



La Salle
College

Annual Report 2020-2021



*Let perseverance finish its
work so that you may be
mature and complete*

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Our School

Preamble



La Salle College, Kowloon, is a Lasallian school in the 'Lasallian' tradition.

The Lasallian School offers a Catholic education that is marked by a distinctive spirit. This spirit is rooted in the Gospel of Jesus Christ and in the spirituality and educational philosophy of Saint John Baptist

De La Salle (1651 – 1719), founder of the Brothers of the Christian Schools. De La Salle was convinced that without a Christian education the poor children of his native Rheims (France) would be lost both to the Church and society. This conviction led him to organize a group of teachers and to establish Christian Schools that would meet the needs of these children. Over a period of thirty years, De La Salle founded schools in several French cities and towns and instructed teachers and students from various socio-economic levels. By the time of his death, De La Salle had established primary and secondary schools, teacher training centres, and boarding schools.

John Baptist de La Salle was an educational innovator both in the development of teacher training programmes and in his curricular and pedagogical practices. De La Salle recognized that teachers have a providential, grace-filled, and pivotal role in the actions and achievements of students. Because of this pivotal role, De La Salle provided teachers with extensive pedagogical preparation and on-going supervision in order to fulfil their God-given ministry. In

consultation with his teachers, De La Salle designed a curriculum and wrote practical and effective textbooks infused with gospel values. The Christian schools were primarily for the poor, yet all socio-economic levels were welcomed. Social segregation, which was the practice of the day, was not permitted in the Christian Schools. All students were treated with the same dignity and respect.

De La Salle envisioned teachers as ministers of grace who exercised their vocation daily by instructing youth in the principles of the Gospel as well as in the various academic and vocational subjects. He regarded the school as a community of believers working cooperatively to achieve a shared mission. The schools were to be effectively managed so as to achieve the intellectual, cultural, religious and vocational formation of the student through a curriculum suited to their needs and based on Christian values.

The Lasallian School, then, was founded to be a Christian school whose purpose is "to give a human and Christian education to the young." La Salle College, Kowloon is such a school with the same mission and purpose.

Theme for 2020/2021

Let perseverance finish its work so that you may be mature and complete.



School History



In the beginning

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

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

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

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

War-Time and Exodus

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

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

Post-War Recovery

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

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

The Modern La Salle

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

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

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

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

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

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

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

Vision Statement

To inspire and challenge 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 wholistic education.

Mission Statement

Faithful to the founder, St. John Baptist De La Salle, La Salle College

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

Values

If young men are honest with themselves and others they will grow to be good men in the fulfilment of God's plan for them. If young men at La Salle College respect themselves, others, and property, they will grow, aware of their responsibility to others and the environment. They will learn that rights are earned, and that honesty and respect are two core values of the 'social contract' upon which all modern societies depend. In this way La Salle College incorporates the five (5) key values of the Hong Kong Secondary School curriculum - *responsibility, commitment, perseverance, respect for others, and national identity*.

Motto

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



Competencies

La Salle College believes that to prepare students for the future the curriculum must embed key competencies – the skills required to live, learn, work, and contribute as active members of society. The key competencies embedded in the La Salle College curriculum are:

- Thinking - using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas.
- Using language, symbols, texts - using and making meaning of the codes in which knowledge is communicated.
- Managing Self - self-motivation, a 'can do' attitude.
- Relating to Others - interacting and collaborating effectively with a diverse range of people in a variety of contexts.
- Participating and Contributing - being actively involved in communities.
- Problem Solving - in groups and individually solving problems

Guiding Principles

La Salle College in implementing the Hong Kong Secondary School curriculum is guided by the cardinal principle that its work must be in the best interest of its students guided by the following

1. Decisions and practices are premised on the beliefs that all students have the ability to learn.
2. Students are provided with a wide range of different learning experiences for holistic development.
3. Diversified learning, teaching, and assessment are used to suit the different needs, interests, and abilities of students.
4. All students are provided with an enabling environment conducive to their development as self-regulated life-long learners.
5. Planning and strategies are built on existing strengths and implemented at the right pace, taking into account the readiness of teachers, the school context and the characteristics of the students.
6. Due consideration is given to local contexts and needs. Capacity is built up through staged experiential approaches and periodic review.
7. The change process is monitored making use of critical milestones and evidence to ensure timely and quality support for teachers.

Learning Goals

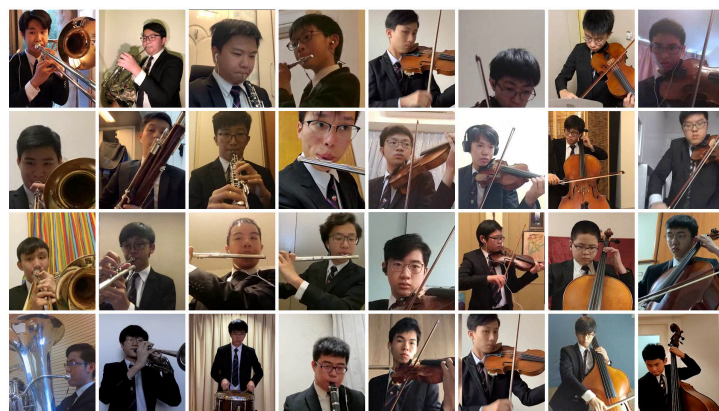
La Salle College in implementing the Hong Kong Secondary School curriculum has adopted the following learning goals for each student:

- to be bi-literate and trilingual with adequate proficiency;
- to be an informed and responsible citizen with a sense of global and national identity;
- to respect pluralism of cultures and views, and be a critical, reflective and independent thinker;
- to acquire IT and other skills as necessary for being a life-long learner;
- to understand their own career/academic aspirations and develop positive attitudes towards work and learning; and
- to lead a healthy life style with active participation in aesthetic and physical activities.

Curriculum Aims

La Salle College in implementing the Hong Kong Secondary School curriculum aims to

- establish a vibrant, flexible, diverse, and enabling learning environment that will widen the knowledge base of every student,
- provide multiple progression pathways for future studies and career development in an ever changing society
- enable students to achieve enhanced literacy and numeracy knowledge and competence in critical thinking, independent learning, and interpersonal, moral, civic, physical, and aesthetic development (La Salle College also includes spiritual development)



Learning and Teaching 2020-2021

Academic Achievement

The school uses both internal and external assessment data to reflect on the strengths and weaknesses as well as progress of students to adjust the approach, methodology and teaching materials adopted. The school had also developed a system to correlate public examination results with internal assessment results. With the given data, Panel heads and teachers were required to reflect on students' performance and give positive encouragement to students and to stretch the potential of students in examinations. Teachers were encouraged to adjust their teaching approaches based on the assessment data. In addition, the College is obliged to cater for the need of less able students. Based on the data from internal assessments and the traced fluctuations in their performances, subject teachers gave corresponding enhancement to less able students to lift their performance. The HKDSE results in 2020-2021 were pleasing. There were 29 students scoring 40 points or above. Over 40% of the grades in all subjects are 5 or above. In addition, around 60% attained entry into the top 3 universities in Hong Kong.

Results in Hong Kong, National, and International Olympiads in Maths, Physics, Geography Olympiad, Linguistics Olympiad, ICT, Economics and Business Competitions indicate that the top students are doing as well as last year.

Professional Development

Professional Development continued to be aligned to the College Strategic Plan addressing the use of technology, learning beyond classroom, differentiated learning, and using data to inform teaching and learning. The emphasis had been shifted from basic acquaintance of ICT tools to more advanced and in-depth use of such technique to improve the effectiveness of learning and teaching. Teachers obtained Google Education Certification Level 1 by the end of the school year. This served as an initiative for teachers to make more advanced use of ICT tools as well as thinking deeper in the adoption of such tools. The school grasped the opportunity of the need to conduct online lessons to further develop the practice of learning and teaching beyond classrooms. Workshops had been conducted to familiarize teachers of using various educational software as well as effective planning of lessons in catering for the diversified needs of students in times of remote learning. In addition, the reviewing and refining of Unit and Lesson Plans in all subjects were in good progress. This is the initiative to promote the culture of planning-implementation-evaluation as well as sharing resources amongst teachers. Teachers were encouraged to reflect on Scaffolding and Questioning techniques. The College continued to administer professional development each fortnight alternating between school workshops on up-skilling in specific areas and subject specific panel sharings. Teachers shared among themselves strategies to better design their lessons to give more individual support to students. Not only the less able students, but high achievers were also given more support to further enhance their abilities. As in the past few years, student performance data was collected and distributed to teachers from time to time. At the

beginning of the school year, every subject teacher was given student performance data of the previous year's examination so that he/she would know about the general profile of the class he/she was teaching. Trend of students' performance in any two consecutive examinations as well as their performances all through their times in the College were identified so that teachers could grasp a deeper understanding of their students. Student performance was also reported in markers reports which Panels made use of during the year. Together with the Reports from public examinations, SBA performance etc., teachers had more information to plan their lessons.

In addition, Panel Heads were given assessment data with the object of finetuning their strategic plans and pedagogical approaches. They were asked to conduct more professional interflows and dialogue with their members so that professional development could be enhanced. They were asked to hold and panel-based sharing sessions.

Review of the Small Class Teaching

The split class provision was examined regularly to see if it was appropriated correctly. Students' assessment data were evaluated to make sure that those students requiring extra attention had been taken care of. Teachers were reminded to uplift the motivation of students and make students self-directed learners. Towards this end, the College would continue updating teachers with relevant training development.

The review on the use of resources for enhancement would continue in 2021-2022. The data collected would continue to inform the College in terms of a better deployment of resources to improve students' academic achievement.

Learning Support Programmes

The College developed further programmes for Gifted Students through the Gifted Education Department of the Student Learning Support Services. Programmes included the Subject Teams for Maths, Physics, and Science. The Gifted Education Department accessed programmes from HKU, the Dual Programme from HKUST, and other programmes from BU, PolyU and CityU for talented students as well as having students gain scholarships for the Johns Hopkins University Talent Search Summer School. SEN students, although only a very small number, with mild audio or visual impairment, were well supported by the SEN and Learning Support team.

As a self-improving school the College will focus on 'Language Across the Curriculum'. In addition, with the IT/BYOD programme and improvement of the IT infrastructure, with collaboration and sharing amongst teachers, learning could be extended beyond classroom and it was witnessed there had been a pedagogical change. It is expected that students can be grown up as life-long learners under this environment.

Support for Student Development 2020-2021

The theme of the Pastoral Council is “To serve and care for others in love and respect”. The major programmes in 2020-21 are highlighted in the following.

Moral and Civic Education

The College has been promoting moral and civic education through a whole school approach. The topics covered in the MCE includes Basic Law Education, citizenship, integrity, respect, responsibility, anti-corruption and environmental protection. The MCE Team, Form Teachers’ Period Committee, Discipline Team, and Assembly Team work together to organize various programmes to promote MCE. To promote National Security Education, our College utilizes the large TV Wall display to disseminate relevant information and teaching materials to all students during the National Constitution Day and the National Education Promotion Day.

In September 2020, the Civic Education Team recruited 28 ambassadors to take up an active role in promoting MCE. Unfortunately, the training workshops for the ambassadors, together with other programmes, such as ICAC drama, Drug abuse drama and museum visits, were forced to cancel due to class suspension. However, our students still took part in the online “Top Ten News Election 2020” organized by the Hok Yau Club and “Teen Talk 2020” organized by the Law Society of Hong Kong. We are pleased to have a F1 student who awarded the Champion in the “Teen Plus Belt & Road Slogan Design Competition (Junior Secondary Division)”.

Discipline and Guidance

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

Anti-bullying was made special focus in the junior forms. Several talks and workshops were held during Summer Bridging Programmes, aimed at helping F1 newcomers adapt to the new secondary school life. Anti-bullying support group meetings were held regularly to provide assistance and support to those victims of bullying cases. To help F1 boys better understand their character, they were asked to conduct the online VIA character strength survey. Sharing sessions were then held to guide students in their goal settings with reference to their signature strengths and underuse strengths. In addition, sex education workshop was conducted online in December.

Stress management was made special focus in the senior forms. Talks and class visits were conducted to help F6 students relieve stress. The parting ceremony was held on the last day of F6 in January 2021. Students were given a chance to share their feelings and remarkable memories at La Salle College during past six years.

Teacher Patrol Roster has been introduced since 2018. All teachers are engaged in keeping a vigilant eye on the campus, as well as building rapport with students through casual conversation.

Form Teachers’ Period

The College has a structured curriculum on values education during Form Teacher Periods (FTP) in the first lesson of school days. It aims at cultivating healthy mental and physical mindset, and equipping students with practical life skills on self-efficacy, self-management, self-awareness, relationship management and responsible decision-making. There are different focus of values and attitudes to be imbued at different form levels, for instance, gratitude and empathy for F1 & F2; resilience for F3; self-regulations for F4; career mapping for F5; and JUPAS application for F6.

Unfortunately, all form teacher periods in this year were cancelled due to class suspension. However, FTP Committee made good use of the Google Classroom to disseminate school news and to communicate actively with all students at this difficult time. For example, all students were to write two S.M.A.R.T. goals and form teachers examined their goals and asked students to reflect on their goals using online platform.

Even though form teachers could not meet their class to deliver values education, FTP Committee initiated two sessions of form teacher-student individual interviews on two school days. 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. These two sessions were held online and each form teacher talked with each individual student for at least 10 minutes. Meeting records were kept for future counselling.

Careers Education

A structured career education curriculum is implemented during the Form Teachers’ Periods of F.2 to F.6. in a sequential and systematic manner to develop students’ ownership of their career and life planning. Due to the class suspension, two major workshops, “Discovery of Life” and “Career and Life Planning Workshop” were called off. Nevertheless, special information sessions were successfully conducted online for students and parents in F3 and F6, giving them advice on F4 subject choice election and JUPAS university application respectively.

Even though face-to-face activities could not be held as usual, our Careers Team engaged the expertise of alumni and conducted many online activities throughout the year, such as Overseas Education Talks, Form 5-6 Interview Workshop, JA workshops, and Careers Workshop (including Medicine, Dentistry and Engineering). However, Careers Day and Job Shadowing Programme were forced to cancel.

Extra-Curricular Activities

Our College emphasizes students' personal growth through extra-curricular activities (ECA). All F.1 students are compulsory to enrol in three ECA's, one of them must be in service, and one of them must be in sports groups. Our College aims at imposing the spirit of serving and caring for others in the community through ECA. A rigorous evaluation system by students, teachers, and the Student Association is employed to gauge participants' feedback to the quality of the club activities as well as suggesting areas for improvement. The Thumb-up Scheme and Penalty Scheme are enforced to provide the club leaders an incentive to improve and enhance their sense of accountability. Special sessions are held with the club chairpersons on evaluation report writing.

In 2020-21, our College offered 46 ECA clubs and societies in academic, interest, sports, performing art, service and religious areas to provide every student an opportunity to stretch their potential. In addition, our College has 25 School sports teams and 10 cultural/music teams. In September 2020, a face-to-face ECA promotion fair was held for F.1 students, whereas all other students registered their ECA online. Most of the clubs and societies held at least four online activities, which was very encouraging as the club chairmen responded quickly to class suspension. However, the annual Educational Outing, the Exchange Programme and the CBS Leadership Camp were forced to call off.



In addition, ECA coordination team invited all clubs and societies to produce home-made video clips to showcase their activities using the TV wall display near the school entrance. When class resumed in the second term, "Quiz of the week" was introduced on the TV wall display to interact with the audience weekly.

Senior form students are given ample chances to take up the role of leaders in clubs and societies to acquire and develop their leadership skills. In 2020-21, 77% of F5 students have been leaders at some level in the College. 40% of students have been the office bearers of Student Association/ Clubs/Teams, by the end of F6.

Home-School Cooperation

Eight parents were successfully elected as the members of the 27th Standing Committee during AGM in September 2020, whereas the Principal appointed 8 teachers as the Committee members as well. Students sent warm and encouraging messages to their beloved teachers on the Teachers' Day. The Summer Bridging Programme (SBP) was one of the important events co-organized by PTA, however, the 5-day programme was cancelled due to the restrictions, and it was replaced by a half-day workshop when EDB allowed partial class resumption in September 2020.

The F1 & F2 interim interviews and F6 Parent-Teacher Meeting (PTM) were conducted online in late October and late November 2020 respectively. F1-F5 face-to-face PTM was replaced by phone meetings. Form teachers called up parents in late March and early April to discuss on the academic performance of their son. The format of F4 placement seminar was also changed to a pre-recorded mode, with videos and documents uploaded for parents' information. Pre-F1 parent information seminar was conducted online in August 2021.

All PTA activities were switched to online mode. Three Reading Club webinars and one Parent Education webinar were held successfully, and the attendance rate was surprisingly very high. The Parent Library was launched in January 2021. However, PTA Spring Outing and PTA Annual Dinner were cancelled due to the restrictions.

Service Learning

Service programmes are tailored for Form 2 to Form 4. All F.2 students are compulsory to participate in a service programme called 'From Lasallians with Love' – reaching out to different elderly homes and centres. However, elderly visits were not possible under the pandemic due to the COVID-19 preventive measures imposed by the HKSAR Government. As such, the Service Learning Team co-organized with the Caritas to initiate the first ever online elderly visit by our F2 students. Altogether around 90 students participated in four pilot online visits in four separate school days. These pilot visits gave us invaluable experience to prepare ourselves for the "New Normal" of community outreach. The online visit was proved to be

successful as our Service Learning Team was awarded the People's Choice Awards in the International Symposium and Expo on Service-Learning and Socially Responsible Global Citizenship (Online) organized by the Hong Kong Polytechnic University.

Other service programmes offered by our uniform groups, as well as the Community Youth Club, UNICEF, HK Award for Young People, were temporarily suspended this year.

The Student Association and the Editorial Board

The La Salle College Student Association (SA) has been our official student body running for 46 years. It is composed of one president and six chairmen serving different boards (Club Coordination, Class Representatives, Discipline, Finance, Publications and Secretariat) in the College. They are elected democratically by F.2 to F.6 students, through one-student-one-vote election campaign, operated by the SA Presidential Election Committee.

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. Under the pandemic, our student leaders initiated high quality online programmes, such as Talent Quest and One-Stop Online shop for SA products and souvenir selling.

Moreover, the College also prides in entrusting the senior students of the Editorial Board for the production of School Year Book – the Lasallite. The committee, made up of F.5 students, took full responsibility for designing, writing and publication of the School Year Book, while mentoring junior students in F.3 and F.4 to secure a smooth line of succession. 2020-21 Editorial Board has delivered a marvellous job in terms of team work, creativity, initiative, and time management. The Lasallite has been distributed in mid-July 2021.

Learning Support Services

To render special support to the less able students, Enhancement Programmes were provided for Form 1-5 students with special emphasis on learning effectiveness and self-directed learning. A week-long Summer Bridging Programme (co-organized with the PTA) was provided for the newcomers to prepare for the new school life and curriculum. A myriad of Gifted Education programmes were offered and

are in high demand, including a STEM programme organised by MIT in Hong Kong, the informatics programme with the Federal Institute of Technology in Switzerland, HKU Academy and the HKU Junior Science Institute, the HKUST Dual Programme, the BU IT Programme, web-based programmes organized by the EDB, and various gifted programmes run by the Hong Kong Academy of Gifted Education. In addition the College has school-based 'Gifted Education/Extension' programmes offered via the 'Academic Teams' - Mathematics, Physics, Chemistry, and Informatics all of which participate in the Hong Kong and International Olympiads.

Aesthetic

Aesthetic education is one of the essential Other Learning Experience (OLE) in the New Senior Secondary curriculum for the whole person development of students. Our College holds aesthetics workshops and talks regularly for F.4 and F.5 students, including music performances and music appreciation talks, drama appreciation, dance and visual arts, speech and public speaking demonstrations. However, most of the activities were cancelled due to the restrictions imposed by the Government.



Conclusion

It is the aim of the school to nurture students to be healthy, honest, law-abiding, civic-minded young men who believe in serving and caring for the people around them and the larger community. It is expected that La Salle College students will exhibit an avid sense of civic and national awareness, embrace high moral standards, imbued with a good sense of responsibility and an aspiration for pursuing a meaningful career. Even though many programmes are switched to online mode and some of them are cancelled due to class suspension, we hope these young men, with the support offered at La Salle College in the past year, will be able to continue develop a positive self-image, grow in confidence, and share a positive attitude to life during these hard times.

Student Performance 2020-2021



Exchange Programme 2020-2021

Report on Sister School Exchanges

2020 - 2021 School Year

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

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	<p>Shanghai Exchange Programme (F.2 & 3 level)</p> <p>The 2 sister schools will send 12 - 16 boy students to each other for around 1 week. Visiting students & teachers will attend class observation, cultural activities & excursions in the host cities.</p> <p>LSC students will be accommodated in dormitory of Shanghai Foreign Language School during weekdays. During weekend, they will be billeted by local students for attaining in-depth understanding of Shanghai.</p> <p>During their visit to Hong Kong, students from Shanghai will be billeted by LSC students for attaining in-depth understanding of Hong Kong.</p> <p>A staff professional visit for LSC teachers will be held in the year. LSC teachers will attend class observation & professional sharing with local teachers. They will be accommodated at a hotel</p>	<ul style="list-style-type: none"> - To let LSC students understand the cultural, educational and economic development of Shanghai. - To provide students an authentic language environment in the learning of Putonghua. - To broaden students' horizons. - To provide teachers of both schools opportunities of experience sharing and professional exchange 	<p>Due to the outbreak of COVID-19, this exchange activity was cancelled.</p>	<p>In case that the COVID-19 pandemic will continue for a period of time in 21-22, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as replacements upon agreements with the partner schools.</p>

	near the Shanghai Foreign Language School.			
2.	<p>Beijing Exchange Programme (F.3 - 4 level)</p> <p>The 2 sister schools will send 6 - 8 boy students to each other for around 1 week. Visiting students & teachers will attend class observation, cultural activities & excursions in the host cities.</p> <p>LSC students will be accommodated in dormitory of The High School Affiliated to Renmin University of China during weekdays. During weekend, they will be billeted by local students for attaining in-depth understanding of Beijing. During their visit to Hong Kong, students from Beijing will be billeted by LSC students for attaining in-depth understanding of Hong Kong.</p>	<ul style="list-style-type: none"> - To let LSC students understand the cultural, educational and economic development of Beijing. - To provide students an authentic language environment in the learning of Putonghua. - To broaden students' horizons. - To provide teachers of both schools opportunities of experience sharing and professional exchange. 	<p>Due to the outbreak of COVID-19, this on-site exchange activity was cancelled.</p> <p>A 10-day online exchange program was organized in April. Students were divided into groups and each group had to do research and prepare a presentation on the different topics related to their daily lives within these 10 days.</p> <p>Students received feedback from the teachers after the presentation. Debriefing was also held after the end of the programme.</p>	It is recommended to hold activities of similar type, if the pandemic is still not end in 21-22.
3.	<p>Zhongshan Exchange Programme (F.1 - 2 level)</p> <p>The 2 sister schools will send 16 - 20 boy students to each other for around 5 days. Visiting students & teachers will attend class observation, cultural activities & excursions in the host cities.</p> <p>LSC students will be accommodated in</p>	<ul style="list-style-type: none"> - To let LSC students understand the cultural, educational and economic development of Zhongshan. - To provide students an authentic language environment in the learning of Putonghua. 	<p>Due to the outbreak of COVID-19, this exchange activity was cancelled.</p>	In case that the COVID-19 pandemic will continue for a period of time in 21-22, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as

	<p>dormitory of Agile Kaiyin School Affiliated to Zhongshan Memorial Middle School. During their visit to Hong Kong, students from Zhongshan will be accommodated in a hotel near LSC at their own expense.</p> <p>A staff professional visit for LSC teachers will be held in the year. LSC teachers will attend class observation & professional sharing with local teachers. They will be accommodated at a hotel near the Agile Kaiyin School Affiliated to Zhongshan Memorial Middle School.</p>	<ul style="list-style-type: none"> - To broaden students' horizons. - To provide teachers of both schools opportunities of experience sharing and professional exchange 		<p>replacements upon agreements with the partner schools.</p>
4.	<p>Ningbo Exchange Programme (F.2 - 5 level)</p> <p>The 2 sister schools will send 8 - 10 boy students to each other for around 6 days. Visiting students & teachers will attend class observation, cultural activities & excursions in the host cities.</p> <p>LSC students will be accommodated at a hotel near Zhejiang Zhenhai High School. During their visit to Hong Kong, students from Ningbo will be accommodated in a hotel near LSC at their own expense.</p>	<ul style="list-style-type: none"> - To let LSC students understand the cultural, educational and economic development of Ningbo. - To provide students an authentic language environment in the learning of Putonghua. - To broaden students' horizons. - To provide teachers of both schools opportunities of experience sharing and professional exchange. 	<p>Due to the outbreak of COVID-19, this exchange activity was cancelled.</p>	<p>In case that the COVID-19 pandemic will continue for a period of time in 21-22, on-site exchange activities may be cancelled due to the quarantine orders in different cities. On-line virtual exchange activities with specific themes will be considered as replacements upon agreements with the partner schools.</p>

Part 2: Financial Report

Item No.	Item Name	Expenditure Item	Amount	Remarks
1.	Shanghai Exchange Programme	N/A	HKD 0.00	
2.	Beijing Exchange Programme	N/A	HKD 0.00	
3.	Zhongshan Exchange Programme	N/A	HKD 0.00	
4.	Ningbo Mathematics Exchange Programme	N/A	HKD 0.00	
Total:			HKD 0.00	

Financial Summary 2020 – 2021 (ended 31 August 2021)

La Salle College Financial Summary for the year ended 31 August 2021

	Income \$	Expenditure \$
<i>I. Government Funds</i>		
(1) EOEBG Baseline Reference	3,079,118.32	2,411,198.62
(2) School Specific Grant		
Administration Grant	6,705,354.00	7,125,030.65
Composite Information Technology Grant	743,998.00	427,294.80
Capacity Enhancement Grant	638,461.00	516,210.88
Air Conditioning Grant	842,916.00	923,779.00
School Management Top-Up Grant	50,350.00	5,100.00
Control Account	-	537,432.37
Sub-total	<u>12,060,197.32</u>	<u>11,946,046.32</u>
(3) Non-EOEBG Funds	Sub-total	<u>8,093,226.00</u>
		<u>8,122,629.74</u>
Government Funds total	<u>20,153,423.32</u>	<u>20,068,676.06</u>
<i>II. School Funds</i>		
(1) Tong Fai	4,255,392.00	1,373,850.57
(3) Donations	3,110,632.00	550,955.00
(4) Collection of fees for specific purpose	408,600.00	2,228.00
(5) School Fund General Account	95,606.47	1,066,368.82
(6) Scholarship/Prize/Award/Sponsorship	555,700.00	547,960.72
(7) Others	186,870.00	95,394.10
School Funds Sub-total	<u>8,612,800.47</u>	<u>3,636,757.21</u>
(I) Surplus of Government Funds		84,747.26
(II) Surplus of School Funds		<u>4,976,043.26</u>
Total surplus for the school year		<u>5,060,790.52</u>

Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2021

La Salle College (2020-2021) Financial Report on the Use of Grants and Support Funds for the year ended 31 August 2021

1. Use of Capacity Enhancement Grant

	\$
Surplus brought forward from previous year	-
Amount received for the year	638,461.00
	<u>638,461.00</u>
Less: Amount paid for salaries of teaching assistants	516,210.88
Surplus/Deficit absorbed by EOEBG	<u>122,250.12</u>

2. Use of Life-Wide Learning Fund

	\$
Surplus brought forward from previous year	-
Amount received for the year	1,927,398.00
	<u>1,927,398.00</u>
Less:	1,465,156.18
KLA Activity Fee/Student training and course fee/STEM F&E	592,177.26
Diversified Learning Activity Fee/Coach and services fee/course fee	651,623.83
Other Learning Area expenses	221,355.09
Surplus carried forward to next year	<u>462,241.82</u>

3. Use of Composite Information Technology Grant

	\$
Total Expenses	
Salaries of IT technical support staff	254,142.00
Broadband Internet service	34,800.00
Maintenance services and repairs	60,657.80
IT related equipment	18,315.00
IT related accessories, software and consumables	59,380.00
Total	<u>427,294.80</u>

4. Use of Information Technology Staffing Support ITSS Grant

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

School Development Plan 2019-2025 (School Annual Report 2020-2021)

Goals:

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

1 Learning and Teaching

Goal / Target	Strategies	Who	19-20	20-21	21-22	22-23	23-24	24-25	Success Criteria	Reporting 20-21
1 To initiate a pedagogical change	1.1. To make students take a more active role in learning	<ul style="list-style-type: none"> Vice Principal Panel heads and subject teachers 	✓						Learning materials prepared by students could be used in learning and teaching	Ongoing
	1.2 To develop a whole-school approach in collaborative learning	<ul style="list-style-type: none"> Vice Principal Panel heads and subject teachers 			✓				An increase of interaction in class	
	1.3 To fully implement the use of flipped classroom	<ul style="list-style-type: none"> Vice Principal Panel heads and subject teachers IT support team 		✓					Flipped classroom materials fully prepared by teacher	Further progress was made as more teachers were building the learning materials by making videos for pre and post lesson learning.
	1.4 To develop eResources to deliver lessons	<ul style="list-style-type: none"> Vice Principal Panel heads and subject teachers IT support team 	✓						Lesson materials are put on eLearning platforms	Ongoing. There are a lot of sharing among teachers. Panels are inputting learning and

	1.5 To stretch the performance of more abled students	<ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers 	✓						Differentiated learning materials prepared by teachers, assessment data widely used	teaching materials on to the LMS.
	1.6 To assist the less abled students to enhance their learning	<ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers 	✓						Online support given to less abled students	Done, could take the opportunity to have more lesson videos for students in future
	1.7 To encourage teachers to build learning communities	<ul style="list-style-type: none"> ● Vice Principal ● Panel heads and subject teachers ● IT support team 			✓				Panel PDs always on unit/lesson plans	

2 Student Support Programme

Goal / Target	Strategies	Who	19-20	20-21	21-22	22-23	23-24	24-25	Success Criteria	Reporting
2. To serve and care for others in love and respect	2.1 To help students deepen their understanding of their strengths and weaknesses so as to develop a strong and effective personal character	<ul style="list-style-type: none"> • Vice Principal • Form Teachers' Period Committee and Form Teachers • Guidance Team • Discipline Team • SENCO 	✓	✓	✓	✓			<ul style="list-style-type: none"> • All F.1 students know 24 character strengths, set goals and input their data in e-Portfolio • All students participate in values education talks • 20% of students participate in leadership training programmes 	Form Teacher lesson plans were updated regularly to suit the needs of students. Done Done
	2.2 To nurture students' values on caring for our school and the community by respecting individual needs and differences through participation in various service programmes	<ul style="list-style-type: none"> • Vice Principal • RS and LS Panel • Civic Education Team • Service Learning Team • Exchange Team • LYM • Catholic Society • Form Teachers 	✓	✓					<ul style="list-style-type: none"> • 70% of students participate in service learning activities • 5% of students participate in exchange programmes and voluntary services in Mainland China 	Done, online service programmes were carried out. Online exchange programmes were carried out.
	2.3 To help students develop a sense of national identity and a global vision through taking part in exchange programmes	<ul style="list-style-type: none"> • Vice Principal • Exchange Team • LYM 	✓	✓					<ul style="list-style-type: none"> • 5% of students participate in exchange programmes • All participants do one sharing session 	Students took part in Basic Law, NSE, Constitution education activities

3. Full Implementation of eLearning at school

Goal / Target	Strategies	Who	19-20	20-21	21-22	22-23	23-24	24-25	Success Criteria	Reporting
3. To fully implement eLearning at school	3.1 To facilitate students' self-directed learning with IT	<ul style="list-style-type: none"> ● Vice Principal ● IT eLearning Panel Coordinator ● Panel heads and subject teachers 	✓	✓	✓	✓	✓	✓	Subject teachers make use of the online platforms for discussion purposes	Trial of implementing in language panels about nurturing self-directed learning skills done and effects positive
	3.2 To cater for learners' diversity by using LMS to facilitate learning at the students' own pace.	<ul style="list-style-type: none"> ● Vice Principal ● IT eLearning Coordinator ● Panel heads and subject teachers 		✓	✓	✓	✓	✓	Subject teachers prepare online resources for students	Done and ongoing.
	3.3 To enrich the current lesson plans with up-to-date IT elements	<ul style="list-style-type: none"> ● Vice Principal ● IT eLearning Panel Coordinator ● Panel heads and subject teachers 			✓	✓	✓	✓	Lesson plans are updated with IT and interactive elements	
	3.4 To develop students to be ethical users of information and IT	<ul style="list-style-type: none"> ● Campus TV ● ICT Panel 	✓	✓	✓	✓	✓	✓	Talks related to IT ethics will be arranged	Students were reminded to make good use of mobile devices wisely in assemblies.
	3.5 To enhance the skills of teachers on the use of IT for learning and teaching across the school curriculum and beyond classroom	<ul style="list-style-type: none"> ● Academic Team ● IT Advisory Team 		✓	✓	✓	✓	✓	Members of the IT Advisory Team achieve Google Educator Certification	Nearly all teachers completed Level 1.

	3.6 To strengthen students' computational skills across disciplines	<ul style="list-style-type: none"> ●IT eLearning Coordinator ●STEM Coordinator ●ICT Panel 		✓	✓	✓	✓	✓	STEM workshops will be arranged	Done. Feedback from teachers positive.
	3.7 To develop a Learning Management System for the school	<ul style="list-style-type: none"> ●Vice Principal ●IT eLearning Coordinator 	✓	✓	✓	✓			The LMS portal for students and teachers are set up.	Not yet done, will follow up by the IT Team. LMS in place starting September 2020.
	3.8 To develop the library into Digital Learning Centre	<ul style="list-style-type: none"> ●Principal ●Vice Principal ●Librarian ●IT eLearning Coordinator 				✓	✓	✓	Library is upgraded to Digital Learning Centre and e-resources are introduced to panels.	Building of an eLibrary started.

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

Goal / Target	Strategies	Who	19-20	20-21	21-22	22-23	23-24	24-25	Success Criteria	Reporting
4. To nurture moral values and modern-day skill sets for students	4.1 To enhance the understanding of Lasallian charism among staff and students	Principal, VPs, RS panel and Pastoral Assistant	✓	✓	✓				The spirit of Faith, Service and Community be the core values in school work.	Lasallian formation programme organized and feedback positive.
	4.2 To let students have experience of serving the needy each year	RS panel, service learning team	✓	✓	✓				Students are provided service opportunity each year and participate at least once each year.	Online service programmes implemented. Student feedback positive.
	4.3 To promote a harmonious school environment	Principal, VPs, Guidance and Discipline Team	✓						Through surveys, students agree that the school environment is harmonious	Ongoing, more communication with students especially in the first term
	4.4 To develop student' interest in thinking creatively and critically in class and through ECAs	VPs, subject panels and relevant Teams	✓						Creativity and critical thinking elements are incorporated in learning and teaching	ECA teams assigned to prepare interesting posts for the TV wall. Done.

	4.5 To nurture students with national identity	VP(P), LS panels and Basic Law Education Committee	✓						An increase in APASO survey	Ongoing
	4.6 To enhance students' language and communication skills	VP(A), Language Panels	✓						Programmes are implemented in language panels to enhance students' language skills	Ongoing
	4.7 To cultivate global and local citizenship	LS panels, Exchange Programme Team	✓						Students show understanding of global and local citizenship in LS assignments	Online exchange programmes implemented. Student response good.
	4.8 To develop students' ability to respect and work with others from different backgrounds, cultures and religions	VP(P), Guidance Team, Exchange Programme Team	✓						Student feedback in exchange programmes show appreciation of different cultures	

Diversity Learning Grant for the 12th Cohort of NSS Students Other Languages & Other Programmes Three Year Plan 2021/2022 to 2023/2024

Three-year plan – Measure to broaden students' choices of elective subjects and provision of gifted education programmes for the tenth cohort of senior secondary students (2021/22 to 2023/24 school year)

Name of School : LA SALLE COLLEGE

School code : 0007

School year : 2021/22 to 2023/24

Project Coordinator : Mr Hui Wai Keung / Mr Mak Kwok Cheung

DLG funded programme(s)	Strategies & benefits anticipated	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					21/22	22/23	23/24		
Other Languages (OL)	To enhance the competitiveness in the 21st century and increase the chance for tertiary education.	French / Japanese	3 years	Students who have taken respective language in junior form.	25 (Fr) 4 (Jap)	25 (Fr) 3 (Jap)	25 (Fr) 3 (Jap)	Students will take the AS-level exam offered by the Cambridge Inter. Exam and administrated by HKEAA.	French teacher and LSST*
Other Programmes (OP)	<i>(Network Programme)</i> In view of small number of students opting for Music, the network programme can help to cater for diverse needs.	Music (network programme)	3 years	F4-6 students of this cohort of students and wish to take Music as one of the elective subjects.	7	7	7	Students will take the HKDSE exam.	Jointly organized with three other schools
Other Programmes (OP) (cont)	<i>(Gifted Education)</i> <ul style="list-style-type: none"> To earn university credits from university programme. To strength, enrich and extend students' learning capacity in various dimensions such as HOT, Oly competition training etc. 	HKUST Dual programme, HKU Academy for Gifted, CUHK Science Academy for Talented, HKBU, HKPolyU etc	3 years	F4-6 elite students of this cohort	50	50	20	Students will complete the programme offered by HKUST, HKU, CUHK, HKBU, HKPolyU, CityU etc.	LSST
	<ul style="list-style-type: none"> To support registration fee and enrolment in courses / competitions (local or overseas). 	Oly style competitions.	3 years	F4-6 elite students in various subjects	150	150	40	Students will complete the web-based course / training for competitions. Students may have a chance to take part university	LSST

								(local / overseas) programs in HongKong.	
	<ul style="list-style-type: none"> Wings of tomorrow (WoT) <ul style="list-style-type: none"> Wings of Tomorrow (Phase 1) LSC * GHS Solo Pilot Course – Private Pilot License (PPL) Engineering Program 	HKALA	3 years	F1-6 students interested in aerospace	80	80	80	Students will complete the course / training career education/ career talks etc related to aerospace industry.	LSST
	<ul style="list-style-type: none"> Leadership program (DB Leadership Training Camp) for DB and SA exco members 	Discipline Team	3 years	DB exco members	8	8	8	To enhance students' leadership abilities and abilities in decision making.	Discipline Team
	<ul style="list-style-type: none"> To purchase reference books, journals and magazines, materials for team training. 	N/A	3 years	N/A	N/A	N/A	N/A	Teachers will better equipped with theories, examples and practices in various programme.	LSST and Teacher Advisors

*LSST – Learning and Support Service Team

School-based After-School Learning and Support Programmes 2020-2021

School-based Grant - Programme Report

After School Learning Support Grant Evaluation Report

Use of Budget

Total Expenditure: \$28800

Tutorial Fees	Amount spent
1. English Tutor (Kwok Tung Sum)	\$9600
2. Chinese Tutor (Lo Ho Kiu)	\$19200

Evaluation Report

Target / Goal	Action	Evaluation
<ul style="list-style-type: none"> Average score of 50 or above in internal examinations. 	<ul style="list-style-type: none"> -Students are required to attend at least 90% of the tutorial lessons. -Assignments are given out to participants weekly, students are required to hand in during the following session for inspection. 	<ul style="list-style-type: none"> -All students are able to fulfil the attendance requirement. -due to the ongoing pandemic, online tutorial lessons are held and assignments are marked online. Most students are able to hand in the materials on time. In the second term, face to face lessons are held immediately after school and students are able to complete the work. - About two-third of junior students who have newly joined the scheme are unable to pass the examination. These students have relatively poor English results which would affect the teaching and learning of other subjects. However, there is improvement in the form position of these students
<ul style="list-style-type: none"> Improving the language proficiencies of students 	<ul style="list-style-type: none"> - Assessments and past paper are provided to test the students' abilities in both languages, and to encourage them to practise the knowledge learnt at a regular basis. 	<ul style="list-style-type: none"> -For junior form students, reading materials are provided to them to develop a reading habit. Materials related to their specific sports events are provided to make it more sophisticated. -80% of the junior form students entering the scheme have difficulties in English in the final examination. This will adversely affect other subjects. More resources will be allocated to improve the use of English the coming year.

<ul style="list-style-type: none"> Meeting the requirement of Conditional Offers/ Sports Scholarships from universities 	<p>-JUPAS admission talk will be provided to students about the information of universities.</p> <p>-Talks on Sports scholarship scheme of various universities will be provided to students</p>	<p>-40% of form 6 participants are able to receive conditional sports scholarships offer from various universities. All of the above students are able to meet the conditional offer and are admitted to university programme. One students received conditional full university scholarship from the government.</p> <p>- JUPAS admission talks on sports scholarships were held in the first term. Some of the talks are held online due to the pandemic.</p> <p>- Interview workshop was held in May and June to prepare the student for the sports scholarship interview.</p>
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Career Guidance and Life Planning Education Report 2020-21



La Salle College

Goal

1. Develop students' ownership of their career and life planning through school's curriculum and other learning activities.
2. Integrate effective life planning education into school's curriculum and other learning activities
3. Guide and assist students to make wise informed choice with reference to students' interests, abilities and orientations
4. Connect students' career and academic aspiration with life-long learning

Target 1: To develop students' ownership of their career and life planning.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
1.1 Career Education Curriculum in Form Teacher Periods <ul style="list-style-type: none"> To prepare career education lesson plans in Form Teacher Periods for F.3, 5 and 6. To review and revise lesson plans from feedbacks of students and Form Teachers. 	<ul style="list-style-type: none"> Form Teachers are able to complete 80% of the lessons. Students understand their academic interests, abilities and learning style. Students understand the meaning of work, the skills required and working conditions of different jobs. Students are motivated to set goals, study plans and are proactive in search for information. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> Schedules were disrupted due to school suspension. Form 3 lessons were replaced by a career programme after the mid-year exam. Online career lessons were conducted by teachers of the Careers Team, followed by a talk on NSS Subject Choice, JUPAS Programmes and Multiple Pathways, and sharing on electives by senior form students. Form 4 lessons were replaced by an online talk about the concepts of career & life planning conducted by Youth Employment Network, Hong Kong Federation of Youth Groups. Form 5 lessons were replaced by: 1) a Career Interest Assessment completed by students individually and debriefed through an online video; and 2) an online group guidance programme "Careers and Further Studies Preparation Program for F5"
1.2 Career and Life Planning Activity for Form 2 <ul style="list-style-type: none"> To help students develop an accurate account of their own personality traits and understand its influence to personal development. 	<ul style="list-style-type: none"> Students are able to describe his personality accurately. Students are aware of the influence of their personality in terms of personal and career development. 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme. 	<ul style="list-style-type: none"> Programme cancelled as mass gathering had to be avoided during the COVID-19 pandemic.
1.3 Career and Life Planning Activity for Form 4 <ul style="list-style-type: none"> To learn about the concept of career and life planning To experience 	<ul style="list-style-type: none"> Students recognize the importance to set objectives in life. Students recognize the factors which 	<ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude 	<ul style="list-style-type: none"> Programme cancelled as mass gathering had to be avoided during the COVID-19 pandemic. To help students understand the concept of career and life planning, an online talk

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
different stages in life and learn about factors affecting one's planning	<ul style="list-style-type: none"> affect their planning. Students learn the skills to maximize the chance of achieving objectives in life. 	<ul style="list-style-type: none"> An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme. 	for F.4 students was conducted in February. The attendance was more than 90%. Over 90% of the participants agreed that they learned the concepts and importance of career planning.
1.4 Guidance Programme for F.5 A-C & F.6 A-C classes <ul style="list-style-type: none"> To help students recognize their academic and career development needs To help students align career dream with academic performance and personal background To help students formulate a workable plan to realize their career dreams 	<ul style="list-style-type: none"> Students recognize their academic and career development needs. Students are able to make career or further study choices that fit their personal circumstances. Students learn the ways to gather information and work out a plan for themselves. 	<ul style="list-style-type: none"> Questionnaires Students' secured path after DSE Students' level of satisfaction for the path secured 	<p>For F6</p> <ul style="list-style-type: none"> The programme was conducted online. Students learned the strategies to form their JUPAS programme choices, draft their personal statement, and select relevant content for their OEA record. They were also aware of other schemes which enhance the chance of admission. Students learned that there were choices of self-financing degree and sub-degree programmes through iPASS and E-APP, and the financial assistance schemes available. Students were aware of the channels for applying for overseas studies. <p>For F5</p> <ul style="list-style-type: none"> The programme was conducted online and enrolment was opened to all Form 5 students. Students learned to predict their HKDSE results and design JUPAS programme choice strategies based on this prediction. Students learned the skills of researching for JUPAS programme information and admission requirements. Students learned how to prepare for UCAS and CommonApp applications, and the scholarships available. Students learned how to research for non-JUPAS local programme information.
1.5 Careers and Further Studies Interest Assessment for Form 5 <ul style="list-style-type: none"> To understand careers and further studies interest through the use of professional assessment tools 	<ul style="list-style-type: none"> Students recognize their careers and further studies interest in a systematic way Students find the assessment results useful for making careers and further studies choice 	<ul style="list-style-type: none"> Observation of students' response in debriefing 	<ul style="list-style-type: none"> The assessment was completed by students individually at home. Debriefing of the assessment was conducted by an online video which students may choose the time of viewing on their own. The debriefing provided students the guidelines to interpret the assessment results and introduced to them online tools such as O*NET as well as Career Mapping, for searching and learning about different occupations/university programmes.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
1.6 HKFYG 「夢嚮導」 計劃中的「好夢有你」 <ul style="list-style-type: none"> To help parents and students understand the concept of career planning To help parents appreciate their children and students learn ways of self-appreciation To help parents and children learn how to communicate about their dreams 	<ul style="list-style-type: none"> 8 – 10 F.1-3 families participate in the programme 80% attendance in the activities held in the whole year 80% of the participants find the activities useful 	<ul style="list-style-type: none"> Evaluation of the organizer Oral and written feedback by participants Reflection submitted by participants 	<ul style="list-style-type: none"> About 140 families attended the online talk in Nov. 8 families joined the programme. 3 online parallel sessions were conducted from Dec to Apr. It was planned that face-to-face sessions could be held in Jul. For the 10 families who joined this programme in 2019-20, a face-to-face meeting for both students and parents group were held on 13 May 2021. 9 students and 12 parents attended. The participants were engaged in the meeting and treasured the sharing among the group.

Target 2 To help students implement their career and study plan

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
2.1 F.6 JUPAS Talk <ul style="list-style-type: none"> To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirements. To facilitate students in the application process, guide them to make optimal and sensible choices. 	<ul style="list-style-type: none"> Students submit JUPAS application and relevant documents on time. Students take the responsibility to carefully select their programme choices. 	<ul style="list-style-type: none"> Statistics of JUPAS results 	<ul style="list-style-type: none"> The talk was conducted online. Students were fully informed about the requirements for admission into different courses of the 9 participating institutions. They were aware of all the deadlines for various parts of JUPAS application. They were informed of the upcoming university virtual information talks and how to input OEA. All students submitted their JUPAS application and application before the school internal deadline.
2.2 Measures to support JUPAS application of F.6 students <ul style="list-style-type: none"> A Careers Team teacher will be assigned as the advisor to take care of students' JUPAS application. To guide students to make optimal and sensible choices. To give individual counselling to all F.6 students on their JUPAS choices with reference to their 	<ul style="list-style-type: none"> Students are able to make informed choices of their tertiary education. Students are ready to seek assistance proactively from the JUPAS Advisor. Students are able to make a reasonable choice list with reference to their interest, ability, career plan, and the HKDSE results they expect. 	<ul style="list-style-type: none"> Feedback from Career Teachers and students Success rate of JUPAS admission Survey on students' satisfaction about their JUPAS offer 	<ul style="list-style-type: none"> The Career-teacher-in-charge of every class met students individually or in small groups to evaluate their programme choices with regard to students' target grades, programme admission requirements and admission scores. Students showed very good readiness even though they needed consultation after the release of HKDSE results.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<p>career plan.</p> <p>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</p> <ul style="list-style-type: none"> To provide information about HKDSE result release day operation. To explain the strategy in modifying programme choices with the DSE results obtained To introduce the multiple study pathways in addition to JUPAS and overseas studies. To arouse students' awareness of making necessary preparations for further studies and career planning. 	<ul style="list-style-type: none"> Students have full understanding of the latest admission arrangement of various institutions. Students are able to review their plan for further studies with reference to their performance in HKDSE. Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes. Students are ready to seek assistance proactively. Students fully understand the procedure and mechanism of modification of programme choices. 	<ul style="list-style-type: none"> Attendance of students and parents Feedback from Parents, Form Teachers and students 	<ul style="list-style-type: none"> Due to the Covid-19 pandemic, the talk was replaced by videos uploaded to YouTube. And students and parents were informed through eClass and Google Classroom. The videos received a very good viewing rate similar to the talk attendance rate in the past. Students and parents responded very positively to the programme content. Most students had a clear idea on how to seek advice on modification of programme choices. Most students understood clearly the multiple pathways available and the application procedures. Students in weaker classes were well prepared and had applied non-Jupas programmes via E-App as their backup plan.
<p>2.4 Support for Overseas Education Application</p> <ul style="list-style-type: none"> To assist students' planning and application for overseas studies in different countries for all levels and academic abilities by providing necessary information and relevant activities. To give support to teachers who are required to give academic reference for students in the process of their applications. 	<ul style="list-style-type: none"> Students can have access to all sorts of information about studying abroad via e-class and career library. Students have a clear understanding about the requirements & their own eligibility for study programmes in different institutes in different countries. Students are able to draw reference and benefit from the activities which introduce to them overseas studies experience. Increased rate of successful overseas studies application. 	<ul style="list-style-type: none"> Survey on students leaving for overseas studies at different levels Track record of success rate of students enrolling in the overseas institute they desire Feedback & reflection through personal contact 	<ul style="list-style-type: none"> Students were fully informed about the procedures, requirements, and the deadlines in the application process. A UCAS Application online sharing session was conducted in the beginning of the year in which students learned from the experience of old boys. An online meeting with Professor Doerrzapf from Cambridge University was arranged for Cambridge applicants to familiarize themselves with the Cambridge admission process. 11 F.5-6 students. Joined the talk. An online admission talk given by representatives from Peking University (北京大學), Remin University of China (中國人民大學), and Tsinghua University (清華大學) introduced to students the learning environment of mainland universities and their admission requirements. 47 F.4-6 students enrolled to join the talk.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
	To issue recommendation letters and transcripts within 7 working days after student's submission of all documents.		<ul style="list-style-type: none"> University of British Columbia gave students an online admission talk of the university. 47 parents and students joined the talk. COVID-19 pandemic around the world barred most of the international travel in addition to school suspension made it impossible to carry out onsite university admission talks. Many universities were offering online admission seminars in response to the COVID-19 pandemic and the information was disseminated to students through eClass and Google Classroom. Students interested in Peking University and Tsinghua University are nominated to apply for the respective school principal nomination scheme.
2.5 Elective subjects Fair for F.3 students <ul style="list-style-type: none"> Help students to know the curriculum, coursework and assessment of the F4 elective subjects. 	<ul style="list-style-type: none"> Senior students' experience sharing provides relevant information to F.3 students. Feedback from F.3 students and F.3 Form Teachers. 	<ul style="list-style-type: none"> Observation of the event implementation Casual conversations with students 	<ul style="list-style-type: none"> Due to the COVID-19 pandemic, the fair was cancelled. Instead, online sharing sessions given by senior form students were organized after the mid-year exam. The subject representatives shared their experiences in studying the DSE electives. Feedback from F.3 students and form teachers was very positive. They appreciated the effort of the senior form subject representatives and believed that they received useful advice.
2.6 F.4 Promotion Talk for F.3 students and parents <ul style="list-style-type: none"> Working in conjunction with Home-School Cooperation Team Aims at helping students best match their interest & ability with their choice of study and inform them of the opportunities of tertiary studies and future academic/career options with their choice of subjects. 	<ul style="list-style-type: none"> Students fully understand the features & demands of subjects offered in F.4. Students are aware of their own ability, interest & suitability in choosing different subject combination. Students have an idea of the correlation of choice of study with the tertiary studies & ultimately academic requirement for different careers. Parents are well informed of school policy and 	<ul style="list-style-type: none"> Survey on the academic performance of students in F.4 Statistics on number of students changing/dropping subject in F.4/5 	<ul style="list-style-type: none"> A video "F.4 Placement – Subject Choice", was prepared. The video link was sent to parents via eNotice to equip them with the skills and attitudes in guiding their sons to make DSE subject choices wisely.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
	understand their role in providing support to their children.		

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

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
3.1 Speaking & Presentation Skill Workshop for F.5 <ul style="list-style-type: none"> To understand the importance of speaking & presentation skills in career development To acquire the skills of a good speaker 	<ul style="list-style-type: none"> 80% attendance Students are actively involved in the workshop. 	<ul style="list-style-type: none"> Survey on students' feedback Students' response in the workshop 	<ul style="list-style-type: none"> Programme cancelled due to COVID-19 induced school suspension.
3.2 Junior Achievement Hong Kong (JAHK) Workshops <ul style="list-style-type: none"> To participate in careers and life planning programmes run by JAHK, e.g. Success Skills Workshop, Personal Finance Workshop, Career Dimensions, etc. To involve students of both junior and senior forms. 	<ul style="list-style-type: none"> Students acquire the communication and teamwork skills that help them to excel in school, careers and the community. Students appreciate the importance of life skills which are necessary in any situation. Students are interested to discuss business dilemmas and ethical solutions. 80% attendance rate of enrolled students 	<ul style="list-style-type: none"> Evaluation Form Feedback & reflection through personal contact 	<ul style="list-style-type: none"> A total of 12 F3-5 students joined the online JA Finance for Future Workshop on 27 Mar 2021. Attendance Rate: 63% A total of 9 F4-6 students joined the online JA Success Skills Workshop. Attendance Rate: 63% The participants gave positive feedback to the workshops and agreed that the workshop objectives were achieved.
3.3 Medicine Career Workshop & Interview Practice <ul style="list-style-type: none"> To give an overview of careers in medical related field To prepare students to pursue tertiary education in medicine To conduct mock interview practice 	<ul style="list-style-type: none"> F.6 students are able to make a success of the university interview. All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. All participants can formulate a plan towards a medical profession. 	<ul style="list-style-type: none"> Students' feedback through causal talk Success rate in JUPAS admission 	<ul style="list-style-type: none"> 54 F.4-6 students joined the online LSC Medicine Career Workshop on 24 Oct 2020. Types of medical careers were introduced. Students knew more about the different career prospects of a medical student so that they can plan for their medical training. Students found the interview practice very useful and knew how to prepare themselves for the interview. The Careers Team joined force with the HKU Faculty of Medicine to provide students the online HKU Medicine Pilot Programme 7-9 Apr 2021. 27 F.5 students enrolled to join the programme. The programme provided taster classes, clinical skills demo, problem

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
			<p>based learning, mentor-led group discussion, and students and alumni sharing.</p> <ul style="list-style-type: none"> CUHK Faculty of medicine gave an online admission talk introducing their medicine programmes on 5 Nov 2020. 55 F.3-6 students attended the talk.

Target 4: To enrich students' exposure to the world of work.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
4.1 Job Shadowing Programme <ul style="list-style-type: none"> To coordinate with OBA to organize job shadowing programme for F.5 students. To coordinate with NGOs to provide job shadowing opportunities. 	<ul style="list-style-type: none"> Students are aware of the demands of the authentic working world. Students are educated about the requirement of different professions. Students are able to learn the right work ethics and protocol. Students may develop their career aspirations and form the first idea of their future career plan. Students explore their career options and build up values which are essential for their future success. Students take their responsibility in attending the activity as scheduled in Jul/Aug. 	<ul style="list-style-type: none"> Tracking of students' performance in the workplace Reports and reflection written by students Feedback from mentors and OBA Feedback from mentors and companies 	<ul style="list-style-type: none"> The programme was cancelled due to the COVID-19 pandemic.
4.2 Careers Day <ul style="list-style-type: none"> To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. To foster a mentor relationship between students and the Old Boys. To advise students on their choice of further studies and career planning. 	<ul style="list-style-type: none"> Students find the information useful for their choice of career. Students find the information useful for their career and study plan. Students can make connections with the old boys. 	<ul style="list-style-type: none"> Questionnaire Feedback of the old boys Observation of the discussions 	<ul style="list-style-type: none"> The programme was cancelled due to the COVID-19 pandemic. Instead, two online career talks, "Get Ready to be an Engineer" and "Dentistry" were conducted on 21 and 24 May 2021 respectively. Both the talks were given by old boys. 14 F4-5 students joined the talk "Get Ready to be an Engineer". 17 F4-6 students joined the dentistry talk. Participants found the information given in the talks useful for their career and study plan.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
<ul style="list-style-type: none"> To give students pictures of real-life work field. 			
4.3 Career visits <ul style="list-style-type: none"> To organize visits to companies, tertiary institutions and other organizations. To expose students to wider career options including paramedical professions, STEM, etc. To involve students of both junior and senior level. 	<ul style="list-style-type: none"> Students are open to different professions by site visit. Students have some preliminary idea of real working situation in a company or firm. Students feel interested in the visit and want to know more. Students form the first idea of future career. 	<ul style="list-style-type: none"> Questionnaires Casual conversations with students 	<ul style="list-style-type: none"> Career visits were not possible due to the COVID-19 pandemic. The Careers Team joined the HKGCC Business School Partnership Programme 2020-21 which linked up the school with Worldwide Cruise Terminals Ltd. Although site visit was not possible due to the COVID-19 pandemic, an online CEO talk was given on 6 May 2021 in which students could learn about the cruise industry. 19 F.1-5 students joined the talk.

Target 5: To empower Senior Form Teachers' participation in careers education and student counselling in school.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
5.1 Teachers' Professional Development in Careers and Life Planning <ul style="list-style-type: none"> To equip F.5-6 Form teachers 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. 	<ul style="list-style-type: none"> Teachers are aware of the careers and life planning needs of their students. Form teachers are more confident in implementing the career education curriculum in their class. 	<ul style="list-style-type: none"> Questionnaires Teachers' feedback 	<ul style="list-style-type: none"> A briefing was given to all F.6 Form Teachers regarding to JUPAS and alternative pathways. Form Teachers were well equipped to provide career guidance to their classes. Relevant career information was given to individual subject panel heads. Panel heads are aware of the career opportunities related to their field.

Career and Life Planning

Financial Report

Expenses	Amount \$
General Expenses	400.00
Careers Programmes	11,740.83
Relocation of Careers Centre	123,547.8
Total	135,688.63

La Salle College Careers Programme by Form

Objectives

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

Preamble

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

Programme Outline by Form

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

Level	Programme	Objective	Who	When
	Careers Talk	<ol style="list-style-type: none"> 1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> 1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities. 	CC	Whole year
	Careers Visit	<ol style="list-style-type: none"> 1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole Year
	Success Skills Workshop (Junior Achievement Hong Kong)	<ol style="list-style-type: none"> 1. To appreciate various practical success skills and learn how to apply them in the workplace. 2. To learn to apply interpersonal and teamwork skills in workplace. 3. To practice various career-preparation activities e.g. resume-writing and mock interviews. 4. To provide students with the opportunity to engage with business professionals and learn from successful role models. 	Careers Team Member	Whole year
	Job Shadowing	<ol style="list-style-type: none"> 1. To introduce the working environment of different professions. 2. To inspire students on choosing their future career. 3. To provide students authentic learning experiences in the real working environment. 4. To encourage rapport between students and old boys and to build up a network. 	CC	Jun-Aug
F5	F.4 – F.6 Career Education	<ol style="list-style-type: none"> 1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals. 	Form Teacher	Sep & Feb
	Careers Talk	<ol style="list-style-type: none"> 1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Oversea Studies Talk	<ol style="list-style-type: none"> 1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities. 	CC	Whole year
	Careers Visit	<ol style="list-style-type: none"> 1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world. 	CC & Careers Team Member	Whole year
	Success Skills Workshop (Junior Achievement Hong Kong)	<ol style="list-style-type: none"> 1. To appreciate various practical success skills and learn how to apply them in the workplace. 2. To learn to apply interpersonal and teamwork skills in workplace. 3. To practice various career-preparation activities e.g. resume-writing and mock interviews. 4. To provide students with the opportunity to engage with business professionals and learn from successful role models. 	Careers Team member	Whole year
	Job Shadowing	<ol style="list-style-type: none"> 1. To introduce the working environment of different professions. 2. To inspire students on choosing their future career. 3. To provide students authentic learning experiences in the real working environment. 	CC	Jun - Aug

Level	Programme	Objective	Who	When
		4. To encourage rapport between students and old boys and to build up a network.		
F6	F.4 – F.6 Career Education	1. To help students identify their interest, aptitude and personalities. 2. To help students explore their career aspiration and to set their career goals.	Form Teacher	Sep & Feb
	Careers Talk	1. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 2. To foster a mentor relationship between students and the speakers. 3. To advise students on their choice of further studies and career planning. 4. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Oversea Studies Talk	1. To brief students on the study options (all levels – junior and high school) in UK and US and their articulations. 2. To brief students on the application procedures of UCAS (UK) and Common Application (US). 3. To give useful tips on writing personal statement, choosing programmes and universities.	CC	Whole year
	Careers Visit	1. To give students an understanding of various industries and the working environment. 2. To provide other learning experiences. 3. To broaden their exposure to the real working world.	CC & Careers Team Member	Whole year
	Individual /group counselling	1. To guide students on their JUPAS application. 2. To advise students on their career planning and JUPAS programmes choices. 3. To advise students on the modification of JUPAS programme choices and application of other study pathways after the release of HKDSE result.	CC & Careers Team Member & Form Teacher	Sep-Dec & Jul-Aug

La Salle College Careers Programme by Programme

Objectives

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

Preamble

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

Programme Outline by Programme

	Programme	Objective	Level	Who	When
1	JUPAS Talk	1. To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirement, facilitate them in the application process, guide them to make optimal and sensible choices. 2. To give individual counseling to students on their JUPAS choices.	F.6	Careers Coordinat or (CC)	Sep
2	Interview Workshop & Medicine Workshop	1. To meet the needs of all students preparing for university interview and to acquire the necessary skills. 2. To give timely feedback on students' performance in order to help them improve their interview skills.	F.6	CC	Nov- Dec
3	Job Shadowing	5. To introduce the working environment of different professions. 6. To inspire students on choosing their future career. 7. To provide students authentic learning experiences in the real working environment. 8. To encourage rapport between students and old boys and to build up a network.	F.6	CC	Jun- Aug
4	Careers Talk	5. To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. 6. To foster a mentor relationship between students and the speakers. 7. To advise students on their choice of further studies and career planning. 8. To broaden their exposure to the real working world.	F.3 – F.5	CC & Careers Team Member	Whole year
5	Careers Visit	4. To give students an understanding of various industries and the working environment. 5. To provide other learning experiences. 6. To broaden their exposure to the real working world.	F.4 -F.5	CC & Team member	Whole year
6	Success Skills Workshop (Junior Achievement t Hong Kong)	5. To appreciate various practical success skills and learn how to apply them in the workplace. 6. To learn to apply interpersonal and teamwork skills in workplace. 7. To practice various career-preparation activities e.g. resume-writing and mock interviews. 8. To provide students with the opportunity to engage with business professionals and learn from successful role models.	F.4 – F.5	Careers Team member	Whole year
7	Oversea Studies Talk	2. To brief students on the study options (all levels – junior and high school) in UK and US and their	F.1 – F.6	CC	Whole year

	Programme	Objective	Level	Who	When
		articulations. 3. To brief students on the application procedures of UCAS (UK) and Common Application (US). 4. To give useful tips on writing personal statement, choosing programmes and universities.			
8	Talk on F.4 placement	2. To help students match their interest & ability with their choice of study, and inform them opportunities of tertiary studies & future career paths with their choice of elective subjects.	F.3	CC	Mar
9	F.4 – F.6 Career Education	3. To help students identify their interest, aptitude and personalities. 4. To help students explore their career aspiration and to set their career goals.	F.4 – F.6	FT	Feb
10	F.3 Career Education	3. To help students define their goals in senior secondary education. 4. To motivate students to work towards their study goals and other activities that are related to their personal and social development.	S.3	FT	Feb
11	F.2 Career Education	5. To help students understand the technique in decision making 6. To help students discover their preferred lifestyle, work values and interests 7. To help students understand the importance of goal setting 8. To provide students guidance in setting learning educational and career goals	F.2	FT	Feb
12	F.1 Career Education	5. To help students identify various professions and their characteristics 6. To help students appreciate the contribution of various professions to society 7. To help students understand the importance of early careers planning 8. To help student learn the strategies to make careers plans.	F.1	FT	Feb



LA SALLE COLLEGE

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

Annual Report

2020-2021

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

No.	Program	Implementation Methods	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required	Remark
1	After-school tutorial sessions	Weekly tutorials for revision and consolidation Chinese learning activities	Oct 20 to June 21	Students' Chinese marks improve in the final examination. Over 70 % attendance rate Students think the tutorials are useful	Teachers' observation Questionnaire Feedback from students Worksheets	Subject teachers	Teaching & learning material Chinese teachers of NCS classes	Swap to Online mode due to pandemic
2	Lunch time Chinese Reading Scheme	Students have to read a designated Chinese Book per month with local students in lunch time Students finish a book report per month	Oct 20 to May 21	Students can summarize 3 books in their own words. Students think reading Chinese storybooks is interesting	Observation Feedback from students	Subject teachers Local students	Chinese teachers of NCS classes Local volunteers Books	Cancelled due to pandemic
3	Study Tour related to Chinese culture F.4-5 Taiwan Service Programme F.3 Shanghai Study Tour	Have lessons in a local school Visit Chinese cultural attractions in Chinese cities Outdoor activities and exercises to enhance students Chinese speaking skills	Shanghai: Apr 21 Taiwan: Apr 21 Other programmes	Students can finish the exercises and activities Students are interested in Chinese culture.	Projects Presentation	Subject teachers Exchange team	Chinese teachers of NCS classes Activity materials	Cancelled due to pandemic
4	NCS Chinese e-Learning Scheme	Introduce e-learning in order to take care of student diversity Revise the curriculum to encourage more able students Weekly tutorials to revise and consolidate the learning of Chinese with electronic resources	Sept 20 to June 21	80% of students agree e-learning platform can help improve their Chinese Students hand-in at least 10 CA tasks through e- platform Students think the online resources are useful	Teachers' observation Questionnaire Feedback from students	Subject teachers	Electronic devices Chinese Learning Apps Chinese teachers of NCS classes	Done

5	ZUI-ify and digitization of teaching-learning materials	Multiple researches have shown that Zoomable User Interfaces (ZUI) such as Prezi out-performs Powerpoint and other visual aids especially in raising attention. This is extremely useful to our NCS boys. In addition, we shall digitize our paper-based teaching and learning material for such purposes	Sept 20 to June 21	80% more students behave attentively in classes. All presentations are viewed at least once by students after class.	Hit rate. Questionnaire Feedback from students Teachers' observation	Subject teachers	Prezi License Computers	In progress, new teaching materials are introduced
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To support the implementation of the NCS Programme under the Project -

Extra Manpower	Job Description	Time Scale	Success Criteria	Methods of Evaluation	People in Charge	Resources Required	Remark
<ul style="list-style-type: none"> Teacher for NCS Chinese 	<ul style="list-style-type: none"> Assists in all kinds of programmes and activities for NCS students Assists in the After-school Chinese enhancement class for students who are joining GCE/GCSE Helps prepare NCS Chinese Electronic teaching and assessing resources for each Form 	<ul style="list-style-type: none"> Sept 20 to Jul 21 	<ul style="list-style-type: none"> Helps NCS students in learning and adaptation Being rated satisfactory or above in performance 	<ul style="list-style-type: none"> Teachers' feedback Performance evaluation 	<ul style="list-style-type: none"> Janet Yuen 	<ul style="list-style-type: none"> Grant for hiring the posts 	

Expenditure

	Item	Details	Expenditure	
1	Hire and NCS Chinese Teachers	1) Teachers to co-teach in Chinese and Putonghua lessons 2) Teachers to conduct extra tutorial classes for needy students	\$	1,106,400
2	Integrated cultural experience activities		\$	0
3	Teaching Materials		\$	163
4	E-learning Resources		\$	0
5	Chinese Books Reading Scheme	Books and Prizes	\$	0
6	Learning enhancement workshops	Materials, tutorials and administration	\$	0
		Total:	\$	1,106,563

Awards and Prizes in 2020-2021

Subject Prize Winner

Form 1

English Language.....	(1B) WONG Hoi Chun Daniel
Mathematics.....	(1F) LO Lok Louis
Chinese Language.....	(1G) LEUNG Kin Hei Aidan
Life and Society	(1G) HUI Lok Brendan
French	(1A) TAMILSELVAN Anirudh Srinivas
Chinese History	(1F) LEE Chi Hin
Geography.....	(1E) HUI Cheuk Him
History	(1B) GAO Chap Chi
Information & Communication Technology	(1G) HUI Lok Brendan
Science.....	(1C) CHENG Yin Yu
Putonghua	(1F) LAI Hong Tung Hornrich
Design and Technology.....	(1F) HUI Cheuk Him
Music.....	(1A) NG Ames
Physical Education.....	(1G) WONG Tin Long Ian
Visual Arts.....	(1C) CHENG Yin Yu

Form 2

English Language.....	(2F) CHU Ka Hin
Mathematics.....	(2F) WAI Ming Chun
Chinese Language.....	(2F) CHU Ka Hin
Life and Society	(2C) HUNG Kwan Kei
French	(2A) CADANG Jeremy Cesar Dearaw
Chinese History	(2F) CHU Ka Hin
Geography.....	(2D) CHAN Pok Hin Anson
History	(2F) LEUNG Wang Hon
Information & Communication Technology	(2D) CHAN Pok Hin Anson
Science.....	(2D) CHAN Pok Hin Anson
Putonghua	(2C) U Long Yin Ulysses
Design and Technology.....	(2F) LEUNG Wang Hon
Music.....	(2E) CHEUNG Ian
Physical Education.....	(2F) LUO Ka Cheong
Visual Arts.....	(2E) CHENG Ethan Aidan

Form 3

English Language.....	(3E) KWOK Marcus
Mathematics.....	(3A) LO Hei Long
Chinese Language.....	(3C) CHOW Brendan Paklum
Life and Society	(3B) LEUNG Ka Ho
French	(3A) RAVICHANDRAN Nikhil
Biology	(3D) HO Yat Man
Chemistry	(3A) LO Hei Long
Chinese History	(3D) LEUNG Brandon
Economics	(3C) CHUNG Pak Lun
Geography.....	(3F) LAU Cheuk Nam
History	(3D) HO Yat Man
Information & Communication Technology.....	(3C) CHOW Brendan Paklum
Physics	(3F) CHIN Chung Tak Damiem
Putonghua.....	(3B) CHAN Chak Fung
Music.....	(3B) LEUNG Ka Ho
Physical Education.....	(3C) NG Pak Hei
Visual Arts.....	(3A) SINGH Harman

Form 4

English Language.....	(4G) CHAU Chun Hei
Mathematics.....	(4G) LIU Yi Qun
Chinese Language.....	(4G) NG Pan Yu
Liberal Studies	(4G) CHOW Lok Yin
French	(4F) SHELK Mahmood Afif
Business Accounting and Financial Studies.....	(4E) LAU Kin Fung Leroy
Biology	(4G) WONG Ho Yan
Chemistry	(4G) LAU Tsz Hong
Chinese History	(4D) LAM Yeung
Economics	(4F) MAN Shing Yan
Geography.....	(4F) KWAN Jeremy
Information & Communication Technology.....	(4F) CHEUNG Ping Fu
Integrated Science	(4C) WAI Man Hei
Physics	(4G) LAU Tsz Hong
Music.....	(4F) LEUNG Wang Hei
Physical Education.....	(4F) TAM Pak Ho

Form 5

English Language.....	(5D)	TSOI Yi Hang
Mathematics.....	(5G)	CHOI Yung Kin
Chinese Language.....	(5G)	LO Tsz Kin
Liberal Studies.....	(5G)	LIU Tsz Kin
French	(5G)	LI Brian Hao-Fei
Business Accounting and Financial Studies.....	(5G)	CHOI Yung Kin
Biology	(5F)	MA Ho Ming Justin
Chemistry	(5G)	CHEUNG Yan Shek
Chinese History	(5E)	KWOK Alex
Economics	(5G)	CHOW Shing Wing
Geography.....	(5E)	CHENG Huei
Information & Communication Technology.....	(5D)	TSOI Yi Hang
Integrated Science	(5B)	LIU Tsun Yu
Physics	(5G)	TANG Ho Yin
Music.....	(5E)	KWOK Hoi Tsun
Physical Education.....	(5F)	CHUNG Yiu Pan

Certificate of Merit

Form 1

1st Place	(1B) WONG Hoi Chun Daniel
2nd Place.....	(1A) ADVANI Matthew
2nd Place.....	(1G) HUI Lok Brendan
2nd Place.....	(1G) LAM Lap Yu
2nd Place.....	(1A) WONG Hubert
6th Place.....	(1C) CHENG Yin Yu

Form 2

1st Place	(2D) CHAN Pok Hin Anson
2nd Place.....	(2F) TAM Yat Kwan
3rd Place	(2B) LAM Cho Chak Andrew
4th Place.....	(2F) CHU Ka Hin
5th Place.....	(2C) HUNG Kwan Kei
6th Place.....	(2E) LEE Chit Yung

Form 3

1st Place	(3B) LEUNG Ka Ho
2nd Place.....	(3D) HO Yat Man
3rd Place	(3A) LO Hei Long
4th Place.....	(3E) CHEUNG Man Hei
5th Place.....	(3D) TSUI Cyrus
6th Place.....	(3B) PONG Pok Him

Form 4

1st Place	(4G) WONG Ho Yan
2nd Place.....	(4G) LAU Tsz Hong
3rd Place	(4F) LAM Man Ho Anson
4th Place.....	(4G) LIU Yi Qun
5th Place.....	(4G) MAK Chi Hin Bryan
6th Place.....	(4F) GURUNG Supreet

Form 5

1st Place	(5G) CHEUNG Yan Shek
2nd Place.....	(5G) CHOI Yung Kin
3rd Place	(5G) WONG Long Hin
4th Place.....	(5G) TANG Ho Yin
5th Place.....	(5F) MA Ho Ming Justin
6th Place.....	(5G) CHOW Shing Wing

Scholarships and Prizes

September 2020-August 2021

Hong Kong Scholarship for Excellence Scheme for Overseas Study

YU Yat Hei (Class '16)

Multi-faceted Excellence Scholarship

MAK Chun Ho (6C)

Grantham Scholars of the Year Award 2020-21

YIP Chun Wai (Class '20)

Youth Arch Foundation Hong Kong Outstanding Students Award

KWOK Long Fung (5G)

Hong Kong Playground Association Hong Kong Outstanding Teens Election

WONG Long Hin (5G)

Kowloon City District Outstanding Student Award

LEUNG Ka Ho (3B) - Junior Secondary

CHEUNG Yan Shek (5G) - Senior Secondary

South China Morning Post Student of the Year Awards

LO Evan Hong Tik (5C) - Winner (Best Improvement)

CHEUNG Fei Chi (3D) - 1st Runner Up (Linguist - Putonghua)

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

CHAN Hok Him (5C)

WONG Anson (5C)

WONG Angus (3B)

Sir Edward Youde Memorial Prize

MA Tin Lok (6G)

YEUNG Lok Tim (6G)

Harmony Scholarship by Home Affairs Department

RAI Josiah (4F)

DATTANI Raghuvir Hitendra (5D)

DHALIWAL Arvind Singh (5D)

SAHA Sapnojit (6D)

Good Lasallian Student Award donated by the Class of 1987

HUNG Kwan Kei (2C)

CHEUNG Ian (2E)

KWONG Alexander (2E)

LIU Chit Man Reinhold (2E)

TANG Cheuk Hei (2E)

CHEUNG Chun Lok (2F)

TAM Yat Kwan (2F)

YIP Yiu Tin (4F)

WONG Hei Yeung Raphael (5B)

LEE Chun Yin Ryan (5D)

YIU Deep Fung Matthew (5F)

HUANG Rui Xiang (5G)

KWOK Long Fung (5G)

Brother Felix Sheehan Memorial Prize for English Language donated by the LSCOB

AU Hin Yeung (6E)	CHEUNG Ben Tak Hei (6E)
FOK Ching Hoi Andrew (6E)	LAW Vincent (6E)
CHENG Pak Long Aaron (6F)	HON Tung Lam (6F)
KONG Tsz Yui (6F)	LI Ho Yin (6F)
TSANG Justin Anthony (6F)	WONG Hoi Chun (6F)
WONG Tsz Wai (6F)	CHENG Shing Fung (6G)
CHOI Wai Ching (6G)	CHOW Wang Tsun (6G)
CHUNG Wai Hin (6G)	HAU Ka Chai (6G)
HO Joseph (6G)	LAI Ching Kei (6G)
MA Tin Lok (6G)	NGAI Ka Man (6G)
TING Shi Long (6G)	YEUNG Lok Tim (6G)

Brother Henry Pang Memorial Prize for Chinese Language donated by LSCOB

PAU Chun Kit (6F)	TANG Tsz Ming (6F)
WONG Tsz Wai (6F)	HO Joseph (6G)

Brother Patrick Toner Memorial Prize for Mathematics donated by the LSCOB

FARHAN Ishraq (6D)	FUNG Chun Wai (6D)
LAW Siu Kei (6D)	SHUM Kwan Shing Justin (6D)
YUNG Cheuk Long (6D)	TANG Wai Chit (6E)
WU Hiu Fung Aaron (6E)	CHEN Justin Christopher (6F)
KUNG Leong Hang (6F)	LI Ho Yin (6F)
SHUM Chun Pang (6F)	TO Sing Hin (6F)
CHENG Shing Fung (6G)	CHENG Yui To (6G)
CHOI Wai Ching (6G)	CHOW Wang Tsun (6G)
HO Joseph (6G)	KAN Cheuk Hin (6G)
KONG Sing Chun Herbert (6G)	LAM Cheuk Tsun (6G)
LAM Long Yin (6G)	MA Tin Lok (6G)
MUI Lok Yin (6G)	NG Chak Fung (6G)
TING Shi Long (6G)	YAU Kwan To (6G)
YEUNG Lok Tim (6G)	YU Ho Chun (6G)
ZHANG Zixiang (6G)	

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

TSANG Justin Anthony (6F)	CHEUNG Ka Nam (6G)
CHOW Wang Tsun (6G)	LAM Cheuk Tsun (6G)
NG Chak Fung (6G)	TING Shi Long (6G)
YAU Kwan To (6G)	YEUNG Lok Tim (6G)

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

Form 1	HUI Lok Brendan (1G)
Form 2	LEE Chit Yung (2E)
Form 3	LEUNG Ka Ho (3B)
Form 4	WONG Man Yin (4E)
Form 5	LI Chun Hong (5F)
Form 6	WONG King Chun Sherwood (6G)

Brother Bernard Guellec Memorial Prize for French donated by the LSCOB

CHEUNG Hok Ching (6D)

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

YEUNG Lok Tim (6G)	(6×5**)
CHOW Wang Tsun (6G)	(6×5**)
TING Shi Long (6G)	(6×5**)
HO Joseph (6G)	(5×5**)

Brother Michael Curtin Memorial Prize for Overall Academic Excellence donated by the LSCOB

Form 1	WONG Hoi Chun Daniel (1B)
Form 2	CHAN Pok Hin Anson (2D)
Form 3	LEUNG Ka Ho (3B)
Form 4	WONG Ho Yan (4G)
Form 5	CHEUNG Yan Shek (5G)

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

Form 1	OR Chun Hon (1G)
Form 2	YIP Pak Shun Eric (2F)
Form 3	LI Romeo Justin (3A)
Form 4	YIK Yu Hang (4E)
Form 5	YU Pak Sing (5D)

The Best All Round Student Award donated by the LSCOB

Form 1	MAK Chun Hin Ivan (1C)
Form 2	CHEUNG Ian (2E)
Form 3	CHAN Chak Fung (3B)
Form 4	CHIU Ho Hin Geoffrey (4G)
Form 5	KWOK Long Fung (5G)

Brother Eugene Sharkey Memorial Prize for Sports donated by the LSCOB

KWOK Ching Ryan (6F)

Scholarship (for Visual and Performing Arts) donated by the LSCOB

CHAN Nok Him (5C)

Ho Sang Memorial Scholarship (for Scouting activities)

MO Hong Chun (3F)	(F1-3)
CHOI Ming Hon Marcus (4F)	(F4-6)

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

YEUNG Lok Tim (6G)