼經濟的安全發展 on 10 Jun 2023.</p> | <p>(1) The contents and the expectations were delivered clearly and explicitly. Parents were aware of the practices regarding NSL.</p> <p>(2) A very effective communication channel between the school and parents was established.</p> <p>(3) The talks were conducted smoothly. Parents commented that the webinars provided them with useful information on parenting, in national and civic aspects.</p> |
| | <p>(4) Encourage parents to participate in the seminars which promote moral, civic and national education.</p> <p>(5) Organize talks and seminars for parents to enhance information literacy, to better avoid cyberbullying, online scamming for their sons, etc.</p> | <p>(4) Parents were encouraged to join the webinar through email and WhatsApp groups.</p> <p>(5) Webinar on Cyber Security: 如何避免接觸網上不良資訊 was held on 15 Oct 2022.</p> | <p>(4) The average participation rate for parents' webinar was high. Online and hybrid modes were welcomed by parents.</p> <p>(5) Parents who participated were given advice on how to prevent their sons from online threats.</p> |
| Others | NIL | | |