

La Salle College Annual School Report 2009-2010



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School Vision and Mission

Our school vision is expressed through Latin and Chinese on our school crest.

Latin: FIDES ET OPERA

Through faith and good works our school community seeks to grow in love of God and neighbour:

Chinese: 克己復禮

Through self-control and mutual respect our school community seeks to lives of integrity and harmony.

Mission Statement

Faithful to the spirit of our Founder, St. John Baptist De La Salle, La Salle college is committed to providing high quality human education for the whole person, infused with Christian values.

In our caring community, we value each boy as a child of God with an eternal destiny. We pay special attention to those less gifted and disadvantaged.

Together with the family and the civic community, we seek to empower our students to realize their full potential and to be open and generous in the service of others.

We commit ourselves to this mission in the Lasallian Spirit of Faith, Zeal and Association.

Our School

La Salle College, Kowloon, opened in January 1932 under the leadership of the De La Salle Brothers (The Sponsoring Body). From the beginning the College's intention was to provide a quality education for boys through the medium of English. As a Catholic school, emphasis was placed on human and Christian values within the Lasallian tradition.

The original domed building of 1932 was pulled down in the late 1970's and was replaced by a state of the art facility which was opened in February 1982. All rooms were centrally air-conditioned with double-glazed windows - a first in Hong Kong if not across Asia at that time. Today the College facilities include two large lecture theatres, Hall, and gymnasium; a music/arts suite including a multi-purpose performance space, cultural activities centre, multi-media centre, and campus TV studio; a computer suite; a Guidance and Learning Support suite; an Olympic size

heated outdoor swimming pool, a 400-metre all weather athletics track, and a standard size artificial turf football pitch; two squash courts, a tennis court, an outdoor volleyball court, and three basketball courts.

La Salle College is a Grant-in-Aid school subsidized by the Education Bureau and has 43 classes with a student population of 1,523 students, and over 90 teaching staff.

Evaluation of the School Annual Plan 2009-2010

Major Concern 1: Facilitate Smooth Migration to NSS

Task	Strategies	Success Criteria	Evaluation Method	Evaluation	Remarks
Study assessment methods in NSS	1.1 Carry out more formative assessment	For planning Continuous Assessment, at least half of the marks are allocated to homework or class work in 70% of the subjects	Panel Heads' feedback	Near 80% of the panels had assigned at least half of the CA marks in homework or class work. Also, teachers were reminded to make use of CA assignments to give timely formative feedback to students. Uniform tests for some subjects were held, but it constituted not more than half of the CA marks.	Teachers of core subjects attended training courses organized by EAA and other tertiary institutions to enhance their understanding to the assessment methods in NSS.
	1.2 Set more open-ended questions	10% of examination papers are assigned for open-ended questions	Panel Heads' feedback	Subjects e.g. Chinese History, Integrated Humanities and Science etc had assigned about 10% of their examination marks on open-ended questions. Markers' reports showed that student performance on open-ended questions varied but some of them did give very detailed answers with good arguments.	Teachers were reminded to supplement open-ended questions as assignments, especially in junior Forms so that the necessary answering techniques could be developed.

Evaluation of the School Annual Plan 2009-2010

Major Concern 2: Enhance Students' Language Ability

Task	Strategies	Success Criteria	Evaluation Method	Evaluation	Remarks
2.1 Promote Students' interest in reading	2.1.1 Extensive reading in the Form Teacher period	All students are engaged actively in reading during the Assistant Form Teacher Period	Survey, teachers' observation Record forms	The reading period was conducted quite successfully during the year. According to the observation of teachers, students were quite engaged in reading during the Assistant Form Teacher period. However, the effectiveness was to a certain extent limited due to the length of the period.	10 minutes were added to the Form Teacher Period in 2010-2011. It is hoped that with a longer Form Teacher Period, students would have more time to read their books and thus cultivating their reading habit eventually.
2.2 Increase students' proficiency in using English	2.2.1 Provide extra opportunities to students in English writing	All F.2 students are involved in writing drama scripts; all F3 students participate in book report competition; F4 and F6 students participate in Lions Club Essay competition	Teachers' feedback	Teachers reported that F2 drama competition was successfully held. All students of F2 were involved in preparing the class drama. Students enjoyed the program and were given the opportunity to write the scripts. F3 students participated in the book report competition. Good pieces were posted up at LG1 after the Easter's Holidays. Senior form students were encouraged to participate in essay writing competitions.	

Task	Strategies	Success Criteria	Evaluation Method	Evaluation	Remarks
	2.2.2 Provide extra oral English classes to students	All F3 students should participate in these supplementary oral sessions.	Attendance Record Teachers' feedback	Most students participated in these supplementary oral sessions. Teachers felt that some students improved in using the language.	To provide more opportunities to students, the English Panel would deploy more teachers to train students to participate in the Schools Speech Festival.
	2.2.3 Organize English activities to students	3-4 activities provided	Teachers' feedback	The English Week was held in late October 2010. Throughout the year, English Arena , Headline News, Book Forum, Interclass Debates were held. These activities were well received by students.	
2.3 Give extra support to other subject Panels	2.3.1 Increase teaching resources in Language Panels	Additional teachers given to the required panels	Report from English and Chinese Panels	Additional teachers were employed to enhance the learning and teaching of languages. The language panels deployed the additional teachers to offer enhancement courses to students.	
	2.3.2 Provide classroom English and Putonghua courses to teachers	8-10 teachers join the English and Putonghua courses	Report from course organizers	Since teachers were too occupied last year because of ESR, teacher language courses were not held.	Would continue to hold teacher courses the coming year.

Achievements and Reflection on Major Concerns

Priority Task 3: Promote Moral Education

Task	Strategies	Achievements	Reflection
3.1 Devise a Whole School Moral Education Policy	3.1.1 Continue the F.2 Service Program	Positive feedback from most students and parents. The receiving parties show high appreciation for students' work.	The NGOs through which the program is organized express concern that the service should have more profound effect than one-off visit.
	3.1.2 Continue the F.3 Service Program	80% of F.3 students who have not joined any uniformed/service groups were engaged. Positive feedback from some of the participants.	All F.3 students should be made aware of and be engaging in community service to prepare for OLE community service in F.4.
	3.1.3 Continue the Clean Campus Campaign	The campus is much cleaner especially around the sports arena. Students generally follow directions in keeping campus and classroom clean and tidy.	The campaign should continue until it becomes a habit in students.
	3.1.4 Strengthen Form Teacher's Period	Very positive and favourable feedback from students and teachers. Parents observed that the Form Teacher's Period are more peaceful and disciplined when the Moral Education Program is implemented.	Teachers agree that the 20 minutes, after attending to daily chores, cannot handle the Moral Education Program. Most teachers can only finish half of the materials prepared.
3.2 Promote Service Learning	3.2.1 Provide internal and external service programs	90% of F.4 students have served and contributed to the Family Fun Day (Feb). A special window billboard and a special site on homepage displays all community service and voluntary training programs. 50% of F.4 students have participated in flag-selling activities.	More community service opportunities will be sought. Quality will be balanced with quantity.
	3.2.2 Promote community service to F.1 students	All F.1 students have enrolled in 1 service group.	The spirit of service will be promoted through different means e.g. moral education lessons, assembly talks and cross-curricular activities (joint activity between R.S. Dept. and Service Learning Team).
	3.2.3 Students are issued service record book	80% of students have voluntarily recorded their service hours on the record book, including services organized by external organization.	Some students have made double entry of their service hours on SLP. Teachers-in-charge have to be vigilant on checking the record.
	3.2.4 Partner with NGOs to organize service-learning activities	Very good partnership with the Caritas in providing services to students, including F.2 Service Program, F.3 Service Program, flag-selling.	Still looking for more NGO partnership and new opportunities.

Learning and Teaching

To continue the work done in previous years, promoting reading, aiming at cultivating a sustainable reading habit among students, was still one of the major goals of the school. Apart from the institutionalized reading period (Assistant Form Teacher Period), the Library worked closely with different Panels to promote reading to students. Various programmes about reading were held which included library lessons, book forums, book fairs, book report competitions etc. Student response to these activities was generally good.

As in previous years, the school had attached much importance to catering for diversity and a range of strategies was employed to address this issue. Differentiation had been identified as a general strategy in catering for different needs of students. Supplementary enhancement classes were regularly provided to students who needed special help. More able students were given opportunities to stretch their abilities through different competitions inside and outside school. However, strategies for catering for diversified needs of students at classroom level could be further enhanced.

The school had also placed much emphasis on formative assessment. Teachers had been encouraged to adopt more flexible assessment methods so that various student abilities could be assessed. Furthermore, to develop higher order thinking skills among students, teachers had tried to include more open-ended questions in homework assignments, tests and examinations, especially for junior Form students. Aiming at developing thinking skills among junior Form students, it is hoped that smooth migration to NSS would be facilitated. Nevertheless, questioning techniques of teachers could be further enhanced so as to develop deep thinking among students.

Project learning is employed as a means to develop students' learning skills as well as generic skills. Various Panels e.g. English, Chinese, Religious Studies, BAFS etc. had used projects to develop students' various abilities. Student performance was measured by clearly defined rubrics for teachers as well as peers. However, further coordination among subjects could be enhanced so that a more holistic plan for development of student abilities could be derived.

Support for Student Development

The school has made concerted efforts in coordinating the Pastoral teams in planning and delivering student support programmes and services in 2009/2010. A Pastoral calendar was made out in the beginning of the year to streamline the programmes in an even and orderly manner, and to explore opportunities of cooperation among different teams.

To strengthen the moral development of students, school assemblies have been extended to senior Forms, and a twenty-minute Form Teacher's period has been designated to implement moral education in junior Forms and life skills development in senior Forms. Two committees of teachers have been set up to produce a school-based manual which caters to the special needs of our students - Lasallian spirituality, understating self, self discipline, etiquette, respect, responsibility, self esteem, dating & relationship, financial planning and stress management.

Together with the Religious Studies lessons and programmes, for example the F.2 Service Programme, the students are imbued with a positive attitude to life and Lasallian core values upon which they build up a strong, honest, and healthy mindset and character. Whole school programmes such as the Clean Classroom Competition and Teachers' Day Programme also help foster a sense of responsibility and respect in the students.

The school promotes an integrated approach to guidance and discipline. In the "Latecomers" policy, the discipline and guidance teachers work closely to correct students' habit of lateness and engage the parents' involvement in the process. The two teams also cooperate in providing counselling services to students who display emotional and discipline problems in class. In other counselling services, the Guidance Team organizes the Buddies Scheme where the F.4 students are matched with F.1 students and the Peer Counsellors Scheme where the F.6 students will render assistance to F.2 and F.3 students who need extra support in their studies and behaviour. To cater for special needs, an adventure based counselling programme and "101 Challenges" Programme were designed. The latter was a joint effort between the school and individual old boys working in the Police Office.

In Career Guidance, the school provides a wide array of well-structured programmes and useful career-related experiences to students. A career education curriculum was systematically implemented during the Form Teacher's Period from F.1 to F.6. Students begin with understanding self, and go on to explore new opportunities and develop new interests in their career aspiration and further study plans. Other programmes including the F.6 Orientation Camp, Promotion Talks at F.3, F.5 and F.7, the Interview Workshop, and Careers' Week, all concur to equip students with the knowledge and understanding of the working world, and the life skills and cognitive maturity that is essential for making informed choices for their future life. The Career Guidance Team has also made a strenuous effort in providing job shadowing programmes for the NSS students. Working with the Old Boys' Association, NGO's like Junior Achievement and the Education Bureau (Business-School Partnership Programme), visits, work placements, and job-shadowing programmes have been organized throughout the year.

Our students enjoy a good range of extra-curricular activities (ECA) in school which cover cultural, sports, interest, academic and services areas. All F.1 students are required to join 3 ECAs in cultural, sports, and service respectively. An ECA Promotion Fair is held every year for F.1 to F.4 classes where the students' enrolment in ECA clubs and societies are recorded. Students are given a lot of autonomy in organising activities, forming new clubs, and choosing teacher advisors. Clear guidelines are given to students on planning, organizing, implementing and evaluating their activities. At the same time, they are also made accountable for their performance. A comprehensive appraisal and evaluation system is in force to help student leaders adhere to their pledge and proposals - all clubs and societies will be appraised by their teacher advisors, club members and the Club Coordinating Board, a special Student Association wing to look after the ECA clubs and societies. The Thumb-up Scheme and the Penalty Scheme are enforced so that students must take responsibility for their action and face the consequences. The exchange programmes with overseas schools in Mainland China and Singapore, as well as with other Lasallian schools also help students widen their horizons and experience new cultures.

The Service Learning Team, together with the uniformed and service groups as well as religious groups in school, strive to provide more service opportunities to students. Flag selling, "Helping Hand", regular visit to "Home of Love" and Haven of Hope are some of the programmes.

In civic education, national education is one of the main thrusts. Regular exhibitions of national and civic affairs, cross curricular activities such as English debates and essay writing competitions on current affairs are organized.

The Assessment Program for Affective and Social Outcomes (APASO) ratings, an average of 3.7 out of 4, on all questions, point to the fact that students are very happy with the school environment and school life. They have a keen and avid sense of civic and national awareness, responsibility, and aspirations for future career. They believe the ECAs they participate in have helped shape their character and build up strong self-esteem, leadership, positive attitude to life, responsibility and life skills that are transferable for other uses. Most importantly, students will grow up as healthy, honest, law-abiding and responsible citizens who believe in serving and caring for the community and people around them.

Students' Academic Performance

Public exam results (KPM 16)

a. HKCEE 2010

The students' performance in HKCEE 2010 was satisfactory. The percentage of students in the school awarded 14 points or more in the best subjects was 74.7%.

The average passing percentage was 88.21% and the A-C% was 63.96%.

There were two 10As students, six 9As students and seven 8As students. 32 students were qualified for the Early Admission Scheme.

b. HKALE 2010

The percentage of students in the school awarded minimum entrance requirements for local degree courses (pass in UE, CLC and 1 AL subject) was 98.9%

The average passing percentage was 96.98% and the A-C% was 51.51%. There was one 4As student, one 3A students and six 2A students.

Students' Non-academic Performance

Our students were awarded prominent scholarships and prizes such as Government Scholarships, the Mujani Scholarship, Sir Edward Youde Memorial Scholarships as well as the Sir Edward Youde Memorial Prizes. Last but not the least, the Grantham Scholar of the Year Award.

Our students participated in a wide range of international competitions. Their performance and results were outstanding, especially in areas like Mathematics, Computing and Science, Debating, Speech and Public Speaking.

Our Math team members were selected as HK Team Member in International Math Olympiad. The Math Team got outstanding results in the China Western Mathematical Olympiad held in Yun Nam, the Chinese Mathematical Olympiad held in Chongqing, as well as the Asian Pacific Mathematical Olympiad. The Physics Team received prizes in the Pan Pearl River Delta Physics Olympiad and the Asian Physics Olympiad. Our Informatics Team also achieved remarkable achievement in the Canadian Computing Competition. Two of our students successfully captured a world ranking of 25th and 39th in the World in the Individual Public Speaking Championships and the World School Debating Championships.

The school had a fruitful year also in the Sports and Cultural arenas. Our students represented HK in international Table Tennis competitions in Chengdu, Taiyuan, Platija d'Aro, Taipei, New Zealand and Egypt. Members from our Fencing Team, Tennis Team, Squash Team, Swimming Team and Golf Team received prizes and honours in many interport competitions.

Locally, our students obtained brilliant results in Account & Finance competitions. We were the champion team in HSBC Youth Financial Planner Competition and The Accounting Software Application Competitions. Our students won medals and awards in various Informatics, Mathematics, HK Physics Olympiad and HK Chemistry Olympiad for secondary schools.

This year, our Music Team won the championships in many important competitions. This was the first time for us to capture three gold prizes in the Hong Kong Youth Music Interflows - Chinese Orchestra, Wind Band, and the Symphony Orchestra. Moreover, we achieved 6 champions & 29 runner-ups in the 62nd HK School Music Festival. Besides achieving 62 first place awards and over 120 runner-ups awards in the 59th Hong Kong Schools Speech Festival, our students also achieved first prize and championship in both 35th HK Youth Cultural & Arts Competitions and the 15th Bible Recital Contest. Our Dance Team and Drama Team also did well in the 46th HK Schools Dance Festival and the HK School Drama Festival.

Five of our students were honored in the BOCHK Bauhinia Bowls Outstanding Athletes Awards for excellent performance in their sport events. Our Football Team, Fencing Team, Squash Team and Table Tennis Team captured the overall championship in the BOCHK Bauhinia Bowls competitions.

Our Interest groups also participated actively in territory-wide competitions and brought back pleasing results. The Campus TV team achieved champion awards in the "Think Series Video Competition", we were also the "Lowest Carbon Improvement School" in the HK Carbon Off Competition (for primary and secondary students). Our Chess team won the Tuen Mum District competition and Inter-school Chess Championship.

The Hong Kong Red Cross Youth Unit 15, the 17th Kowloon (La Salle) Group Boy Scout, Hong Kong Award for Young People brought back awards and medals in their District competitions.

Financial Summary for the year ended 31 August

	Income	Expenditure	Surplus / (Deficit)
	\$	\$	\$
I. Government Funds			
(1) OEBG Grant			
(a) General Domain			
Administration Grant	4,911,477.00	4,601,455.86	310,021.14
School & Class Grant	972,052.00	1,670,431.51	(698,379.51)
Subject Grants	232,265.63	211,438.00	20,827.63
Other Grants	1,749,075.00	1,513,361.56	235,713.44
Sub-total	<u>7,864,869.63</u>	<u>7,996,686.93</u>	<u>(131,817.30)</u>
(b) Special Domain			
Capacity Enhancement Grant	458,927.00	412,179.00	46,748.00
Other Grants	7,037.00	2,060.40	4,976.60
Sub-total	<u>465,964.00</u>	<u>414,239.40</u>	<u>51,724.60</u>
(2) NON-OEBG Grant			
(a) Composite Furniture and Equipment Grant	627,026.00	437,146.80	189,879.20
(b) Other Grants	999,099.94	952,640.00	46,459.94
Sub-total	<u>1,626,125.94</u>	<u>1,389,786.80</u>	<u>236,339.14</u>
Government Funds Sub-total	<u>9,956,959.57</u>	<u>9,800,713.13</u>	<u>156,246.44</u>
II. School Funds (General Funds)			
(1) Tong Fai	3,175,940.00	4,680,658.45	(1,504,718.45)
(2) Donations	1,594,979.60	-	1,594,979.60
(3) Collection of fees for specific purposes	468,300.00	72,794.00	395,506.00
(4) Jubilee Fund Sponsorship	884,600.00	1,015,517.70	(130,917.70)
(5) Others	1,053,854.77	79,932.40	973,922.37
School Funds Sub-total	<u>7,177,674.37</u>	<u>5,848,902.55</u>	<u>1,328,771.82</u>
Balance brought forward from last year			5,502,269.41
Total surplus for school year			
(I) Surplus of Government Funds		156,246.44	
(II) Surplus of School Funds		<u>1,328,771.82</u>	<u>1,485,018.26</u>
Accumulated surplus as at the end of school year			<u><u>6,987,287.67</u></u>

Feedback on Future Planning

In April 2010 the College hosted the EDB External School Review (ESR) team. The College also appointed a new Principal starting in the new academic year, September 2010, with the retirement of the incumbent Principal at the end of the 2009/2010 academic year. Thus 2010 marks the beginning of a new decade and a new focus for La Salle College with a vision to move from good, to better, to best.

The College in 2010/2011 will embark on a comprehensive audit engaging stakeholders and external consultants as part of its strategic development planning process using the EDB Quality Assurance Division PIF (Performance Indicator Framework) model. The outcome will be a long term Strategic Development Plan encompassing goals with targeted outcomes for a 2020 vision including a 10 Year Property Maintenance Plan and a 10 Year IT Plan. This Strategic Development Plan will then be used to draw down Annual Plans which will in turn inform and revise the Strategic Plan.

La Salle College intends to build on its strengths as a leading school in Hong Kong. Our intention is to ensure that by 2020 it will be recognized for excellence in academic, cultural, and sports achievement, exemplary, nationally and internationally recognized, and that it will be producing global leaders for the future.

It is our belief that to attain this cutting edge exemplary status by 2020, La Salle College will need to be a lead school in Hong Kong in meta-cognitive strategies and in the development of student competencies.

When many of us went to school it was generally accepted that there was a quantum of knowledge that was required for a good Form 5 or Form 7 education. The shelf life of knowledge is getting shorter and what we learn today may be obsolete in a few years. Schools need to imbue students with the values and skills necessary for jobs that may not exist today and to use tools that have not yet been invented. The traditional set of core skills of writing, reading, and arithmetic, while still important, are insufficient to ensure that school leavers will be able to thrive in a "Knowledge-plus" society. Schools of the future will assess students on attainment of competencies and values not only academic achievement. Embedded in the 7 Goals of the NSS are the 5 key competencies identified by the United Nations in its 'secondary futures' initiative. These competencies are:

- | | |
|----------------------------------|--|
| * Thinking | - using creative, critical, and metacognitive processes to make sense of information, experiences, 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 effectively with a diverse range of people in a variety of contexts |
| * Participating and Contributing | - being actively involved in communities |

It is also our belief that given the global challenges the world faces, every gram of leadership, at whatever level in every human organization, has to be nurtured so that it can engender positive change. Human flourishing has to be a central focus of education; talent well used grows social capital, which we all rely on to make the world a better place. Leadership that moves a situation from good, to better, to best will happen more effectively when it is based on spirituality, values, and ethics embedded in identified, targeted competencies.

La Salle College in its new Strategic Development Plan will set goals and targets and identify measurable programmes that will focus on student competencies for the future, based on values within the Christian - Lasallian tradition. In this way we plan to grow the leaders of tomorrow.