La Salle College

School Report

2024/25

General information about La Salle College

SCHOOL HISTORY

La Salle College, Hong Kong, founded in 1932, is a Catholic 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. La Salle College admitted its first batch of students in December 1931, with Brother Aimar serving as the Principal and was in full operation in early 1932. Between July 1977 and May 1979, the old building was knocked down to make way for a new and well-equipped school. The new school campus was then officially opened by Sir Murray MacLehose, the then Governor, on 19th February, 1982. Together with the School Improvement Programme (SIP) in 2005 where two new wings were added and named after the first two Principals, Brother Aimar and Brother Cassian, the College has the privilege to offer a wide range of learning activities and facilities with its spacious campus. In 2021-2022, the College celebrated its 90th Anniversary.

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.

GOVERNANCE

The Sponsoring Body is the Brothers of the Christian Schools, also known as the De La Salle Brothers. The Sponsoring Body is the legal entity in Hong Kong for the De La Salle Brother's schools and is a registered sole corporate under the title "The Director in Hong Kong of St. Joseph's College". La Salle College is managed by an Incorporated Management Committee (IMC), which leads the school through six sub-committee focusing on matters relating to finance, building and facility maintenance, information and technology, sports development, cultural development and human resources. The Supervisor of La Salle College is Brother Thomas Lavin, whereas the Alternate Supervisor is Mr. Nicholas Ng. The Principal manages the College with the assistance of three Vice-Principals (Academic, Pastoral and Development) and Heads or Coordinators of various panels and teams.

(1) SCHOOL PROFILE

Enrolment & Class Structure

La Salle College (LSC) is an English-medium grammar school with a total student population of 1,298 in Form 1 to Form 6 in the beginning of the 2024-25 school year, registered for 42 classes, with seven classes in each form level. LSC is a government-aided school where all students are enrolled through the government central allocation system based on academic merit. 30% of our Form 1 intake come from the school discretionary basis.

Teaching Staff

LSC has 96 teaching staff, with 48% pursuing a master's degree or above and with more than 41% having a teaching experience of 10 years or above.

Medium of Instruction & eLearning

English is the medium of instruction for all subjects except Chinese Language, Chinese History, Putonghua and French. Some students are qualified to take French as a second language. "Bring Your Own Device (BYOD)" programme has been in place since 2015-16 aiming at promoting eLearning at school and nurturing students to be self-directed learners.

Academic Pathway – The Hong Kong Diploma of Secondary Education (HKDSE)

All Form 6 students will sit for the HKDSE administered by the Hong Kong Examinations and Assessment Authority. They can further their studies at local or overseas universities and higher education institutes upon their graduation. During the course of study, some students may also take other international examinations at their own discretion.

Curriculum in Junior and Senior Form Levels

Subjects offered – Junior Forms (Form 1 – Form 3)

Form 1 – Form 2	Form 3
English	English
Chinese / French / Chinese for NCS*	Chinese / French / Chinese for NCS*
Putonghua	Putonghua
Mathematics	Mathematics
Science	Physics
ICT	Chemistry
Life & Society (F.2)	Biology
Citizenship, Economics and Society (F.1)	ICT
Geography	Life & Society
Chinese History	Economics
History	Business, Accounting and Financial Studies
Design & Technology	Geography

Music Visual Arts Physical Education Religious Education *NCS: Non-Chinese speaking students	Chinese History History Music Visual Arts Physical Education Religious Education

Subjects offered – Senior Forms (Form 4 – Form 6)

Core subjects:	Three Electives from the List:
English Chinese (French for NCS) Mathematics (Compulsory Part) Citizenship & Social Development	Physics Chemistry Biology Economics Business, Accounting and Financial Studies (BAFS) Chinese History Geography Information and Communication Technology (ICT) Design and Applied Technology (DAT) Visual Arts

Mathematics Curriculum – Extended Part
Module 1 (Calculus and Statistics) or Module 2 (Algebra and Calculus)

The Fourth Elective (only for students having exceptional talent or interest):
Music

Service-Learning Curriculum in the Senior Forms (since 2021-22)
Service is an integral part of Lasallian education. With the help of the Service-Learning and Leadership Office (SLLO) of the Hong Kong Polytechnic University, our College combines Positive Psychology and "Values-In-Action (VIA)" advocated by Professor Martin Seligman to formulate new school-based Service-Learning curriculum. More than 15 teachers are trained by the SLLO to exercise their expertise to enrich students' learning experience, forming a link to the curriculum through a process of understanding community needs, planning service activities, taking actions, forming structured reflection, and demonstrating learning of the impact of the undertaking, so as to nurture empathy and enhance the sense of responsibility as a local citizen. Over the past three years, our team served more than 10 local NGOs and primary schools and over 700 people in the community. Coordinated by the Lasallian partners, our service is now extended to Rwanda, the Philippines and Yunnan, China.

Vibrant School Life

LSC emphasizes students' personal growth through extra-curricular activities (ECA). In 2024-25, our College offered 50 ECA clubs and societies in academic, interest, sports, cultural, service groups to provide every student an opportunity to stretch their potential. Every September, an ECA promotion fair was held for students, aiming at giving students first-hand information about the clubs. All F.1 students are compulsory to enrol in three ECA's, one of them must be in service group, one of them must be in cultural groups, and one of them must be in sports groups.

Sports

Our College has 25 school sports teams competing in the top inter-school competitions. Every year, about one-third of students join various school teams. Besides our sports teachers, professional coaches are hired to train and enhance our students' skills and techniques. High-performing sportsmen are selected to represent Hong Kong at international tournaments.

Music

Our music teams consist of Wind Orchestra, Chinese Orchestra, String and String Orchestra, Senior Choir and Treble Choir, and the Chinese Drum Team, with around 300 student members. Students are provided ample chances to participate in both local and overseas performances and competitions. Besides our music teachers, professional conductors and musicians are hired to train and enhance our students' performing capacity.

Pastoral Care

LSC emphasizes on fostering Lasallian values of faith, service and community, as well as the Catholic core values. Faith formation and evangelization programmes are organized by teams such as the Student Formation Team, Lasallian Youth Movement whereas the Catholic Society and Legion of Mary help nurture the spiritual life of students and to maintain a rich Catholic culture. Values-In-Action (VIA) character strengths theory is also introduced into the school curriculum and ECAs to nurture students' character development. Specially designed curriculum on values and positive education is implemented during Form Teachers' Periods and Form assemblies. It aims at cultivating healthy mental and physical mindset, and promoting personal growth, interpersonal skills and preparation for future challenges. All students are to write two S.M.A.R.T. goals in the beginning of the school term. The College initiated two sessions of form teacher-student individual interviews on two school days to examine their goals. Apart from building a better relationship between teachers and students, Form teachers grasped the chance to identify students with emotional and/or other learning problems, and to refer those cases immediately to suitable personnel for further counselling. Stress management was continued to be the focus in the senior forms.

A wide range of student support services, including guidance, discipline and careers and life planning, are available for students. With the support from school social workers from the Caritas Hong Kong, a speech therapist and the educational psychologist from the EDB, our Discipline Team and the Guidance Team initiate suitable programmes for students using an integrated approach. The nature of these programmes is divided into preventive, supportive and corrective strategies. A structured career education curriculum is implemented during the Form Teachers' Periods in a sequential and systematic manner to develop students' ownership of their career and life planning. MBTI Career Test and Holland's Code Career Test were conducted to help students understand their interests and abilities. The Careers Team held talks throughout the year on Mainland/ overseas universities admission talks and JUPAS university application talk.

LSC has been promoting national and civic education (NCE) through a whole school approach. The NCE Team recruits members to perform flag raising and deliver the speech under the flag on important days related to the nation's events by the whole school. Measures on safeguarding the National Security and promote National Education are in force as required by the EDB. Flag raising ceremonies are held weekly including the examination periods.

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. It is also 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.

Education Outside the Classroom

Aesthetic Education

Aesthetic education is one of the essential Other Learning Experiences (OLE) programmes for the whole person development of students. Our College holds aesthetics workshops and talks for F.4 and F.5 students, including music performances and music appreciation talks, drama appreciation, dance and visual arts, speech and public speaking demonstrations. One of the highlights is the production of the Annual Concert in July. Another highlight is that the live performance by our School Drama and Dance Team in March.

Gifted Programmes

Both local and overseas programmes are coordinated for high achievers so as to further stretch their potentials. Local programmes are offered by tertiary institutes, e.g. HKU, HKUST, and HKAGE. Overseas programmes for the gifted are offered by institutes such as Johns Hopkins University and the Federal Institute of Technology in Switzerland. Academic teams of the College always compete in high-level competitions, e.g. the Physics Olympiad, Math Olympiad, Chemistry Olympiad and Informatics Olympiad. The College provides opportunities for capable students to acquire other languages, e.g. French, Spanish, Japanese and German.

STEAM Education

The theme of the STEAM education at LSC is to enhance, embed and realize the motto "We Learn, We Solve & We Create". STEAM is a cross-disciplinary subject at La Salle College and it has been integrated into F.2 curricula of Science, D&T and ICT, allowing flexibility for project-based learning. LSC provides exceptional facilities for our students, including an Aerospace Laboratory, a D&T workshop and a well-equipped STEAM Laboratory. The College offers diverse range of STEAM programmes, both within and beyond the curriculum, to enhance our students' proficiency in coding, collaboration, design thinking and presentation skills. Our students gain valuable technical skills, engineering knowledge and real-life experience through visits to start-up companies and active participation in territory-wide activities and competitions.

Exchange Programmes

A variety of exchange programmes aiming at developing students' awareness of cultures, strengthening their understanding and respecting differences are offered every year. LSC has a wide network with partner schools in Hong Kong, Mainland Sister schools (including the High School Affiliated to Renmin University of China (北京中國人民大學附屬中學), Shanghai Foreign Language School (上海外國語大學附屬中學), Zhejiang Zhenhai Middle School (浙江省寧波市鎮海中學) and Torch Development Zone No.1 Middle School of Sun Yat-sen Memorial Secondary School Education Group (中山紀念中學火炬一中) and overseas schools. Other educational overseas exchange trips to places such as Paris, Singapore, Sydney, Perth, Melbourne, Auckland and Bueno Aires are organized. The College also has an exchange partnership with Sophianum in the Netherlands.

Student Body

The Student Association is the official student body. It is composed of one president and six chairmen serving different boards (Class Representatives, Club Coordination, Discipline, Finance, Publications and Secretariat). The SA not just acts as a bridge between the school authority and the students, but provides nearly one quarter of the student population a chance to serve the school and to be trained to be future leaders. Steering Committee upholds the SA tradition of "Student led, Student driven" to keep a vigilant eye and advisory role to all the SA activities, but allows students fully employ their creativity, organizational and management skills, entrepreneurial spirit while upholding accountability for their work. Our student leaders initiated high quality programmes, such as Talent Quest and Christmas Ball.

The College also prides in entrusting the senior students of the School 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.

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

- **Major Concern 1: To initiate pedagogical changes in learning and teaching**

Achievements
◆ The school actively promoted self-directed learning (SDL) and deepened the use of the e-Learning resources by reminding students to access to learning resources including the newly developed e-Library. In general, over 75% of teachers assigned SDL tasks in their lessons and checked students' understanding. Some academic panels actively assigned subject-specific readings from the e-Library and included them in internal assessment. This effectively boosted e-Library usage and encouraged students to treat SDL tasks more seriously. Some teachers made use of various e-learning tools and online platforms for group discussion. ◆ Teachers were encouraged to allocate at least 15 minutes to student–student interaction, particularly for group work and presentations. In observed lessons, over 70% encouraged students to explore content using electronic devices. Approximately 50% of teachers facilitated student presentations after group discussion. ◆ Teachers' skills in using IT for learning and teaching improved. Over 95% of teachers used Google Classroom to share materials, collect assignments and keep marks of the assignments. Teachers enhanced their lesson plans with interactive elements using e-learning tools such as Formative and Padlet. Entering the era of AI, the school subscribed to the AI service Goodclass.ai and organised several workshops to equip teachers with the necessary skills.
Reflection
◆ The Stakeholders' Survey indicated that students had not established strong reading habits. e-Library usage for SDL fell short of expectations. ◆ On average, seven minutes of student–student interaction were observed, below the target. There remains an urgent need to improve students' presentation skills. ◆ Even though our teachers are familiar with Google Classroom, more advanced functions should be introduced for better class administration. For example, better arrangement of design and layout of Google Classroom to facilitate mark inputs so as to monitor students' learning progress. ◆ More than 85% of teachers became active users of the AI service Goodclass.ai after six months of subscription. Two most popular AI tools are quiz generator and marking assistant.

Feedback and Follow-up
◆ The Staff Development Team and the IT e-Learning Team will organize regular training and sharing sessions regarding the application of e-Learning tools for teachers on a voluntary registration basis, to cater for the different needs or ability level of teachers. To promote the use of Goodclass.ai, all teachers will be asked to set SDL tasks (questions, quizzes, or exercises) after assigning reading tasks. More teacher workshops will be organised to cope with advanced functions of Goodclass.ai. ◆ Teachers will adjust their lesson plans to facilitate more structured, in-depth group discussion and require students to present their findings, placing students at the centre of learning. This aims to develop collaboration and presentation skills. In addition, the BYOD policy will be adjusted to allow students to bring iPads for learning. With Apple Pencil support, this will facilitate note-taking and presentations. ◆ The Language across the Curriculum Panel will subscribe to additional online book resources to enrich the e-Library. In addition, the English Language Panel will use government SDL funding to subscribe to an online reading programme to engage students in adaptive reading and writing and increase their reading time.

- **Major Concern 2: To serve and care for others with love and respect**

Achievements
◆ Students are required to participate F.2 Religious Education service programmes and F.4 & F.5 Service-Learning lessons. Through local tours and site visits, students observed real-life situations in Hong Kong society, reflected on their observations, and devised appropriate service plans for people in need. Approximately 450 students and 15 teachers served 10 NGOs/ schools with over 500 target recipients in 2024/25 school year. ◆ The school promoted physical and mental well-being through Healthy Lifestyle (HL) Weeks by offering healthier meal options for F.1 and F.2 students at the school canteen. Students learned about healthy living through talks and activities such as mindfulness, dance, yoga, and ball games. The school placed special attention on mental well-being. Mindfulness programmes were organised for F.6 students in preparation for the HKDSE examination, and whole-form mindfulness practices were conducted during Form Teacher periods for F.1–F.5. ◆ The timetabling team scheduled F.1 Physical Education lessons in the first two periods to facilitate distance-running practice. During the summer bridging programme, all new F.1 students were required to attend swimming lessons at our swimming pool, regardless of ability.

Reflection
◆ Some service-learning programmes have been running with the same NGOs for three years. There is a need to explore and reach out to other sectors in society to give teachers-in-charge and students a fresh variety of programmes. ◆ High-quality reflection journals were produced after the "See & Experience" process. A growing proportion of students referenced genuine service-learning experiences in their JUPAS personal statements in F.6. ◆ Over 75% of respondents reported positive experiences of the Healthy Lifestyle programmes. Students expressed a desire for more games and additional time for recreational activities during lunch. Over 90% agreed that the nutrition talk enhanced their knowledge of food choices and healthy living.
Feedback and Follow-up
◆ The service-learning (SL) panel will actively approach a wider range of NGOs to open new SL projects, enabling F.4 and F.5 students to choose programmes that further develop their signature VIA character strengths and/or strengthen underused strengths. The SL panel will also place greater emphasis on the "See & Experience" process. For example, more site visits, local tours and meetings with NGOs will be arranged to help students understand real community needs and nurture civic responsibility, thereby aligning with two learning goals of Secondary Education: "National and Global Identity" and "Generic Skills." Teachers-in-charge will remind students to articulate their Service-Learning experiences in their personal statements. ◆ The school will continue to implement Healthy Lifestyle Weeks to address the Secondary Education learning goal of "Healthy Lifestyle." Increased collaboration among the HEPT, PTA and ECA teams is expected to enrich the content of activities during these weeks, with a greater emphasis on quality. ◆ To tie in with the EDB "Active Students, Active People" Campaign, a series of physical activities, including F.1 swimming lessons and F.1 distance running events, will be launched. ◆ The Guidance Team will also introduce a new initiative - brief mindfulness music interlude before the school bell after recess and lunchtime to support the transition from break to lessons.

- **Major Concern 3: To nurture moral values and modern-day skill sets**

Achievements
◆ To strengthen students' sense of national identity, all teachers and students attended the National Flag-raising Ceremony followed by an speech under the flag. Uniform groups and National & Civic Education (NCE) ambassadors were trained and took turns to raise the national flag in accordance with proper protocols and procedures during assemblies. The NCE team organised over 20 visits, tours and seminars across the year to promote national education and media and information literacy. Several talks reminded students about the ethical use of IT in daily life and highlighted links between subject content and national security, including the importance of cybersecurity, data security and AI security. ◆ The school actively promoted a culture of collaboration through STEAM. Cross-disciplinary group projects (Science, Design & Technology and ICT) and STEAM workshops were embedded in all F.2 classes, enabling students to apply knowledge and strengthen collaboration, creativity, problem-solving, computational thinking and presentation skills. The school also participated in inter-school STEAM competitions, securing three individual awards.
Reflection
◆ Students demonstrated appropriate etiquette and attitude during flag-raising ceremonies and showed improved understanding of the priority values of "National Identity" and "Respect for Others." The ICT panel assessed students' ethical use of IT using an agreed rubric and classroom observations. ◆ Through STEAM education, students learned advanced coding and applied microcontroller boards to authentic projects. To keep pace with technological developments, AI elements should be integrated into project-based learning (e.g., simple computer-vision tasks, sensor data classification, or AI-assisted design). ◆ Students generated many strong ideas in the STEAM project competition, and most completed the required tasks. However, some needed additional scaffolding to translate concepts into working prototypes.

Feedback and Follow-up
◆ National Education and National Security Education programmes will continue next school year. The ICT panel will sustain talks and seminars on ethical IT use and its connections to national security. These measures address the Secondary Education learning goals of "National and Global Identity" and "Information Literacy." ◆ Beyond lessons, school teams are encouraged to share achievements at assemblies. Participation will include a mandatory rehearsal led by the Assembly Team to improve time management and presentation quality. Teachers will provide constructive feedback referencing language and communication skills, addressing the learning goals of "Language Proficiency" and "Generic Skills." ◆ Reading across the curriculum (RaC) with a STEAM focus will be introduced, recognising that STEAM learning relies on experiential and enquiry-based approaches. The aim is to cultivate strong reading habits alongside project work, supporting the learning goals "Breadth of Knowledge" and "Generic Skills." ◆ The cross-disciplinary STEAM project competition will continue. To support stronger prototyping, clearer guidelines and additional lesson time will be provided.

(3) Student Performance

- **Enrolment/ Attendance rate**

  The average students' attendance rate was 97.0% in junior form (F.1-F.3) levels and 95.7% in senior form (F.4-F.6) levels.

- **Students' Participation**
  - **Learning experiences relevant to National Education**

    Weekly National Flag Raising Ceremonies were held to foster a sense of national identity among students. On special occasions such as the School Opening Assembly, Swimming Gala, National Day, Sports Day, Speech Day, Constitution Day, National Security Education Day, and the Nanjing Massacre Commemorative Day, a variety of thematic activities were organized. All students were encouraged to participate in the EDB Territory-wide Online Inter-school National Security Knowledge Competition. Our school ranked in the top 9 in the Chinese category and won the championship in the Non-Chinese Speaking (NCS) category. Selected students were offered the opportunity to join a fully funded 7-day tour to Beijing and Shanghai, sponsored by the Chief Executive's Office. Additionally, a series of talks were held on topics such as data security, cybersecurity, economic security, and financial security.

  - **ECA/ uniformed groups/ community services**

    In 2024–25, our College offered 50 Extra-curricular Activities (ECA) clubs and societies spanning academic, interest, sports, cultural, and service groups. Over 98% of clubs and societies held at least four activities during the year. Senior-form students were given ample opportunities to take up leadership roles and develop their leadership skills. Approximately 60% of F.5 students served as leaders, and by the end of F.6, 80% of students had held office in the Student Association, clubs and/or teams.

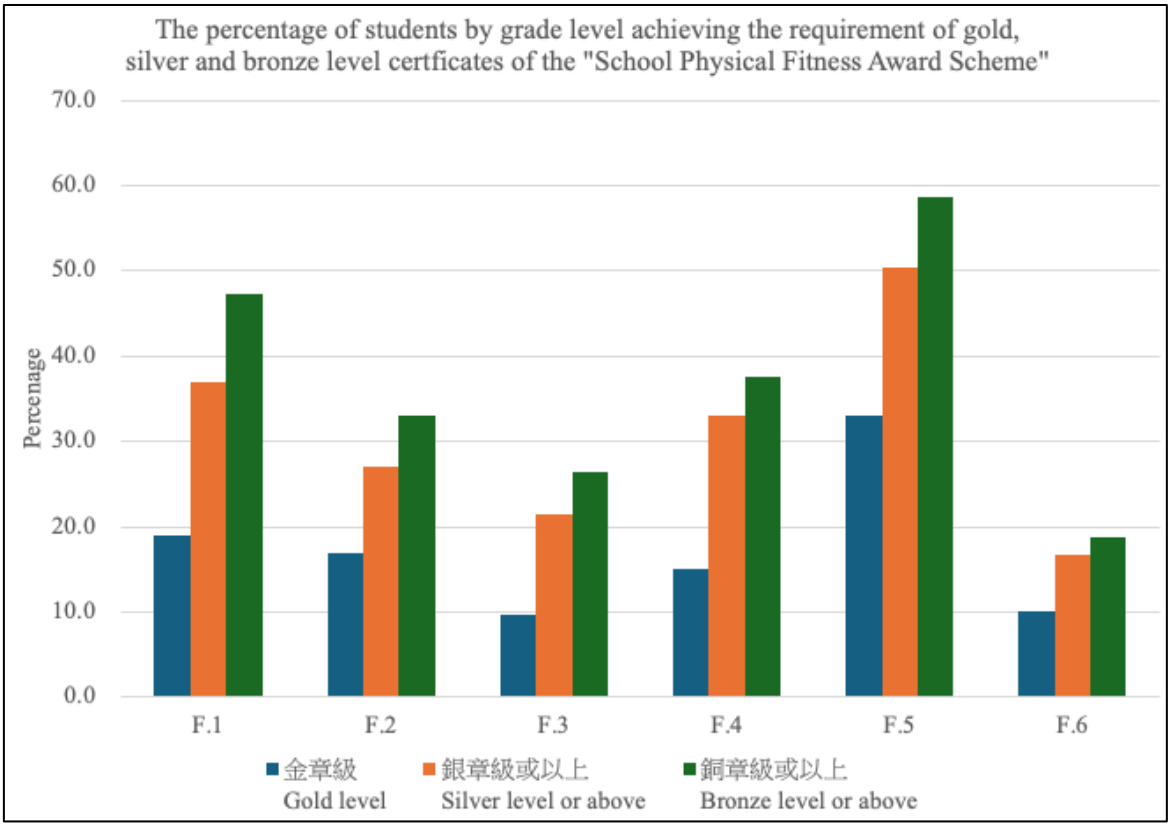
    In 2024–25, 16% of the student population joined uniformed groups, including the Scouts (17th Kowloon Group), Hong Kong Red Cross Youth Unit 15, and St John Ambulance Brigade. Participation in community service reached 100% in the Junior Forms and 78.2% in the Senior Forms. The Religious Education Panel organised compulsory whole-form service activities for the Junior Forms; for example, F.1 students promoted the spirit of dedication and devotion exemplified by our Lasallian saints, and all F.2 students were required to join the "From Lasallian with Love" service projects at elderly homes, day-care centres, rehabilitation centres, and sheltered workshops. F.3 students undertook individual service placements with various agencies throughout the year. The Service-Learning Panel embedded a structured service-learning curriculum into the timetable, making community service compulsory for all F.4 and F.5 students.

- **Overseas exchange programmes and Sister Schools Scheme**

  Fifteen outbound trips and five reception programmes were conducted. Approximately 35% of the student population participated in outbound activities, including 190 F.5 students on the compulsory CSD Mainland tour and 270 students in other theme-based programmes. These included study tours with Mainland sister schools and a Lasallian partner school in Paris (Lycée des Francs-Bourgeois); subject-based tours organised by the Mathematics, Religious Education, and Chinese History panels; a STEAM Team programme in Singapore NUS and SJI; a service-learning programme in Yunnan; Sports Team (Fencing and Athletics) training programmes in Mainland China; and Chinese Orchestra exchange tours in the Netherlands and Taiwan.

  The new initiative, "Exchange Week", was held from 25 June to 1 July 2025, featuring five outbound tours during that period. An additional four outbound tours took place over the summer holidays, bringing the total to nine exchange tours in the post-examination period, with over 180 boys participating (about 16.5% of the student population). This made good use of students' free time and enriched their learning experiences. The "Exchange Week" model will continue in 2025–26.

- **Physical fitness performance**



The school held a Healthy Lifestyle Week for all F.1 boys in Term 1 and for all F.2 boys in Term 2, promoting a healthy diet and offering a variety of physical activities (e.g., dance, yoga, and ball games). Over 400 students participated in a school outreach programme, fully subsidised by the Department of Health, to receive the seasonal influenza vaccination.

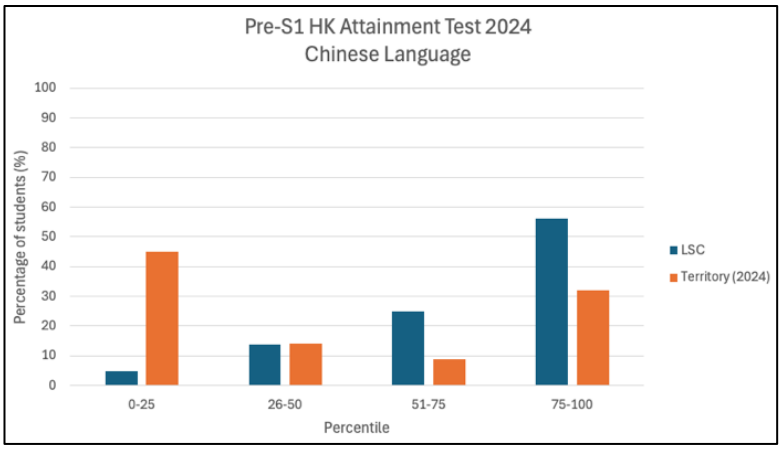
- **Students' Achievements**
  - **Academic performance**

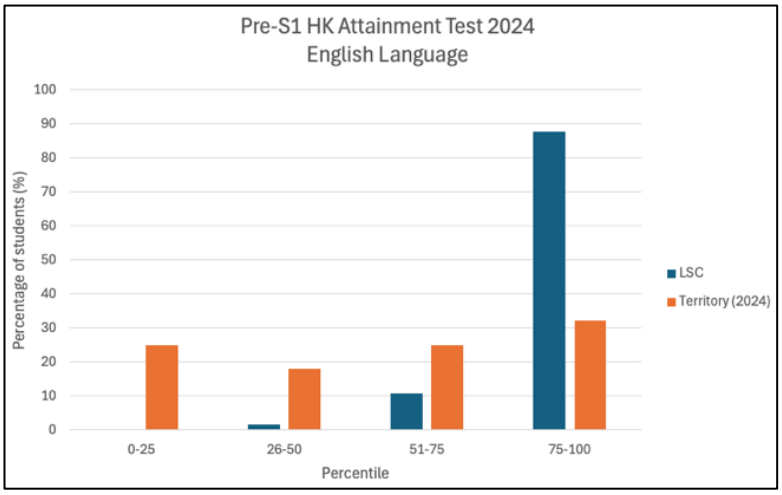
Hong Kong Diploma of Secondary Education Examination 2025

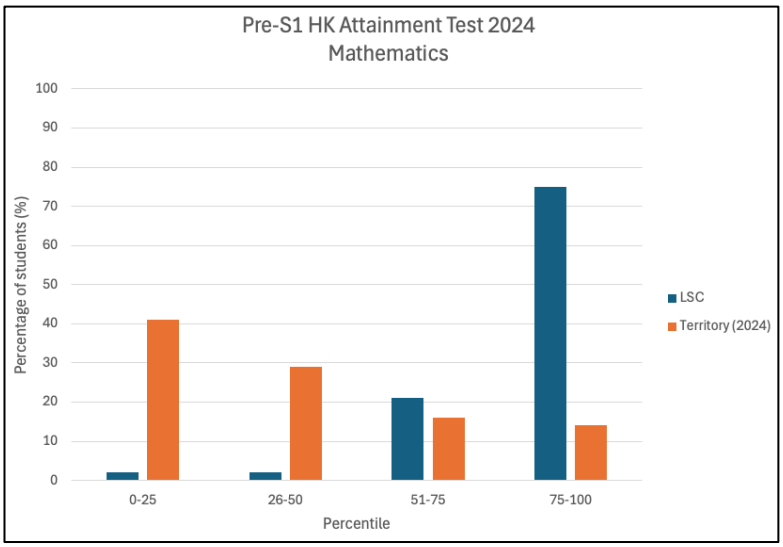
There were remarkable achievements of our boys in the HKDSE. We have two top scorers, one attained 5** in 7 subjects and the other one attained 5** in 6 subjects. Overall, 25 students got 36 points or above in 6 subjects. 78.0% of our students met the general entrance requirements for local bachelor degree programmes (level 3 or above in Chinese Language and English Language, level 2 or above in Mathematics Compulsory Part, attained in the CSD, and level 3 or above in two elective subjects). Overall, 94.8% of students in the school met the entrance requirements for local degree and sub-degree programmes.

HKDSE 2025 results	LSC	Territory
No. of students sitting the exam (day candidates)	171	42795
% fulfilling the general entrance requirements of '332A33'	78.0%	38.5%
% attaining Level 3+ in Chinese Language	80.4%	64.7%
% attaining Level 3+ in English Language	97.7%	55.1%
% attaining Level 2+ in Mathematics (Compulsory)	98.2%	83.6%
% awarded "Attained" in CSD	97.7%	94.1%

Pre-S1 Hong Kong Attainment Test 2024







STEAM/ Science/ Mathematics

Fourteen groups of students represented our school in various inter-school STEAM competitions, earning three individual awards. Approximately 50 students participated in activities conducted in collaboration with local universities. Additionally, two journal articles were published.

Our College received the "Best Schools Award" at the International Biology Olympiad – Hong Kong Contest 2024. The School Computer Team secured overall third place in the Hong Kong Olympiad in Informatics 2024–25. Our College also placed third in the S.T. Yau High School Science Award (Asia) in Computer Science. The School Science Team earned a Merit Award in the PolyU Science Young Talents Competition 2025. Approximately 7.8% of students participated in territory wide inter school Science/STEAM competitions.

Three F.4 & F.5 students from the School Mathematics Team captured silver award in the International Mathematical Olympiad Preliminary Selection Contest. Four junior students (F.1 & F.2) captured gold award in the Hong Kong Mathematics Creative Problem Solving Competition 2025. Two F.3 members captured the first class honour in the HK Mathematics High Achievers Selection Content 24-25. Three F.5 students entered the final round of the 11th Annual International Mathematical Modelling Challenge - The International Contest of Greater China.

- **Non-academic performance**

Sports

Our Sports Team finished overall first runner-up in the BOCHK Bauhinia Bowl Award and was named co-champion of the BOCHK Rising Star Award. We captured one overall championship in Archery, six overall second places in Athletics, Badminton, Beach Volleyball, Indoor Rowing, Table Tennis, and Tenpin Bowling, and five overall third places in Fencing, Football, Handball, Squash, and Swimming, plus four grade championships, two

in A-grade and B-grade Archery, one in C-grade Athletics, and one in junior-grade Beach Volleyball. Participation in territory-wide inter-school sports competitions reached 33.1%.

Music

Our school achieved excellent results in inter-school competitions, earning six championships, six first runners-up, and seven second runners-up in group events at the 77th Hong Kong Schools Music Festival. Highlights included the Symphony Orchestra taking first place, the Treble Choir and Wind Orchestra each placing second, and the Senior Choir winning first place and the title of "Best Boys Choir in the Second Division" in the Choir Final. In individual events, 15 students were champions, eight placed second, and eight placed third in solo or duo competitions. Our choirs also excelled at the HK Inter-School Choral Festival 2025 Competition cum Masterclass, with the Junior Mixed Choir securing a Silver Award, while the Senior Mixed Choir, Treble Choir, and Senior Choir all achieved Gold Awards. At the Joint School Music Competition 2025, the male vocal ensemble and junior brass ensemble both received Gold Awards.

The Music Team organised the annual Spring Concert on February 20, 2025, providing a platform for our young musicians to showcase their talents. The School Annual Concert was held on July 7, 2025, at the Jehovahjireh Concert Hall of the International Christian Quality Music School, featuring performances by more than 250 Music Team members.

Two students captured the Grantham Music Award 2025. One of them, the celloist, participated in the Austrian Masterclasses, while the Yangqin player attended Master Classes at the Central Conservatory of Music in Mainland China.

Cultural

Our School Dance Team placed overall third in the Jazz & Street Dance section of the 61st School Dance Festival. Two pieces—"The Shackled" and "The Poison Apple"—received the Honour Award & Choreography Award and the Highly Commended Award, respectively. The team also earned several accolades in the Solo, Duet, and Trio competitions (Jazz & Street Dance). The Drama and Dance teams staged their annual showcase in March in the School Hall, highlighting students' creative expression and talent in both disciplines. The School Speech Team participated actively in the Hong Kong Schools Speech Festival, representing 5.7% of the student population.

Odyssey of the Mind (OM)

The School Odyssey of the Mind Team represented Hong Kong to participate in the OM World Finals held at Iowa State University, USA. The team came 19th among teams of participating students from the US, China, Singapore and Japan.

(4) Financial Summary

- **School's financial summary for the year 2024-25**

La Salle College
Financial Summary for the year ended 31 August 2025

		Income $	Expenditure $
I. Government Funds			
(1) EOEBG Basline Reference		3,262,433.05	2,887,499.82
(2) School Specific Grant			
Administration Grant		7,119,990.87	6,882,996.18
Composite Information Technology Grant		788,840.00	773,994.00
Capacity Enchancement Grant		676,944.00	439,408.96
Air Conditioning Grant		893,700.00	1,149,886.75
School Management Top-Up Grant		53,385.00	-
School Based Speech Therapy Admin Grant		8,541.00	6,477.60
Control Account		-	101,497.84
	Sub-total	12,803,833.92	12,241,761.15
(3) Non-EOEBG Funds	Sub-total	6,173,389.00	6,104,652.75
Government Funds total		18,977,222.92	18,346,413.90
II. School Funds			
(1) Tong Fai		19,029,767.82	7,740,023.73
(3) Donations		845,621.00	51,950.00
(4) Collection of fees for specific purpose		382,500.00	5,575,237.00
(5) School Fund General Account		265,697.02	1,324,275.43
(6) Scholarship/Prize/Award/Sponsorship		180,105.10	271,291.42
(7) Others		245,101.00	102,426.78
School Funds Sub-total		20,948,791.94	15,065,204.36

(I) Surplus of Government Funds	630,809.02
(II) Deficit of School Funds	5,883,587.58
Total Deficit for the school year	6,514,396.60

- **The Use of Grants and Support Funds for the year 2024-25**

La Salle College (2024-2025)
Financial Report on the Use of Grants and Support Funds
for the year ended 31 August 2025

1. Use of Capacity Enhancement Grant

		$
Surplus brought forward from previous year		-
Amount received for the year		676,944.00
		676,944.00
Less: Amount paid for salaries of teaching assistants		439,408.96
Surplus/Deficit absorbed by EOEBG		237,535.04

2. Use of Life-Wide Learning Fund

		$
Surplus brought forward from previous year		1,323,791.43
Amount received for the year		2,043,602.00
		3,367,393.43
Less:		2,303,875.74
KLA Activity Fee/Student training and course fee/STEM F&E	169,129.05	
Diversified Learning Activity Fee/Coach and services fee/course fee	2,042,629.25	
Other Learning Area expenses	92,117.44	
Surplus carried forward to next year		1,063,517.69

3. Use of Composite Information Technology Grant

	$
Total Expenses	
Salaries of IT technical support staff	222,264.00
Broadband Internert service	49,200.00
Maintenance services and repairs	195,256.00
IT related equipment	92,710.00
IT related accessories, software and consumables	214,564.00
Total	773,994.00

4. Use of Information Technology Staffing Support ITSS Grant

Surplus brought forward from previous year	-
Amount received for the year	338,819.00
	338,819.00
Less: Additional staff cost	438,069.00
Surplus carried forward to next year	(99,250.00)

(5) Appendix

Diversity Learning Grant Evaluation Report – Other Programme : Gifted Education for the 2024/25 school year

Introduction

The rationale for the gifted education at La Salle College is to ensure gifted students are identified and their educational needs are met, so that their potential can be developed systematically and strategically through the provision of suitable services. The working partners include school teachers, school education psychologist, school social worker, EDB, universities (local and overseas) and parents.

Summary

The academic year 2024-25 is a year when the college would like to extend the tertiary program with more innovative trials.

Local (Hong Kong) University Programmes

- *HKUST, Dual Programme*
- *HKU, Academy for the Talented*

The programme conducted by the HKUST include four levels, Pre-stage, Level 1, 2 and 3. Students can apply for Pre-stage, Level 1 or Level 2 programmes according to their abilities and time schedule. The team may accept F1 students with extraordinary performance for Pre-stage level only. Families were invited to the parent Information Session in HKUST. Most students performed well and attained B+ or above results and were eligible to attain higher level of the same programme in the next year. However, some students have problems in blended learning at university, an eLearning method that combines independent study and traditional in-class education.

The College has nominated 26 students for various programs from Pre-stage to Level 1 and 2 students from various programs at Level 2. 20 of them participated the program actively with outstanding performance. The college has recommended top 45 boys of F3- F5 to HKU Academy for the Talented.

1. Overseas University Programmes

- *John Hopkins University (JHU) CTY Summer Programme, USA*
  F1/F2 students passed the Talent Search assessment by JHU to pursuit the summer programme in Hong Kong. Students can apply for summer programme out of HK in USA. Counselling provided for those study outside HK. Parents preferred to have face-to-face learning mode instead of eLearning. The program has resumed face toface mode this year, with the summer programme to be organized in USA. Student who preferred more flexible schedule can still choose eLearning mode.

2. Science Academy for Young Talent - STEM Academy 2024

- *Category I-University Credit Bearing / Category II-Academy Credit Bearing*

  Established by the Faculty of Science, CUHK in 2010, Science Academy for Young Talent is dedicated to nurturing secondary school students who are talented in science by providing different enrichment courses. This summer, the Academy offers 20 science summer courses, Category I-University Credit Bearing and Category II-Academy Credit Bearing.

3. School-based Programmes

- *School-based Team Training*

  Internal school training including Mathematics Team, Science Team, Informatics Team, Music Team, Sports Team etc were conducted as usual. All teacher advisors responsible for the training schedule and materials. Teacher advisors can apply for DLG to support. Most of the activities / training were cancelled / postponed.

4. Language Programmes

- *HKU Spanish programme (Level 1)*

  30 hours program was organized from Oct to March. 18 students participated the program.

- *HKU Spanish programme (Level 2)*

  30 hours program was organized from Oct to March. 8 students participated the program.

- *HKU German for Fun (Level 1)*

  30 hour programme was organized from Oct to March. 10 students participated the program.

- *HKU Japancese for Fun (Level 1)*

  30 our programme was organized from Oct to March. 29 students participated the program.

- *Japanese and Spanish programme (DSE elective)*

  We had no students taking foreign languages DSE elective subject this year. As DSE has change the curriculum and accept public language exams as elective exam results. The higher recognition of the exams attracted more student to plan to take foreign languages as DSE elective when the college invited F3 boys to apply for an extra DSE elective subject. However, boys must passed the selection process based on their academic performance, conduct performance and needs. The college has recommended 2 F.3 to study Japanese language and 3 F.3 to study Spanish language as DSE elective in 2025-2028 cohort.

5. Scholarships

- *CTY summer programme by Johns Hopkins University*
  The purpose of the summer programme is to gather like students and offer challenging academic work in the company of peers who share exceptional abilities and love of learning. The college has recommended 4 F.1 outstanding students to apply for its 2025 Hong Kong Scholarship. Together with two recurring F.2 student, they were all able to take the SCAT testing and will be taking the 2025 program free of charge.

6. Collaboration with other parties

- *La Salle Primary School*
  The team continue to work with LSPS to recommend students for Talent Search, summer programme by CTY and others by various local or overseas organizations / universities.

- *The City University of Hong Kong Joint Lab for Sustainable Innovation*
  The team worked with City University of Hong Kong and St. Stephen's Girls School to innovate a new exclusive tertiary program, the SEEDS. The college has recruited 10 students from F.1-5. They were divided into different groups to be mentored by university lecturers and professors in doing innovative project. The Final Presentation will be held in early September.

7. Others

- *DLG grant*
  The team invited all subject panels and teams to make use of DLG grant to support students in various gifted education programmes or competitions.

Evaluation

The LSST team made use of the Diversity Learning Grant (DLG) to support talented students for Other Languages (OL) and Other Programmes (OP). Ms. Tang (OP-Gifted Programmes) coordinate with Ms Tang (OP- Gifted Programmes), Mr Lam (OP- Gifted Programmes), Mr. Yu (OP-Network Music) and Ms Sabrina (OL-French).

The team tried the best to nurture students with talent from junior to senior form which is consistent with the policy by EDB. It focus on Level 2 and Level 3 provisions and the team also provide counselling support to parents. The team played the role to identify by using multiple selection criteria such as benchmark requirement for entrance into specific programmes, academic abilities, professional test and referral. The multiple selection is objective and the team distinguish itself from interest groups. Students can choose local or overseas school-based or university level, school-based team training or network school programme. Individual needs were catered such as DSE electives, Japanese and Music. The team believe thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process is more important to boys in the college. However, the team is facing huge diversity of students, expectations of parents and proper understanding of affective characteristics of gifted students is needed. Some boys are suffering from poor interpersonal skills, high parental expectations and other heterogeneous needs

Summary Table

Event	No. of participants	Time of duration	Programme provider	Fee
1. Local University Programs				
• *HKUST, Dual Programme* • *HKU, Academy for the Talented*	26 45	Oct - Apr (7 months)	HKUST HKU	$6000 - $7200 Free of charge
2. Overseas University Programs				
• *John Hopkins University (JHU) CTY Summer Programme, USA*	2	Jun - July (3 weeks)	JHU	Around $36,000 (Accommodation included)
3. Science Academy for Young Talent - STEM Academy 2023				
• *Category I-University Credit Bearing / Category II-Academy Credit Bearing*	10	July (3 weeks)	CUHK	Free of charge
4. School-based Programs				
• *School-based Team Training*	600	Whole year	LSC	Free of charge
5. Language Programs				
• *Spanish for Fun (Level 1)*	18	Oct - Mar	School of Modern Languages and Cultures, HKU	$2,600
• *Spanish for Fun (Level 2)*	8	Oct - Mar	School of Modern Languages and Cultures, HKU	$2,600

• *German for Fun (Level 1)*	10	Oct - Mar	School of Modern Languages and Cultures, HKU	$2,600
• *Japanese for Fun (Level 1)*	29	Oct - Mar	School of Modern Languages and Cultures, HKU	$2,600
• *Spanish programme (DSE elective)*	1 Form 6	Sept - May	Academy of the Baptist Convention of Hong Kong	Supported by DLG
6. Scholarships				
• *CTY summer programme by Johns Hopkins University*	6 successful applicants (online)	July- Aug	JHU	Free of Charge
7. Collaboration with other parties				
• *CityUHK- La Salle College Joint Lab for Sustainable Innovation*	10	Feb- Sept	School of Energy and Environment, City University of Hong Kong	Free of Charge
8. Others				
• *DLG grant*			Japanese/ Spanish / French; Music (DSE elective); STEM Team, Drama Team etc	Supported by DLG

Report on the use of the Capacity Enhancement Grant 2024-25

Programme	Details	TIC	Evaluation	Expenditure
Providing two Teaching Assistants to help teachers in administrative duties	1. To employ Teaching Assistants to help teachers with clerical work and resource preparation 2. To employ Teaching Assistants to help Panel Heads and Functional Heads with clerical work and resource preparation 3. To employ Teaching Assistants to help teachers with after school classes/ sessions of various departments/ teams.	Mr. Bart Yip (Vice Principal)	• Teaching Assistants assisted teachers with clerical work as well as helped maintaining after school activities effectively. It relieved the workload of the teachers.	$

La Salle College Careers Team
Evaluation Report (2024-25)

Major Concern 1: <u>To initiate pedagogical changes</u>

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	IL	LP	HL
1.1 Structured Career Education Curriculum with interactive elements in form teacher periods • A structured career education curriculum incorporating interactive teaching methods was tailored for F.3, F.5, and F.6 form teachers, enabling them to engage students actively during form teacher periods.	• Students were motivated to set goals and create study plans, becoming proactive in seeking out information. The incorporation of interactive elements encouraged engagement and fostered a sense of ownership over their career education.	Keep and Improve • F5 form teachers materials will be modified in lieu of the new arrangement of form teacher periods.						✓	
1.2 Interactive Career Workshops in Thursday Form Teacher Period • Three interactive workshops have been organized with the NGO Yan Oi Tong. The workshops are: - F.3: 認識自己、強弱項 (Holland's Code) - F.4: 職業性向工作坊 (MBTI) - F.5: 認識自己、強弱項 (Enneagram)	• Students gained a deeper understanding of their academic interests and abilities, which significantly aided their career planning. • The interactive nature of the workshops kept students focused and actively participating, enhancing their learning experience in the classroom.	Keep and Improve • F.5 workshop on Enneagram will be changed to Interview Workshop.						✓	
1.3 Guidance Programme for F.5 and F.6 low achievers • A peer mentoring mode was implemented where alumni with similar academic backgrounds conducted sharing sessions for F.5 and F.6 low-achieving students. This approach aimed to create a relatable learning environment, enhancing motivation and engagement.	• Students identified their academic and career development needs more clearly. They learned effective strategies for gathering information and creating personalized plans that aligned with their unique circumstances, promoting a more tailored approach to their educational journey.	Keep and Improve • One more sharing session will be arranged to F.5 students.						✓	

Major Concern 2: <u>To serve and care for others with love and respect</u>

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	IL	LP	HL
2.1 F.6 JUPAS Talk • To foster a supportive environment, a talk was organized for all F.6 students, providing updated information on study programmes in local tertiary institutes. • Additionally, a dedicated session for F.6 parents during the PTA AGM aimed to empower them in guiding their children through the JUPAS application process with care and understanding.	• Students were thoroughly informed about the application procedures and admission requirements, empowering them to make thoughtful programme choices. • All students submitted their JUPAS applications before the school's internal deadline, demonstrating their commitment and readiness.	Keep and Improve • Information on JUPAS application will be delivered to parents through e-class instead of sharing in the PTA AGM.						✓	
2.2 Individual Counselling to F.6 students • Each F.6 class was assigned a caring career teacher to meet with students individually, focusing on evaluating their programme choices. • A 3-day career counselling session was held at the Careers Centre after HKDSE result release, with special attention given to low-achieving classes, ensuring that every student received personalized support and encouragement.	• Through individual counselling, students were supported in making informed choices regarding their tertiary education, considering their interests, abilities, career plans, and expected HKDSE results. This environment encouraged students to seek assistance proactively from the JUPAS Advisor, fostering a culture of care and support.	Keep						✓	
2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways • Videos were created and shared on YouTube to introduce the latest procedures for modifying programme choices and arrangements after HKDSE result and JUPAS offer releases. This initiative aimed to alleviate anxiety and provide clear, respectful guidance to both students and parents.	• Parents and students gained a clear understanding of the procedures for HKDSE results and JUPAS offer releases, ensuring they felt supported during this critical time. • Students were encouraged to reflect on their plans for further studies in light of their HKDSE performance, promoting a respectful dialogue between families and educators.	Keep						✓	

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	IL	LP	HL
2.4 Support for Overseas Education Application • Various programmes were organized to assist students in their overseas education journey, including: - UCAS Application Sharing Session - Mainland University Admission Talk - Talk on Overseas Summer Preparation for F.5 students. - Disseminate overseas information to students in google classroom and e-class, ensuring students felt supported and informed.	• Students developed a clear understanding of the requirements, procedures, and their own eligibility for programmes at various institutes in different countries. This support helped students feel valued and informed as they navigated their overseas education options.	Keep and Improve • Mainland University Admission Talk will be organized once every two years.						✓	
2.5 Elective Subjects Fair for F.3 students • An online sharing session led by senior form students followed the F.3 Career lessons on "Finding Colours of Your Life." • Subject representatives shared their experiences, fostering a respectful and supportive dialogue about studying DSE electives.	• Students learned about the curriculum, coursework, and assessment related to elective subjects in senior forms. They reflected on their interests and abilities, fostering a respectful approach to choosing their elective subjects that align with their aspirations.	Keep						✓	
2.6 F.4 Placement Talk for F.3 students and parents • Held in the first term, these talks helped students and parents align interests and abilities with study choices. • An online session on parental roles in career counselling was delivered by an NGO, emphasizing the importance of love and respect in guiding students' futures.	• Students became more aware of their abilities, interests, and suitability for different subject combinations. • Both students and parents gained insights into how their study choices relate to tertiary education and the academic requirements for various careers, reinforcing the importance of mutual respect in decision-making.	Keep						✓	
2.7 F.4 Career Talk • Conducted in early September for F.4 students, this programme aimed to help students thoughtfully plan their senior secondary experiences. Focus areas included university and scholarship applications, as well as developing leadership skills and social intelligence, reinforcing our commitment to serving and caring for our students.	• Students recognized the significance of career and academic development starting from F.4. • They were encouraged to engage in extracurricular activities (ECA) to nurture their leadership and social intelligence skills, reflecting our commitment to serving and caring for their holistic growth.	Keep						✓	

Major Concern 3: To nurture moral values and modern day skill sets

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	NGI	LP	HL
3.1 Medicine Career Workshop & Interview Practice • To nurture moral values and modern day skill sets, a series of workshops were organized, including: - LSC Medicine Career Workshop: Emphasizing ethical considerations in the medical field. - HKU Medicine Admission Talk: Providing insights into the values of compassion and service in healthcare. - Brain Bee Competition: Encouraging critical thinking skills among participants.	• All participants benefited from learning the etiquette and rhetoric expected of a sensible and confident interviewee, fostering a sense of professionalism and respect. Additionally, they were empowered to formulate actionable plans for pursuing a medical profession, aligning their aspirations with moral values of service and dedication to others.	Keep						✓	
3.2 Mock Interview for F.5 students • With LAC lessons cancelled for F.5 students this year, teaching materials on interview skills were shared through Google Classroom. • A comprehensive mock interview was organized for all F.5 students, equipping them with the skills necessary for university and scholarship applications while fostering confidence and professionalism.	• Students developed essential skills and attitudes necessary for successful interviews, instilling a sense of confidence and readiness. They also honed their communication skills, which are vital for excelling in school, careers, and community engagement, thereby nurturing their ability to contribute positively to society.	Keep and Improve • Will invite NGO to conduct an interview workshop to all F.5 students next year.						✓	
3.3 Speaking & Presentation Skill Workshop for F.5 • A workshop focused on speaking and presentation skills was conducted, highlighting essential tips for effective communication. This initiative aimed to develop not only technical speaking skills but also to instill values of clarity, respect, and engagement in public discourse, preparing students for future opportunities.	• Students recognized the significance of speaking and presentation skills in their career development, understanding how effective communication is intertwined with moral responsibility. Their high level of involvement, demonstrated through active questioning about application and admission processes, reflected their commitment to learning and personal growth.	Keep						✓	

Other Goal 1: <u>To enrich students' exposure to the world of work</u>

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	NGI	LP	HL
4.1 Job Shadowing Programme • A total of 113 job shadowing posts categorized under 24 programmes were provided to F.5 students. • An additional intership program co-organized with MTR will be held in August.	• Students were aware of the demands of the authentic working world. • Students explored their career options and build up values which are essential for their future success.	Keep and Improve • Will include more posts on computing & AI sectors as well as global investment sector next year.						✓	
4.2 Career visits and talks • The following career visits and talks were organized - HKU Admission Talk - HKUST Admission Talks - Visit to HKU Inno Wing cum Hands-on Workshop on Emerging LED Technologies - Old Boys Sharing - Decoding the future - the Whats and Hows of AI	• Many students generally pointed out that the university admission talks were informative and down-to-earth. • Students were exposed to wider career options in Computing and AI field.	Keep and Improve • Will invite CUHK to deliver an admission talk next year. • Will invite more old boys in other sectors to share their experience to students next year.						✓	
4.3 LSC x Deloitte Workshop • A job shadowing programme were organized with Deloitte and school BAFS department.	• Students were aware of the demands of the authentic working world. • Students were shown the recent development in accounting, fintech and entrepreneurship.	Keep • All students attended the job-shadowing punctually. Quite a number of them proactively asked for more information based on their interest and aspiration.						✓	

Other Goal 2: <u>To empower Senior Form Teachers' participation in careers education and student counselling in school</u>

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	NGI	LP	HL
5.1 Teachers' Professional Development in Careers and Life Planning • A briefing was given to all F.6 form Teachers regarding JUPAS application and alternative pathways. • F.5 and F.6 teachers were briefed during form teacher meetings to equip them with the concepts of careers and life planning so that they are well aware of the careers and life planning needs of students in the adolescent stage. • A briefing was given to all F.3 form teachers on how to conduct the career lessons on Holland's code.	• Teachers were aware of the careers and life planning needs of their students. • Form teachers were more confident in implementing the career education curriculum in their class. • F.6 form teachers were well equipped to provide individual career counselling on students' JUPAS choices.	Keep and Improve • Will find more opportunities to conduct sharing to form teachers.						✓	

Financial Report

Expenses	Amount $
General Expenses	4605
Form teacher period materials	2745
Total	7350

NCS Support Information

Subject Panel: Chinese for NCS

A. Evaluation of Major Concern

Major Concern 1: To initiate pedagogical changes in learning and teaching

Achievements	**Reflection**	**Feedback & Follow-up**	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	IL	LP	HL
1.1 The Chinese literature has been integrated into the curriculum by incorporating selected works, poetry, and excerpts from classical and contemporary Chinese literary texts. All Junior Form NCS students can identify key vocabularies used in the literature texts studied and incorporate them into Chinese language lessons. Additionally, new chapters are continuously updated every year, ensuring that the curriculum remains relevant and aligned with the evolving Chinese language and culture.	• Students have studied three Chinese literature pieces written by the famous Chinese poet in the past throughout the year. • The integration of Chinese literature has allowed Junior Form NCS students to identify key vocabularies and effectively incorporate them into their Chinese language lessons, strengthening their overall language proficiency. • The continuous updating of new chapters each year keeps the curriculum relevant and engaging, encouraging students to explore contemporary and classical texts alike. • Studying poetry provides students with insights into traditional morals and values, fostering a deeper understanding of their heritage and the ethical principles that shape Chinese society.	Planning: **Keep and Improve** • **Expand Literary Selections**: Incorporate a broader range of contemporary Chinese literature and use AI tools to recommend texts based on student interests and reading levels. • **Integrate AI Learning Tools**: Utilize AI-driven applications for personalized vocabulary practice and comprehension exercises, allowing students to engage with literature at their own pace. • **Facilitate Discussions**: Organize regular discussions or workshops where students can share reflections on the morals learned from poetry, potentially using AI to analyze themes and sentiments in their discussions. • **Assess Learning Outcomes**: Implement periodic assessments using AI tools to evaluate the impact of literature on language proficiency		✓	✓	✓			

		and moral understanding, refining curriculum updates based on data insights.							
2. NCS Chinese e-Learning Scheme has been well implemented to promote Self-directed Learning. All F.1 to F.6 students were able to use the e-learning app, such as Quizlet to do self-studying.	• It provided options for students to choose their earning paths, select topics of interest and set their own learning pace. • The successful implementation of the NCS Chinese e-Learning Scheme has significantly fostered self-directed learning among students. By utilizing e-learning apps like Quizlet, students from F.1 to F.6 are taking greater ownership of their study habits and learning processes. • The interactive nature of e-learning tools has increased student engagement. Students are more motivated to practice vocabulary and concepts independently, which complements their classroom learning.	Planning: **Keep and Improve** • **Explore Additional Tools**: Investigate and integrate a variety of e-learning platforms to accommodate different learning styles, ensuring that all students can benefit from the digital resources. • **Regular Feedback Collection**: Implement a system for ongoing feedback from students regarding their experiences with e-learning tools, using this information to make informed adjustments to the program.		✓	✓	✓			
3. The development of Chinese History teaching materials has produced engaging resources for NCS students, including textbooks and multimedia content. These culturally relevant materials enhance understanding of historical events while supporting language development.	• The new materials have noticeably improved students' understanding of key historical events and figures, allowing them to make connections between past and present. • By presenting history through various perspectives, students are encouraged to think	Planning: **Keep and Improve** • **Enhance Interactivity:** Develop more interactive activities, such as group discussions and project-based learning, to foster collaboration and engagement among students. • **Explore Supplementary Resources:** Research and integrate		✓	✓		✓		

	critically about historical events and their implications.	additional online resources, such as virtual tours and interactive websites, to provide students with broader learning opportunities.							
4. Junior Form students are required to have a group presentation regarding the Chinese History topics. - All Junior Form NCS Students have finished 7 presentations throughout the whole year. - They can hand in a PPT for each presentation and clearly present the content in Mandarin by themselves.	• The presentation sessions can motivate students to have self-directed learning. The classroom has shifted from being teacher-led to being student-led. • Some students reflected that the topic or the content was a bit difficult to understand.	Planning: **Keep and Improve** • The mode of learning received positive responses and will continue to be held in the new academic year. • The content of the Chinese History curriculum will be amended or trimmed so as to help students to grasp the content more easily.		✓	✓		✓		
5. A total of 19 after-school tutorial sessions for F.1 to F.3 students and 40 sessions for F.4 students have been done in order to help them to acquire the Chinese language and to well prepare for the IGCSE that will be held in March and June 2025.	• Over 95% attendance rate for all Forms of students. • The structure of the sessions fostered a supportive environment, encouraging students to actively participate and seek help. • Students demonstrated significant improvement in their language skills, particularly in oral and writing.	Planning: **Keep and Improve** • **Separate the oral and writing part:** The oral and writing practice will be separated and taught either one only in each lesson in the next year in order to be more focused on drilling their skills on mandarin speaking and essay writing. • **Initiate Earlier Sessions for F.4**: Plan to start tutorial sessions for F.4 students earlier in the academic year to provide additional support and preparation time.		✓	✓	✓			

		• **Incorporate Diverse Activities**: Introduce a wider range of learning activities, such as mock exams and interactive workshops, to enhance engagement.							
6. All the junior form NCS students have joined the Lunchtime Chinese Reading Scheme. They have attended at least two sessions of lunch time reading throughout the whole academic year.	• The attendance rate was only 50% for each Junior Forms. A lot of students claimed that they were busy joining other school tutorials or activities during lunchtime. • The scheme successfully fostered a love for reading among students, enhancing their language skills and cultural understanding. • The requirement to submit book reports encouraged students to reflect on their reading, reinforcing comprehension and analytical skills.	Planning: **Keep and Improve** • **Flexible schedule:** A flexible schedule can be set for each form of student so to encourage them to come and read more frequently. • **Expand Book Selections**: Curate a broader range of reading materials to accommodate different interests and reading levels among students. • **Enhance Reporting Structure**: Provide clearer guidelines and support for book report submissions to further improve students' analytical and writing skills.		✓	✓				✓

Seven Learning Goals:
NGI – National & Global Identity; BK – Breath of Knowledge; LP – Language Proficiency; GS – Generic Skills; IL – Information Literacy; LP – Life Planning; HL – Health Lifestyle

Major Concern 2: To serve and care for others with love and respect

Achievements	**Reflection**	**Feedback & Follow-up**	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	IL	LP	HL
2.1 Two mainland study tours have been successfully organised throughout the year. • Most of the F.1 & F.2 NCS boys joined the exchange program to Zhong Shan, while the F.4 & F.5 NCS boys joined the Shanghai study tour. All participants submitted a learning journal (booklet) to school for counting part of their SBA marks. • All the participants reflected that they enjoyed the study tour and would highly recommend it to all the students, especially the NCS students.	• Students reflected that they had an enjoyable and fruitful learning experience in Zhong Shan. They learnt and understood more about the living style and culture in the mainland. • Five NCS boys from F.1 and F.5 did not join the study tour due to personal reasons. They were asked to submit the parents' letter explaining the reason for not joining the tours.	Planning: **Keep and Improve** • **Parents' consents:** The study tours to China are the compulsory learning elements for all the NCS students. It is suggested to inform all the parents at the beginning of the school year (F.1). • **Encouragement for Future Tours**: Promote future study tours more actively, focusing on the benefits shared by participants to encourage broader participation. • **Support for Non-Participants**: Reach out to the five boys who did not join the tours to offer additional support, ensuring they have opportunities to engage with Chinese culture through alternative means. • **Feedback Collection**: Conduct a survey among participants to gather detailed feedback on their experiences, which can			✓	✓			✓

		inform the planning of future tours. ● **Document Findings**: Compile and document the reflections and feedback from participants to create promotional material for future study tours.							

Major Concern 3: To nurture moral values and modern-day skill sets

Achievements	**Reflection**	**Feedback & Follow-up**	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	IL	LP	HL
3.1 All students were able and willing to share their views during the lessons. It shows their moral and ethical foundations.	● Besides the observation during the normal lessons, students also showed their love and care in other daily activities. They were willing to help and share with their classmates / schoolmates while they were having the cultural workshop.	Planning: **Keep and Improve** ● More engaging and interactive lessons that encourage students to reflect on values, analyze ethical dilemmas and engage in discussions will be designed in the formal or informal curriculum.			✓	✓			✓

B. Financial Summary

	Budget Items	Estimated Cost ($)	Actual Cost ($)
1	Hire a NCS Chinese Teachers (1) Teachers to teach in Chinese and Putonghua lessons; (2) Teachers to conduct extra tutorial classes for needy students	700,000.00	**679,266.00**
2	Teachers' Ref Bk	1,500.00	**1,500.00**
3	Teaching aids	3,000.00	**718.8**
4	Subscriptions of e-learning resources (i.e. Nearpod)	4,000.00	**2,739.99**
5	Stationeries	1,000.00	**134.70**
6	Integrated cultural experience activities	8,500.00	**4,000.00**
7	Visiting Hong Kong Palace Museum	1,500.00	**965**
	Total	**719,500.00**	**689,324.49**

C. Panel-based Professional Development

	Date	Time (Duration)	Content
1	22 Oct 2024	30 minutes	中國文學調適教材分享
2	21 Jan 2025	30 minutes	**AI應用學與教分享**
3	9 Mar 2025	30 minutes	**AI應用學與教分享二：利用Goodclass去擬定教材**
4	15 May 2025	30 minutes	**照顧學習差異：修訂現有教材（加入聆聽練習）**

D. Other achievements

- Bonagiri Hrithik of class 1A captured the winner of the Outstanding Ethnic Minority Student Award Scheme 2024 organised by the LINK Centre.

La Salle College

After-school Learning and Support Grant Evaluation Report 2024-25

Programme	**Amount spent**
1. Senior Chinese Tutorial	$59,500

Evaluation Report of (1) Senior Chinese Tutorial

Target / Goal	Action	Evaluation
• HKDSE attain result higher than expected grade in mock exam	-Students are required to attend at least 80% of the tutorial lessons. -Assignments are given out to participants every lesson, students are required to hand in during the following session for inspection.	-Some students are able to fulfil the attendance requirement. - Face to face lessons were held after school to improve the learning of the student.
• Improving the language proficiencies of students	- Assessments were provided to test the students' abilities in Chinese languages, and to encourage them to practise the knowledge learnt at a regular basis.	Intensive classes were held for form 6 students to improve their performance in the public examination.

(A)	Allocation for 1-9-2024 to 31-8-2025	:	$ 46,800
(B)	Balance carried forward from school year 2023-24	:	$ 40,200
(C)	Total expenditure for the period 1-9-24 to 31-8-25	:	$ 59,500
	Unspent amount up to 31-8-2025 (A+B–C)	:	$ 27,500

La Salle College
Sisters School Exchange Report 2024-2025

Name of the Mainland Sister School:	Shanghai Foreign Language School (SFLS, 上海外国语大学附屬中学) , Shanghai
	The High School Affiliated to Renmin University of China (RDFZ, 中国人民大学附属中学), Beijing
	Torch Development Zone No.1 Middle School (HJYZ, 中山市纪念中学火炬一中), Zhongshan
	Zhejiang Zhenhai High School (ZHZX, 浙江省寧波市鎮海中學), Ningbo

Item No.	Name and Content of the Exchange Activity	Remarks
1.	**Shanghai Exchange Programme (Tour)** Date: 14-18 May No. of students: 18 Form: 2-3 Theme: Cultural exchange, language learning for NCS students	There was no reception programme in 2024/25.
2.	**Beijing Exchange Programme (Tour)** Date: 1-7 April No. of students: 8 Form: 4 Theme: Cultural Exchange Joint-schools: MCS and HYS **Beijing Exchange Programme (Reception)** Date: 20-26 Jan No. of students: 8 Theme: Cultural Exchange Joint-schools: MCS and HYS	The first year of resumption of the exchange programme.
3.	**Zhongshan Exchange Programme (Tour)** Date: 21-25 Nov No. of students: 20 Form: 1-2 Theme: Cultural exchange, language learning for NCS students	There was no reception programme in 2024/25.

4.	**Ningbo Maths Team Summer Camp (Tour)** Date: 25-30 Jun No. of students: 8 Target: Maths Team Theme: Maths	There was no reception programme in 2024/25.

Four outbound tours were conducted: Shanghai Exchange Programme (14–18 May; 18 students, Forms 2–3; cultural exchange and language learning for NCS students), Beijing Exchange Programme (1–7 April; 8 students, Form 4; cultural exchange; joint-schools MCS and HYS), Zhongshan Exchange Programme (21–25 Nov; 20 students, Forms 1–2; cultural exchange and language learning for NCS students), and the Ningbo Maths Team Summer Camp (25–30 Jun; 8 students; Mathematics). Reception programmes were not arranged for Shanghai, Zhongshan and Ningbo in 2024/25.

This was also the first year we relaunched reception after the pandemic, hosting the Beijing Exchange Programme (Reception) from 20–26 Jan for 8 students (joint-schools MCS and HYS) with home-stay provided. Beyond academic aims, students strengthened Putonghua usage, intercultural awareness, interpersonal communication, and care for others through daily living and collaborative activities. Sister schools from another 3 cities (Shanghai, Zhongshan and Ningbo) have not yet visited us, mainly due to documentation and application complexities in their cities. The team will continue to liaise with counterparts and streamline procedures to expand reception opportunities in the coming year.

Sister School Scheme

Financial Report

2024/25

		HK$	HK$
Opening Balance		162,994	
Grant income (2024/25)		165,439	
	Total Income		**328,433.00**
Expenses			
Beijing Exchange Programme		17,398.53	
Ningbo Exchange Programme		32,693.85	
Zhongshan Exchange Programme		3,442.60	
Shanghai Exchange Programme		60.966.13	
Equipment for Exchange Programme		49,136.00	
	Total Expenses		**163,637.11**
	Claw-back		
	Balance (2024/25)		**164,795.89**

Life-wide Learning Grant Report 2024-25

Use of the Student Activities Support Grant Report

2024-2025 School Year

I. Financial Overview

A	Allocation in the Current School Year:	$
B	Expenditure in the Current School Year:	$
C	Unspent Amount to be Returned to the EDB (A – B):	$

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance		$
Full-grant under the School Textbook Assistance Scheme		$
Meeting the school-based financially needy criteria (capped at 25% of the total allocation for the school year)		$
TOTAL		$ (Remark: This item should be equal to the

		"Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

Domain	Brief Description of the Activity	Expenses ($)	Person Times of Student Beneficiaries[1]	Essential Learning Experiences				
				I	M	P	S	C
1.1	**To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness**							
1.2	**To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them**							
1.3								
1.4	**To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities**							

1.5	Others							
	Total							