



La Salle College

School Report

2023/24

General information about La Salle College

SCHOOL HISTORY

La Salle College, Hong Kong, founded in 1932, is a Catholic 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. La Salle College admitted its first batch of students in December 1931, with Brother Aimar serving as the Principal and was in full operation in early 1932. Between July 1977 and May 1979, the old building was knocked down to make way for a new and well-equipped school. The new school campus was then officially opened by Sir Murray MacLehose, the then Governor, on 19th February, 1982. Together with the School Improvement Programme (SIP) in 2005 where two new wings were added and named after the first two Principals, Brother Aimar and Brother Cassian, the College has the privilege to offer a wide range of learning activities and facilities with its spacious campus. In 2021-2022, the College celebrated its 90th Anniversary.

VISION

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 holistic education.

MISSION

Faithful to the founder, St. John Baptist De La Salle, La Salle College (LSC) is committed to providing a high-quality human and Christian education. LSC values each boy regardless of ethnicity, religion, wealth, or status. LSC provides special attention to those less gifted. LSC seeks to empower all students to realize their potential through academic study, sport, and the arts. LSC develops a civic, service, and leadership-oriented culture with its community of parents, friends and alumni.

GOVERNANCE

The Sponsoring Body is the Brothers of the Christian Schools, also known as the De La Salle Brothers. The Sponsoring Body is the legal entity in Hong Kong for the De La Salle Brother’s schools and is a registered sole corporate under the title “The Director in Hong Kong of St. Joseph’s College”. La Salle College is managed by an Incorporated Management Committee (IMC), which leads the school through six sub-committee focusing on matters relating to finance, building and facility maintenance, information and technology, sports development, cultural development and human resources. The Supervisor of La Salle College is Brother Thomas Lavin, whereas the Alternate Supervisor is Mr. Nicholas Ng. The Principal manages the College with the assistance of three Vice-Principals (Academic, Pastoral and Development) and Heads or Coordinators of various panels and teams.

(1) SCHOOL PROFILE

Enrolment & Class Structure

La Salle College (LSC) is an English-medium grammar school with a total student population of 1,258 in Form 1 to Form 6 in the beginning of the 2023-24 school year, registered for 42 classes, with seven classes in each form level. LSC is a government-aided school where all students are enrolled through the government central allocation system based on academic merit. 30% of our Form 1 intake come from the school discretionary basis.

Teaching Staff

LSC has 95 teaching staff, with 45% pursuing a master's degree or above and with more than 45% having a teaching experience of 10 years or above.

Medium of Instruction & eLearning

English is the medium of instruction for all subjects except Chinese Language, Chinese History, Putonghua and French. Some students are qualified to take French as a second language. "Bring Your Own Device (BYOD)" programme has been in place since 2015-16 aiming at promoting eLearning at school and nurturing students to be self-directed learners.

Academic Pathway – The Hong Kong Diploma of Secondary Education (HKDSE)

All Form 6 students will sit for the HKDSE administered by the Hong Kong Examinations and Assessment Authority. They can further their studies at local or overseas universities and higher education institutes upon their graduation. During the course of study, some students may also take other international examinations at their own discretion.

Curriculum in Junior and Senior Form Levels

Subjects offered – Junior Forms (Form 1 – Form 3)

| Form 1 – Form 2 | Form 3 |
|-------------------------------------|-------------------------------------|
| English | English |
| Chinese / French / Chinese for NCS* | Chinese / French / Chinese for NCS* |
| Putonghua | Putonghua |
| Mathematics | Mathematics |
| Science | Physics |
| ICT | Chemistry |
| Life & Society | Biology |
| Geography | ICT |
| Chinese History | Life & Society |
| History | Economics |
| Design & Technology | Geography |
| Music | Chinese History |

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|--|--|
| Visual Arts Physical Education Religious Education *NCS: Non-Chinese speaking students | History Music Visual Arts Physical Education Religious Education |
|--|--|

Subjects offered – Senior Forms (Form 4 – Form 6)

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|---|--|
| Core subjects: | Three Electives from the List: |
| English Chinese Mathematics (Compulsory Part) Citizenship & Social Development | Physics Chemistry Biology Economics Chinese History Geography Information and Communication Technology (ICT) Design and Applied Technology (DAT) Business, Accounting and Financial Studies (BAFS) |

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| Mathematics Curriculum – Extended Part |
| Module 1 (Calculus and Statistics) or Module 2 (Algebra and Calculus) |

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| The Fourth Elective (only for students having exceptional talent or interest): |
| Other languages, e.g. French, Spanish, Japanese etc. Music Visual Arts |

| |
|---|
| Service-Learning Curriculum in the Senior Forms (since 2021-22) |
| <p>Service is an integral part of Lasallian education. With the help of the Service-Learning and Leadership Office (SLLO) of the Hong Kong Polytechnic University, our College combines Positive Psychology and “Values-In-Action (VIA)” advocated by Professor Martin Seligman to formulate new school-based Service-Learning curriculum. More than 15 teachers are trained by the SLLO to exercise their expertise to enrich students’ learning experience, forming a link to the curriculum through a process of understanding community needs, planning service activities, taking actions, forming structured reflection, and demonstrating learning of the impact of the undertaking, so as to nurture empathy and enhance the sense of responsibility as a local citizen.</p> <p>Our team currently consists of 15 teachers and 400 students, serving more than 10 local NGOs and primary schools, over 500 people in the community every year. Coordinated by the Lasallian partners, our service is extended to the Philippines.</p> |

Vibrant School Life

LSC emphasizes students' personal growth through extra-curricular activities (ECA). In 2023-24, our College offered 49 ECA clubs and societies in academic, interest, sports, cultural, service groups to provide every student an opportunity to stretch their potential. Every September, an ECA promotion fair was held for students, aiming at giving students first-hand information about the clubs. 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.

Sports

Our College has 25 school sports teams competing in the top inter-school competitions. Every year, around 350 students join various school teams. Besides our sports teachers, professional coaches are hired to train and enhance our students' skills and techniques. High-performing sportsmen are selected to represent Hong Kong at international tournaments.

Music

Our music teams consist of Wind Orchestra, Chinese Orchestra, String and String Orchestra, Senior Choir and Treble Choir, and the Chinese Drum Team, with around 300 student members. Students are provided ample chances to participate in both local and overseas performances and competitions. Besides our music teachers, professional conductors and musicians are hired to train and enhance our students' performing capacity.

Pastoral Care

LSC emphasizes on fostering Lasallian values of faith, service and community, as well as the Catholic core values. Faith formation and evangelization programmes are organized by teams such as the Student Formation Team, Lasallian Youth Movement whereas the Catholic Society and Legion of Mary help nurture the spiritual life of students and to maintain a rich Catholic culture. Values-In-Action (VIA) character strengths theory is also introduced into the school curriculum and ECAs to nurture students' character development. Specially designed curriculum on values and positive education is implemented during Form Teachers' Periods and Form assemblies. 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. All students are to write two S.M.A.R.T. goals in the beginning of the school term. The College 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. Stress management was continued to be the focus in the senior forms.

A wide range of student support services, including guidance, discipline and careers and life planning, are available for students. With the support from school social workers from the Caritas Hong Kong, a speech therapist and the educational psychologist from the EDB, our Discipline Team and the Guidance Team initiate suitable programmes for students using an integrated approach. The nature of these programmes is divided into preventive, supportive and corrective strategies. A structured career education curriculum is implemented during the Form Teachers' Periods 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 to help students understand their interests and abilities. The Careers Team held talks throughout the year on Mainland/ overseas universities admission talks and JUPAS university application talk.

LSC has been promoting national and civic education (NCE) through a whole school approach. The NCE Team recruits members to perform flag raising and do the speech under the flag on important days related to the nation's events by the whole school. Measures on safeguarding the National Security and promote National Education are in force as required by the EDB. Flag raising ceremonies are held weekly including the examination periods.

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. It is also 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.

Education Outside the Classroom

Aesthetic Education

Aesthetic education is one of the essential Other Learning Experiences (OLE) programmes for the whole person development of students. Our College holds aesthetics workshops and talks 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 every July. Another highlight is that the live performance by our School Drama and Dance Team in March.

Gifted Programmes

Both local and overseas programmes are coordinated for high achievers so as to further stretch their potentials. Local programmes are offered by tertiary institutes, e.g. HKU, HKUST, and HKAGE. Overseas programmes for the gifted are offered by institutes such as Johns Hopkins University and the Federal Institute of Technology in Switzerland. Academic teams of the College always compete in high-level competitions, e.g. the Physics Olympiad, Math Olympiad, Chemistry Olympiad and Informatics Olympiad. The College provides opportunities for capable students to acquire other languages, e.g. French, Spanish, Japanese and German.

STEAM Education

The theme of the STEAM education at LSC is to enhance, embed and realize the motto “We Learn, We Solve & We Create”. LSC provides exceptional facilities for our students, including an Aerospace Laboratory, a D&T workshop and a well-equipped STEAM Laboratory. The College offers diverse range of STEAM programmes, both within and beyond the curriculum, to enhance our students’ proficiency in coding, collaboration, design thinking and presentation skills. Our students gain valuable technical skills, engineering knowledge and real-life experience through visits to start-up companies and active participation in territory-wide activities and competitions.

Exchange Programmes

A variety of exchange programmes aiming at developing students’ awareness of cultures, strengthening their understanding and respecting differences are offered every year. LSC has a wide network with partner schools in Hong Kong, Mainland Sister schools (including the High School Affiliated to Renmin University of China (北京中國人民大學附屬中學), Shanghai Foreign Language School (上海外國語大學附屬中學), Zhejiang Zhenhai Middle School (浙江省寧波市鎮海中學) and Torch Development Zone No.1 Middle School of Sun Yat-sen Memorial Secondary School Education Group (中山紀念中學火炬一中)) and overseas schools. Other educational overseas exchange trips to places such as Paris, Singapore, Sydney, Perth, Melbourne, Auckland and Bueno Aires are organized. The College also has an exchange partnership with Sophianum in the Netherlands.

Student Body

The Student Association is the official student body. It is composed of one president and six chairmen serving different boards (Club Coordination, Class Representatives, Discipline, Finance, Publications and Secretariat). 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.

The College also prides in entrusting the senior students of the School 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.

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

- **Major Concern 1: To initiate pedagogical changes in learning and teaching**

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| Achievements |
| <ul style="list-style-type: none">◆ The school actively promoted self-directed learning and deepened the use of the e-Learning resources by reminding students to access to learning resources including the newly developed e-Library. Apart from encouraging students to explore and integrate the knowledge through self-directed learning projects, teachers made use of various e-learning tools and online platforms for discussion.◆ The school actively promoted the culture of collaboration through STEAM education. Through doing cross-disciplinary (Science, Design & Technology, ICT) group projects, STEAM workshops were integrated into all F.2 classes to allow students to apply their knowledge in STEAM projects, as well as to strengthen students' collaboration skills, computational skills and presentation skills. Our school achieved outstanding performance in the inter-school competitions.◆ The skills of teachers on the use of IT for learning and teaching was enhanced. All teachers made use of Google Classroom as a platform to share materials and upload assignments. Teachers updated their lesson plan with interactive elements with the help of IT e-Learning software. Among the software subscribed by the school, "Formative" and "Ed Puzzle" were widely used to conduct lessons with the usage of 49% and 65% respectively. Beyond classroom, the ECA team performed administrative work and disseminate information and notices through eClass and Google Classroom. |
| Reflection |
| <ul style="list-style-type: none">◆ Even though from the Stakeholders' Survey, it was highlighted that students did not have an established reading habit, students did not actively use the eLibrary as much as had been hoped for self-directed learning.◆ Through STEAM education, students were able to learn advanced coding and the application of micro-electronic boards for projects. To meet the technology trend, the AI elements should be introduced to the project-based learning as well.◆ Even though our teachers are familiar with Google Classroom, more advanced functions should be introduced for better class administration. For example, better arrangement of design and layout of Google Classroom to facilitate mark inputs so as to monitor students' learning progress. |

Feedback and Follow-up

- ◆ The Staff Development Team and the IT e-Learning Team will organize regular training and sharing sessions regarding the application of e-Learning tools for teachers on a voluntary registration basis, to cater for the different needs or ability level of teachers.
- ◆ The usage of the e-Library will be further emphasized by supporting the topics and materials covered in the Form Teacher lessons. The Language Across Curriculum (LaC) panel will work closely with the Form Teacher Period (FTP) team to devise the amended FTP curriculum with suggested e-Library book lists. One more LaC lesson will be added to F.1 & F.2 class teaching timetable to boost the reading culture through self-directed learning.
- ◆ In addition, the reading across curriculum will be introduced with a focus of STEAM because STEAM education is heavily relied on experiential learning and enquiry-based approach. It is hoped that students can nurture good reading habit through doing STEAM projects, so as to achieve two learning goals of Secondary Education, namely “Breadth of Knowledge” and “General skills”.

• Major Concern 2: To serve and care for others with love and respect

Achievements

- ◆ The school aimed at helping students deepen their self-understanding by using the Values-In-Action (VIA) character strengths theory. Every F.1 and F.4 student required to complete the VIA survey to identify their 24 character strengths in order, and set their SMART (specific, measurable, achievable, relevant and timely) personal goals in studies and life-planning. Form teachers made good use of the VIA reports as a common language to communicate with students when conducting FT-student interview as well as meeting with parents at the Parent-Teacher Meeting. F.4 and F.5 students made use of VIA reports to choose their most suitable Service-Learning programmes.
- ◆ The ECA team successfully promoted the VIA character of the 50 ECA clubs and societies, so that students could register to join their ideal clubs with reference to their character strengths.
- ◆ To nurture the students’ values on caring the community, all F.4 and F.5 students are mandatory to participate in the service-learning (SL) programmes provided by the school-based curriculum. SL panel did their best to stream students into one of the eight SL programmes that matches with students’ individual VIA character strengths. 100% student participation was observed. Our SL panel with 400 students and 15 teachers served 8 NGOs/schools with over 400 target recipients in 2023/24 s.y.

- ◆ To promote a healthy and harmonious school environment, the school implemented compulsory health-related programmes for F.1 students and offered them healthy diet, as well as promoting the importance of healthy lifestyle at the talks and activities during OLE day and “Healthy lifestyle” week with the help of Health and Environmental Promotion Team (HEPT), Parent-Teacher Association (PTA). 100% F.1 students participated in the health-related programmes and over 70% of the students found the programmes helpful in reflecting on their nutrition and exercise.

Reflection

- ◆ The learning outcome of Service-Learning not only focused on service, but also the application of academic knowledge linked with the service projects, so that students could learn to serve, as well as serve to learn. However, the design of the SL programmes should adjust to put more emphasis on the academic linkage. In addition, our students did not have a full understanding on the need of the society because they did not have a chance to see and experience the real situation of the problems in the community.
- ◆ It was the first time to run health-related programmes for the whole form. The duration of the programme lasted for only 3 days. However, most students enjoyed healthy diet offered by the school canteen and healthy exercises with their schoolmates and teachers.

Feedback and Follow-up

- ◆ The SL panel will actively approach more varieties of NGOs to open up new SL projects, so as our F.4 and F.5 students can choose a SL programme that can future develop their signature strengths and/or strengthen their underuse strengths. In addition, the SL panel will put more emphasis to follow the Lasallian reflection framework when designing the SL projects: See-Experience, Analysis-Reflection, and Commitment-Action. For example, more site-visits, local tours and/or meeting with the NGOs should be arranged to allow students to understand the real situation of the society’s needs and to nurture the civic responsibility of a citizen, so as to achieve two learning goals of Secondary Education, namely “National and Global Identity” and “Generic Skills”.
- ◆ The school will continue to implement the healthy lifestyle week to address to the learning goal of Secondary Education, namely “Healthy Lifestyle”. This year, the duration of the healthy lifestyle programmes will be longer, and the target of the students will extend to F.2 level. More collaboration among HEPT, PTA and ECA teams is expected to enrich the contents of the activities during the healthy lifestyle week.

• **Major Concern 3: To nurture moral values and modern-day skill sets**

Achievements

- ◆ The school actively enhances the understanding of Lasallian charism among staff and students by introducing prayer services and hymn singing during the school assemblies. A routine was developed in the beginning of every school assembly. In addition, members of the Catholic Society conducted walk-through during the form teacher lessons to assist Catholic class coordinator to lead the Lasallian prayers in a proper manner. In addition, F.1 Catholic students paired up with Catholic teacher mentors and participated in various gathering activities.
- ◆ To help students develop a sense of national identity, all teachers and students were required to attend the National Flag Raising Ceremony, followed by speech under the flag. Uniform groups and National & Civic Education (NCE) ambassadors were trained, and took turn to raise the National flag in proper manner and procedures at the assemblies. The NCE organized over 30 visits, tours and seminars throughout the school year to promote national education, media and information literacy education and to nurture students with those top priority values and attitudes. A few talks were also organized to remind students to be aware of ethical use of IT in their daily life and the connection between the subject content and the National Security and the importance of cyber security, data security and AI security.
- ◆ Previously, the school identified specific modern-day skill sets to be nurtured, they were “language and communication skills”. Originally, it was expected to allow time for students to work in groups, tidy up their ideas and present their findings during the language lessons, LaC lessons and at the school assemblies. However, with the implementation of cross-disciplinary STEAM project (mentioned earlier in this school report), students were trained to integrate their STEAM’s creativity, problem-solving skills with the “language and communication skills”, students were given ample opportunities to present their findings at the STEAM workshops. In addition, outstanding groups were invited to present their STEAM prototypes in the STEAM competition Grand Finals.

Reflection

- ◆ With the help of the “Prayers and Hymns” book, more students were able to understand the meaning of prayers, as well as following the Lasallian traditions on a daily basis and during special liturgical seasons in the Catholic Calendar. However, not much bonding was formed between F.1 Catholic students and their teacher mentors.
- ◆ Participating students observed proper etiquette and attitude during Flag Raising Ceremony and other relevant national education talks and seminars. All the programmes were successfully held. Students had a better understanding of the top priority values and attitudes.

Ethical use of IT was assessed by the ICT panel. Over 50% of student population voted for the Top 10 News Election and the activity arouse the awareness of the incidents happening around us and worldwide.

- ◆ Students did have many great ideas in the STEAM project competition, and this showed clearly that our students were creative. Most students were able to complete the required tasks. However, some students were weak at transforming their creative ideas into real prototypes.

Feedback and Follow-up

- ◆ A new version of the “Prayers and Hymns” book will be compiled by May 2025 by the Student Formation Team and the Religious Education Panel, so as to emphasize the importance of the Lasallian charism. Moreover, it is suggested to form small Catholic groups between students and teachers to strengthen the identity of being Catholics in the community.
- ◆ The Student Formation Team, which is responsible for organizing faith and spiritual formation programmes, will recalibrate the objectives of the scope of work. The Student Formation Team will focus more on the promotion of Lasallian vocation, as well as peace and justice in a Lasallian way.
- ◆ Programmes related to National Education and National Security Education will continue to conduct in next school year. The ICT panel will continue to hold talks and seminars on the ethical use of IT and the connection to the National Security. The NCE Team will touch on those newly added top priority values and attitudes recommended by the EDB and arrange relevant activities accordingly. These measures addresses the “National and Global Identity” and “Information Literacy” of the learning goals of Secondary Education.
- ◆ The cross-disciplinary STEAM project competition will continue to implement. In the STEAM project competition, more guidelines and lesson time will be added to assist them to make their STEAM prototypes to complete the tasks accordingly. This year, the LaC panel will also be invited to assess the use of language and the communication skills during the presentation, so that LaC teachers can give constructive feedback to their students with reference the language and communication skills and is addressed to the “Language Proficiency” and “Generic skills” of the learning goals of Secondary Education.

(3) Student Performance

◆ Enrolment/ Attendance rate

The students' attendance rate was high with 97.3% in junior form (F.1-F.3) levels and 96.7% in senior form (F.4-F.6) levels.

◆ Students' Participation

➤ Learning experiences relevant to National Education

Over 30 talks, visits and cultural exchange tours, as well as 45 occasions of flag raising ceremonies were conducted in the 2023/24 school year. Our students took part in many activities, such as National Day Quiz, Constitution 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 to promote national security.

➤ ECA/ uniformed groups/ community services

In 2023-24, our College offered 49 ECA clubs and societies covering academic, interest, sports, cultural and service groups. 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. Most of the clubs and societies held at least four activities in the school year. 53.7% of students participated as contestants on behalf of their school in territory-wide inter-school competitions. 38.1% of students participated in uniformed groups/ community services. Nearly 80% of F.5 students have been leaders and almost 70% of the students have been the office bearers of the Student Association, Clubs and/or Teams by the end of F.6.

➤ Overseas exchange programmes and Sister Schools Scheme

12 outbound trips and 3 reception programmes were conducted. One-third of the student population were engaged in the outbound activities, including 180 F.5 students participating in the compulsory CSD Mainland tour, over 180 students participated in other theme-based programmes, e.g. Study tours with Sister schools, subject-based tours organized by Mathematics, Chinese History, DAT and BAFS panels, as well as STEAM team, and Service-Learning tours to Rwanda and Cebu.

◆ Students' Achievements

➤ Academic performance

Hong Kong Diploma of Secondary Education Examination 2024

There were remarkable achievements of our boys in the HKDSE. We have two top scorers, one attained 5** in 7 subjects and the other one attained 5** in 6 subjects. Overall, 24 students got 36 points or above in 6 subjects. Overall, 96% of students in the school met the entrance requirements for local Bachelor degree and sub-degree programmes.

Science/ STEAM

STEAM is a cross-disciplinary subject at La Salle College and it has been integrated into F.2 curricula of Science, D&T and ICT, allowing flexibility for project-based learning. Some of our students were selected and represented Hong Kong in the International Science/ STEAM competitions, including International Biology Olympiad, International Physics Olympiads (Hong Kong Region) and International Olympiads Informatics.

➤ Non-academic performance

Sports

Our College achieved excellent results in the inter-school competitions. Our Sports Teams captured overall second in the Bauhinia Bowl (Boys School) and overall second in the BOCHK Rising Star Award. Two talented sports boys captured the Ten Sport Excellent Award of the HKSSF Grantham Outstanding Student Athletes Awards and the BOCHK Rising Star Athlete Award for the Open Division respectively.

Music

Our School achieved excellent results in the inter-school competitions, capturing five Gold Prizes in the Joint School Music Festival 2024, 2nd runner-up in the Boys' Choir (Second Division) Chinese Section of the Hong Kong Schools Music Festival, and the champion in the 5th HK Percussion Competition. Our students performed well in the individual events capturing a total of 8 Champions, 6 Second Place, 3 Third place in the HK Schools Music Festival. One student captured the Grantham Music Award and he was granted the opportunity to attend the masterclass at the Central Conservatory of Music in Beijing in August 2024. The School Annual Concert was held on 6th July at the Tsuen Wan Town Hall. Over 250 Music Team members performed in the concert.

Drama

The School Drama Team achieved exceptional accomplishments in the Hong Kong School Drama Festival. The team captured the awards for Outstanding Script, Outstanding Director, Outstanding Performer and Outstanding Cooperation. The team delivered the performance “When Smoke Dissipates (人間煙火)” at the Cultural Activities Hall of Shatin Town Hall on 24th & 25th August.

Dance

The School Dance Team achieved excellent results in the Inter-School Dance Competition capturing the overall champion in the “Jazz & Street Dance” Section. Two performing groups “We Are Young” / “The Boys” captured the Honours Award and Choreography Award. Trio group “3 Of Us” captured commended Award. Duet group “Back To The Past” received the Highly Commended Award.

Odyssey of the Mind (OM)

The School Odyssey of the Mind Team represented Hong Kong to participate in the OM World Finals held at Iowa State University, USA. The team came 16th among teams of participating students from the US, China, Singapore and Japan.

(4) Financial Summary

- School's financial summary for the year 2023-24

La Salle College
Financial Summary for the year ended 31 August 2024

| | Income \$ | Expenditure \$ |
|---|-------------------------------|------------------------------|
| <i>I. Government Funds</i> | | |
| (1) EOEBG Basline Reference | 3,229,622.06 | 3,045,270.72 |
| (2) School Specific Grant | | |
| Administration Grant | 7,006,330.00 | 6,945,441.59 |
| Composite Information Technology Grant | 777,182.00 | 510,305.00 |
| Capacity Enhancement Grant | 666,935.00 | 493,060.16 |
| Air Conditioning Grant | 880,491.00 | 1,205,055.75 |
| School Management Top-Up Grant | 52,596.00 | 1,441.70 |
| School Based Speech Therapy Admin Grant | 8,415.00 | 8,071.50 |
| Control Account | - | 133,844.85 |
| | <u>Sub-total</u> | <u>12,342,491.27</u> |
| (3) Non-EOEBG Funds | <u>Sub-total</u> | <u>5,674,870.83</u> |
| | <u>Government Funds total</u> | <u>18,017,362.10</u> |
| <i>II. School Funds</i> | | |
| (1) Tong Fai | 3,870,240.00 | 12,143,581.70 |
| (3) Donations | 1,757,349.32 | 690,875.18 |
| (4) Collection of fees for specific purpose | 373,500.00 | - |
| (5) School Fund General Account | 711,819.15 | 1,304,102.22 |
| (6) Scholarship/Prize/Award/Sponsorship | 342,821.49 | 138,665.22 |
| (7) Others | 45,304.00 | 120,021.50 |
| | <u>School Funds Sub-total</u> | <u>14,397,245.82</u> |
| (I) Surplus of Government Funds | | 381,409.52 |
| (II) Deficit of School Funds | | <u>(7,296,211.86)</u> |
| Total Deficit for the school year | | <u><u>(6,914,802.34)</u></u> |

• **The Use of Grants and Support Funds for the year 2023-24**

La Salle College (2023-2024)
Financial Report on the Use of Grants and Support Funds
for the year ended 31 August 2024

1. Use of Capacity Enhancement Grant

| | |
|---|--------------------------|
| | \$ |
| Surplus brought forward from previous year | - |
| Amount received for the year | 666,935.00 |
| | <u>666,935.00</u> |
| Less: Amount paid for salaries of teaching assistants | 493,060.16 |
| Surplus/Deficit absorbed by EOEBG | <u><u>173,874.84</u></u> |

2. Use of Life-Wide Learning Fund

| | |
|---|----------------------------|
| | \$ |
| Surplus brought forward from previous year | 1,554,990.62 |
| Amount received for the year | 2,013,389.00 |
| | <u>3,568,379.62</u> |
| Less: | 2,244,588.19 |
| KLA Activity Fee/Student training and course fee/STEM F&E | 255,209.41 |
| Diversified Learning Activity Fee/Coach and services fee/course fee | 1,875,349.28 |
| Other Learning Area expenses | 114,029.50 |
| Surplus carried forward to next year | <u><u>1,323,791.43</u></u> |

3. Use of Composite Information Technology Grant

| | |
|--|--------------------------|
| | \$ |
| Total Expenses | |
| Salaries of IT technical support staff | 204,561.00 |
| Broadband Internert service | 49,200.00 |
| Maintenance services and repairs | 133,275.00 |
| IT related equipment | 11,376.00 |
| IT related accessories, software and consumables | 111,893.00 |
| Total | <u><u>510,305.00</u></u> |

4. Use of Information Technology Staffing Support ITSS Grant

| | |
|--|---------------------------|
| Surplus brought forward from previous year | 11,136.35 |
| Amount received for the year | 333,812.00 |
| | <u>344,948.35</u> |
| Less: Additional staff cost | 415,362.75 |
| Surplus carried forward to next year | <u><u>(70,414.40)</u></u> |

(5) Appendix

Diversity Learning Grant Evaluation Report – Other Programme : Gifted Education for the 2023/24 school year

| Programme title | Objective | Target (no/level/selection) | Duration | Deliverable | Evaluation | Expenditure |
|---|---|--|------------|------------------------|---|--------------|
| Local university programmes (HKUST Dual Programme, etc) | <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. | <ul style="list-style-type: none"> 29 students F1-F5 students Self/ Team nominations and selection based on the subject performance | Whole year | Lecture with tutorials | <ul style="list-style-type: none"> The attendance of students was high and the performance was good. 83% of attendees grade C or above. Students could spend time in their selected subjects, selection is based on internal school exam result. The program resumed to face-to-face mode. | Self-finance |
| Local university programmes (HKU Academy for the Talented) | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> 35 students F.3-5 students School Nomination based on subject performance | Whole year | Lecture with tutorials | <ul style="list-style-type: none"> The attendance of students was high The program provide various subject programs for students to choose based on their interests. The program resumed to face-to-face mode. | Self-finance |
| Overseas University Programmes (<i>John Hopkins University (JHU) CTY Summer Programme, USA</i>) | <ul style="list-style-type: none"> Talent Search, administrated by CTY identifies and assesses students. It helps students to discover whether programs and services are right and find appropriate level of challenge to inspire advanced learner. | <ul style="list-style-type: none"> 5 students Team nomination and selection based on subject performance | Whole year | Lecture with tutorials | <ul style="list-style-type: none"> The attendance of students was high and the performance was excellent. Students could spend quality time in their selected subjects based on their SCAT result. Students could further polish their team spirit with students from all around world The program is delivered in online mode. | Scholarship |
| School-based Team Training (Maths Team, Science Team, Physics Team, Debate Team, Robotics Team, STEM etc) | <ul style="list-style-type: none"> To enrich students' in various area. Team training. | <ul style="list-style-type: none"> 200 students F1-F6 students School based selection test | Whole year | Small Group | <ul style="list-style-type: none"> Attendance rate was high. Students can have more support to prepare for competitions. Students could further nominated to HK team training by EDB and HKAGE. | |

| | | | | | | |
|--|---|---|----------------|-------------|--|---|
| Science Academy for Young Talent - STEM Academy 2023 | <ul style="list-style-type: none"> Category I-University Credit Bearing / Category II-Academy Credit Bearing | <ul style="list-style-type: none"> 10 students | Summer Holiday | Small Group | <ul style="list-style-type: none"> The Academy offers 20 science summer courses, Category I-University Credit Bearing and Category II- Academy Credit Bearing. | Self-finance |
| Gifted Education : Off- school Advanced Learning | <ul style="list-style-type: none"> STEM, Ecology, Maritime History, Linguistic Training etc | <ul style="list-style-type: none"> 7 students F2-5 students | Summer Holiday | Small Group | <ul style="list-style-type: none"> Students took an active role in studies, research and investigate in Big Data Collection and Analysis, Entrepreneurial STEM Programme, Innovative Media Production and Cultural Research, Linguistic Training and Maritime History and Curating | Free (EDB) |
| Language Programme (Korean, German, Spanish and Japanese – elementary level) | <ul style="list-style-type: none"> To enrich students' in language development. Prepare for DSE (Japanese/Spanish) One F.6 students captured A in Japanese DSE exam. | <ul style="list-style-type: none"> 75 students F1-5 students 3 F.6 students Self nominations and selection based on the subject performance | Nov- March | Small Group | <ul style="list-style-type: none"> Attendance rate was high. Korean, German and Spanish program, organised by HKU tutors. Japanese and Spanish program supported by The Academy of The Baptist Convention of Hong Kong. Students were highly motivated. The program resumed to face-to-face mode. | <p>German / Spanish/ Korean - about \$2,350, self-finance</p> <p>DSE Japanese/ Spanish - supported by DLG</p> |
| DSE Music | <ul style="list-style-type: none"> Prepare for DSE (Music) Five F.6 students took Music DSE exam. | <ul style="list-style-type: none"> F4-6 students Self nominations and selection based on the subject performance | Sept- March | Small Group | <ul style="list-style-type: none"> Attendance rate was high The program supported by Institute of Hon Kong Senior Secondary School Music Education Students were highly motivated It is jointly organised by La Salle College, Diocesan Boys' School, Diocesan Girls' School and Maryknoll Convent School | About \$84,375 (supported by DLG) |
| Chinese Drum Team | <ul style="list-style-type: none"> Coaching and participate in HKFYG Chinese Drum Competition. | <ul style="list-style-type: none"> Chinese Drum Team Members | Dec – Feb | Small Group | <ul style="list-style-type: none"> Team members were proactive in preparing for the competition. The attendance during practice was high. | Around \$22,838 (supported by DLG) |

| | | | | | | |
|--|---|--|-----------|-------------|--|------------------------------------|
| Drama Team | <ul style="list-style-type: none"> Coaching and consumables for Drama Team Competition and Summer Showcase. | <ul style="list-style-type: none"> Drama Team Members | Dec- Aug | Small Group | <ul style="list-style-type: none"> Team members took an active in creating the drama script and prepared for both the competition and showcase. The attendance during practice and rehearsal was high. | Around \$59,000 (supported by DLG) |
| STEM Team Quantum GPT Research Project | <ul style="list-style-type: none"> Assist with Cloud GPU for experimentation and testing for competing in the International Science and Engineering Fair (ISEF). | <ul style="list-style-type: none"> STEM Team Member | July-Sept | Individual | <ul style="list-style-type: none"> The Team member has won awards in HKSTIC and CUHK. The research project will used to compete in International Science and Engineering Fair, an international competition, in late 2024. | Around \$7,600 (supported by DLG) |

Report on the use of the Capacity Enhancement Grant 2023-24

| Programme | Details | TIC | Evaluation | Expenditure |
|--|--|--|---|----------------------|
| <p>Providing two Teaching Assistants to help teachers in administrative duties</p> | <p>1. To employ Teaching Assistants to help teachers with clerical work and resource preparation</p> <p>2. To employ Teaching Assistants to help Panel Heads and Functional Heads with clerical work and resource preparation</p> <p>3. To employ Teaching Assistants to help teachers with after school classes / sessions of various departments/ teams.</p> | <p>Mr. Bart Yip (Vice Principal)</p> | <ul style="list-style-type: none"> Teaching Assistants assisted teachers with clerical work as well as helped maintaining after school activities effectively. It relieved the workload of the teachers. | <p>\$ 493,060.16</p> |

Careers Guidance and Life Planning Education Report

Career Guidance and Life Planning Education Report 2023-2024

La Salle College Career Guidance and Life Planning Education Report (2023-24)

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 |
| 1.1 Career Education Curriculum in form teacher periods <ul style="list-style-type: none"> Career materials were prepared for F.3, F.5 and F.6 form teachers to conduct career education during form teacher period. | <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"> F5 form teachers materials will be modified in lieu of the new arrangement of form teacher periods. | | | | | | ✓ | |
| 1.2 Career Workshops in Service Learning Lesson <ul style="list-style-type: none"> Three workshops have been organized with the NGO Yan Oi Tong. The workshops are: <ul style="list-style-type: none"> F.3: 認識自己、強弱項 (Holland's Code) F.4: 職業性向工作坊 (MBTI) F.5: 認識自己、強弱項 (Holland's code) | <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"> The workshops will be rescheduled to form teacher periods on Thursday instead of service learning lessons. | | | | | | ✓ | |
| 1.3 Guidance Programme for F.5 and F.6 low achievers <ul style="list-style-type: none"> Sharings were given by an alumni with similar academic background to F.5 and F.6 low-achieving students. | <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"> The workshops will be rescheduled to form teacher periods on Thursday to allow ample time for the alumni to share with the students. | | | | | | ✓ | |

Career Guidance and Life Planning Education Report 2023-2024

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 |
| 2.1 F.6 JUPAS Talk <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 application procedure, admission requirements and how to choose programme choices. All students submitted their JUPAS application before the school internal deadline. | Keep and Improve <ul style="list-style-type: none"> Another talk for F.6 parents will be held during PTA AGM to better equip parents in helping their sons in the JUPAS application. | | | | | | ✓ | |
| 2.2 Individual Counselling to F.6 students <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 results 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. | Keep and Improve <ul style="list-style-type: none"> Will arrange career teachers to take care of the low achieving students after HKDSE results release. | | | | | | ✓ | |
| 2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways <ul style="list-style-type: none"> Videos were prepared and uploaded to YouTube to introduce the latest update on the procedure and mechanism in modifying programme choices, arrangement after release of JUPAS offers and alternative multiple pathways. | <ul style="list-style-type: none"> Parents and students had a clear idea about the procedure in the HKDSE results release day and JUPAS offer release day. Students were able to review their plan for further studies with reference to their performance in HKDSE. | Keep and Improve <ul style="list-style-type: none"> Will discuss the possibility to organize a face-to-face talk for F.6 students next year before the HKDSE results release. | | | | | | ✓ | |
| 2.4 Support for Overseas Education Application <ul style="list-style-type: none"> The following programmes were organized: <ul style="list-style-type: none"> UCAS Application Sharing Session Mainland University Admission Talk Talk on Overseas Summer Preparation for F.5 students. The UCAS personal statement help corner "Ignite your dream" Cambridge Education Talk | <ul style="list-style-type: none"> Students had a clear understanding about the requirements, procedures and their own eligibility for programmes in different institutes of different countries. | Keep and Improve <ul style="list-style-type: none"> The UCAS personal statement help corner "Ignite your dream" will be cancelled since a lot of students could find recent graduates for advises on their personal statements. | | | | | | ✓ | |

Career Guidance and Life Planning Education Report 2023-2024

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a "✓") | | | | | | |
|--|--|--|------------------------------|----|----|----|----|----|----|
| | | | NGI | BK | LP | GS | IL | LP | HL |
| 2.5 Elective subjects Fair for F.3 students <ul style="list-style-type: none"> An online sharing session given by senior form students was organized following the F.3 Career lessons on "Finding colours of your life". The subject representatives shared their experiences in studying DSE electives. | <ul style="list-style-type: none"> Students reflected that they have learnt about the curriculum, coursework and assessment of the elective subjects in senior forms. Students had an idea on inspecting their interest and abilities in choosing their elective subjects. | Keep and Improve <ul style="list-style-type: none"> A questionnaire will be distributed to students before the talk to collect the questions the students would like to ask about subject selection. | | | | | | ✓ | |
| 2.6 F.4 Placement Talk for F.3 students and parents <ul style="list-style-type: none"> The talks were held in first term for students and parents to help students best match their interest and ability with their choice of study. One more online parental talks were organized on F.4 subject selection 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. | Keep and Improve <ul style="list-style-type: none"> The student talk will be rescheduled to form teacher periods on Thursday to allow ample time to handle students' enquiries. | | | | | | ✓ | |
| 2.7 F.3 Post Exam Career Programme <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. | Keep <ul style="list-style-type: none"> The talk will be organized on 26th September, 2024 (Thur). | | | | | | ✓ | |

Career Guidance and Life Planning Education Report 2023-2024

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 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 Medicine/ Inaugural Lecture by Dean Philip Chiu - HKU Admission Talk - A Day at HKU Medicine - HKU MBBS Preparation Workshop - Brain Bee Competition | <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 <ul style="list-style-type: none"> LSC Medicine Spring Workshop and OBA x Careers Medicine Interview Workshop were held in May to further prepare F.6 students with the medicine interviews. | | | | | | | ✓ | |
| 3.2 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. Past interview questions from university and scholarship application have been collected for LAC teachers as reference. 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"> LAC lessons for F.5 students will be cancelled next year. Will discuss with English department or NGO the possibility to hold an F.5 interview workshop next year. | | | | | | | ✓ | |
| 3.3 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. | | | | | | | ✓ | |

Career Guidance and Life Planning Education Report 2023-2024

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 94 job shadowing posts categorized under 24 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. | Keep and Improve <ul style="list-style-type: none"> Will include more posts on computing and AI sectors next year. | | | | | | ✓ | |
| 4.2 Career Day <ul style="list-style-type: none"> 35 speakers from 10 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 alumni was inspiring and was good reference for students in their career decision making. | Keep and Improve <ul style="list-style-type: none"> Will split into six alumni sharing sessions to enhance coverage of the sharing to students. | | | | | | ✓ | |
| 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"> Visit to HKU Inno Wing cum Hands-on Workshop on Wireless Power Transfer Alumni sharing – From a Lasallian to a Quantitative Fund Manager CUHK Medicine/ Inaugural Lecture by Dean Philip Chiu A Day at HKU Medicine | <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. | Keep and Improve <ul style="list-style-type: none"> 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 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. | Keep <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. | | | | | | ✓ | |

Career Guidance and Life Planning Education Report 2023-2024

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 | |
| 5.1 Teachers' Professional Development in Careers and Life Planning <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. A briefing was given to all F.3 form teachers on how to conduct the career lessons on Holland's code. | <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</p> <ul style="list-style-type: none"> Will find more opportunities to conduct sharing to form teachers. | | | | | | | ✓ | |

Financial Report

| Expenses | Amount \$ |
|-------------------------------|-----------|
| General Expenses | 8167.9 |
| Form teacher period materials | 4447.0 |
| Total | 12614.9 |

NCS Support Information

La Salle College Year End Evaluation (2023-24)

Subject Panel: Chinese for NCS

A. Evaluation of Major Concern

Major Concern 1: To initiate pedagogical changes in learning and teaching

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a “✓”) | | | | | | |
|--|---|--|------------------------------|----|----|----|----|----|----|
| | | | NGI | BK | LP | GS | IL | LP | HL |
| 1.1 The Chinese literature has been integrated into the curriculum by incorporating selected works, poetry, and excerpts from classical and contemporary Chinese literary texts. All Junior Form NCS students can identify key vocabularies used in the literature texts studied and incorporate them into Chinese language lessons. | <ul style="list-style-type: none"> Students have studied two Chinese literature pieces written by the famous Chinese poet in the past throughout the year. Students were able to submit an assessment by Formative (e-learning app). The contents were appreciated by the students. They reflected that the selected poems were interesting. They can learn more about “文言文” and the Chinese culture by studying the pieces. | Planning: Keep and Improve <ul style="list-style-type: none"> The Chinese literature writing pieces will continue to be taught in the new academic year. The content can be slightly modified so that can help students to learn better. | | ✓ | ✓ | ✓ | | | |
| 2. NCS Chinese e-Learning Scheme has been well implemented to promote Self-directed Learning. All F.1 to F.6 students were able to use the e-learning app, such as Quizlet to do self-studying. | <ul style="list-style-type: none"> Students reflected that the e-learning app allow them to learn better in Chinese Language. It also created a variety of learning resources, like interactive lessons. It provided options for students to choose their learning paths, select topics of interest, and set their own learning pace. | Planning: Keep and Improve <ul style="list-style-type: none"> Will explore more e-learning platforms for the progress of self-directed learning. Continue to explore more functions with the existing e-learning tools for catering learning needs. | | ✓ | ✓ | ✓ | | | |

| | | | | | | | | | |
|---|--|--|--|---|---|---|---|--|---|
| <p>3. Junior Form students are required to have group presentation regarding the Chinese History topics.</p> <ul style="list-style-type: none"> - All Junior Form NCS Students have finished 7 presentations throughout the whole year. - They can hand in a PPT for each presentation and clearly present the content by mandarin by themselves. | <ul style="list-style-type: none"> • The presentation sessions can motivate students to have self-directed learning. The classroom has shifted from being teacher-led to being student-led. • Some students reflected that the topic or the content was a bit difficult to understand. | <p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> • The mode of learning received positive responses, will continue to be held in the new academic year. • The content of the Chinese History curriculum will be amended or trimmed so to help students to grasp the content more easily. | | ✓ | ✓ | | ✓ | | |
| <p>4. Total 22 after-school tutorial sessions for F.1 to F.3 students and 40 sessions for F.4 students have been done in order to help them to acquire the Chinese language and to well prepare for the IGCSE that held in April and May 2024.</p> | <ul style="list-style-type: none"> • Over 95% attendance rate for all Forms of students. • They reflected that the lessons can help them to consolidate what they have learnt during the lessons. | <p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> • The oral and writing practice will be separated in the next year in order to be more focus on drilling their skills on mandarin speaking and essay writing. | | ✓ | ✓ | ✓ | | | |
| <p>5. All the junior form NCS students have joint the Lunchtime Chinese Reading Scheme. They have attended at least one session of lunch time reading throughout the whole academic year.</p> | <ul style="list-style-type: none"> • The attendance rate was only 50% for each Junior Forms. A lot of students claimed that they were busy in joining other school tutorials or activities during lunchtime. | <p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> • A flexible schedule can be set for each form of students so to encourage them to come and read more frequently. • A book report is required to finish by each student in the next year so to cultivate the reading habits of the students. | | ✓ | ✓ | | | | ✓ |

Major Concern 2: To serve and care for others with love and respect

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a “√”) | | | | | | | |
|--|---|---|------------------------------|----|----|----|----|----|----|---|
| | | | NGI | BK | LP | GS | IL | LP | HL | |
| <p>2.1 One mainland study tour has been successfully organised throughout the year.</p> <ul style="list-style-type: none"> Most of the F.1 & F.2 NCS boys joint the exchange program to Zhong Shan. All participants submitted a learning journal (booklet) to school for counting part of their SBA marks. All the participants reflected that they enjoyed the study tour and would highly recommend to all the students, especially the NCS students. | <ul style="list-style-type: none"> Students reflected that they had an enjoyable and fruitful learning experience in Zhong Shan. They learnt and understand more about the living style and culture in mainland. Three NCS boys from F.1 did not join the study tour due to personal reasons. We have met their parents but they still insisted not to join the tour. | <p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> The study tour is compulsory for the NCS students. The tour to Zhong Shan and Shang Hai will continue to be held in the new academic year. The study tours to China are the compulsory learning elements for all the NCS students. It is suggested to inform all the parents in the beginning of the school year (F.1). | | | ✓ | ✓ | | | | ✓ |

Major Concern 3: To nurture moral values and modern-day skill sets

| Achievements | Reflection | Feedback & Follow-up | 7 Learning Goals (Put a “√”) | | | | | | | |
|--|---|--|------------------------------|----|----|----|----|----|----|---|
| | | | NGI | BK | LP | GS | IL | LP | HL | |
| <p>3.1 All students were able and willing to share their views during the lessons. It shows their moral and ethical foundations.</p> | <ul style="list-style-type: none"> Except the observation during the normal lessons, students also showed their love and care in other daily activities. They were willing to help and share with their classmates / schoolmates while they were having the cultural workshop. | <p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> More engaging and interactive lessons that encourage students to reflect on values, analyze ethical dilemmas and engage in discussions will be designed in the formal or informal curriculum. | | | ✓ | ✓ | | | | ✓ |

B. Financial Summary

| | Budget Items | Estimated Cost (\$) | Actual Cost (\$) |
|----------|---|----------------------------|-------------------------|
| 1 | Hire a NCS Chinese Teachers (1) Teachers to teach in Chinese and Putonghua lessons; (2) Teachers to conduct extra tutorial classes for needy students | 700,000.00 | 646,920.00 |
| 2 | Teachers' Ref Bk | 1,500.00 | 1,055.20 |
| 3 | Teaching aids | 3,000.00 | 0 |
| 4 | Subscriptions of e-learning resources (i.e. Nearpod) | 4,000.00 | 2,776.96 |
| 5 | Stationeries | 1,000.00 | 0 |
| 6 | Integrated cultural experience activities | 8,500.00 | 5,850.00 |
| 7 | Visiting Hong Kong Palace Museum | 3,000.00 | 0 |
| | Total | 72,100.00 | 656,602.16 |

C. Panel-based Professional Development

| | Date | Time (Duration) | Content |
|---|-------------|------------------------|---|
| 1 | 12 Oct 2023 | 30 minutes | 中國文學調適教材分享/ Discussion on BYOD policy (https://ited.lasalle.edu.hk/byod) |
| 2 | 23 Nov 2023 | 30 minutes | 電子學習平台分享：Formative |
| 3 | 8 Mar 2024 | 30 minutes | 中史教材分享 |
| 4 | 13 May 2024 | 30 minutes | 各級試後回饋及檢討、科主任查簿總結報告、期考安排跟進、設題建議 |

D. Other achievements

- Bonagiri Hrithik of class 1A captured the winner of the Outstanding Ethnic Minority Student Award Scheme 2024 organised by the LINK Centre.


After-school Learning and Support Grant Evaluation Report

| Tutorial Fee for | Amount spent |
|--------------------------|---------------------|
| 1. Chinese Tutorial | \$13,200 |
| 2. English Tutorial | \$13,200 |
| Total Expenditure | \$26,400 |

| | |
|---------------------------------------|--|
| Information of participating students | Number of eligible student beneficiaries: - Comprehensive Social Security Assistance: 2 - Full grant under the Student Finance Assistance Schemes: 7 |
|---------------------------------------|--|

Evaluation Report

| Target / Goal | Action | Evaluation |
|---|--|--|
| Minimum total of 14 points with no core subject less than Level 3 (Best 5 subjects) | <ul style="list-style-type: none"> - Tutorial lessons on exam skills are provided to students - Evaluation sessions are given on past papers drills. | <ul style="list-style-type: none"> - All students taking part in the scheme are able to achieve a minimum score of 14 points with no core subject less than Level 3. - Four students taking part in the scheme are able to achieve a score of 20 or above. (Best 5 subjects) |
| Average score above the pass mark in internal examinations. | <ul style="list-style-type: none"> - Students are required to attend at least 90% of the tutorial lessons. - Homework classes are provided to students weekly. | <ul style="list-style-type: none"> - All students are able to fulfil the attendance requirement. - Face to face lessons were held in lunch time during winter timetable, and after school during summer timetable to improve the learning of the student. - More than 80% of the student joining the scheme achieved the goal of passing the final examination. |

| | | |
|---|--|--|
| | | <p style="text-align: center;">Evaluation of the Final Examination performance</p>  <p style="text-align: center;"> ■ Improvement in Form Ranking compared to previous year ■ No improvement in form ranking compared to previous year </p> |
| <p>Improving the language proficiency of students</p> | <ul style="list-style-type: none"> - Reading materials were provided to them according to their ability to develop a reading habit. - 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. - All Form 6 students taking part in the scheme achieved Level 3 or above in Chinese and English. - Tutorials on science subject are also provided to students by the English tutor to improve students' performance in related subjects. |
| <p>Meeting the requirement of conditional offers/ sports scholarships from universities</p> | <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. - 100% of the student taking part in the scheme were admitted to undergraduate scheme of local universities. |

Sisters School Exchange Report

Report

2023/24

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

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

Torch Development Zone No.1 Middle School (HJYZ, 中山市纪念中学火炬一中), Zhongshan

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

| Item No. | Name and Content of the Exchange Activity | Follow-up |
|----------|---|--|
| 1. | <p>Shanghai Exchange Programme Due to the school premises renovation of SFLS, no physical exchange programme was held.</p> | The exchange team will organise an exchange programme for students in 24-25. |
| 2. | <p>Beijing Exchange Programme (F.3 - F.4) The Outbound Beijing Exchange Programme to the RDFZ, held from 23 - 29 Mar 2024, was a resounding success, involving 8 Form 3 and Form 4 boys with 12 girls from MCS and HYS. Over the course of seven days, participants engaged in a variety of educational and cultural activities that deepened their understanding of Chinese traditions and customs.</p> <p>The RDFZ intended to organise a PD trip to Hong Kong, however it was cancelled due to administrative issues of RDFZ.</p> | The exchange team will continue the programme in 24-25. |
| 3. | <p>Zhongshan Exchange Programme (F.1 - F.2) The Outbound Zhongshan Exchange Programme to the HJYZ, compulsory for NCS students, held from 22 - 26 Nov 2023. 20 Form 1 and Form 2 boys engaged in a variety of educational and cultural activities that deepened their understanding of Chinese traditions and customs.</p> <p>The HJYZ intended to organise a student exchange programme to Hong Kong, however it was cancelled due to administrative issues of HJYZ.</p> | The exchange team will continue the programme in 24-25. |
| 4. | <p>Ningbo Maths Team Summer Camp (Maths Team) 6 boys from the School Maths Team visited ZHZX to participate in an intensive summer camp consisting of lectures, projects, and competition.</p> | The exchange team will continue the programme in 24-25. |

**Sister School Scheme
Financial Report
2023/24**

| | HK\$ | HK\$ |
|--|------------|-------------------|
| Balance (2023/24) | 154,936.22 | |
| Grant income (2023/24) | 162,994 | |
| | | |
| Total Income | | 317,930.22 |
| Expenses | | |
| Beijing Staff Professional Development Programme | 66,458 | |
| Beijing Exchange Programme | 35,116.02 | |
| Ningbo Exchange Programme | 43,053.99 | |
| Zhongshan Exchange Programme | 0 | |
| Shanghai Exchange Programme | 0 | |
| A/V Equipment for Exchange Programme | 5,432 | |
| | | |
| Total Expenses | | 150,060.01 |
| Claw-back | | 4,876.21 |
| Balance (2024/25) | | 162,994 |

Life-wide Learning Grant Report 2023-24

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level/ No of participants) | Evaluation Results | Actual Expenses/ per person(\$) | Nature of Expenses | Essential Learning Experiences | | | | |
|----------------------------|---|--|-----------------------|--|---|---------------------------------|--------------------|--------------------------------|---|---|---|---|
| | | | | | | | | V | I | P | S | C |
| Category 1 | To organise/ participate in life-wide learning activities | | | | | | | | | | | |
| 1.1 | Local Activities: To organise life-wide learning activities in different KLAs/ cross-KLA/ curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes | | | | | | | | | | | |
| Science Education | Biology field trip/ Visit to T-Park/ CPR and AED Training | To familiarize students with ecological study and to show concern on environmental protection/ To know the skills of CPR and AED | March – May 2024 | F.3, F.5/ 321 | Students gained hands-on experience and exposed to environment in local habitats./ Students had a better understanding of waste recycling in the visit./ 80% of F.3 students passed the CPR and AED test. | \$38,097 / \$118 pp | E1, E2 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Language Education | Joint School Literature Course and competition | To provide chances for students to publish their creations in literature writing | Oct 2023 – June 2024 | F.1 to F.6 / 29 | Students the techniques of writing and found the programme useful. | \$2,997.31 / \$103 pp | E1, E5 | ✓ | ✓ | | | |
| Technology Education | Visit to PolyU Design Show/ Participating in the DAT competition | To enrich students' DAT knowledge and to apply their knowledge into real-life situation and/or practices | Sept 2023 | F.2 to F.5 / 30 | Students understood the potential study path as Design students. They took courses for Future City Competition. | \$18,900 / \$630 pp | E2, E6, E7 | | ✓ | ✓ | ✓ | ✓ |
| Humanities Education | Joint School Chinese History Competition/ Geography Field Camp | To arouse students' awareness of national development/ To enhance students' knowledge in Geography field work | Oct 2023, Feb 2024 | F.1, F.2, F.3, F.5/ 53 | Our school team won the champion in the Chinese History competition. The camp enhanced students' fieldwork skills. | \$11,135 / \$210 pp | E1 | ✓ | ✓ | | | |
| Values Education (Service) | Religious Education Outreach activities/ Service-Learning programmes | To cultivate students the Lasallian core values of Faith, Service and Community and to let students understand the societal needs through see and experience processes | Sept 2023 – June 2024 | F.1 to F.5 / 1030 | Students demonstrated leadership, teamwork and compassion during the service. Students had a better understanding on the needy. Target recipients expressed satisfaction towards our participation. | \$126,048.4 / \$122 pp | E1, E2, E5, E6, E7 | ✓ | ✓ | | ✓ | |
| STEAM Education | Organizing robotics-related courses and STEAM enrichment programmes | To enhance students' problem-solving skills, and to teach students various new technologies and skills/ To raise | Whole Year | F.1 to F.5 / 116 | Students actively participated in the FLL, LEGO-related Robotics courses, Microbit, Arduino courses and entered various competitions. | \$155,065.83 / \$1336 pp | E1, E2, E5, E6, E7 | ✓ | ✓ | | | ✓ |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level/ No of participants) | Evaluation Results | Actual Expenses/ per person(\$) | Nature of Expenses | Essential Learning Experiences | | | | | | |
|-----------------------|---|---|-------------------------|--|---|---------------------------------|--------------------|--------------------------------|---|---|---|---|--|---|
| | | | | | | | | V | I | P | S | C | | |
| | | students' awareness towards wildlife conservation | | | Students learnt how to care for and bred red-eyed tree frogs. | | | | | | | | | |
| Arts Education | Dance Team Training/ Theatre Performance Training/ Music Performance Training/ Aesthetic Lecture/ Video production Training | To provide professional dance, drama and music training for students to prepare for the competition and performance/ To develop students' potential in video production | Whole Year | F.1 – F.6 / 1054 | Students enjoyed professional training and participated in the HK Schools Dance, Drama and Music Festival. Many of them captured prizes and awards./ Students learnt video production skills, appreciated for the art form and empowered their creative mindset | \$617,902.39 / \$586 pp | E1, E2, E5, E6, E7 | ✓ | | ✓ | | | | ✓ |
| Career Education | Organizing career programmes and participating in the HK Brain Bee Competition | To allow students to explore their career pathways and to allow students to participate in inter-school competitions | Whole Year | F.4 to F.6 / 109 | Students learnt more about different job natures. Students developed an immense interest in neuroscience and pursuing future career in the medical field. | \$5,310 / \$48 pp | E1, E2 | | | | | | | ✓ |
| Cross-Curricular | Debating Team/ Speech Team/ Toastmasters/ Ethics Olympiad | To provide opportunities for students to join various competitions and train students' critical thinking skills, speaking skills and leadership skills | Whole Year | F.1 to F.6 / 108 | Students developed critical thinking skills on controversial matter, and enhanced their public speaking skills, as well as strategies to work as a team. Th programmes boosted students' confidence. | \$16,453.26 / \$152 pp | E1, E2 | ✓ | ✓ | | | | | |
| Cross-Curricular | Participating in the School Outing/ Chess Competition/ Talent Quest/ Student Leadership enhancement programmes | To understand eco-tourism and farming activities, and to develop resilience character through adventure/ leadership activities/ To explore students in learning international affairs | Oct, Nov 2023, May 2024 | F.1 – F.6 / 845 | Students enjoyed the outing experience./ Students developed a keen interest in debating international affairs through Model UN; they found the adventure-ship training challenging. | \$160,389 / \$189 pp | E1 | ✓ | ✓ | ✓ | | | | ✓ |
| Student Mental Health | Mindfulness Workshop, Alcohol Ink Art Meditation, Healing Wednesday | To introduce mindfulness to students and to raise awareness of one's own body-mind environment, and to enhance students' stress management | Sept, Nov 2023 | F.1 to F.6/ 1257 | The programmes ran smoothly. Positive feedback from both teachers and students were received. Over 60% expressed an interest in continuing mindfulness practice in their daily lives. | \$38,143.5/ \$30 pp | E1 | ✓ | | | | | | |
| Values Education | Christian Brothers' Schools Exchange Programme/ Talk by | To foster friendship among students from Lasallian schools in HK/ To encourage students | Nov 2023, Apr 2024 | F.4 to F.5/ 220 | Participating students were engaged in the exchange programme and had developed the sense of belonging./ | \$5,723.1 / \$26 pp | E1 | ✓ | ✓ | | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level/ No of participants) | Evaluation Results | Actual Expenses/ per person(\$) | Nature of Expenses | Essential Learning Experiences | | | | | | |
|---|--|--|-----------------------|--|---|---------------------------------|--------------------|--------------------------------|---|---|---|---|---|--|
| | | | | | | | | V | I | P | S | C | | |
| (Interpersonal skills) | the friends of the survivors | to be more empathetic and to reflect on the meaning of life | | | 99.4% of agreed that they learned more about respecting life. | | | | | | | | | |
| Health and Environmental Protection Education | Health and Environmental Week/ Daily classroom cleanliness campaign | To encourage students to adopt a healthy lifestyle and to have a balanced diet/ To raise students' awareness of keeping their learning environment clean and tidy | Sept 2023 – June 2024 | F.1 to F.3 / 750 | Students found the activities in Health Week engaging and their awareness of the importance of eating healthily has increased. Also their awareness of keeping the school premises clean has increased. | \$7,991.4 / \$10 pp | E1 | ✓ | | ✓ | ✓ | | | |
| Cross-curricular | Odyssey of the Mind Team - Hong Kong Tournament | To nurture students' creativity, problem solving skills and enhance STEAM knowledge | Feb 2024 | F.1 – F.6 / 34 | Member of the team learnt the application of STEAM during the competition | \$5,986.3/ \$176 pp | E1, E2 | | ✓ | | | | | |
| Physical Education | Sports Team Training and Sports Programmes | To arouse students' interests and promote sports activities/ To acquire competence and knowledge of movement to pursue an active and healthy life in a self-regulated manner | Whole Year | F.1 to F.6 / 649 | Students took part in the sports programmes after final examination. Selected students participated in the inter-school sports competitions after training, capturing satisfactory results. | \$638,021.5/ \$983 pp | E5 | ✓ | ✓ | ✓ | | | | |
| Sub-total of Item 1.1 | | | | | | 1,848,163.99 | | | | | | | | |
| 1.2 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | | |
| Cross-curricular | Odyssey of the Mind - World Finals 2024 | To nurture students' creativity, problem solving skills and enhance STEAM knowledge | May 2024 | F.1 to F.5 / 9 | Students took part in the World Finals in the USA, to share STEAM knowledge and experience with students from other countries. | \$124,850 / \$13,872 pp | E3, E4 | | ✓ | | | | | |
| Technology Education | BAFS Seoul Study Tour | To understand the business environment and business operations in Seoul | June to July 2024 | F.4 to F.5 / 26 | Students gained updated business knowledge at Seoul and appreciated cultural differences. | \$49,031.7 / \$1,885 pp | E3, E4 | | ✓ | | | | ✓ | |
| Exchange Team | Subsidy for teacher leaders attending exchange programmes | To broaden students' horizon and develop awareness of cultural differences and enhance inter-personal skills | Sep 2023 to Aug 2024 | F.1 to F.5 / 150 | Teachers leaders escorted students in the exchange programmes, as well as provided on-site support to the students outside Hong Kong. | \$164,094.5 / \$1,093 pp | E3, E4 | | ✓ | | | | ✓ | |
| Sub-total of Item 1.2 | | | | | | \$337,976.2 | | | | | | | | |
| Expenses for Category 1 | | | | | | \$2,186,140.19 | | | | | | | | |

| Domain | Item | Purpose | Actual Expenses (\$) |
|--|---|---|-----------------------|
| Category 2 | To procure equipment, consumables and learning resources for promoting LWL | | |
| STEAM Education | Equipment for various robotic competitions (APRC, Challenge ROV, FLL, WER) | To provide students with up-to-date and approved robotics kits for participation in various robotics competitions | \$13,520 |
| STEAM Education | Consumables for STEAM Programmes | To facilitate students' learning in the STEAM education | \$24,000 |
| Cross-curricular | Purchasing professional camcorders and electronic devices | To provide trainings to Campus TV members from F.1 to F.6 on how to do the live broadcast and produce various type of video | \$20,928 |
| Expenses for Category 2 | | | \$58,448 |
| Expenses for Categories 1 & 2 | | | \$2,244,588.19 |

Category 3: Number of Student Beneficiaries

| | |
|--|------|
| Total number of students in the school: | 1257 |
| Number of student beneficiaries: | 1257 |
| Percentage of students benefitting from the Grant (%): | 100% |

| | |
|---------------------------------|---------------------------|
| Name of Contact Person for LWL: | Ms. Cheung Wai Man Alsace |
| Post of Contact Person for LWL: | Vice-Principal (Pastoral) |

Use of the Student Activities Support Grant Report

2023-2024 School Year

I. Financial Overview

| | | |
|---|---|-----------|
| A | Allocation in the Current School Year: | \$ 38,350 |
| B | Expenditure in the Current School Year: | \$ 20,490 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$ 17,860 |

II. Number of Student Beneficiaries and Subsidised Amount

| Category | Number of Student Beneficiaries | Subsidised Amount |
|--|---------------------------------|--|
| Comprehensive Social Security Assistance | 2 | \$ 9,490 |
| Full-grant under the School Textbook Assistance Scheme | 2 | \$ 10,000 |
| Meeting the school-based financially needy criteria (capped at 25% of the total allocation for the school year) | 1 | \$ 1,000 |
| TOTAL | 5 | \$ 20,490 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B) |

III. Details of Expenses

| Domain | Brief Description of the Activity | Expenses (\$) | Person Times of Student Beneficiaries ¹ | Essential Learning Experiences | | | | |
|------------|--|---------------|--|--------------------------------|---|---|---|---|
| | | | | I | M | P | S | C |
| 1.1 | To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness | | | | | | | |
| | N/A | | | | | | | |
| 1.2 | To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them | | | | | | | |
| | Choir Camp | 1,000 | 1 | | | ✓ | | |
| 1.3 | To subsidise students with financial needs to participate in non-local exchange activities or competitions | | | | | | | |
| | BAFS- Seoul Study Tour | 5,000 | 1 | ✓ | | | | |
| | Xin Jiang Study Tour | 10,000 | 2 | ✓ | | | | |
| 1.4 | To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities | | | | | | | |
| | Bowling Ball | 3,860 | 2 | | | ✓ | | |
| | Sport Shoes | 630 | 1 | | | ✓ | | |
| 1.5 | Others | | | | | | | |
| | N/A | | | | | | | |
| | Total | 20,490 | 7 | | | | | |