



La Salle  
College



*Think through and commit to  
achieve*

# Annual Report 2019-2020

## Contents

Our School	2
Preamble	2
Vision Statement	4
Mission Statement	4
Values	4
Motto	4
Competencies	4
Guiding Principles	4
Learning Goals	5
Curriculum Aims	5
Teaching and Learning 2019-2020	6
Academic Achievement	6
Professional Development	6
Review of the Small Class Teaching for Weaker Students	6
Learning Support Programmes	6
Support for Student Development 2019-2020	7
Moral and Civic Education	7
Service Learning	7
Aesthetics	7
Discipline and Guidance	8
Form Teachers' Period	8
Careers Education	8
Extra-Curricular Activities	9
Home-School Cooperation	9
Exchange Programmes, Study Tours and Receptions	9
The Student Association and the Editorial Board	10
Learning Support Services	10
Integrated Planning of Student Support Service Programme	10
Conclusion	10
Exchange Programme 2019-2020	11
Student Performance 2019-2020	Error! Bookmark not defined.
Financial Summary 2019 – 2020 (ended 31 August 2020)	15
Financial Report on the Use of Grants and Support Funds 2019 – 2020	17
School Development Plan 2019-2025 (School Annual Report 2019-2020)	18
Diversity Learning Grant for the 11 <sup>th</sup> Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2020/2021 to 2022/2023	27
School-based After-School Learning and Support Programmes 2019-2020 School-based Grant - Programme Report	29
Career Guidance and Life Planning Education Report 2019-20	31
La Salle College Careers Programme by Form	42
Extended Chinese Language Learning Programme for Non-Chinese Students (NCS)	48

## 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 2019/2020

Think through and commit to achieve.



## School History



### *In the beginning*

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

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

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

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

### *War-Time and Exodus*

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

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

### *Post-War Recovery*

Br. Cassian, OBE, energetically undertook restoration of the College after the war in 1946. Soon the College made a remarkable recovery and had about 600 pupils on its roll. The British Military Authorities, however, once again requisitioned the College in 1949 and it was turned into the 33rd General Hospital. Under the directorship of

Brother Patrick Toner, the school was moved to temporary buildings on Perth Street, Homantin. Despite the considerable difficulties, few school activities suffered by this change. Br. Felix was appointed Director of the School in 1956 and with untiring efforts, re-acquired the College buildings from the Military Authorities on 1st August 1959. Eleven years of forced exile had come to an end. Student numbers grew steadily and this in turn led to a separation of primary and secondary divisions. La Salle Primary School commenced classes in 1957 and Br. Henry was appointed Headmaster.

### *The Modern La Salle*

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

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

Since a major part of the School building is above standard, the Government is not responsible for its maintenance. Replacements of plant and machinery as well as the upkeep of existing facilities require substantial sums of money. The Brothers, the Principal Br. Francis, and some Old Boys initiated the idea of a Foundation with one of the aims being to provide sufficient funds to do just this. In early 1992, the La Salle Foundation was established with Mr. Michael Sze as the first Chairman.

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

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

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

In 2004, Br. Thomas retired as Principal and Dr. Paul Lau (68) took this office. He was the first layman to take the post after 10 Brothers before him. Br. Thomas continued his role of Supervisor until he became Brother Visitor of the Penang District in 2008. Br. Patrick then took over as Supervisor. In April 2007, Mr. Wong Yen Kit took the reins as Principal. In September 2008, Mr. Nicholas Ng, the former Foundation Chairman, was invited to be the Alternate Supervisor alongside Br. Patrick. In September 2010, on the retirement of Mr. Wong Yen Kit, Br. Steve, from New Zealand, was appointed Principal. Br. Steve concluded six years as Principal of La Salle College in August 2016 and was reappointed to Oakhill College, Sydney. Mr. Tong Wun Sing, having taught at the College since 1984, was appointed Principal in September 2016. In September 2019, Brother Thomas became the Supervisor.



## Vision Statement

To inspire and challenge 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)



## Learning and Teaching 2019-2020

### Academic Achievement

The school uses both internal and external assessment data to reflect on the strengths and weaknesses as well as progress of students to adjust the approach, methodology and teaching materials adopted. Public examination results were compared with internal assessment results to guide teaching. 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 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 2019-2020 were pleasing. There is one student getting 5\*\* in 6 subjects and an (A) in Japanese. Approximately 46% of grades were 5 or better compared, while 73% were 4 or better. Over 80% attained 3 or above in Chinese, 98% 3 or above for English, 97% 2 or above for Math, and 96% 2 or above for Liberal Studies. In addition, 56% attained entry into the top 3 universities in Hong Kong, out of which approximately 52% students gaining entry to HKU.

Results in Hong Kong, National, and International Olympiads in Maths and Interschool Debating, Economics and Business Competitions 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 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 and thus the delivery of the curriculum. The school grasped the opportunity of the need to conduct online lessons to further develop the practice of teaching and learning beyond classrooms. Workshops had been conducted to familiarize teachers of using various educational software as well as effective planning of lessons in catering for the diversified needs of students in times of remote learning. In addition, the reviewing and refining of Unit and Lesson Plans in all subjects 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 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.

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. Even though there are a lot of variables regarding small class teaching, the one controllable significant variable factor however is the teacher – the skills and the relationship with students. Towards this end, the College would continue updating teachers with relevant training and professional development and thus making good use of split class provision to enhance learning and teaching.

The review on the use of resources for enhancement would continue in 2020-2021. The data collected would continue to inform the College in terms of a better deployment of resources regarding 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, Science, ICT etc. The Gifted Education Department accessed programmes from HKU, the Dual Programme from HKUST, and other programmes from BU, PolyU and CityU for talented students as well as having students gain scholarships for the Johns Hopkins University Talent Search Summer School. SEN students, although only a very small number, with mild audio or visual impairment, were well supported by the SEN and Learning Support team.

The College will focus on 'Language Across the Curriculum' in coming years. 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 grow up as life-long and life-wide learners under this environment.



## Support for Student Development 2019-2020

The theme of the Pastoral Council is “To serve and care for others in love and respect”. The major programmes in 2019-20 are highlighted in the following.

### Moral and Civic Education

The College has been promoting moral and civic education through a whole school approach. The topics covered in the MCE includes Basic Law Education, citizenship, integrity, respect, responsibility, anti-corruption and environmental protection. The Civic Education Team, Form Teachers’ Period Committee, Discipline Team, Exchange Programme Committee, Health & Environmental Promotion Team and Assembly Team work together to organize various programmes and exchange activities to promote MCE.

In the beginning of the term, the Civic Education Team recruited 10 ambassadors to take up an active role in promoting MCE. Training workshops were provided. In late September, the Environmental week was held to promote the importance of environmental protection through various activities, such as the planting workshop and F1&F2 interclass environmental quiz competition. In addition, the message of anti-corruption was delivered to F.4 boys when they engaged in an interactive drama performed by the ICAC in October. To promote citizenship, our students are encouraged to take part in the “Top Ten News Election 2019” organized by the Hok Yau Club in December. Discipline Committee conducted a Respectful Language Campaign throughout the year to educate students on using proper and respectful languages but to reprimand those rule-breakers.

Unfortunately, due to social unrest and class suspension, many regular activities are called off, such as, talks on anti-bullying and anti-drugs, Dress Causal Day and Teen Talk organized by the Law Society of HK, Legislative Council Debate Competition, Basic Law Quiz Competition. Moreover, all exchange outbound trips to Mainland China are called off.

### Service Learning

Service programmes are tailored for Form 2 to Form 4. All F.2 students are compulsory to participate in a service programme called ‘From La Salle with Love’ in late October – reaching out to different elderly homes and centres. Some F.3 students are voluntarily to co-organize a Mini Games Day for primary schools in May with Caritas. All F.4 students are compulsory to participate in two services programmes. One of them is to visit the elderly in Sham Shui Po District on the OLE day in September. Another one is to deliver tutoring services to selected 4 primary schools, St Patrick School, Pak Tin Catholic Primary School, Ping Shek Catholic Primary School and Bishop Walsh Primary School, under the supervision of their form teachers, RS teachers, as well as Teacher Advisors from the Service Learning Team throughout October to April.

Other service programmes included those offered by the 5 uniform groups – Scouts 17th 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).

However, due to the class suspension and social unrest, there was only one service programme successfully carried out, i.e. visiting the elderly by F.4 in 2019-20.

### Aesthetics

Aesthetic education is one of the essential Other Learning Experience (OLE) in the New Senior Secondary curriculum for the whole person development of students. Our College holds aesthetics workshops and talks regularly for F.4 and F.5 students, including music performances and music appreciation talks, drama appreciation, dance and visual arts, speech and public speaking demonstrations. In October, all F.5 students were invited to attend an exclusive matinee performance of the drama “The Big Meal” presented by the renowned Hong Kong Repertory Theatre.

In addition, our 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 2019-20. The College Wind Orchestra and the Chinese Orchestra captured a Gold Prize in the 2019 Hong Kong Youth Music Interflows competition held in December. This is the twelfth year our Chinese Orchestra has been awarded a Gold Prize in this competition.

The suspension of classes has not stopped our La Salle musicians. Virtual music performances of our students, including members of Wind Orchestra, Chinese Orchestra, String Orchestra, Senior Choir and Mass Choir, were organized by the Music Department and the conductors. Video clips of the virtual performances were published at the La Salle College Campus TV YouTube Channel





## Discipline and Guidance

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

Anti-bullying and brotherhood were made special focus in the junior forms by the Discipline Team and Guidance Team respectively. Several talks and workshops were held during Summer Bridging Programmes in August, aimed at helping F1 newcomers adapt to their new secondary school life. To help F1 boys understand their strengths and weakness, all students were required to conduct the VIA survey. Sharing sessions were conducted to follow up with their signature strengths and underuse strengths, in order to guide students in their goal settings. F1&F2 10-person rope skipping competition was held during Sports Day Final, to draw together their form teachers and students in class, to show their solidarity through accomplishment of such challenge. In addition, the clear message, “Zero tolerance to bullying”, was delivered to all students in the Assembly, whereas anti-bullying support group meeting was held regularly to provide assistance and support to those victims.

## Form Teachers’ Period

The College has a structured curriculum on values education using Form Teacher Periods (FTP) in the first lesson of every school days. It aims at cultivating healthy mental and physical mindset, and equipping students with practical life skills on self-efficacy, self-management, self-awareness, relationship management and responsible decision-making. There are different focus of values and attitudes to be imbued at different form levels, for instance, gratitude and empathy for Form 1&2; resilience for Form 3; self-regulations for Form 4; Career mapping for Form 5; and JUPAS application for Form 6.

In 2019-20, FTP Committee has introduced Google Classroom as the platform for dissemination of first-hand information from the school to all 42 classes from Form 1 to Form 6, as an alternative channel to supplement eClass. Each class has its own Google Classroom, which was owned by the Form Teachers, to communicate actively with the students. In September, all students are required to write two S.M.A.R.T. goals and form teachers are to examine their goals and asked students to reflect on their goals at the end of school term.

In this school year, FTP Committee has conducted a trial on re-structuring of the Form 1 FTP, in which FT periods changes to a semi-structured delivery mode. There is no distinct boundary for the roles of FT1 and FT2, both teachers conduct a combination of various FTP activities, including class administration, individual counselling, teaching values education topics, SSR, sharing by students. A special first period was open on Friday in each month. F1 boys were

gathered at the school hall for activities, for example, VIA follow-up, sharing, study skill workshops. Form 1 FTs are simultaneously attending PD activities in this special first period. There are positive feedback and FTP Committee is going to extend the trial to Form 2 so that our College can engage form teachers in quality interactions with their students.

During 4-month class suspension in the second term, FTP Committee initiated all form teachers to contact parents over the phone to ask for students’ health conditions and to collect responses if parents need any support and assistance from the school. Each form teacher is assigned with around 18 students (half number of their classes), and form teachers had contacted their parents or guardians four times in these four months in total. Form teachers referred guidance cases immediately to social workers and IT supports to the IT technicians. Moreover, form teachers made use of the phone call to discuss with parents on their son’s first term academic performance, even though the annual Parent-Teacher Meeting was cancelled.

## Careers Education

A structured career education curriculum is implemented during the Form Teachers’ Periods of F.2 to F.6. in a sequential and systematic manner to develop students’ ownership of their career and life planning. Due to the class suspension, two mega workshops, “Discovery of Life” and “Career and Life Planning Workshop” for F.2 and F.4 students respectively, were called off. Nevertheless, special information sessions were successfully conducted for Form 3 and Form 6 students and parents, about advice on Form 4 streaming in May 2020 and JUPAS university application in September 2019 respectively. Special counselling is provided for F.6 students in small groups on JUPAS, whereas one career teacher was assigned to look after one F.6 class in their academic programme and psychological well-being throughout the year.

Our Careers Team engages the expertise of alumni in programmes like the Careers Day, Overseas Education Talks, Form 5-6 Interview Workshop, and the Job Shadowing Programme in order to equip students with careers and life planning skills. Speaking and presentation workshop was jointly organized with Speech Team on OLE day in September 2019. Visits, seminars and workshops were held for students who are interested in studying Architecture, Law, Medicine, as well as overseas university applications in the first term of 2019-20. Moreover, our Careers Team 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, in particular, 10 family are enrolled in the HKFYG programme “Dreams with You” to explore the parental role in children’s career planning.

## Extra-Curricular Activities

Our College emphasizes students' personal growth through extra-curricular activities (ECA). In 2019-20, our College offered 46 ECA clubs and societies in academic, interest, sports, performing art, service and religious areas to provide every student an opportunity to stretch their potential. In addition, our College has 25 School sports teams and 10 cultural/music teams. In September 2019, a two-day ECA promotion fair was held for F.1-F.4 classes where all F.1 students are compulsory to enrol in three ECA's, one of them must be in service, and one of them must be in sports groups. Our College aims at imposing the spirit of serving and caring for others in the community through ECA. On average, each student joins 2.13 ECA clubs and societies. A rigorous evaluation system by students, teachers, and the Student Association is employed to gauge participants' feedback to the quality of the club activities as well as suggesting areas for improvement. The Thumb-up Scheme and Penalty Scheme are enforced to provide the club leaders an incentive to improve and enhance their sense of accountability. Special sessions are held with the club chairpersons on evaluation report writing.

In November 2019, ECA Team organized an annual educational outing. Different themes are embedded into each form level. For instance, Geography department collaborates with ECA team with the F.1 outing, while Science activities are embedded into the F.2 outing. To further strengthen the resilience of F.3 students, ECA team and Form Teachers' Period Committee organized a cross-disciplinary adventure-based training programme to boost students' positive thinking and problem-solving skills. Whereas, ECA Team and Guidance Team organized a cross-disciplinary leadership camp for all F.4 students to explore students' leadership potential and to build up their team spirit. Due to class suspension, the Annual Exchange Programme and the Leadership Camp, organised by F.5 student leaders among the Christian Brothers Schools of the Lasallian Family Hong Kong, were called off this year.

Senior Form students are given ample chances to take up the role of leaders in clubs and societies to acquire and develop their leadership skills. In 2019-20, 47% of F.5 students have been leaders at some level in the College. 27% of students have been the office bearers of Student Association/Clubs/Teams, by the end of F.6.



## Home-School Cooperation

Five parents were successfully elected as the members of the 26<sup>th</sup> Standing Committee during AGM in September, whereas the Principal and 8 other teachers were assigned as the Committee members as well. PTA presented souvenirs to every teacher, while students sent warm and encouraging messages to their beloved teachers on the Teachers' Day. Summer Bridging Programme (SBP) was one of the important events co-organized by PTA, teachers, F5 student leaders and F.3-5 student helpers. The aim of SBP was to organise a comprehensive programme for F1 students in mid-August to allow these newcomers to experience secondary school life before the new term starts.

The F1&F2 interim interviews and F6 Parent-Teacher Meeting (PTM) were conducted smoothly in late October and late November respectively, in which F1, F2 & F6 parents had a chance to meet their son's form teachers. Three Reading Club meetings were held smoothly in October and November. Renowned speakers were invited to deliver speeches to students and parents. However, all Reading Club meetings in the 2nd term were cancelled due to class suspension. Three parent education seminars were successfully held in September, October and January. Due to the pandemic, PTA Spring Outing, PTA Annual Dinner and Pre-S1 Parent Seminar were cancelled. However, F.1-5 PTM was conducted in an exceptional method during the outbreak of COVID-19. Instead of the traditional face-to-face meeting with form teachers on campus, form teachers called up parents over the phone to discuss on the academic performance of their son. Lastly, after the class resumption, two sessions of F.3 parent seminars regarding F4 placement were successfully held in late May, to deliver useful tips to parents on F4 subject selections, while paying special attention to maintain social distancing.

## Exchange Programmes, Study Tours and Receptions

Due to the social unrest in HK and the outbreak of COVID-19 around the world, most of the planned exchange programmes of 2019-2020 were cancelled or postponed. However, under such a difficult situation, 1 outbound trip and 1 reception were successfully organized.

On 11-15 November 2019, 8 students led by 1 LSC teacher, joined a study tour "*An Exploration into the Conservation, Technology and Maritime Silk Road of Hainan Province*" organized by the Education Bureau, together with around 80 students and teachers from other schools from HK. On the tour, participants explored about the environmental conservation, technology development and the Maritime Silk Road in Hainan Province.

On 28 November – 1 December of 2019, 17 students from De La Salle Mangere Auckland, led by their teachers, visited LSC. Due to the social unrest, they were accommodated at a hotel near LSC instead of home-stay. However, great effort was spent to make rich their itinerary in HK. During their stay in HK, the students and teachers of De La Salle Mangere Auckland attended lessons and activities in LSC, visited LSPS, and toured around tourist attractions in HK.

Besides, the Exchange Team also assisted our Mass Choir in organizing a Virtual Choir Project among LaSallian schools and institutions worldwide. With our coordination, the Colegio La Salle Buenos Aires, De La Salle College Ashfield Sydney, La Salle Green Hills Manila, Lycee des Francs Bourgeois Paris and St. Joseph's Institutions Singapore joined our Mass Choir in the production of a video broadcast on various social platforms.

## The Student Association and the Editorial Board

The La Salle College Student Association (SA) has been our official student body running for 45 years. It is composed of one president and six chairmen serving different boards (Club Coordination, Class Representative Discipline, Finance, Publication and Secretariat) in the College. They are elected democratically among F.2 to F.6 students, through one-student-one-vote election campaign, operated by the SA Presidential Election Committee.

The SA, under the guidance of a Steering Committee of senior teachers, not just acts as a bridge between the school authority and the students, but provides nearly one quarter of the student population a chance to serve the school and to be trained to be future leaders, which are mature, responsible, open-minded and willing to cooperate with others and put public interest at forefront with integrity.

Steering Committee upholds the SA tradition of “Student led, Student driven” to keep a vigilant eye and advisory role to their activities, but allows students fully employ their creativity, organizational and management skills, entrepreneurial spirit while upholding accountability for their work. This year has not been great for the SA, but our student leaders initiated some high quality programmes, such as Discipline Board Training Camp, Class Prefect Training Camp, Talent Quest Heats, Christmas Ball, Christmas Gathering, Interschool Swimming competition Cheering, Products and Souvenir Selling.

Moreover, the College also prides in entrusting the senior students of the Editorial Board for the production of School Year Book – the Lasallite. The committee, made up of F.5 students, took full responsibility for designing, writing and publication of the School Year Book, while mentoring junior students in F.3 and F.4 to secure a smooth line of succession. 2019-20 Editorial Board has delivered a marvellous job in terms of team work, creativity, initiative, and time management. The Lasallite is expected to be delivered in early September.

## 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 2019-2020

## Report on Sister School Exchanges

2019 - 2020 School Year

**Names of Mainland Sister Schools: (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 - 3 level, joint programme with Heep Yunn School)</b></p> <p>The 2 sister schools will send 12 - 16 boy students to each other for around 1 week. Visiting students &amp; teachers will attend class observation, cultural activities &amp; excursions in the host cities.</p> <p>LSC students will be accommodated in dormitory of Shanghai Foreign Language School during weekdays. During weekend, they will be billeted by local students for attaining in-depth understanding of Shanghai. During their visit to Hong Kong, students from Shanghai will be billeted by LSC students for attaining in-depth understanding of Hong Kong.</p>	<ul style="list-style-type: none"><li>To let LSC students understand the cultural, educational and economic development of Shanghai.</li><li>To provide students an authentic language environment in the learning of Putonghua.</li><li>To broaden students' horizons.</li><li>To provide teachers of both schools opportunities of experience sharing and professional exchange.</li></ul>	<p>Due to the social unrest in HK and the outbreak of COVID-19, this exchange activity was cancelled</p>	<p>In case that the COVID-19 pandemic will continue for a period of time in 20-21, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as replacements upon agreements with the partner schools.</p>



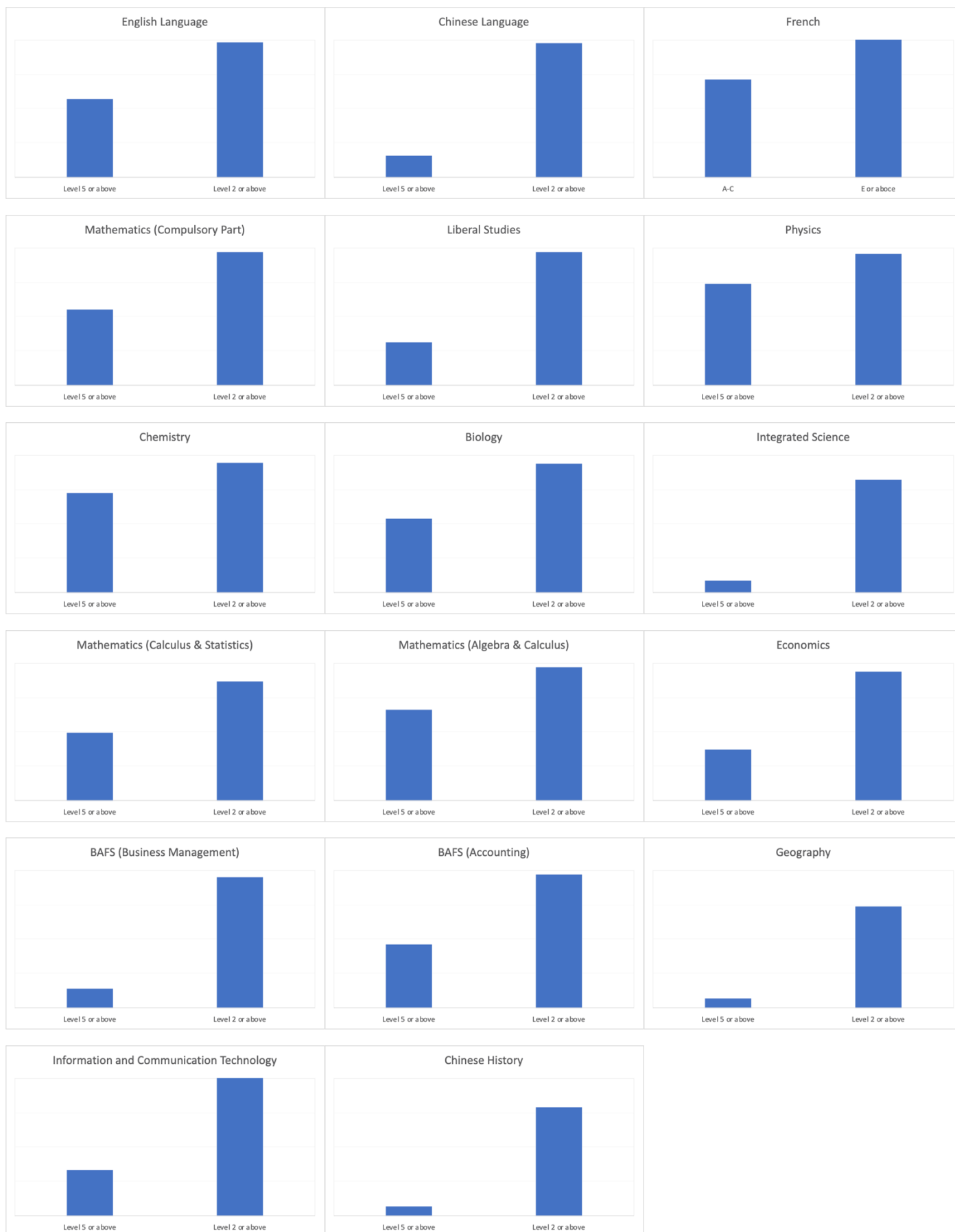
	A staff professional visit for LSC teachers will be held in the year. LSC teachers will attend class observation & professional sharing with local teachers. They will be accommodated at a hotel near the Shanghai Foreign Language School.			
2.	<p><b>Beijing Exchange Programme (F.3 - 4 level, joint programme with Heep Yunn School &amp; Maryknoll Convent School)</b></p> <p>The 2 sister schools will send 6 - 8 boy students to each other for around 1 week. Visiting students &amp; teachers will attend class observation, cultural activities &amp; excursions in the host cities.</p> <p>LSC students will be accommodated in dormitory of The High School Affiliated to Renmin University of China during weekdays. During weekend, they will be billeted by local students for attaining in-depth understanding of Beijing. During their visit to Hong Kong, students from Beijing will be billeted by LSC students for attaining in-depth understanding of Hong Kong.</p>	<ul style="list-style-type: none"> <li>• To let LSC students understand the cultural, educational and economic development of Beijing.</li> <li>• To provide students an authentic language environment in the learning of Putonghua.</li> <li>• To broaden students' horizons.</li> </ul>	Due to the social unrest in HK and the outbreak of COVID-19, this exchange activity was cancelled	In case that the COVID-19 pandemic will continue for a period of time in 20-21, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as replacements upon agreements with the partner schools.
3.	<p><b>Zhongshan Exchange Programme (F.1 - 2 level)</b></p> <p>The 2 sister schools will send 16 - 20 boy students to each other for around 5 days. Visiting students &amp; teachers will attend class observation, cultural activities &amp; excursions in the host cities.</p> <p>LSC students will be accommodated in dormitory of Agile</p>	<ul style="list-style-type: none"> <li>• To let LSC students understand the cultural, educational and economic development of Zhongshan.</li> <li>• To provide students an authentic language environment in the learning of Putonghua.</li> <li>• To broaden students' horizons.</li> </ul>	Due to the social unrest in HK and the outbreak of COVID-19, this exchange activity was cancelled	In case that the COVID-19 pandemic will continue for a period of time in 20-21, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as replacements upon agreements with the partner schools.

	<p>Kaiyin School Affiliated to Zhongshan Memorial Middle School. During their visit to Hong Kong, students from Zhongshan will be accommodated in a hotel near LSC at their own expense.</p> <p>A staff professional visit for LSC teachers will be held in the year. LSC teachers will attend class observation &amp; professional sharing with local teachers. They will be accommodated at a hotel near the Agile Kaiyin School Affiliated to Zhongshan Memorial Middle School.</p>	<p>experience sharing and professional exchange.</p>		
4.	<p><b>Ningbo Exchange Programme (F.2 – 5 level)</b></p> <p>The 2 sister schools will send 8 - 10 boy students to each other for around 6 days. Visiting students &amp; teachers will attend class observation, cultural activities &amp; excursions in the host cities.</p> <p>LSC students will be accommodated at a hotel near Zhejiang Zhenhai High School. During their visit to Hong Kong, students from Ningbo will be accommodated in a hotel near LSC at their own expense.</p>	<ul style="list-style-type: none"> <li>• To let LSC students understand the cultural, educational and economic development of Ningbo.</li> <li>• To provide students an authentic language environment in the learning of Putonghua.</li> <li>• To broaden students' horizons.</li> </ul>	<p>Due to the social unrest in HK and the outbreak of COVID-19, this exchange activity was cancelled</p>	<p>In case that the COVID-19 pandemic will continue for a period of time in 20-21, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as replacements upon agreements with the partner schools.</p>

## Part 2: Financial Report

Item No.	Item Name	Expenditure Item	Amount	Remarks
1.	Shanghai Exchange Programme	Nil	HK\$0.00	
2.	Beijing Exchange Programme	Nil	HK\$0.00	
3.	Zhongshan Exchange Programme	Nil	HK\$0.00	
4.	Ningbo Exchange Programme	Nil	HK\$0.00	
Total:			HK\$0.00	
Annual Balance of			HK\$150,000.00	(to be carried forward)

## Student Performance 2019-2020





## Financial Summary 2019 – 2020 (ended 31 August 2020)

Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2020

### La Salle College Financial Summary for the year ended 31 August 2020

	Income \$	Expenditure \$
<b><i>I. Government Funds</i></b>		
(1) EOEBG Basline Reference	3,054,291.09	2,575,569.50
(2) School Specific Grant		
Administration Grant	6,658,800.00	7,280,508.38
Composite Information Technology Grant	617,487.00	438,673.31
Capacity Enhancement Grant	634,017.00	625,126.24
Noise Abatement Grant	846,746.00	905,671.00
School Management Top-Up Grant	50,000.00	500.00
Control Account	-	60,493.61
Sub-total	<u>11,861,341.09</u>	<u>11,886,542.04</u>
(3) Non-EOEBG Funds	Sub-total	<u>8,477,215.44</u>
		<u>7,744,067.08</u>
Government Funds total	<u>20,338,556.53</u>	<u>19,630,609.12</u>
<b><i>II. School Funds</i></b>		
(1) Tong Fai	3,636,530.00	646,864.34
(3) Donations	1,047,426.00	192,343.00
(4) Collection of fees for specific purpose	416,400.00	1,092,081.00
(5) School Fund General Account	502,200.98	1,312,767.48
(6) Scholarship/Prize/Award/Sponsorship	119,464.00	132,975.40
(7) Others	210,359.00	167,448.30
School Funds Sub-total	<u>5,932,379.98</u>	<u>3,544,479.52</u>
(I) Surplus of Government Funds		707,947.41
(II) Surplus of School Funds		2,387,900.46
Total surplus for the school year		<u>3,095,847.87</u>

## Financial Report on the Use of Grants and Support Funds 2019 – 2020

### La Salle College (2019-2020) Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2020

#### 1. Use of Capacity Enhancement Grant

	\$
Surplus brought forward from previous year	-
Amount received for the year	634,017.00
	<u>634,017.00</u>
Less: Amount paid for salaries of teaching assistants	625,126.24
Surplus/Deficit absorbed by EOEBG	<u>8,890.76</u>

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

	\$
Surplus brought forward from previous year	-
Amount received for the year	1,914,000.00
	<u>1,914,000.00</u>
Less:	988,504.14
KLA Activity Fee/Student training and course fee/STEM F&E	212,543.10
Diversified Learning Activity Fee/Coach and services fee/course fee	727,221.65
Other Learning Area expenses	48,739.39
	<u>925,495.86</u>
Surplus carried forward to next year	<u>925,495.86</u>

#### 3. Use of Composite Information Technology Grant

	\$
Total Expenses	
Salaries of IT technical support staff	254,142.00
Broadband Internet service	34,800.00
Maintenance services and repairs	46,305.19
IT related equipment	81,689.74
IT related accessories, software and consumables	21,736.38
Total	<u>438,673.31</u>

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

Surplus brought forward from previous year	129,126.35
Amount received for the year	317,338.00
	<u>446,464.35</u>
Less: Additional staff cost	303,129.75
Surplus carried forward to next year	<u>143,334.60</u>

#### 5. Use of Fouth Strategy on IT in Education-Extra Recurrent Grant

Surplus brought forward from previous year	118,989.00
Amount received for the year	121,340.00
	<u>240,329.00</u>
Less: Network Infrastructure and LED display monitors	240,329.00
Surplus carried forward to next year	<u>-</u>

## School Development Plan 2019-2025 (School Annual Report 2019-2020)

### Goals:

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

### 1 Learning and Teaching

Goal / Target	Strategies	Who	19-20	20-21	21-22	22-23	23-24	24-25	Success Criteria	Reporting 19-20
1 To initiate a pedagogical change	1.1. To make students take a more active role in learning	<ul style="list-style-type: none"> <li>Vice Principal</li> <li>Panel heads and subject teachers</li> </ul>	✓						Learning materials prepared by students could be used in learning and teaching	Ongoing
	1.2 To develop a whole-school approach in collaborative learning	<ul style="list-style-type: none"> <li>Vice Principal</li> <li>Panel heads and subject teachers</li> </ul>			✓				An increase of interaction in class	
	1.3 To fully implement the use of flipped classroom	<ul style="list-style-type: none"> <li>Vice Principal</li> <li>Panel heads and subject teachers</li> <li>IT support team</li> </ul>		✓					Flipped classroom materials fully prepared by teacher	Taking the opportunity of conducting online lessons, teachers

										now use flipped classroom mode for online sessions
	<p>1.4 To develop eResources to deliver lessons</p> <p>1.5 To stretch the performance of more abled students</p> <p>1.6 To assist the less abled students to enhance their learning</p>	<ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> <li>● IT support team</li> </ul> <ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> </ul> <ul style="list-style-type: none"> <li>● Vice Principal</li> <li>● Panel heads and subject teachers</li> </ul> <ul style="list-style-type: none"> <li>● Vice Principal</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>						<p>Lesson materials are put on eLearning platforms</p> <p>Differentiated learning materials prepared by teachers, assessment data widely used</p> <p>Online support given to less abled students</p> <p>Panel PDs always on</p>	<p>Ongoing, a lot of sharing among teachers, will further enhance sharing with the use of LMS</p> <p>Ongoing, data not well used yet</p> <p>Done, could take the opportunity to have more lesson videos for students in future</p>



	1.7 To encourage teachers to build learning communities	<ul style="list-style-type: none"> <li>● Panel heads and subject teachers</li> <li>● IT support team</li> </ul>			✓				unit/lesson plans	
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## 2 Student Support Programme

Goal / Target	Strategies	Who	19-20	20-21	21-22	22-23	23-24	24-25	Success Criteria	Reporting
2. To serve and care for others in love and respect	2.1 To help students deepen their understanding of their strengths and weaknesses so as to develop a strong and effective personal character	<ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• Form Teachers' Period Committee and Form Teachers</li> <li>• Guidance Team</li> <li>• Discipline Team</li> <li>• SENCO</li> </ul>	✓	✓	✓	✓			<ul style="list-style-type: none"> <li>• All F.1 students know 24 character strengths, set goals and input their data in e-Portfolio</li> <li>• All students participate in values education talks</li> <li>• 20% of students participate in leadership training programmes</li> </ul>	FTs played a more active role during class suspension to contact parents and students  Done  Done
	2.2 To nurture students' values on caring for our school and the community by respecting individual needs and differences through participation in various service programmes	<ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• RS and LS Panel</li> <li>• Civic Education Team</li> <li>• Service Learning Team</li> <li>• Exchange Team</li> <li>• LYM</li> <li>• Catholic Society</li> <li>• Form Teachers</li> </ul>	✓	✓					<ul style="list-style-type: none"> <li>• 70% of students participate in service learning activities</li> <li>• 5% of students participate in exchange programmes and voluntary services in Mainland China</li> </ul>	Done, yet service was suspended due to Covid-19  Exchange programmes suspended due to Covid-19

	2.3 To help students develop a sense of national identity and a global vision through taking part in exchange programmes	<ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• Exchange Team</li> <li>• LYM</li> </ul>	✓	✓					<ul style="list-style-type: none"> <li>• 5% of students participate in exchange programmes</li> <li>• All participants do one sharing session</li> </ul>	Exchange programmes suspended, students took part in Basic Law education activities
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### 3. Full Implementation of eLearning at school

Goal / Target	Strategies	Who	19-20	20-21	21-22	22-23	23-24	24-25	Success Criteria	Reporting
3. To fully implement eLearning at school	3.1 To facilitate students' self-directed learning with IT	<ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• IT eLearning Panel Coordinator</li> <li>• Panel heads and subject teachers</li> </ul>	✓	✓	✓	✓	✓	✓	Subject teachers make use of the online platforms for discussion purposes	Teachers now put prelesson learning materials on Google Classrooms
	3.2 To cater for learners' diversity by using LMS to facilitate learning at the students' own pace.	<ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• IT eLearning Coordinator</li> <li>• Panel heads and subject teachers</li> </ul>		✓	✓	✓	✓	✓	Subject teachers prepare online resources for students	
	3.3 To enrich the current lesson plans with up-to-date IT elements	<ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• IT eLearning Panel Coordinator</li> <li>• Panel heads and subject teachers</li> </ul>			✓	✓	✓	✓	Lesson plans are updated with IT and interactive elements	
	3.4 To develop students to be ethical users of information and IT	<ul style="list-style-type: none"> <li>• Campus TV</li> <li>• ICT Panel</li> </ul>	✓	✓	✓	✓	✓	✓	Talks related to IT ethics will be arranged	Not yet done due to class suspension
	3.5 To enhance the skills of teachers on the use of IT for learning	<ul style="list-style-type: none"> <li>• Academic Team</li> <li>• IT Advisory Team</li> </ul>		✓	✓	✓	✓	✓	Members of the IT Advisory Team achieve Google Educator Certification	



	and teaching across the school curriculum and beyond classroom										
	3.6 To strengthen students' computational skills across disciplines	<ul style="list-style-type: none"> <li>• IT eLearning Coordinator</li> <li>• STEM Coordinator</li> <li>• ICT Panel</li> </ul>		✓	✓	✓	✓	✓		STEM workshops will be arranged	
	3.7 To develop a Learning Management System for the school	<ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• IT eLearning Coordinator</li> </ul>	✓	✓	✓	✓				The LMS portal for students and teachers are set up.	LMS will be in place starting September 2020
	3.8 To develop the library into Digital Learning Centre	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principal</li> <li>• Librarian</li> <li>• IT eLearning Coordinator</li> </ul>					✓	✓	✓	Library is upgraded to Digital Learning Centre and eresources are introduced to panels.	

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

Goal / Target	Strategies	Who	19-20	20-21	21-22	22-23	23-24	24-25	Success Criteria	Reporting
4 To nurture moral values and modern-day skill sets for students	4.1 To enhance the understanding of Lasallian charism among staff and students	Principal, VPs, RS panel and Pastoral Assistant	✓	✓	✓				The spirit of Faith, Service and Community be the core values in school work.	Programmes disrupted by Covid-19
	4.2 To let students have experience of	RS panel, service learning team	✓	✓	✓				Students are provided service opportunity	Service programmes

	serving the needy each year								each year and participate at least once each year.	suspended due to Covid-19
	4.3 To promote a harmonious school environment	Principal, VPs, Guidance and Discipline Team	✓						Through surveys, students agree that the school environment is harmonious	Ongoing, more communication with students especially in the first term
	4.4 To develop student' interest in thinking creatively and critically in class and through ECAs	VPs, subject panels and relevant Teams	✓						Creativity and critical thinking elements are incorporated in learning and teaching	ECA teams had prepared some interesting posts for the TV wall
	4.5 To nurture students with national identity	VP(P), LS panels and Basic Law Education Committee	✓						An increase in APASO survey	Ongoing
	4.6 To enhance students' language and communication skills	VP(A), Language Panels	✓						Programmes are implemented in language panels to enhance students' language skills	Ongoing, the school has also set a senior post for promoting the learning and use of language across curriculum to facilitate these changes
	4.7 To cultivate global and local citizenship	LS panels, Exchange Programme Team	✓						Students show understanding of global and local citizenship in LS assignments	

	4.8 To develop students' ability to respect and work with others from different backgrounds, cultures and religions	VP(P), Guidance Team, Exchange Programme Team	✓						Student feedback in exchange programmes show appreciation of different cultures	Exchange programmes suspended
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## Diversity Learning Grant for the 11<sup>th</sup> Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2020/2021 to 2022/2023

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 (2020/21 to 2022/23 school year)

Name of School : LA SALLE COLLEGE

School code : 0007

School year : 2020/21 to 2022/23

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
					20/21	21/22	23/23		
Other Languages (OL)	To enhance the competitiveness in the 21st century and increase the chance for tertiary education.	French / Japanese	3 years	Students who have taken respective language in junior form.	25 (Fr) 4 (Jap)	25 (Fr) 3 (Jap)	25 (Fr) 3 (Jap)	Students will take the AS-level exam offered by the Cambridge Inter. Exam and administrated by HKEAA.	French teacher and LSST*
Other Programmes (OP)	<i>(Network Programme)</i> In view of small number of students opting for Music, the network programme can help to cater for diverse needs.	Music (network programme)	3 years	F4-6 students of this cohort of students and wish to take Music as one of the elective subjects.	7	7	7	Students will take the HKDSE exam.	Jointly organized with three other schools
Other Programmes (OP) (cont)	<i>(Gifted Education)</i> <ul style="list-style-type: none"> <li>To earn university credits from university programme.</li> <li>To strength, enrich and extend students' learning capacity in various dimensions such as HOT, Oly competition training etc.</li> </ul>	HKUST Dual programme, HKU Academy for Gifted, CUHK Science Academy for Talented, HKBU, HKPolyU etc	3 years	F4-6 elite students of this cohort	50	50	20	Students will complete the programme offered by HKUST, HKU, CUHK, HKBU, HKPolyU, CityU etc.	LSST

	<ul style="list-style-type: none"> <li>To support registration fee and enrolment in courses / competitions (local or overseas).</li> </ul>	Oly style competitions.	3 years	F4-6 elite students in various subjects	150	150	40	Students will complete the web-based course / training for competitions .  Students may have a chance to take part university (local / overseas) programs in HongKong.	LSST
	<ul style="list-style-type: none"> <li>Leadership program (DB Leadership Training Camp) for DB and SA exco members</li> </ul>	Discipline Team	3 years	DB exco members	8	8	8	To enhance students' leadership abilities and abilities in decision making.	Discipline Team
	<ul style="list-style-type: none"> <li>To purchase reference books, journals and magazines, materials for team training.</li> </ul>	N/A	3 years	N/A	N/A	N/A	N/A	Teachers will better equipped with theories, examples and practices in various programme.	LSST and Teacher Advisors

\*LSST – Learning and Support Service Team



# School-based After-School Learning and Support Programmes 2019-2020

## School-based Grant - Programme Report

### After School Learning Support Grant Evaluation Report

#### Use of Budget

Total Expenditure: \$34800

Tutorial Fees	Amount spent
1. English Tutor (Kwok Tung Sum)	\$5400
2. Chinese Tutor (Lo Ho Kiu)	\$19800
3. Mathematics Tutor (Chiu Cheuk Hin)	\$9600

#### Evaluation Report

Target / Goal	Action	Evaluation
<ul style="list-style-type: none"> <li>Average score of 50 or above in internal examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Students are required to attend at least 90% of the tutorial lessons.</li> <li>Assignments are given out to participants weekly, students are required to hand in during the following session for inspection.</li> </ul>	<ul style="list-style-type: none"> <li>All students are able to fulfil the attendance requirement. Most lessons are conducted online due to the Covid19 outbreak and attendance is taken.</li> <li>Due to the ongoing pandemic, all materials are distributed to the students online and are marked. Most students are able to hand in the materials on time.</li> <li>Most form 2 to form 5 students performed well in the mid-year examination. However, about one-third of the form one students who have newly joined the scheme are unable to pass the mid-year examination. These students have relatively poor English results which would affect the teaching and learning of other subjects.</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</li> </ul>	<ul style="list-style-type: none"> <li>The oral practise was held successfully in the first term. However, all oral examination workshops were cancelled in the second term due to the ongoing Covid19 outbreak. DSE oral examinations were also called off. Extra lessons concerning the writing skills were held.</li> </ul>

	both languages, and to encourage them to practise the knowledge learnt at a regular basis.	- 80% of the students received 3 or above in Chinese, and all students are able to receive 3 or above in English.
<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 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 participants are able to meet their own conditional offer requirements of sports scholarship scheme from various universities.</li> <li>- JUPAS admission talks on sports scholarships were held in the first term. However due to the social unrest in the first term and the ongoing pandemic in the second term, several admission talks are cancelled.</li> <li>- Interview workshop was held in May and June to prepare the student for the online zoom sports scholarship interview.</li> </ul>



## Career Guidance and Life Planning Education Report 2019-20



# 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 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 Teacher Lessons were reformed. Career education was given a session only in F.3, F.5 and F.6.</li> <li>The schedule in F.3 and F.5 was disrupted by school suspension in Feb to May.</li> <li>F.3 Career education was successfully completed after school resumed on 27 May.</li> <li>Form teachers were not able to complete all materials in Career Mapping.</li> </ul>
<b>1.2 Career and Life Planning Talk for students of Junior Forms</b>	<ul style="list-style-type: none"> <li>Students are aware of their tasks in the stage as a junior form student in terms of their future career plan.</li> <li>Students are motivated to set goals and study plans for their secondary school 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>Due to school suspension, no career and life planning talk was organized for junior forms.</li> </ul>
<b>1.3 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 learned the skills to do their career and life planning.</li> <li>Students are able to formulate personal plan to workable for achieving his career aspiration.</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>A career talk of the legal profession was organized in association with LSCOB.A.</li> <li>An Overseas University Application Talk cum Old Boys Sharing was organized.</li> <li>Participants were involved in the talks. The speakers created good interactions with the participants and the sharing was fruitful.</li> </ul>
<b>1.4 Career and Life Planning Activity for Form 2</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</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</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> <li>An evaluation committee</li> </ul>	<ul style="list-style-type: none"> <li>The programme was cancelled due to school suspension.</li> </ul>

personal development.	personal and career development.	formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme.	
<b>1.5 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> <li>An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme.</li> </ul>	<ul style="list-style-type: none"> <li>The programme was cancelled due to school suspension.</li> </ul>
<b>1.6 Guidance Programme for F.5 A-C &amp; F.6 A-C classes</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>The programme was cancelled due to school suspension.</li> <li>Instead, a talk to prepare for JUPAS application was given to all class so that students could start their own preparatory work during the summer holiday.</li> </ul>



<p><b>1.7 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>Observation of students' response in debriefing</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 online tools such as O*NET and Jobtionary, as well as Career Mapping, for searching and learning about different occupations/university programmes.</li> </ul>
<p><b>1.8 Support for NCS students</b></p> <ul style="list-style-type: none"> <li>To organize class visits to deliver career and further studies messages to NCS students and to provide guidance in career planning and further studies.</li> <li>Individual guidance for students and parents</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>Casual conversations with students</li> <li>Feedback from Form Teachers, French Teacher, and NCS Chinese Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Class visits were done in French lessons.</li> </ul>
<p><b>1.9 Hang Lung Young Architect Programme</b></p> <ul style="list-style-type: none"> <li>To foster an appreciation of architecture and learn about Hong Kong's history and culture.</li> <li>To prepare students for further exploration and showcases of Hong Kong's unique personality</li> </ul>	<ul style="list-style-type: none"> <li>Students recognize the work of an architect.</li> <li>Students can assess their potential to develop a career in architecture, surveying, urban planning, and related fields</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' participation in the programme.</li> <li>Evaluation of the organizer.</li> </ul>	<ul style="list-style-type: none"> <li>A team of 5 F.2 students participated in the year-long programme, which included a series of seminars, site visits, and a urban planning competition.</li> <li>Students received excellent comment from their mentors who recognized their creativity, attention to details, use of design software, model-making skills, and collaboration.</li> </ul>
<p><b>1.10 HKFYG 「夢嚮導」計劃中的「好夢有你」</b></p> <ul style="list-style-type: none"> <li>To help parents and students understand the concept of career planning</li> <li>To help parents appreciate their children and students learn ways of self-appreciation</li> <li>To help parents and children learn how to communicate about their dreams</li> </ul>	<ul style="list-style-type: none"> <li>8 – 10 F.1-3 families participate in the programme</li> <li>80% attendance in the activities held in the whole year</li> <li>80% of the participants find the activities useful</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the organizer</li> <li>Oral and written feedback by participants</li> <li>Reflection submitted by participants</li> </ul>	<ul style="list-style-type: none"> <li>8 families joined the programme.</li> <li>The parents' group was well conducted and parents found that they learned a lot in the group meetings.</li> <li>The students became more interactive when they got to know each other more. The sharing was fruitful.</li> <li>Due to school suspension, only 3 sessions were done in the first term. Two online sessions were done for parents in the second term.</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 requirements.</li> <li>To facilitate students in the application process, guide them to make optimal and sensible choices.</li> </ul>	<ul style="list-style-type: none"> <li>Students submit JUPAS application and relevant documents on time.</li> <li>Students take the responsibility to carefully select their programme choices.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics of JUPAS results</li> </ul>	<ul style="list-style-type: none"> <li>Students were fully informed about the requirements for admission into different courses of the 9 participating institutions.</li> <li>They were aware of all the deadlines for various parts of JUPAS application.</li> <li>They were informed of the upcoming university open days and how to input OEA.</li> <li>All students submitted their JUPAS application and application before the school internal deadline.</li> </ul>
<b>2.2 Measures to support JUPAS application of F.6 students</b> <ul style="list-style-type: none"> <li>A Careers Team teacher will be assigned as the advisor to take care of students' JUPAS application.</li> <li>To guide students to make optimal and sensible choices.</li> <li>To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to make informed choices of their tertiary education.</li> <li>Students are ready to seek assistance proactively from the JUPAS Advisor.</li> <li>Students are able to make a reasonable choice list with reference to their interest, ability, career plan, and the HKDSE results they expect</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Career Teachers and students</li> <li>Success rate of JUPAS admission</li> <li>Survey on students' satisfaction about their JUPAS offer</li> </ul>	<ul style="list-style-type: none"> <li>The Career-teacher-in-charge of every class met students individually to evaluate their programme choices with regard to students' target grades, programme admission requirements and admission scores.</li> <li>Students showed very good readiness even though they needed consultation after the release of HKDSE results.</li> </ul>
<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> </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>Due to the Covid-19 pandemic, the talk was replaced by videos uploaded to YouTube. And students and parents were informed through eClass and Google Classroom.</li> <li>The videos received a very good viewing rate similar to the talk attendance rate in the past.</li> <li>Students and parents responded very positively to the programme content.</li> <li>Most students had a clear idea on how to seek advice on modification of programme choices.</li> </ul>

	<ul style="list-style-type: none"> <li>Students fully understand the procedure and mechanism of modification of Programme Choices.</li> </ul>		<ul style="list-style-type: none"> <li>Most students understood clearly the multiple pathways available and the application procedures.</li> <li>Students in weaker classes were well prepared and had applied non-Jupas programmes via E-App as their backup plan.</li> </ul>
<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 in the 1<sup>st</sup> term. A total of 59 students and 50 parents attended the talks. Students and parents were highly involved.</li> <li>COVID-19 pandemic around the world barred most of the international travel in addition to school suspension made it impossible to carry out any other university admission talks in the 2<sup>nd</sup> Term.</li> <li>Many universities were offering online admission seminars in response to the COVID-19 pandemic and the information was disseminated to students through eClass and Google Classroom.</li> <li>An Overseas University Application Talk cum Old Boys Sharing was held to inform students the application procedures to UK and US universities. Old boys also shared their insights in the application process and study life in UK and US.</li> <li>Students interested in Peking University and Tsinghua University are nominated to apply for the respective school principal nomination scheme.</li> </ul>

<p><b>2.5 Elective subjects Fair for F.3 students</b></p> <ul style="list-style-type: none"> <li>• Help students to know the curriculum, coursework and assessment of the F4 elective subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of F.3 students have visited the fair.</li> <li>• Senior students' experience sharing provides relevant information to F.3 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of the event implementation</li> <li>• Casual conversations with students</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the COVID-19 pandemic, the fair was cancelled. Instead, sharing sessions given by F.4 &amp; 5 students were organized.</li> <li>• F.4 &amp; 5 subject representatives answered students' questions about subject selection and shared their experiences in studying the DSE electives.</li> <li>• Feedback from F.3 students and form teachers was very positive. They appreciated the effort of the F.4 &amp; 5 subject representatives and believed that they received useful advice.</li> </ul>
<p><b>2.6 F.4 Placement Talk for F.3 students and parents</b></p> <ul style="list-style-type: none"> <li>• Working in conjunction with Home-School Cooperation Team</li> <li>• Aims at helping students best match their interest &amp; ability with their choice of study and inform them of the opportunities of tertiary studies and 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 children.</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>• In the parent-teacher meeting "F.4 Placement – Subject Introductions", the talk "Making Smart Choices" was given to equip parents the skills and attitudes in guiding their sons to make DSE subject choices wisely.</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>80% attendance</li> <li>Students are actively involved in the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Survey on students' feedback</li> <li>Students' response in the workshop</li> </ul>	<ul style="list-style-type: none"> <li>A talk was jointly organized with the Speech Team. An alumnus was the guest speaker.</li> <li>29 F.5 and 10 F.4 students attended the talk.</li> </ul>
<b>3.2 Junior Achievement Hong Kong (JAHK) Workshops</b> <ul style="list-style-type: none"> <li>To participate in careers and life planning programmes run by JAHK, e.g. Success Skills Workshop, Personal Finance Workshop, Career Dimensions, etc.</li> <li>To involve students of both junior and senior forms.</li> </ul>	<ul style="list-style-type: none"> <li>Students acquire the communication and teamwork skills that help them to excel in school, careers and the community.</li> <li>Students appreciate the importance of life skills which are necessary in any situation.</li> <li>Students are interested to discuss business dilemmas and ethical solutions.</li> <li>80% attendance rate of enrolled students 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 9 F4-6 students joined the two rounds of JA Success Skills Workshop. They gave positive feedback to the workshops and agreed that the workshop objectives were achieved.</li> <li>The workshop in the 2<sup>nd</sup> term was held online due to the COVID-19 pandemic.</li> </ul>
<b>3.3 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>60 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> <li>Students found the interview practice very useful and knew how to prepare themselves for the interview.</li> </ul>

## 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</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> </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</li> </ul>	<ul style="list-style-type: none"> <li>The programme was cancelled due to the COVID-19 pandemic.</li> </ul>

opportunities	<ul style="list-style-type: none"> <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> <li>Students take their responsibility in attending the activity as scheduled in Jul/Aug.</li> </ul>	<p>and OBA</p> <ul style="list-style-type: none"> <li>Feedback from mentors and companies</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>The programmed was cancelled due to the COVID-19 pandemic.</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> <li>To expose students to wider career options including paramedical professions, STEM, etc.</li> <li>To involve students of both junior and senior level.</li> </ul>	<ul style="list-style-type: none"> <li>Students are open to different professions by site visit.</li> <li>Students have some preliminary idea of real working situation in a company or firm.</li> <li>Students feel interested in the visit and want to know more.</li> <li>Students form the first idea of future career.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Casual conversations with students</li> </ul>	<ul style="list-style-type: none"> <li>26 F.5 students visited the High Court and met High Court Judge Patrick Li.</li> <li>Additional career visits were not possible due to the social incident in the 1<sup>st</sup> term and school suspension in the 2<sup>nd</sup> term.</li> </ul>
<b>4.4 Outbound Career Visit</b> <ul style="list-style-type: none"> <li>To introduce to students economic development and career opportunities for Hong Kong young people in Mainland China.</li> </ul>	<ul style="list-style-type: none"> <li>Participants are aware of the latest economic development of China</li> <li>Participants are aware of the careers opportunities for Hong Kong young people in Mainland China.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Participants' report of the visit.</li> </ul>	<ul style="list-style-type: none"> <li>The programme was cancelled due to the social incident in the 1<sup>st</sup> term and the COVID-19 pandemic in the 2<sup>nd</sup> term.</li> </ul>



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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<b>5.1 Teachers' Professional Development in Careers and Life Planning</b> <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

### Financial Report

Expenses	Amount \$
HKACMGM membership fee	400.00
Careers Programmes	15,985.95
Consumable	296.40
Total	16,682.35

## 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	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.	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	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.	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	1. 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.	CC	Mar
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.	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	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations.	CC	Whole year

## Career Guidance and Life Planning Education Report 2019-20

Level	Programme	Objective	Who	When
		2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities.		
	Careers Visit	1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole Year
	Success Skills Workshop (Junior Achievement Hong Kong)	1. To appreciate various practical success skills and learn how to apply them in the workplace. 2. To learn to apply interpersonal and teamwork skills in workplace. 3. To practice various career-preparation activities e.g. resume-writing and mock interviews. 4. To provide students with the opportunity to engage with business professionals and learn from successful role models.	Careers Team Member	Whole year
	Job Shadowing	1. To introduce the working environment of different professions. 2. To inspire students on choosing their future career. 3. To provide students authentic learning experiences in the real working environment. 4. To encourage rapport between students and old boys and to build up a network.	CC	Jun-Aug
F5	F.4 – F.6 Career Education	1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals.	Form Teacher	Sep & Feb
	Careers Talk	1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities.	CC	Whole year
	Careers Visit	1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Success Skills Workshop (Junior Achievement Hong Kong)	1. To appreciate various practical success skills and learn how to apply them in the workplace. 2. To learn to apply interpersonal and teamwork skills in workplace. 3. To practice various career-preparation activities e.g. resume-writing and mock interviews. 4. To provide students with the opportunity to engage with business professionals and learn from successful role models.	Careers Team member	Whole year
	Job Shadowing	1. To introduce the working environment of different professions. 2. To inspire students on choosing their future career. 3. To provide students authentic learning experiences in the real working environment. 4. To encourage rapport between students and old boys and to build up a network.	CC	Jun - Aug
F6	F.4 – F.6 Career Education	1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals.	Form Teacher	Sep & Feb
	Careers Talk	1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers.	CC &	Whole year

Level	Programme	Objective	Who	When
		<ol style="list-style-type: none"> <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>	Careers Team Member	
	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
	Careers Visit	<ol style="list-style-type: none"> <li>1. To give students an understanding of various industries and the working environment.</li> <li>2. To provide other learning experiences.</li> <li>3. To broaden their exposure to the real working world.</li> </ol>	CC & Careers Team Member	Whole year
	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.	F.1 – F.6	CC	Whole year



	Programme	Objective	Level	Who	When
		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.			
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 their career goals.	F.4 – F.6	FT	Feb
10	F.3 Career Education	3. To help students define their goals in senior secondary education. 4. 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	5. To help students understand the technique in decision making 6. To help students discover their preferred lifestyle, work values and interests 7. To help students understand the importance of goal setting 8. To provide students guidance in setting learning educational and career goals	F.2	FT	Feb
12	F.1 Career Education	5. To help students identify various professions and their characteristics 6. To help students appreciate the contribution of various professions to society 7. To help students understand the importance of early careers planning 8. 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  
2019-2020**

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

N o.	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	Goals achieved by online sessions.
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	Cancelled due to unforeseen social incidence.
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	Cancelled due to unforeseen social incidence.
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	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	Teachers' observation Questionnaire Feedback from students	Subject teachers	Electronic devices  Chinese Learning Apps  Chinese teachers of NCS classes	Implemented without problems. 85% of teaching time incorporated e-learning components.

		revise and consolidate the learning of Chinese with electronic resources		Students think the online resources are useful				
5	ZUI-ify and digitization of teaching-learning materials	Multiple researches have 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	Sept 18 to June 19	80% more students behave attentive in classes.  All presentations are viewed at least once by students after class.	Hit rate. Questionnaire Feedback from students Teachers' observation	Subject teachers	Prezi License  Computers	Delayed as teachers had to migrated to e-learning due to school suspension.

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>	<p>3 teachers are hired.</p> <p>3 split classes is set up for F.1-F.3 classes.</p>

Budget

Items	Balance (\$)	
Brought forward from 2019-2020	679,431.75	
SB Support Grant for NCS	+1,100,000	
Contract teacher salary (NCS)		-1,609,500
Carry forward	<b>169,931.75</b>	