

LA SALLE PRIMARY SCHOOL



School Report 2022 – 2023

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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 to P.3 students, 1 resources centre for General Studies, 1 Talent Hub 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 cultivate students into self-directed pioneers and life-long learners

To cultivate students into self-directed pioneers and life-long learners, this year the School focus on fostering students' positive values and attitudes, and the culture of learning for life. We strive to cultivate students' generic skills, to help them to acquire and construct knowledge via multiple sources, and to lay a solid foundation for whole-person development.

Achievements

To develop multiple talents and potential of students

Students were encouraged to participate in external competitions in various subjects this year. Through these experiences, students could develop their potential, observe and learn from each other, elevate their abilities and improve their performance in different aspects.

To foster students' self-learning ability, students were encouraged to prepare and collect information for project learning in various subjects. Such data and resources were shared via Google Classroom, classroom displays and during classes. Not only students managed to communicate effectively, but they also engaged in self-evaluation and self-reflection.

For Science, most students participated actively in the project and they were especially interested in the hands-on activities. They were able to do a simple presentation to share their good practice with other students.

The Music Department promoted engagement by encouraging P.2 to P.6 students to submit a Music Portfolio where students were to attend concerts, participate in competitions and performances. Using a variety of apps on the iPads, students were motivated and creativity was stimulated and increased.

The Physical Education Department invited different sports organisations to co-teach some of the lessons. Through such collaboration, students were able to learn about various kinds of sports. Some suitable topics from the curriculum were selected by PE teachers and online learning platforms or apps were used to facilitate learning and teaching. Results were satisfactory.

For Personal Growth lessons, school-based teaching materials were used to help students build and apply generic skills in the areas of personal, social, academic and career development. Self-management methods such as customising study plans and work schedules helped students to move forward at their own pace, achieve a higher level of understanding in a given domain and to develop and maintain proper work attitudes.

In addition, the school social worker provided counselling and training services regularly to help students examine and monitor their current learning patterns and effectiveness; set learning goals based on their individual strengths and weaknesses. Moreover, stress relief methods and the idea of expectation management were taught and delivered to students who experienced emotional problems or disturbances. Students were able to maintain a positive attitude when pursuing their studies. As reported from students and parents, such strategies were effective as their emotions stability and stress levels showed significant improvement. The Discipline Team also helped students to recognise their strengths and weaknesses, personality traits and interests according to the 24 personality strengths. Short term and long term goals were set accordingly.

To promote a reading culture

For Chinese, a unit was selected to conduct extended reading before or after class at all levels. Students were able to share their ideas or gains after reading. The reading scope of students was broaden and reading ability was improved. In addition, P.1 and P.2 students completed an extended reading assignment of 閱讀有法. Students could choose between physical books or e-books related to the unit according to their interests and abilities. Students could express their personal feelings and experiences by completing relevant assignments.

For English, a reading culture was cultivated through in-class book recommendation sharing sessions in Literature lessons (P.1 and P.6) and online book sharing using Google Classroom (P.2-P.5).

The General Studies (GS) Department, Chinese Department and the School Library worked together to heighten the interests of senior students in reading Chinese history books and biographies of famous people. P.5 and P.6 students were encouraged to read e-books of the HK Reading City and for P.4 students, they participated in an activity known as 同齡同心學歷史 organised by the Endeavour Education Centre. Through reading, not only independent learning was cultivated, students' interests were aroused and knowledge in these Chinese historical figures and stories were attained.

Several videos were shot by the Teacher Librarian to introduce different types of books to students. Students were motivated to read more books in their spare time thus improving their vocabulary and knowledge base; cultivating the habit of independent learning. Various free e-book platforms were also introduced to students for easy access to online books.

To master the skills of “Reading to Learn”

Some shared book reading sessions were conducted in Chinese lessons for P.1 and P.2 students. Teachers used different interactive techniques to actively engage students in the texts and guided students to use different reading strategies when reading. Reading efficiency was improved and independent learning was also promoted.

The Maths Department recommended some books related to Mathematics to students in order to foster learning through reading. Mathematics books recommendation in the School Library was carried out. The stories of Hua Luogeng, one of the leading Mathematicians were shared during assembly. Displays of his stories were shown both in the Reading Corner and in the library.

Newspapers are an effective educational and motivational tool in developing reading skills. Students from P.4 to P.6 were taught these skills in the library lessons. Most students were able to master the required newspaper reading skills and used the “Discover-Estimate-Suggest” method for analysing worksheets in General Studies. The content of the newspaper reading worksheets were recent and were related to those taught in GS lessons, thus students were able to gain a deeper understanding of such topics.

To integrate STREAM education into the school-based curriculum

The Maths Department promoted STREAM education through cooperating with the Digital Studies (DS) Department. Hands-on activities include designing graphical self-portraits, personal learning timetables, 3D printing models and timing programmes using Autodraw, Google Doc, Tinkercad and Micro:bit. Moreover, homemade measuring cups and compasses using different types of materials were also made.

For Science, collaboration with the DS Department and the Teacher Librarian took place during the Project Learning period of P.3, P.5 and P.6. Students’ STEAM ability was enhanced.

The DS Department also collaborated with the Visual Arts, GS, Mathematics, Science and Religious Knowledge (RK) Departments, allowing students to apply the knowledge and skills that they have learned. In line with the pace of technological development, IoT, 3D printing, operation of intelligent robots were taught. While understanding how lives could be improved with modern technology, students' creative thinking skills, problem-solving skills and analytical ability were also acquired.

Multimedia Production Training Programme introduced primary students to various technologies and equipment, helping them develop proficiency in operating cameras, microphones, and streaming software. Live streaming training fostered creativity as students could explore different ways to engage viewers through visual elements, storytelling, and interactive features. Live streaming often involved troubleshooting technical issues on the spot, teaching students problem-solving skills and encouraging them to think critically.

To provide flexible, engaging and transformative e-learning

The Chinese Department made good use of the blended learning model continuously in order to develop the use of e-learning. Mixed types of e-learning platforms such as Google Classroom and Hong Kong Reading City were used. E-learning tools such as Wordwall, Quizizz and Padlet were well-used to complete pre and post tasks. Online learning tools accommodated individual needs and facilitated self-paced learning. Learning outcomes were displayed before and after class.

For English, teachers and students were encouraged to use new engaging e-learning tools such as Baamboozle and Padlet to provide flexible, engaging and transformative e-learning opportunities for students.

In order to enhance students' ability to use e-learning, "Flipped Classroom" was used in the subjects of GS, Putonghua, RK and DS. It allowed students to learn at their own pace, build and increase student responsibility for their own success and promote independent learning.

The Teacher Librarian introduced the Temi Robot and augmented reality technology in class. Besides arousing students' interests in reading different books, it also encouraged students to use electronic devices to read augmented reality books at home. Students were driven to become independent learners.

To deepen students' understanding of Chinese history and culture to enhance their sense of national identity

The national flag was displayed on all school days. A weekly national flag raising ceremony was conducted. After the flag raising and the singing of the national anthem, there was a sharing through “the speech under the national flag” on topics such as: the recent development of our country, Chinese culture, Chinese history, the significance of the national anthem, the national flag and the national emblem. Bulletin boards were designed and displayed to share about the development of our country on topics such as: Technology-planetary exploration missions, Tianwen-1 and Shenzhou-14, the Constitution and the Basic Law and National Security Education. In addition to having the opportunity to learn national education knowledge at school, learning resources were also uploaded to the self-learning zone of the school website for students to engage in self-directed learning.

Through reading and appreciating famous Chinese classics, students were able to understand traditional Chinese virtues and to establish positive values and attitudes. In collaboration with other subject departments, the Chinese Department also organised some Chinese cultural activities during the Spring Festival and post-examination activities. Students were able to comprehend more about the Chinese culture and cultivate good moral sentiments.

For English, students' sense of national identity was enhanced by deepening their understanding of Chinese history and culture through incorporating topics related to Chinese food and festivals into new worksheets.

In order to enable students to have a better understanding of the national anthem, the Putonghua Department distributed lyrics with Chinese pinyin and a QR code containing a video to students from P.1 to P.6. Students were able to read the lyrics of the national anthem accurately.

The Visual Arts Department combined the elements of national education and developed courses using ink as the medium of Visual Arts creation in order to broaden students' horizons of Chinese Arts and raise their enthusiasm for pursuing and appreciating Chinese Arts.

Post-exam activities such as Rule of Law through Drama “Xie Zhi: The Legend of Justice” and “The Adventure of Mr. Auden” were organised. Through lively, interesting, and interactive performances, students could learn the proper concept of the rule of law,

enhance law-abiding awareness and cultivate a law-abiding spirit. Also, post-exam activities were organised to showcase traditional performing arts of face-changing and Chinese opera. Through performances of traditional Chinese cultural art forms that are rich in cultural references, students could experience the essence of our country's traditional culture.

In addition, an online talk on the theme of "Fun History and Culture in Kowloon City" was organised. This online talk deepened the understanding of the history of the Kowloon City district for students, parents and teachers. National Security Education summer self-learning materials were distributed to students which could enrich their understanding of our country's conditions and national security.

Reflection

Continue to improve students' self-directed learning capability

To further develop the potentials and talents of students, students are encouraged to join more external competitions in the coming year.

By making effective use of Google Suite and different applications, such as Quizlet, Wordwall and Edpuzzle, learners' independence was promoted and learners' diversity was catered. Such practice should be continued to further develop students' self-directed learning abilities.

Getting well prepared and doing researches before class could effectively promote student's learning and cultivate students' sense of responsibility. Teachers of different subjects will continue to guide students to complete relevant assignments.

With the completion of the Talent Hub project, each subject department will make effective use of the venue and resources to organise different types of activities so as to develop students' potential.

Continue to promote a reading culture and 'Reading to learn'

In order to promote reading culture, the Chinese Department allocated more class time for book sharing and interaction between teachers and students. By engaging in different activities and utilising e-learning platforms, students had more opportunities to explore various reading materials and deepen their connection with Chinese literature.

For English, most students performed well during the in-class book recommendation sharing sessions and online book sharing. Additional guidelines on how to create successful presentations could be provided to students.

Students loved reading interesting story books or comics related to Mathematics. For categories or series that were rarely borrowed, it was suggested that Maths teachers could do more book sharing during morning assembly or lessons.

In the upcoming academic year, the GS Department will provide students with access to e-books ahead of the long holiday. This could enhance student engagement and let them have more time delve into the e-books and complete related worksheets or reading records. Specifically, students in P.4,5 and 6 will have the opportunity to explore e-books on renowned Chinese historical figures.

Most students were very interested in the library lessons where Temi robot and augmented reality technology were used. Classes were made more interactive and interesting and student engagement levels were also increased. The Teacher Librarian will input more captivating stories and make better use of the Temi robot for story-telling lessons in the coming academic year.

All subject departments will continue to promote learning through reading by introducing diverse types of books or reading materials.

To enhance STREAM-related learning opportunities

This year, the DS Department incorporated new learning content including IoT, 3D Printing, Laser Cut, AI and Sphero Bolt to the syllabus. Teachers agreed that these contents could help students apply generative AI and information literacy. The use of Sphero Bolt provided more ways to express inventive ideas and improved the effectiveness of teaching and learning. It was suggested that dedicated venues could be used so as to use Sphero Bolt more effectively. New teaching materials would be introduced so that students would be aware of the latest development. Teachers also suggested the syllabus could be further updated, adding more hands-on experience using STREAM elements.

For Mathematics, teachers believe that students have immense interests in doing hands-on activities. By integrating education with entertainment, learning became more accessible to students. To further enhance their skills, students would have ample time during long

holidays or post-examination activities to design and work on their projects. These hands-on activities would provide opportunities for students to improve their understanding through observation and data collection.

The Maths Department, Science Department and other departments will continue to collaborate with the DS Department in order to promote independent learning through STREAM related activities.

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

Based on the valuable experience gained this school year, each subject department hopes to promote self-directed learning and develop students' generic skills through different e-learning platforms and learning tools. For Chinese, teachers will continue to promote the use of various e-learning platforms, assigning different types of homework via such platforms thus promoting independent learning and reinforcing classroom interaction.

For English, most teachers agreed that students were able to generate new knowledge and skills through using different online platforms and sharing between each other. To amplify collaborative learning activities, teachers can use different applications such as Padlet in class. Teachers are encouraged to participate in seminars and workshops related to collaborative learning and teaching.

Different subject departments will continue to make good use of Google Classroom, e-learning platforms provided by publishers, webpages or other applications to improve students' learning effectiveness and outcomes.

To deepen students' understanding of Chinese history and culture to enhance their sense of national identity

Teachers and students showed respect to our country and enhanced the sense of belonging towards our nation. During flag raising ceremonies, students performed well and actively participated in the ceremony.

Bulletin boards could help students understand the national situation, deepened their understanding of the country's historical culture and latest developments, and enhanced students' awareness and understanding of national security. Bulletin boards can be exhibited all year round.

Students were very interested in the Chinese cultural activities and responded enthusiastically. Through these activities, students could learn about the origins and customs of traditional festivals and experience the traditional culture of our country. Students were very engaged in the drama performance and had good interactions with the actors.

The traditional Chinese cultural performance would continue to organise because it allowed the students to broaden their horizons and have more exposure to our country's traditional arts. The performers' professionalism was impressive and left a lasting impression on students. Throughout the activities, students gained a deeper understanding of Chinese traditional culture in terms of knowledge, emotions and skills. Students' enthusiastic response had a positive impact on the promotion and inheritance of Chinese culture.

The National Security Education online talk was suitable for parents and students, yet there were some technical problems to be improved.

Self-learning materials were helpful to extend students' learning in the classroom and encourage them to make good use of the summer holidays for self-directed learning. More learning resources could be uploaded to self-learning zone of the school website for students to engage in self-directed learning.

The Chinese Department will continue to teach Chinese classics, Chinese virtues and cultural knowledge so that students can build positive values and attitudes while learning the language. More activities will also be arranged for students for cultivating a sense of national identity.

For English, in order to advance students' understanding of Chinese history and culture, new topics related to Chinese culture will be incorporated into new worksheets.

For Science, most teachers agreed that through different learning and teaching strategies, students' sense of national identity could be aroused. (e.g. environmental awareness, green living)

Looking ahead

The School will continue to promote whole person education by arranging a variety of learning activities and encouraging students to take initiative in learning. We aim to help students become well-rounded, develop their potential and maintain their passion for lifelong learning.

Major Concern 2: To pursue learning and teaching excellence by fostering collaborative inquiry and sharing

Achievements

Fostering collaboration among students is a fundamental aspect of effective learning. During this academic year, teachers continuously explored innovative methods to provide collaborative learning experiences for our students. Through the implementation of various strategies and approaches, remarkable results were seen in teamwork, communication and critical thinking skills among students.

At the Student Level

Each teacher actively arranged appropriate courses for students, strengthening their ability to explore and inquire, at the same time cultivating a collaborative culture.

In Chinese, using classical poetry and literature as an entry point, students were encouraged to engage in collaborative exploration, leading to a deeper understanding of the relationships between authors, their works, and the historical context. In this academic year, one unit of classical poetry and literature was selected for P.4 to P.6 based on respective scheme of work. Students were divided into groups to look for relevant information and complete preparatory tasks. Throughout this process, students engaged in collaborative learning, working together with their group members and utilising class discussion time to further elaborate on the gathered information. This activity successfully boosted students' teamwork, capability to express themselves and their communication skills.

In English, students' project learning experience was enriched through different activities such as cooperative communication in Oral lessons. A collaborative culture among students was enhanced through different learning activities such as group work and discussions.

In Mathematics, during the post-examination period, students from all levels successfully completed the group problem-solving activities. These activities were designed to emphasise collaboration among students to collectively address the challenges presented. The difficulty level of the activities was appropriate, and the students demonstrated enthusiastic engagement throughout the process.

In General Studies, through collaborative lesson planning, teachers discussed the best ways to guide students in note-taking techniques. Most students were able to use underlining and pens with different colours to highlight key points in their notes. Some students employed techniques such as mind maps, timelines or two-sided thinking to organise their learning materials.

In Science, cross-curricular activities with the Digital Studies Department were organised for P.3 and P.5 students. Good work was shown on the digital display board to give students encouragement and assurance.

In Putonghua, P.4 to P.6 students worked together to complete translation exercises.

In Music, through composition activities, students were able to enhance their collaboration skills. Engaging in orchestra training helped improve their cooperative nature and foster a sense of teamwork.

In Digital Studies, selecting suitable topics for group learning established a culture of cooperation and knowledge-sharing. For example, Sphero Bolt of P.2 and P.3 students, WeDo of P.3 and P.4 students, and Maqueen Plus of P.5 and P.6 students were all conducted in small groups. Through team collaboration, students could share their learning outcomes with one another. Also, the “little teacher” approach was used in the classroom to promote cooperative learning methods. This allowed students with different abilities to complement each other’s strengths and weaknesses, fostering a culture of care. Students who took the role of “little teachers” showed enthusiasm and dedication. This activity helped cultivate their leadership abilities while instilling a sense of responsibility among all students.

Religious Knowledge teachers worked with the Counselling Team to hold the “Box of Hope” activity. Students were guided to understand their service recipients on their own and to provide appropriate support. Additionally, to align with the major concern of this academic year, biblical verses were incorporated into Good Student Booklets and classroom posters. During collaborative lesson planning sessions, Religious Knowledge teachers discussed and established a “flipped classroom” approach, encouraging students to take charge of their own learning.

In STREAM, students participated in Multimedia Production Training. They were encouraged to practise clear and effective communication while speaking on camera and interacting with team members. The collaborative live streaming environment facilitated collaboration, responsibility-sharing and effective communication among students, allowing them to learn to value the roles and contributions of their team members, fostering a strong sense of teamwork and appreciation for one another's effort.

Additionally, cross-subject STREAM activities were organised, utilizing Microbit and close circuits to measure the speed of moving objects. Students formed teams to design and conduct experiments, collect data, and analyse the results. This interdisciplinary collaboration not only promoted effective communication and teamwork, but also fostered a holistic problem-solving approach. Through this experiential learning method, students reinforced their mathematical skills and analytical abilities.

During this academic year, Teacher Librarian trained 36 senior students to become Student Librarians, supporting the teacher in managing the borrowing service for the "Home Reading" programme and recommending good books to their peers. This aimed to establish professional learning communities within the school. There was also training for 24 junior students to become Reading Ambassadors. These Reading Ambassadors assisted with library affairs during library classes and led their classmates in various reading activities.

At the Teacher Level

Through collaborative lesson planning and subject meetings, teachers engaged in professional exchanges, promoting effective communication and sharing of expertise among educators. As a result, classroom instructional designs were optimised, leading to higher teaching effectiveness and more profound professional knowledge.

In collaborative lesson planning sessions, Chinese teachers addressed teaching and learning challenges to optimise classroom instructional design and processes, and evaluate teaching effectiveness. This synergy fostered professional communication among educators, contributing to improved quality in integrating reading and writing, as well as enhancing teaching effectiveness.

Professional development for English teachers was enhanced through sharing in panel meetings and collaborative lesson planning with peers, as well as with Native English-speaking Teachers.

For Mathematics, since late August 2022, Dr. Chen Gang, the Senior Curriculum Coordinator of the Elementary School, started conducting joint lesson planning sessions with P.3 subject teachers once or twice a month. During these sessions, they revised and added school-based worksheets and implemented collaborative teaching during the 2nd Term. It deepened the teachers' professional knowledge and promoted a strong sense of teamwork among them.

Free Reading teachers collaborated with Chinese teachers and National Security, Moral & Civic Education Team to organise Lunar New Year activities. In Library lessons, Teacher Librarian introduced stories and books related to Lunar New Year, engaging students in the joy of learning through games and activities. During break times, booths related to traditional knowledge and customs were set up in collaboration with other subject teams, allowing students to learn through games. The collaboration extended to Free Reading, where Teacher Librarian worked together with the General Studies department to create teaching materials, imparting newspaper reading skills to the students. Additionally, in partnership with the English department, a "Literature Corner" was added to the Reading Corner, providing high-quality British literature books. Our NET introduced new books to students. Designated sections in the library and the Reading Corner were set up to offer borrowing services. Mathematics book displays were also arranged in the library.

The Counselling Team improved the intra-school referral mechanism for P.1 to P.4 students. Cases with milder issues were handled by the Counseling Team teachers, while more complex ones were followed up by the Social Worker. This arrangement effectively utilised the expertise of the Counselling Team teachers for each level and allowed the Social Worker to focus on more complicated cases, thus raising the overall efficiency of the Counselling Team. Additionally, through discussions and problem-solving sessions for students, Counselling Team teachers' counselling effectiveness was further strengthened.

For Personal Growth Education, regular level meetings were held to timely review teaching progress and effectiveness. This helped adjust the teaching pace and optimise teaching quality. During level meetings, resources related to mental health were provided to teachers, enabling them to become more aware of students' mental well-being. Collaborating with the Student Support Team, thematic workshops and seminars were organised to address students' developmental needs. To meet curriculum requirements, each subject conducted workshops and training sessions in various formats, targeting at deepening teachers' professional knowledge.

A DFRobot workshop for Science teachers was organised in August, 2022. Some teachers were encouraged to join professional development courses such as STREAM training workshops, courses and seminars, and shared their insights during panel and collaborative lesson planning meetings.

For Digital Studies, a Micro:bit Workshop was organised to facilitate interdisciplinary collaboration. This workshop brought together teachers from different subjects to collectively study and enhance their technological know-how in the use of Micro:bit.

For Religious Knowledge, newly hired catholic teachers and graduates from the Catechist Training Programme successfully completed the training seminars organised by the diocese and the refresher/additional courses organised by the Catholic Diocesan Catechetical Centre. Teachers gave positive feedback that they gained significant benefits from the training.

In August, the Visual Arts department organised a “Chinese Painting Workshop” for teachers to broaden their professional development.

In October, the Counselling Team organised a Teacher Development Day for teachers. Most teachers agreed that the activities were beneficial in helping them acquire positive communication methods. In the same month, the Counselling Team, in collaboration with the Parent-Teacher Association (PTA), held a sharing session for parents of P.1 students, equipping parents with strategies to assist their children in adapting to the new school environment. Additionally, the PTAs of La Salle Primary School and La Salle College organised a sharing session in June for parents of P.6 students, preparing them to support their children in transitioning to secondary school life and reinforcing effective parenting techniques. In March, a seminar was conducted, titled “Transition to Secondary School: Expectation Management” for parents of P.5 and P.6 students, providing them with insights on managing parental and student expectations and approaching the transition to secondary school with a positive mindset. In April, the Counseling Team hosted a seminar for parents of students from P.1 to P.4, titled “How to nurture self-disciplined and avid learners?”. The seminar aimed to help parents understand the concept of positive education and how to support their children’s character strengths to nurture self-discipline and a love for learning.

Reflection

Teachers from most subjects agreed that co-planning helped improve teaching effectiveness. Through co-planning, teachers can exchange ideas, design lessons, analyse students' difficulties.

Some subjects like English, Free Reading and Music enriched their curriculum and activities through collaboration with other subjects or functional groups. For example, a British Literature Corner was set up in the Library by English and Free Reading teachers. There were also band and choir activities jointly organised by different Music teams.

For Chinese, collaborative inquiry learning allowed students with different abilities to complete tasks according to goals and to develop positive attitude.

For English, students developed knowledge and skills through project-based learning in Oral lessons. The English Department also noted the importance of the role of teachers in the development of the teaching profession.

For Mathematics, teachers suggested that 10-15 minutes be allowed for group discussion so that students can explore the problems more carefully and thoroughly and find out different solutions. Students were also advised to listen to the views of different groups before moving on to the next stage.

General Studies teachers found that students need more systematic training on note-taking skills.

For Science, teachers found the seminars and workshops interesting and worth joining. Teachers would be encouraged to join different STREAM seminars or workshops in the coming academic year.

For Digital Studies, small group learning had positive impact on teaching effectiveness.

Due to the impact of the epidemic, Physical Education teachers were not able to arrange exchange programmes outside Hong Kong and to broaden the horizons of students. It was still necessary for PE teacher to attend more seminars or workshops on the relevant

programmes so that they could add value to themselves and keep abreast of the development of the subject.

For Visual Arts, teachers agreed that the “Painting Workshop” could enhance teachers’ understanding of painting and prepare them for the ink painting topics which were added in the VA curriculum in the current year.

Music teachers indicated that P.3 students were generally able to respect the opinions of others and co-operate with students to complete group activities. Students were able to participate actively in orchestra and choir trainings, performances or competitions. The teacher-in-charge of the orchestra considered that students were able to actively participate and engage in the activities of the orchestra and choir. At least 70% of the members of each Music team had a minimum attendance rate of 80%.

For Putonghua, professional sharing during meetings improved teaching efficacy. Students were very engaged and co-operative, using different electronic software and strategies to solve problems, which enhanced the effectiveness of learning.

For Religious Knowledge, “Box of Hope” was a large scale event and the Counselling Team was able to provide strong support to RK teachers. The Counselling team also provided a suitable platform for the Religious Knowledge teachers to display bible verse, which effectively enhanced the religious atmosphere.

For STREAM, teachers provided students with open-ended coding projects that connected programming to real-world applications. Programming projects in real world context and topics of interest were assigned to students. This approach encouraged them to apply their programming skills to solve practical problems or create something meaningful, increasing their motivation and understanding.

For Library, throughout the year, various cooperation initiatives were carried out smoothly and with remarkable results. The Lunar New Year activities were jointly organised by the Chinese Department, and the National Security, Moral and National Education Team. These activities added fun to the classroom and allowed students to learn about stories, books, traditional knowledge and customs related to Lunar New Year through the activities. Free Reading Department also collaborated with General Studies Department to enhance students’ newspaper reading skills. The English Literature Corner in the Library and the Primary School Book Corner were set up in collaboration with the English Department.

These corners were very popular among students and the books had a very high borrowing rate. Thematic book fairs in collaboration with the Mathematics Department and the Counselling Team were also quite successful. Student librarians and student reading ambassadors were able to gain experience and enhance their leadership skills through their service.

The Discipline and Counselling Team agreed that Teacher Development Day enabled teachers to reflect on their communication patterns and personalities, and enhance their communication effectiveness. School-based referral mechanism allowed teachers to keep a systematic record of students' backgrounds, so that all discipline teachers and social workers could follow up student cases effectively. Due to the epidemic, Primary 1 students needed more time to adapt to the new environment and learn the school rules. Inviting old boys to share their experiences in seminars was effective in attracting parents to attend the seminars.

For Personal Growth Education, some teachers expressed interest in learning about the Meditation Programme. Organising thematic seminars on student development and needs could help students understand how to put positive values into practice.

Feedback and follow-up:

In the coming year, Chinese teachers will revise the teaching materials for inquiry based learning by adding some discussion activities, so that students will have more opportunities to reflect and express their views in the learning process. The objective is to develop students' generic skills and inquiry thinking, and to learn to be independent and active learners. Teachers will continue to make good use of the collaborative lesson preparation sessions to review the effectiveness of teaching and revise the teaching contents to facilitate teachers' professional growth.

For English, students enjoyed the collaborative activities led by the NET and subject teachers during Oral lessons. Different technological tools can be used to enhance collaborative learning in the coming school year. To further enhance collaborative learning, new interactive applications and technology can be used. Teachers are encouraged to review their use of technology in the classroom. During the panel meetings and collaborative lesson planning sessions, teachers shared their insights from courses or seminars they had attended. Teachers are encouraged to continue to participate in seminars organised by EDB.

For Mathematics, the PowerPoint presentations and worksheets have been updated. The English version of the problem solving worksheets will be designed for Primary 4 next year. It is expected that P.3 subject teachers this year will disseminate the teaching skills and insights they have learnt this year to different grades in the coming year, so that other subject teachers can also benefit.

For General Studies, organisation skills and note taking skills will be taught at the beginning of the next academic year. There will be worksheets for them to follow.

For Science, most teachers agreed that the workshop and collaborative lesson planning was effective in enhancing teaching and learning efficacy. All lesson plans were reviewed and new video clips were added to the teaching resources. They also agreed that the cross curricular activities helped to enrich students' different learning experiences, the professional development courses could enhance the teaching efficacy and the digital display board was effective in showcasing students' good work and accomplishments.

For Digital Studies, teachers agreed to select more suitable topics for group work. They will also organise workshops for the new IT tools and teaching platform to enhance the quality of teaching and learning.

The Physical Education Department encourages the subject teachers to participate more in seminars or workshops on relevant topics.

Visual Arts teachers would continue to enhance teaching strategies during the collaborative lesson preparation sessions. Workshops for teachers on new topics, such as ProCreate and shadow puppetry, will also be organised in the next school year.

For Music, creative group activities will be introduced in P.1,2,4,5,6. Music teachers will continue to encourage students to participate in orchestras, to perform in school events and to join competitions in order to foster team spirit.

For Religious Knowledge, the "Box of Hope" campaign has been very meaningful, but it requires a lot of preparation time, manpower and resources. It was suggested to look for support from other departments or the PTA. RK teachers will continue to provide different bible verses on VIA. The character strengths will be introduced by the Counselling Team in the coming year. They will consider more collaboration for evangelism. The self-learning materials created for the Flipped Classroom will be saved for future reference.

For STREAM, teachers will use game-based platforms to offer interactive and enjoyable experiences that motivate students to learn programming concepts in a fun and engaging way. At the same time, they will provide more hardware and software training on multimedia production for the students.

For Library, the collaboration with various subjects will continue in the next school year. The Free Reading teacher may try to liaise with other subjects to promote reading. More duties can be assigned to student librarians and student reading ambassadors to develop their sense of responsibility and leadership.

The Discipline Team and Counselling Team suggested providing resources on adaptation to Primary 1. P.1 class teachers will share with students in class in September. In the coming year, it is suggested that training and counselling sessions should be held before Parents' Day so as to provide early intervention for students in need. It was recommended that discipline teachers of each grade to make a brief record of their findings after interviewing students to facilitate future follow-up. It was proposed that more parent seminars and workshops be organised in the coming year under the framework of the parent education curriculum. It is hoped that with the joint efforts between home and school, the strengths of students' character can be fully developed and more attention will be paid to the physical and mental health of parents and students. It is proposed that in the coming year, teachers and social workers of La Salle College will continue to be invited to the school to organise seminars for parents of Primary 5 and 6 to enhance their parenting skills, and to arrange for a parent sharing session on the same day. It is recommended that close liaison be maintained with the Old Boys Association and that old boys be invited to share their personal experiences and insights with other parents. It is recommended to work with parents when making "Box of Hope" and that the Bible verses to be displayed in English.

For Personal Growth Education, teachers will continue to make good use of the time slots for level meetings and collaborative lesson preparation sessions to optimise the teaching contents in the coming year. They also suggested amending some teaching materials and teaching strategies to address students' learning needs. The curriculum can also be enriched by incorporating current affairs from time to time. It was suggested that teachers' workshops related to meditation and stress reduction could be organised. They will continue to co-operate with the Student Support Team to organise thematic seminars to cater for the needs of student growth.

Major Concern 3: To nurture students to become positive Lasallian gentlemen possessing good morals

Achievements

To nurture our students to become positive Lasallian gentlemen, the School focus on enhancing their character strengths through school-based learning programmes

Co-creating a Harmonious School

To build a harmonious campus culture, a lot of activities such as Morning Assembly, Personal Growth Education, Colouring Competition and Slogan Writing Competition were launched through the “Harmonious Campus” campaign. The activities helped students strengthen their positive behaviour, develop positive attitudes, like respect for others, integrity and caring. Besides, a counselling week including booth games and book sharing was carried out in April to instil students’ positive values and attitude.

The School adopted the Comprehensive Student Guidance Service System and the Whole School Approach to Integrated Education so as to cater for the developmental needs of students and student diversity. A whole-school approach to develop students’ potential and promote mutual respect for individual differences among students was adopted. Professional assessments and training services were provided by our School-based Educational Psychologist and School-based Speech Therapist to the students with special educational needs (SEN).

Good Student Award Scheme

To enhance students’ character strengths, elements of Values in Action (VIA) were immersed to the Good Student Award Scheme. Three selected character strengths were respectively set as the theme of each stage. The themes were ‘Love of learning’, ‘Self-Regulation’ and ‘Gratitude’. Students were given stamps by teachers whenever they showed positive behaviour related to the themes. In each stage, a badge along with a certificate was presented to the champion of each class as a token of recognition and encouragement. Students responded enthusiastically, making the Scheme a success. Most teachers agreed that the Scheme had effectively strengthened the students’ positive behaviour and improved their learning motivation.

Big Brother Scheme

The 'Big Brother Scheme' effectively promoted the caring culture within the School. Eighteen P.6 students assisted P.1 students in tidying their school uniform and belongings and helped them to adapt smoothly to their primary school life during recess. The scheme also helped nurture the P.6 students to be caring for younger students.

Personal Growth Education

The school-based Personal Growth Education (PGE) covered four key areas: Personal, Social, Academic and Career. Eight character strengths (Love of Learning, Curiosity, Social Intelligence, Self-Regulation, Perseverance, Zest, Gratitude and Hope) were taught during lessons with the aim of helping students to explore their potentials and cultivate their positive attitudes to become positive Lasallian gentlemen with good moral values. Most teachers reported that students actively participated in the class discussions and activities.

Service Learning

To cultivate students' civic responsibility, service learning was conducted. The Counselling Team collaborated with the Visual Arts (V.A.) Department. P.3-6 students designed and handmade their lucky bags during V.A. lessons to show their care and love to the needy. Due to the pandemic, the lucky bags were sent to the service targets instead of face-to-face service. The activities enabled students to gain a better understanding of the meaningfulness of serving others, particularly the disadvantaged or underprivileged in the society.

Reflection

Co-creating a Harmonious School

The whole school participates actively in guidance and discipline service and works closely together to cultivate a harmonious school culture. To implement whole-school policy on anti-bullying, the Discipline and Counselling Teams will keep working with other school personnel to formulate appropriate preventive measures, follow-up strategies and evaluation mechanism.

Good Student Award Scheme

The Scheme is highly welcomed by students and teachers. It has been proved to be very effective in strengthening students' positive behaviour. The Scheme will focus on three character strengths, namely bravery, humility and appreciation of beauty and excellence in the coming year.

Big Brother Scheme

The Big Brother Scheme has enhanced better communication and bonding between the Big Brothers and the P.1 students. More group activities between the Big Brothers and the P.1 students such as shared reading activities will be arranged in the coming year.

Personal Growth Education

Collaborative lesson planning will be conducted continuously to review and optimise the curriculum of Personal Growth Education (PGE). Special PGE lessons will be arranged to cater for students' individual needs.

Service Learning

Service learning is certainly a good way to develop students' civic responsibility through active community involvement. It broadens students' perspectives of diversity issues and enhances their critical thinking skills. As the society is gradually returning to the pre-pandemic situation, formal and regular training will be arranged for students and face-to-face service will be provided in the coming year.

Student 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	2022 徐悲鴻盃國際青少年兒童美術比賽	團體項目	金獎一名
	「國際及本地學生郵寄藝術作品展」香港區第一組別	個人項目	一等獎一名
	「國際及本地學生郵寄藝術作品展」香港區第二組別	個人項目	二等獎一名 三等獎一名
	「粵港澳海洋生物繪畫比賽 2022」	個人項目	冠軍一名
	2022 徐悲鴻盃國際青少年兒童美術比賽	個人項目	一等獎四名 二等獎三名 冠軍一名
	International Lasallian Days for Peace 2022	個人項目	1st Place: 4 2nd Place: 3 3rd Place: 3
	The 51st International Children's Exhibition of Fine Arts Lidice	Individual	Individual Medal: 1
	九龍城區小二至小四年級防火填色比賽	個人項目	冠軍一名
	天主教四旬期活動	個人項目	冠軍一名
	全港青年學藝比賽	個人項目	亞軍一名
	全港校際尊重版權創作比賽	個人項目	銅獎一名
	多媒體兒童及青少年電繪漫畫創作比賽	個人項目	冠軍一名
	亞太區舞蹈音樂文化藝術賽事	個人項目	金獎一名
	第二十七屆全國中小學生繪畫書法比賽（香港賽區）	個人項目	一等獎一名
	慶祝回歸二十六周年繪畫比賽 2023	個人項目	冠軍一名
	2022 Hong Kong Youth Music Interflows (Chinese Orchestra)	Group	Gold Award: 1
	2022 Hong Kong Youth Music Interflows (String Orchestra)	Group	Gold Award: 1

	2022 Hong Kong Youth Music Interflows (Symphonic Band - Primary School Intermediate Class)	Group	Gold Award: 1
	2022 Hong Kong Youth Music Interflows (Symphonic Band - Symphonic Band Extravaganza)	Group	Gold and "Tom Lee Cup" of Primary School Class: 1
	2022 View Win Chinese Instrument Contest	Group	金獎一名
	The 18th Hong Kong Synergy 24 Drum Competition	Group	First Runner-up: 1
	Joint School Music Competition 2023 (Symphonic Band Contest)	Group	Gold Award: 1
	Joint School Music Competition 2023 (Chinese Percussion Team)	Group	Gold Award: 1
	Joint School Music Competition 2023 - Primary School Choir (Senior)	Group	Gold Award: 1
	Joint School Music Competition 2023 - Primary School Choir (Junior)	Group	Silver Award: 1
Music	2022 Fringe Inter-School Music Competition	Individual	1st Prize: 1
	2023 Hong Kong Children & Youth Piano Contest	Individual	1st Runner-up: 1
	2023 International Youth Talent Musician Competition	Individual	Second Prize: 1
	2023 International Youth Talent Musician Competition	Individual	Champion: 1 1st Runner-up: 1 2nd Place: 1 3rd Place: 1
	2023 全港兒童鋼琴、管弦樂及敲擊樂大賽	個人項目	冠軍一名
	64th Chinese Musical Instrument Contest	Individual	Champion: 3 1st Runner-up: 1
	75th Hong Kong Schools Music Festival (2023) String Orchestra - Primary School - Age 13 or under	Group	Gold Award: 1
	75th Hong Kong Schools Music Festival (2023)	Individual	1st Place: 6 2nd Place: 2 3rd Place: 7 Grantham Music Award: 1
	Composers and Authors Society of Hong Kong Ltd. (Primary Section)	Individual	亞軍一名
	Fringe Inter-School Music Competition 2023	Individual	2nd Honour Award: 3 2nd Prize: 2

HKYPAF The 10th Hong Kong International Youth Performance Arts Festival	Individual	1st Place: 14 2nd Place: 8 3rd Place: 3 Bronze Prize: 1
Hong Kong Children and Youth Piano Contest	Individual	1st Runner-up: 1
Hong Kong International Music & Arts Festival	Individual	First Class: 1 1st Place: 1
Hong Kong Music Talent & Performance Award	Individual	1st Place: 2
Hong Kong Music Talent Award 2023	Individual	1st Place: 2 2nd Place: 1
Hong Kong Youth Catania Music Competition	Individual	Second Prize: 1
International Fringe Music Festival And Competition	Individual	1st Place: 1 2nd Place: 1 3rd Place: 4
International Ponte Music Festival 2023 Concerto Competition	Individual	Gold Award: 1
Joint School Music Competition 2022	Individual	Silver Award: 1
Joint School Music Competition 2023	Individual	Gold Award: 16 Silver Award: 3
London International Music Competition	Individual	2nd Prize: 1
The 10th Hong Kong International Music Festival 2023 Music Competition	Individual	2nd Runner-up: 1
The 11th Hong Kong Youth Barclampory Music Festival	Individual	1st Place: 2 Silver Award: 1
The 16th Asia Pacific Outstanding Youth Piano Competition	Individual	1st Prize: 1 3rd Prize: 1
The 5th WPTA Finland International Piano Competition 2023	Individual	Gold Award: 1
The 63rd 18-District HKCW Music Competition	Individual	Champion: 1
The 63rd Music Recital Contest	Individual	Champion: 1
The 7th Hong Kong Music Talent Music Competition	Individual	2nd Place: 1 Champion: 1
The V Budapest Liszt International Competition	Individual	Champion: 1
Trinity International Music Competition	Individual	Gold Award: 1
UK International Music Competition	Individual	Absolute First Prize: 1

	Victoria International Music And Artistic Competition 2022 Winter Session	Individual	1st Runner-up: 1
	Wien International Young Musicians Music Competition	Individual	3rd Place: 1
	中國揚琴網/揚琴圈全國揚琴展演評選	個人項目	銀獎一名
	屯門區中西器樂比賽 2022	個人項目	冠軍兩名 季軍一名
	日本 PIARA 浜松鋼琴大賽 - 日本總決賽	個人項目	3rd Prize and Chopin Award: 1
	日本 PIARA 浜松鋼琴大賽 - 香港區選拔賽 2023	個人項目	冠軍兩名 亞軍兩名 季軍一名
	全港青少年盃音樂大賽 2023	個人項目	冠軍一名
	香港卓越音樂家大賽 2023	個人項目	冠軍一名
	第十九屆德藝雙馨（香港區賽）	個人項目	銀獎兩名 冠軍一名 亞軍一名
	第十二屆《新聲盃》全港中樂獨奏大賽 2023	個人項目	亞軍一名
	第十屆香港國際音樂節 2023	個人項目	金獎一名
	第三屆匯盈全港中樂大賽	個人項目	金獎一名 銀獎一名 冠軍兩名 季軍一名
	童樂展才華	個人項目	冠軍一名
Sports	Hong Kong Junior Age Group Athletics Meet 2023 Boys U10 4x100m	Group	Champion: 1
	Hong Kong Junior Age Group Athletics Meet 2023 Boys 2013 4x100m	Group	2nd Runner-up: 1
	TCAA 75th Anniversary Athletics Championship 2023 Boys Grade B 4x100m	Group	Champion: 1
	Watson Annual Challenge 2022 Boys U12 4x100m	Group	Champion: 1

	Kowloon North Area Inter-Primary Schools Athletic Competition	Group	Champion: 1 1st Runner-up: 2
	All Hong Kong inter-area Primary Schools athletics Competition	Group	Champion: 1 1st Runner-up: 2
	Hong Kong Inter-school Badminton Team Championships 2023	Group	Third Place: 1
	Kowloon North Area Inter-Primary Schools Badminton Team Competition 2022-2023	Group	Champion: 1
	Kowloon North Area Inter-Primary Schools Basketball Competition 2022-2023	Group	Champion: 1
	2022-2023 年度全港小學校際劍擊比賽	Group	Champion: 1 1st Runner-up: 1
	九龍城區體育會盃 2022-2023 全港小學劍擊錦標賽	Group	1st Runner-up: 1 2nd Runner-up:1
	2022-2023 Kowloon North Area Inter-Primary Schools Football Competition	Group	1st Runner-up: 1
	All HK Inter-Primary Schools Gymnastics Competition	Group	1st Runner-up: 1
	All Hong Kong Inter-Primary School Squash Competition 2022-2023	Group	1st Runner-up: 1
	2022-2023 Kowloon North Area Inter-Primary Schools Swimming Competition	Group	Champion: 2 1st Runner-up: 1
	Kowloon North Area Inter-Primary Schools Table Tennis Competition 2022-2023	Group	1st Runner-up: 1 2nd Runner-up:1
	Kowloon North Area Inter-Primary Schools Volleyball Competition 2022-2023	Group	2nd Runner-up:1
	TCAA 75th Anniversary Athletics Championship 2023	Individual	Champion: 1 1st Runner-up: 1
	All Hong Kong Inter-Area Primary Schools Athletics competition	Individual	Champion: 2 1st Runner-up: 2
	Hong Kong Junior Age Group Athletics Meet 2023	Individual	Champion: 5 1st Runner-up: 1 2nd Runner-up: 4
	Kowloon North Area Inter-Primary Schools Athletic Competition	Individual	Champion: 6 1st Runner-up: 1
	Oakley HK Junior Age Group Athletics Champions 2022	Individual	Champion: 2
	Pacers Summer Athletics Trial 2023	Individual	Champion: 4

TCAA 75th Anniversary Athletics Championship	Individual	Champion: 9 1st Runner-up: 10 2nd Runner-up: 4
Union Cup - Inter School Rope Skipping Championship 2023 (Master)	Individual	1st Runner-up: 1
Watson Annual Challenge 2022	Individual	Champion: 2
公民鑽禧田徑錦標賽第 1 站	Individual	Champion: 2 1st Runner-up: 1 2nd Runner-up: 2
飛達春季田徑錦標賽 2023	Individual	Champion: 3 1st Runner-up: 1 2nd Runner-up: 2
屯門區羽毛球分齡賽 2022	Individual	1st Runner-up: 1
2022-2023 年度全港小學校際劍擊比賽	個人項目	Champion: 1 1st Runner-up: 2 2nd Runner-up: 1
2022 第二次合豐盃全國兒童少年擊劍積分賽	個人項目	冠軍一名 季軍一名
2023 Uhlmann Macau The 5th Expert Cup Youth Fencing Competition	Individual	1st Runner-up: 1
2023 年華人華僑 LCY 國際擊劍邀請賽	Individual	第二名一名 第三名一名
Hong Kong Youth Fencing Elite Competition & SportsExpo 18 years Cup	Individual	Champion: 1 2nd Runner-up: 1
九龍城區體育會少年及兒童劍擊錦標賽 2022	Individual	Champion: 2
九龍城區體育會全港小學劍擊錦標賽 2022-2023	Individual	2nd Runner-up: 1
中國擊劍協會 C 級認證賽事 2023 三亞擊劍公開賽	Individual	冠軍一名 季軍一名
世承杯擊劍聯賽第二站	Individual	第三名一名
佩劍小組循環賽	Individual	2nd Runner-up: 1
保良局慈善劍擊比賽	Individual	Champion: 2 1st Runner-up: 1 2nd Runner-up: 1

香港青少年劍擊精英賽暨運動博覽十週年盃	Individual	1st Runner-up: 1
粵港澳劍擊聯誼賽	Individual	Champion: 2 1st Runner-up: 1 2nd Runner-up: 1
2022-2023 春季兒童棍網球盃	Individual	1st Prize: 1
2022 夏季兒童棍網球聯賽	Individual	2nd Runner-up: 1
All Hong Kong Inter-Primary School Squash Competition 2022-2023	Individual	Champion: 1
Hong Kong 9- ball Pool Open Championship 2023	Individual	2nd Runner -up: 1
Hong Kong Junior Squash Challenge Competition 2022	Individual	Champion: 1
Hong Kong Junior Squash Cup 2023	Individual	1st Runner-up: 1
Hong Kong Junior Squash Ranking Tournament 2023	Individual	2nd Runner-up: 1
Hong Kong Squash Cup 2022	Individual	Champion: 1
North District Squash Competition 2022	Individual	Champion: 1
Tai Po District Squash Competition (2022-2023)	Individual	Champion: 1
Tuen Mun District Squash Competition 2022	Individual	Champion: 1
Union Cup - Inter School Rope Skipping Championship 2023 (Master)	Individual	Champion: 4 1st Runner-up: 4 2nd Runner-up: 11
全港兒童單車大賽 - 第四回合越野賽	個人項目	季軍一名
全港兒童單車大賽-第二回合 (越野賽)	個人項目	亞軍一名
柔道比賽	個人項目	1st Runner-up: 1
香港青年協會賽馬會「青年好動」體育發展計劃棍網球賽	Individual	季軍一名
香港棍網球公開賽 2023	個人項目	亞軍一名
香港棍網球公開賽 2023 - 兒童棍網球精英賽	個人項目	亞軍一名
創興少年水上活動比賽 2022	個人項目	亞軍一名
棍網球賽 2022	個人項目	季軍一名
香港花式滾軸溜冰公開賽	個人項目	第二名一名
2022-2023 Kowloon North Area Inter-Primary Schools Swimming Competition	個人項目	Champion: 5 1st Runner-up: 7 2nd Runner-up: 2

	2023-2024 第三組長池分齡游泳比賽第一節乙部	個人項目	2nd Runner-up: 1
	2023 年龍城康體杯游泳邀請賽	個人項目	2nd Runner-up: 1
	第七屆全港小學區際游泳比賽	Individual	2nd Runner-up: 2
	Lions Community Junior Tennis Competition U12 2023	Individual	1st Runner-up: 1
	London & South East Tour - Georgians & Holly Park Tennis Club	Individual	Champion: 1
	Mini Red Challenge Comp 1 - 2022/23	Individual	Champion: 2
	Myles Cup	Individual	1st Runner-up: 1
	Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition 2022 Competition 4 (HK 2 District)	Individual	Champion: 4 1st Runner-up: 4 2nd Runner-up: 1
	2022/23 全港公開武術(競賽及傳統)錦標賽	Individual	銅獎一名
	東方體育會暨國際跆拳道 2022 邀請賽(香港站)	Individual	冠軍一名
	第十二屆香港公開劍道青少年賽-兒童組個人賽	Individual	冠軍一名
Academic	「好山好水好香港」全港中小學生創意寫作比賽	個人項目	季軍一名
	2023 第二十九屆聖經朗誦節	個人項目	冠軍兩名
	香港學界公開賽暨第十七屆學術才藝大賽(普通話)	個人項目	冠軍兩名
	香港學界公開賽暨第十七屆學術才藝大賽(粵語)	個人項目	冠軍一名
	第七十四屆香港學校朗誦節(粵語)	個人項目	冠軍十四名 亞軍十八名 季軍十一名
	第七十四屆香港學校朗誦節(普通話)	個人項目	冠軍十一名 亞軍十名 季軍十六名
	第七十四屆香港學校朗誦節(英語)	個人項目	冠軍十四名 亞軍二十三名 季軍三十名
	第三屆國際漢語節 2022/2023	個人項目	冠軍三名
	第 19 屆中外作家詩文朗誦比賽(2023·香港)(粵語)	個人項目	亞軍一名
	第十八屆全港經典故事、小品、詩歌表演比賽(2023)(粵語)	個人項目	冠軍一名
	第十八屆國際盃 2023 全港才藝大賽	個人項目	金獎一名

第十三屆「文化瑰寶」2023 朗誦才藝大賽	個人項目	冠軍一名
第十三屆「文化瑰寶」2023 朗誦才藝大賽	個人項目	冠軍一名
第十六屆全港學生公開朗誦比賽(普通話)	個人項目	冠軍一名 亞軍一名
第十六屆全港學生公開朗誦比賽(粵語)	個人項目	冠軍一名 亞軍一名
第十屆 HKYPA 香港國際青少年朗誦及故事演講大賽(粵語)	個人項目	冠軍一名
第五十三屆全港學界朗誦比賽(普通話)	個人項目	冠軍兩名
第五十三屆全港學界朗誦比賽(粵語)	個人項目	冠軍兩名
16th Hong Kong Students Open Speech Competition	Individual	2nd Place: 1
53rd Language Recitation Competition	Individual	Champion: 2
Canadian English Writing Competition 2023 (Final)	Individual	Gold Award: 1
HK Inter-School English Marathon	Individual	Gold Award: 1 1st Runner-up: 1
Hong Kong Budding Poets (English) Award 2022/23 (Primary Section)	Individual	The Poet of the School Award: 1
The 10th HKYPA Hong Kong International Youth Speech and Story-Telling Competition	Individual	1st Place: 2
The Hong Kong Recitation Talent Competition 2023	Individual	1st Runner-up: 1
香港學界公開賽暨第十七屆學術才藝大賽	個人項目	冠軍一名
2022 年香港華羅庚金杯少年數學邀請賽 (決賽)	團體項目	亞軍一名
Tenth International Tournament Mathematics Without Borders (Autumn Round)	Individual	Bronze Award: 1
華夏盃全國數學奧林匹克邀請賽 2023 全國總決賽	個人項目	一等獎一名
華夏盃全國數學奧林匹亞邀請賽 2023 (華南賽區) 晉級賽	個人項目	一等獎一名
2022 Asia International Mathematical Olympiad Open Contest (Final)	Individual	Bronze Award: 1
2022 Asia International Mathematical Olympiad Open Contest (Semi-Final)	Individual	Silver Honor Award: 1
2022 年香港華羅庚金杯少年數學邀請賽 (決賽)	個人項目	亞軍一名
2022 年香港華羅庚金杯少年數學邀請賽 (決賽)	個人項目	冠軍一名

2022 第二十九屆香港小學數學奧林匹克比賽	個人項目	銀獎一名
2023 Asia International Mathematical Olympiad Open Contest Semi-final	Individual	Bronze Award: 1
2023 International Talent Mathematics Contest	Individual	Silver Award: 2
2023 亞洲國際數學奧林匹克公開賽晉級賽	個人項目	金獎八名 銀獎一名 銅獎一名 冠軍一名
2023 第三十屆香港小學數學奧林匹克比賽	個人項目	金獎六名 銀獎兩名 銅獎一名
American Mathematics Competition 8	Individual	Honor Roll Award:1
Eighteenth IMC International Mathematics Contest 2022	Individual	Gold Award: 1
Global Junior Math Aptitude Test	Individual	Gold Award: 1 Silver Award: 1
Guangdong-Hong Kong-Macao Mathematics Competition - International Final 2023	Individual	International Gold Award: 1 International Champion Award: 1
Hong Kong International Mathematical Olympiad Heat Round 2023	Individual	Silver Award: 1 Bronze Award: 1
Hong Kong International Mathematical Olympiad Semi-final 2023	Individual	Bronze Award: 2
Hong Kong Mathematics & Math Olympiad Open 2022	Individual	Gold Award: 2 Silver Award: 2
Hong Kong Mathematics Competition 2022	Individual	Champion Award: 1
Hong Kong Mathematics Kangaroo Contest 2023	Individual	Third Prize: 1 Peak Award: 1
Hong Kong Primary Mathematics Challenge	Individual	Gold Award: 1
International Youth STEM Tournament 2023	Individual	Gold Award: 1
Nineteenth Imc Mathematical Mathematics Contest, 2023	Individual	Silver Award: 1
Pan-Asia Pacific International Mathematics Invitation Competition 2023 Preliminary Round	Individual	First Prize: 1
Philippine International Math and Science Olympics (Maths Category) Final Round	Individual	2nd Runner-up: 1

	Siam International Math and Science Olympics (Maths Category) Final Round	Individual	Champion Award: 1
	Tenth International Tournament Mathematics Without Borders (Autumn Round)	Individual	2nd Place: 1 3rd Place: 1 Silver Award: 1
	Thailand International Mathematical Olympiad Final Round 2022-2023	Individual	Gold Award: 5 Silver Award: 3 Bronze Award: 4
	The 9th Hong Kong Mathematics Challenge	Individual	Gold Award: 1
	The Tenth International Tournament Mathematics Without Borders	Individual	Third Place: 1
	World Mathematics Invitational 2023	Individual	Gold Award: 1
	World Mathematics Invitational 2023 Preliminary Round	Individual	Gold Award: 1
	泓志盃小學數學邀請賽 2022	個人項目	冠軍一名
	第九屆全港小學數學挑戰賽決賽	個人項目	金獎兩名
	第三十屆香港小學數學奧林匹克比賽	個人項目	金獎一名 銀獎一名
	華夏盃全國數學奧林匹克邀請賽 2023 全國總決賽	個人項目	特等獎一名 一等獎六名 二等獎一名
	華夏盃全國數學奧林匹克邀請賽 2023 (華夏賽區) 晉級賽	個人項目	特等獎一名 一等獎兩名
	粵港澳大灣區數學競賽預選賽 2023 (香港賽區)	個人項目	一等獎一名
Others	Swift Coding Club Competition 2022	Group	Bronze Award: 1
	Jockey Club AI Community Innovation Programme	Individual	2nd Runner-up: 1
	2023 (14th) Hong Kong Outstanding Teens Election	Individual	Hong Kong Outstanding Teens: 1
	2023 年百沙灣划槳競速賽	個人項目	1st Place: 1 1st Runner-up: 1
	21th Amateur Go Championship (Go Chess)	Individual	1st Runner-up: 1
	Distinguished Scout Group Award 2023 (Cub Scout Pack)	Group	Distinguished Scout Group Award: 1
	Distinguished Scout Group Award 2023 (Grasshopper Scout Ring)	Group	Distinguished Scout Group Award:
	Grasshopper Scout District Commissioner Cup	Group	Champion: 1

Cub Scout Award	Individual	The Golden Bauhinia Award: 10
Hong Kong Inter-School Chess Championships 2023	Individual	Champion Award: 1 2nd Runner-up: 1
The Kowloon City District Outstanding Student Election (2022-2023)	Individual	Outstanding Student Award: 1
Malvern College Hong Kong Open 2023 Dr. R. Lister Cup	Individual	1st Runner-up:1
第十二屆小棋聖盃全港學界棋藝大賽	團體項目	精英獎一名 金獎一名
2022 年全港小學生中國象棋個人賽	團體項目	亞軍一名
21th Amateur Go Championship	Group	Champion: 1
第十二屆小棋聖盃全港學界棋藝大賽	個人項目	亞軍一名
港.象棋學員冬季級位賽 2022	個人項目	冠軍一名
2023 YF Life Jr. Space Camp Program	Individual	Junior Astronaut Award: 1

Financial Summary

La Salle Primary School Financial Report (1/9/2022 - 31/8/2023)

	Income \$	Expenditure \$
Balance B/F (Adjusted per Auditor's Report)	\$ 22,780,895.30	
I. Government Fund		
1. Salary for Staff	\$ 49,477,985.85	\$ 49,540,245.85
2. Expanded Operating Expenses Block Grant		
(A) Baseline Reference	\$ 1,456,504.68	\$ 2,543,484.16
(B) School Specific		
1) Revised Administration Grant	\$ 2,131,488.00	\$ 2,142,750.00
2) Air-conditioning Grant	\$ 606,005.00	\$ 866,943.01
3) Capacity Enhancement Grant	\$ 800,017.00	\$ 1,032,378.72
4) Composite IT Grant	\$ 602,145.00	\$ 1,219,456.20
5) Enhanced Speech Therapy Grant	\$ 8,258.00	\$ 5,763.80
6) School-based Management Top-up Grant	\$ 51,615.00	\$ 500.00
7) Top Up Student Guidance Service Grant	\$ 475,075.00	\$ 466,791.10
8) Base Sch Sch-based Speech Therapy Admin Recurrent Grant	\$ 8,258.00	\$ -
Sub-total:	\$ 6,139,365.68	\$ 8,278,066.99
3. Other Grants Outside EOEBG	\$ 5,236,889.53	\$ 4,703,033.39
4. Will be subject to clawback by EDB		\$ 197,388.99
II. Capital Reserve Fund (General Fund)		
Tong Fai (Note 1)	\$ 4,744,110.00	\$ 6,204,193.57
Donations & Other Income / Expenses	\$ 319,215.42	\$ 1,409,452.00
Approved Collection for Specific Purposes	\$ 6,290.00	\$ 6,290.00
Balance C/F	\$ 18,366,080.99	(Note 2)

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

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

Report on Capacity Enhancement Grant 2022-2023

The Capacity Enhancement Grant was used in the following areas:

1. To employ a full time NET

Achievements
<ul style="list-style-type: none">● A full time NET was employed to teach literature and share the teaching load with other English teachers.
Reflection
<ul style="list-style-type: none">● Students were interested in learning literature. Literature could improve communication skills. Students gained discernment as they view what was healthy or destructive in the world. They enjoyed reading literature books in their spare time.

2. To continue employing teaching assistants

Achievements
<ul style="list-style-type: none">● From September 2022 to August 2023, the School employed teaching assistants to assist in learning and teaching. They mainly assisted in doing paperwork and e-learning, preparing teaching materials, etc. They could reduce the workload of teachers. They could provide additional assistance to students.
Reflection
<ul style="list-style-type: none">● Teachers agreed that the teaching assistants could relieve their workload by substitution and add value to what teachers did. Teachers had more time to care for students who had special learning needs. The teaching assistants could deliver one-to-one and small group support to students.

**Report on the Use of the Life-wide Learning Grant
2022-2023 School Year**

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Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLA/s /cross-KLA / curriculum areas to enhance learning effectiveness - or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Chinese New Year Activities (Decorations for Games Booth and Prizes)	Jan 2023	P1-P6	1150	\$6,443.00	\$5.60	E1	Moral, Civic and National Education	Students were very interested in the activities and responded enthusiastically. Through these activities, students could learn about the origins and customs of traditional festivals and experience the traditional culture of our country.		✓			
2	Post-Exam Activities: Chinese Culture Day (Traditional Performing Arts Fee and materials)	Jun 2023	P1-P6	1150	\$16,996.00	\$14.78	E1	Moral, Civic and National Education	The performers' professionalism was impressive and left a lasting impression on students. Throughout the activities, students gained a deeper understanding of Chinese traditional culture in terms of knowledge, emotions and skills. Students' enthusiastic response had a positive impact on the promotion and inheritance of Chinese culture.		✓			
3	Visits to local amenities (Coach Fee)	10/2022-7/2023	P4-P6	20	\$700.00	\$35.00	E2	Moral, Civic and National Education	Students behaved well during the visit and showed particular interest in the museum's collections and the video introductions. However, guided tour service was not provided during this visit. We hope that if there is a chance for the students to visit again in the future, they can have a more in-depth understanding of the exhibits with the guidance of museum staff.		✓			
4	Outings (Coach Fee)	11/2022-3/2023	P2,P4,P6	560	\$17,700.00	\$31.61	E1	General Studies	Most of the students were interested in the visit and gained more knowledge about Hong Kong's housing development and low-carbon energy conservation.	✓				
5	Educational Visits (Coach Fee)	10/2022-7/2023	P1-P6	52	\$3,180.00	\$61.15	E1	General Studies	Most of the participating students were interested in the activities and gained a better understanding of Hong Kong's coastal defense history and the functions of the Legislative Council.	✓				
6	Project Learning (Materials for hands-on activities)	11/2022-2/2023	P1-6	1150	\$2,995.00	\$2.60	E1	Science	Students found great interest in doing the project and they learnt a lot by doing the hands-on experiments.	✓				
7	Science Activity (Materials for hands-on activities)	Jun 2023	P1-6	1150	\$130.00	\$0.11	E1	Science	The activities were very suitable for students. They had more experience in doing hands-on activities.	✓				
8	Visit (Coach fares)	11/2022-3/2023	P1, P3, P5	600	\$18,300.00	\$30.50	E2	Science	Most students found great interest in visiting the venues. They also learnt a lot from the tour guide. Visits helped students to have greater exposure.	✓				
9	Visit for Talented Students (Coach fares)	10/2022-7/2023	P5-6	400	\$4,040.00	\$10.10	E1	Science	An outreach astronomy programme (Astronomy Tent & Talk) was organised instead of the visit. Students were astonished and they enjoyed the activities very much. It helped to enhance their astronomical knowledge.	✓				
10	Post-Exam Activities: Aviation Course	Jun 2023	P6	162	\$25,900.00	\$159.88	E1	Cross-Disciplinary (STEM)	The boys agreed that the simulator helped them to understand the operation of flight.	✓				
11	Chinese New Year Activities (Chinese Calligraphy Brush and Decoration)	Jan 2023	P1-P6	1150	\$798	\$0.67	E1	Chinese Language	Students were active and interested in the activity which helped students to enhance the knowledge of Chinese culture.	✓				
12	Chinese eRead Scheme	9/2022-8/2023	P1-P6	1150	\$20,340	\$17.69	E8	Chinese Language	The eReading Scheme widened students' scope of reading and developed their reading interest and habit.	✓				
13	Post-Exam Activities: Chinese Culture Day (Game Booth prizes)	Jun 2023	P1-P4	1150	\$5,200	\$4.52	E1	Chinese Language	Students were active and interested in the activity which helped students to enhance the knowledge of Chinese culture.	✓				
14	Post-Exam Activities: RK (Coach Fee)	Jun 2023	P3-4	400	\$0.00	\$0.00		Religious Knowledge	The activity was free of charge.		✓			
15	World Book Day (Author's sharing)	Apr 2023	P1-P6	1150	\$2,000.00	\$1.74	E1	Others, please specify: Free Reading	Most students agreed that the author's sharing activity helped them to enhance the knowledge of Chinese History.	✓				
16	Reading Ambassador and Student Librarian Training (Badges)	9/2022-6/2023	P2-P6	60	\$1,560.00	\$26.00	E1	Others, please specify: Free Reading	Most of the Reading Ambassadors and Student Librarians agreed that the training was successful in enhancing their Library management skills.	✓				
17	Reading Award Scheme (Booklets)	9/2022-6/2023	P1-P6	1150	\$3,900.00	\$3.39	E1	Others, please specify: Free Reading	Students agreed that Reading Award Scheme could cultivate a reading culture on campus and foster their reading habits.	✓				
18	Bookmark Design (Materials)	Apr 2023	P2	200	\$2,800.00	\$14.00	E1	Others, please specify: Free Reading	Students did well in the Bookmark Design Activities.	✓				
19	School Teams (Coach Fee)	9/2022-7/2023	P1-P6	825	\$806,868.00	\$978.02	E5	specify: School	Students behaved well during the practices and listened to the coach's instructions.			✓		
20	School Teams (Competition Expense)	9/2022-7/2023	P1-P6	825	\$165,998.00	\$201.21	E1	specify: School	They showed sportsmanship in the competitions.			✓		
21	School Teams (Training Camp)	9/2022-7/2023	P1-P6	825	\$73,200.00	\$88.73	E1	specify: School	Students behaved well in the training camp.			✓		
22	English Online Learning Programme	9/2022-6/2023	P1-P6	1150	\$9,798.00	\$8.52	E8	English Language	Students found it interesting to learn English by doing online exercises.	✓				
23	Swimming Gala (Application Fee for Kowloon Park Swimming Pool)	Jan 2023	P1-P6	1150	\$2,457.50	\$2.14	E1	Physical Education	Students learnt to love sports and understood the importance of sportsmanship.			✓		
24	Swimming Gala (Medals, trophies, souvenirs)	Jan 2023	P1-P6	1150	\$0.00	\$0.00		Physical Education				✓		
25	Swimming Gala (Logistics from school to venue)	Jan 2023	P1-P6	1150	\$675.00	\$0.59	E2	Physical Education	Students learnt to love sports and understood the importance of sportsmanship.			✓		
26	Sports Day (Application Fee for Athletics Meet at Kowloon Bay Sports Ground)	Mar 2023	P1-P6	1150	\$1,830.00	\$1.59	E1	Physical Education	Students learnt to love sports and understood the importance of sportsmanship.			✓		
27	Sports Day (Medals, trophies, souvenirs)	Mar 2023	P1-P6	1150	\$1,352.00	\$1.18	E1	Physical Education	Students learnt to love sports and understood the importance of sportsmanship.			✓		
28	Sports Day (Logistics from school to venue)	Mar 2023	P1-P6	1150	\$0.00	\$0.00		Physical Education				✓		

Report on the Use of the Life-wide Learning Grant
2022-2023 School Year

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Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
29	Post-Exam Activities:Putonghua Activities/ Games/ Debates/ etc.	Jun 2023	P1-P6	1150	\$4999.80	\$4.35	E1	Putonghua	Students were active and interested in the activity. Activity helped students to enhance the knowledge of Putonghua.	✓				
30	School Opening Mass	Sept 2022	P1-P6	1150	\$500.00	\$0.43	E9	specify: Offering	All the religious activities helped to develop students spiritually.		✓			
31	Christmas Liturgy	Dec 2022	P1-P6	1150	\$500.00	\$0.43	E9	specify: Offering	All the religious activities helped to develop students spiritually.		✓			
32	Easter Liturgy	Apr 2023	P1-P6	1150	\$500.00	\$0.43	E9	specify: Offering	All the religious activities helped to develop students spiritually.		✓			
33	End of Term Mass	Jul 2023	P1-P6	1150	\$500.00	\$0.43	E9	specify: Offering	All the religious activities helped to develop students spiritually.		✓			
34	Confession	Apr 2023	P5-P6	23	\$1,000.00	\$43.48	E9	specify: Offering	All the religious activities helped to develop students spiritually.		✓			
(Please insert rows above if the space provided is insufficient.)														
			Sub-total of Item 1.1	29,102	\$1,171,822.50									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
			Sub-total of Item 1.2	0	\$0.00									
			Expenses for Category 1	29,102	\$1,171,822.50									

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	Music	P.6 Graduation Ceremony Performance	0
2	Music	Christmas Performance	0
3	Movable flag pole	Flag Raising Ceremony	22500
4	Materials	One Person, One	980
5	Setting up a butterfly garden: planting equipment for gardening and activities	Student Environmental Protection Ambassador Activities	44000
6	Fish and other consumable equipment	Aquaponics	0
7	Teaching Aids	Friday ECA	508.8
8	Cables, adaptors, software	Multimedia Production	7512.18
9	Talent Hub Curtain, Ballet Bar, Wall panel and stickers	Multiple Intelligences Activities	0
10	Musician chairs: 60 seats	Multiple Intelligences Activities	81600
11	Reading Award Scheme Souvenir	Library Activity	4000
12	Training Materials	STREAM Competition	3200
13	Teaching Aids	Post-exam Activities	0
14	Teaching Aids	IBL Week	5130.2
15	Materials	Bookmark Design	0
16	Adobe Creative Cloud	Video Editing	46550
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$215,981.18
Expenses for Categories 1 & 2			\$1,387,803.68

* Input using the following codes; more than one code can be used for each item.

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2 Transportation fees	
E3 Fees for non-local exchange activities / competitions (students)	E7 Purchase of equipment, instruments, tools, devices, consumables
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E8 Purchase of learning resources (e.g. educational softwares, resource books)
E5 Fees for hiring expert / professionals / coaches	E9 Others (please specify)

Category 3: Number of Student Beneficiaries

Total number of students in the school:	1,150
Number of student beneficiaries:	1,150
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	Mrs. Rebecca Yung
Post of Contact Person for LWL:	Mrs. Rebecca Yung

Report on the Use of the Promotion of Reading Grant

2022-2023

Part 1: Evaluation of the Effectiveness

Evaluation of the objective:

- Most students agreed that our Library Reading Award Scheme helped to develop their reading habits and encourage them to join various reading activities actively.
- Most teachers and parents agreed that those reading activities could arouse students' interests in reading and helped to create the reading atmosphere in school.

Evaluation of strategies:

- The strategies employed to create the reading atmosphere were effective.
- The Teacher Librarian made good use of the library collections to promote quality reading materials in both printed and electronic formats. The use of technology helped to enhance students' reading experience. It's good to promote reading through various media.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$ 30358.98
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	<input type="checkbox"/> e-Read Scheme	
	<input type="checkbox"/> Other scheme : _____	
3.	Reading Activities	\$3843
	<input type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
	<input checked="" type="checkbox"/> Buying the materials for Reading activities	
4.	Other : _____	
	Total:	\$34201.98
	Unspent Balance:	\$8452.02

* Please tick the appropriate boxes or provide details.

La Salle Primary School
Annual Report on Measures for Safeguarding National Security and National Security Education 2022-2023

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
School Administration	<ol style="list-style-type: none"> <li data-bbox="427 327 981 837">1. To form a team on safeguarding national security and national security education: to plan and formulate the related policy; to co-ordinate the implementation of related measures among subject panels and functional teams; to promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work on guidance and discipline; and to formulate strategies and contingency measures to prevent political activities from permeating the school. <li data-bbox="427 1098 981 1396">2. Refine the mechanism and procedures for management of school premises (including the hiring out of school facilities and regular review of the library collection) to ensure the school activities will not involve acts or activities that endanger national security. 	<ol style="list-style-type: none"> <li data-bbox="1008 327 1529 1061">1. A team on safeguarding national security and national security education was formed in July 2021. In 2022-2023, members included: Members included: <ul style="list-style-type: none"> - Principal - Vice Principal (Curriculum & Academic Affairs) - PSMCD - Teacher-in-charge of National Security, Moral & Civic Education - Teacher Librarian - Teacher-in-charge of the flag-raising team - Teacher-in-charge of the Experiential Learning - 4 other teachers who are responsible for documentation and bulletin boards design. <li data-bbox="1008 1098 1529 1426">2. E-System Venue Booking Forms had been filled in before renting campus facilities to ensure that the facilities were not used inappropriately. The Teacher Librarian formulated the guidelines of reviewing the printed and electronic library 	<ol style="list-style-type: none"> <li data-bbox="1552 327 2074 582">1. The team formulated a work plan on various areas, and compiled a reference manual to list out strategies, guidelines and contingency measures to duly prevent political activities from permeating the school. <li data-bbox="1552 1098 2074 1426">2. Campus facilities were used appropriately and records had been kept of their usage. The School created a peaceful and orderly environment and atmosphere. The National Security, Moral and Civic Education team would conduct the formal inspection

La Salle Primary School
Annual Report on Measures for Safeguarding National Security and National Security Education 2022-2023

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>3. Refine the school’s mechanism and procedures for organising activities to ensure that activities to be held under the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by alumni or parent teacher associations for students, activities engaging outside instructors, etc.) do not involve acts and activities that endanger national security.</p>	<p>collections before the beginning of 2022-2023 school year and ensured no sensitive contents that endanger national security were displayed. During the staff meeting held on 02/09/2022, Class Teachers were also reminded to check and take out any books from classroom that included sensitive content before 16/11/2022. The contents of books were not to contain any political messages.</p> <p>During the staff meeting held on 30/08/2022, the School committed to creating a peaceful and orderly school environment and atmosphere.</p> <p>3. Vice Principal informed the clubs and school teams to ensure that activities to be held under the name of the school would not involve acts and activities that endanger national security during the PTA meeting. When conducting procurement, the school incorporated specific clauses into the quotation/ tender documents to allow disqualification of a supplier and to terminate the</p>	<p>on all floors and formulate effective guidelines to allow staff and students to report the display of contents that endanger national security within the campus in the next academic year.</p> <p>All printed and electronic library collections had been reviewed according to the newly formulated guidelines.</p> <p>3. Activities to be held under the name of the school (including student activities, extra-curricular activities, talks by external guest speakers, activities organised by alumni or parent teacher associations for students, activities engaging outside instructors, etc.) would not involve acts and activities that endanger national security.</p>

La Salle Primary School
Annual Report on Measures for Safeguarding National Security and National Security Education 2022-2023

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	4. Formulate specific strategies and contingency measures to deal with acts and activities that involve elements endangering national security.	contract in the interest of national security. 4. Procedures for handling incidents involving political propaganda in the school and checklist for handling misconduct of staff were formulated.	4. The School created a peaceful and orderly environment and atmosphere. Any person conducting activities involving political propaganda at the school campus would be held liable for any misconduct.
Staff Management & Training	1. To recommend training courses to staff - soft copies to be sent through School Gmail, hard copies to be placed in Common Room 2. To inform all staff about the training requirements 3. To remind staff about the training and requirements from time to time during staff meetings	1. Vice Principal (Administration & Management Affairs) sent training courses to staff through School Gmail. 2. Informed all staff about the training requirements in a staff meeting. 3. Staff were informed about the training requirements during the staff meeting held on 03/09/2022 and 08/03/2023. Also, staff were informed of new requirements for the upcoming academic year. New teachers were required to pass the Basic Law Test.	1. Teachers actively participated in refresher courses to understand the maintenance of national security and the implementation of national security education. 2. School had informed staff of refresher courses that were available. 3. Teachers took the initiative to sign up for refresher courses.

La Salle Primary School
Annual Report on Measures for Safeguarding National Security and National Security Education 2022-2023

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>4. To remind all staff about the school's requirements and expectations in respect of their job performance and conduct. School personnel are required to be law-abiding and shoulder the co-responsibility of creating a peaceful and orderly environment and atmosphere in school.</p> <p>5. To follow up on matters relating to the job performance and conduct of school staff in accordance with the school-based staff management system.</p>	<p>4. Principal reminded the Code of Conduct, School Administration Guide, Crisis Management Handbook for all staff during the staff meeting held on 29/08/2022. All staff were to read the details carefully and had to sign the Declaration for Staff form before 01/09/2022.</p> <p>5. If there is room for improvement in the performance of appraisees, the school had already been following up with them through existing procedures.</p>	<p>4. All staff upheld professional ethics and abided by the law.</p> <p>5. The School would identify, evaluate and develop the work performance and conduct of staff.</p>
Learning & Teaching	<p>1. Flag raising ceremonies or display of National Flag</p> <ul style="list-style-type: none"> - School Opening (1st September) - National Day (1st October) - Constitution Day (4th December) - New Year's Day (1st January) - National Security Education Day (15th April) - HKSAR Establishment Day (1st July) <p>* The national flag will be displayed on all school days and a weekly national flag raising ceremony will also be conducted</p>	<p>1. School Calendar for flag raising was formulated according to the guidelines of EDB. The national flag was displayed on all school days and a weekly national flag raising ceremony was also conducted. All students joined each live national flag raising ceremony on the football pitch starting from 24/04/2023. The national flag was displayed on the specific days.</p> <p>The topics of sharing under the flags included:</p>	<p>1. Teachers and students showed respect to our country and enhanced the sense of belonging towards our nation.</p>

La Salle Primary School
Annual Report on Measures for Safeguarding National Security and National Security Education 2022-2023

Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>* After the flag raising and the singing of the national anthem, there will be a sharing on topics such as the recent development of our country, Chinese culture, Chinese history and the significance of the national anthem/ the national flag/ the national emblem.</p>	<ul style="list-style-type: none"> - Knowledge of National Flag, Regional Flag and National Anthem - The glorious achievements of China in technology - The relationship between the Constitution and the Basic Law - The contributions of Mr. Jiang Zemin and his relationship with Hong Kong - Nanjing Massacre National Memorial Day (promoting the message of love and peace) - National Security Education Day (background, major fields of National Security, methods of safeguarding national security) - Traditional Chinese Festival: Chung Yeung Festival (promoting the spirit of filial piety and respecting the deceased) - Traditional Chinese Festival: Lunar New Year (customs and significance) - The origins and meaning of the Labour Day - The significance of HKSAR Establishment Day - Love of learning 	

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>2. National Security Education Day</p> <ul style="list-style-type: none"> - Flag raising ceremony - The theme and objectives of National Security Education Day will be shared during the morning assembly. - Posters about the National Security Education Day will be displayed on bulletin boards. <p>3. The web-based resource platform “National Education One-stop Portal” will be used for the implementation of national security education.</p>	<ul style="list-style-type: none"> - Self-regulation - Gratitude <p>2. - Flag raising ceremony was held</p> <ul style="list-style-type: none"> - The theme and objectives of National Security Education Day was shared by the teacher-in-charge - An audio picture book “Let’s Learn about National Security” was played after the ceremony - Students were encouraged to join “2023 National Security Online Quiz Competition” - “National Security Education Exhibition Boards” with the theme of “What is National Security?” and “Major Domains of National Security” were displayed. <p>3. The following resources from platform “National Education One-stop Portal” were used:</p> <ul style="list-style-type: none"> - The “Little National Affairs Experts” Interactive Quiz Game Resource Pack - “Getting to Know the National Flag, the National Emblem, the National Anthem and the 	<p>2. The introduction of National Security Education Day enriched students’ understanding of our country, nurtured in students a sense of belonging to our country, a sense of national identity, and their awareness and responsibility of safeguarding national security.</p> <p>3. Teachers used the resources which were very useful and interesting. The learning resources have been uploaded to the self-learning zone of the school website for students to engage in self-directed learning as well. In addition to having the opportunity to learn national education knowledge at school,</p>

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>4. To further promote national security education in the school, the bulletin boards will be designed.</p>	<p>Regional Flag” Online Video Series: The Display of the National Flag and the Regional Flag</p> <ul style="list-style-type: none"> - “Our National Flag, National Anthem and Regional Flag” (Audio picture book) - “Let’s Learn about National Security” (Audio Picture Book) - National Security Education Online Learning Platform - Celebrating National Day Music Video “<i>On the Young China</i>” - Celebrating the 26th Anniversary of the Establishment of the HKSAR Music Video “<i>The Pearl of the Orient</i>” <p>4. Bulletin boards were designed and displayed to share about the development of our country, topics included:</p> <ul style="list-style-type: none"> - Technology-planetary exploration missions, Tianwen-1 and Shenzhou-14 - the Constitution and the Basic Law - National Security Education 	<p>students can also engage in self-directed learning at home to keep up with their progress.</p> <p>4. Bulletin boards were beautifully designed and can continue to be exhibited. They could help students understand the national situation, deepened their understanding of the country’s historical culture and latest developments, and enhanced students’ awareness and understanding of national security.</p>

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	5. Students will be encouraged to join various competitions.	5. Students were encouraged to join the following competitions : <ul style="list-style-type: none"> - 2022 National Day Online Quiz Competition - The 12th Hong Kong Students' National Knowledge Contest - 2022 National Constitution Day Online Quiz Competition - 2023 Constitution and Basic Law Territory-wide Inter-school Competition - 2023 National Security Online Quiz Competition 	5. LSPS received the District Outstanding School Award in “2023 Constitution and Basic Law Territory-wide Inter-school Competition”. The students were encouraged to join the competitions, and we hope to have more students participate next year. In addition to continuing to invite all students to participate in various competitions next academic year, we are also considering establishing National Education Ambassadors and providing them with training to cultivate more potentially talented students to participate in different competitions.
	6. Participation in Mainland exchange programme and interflow activities between LSPS and our sister school.	6. The Mainland exchange programme was cancelled due to the pandemic.	6. Due to the return to normalcy in campus life by the end of this academic year, we plan to visit our sister school in the coming academic year.
	7. Outings for students to enrich their understanding of the history and development of the country.	7. 20 P.5-P.6 students visited the Hong Kong Palace Museum to encourage them to explore the fascinating stories and cultural significances behind precious cultural relics, and cultivate their interest in Chinese	7. Students behaved well during the visit and showed particular interest in the museum’s collections and the video introductions. However, guided tour service was not provided during this visit. We hope

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>8. “Rule of Law through Drama” will be arranged for students. They can learn the proper concept of the rule of law, enhance law-abiding awareness and cultivate a law-abiding spirit.</p> <p>9. The music video “On the Young China” will be introduced to students.</p> <p>10. Strengthen monitoring mechanisms for regularly reviewing of all teaching resources and learning materials - Subject teachers are to check that</p>	<p>culture, arts and history on 09/06/2023. By stepping out of the classroom and utilising new learning resources and teaching methodologies, we hope to enhance their ability for self-directed and exploratory learning.</p> <p>8. Post-exam activities Rule of Law through Drama “Xie Zhi: The Legend of Justice” and “The Adventure of Mr. Auden” was organised on 23/06/2023. Through lively, interesting, and interactive performances, students could learn the proper concept of the rule of law, enhance law-abiding awareness and how to cultivate a law-abiding spirit.</p> <p>9. The music video “On the Young China” was introduced to students after the National Day Flag Raising Ceremony.</p> <p>10. All materials and resources that were used by the school were carefully analysed to prevent any sensitive topics being published.</p>	<p>that if there is a chance for the students to visit again in the future, they can have a more in-depth understanding of the exhibits with the guidance of museum staff.</p> <p>8. Students were very engaged in the drama performance and had good interactions with the actors. However, some senior students were not as enthusiastic when responding to questions from the actors.</p> <p>9. Students learnt the meaning of the lyrics, deepen their understanding of Chinese culture and nurture their affection for the country and national identity.</p> <p>10. Due to the procedures for checking any materials that would be distributed to students, the materials were of high quality and beneficial</p>

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>teaching resources and learning materials of all subjects from the textbooks and e-textbooks that are selected from the recommended textbook list, and that materials from the internet should be accurate, complete, objective and impartial. The contents should not contain any political messages, express hatred and violence, attack any individuals or groups, or use vulgar languages.</p> <p>- When setting a worksheet, exam or quiz, all teachers are to strive to produce quality learning materials for the students. The whole set of finalised materials had to be scrutinised by the subject panels and / or PSMCD before they were used. The setter of the worksheets needs to get the Panel Chair's / PSMCD's signature after they check the content on the Printing Record Slip.</p> <p>11. All the school-based learning and teaching materials will be archived at least two school years.</p>	<p>Worksheets, quizzes and exams were all reviewed by all levels of management before printing.</p> <p>11. All the school-based learning and teaching materials were archived for the previous three school years in the Google shared drives.</p>	<p>to the students' learning and development.</p> <p>11. Systematically archiving educational resources can be beneficial for teachers and school administrators to reference and retrieve information.</p>

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>12. Infusion of National Security Education elements into Chinese and G.S. curriculum.</p> <p>13. To enhance the understanding of students and the community of China and Chinese culture through Chinese Classic Sayings in Chinese Lessons</p> <p>14. Chinese New Year activities will be held to help students learn about traditional festivals and develop an affection for the Chinese customs. To build up students' identity as a Chinese and thus lay the foundation for national security education.</p> <p>15. A Chinese Culture Day will be organised to enable students to explore Chinese culture and history.</p>	<p>12. The curricula of Chinese and G.S. were adapted to include China's important historical events, personalities, national development profiles and social and cultural features etc.</p> <p>13. By familiarising students with Chinese Classic Sayings, they were acquainted with the different aspects of Chinese culture, informed of the wisdom of traditional classics, and cultivated good moral character and refined sentiments. It also enhanced students' reading and writing abilities.</p> <p>14. Chinese New Year activities (game booths, exhibition, bulletin board) were held on 10-12/01/2023. They helped students learn about traditional festivals and to develop an affection for Chinese customs.</p> <p>15. Post-exam activities were organised to showcase traditional performing arts of face-changing and Chinese opera. Through performances of</p>	<p>12. The curricula enhanced students' national concepts and national identity, and sense of belonging to our nation.</p> <p>13. It will be continued in the next academic year.</p> <p>14. Next academic year, we plan to invite National Education Ambassadors to host booths, allowing students to not only participate in traditional cultural activities, but also take on the role of a game host to enhance their leadership skills.</p> <p>15. The performers' professionalism was impressive and left a lasting impression on students. Throughout the activities, students gained a</p>

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>16. To deepen students' understanding of Chinese history and culture by incorporating related topics when setting new worksheets on topics such as:</p> <ul style="list-style-type: none"> - Food - Festivals - Chinese history/culture - the Four Great Inventions - Chinese heroes <p>17. School-based curriculum of the National Flag, the National Anthem and the National emblem will be revamped.</p>	<p>traditional Chinese cultural art forms that are rich in cultural references, students could experience the important aspects of our country's traditional culture.</p> <p>16. The following topics of new worksheets were set up in English:</p> <ul style="list-style-type: none"> - Mid-Autumn Festival (P.2) - Chinese New Year (P.5) <p>17. There was a school-based curriculum on National Flag, National Anthem, National emblem and flag raising ceremony taught during General Studies lessons in September.</p>	<p>deeper understanding of Chinese traditional culture in terms of knowledge, emotions and skills. Students' enthusiastic response had a positive impact on the promotion and inheritance of Chinese culture.</p> <p>16. Students' understanding of Chinese history and culture were deepened.</p> <p>17. Students' understanding and appreciation of the National Flag, National Anthem, National Emblem and flag raising ceremony were deepened. However, some new videos on flag raising ceremonies may need to be updated. The content of the presentations for junior primary students may be more challenging to grasp, so teachers may need to spend some time explaining it.</p>

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	18. To promote Chinese culture by reading poems from the Tang dynasty and guessing riddles in Putonghua during post-exam activities.	18. Students learnt about Chinese culture through Tang poetry and “Standard for Being a Good Student and Child”.	18. Students can deepen their understanding of Chinese culture. It was suggested that teachers may dedicate more time by allowing students to take turns reading Tang poetry in class.
	19. Purchase of National Security Education, Chinese culture and history reference books for School Library.	19. School Library had expanded its collection of books related to National Security Education and Chinese culture, and had conducted a review of its current collections.	19. Students were encouraged to borrow and read relevant books from the School Library.
	20. Book display about Chinese customs and traditions during Chinese festivals, National Day, National Security Education Day, HKSAR Establishment Day.	20. School Library host a three-dimensional book exhibition centred around Chinese culture and history from December to January.	20. Students showed interest in those books. The School Library planned to purchase more three-dimensional books about Chinese culture and history for the next academic year.
	21. To encourage students to read more e-books about Chinese history, biography of famous persons etc. through the eRead Scheme platform of HK Reading City and joining the “同齡同心學歷史” scheme.	21. P.4 General Studies teachers encouraged students to read biographies of individuals related to the topics from March to May.	21. Time constraints made it challenging to maintain a reading log for the students. It was suggested to integrate the electronic book programme focused on Chinese historical figures for P.5 and P.6 students.
	22. P.4 Cross-curricular learning in	22. There was a cross-curricular of shuttlecock kicking in Chinese, G.S.	22. Students showed interest in learning about the history and cultural of

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>Chinese, G.S. and P.E. will explore the history of shuttlecock kicking to enhance students' exposure to Chinese culture.</p> <p>23. The P.E., Music and V.A. curriculum will be adapted to introduce elements of Wushu, Chinese traditional music, Chinese ink painting and bookmark designs with Chinese poetry.</p>	<p>and P.E. for P.4 students from November to December.</p> <p>23. Chinese traditional music and Chinese ink painting had been introduced to students.</p>	<p>shuttlecock kicking. However, students need more practice time to improve their proficiency in playing shuttlecock kicking.</p> <p>23. Students showed great interest in lessons which broaden their perspectives on Chinese art. However, P.1 and P.2 students were too young, and they may not have the required technical skills of Chinese ink painting. Therefore, focusing on appreciating artworks would be more suitable for them. As for P.3 to P.6 students, creation with ink painting was an excellent approach.</p>
<p>Student Guidance, Discipline & Support</p>	<p>1. Talks for students</p> <p>2. Good Student Award Scheme Values in Action (VIA) focus for 2022-2023 will be as follows: 1st Term: Love of learning 2nd Term: Self-regulation 3rd Term: Gratitude</p>	<p>1. A talk on the theme of “No Bullying” was held on 28/4 for P.1-P.3.</p> <p>2. The Good Student Award Scheme was implemented during each term to reward students in proper conduct and to be an outstanding member of the school. Students collected stamps and were awarded prizes.</p>	<p>1. After the talk, the students had a preliminary understanding of bullying and learnt how to cope with different situations.</p> <p>2. The Good Student Award Scheme was implemented and students behaved well in class and aimed to be Bonafide Lasallians Gentlemen.</p>

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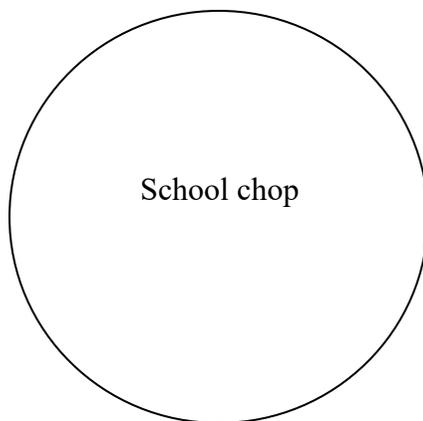
Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	<p>3. Harmonious School – Respect, Friendship and No Bullying Campaign organised by EDB</p> <p>4. School rules for students</p>	<p>3. Morning assembly sharing started from November. The theme “Respect, Friendship and No Bullying” was introduced to the students. The topics included “Cyber-bullying”, “Conflict-handling, ‘Everyone is Equal’, ‘Ways to Help Others’ were shared through PA system.</p> <p>P.3 and P.5 class activities were held by Discipline Masters during the PGE lessons. The topics were ‘Good Students and Good Deeds’ for P.5 and ‘Cheer Yourself Up’ for P.3.</p> <p>A colouring competition for P.2 and a slogan competition for P.4 were held during the post-exam period.</p> <p>4. The School Handbook had the expectations of students clearly stated. Students were expected to adhere to these rules to ensure that classes operated with minimal distractions and that learning in the classroom was maximised.</p>	<p>3. The class teachers agreed that the activities helped to strengthen students’ positive behaviour and develop students’ positive values. Mutual respect and the spirit of community were also enhanced.</p> <p>4. The guidelines of school rules were found in the handbook. Students could always refer to them and ensure that they were following the school rules.</p>

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	5. Constant reminders to students during morning assemblies	<p>The students were taught how to line up for classes and dismissals.</p> <p>5. The Discipline Masters gave reminders to students during morning assemblies. The reminders helped student to always follow the school rules and be Bonafide Lasallians Gentlemen.</p>	<p>Students were able to line up properly and followed instructions given by the teachers.</p> <p>5. Daily reminders during morning assemblies helped students to be reminded of proper conduct.</p>
Home-school Cooperation	<p>1. Talks for parents</p> <p>2. Activities organised by the Parent-Teacher Association (PTA)</p> <p>3. Parents' Days</p>	<p>1. An online talk on the theme of "Fun History and Culture in Kowloon City" was organised on 28/6.</p> <p>2. PTA hosted activities during the whole academic year.</p> <p>3. Parent's Day was held on 17/12.</p>	<p>1. This online talk deepened the understanding of the history of the Kowloon City district for students, parents and teachers. If online talks are held in the future, teacher could host the platform as they may be more familiar with the platform's operations.</p> <p>2. Students participated in the activities actively and behaved well in lessons.</p> <p>3. Parent's Day was successfully held on 17/12. Parents met teachers in classrooms and the School Hall to discuss students' performance.</p>

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Area	Measure(s)	Implementation Situation	Effectiveness and Reflection
	4. Regular written communication with parents	4. The School used GrwthApp, printed notices and “Letters from the Principal” to inform students and parents of any news.	4. Digital notices and “Letters from the Principal” were sent through GrwthApp. Some important notices were given in printed form to students. These promoted effective communication between the School and parents.



Signature of supervisor: _____

Name of supervisor: Brother Patrick Tierney

Date: _____

School-based After-school Learning and Support Programmes 2022/23 s.y. School-based Grant - Programme Report

Name of School: La Salle Primary School

Staff-in-charge: Lee Siu Fong Contact Telephone No.: 23362609

A. The number of students (count by heads) benefitted under the Grant is 5 (including A. 2 CSSA recipients, B. SFAS full-grant recipients and C. 0 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Math		2		80	Oct - Jun	800	Questionnaire	PTA	
VA		1		80	Oct- Jun	400	Questionnaire	PTA	
Chess	1			80	Oct - Jun	400	Questionnaire	PTA	
Music		1		80	Oct - Jun	400	Questionnaire	PTA	
Basketball		1		80	Oct – Jun	400	Questionnaire	PTA	
Swimming	1	1		80	Oct - Jun	800	Questionnaire	PTA	
Total no. of activities:									
@No. of man-times	2	6			Total Expenses	3200			
**Total no. of man-times	8								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “√” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	2	3		1	1	1
b) Students’ study skills	3	3		1		1
c) Students’ academic achievement	2	1	3	1		1
d) Students’ learning experience outside classroom	1	5		1		1
e) Your overall view on students’ learning effectiveness	2	5			1	
Personal and Social Development						
f) Students’ self-esteem	1	2	2	2	1	
g) Students’ self-management skills	3		2	3		
h) Students’ social skills	3	1	1	3		
i) Students’ interpersonal skills	4	1	1	2		
j) Students’ cooperativeness with others	2	3	1	2		
k) Students’ attitudes toward schooling	3	3	1		1	
l) Students’ outlook on life	2	4		1	1	
m) Your overall view on students’ personal and social development	3		3	1	1	
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	3		1	1		3
o) Students’ sense of belonging	5	1	1	1		
p) Students’ understanding on the community	2	2	1	2	1	
q) Your overall view on students’ community involvement	3	1	2	1	1	

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: _____);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): No significant problems / Difficulties encountered

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Report on Sister School Exchanges
2022-2023 School Year

Name of the Mainland Sister School (1): The High School Affiliated to Renmin University of China (Primary Section)
(2): _____
(3): _____

Please state the name and preliminary idea of planned exchange activities together with the methods of monitoring and evaluating the effectiveness of these activities.

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring/Evaluation	Estimated Expenditure
1.				
2.				

No activities were organised due to the pandemic.