

LA SALLE PRIMARY SCHOOL



School Report 2019 – 2020

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Our School

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

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

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

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

Achievements and Reflection on Major Concerns

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

The 21st century is the technology-driven information age. The social values are diversified and education is no longer confined to classrooms. To equip students to face challenges in the 21st century, the learning and teaching of the School focuses on fostering students' positive values and attitudes, and the culture of learning for life. We strive to cultivate students' generic skills, to make them learn with passion, to know how to acquire and construct knowledge via multiple sources, and to lay a solid foundation for whole-person development.

Achievements

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

Developing students' self-directed learning capabilities was the focus of the curriculum across all subjects in this school year.

The Chinese Department continued to strengthen the use of 3-tier note-taking technique in which students learned how to mark the key information, take point-form notes and flowchart notes, etc. to organise a passage, analyse its content and rhetoric. Students of senior levels were encouraged to take notes of their own to supplement the printed and taught materials.

General Studies teachers and the Teacher Librarian collaboratively taught students reading skills in a systematic approach so as to foster students' data collection and analytical skills. The General Studies and the Science Departments continued to use project learning to develop students' generic skills and strengthen IT communication skills and collaborative skills. The Music Department required students to create "self-directed" music experience profile, encouraging students to continue their pursuit of music learning, music appreciation, and participation in performances and competitions.

In order to develop students' self-directed learning abilities, P.5 and P.6 Science teachers encouraged students to search for applications and online resources that corresponded with the content taught in textbooks.

In addition, different literary devices were taught in weekly P.1 and P.6 English Literature lessons. In Putonghua, Pinyin posters were posted in classrooms, using visual and graphic presentation to strengthen students' abilities to listen and pronounce the initials and the finals. Discussions were frequently conducted in Personal Growth Lessons for students to express their opinions. In summary, these strategies increased students' learning motivation and efficacy, and developed their capacity to become self-directed learners.

To further develop students' reading habits and interests

The School continuously strived to cultivate students' interests in reading. The library recommended students to read e-books, AR books and AR maps via tablets. In addition, to align with the Personal Growth curriculum, the library held a book fair centered on the theme of "emotion" for P.1 students. It was well-received.

The Chinese Department restructured the P.2 reading and writing skills framework to strengthen students' reading comprehension and writing capabilities. The Religious Knowledge Department organised activities at the School Chapel to conduct Bible storytelling and book recommendations. They were popular among students.

The General Studies Department had planned to promote history book reading activities to encourage students to read history books and share them with friends for leisure. They were cancelled due to the school suspension. The library, however, managed to make use of the self-learning zone on the School website to provide access to a free eBook platform so as to introduce extended reading and encourage self-directed learning.

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

The School concurred with the idea that STEM education could foster students' creativity, collaboration, and problem-solving skills. The School integrated the STREAM initiatives within the Religious Knowledge, Visual Arts and the library's free reading curriculum in order to develop cross-curricular curriculum and activities to increase students' interest in learning and to enrich their life-wide learning experiences.

Computer Room 2 was renovated to further equip the School for STREAM education. The room was renamed as Big Bang Room in which IoT technology was in place for the air conditioning and lighting controls. Equipment such as 3D printers, a laser cutter and 3D

pencils were available for the cross-curricular activities held during the end-of-school-year IBL Week. The event, however, was cancelled due to the class suspension.

The library and the Counselling Team collaboratively organised the STREAM corner teamwork activities for the underachieving students. The activities helped to improve the learning motivation of the underachieving students. The Maths Department had planned hands-on maths-related craft activities for P.4-6 students in order to strengthen their ability to integrate and apply knowledge and skills to solve authentic problems. The activities were, however, affected by the school suspension. The symmetrical windmill project for P.5 was completed while the P.4 and P.6 projects were cancelled. Some P.5 students were able to share their work and their experience with others on the Google Classroom platform during the period of school suspension and the result was satisfactory.

To further integrate technology into learning and teaching

The School strived to improve the IT hardware and software facilities, provide teacher training and steadily integrate the technology into different key learning areas. Students were able to apply their IT skills learnt in Digital Studies lessons to other subjects. Students also learnt the use of various multimedia software and shared their work on Google Classroom to promote creativity and motivate their peers.

The Chinese, English and Mathematics Departments made use of various eLearning platforms to help consolidate students' foundation knowledge. Different multimedia tools were integrated in English Oral lessons. All subjects regularly made use of iPads for interactive learning. This proved to work well for motivating students, helping students to construct their knowledge and catering for learner diversity.

The flipped classroom learning and teaching model was also applied in different subjects. Students were asked to watch assigned moral education video clips, complete activity sheets and prepare classroom discussions in Putonghua lessons. The Religious Knowledge Department used "Children Bible" software to teach the Ten Commandments in Christianity and to promote self-directed learning.

During the class suspension, the use of flipped classroom approach was indispensable. All subjects shared learning materials online for students. It included materials such as PowerPoint presentation, ETV and teaching videos. Teachers also used Google Form and other online summative assessment tools to gauge students' learning progress. The Visual Arts Department used the online resources and tailor-made activity sheets to help students

explore online virtual museums. This broadened their learning horizons and motivated their interest to explore the knowledge in the area of arts. PE teachers also made use of the online platform to teach various sports knowledge and skills.

Reflection

The long period of class suspension due to the pandemic was no doubt the biggest challenge of this school year. Some activities planned for this year were cancelled. The time for group discussions and classroom interaction was largely reduced which, as a result, affected the effectiveness of learning and teaching. This challenge underscored the importance of cultivating students' self-directed learning ability and adapting eLearning.

To achieve the goal of “suspending classes without suspending learning”, each subject made use of online resources and the School's eLearning platform to assign self-learning materials and tasks. To make online or distance learning effective, interaction among teachers and students is vital. As such, the School adopted the Zoom platform for online teaching. Both the teachers and students were able to adapt to the new learning model with training in a short span of time. The success of the online learning model also highlighted the fact that both the teachers and students are enthusiastic and fast learners who always rise above challenges.

Continue to improve students' self-directed learning capability

The Chinese Department continued to strengthen the use of 3-tier note-taking technique to help develop students' self-directed learning capability. It is suggested that the writing materials can be edited next year to incorporate the note-taking technique in the writing preparation lesson. Flowcharts and point-form note-taking can also be used to develop ideas and organise contents for writing.

The General Studies Department and the library will continue to work collaboratively to develop students' newspaper reading skills. Newspaper cutting exercises can encourage students to read newspaper regularly, but some students lacked depth and details when they made comments on the news. It is suggested that teachers can re-design the newspaper cutting exercises to improve students' ability to approach a subject from different angles.

In English, teaching different literary devices had helped students to make good use of reading strategies. Most teachers agreed that students' creativity and presentation skills

were improved. Teachers also agreed that different applications on Google Suite had helped students to become more self-directed and thus learning effectiveness was enhanced.

Some students from the senior grades are very fond of science and they suggested watching some interesting programmes such as “Science with You (RTHK)”. It is suggested that we can extend it to the junior grades so as to develop students’ self-directed learning abilities. Through different teaching strategies, individual differences were catered and students’ learning efficacy was enhanced.

Widen students’ reading horizons

The library’s new augmented reality books were very popular; however, the variety of AR books is quite limited and the small collection (about 30) of AR books could not be made available for students to borrow as they were needed for classroom teaching. The variety of religion books in the library is limited and most of them are rather old and unpopular. The Religious Knowledge Department suggested that more religion books for junior grades should be purchased to preach the gospel.

Looking ahead, the library plans to collaborate with the Chinese Department to implement library books learning and teaching. In addition, the library and the General Studies Department will work together to promote history books reading. The Science Department will continue to collaborate with Teacher Librarian to select appropriate materials to develop students’ curiosity and interest in science in the next academic year.

Continue to develop STREAM education

STREAM education covers different key learning areas. This helps to increase students’ creativity, collaboration and problem-solving skills. The library and the Counselling Team will continue to co-host the STREAM corner to increase the motivation of underachieving students.

A number of cross-curricular projects and activities were cancelled due to the school suspension. All subject departments will continue to design materials and activities in close collaboration in the next academic year. The goal is to strengthen students’ capability to integrate and apply their knowledge and skills. For example, the Science Department will collaborate with the Digital Studies, Mathematics and Visual Arts Departments to design the lessons for P.3 on the topic of “Weather Record and Forecast”.

In addition, the training and the open competitions for the STREAM Team, which were either incomplete or cancelled this year due to the pandemic, will resume in the next academic year. The School will also provide teacher training to strengthen teachers' knowledge and skills to promote STREAM education in school.

Extensive use of IT

The students' eLearning skills have improved in leaps and bounds during the suspension period. All departments expect to take this opportunity to strengthen the use of IT technology in order to facilitate self-directed learning and improve learning and teaching efficacy.

The Chinese and the Digital Studies Departments plan to enrich the contents of "flipped classroom". Students will be assigned prep tasks or online research materials. It is expected that students will have better understanding of a topic beforehand and thus will be able to conduct more in-depth quality discussions later in the classroom.

During the class suspension, all learning materials were uploaded to the self-learning zone on the School website. Teachers then used the Zoom sessions to further discuss the topics and clarify the difficult teaching points. Though the online teaching bears its limitations, it is to some extent still quite effective. In addition, the voice-over narrated presentation video made by all Chinese, English and Maths teachers catered for learner diversity as students could learn and review at their own pace.

Most Maths teachers agreed that the use of tablets in learning and teaching was a great way to help students construct knowledge and increase learning motivation. It is suggested that more applications can be used in the next academic year. Indeed, during the Zoom sessions, some teachers had demonstrated a sample of inquiry-based applications and encouraged students to download for self-directed learning. The Religious Knowledge Department plans to recommend the "Children Bible" application to all students next year, as its content matches various topics in the religion curriculum of all levels.

Based on the survey conducted by the Visual Arts Department, most students agreed that the use of IT tools and applications for drawing was interesting, and the number of lessons spent on learning and practising the tools was appropriate. It did not only improve the quality of students' work, but also arouse students' passion for arts. As a result, the Visual Arts Department will plan to continue the projects.

The PE Department did not manage to use the VR technology to conduct lessons. The subject teachers noted that there were not enough VR devices for a whole class. It is suggested that other online platforms can be used instead to strengthen students' learning efficacy.

The Putonghua Department used online activities to improve students' knowledge of pinyin. The links and the QR codes of those activities were later posted on the self-learning zone during the class suspension. The use of interesting online games and activities can effectively strengthen students' knowledge of initials and finals and help them understand the syntactic structures of Putonghua.

Many eLearning platforms are already in place in different subjects. They provided extended learning activities, and online summative assessments for students. Teachers can also use the data collected to assess students learning progress and to clarify the difficult teaching points when necessary. The online summative assessments were vital especially during the class suspension. In short, it is highly recommended.

During the class suspension, the Chinese and English Departments required students to upload their essays and free writing to the Google Classroom. It did not only give students an opportunity to practise their writing skills, but also a means to express their feelings. In Maths, students uploaded their own videos to show other students how they made various maths-related crafts. Students were eager to share their work. Many teachers agreed that the School should continue to make good use of the Google Classroom as it is an effective way to submit homework and to increase student-teacher interaction.

Looking ahead

To empower students to be ready for the ever-changing world, developing the capacity for self-directed learning and sustaining a love for learning will continue to be a major concern of the School. The School will continue to provide various learning activities and opportunities for students, facilitate cross-curricular collaborative planning, and strengthen the use of IT and eLearning platforms. In addition, the School will continue to adopt different strategies to cater for learner differences. The newly acquired intelligent home assistant robot, Temi, will be used mainly to support students with special needs. It is expected that AI technology of the robot will increase their learning motivation. The robot can also read stories to arouse the students' interest in reading.

The School is aware that no one pedagogical approach can satisfy all the teaching objectives or the learning needs of all students, and no one learning and teaching strategy is the most effective. The School will continue to reflect from time to time, and integrate new learning and teaching strategies and tools to bring momentum to the existing curriculum.

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

Achievements

Learning and teaching occur when interaction is maximized. To ensure an effective and efficient learning and teaching outcome, the importance of engaging in collective inquiry and sharing cannot be overlooked. Multiple strategies and practices in line with this objective were therefore incorporated into the School this year so that both students and teachers could benefit from the synergy and advance as one school academically and professionally.

Inquiry-based learning and collaborative culture among students

As an effort to cultivate a collaborative culture, lesson preparation for different subjects was often carried out in order to devise an appropriate syllabus that would develop students' ability to inquire.

In Mathematics, on top of inquisitive activities in everyday life, small-scaled group projects were assigned to students from Primary 1 to 3 in hopes of nurturing their capability to explore topics in depth and enhancing peer learning through collaborative effort. It was rewarding to see that Primary 1 students demonstrated strong team spirit in the completion of an inquisitive classification activity concerning 3-dimensional shapes. Unfortunately, given the tight teaching schedule after class resumption, no time could be spared for the study projects meant for Primary 2 and Primary 3 students.

In General Studies, Primary 1 to 3 teachers were engaged in collaborative lesson preparation twice during the school year. The objective of the first term preparation was to improve the efficacy of projects whereas the second term preparation focused on boosting students' capability to work with one another. As for Primary 4 to 6 teachers, collaborative lesson preparation was carried out once a month throughout the first term to discuss appropriate teaching strategies on the basis of the 13 HOTS skills of high-order thinking and inquiry-based learning. With the objective of developing high-order thinking among students, teachers were devoted to devising and modifying academic materials such as teaching methods, presentations and worksheets that would cope with changes in the society.

In Digital Studies, suitable topics like Google Sheet and Google Form were chosen for small-group learning. Working together, students were able to establish teamwork and collaborative culture through constructive discussion and knowledge sharing. Digital Studies teachers also implemented the Small Teachers Programme, allowing “small teachers” to help out weaker students during lessons so that students could complement one another in a caring culture. The proactive attitude shown by students given the role of “small teachers” proved that the programme helped foster a sense of responsibility and leadership skills.

In Putonghua, Primary 4 to 5 students were allowed to come up with their own “open-ended questions” to be discussed in small groups. This active exchange of ideas encouraged students to speak in Putonghua and participate in class activities, achieving great response and results.

The Teacher Librarian trained 36 student librarians from the senior primary. Their duties included taking shifts at the library, assisting in library affairs, as well as recommending books or introducing reading activities during morning assemblies in order to motivate the students to read and fuel their interest in taking part in related activities. Student librarians also took up the role of assistants in multiple large-scale events hosted by the library, ensuring a smooth flow of the events while gaining experience and developing their leadership. In junior primary, the teacher librarian trained 24 reading ambassadors to help with library affairs during library lessons and lead the participation of their class in various reading activities.

Collaborative culture and professional development among teachers

Through panel meetings and co-planning meetings, teachers of various subjects were able to exchange ideas and teaching strategies, which boosted teaching efficacy.

For English, collaborative lesson planning was conducted and good practices were shared among teachers in teaching P.1 and P.6 English literature.

Level meetings for Personal Growth Education were regularly held, where teachers would discuss lesson contents and share teaching experience, effectively devising, modifying and enhancing lesson contents. To ensure what students learn keeps pace with the times and is suited to their needs, meetings were also held with the Counselling Team to evaluate lesson contents and identify highlights of the syllabus.

In addition, every subject strived to enhance teachers' expertise and teaching efficacy through various workshops. For example, the workshop about "Using Computer Software and ClassVR in Teaching" held by Visual Arts successfully increased the confidence of teachers in making use of information technology to conduct lessons and raised their professional teaching quality.

In the new academic year, new textbooks will be used for General Studies, Science, Maths and Putonghua. The department heads contacted several publishers to arrange workshops for teachers to gain deeper insight into the new syllabus, taking their expertise to a new level.

For Putonghua teachers, a workshop was organised to prepare themselves for training students for the Speech Festival. Through analysing competition materials adopted in the Speech Festival, teachers were able to master speech techniques, which facilitated their professional development.

For Physical Education, different sports organisations were invited to provide co-teaching courses at school while experts were invited to hold workshops. These did not only allow teachers to gain in-depth understanding of new teaching trends, but also augmented their teaching quality and professional level.

With the joint effort of the Counselling Team and Student Support Team, a workshop about "Positive Communication between Teachers and Students" was held for all teachers in September. Teachers were able to learn to deal with student behavioural issues and conflicts with a positive mindset that would nourish their relationship with students, and at the same time boost class management efficacy.

When school was suspended due to COVID-19, video conferences and online workshops held by the School provided teachers with a useful guide to record voice-over PowerPoint and operational tips to conduct online lessons through Zoom, both of which greatly enhanced teaching efficacy, allowing students to participate in class while staying safely at home, achieving the outcome of "suspending classes without suspending learning".

Reflection

Inquiry-based learning and collaborative culture among students

For Chinese, students were required to submit audio files of their speaking exercises through the online platform for teachers to better understand their speaking performance so that feedback could be given accordingly during class, enhancing teaching efficacy. However, due to class suspension, students were not able to evaluate one another as planned. It is hoped that peer evaluation can be arranged in the coming year so as to develop students' ability to assess and give feedback.

Mathematics teachers agreed that group exploration activities help build a collaborative culture, but projects take up more teaching time. With that in mind, teachers may replace projects with problem solving activities for the coming year.

For Physical Education, training camps and offshore tours were not possible this year due to COVID-19. In the coming year, both will be proactively organised in order to widen students' horizons.

With a strong sense of belonging, most student librarians showed passion in their service and led others well during reading activities. A satisfactory performance was also evident among reading ambassadors, who actively carried out their duties to help the junior schoolmates use library services effectively. In this academic year, the Teacher Librarian was supposed to co-operate with Science and General Studies to arrange a book display, which turned out to be impossible in view of class suspension. It is hoped that the book display can be arranged in the coming year.

Collaborative culture and professional development among teachers

Most teachers agreed that teaching efficacy was enhanced through co-planning meetings among teachers. For English, teachers agreed that teaching effectiveness in Primary 1 and Primary 6 Literature lessons was enhanced through collaborative lesson planning.

For Mathematics, collaborative lesson preparation for the use of Kahoot! and Plickers, along with workshops and new teaching material selection, contributed to the enhancement of professional development and collaborative culture among teachers.

The Chinese Department is considering inviting teachers to share their assignment-marking and question-setting techniques in panel meetings in the hopes of fostering the culture of mutual learning, thus raising teaching efficacy.

Due to class suspension, video conferences and other communications software were used to conduct collaborative lesson preparation and meetings across all subjects. Designated teaching materials and worksheets were also distributed via online channels. In the event that class suspension abruptly happens again, teachers are believed to be able to discuss teaching-related affairs by means of information technology.

With the introduction of the new Science, General Studies and Putonghua textbooks, more co-planning sessions are expected to be held in the next academic year.

Most teachers found the workshops arranged by the Discipline and Counselling Teams useful in promoting professional communication among teachers. To ensure that the workshops are practical, it has been suggested to arrange workshops 2 to 3 months after the start of school term so that the School has enough preparation time to select workshop themes according to the needs of students from respective years.

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

Achievements

In order to nurture our students to become “bona fide” Lasallians, school-based learning programmes were organised, putting emphasis on good manners.

Setting up classroom rules

To develop students’ initiative and self-discipline, classroom rules, established with input from both teachers and students based on mutual trust and respect, were posted in the classrooms at the beginning of the school year.

Good Student Award Scheme

The theme of the Good Student Award Scheme was ‘Responsibility’. Students were given chops by teachers whenever they demonstrated a sense of responsibility. In Stage 1, the champion of each class was presented a certificate by the Principal during the Morning Assembly. Besides, thirty-six outstanding students chosen by their class teachers were awarded the ‘Principal’s Commendation’ in recognition of their strong sense of responsibility.

Although there had been disruptions due to the social incidents and the COVID-19 epidemic, most teachers agreed that the Good Student Award Scheme had effectively enhanced the students’ sense of responsibility and strengthened their positive behaviour. In addition, the ‘Good Student Award Scheme’ increased the students’ learning motivation. It encouraged students to be responsible and complete their tasks as best they could.

Big Brother Scheme

To nurture P.6 students’ care for others and to help P.1 students to adapt to primary school life, the ‘Big Brother Scheme’, consisting of two stages, was launched by the Counselling and Discipline Teams.

In the first stage, the ‘Happy to Make Friends’ activity was run in September. All P.1 and P.6 students learnt how to cooperate with each other while playing interactive games in the

Hall. The P.6 students shouldered their responsibility as senior boys and helped take care of the junior boys. The majority of P.1 students could feel the love and care from the senior boys.

In the second stage, eighteen P.6 students enrolled in the scheme. Each of them was paired up with a P.1 buddy requiring assistance in adjusting to the primary school routine. Six sessions, including a briefing, an ice breaking activity and training sessions, were held in November, December and January. For the ice breaking activity, the P.1 students coloured Christmas cards in and gave them to their P.6 buddies. All participants were arranged to join game room activities in December and January during recess to strengthen their bonds.

Service learning

Service learning was introduced with the aim of instilling civic responsibility, love and care virtues into students.

Despite the cancellation of most of the training and service sessions due to the social incidents and Covid-19 epidemic, six classes, namely P.5A, B and C and P.3A, B and C completed all training sessions and four of them subsequently rendered service, the three P.5 classes to the physically disabled at school and a P.3 class (P.3A) to an elderly home.

The physically disabled and the elderly could experience the love and care shown by the students. They had a great time interacting and playing interactive games with our students. They all appreciated and praised our students' performances.

The teachers and social workers noticed that most students became more caring after serving the needy. They learnt that happiness could not be taken for granted. Students' experiences in service learning also helped them to develop empathy for others.

Reflection

Setting up classroom rules

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

Good Student Award Scheme

Due to class suspension caused by COVID-19, Stage 2 was cancelled, and Stage 3 shortened. Since the Good Student Award Scheme is effective in strengthening students' positive behaviour, it will continue to run in the coming year with a different theme.

Big Brother Scheme

Interaction between the P.1 and P.6 students was very much reduced because of the class suspension from February to June and to some extent, the effectiveness of the scheme was affected. As the Big Brother Scheme promotes the caring culture in the school, helps the P.1 students to adapt smoothly to their primary school life and improves the P.6 students' communication skills and sense of responsibility, it will continue to implement in the coming year. However, more thorough planning in the ways of implementation is necessary in response to the pandemic situation.

Service learning

Service learning is certainly an effective way to nurture students to become "bona fide" Lasallians. To broaden students' experiences in service learning, different service targets can be arranged and more interactive time between the students and the service targets is recommended.

To encourage students' reflections about service learning, time for debriefing after the service can be increased. Explanatory notes about service learning training and debriefing sessions can be provided for students in case of any cancellation of activities due to unexpected circumstances.

Our Learning and Teaching

Moral and Civic Education

La Salle Primary School places heavy emphasis on moral and civic education. In addition to appropriately infiltrating relevant elements into various learning areas, it also compiles growth lessons for students at all levels, cultivates students' positive values and attitudes, and uses life-oriented themes to systematically train students to have good personal moral values and cultivate national identity.

The School not only adopts a number of permanent programs, including the "Good Student Award Program" and "Big Brother Program", but also uses a diversified service team to cultivate students' sentiments of caring for themselves and serving others.

In addition, the School organised activities such as "Mid-Autumn Festival Activities", "National Day Flag Raising Ceremony", "Hong Kong Return to the Motherland Flag Raising Ceremony", etc., which not only deepened students' understanding of traditional Chinese festivals and the knowledge of Chinese culture, but also increase students' chances of getting to know the motherland, thereby enhancing the national identity and sense of belonging to the motherland.

This school year, the School continued to carry out service learning and historical relic walking education activities, so that students could have better understanding of Lasallian spirituality and experience the spirit of faith and zeal.

Reading to Learn

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

The School Library collaborated with other teams and subject departments to bring an array of interesting ways to promote reading for all. They included a variety of mini thematic book fairs, storytelling sessions, Student Librarians’ books sharing, as well as other entertaining activities such as Lantern Riddle Games in Mid-Autumn Festival Activity, STREAM CORNER and Year of the Rat’s Reading Activity. All the activities were organised successfully with different subject departments, Student Librarians, Reading Ambassadors and parent helpers.

We believe that reading is beyond boundaries. The School Library made good use of the Self-learning Zone during class suspension to promote quality reading materials in electronic format and the use of technology in enhancing students’ reading experience. Students can enjoy both Chinese and English e-books for free reading anywhere at any time. After the class resumption, the Teacher Librarian carried out follow-up activities during the Free Reading lessons. For instance, interactive storytelling sessions of “Charlie IX & DoDoMo” enabled students to discover the incredible benefits of reading in an interesting and exciting way.

This year, our Teacher Librarian received the “2019 Excellent Achievement – Certificate of Merit” in the Teacher Librarian Excellent Achievement Award 2019 organised by the International Association of School Librarianship and the Hong Kong Teacher Librarian’ Association. Moreover, the STREAM CORNER which was set up by the Teacher Librarian and Counselling Team received the “Merit Prize” in the “Reading-Sharing” Programme 2019-2020 organised by SHKP Reading Club.

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

Project Learning

Project Learning is an effective learning strategy which helps promote self-directed learning as well as self-reflection among students. Project Learning enables students to construct knowledge, develop their generic skills as well as establish positive values and attitudes. It helps them connect knowledge, skills, values and attitudes through different activities which involve other Key Tasks, such as Reading to Learn and Information Technology for Interactive Learning. These activities are also conducive to students' development of moral and civic values. Due to the class suspension, the Science Project and IBL Week were cancelled. The General Studies Project topics for this school year are listed below:

P1 : Happy Campus Tour

P2 : Chinese Festivals in Hong Kong

P3 : Food and Drink Culture of Hong Kong

P4 : Changes in Hong Kong Bus Services (to understand citizens' opinions on the Apps developed by bus companies)

P5 : Life in Hong Kong (the management of solid waste in Hong Kong)

P6 : Chinese Medicine Vs Western Medicine

Information Technology for Interactive Learning

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

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

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

Extracurricular Activities

Our School provides students with a multi-intelligence learning activity which are held every Friday during the winter timetable. All students will be placed into general groups or selected groups based on the classification of multi-intelligence development, with the aim of tapping into their interests and expertise, giving students the opportunity to try and learn different extracurricular knowledge and skills.

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

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

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

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

Support for Student Development

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

To provide an accommodating learning environment for students with Special Educational Needs (SEN), a Student Support Team was formed and four teaching assistants were employed. We made efforts to ensure that students with SEN were identified at the earliest opportunities and provided timely supportive measures through deploying the Learning Support Grant and the additional SEN Support Teacher (SENST) provided by EDB strategically and effectively.

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

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

The School arranged workshops and talks for teachers and parents to enhance professional capacity of teachers in catering for students with SEN and promote parent-child communication as well as parenting skills.

Support for Students

- To help our P.1 students fit in at the new school as soon as possible, the Counselling and Discipline Team launched the ‘Big Brother Scheme’, consisting of two stages. The first stage was kick-started with the ‘Happy to Make Friends’ activity in September. All P.1 and P.6 students gathered at the school hall and played interactive games.
- In the second stage, 18 P.6 students enrolled in the Big Brother Scheme. Each of them paired up with one P.1 student who had shown difficulties in adapting to the new learning environment and were weak in self-management skills.
- During the ‘Happy to Make Friends’ activity, the P.6 and P.1 students cooperated and encouraged one other. The P.6 students also fulfilled their role as seniors and helped take care and guide the juniors. Besides, the majority of P.1 students agreed that this programme helped them fit into campus life quicker and they could also feel the love and care from the seniors. The P.6 students also improved their communication skills and their sense of responsibility. All in all, this activity effectively promoted the caring culture in the school and also helped the P.1 students adapt to their primary school life.
- The Counselling Team also ran the adaptation programme for the newly joined P.2 to P.5 students in September. All 12 new students participated in 5 gatherings. The activities in the gatherings helped them know more about the school routine. It also allowed them to have some personal chats with one another. The new students were all happy about the activities, and they all found the activities interesting and useful.

- A talk on Social Integration (Get to know Guide Dogs) was held for P.1 and P.2 students on 17th January 2020. Students were impressed by the guide dog and also learnt how to show their love and compassion for people around them.
- Three videos about promoting students’ mental health during the pandemic were uploaded onto the Self-learning Zone on the School Website during class suspension.
- Two PowerPoint presentations were prepared for students during the school suspension. They provided useful tips on how to set up daily routine and stay positive, how to deal with their negative emotions and prepare for school resumption.
- The School provided support for 24 eligible students with financial difficulties through the Community Care Fund, School-based After-school Learning and Support Grant, Home-School Co-operation Grant and the Student Activities Support Grant.
- The School aimed at identifying students with Specific Learning Difficulties as early as possible through the “Early Identification and Intervention (EII) Programme for P.1 students with learning difficulties” and “Learning Achievement Measurement Kit (LAMK)”. The EII programme was completed according to schedule while the LAMK assessment was cancelled due to class suspension.
- Teaching assistants were deployed to provide in-class support for students with severe learning needs.
- Six P.6 students were invited to be P.6 Little Tutors. They provided assistance to the teachers during the Chinese, English and Maths remedial classes for P.1 students.

- The School outsourced professional training classes for students with Autism Spectrum Disorder (ASD), Specific Learning Difficulties (SpLD) and Attention Disorder/Hyperactivity Disorder (ADHD).
- Juggling classes were provided for P.5-6 students with ADHD so as to exercise their patience and cooperation skills.
- After-school Homework Classes were provided for students who had difficulties in completing their homework on their own at home.
- The School joined JC A-Connect Programme organised by Jockey Club Autism Support Network. Social skill training was provided for students with ASD.
- Due to class suspension, all training classes, except JC A-Connect Programme, were cancelled in the second term.
- An online interactive reading and writing software designed by the Starwish Learning Platform was provided for all students so as to enhance their learning motivation and assist students with dyslexia in text-recognition and acquiring language skills.
- To enhance students' motor coordination and social skills, the targeted students were invited to join the recess activities such as playing multi-sensory games and board games under the guidance of the teaching assistants.
- The School had deployed clinical psychologist service for confirmed/suspected SEN students with emotional, mental or behavioural problems. Psychotherapy sessions were provided for students by a qualified clinical psychologist. Case conferences and evaluation meetings were held with SENCo, the School Social Worker, the School-based Educational Psychologist, parents and teachers concerned.

- The School-based Educational Psychologist, Mr. Andy Lam, had 13 school visits this year. He joined all the meetings of Student Support Team, Crisis Management and Individualised Education Programme (IEP). Mr Lam was responsible for carrying out assessments with students who were suspected of having Specific Learning Difficulties. He involved in implementing the accommodation measures. He also worked jointly with the School Social Worker, providing training sessions for IEP students.
- The School outsourced the speech training service by using the Enhanced Speech Therapy Grant. A total of 203 training hours were provided for students with speech impairment this year.
- A co-planning lesson between the speech therapist and all P.3 Chinese teachers was planned to be held in late January. The objective of the lesson was to enhance students' communication skills in group discussion. It was cancelled due to class suspension.
- A talk on how to handle stress was planned for P.5 students before their Internal Assessment, but it was cancelled due to class suspension.
- To enhance the social skills of our students, Speech Therapists planned to provide board games for P.1 students during recess in the second term. They were cancelled due to class suspension.

Support for Teachers

- Teachers had to deal with students' challenging behaviour every day. In order to build mutual respect and strengthen teachers' classroom management skills, the Counselling Team and the Student Support Team worked together and held a workshop 'Positive Discipline' in September for all teaching staff.

- The speaker encouraged teachers to use positive reinforcement to solve students’ problems and conflicts, which as a result improved the student-teacher relationship and also boosted the effectiveness of classroom management. The majority of the teaching staff commented that this workshop helped strengthen their professional communication skills.
- A briefing session on how to make referrals for students who were suspected of having speech problems was provided by Speech Therapist for all new teachers in October.
- One teacher attended the “Thematic Course on Supporting Students with SEN – Cognition and Learning Needs”, and another one attended the “Professional Development Programme for Mental Health Promotion at Schools and Supporting Students with Mental Health Needs”.
- The number of teachers who had completed the BAT courses on catering students with SEN:

Total no. of teachers	No. or % of teachers who had completed			No. & % of teachers who had completed structured training on special education for at least 30 hours
	Basic Courses	Advanced Courses	Thematic Courses	
68	21%	9 teachers	17 teachers	24 (35%)

Support for Parents

- A talk on “Speak Well and Write Well & Experience Sharing for P.1 Adjustment” was held on 8th November 2019. It was jointly organised by the Student Support Team, the Counselling Team and the Parent-Teacher Association.

- The activity was started with the talk delivered by Ms Ceci Lee, the School Speech Therapist and followed by a sharing session conducted by the P.2-6 parents for P.1 parents. The parents not only learnt how to effectively help their children build up their writing skills, but the P.1 parents also learnt how to help their children fit in at the new learning environment.
- A PowerPoint presentation on Secondary School Places Allocation (SSPA) was sent to all P.6 parents sharing information about how to make their secondary school choices.

Student Performance

Students have outstanding achievements in academic performance and extra-curricular activities. Our students have won various awards in international competitions.

The following list summarises the achievements of our students:

Category	Competition	Item	Award
Visual Arts	Love for Every Home Drawing Competition	Individual	Gold Award: 1
	E&M Carnival 2020 Poster Design Competition	Individual	1st Runner-up: 1 2 nd Runner-up: 1
	E&M Carnival 2020 Four-panel Comic Drawing Competition	Individual	1st Runner-up: 2
	The Cannes International Fine Art Competition	Individual	Laureate I Prix: 1
	The Vienna Progressive Young Artists International Competition	Individual	Laureate I Prix: 1
	Picasso Art Contest- Junior Picasso 2019 (International)	Individual	7 Star Artist Award: 1
	International Arts Competition "Europe Grand Prix"	Individual	Laureate II Prix: 1
	International Competition "Art and Art History"	Individual	Laureate I Prix: 1
	International Festival of Children's Drawing "Magical World" 2019	Individual	Grand Prix: 1
	「藍天綠地在香港」花鳥蟲魚小伙伴設計比賽 2019	個人項目	亞軍一名
	小童軍復活節填色比賽	個人項目	季軍一名
	第十一屆蘭亭獎世界青少年兒童繪畫大賽	個人項目	金獎一名 特等獎一名
	香港品質保證局理想家園：第十三屆徵文、攝影、微電影、繪畫及海報設計創作比賽	個人項目	亞軍一名
	第 13 屆全國青少年兒童書畫大賽	個人項目	特等獎一名
Music	Victoria International Music and Artistic Competition	Individual	Gold Award: 1
	香港青少年鋼琴大賽	個人項目	金獎一名 銀獎一名
	第九屆香港夢兒童音樂節 2019	個人項目	冠軍榮譽獎一名

	全港學界舞蹈音樂藝術節	個人項目	金獎一名
	屯門中西器樂比賽 2019	個人項目	冠軍一名
	第十屆 MF 音樂聯賽 2019	個人項目	冠軍兩名 季軍一名
	聯校音樂大賽 2020	個人項目	金獎六名 銀獎四名
Sports	2019 Aquathon Series Race 4	Individual	3 rd Prize: 1
	公民青少年田徑錦標賽 2019	個人項目	冠軍九名 亞軍三名 季軍兩名
	Kowloon North Inter-Primary Schools Athletics Competition 2019-2020	Individual	1 st Prize: 3 2 nd Prize: 7 3 rd Prize: 2
	All Hong Kong Schools Jing Ying Badminton Tournament 2019-2020	Individual	Merit Award: 1
	The 34th North District Age Group Badminton Competition	Individual	2 nd Prize: 1
	Yau Tsim Mong District Age Group Badminton Competition 2019	Individual	3 rd Prize: 1
	Yuen Long District Age Group Badminton Competition 2019	Individual	3 rd Prize: 1
	YMCA Basketball competition	Individual	Champion: 1
	2019「青俱杯」萬國體育城市聯賽 VCL 總決賽	個人項目	冠軍兩名
	National Day Cup" Kowloon City District Sports Association Youth Fencing Championship 2019	Individual	1 st Prize: 1 3 rd Prize: 1
	Yuen Long Fencing Invitation Championships 2019-2020	Individual	2 nd Prize: 1
	2019 第三屆合豐福壽盃全國兒童少年擊劍積分賽	個人項目	冠軍兩名 亞軍三名
	第 10 屆亞洲跳繩錦標賽 2019	個人項目	冠軍一名 亞軍一名 季軍四名
	YMCA Children & Youth Speed Skating Summer Invitation Tournament	Individual	2 nd Prize: 1 3 rd Prize: 1
	Kowloon City District Age Group Swimming Competition 2019	Individual	2 nd Prize: 1
		Group	Champion: 4

Kowloon North Area Inter-Primary Schools Swimming Competition 2019-2020	Individual	1 st Prize: 5 2 nd Prize: 3 3 rd Prize: 1
2019-2020 Div. I Age Group Short Course Swimming Competition (Part 2)	Individual	2 nd Prize: 1 3 rd Prize: 1
2019-2020 Div. I Age Group Short Course Swimming Competition (Part 3)	Individual	2 nd Prize: 2
2019-2020 Div. I Age Group Long Course Swimming Competition (Part 3)	Individual	3 rd Prize: 1
2019-2020 Div. III Age Group Short Course Swimming Competition (Part 1)	Individual	2 nd Prize: 1
Tai Po District Age Group Swimming Competition 2019-2020	Individual	1 st Prize: 2
Hong Kong Age Grope Long Course Swimming Championships 2019-2020	Individual	2 nd Prize: 2 3 rd Prize: 1
Sham Shui Po District Age Group Swimming Competition 2019	Individual	1 st Prize: 3
Wan Chai District Age Group Swimming Competition 2019	Individual	3 rd Prize: 1
Kowloon North Area Inter-Primary Schools Table Tennis Competition 2019-2020	Group	Champion: 1 2nd Runner-up: 1
	Individual	Outstanding Athlete Award: 2
2019 恆生新一代乒乓大比拼	個人項目	季軍一名
Kowloon City District Age Group Table-tennis Competition 2019	Individual	1 st Prize: 1
Yau Tsim Mong District Age Group Table Tennis Competition 2019	Individual	3 rd Prize: 1
青苗乒乓球培訓計劃 2018/19 區際錦標賽	個人項目	冠軍一名
7th All Hong Kong Inter-Primary Schools Tennis Competition 2019-2020	Group	1st runner-up: 1
Community Junior Tennis Competition 2019	Individual	2 nd Prize: 1
Wan Chai District Age Group Tennis Competition 2019	Individual	3 rd Prize: 1
Taipei Cup International ICE Hockey Tournament	Individual	1 st Prize: 1
Hong Kong Youth Baseball League	Individual	Champion: 1
2019-2020 A.S. Watson Group Hong Kong Student Sports Awards	Individual	Hong Kong Student Sports Award: 1
10th Asia Inter-school ITF Taekwon-Do Invitational Tournament	Individual	1 st Prize: 1
韓國武術推廣日暨表演賽 2019	個人項目	亞軍一名

	The 5th Hong Kong Taekwon-Do I.T.F. Championship 2019	Individual	2 nd Prize: 1 3 rd Prize: 2
Academic	第十二屆中國青少年(香港)才藝比賽	個人項目	亞軍兩名
	第七屆香港國際青少年表演藝術節 2019-朗誦及故事演講大賽	個人項目	亞軍兩名
	MF 聯校朗誦比賽 2019	個人項目	季軍一名
	第七十一屆香港學校朗誦節	個人項目 (粵語)	冠軍兩名 亞軍十四名 季軍十三名
		個人項目 (普通話)	亞軍八名 季軍十名
		個人項目 (英語)	冠軍九名 亞軍二十三名 季軍二十一名
	「華夏盃」全國數學奧林匹克邀請賽 2020	個人項目	一等獎三名 二等獎一名 傑出表現一名
	2019 South African International Mathematics Competition	Individual	Gold Award: 1
	2020 亞洲國際數學奧林匹克公開賽	個人項目	金獎一名
	粵港澳大灣區數學競賽預選賽 2020	個人項目	一等獎一名
	2019 港澳數學奧林匹克公開賽《港澳盃》	個人項目	金獎一名 銀獎兩名 銅獎四名
	泓志盃小學數學邀請賽 2019	個人項目	冠軍一名
	Hong Kong International Mathematical Olympiad 2020 (Semi-Final)	Individual	Silver Award: 1
	Thailand International Mathematical Olympiad 2019 (Semi-Final)	Individual	Silver Award: 1
Others	Scholastic Chess Tournament	Individual	1st Prize: 1
	HKJCC Junior Chess Championships 2019	Individual	1st Prize: 1
	Hong Kong Children's Go College	Individual	1st Prize: 1
	2019 年全港小學生中國象棋個人賽	團體項目	亞軍一名 季軍一名

	2019 年東區文化節東區象棋錦標賽	團體項目	季軍兩名
	第九屆青少年德育勵進盃全港校際圍棋錦標賽	團體項目	亞軍兩名
		個人項目	季軍一名
	The Second International Junior Coding Competition	Individual	Gold Award: 1
	The Golden Bauhinia Award	Individual	The Golden Bauhinia Award: 5

Financial Summary

La Salle Primary School
Financial Report (1.9.2019 - 31.8.2020)

	Income \$	Expenditure \$
Balance B/F (Adjusted per Auditor's Report)	\$ 12,894,390.61	
I. Government Fund		
1. Salary for Staff	\$ 47,893,942.78	\$ 47,893,942.78
2. Expanded Operating Expenses Block Grant		
(A) School Specific		
1) Revised Administration Grant	\$ 2,064,816.00	\$ 2,013,852.56
2) Air-conditioning Grant	\$ 587,047.00	\$ 440,557.00
3) Capacity Enhancement Grant	\$ 774,983.00	\$ 622,843.61
4) Composite IT Grant	\$ 480,163.00	\$ 313,015.00
5) Enhanced Speech Therapy Grant	\$ 174,090.00	\$ 138,040.00
6) School-based Management Top-up Grant	\$ 50,000.00	\$ -
7) Top Up Student Guidance Service Grant	\$ 460,200.00	\$ 291,705.40
8) Understanding Adolescent Project Grant	\$ -	\$ 22,583.00
Sub-total:	\$ 4,591,299.00	\$ 3,842,596.57
(B) Non-School Specific (Baseline Reference)		
1) Administration Grant for additional C.A.	\$ 199,872.00	\$ 164,072.58
2) Composite Furniture & Equipment Grant	\$ 350,352.00	\$ 68,950.00
3) Enhanced Grant	\$ 10,116.00	\$ -
4) School / Class Grant (Include cleaning fee, postage, transport, printing, electric fee, general consumable store and repair etc.)	\$ 344,426.62	\$ 409,564.12
5) School Curriculum Development Grant	\$ 74,304.00	\$ 14,720.35
6) Programme Funds for whole-school approach to Guidance and Discipline	\$ 8,106.00	\$ 929.90
7) Lift Maintenance Grant	\$ 184,416.00	\$ 99,380.00
8) Moral & Civic Education Grant	\$ 21,924.00	\$ 860.00
9) Putonghua Grant	\$ 1,761.00	\$ -
10) Supplementary Grant	\$ 205,012.00	\$ 100,633.80
11) Training & Development Grant	\$ 9,274.00	\$ 7,280.00
12) Other incomes	\$ 194.75	
Sub-total:	\$ 1,409,758.37	\$ 866,390.75
3. Other Grants Outside EOEBG	\$ 7,445,984.44	\$ 5,665,176.99
4. Will be subject to clawback by EDB		\$ 100,032.00
II. Capital Reserve Fund (General Fund)		
Tong Fai (Note 1)	\$ 4,766,370.00	\$ 3,847,011.41
Donations & Other Income / Expenses (Appropriations for Furniture & Equipment for the year)	\$ 1,309,630.89	\$ 479,869.18
Approved Collection for Specific Purposes	\$ -	\$ 300.00
Balance C/F	\$ 17,616,056.41	(Note 2)

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

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

Feedback and Follow-up

As there was a territory-wide school suspension due to Covid-19 this year, the School had to make use of technology to ensure that learning and teaching continued no matter the circumstances. The School made use of the Google Classroom to upload weekly self-learning tasks. The School also provided Zoom lessons for core subjects. Through the various use of e-tools, students could develop their creativity, critical thinking, collaborative and communication skills.

The School developed teaching efficacy through professional development initiatives. Teachers worked collaboratively and shared good practices with one another especially with the development of Zoom teaching.

Staff had been empowered with various administrative tasks and responsibilities and this strengthened the collaborative culture of the School.

Students had to learn to be resilient and develop empathy to those suffering or in need during the pandemic. The Lasallian spirit of faith, zeal and community was reinforced during lessons and during the Online Assemblies. Whilst our teachers showed their love and care to the students during school suspension, students in turn were asked to show love and care to family and friends around them.