



La Salle  
College



*Put into practice what you  
learned*

# Annual Report 2018-2019

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## 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 2018/2019

Put into practice what you learned



## 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.



## Vision Statement

To inspire and challenge students to achieve excellence in all things.

## 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 one's 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 2018-2019

### Academic Achievement

The school uses both internal and external assessment data to reflect on the strengths and weaknesses as well as progress of students so as to adjust the approach, methodology and teaching materials adopted. Public examination results were compared with internal assessment results to guide teaching of this 8<sup>th</sup> HKDSE cohort. Teachers were required to give positive encouragement to students and to stretch the potential of students in examination. In addition, the College is obliged to cater for the need of less able students. Based on the data from internal assessments, less able students were identified and subject teachers gave corresponding enhancement to these students in an attempt to lift their performance. Teachers always made use of assessment data to tailor their teaching strategies to cater for the diverse needs of students. The HKDSE results in 2018-2019 were pleasing. There is one student getting 5\*\* in all the 8 subjects. Approximately 45% of grades were 5 or better compared, while 75% were 4 or better. Around 82% attained 3 or above in Chinese, 100% 3 or above for English, 100% 2 or above for Math, and 99% 2 or above for Liberal Studies. In addition, 60% attained entry into the top 3 universities in Hong Kong, out of which approximately 31% students gaining entry to HKU.

Results in Hong Kong, National, and International Olympiads in Maths, Physics, Metropolises and Informatics indicate that the top students are doing as well as last year.

### 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. The emphasis had been shifted from basic acquaintance of ICT tools to more advanced and in depth use of such technique so as to improve the effectiveness of teaching and learning. Teachers were encouraged to obtain Google Education Certification Level 1. This served as an initiative for teachers to make more advanced use of ICT tools as well as thinking deeper in the adoption of such tools. In addition, the development of Unit and Lesson Plans in all subjects was in good progress. This is the initiative to promote the culture of planning-implementation-evaluation as well as sharing resources amongst teachers. The College continued to administer professional development each fortnight alternating between school workshops on up-skilling in specific areas. Teachers shared among themselves strategies so as to better design their lessons to give more individual support to students. Not only the less able students, high achievers were also given more support to further enhance their abilities. In addition, students were given more opportunities in authentic learning. More gifted programmes and exchange programmes were organized so that students were given the chance to challenge themselves and to participate in overseas exchanges.

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 5-8 periods per cycle to have more lesson observation time in their Panels so that professional development could be enhanced. Panel Heads held 'walk-throughs' during the year and had professional dialogue with their members afterwards. Data was collected during the walk-throughs and thus better planning and teaching strategies were shared among teachers.

### Review of the Small Class Teaching for Weaker Students

The split class provision was examined again to see if it was appropriated correctly. The review gave no evidence that split classes improved student performance or added value as there were too many uncontrollable variables. The one controllable significant variable factor however was the teacher – the skills and the relationship with students. Towards this end, the College would continue updating teachers with relevant training and professional development.

The review on the use of resources for enhancement would continue in 2019-2020. The data collected would continue to inform the College in terms of a better deployment of resources in regard to helping less able students improve their 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 JHU 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 focused on 'Reading and Language Across the Curriculum'. In addition, with the IT/BYOD programme and improvement 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 2018-2019

Every year, the Pastoral Council will decide on a theme so that all student support programmes in school will try gear towards the theme reinforcing the message. In 2018-19, the Pastoral theme is **“It is not only what we do we are held responsible, but also for what we do not do”** (Moliere) Through a whole school approach to student support, all teachers are expected to take up a minimum of three student support duties on top of their role as Form Teachers or other functional responsibilities, with an aim of providing every student sufficient and adequate pastoral care. Some of the major programmes in 2018-19 are highlighted in the following

### Moral and Civic Education

The College has a structured curriculum on Moral & Civic Education with a focus on moral education in junior Forms and life skills development in senior Forms. The topics covered in F1-3 Moral Education are Good Discipline and Citizenship, Respect, Responsibility, Problem Solving, Love, Empathy & Compassion, Career Education, Relationship and Sex Education; in F4-5, the topics include Understanding Self, Leadership Skills, Setback & Stress Management, Career Planning Competencies – Writing Personal Statements, Relationship & Responsibility, Etiquette, and in F6, Thinking Outside the Box, JUPAS Application and Success Skills. The Civic Education Team, Health & Environment Promotion Team, Guidance Team, and Assembly Team work together to organize talks and interclass competitions, visits to NGOs, take part in external competitions to bring to heart the message.

### Service Learning

Service is a cornerstone of the Lasallian values. Service programmes are tailored for every form. All F2 students have participated in a service programme called ‘From La Salle with Love’ in late October – reaching out to different elderly homes and centres. This year, the College joined Caritas and other secondary schools in organizing a Mini Games Day for 9 primary schools in May, together with the 3 primary schools the College has treated in the past years. Due to many unforeseeable reasons, only a handful of F3 students have participated. The evaluation results pointed to the fact that due to many logistics and communication problems, the College has decided to host such Games Day on herself as it has done in the past. All F4 students, under the supervision of their Form Teachers, RS teachers, as well as Teacher Advisors from the Service Learning Team, delivered service (giving tuition and coaching) to students of 4 primary schools; St Patrick School, Pak Tin Catholic Primary School, Ping Shek Catholic Primary School and Bishop Walsh Primary School. A

total of 31 visits has been organized from March to April. The feedback from teachers and students is positive. Other service programmes included those offered by the 5 uniform groups – Scouts 17<sup>th</sup> Group, Red Cross, St John Ambulance Brigade, HK Air Cadet Corps, and Police Cadet Corps; as well as the Community Youth Club, UNICEF, HK Award for Young People. Service activities are also organized by religious groups such as Legion of Mary, the Lasallian Youth Movement and the Catholic Society (the latter two giving regular tutorial class to Non-Chinese Speaking students, an activity organized with the Caritas).

### Aesthetics

As part of the Other Learning Experiences, aesthetics workshops and talks are regularly held for F4 and F5 students, including music performances and music appreciation talks, workshops on drama, dance and visual arts, speech and public speaking demonstrations. All students can enrol in the lunchtime Art workshops and Music Corner during the Art Week. The College has very strong music teams – the Wind Orchestra, Chinese Orchestra, Symphony and String Orchestra, and Choirs. The College Music Teams had another very successful year in 2018-19. In the 71st Schools Music Festival, the Symphony Orchestra came Second; the Wind Orchestra the Third; the String Orchestra won the Merit place; the Treble Choir (Chinese, 1<sup>st</sup> Division) Second place and Treble Choir (Foreign Language, 1<sup>st</sup> Division) the Third place. The Chinese Orchestra came First for the 6<sup>th</sup> consecutive year and is awarded the prestigious Yuet Wah Trophy. In the 2nd Hong Kong Interschool Choral Competitions, the Treble Choir won the Silver and the Senior Choir the Bronze prize. In the 16<sup>th</sup> Synergy Hong Kong 24 Drum Competition, the Chinese Drum Team won the Champion in the secondary school session and the Second place in the Set Piece Class.



### Discipline and Counselling

With an integrated approach to guidance and discipline, the College aims at providing all teachers opportunities to engage in discipline and pastoral work. The Discipline Team and Guidance Team teachers take a lead in planning and



implementing suitable programmes for students, which included VIA and Character Strength Programme (organized by HKU) for F1, leadership camp for F4 as well as a tailor made leadership programme for all Discipline Board members, and a service visit to a social enterprise (Food Angel) for F5. Anti-bullying was made a special focus in the junior forms. In 2018-19, a whole school Teachers Patrol system was introduced where all teachers were engaged in keeping a vigilant eye on the campus and the students from 7:30 am to 5:30pm.

## Careers Education

A structured career education curriculum is implemented during the Form Teachers' Period, Form 1-6, in a sequential and systematic manner. Special information sessions are tailored for Form 3 and Form 6 students and parents about advice on Form 4 streaming and university application. The Careers Department is adept at fully engaging the expertise of alumni in programmes like the Careers Day, Overseas Education Talks, Form 5-6 Interview Workshop, and the Job Shadowing Programme. In the latter, more than 90 places were secured in different companies, lasting from 1 to 3 days during the summer vacation. The Careers Department also works closely with external organizations like the Junior Achievement, Life Buddies Mentorship Programme (Commission on Poverty), Education Bureau Business-School Partnership Programme, Careers and Guidance Master/Mistress Association, and The Hong Kong Federation of Youth Groups. Two mega workshops are held every year for F2 and F4. A "Career and Life Planning Workshop" was organized for F4 in January engaging the service of Hong Kong Federation of Youth Groups and one for F2 "Discovery of Life" in June by Stewards Integrated Service Centre for Young People.

Special counselling is provided for F6 students on JUPAS where one career teacher was assigned to look after one F6 class in their academic programme and psychological well-being throughout the year.

## Extra-Curricular Activities

The fifty clubs and societies in school provide every student an opportunity to stretch their potential in cultural, services, interest, sports, religious, and foreign language arenas. A two-day Extra Curricular Activity (ECA) Promotion Fair was held for F1-4 classes where all F1 students successfully enrolled in three ECA's – one from Cultural, Sports, and Service clubs/societies respectively. 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. More than 70% of F5 students have been leaders at some point in school and more than 75% of students have been office bearers of the Student Association/Clubs/Teams by the end of F6.



## Exchange Programmes, Study Tours and Receptions

Twenty-one outbound trips and study tours, lasting from 3 to 18 days, were organized in 2018-2019 to Greater Bay, Shenzhen, Zhongshan, Ningbo, Shanghai, Beijing, Hunan, Xi'an, Wuhan, Osaka, Taipei, France, Spain, Australia, the Netherlands, the UK, and the USA. The school also played host to a number of overseas schools those from the Netherlands, the Philippines, New Zealand, Australia, Argentina, Zhongshan, Ningbo, Shanghai, Beijing, and Taipei. In some of these outbound trips and receptions, home-stay were provided to attain intensive understanding of local cultures. Besides usual cultural or theme-based programmes, 3 trips to Taipei, Detroit, and Michigan were also managed for international competitions or world finals. On the whole, around 400 students were engaged in thirty-five various outbound trips and receptions held in 2018-2019.

## The Student Association

The Student Association, under the guidance of a Steering Committee of select senior teachers, is successful in providing almost half of the student population a chance to serve and trained to be future leaders. Arguably the most democratically elected student body in Hong Kong (one student one vote from F2 to F6), the Student Association acts as a bridge between students and the school authority and has successfully initiated many high quality programmes which allow students to fully employ their creativity, organizational and management skills, marketing and publication techniques while upholding accountability for their work. The Steering Committee has been careful in upholding the tradition and special characteristic of the Student Association – Student led, Student driven – while keeping a vigilant eye and advisory role to their activities. The fine line has proved most desirable in turning out mature, responsible, open-minded student leaders who are willing to listen to others, to co-operate and to delegate, and most important, value integrity and put public interest at forefront.

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 essentially of Form 5 students, took full responsibility for designing, writing and publication of the School Year Book, while mentoring junior students in F3 and F4 to secure a smooth line of succession. 2018-19 Editorial Board has delivered a marvellous job in terms of team work, creativity, initiative, and time management.

## 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.

### Integrated Planning of Student Support Service Programme

During 2012-13 the College mapped the various EDB moral, civic, health, and other student support curriculum and/or curriculum statements with the various support programmes in the College ensuring compliance with the EDB mandatory curriculum. The modules in the following curriculum and student support services programmes cover the mandatory curriculum and/or course statements of the EDB: Career Guidance & Life Planning Education, Health Curriculum, Sexuality Curriculum, Life & Society Curriculum, Civic Education Curriculum, and the PSHE curriculum. In 2016-17 the College revised its Career Guidance & Life Planning Education Programme in light of the extra funding provided by the HK SAR Chief executive. The Career Guidance & Life Planning Education Plan & is published on the College website - Administration: Planning & Reporting.

### 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. We hope these young men, through the programmes and 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.

# Exchange Programme 2018-2019

## Report on Sister School Exchanges

2018 - 2019 School Year

Name of the Mainland Sister School (1):	Shanghai Foreign Language School (SFLS, 上海外国语大学附属中学), Shanghai
(2):	The High School Affiliated to Renmin University of China (RDFZ, 中国人民大学附属中学), Beijing
(3):	Agile Kaiyin School Affiliated to Zhongshan Memorial Middle School (JZKYS, 中山市纪中雅居乐凯茵学校), Zhongshan
(4):	Zhejiang Zhenhai High School (ZHZX, 浙江省宁波市镇海中学), Ningbo

## 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 Programme consisted of the Hong Kong Session and the Shanghai Session. In the Hong Kong Session held on 17 - 23 February 2019, students of La Salle College (LSC) and Heep Yunn School (HYS) provided home-stay to 20 SFLS students who attended lessons in the 2 schools and visited cultural sites, museums and local attractions in Hong Kong.</p> <p>In the Shanghai Session held on 16 - 21 April 2019, 11 LSC students and 8</p>	<ul style="list-style-type: none"> <li>- The Programme aims to provide an authentic language environment in the learning of Putonghua.</li> <li>- To provide students an experience of city differences between Hong Kong and Shanghai.</li> <li>- To understand the history and development of Shanghai.</li> </ul>	<p>As reflected from de-briefings held on the trip, work done by LSC students in their programme booklets and feedback from parents, participants attained in-depth understanding of the culture, history and development of Shanghai by the Programme.</p> <p>By provision of home-stay, participants of both cities acquired a lot of chances in practicing Putonghua and English, as well as experiencing the city differences between Hong Kong and Shanghai.</p> <p>By sharing and lesson observations, teachers of the 2 schools attained professional development regarding various teaching pedagogies in a different education system and</p>	<p>It is recommended to enrich the project-based learning embedded in the Programme and to try more theme-based excursions with tasks / worksheets in both sessions.</p>

	<p>HYS students, led by 4 teachers of the 2 schools, visited SFLS. They were accommodated in dormitory of SFLS on school days and home-stay during weekend.</p> <p>Besides lessons observation, visits to cultural sites, museums, enterprises and local attractions in Shanghai were conducted. The 4 teachers of the 2 schools also attended professional development sharing and lesson observations in SFLS.</p>		<p>understanding of local culture in Shanghai.</p>	
2.	<p><b>Beijing Exchange Programme (F.3 - 4 level)</b></p> <p>The Programme consisted of the Hong Kong Session and the Beijing Session. In the Hong Kong Session held on 15 – 21 February 2019, students of La Salle College (LSC), Heep Yunn School (HYS), and Maryknoll Convent School (MCS) students provided home-stay for 11 RDFZ students who attended lessons in the 3 schools and visited cultural sites, museums and local</p>	<ul style="list-style-type: none"> <li>- The Programme aims to provide an authentic language environment in the learning of Putonghua.</li> <li>- To provide students an experience of city differences between Hong Kong and Beijing.</li> <li>- To understand the history and development of Beijing.</li> </ul>	<p>As reflected from de-briefings held in the trip, work done by LSC students in their programme booklets and feedback from parents, participants attained in-depth understanding of the culture, history and development of Beijing by the Programme.</p> <p>By provision of home-stay, participants of both cities acquired a lot of chances in practicing Putonghua and English, as well as experiencing the city differences between Hong Kong and Beijing.</p> <p>By sharing and lesson observations, LSC teachers attained professional development regarding various teaching pedagogies in a different education system and</p>	<p>It is recommended to enrich the project-based learning embedded in the Programme and to try more theme-based excursions with tasks / worksheets in both sessions.</p>



	<p>attractions in Hong Kong.</p> <p>In the Beijing Session held on 16 – 21 April 2019, 4 LSC students, 9 HYS students and 7 MCS students, led by 8 teachers of the 3 schools, visited RDFZ. They were accommodated in dormitory of RDFZ on school days and home-stay during weekend.</p> <p>Besides lessons observation, visits to cultural sites, museums and local attractions in Beijing were conducted. The 8 teachers of the 3 schools also attended professional development sharing and lesson observations in RDFZ.</p>		<p>understanding of local culture in Beijing.</p>	
3.	<p><b>Zhongshan Exchange Programme (F.1 - 2 level)</b></p> <p>The Programme consisted of the Hong Kong Session and the Zhongshan Session. In the Zhongshan Session held on 7 – 11 November 2018, 17 students and 2 teachers of LSC visited JZKYS. They were accommodated in dormitory of JZKYS and hotel,</p>	<ul style="list-style-type: none"> <li>- The Programme aims to provide an authentic language environment in the learning of Putonghua.</li> <li>- To provide students an experience of city differences between Hong Kong and Zhongshan.</li> <li>- To understand the history of Dr. SUN Yat Sen and the Xinhai Revolution.</li> </ul>	<p>As reflected from de-briefings held in the trip, work done by LSC students in their programme booklets and feedback from parents, participants attained in-depth understanding of the culture, history and development of Zhongshan as well as the understanding of Xinhai Revolution and Dr. SUN Yat Sen by the Programme.</p> <p>By provision of home-stay, participants of both cities acquired a lot of chances in practicing Putonghua</p>	<p>It is recommended to enrich the project-based learning embedded in the Programme and to try more theme-based excursions with tasks / worksheets in both sessions.</p>

	<p>attended lessons and cultural activities in the school. Visits to cultural sites, museums and local attractions in Zhongshan were conducted after school.</p> <p>In the Hong Kong Session held on 10 – 15 March 2019, 28 boy students and 20 girl students of JZKYS, led by their teachers, attended lessons in La Salle College and Heep Yunn School respectively. All guests were accommodated in hotel on their own expense and visited cultural sites, museums and local attractions in Hong Kong.</p> <p><b>Teachers Professional Development Visit</b></p> <p>On 12 – 14 May 2019, 8 LSC teachers conducted a professional development visit to JZKYS. Besides lessons observations and professional sharing with JZKYS administrators and teachers, visits to cultural sites and Zhongshan Memorial Middle School</p>		<p>and English, as well as experiencing the city differences between Hong Kong and Zhongshan.</p> <p>By sharing and lesson observations, LSC teachers attained professional development regarding various teaching pedagogies in a different education system and understanding of local culture in Zhongshan.</p> <p>.</p>	
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	were also conducted.			
4.	<p><b>Ningbo Exchange Programme (F.2 – 5 level)</b></p> <p>The Programme consisted of the Hong Kong Session and the Ningbo Session. In the Hong Kong Session held on 7 – 10 April 2019, 5 boy students of ZHGX, led by their teachers, attended lessons and mathematics related sharing in LSC. All guests were accommodated in hotel on their own expense and visited cultural sites, museums and local attractions in Hong Kong. In the Ningbo Session held on 21 – 26 April 2019, 9 students and 2 teachers of LSC visited ZHGX. They were accommodated in a hotel near ZHGX and attended lessons and cultural activities in the school. Visits to cultural sites, museums and local attractions in Ningbo were conducted after school. The 2</p>	<ul style="list-style-type: none"> <li>- The Programme aims to provide an authentic language environment in the learning of Putonghua.</li> <li>- To provide students an experience of city differences between Hong Kong and Ningbo.</li> <li>- To understand the history and development of Ningbo.</li> </ul>	<p>As reflected from de-briefings held in the trip, work done by LSC students in their programme booklets and feedback from parents, participants attained in-depth understanding of the culture, history and development of Ningbo by the Programme. The positive outcome was also revealed by feedback from students and teachers of the two schools. By sharing and lesson observations, 2 LSC teachers attained professional development regarding various teaching pedagogies in a different education system and understanding of local culture in Ningbo.</p>	<p>It is recommended to enrich the project-based learning embedded in the Programme and to try more theme-based excursions with tasks / worksheets in both sessions.</p>

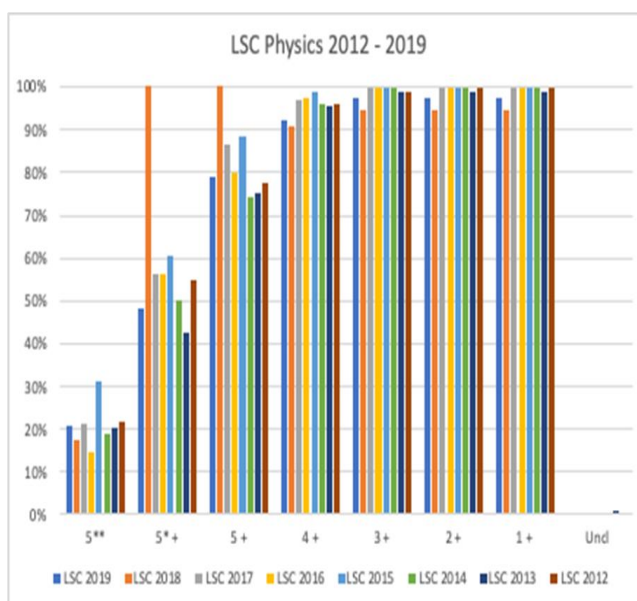
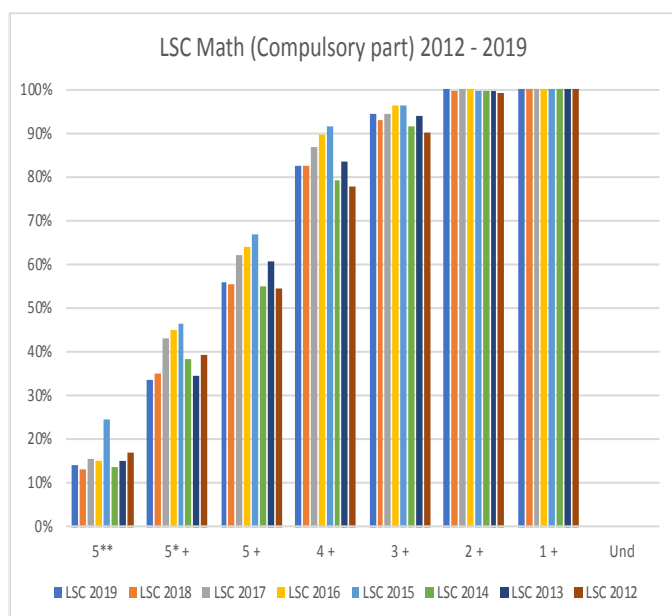
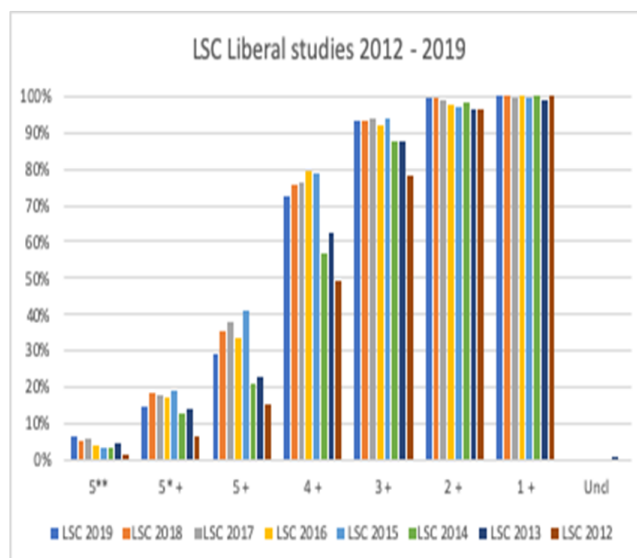
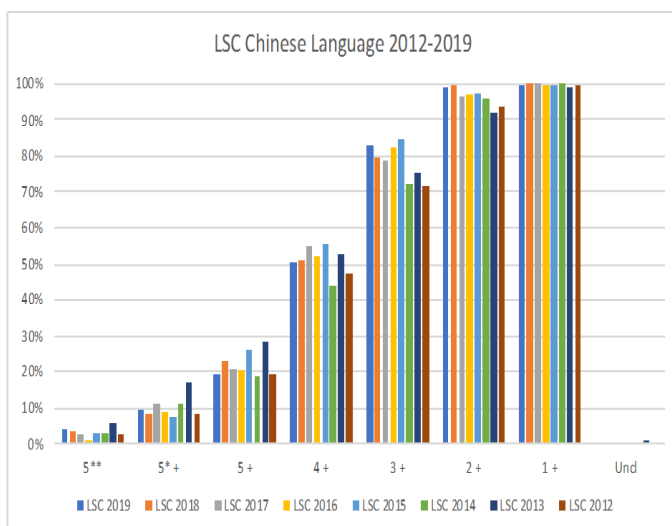
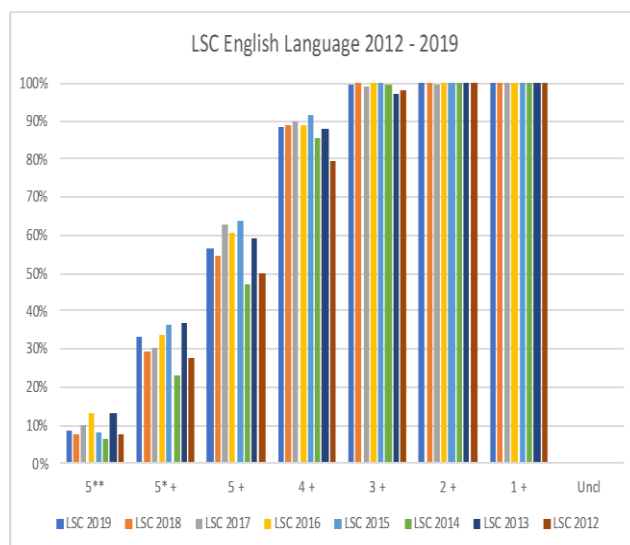
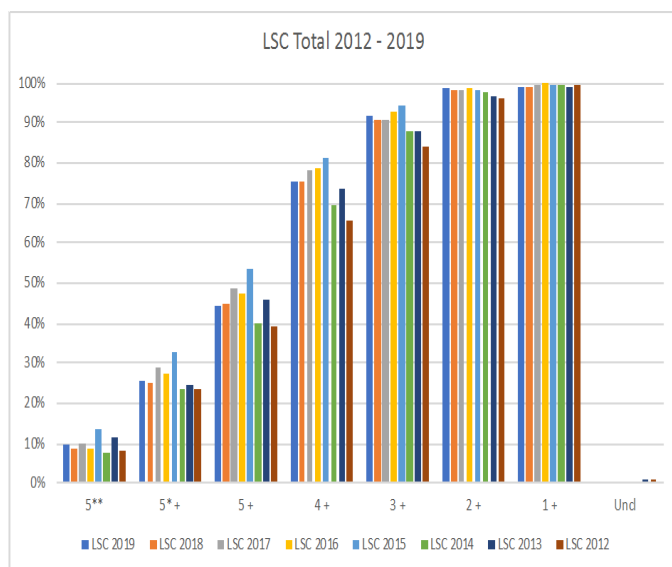
	teachers also attended professional development sharing and lesson observations in ZHZX.			
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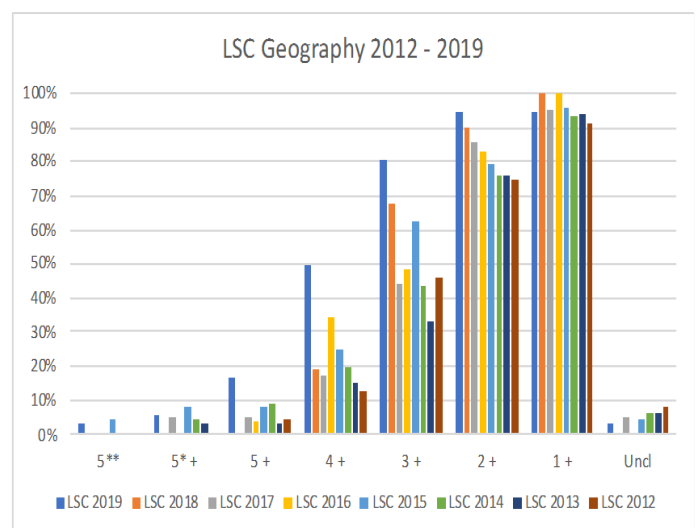
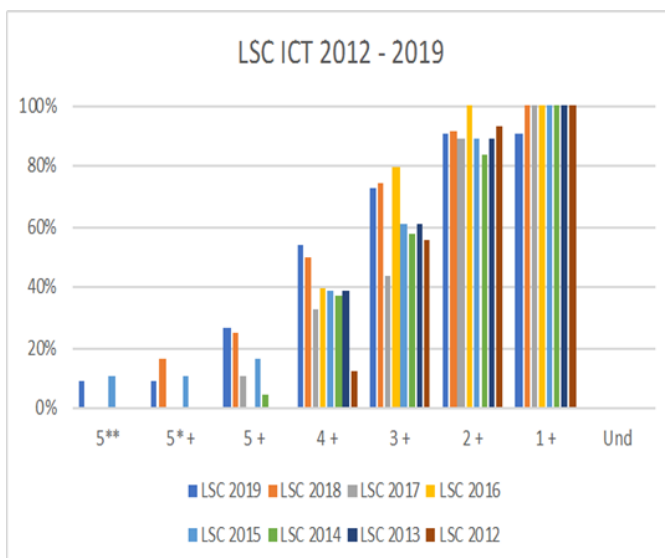
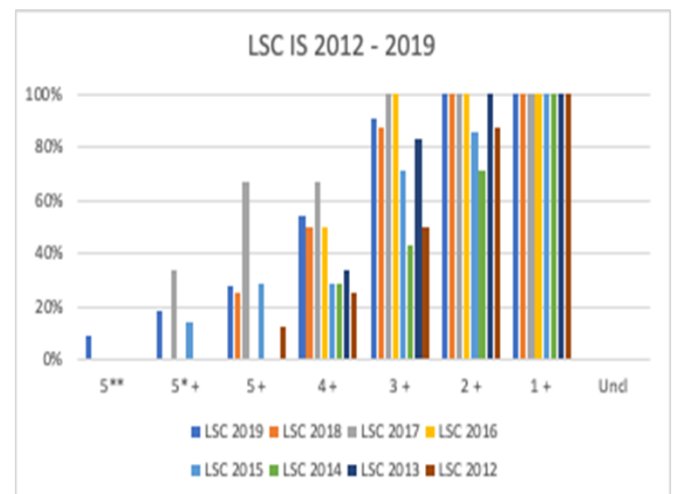
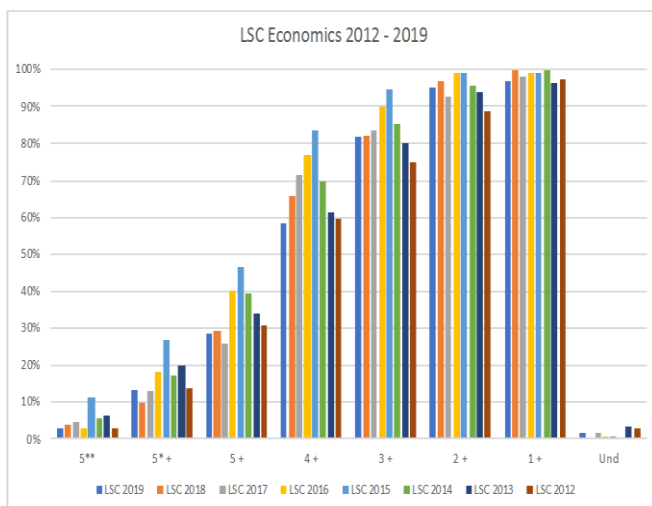
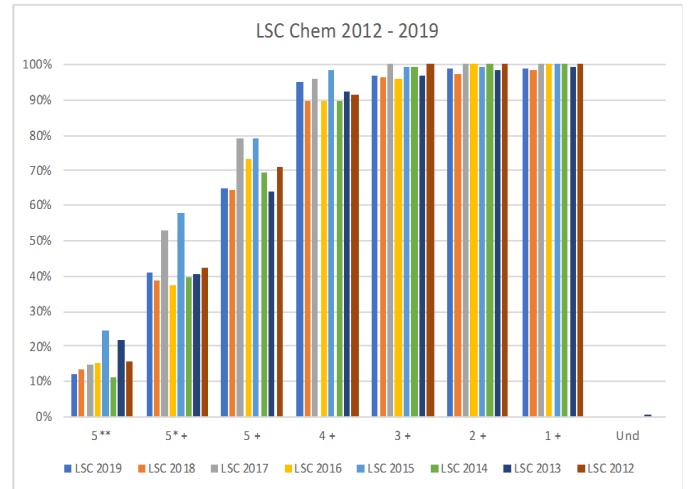
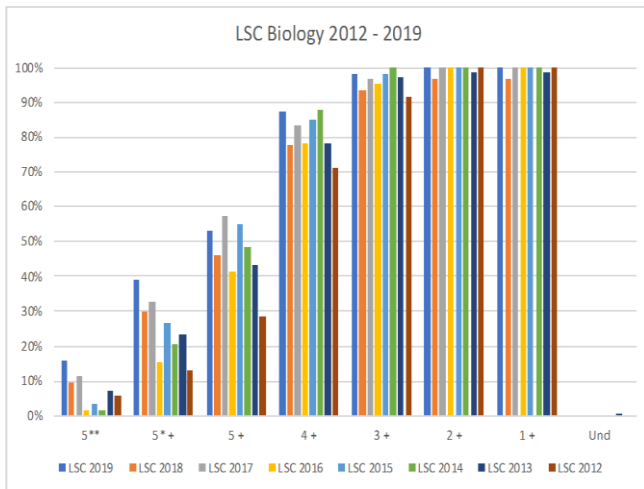
## Part 2: Financial Report

Item No.	Item Name	Expenditure Item	Amount	Remarks
1.	Shanghai Exchange Programme	Air fare of 2 LSC teachers & 11 LSC students (HK\$85,280 x 13/23, shared with HYS in ratio of 13:10)	HK\$48,201.74	Sub-total: HK\$49,897.39
		Meals of guests (HK\$3,000 x 13/23, shared with HYS in ratio of 13:10)	HK\$1,695.65	
2.	Beijing Exchange Programme	Air fare of 4 LSC teachers & 4 LSC students (HK\$100,410 x 8/27, shared with HYS & MCS in ratio of 8:10:9)	\$29,751.11	Sub-total: HK\$40,948.82
		Accommodation in Beijing (HK\$32,898.53 x 8/27, shared with HYS & MCS in ratio of 8:10:9)	\$9,747.71	
		Visa application fee	\$1,450.00	
3.	Zhongshan Exchange Programme	Ferry fare of LSC 2 teachers & 17 LSC students	\$6,000.00	Sub-total: HK10,058.61
		Admission fee in Zhongshan	\$619.11	
		Accommodation in Zhongshan	\$3,439.50	
4.	Ningbo Mathematics Exchange Programme	Air fare of 11 LSC teachers & students	HK\$37,190.00	Sub-total: HK\$48,747.03
		Accommodation of 11 LSC teachers & students	HK\$11,557.03	
Total:			HK\$149,651.85	HK\$149,032.74
Annual Balance of Grant:			HK\$348.15	(to be carried forward)

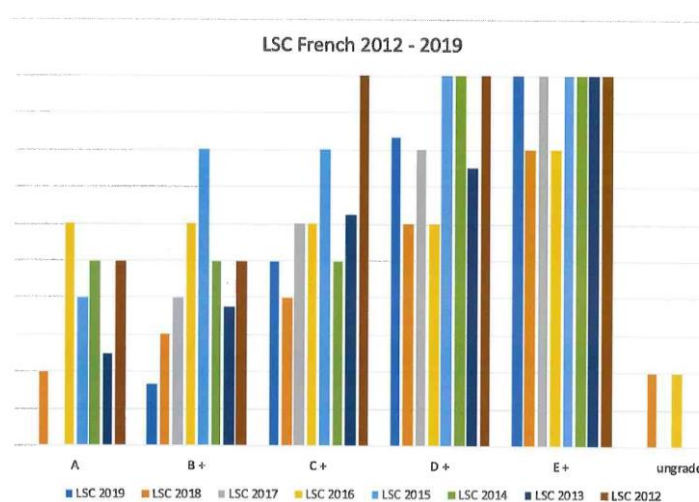
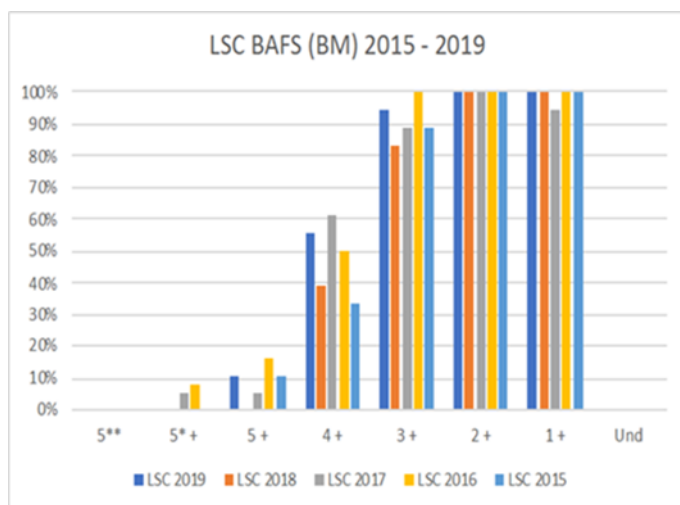
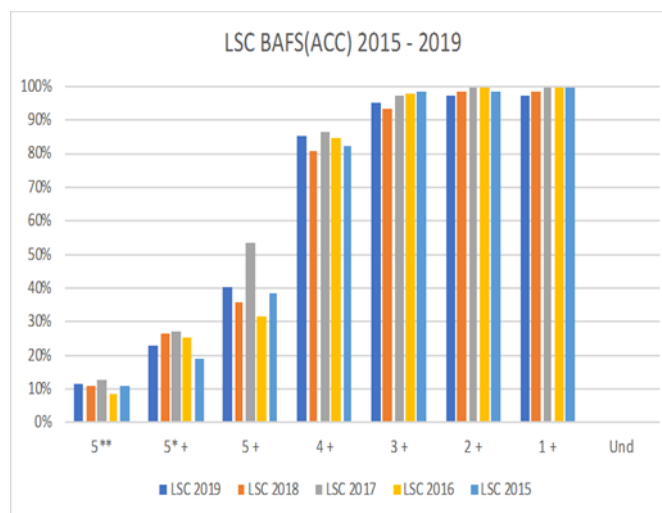
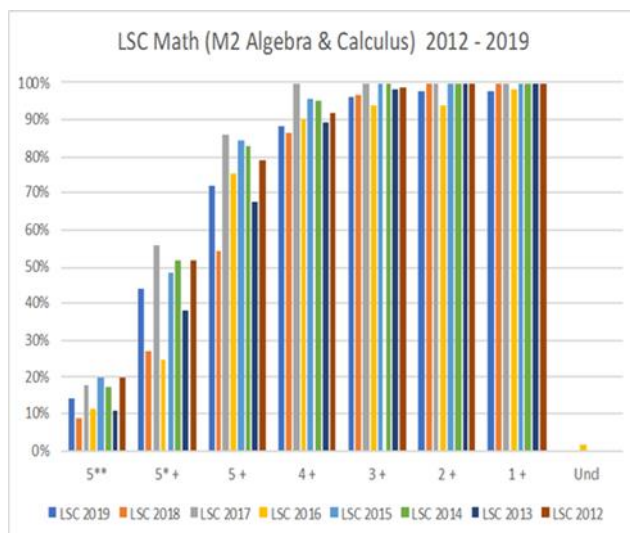
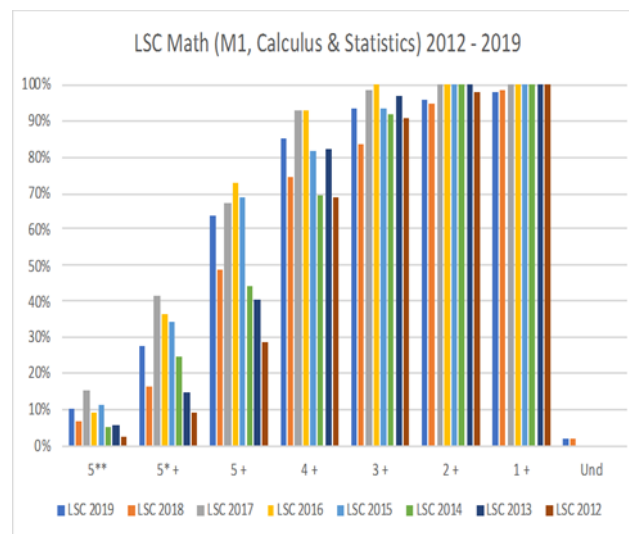
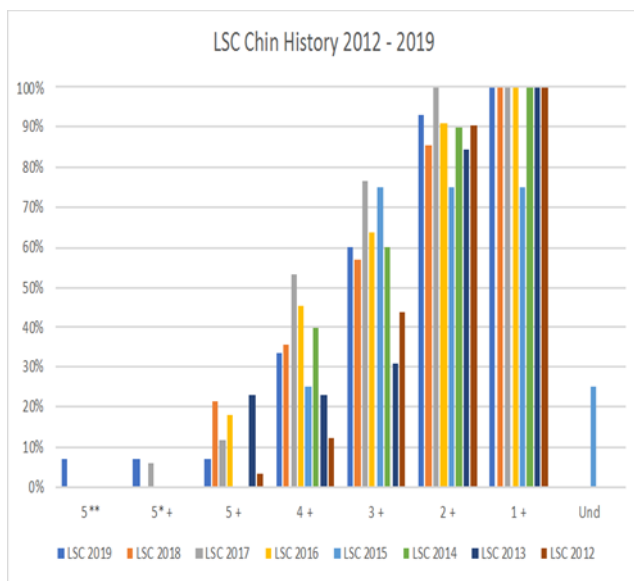
## Student Performance 2018-2019



## Student Performance 2018-2019



## Student Performance 2018-2019





## Financial Summary 2018 – 2019 (ended 31 August 2019)

### Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2019

La Salle College  
Financial Summary for the year ended 31 August 2019

	Income \$	Expenditure \$
<b><i>I. Government Funds</i></b>		
(1) EOEBG Basline Reference	2,964,369.78	2,949,037.77
(2) School Specific Grant		
Administration Grant	6,446,130.00	7,019,831.78
Composite Information Technology Grant	597,761.00	509,606.50
Capacity Enhancement Grant	613,766.00	529,847.27
Noise Abatement Grant	810,305.00	866,840.00
Special Grant on Typhoon Disburance	117,475.00	117,475.00
Control Account	-	60,474.57
Sub-total	<u>11,549,806.78</u>	<u>12,053,112.89</u>
(3) Non-EOEBG Funds	Sub-total	<u>5,556,324.15</u>
	<u>17,106,130.93</u>	<u>18,640,282.59</u>
Government Funds total		
<b><i>II. School Funds</i></b>		
(1) Tong Fai	3,649,490.00	2,889,805.06
(3) Donations	1,051,830.00	547,070.00
(4) Collection of fees for specific purpose	415,800.00	4,848.00
(5) School Fund General Account	532,285.14	1,321,999.05
(6) Scholarship/Prize/Award/Sponsorship	470,393.25	189,432.40
(7) Others	131,070.50	134,775.90
School Funds Sub-total	<u>6,250,868.89</u>	<u>5,087,930.41</u>
(I) Surplus of Government Funds		<u>(1,534,151.66)</u>
(II) Surplus of School Funds		<u>1,162,938.48</u>
Total surplus for the school year		<u>(371,213.18)</u>

## Financial Report on the Use of Grants and Support Funds 2018 – 2019

### La Salle College (2018-2019) Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2019

<b>1. Use of Capacity Enhancement Grant</b>	
	\$
Surplus brought forward from previous year	-
Amount received for the year	613,766.00
	<u>613,766.00</u>
Less: Amount paid for salaries of teaching assistants	529,847.27
Surplus/Deficit absorbed by EOEBG	<u>83,918.73</u>
<b>2. Use of HKJC Life-wide Learning Fund</b>	
	\$
Surplus brought forward from previous year	-
Amount received for the year	33,548.00
	<u>33,548.00</u>
Less: Subsidy to students for participation in ICAS examinations/workshop fee/course fee	30,621.00
Surplus carried forward to next year	<u>2,927.00</u>
<b>3. Use of Composite Information Technology Grant</b>	
	\$
Total Expenses	
Salaries of IT technical support staff	241,353.00
Broadband Internet service	36,000.00
Maintenance services and repairs	64,559.00
IT related equipment	80,367.90
IT related accessories, software and consumables	87,326.60
Total	<u>509,606.50</u>
<b>4. Use of Information Technology Staffing Support ITSS Grant</b>	
Surplus brought forward from previous year	76,849.25
Amount received for the year	307,200.00
	<u>384,049.25</u>
Less: Additional staff cost	254,922.90
Surplus carried forward to next year	<u>129,126.35</u>
<b>5. Use of Fouth Strategy on IT in Education-Extra Recurrent Grant</b>	
Surplus brought forward from previous year	121,340.00
Amount received for the year	121,340.00
	<u>242,680.00</u>
Less: Additional staff cost	123,691.00
Surplus carried forward to next year	<u>118,989.00</u>
<b>6. Use of One-Off Grant for Promotion of STEM</b>	
Surplus brought forward from previous year	80,627.46
Amount received for the year	-
	<u>80,627.46</u>
Less: Learning resources and related upgrade expenses	30,695.72
STEM related activities and competitions	71,127.61
STEM related teaching materials	6,420.00
Surplus carried forward to next year	<u>(27,615.87)</u>

# School Annual Plan 2018-2019

## Strategic Planning Strands

In this Strategic Plan the College has chosen to use the four Domains of the Education Bureaus Performance Indicator Framework (PIF) plus a fifth, Catholic & Lasallian Character, where Goals for the period 2016 - 2019 are identified and targets with associated expected outcomes set. These targets, it is believed, will deliver the outcomes necessary for the College to deliver its mission and vision for the boys in its care.

Strategic Strand	Goals/Priorities
1. Catholic & Lasallian Character	1.1. To foster Lasallian values of faith, service, and community, and other Christian values such as love, hope, and respect. 1.2. To strengthen the understanding of Lasallian charism and Lasallian leadership among staff and students. 1.3. To foster the gospel value of service to others, and civic responsibilities. 1.4. To promote within La Salle College the catholic faith, the sacraments, and an active, vibrant worshipping community, while accepting all beliefs.
2. Teaching & Learning	2.1. To develop students' critical and creative thinking skills. 2.2. To enhance student language proficiency. 2.3. To foster a self-directed learning culture; a learning to learn culture. 2.4. To strengthen practices at both whole school and class teacher level in the use of data to inform teaching practice. 2.5. To ensure differentiated learning strategies are used in all classes. 2.6. To support all staff to become confident capable users of emerging mobile ICT technologies. 2.7. To develop professional development that is linked to individual improvement plans. 2.8. To enhance the reading and writing strategy for academic writing frames across the curriculum 2.9. To design and implement Phase Two of the College IT eLearning Implementation Plan for BYOD and eLearning. 2.10 To review the curriculum in both junior and senior forms to better align with school needs. 2.11 To implement the suggestions and plans of the Viability and Vitality Review exercise.
3. Student Performance	3.1. To foster students' self-awareness and an awareness, respect for, and tolerance of difference. 3.2. To help students establish and maintain positive relationships with peers and acquire appropriate social skills. 3.3. To help students master a healthy and balanced lifestyle, build resilience against adversity, and manage stress. 3.4. To nurture a positive learning attitude among students. 3.5. To stretch the potential of gifted and talented students.
4. Student Support	4.1. To provide career assistance to students from F1 – F6 to identify goals and interests so as to optimize higher education and career choices. 4.2. To ensure students have access to a comprehensive and well- established co-curricular programme to harness their creativity, independence of thought, interest in others and the world around them. 4.3. To nurture integrity, self-discipline, empathy, kindness, and interpersonal skills. 4.4. To promote and develop student leadership.
5. Management & Organisation	5.1. To ensure the physical facilities are at a high standard to support curriculum objectives and priorities. 5.2. To maintain the ICT Infrastructure to enable all staff and students have access to reliable, sustainable, efficient, and appropriate ICT equipment, systems and services that meet their current and emerging e-Learning and e-Administrative needs. 5.3. To ensure the school's Administration and Panels have ready access through ICT to a wide and well-focused range of learning resources that are selected, organised, and managed to be responsive to their needs and relevant to the Hong Kong Curriculum and Administration. 5.4. To develop a 10 Year Maintenance Plan 2016-2026. 5.5. To develop office administration systems. 5.6. To develop a Personnel Plan 2016-2022

NB: Dates in this Plan are recorded as academic years e.g. 2016 refers to the end of the 2016/17 academic year

## Catholic & Lasallian Character

- Goal 1.1. To foster Lasallian values of faith, service, and community, and other Christian values such as love, hope, and respect
- Goal 1.2. To strengthen the understanding of Lasallian charism and Lasallian leadership among staff and students
- Goal 1.3. To foster the gospel value of service to others and civic responsibilities
- Goal 1.4. To promote within La Salle College the catholic faith, the sacraments, and an active, vibrant worshipping community accepting of all beliefs

### Goal 1.1

To foster Lasallian values of faith, service, and community, and other Christian values such as love, hope, and respect.

Target/Goal	Action/Strategy	Who	When	Reporting
1.1.1 All staff and students to know and be aware of the Lasallian/Christian values that the College promotes	<ol style="list-style-type: none"> <li>Develop banners, posters, slogans, Brothers' quotations, Brothers' photos, etc. and catchphrases promoting La Salle as a Lasallian school based on values of honesty and respect.</li> <li>A Programme on Lasallian values and Lasallian Spirit is implemented in the F1 Religious Education programme.</li> <li>To incorporate Lasallian core values in co-curricular activities</li> </ol>	Pastoral Assistant  RS Panel Head  ECA Team	As appropriate each year  2018 onwards  2018 onwards	Done  Done  Done
1.1.2 All students acknowledge their right to be respected and their responsibility to respect others	<ol style="list-style-type: none"> <li>A <i>Health Promoting School Programme</i> of student led activities is developed to address values such as respect for others, courtesy and other issues identified from time to time. [See 3.3.2]</li> </ol>	Principal & Health & Environmental Promotion Team	2018 onwards	Done, various programme held

### Goal 1.2

To strengthen the understanding of Lasallian charism and Lasallian leadership among staff and students

Target	Action	Who	When	Reporting
1.2.1 For all staff to have an on-going understanding of Lasallian charism	<ol style="list-style-type: none"> <li>Before the start of every Staff Meeting, the Principal/Lasallian Coordinator (LC) will read something from the Founder's writings related to the schools/ teachers.</li> <li>At least one Staff Development Day a year be allocated to Lasallian formation.</li> </ol>	Principal & LC  Principal & LC	Every Staff Meeting  2018 onwards	Done  Done, Br Chris and Br Sockie held a Lasallian Formation Programme
1.2.2 To develop Lasallian leadership among staff & students	<ol style="list-style-type: none"> <li>LYM leaders are to participate in Lasallian Leadership training.</li> <li>The Lasallian Youth Ministry team to develop an Annual Plan for the development of Lasallian Youth Leaders engaged in Faith, Service, and Community events.</li> <li>To develop a Lasallian Formation Plan 2018-2021.</li> </ol>	LYM & LC  LYM & LC  LC Principal & LC	2018 onwards  2018 onwards  2018 2018	Done  Done  Done Done, 2 teachers



Target	Action	Who	When	Reporting
	4. To identify external formation opportunities for staff at all levels and to have 1 staff member attend at Lasallian formation programme annually.			attended 2018 APLEC
1.2.3 To reinforce the sense of belonging to the Lasallian Family, local and worldwide	1. LYM and CathSoc to organise a Games Day / Camp with local Brothers' schools once a year. 2. To develop an Exchange Programme with local Brothers' schools and/or Brothers' schools worldwide once a year.	Pastoral Assistant, LYM, LC & CathSoc LC & ExchangeProgTeam	2018 onwards  2018 onwards	Done  Done (CBS exchange and exchange with De La Salle, Ashfield, De La Salle Oakhill)
1.2.4 To promote vocations to the Brothers and Priesthood.	1. To speak about the vocation of Brother and priest at each monthly mass. 2. To pray for vocations at appropriate opportunities.	LC  Pastoral Assistant	2018 onwards  2018 onwards	Done  Done

### Goal 1.3

To foster the gospel value of service to others and civic responsibilities.

Target/Goal	Action/Strategy	Who	When	Reporting
1.3.1 To provide social justice exposure opportunities for students	1. Coordinate with the LEAD District to provide social justice exposure opportunity for students each year.	Pastoral Assistant	2017 onwards	Done. Service project to Meizhou, well-received by students
1.3.2 Students F1 to F6 have at least one experience of serving the poor each year	1. Arouse students' awareness of livelihood issues around the world through talks and sharing by charitable organizations eg lunchtime garden presentation, RS class speakers.  2. All students are to participate in a service of the poor activity each year including: - F1 at home service (RS Panel) - F2 Service Learning Programme (RS Panel) - F3 Service Programme (RS Panel) - F4-F6 Voluntary Service activity	Pastoral Assistant  Pastoral Assistant & RS Panel Head	2017 onwards  2017 onwards	Not yet.  Done. Some good. Some tend to become formality.

### Goal 1.4

To promote within La Salle College the Catholic faith, the sacraments, and an active vibrant worshipping community while accepting of all faiths

Target/Goal	Action/Strategy	Who	When	Reporting
1.4.1 To provide sacramental programmes each year for	1. In Sept each year students are surveyed and invited to join a sacraments of initiation programme.	Pastoral Assistant  Pastoral Assistant	2018 onwards	Done  Done



## Teaching & Learning

- Goal 2.1. To develop students' critical and creative thinking skills.
- Goal 2.2. To enhance student language proficiency.
- Goal 2.3. To foster a self-directed learning culture; a learning to learn culture.
- Goal 2.4. To strengthen practices at both whole school and class teacher level in the use of data to inform teaching practice.
- Goal 2.5. To ensure differentiated learning strategies are used in all classes.
- Goal 2.6. To support all staff to become confident capable users of emerging mobile ICT technologies.
- Goal 2.7. To develop professional development that is linked to individual improvement plans.
- Goal 2.8. To enhance the reading and writing strategy for academic writing frames across the curriculum
- Goal 2.9. To design and implement Phase Two of the College IT eLearning Implementation Plan for BYOD and eLearning.
- Goal 2.10 To review the curriculum in the light of the implementation of DSE examinations

### Goal 2.1

To develop students critical and creative thinking skills

Target/Goal	Action/Strategy	Who	When	Reporting
2.1.1 Staff to implement higher level thinking strategies in their classes	<ol style="list-style-type: none"> <li>1. The College to implement professional development workshops on higher order thinking and questioning skills</li> <li>2. Exam questions where applicable are to be designated to open-ended questions (approx. 20-30% of marks).</li> <li>3. Markers Reports are to include a comments on the open ended questions.</li> </ol>	Principal  Panel Heads  Panel Heads	2018 onwards  2018 onwards  2018 onwards	Partially done  Done  Done
2.1.4 ALL students are encouraged to read the newspaper daily	<ol style="list-style-type: none"> <li>1. Students are encouraged by SA and Form Teachers to subscribe to the newspaper through the SA subscription service.</li> <li>2. The News Headlines Boards are promoted and updated weekly.</li> </ol>	VP Academic/ Form Teachers/ Eng Panel Head	2018 onwards  2018 onwards	Done, not successful  Partially done

### Goal 2.2

To enhance student language proficiency

Target/Goal	Action/Strategy	Who	When	Reporting
2.2.1 All students comfortable and competent to speak English, Chinese, and Putonghua fluently	<ol style="list-style-type: none"> <li>1. Identifying programmes and activities to be implemented each year to improve language competency.</li> </ol>	VP Academic	2018 onwards	Partially done
2.2.2 100% of students pass English & Chinese in the TSA and HKDSE	<ol style="list-style-type: none"> <li>1. LSPS P6 and LSC TSA, HKDSE and exam data and markers reports is used to identify and track weaker students and to form the split class, enhancement class and differentiated strategies.</li> <li>2. Split classes use diagnostic tests and modified curriculum to catch up and return student to main class.</li> </ol>	Panel H & SEN  Panel H & SEN  Panel H	2018 onwards  2018 onwards  2018 onwards	Done  Done  Done

Target/Goal	Action/Strategy	Who	When	Reporting
	3. Apply TSA and HKDSE type questions in internal examinations.			
2.2.3 To cultivate a Reading habit / environment	1. All students are to be provided a Recommended Reading List at the beginning of the year with a copy available to parents via e-class. 2. SSR to be monitored by VP's and guidelines set 3. All students to maintain a reading log with a critical reflection after each text.	English Panel H  VP's Librarian	2018 onwards  2018 onwards 2018 onwards	Done  Done Done

### Goal 2.3

To foster a self-directed learning culture; a learning to learn culture

Target/Goal	Action/Strategy	Who	When	Reporting
2.3.1 To develop a self-directed learning culture	1. Provide Professional Development for full use of the LMS.	Principal VP Academic	2018 onwards	Done (School is using Google Suite)
2.3.2 To develop research skills	1. All boys to be taught research skills in F1 library time and in subject classes including e.g. eBooks, online research etc.	Librarian & Teachers	2018 onwards	Done

### Goal 2.4

To develop the use of data to inform teaching practice

Target/Goal	Action/Strategy	Who	When	Reporting
2.4.1 To provide teachers with student achievement data	1. Achievement data is gathered, stored, archived, and analysed in a way that is accessible and used to inform teaching and learning by identifying what data is to be collected, how it is to be collated and to whom it is to be distributed - LSPS F6 Rank and End of Year Assessment - F6 Attainment Test Scores - F1-F3 UNSWICAS Scores - F3 TSA - F6 HKDSE 2. Provide teachers F1-F6 relevant diagnostic data including literacy levels, numeracy, SEN at the beginning of the academic year to inform practice and assist in identifying student needs differentiation within each class.	Principal / VP Academic        Principal / VP Academic	2018 onwards    2018 onwards	Done    Done
2.4.2 To provide Panel Heads with AfoL skills to improve their leadership of teachers in the use of data to improve teaching	1. Panel Heads formed as a pilot group for AfoL (Assessment for Learning) training to become trainers. 2. To evaluate the role of CA and assessment and to revise the College Assessment Policy accordingly.	Principal / VP Academic Principal / VP Academic	2018 onwards  2018 onwards	Not done  Done

## Goal 2.5

### To ensure differentiated learning strategies are used in all classes

Target/Goal	Action/Strategy	Who	When	Reporting
2.5.1 To ensure all students have access to learning regardless of ability	<ol style="list-style-type: none"> <li>1. Provide professional development for teachers on differentiated learning including scaffolds, modelling text types, writing frameworks.</li> <li>2. To annually edit Unit Lesson Plans in all courses for differentiated instruction.</li> <li>3. To review split classes after mid and end of term exams to ensure students are split based on need and best use of supporting resources.</li> <li>4. Higher order thinking strategies and differentiated learning strategies as a school wide goal in teacher appraisal.</li> </ol>	Principal  Principal Panel Staff  Principal	2018 onwards  2018 onwards 2018 onwards  2018 onwards	Partially done  Done, ongoing Done  Done
2.5.2 To develop teacher competency in differentiated teaching	<ol style="list-style-type: none"> <li>1. Promote peer observation and random sampling lesson observation.</li> <li>2. Provide school wide professional development on differentiated learning and appraisal targets</li> </ol>	VP Academic  VP Academic	2018 onwards  2018 onwards	Done  Partially done
2.5.3 To design and implement a Chinese Language curriculum for the NCS students based on the CLCSLLF	<ol style="list-style-type: none"> <li>1. Continually revise the Chinese Language curriculum for the NCS students based on the CLCSLLF.</li> <li>2. Set learning targets using the Chinese Language Assessment Tool</li> </ol>	NCS Chinese Language Coord NCS CLC	2018  2018	Done  Done

## Goal 2.6

### To support all staff to become confident capable users of emerging mobile ICT technologies

Target/Goal	Action/Strategy	Who	When	Reporting
2.6.1 To identify IT professional development needs and offer appropriate opportunity	<ol style="list-style-type: none"> <li>1. IT professional development needs will be identified and appropriate PD and on-going support for using IT in Curriculum and Administration areas offered.</li> </ol>	VP Academic	2018 onwards	Done

## Goal 2.7

### To develop professional development that is linked to individual improvement plans

Target/Goal	Action/Strategy	Who	When	Reporting
2.7.1 To develop a school wide Professional Development Plan 2016-2022	<ol style="list-style-type: none"> <li>1. A Professional Development Plan is developed to meet the needs of staff in meeting the expectations of improving student outcomes.</li> </ol>	Principal	2018	Done
2.7.2 To establish an annual appraisal process, requirements and documentation aligned to improved performance outcomes from all staff including improved teaching and learning strategies of teaching staff	<ol style="list-style-type: none"> <li>1. Appraisal process and documentation to include each staff member keeping from year to year a cumulative portfolio of evidence around identified individual needs and compliance checks in consultation with appraiser.</li> <li>2. Appraisal process and documents to include established compliance and school based expectations.</li> <li>3. Appraisal process to include self and student evaluations.</li> </ol>	Principal  Principal  Principal	2018  2018  2018	Done  Done  Partially done
2.7.4		Principal	2018	Partially done

To develop a systematic Staff Induction Programme in the College Professional Development Plan	1. An <i>Induction Programme</i> for new staff be written and implemented which includes a system of mentoring and coaching of new staff as part of the Staff Professional Development Plan 2016-22.			
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## Goal 2.8

To develop a reading & writing strategy for academic writing across the curriculum.

Target/Goal	Action/Strategy	Who	When	Reporting
2.8.1 To develop a 'Reading & Writing Across the Curriculum' Plan	1. Identify a team, the text-types to focus on, and a plan for continued develop of reading and writing professional development across all subjects F1-F6 2. Review and refine the reading programme in the English panels so as to build up a strong foundation for writing	Principal English Panels	2018 2018	Done Done
2.8.2 To teach the text-types in all subjects across all levels	1. The writing team work with each Panel to continually develop the training needs for each Panel in the teaching of academic writing.	Academic Writing Team	2018	Done
2.8.3 To appraise the teaching of writing frames and text-types by all teachers in all subjects.	1. Teaching of text-types as scaffolds for writing to be appraised by Panel Heads, VP, and Principal as a school wide goal each year	Principal	2018	Done

## Goal 2.9

To design and implement Phase Two of the College IT eLearning Implementation Plan for BYOD and eLearning.

Target/Goal	Action/Strategy	Who	When	Reporting as at end of 2013/14
2.9.1 To design the College IT eLearning Implementation Plan 2016-2022	1. Design the IT Implementation Plan for BYOD and eLearning	Principal & eLIPC	2018	Done
2.9.2 To implement a PD Plan to enhance teacher competence in eLearning and move teachers through phases: adoption, adaption, creation	1. Identify the LMS platform and organize whole staff training 2. Panel Heads make use of Panel PD to develop and share resources and strategies that use eLearning tools 3. Panel Heads organize visits to other schools and develop network sharing	Principal & eLIPC Panel Head Panel Head	2018 2018 2018	Done, ongoing Done Done

## Goal 2.10

To review the curriculum in both junior and senior forms to better align with school needs.

Target/Goal	Action/Strategy	Who	When	Reporting
2.10.1 To review the curriculum in the light of the implementation of DSE examinations	1. Identify the needs of the students through surveys 2. To review the course structure in both junior and senior forms to suit school-based needs, based on our Primary school intake as well as DSE examination results	Principal & Academic Council	2018	Done Done



## Student Performance

- Goal 3.1. To foster students' self-awareness and an awareness, respect for, and tolerance of difference  
 Goal 3.2. To help students establish and maintain positive relationships with peers and acquire appropriate social skills  
 Goal 3.3. To help students master a healthy and balanced lifestyle, build resilience against adversity, and manage stress  
 Goal 3.4. To nurture a positive learning attitude among students  
 Goal 3.5. To stretch the potential of gifted and talented students

### Goal 3.1

To foster students' self-awareness and an awareness, respect for, and tolerance of difference

Target/Goal	Action/Strategy	Who	When	Reporting
3.1.1 All students demonstrate self-awareness and awareness, respect for, and tolerance of difference	<ol style="list-style-type: none"> <li>Deans and/or College SMT plan for and monitor fortnightly Form Assemblies that include formation in awareness of self, others, and respect/tolerance of difference.</li> <li>The College Moral &amp; Civic Education programme to include topics on self-awareness, and respect/tolerance of difference.</li> <li>Provide student recognition including:                          Good Student Award                          Colours Awards to recognize elite attainment in Sport, Academic, Cultural and Service                          Certificates of Merit given at Form Assemblies                          Most Improved Student Awards at Annual Prize-giving                     </li> </ol>	VP Pastoral  VP Pastoral  Principal / VP Pastoral VP Academic	2018 onwards  2018 onwards 2018 onwards	Done  Done Done

### Goal 3.2

To help students establish and maintain positive relationships with peers and acquire appropriate social skills

Target/Goal	Action/Strategy	Who	When	Reporting
3.2.1. Students learn etiquette for different occasions	<ol style="list-style-type: none"> <li>The College Moral &amp; Civic Education programme to include topics on social skills.</li> </ol>	VP Pastoral	2018 onwards	Done
3.2.2 To develop a student led initiatives	<ol style="list-style-type: none"> <li>See 'Health Promoting School Plan'. [See 1.1.2]</li> <li>Include in the Health Promoting School campaign a zero tolerance of vulgar language.</li> </ol>	Principal Principal	2018 onwards 2018 onwards	Done Done

### Goal 3.3

To help students master a healthy and balanced lifestyle, build resilience against adversity, and manage stress

Target/Goal	Action/Strategy	Who	When	Reporting
3.3.1. To develop a systematic assessment and monitoring of student support services for student health and well being	<ol style="list-style-type: none"> <li>Develop a systematic assessment and monitoring service for students in need of health, learning, and/or behaviour support services.</li> </ol>	Principal / SENCO	2018 onwards	Partially done
3.3.2. All of F1 students engage in at least one sport	<ol style="list-style-type: none"> <li>All Form 1 students take up 1 Sport, 1 Cultural Club and 1 Service Club as an ECA.</li> <li>Sports Clubs to provide one active session for members each month (approx. 7-8 per year).</li> </ol>	ECA Coordinator Sports Master	2018 onwards 2018 onwards	Done Done

3.3.3. All students have access to resilience training and stress management training	1. Provide Outward Bound or Outward Bound type experiences to students as needed.	VP Pastoral	2018 onwards	Done
	2. The College Moral & Civic Education programme covers topics on resilience and stress management.	VP Pastoral	2018 onwards	Done

### Goal 3.4

#### To nurture a positive learning attitude among students

Target / Goal	Action / Strategy	Who	When	Reporting
3.4.1. To attain a 100% attendance/explain ed attendance rate	1. Develop a systematic process for checking, tracking and reporting attendance between home and school.	VP Pastoral	2018 onwards	Done
3.4.1 All students motivated to learn actively in class	1 Develop professional development workshops on interactive teaching methods. [See also 2.1.3 and 2.5.1]	Principal	2018 onwards	Done

### Goal 3.5

#### To stretch the potential of gifted and talented students

Target / Goal	Action / Strategy	Who	When	Reporting
3.5.1 All gifted and talented students are identified and opportunities for enhancement provided.	1 Develop a Gifted & Talented Development Plan 2016-2022. 2 Develop ILP's for all identified gifted & talented students.	GTC GTC	2018 onwards 2018 onwards	Done Done

## Student Support

- Goal 4.1. To provide career assistance to students from F1 – F6 to identify goals and interests so as to optimize higher education and career choices
- Goal 4.2. To ensure students have access to a comprehensive and well- established co-curricular programme to harness their creativity, independence of thought, interest in others and the world around them
- Goal 4.3. To nurture integrity, self-discipline, empathy, kindness, and inter-personal skills
- Goal 4.4. To promote and develop student leadership

### Goal 4.1

To identify each individual student's learning needs and develop a comprehensive leaning support plan

Target/Goal	Action/Strategy	Who	When	Reporting
4.1.1 To develop a comprehensive F1-F6 Careers Plan	<ol style="list-style-type: none"> <li>Develop a comprehensive Career Education Plan outlining all programmes and initiatives for each year level.</li> <li>Implement career education programmes in each Form as per the Careers Plan.</li> </ol>	Careers Coordinator (CC) CC	2018 onwards 2018 onwards	Done Done
4.1.2 To have 80% of students complete a job shadowing experience by the end of F5	<ol style="list-style-type: none"> <li>To coordinate with OBA and PTA job shadowing opportunities for students up to and including F5.</li> <li>To develop a job shadowing register to monitor and follow up on students who have not completed a job shadowing.</li> </ol>	CC CC	2018 onwards 2018onwards	Done Done
4.1.3 To provide students with a wide breadth of career and tertiary options	<ol style="list-style-type: none"> <li>Implement the career education programme in each Form as per the Careers Plan. [see 4.1.1]</li> <li>Provide a careers talk for all students F3 – F6 each year.</li> <li>Engage Old Boys in provision of work experience, practice interviews, and careers talks.</li> <li>Provide F3 with the EDB Work Choice programme for use from F3 to F6.</li> <li>Provide Skill Assessment for all F6 to determine their suitable careers.</li> <li>Develop an onsite Careers/Tertiary Expo every two years.</li> <li>Organise students to attend exhibitions, conferences, lectures, information programmes etc. provided by Hong Kong and other tertiary institutions.</li> </ol>	CC CC CC CC Principal / CC CC	2018 onwards 2018 onwards 2018 onwards 2018 onwards 2018, 20 2018 onwards	Done Done Done Done Not done Done
4.1.4 To strengthen NCS student support across all subjects	<ol style="list-style-type: none"> <li>Provide subject/pastoral support for NCS students</li> <li>Assist with resources, funding and the NCS Examination subsidy for GCSE IGCSE AS and A-level Examinations</li> </ol>	NCS CLC / GC	2018 onwards	Done Done
4.1.5 To inform and engage stakeholders	<ol style="list-style-type: none"> <li>Develop communication/seminars with/for students and parents and also NCS specific communications/seminars</li> </ol>	GC/NCS CLC Principal	2018	Done

### Goal 4.2

To ensure students have access to a comprehensive and well- established co-curricular programme to develop creativity, independence of thought, interest in others, and the world around them.

Target/Goal	Action/Strategy	Who	When	Reporting
4.2.1 To provide exchange opportunities so that at least 50% of	<ol style="list-style-type: none"> <li>To provide school based and to promote government based exchange/tour programmes so that 30% of F1-F3 will have had an opportunity of an international exchange programme by the end of F3.</li> </ol>	Exchange Prog Coordinator EPC	2018 onwards	Done

boys by the end of F5 have completed an exchange programme	2. To provide school based and to promote government based exchange/tour programmes so that 50% of F5 will have had an opportunity of an international exchange programme by the end of F5. 3. Develop a register to record student attendance of exchange programmes conducted by the College or others. 4. 30% of students to have taken part in a 3 <sup>rd</sup> world exposure by the time they leave school.	EPC  EPC  EPC	2018 onwards  2018 onwards  2018 onwards	Done  Done  Done
4.2.2 To ensure 100% of boys have had an overnight outdoor education / adventure exposure by the end of F2	1. Develop a register to record student attendance at an outdoor education/adventure programme. 2. Provide an overnight outdoor education programme for all F2 boys who have not attended an outdoor education/adventure programme.	ECA Coordinator ECAC VP Pastoral	2018 onwards  2018 onwards	Partially done  Partially done
4.2.3 To provide a comprehensive and divers ECA programme to develop creativity, independence, leadership, confidence, resilience, and innovation	1. Review ECA programmes annually in light of target/goal. 2. Develop new ECA activities from time to time to meet student needs.	ECAC VP Pastoral	2018 onwards 2018 onwards	Done Done

### Goal 4.3

To nurture integrity, self-awareness, self-discipline, empathy, kindness, and inter-personal skills

Target/Goal	Action/Strategy	Who	When	Reporting
4.3.1 To develop moral and civic education	1. To review and implement the Moral & Civic Education Period and Moral & Civic Education curriculum F1 –F6.	VP Pastoral	2018 onwards	Done
4.3.2 To develop and implement Relationships and Sex Education Programme	1. To review and implement the F1-F6 Sex Education and Relationships programme to include all aspects of Relationships and Sex Education covered by various school programmes including Religious Studies, Science, Moral & Civic Education and assembly programmes.	VP Pastoral	2018 onwards	Done
4.3.3 To engage all teachers in the implementation of the College student discipline and pastoral care programme	1. To design and implement professional development workshops for teachers to identify student's pastoral needs, and the appropriate skills to respond to student needs. 2. To review and implement professional development workshops on classroom management.	Principal / VP Pastoral  Principal / VP Pastoral	2018 onwards  2018 onwards	Done  Done

### Goal 4.4

To promote and develop student leadership

Target/Goal	Action/Strategy	Who	When	Reporting
4.4.1 40% of students have been office bearers of SA		VP Pastoral / ECAC	2018 onwards	Done

/ Clubs / Teams etc. by the end of F6.	1. Check registrations to ensure 40% of F6 students have been office bearers by the end of F6 and direct students accordingly.			
4.4.2 100% of F1- F4 students join ECA Clubs /Societies/Teams etc.	1. Check registrations to ensure 100% of F1 students have joined at least 3 Clubs/Societies etc. and F2-F4 have joined at least 2 ECA clubs/societies/teams etc.	ECAC	2018 onwards	Done
4.4.3 70% of F5 students are to have been leaders at some level in the school	1. VP Pastoral to collect data from F5 to check that at least 70% of F5 have had leadership responsibility in something at some level and direct boys if needed.	VP Pastoral	2018 onwards	Done
4.4.4 To provide all F4 with leadership training	1. Organise a leadership seminar for all F4 at the beginning of the year.	VP Pastoral	2018 onwards	Done

## Management & Organization

- Goal 5.1: To ensure the physical facilities are at a high standard to support curriculum objectives and priorities
- Goal 5.2: To maintain the ICT Infrastructure to enable all staff and students have access to reliable, sustainable, efficient, and appropriate ICT equipment, systems and services that meet their current and emerging e-Learning and e-Administrative needs
- Goal 5.3: To ensure the school's Administration and Panels have ready access through ICT to a wide and well-focused range of resources that are selected, organised, and managed to be responsive to their needs and relevant to the Hong Kong Curriculum and Administration.
- Goal 5.4 To develop a 10 Year Maintenance Plan 2016-2026
- Goal 5.5 To develop office administration systems.
- Goal 5.6 To develop a Personnel Plan 2016-2022

### Goal 5.1

To ensure the physical facilities are at a high standard to support curriculum objectives and priorities

Target	Action / Strategy	Who	When	Reporting
5.1.1 To provide the efficient storage and availability of all learning, teaching administration resources.	1. Teaching Schemes, units of work, assessment tasks, past Exam papers and other learning resources stored efficiently and readily accessible by all teachers.	Principal	2018 onwards	Done
	2. Central Archiving systems, policy, procedures and hardware developed to store all College documentation – including digital, video, and hardcopy texts.	Principal	2018 onwards	Done

### Goal 5.2

To maintain the IT infrastructure to enable all staff and students access to reliable, sustainable, efficient, and appropriate IT equipment, systems, and services that meet their current and emerging e-Learning and e-Administrative needs

Target	Action	Who	When	Reporting
5.2.1 To develop and implement an IT and eLearning Implementation Plan	1. Develop and implement a 5-10 year IT and eLearning Implementation Plan including proposed equipment upgrades and professional development needs and funding	IT & eLearning Coordinator	2018	Done
5.2.2 To provide further access to IT resources to teachers and students	1. Make the Computer Rooms and Library available as 'Learning Centres' from 8:00am to 4:30pm.	Principal	2018	Done
	2. Provide off-site access to school ICT resources for staff and students. (5.3.1)	Principal	2018	Done

### Goal 5.3

To ensure the school's Administration and Panels have ready access through IT to a wide and well-focused range of learning resources that are selected, organised, and managed to be responsive to their needs and relevant to the Hong Kong Curriculum and Administration

Target	Action	Who	When	Reporting
5.3.1 To make more effective use of IT systems and resources	1. Design and implement a LMS 2. Improve Remote access facilities for staff and students.	IT and eLearning Coordinator	2018	Done, ongoing Done
5.3.2 To develop digital based units of work and curriculum materials	1. All Unit & Lesson Plans will incorporate IT and eLearning	VP Academic	2018	Done



## Goal 5.4

To develop a 10 Year Maintenance Plan 2016-2026

Target	Action	Who	When	Reporting
5.4.1 To develop and maintain a 10 Year Maintenance Plan	1. Develop a 10 Year Maintenance Plan 2016-2026	Principal	2018	Done, ongoing

## Goal 5.5

To develop office administration systems

Target	Action	Who	When	Reporting
5.5.1 To develop office administration systems and associated policies and documentation	1. Design and implement office administration systems including: <ul style="list-style-type: none"><li>- Office Administration Manual</li><li>- Policies</li><li>- JD and KPI</li><li>- Appraisal system</li></ul>	Principal	2018	Partially done

## Goal 5.6

To develop a 5-10 Year Personnel Plan

Target	Action	Who	When	Reporting
5.6.1 To develop a Personnel Plan	1. To develop a 5-10 Year Personnel Plan.	Principal	2018	Partially done

## Goal 5.7

To keep Managers up to date with school matters

Target	Action	Who	When	Reporting
5.7.1 To keep Managers up to date with school matters	1. To provide Managers update of school matters by using IMC update emails 2. To provide Managers update of school matters via school website 3. To provide Managers update of school finance situations by using IMC update of school monthly financial report	Principal	2018 onwards	Done

## Diversity Learning Grant for the 9<sup>th</sup> Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2017/2018 to 2019/2020

Three-year plan – Measure to broaden students' choices of elective subjects and provision of gifted education programmes

Name of School : LA SALLE COLLEGE

School code : 0007

School year : 2017/18 to 2019/20

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
					17/18	18/19	19/20		
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.	28 (Fr) 0 (Jap)	28 (Fr) 1 (Jap)	28 (Fr) 0 (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.	14	14	14	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</li> </ul>	Oly style competitions.	3 years	F4-6 elite students in various subjects	100	100	40	Students will complete the web-based course / training for competitions.	LSST

	(local or overseas).								
	<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 be better equipped with theories, examples and practices in various programme.	LSST and Teacher Advisors

\*LSST – Learning and Support Service Team

## Diversity Learning Grant for the 10<sup>th</sup> Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2019/2020 to 2021/2022

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 (2019/20 to 2021/22 school year)

Name of School : LA SALLE COLLEGE

School code : 0007

School year : 2019/20 to 2021/22

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
					19/20	20/21	22/22		
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) 5 (Jap)	25 (Fr) 5 (Jap)	25 (Fr) 5 (Jap)	Students will take the AS-level exam offered by the Cambridge Inter. Exam and administered 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</li> </ul>	Oly style competitions.	3 years	F4-6 elite students in various subjects	100	100	40	Students will complete the web-	LSST

	in courses / competitions (local or overseas).							based course / training for competitions.	
	<ul style="list-style-type: none"> <li>Campus Weather Station</li> </ul>	LSST and Geog Panel	3 years	F4-6 elite students in Geog, STEM, Computer Sci  All F1 students	100	100	100	Students can engage, explain, explore, extend and investigate weather and its measurement.	LSST and Geog teachers
	<ul style="list-style-type: none"> <li>Leadership program (DB camp) for 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 be better equipped with theories, examples and practices in various programmes.	LSST and Teacher Advisors

\*LSST – Learning and Support Service Team

# School-based After-School Learning and Support Programmes 2018-2019

## School-based Grant - Programme Report

**Name of School:** La Salle College

**Project Coordinator:** Tong Wun Sing

**Contact Telephone No:** 2338 7171

A. The estimated number of benefitting students under this Programme is 14

(A=CSSA recipients, B= SFAS recipients, C=0)

B. Information on Activities to be subsidised/complemented by the grant.

*Name/type of activity	Estimated no. of participating Target students #			Date of Activity	Purpose of Activity	Standard of Measurement	Method(s) of evaluation (e.g. test, questionnaires, etc.)	Name of partner/ service provider (if applicable)	Estimated expenses (\$)
	A	B	C						
<i>School based tutorials</i>	0	8	7	2-3 times per week during second term	Homework class	Participation rate	Attendance Record	Part Time tutor	\$11,100.00
<i>Language training</i>	0	8	7	2-3 times per week during second term	Language proficiency	Participation rate	Attendance Record	University students	\$9,000.00
<b>Total no. of activities: 2</b>									<b>\$20,100.00</b>
<b>@No. of participation counts</b>		8	7						
<b>**Total no. of participation counts</b>	15								

Note:

\* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity.

\*\* Total no. of participation count: the aggregate of (A) + (B) + (C)



Evaluation by Teacher-in-charge

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>-Assignments from students are marked and returned to them to inform them of their performances by the tutors. However, the quality of the assignments of students are not satisfactory and there is still room for improvement.</li> </ul>
<ul style="list-style-type: none"> <li>Improving the language proficiencies of students</li> </ul>	<ul style="list-style-type: none"> <li>-Extra oral practises training are organised to ensure that students have sufficient practise to improve their examination skills and techniques, as well as to cope with different possible scenarios faced in the public exam.</li> <li>- Assessments and past paper are 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>-The oral practises are successful. The number of students participating in these practises is excellent, and constructive feedbacks were made by the tutors, improving the students' language proficiencies.</li> <li>-As evident in DSE 2019, 40% of the students taking part in the programme received 5* or above in the Chinese Oral Examination, which is remarkable.</li> <li>-80% of the students received 3 or above in Chinese, and all students are able to receive 3 or above in English, which is a great improvement considering the form ranking is poor in form 4.</li> </ul>
<ul style="list-style-type: none"> <li>Meeting the requirement of Conditional Offers/ Sports Scholarships from universities</li> </ul>	<ul style="list-style-type: none"> <li>-JUPAS admission talk will be provided to students about the information of various universities</li> <li>-Talks on Sports scholarship scheme of various universities will be provided to students</li> </ul>	<ul style="list-style-type: none"> <li>-80% of the students are able to enter undergraduate degree programme.</li> <li>-40% of the participants are able to receive sports scholarships offer from various universities.</li> <li>-More JUPAS admission talks should be held to ensure the students make sensible decisions on their choice</li> </ul>



## Career Guidance and Life Planning Education Report 2018-19



# 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 Lessons</b> <ul style="list-style-type: none"> <li>To prepare career education lesson plans in Form Teacher Lessons for all Forms</li> <li>To review and revise lesson plans from feedbacks 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 more about their own personality and that of other people.</li> <li>Students feel interested in class activities.</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>Form Teachers were able to cover all the topics.</li> <li>Students were engaged in the lessons.</li> </ul>
<b>1.2 Career and Life Planning Talk for students of Junior Forms</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>China, Light &amp; Power (CLP) Engineer in School programme was held in Nov.</li> <li></li> </ul>
<b>1.3 Career and Life Planning Talk for Parents of Junior Forms</b> <ul style="list-style-type: none"> <li>To introduce the importance of career and life planning</li> <li>To help parents learn how to communicate with their children when making F.4 elective subject selection.</li> <li>To elaborate the skills, attitude and knowledge required in the process.</li> </ul>	<ul style="list-style-type: none"> <li>Parents are aware of the importance of communication and parental support.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> <li>Questionnaire from parents</li> </ul>	<ul style="list-style-type: none"> <li>A guest speaker of Hong Kong Federation of Youth Group delivered the talk. Careers Mistress and Principal answered some questions raised by the parents.</li> <li>Parents were engaged in the talk.</li> </ul>
<b>1.4 Career and Life Planning Talk for Senior Forms</b> <ul style="list-style-type: none"> <li>To equip students the skills to do their career and life planning</li> </ul>	<ul style="list-style-type: none"> <li>Students learn the skills to do their career and life planning.</li> <li>Students are able to formulate personal plan</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Feedback from teachers and students</li> <li>Students' subsequent</li> </ul>	<ul style="list-style-type: none"> <li>A career talk of radiography was given by the Student Outreach Team, Student Ambassador of Radiography, Hong Kong Polytechnic</li> </ul>

	to workable for achieving his career aspiration.	performance and attitude	<p>University.</p> <ul style="list-style-type: none"> <li>A career and admission talk of medicine programme was given by CUHK Faculty of Medicine.</li> <li>Participants were involved in the talks. They asked sensible questions which helped them better understand the studies of the relevant professions.</li> </ul>
<b>1.5 Career and Life Planning Activity for Junior Forms</b> <ul style="list-style-type: none"> <li>To help students develop an accurate account of their own personality traits and understand its influence to personal development.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to describe his personality accurately.</li> <li>Students are aware of the influence of their personality in terms of personal and career development.</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>The workshop – Discovery Life, partnered with Stewards, was given to Form 2 students.</li> <li>Students were motivated in the workshop and were inspired to reflect on their personal qualities and interests.</li> <li>Feedback from students was positive.</li> <li>The debriefing by social workers at the end was well received.</li> <li>Cost : \$18,000</li> </ul>
<b>1.6 Career and Life Planning Activity for Form 4</b> <ul style="list-style-type: none"> <li>To learn about the concept in 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>Students were motivated in the activity since the format and design truthfully simulated real life.</li> <li>Students were aware of the different concerns they need to consider in future planning.</li> <li>Cost : \$30,000</li> </ul>
<b>1.7 Guidance Programme for Low Motivated Students in Form 5 &amp; 6</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>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>▪ Students knew more about their interest and abilities, and the various factors which may affect their career choice.</li> <li>▪ Students learned how to choose careers and university programmes which suit their interest, abilities, and other personal circumstances.</li> <li>▪ Students were aware of their strengths and weaknesses in terms of their academic progress, and knew how to choose university programmes which suit their expected HKDSE results.</li> </ul>
<p><b>1.8 Careers and Further Studies Interest Assessment for Form 5</b></p> <ul style="list-style-type: none"> <li>• To understand careers and further studies interest through the use of professional assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Students recognize their careers and further studies interest in a systematic way.</li> <li>• Students find the assessment results useful for making careers and further studies choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Students completed the assessment booklet without problem. The debriefing provided students the guidelines to interpret the assessment results and introduced to them an online tool, O*NET, for searching and learning about different occupations and the relevant training.</li> </ul>
<p><b>1.9 Support for NCS students</b></p> <ul style="list-style-type: none"> <li>• To organize activity for NCS students in order to support their development of career and life planning in the local context.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants understand their situation and are motivated to set clear targets</li> <li>• NCS students are clear about their future opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Casual conversations with student</li> <li>• Feedback from Form teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Regular support was provided on application for further studies.</li> <li>• Worked with NCS Chinese teachers and French teachers to provide guidance to students.</li> <li>• Provide communication assistance during workshops conducted in Cantonese.</li> </ul>

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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<b>2.1 F.6 JUPAS Talk</b> <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 have full understanding of JUPAS operation.</li> <li>Students submit JUPAS application and relevant documents on time.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics on JUPAS application</li> </ul>	<ul style="list-style-type: none"> <li>Students were informed about admission requirements of JUPAS institutions.</li> <li>They were aware of the schedule of JUPAS application.</li> <li>They understood operations of the JUPAS online system.</li> <li>All students submitted their application before the school internal deadline.</li> </ul>
<b>2.2 Individual Counselling for F.6 students</b> <ul style="list-style-type: none"> <li>To guide students to make optimal and appropriate choices</li> <li>To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan</li> <li>To coach students on time management and goal-setting based on their exploration result in Career Mapping</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to make informed choice of the tertiary study programmes.</li> <li>Students have adequate self-understanding to make their choice of tertiary study in relevance to their ability, interest, character and potential.</li> <li>Students are able to construct their own revision time-table for HKDSE, striking a good balance between work and relaxation.</li> </ul>	<ul style="list-style-type: none"> <li>Success rate of JUPAS admission</li> <li>Success rate of candidates receiving Band A offer</li> <li>Survey on students' satisfaction about their JUPAS offers</li> </ul>	<ul style="list-style-type: none"> <li>Most students consulted Form Teachers and subject teachers about their programme choices.</li> <li>About 50% of the students asked for the advice of career teachers.</li> <li>Students were ready to consult career teachers after the release of HKDSE results.</li> </ul>
<b>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</b> <ul style="list-style-type: none"> <li>To provide information about HKDSE result release day operation</li> <li>To introduce the characteristics of various university programmes</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 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.</li> <li>Students fully understand the procedure and mechanism of modification of</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Feedback from Parents, Form Teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>More than 50% of students and parents attended.</li> <li>Students and parents responded very positively to the programme content. They had a clear idea about the arrangement on Jul 10, understood the HKDSE result appeal procedures, knew where to get information of JUPAS programmes, knew more about non-JUPAS study options, understood the online procedures for the submission of modified JUPAS programme choices, and understood what to consider if they need to modify their programme choices.</li> </ul>



	Programme Choices.		
<b>2.4 Support for Overseas Education Application</b> <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 in the process of their applications</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 countries.</li> <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.</li> <li>To issue recommendation letters and transcripts within 7 working days after student's submission of all documents.</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 desire</li> <li>Feedback &amp; reflection through personal contact</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>A total of 5 UK and Canada universities admission talks were carried out on campus. A total of 41 students and 27 parents attended the talks. Students and parents were highly involved.</li> <li>A talk by Renmin University of China was held in 30 Nov, 2018 in campus. Total 9 students attended.</li> <li>Students were invited to attend Tsinghua University admission talks held in Diocesan Boys School. Around 10 students attended.</li> </ul>
<b>2.5 F.4 Placement Talk for F.3 students and parents</b> <ul style="list-style-type: none"> <li>To work in conjunction with Home-School Cooperation Team</li> <li>Help students best match their interest &amp; ability with their choice of study</li> <li>To inform students and parents opportunities of tertiary studies &amp; future academic/career options with their choice of subjects</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 combination.</li> <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 son.</li> </ul>	<ul style="list-style-type: none"> <li>Survey on the academic performance of students in F.4</li> <li>Statistics on number of students changing/dropping subject in F.4/5</li> </ul>	<ul style="list-style-type: none"> <li>All F.3 parents and students attended the talk.</li> <li>They were informed of the appropriate attitudes and values necessary for a successful senior form study.</li> <li>They were informed of entrance requirements of local universities.</li> <li>Strategies and advice about subject choice were given.</li> </ul>

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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<b>3.1 Speaking &amp; Presentation Skill Workshop for F.5</b> <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>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>A talk was jointly organized with speech team. An alumnus was the guest speaker. About 60 F.5 students attended.</li> </ul>
<b>3.2 Junior Achievement Hong Kong (JAHK) Workshops</b> <ul style="list-style-type: none"> <li>To participate Success Skills Workshop organized by JAHK</li> <li>To Participate It's My Business organized by JAHK</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 is expected.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation Form</li> <li>Feedback &amp; reflection through personal contact</li> </ul>	<ul style="list-style-type: none"> <li>A total of 10 F4 and F5 students joined Success Skills Workshop, Personal Finance Workshop, and It's My Business Workshop. They gave positive feedback to the workshops, agreed that the workshop objectives were achieved.</li> </ul>
<b>3.3 Workshop on Interview Skills</b> <ul style="list-style-type: none"> <li>To give a general presentation on interview skills &amp; etiquette</li> <li>To conduct individual mock interview exercise</li> </ul>	<ul style="list-style-type: none"> <li>F.6 students are able to make a success of the university interview.</li> <li>Students who have made plans for overseas studies and work can also benefit.</li> <li>All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation forms by interviewers and interviewees</li> <li>Students' feedback through causal talk</li> </ul>	<ul style="list-style-type: none"> <li>A talk and workshop provided by St. James settlement was held on OLE day.</li> <li>About 50 F.6 students participated</li> <li>Students learned some useful tips on university application.</li> </ul>
<b>3.4 Medicine Career Workshop &amp; Interview Practice</b> <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>Students' feedback through causal talk</li> <li>Success rate in JUPAS admission</li> </ul>	<ul style="list-style-type: none"> <li>Medicine Career Workshop cum Interview Practice was carried out on 25 Oct 2018.</li> <li>81 F.4-6 students joined the workshop.</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> </ul>

			<ul style="list-style-type: none"> <li>Students found the interview practice very useful and knew how to prepare themselves for the interview.</li> <li>Additional interview workshop was held on 4 May 2019. It was conducted by several alumni doctors. The main focus was questions related to ethical issues.</li> </ul>
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## Target 4: To enrich students' exposure to the world of work.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<b>4.1 Job Shadowing Programme</b> <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 119 job shadowing posts were provided by 18 organizations with 21 programmes.</li> <li>76 F.5 students enrolled.</li> <li>Feedback from students was very positive.</li> <li>"Life Buddies" Workplace Exposure Programme offered 10 job tasting posts to F.4-5 students in Jun &amp; Jul. They were assigned to Allianz Global Investors and Hong Kong Observatory.</li> </ul>
<b>4.2 Careers Day</b> <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>Questionnaire</li> <li>Feedback of the old boys</li> <li>Observation of the discussions</li> </ul>	<ul style="list-style-type: none"> <li>Talks on 9 different industries or sectors were held.</li> <li>21 old boys helped in this event.</li> <li>90 F.4 &amp; 5 students attended.</li> <li>Many students found the information very useful and informative.</li> </ul>
<b>4.3 Career visits</b> <ul style="list-style-type: none"> <li>To organize visits to companies, tertiary institutions and other organizations</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</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>27 F.5 students visited the High Court and met Justice Judge David Lok (84').</li> <li>23 F.5 students joined A Day @ HKU Medical School' and</li> </ul>

	<p>company or firm.</p> <ul style="list-style-type: none"> <li>• Students feel interested in the visit and want to know more.</li> <li>• Students form the first idea of future career.</li> </ul>		<p>attended Problem-Based Learning lesson.</p> <ul style="list-style-type: none"> <li>• 4 F.4-5 students joined ‘A Day @ HKU Arts programmed’ and attended lecture and workshop.</li> <li>• 14 F.4-5 students joined the Digital Entrepreneur Leadership Forum (DELF) 2018 to learn about the implications of AI to the changes in management model in organizations.</li> </ul>
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**Target 5: To empower 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 teachers 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 understand the concepts of careers and life planning.</li> <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>• Briefings were given in Form Teachers’ Periods meetings.</li> <li>• Teachers’ feedback was mostly positive.</li> <li>• Useful resources and materials were shared to all teachers via intranet.</li> </ul>

## Career and Life Planning Grant Financial Report

Income	Amount (\$)
Balance b/f from 2017-18	96,196.66
Total income	96,196.66

Expenses	Amount \$
Services provided by NGOs	F.4 Career & Life Planning Workshop
	30,000.00
	F.2 Career & Life Planning Workshop
	18,000.00
	Sub-Total
	48,000.00
HKACMGM membership fee	400.00
Careers-related Activities (pending)	18,571.50
Careers Education Materials	15,849.33
Career Office Equipment	1,293.00
Teaching Assistant Salary & ER MPF contribution	15,088.50
Total	99,202.33
Surplus (current year)	(3005.67)

## La Salle College Careers Programme by Form

### Objectives

1. To help students to achieve a better understanding of themselves and explore their interests, and aspirations.
2. To assist students in making well-informed choices regarding their further education and future careers.

### Preamble

Students need to be well-informed about the working world. Through the career education programmes and individual/group guidance and counselling, students will be equipped with the required knowledge, skills, attitudes and qualifications to embark on the career of their choice. Career Education Programmes aim to help students to achieve a better understanding of themselves and explore their interests, and aspirations. Students are encouraged to make their informed educational and career choices that are congruent with their personal qualities, such as talents, interests and abilities. During F.4 – F.6, all students are to enroll in at least one career-related programme offered by school in non- lesson time.

### Programme Outline by Form

Level	Programme	Objective	Who	When
F1	F.1 Career Education	<ol style="list-style-type: none"> <li>1. To help students identify various professions and their characteristics</li> <li>2. To help students appreciate the contribution of various professions to society</li> <li>3. To help students understand the importance of early careers planning</li> <li>4. To help student learn the strategies to make careers plans.</li> </ol>	Form Teacher	Feb
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> </ol>	Careers Coordinator (CC)	Whole year
F2	F.2 Career Education	<ol style="list-style-type: none"> <li>1. To help students understand the technique in decision making</li> <li>2. To help students discover their preferred lifestyle, work values and interests</li> <li>3. To help students understand the importance of goal setting</li> <li>4. To provide students guidance in setting learning educational and career goals</li> </ol>	Form Teacher	Feb/Apr
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> </ol>	CC	Whole year
F3	F.3 Career Education	<ol style="list-style-type: none"> <li>1. To help students define their goals in senior secondary education.</li> <li>2. To motivate students to work towards their study goals and other activities that are related to their personal and social development.</li> </ol>	Form Teacher	Feb
	Talk on F.4 placement	<ol style="list-style-type: none"> <li>1. To help students match their interest &amp; ability with their choice of study, and inform them opportunities of tertiary studies &amp; future career paths with their choice of elective subjects.</li> </ol>	CC	Mar
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> </ol>	CC	Whole year
	Careers Talk	<ol style="list-style-type: none"> <li>1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each.</li> <li>2. To foster a mentor relationship between students and the speakers.</li> <li>3. To advise students on their choice of further studies and career planning.</li> <li>4. To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole year
F4	F.4 – F.6 Career Education	<ol style="list-style-type: none"> <li>1. To help students identify their interest, aptitude and personalities.</li> <li>2. To help students explore their career aspiration and to set their career goals.</li> </ol>	Form Teacher	Sep & Feb
	Careers Talk	<ol style="list-style-type: none"> <li>1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each.</li> <li>2. To foster a mentor relationship between students and the speakers.</li> <li>3. To advise students on their choice of further studies and career planning.</li> <li>4. To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> <li>2. To brief students on the application procedures of UCAS (UK) and Common Application (US).</li> <li>3. To give useful tips on writing personal statement, choosing programmes and universities.</li> </ol>	CC	Whole year

Level	Programme	Objective	Who	When
	Careers Visit	<ol style="list-style-type: none"> <li>To give students an understanding of various industries and the working environment.</li> <li>To provide other learning experiences.</li> <li>To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole Year
	Success Skills Workshop (Junior Achievement Hong Kong)	<ol style="list-style-type: none"> <li>To appreciate various practical success skills and learn how to apply them in the workplace.</li> <li>To learn to apply interpersonal and teamwork skills in workplace.</li> <li>To practice various career-preparation activities e.g. resume-writing and mock interviews.</li> <li>To provide students with the opportunity to engage with business professionals and learn from successful role models.</li> </ol>	Careers Team Member	Whole year
	Job Shadowing	<ol style="list-style-type: none"> <li>To introduce the working environment of different professions.</li> <li>To inspire students on choosing their future career.</li> <li>To provide students authentic learning experiences in the real working environment.</li> <li>To encourage rapport between students and old boys and to build up a network.</li> </ol>	CC	Jun-Aug
F5	F.4 – F.6 Career Education	<ol style="list-style-type: none"> <li>To help students identify their interest, aptitude and personalities.</li> <li>To help students explore their career aspiration and to set their career goals.</li> </ol>	Form Teacher	Sep & Feb
	Careers Talk	<ol 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 speakers.</li> <li>To advise students on their choice of further studies and career planning.</li> <li>To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> <li>To brief students on the application procedures of UCAS (UK) and Common Application (US).</li> <li>To give useful tips on writing personal statement, choosing programmes and universities.</li> </ol>	CC	Whole year
	Careers Visit	<ol style="list-style-type: none"> <li>To give students an understanding of various industries and the working environment.</li> <li>To provide other learning experiences.</li> <li>To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole year
	Success Skills Workshop (Junior Achievement Hong Kong)	<ol style="list-style-type: none"> <li>To appreciate various practical success skills and learn how to apply them in the workplace.</li> <li>To learn to apply interpersonal and teamwork skills in workplace.</li> <li>To practice various career-preparation activities e.g. resume-writing and mock interviews.</li> <li>To provide students with the opportunity to engage with business professionals and learn from successful role models.</li> </ol>	Careers Team member	Whole year
	Job Shadowing	<ol style="list-style-type: none"> <li>To introduce the working environment of different professions.</li> <li>To inspire students on choosing their future career.</li> <li>To provide students authentic learning experiences in the real working environment.</li> <li>To encourage rapport between students and old boys and to build up a network.</li> </ol>	CC	Jun -Aug
F6	F.4 – F.6 Career Education	<ol style="list-style-type: none"> <li>To help students identify their interest, aptitude and personalities.</li> <li>To help students explore their career aspiration and to set their career goals.</li> </ol>	Form Teacher	Sep & Feb
	Careers Talk	<ol 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 speakers.</li> <li>To advise students on their choice of further studies and career planning.</li> <li>To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> <li>To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.</li> <li>To brief students on the application procedures of UCAS (UK) and Common Application (US).</li> <li>To give useful tips on writing personal statement, choosing programmes and universities.</li> </ol>	CC	Whole year
	Careers Visit	<ol style="list-style-type: none"> <li>To give students an understanding of various industries and the working environment.</li> <li>To provide other learning experiences.</li> <li>To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole year



Level	Programme	Objective	Who	When
	Individual /group counselling	<ol style="list-style-type: none"> <li>1. To guide students on their JUPAS application.</li> <li>2. To advise students on their career planning and JUPAS programmes choices.</li> <li>3. To advise students on the modification of JUPAS programme choices and application of other study pathways after the release of HKDSE result.</li> </ol>	CC & Careers Team Member & Form Teacher	Sep-Dec & Jul-Aug



## La Salle College Careers Programme by Programme

### Objectives

1. To help students to achieve a better understanding of themselves and explore their interests, and aspirations.
2. To assist students in making well-informed choices regarding their further education and future careers.

### Preamble

Students need to be well-informed about the working world. Through the career education programmes and individual/group guidance and counselling, students will be equipped with the required knowledge, skills, attitudes and qualifications to embark on the career of their choice. Career Education Programmes aim to help students to achieve a better understanding of themselves and explore their interests, and aspirations. Students are encouraged to make their informed educational and career choices that are congruent with their personal qualities, such as talents, interests and abilities. During F.4 – F.6, all students are to enroll in at least one career-related programme offered by school in non- lesson time.

### Programme Outline by Programme

	Programme	Objective	Level	Who	When
1	JUPAS Talk	1. To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement, facilitate them in the application process, guide them to make optimal and sensible choices. 2. To give individual counseling to students on their JUPAS choices.	F.6	Careers Coordinator (CC)	Sep
2	Interview Workshop & Medicine Workshop	1. To meet the needs of all students preparing for university interview and to acquire the necessary skills. 2. To give timely feedback on students' performance in order to help them improve their interview skills.	F.6	CC	Nov-Dec
3	Job Shadowing	5. To introduce the working environment of different professions. 6. To inspire students on choosing their future career. 7. To provide students authentic learning experiences in the real working environment. 8. To encourage rapport between students and old boys and to build up a network.	F.6	CC	Jun-Aug
4	Careers Talk	5. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 6. To foster a mentor relationship between students and the speakers. 7. To advise students on their choice of further studies and career planning. 8. To broaden their exposure to the real working world.	F.3 – F.5	CC & Careers Team Member	Whole year
5	Careers Visit	4. To give students an understanding of various industries and the working environment. 5. To provide other learning experiences. 6. To broaden their exposure to the real working world.	F.4 -F.5	CC & Team member	Whole year
6	Success Skills Workshop (Junior Achievement Hong Kong)	5. To appreciate various practical success skills and learn how to apply them in the workplace. 6. To learn to apply interpersonal and teamwork skills in workplace. 7. To practice various career-preparation activities e.g. resume-writing and mock interviews. 8. To provide students with the opportunity to engage with business professionals and learn from successful role models.	F.4 – F.5	Careers Team member	Whole year
7	Oversea Studies Talk	2. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 3. To brief students on the application procedures of UCAS (UK) and Common Application (US). 4. To give useful tips on writing personal statement, choosing programmes and universities.	F.1 – F.6	CC	Whole year
8	Talk on F.4 placement	2. To help students match their interest & ability with their choice of study, and inform them opportunities of tertiary studies & future career paths with their choice of elective subjects.	F.3	CC	Mar
9	F.4 – F.6 Career Education	3. To help students identify their interest, aptitude and personalities. 4. To help students explore their career aspiration and to set	F.4 – F.6	FT	Feb

	Programme	Objective	Level	Who	When
		their career goals.			
10	F.3 Career Education	<b>3.</b> To help students define their goals in senior secondary education. <b>4.</b> To motivate students to work towards their study goals and other activities that are related to their personal and social development.	S.3	FT	Feb
11	F.2 Career Education	<b>5.</b> To help students understand the technique in decision making <b>6.</b> To help students discover their preferred lifestyle, work values and interests <b>7.</b> To help students understand the importance of goal setting <b>8.</b> To provide students guidance in setting learning educational and career goals	F.2	FT	Feb
12	F.1 Career Education	<b>5.</b> To help students identify various professions and their characteristics <b>6.</b> To help students appreciate the contribution of various professions to society <b>7.</b> To help students understand the importance of early careers planning <b>8.</b> To help student learn the strategies to make careers plans.	F.1	FT	Feb



**LA SALLE COLLEGE**

# **Extended Chinese Language Learning Programme for Non- Chinese Language Students (NCS) Annual Report 2018-2019**

## 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	Sept 19 to June 20	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	
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 19 to May 20	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	
3	Study Tour related to Chinese culture  F.4-5 Taiwan Service Programme  F.3 Shanghai Study Tour  F.2 ZhongShan Study Tour Hosting exchange students	Have lessons in a local school Visit Chinese cultural attractions in Chinese cities Outdoor activities and exercises to enhance students Chinese speaking skills	Zhongshan: Nov 19  Shanghai: Apr 20  Taiwan: Apr 20  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	
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  Weekly tutorials to revise and consolidate the learning of Chinese with electronic resources	Sept 19 to June 20	80% of students agree e-learning platform can help improve their Chinese  Students hand-in at least 10 CA tasks through e- platform  Students think the online resources are useful	Teachers' observation Questionnaire Feedback from students	Subject teachers	Electronic devices  Chinese Learning Apps  Chinese teachers of NCS classes	
5	ZUI-ify and digitization	Multiple researches have	Sept 18 to June 19	80% more students	Hit rate. Questionnaire	Subject teachers	Prezi License	

	of teaching-learning materials	shown that Zoomable User Interfaces (ZUI) such as Prezi out-performs Powerpoint and other visual aids especially in raising attention. This is extremely useful to our NCS boys. In addition, we shall digitize our paper-based teaching and learning material for such purposes		behave attentive in classes.  All presentations are viewed at least once by students after class.	Feedback from students Teachers' observation		Computers	
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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 19 to Jul 20</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>Janet Yuen</li> </ul>	<ul style="list-style-type: none"> <li>Grant for hiring the posts</li> </ul>	



## Budget

	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	Approx: \$	1080000
2	Integrated cultural experience activities		Approx: \$	5000
3	Teaching Materials		Approx: \$	5000
4	E-learning Resources		Approx: \$	3000
5	Chinese Books Reading Scheme	Books and Prizes	Approx: \$	2000
6	Learning enhancement workshops	Materials, tutorials and administration	Approx: \$	5000
		Total:	Approx: \$	1100000

## Awards and Prize in 2018-2019

### Certificate of Merit

#### Form 1

(1A) LAI Wai Lok .....	1st Place
(1B) LAU Cheuk Nam .....	2nd Place
(1G) CHAN Wang Mong Tikvah .....	3rd Place
(1G) CHEUNG Man Hei .....	4th Place
(1A) LO Hei Long .....	5th Place
(1G) HONG Hey Sunny .....	6th Place

#### Form 2

(2G) LAU Tsz Hong .....	1st Place
(2B) MAK Chi Hin Bryan .....	2nd Place
(2F) CHIU Ho Hin Geoffrey .....	3rd Place
(2F) LAM Man Ho Anson .....	4th Place
(2E) CHAU Chun Hei .....	5th Place
(2E) CHAN Hoi Chi .....	6th Place

#### Form 3

(3G) CHOI Yung Kin .....	1st Place
(3C) WONG Long Hin .....	2nd Place
(3F) CHOW Shing Wing .....	3rd Place
(3B) KWOK Long Fung .....	4th Place
(3C) CHEUNG Yan Shek .....	5th Place
(3A) LO Tsz Kin .....	6th Place

#### Form 4

(4G) MA Tin Lok .....	1st Place
(4G) LAI Ching Kei .....	2nd Place
(4D) FARHAN Ishraq .....	3rd Place
(4G) YEUNG Lok Tim .....	4th Place
(4G) HO Joseph .....	5th Place
(4F) LI Ho Yin .....	6th Place

## Subject Prize Winner

### Form 1

English Language .....	(1B) CHAN Samuel Yuk Ting
Mathematics .....	(1A) LO Hei Long
Chinese Language .....	(1A) LO Hei Long
Liberal Studies .....	(1F) CHOW Brendan Paklum
French .....	(1A) RAVICHANDRAN Nikhil
Chinese History .....	(1A) LO Hei Long
Geography .....	(1F) KWOK Marcus
History .....	(1G) CHEUNG Man Hei
Information & Communication Technology .....	(1B) LAU Cheuk Nam
Science .....	(1B) LAU Cheuk Nam
Putonghua .....	(1F) CHEN Jackey
Design and Technology .....	(1G) KWOK Chun Hei Andison
Music .....	(1E) CHAN Cheuk Sum Jayden
Physical Education .....	(1D) LUI Zhen Stephen
Visual Arts .....	(1D) NG Issac

### Form 2

English Language .....	(2F) CHIU Ho Hin Geoffrey
Mathematics .....	(2F) TAM Lok Hang
Chinese Language .....	(2G) WONG Tsz Hin
Liberal Studies .....	(2G) LAU Tsz Hong
French .....	(2A) SHEIK Mahmood Afif
Chinese History .....	(2F) LAM Man Ho Anson
Geography .....	(2F) CHIU Ho Hin Geoffrey
History .....	(2G) LAU Tsz Hong
Information & Communication Technology .....	(2D) WU Lok Hei
Science .....	(2E) LEUNG Yau Hei
Putonghua .....	(2F) LAM Man Ho Anson
Design and Technology .....	(2D) WONG Tsz Hei
Music .....	(2E) PONG Ho Cheong
Physical Education .....	(2A) SLATTERY Matthew Luke
Visual Arts .....	(2F) LOK Tin Lik

### Form 3

English Language .....	(3C) WONG Long Hin
Mathematics .....	(3C) WONG Long Hin
Chinese Language .....	(3A) LO Tsz Kin
Liberal Studies .....	(3C) WONG Long Hin
French .....	(3A) LI Brian Hao-Fei
Biology .....	(3G) CHOI Yung Kin
Chemistry .....	(3G) CHOI Yung Kin
Chinese History .....	(3C) SIU Pak Shun
Economics .....	(3C) CHEUNG Yan Shek
Geography .....	(3C) SIU Pak Shun
History .....	(3F) CHOW Shing Wing
Information & Communication Technology .....	(3G) CHOI Yung Kin
Physics .....	(3F) TONG Chun Yin
Putonghua .....	(3G) CHOI Yung Kin
Music .....	(3B) KWOK Long Fung
Physical Education .....	(3C) TANG Chak Lam
Visual Arts .....	(3E) CHENG Felix

### Form 4

English Language .....	(4G) LAI Ching Kei
Mathematics .....	(4G) MA Tin Lok
Chinese Language .....	(4G) MA Tin Lok
Liberal Studies .....	(4G) YAU Kwan To
French .....	(4D) CHEUNG Hok Ching
BAFS .....	(4F) WONG Tsz Wai
Biology .....	(4G) MA Tin Lok
Chemistry .....	(4G) CHEUNG Ka Nam
Chinese History .....	(4C) MAU King Sum Ken
Economics .....	(4F) TO Sing Hin
Geography .....	(4D) AU Lok Yin Dominic
Information & Communication Technology .....	(4D) Farhan Ishraq
Integrated Science .....	(4C) KUM Tak Chuen
Physics .....	(4G) CHOI Wai Ching
Music .....	(4F) PAU Chun Kit
Physical Education .....	(4F) KWOK Ching Ryan

## Form 5

English Language .....	(5G) YIP Chun Wai
Mathematics .....	(5G) LEE Wan
Chinese Language .....	(5F) POON Tin Yau
Liberal Studies .....	(5G) KWOK Man Ho
French .....	(5D) BAVEJA Gauransh
BAFS .....	(5F) POON Tin Yau
Biology .....	(5G) CHAU Yuet Hang
Chemistry .....	(5G) CHENG Ho Ming
Chinese History .....	(5E) KWAN Lai Cheung
Economics .....	(5F) YAU Lok Hei Jamie
Geography .....	(5D) WAI Cheuk Him
Information & Communication Technology .....	(5D) LEUNG Tsz Hei
Integrated Science .....	(5A) KWOK Ching Yuen
Physics .....	(5G) NG Chi Kin
Music .....	(5B) TONG Wang Him Benjamin
Physical Education .....	(5D) FUNG Chun Wai Henry

## SCHOLARSHIPS AND PRIZES

September 2018 – August 2019

### Hong Kong Scholarship for Excellence for Overseas Study

Chau Lok Hin (6E)      Chi Ling Hoi (Class '18)      Law Wai Ting (Class '14)

### Multi-facted Excellence Scholarship

Ching Hon Lam (6G)

### Harmony Scholarship by Home Affairs Department

Cheung Hok Ching (4D)      Jaluka Harsh (5D)  
Chowdhury Mohammed Salsabil (4A)      Wang Joshua Che (6D)

### Kowloon City District Outstanding Student Award

CHOI Yung Kin (3G)      Wong Chi Fung (6G)

### Sir Robert Black Trust Fund Scholarship for Talented Students in Non-academic Fields

Chan Nok Him (3E)

### Good Lasallian Student Award donated by Class 1987

Lee Chun Lang Baron (1A)	Tam Gwen Yui Gerald (4C)
Leung Ka Chun (1B)	Chan Chin Ngai (4E)
Fong Man Kit Macon (1D)	Chan Chun Hin (4F)
Yeung Kai Ngai (1D)	Kung Leong Hang (4F)
Chan Kam Hei (1F)	Hau Ka Chai (4G)
Chow Brendan Paklum (1F)	Ho Joseph (4G)
Kwok Marcus (1F)	Kong Sing Chun Herbert (4G)
Tsui Cyrus (1F)	Lai Ching Kei (4G)
Chow Lok Yin (2B)	Lam Cheuk Tsun (4G)
Yip Yiu Tin (2D)	Yau Kwan To (4G)
Chan Howie (3A)	Leung Tsz Hei (5D)
Kwok Long Fung (3B)	Wai Cheuk Him (5D)
Tang Ho Yin (3B)	Kwan Lai Cheung (5E)
Chan Cheuk Hang Marcus (3C)	Leung Ka Yiu (5E)
So Tsz Kiu (3C)	Cheng Kwan Ho (5F)
Wong Long Hin (3C)	Chan Hoi Nam (5G)
Liu Tsz Kin (3D)	Chan Yin Hei (5G)
Cheng Felix (3E)	Chow King Ngai (5G)
Choi Chi Hin (3E)	Chu Kai Ming Brian (5G)
Kung Hin Lok Isser (3E)	Lee Wan (5G)
Tang Kit Hang Justin (3E)	Lim Yat Chun Alan (5G)
Xie Lingrui (3E)	Tsang Hin Cheong (5G)
Li Chun Hong (3F)	Tseung Siu Lung (5G)
Choi Yung Kin (3G)	Yip Chun Wai (5G)
Cheung Chun Lok (4C)	Yiu Kit (5G)

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

Lew Pui Kai (6D)	Chiu Cheuk Hin (6G)
Sharma Rohit (6D)	Hui Yau Ho Herbert (6G)
Chau Leong Kit (6E)	Hui Yau Wang Wayne (6G)
Chau Lok Hin (6E)	Mok Kwan Lam Prudence (6G)
Man Hei Chun (6E)	Siu Tsz Chung (6G)
Wang Matthew Sebastian (6E)	Tsoi Pui Lam (6G)
Wong Tsz Ho (6E)	Wong Chi Fung (6G)

Chan Kai Lok (6G)  
Ching Hon Lam (6G)

Yao Alan Yong (6G)

**Brother Henry Pang Memorial Prize for Chinese Language donated by the LSCOB**

Chik William (6G)	Lee Ching Hei (6G)
Ching Hon Lam (6G)	Li Chak Yan (6G)
Hui Yau Ho Herbert (6G)	Siu Tsz Chung (6G)
Lam Chun Him (6G)	Wong Chi Fung (6G)

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

Chiang Cheuk Him (6D)	Fung Hei Lok Jonathan (6G)
Lee Ying Chun Linus (6D)	Hui Yau Ho Herbert (6G)
Chau Lok Hin (6E)	Lam Chun Him (6G)
Lam Wai Chung (6E)	Lam Yiu Pong (6G)
Leung Yat Long Ansel (6E)	Li Chak Yan (6G)
Lo Chak Sum (6E)	Mok Chun Pui (6G)
Man Hei Chun (6E)	Mok Kwan Lam Prudence (6G)
Ng Hau Ting (6E)	Shum Hei Chun (6G)
Ngan Ka Chai (6E)	Siu Ho Yin (6G)
Yau Sheung Man Sherman (6E)	Siu Tsz Chung (6G)
Bai Zhiyuan (6F)	Tang Hong Ting (6G)
Chow Sau Ho (6F)	Tsoi Pui Lam (6G)
Wong Kin To (6F)	Wong Chi Fung (6G)
Ching Hon Lam (6G)	Wong Tsz Chun Jason (6G)
Fong Man Lok Matthew (6G)	Yao Alan Yong (6G)

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

Chu Chit Hei Sebastian (6C)	Hui Yau Ho Herbert (6G)
Chan Wai Yin (6E)	Lee Ching Hei (6G)
Lau Wang Hin James (6E)	Siu Tsz Chung (6G)
Wong Tsz Ho (6E)	Wong Chi Fung (6G)
Hu Chi Wai (6F)	Wong Tat Yeung (6G)
Ching Hon Lam (6G)	Yao Alan Yong (6G)
Fung Hei Lok Jonathan (6G)	

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

Form 1	Li Chun Hei (1F)
Form 2	Lau Tsz Hong (2G)
Form 3	Kwok Long Fung (3B)
Form 4	Wong King Chun Sherwood (4G)
Form 5	Cheng Kwan Ho (5F)
Form 6	Chan Pak San (6F)

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

Wang Joshua Che (6D)

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

Wong Chi Fung (6G)	(7x5** and Math Module 2-5**)
Siu Tsz Chung (6G)	(7x5**)
Hui Yau Ho Herbert (6G)	(7x5**)
Man Hei Chun (6G)	(5x5**)
Mok Kwan Lam Prudence (6G)	(5x5**)
Yao Alan Yong (6G)	(5x5**)



**Brother Michael Curtin Memorial Prize for Overall Academic Excellence**

Form 1	Lai Wai Lok (1A)
Form 2	Lau Tsz Hong (2G)
Form 3	Choi Yung Kin (3G)
Form 4	Ma Tin Lok (4G)
Form 5	Kwok Man Ho (5G)

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

Form 1	Chiu Yu Ching Medwin (1D)
Form 2	Ng Yau Nam (2A)
Form 3	Thakur Pranjal (3A)
Form 4	Shum Kwan Shing Justin (4D)
Form 5	Lee Cheuk Yin (5D)

**LSCOBA The Best All Round Student Award**

Form 1	Kwok Marcus (1F)
Form 2	Mak Chi Hin Bryan (2B)
Form 3	Kwok Long Fung (3B)
Form 4	Ho Joseph (4G)
Form 5	Chow King Ngai (5G)

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

Chan Ching Fung (6C)

**LSCOBA Scholarship (for Visual and Performing Arts)**

Tong Wang Him Benjamin (5B)

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

Tang Ho Yin (3B)	(F1-3)
Mao Shing Yui (5F)	(F4-6)

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

Wong Chi Fung (6G)