

LA SALLE PRIMARY SCHOOL



School Report
2020 – 2021

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Our School

La Salle Primary School is an aided boys' school established in 1957. The sponsoring body of our school is “The Brothers of the Christian Schools”.

Our school facilities include: 36 classrooms, 1 assembly hall, 1 playground, 1 library, 1 indoor swimming pool and 14 special rooms (2 computer rooms, 2 music rooms, 2 language rooms, 2 visual arts rooms, 1 indoor playground, 1 student activity room, 1 reading corner for P.1 & P.2 students, 1 resources centre for General Studies, 1 room for campus TV and 1 chapel).

"Fides et Opera" is our school motto. Our mission is to give a human and Christian education to the young, paying particular attention to the needy. By touching the minds and hearts of the children confided to our care, and by providing the highest quality of education, we aspire to be the best primary school in Hong Kong.

La Salle Primary School offers a broad curriculum and a range of opportunities for our boys to achieve excellence in academic, creative, social, cultural, sporting and community endeavours. Our aim is to empower our boys to be ready for the 21st century with a love for learning.

Achievements and Reflection on Major Concerns

Major Concern 1: To empower students to be ready for the 21st century with a love for learning

It is our goal to equip students with skills and proper values to cope with the ever-changing world of technology in the 21st century. This year the School continued to focus on fostering students' positive values and attitudes, and promoting the notion of learning for life.

Regular face-to-face learning and teaching had been hampered by the COVID pandemic; however, the effort made by both the teachers and the students had ensured that a high standard of learning and teaching was maintained in a combination of online and face-to-face classes.

Achievements

To help students extend their horizons by developing life-long learning capabilities

Developing students' self-directed learning capabilities continued to be the focus of the curriculum across all subjects this school year.

The Chinese Department continued to strengthen the use of 3-tier note-taking technique in which students learned how to circle the key information, take point-form notes and flowchart notes to highlight key points, organise information, or even take notes of their own to supplement the printed and taught materials. Students also used the note-taking technique to help organise and elaborate their ideas in their writing.

The collaboration between the General Studies teachers and Teacher Librarian improved students' reading skills. Students systematically learned how to apply different thinking and analytical skills.

Both the General Studies and the Science Departments continued to develop students' generic skills, IT communication skills and collaborative skills through project learning. To cultivate continuous learning skills, the Music Department required students to compile their "self-directed" music experience profile, and encouraged students to take part in different music events.

In English, different multimedia tools were used in Oral lessons. Google suite and a range of applications were used to enhance self-learning skills and to cater for individual differences. Different questioning techniques and teaching strategies were used to cater for learners' diversity and to enhance interaction.

In order to develop students' self-directed learning abilities, Science teachers asked students to search for applications and online resources that corresponded with the content of learning in P.5 and P.6. This year, some P.5 students made videos about closed circuits and shared with classmates.

In Putonghua, the activities, namely "Monthly Listening" and "Flipped Classroom", on e-Smart eLearning platform were used to strengthen students' listening skills. In addition, P.4-6 students were taught to use an online text-to-speech converter tool to complete pinyin activity sheets. The result was satisfactory.

During the time when face-to-face classes were suspended, the library introduced various free e-book platforms through the School's online Self-Learning Zone. This provided students an access to extended reading, and also encouraged self-directed learning. In addition, in the Personal Growth curriculum, various learning skills and strategies were introduced to improve students' learning efficacy. Self-management strategies, such as preparing a timetable for daily routine and setting up a personal learning schedule, helped students establish a healthy lifestyle and good time management skills.

To further develop students' reading habits and interests

The School continuously strived to cultivate students' reading interests and habits. While the School library was not open to students due to the pandemic, Teacher Librarian made a number of online videos to recommend various types of books for students to read at home. Augmented reality (AR) books were also introduced in order to cultivate a love of reading in students. Online reading games were also used to make reading a fun experience for students.

The Chinese Department adopted a teaching strategy called "Teaching by Reading", in which a writing task was preceded by in-depth reading and analysis of selected passages. This strategy improved both students' writing skills and motivation. During the third term, the P.1 subject teachers and Teacher Librarian worked together to select a collection of library books related to a specific teaching unit for conducting "Teaching by Reading"

lessons. This collaboration not only helped students improve Chinese, but also promoted the notion of “Reading to Learn”.

In English, a wide range of Literature books and literacy devices were introduced in Literature lessons in P.1 and P.6. The Mathematics Department and the library also worked together to promote the “Reading to Learn” initiative by ordering new maths-related titles and putting some maths-related books on the recommendation list. As World Maths Day was held in March, Teacher Librarian spent one lesson in each of the classes across P.1-6 to introduce some maths-related titles available in the library. Students were also encouraged to make good use of the free online ebooks to foster a love of Maths.

The General Studies Department also worked with the library to promote understanding of Chinese history by joining a Chinese history promotion scheme funded by Endeavour Education Centre Limited. The initiative was to encourage students to read more Chinese history books for leisure in their spare time.

In Science, the collaboration with Teacher Librarian was also accomplished. Books about ‘micro:bit’ were purchased and recommended to P.5 students during the Project Learning period.

To promote STREAM education into the Mathematics, Religious Knowledge, Free Reading, Visual Arts and Science curriculum

The School continued to promote the STREAM education, and cross-curriculum learning and teaching to increase students’ interests and to enrich their life-wide learning experiences.

Digital Studies (DS) teachers introduced the newly renovated Big Bang Room to students during the DS lessons. The new in-house technology such as IOT devices, laser cutters and Temi the Robot were introduced. In addition, 3D printing was incorporated into P.5-6 DS curriculum and students made use of the STREAM skills they acquired in class to complete their Project Learning tasks and activities. In the P.5 micro:bit project, students created a closed circuit using micro:bit and wires. A sample was first presented as demonstration and then each student was required to create a robot that could advocate personal hygiene.

The Mathematics Department had planned hands-on maths-related craft activities for P.3-6 students in order to strengthen their ability to integrate and apply their knowledge and skills to solve authentic problems. The activities were completed successfully as they were set up based on students' interests and ability. Students were able to share their building process on self-made video clips and show photos or videos of their final works on the Google Classroom platform. The result was satisfactory.

The Visual Arts Department used the word "movement" as the concept and asked students to create their art pieces with simple materials based on STREAM concepts. Most students were able to complete creative pieces.

To further integrate technology into learning and teaching

Science teachers integrated different applications and online resources into their lessons to enrich students' scientific knowledge and skills. This year, some online materials were incorporated into each chapter across all levels. Through the use of different applications and online resources, students found great interests in learning science. Students also finished all Flipped Classroom exercises through the online platform e-Smart.

The Religious Knowledge teachers had become quite competent in the use of IT technologies in class. Aside from Quizizz, the Bible application and the use of QR code, teachers also used Edpuzzle and iBeacon in their classes in order to keep novelty and fun in the classroom.

The Putonghua Department uploaded online interactive educational games to Google Classroom during the Easter holidays. Students could easily access the games by using the QR codes. The use of interesting online games and activities effectively strengthened students' knowledge of initials and finals in Pinyin and helped them understand the syntactic structures of Putonghua.

The Chinese, English and Mathematics Departments adopted various electronic media and online worksheets to teach P.1-6 students basic photography skills and help them develop appreciation in the art of photography. This not only widened students' horizon, but also cultivated their love for photography. In addition, teachers also selected talented students to join the Visual Arts School Team for advance training. The training was conducted through various online activities, Google Classroom, online video conferences and electronic media. Participating in open contests gave students concrete goals and

opportunities to practise. Therefore, team members could maintain a high artistic standard and keep their creative passion for arts.

The Physical Education Department made use of the teaching resources from EDB and online learning platforms to facilitate learning and teaching. This strategy successfully catered for the learner diversity in each class and the result was satisfactory. As a result, despite the challenge of face-to-face class suspension, subject teachers continued to be able to teach students various PE skills and knowledge effectively.

Reflection

Continue to improve students' self-directed learning capability

The Chinese Department will continue to adopt the “Learning by Reading” strategy, and to guide students to use various note-taking skills to organise and elaborate ideas.

The collaboration between the General Studies Department and the Teacher Librarian would also continue. This school year, the GS teachers selected relevant newspaper articles for students according to the curriculum. This was intended to be extended reading to strengthen and broaden students' knowledge on specific topics. However, some students lacked elaboration and justification skills when it came to analysis and comments. It is suggested that teachers should explicitly explain the requirements of the task beforehand. To further develop students' thinking and elaboration skills, teachers should emphasise that the three critical elements (i.e. Discovery, Guess, Suggestion) are inter-related and thus should always go hand-in-hand in critical thinking.

Most English teachers agreed that students' exposure to wider range of literature books has fostered their passion and ability for learning. Teachers also agreed that the creativity and presentation skills of students were improved. Students' self-learning skills were enhanced by using Google Suite and different applications. With the use of different questioning techniques and teaching strategies, students' learning efficacy was enhanced.

Some students of upper levels are very fond of Science and some of them even made videos to share with other classmates. It is suggested that we should extend the development of students' self-directed learning abilities to P.2 by asking them to search for applications and online resources that correspond with the content of learning.

Continue to promote ‘Reading to learn’

Students showed extraordinary interests in history topics. Many students responded enthusiastically by participating in the history reading scheme and returning their history reading record to the School. Due to the pandemic, this reading scheme was limited to sharing between students and their parents at home. It is suggested that the School can continue the scheme next school year and encourage students to share their reading and afterthoughts with schoolmates so as to foster a reading culture among peers in school.

The Chapel was not open to the students this school year. As a result, the regular Bible storytelling and book recommendation sessions could not be held at the venue. If the COVID-19 prevention measures persist in the near future, it is suggested that similar religious sharing activities can be conducted during the morning assembly through the School’s PA system.

The Chinese Department will continue to promote Chinese book reading at the junior levels. It is expected that this could arouse students’ interests in reading Chinese books. The Mathematics Department and the General Studies Department will continue to collaborate with Teacher Librarian to promote Chinese history books and Maths-related book reading.

To enhance STREAM-related learning opportunities

Cross-curricular collaborations and hands-on maker projects will continue next school year. The goal is to strengthen students’ capability to integrate and apply their knowledge and skills. The DS Department is in hope that STREAM-related extra-curricular activities and open contests, which were cancelled due to the pandemic, could be resumed next year.

The majority of Maths subject teachers concurred with the conclusion that hands-on maker projects and activities could facilitate the development of STREAM education in school. Thus, it is suggested that such activities should continue and even be conducted in all levels in the next school year. Videos clips and the works made by students could be compiled and showcased on the School’s digital signage.

This year, a post-exam activity of Elementary Aviation Trial Training Programme for P.4-6 was held in school to introduce the aviation science and the basic flying skills using a flight simulator. Students were enthusiastic and the School hopes that the programme can continue next year.

To use multi-media tools and eLearning platforms to foster creativity, critical thinking, collaboration and communication

The extensive use of eLearning tools for online classes this year had improved students' IT proficiency in leaps and bounds. All subject departments had reached the consensus that the use of eLearning technology should be further enhanced next year. For instance, Flipped Classroom and online research activities provide students with meaningful tasks to access in-depth resources at their own pace. In addition, the eLearning platforms also enhanced teacher-student interactions after class, providing a new means for sharing and homework submission.

P.2-6 Science projects were conducted during the face-to-face class suspension. Although most students were able to use the IT skills they acquired in DS lessons (e.g. Google Doc, Google Sheet, Google Slides) to complete the projects, some occasionally required individual support when unforeseen internet connection or other technical issues arose. It is suggested that teachers should encourage students to use Google Classroom frequently as a sharing and discussion platform.

The Music Department also had measures to ensure that learning was not suspended during the pandemic. Self-directed learning resources and links to videotaped concerts were uploaded to Google Classroom. Students were encouraged to upload their self-made music instrument performance videos to share with classmates. Students' response was positive, and they demonstrated tremendous efforts and enthusiasm in completing the tasks. It is suggested that such online activities should continue next year.

In addition, most Maths teachers agreed that the use of tablets in classroom was a self-motivating learning experience for students to construct knowledge of their own. Due to the COVID pandemic, students were prohibited from using the School's tablets for class activities. As a result, those eLearning activities were limited to demonstration conducted by teachers instead. The Maths teachers would try to look for more Maths eLearning applications that would be suitable for inquiry-based learning activities and provide students more opportunities to use the tablets in class.

Looking ahead

The pandemic has been a challenge for education in general. Face-to-face classes were reduced and replaced by online lessons. The amount and variety of class activities were reduced due to the health protection measures. Life-wide learning activities were also limited. This affected the School's original target of identifying and coaching the best while providing early support to students with special education needs. Looking ahead, the

School remains in high hopes that normal schooling in Hong Kong will resume soon. At the same time, the School will keep abreast of new developments and constantly review the curriculum in a flexible manner. In short, a whole school effort will be needed to provide a great variety of learning experiences to students in order to cultivate students' generic skills, facilitate inter-disciplinary collaboration, strengthen the application of IT technology in education. The ultimate goal is to cater for learner diversity and empower every student to be ready for challenges and opportunities in the 21st century.

Major Concern 2: To engage in collective inquiry and sharing to improve learning and teaching efficacy

Achievements

To encourage collective inquiry and sharing, a wide range of teaching and learning activities were designed and implemented across subjects with the collaboration between the teaching staff as well as students, who were all able to benefit from the resulting synergy, which did not only allow teachers to flourish professionally and students academically, but also solidify the bond and brought the School closer as one.

Inquiry-based learning and collaborative culture among students

With an aim to stimulate inquiry-based learning and foster a collaborative culture among students, teachers of various subjects frequently conducted lesson preparation together to devise the best-suited syllabus and pedagogy along the academic year.

In Chinese, P.4 to P.6 students were arranged to upload audio files of their speaking practice to the electronic platform for in-class appreciation and constructive feedback from peers as well as the teachers to enhance their performance.

In General Studies, a total of four meetings were held during the second and third terms for collaborative lesson planning to discuss appropriate teaching strategies and activities. To help students gain in-depth understanding and enhance learning efficacy, teachers also utilised resources provided by the publisher, such as “Flipped Classroom” and “Discover the Districts”, as well as other informative media like ETV and the Internet, to facilitate students’ lesson preparation and consolidation after class.

In Music, most students managed to self-study by means of the eLearning platforms Google Classrooms to widen their musical knowledge and boost learning efficiency. Some students even shared video clips of their instrument performance on Google Classroom, where classmates would give praises and encouragement, reinforcing an online collaborative culture. Both independent learning capabilities and communication among students were highly facilitated.

In Digital Studies, the collaborative learning mode of “small teachers” was adopted to establish a learning community, in which students with diverse capabilities were able to complement each other and foster a caring culture. Students with the role of “small teachers” engaged themselves proactively, developing their leadership skills and sense of responsibility.

In Religious Knowledge, five minutes were spent at the beginning of every lesson on recapturing the highlights of the previous lesson. This also gave students a chance to reflect upon and share their life experiences. Most of the students were eager to share their experiences with their classmates during the lessons.

To promote “reading to learn” and enhance STREAM-related learning opportunities, theme-based exploration activities were implemented across Free Reading and Science, enabling students to apply reading strategies to construct knowledge. In this collaboration, the Teacher Librarian introduced books about micro:bit to senior students so that they could write micro:bit programmes and work on exploration activities in Science lessons. The Teacher Librarian also trained 36 senior students as Student Librarians to assist in the borrowing service of Home Reading books. As for junior students, 24 Reading Ambassadors were trained to help with affairs in the library during Free Reading lessons and lead their classmates in the participation in a range of reading activities, where students were also encouraged to write simple book reviews and recommend books to the class in an effort to establish professional learning communities.

Collaborative culture and professional development among teachers

Co-planning sessions and panel meetings enhanced professional communication and successfully cultivated a collaborative culture among teachers of all subjects, who were thus able to share effective teaching practices and strategies, allowing the entire teaching staff to refine their lesson structure, increasing teaching efficacy on the whole.

For English, good practices were shared and promoted in teaching P.1 and P.6 literature through collaborative lesson planning. Through co-planning, 21st century skills were incorporated into everyday teaching and learning in all levels.

For Mathematics, teachers of all levels frequently planned lessons together with the aims to discuss how to promote reading Mathematics-related topics among students, integrate information technology into classrooms, arrange activities for students to learn by doing, etc. This year, a new syllabus was implemented in P.1, P.2 and P.4. Moreover, the medium of instruction and textbooks used in P.1 were all switched to English. The time and frequency of collaborative lesson planning therefore increased by a fair amount.

For both General Studies and Science, new textbooks were used this year. Co-planning sessions were held regularly so as to share, review and adopt the best teaching practices and strategies.

For Physical Education, lessons were also planned in a collaborative effort. This facilitated communication between teachers and allowed teachers to gain deeper insight into effective teaching skills of various sports.

For Free Reading, the Teacher Librarian collaborated with different departments to achieve cross-subject teaching. For example, “Co-teaching Programme” was implemented with the Chinese Department, “Literature Corner” was set up in the library with the English Department to provide students with high-quality books in English literature, “Pi-Day” was held with the Mathematics Department, and teaching materials were devised with the General Studies Department to help students acquire and hone news-reading skills. Students were also arranged to take part in a Chinese history-learning programme organised by Endeavour Education Centre Limited, in which the library enriched its resources in Chinese culture and history to encourage students to read more about such topics. Furthermore, the Teacher Librarian collaborated with the social workers to set up “Teaching Resources Corner”, providing parents and teachers with suitable books to facilitate students’ learning.

For Personal Growth Education, most teachers agreed that panel meetings and level meetings strengthened communication between the panel heads, social workers and teachers so the curriculum structure and content could be reviewed in a collaborative effort, which deepened teachers’ knowledge of the syllabus and boosted teaching efficacy.

With professional development among teachers in mind, staff meetings, staff workshops and training sessions were organised throughout the year, resulting in enhanced professional sharing.

To suit the needs of the curriculum, different types of workshops were held to strengthen the professional capacity of teachers. Workshops organised by the Digital Studies Department included 3D Pen, Laser cutting, Robot Temi, IoT, 3D printing and Micro:bit; for the Visual Arts Department, “Printing Workshop” was organised; the Counselling Team collaborated with the Student Support Team to arrange “Fostering Psychological Well-being through Mindfulness”, helping teachers to acquire techniques to recognise issues in student behaviour and emotions, and to relieve stress.

In Putonghua, new textbooks were used this year. The Department Head encouraged subject teachers to participate in the “Online Teaching Resources” briefing session organised by the publisher and invited the publisher to our School to talk about methods and strategies in using eLearning platforms and teaching software, all of which greatly benefited the teachers.

By holding meetings from time to time, the Counselling Team solidified the consensus of teachers implementing school-wide counselling work and helped teachers to acquire techniques to recognise and handle issues in student behaviour. The social workers also held follow-up meetings with class teachers and subject teachers for referral cases, allowing teachers to gain deeper understanding of the core problem and hone intervention techniques so as to raise counselling efficacy.

Reflection

Inquiry-based learning and collaborative culture among students

For Chinese, students were required to submit audio files of their speaking exercises through the online platform for teachers to better understand their speaking performance so that feedback could be given accordingly during class, enhancing teaching efficacy.

Due to the pandemic situation, student group creation activities of Music and group learning activities of Digital Studies were cancelled. The activities organised by Discipline Team, Counselling Team, Personal Growth Education, Library and Student Support Team had also been cancelled. It is recommended that arrangements be made in the coming year to strengthen cooperation with other subjects and teams. The workshops and seminars arranged by Discipline and Counselling Teams were held online instead. It is recommended to arrange face-to-face communication as far as possible under safe conditions in the coming year.

For Digital Studies, Small Teacher Programme should continue to be implemented to enhance collaborative culture.

For Religious Knowledge, setting aside 5 minutes in each lesson for reviewing had a great effect. Students could learn a lot from the "Ten Commandments".

The Teacher Librarian cooperated with different subjects had enhanced students' learning and reading motivation. Most student librarians and reading ambassadors could accumulate experience from the service and improve their leadership skills.

Collaborative culture and professional development among teachers

Most teachers agreed that teaching efficacy was enhanced through co-planning meetings among teachers.

The Chinese Department encouraged teachers to continue to share their experiences and strategies in using e-learning platforms or software in panel and level meetings in the hope of building a professional learning community.

For English, teachers agreed that teaching effectiveness in Primary 1 and Primary 6 Literature lessons could be enhanced through collaborative lesson planning. Moreover 21st Century skills such as communicative skills and creativity were discussed during Primary 1 to 6 co-planning meetings.

For Mathematics, teachers agreed that collaborative lesson planning, professional sharing and workshops of the new curriculum contributed to the enhancement of professional development and collaborative culture among teachers. In the coming year, Primary 1 and 2 Mathematics will be taught in English, and a new curriculum will be introduced in Primary 3 to 5. Teachers agreed that they need to continue to strengthen collaborative lesson planning and professional sharing and arrange more group activities to improve learning and teaching effectiveness.

With the introduction of the new Science, General Studies and Putonghua textbooks, more co-planning sessions were held regularly in this academic year. Most teachers agreed that the co-planning sessions allowed them to share their teaching experiences and helped to improve learning and teaching efficacy.

General Studies' teachers recommended that they should focus on high-level discussion activities and share more teaching resources in the future to improve learning and teaching efficacy.

Science teachers found the seminars or workshops interesting and worth joining. They are encouraged to join different seminars or workshops related to STREAM in the coming academic year.

For Putonghua, teachers found that inviting publishers to the school to share the methods and strategies of using e-learning platforms or educational software would help teachers make better use of new teaching materials.

Digital Studies Department had arranged workshops on new IT equipment and teachers agreed that the co-planning sessions could improve learning and teaching efficacy.

For Visual Arts, it is recommended that co-planning sessions should be arranged each term. Teachers in the same level will jointly revise and enrich the teaching materials to improve the effectiveness of learning and teaching.

For Physical Education, the collaboration between La Salle Primary School and La Salle College was suspended this year. However, our teachers will continue to communicate with the teachers in La Salle College and have more collaboration with them. Teachers are encouraged to participate in thematic seminars or workshops related to curriculum development.

To effectively take care of teachers' mental health, the Discipline and Counselling Teams will consider providing teachers with more counselling information in the coming year. It is recommended that arrangements should be made to strengthen teachers' support in dealing with student problems.

Major Concern 3: To nurture our boys to become ‘bona fide’ Lasallians

Achievements

To encourage our students to develop as “bona fide” Lasallians, school-based learning programmes were organised, teaching our students to have good manners.

Setting up classroom rules

To develop students’ initiative, self-discipline and positive characters, classroom rules were posted in classrooms at the beginning of the school year. Established with input from both teachers and students, the rules were set based on mutual trust and respect, as well as showing love and care for each other.

Good Student Award Scheme

The theme of the Good Student Award Scheme was ‘Respect’. In each stage, certificates and badges were presented to the students who always showed respect to others as a token of recognition and encouragement.

The champion of each class was awarded a badge along with a certificate this year. Students responded enthusiastically, making the Scheme’s overall execution a success. Most teachers agreed that the Good Student Award Scheme had effectively strengthened the students’ positive behaviour and increased their learning motivation. Therefore, the School will continue to run the Scheme in the coming year.

Big Brother Scheme

The Big Brother Scheme started from November 2021. Eighteen P.6 students were on duty during the second recess, assisting P.1 students in tidying up their school uniform and belongings, and taking care of those P.1 students with weaker self-care and social skills.

Personal Growth Education

The school-based Personal Growth Education (PGE) covered four key areas: Personal, Social, Academic and Career, to cater for the developmental needs of all students.

Most class teachers reported that students actively participated in class discussions in a relaxed learning atmosphere. They also agreed that the PGE lessons effectively helped students to explore their potentials, build up good interpersonal relationships and cultivate their positive attitudes towards work and learning.

Reflection

Setting up classroom rules

A more comprehensive and viable reward and punishment system based on the classroom rules is recommended to remind and encourage students to be always self-disciplined.

Good Student Award Scheme

The scheme was launched in October 2021 and the implementation period of the first stage was relatively short. In the coming year, the Good Students Award Scheme will be launched in mid-September, and the booklets will be printed during the summer holidays.

Big Brother Scheme

The Big Brother Scheme promoted the caring culture within the school, and it also helped P.1 students to adapt smoothly to their primary school life.

In order to strengthen the communication and bonding between the Big Brothers and the P.1 students, it is recommended to organise more theme-based activities such as playing games in the game room and telling bible stories in the chapel during recesses in the coming year.

Personal Growth Education

The school-based teaching materials have been used for many years. It is recommended that consideration be given to replacing them with a new set of materials from a suitable publisher.

Our Learning and Teaching

Moral, Civic and National Education

Moral, Civic and National Education is an essential element of whole-person education. It aims at cultivating students' positive values and attitudes, and a strong national identity among the students through the school curriculum and the provision of diversified learning experiences.

Our school not only adopts a number of permanent programmes, including the “Good Student Award Scheme” and “Big Brother Scheme”, but also uses a diversified service team to cultivate students' sentiments of caring for themselves and serving others.

In addition, the school organised activities such as the display of the national flag and the regional flag, and playing and singing of the national anthem on National Day of the People's Republic of China, National Security Education Day, National Security Education Day and Hong Kong Special Administrative Region Establishment Day. The teacher-in-charge explained the importance of National Security Education Day in the morning assembly and information of the National Security Education Day was put on school bulletin boards. Students are asked to participate in the 2020 National Constitution Day Online Competition and 2021 National Security Education Day Online Competition which enhanced their national identity and sense of belonging to the motherland.

Reading to Learn

With the theme “Reading to Learn”, our School Library rolled out a series of activities to encourage students to read more and cultivate a reading atmosphere in the campus.

The School Library collaborated with other teams and subject departments to bring an array of interesting ways to promote reading for all. They included a co-teaching programme with Chinese Language Department, an activity of “Learning Chinese culture and history” with General Studies Department, the “Pi-Day” with Mathematics Department, as well as other entertaining activities such as Lantern Riddle Games in the Year of the Ox’s Reading Activity. All the activities were organised successfully. It was nice for the students to learn different knowledge by joining the storytelling sessions.

We believe that reading is beyond boundaries. The School Library made good use of the Zoom and e-Resources during class suspension to promote quality reading materials in electronic format and the use of technology in enhancing students’ reading experience. Moreover, the Teacher Librarian shared how reading influences her life through video clips which have been uploaded to the Self-learning Zone. After the class resumption, the Teacher Librarian carried out follow-up activities during the Free Reading lessons. For instance, interactive storytelling sessions of “Sherlock Holmes” enabled students to discover the incredible benefits of reading in an interesting and exciting way.

Since reading is a key to unlock wisdom, the Teacher Librarian will continue to arouse students’ interest in reading and foster the reading culture around our campus. We promise that more is yet to come to bring our students more out-of-the-box library experience.

Project Learning

Project Learning is an effective learning strategy which helps promote self-directed learning as well as self-reflection among students. It helps them connect knowledge, skills, values and attitudes through different activities which involve other Key Tasks, such as Reading to Learn and Information Technology for Interactive Learning. Due to the class suspension, students created slideshows and presented their projects online using PowerPoint. The topics of the General Studies Project for this school year are listed below:

P1 : Happy Campus Tour

P2 : Leisure Planning

P3 : Hong Kong Attractions

P4 : World Travel

P5 : Financial Management

P6 : Global Environmental Issues

Information Technology for Interactive Learning

The School has two computer rooms (WOW Room and Big Bang Room), equipped with 3D printers, 3D laser cutter, unmanned aerial vehicles, IoT devices and other electronic gadgets, aiming to introduce the latest technology to our students. All classrooms, special rooms and most of the open areas have Wi-Fi access, the School has provided teachers with iPad and Laptops to allow them to engage students in interactive learning experiences on campus.

The School has adopted iBeacon technology. iBeacon technology allows LaSallePrimary Mobile App to understand the position on a micro-local scale across the campus, and deliver event e-leaflet to users based on location. LaSallePrimary Mobile App also remarks 60 LSPS icons related to our school religious background and history which allows students to learn about the history of the school in an interactive way. In addition, Digital signage device has been set up to release information about school activities and students' learning achievements.

Various e-platforms are employed to make teaching and learning interactive inside and outside the School. We have adopted Google Suite to facilitate the eLearning process. Google classroom and Google Drive are used to distribute learning materials and assignments, allowing students to conduct online discussions and cooperative learning. This would increase mobility in learning and help develop students' self-directed learning ability. In addition, teachers would use various apps to teach and exchange professional experiences with other teachers, thereby enhancing teaching effectiveness.

Our STREAM education enables students to have a broader knowledge base. The School has turned STEM education to STREAM by adding two elements, "R" for Religious Knowledge and Reading and "A" for Visual Arts. Through the cooperation of various subjects, students can learn about science, technology, mechanics, mathematics, visual arts and spirituality. Teachers in our school continue to use the G suite platform to conduct "flipped classrooms". Students can use various IT tools to prepare for classes at home, explore the learning focus and have a better understanding of the learning content.

Extracurricular Activities

A multi-intelligence learning activity will be provided to our students every Friday during the ECA periods. Based on the classification of multi-intelligence development of the students, they will be placed into general groups or selected groups, with the aim of tapping into their interests and expertise, giving students the opportunity to try and learn different extracurricular knowledge and skills.

The selected groups are mainly for students with strong or weaker abilities, including language, mathematics, information technology training and learning support programs. The School also has arrangements for the Cub Scouts and the Grasshopper Youth Club training on Saturdays.

The general groups are aimed at the development of students in Linguistic, Logical/Mathematics, Intra & Inter personal, Music, Spatial, Bodily-kinesthetic, Natural, and Creativity & Technology.

The Parent-Teacher Association of our school organises a wide range of interest classes for students. It assists the School to help students to achieve the aims of whole-person development. Students can make good use of their spare time to participate in multi-intelligence courses which enable them to develop the life-long learning capabilities.

However, due to the COVID-19, most activities were cancelled this year.

Support for Student Development

In catering for the developmental needs of students and student diversity, the School adopted the Comprehensive Student Guidance Service system and the Whole School Approach to Integrated Education.

To provide an accommodating learning environment for students with Special Educational Needs (SEN), two teaching assistants were employed assisting the Student Support Team. We made efforts to ensure that students with SEN were identified at the early stage and provided timely supportive measures through deploying the Learning Support Grant and the additional SEN Support Teacher (SENST) provided by EDB.

Professional assessment and training service were provided by our School-based Educational Psychologist and Speech Therapist. The Educational Psychologist also engaged in implementing and monitoring the policies on accommodation measures and crisis management.

The Counselling Team devised viable strategies and plans with a view to providing students with developmental, preventive and remedial services.

To promote a caring culture, the School participated in the ‘Caring School Award Scheme 2020’ organised by the Hong Kong Christian Service and was presented the “Caring School Award”.

Workshops and talks for teachers, parents and students were run to enhance professional capacity of teachers in catering for students with SEN, promote parent-child communication as well as parenting skills and foster the inclusive culture among students at school.

Support for Students

- To help our P.1 students fit in with the new school environment, the Counselling Team launched the 'Big Brother Scheme'. Starting from November 2020, eighteen P.6 'Big brothers' were on duty during the second recess, assisting P.1 students in tidying up their school uniform and belongings, and taking care of those P.1 students with weaker self-care and social skills. The Scheme effectively promoted the caring culture within the school. Besides helping P.1 students adapt smoothly to their primary school life, it also helped nurture the P.6 students to be caring for others.
- The "Parent-teacher Meeting for Newcomers" originally scheduled for 29 August was cancelled due to avoidance of a large crowd gathering. A video touring the school campus was sent to new students and their parents instead. The School Social Worker also arranged counselling sessions for transferred students. The new students found both the video and the counselling sessions useful as they helped them know more about the school routine.
- During the school suspension period, five PowerPoint presentations were prepared for all students, providing them with useful tips on setting up daily routine and staying positive, dealing with negative emotions and preparing for school resumption.
- A special Personal Growth Education (PGE) lesson about Positive Thinking and Gratitude was arranged for all students. It was co-taught by Class Teachers and the School Social Workers via Zoom from January to February 2021.
- To promote positive mental well-being among students, an interactive play video "情緒健康 Go Go Go" was delivered to P.5 students in April 2021 during the PGE lesson. A debriefing session was conducted by Class Teacher after watching the play.
- A set of cards with encouragement messages was specially designed for students. Each student received one of the cards from Class Teacher with the aim of promoting students' positivity before examinations.
- A talk on "Living a Positive Life and Creating a Loving and Caring School" was held for P.2 & 3 and P.4 & 5 students respectively in July 2021, teaching them how to think in a positive way and communicate well with others.
- To provide support for needy students, the School joined the Community Care Fund Assistance Programme for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning. Each needy student received three storybooks under the Dream Reading Scheme organised by the Hong Kong Creative Learning Association.

- The Student Support Team aimed at identifying P.1 students with Specific Learning Difficulties as early as possible through the “Chinese and English Reading Assessments”, “Early Identification and Intervention (EII) Programme for P.1 students with learning difficulties” and “*Learning Achievement Measurement Kit (LAMK)*”. *The Reading Assessments were conducted in early September and the EII programme was completed on schedule. However, the LAMK assessment was cancelled due to the pandemic.*
- Teaching assistants were deployed to provide administrative and in-class support for students with severe learning needs.
- The School outsourced professional training classes for students with Autism Spectrum Disorder (ASD), Specific Learning Difficulties (SpLD) and Attention Disorder/Hyperactivity Disorder (ADHD).
- Literacy training classes were provided via Zoom to P.1-6 students with Specific Learning Difficulties.
- Due to the pandemic, the after-school homework classes and training classes for ASD and ADHD students were suspended.
- An online interactive reading and writing software designed by the Starwish Learning Platform was provided to all students to enhance their learning motivation and assist students with dyslexia in acquiring language skills and text recognition.
- To increase students’ motor coordination and social skills, students were invited to join the recess activities such as playing multi-sensory games and board games with the teaching assistants.
- Clinical psychologist (CP) service was deployed for confirmed/suspected SEN students with severe emotional, mental or behavioural problems. Psychotherapy sessions were conducted by a qualified CP. Case conferences and evaluation meetings involving the SENCo, the School Social Worker, the School-based Educational Psychologist, parents and teachers concerned were held.
- The school-based Educational Psychologist (EP) had fifteen whole day in-school sessions this year. Besides joining all the meetings of Student Support Team, Crisis Management Team and Individualised Education Programme (IEP), the EP provided professional advice on goal setting and accommodation arrangements in the IEP plans and offered individual training to students in need, in particular the Tier 3 students. Formal assessments were carried out for students suspected to have Specific Learning Difficulties. The EP was also involved in implementing the accommodation measures for students in need and meeting their parents, giving them advice on how to support their child’s learning.

- The School outsourced the in-school speech training service by using the Enhanced Speech Therapy Grant. A qualified speech therapist (ST) provided 317 training hours for students with speech impairments this year. A co-planning meeting involving the ST and all P.3 Chinese teachers was conducted in January 2021 with the aim of enhancing students’ group discussion skills. To improve students’ social communication skills and speaking etiquette, a PowerPoint presentation prepared by the ST was given to P.2 students during recess in May 2021.

Support for Teachers

- A Zoom workshop on ‘Fostering Psychological Well-being through Mindfulness’ organised by the Counselling Team and the Student Support Team was held in August 2020 for all teachers.
- The ST gave a briefing session for all new teachers on how to make referrals for students suspected to have speech problems in October 2020. She also had case meetings with the Chinese teachers teaching students with mild or severe speech and language impairment.
- The SENCo and SENST had regular case meetings with subject teachers of Chinese, English and Maths to discuss the performance of the students with SEN and the effectiveness of the accommodation measures.
- Teacher professional development on catering for students with SEN:

Total no. of teachers	No. & % of teachers who completed			No. & % of teachers completed structured training on special education for at least 30 hours
	Basic Courses	Advanced Courses	Thematic Courses	
69	14 (20.2%)	8 (11.5%)	13 (18.8%)	23 (33.3%)

Support for Parents

- To assist parents in helping the P.1 students adapt to their new school life, an experience sharing session, jointly organised by the Counselling Team and the PTA, was held in November 2020.
- A webinar on “Tips on Use of Internet and Internet Security”, jointly organised by the Counselling Team and the Student Support Team, was held for parents. It aimed at giving parents some tips on monitoring their children how to use Internet safely and wisely.

- A video featuring how parents could help enhance the social skills of their children was prepared by the ST. It was sent to P.1-3 parents in February.
- Since many face-to-face classes and school events were cancelled, parents were kept updated about their child’s performance through Sunshine calls made regularly by subject teachers of Chinese, English, Maths, G.S. and Science.
- A PowerPoint presentation on Secondary School Places Allocation (SSPA) was sent to all P.6 parents, sharing with them the strategies to make secondary school choices for their sons.

Students’ Performance

In this year, students have outstanding performance in academic performance and extra-curricular activities. Our students have won various awards in international competitions.

The following list summarizes the achievement of our students:

Category	Competition	Item	Award
Visual Arts	“Mascot Design Challenges: Positive Parents – Hearts United with Children”	Group	1 st Runner-up: 1
	2 nd ‘Draw my Dreams’ Drawing Competition	Individual	Champion: 1 1 st Runner-up: 1 2 nd Runner-up: 1
	無塑海洋繪畫比賽 2020	個人項目	季軍一名
	Attack on Virus- The International Museum of Children's Art, Oslo, Norway	Individual	Diploma: 1
	International Festival of Owls Art Contest	Individual	3 rd Place: 1
	九龍城區鑽禧紀念章設計比賽	個人項目	冠軍一名 季軍一名
	“Check Your Trees Minimise Risk” Bus Banner • Tram Body Advertising Design Competition	Individual	Bronze Award: 1
	「無煙安樂窩」設計比賽	個人項目	亞軍一名
	第十六屆我的香港夢 2021 繪畫比賽	個人項目	亞軍一名

	2021 Population Census Poster Design Competition	Individual	Champion : 2 2 nd Runner-up: 1
	Picasso International Youth Art Competition	Individual	Bronze Award: 1
	International Zeichenwettbewerb FLOW International Art Competition Schwedt Drawing Competition	Individual	Preistraiger Altersgruppe II Award : 1
	Arts for The Future California 2020 International Student Art Contest	Individual	Honorable Mention Award : 1
	九龍城區鑽禧填色比賽	個人項目	冠軍二名 亞軍一名
	《香港品質保證局理想家園：第十四屆徵文、攝影、微電影、繪畫及海報設計創作比賽》	個人項目	亞軍一名
	香港母嬰護理學會慈善兒童繪圖大賽 2021	個人項目	冠軍一名
	E&M Carnival 2020 Poster Design Competition	Individual	1 st Runner-up: 1 2 nd Runner-up: 1
	E&M Carnival 2020 Four-panel Comic Drawing Competition	Individual	1st Runner-up: 1
	第 12 屆蘭亭獎世界青少年兒童書畫大賽	個人項目	特等獎三名

Music	13 th HK Students Open Music Competition	Individual	1 st Place: 2
	2020 View Win Chinese Instrumental Contest	Individual	金獎一名 銀獎一名
	2020 Youth Arts Trophy Music Competition	Individual	1 st Prize: 1
	2021 The 7th Macao-Asia Pacific Youth Piano Competition	Individual	Second Place: 1
	45 th HK Teenagers Piano Competition	Individual	1 st Runner-up: 1
	73 rd Hong Kong Schools Music Festival	Individual	First Place: 2 Second Place: 2 Third Place: 3
	Hong Kong Children and Youth Piano Contest	Individual	Gold Award: 1
	Hong Kong Music Talent & Performance Award	Individual	Bronze Award: 1
	Hong Kong Schools Music & Arts Festival	Individual	Gold Award: 1
	International Fringe Music Festival & Competition 2020	Individual	1 st Prize: 3
	International Fringe Music Festival & Competition 2021	Individual	1 st Prize: 2 2 nd Prize: 1
	International Fringe Music Competition 2021	Individual	1 st Prize: 1
	International Music Talent Online Competition 2020	Individual	1 st Prize: 1
	Joint School Music Competition 2021	Individual	Gold Award: 4 Silver Award: 2
	MF Music Competition 2021	Individual	Second Place: 2
	The 10 th Hong Kong Dream Children Music Festival	Individual	Champion: 1 1 st Runner-up: 1
	The 2 nd Musco Piano Competition	Individual	1 st Prize: 1
	The 5 th (Taiwan) Asia - Aegean Sea Music Competition	Individual	Third Place: 1
	The 8 th Hong Kong International Youth Performing Arts Festival (Hong Kong District Preliminary Round)	Individual	First Place: 7
	The 8 th Hong Kong International Youth Performing Arts Festival International Final Round	Individual	First Place: 1 Second Place: 2 Third Place: 1

	The 9 th Hong Kong Youth Barclampany Music Festival	Individual	Winner: 1
	Tokyo International Youth Music Competition 2020 (Preliminary Round)	Individual	Champion: 1
	Tokyo International Youth Music Competition 2020 (Hong Kong Region)	Individual	2 nd Runner-up: 1
	World Academy Dance & Music Open Championship	Individual	Champion: 1
	第十屆新聲盃全港中樂獨奏比賽 2021	個人項目	冠軍兩名
Sports	飛達田徑錦標賽 2021	個人項目	Champion: 4
	2021-22 Div.2 Age Group Long Course Swimming Competition (Part 2)	Individual	2 nd Prize: 1
	2021-22 Div.3 Age Group Long Course Swimming Competition (Part 2A)	Individual	1 st Prize: 1
	8 th All Hong Kong Inter-Primary Schools Tennis Competition	Individual	2 nd Prize: 1
	Nissin Cup Noodles Hong Kong Junior Tennis Series 2021 (Comp 1)	Individual	2 nd Prize: 1
	Nissin Hong Kong National Junior Tennis Championships 2021	Individual	2 nd Prize: 1
	1 st Global ITF Cyber Championships (Australia)	Individual	1 st Prize: 1
	1 st Gewinn ITF Pattern Malaysia Open International Taekwon-do E-Sport Challenge 2020	Individual	3 rd Prize: 1
	United ITF Australian Online National Championships 2020	Individual	3 rd Prize: 1
	General Choi Memorial Cyber Championships	Individual	2 nd Prize: 1
	2020-2021 A.S. Watson Group Hong Kong Student Sports Awards	Individual	Hong Kong Student Sports Award: 1
Academic	文化瑰寶朗誦才藝大賽	個人項目	冠軍一名 亞軍一名
	第一屆國際漢語節 2020/2021	個人項目	冠軍兩名
	The 8 th Hong Kong International Youth Performance Arts Festival 2020 Speech and Story-Telling Competition	Individual	1 st Prize: 1 2 nd Prize: 1

第七十二屆香港學校朗誦節	個人項目 (粵語)	冠軍一名 亞軍三名
	個人項目 (普通話)	冠軍兩名 亞軍兩名 季軍三名
	個人項目 (英語)	亞軍兩名 季軍兩名
Asia International Mathematical Olympiad Open Contest 2020 Final	Individual	Silver Honour: 1
Asia International Mathematical Olympiad Open Contest 2021 Semi-Final	Individual	Gold Honour: 1 Silver Honour: 1
Asia International Mathematical Olympiad Open Contest 2021 Final	個人項目	Gold Honour: 1 Silver Honour: 1 Bronze Honour: 1
Hong Kong Hua Luo-geng Cup Mathematics Competition 2021	Group	1 st Runner-up: 1
	Individual	2 nd Runner-up: 1
Hong Kong International Mathematical Olympiad 2021	Individual	Silver Award: 1 Bronze Award: 1
Sixteenth IMC International Mathematics Contest (Singapore) 2020	Individual	Gold Award: 1 Silver Award: 1 Bronze Award: 1
Thailand International Mathematical Olympiad 2020-2021	Individual	Silver Award: 2
The 11 th World Mathematics Team Championship (Hong Kong)	Individual	Silver Award: 1
The 28 th Hong Kong Primary Mathematics Olympiad 2021	Group	Champion: 1 2 nd Runner-up: 1
	Individual	Gold Award: 18 Silver Award: 14 Bronze Award: 27

	「華夏盃」全國數學奧林匹克邀請賽 2020 全國總決賽	Individual	1 st Class Honour: 2 2 nd Class Honour: 1 3 rd Class Honour: 1
	「華夏盃」全國數學奧林匹克邀請賽 2021(華南賽區) 晉級賽	Individual	1 st Class Honour: 2 2 nd Class Honour: 2 3 rd Class Honour: 1
	「華夏盃」全國數學奧林匹克邀請賽 2021 全國總決賽	Individual	1 st Class Honour: 1 2 nd Class Honour: 2 3 rd Class Honour: 2
	數學智能之第四屆全港數學挑戰賽	Individual	1 st Runner-up: 1
Others	2020 National Constitution Day Online Competition	Individual	Merit Award: 2
	第十七屆香港校際圍棋大賽	個人項目	亞軍一名
	全民運動 第 64 屆體育節—2021 年中國象棋全港公開快棋賽	團體項目	亞軍一名
	Distinguished Scout Group Award 2021 (Grasshopper Scout Ring)	Group	Award: 1
	Distinguished Scout Group Award 2021 (Cub Scout Pack)	Group	Award: 1
	The Golden Bauhinia Award	Individual	The Golden Bauhinia Award: 24

Financial Summary

La Salle Primary School Financial Report (1/9/2020 - 31/8/2021)

	Income \$	Expenditure \$
Balance B/F (Adjusted per Auditor's Report)	\$ 17,615,953.91	
I. Government Fund		
1. Salary for Staff	\$ 47,380,398.35	\$ 47,350,642.35
2. Expanded Operating Expenses Block Grant		
(A) Baseline Reference	\$ 1,424,450.94	\$ 1,139,293.43
(B) School Specific		
1) Revised Administration Grant	\$ 2,079,216.00	\$ 1,886,859.43
2) Air-conditioning Grant	\$ 591,161.00	\$ 547,784.00
3) Capacity Enhancement Grant	\$ 780,416.00	\$ 780,087.68
4) Composite IT Grant	\$ 587,386.00	\$ 457,614.00
5) Enhanced Speech Therapy Grant	\$ 166,960.00	\$ 222,770.00
6) School-based Management Top-up Grant	\$ 50,350.00	\$ 5,100.00
7) Top Up Student Guidance Service Grant	\$ 463,425.00	\$ 362,256.60
Sub-total:	\$ 6,143,364.94	\$ 5,401,765.14
3. Other Grants Outside EOEBG	\$ 6,805,456.98	\$ 6,477,278.24
4. Will be subject to clawback by EDB		\$ 454,168.84
II. Capital Reserve Fund (General Fund)		
Tong Fai (Note 1)	\$ 4,687,200.00	\$ 4,259,555.04
Donations & Other Income / Expenses (Appropriations for Furniture & Equipment for the year)	\$ 1,500,480.51	\$ 331,996.60
Approved Collection for Specific Purposes	\$ 17,020.00	\$ -
Balance C/F	\$ 19,874,468.48	(Note 2)

Note 1: Other incomes included rental received from tuckshop, stationery shop, schools premises & interest received etc.

Note 2: Surplus reserved for Major Repairs and purchase of Furniture and Equipment for non-government standard items.

Feedback and Follow-up

Empowerment for students to develop 21st century skills was evident with the development of lifelong learning capabilities through various hands-on experiences in their daily learning, enhancement of reading skills, STREAM development and infusion of technology into the curriculum. Various STREAM related cross-curricular activities were done as well as the Inquiry Based Learning Days. Various generic skills were developed such as creativity and critical thinking skills. Students were also taught to be resilient and adapt to changing circumstances brought about by the pandemic.

The Big Bang Room was open for students that aimed to provide other learning experiences such as AI (Artificial Intelligence) and IoT (Internet of Things).

Collective inquiry and sharing to improve learning and teaching was somehow affected by the pandemic. Nevertheless, students could collaborate through the use of Google classroom. There would be further development of collaborative lesson planning in future years to further cater to students diverse learning needs as well as the professional needs of the teachers.

There would be further enhancement of the school organization in the coming year with the addition of the third vice principal. This would improve working practices and processes once there was reorganization of internal functions for efficiencies. Accountability would also be strengthened.

The School hopes to continue to empower middle managers with various administrative tasks and responsibilities. All APSM teachers were required take up various administrative tasks as required by the Education Bureau. There would be continued monitoring and evaluation by various school administrators.

Students were encouraged to be Bonafide Lasallians that embodied the spirit of faith, zeal and community. They had to show love and care to those around them and were encouraged to be responsible students and citizens.