



La Salle  
College



**HEARTS  
AFLAME  
WITH FAITH  
AND ZEAL**

# Annual Report 2021-2022

## Foreword

The school year 2021-2022 was a special year for the school. It was the 90th Anniversary of the establishment of the College. Indeed, La Salle College formally opened her doors to students on 6th January 1932.

The IMC resolved to take the school year 2021-2022 for the celebration of the 90th Anniversary.

In the year, the school tried to organize celebration activities, amidst the threat of the pandemic.

There was a kick-off ceremony held in September, announcing to all stakeholders the start of the celebration year. A Thanksgiving Mass was held at school to give thanks to our Heavenly Father for his blessings and protection.

Taking the opportunity of the anniversary celebrations, the College has also undertaken new projects to enhance learning and teaching. The College was prepared to hold an Open Day but because of the pandemic, the Open Day was changed to a virtual school tour. Science panels, together with the STEM team members, organized a series of workshops for teachers and students to learn how to make VR/AR videos for the school tour. The virtual school tour was launched in March and was attached to the school website so that members of the public could have a better understanding of our school. In addition, the school aviation team also initiated an aviation programme to celebrate the school's anniversary. A team of students, under the supervision of retired aircraft engineers, assembled a plane and placed it in the school campus to celebrate the anniversary. The assembly of the plane gave opportunities to this group of students to learn more about aerodynamics, mechanics, physics, etc. The plane was placed in the campus for three months to arouse the interest of lower form students in this area.

On the other hand, even though the pandemic stopped face-to-face classes for a long time, it did not preclude our students from online practice of music. Seeing that there might be a chance to hold an anniversary concert, the music team, drama team and speech team started preparing for the concert during the suspension of face-to-face classes. After the resumption of face-to-face classes in early May, students were able to practise in school for the anniversary concert. Finally, the concert was staged on 29th May 2022 in the Shatin Town Hall. It was well received by the audience, and it was a full house as all tickets were sold within a few hours after they went on sale.

The school celebrations ended with a Mass held at the Cathedral. The Mass of Thanksgiving and Hope was held on 6th July 2022 in the Cathedral with Most Reverend Bishop Chow as the main celebrant. There were a number of old boy priests concelebrating. The Mass signified the end of celebrations at school even though we still had an education symposium focusing on service-learning on 9th July 2022. The symposium was an opportunity for our school to share our practice and views on service-learning as a subject in the curriculum with other educators across the territory both in tertiary institutes and secondary schools.

The 90th Anniversary celebrations once again prompted staff, students, old boys and parents to rekindle the education philosophy of the Brothers. As the slogan of the anniversary says, 'Hearts aflame with Faith and Zeal', it is hoped that all stakeholders of the College would keep Faith, Service and Community as their guiding principles in their hearts.

## Contents

Foreword	2
Our School	4
School History	5
Vision Statement	6
Mission Statement	6
Values	6
Motto	6
Competencies	6
Guiding Principles	6
Learning Goals	7
Curriculum Aims	7
Teaching and Learning 2021-2022	8
Academic Achievement	8
Learning and Teaching	8
Professional Development	8
Review of the Small Class Teaching	8
Learning Support Programmes	8
Moral and Civic Education	9
Discipline and Guidance	9
Form Teachers' Period	9
Careers Education	9
Extra-Curricular Activities	10
Home-School Cooperation	10
Service Learning	10
The Student Association and the Editorial Board	11
Learning Support Services	11
Aesthetic	11
Conclusion	11
Student Performance 2021-2022	12
Exchange Programme 2021-2022	13
Financial Summary 2021 – 2022 (ended 31 August 2022)	17
Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2022	18
School Development Plan 2019-2025 (School Annual Report 2021-2022)	19
Diversity Learning Grant for the 12 <sup>th</sup> Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2021/2022 to 2023/2024	25
Citizenship and Social Development (2021-2022)	27
School-based After-School Learning and Support Programmes Report	28
Career Guidance and Life Planning Education Report 2021-22	30
Extended Chinese Language Learning Programme for Non-Chinese Language Students (NCS)	40
National Security Education 2021-2022	44
Awards and Prizes in 2021-2022	50
Subject Prize Winner	50
Certificate of Merit	53
Scholarships and Prizes	54

## 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.

### Theme for 2021/2022

Let perseverance finish its work so that you may be mature and complete.





## 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 2021-2022

### 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 2021-2022 were pleasing. There were 27 students scoring 40 points or above. Around 40% of the grades in all subjects are 5 or above. In addition, around 70% attained entry into the top 3 universities in Hong Kong.

Results in Hong Kong, National, and International Olympiads in Maths, Physics, 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. Moreover, teachers should engage students in in-depth discussion during lessons. The school had started implementing plans on the optimization of the NSS core subjects. The lesson time allotted to elective subjects had been increased. Consequently, it created room for the introduction of service learning in F.4 and Language Across Curriculum in F.1 & 4 respectively. This will be further developed in 2022-2023.

### 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 reflect on Scaffolding and Questioning techniques. The College continued to administer professional development each fortnight alternating between school workshops on up-skilling in specific areas and subject specific panel sharing. Teachers shared among themselves strategies to better design their lessons to give more individual support to

students. Not only the less able students, but high achievers were also given more support to further enhance their abilities. 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 fine tuning 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.

### Review of the Small Class Teaching

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. Teachers were reminded to uplift the motivation of students and make students self-directed learners. Towards this end, the College would continue updating teachers with relevant training development. Deployment of teachers and the use of resources would be reviewed again in 2022-2023. The data collected would continue to inform the College in terms of a better deployment of resources to improve students' academic achievement.

### 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, with mild audio or visual impairment, were well supported by the SEN and Learning Support team.

As a self-improving school the College will focus on 'Language Across the Curriculum'. In addition, with the IT/BYOD programme and upgrading of the IT infrastructure, 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.



## Support for Student Development 2021-22

The theme of the Pastoral Council is “To serve and care for others in love and respect”. The major programmes in 2021-22 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, and School Assembly Team work together to organize various programmes to promote MCE. The topics covered in the MCE includes Basic Law Education, National Security Law, the Constitution, anti-gambling, anti-drug, sex education and overweight issues.

In September 2021, the Civic Education Team recruited 23 ambassadors to take up an active role in promoting MCE. Despite school suspension, our students still took part in online activities, such as Hok Yau Club Top Ten News Election, 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 to all students during the National Constitution Day and the National Education Promotion Day. One F.1 student was selected as the Junior Chief Executive of Hong Kong, organized by the BGCA.

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 in the 1<sup>st</sup> term. Students shared their VIA character strengths on the board. Form Teachers guided students in goal settings with reference to their signature strengths and underuse strengths. In addition, sex education programme was conducted in the second term. Stress management was continued to be the main focus in the senior forms. Talks and class visits were conducted to help F6 students relieve stress. The parting ceremony was held on the last day of F6 in January 2022. Students were given a chance to share their feelings and remarkable memories at La Salle College during past six years.

The Guidance Centre was renovated and reopened in September 2021. It provides a hub for students to gather in break times. During lunch hours, counselling teachers took turn on duty to exercise pastoral care in the Centre.

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.

### 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 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 and form teachers examined their goals and asked students to reflect on their goals in the beginning of the school term. FTP Committee made good use of the platform “Morning Lasallian” to disseminate school news and to communicate actively with all students at all times. However, due to school suspension, FTP was forced to halt from January to April 2022.

FTP Coordination Team initiated two sessions of form teacher-student individual interviews on two school days. 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.

### 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.

The Careers Team conducted many online activities throughout the year, such as Overseas Education Talks, JA workshops, and Careers Workshop (including Medicine, Dentistry and Engineering). Special information sessions were successfully conducted online for students and parents in F3 and F6, giving them advice on F4 subject choice election and JUPAS university application respectively. Due to the class

suspension, two major workshops, “F.2 Discovery of Life” and “F.4 Career and Life Planning Workshop” were called off.

The Careers Team initiated three brand new programmes for our students. The first one is to line up Deloitte to provide online workshops and job shadowing programmes for our F.4-F.6 students to enrich students’ exposure. Secondly, a mock university interview was organized for F.5 students in the post exam period to help them well prepared for the upcoming university and scholarship application. Thirdly, a F.3 post-exam Career Programme was conducted to assist the career planning and prepare for the senior school life.

### 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 2021-22, 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. In addition, our College has 25 School sports teams and 10 cultural/music teams. In September 2021, a face-to-face ECA promotion fair was held for students. Most of the clubs and societies held at least four activities. However, the annual Educational Outing, the Exchange Programme and the CBS Leadership Camp were forced to call off. 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 2021-22, 80% of F5 students have been leaders at some level in the College. 75% of students have been the office bearers of Student Association/Clubs/Teams, by the end of F6.

### Home-School Cooperation

Eight parents were successfully elected as the members of the 28<sup>th</sup> Standing Committee during AGM in September 2021, 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 5-day programme was

cancelled due to the restrictions, and it was replaced by a half-day workshop when EDB allowed partial class resumption in September 2021.

The F1 & F2 interim interviews and F6 Parent-Teacher Meeting (PTM) were conducted over the phone in November 2021. F1-F5 face-to-face PTM was replaced by phone meetings. Form teachers called up parents in February to discuss on the academic performance of their son. The F4 placement seminar was also conducted in May 2022 using hybrid mode. Parents could attend the seminar on-site or online. Pre-F1 parent information seminar was conducted face-to-face in August 2022.

Most of the PTA activities were switched to online mode. 8 Parent Education webinar were held successfully, and the attendance rate was surprisingly very high. The Parent Library was launched in January 2021. However, PTA Spring Outing and PTA Annual Dinner were cancelled due to the government restrictions.

### Service Learning

Service programmes are tailored for Form 2. All F.2 students are compulsory to participate in a service programme called ‘From Lasallians with Love’ – reaching out to different elderly homes and centres, co-organized with the Caritas. Under the pandemic, online visits were conducted for the second year. Other service programmes offered by our uniform groups, as well as the Community Youth Club, UNICEF, HK Award for Young People, were temporarily suspended this year.

Service-Learning Curriculum has implemented since September 2021. All F.4 students are required to take one of the 5 service-learning projects initiated by the Service-Learning Panel. Service targets included homeless people, maids, underprivileged primary school pupils, dogs and cats. Every cycle, two class periods (Wed2) are allocated for Service-Learning lessons. During the SL 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 worked in groups and designed feasible service projects, guided by the SL teachers. In the second term, students actually carried out the project with their service recipients. After the service, SL teachers guided our students to reflect on their real experience.



## The Student Association and the Editorial Board

The La Salle College Student Association (SA) has been our official student body running for 47 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. Under the pandemic, our student leaders initiated high quality programmes, such as Talent Quest and One-Stop Online shop for SA products and souvenir selling.

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. 2021-22 Editorial Board has delivered a marvellous job in terms of team work, creativity, initiative, and time management. The Lasallite has been distributed in mid-August 2022.

## Learning Support Services

To render special support to the less able students, Enhancement Programmes were provided for Form 1-5 students with special emphasis on learning effectiveness and self-directed learning. A week-long Summer Bridging Programme (co-organized with the PTA) was provided for the newcomers to prepare for the new school life and curriculum. A myriad of Gifted Education programmes were offered and are in high demand, including a STEM programme organised by MIT in Hong Kong, the informatics programme with the Federal Institute of Technology in Switzerland, HKU Academy and the HKU Junior Science Institute, the HKUST Dual Programme, the BU IT Programme, web-based programmes organized by the EDB, and various gifted programmes run by the Hong Kong Academy of Gifted Education. In addition the College has school-based ‘Gifted Education/Extension’ programmes offered via the ‘Academic Teams’ - Mathematics, Physics, Chemistry, and Informatics all of which participate in the Hong Kong and International Olympiads.

## Aesthetic

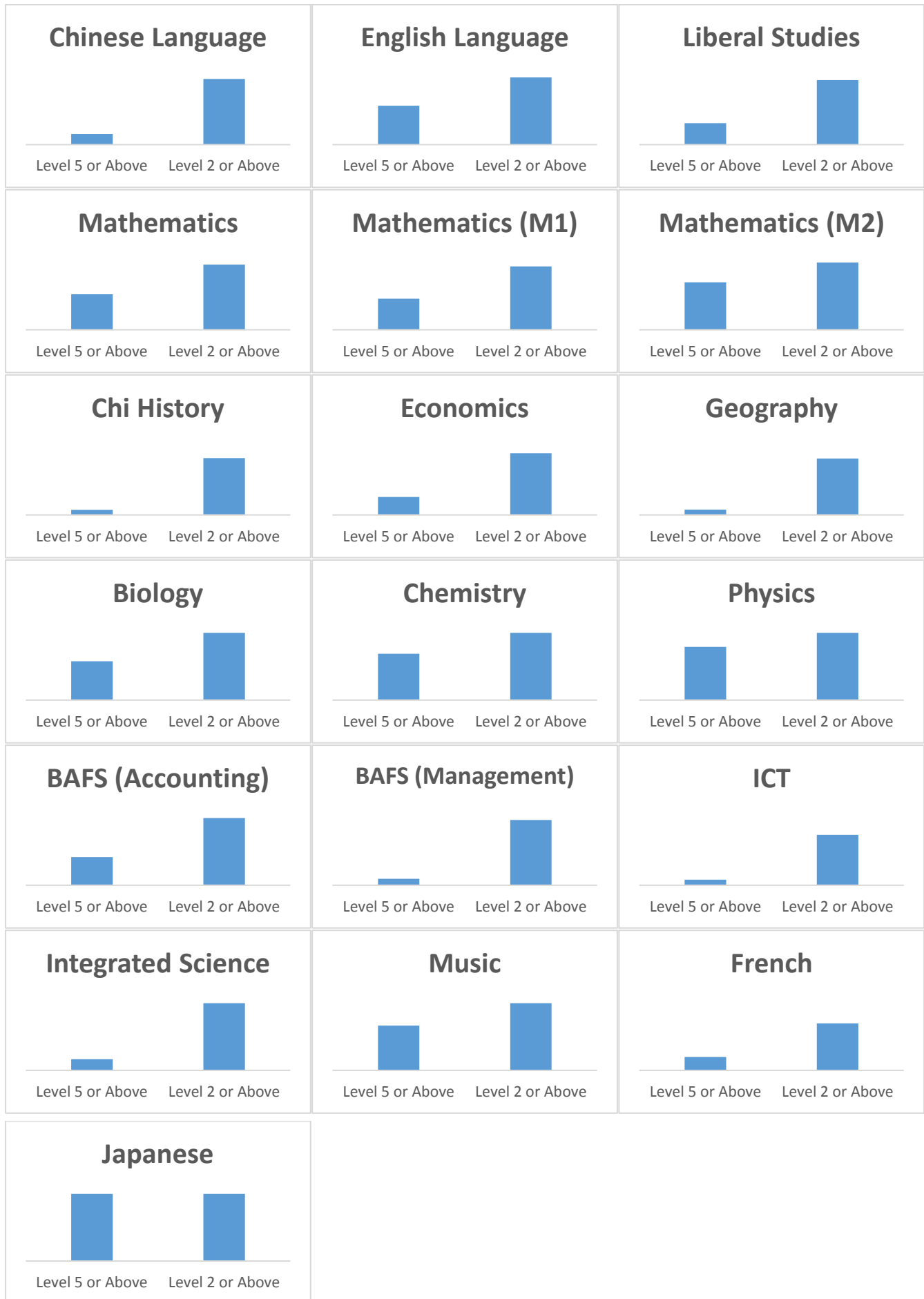
Aesthetic education is one of the essential Other Learning Experience (OLE) in the New Senior Secondary curriculum for the whole person development of students. Our College holds aesthetics workshops and talks regularly for F.4 and F.5 students, including music performances and music appreciation talks, drama appreciation, dance and visual arts, speech and public speaking demonstrations. One of the highlights is the production of the 90<sup>th</sup> Anniversary Concert at the Shatin Town Hall in May 2022. Another highlight is that the Dance Team captured the Honours Award and the Choreography Award in the 58<sup>th</sup> HK Schools Dance Festival for Trio Dance. It is the first time for our student to win the Choreography Award.



## 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. Even though many programmes are switched to online mode and some of them are cancelled due to class suspension, we hope these young men, with the support offered at La Salle College in the past year, will be able to continue develop a positive self-image, grow in confidence, and share a positive attitude to life during these hard times.

## Student Performance 2021-2022





# Exchange Programme 2021-2022

## Report on Sister School Exchanges

2021 - 2022 School Year

### Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	<p><b>Shanghai Exchange Programme (F.2 &amp; 3 level)</b></p> <p>The 2 sister schools will send 12 - 16 boy students to each other for around 1 week. Visiting students &amp; teachers will attend class observation, cultural activities &amp; excursions in the host cities.</p> <p>LSC students will be accommodated in dormitory of Shanghai Foreign Language School during weekdays. During weekend, they will be billeted by local students for attaining in-depth understanding of Shanghai. During their visit to Hong Kong, students from Shanghai will be billeted by LSC students for attaining in-depth understanding of Hong Kong.</p> <p>A staff professional visit for LSC teachers will be held in the year. LSC teachers will attend class observation &amp; professional sharing with local teachers. They will be accommodated at a hotel near the Shanghai Foreign Language School.</p>	<ul style="list-style-type: none"> <li>- To let LSC students understand the cultural, educational and economic development of Shanghai.</li> <li>- To provide students an authentic language environment in the learning of Putonghua.</li> <li>- To broaden students' horizons.</li> <li>- To provide teachers of both schools opportunities of experience sharing and professional exchange</li> </ul>	<p>Due to the outbreak of COVID-19, this exchange activity was cancelled.</p>	<p>In case that the COVID-19 pandemic will continue for a period of time in 22-23, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as replacements upon agreements with the partner schools.</p>
2.	<p><b>Beijing Exchange Programme (F.3 - 4 level)</b></p> <p>The 2 sister schools will send 6 - 8 boy students to each other for around 1 week. Visiting students &amp; teachers will attend class observation, cultural activities &amp; excursions in the host cities.</p> <p>LSC students will be accommodated in</p>	<ul style="list-style-type: none"> <li>- To let LSC students understand the cultural, educational and economic development of Beijing.</li> <li>- To provide students an authentic language environment in the learning of Putonghua.</li> <li>- To broaden students' horizons.</li> </ul>	<p>Due to the outbreak of COVID-19, this on-site exchange activity was cancelled.</p> <p>A 10-day online exchange program was</p>	<p>It is recommended to hold activities of similar type, if the pandemic is still not end in 22-23.</p>

	<p>dormitory of The High School Affiliated to Renmin University of China during weekdays. During weekend, they will be billeted by local students for attaining in-depth understanding of Beijing. During their visit to Hong Kong, students from Beijing will be billeted by LSC students for attaining in-depth understanding of Hong Kong.</p>	<ul style="list-style-type: none"> <li>- To provide teachers of both schools opportunities of experience sharing and professional exchange.</li> </ul>	<p>organized in April. Students were divided into groups and each group had to do research and prepare a presentation on the different topics related to their daily lives within these 10 days.</p> <p>Students presented on the topics online and received feedback from the teachers after the presenataion. Debriefing was also held after the end of the programme.</p>	
3.	<p><b>Zhongshan Exchange Programme (F.1 - 2 level)</b></p> <p>The 2 sister schools will send 16 - 20 boy students to each other for around 5 days. Visiting students &amp; teachers will attend class observation, cultural activities &amp; excursions in the host cities.</p> <p>LSC students will be accommodated in dormitory of Agile Kaiyin School Affiliated to Zhongshan Memorial Middle School. During their visit to Hong Kong, students from Zhongshan will be accommodated in a hotel near LSC at their own expense.</p> <p>A staff professional visit for LSC teachers will be held in the year. LSC teachers will attend class observation &amp; professional sharing with local teachers. They will be accommodated at a hotel near the Agile Kaiyin School Affiliated to</p>	<ul style="list-style-type: none"> <li>- To let LSC students understand the cultural, educational and economic development of Zhongshan.</li> <li>- To provide students an authentic language environment in the learning of Putonghua.</li> <li>- To broaden students' horizons.</li> <li>- To provide teachers of both schools opportunities of experience sharing and professional exchange</li> </ul>	<p>Due to the outbreak of COVID-19, this on-site exchange activity was cancelled.</p> <p>A virtual STEM exchange RoboMaster programme was organised in June with 中山市纪中雅居乐凯茵学校和 中山纪念中学火炬一中.</p> <p>Students from the 3 schools attended an online workshop in RoboMaster programming and robotics control. A friendly match</p>	<p>In case that the COVID-19 pandemic will continue for a period of time in 22-23, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as replacements upon agreements with the partner schools.</p>

	Zhongshan Memorial Middle School.		was conducted among the teams from the 3 schools.	
4.	<p><b>Ningbo Exchange Programme (F.2 - 5 level)</b></p> <p>The 2 sister schools will send 8 - 10 boy students to each other for around 6 days. Visiting students &amp; teachers will attend class observation, cultural activities &amp; excursions in the host cities.</p> <p>LSC students will be accommodated at a hotel near Zhejiang Zhenhai High School. During their visit to Hong Kong, students from Ningbo will be accommodated in a hotel near LSC at their own expense.</p>	<ul style="list-style-type: none"> <li>- To let LSC students understand the cultural, educational and economic development of Ningbo.</li> <li>- To provide students an authentic language environment in the learning of Putonghua.</li> <li>- To broaden students' horizons.</li> <li>- To provide teachers of both schools opportunities of experience sharing and professional exchange.</li> </ul>	Due to the outbreak of COVID-19, this exchange activity was cancelled.	In case that the COVID-19 pandemic will continue for a period of time in 22-23, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as replacements upon agreements with the partner schools.

**Part 2: Financial Report**

<b>Item</b>	<b>Item Name</b>	<b>Expenditure Item</b>	<b>Amount</b>	<b>Remarks</b>
1.	Shanghai Exchange Programme	N/A	HKD 0.00	
2.	Beijing Exchange Programme	N/A	HKD 0.00	
3.	Zhongshan Exchange Programme	STEM Exchange – Materials	HKD 140,192.00	
		STEM Exchange – Transportation	HKD 1,250.00	
4.	Ningbo Mathematics Exchange Programme	N/A	HKD 0.00	
5.	General Expenses	OBSBOT Camera	HKD 6,018.00	
Total:			HKD 147,460.00	



## Financial Summary 2021 – 2022 (ended 31 August 2022)

La Salle College  
Financial Summary for the year ended 31 August 2022

	Income \$	Expenditure \$
<b><i>I. Government Funds</i></b>		
(1) EOEBG Basline Reference	3,091,045.93	2,974,294.54
(2) School Specific Grant		
Administration Grant	6,752,292.00	6,356,304.81
Composite Information Technology Grant	749,206.00	634,707.58
Capacity Enhancement Grant	642,934.00	642,775.76
Air Conditioning Grant	848,797.00	1,059,320.00
School Management Top-Up Grant	50,702.00	9,000.00
Control Account	-	404,134.25
Sub-total	12,134,976.93	12,080,536.94
(3) Non-EOEBG Funds	5,226,060.00	4,821,776.83
Government Funds total	17,361,036.93	16,902,313.77
<b><i>II. School Funds</i></b>		
(1) Tong Fai	4,010,316.00	1,677,592.34
(3) Donations	234,216.00	808,430.00
(4) Collection of fees for specific purpose	385,800.00	1,757.60
(5) School Fund General Account	132,594.48	1,114,918.64
(6) Scholarship/Prize/Award/Sponsorship	58,384.00	66,534.00
(7) Others	300,187.00	1,747,246.47
School Funds Sub-total	5,121,497.48	5,416,479.05
<hr/>		
(I) Surplus of Government Funds		458,723.16
(II) Surplus of School Funds		(294,981.57)
Total surplus for the school year		163,741.59

## Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2022

La Salle College (2021-2022)  
Financial Report on the Use of Grants and Support Funds  
for the year ended 31 August 2022

### 1. Use of Capacity Enhancement Grant

	\$
Surplus brought forward from previous year	-
Amount received for the year	642,934.00
	<u>642,934.00</u>
Less: Amount paid for salaries of teaching assistants	642,775.76
Surplus/Deficit absorbed by EOEBG	<u>158.24</u>

### 2. Use of Life-Wide Learning Fund

	\$
Surplus brought forward from previous year	1,387,737.68
Amount received for the year	1,940,887.00
	<u>3,328,624.68</u>
Less:	1,615,348.56
KLA Activity Fee/Student training and course fee/STEM F&E	83,907.75
Diversified Learning Activity Fee/Coach and services fee/course fee	1,527,608.93
Other Learning Area expenses	3,831.88
	<u>1,713,276.12</u>
Surplus carried forward to next year	<u>1,713,276.12</u>

### 3. Use of Composite Information Technology Grant

	\$
Total Expenses	
Salaries of IT technical support staff	262,210.00
Broadband Internert service	34,800.00
Maintenance services and repairs	88,213.00
IT related equipment	54,724.00
IT related accessories, software and consumables	194,760.58
Total	<u>634,707.58</u>

### 4. Use of Information Technology Staffing Support ITSS Grant

Surplus brought forward from previous year	125,000.60
Amount received for the year	321,796.00
	<u>446,796.60</u>
Less: Additional staff cost	376,364.00
Surplus carried forward to next year	<u>70,432.60</u>

# School Development Plan 2019-2025 (School Annual Report 2021-2022)

## 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 21-22
1 To initiate a pedagogical change	1.1. To make students take a more active role in learning	<ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> </ul>	✓						Learning materials prepared by students could be used in learning and teaching	Interaction was made an essential item in lesson plans. It was also put as a criterion in lesson observations.  Teachers have come to a consensus of using flipped classroom mode as the main mode of learning and teaching. Most teachers will share their learning materials via Google Classrooms.
	1.2 To develop a whole-school approach in collaborative learning	<ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> </ul>			✓	✓			An increase of interaction in class	
	1.3 To fully implement the use of flipped classroom	<ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> <li>● IT support team</li> </ul>		✓	✓	✓	✓	✓	Flipped classroom materials fully prepared by teacher	

	1.4 To develop eResources to deliver lessons	<ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> <li>● IT support team</li> </ul>	✓						Lesson materials are put on eLearning platforms	
	1.5 To stretch the performance of more abled students	<ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> </ul>	✓						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"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> </ul>	✓						Online support given to less abled students	
	1.7 To encourage teachers to build learning communities	<ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> <li>● IT support team</li> </ul>		✓	✓	✓	✓		Panel PDs always on unit/lesson plans	Panel PDs are held regularly during the school year. Topics include lesson planning, pedagogies and assessment. Unit/lesson plans are always revised.



## 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"> <li>• Vice Principal</li> <li>• Form Teachers' Period Committee and Form Teachers</li> <li>• Guidance Team</li> <li>• Discipline Team</li> <li>• SENCO</li> </ul>	✓	✓	✓	✓			<ul style="list-style-type: none"> <li>• All F.1 students know 24 character strengths, set goals and input their data in e-Portfolio</li> <li>• All students participate in values education talks</li> <li>• 20% of students participate in leadership training programmes</li> </ul>	A platform "Morning Lasallian" was created to coordinate the Form Teacher lessons. Teaching materials were updated regularly and shared. Students participated in VIA survey and data were followed up and used by Form Teachers.
	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"> <li>• Vice Principal</li> <li>• RS and LS Panel</li> <li>• Civic Education Team</li> <li>• Service Learning Team</li> <li>• Exchange Team</li> <li>• LYM</li> <li>• Catholic Society</li> <li>• Form Teacher</li> </ul>	✓	✓	(✓)				<ul style="list-style-type: none"> <li>• 70% of students participate in service learning activities</li> <li>• 5% of students participate in exchange programmes and voluntary services in Mainland China</li> </ul>	With the optimization of NSS core subjects, lesson time has been devoted to service-learning in F.4 classes. Lessons and programmes were organized. Feedback from students very positive.
	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"> <li>• Vice Principal</li> <li>• Exchange Team</li> <li>• LYM</li> </ul>	✓	✓	(✓)				<ul style="list-style-type: none"> <li>• 5% of students participate in exchange programmes</li> <li>• All participants do one sharing session</li> </ul>	Assemblies were held regularly with flag-raising ceremony and talks under the national flag.

### 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"> <li>● Vice Principal</li> <li>● IT eLearning Panel Coordinator</li> <li>● Panel heads and subject teachers</li> </ul>	✓	✓	✓	✓	✓	✓	Subject teachers make use of the online platforms for discussion purposes	Teachers make use of the Google Classroom to have discussion with students. Apps helping teachers to make lesson-related videos were purchased and teachers were encourage to use them.
	3.2 To cater for learners' diversity by using LMS to facilitate learning at the students' own pace.	<ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● IT eLearning Coordinator</li> <li>● Panel heads and subject teachers</li> </ul>		✓	✓	✓	✓	✓	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"> <li>● Vice Principal</li> <li>● IT eLearning Panel Coordinator</li> <li>● Panel heads and subject teachers</li> </ul>			✓	✓	✓	✓	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"> <li>● Campus TV</li> <li>● ICT Panel</li> </ul>	✓	✓	✓	✓	✓	✓	Talks related to IT ethics will be arranged	Talks about cyber-bullying were arranged. Students were reminded to make good use of mobile devices wisely in assemblies.

	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"> <li>● Academic Team</li> <li>● IT Advisory Team</li> </ul>		✓	✓	✓	✓	✓	Members of the IT Advisory Team achieve Google Educator Certification	Nearly all teachers completed Level 1.
	3.6 To strengthen students' computational skills across disciplines	<ul style="list-style-type: none"> <li>● IT eLearning Coordinator</li> <li>● STEM Coordinator</li> <li>● ICT Panel</li> </ul>		✓	✓	✓	✓	✓	STEM workshops will be arranged	Done. Feedback from teachers positive.
	3.7 To develop a Learning Management System for the school	<ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● IT eLearning Coordinator</li> </ul>	✓	✓	✓	✓			The LMS portal for students and teachers are set up.	Partially done, will follow up by the IT Team. LMS in place starting September 2020 and recurrently updated with lesson plans.
	3.8 To develop the library into Digital Learning Centre	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Vice Principal</li> <li>● Librarian</li> <li>● IT eLearning Coordinator</li> </ul>				✓	✓	✓	Library is upgraded to Digital Learning Centre and e-resources are introduced to panels.	Digital Learning Centre and eLibrary established.

## 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.	Lasallian formation programme organized and feedback positive.
	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.	Service-Learning subject started in F.4 and will be extended to F.5 in 2022-23.
	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 creatively and critically in class and through ECAs	VPs, subject panels and relevant Teams	✓						Creativity and critical thinking elements are incorporated in learning and teaching	
	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 12<sup>th</sup> 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"> <li>To earn university credits from university programme.</li> <li>To strength, enrich and extend students’ learning capacity in various dimensions such as HOT, Oly competition training etc.</li> </ul>	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"> <li>To support registration fee and enrolment in courses / competitions (local or overseas).</li> </ul>	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"> <li>Wings of tomorrow (WoT) <ul style="list-style-type: none"> <li>Wings of Tomorrow (Phase 1) LSC * GHS</li> <li>Solo Pilot Course – Private Pilot License (PPL)</li> <li>Engineering Program</li> </ul> </li> </ul>	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"> <li>Leadership program (DB Leadership Training Camp) for DB and SA exco members</li> </ul>	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"> <li>To purchase reference books, journals and magazines, materials for team training.</li> </ul>	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 (2021-2022)

	Area	Proposed Expenses	Time frame	Report 2021-2022
1	Developing or procuring relevant learning and teaching resources <ul style="list-style-type: none"> <li>- Reference books, journals etc.</li> <li>- Subscription of e-learning resources, mobile application and software</li> </ul>	\$24,000	Sept 2021 – Aug. 2024	Not done
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"> <li>- Fees incurred by teachers and students participating in the Mainland interflow activities</li> </ul>	\$180,000	Sept 2022 – Aug. 2023	Plans drawn, not done yet
3	Organising school-based learning activities relating to the CS curriculum <ul style="list-style-type: none"> <li>- Subsidizing fees and travelling expenses incurred by students and or teachers participating in school-based activities in HK or in the Mainland organized by the school</li> </ul>	\$60,000 ( \$ 20,000 / school year)	Sept 2021 – Aug. 2024	Not done yet
4	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland <ul style="list-style-type: none"> <li>- Subsidizing expenses incurred by student participation in joint school / cross-curricular activities in HK or in the Mainland organized: e.g. application fees for competitions, experiential learning, travelling and accommodation etc.</li> </ul>	\$30,000	Sept 2021 – Aug. 2024	Not done yet
5	Others (please specify): <ul style="list-style-type: none"> <li>- Consumables</li> </ul>	\$6,000	Sept 2021 – Aug. 2024	Not done yet
	Total expenditure	\$300,000		

# School-based After-School Learning and Support Programmes 2021-2022

## School-based Grant - Programme Report

### After School Learning Support Grant Evaluation Report

#### Use of Budget

Total Expenditure: \$18,000

Tutorial Fees	Amount spent
1. Chinese and English tutorials	\$18,000

#### Evaluation Report

Target / Goal	Action	Evaluation
<ul style="list-style-type: none"> <li>Average score of 50 or above in internal examinations.</li> </ul>	<ul style="list-style-type: none"> <li>-Students are required to attend at least 90% of the tutorial lessons.</li> <li>-Assignments are given out to participants weekly, students are required to hand in during the following session for inspection.</li> </ul>	<ul style="list-style-type: none"> <li>-All students are able to fulfil the attendance requirement.</li> <li>- Online tutorial lessons were held and assignments were marked online from February to May. Most students were able to hand in the materials on time. Face to face lessons were held immediately after school to improve the learning of the student.</li> <li>- 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, but their form position improved.</li> </ul>
<ul style="list-style-type: none"> <li>Improving the language proficiencies of students</li> </ul>	<ul style="list-style-type: none"> <li>- Assessments and past paper were provided to test the students' abilities in both languages, and to encourage them to practise the knowledge learnt at a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>-For junior form students, reading materials were provided to them to develop a reading habit. Materials related to their specific sports events were provided to make it more sophisticated.</li> <li>-80% of the junior form students who failed the final examination had difficulties in English in the final examination which affected other subjects. Students should further improve their reading habit to steadily improve their English.</li> </ul>
<ul style="list-style-type: none"> <li>Meeting the requirement of Conditional Offers/</li> </ul>	<ul style="list-style-type: none"> <li>-JUPAS admission talk will be provided to students about the information of universities.</li> </ul>	<ul style="list-style-type: none"> <li>-80% of the participants were able to meet the entrance requirement of the university. Two of the students received</li> </ul>

<p>Sports Scholarships from universities</p>	<p>-Talks on Sports scholarship scheme of various universities will be provided to students</p>	<p>and met the conditional sports scholarship requirement of the university.</p> <ul style="list-style-type: none"> <li>- JUPAS admission talks on sports scholarships were held in the first term. Some of the talks were held online due to the pandemic.</li> <li>- One of the students scored over 40 points out of his best 7 subjects and was admitted by the department of medicine of the University of Hong Kong.</li> </ul>
--	---	---



**Career Guidance and Life Planning  
Education Report 2021-22**



**La Salle  
College**



## Goals

1. Develop students' ownership of their career and life planning through school's curriculum and other learning activities.
2. Integrate effective life planning education into school's curriculum and other learning activities.
3. Guide and assist students to make wise informed choice with reference to students' interests, abilities and orientations.
4. Connect students' career and academic aspiration with life-long learning.

### Target 1: To develop students' ownership of their career and life planning.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<b>1.1 Career Education Curriculum in Form Teacher Periods</b> <ul style="list-style-type: none"> <li>• To prepare career education lesson plans in Form Teacher Periods for F.3, 5 and 6.</li> <li>• To review and revise lesson plans from feedback of students and Form Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Form Teachers are able to complete 80% of the lessons.</li> <li>• Students understand their academic interests, abilities and learning style.</li> <li>• Students understand the meaning of work, the skills required and working conditions of different jobs.</li> <li>• Students are motivated to set goals, study plans and are proactive in search for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> <li>• Students' subsequent performance and attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules for Form 3 lessons were disrupted due to COVID19 pandemic.</li> <li>• Form 3 lessons were replaced by a career programme held in May. Online career lessons were conducted by teachers of the Careers Team, followed by sharing on electives by senior form students.</li> </ul>
<b>1.2 Career and Life Planning Activity for Form 4</b> <ul style="list-style-type: none"> <li>• To learn about the concept of career and life planning</li> <li>• To experience different stages in life and learn about factors affecting one's planning</li> </ul>	<ul style="list-style-type: none"> <li>• Students recognize the importance to set objectives in life.</li> <li>• Students recognize the factors which affect their planning.</li> <li>• Students learn the skills to maximize the chance of achieving objectives in life.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from teachers and students</li> <li>• Students' subsequent performance and attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Programme was cancelled due to the COVID-19 pandemic.</li> </ul>
<b>1.3 Guidance Programme for F.5 and F.6 low achievers</b> <ul style="list-style-type: none"> <li>• To help students recognize their academic and career development needs</li> <li>• To help students align career dream with academic performance and personal background</li> <li>• To help students formulate a workable plan to realize their career dreams</li> </ul>	<ul style="list-style-type: none"> <li>• Students recognize their academic and career development needs.</li> <li>• Students are able to make career or further study choices that fit their personal circumstances.</li> <li>• Students learn the ways to gather information and work out a plan for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Students' secured path after DSE</li> <li>• Students' level of satisfaction for the path secured</li> </ul>	<p>For F6</p> <ul style="list-style-type: none"> <li>▪ All students from 6A to 6C were divided into 9 groups. Career counselling by Career teachers were conducted in Careers Centre.</li> <li>▪ Students learned the strategies to form their JUPAS programme choices, draft their personal statement, and select relevant content for their OEA record. They were also aware of other schemes which enhance the chance of admission.</li> <li>▪ Students learned that there were choices of self-financing degree and sub-degree programmes through iPASS and E-APP, and the financial assistance schemes available.</li> <li>▪ Students were aware of the channels for applying for overseas studies.</li> </ul>

			<p>For F5</p> <ul style="list-style-type: none"> <li>• Old boys from similar background were invited to give a sharing to 5A and 5B.</li> <li>• Social Cognitive Career theory has been adopted in this program. By inviting alumni with similar background to share their experience, the students would regard it as a feedback and coaching from an important and persuasive person. <ul style="list-style-type: none"> <li>▪ Students reflected the sharing has raised their academic and career awareness in the upcoming HKDSE and JUPAS cycle.</li> </ul> </li> </ul>
<p><b>1.4 Careers and Further Studies Interest Assessment for Form 5</b></p> <ul style="list-style-type: none"> <li>• To understand career and further studies interest through the use of professional assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Students recognize their career and further studies interest in a systematic way</li> <li>• Students find the assessment results useful for making career and further studies choice</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation of students' response in debriefing</li> </ul>	<ul style="list-style-type: none"> <li>• The assessment was completed by students individually during form teacher period.</li> <li>• A debriefing session about the career test was conducted via online platform.</li> <li>• Reminders on summer preparation for JUPAS and studying overseas were also introduced during the debriefing session.</li> </ul>
<p><b>1.5 HKFYG 「夢嚮導」計劃中的「好夢有你」</b></p> <ul style="list-style-type: none"> <li>• To help parents and students understand the concept of career planning</li> <li>• To help parents appreciate their children and students learn ways of self-appreciation</li> <li>• To help parents and children learn how to communicate about their dreams</li> </ul>	<ul style="list-style-type: none"> <li>• 8 – 10 F.1-3 families participate in the programme</li> <li>• 80% attendance in the activities held in the whole year</li> <li>• 80% of the participants find the activities useful</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of the organizer</li> <li>• Oral and written feedback by participants</li> <li>• Reflection submitted by participants</li> </ul>	<ul style="list-style-type: none"> <li>• About 60 families attended the online talk ‘The Myth about Career Counselling’ in Nov.</li> <li>• 10 families joined the programme.</li> <li>• 81 families joined the parents seminars “好夢有你-選科系列” held on May</li> <li>• 5 online parallel sessions were conducted from Dec to Aug. It was planned that face-to-face sessions could be held in Aug.</li> </ul>

**Target 2: To help students implement their career and study plan**

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>2.1 F.6 JUPAS Talk</b></p> <ul style="list-style-type: none"> <li>• To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement.</li> <li>• To facilitate students in the application process, guide them to make optimal and sensible choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Students submit JUPAS application and relevant documents on time.</li> <li>• Students take the responsibility to carefully select their programme choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Statistics of JUPAS results</li> </ul>	<ul style="list-style-type: none"> <li>• The talk was conducted online.</li> <li>• Students were fully informed about the requirements for admission into different courses of the JUPAS participating institutions.</li> <li>• They were aware of all the deadlines for various parts of JUPAS application.</li> </ul>

			<ul style="list-style-type: none"> <li>• They were informed of the upcoming university virtual information talks and how to input OEA.</li> <li>• All students submitted their JUPAS application and application before the school internal deadline.</li> </ul>
<p><b>2.2 Measures to support JUPAS application of F.6 students</b></p> <ul style="list-style-type: none"> <li>• A Careers Team teacher will be assigned as the advisor to take care of students' JUPAS application.</li> <li>• To guide students to make optimal and sensible choices.</li> <li>• To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to make informed choices of their tertiary education.</li> <li>• Students are ready to seek assistance proactively from the JUPAS Advisor.</li> <li>• Students are able to make a reasonable choice list with reference to their interest, ability, career plan, and the HKDSE results they expect.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from Career Teachers and students</li> <li>• Statistics of JUPAS results</li> <li>• Survey on students' satisfaction about their JUPAS offer</li> </ul>	<ul style="list-style-type: none"> <li>• The Career-teacher-in-charge of every class met students individually or in small groups to evaluate their programme choices with regard to students' target grades, programme admission requirements and admission scores.</li> <li>• Students showed very good readiness even though they needed consultation after the release of HKDSE results.</li> </ul>
<p><b>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</b></p> <ul style="list-style-type: none"> <li>• To provide information about HKDSE result release day operation.</li> <li>• To explain the strategy in modifying programme choices with the DSE results obtained</li> <li>• To introduce the multiple study pathways in addition to JUPAS and overseas studies.</li> <li>• To arouse students' awareness of making necessary preparations for further studies and career planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have full understanding of the latest admission arrangement of various institutions.</li> <li>• Students are able to review their plan for further studies with reference to their performance in HKDSE.</li> <li>• Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes.</li> <li>• Students are ready to seek assistance proactively. Students fully understand the procedure and mechanism of modification of programme choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Video view rate</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the Covid-19 pandemic, the talk was replaced by videos uploaded to YouTube. Students and parents were informed through eClass and Google Classroom.</li> <li>• The videos received a very good viewing rate.</li> <li>• Students and parents responded very positively to the programme content.</li> <li>• Most students had a clear idea on how to seek advice on modification of programme choices.</li> <li>• Most students understood clearly the multiple pathways available and the application procedures.</li> <li>• Students in weaker classes were well prepared and had applied non-JUPAS programmes via E-App as their backup plan.</li> </ul>
<p><b>2.4 Support for Overseas Education Application</b></p> <ul style="list-style-type: none"> <li>• To assist students' planning and application for overseas studies in different countries for all levels and academic abilities by providing necessary information and relevant activities.</li> <li>• To give support to teachers who are required to give academic reference for students</li> </ul>	<ul style="list-style-type: none"> <li>• Students can have access to all sorts of information about studying abroad via e-class and career library.</li> <li>• Students have a clear understanding about the requirements &amp; their own eligibility for study programmes in different institutes in different</li> </ul>	<ul style="list-style-type: none"> <li>• Survey on students leaving for overseas studies at different levels</li> <li>• Track record of success rate of students enrolling in the overseas institute they</li> </ul>	<ul style="list-style-type: none"> <li>• Students were fully informed about the procedures, requirements, and the deadlines in the application process.</li> <li>• UCAS Application Online Sharing Session was conducted in the beginning of the year in which students learned from the experience of old boys.</li> </ul>

<p>in the process of their applications.</p>	<p>countries.</p> <ul style="list-style-type: none"> <li>• Students are able to draw reference and benefit from the activities which introduce to them overseas studies experience.</li> <li>• Increased rate of successful overseas studies application. To issue recommendation letters and transcripts within 7 working days after student's submission of all documents.</li> </ul>	<p>desire Feedback &amp; reflection through personal contact</p>	<ul style="list-style-type: none"> <li>• An online meeting with Professor Doerrzapf from Cambridge University was arranged for Cambridge applicants to familiarize themselves with the Cambridge admission process. 9 F.5-6 students joined the talk.</li> <li>• An online admission talk given by representatives from Peking University (北京大學), Remin University of China (中國人民大學), and Tsinghua University (清華大學) introduced to students the learning environment of mainland universities and their admission requirements. 70 F.4-6 parents and students enrolled to join the talk.</li> <li>• University of British Columbia gave students an online admission talk of the university. 28 parents and students jointed the talk.</li> <li>• Many universities were offering online admission seminars in response to the COVID-19 pandemic and the information was disseminated to students through eClass and Google Classroom.</li> <li>• Students interested in Peking University and Tsinghua University were selected to apply for school principal nomination scheme.</li> </ul>
<p><b>2.5 Elective subjects Fair for F.3 students</b></p> <ul style="list-style-type: none"> <li>• Help students to know the curriculum, coursework and assessment of the F4 elective subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior students' experience sharing provides relevant information to F.3 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback from F.3 students and F.3 Form Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the COVID-19 pandemic, the fair was cancelled. Instead, online sharing sessions given by senior form students were organized in May, following the F.3 Career programme.</li> <li>• The subject representatives shared their experiences in studying the DSE electives.</li> <li>• Feedback from F.3 students and form teachers was very positive. They appreciated the effort of the senior form subject representatives and believed that they received useful advice.</li> </ul>
<p><b>2.6 F.4 Placement Talk for F.3 students and parents</b></p> <ul style="list-style-type: none"> <li>• Working in conjunction with Home-School Cooperation Team.</li> <li>• Aims at helping students best match their interest &amp; ability with their choice of study and inform them of the</li> </ul>	<ul style="list-style-type: none"> <li>• Students fully understand the features &amp; demands of subjects offered in F.4.</li> <li>• Students are aware of their own ability, interest &amp; suitability in choosing different subject</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Survey on the academic performance of students in F.4</li> <li>• Statistics on number of</li> </ul>	<ul style="list-style-type: none"> <li>• The talk was organized in hybrid mode (face-to-face and online)</li> <li>• All F.3 parents and students were invited.</li> <li>• They were informed of the appropriate attitudes and values necessary for a successful senior</li> </ul>

opportunities of tertiary studies and future academic/career options with their choice of subjects.	<p>combination.</p> <ul style="list-style-type: none"> <li>• Students have an idea of the correlation of choice of study with the tertiary studies &amp; ultimately academic requirement for different careers.</li> <li>• Parents are well informed of school policy and understand their role in providing support to their children.</li> </ul>	students changing/dropping subjects in F.4/5	<p>form study.</p> <ul style="list-style-type: none"> <li>• They were informed of entrance requirements of local universities.</li> <li>• Strategies and advice about subject choice were given.</li> </ul>
<p><b>2.7 F.3 Post Exam Career Programme</b></p> <ul style="list-style-type: none"> <li>• The one-day summer programme is designed to assist third-formers with the process of life planning and career development.</li> <li>• The program aims to help them plan their senior secondary school life with regard to university and scholarship applications.</li> <li>• It aims to equip students with proven and effective study skills which will enhance learning efficiency and stimulate them to set realistic goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are aware of the career and academic development starting from F.4.</li> <li>• Students are equipped with effective study skill and the self-confidence in study.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Survey on the academic performance of students in F.4</li> </ul>	<ul style="list-style-type: none"> <li>• The attendance rate and the degree of participation of Form 3 students was high as most of them paid attention to the sharing.</li> <li>• From the tests they had a better understanding towards their learning mode and the type of learners.</li> <li>• After the event, some Form 3 students even stayed behind to chat with the guests speakers who are also our old boys from 2020 and 2022. From the interaction, students were able to have in depth understanding towards the struggling and experience of the old boys.</li> </ul>

**Target 3: To equip students with careers and life planning skills**

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>3.1 Junior Achievement Hong Kong (JAHK) Workshops</b></p> <ul style="list-style-type: none"> <li>• To participate in career and life planning programmes run by JAHK.</li> <li>• To involve students of both junior and senior forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Students acquire the communication and teamwork skills that help them to excel in school, careers and the community.</li> <li>• Students appreciate the importance of life skills which are necessary in any situation.</li> <li>• Students are interested to discuss business dilemmas and ethical solutions.</li> <li>• 80% attendance rate of enrolled students</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Feedback &amp; reflection through personal contact</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 13 F3-5 students joined the online JA Finance for Future Workshop</li> <li>• The Old Boy business volunteers, financial analysts and experts , shared their professional experience and knowledge in the workshop.</li> <li>• Students recognized the importance of being able to identify sources of income as well as the attitudes, skills, knowledge and behaviour to manage current income and make financial plans as they transition to higher education or the job market.</li> <li>• The participants gave positive feedback to the workshops and agreed that the workshop objectives were achieved.”</li> </ul>



Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>3.2 Medicine Career Workshop &amp; Interview Practice</b></p> <ul style="list-style-type: none"> <li>To give an overview of careers in medical related field</li> <li>To prepare students to pursue tertiary education in medicine</li> <li>To conduct mock interview practice</li> </ul>	<ul style="list-style-type: none"> <li>F.6 students are able to make a success of the university interview.</li> <li>All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee.</li> <li>All participants can formulate a plan towards a medical profession.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Success rate in JUPAS admission</li> </ul>	<ul style="list-style-type: none"> <li>60 F.4-6 students joined the online LSC Medicine Career Workshop on 4 Dec 2021.</li> <li>Types of medical careers were introduced. Students knew more about the different career prospects of a medical student so that they can plan for their medical training.</li> <li>Students found the interview practice very useful and knew how to prepare themselves for the interview.</li> <li>CUHK Faculty of medicine gave an online admission talk introducing their medicine programmes on 4 Nov 2021. Around 60 F.5-6 students attended the talk.</li> <li>Another guided tour was organized on 23 Nov 2021 to help students to know more about the facilities of the new CUHK Medical Centre.</li> <li>Two interview workshops has been provided by HKU Medical Faculty on 17 Nov and 11 Dec to help prepare students for the medicine interview.</li> <li>The Careers Team joined force with the HKU Faculty of Medicine to provide students the online HKU Medicine Pilot Programme 9 Apr 2022. 40 F.5 students enrolled to join the programme.</li> </ul>
<p><b>3.3 Mock Interview for F.5 students</b></p> <ul style="list-style-type: none"> <li>To coordinate with OBA and school English department to organize a compulsory mock interview for F.5 students.</li> <li>To prepare students for the scholarship and university interview.</li> <li>Teaching materials like sample interview questions will be prepared. Students will be guided in the English lessons to prepare for the mock interview.</li> </ul>	<ul style="list-style-type: none"> <li>Students can acquire the skills and attitudes to prepare for the interview.</li> <li>Students acquire the communication skills that help them to excel in school, careers and the community.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback through causal talk</li> <li>Success rate in JUPAS admission</li> <li>Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>OBA has recruited 9 distinguished old boys as interviewers.</li> <li>9 F.6 current students were recruited to help facilitate the event.</li> <li>The attendance rate was very good.</li> <li>Most students prepared well for the interview and dressed appropriately.</li> <li>The interviewers, who are old boys as well as professionals, gave prompt and constructive feedback to the students.</li> <li>The F.6 student helpers met the old boy interviewers after the interview to discuss about further study and career options.</li> </ul>

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>3.4 Speaking &amp; Presentation Skill Workshop for F.5</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of speaking &amp; presentation skills in career development</li> <li>• To acquire the skills of a good speaker</li> </ul>	<ul style="list-style-type: none"> <li>• 80% attendance</li> <li>• Students are actively involved in the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey on students' feedback</li> <li>• Students' response in the workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking tips and interview skills were introduced during the workshop.</li> <li>• Students were highly involved. They actively asked questions concerning application and admission.</li> </ul>

**Target 4: To enrich students' exposure to the world of work**

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>4.1 Job Shadowing Programme</b></p> <ul style="list-style-type: none"> <li>To coordinate with OBA to organize job shadowing programme for F.5 students.</li> <li>To coordinate with NGOs to provide job shadowing opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware of the demands of the authentic working world.</li> <li>Students are educated about the requirement of different professions.</li> <li>Students are able to learn the right work ethics and protocol.</li> <li>Students may develop their career aspirations and form the first idea of their future career plan.</li> <li>Students explore their career options and build up values which are essential for their future success.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of students' performance in the workplace</li> <li>Reports and reflection written by students</li> <li>Feedback from mentors and OBA</li> <li>Feedback from mentors and companies</li> </ul>	<ul style="list-style-type: none"> <li>A total of 44 job shadowing posts were provided by 13 programmes.</li> <li>Most students attended the job-shadowing day punctually</li> <li>Students agreed that the programme helped them understand more about the world of work and the knowledge and skills required at work.</li> <li>Students commented that the old boys did a good job in the programme that they have learned a lot in the activities. The experience also helps them clarify some pre-occupied thoughts about a sector.</li> </ul>
<p><b>4.2 Careers Day</b></p> <ul style="list-style-type: none"> <li>To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each.</li> <li>To foster a mentor relationship between students and the Old Boys.</li> <li>To advise students on their choice of further studies and career planning.</li> <li>To give students pictures of real-life work field.</li> </ul>	<ul style="list-style-type: none"> <li>Students find the information useful for their choice of career.</li> <li>Students find the information useful for their career and study plan.</li> <li>Students can make connections with the old boys.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Feedback of the old boys</li> <li>Observation of the discussions</li> </ul>	<ul style="list-style-type: none"> <li>Eight online career talks were conducted by old boys.</li> <li>35 old boys helped in this event.</li> <li>126 F.4 &amp; 5 students attended.</li> <li>Many students found the information very useful and informative.</li> </ul>
<p><b>4.3 Career visits</b></p> <ul style="list-style-type: none"> <li>To organize visits to companies, tertiary institutions and other organizations.</li> <li>To expose students to wider career options including paramedical professions, STEM, etc.</li> <li>To involve students of both junior and senior level.</li> </ul>	<ul style="list-style-type: none"> <li>Students are open to different professions by site visit.</li> <li>Students have some preliminary idea of real working situation in a company or firm.</li> <li>Students feel interested in the visit and want to know more.</li> <li>Students form the first idea of future career.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Casual conversations with students</li> </ul>	<ul style="list-style-type: none"> <li>Many organizations were offering online workshops in response to the COVID-19 pandemic and the information was disseminated to students through eClass and Google Classroom.</li> <li>A Career Talk on "Entrepreneurship as your first job – a new proposition" was held in November to provide an overview of the Innovation &amp; Technology sector.</li> </ul>
<p><b>4.4 LSC x Deloitte Workshop</b></p> <ul style="list-style-type: none"> <li>To coordinate with old boys in Deloitte and school BAFS department to organize career talks and job shadowing programme for</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware of the demands of the authentic working world.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Reports and reflection written by students</li> </ul>	<ul style="list-style-type: none"> <li>3 online career talks about FinTech and Greater Bay Area has been organized.</li> <li>The number of attendees of 3</li> </ul>

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
BAFS students.	<ul style="list-style-type: none"> <li>Students are educated about the the application of FinTech in commercial world.</li> <li>Students are shown the recent development and opportunities in Greater Bay Area</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from mentors</li> </ul>	<p>talks are around 80, 70 and 50 respectively.</p> <ul style="list-style-type: none"> <li>15 BAFS students have been selected to join the job shadowing program organized by Deloitte.</li> <li>All students attended the job-shadowing punctually. Quite a number of them proactively asked for more information based on their interest and aspiration.</li> </ul>

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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p><b>5.1 Teachers' Professional Development in Careers and Life Planning</b></p> <ul style="list-style-type: none"> <li>To equip F.5-6 Form teachers 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.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are aware of the careers and life planning needs of their students.</li> <li>Form teachers are more confident in implementing the career education curriculum in their class.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>A briefing was given to all F.6 Form Teachers regarding to JUPAS and alternative pathways.</li> <li>Form Teachers were well equipped to provide career guidance to their classes.</li> <li>Relevant career information was given to individual subject panel heads. Panel heads are aware of the career opportunities related to their field.</li> </ul>

**Career and Life Planning**

**Financial Report**

Expenses	Amount \$
General Expenses	2,534.00
Form teacher period materials	14,599.87
Total	17,093.87



**LA SALLE COLLEGE**

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

**Annual Report**

**2021-2022**



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

No.	Program	Implementation Methods	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required	Remark
1	After-school tutorial sessions	Weekly tutorials for revision and consolidation Chinese learning activities  (During the pandemic, tutorial lessons will be conducted online.)	Oct 21 to June 22	Students' Chinese marks improve in the final examination. Over 70 % attendance rate Students think the tutorials are useful	Teachers' observation Questionnaire Feedback from students Worksheets	Subject teachers	Teaching & learning material  Chinese teachers of NCS classes	The tutorial lessons for F.1-3 were held every Monday. For F.4 class, students were required to have tutorial lessons every Thursday to enhance their skills in reading, writing and speaking.
2	Lunch time Chinese Reading Scheme	Students have to read a designated Chinese Book per month with local students in lunch time  Students finish a book report per month	Oct 21 to May 22	Students can summarize 3 books in their own words. Students think reading Chinese storybooks is interesting	Observation Feedback from students	Subject teachers  Local students	Chinese teachers of NCS classes  Local volunteers Books	Cancelled due to pandemic.
3	Study Tour related to Chinese culture  F.4-5 Taiwan Service Programme  F.3 Shanghai Study Tour	Have lessons in a local school Visit Chinese cultural attractions in Chinese cities Outdoor activities and exercises to enhance students Chinese speaking skills	Shanghai: Apr 22  Taiwan: Apr 22  Other programmes	Students can finish the exercises and activities Students are interested in Chinese culture.	Projects Presentation	Subject teachers  Exchange team	Chinese teachers of NCS classes  Activity materials	Cancelled due to pandemic
4	NCS Chinese e-Learning Scheme	Introduce e-learning in order to take care of student diversity  Revise the curriculum to encourage more able students	Sept 21 to June 22	80% of students agree e-learning platform can help improve their Chinese  Students hand-in at least 10 CA tasks through e- platform	Teachers' observation Questionnaire Feedback from students	Subject teachers	Electronic devices  Chinese Learning Apps  Chinese teachers of NCS classes	Done. Nearpod, Quizlet are the most commonly used e-resources. It contained pre-lesson tasks, lessons' activities and post

		Weekly tutorials to revise and consolidate the learning of Chinese with electronic resources		Students think the online resources are useful				lesson tasks.
5	Development of Chinese History teaching-learning materials	Preparing e-learning materials and worksheets to facilitate NCS students to learn Chinese History in CHINESE	June 21 to June 22	14 topics related materials are prepared.  80% students pass the Chinese History Exam (Amended)	Teachers' observation  Exam paper  Worksheets	Subject teachers	Computers  Multimedia resources	Done. The curriculum for F.1-3 has been well-established this year. One PTH lesson will be replaced by the Chinese History lesson. The content has been examined in the exams.

To support the implementation of the NCS Programme under the Project -

Extra Manpower	Job Description	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Resources Required	Remark
<ul style="list-style-type: none"> <li>Teacher for NCS Chinese</li> </ul>	<ul style="list-style-type: none"> <li>Assists in all kinds of programmes and activities for NCS students</li> <li>Assists in the After-school Chinese enhancement class for students who are joining GCE/GCSE</li> <li>Helps prepare NCS Chinese Electronic teaching and assessing resources for each Form</li> </ul>	<ul style="list-style-type: none"> <li>Sept 21 to Jul 22</li> </ul>	<ul style="list-style-type: none"> <li>Helps NCS students in learning and adaptation</li> <li>Being rated satisfactory or above in performance</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Performance evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Kita Chan</li> </ul>	<ul style="list-style-type: none"> <li>Grant for hiring the posts</li> </ul>	The grant is not enough to cover the amount of hiring two NCS teachers because of the decreasing number of NCS students in our school.

## Expenditure

	Item	Details	Expenditure	
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	\$	1,106,563
2	Integrated cultural experience activities		\$	0
3	Teaching Materials		\$	200
4	E-learning Resources		\$	0
5	Chinese Books Reading Scheme	Books and Prizes	\$	0
6	Learning enhancement workshops	Materials, tutorials and administration	\$	0
		Total:	\$	1,106,763

## National Security Education 2021-2022

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
School administration	<p>(1) Task force on safeguarding national security and national security education holds meetings three times per year to produce work plan and annual report to EDB.</p> <p>(2) Disseminate relevant information on National Security Law through staff meetings and school circulars.</p> <p>(3) National flag raising on 1<sup>st</sup> Jan, 1<sup>st</sup> Jul and 1<sup>st</sup> Oct, as well as 15<sup>th</sup> Apr and 4<sup>th</sup> Dec (on a school day)</p> <p>(4) Refine the mechanism for campus patrol and take effect in the beginning of the first term</p>	<p>(1) A task force group was formed in September 2021. Members included Principal, Vice-Principals, Discipline Master, Guidance Mistress, Home-school Cooperation Team Master and National, moral and civic education team Master. Dates of meetings were 15 Sep 2021, 4 Jan, and 27 Jul 2022. Meeting minutes are kept in Google Drive.</p> <p>(2) Two eCircular were sent to all staff on 20 Sep 2021 and 19 Jan 2022. The book “維護國家安全法讀本” was distributed to all teachers.</p> <p>(3) 1<sup>st</sup> term: National flag was raised at LG2 on 1/10 and 1/1. Flag raising ceremony was conducted on Speech Day (19/11), 26/11 and 13/12. Flag-raising video was played in the classroom on 1/9 and 10/9.</p> <p>2<sup>nd</sup> term: National flag was raised at LG2 every school day and on 1/7. Flag raising ceremony was conducted weekly at form assemblies, including exam period and assessment week in the school hall by different uniform groups and/or moral &amp; civic education ambassadors.</p> <p>(4) Teachers took turn to be the daily duty teacher (6 ppl per school day) to patrol on campus before school, during recess, lunch time and after school until 5:30pm, at which all students are required to leave the campus. All daily duty teachers were required to fill in the electronic logbook after patrol duty.</p>	<p>(1) The task force formulated a work plan on various areas, and compiled a school-based procedural manual to list out strategies, guidelines and contingency measures to duly prevent political activities from permeating the school.</p> <p>(2) All teachers signed to acknowledge the eCircular and the book.</p> <p>(3) 1<sup>st</sup> term: All students stood solemnly when the national anthem was played during Form teacher periods.</p> <p>2<sup>nd</sup> term: Only one form level of students attended the weekly flag ceremony so as to maintain social distancing in the school hall.</p> <p>(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.</p>

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>(5) Refine the mechanism and procedures for hiring out of school facilities and take effect in the beginning of the first term</p> <p>(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</p> <p>(7) Refine the school's mechanism and procedures for organising activities to ensure that activities to be held under the name of the school do not involve acts and activities that endanger national security</p>	<p>(5) New regulations were applied to the school facilities booking for outsiders and/or old boys' homecoming reunion. Convenor should sign the declarations regarding National Security in the facility booking application form.</p> <p>(6) All new books are checked against the OPAC of HK Public library before they are catalogued. All existing Chinese book titles have gone through the above checking process by the School Librarian.</p> <p>(7) The Principal announced the related policy and the declaration statement in the staff meeting on 17 Jan 2022 and eCircular on 19 Jan 2022. The disclaimer statement is to be read by the MC or shown on the screen of the TV wall before the commencement of an activity / event / talk.</p>	<p>(5) After consulting legal advice from the IMC, the declaration is written as "The remarks, stance and acts of my organization are not related to La Salle College and do not represent the stance of La Salle College or her teachers / students."</p> <p>(6) Originally it was planned to start with reviewing all English books first, but the plan changed to Chinese books first.</p> <p>(7) All teachers signed to acknowledge the eCircular dated on 19 Jan 2022.</p>
Staff management	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>PDP for Secondary School Principals and Teachers 2021/22 was sent to all teachers.</p> <p>The Principal explicitly mentioned at the staff meetings on 17 Jan 2022 and 18 Jul 2022 regarding teachers' professional conduct:</p> <ul style="list-style-type: none"> <li>- Teachers must not include students into social media platforms</li> <li>- Teachers should observe relevant laws and regulations related to education, e.g. National Flag and Anthem, National Security Law etc.</li> </ul> <p>The Principal also reminded teachers to take the Basic Law test for teachers if applicable.</p>	<p>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>

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 and Guidance Teams</p>	<p>(1) All teachers attended the EDB National Security Education Workshop on 31 August 2021. (3 CPD hours)</p> <p>Altogether 60 teachers attended the online courses regarding the Basic Law. Details are as follows:</p> <ul style="list-style-type: none"> <li>- 54 teachers attended the Basic Law Knowledge Enrichment Online Course for Secondary School Teachers. (15 CPD hours)</li> <li>- 20 teachers attended the Advanced Basic Law Knowledge Enrichment Online Course for Secondary School Teachers (24 CPD hours)</li> </ul> <p>(2) Discipline team conducted an in-house training session on 29 Aug 2021. Guidance team conducted an in-house training relating on 10 Feb 2022.</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>A sharing session of the academic content of the NSE workshops was conducted during Academic Council meeting on 14 Jul 2022 by the Moral &amp; Civic Education Coordinator.</p> <p>(2) Discipline teachers was clear about identifying illegal or unauthorized behaviours, as well as handling procedures. Guidance teachers understood the role of counselling teachers and how they can cultivate students' sense of responsibility, respect for rule of law and commitment.</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>(3) Teaching current issues in Mainland China through subject-based case studies</p>	<p>(1) All panel heads submitted their subject panel work plan regarding reviewing and enriching curriculum contents to the Academic Council in the 1<sup>st</sup> term.</p> <p>(2) Google Shared Drive was created for various KLAs. Panel heads were responsible to upload learning &amp; teaching materials, lesson plans, and/or evidence of implementation. All files are to be kept for three years.</p> <p>(3) Case studies were taught in various subjects, as well as in some of the activities held by ECA clubs &amp; societies throughout the year.</p>	<p>(1) A general report was compiled by the Vice-Principal to consolidate the new curriculum contents and to categorize into seven strands.</p> <p>(2) Google Shared Drive was open to the Panel heads of the same KLA to access to enhance collaboration.</p> <p>(3) Panel heads and team heads uploaded the materials in the respective Google Shared Drive.</p>

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<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>(7) Appreciate Chinese culture using variety of teaching materials and strategies</p>	<p>(4) It was implemented in various subjects, and as well as in some whole-school activities organized by the Moral &amp; Civic Education Team and the History and Heritage Society.</p> <p>(5) Not physically done due to closure of border. Online exchange programmes were held between our school and sisters schools, e.g. High School Affiliated to Renmin University of China in April and Zhongshan Jizhong Agile School in June 2022.</p> <p>(6) Talks on vaccine was held on 14 Sept for F.1 boys by Old boy doctors. Nanjing Massacre Commemorative Activity was held on 13 Dec 2021 for F.3 boys.</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>(4) All students were actively engaged in participating the online quiz regarding the National Day, the National Constitution Day and the NSE Promotion Day. History and Heritage corridor is now being built to record the history of our school and Kowloon City.</p> <p>(5) The Exchange team and the CSD panel will prepare for the outbound trip, once the border reopens in the next academic year.</p> <p>(6) The feedback for the vaccine talk was positive. The Commemorative Activity supplemented the contents in F.3 Chinese History.</p> <p>(7) Panel heads and team heads uploaded the materials in the respective Google Shared Drive.</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 the law.</p> <p>(3) Briefing to all staff and students on new practices regarding NSL</p>	<p>(1) Discipline Team updated the team handbook and prepared a draft for “student guidance and discipline” session in the Teacher Handbook.</p> <p>(2) New regulations relating to the national security were included 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 2021 and at the first online assembly targeting all students.</p>	<p>(1) Submitted to the Principal for further compilation.</p> <p>(2) Discipline Master reminded students to read the new regulations during the school assembly.</p> <p>(3) Teachers and students were aware of the new practices regarding national security law.</p>



Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>(4) Briefing to parents at PTA AGM on new practices regarding NSL</p> <p>(5) Set up a 3-tier counselling and prevention plan and produce an advisory handbook for teachers</p> <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 to participate in the EDB Student Ambassador Scheme to become role models for their peers and encourage positive values and attitudes among students</p>	<p>(4) Briefing session were held at the PTA annual general meeting on 17 Sept 2021. Discipline Master was invited to deliver the speech.</p> <p>(5) Guidance Team compiled a counselling handbook for all teachers and distributed to all teachers on 27 August 2022.</p> <p>(6) All records are kept by the Guidance Team.</p> <p>(7) Mindfulness programme was completed on 26 November 2021 for all F6 boys. Guidance Team implemented a class-based mindfulness programme using video clips.</p> <p>(8) 15 boys from F.1 to F.4 were recruited to join the Moral and Civic Education Ambassadors</p>	<p>(4) 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> <p>(5) All teachers received one copy of the counselling handbook.</p> <p>(6) No such record at this moment.</p> <p>(7) The feedback was very positive. Both programmes will be continued in the next academic year.</p> <p>(8) The boys participated actively in the ambassador scheme. Some of them were invited to deliver the “Speech under the Flag” after the flag-raising ceremony at the form assemblies.</p>
Home-school cooperation	<p>(1) Organize PTM to brief parents on new practices regarding NSL</p> <p>(2) Reminders are sent to all parents on emergency situation.</p> <p>(3) Collaborate with PTA and organize activities relating to parenting and handling emotion problems, and on promotion of moral, civic and national education to</p>	<p>(1) Briefing session were held at the PTA annual general meeting on 17 Sept 2021. 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) 8 webinars were held by the PTA. Two of them were related to National Security. They were: Vaccination talk on 23 Oct 2021 and Cyber safety talk (co-organized with Moral &amp; Civic Education Team)</p>	<p>(1) The contents and the expectations were delivered clearly and explicitly. Parents were aware of the new 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 of parenting and civic aspects.</p>

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>cultivate positive values and healthy lifestyles among students</p> <p>(4) Encourage parents to participate in the seminars which promotes moral, civic and national education</p>	<p>on 23 Apr 2022.</p> <p>(4) Parents were encouraged to join the webinar through email and WhatsApp groups</p>	<p>(4) The average participation rate for parents' webinar was high. Online and hybrid modes were welcomed by parents.</p>
Others	NIL		

## Awards and Prizes in 2021-2022

### Subject Prize Winner

#### Form 1

English Language.....	(1F) YEUNG Tsz Yuen
Mathematics.....	(1E) LAM Ching Yin
Chinese Language.....	(1C) WONG Chun On
Life and Society .....	(1G) WANG Qiaowei David
French .....	(1A) GANDHI Anish
Chinese History .....	(1F) WONG Pak Yin Jason
Geography.....	(1E) LAM Ching Yin
History .....	(1E) LAM Ching Yin
Information & Communication Technology.....	(1D) LEUNG Shun Him
Science.....	(1E) LAM Ching Yin
Putonghua.....	(1E) YIN Minyang
Design and Technology.....	(1F) YEUNG Tsz Yuen
Music.....	(1C) MAN Pak Him
Physical Education.....	(1C) LAU Ho Yeung
Visual Arts.....	(1C) MAN Pak Him

#### Form 2

English Language.....	(2A) WONG Hoi Chun Daniel
Mathematics.....	(2G) LO Lok Louis
Chinese Language.....	(2G) YANG Yat Marcus
Life and Society .....	(2F) TANG Joy Yen Kurt
French .....	(2A) RAVEENDRA Kumar Leandro Sylvester
Chinese History .....	(2A) MAK Chun Hin Ivan
Geography.....	(2F) CHAN Chun Yu
History .....	(2C) CHAN Ming Hong
Information & Communication Technology.....	(2C) GAO Chap Chi
Science.....	(2A) MAK Chun Hin Ivan
Putonghua.....	(2D) WANG Zi Cheng
Design and Technology.....	(2E) YANG Sen Matthew
Music.....	(2A) MAK Chun Hin Ivan
Physical Education.....	(2D) GAO Ming Ngai
Visual Arts.....	(2A) SIU Yuk Nam

### Form 3

English Language.....	(3D) MOK Wing Hang Alex
Mathematics.....	(3A) CHAN Pok Hin Anson
Chinese Language.....	(3E) HUNG Kwan Kei
Life and Society .....	(3E) HUNG Kwan Kei
French .....	(3A) CADANG Jeremy Cesar Dearaw
Biology .....	(3A) CHAN Pok Hin Anson
Chemistry .....	(3A) CHAN Pok Hin Anson
Chinese History .....	(3C) LAM Cho Chak Andrew
Economics .....	(3G) HO Cheuk Yiu
Geography.....	(3B) WU Cheuk Ching Justin
History .....	(3B) TAM Yat Kwan
Information & Communication Technology.....	(3C) LAM Cho Chak Andrew
Physics .....	(3A) WANG Cheuk Yu
Putonghua.....	(3A) HUANG Yufeng
Music.....	(3A) DALANI Sahil
Physical Education.....	(3G) LUO Ka Cheong
Visual Arts.....	(3F) CHAN Ho Oscar

### Form 4

English Language.....	(4D) LAM Yu Ching Timothy
Mathematics.....	(4G) LEE Ching Sum
Chinese Language.....	(4G) KWOK Chun Hei Andison
Citizenship and Social Development .....	(4D) TAM Shun Yin
French .....	(4F) BROWN Tyler Earl
Business Accounting and Financial Studies.....	(4E) CHOI King Him
Biology .....	(4G) HUI Long Brian
Chemistry .....	(4G) LEE Ching Sum
Chinese History .....	(4C) WONG Jing Yin Ian
Economics .....	(4F) LEE Long Sze Lonz
Geography.....	(4D) CHENG Alvin Hiu Yeung
Information & Communication Technology.....	(4F) LEE Long Sze Lonz
Physics .....	(4G) LEE Ching Sum
Music.....	(4F) SINGH Harman
Physical Education.....	(4E) YEUNG Tsz Fung

### Form 5

English Language.....	(5F)	SHEIK Mahmood Afif
Mathematics.....	(5G)	MAK Chi Hin Bryan
Chinese Language.....	(5G)	WONG Ho Yan
Liberal Studies.....	(5G)	CHAN Hoi Chi
French.....	(5F)	SHEIK Mahmood Afif
Business Accounting and Financial Studies.....	(5G)	LIU Yi Qun
Biology.....	(5G)	WONG Ho Yan
Chemistry.....	(5G)	WONG Ho Yan
Chinese History.....	(5D)	LAM Yeung
Economics.....	(5E)	LAU Kin Fung Leroy
Geography.....	(5F)	KWAN Jeremy
Information & Communication Technology.....	(5F)	CHEUNG Ping Fu
Integrated Science.....	(5C)	WAI Man Hei
Physics.....	(5G)	WONG Ho Yan
Music.....	(5F)	WONG Gregory Christian
Physical Education.....	(5A)	YIU Pak Yu

## Certificate of Merit

### Form 1

1st Place .....	(1E) LAM Ching Yin
2nd Place.....	(1C) WONG Chun On
3rd Place .....	(1F) YEUNG Tsz Yuen
4th Place.....	(1D) LI Sheung
5th Place.....	(1A) NAIR Aditya
6th Place.....	(1E) YAO Jierui Jerry

### Form 2

1st Place .....	(2G) YANG Yat Marcus
2nd Place.....	(2A) WONG Hoi Chun Daniel
3rd Place .....	(2A) MAK Chun Hin Ivan
4th Place.....	(2C) GAO Chap Chi
5th Place.....	(2A) YIU Shun Yat
6th Place.....	(2C) WONG Hubert

### Form 3

1st Place .....	(3A) CHAN Pok Hin Anson
2nd Place.....	(3C) LAM Cho Chak Andrew
3rd Place .....	(3E) HUNG Kwan Kei
4th Place.....	(3B) TAM Yat Kwan
5th Place.....	(3A) WANG Cheuk Yu
6th Place.....	(3F) XU Chi Nam

### Form 4

1st Place .....	(4G) CHUNG Pak Lun
2nd Place.....	(4G) LEE Ching Sum
3rd Place .....	(4G) PONG Pok Him
4th Place.....	(4G) LEUNG Ka Ho
5th Place.....	(4G) HO Yat Man
5th Place.....	(4F) LEE Long Sze Lonz

### Form 5

1st Place .....	(5G) WONG Ho Yan
2nd Place.....	(5G) LIU Yi Qun
3rd Place .....	(5G) LAU Tsz Hong
4th Place.....	(5G) CHAN Hoi Chi
5th Place.....	(5F) MAN Shing Yan
5th Place.....	(5G) NG Pan Yu



## Scholarships and Prizes

September 2021-August 2022

### Hong Kong Scholarship for Excellence Scheme for Overseas Study

YU Yat Hei (Class '16)

CHAN Nok Him (Class '21)

YIP Chun Wai (Class '20)

LAI Ching Kei (Class '21)

### Prince Philip Scholarship

WONG Long Hin Mark (6C)

### Kowloon City District Outstanding Student Award

CHAN Pok Hin Anson (3A)

### Sir Edward Youde Memorial Prize

CHOI Yung Kin (6G)

CHUNG Wai Wing Ivan (6E)

### Harmony Scholarship by Home Affairs Department

GAFFAR SULAIMAN Kader (5F)

GURUNG Supreet (5F)

SHEIK MAHMOOD Afif (5F)

SINGH Harman (4F)

### Good Lasallian Student Award donated by the Class of 1987

WONG Pak Yin Jason (1F)

CHEUNG Ian (3G)

LI Chun Hei (4F)

MO Hong Chun (4G)

YUEN Ching Wing Moses (5E)

CHIU Ho Hin Geoffrey (5G)

NG Pan Yu (5G)

IP Chak Chun Newton (2A)

HUNG Yau Yin (4C)

FONG Man Kit Macon (4G)

YAM Damon (4G)

CHAU Leo Li Heng (5G)

LI Yee Nok (5G)

YUE Tsun Ming (5G)

### Brother Felix Sheehan Memorial Prize for English Language donated by the LSCOBA

TSOI Yi Hang (6D)

LI Chun Hong (6F)

CHEUNG Ngo Hin (6G)

CHOI Yung Kin (6G)

KWOK Ching Long (6G)

LEUNG Ho Lam Ryan (6G)

SHIMAMURA Akira (6G)

HO Kei Yin (6F)

YUEN Tsun Ho Bosco (6F)

CHEUNG Yan Shek (6G)

CHUNG Sze Jun Joshua (6G)

KWOK Long Fung (6G)

WONG Tsz Ho (6G)

### Brother Henry Pang Memorial Prize for Chinese Language donated by LSCOBA

CHAN Cheuk Hang Marcus (6F)

CHOI Yung Kin (6G)

CHEUNG Yan Shek (6G)

LO Tsz Kin (6G)



**Brother Patrick Toner Memorial Prize for Mathematics donated by the LSCOBA**

LO Tsun Ming Melvin (6D)	YU On Chit (6D)
YU Pak Sing (6D)	CHU Chit Mong Nathaniel (6E)
CHU Ho Chung (6E)	CHAN Hung Kang (6F)
CHE Chin Hei (6F)	LAU Yiu Ting (6F)
NG Tsz Hei (6F)	CHAN Ming Chit (6G)
CHEUNG Ngo Hin (6G)	CHEUNG Yan Shek (6G)
CHOW Shing Wing (6G)	CHUNG Sze Jun Joshua (6G)
KONG Lik To (6G)	KWOK Ching Long (6G)
KWOK Long Fung (6G)	LEUNG Yiu Tin (6G)
LO Tsz Kin (6G)	NG Preston Cheuk Him (6G)
SIU Pak Shun (6G)	TANG Ho Yin (6G)

**Brother Anthony Knoll Memorial Prize for Liberal Studies donated by the LSCOBA**

LEE Wing Hang (6E)	CAI Nanpeng (6G)
CHEUNG Yan Shek (6G)	CHUNG Sze Jun Joshua (6G)
LIU Man Hay Pius (6G)	LO Tsz Kin (6G)

**Rev. Father Granelli Memorial Prize for Religious Studies donated by the LSCOBA**

Form 1	TAM Hei Nam Tristan (1B)
Form 2	PANG Cho Nam (2B)
Form 3	LAM Cho Chak Andrew (3C)
Form 4	YU Matthew (4D)
Form 5	WONG Man Yin (5E)
Form 6	LI Chun Hong (6F)

**Brother Bernard Guellec Memorial Prize for French donated by the LSCOBA**

LI Brian Hao Fei (6G)

**Brother Aimar Pierre Sauron Special Prize for Achieving Excellent Results in the HKDSE donated by the LSCOBA**

CHEUNG Yan Shek (6G)	(7×5**)
LO Tsz Kin (6G)	(5×5**)
CHOI Yung Kin (6G)	(5×5**)
CHUNG Sze Jun Joshua (6G)	(5×5**)

**Brother Michael Curtin Memorial Prize for Overall Academic Excellence donated by the LSCOBA**

Form 1	LAM Ching Yin (1E)
Form 2	YANG Yat Marcus (2G)
Form 3	CHAN Pok Hin Anson (3A)
Form 4	CHUNG Pak Lun (4G)
Form 5	WONG Ho Yan (5G)

**Brother Casimir Husarik Memorial Prize for Progress donated by the Class of 1970**

Form 1	CHIK Cheuk Yin (1E)
Form 2	YEUNG Marco (2G)
Form 3	MUI Ho Lam (3B)
Form 4	LEUNG Ka Chun (4F)
Form 5	SIU Long Fung (5E)

**The Best All Round Student Award donated by the LSCOBA**

- Form 2 NG Ames (2F)
- Form 3 HUNG Kwan Kei (3E)
- Form 4 CHAN Chak Fung (4G)
- Form 5 NG Pan Yu (5G)

**Brother Eugene Sharkey Memorial Prize for Sports donated by the LSCOBA**

LOI Hoi Lam (6B)

**Scholarship (for Visual and Performing Arts) donated by the LSCOBA**

CHEUNG Ping Fu (5F)

**Ho Sang Memorial Scholarship (for Scouting activities)**

- LO Kwan Ching Josiah (2E) (F1-3)
- MO Hong Chun (4G) (F4-6)

**Brother Raphael Egan Memorial Prize for Student of the Year donated by the LSCOBA**

CHEUNG Yan Shek (6G)