



La Salle College

School Development Plan

2025/26 - 2027/28

La Salle College 2025-2028

1. School Vision and Mission

Vision:

To inspire and challenge all stakeholders of La Salle College to embrace the Lasallian core values of faith, service and community and to aim for all round excellence as a leading school of holistic education.

Mission:

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

2. School Goals

- 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 lifelong learner;
- to understand their own career/academic aspirations and develop positive attitudes towards work and learning; and
- to lead a healthy lifestyle with active participation in aesthetic and physical activities.

3. School Motto

La Salle College has two mottos, one in Latin, the other Chinese. The Latin motto *Fides et Opera*, means faith and works – that at La Salle College we are motivated by faith and good work. The Chinese Motto 克己復禮 is from the Analects《論語》of Confucius《孔子》– to subdue ones selfish desires and return to propriety (appropriate or fitting conduct).

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25¹

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: To initiate a pedagogical change in learning and teaching			
Target(s): 1.1 To promote self-directed learning and deepen the use of e-Learning resources 1.2 To promote the culture of collaboration and sharing resources amongst teachers 1.3 To enhance the skills of teachers on the use of IT for learning and teaching across curriculum and beyond classroom	- Partly achieved; more effort is expected in the implementation of SDL, for instance, including assessment elements in the tests/exam and effective data collection of the SDL marks - Fully achieved; STEAM programmes have been perfectly incorporated as the cross-curriculum activities among ICT, D&T and Science panels. - Fully achieved; teachers are familiar with the use of eLearning tools to design learning and teaching materials.	- Revising the implementation strategies to make effective use of eLibrary resources to promote reading culture. iPad is newly included in the BYOD policy to deepen the use of e-Learning resources. - Further development in improving the presentation skills is needed and turning their innovative idea into serving the needy. - The target will be incorporated into the daily routine of teachers and students but will heavily focus on the application of the generative AI.	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 2: To serve and care for others in love and respect			
Target(s): 2.1 To help students deepen their understanding of their strengths and weaknesses so as to develop a strong and effective character 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 2.3 To help students develop a sense of national identity and a global vision through taking part in exchange programmes 2.4 To promote a healthy school environment	- Fully achieved; all F.1 and F.4 students are mandatory to conduct VIA survey to understand their signature character strengths and their lesser character strengths so as to help guiding students' growth and development through various ECAs and leadership roles. - Fully achieved; more students described their own service-learning experience in their JUPAS personal statements in details to express their views on serving and caring for others. - Fully achieved; around one-third of student population participated in the outbound and inbound exchange programmes. - Partially achieved; compulsory healthy lifestyle programmes were implemented in F.1 & F.2, whereas guidance team implemented several mindfulness programmes.	- Incorporated as routine work - Incorporated as routine work - Incorporated as routine work - Continue to be a major concern for the next development cycle with see-and-experience programmes; and the new targets address the importance of both physical and mental health.	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 3: To nurture moral values and modern-day skill sets			
Target(s): 3.1 To enhance the understanding of Lasallian charism among staff and students and develop their ability to respect and work with others from different backgrounds, cultures and religions 3.2 To nurture students with national identity 3.3 To enhance students' language and communication skills 3.4 To develop students to be ethical users of information and IT	- Partially achieved; Catholic Society took an active role to teach students about the use of Prayers and Hymns Book following the Lasallian tradition. - Fully achieved; the school forms a routine for weekly national flag raising ceremony and speech under flag at the school garden. - Partially achieved; students were given opportunities to present their ideas to the audience; however, the quality of the presentation has room for improvement. - Fully achieved; students are mindful of the ethical use of IT at competitions and in their daily life.	- The Pastoral Team should make more efforts on reminding students to observe proper etiquette at various occasions and always be respectful. - Incorporated as routine work; a new loudspeaker system is installed on the G/F to facilitate the speech under the National flag. - Continue to be a major concern for the next development cycle with more emphasis on high quality student-student interactions and in-depth peer discussion during lessons; and to boost the presentation skill. - Incorporated as routine work; questions related to IT ethics will be included in the tests/ examinations.	

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

Based on the school's recent holistic review of the previous development cycle (2022/23–2024/25), this self-evaluation reflects on the school's effectiveness in promoting students' whole-person development and lifelong learning. The assessment draws from evidence such as programme outcomes, student participation data, and feedback on major concerns, intertwined with performance indicators like learning experiences, student attitudes, and school leadership.

◆ How Good Is My Students' Performance in Achieving the Seven Learning Goals?

Students demonstrated strong performance across the seven learning goals, with notable achievements in both academic and non-academic domains. In terms of breadth of knowledge and generic skills, 78.0% of F.6 students met university entrance requirements in the HKDSE 2025, surpassing territory averages, with high attainment in core subjects. Non-academic performance was robust, with 33.1% participation in inter-school sports competitions securing multiple championships, and one quarter of students participated in the inter-school music competitions earning numerous awards. These activities fostered a healthy lifestyle and developed essential skills like collaboration, problem-solving, and teamwork. National and global identity was enhanced through flag-raising ceremonies and speech under the flag, exchange programmes with 35% student participation in outbound trips, and service-learning initiatives reaching over 500 community members. Language proficiency and information literacy were evident in STEAM projects and ethical IT use seminars. Life planning was supported via career tests and talks, which saw high attendance rates.

◆ How Good Is My School in Enriching Students' Learning Experiences for Their Whole-Person Development and Lifelong Learning?

The school effectively enriched learning through a broad curriculum, life-wide learning opportunities, and support services, aligning with performance indicators in Curriculum and Assessment and Student Learning and Teaching. The school excels in creating experiential opportunities that extend beyond the classroom, effectively integrating community engagement to nurture holistic development.

Service-learning and Values-In-Action (VIA) programmes nurtured empathy and civic responsibility, with 100% participation from F.1 to F.5. Students demonstrated solid progress in holistic growth, particularly in areas blending ethical awareness, collaborative skills, and practical application of knowledge. This was supported by mandatory VIA character strength assessments for F.1 and F.4 students. Data from participation rates and student reflections highlight these experiences as impactful for building resilience and empathy. For instance, widespread participation in service-learning has fostered respectful interactions across diverse backgrounds, with an increase in number of students articulating personal growth in their JUPAS personal statements.

STEAM education integrated cross-disciplinary projects, promoting problem-solving and presentation skills. eLearning tools, such as Google Classroom (95% adoption by teachers) and Formative (65% adoption by teachers), were widely used, enhancing self-directed learning and encouraging active lifelong learning. Achievements in cross-curricular STEAM activities and ethical IT use indicate strong development in innovative problem-solving and responsible decision-making.

Pastoral care, including mindfulness sessions and health programs, supported healthy lifestyles, with over 70% of F.1 students finding them beneficial. Exchange programmes and aesthetic education, such as the annual school concert, drama and dance showcases, broadened global perspectives. Strengths include high extra-curricular activities (ECA) participation (98% of clubs active) and gifted programmes. However, the reading culture via the eLibrary was underutilized.

Overall, evidence from programme evaluations shows that students are building a balanced foundation for lifelong learning, though refining self-assessment and expressive skills could elevate outcomes further.

◆ How Good Is My School in Leading Its Continuous Improvement and Development for Students' Whole-Person Development and Lifelong Learning?

Leadership under the management and organization domain was strong, with consensus-building through staff development. For example, eLearning and generative AI training were offered to teachers to equip them with the latest technological advancements in learning and teaching, empowering staff members to initiate pedagogical changes that place students at the center of learning. The Senior Management continued to engage various stakeholders, such as the Old Boys' Association and the Parent-Teacher Association, to help run various programmes effectively.

Most teachers are equipped with adequate skills to utilize the newly subscribed eLearning tools, such as Padlet and Formative, and to grasp the basic concepts of generative AI. The school development team will shift its focus to the application of generative AI to facilitate the implementation and monitoring of self-directed learning.

The school effectively deployed resources to maintain facilities such as the STEM Lab, D&T Workshop, and Aerospace Lab, while also providing adequate professional coaching in sports, music, drama, and dance. The Exchange Team and the National & Civic Education Team connect with four existing sister schools to cultivate a sense of national identity and enrich the cultural exchange experience in Mainland China. The Service-Learning Panel actively collaborates with Caritas Hong Kong and other NGOs to enhance students' real-world experiences and raise awareness of societal needs. The Pastoral Team emphasizes the balance between physical and mental health to better look after students' well-being.

c. How Can My School Be Better

Building on the holistic self-evaluation from the previous reflection, which highlighted strengths in experiential learning and value-driven approaches that support whole-person growth, this section explores how the school can further advance students' achievement of the seven learning goals, particularly in areas identifying gaps in self-directed learning depth, communication skills, and presentation skills.

◆ What Are My Students' Needs?

Students require more robust support in areas that build independence and self-discipline, as well as enhanced mental health support and resilience practices for healthy lifestyles amid academic pressures. Following the success of new healthy lifestyle programmes, students would benefit from expanded mental health initiatives alongside physical ones, addressing mindfulness and resilience in a post-pandemic context. Greater exposure to real-world societal issues will strengthen national and global identity and aid in life planning. Diverse learners, including non-Chinese speaking (NCS) students, require inclusive strategies to enhance language proficiency and promote inclusiveness.

Additionally, students need deeper self-directed learning (SDL) skills, including AI literacy and a deeper integration of AI ethics to enhance information literacy. It is essential to implement consistent and continuous assessments to boost SDL skills and to make better use of the eLibrary and other subject-based resources to cultivate reading and inquiry habits.

While many excel in collaborative STEAM activities, there is room for growth in articulating ideas effectively. Students need to sharpen their expressive abilities, especially in transforming creative ideas into prototypes with improved presentation quality. Therefore, communication skills, including high-quality presentations and peer discussions, need strengthening to boost confidence and depth. These identified needs align with developmental stages, emphasizing foundational skills for junior forms and leadership applications for seniors.

◆ What Is My School's Capacity for Continuous Improvement and Development?

The school possesses strong foundations in professional collaboration, resource deployment, and adaptive planning, enabling effective growth, though some areas demand targeted enhancement. Strengths include well-established routines like cross-curricular STEAM projects, supported by teachers' familiarity with e-learning tools and ethical IT practices. With support from partner organizations such as Trampus, HK Polytechnic University, Lingnan University, and De La Salle University in the Lasallian Eastern Asian District, our service-learning programmes can be expanded to various sectors of the local community and overseas communities, increasing opportunities for students to see and experience diverse contexts and fostering our Lasallian community of hope and inclusiveness.

Government support for reading habits is evident, with a total of HK\$400,000 allocated to the school for developing programmes related to English and Putonghua self-directed learning. Language panels have a comprehensive plan to subscribe to suitable e-reading programmes, while our science and PSHE panels are tasked with preparing recommended reading lists for students to develop their reading habits.

Overall, with financial resources for tech upgrades, the school is equipped with a new comprehensive Wi-Fi network to support high-speed internet for streaming high-resolution content and live streaming for learning and teaching. With the inclusion of iPads in the BYOD (Bring-your-own-device) policy, students can effectively utilize e-learning tools to enhance their depth of knowledge application and interpersonal skills.

◆ **What Are the Development Priorities of My School for Enhancing the Whole-Person Development and Lifelong Learning of My Students?**

To optimize capacities and meet student needs, our school prioritizes three interconnected areas that intertwine learning experiences, leadership, and outcomes for holistic growth.

First, we aim to deepen self-directed and technology-enhanced learning by integrating generative AI applications and promoting the use of eLibrary, building on our IT strengths to foster independence and information literacy. Second, we seek to elevate communication and character development through structured peer interactions, presentation training, and etiquette reinforcement via pastoral teams, leveraging service programmes to turn innovative ideas into community impact. Third, we intend to strengthen health and well-being initiatives with balanced physical-mental programmes, including mindfulness practices and “see-and-experience” activities, to support resilience and positive attitudes.

These priorities, informed by partial achievements from the previous cycle, will guide major concerns in the next School Development Plan (SDP) (2025/26–2027/28), ensuring measurable targets that align with the seven learning goals and promote sustained improvement through the Plan-Implement-Evaluate (P-I-E) cycle.

5. Major Concerns of the 2025/26 – 2027/28 School Development Cycle

◆ Based on the above holistic review of school performance, the major concerns in order of priority are:

1. To empower students as active, self-directed learners
2. To enhance student well-being and mental health support
3. To foster a peaceful, inclusive and caring educational community in the Lasallian context

School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale			Outline of Strategies	Learning Goals
		25/26	26/27	27/28		
1. Empower students as active, self-directed learners	Target 1: Cultivate self-directed learning by incorporating the use of eLearning and AI tools	✓	✓		- Teach students how to use eLearning and AI tools in different subjects (e.g. AI research assistant like Perplexity) and emphasize critical evaluation of AI-generated contents - Ask students to set, keep track and evaluate SDL learning goals in a regular manner, celebrate the success after a period interval - Set guided questions for SDL tasks and give constructive individual feedback using the two AI platforms “Goodclass.ai” and “Tallgeese AI” - Develop SDL tasks using AI tools to generate and differentiate guided questions/ scenarios to cater for learners’ diversity, and allow students to choose their preferred tasks based on their abilities	Generic Skills; Life Planning

	Target 2: • Encourage active engagement in the classroom	✓	✓	✓	• Increase student's quality active learning time by meaningful group discussion (with monitoring), hands-on activities (e.g. incorporate AI-driven simulations or scenario generators for debates/ role play, use AI-powered polling/feedback tools for instant engagement checks) and presentation, followed by floor questions (targeted Q&A generated by AI) during the lessons	Generic Skills; Language Proficiency
		✓	✓	✓	• Make good use of the hardware (e.g. Smartboard/ iPad) and software (e.g. Padlet/ Formative) to facilitate group discussion and presentation. Integrate AI features of the Smartboard (e.g. real-time translation, object recognition, generating diagrams/mind maps from discussion points)	
		✓	✓	✓	• Encourage students to explore web-based contents using various AI platforms on their electronic devices	

	Target 3: Strengthen digital literacy, AI literacy and technological integration		✓	- Provide training on AI-specific pedagogy, tools (e.g. Gemini, Claude, ChatGPT for education), prompt engineering, and the ethical use - Develop/curate a centralized repository of vetted AI tools and digital resources (ebooks, school database) for learning and teaching. - Integrate digital AI literacy and ethics into various KLA curriculum, and apply IT skills (e.g. prompt engineering, evaluating AI outputs, understanding AI bias, and using AI for research, drafting and revision), and adopt a reflective mindset when sharing information	Information Literacy
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	Target 4: • Promote a vibrant reading culture	✓	✓		• Subscribe reading programme to promote extensive reading	National and Global Identity
		✓	✓		• Keep reading journal as part of the SBA and incorporate students' achievements in the reading programme as part of the assessment criteria	Life Planning
				✓	• Use AI book recommendation engines to generate personalized recommended book lists based on students' interests and reading level to enhance subscription reading programme	
			✓	✓	• Review the format of the library lesson by exploring AI tools for creative reading responses (e.g. generating alternative endings, character analysis) alongside traditional book reports. Make good use of digital spaces (Class IG, Class Facebook) to share AI-assisted literacy projects	
				✓	• Revamp the format and layout of eLibrary to attract more users	

2. Enhance student well-being and mental health support	Target 1: • Raise awareness of physical health and fitness	✓	✓	✓	• Incorporate health-related topics into panel-based curriculum and constantly assess students' knowledge acquired in tests and/or examinations • Use analysis of anonymized aggregate data from wearables during PE lessons/training to inform health topics • Explore AI-powered apps or personalized workout generators within ECA/ sports programmes • Organize theme-based talks and workshops relating to health topics during the Form Teacher Period, as well as various ECA programmes relating to healthy lifestyle.	Healthy Lifestyle
	Target 2: • Develop mindfulness and resilience practices	✓	✓	✓	• Conduct mindfulness practice during school hours • Utilize AI analytics (ethically and anonymously) on well-being survey data to identify trends, predict potential stress points (e.g. exam periods), and tailor well-being initiatives more effectively.	Healthy Lifestyle

3. Foster a peaceful, inclusive and caring educational community in the Lasallian context	Target 1: • Cultivate a caring, supportive culture with Lasallian spirituality	✓			• Equip teachers with relevant knowledge • Incorporate workshops/seminars relating to peace and harmonious communication skills e.g. using AI role-play simulations to practise challenging communication scenarios • Incorporate “inclusiveness” and “peace” into respective KLA curriculum and pastoral team programmes • Provide “see and experience” opportunities to understand inclusive culture • Provide opportunities for both teachers and students to share experiences that links to “peace” and “inclusiveness” in the digital age at FTP/ assemblies/ campaigns/ reflective journals	National and Global Identity
	Target 2: • Strengthen community engagement with the spirit of faith and zeal	✓	✓	✓	• Realise the societal needs by “see and experience” process and reach out to those on the margins of the societies (F.1-F.3) • Conduct compulsory service-learning programmes by partnering with NGOs and Schools (F.4-F.5) • Use of AI-powered accessibility tools (e.g. translation apps, visual description tools) during activities to ensure participation and record the scenes for future use	National and Global Identity; Breadth of Knowledge