

LA SALLE PRIMARY SCHOOL



School Report
2021 – 2022

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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, 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

To equip students to face challenges in the 21st century, this year the School continued to focus on fostering students' positive values and attitudes, and the culture of learning for life. Even though learning and teaching had been affected by the COVID pandemic, we strived to cultivate students' generic skills, to help them acquire and construct knowledge via multiple sources, and to lay a solid foundation for the whole-person development.

Achievements

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

The Chinese Department further updated all the note-taking task sheets, paying particular attention to the targeted key points, enabling students to make good use of note-taking strategies for lesson preparation or as pre-tasks. Teachers encouraged students to make proper use of diagrams, line charts or bullet points so that their written work was presented in a more systematic and skilful manner. Taking small steps at a time, students were able to improve their writing skills using their notes. Immediate feedbacks were also given to students for further improvement in Chinese writing.

Reading skills were taught by the Teacher Librarian for P.2-P.6 in a comprehensive and wide-ranging manner. Most students could make good use of these skills in collecting information and analysing data. In collaboration with the General Studies Department, some newspaper task sheets for P.4 to P.6 were modified to match with certain topics of the General Studies chapters. Students showed immense interests in these newspaper articles. Selected good works were displayed for sharing and students had the opportunities to learn from each other.

Both the General Studies and the Science Departments continued to develop students' generic skills, IT communication skills and collaborative skills through project learning.

As for Music, students from P.2 to P.6 were required to submit a Music Portfolio for self-enhancement. Students were encouraged to go to more concerts, participate in competitions and performances. Students made effective use of the apps on the iPads in their Music lessons which further enhanced and stimulated their creativity. Through home learning and practising, their musical talents were developed and demonstrated.

In English, different tasks and activities were incorporated in Oral lessons to stimulate students' purposeful and creative use of English. Greater opportunities were provided for students to use English purposefully inside and outside the classroom through using a range of questioning techniques and teaching strategies.

The Putonghua Department utilised the use of the e-Smart 2.0 platform provided by the publisher. Flipped classroom in the interactive system and Monthly Listening Exercises were used to facilitate effective home learning.

For Personal Growth Lessons, the syllabuses included how to use effective techniques and strategies to enhance learning effectiveness, as well as self-management methods such as customising work schedules and making study plans. In addition, social workers regularly provided counselling and training services to assist individual students to improve their study skills. They also provided support such as stress relief and expectation management for students who had emotional problems due to studies. With such approach, students could maintain a positive attitude and maintain their enthusiasm for lifelong learning.

The Physical Education Department, in collaboration with the Chinese and General Studies Departments had taught lessons about "foot shuttlecock" in Primary 4. Students showed great interests in such activity. This activity could enhance students' sense of national identity and could also arouse their interests in doing different kinds of sports.

To further develop students' reading habits and interests

During the suspension of face-to-face classes, the Teacher Librarian introduced various free e-book platforms to facilitate students to read online and encourage students to learn independently. The Teacher Librarian also recorded several videos to introduce different types of books; augmented reality technology was also used.

For P.1 and P.2, through teaching units of the Chinese textbooks, some teaching key points or targeted language were combined with some other reading materials. Students' interests in reading was further stimulated. During the library lessons, the Teacher Librarian also guided students to use different reading strategies in order to improve reading efficiency and promote self-directed learning.

In English, students' exposure to a broad range of literature books and literary devices improved their reading proficiency and developed their ability to appreciate literary works.

The General Studies Department and the Library worked in collaboration to promote Chinese History education. P.4 students engaged enthusiastically in an activity named as "Learning History with the Same Age" in the third term.

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

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

The Digital Studies Department worked together with the General Studies Department, Science Department and Mathematics Department. Students were able to apply skills that they acquired in other subjects and were able to use different forms of multi-media tools. Their good works were uploaded onto the learning platform so that students could learn from each other, thus promoting independent learning at the same time.

In Science, the collaboration with the Digital Studies and Visual Arts Departments was carried out during P.3 and P.5 Project Learning period. Students participated actively in doing the project and were especially interested in carrying out the hands-on activities. They were able to do a simple presentation to share their good practice with other students.

The Maths Department arranged hands-on activities for P.1-6 students this year to promote STREAM education. Students used computer software to draw plane graphics and three-dimensional graphics. They also involved in some programming in designing devices such as speed testers. Through engaging in such activities, application capabilities were strengthened.

The Visual Arts Department combined the elements of STREAM for P.1-P.6. Students used some simple materials to create artwork with the theme of "Movement". Most of the students' work were creative.

To further integrate technology into learning and teaching

This year, most of the students managed to apply the IT skills learned when doing the General Studies projects. It was evident that students made good use of Google Classroom, sharing, discussing and communicating with teachers and peers, strengthening IT skills, communication skills and collaboration skills.

Science teachers integrated different apps and online resources to enrich students' scientific knowledge and skills. This year, some new and updated online materials were incorporated into each chapter across all levels. Students finished all Flipped Classroom exercises through e-Smart platform.

The School library introduced the use of Temi robot, the smart library assistant. Not only could it tell stories, but it also helped to facilitate teaching and learning. Students were very stimulated and interested in the library lessons.

Throughout the school year, the Religious Knowledge Department used Wordwall, Quizizz, Zoom and Kahoot to assist lesson preparation, teaching and consolidating the lessons. Students were responsive and positive. This year, Brother Paolo taught students about "Advent" using digital storytelling. The short film was thoughtfully produced and was being broadcasted on the digital signage of Boundary Street.

The Putonghua Department uploaded the QR codes of some online interactive educational games onto the Google Classroom before the long holidays. Most students enjoyed these online games, they could also consolidate their knowledge in the areas of phonics and grammar usage.

During the face-to-face class suspension, the Visual Arts Department took advantage of the multi-media tools and online worksheets in teaching P.1-P.6 students some basic skills of photography. Students learnt how to appreciate these good works which further broadened their photographic vision and cultivated their passion and interests for photography.

The Physical Education Department made use of the teaching resources from EDB and online learning platforms to facilitate learning and teaching. This strategy successfully catered for the learner diversity in each class and the result was satisfactory. As a result,

despite the challenge of face-to-face class suspension, subject teachers continued to be able to teach students various PE skills and knowledge effectively.

Reflection

Continue to improve students' self-directed learning capability

The Chinese Department would continue to guide students to make better use of excerpting and note-taking skills for preparing the reading and writing lessons in a hope that students could organise their ideas in a systematic manner and could elaborate more in content when writing.

Most English teachers agreed that the presentation skills of students were improved through incorporating different tasks and activities, such as Tech-talk and Cooperative Communication, in Oral lessons. 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.

By using different apps and online resources, students found great interests in learning Science. It was suggested that teachers should continue to extend the development of students' self-directed learning abilities to lower levels by asking the students to search for apps and online resources that correspond with the content of learning.

As for Music, due to the pandemic situation, instead of doing group work, students created their own work individually. It was suggested that these creative musical works could be displayed through different ways or methods so that students' interests in learning Music could be further aroused.

The teachers in the Religious Knowledge Department arranged some handicrafts to be done in the RK lessons this year. Through doing such artworks, students had a better and deeper understanding of the contents being taught. It was suggested that more "hands-on" activities could be done if the topics or chapters were deemed suitable and appropriate.

Continue to promote ‘Reading to learn’

The Chinese Department would continue to use various e-learning platforms and through carrying out different activities to promote Chinese books reading.

For General Studies, teachers were not able to invite students to do book recommendation about history books due to time constraint. However, it was hoped that such activity could be conducted in the near future as school life gradually resumes to its norm.

The Mathematics teachers and Science teachers would continue to collaborate with Teacher Librarian to promote Maths-related books reading and to select appropriate materials to develop students’ curiosity and interest in Science.

To enhance STREAM-related learning opportunities

This year, the Digital Studies Department incorporated IoT, 3D Printing, Laser Cut, AI, Sphero Bolt Robotic Ball and Maqueen Plus into the DS lessons so that students could experience how technology could affect and improve daily lives. It was recommended that more of these equipment should be introduced so that students could have a better understanding of the development of science and technology. In addition, students could use what they have learnt to create small designs thus stimulating their creativity.

The Maths, Visual Arts and Science Departments would continue to strengthen collaboration with the Digital Studies Department, applying more self-directed learning element into activities related to design. Teachers would assist and give more time for students to revise their designs and improve their end-product.

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

From the valuable experience gained in this academic year, it was hoped that more flipped classroom activities should be used in different subjects to promote self-directed learning. It was also suggested that by using more on-line platforms, students would be provided

with more extended teaching materials, teachers-students' interaction would be strengthened. It could also be used as one of the ways for submitting coursework.

In terms of Music, through the use of Google Classroom, e-learning platform of the publisher, different webpages and apps, students were able to do some preparation work for their lessons, self-learn in different aspects in the area of Music and improve their learning efficiency. These activities should be continue in the coming years.

The Mathematics Department encouraged students to complete at least three online pre-tests or unit tests. It was recommended that students would continue to do such online practices as revision for the coming academic year.

In addition, Mathematics teachers would try to look for more Maths eLearning apps suitable for inquired-based learning activities and provide students more opportunities to use the tablets in class.

Looking ahead

As campus life gradually resumed to normal after this three-year pandemic period, the School will continue to move forward in providing a holistic learning environment, arranging various learning activities, catering for individual indifferences and giving the opportunities to develop the potentials for students so that they can become passionate life-long learners.

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

Achievements

The School remained focused on taking learning and teaching efficacy to a higher level. Throughout this academic year, a variety of activities took place for students to engage in collective inquiry and sharing. To ensure optimal learning experience and outcome, teachers came together across subjects while parents were brought in. It is evident that all parties stood to grow in their respective roles.

Inquiry-based learning and collaborative culture among students

Cross-subject lesson planning frequently took place to proactively devise syllabus that best suited students' needs, promote inquiry-based learning and cultivate a collaborative culture among students.

In Mathematics, teachers arranged problem-solving activities for students to work in groups, boosting their ability to collaborate and explore.

In General Studies, regular sessions of collaborative lesson planning were conducted among teachers of every level to put together teaching strategies and class activities, with a view to encourage students to look for information online in order to deepen their understanding of various topics. Some students did use Google Classroom to share information they found, in terms of texts, images, videos, etc. with their classmates.

In Music, teachers from the same level came together to discuss activities for students so that they could better master composition techniques and unleash their musical creativity. In addition, through group activities in class, students were able to learn to respect others and embrace the spirit of cooperation. Via Google Classroom, students could receive self-learning and extended learning materials, as well as communicate with teachers and classmates. Music teachers also shared links of online concerts on the platform, including both Chinese and Western music, choir performances and percussion concerts.

In Digital Studies, class activities were carried out in small groups based on appropriate topics, for example, Sphero Bolt for P.2 and P.3 and WeDo for P.3 and P.4. Through collaborating with one another, students were able to exchange their findings and ideas. Moreover, the collaborative learning mode of the “Small Teacher Scheme” was adopted to establish a learning community. Students with various abilities were brought together, complementing each other and fostering a caring culture. Students who played the role of “small teachers” were proactive and eager to be involved. It is evident that this activity can develop students’ leadership skills and sense of responsibility.

In hopes of establishing outstanding professional learning communities, the Teacher Librarian trained 35 senior students as Student Librarians this school year to assist in book-borrowing service for Home Reading and recommend good books to other students. The Teacher Librarian also trained 24 junior students as Reading Ambassadors to help with library affairs during reading lessons and lead their classmates in participating in various reading activities.

Collaborative culture and professional development among teachers

By means of co-planning sessions and panel meetings, teachers of each subject were able to exchange strategies and ideas about teaching and learning. This cultivated a collaborative culture among teachers, allowing them to better shape lesson structures, evaluate teaching outcomes and boost teaching efficacy.

Chinese teachers agreed that collaborative lesson planning sessions, panel meetings and sharing sessions all facilitated professional exchange among teachers, greatly enhancing teaching efficacy and professional knowledge.

For English, good teaching practices and evaluation strategies used in P.1 and P.6 Literature lessons were shared through collaborative lesson planning. Through co-planning, 21st century skills were integrated into daily teaching and learning in all levels.

Through preparing lessons together, professional sharing and workshops about the new syllabus, Mathematics teachers successfully deepened their professional knowledge and raised team spirit. For each level, regular co-planning sessions took place throughout the

year, where subject teachers proactively dived into teaching obstacles and shared teaching tactics.

For General Studies, monthly collaborative planning sessions took place for every level throughout the year. Teachers gathered to discuss suitable teaching strategies and class activities based on the key teaching points and students' learning difficulties. Teaching resources like videos and web information were also shared to help master teaching contents and procedures so as to boost teaching efficacy.

All Science teachers attended the workshop on micro:bit held by the Digital Studies Department. Teachers who attended STREAM seminars, courses or workshops shared their good practices during the panel or level meetings. Co-planning sessions were held regularly and all the chapters in the syllabus were covered.

Free Reading teachers collaborated with National Security and Moral and Civic Education Team to organise Mid-Autumn festivities that introduced stories related to the festival, traditional knowledge and customs. Free Reading teachers also worked with General Studies teachers on teaching materials to teach students newspaper reading techniques. In addition, the subject also continued with the Chinese History Learning Programme. The number of books about Chinese culture and history was increased, encouraging students to read about history and share with their families. At the same time, gifts with Chinese cultural characteristics were designed for students who actively participated in these activities as encouragement. The subject also teamed up with English to set up a "Literature Corner" in the library in hopes of exposing students to high-quality English literature books. For books recommended by NET, the library set up a dedicated corner for borrowing service. Moreover, "Teaching Resources Corner" was set up in the library in collaboration with the school social workers and books were regularly updated to suit parents and teachers' reading needs.

In order to enhance professional development among teachers, sharing sessions during staff meetings, workshops and training sessions were held regularly throughout the school year.

A variety of workshops or training sessions was organised to cater to the needs of the teachers, widening their professional knowledge. For example, to reach the goal of cross-subject collaboration, Tinkercard and Micro:bit Circuit Workshop was organised by the Digital Studies Department, which allowed teachers of Mathematics, Science and Digital

Studies to achieve synergy. The Virtual Arts and Religious Knowledge Departments worked together on “Soft Pastel Workshop” for teachers to alleviate stress and promote professional development. Religious Knowledge teachers organised a spiritual formation activity, which involved teachers reflecting spiritually through artistic paintings, feeling faith in mindfulness. Teachers unanimously felt that they were able to relax themselves both physically and mentally, achieving the aim of spiritual formation.

In this school year, Putonghua teachers were invited to engage in professional sharing during level meetings and panel meetings, including their insights into using the digital learning platform and teaching software, which significantly benefited the teachers.

Several workshops were organised by the Counselling Team throughout this year. For example, 3 Positive Education Workshops were held for teachers to help them gain in-depth understanding into the ideas, principles and practices of positive education. With a higher counselling efficacy in mind, the team also collaborated with the Visual Arts and Personal Growth Education teams to promote service learning. In addition, the Counselling Team worked together with Parent-Teacher Association to hold a sharing session for parents of P.1 students, so that they could help their children adapt to P.1 school life. The team also organised a Webinar on “Transition to Secondary School” for parents of P.6 students to give them an idea of how to help their children cope with secondary school life and how to monitor their children’s behaviour more effectively. Another talk “Healthy Mind and Positive Education” was held for parents of students of all levels. Many parents gave the feedback that the talk allowed them to acquire necessary techniques to handle children’s emotions and behavioural issues in a positive manner.

Reflection

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

The Chinese and Putonghua Departments continued to encourage teachers to discuss teaching strategies through co-planning meetings which would help to promote teachers' professional growth. Teachers were also encouraged to share their experiences and strategies in using e-learning platforms or software in panel and level meetings in the hope of building a professional learning community.

For English, most teachers agreed that collaborative lesson planning among them allowed them to share good teaching practices and evaluation strategies used in Literature lessons.

For Mathematics, teachers were recommended to participate in lectures and workshops to enhance their professional knowledge and teaching skills. The teaching of Mathematics in English would be extended to Primary three in the coming school year. To improve

teaching efficiency, it was recommended to strengthen collaborative lesson preparation and professional sharing. Teachers suggested continuing to arrange exploration and problem-solving activities that would enhance students' ability to collaborate and explore.

Due to the impact of the epidemic, Physical Education teachers were not able to hold seminars or cooperate with La Salle College for sharing. It was recommended that if the epidemic was under control, seminar and exchanges with La Salle College could be held. The General Studies Department had reduced group activities and discussions. They would focus on how to strengthen classroom discussions in the coming year's co-planning meetings. On the other hand, teachers could make good use of Google Classroom for students in the pre-class or post-class learning. They also shared the URL of educational TV programmes related to the topic on the platform, so that students could watch at home to enhance their learning effectiveness.

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

For Visual Arts, teachers of the same level updated all lesson plans and PowerPoints together to enhance the effectiveness of learning and teaching. Most teachers agreed that the "Pastel Nagomi Art Workshop" could enhance their understanding of harmonious pastel, bring harmony and enrich life through art.

For Religious Knowledge, the Department Head could consider different forms of spiritual activities in the future. Since there was only one lesson per week, co-planning meetings were able to complete within a short time. Teachers would use the remaining time of these meetings to share their faith.

For Music, most levels' group creation activities of students had been cancelled because of the epidemic. P.3 was the only level that could have a group creative activity this year. Many teachers found that the students generally respected the opinions of others and could cooperate with others to complete the group activities. Since there were fewer music activities in the market than before, Music teachers distributed school-based self-study materials for students to learn through Google Classroom. Music teachers noticed that most of the students could take the initiative to go to Google Classroom to enjoy the concerts and complete the concert reports. Students were willing to share their musical instrument performance clips through Google Classroom for their classmates to appreciate. However, a small number of high achievers who participated in orchestras or competitions did not upload their performance clips to Google Classroom.

For Digital Studies, teachers suggested to select more suitable topics to teach in small groups and to hold teacher training workshops for newly acquired IT equipment. Moreover, the Little Teacher Programme should continue to be implemented.

For Library lessons, various activities had been carried out quite smoothly and achieved remarkable results. The Mid-Autumn Festival activities were jointly conducted with the National Security, Moral and National Education. They aroused the interest of students to learn about the stories, traditional knowledge and customs related to the Mid-Autumn Festival. The collaboration with General Studies teachers encouraged students to introduce the books that they had read. Their reading motivation was also raised by sharing and getting souvenirs. The collaboration with the English Department to set up the "English Literature Corner" in the library was successful. The Corner was very popular and the literature books had a very high borrowing rate. Librarians and student reading ambassadors gained a lot of experience and leadership skills through their voluntary service.

In order to promote positive education, the Discipline and Counselling Team recommended teachers to attend more relevant seminars in the coming year to deepen their understanding of positive education. In addition, it was recommended to hold a parent seminar in the coming year, hoping that through the cooperation of home and school, all children's character strengths could be further developed. It was recommended to invite teachers and social workers of La Salle College to the school in the coming year to hold seminars for the parents of upper levels, so as to improve their parenting skills.

For Personal Growth Education, teachers suggested continuing to hold level meetings and co-planning meetings to optimise teaching and learning in the coming year. Through professional sharing, they could update teaching materials and revise teaching strategies based on students' learning needs. Current affair elements could also be incorporated into their lessons to enrich the course content.

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

Achievements

To help students to grow into “bona fide” Lasallians, school-based learning programmes were organised, under which they were taught to have good manners.

Co-creating a Harmonious School

Launched through a lot of activities such as Morning Assembly, Personal Growth Education, Colouring Competition and Slogan Writing Competition was the “Harmonious Campus” campaign, which was aimed at developing mutual respect and a harmonious relationship among students. The activities helped students develop positive values and mutual respect.

Good Student Award Scheme

The theme of the Good Student Award Scheme was “Love and Care”. Students were given stamps by teachers whenever they showed love and care to others. The champion of each class was awarded a badge along with a certificate 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 created a caring and harmonious atmosphere in school.

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 was launched in September 2021. Eighteen P.6 students were on duty during recess, assisting P.1 students in tidying their school uniform and belongings, and taking care of those P.1 students with weaker self-care and social skills.

Personal Growth Education

The school-based Personal Growth Education (PGE) covered four key areas: Personal, Social, Academic and Career. A special Personal Growth Education (PGE) lesson took place in April, introducing students to ways of taking their own care of emotional well-being during the pandemic. The lesson was co-taught by Class Teacher and School Social Worker. Most students were seen actively participating in the class discussions and activities. The PGE lessons effectively helped students to build up good interpersonal relationships, explore their potentials and cultivate their positive attitudes towards learning.

Service learning

Service learning was conducted with the aim of instilling civic responsibility, love and care in students. Despite the cancellation of most of the training and service sessions due to the pandemic, P.3-5 students were mobilised to show their care and love to the needy by sending them handmade gifts instead of face-to-face services. The handmade gift sets prepared by the students were sent to the single elderly in Sham Shui Po and the mentally impaired in Long Ping Shelter Workshop before the Chinese New Year. The class teachers agreed that the activities were meaningful, enabling students to better understand the hardship faced by different disadvantaged or underprivileged groups in the society and more importantly demonstrate their willingness to help others.

Reflection

Co-creating a Harmonious School

A whole-school approach to creating a harmonious culture at school will be adopted. Concerted efforts from stakeholders are indispensable in the fight against bullying. The Discipline and Counselling Teams will keep working with other school personnel to formulate and implement appropriate preventive measures, follow-up strategies and evaluation mechanism.

Good Student Award Scheme

Even though the Stage 2 of the Scheme was cancelled and Stage 3 was shortened due to the class suspension caused by the pandemic, the Scheme has proved to be very effective in strengthening students' positive behaviour. The Scheme will continue in the coming year.

Big Brother Scheme

The Big Brother Scheme promotes the caring culture at school and helps P.1 students to adapt smoothly to their primary school life. To facilitate better communication between the Big Brothers and the P.1 students, more group activities such as playing board games and telling stories during recess will be arranged.

Personal Growth Education

To enhance the curriculum of Personal Growth Education (PGE), collaborative lesson planning will be carried out. All the school-based learning materials will be reviewed and the elements of Positive Education will be introduced. Moreover, it is believed that special PGE lessons are found useful in catering students' specific needs in the ever-changing times.

Service Learning

In addition to getting acquainted with the service targets, service learning is certainly a good way to broaden students' horizons with their classroom learning connected with real-world experiences and civic engagement in the community. More cross-curricular collaborations are also recommended. Formal and regular preparatory meetings will be arranged.

Our Learning and Teaching

Moral and Civic Education

La Salle Primary School places emphasis on moral and civic education. In addition to appropriately integrating relevant elements into various learning areas, it also compiles Personal Growth Education 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 and national morality.

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

In addition, the School organised activities such as "Mid-Autumn Festival Activities", "Traditional Performing Arts – Shadow Puppetry and Juggling", Weekly Flag Raising Ceremony, etc. Bulletin boards were designed to introduce the theme of the national flag, the national anthem and the regional flag, the sports achievements of China and Hong Kong at Tokyo 2020, the Constitution, National Security Education and the 25th anniversary of HKSAR. This not only deepened students' understanding of traditional Chinese festivals and knowledge of Chinese culture, but also increase students' chances of understanding the history and the latest developments of 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 activities, so that students can have better understanding of La Salle spirit and experience what "Faith and Zeal" is.

Reading to Learn

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

The School Library collaborated with other teams and subject departments to carry out an array of interesting activities to promote reading for all. They included a co-teaching programme of “Learning Chinese culture and history” with General Studies Department, the “Reading Robot Temi’s storytelling time” with STREAM Department, as well as other entertaining activities such as Lantern Riddle Games and reading sessions in the Mid-Autumn Festival with National Security, Moral & Civic Education Department. All the activities were organised successfully. It was nice for the students to learn different knowledge by joining a variety of activities.

We believe that reading is beyond boundaries. The School Library made good use of the Zoom and e-resources during face-to-face class suspension to promote quality reading materials in electronic format and the use of technology in enhancing students’ reading experience. After the class resumption, the Teacher Librarian carried out follow-up activities during the Free Reading lessons. For instance, interactive storytelling sessions of “Sherlock Holmes” enabled students to discover the incredible benefits of reading in an interesting and exciting way.

Since reading is a key to unlock wisdom, the Teacher Librarian will continue to arouse students’ interest in reading and foster the reading culture around our campus.

Project Learning

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

P1 : Happy Campus Tour

P2 : Leisure Planning

P3 : Hong Kong Attractions

P4 : World Travel

P5 : Financial Management

P6 : Global Environmental Issues

Information Technology for Interactive Learning

The School has two computer rooms, namely WOW Room and Big Bang Room. They are equipped with 3D printers, a 3D laser cutter, IoT devices and other electronic gadgets, aiming to introduce the latest technology to our students.

Special rooms and most of the open areas have Wi-Fi access. In addition, every classroom is equipped with different IT facilities, such as wireless network and interactive projectors, to enhance learning effectiveness. The School also upgraded its technology infrastructure this year. The School now has access to 5G high-speed internet. Students can watch the live broadcast of the flag raising ceremony in the classroom.

To enhance the efficiency and effectiveness of learning and teaching, the School has provided teachers with Apple Pencils, iPads and MacBooks. During the face-to-face class suspension period, teachers used these IT devices for teaching and marking assignments online.

The School has turned STEM education into STREAM by adding two elements, "R" for Religious Knowledge and Reading, and "A" for Visual Arts. Our STREAM education enables students to develop a solid knowledge base and raises students' interests in different learning areas. For instance, Temi the Robot was used as a storyteller to conduct storytelling sessions in the library. In addition, students learnt how to use multiple sensors through building the aquaponics system. With the use of the 5G network and IoT, real-time environmental data, such as changes in the water temperature, pH value and water quality, was collected and analysis was done online. Students conducted different tests based on the data collected and thus had a better understanding of the nitrogen cycle. Moreover, different learning topics, such as micro:bit Environment Expansion Board and Artificial Intelligence, were covered in Digital Studies lessons this year.

A wide variety of post-exam activities, such as IBL Day/Week, Mobility Electric Vehicle Experience, Aviation Trial Programme and AR Creation Workshop, were conducted this year, allowing students to acquire knowledge beyond textbooks and enrich their learning experiences. For instance, students flew aircrafts and drove racing cars using simulators in various workshops. During the IBL Week, students learnt how to build weather instruments and make cipher wheels.

Different apps, IT tools and e-platforms were used to promote interactive learning and enhance the effectiveness of learning and teaching both inside and outside the classroom.

Various apps were used by teachers to conduct lessons. Teachers continued to use the apps in the Google Workspace platform to design and conduct flipped classroom activities. Google Classroom and Google Drive were used to distribute learning materials and assignments. This year, Adobe Creative Cloud, which is a platform that includes a collection of Adobe Creative desktop and mobile tools, was introduced to students. Students could use professional creative tools, such as Photoshop and Illustrator, to learn and produce multimedia materials. To encourage students to take ownership of their own learning, students were asked to use various IT tools and e-platforms to prepare for lessons at home and consolidate their learning of the curriculum content.

Extracurricular Activities

If there is no epidemic, a multi-intelligence learning activity will be provided to our students every Friday during the ECA periods. Students will be placed into general groups or selected groups based on the classification of their multi-intelligence developments, with the aim of tapping into their interests and expertise. Students can learn different knowledge and skills by participating various extracurricular activities.

The general groups are aimed at developing students' Linguistic Intelligence, Logical/Mathematical Intelligence, Intra & Interpersonal Intelligence, Musical Intelligence, Spatial Intelligence, Bodily-kinesthetic Intelligence, Naturalist Intelligence and Creativity and Technological Intelligence.

The selected groups include languages, mathematics, information technology training and learning support programs. The Cub Scouts and the Grasshopper Youth Club training are held on Saturdays.

This year, the Parent-Teacher Association also held some interest classes during the post-exam period.

Support for Student Development

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.

Two teaching assistants were employed to assist the Student Support Team in providing an accommodating learning environment for students with Special Educational Needs (SEN). School-based services for speech and language impaired students were provided by the full-time Speech Therapist jointly employed by La Salle Primary School, La Salle College (LSC) and Maryknoll Convent School (Primary Section) (MSC(PS)) through the Enhanced School-based Speech Therapy Service (SBSTs). As an effort to ensure that students with SEN were identified at the early stage, we took timely supportive measures, making use of the Learning Support Grant and the additional SEN Support Teacher (SENST) provided by EDB.

Professional assessments and training services were provided by our School-based Educational Psychologist and School-based Speech Therapist. The Educational Psychologist was also engaged in implementing and monitoring the policies on supportive measures and crisis management.

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

Workshops and talks for teachers, parents and students were organised to enhance professional capacity of teachers in catering for students with SEN, introduce practical parenting skills and foster students' emotional well-being.

Support for Students

- To help our P.1 students to fit in as soon as possible, the Counselling Team launched the 'Big Brother Programme'. Starting from September, eighteen P.6 'Big brothers' were on duty during recess, assisting the P.1 students with the school routine chores such as tidying up their school uniform and writing down details of their homework in the Student Handbook.
- The 'Big Brother Programme' effectively promoted the caring culture within the School. Besides helping the P.1 students to adapt smoothly to their primary school life, the programme also helped nurture the P.6 students to be caring for younger students.
- To help the P.2-5 transferred students to familiarise themselves with the school routine, two counselling sessions were arranged for them between September and

December 2021. Counselling sessions were arranged in small groups, allowing them to have chats with one another.

- Five PowerPoint presentations were prepared for students during the school suspension, providing useful tips on improving student well-being and ways to develop positive thinking and self-discipline when using the internet. Fun games were also introduced to improve family relationships.
- A special Personal Growth Education (PGE) lesson about ways of taking care of emotional well-being during the pandemic was arranged for P.1-6 students. It was co-taught by Class Teachers and the School Social Workers in April.
- The School prepared a card with an encouragement message for each student so as to promote and maintain students' positivity before exams.
- A sharing session on "Transition to Secondary School" was held for P.6 students in July. 5 teachers and 19 students from La Salle College shared their experiences with the students and useful tips on adapting to secondary school life were provided.
- A talk on "Creating a Caring School and The Pledge on Self-Discipline" was held for P.1-2 and P.3-5 students respectively in August, teaching them the ways to respect others and behave well in daily life.
- Students who are recipients of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS) were given face masks and RAT kits provided by EDB in June.
- The Student Support Team aimed at identifying P.1 students with Specific Learning Difficulties as early as possible through the "Chinese and English Reading Assessments" and "Early Identification and Intervention (EII) Programme for P.1 students with learning difficulties". To understand the learning needs of the students, "*Learning Achievement Measurement Kit (LAMK)*" was adopted. *The Reading Assessments were conducted in early September and the EII programme was completed on schedule. 104 students undertook the LAMK assessment in July.*
- Teaching assistants were deployed to provide administrative and in-class support for students with special learning needs.
- The School outsourced training classes for students with Autism Spectrum Disorder (ASD), Specific Learning Difficulties (SpLD) and Attention Disorder/Hyperactivity Disorder (ADHD). All classes were conducted via Zoom.
- Due to the pandemic, the after-school homework classes and juggling training classes for ADHD students were suspended.
- An online interactive reading and writing software designed by the Starwish Learning Platform was provided to all students to enhance their learning motivation and assist students with dyslexia in acquiring language skills and text recognition.
- Clinical psychologist (CP) service was deployed for confirmed/suspected SEN students with severe emotional, mental or behavioural problems. Psychotherapy sessions were conducted by a qualified CP. Case conferences and evaluation meetings involving the SENCo, the School Social Worker, the School-based

- Educational Psychologist, parents and teachers concerned were held.
- The school-based Educational Psychologist (EP) had 17 whole day in-school sessions this year. Besides joining the meetings of Student Support Team, Crisis Management Team and Individualised Education Programme (IEP), the EP provided professional advice on goal setting and accommodation arrangements in the IEP plans, made referrals for students in need, and offered individual training to them, in particular the Tier 3 students. EP also participated in Early Identification and Intervention Programme. Formal assessments were carried out for students who were identified with marked learning difficulties. The EP also had meetings with parents, giving them advice on how to support their child's learning.
 - The School employed a School-based Speech Therapist and implemented the Enhanced School-based Therapy Service. The speech therapist (ST) provided 792 training hours for students with SLI this year. A co-planning meeting involving the ST and all P.1 Chinese teachers was conducted in October 2021 aiming at enhancing students' skills of expanding the story content. Another co-planning meeting involving the ST and all P.4 Chinese teachers was conducted in May with the aim of enhancing students' group discussion skills. In order to strengthen P.2 students' skills in expanding sentences, a PowerPoint presentation was prepared by ST and was presented by the Chinese teachers during their lessons.

Support for Teachers

- Useful resources from EDB concerning care for self, basic counselling skills and practical skills in handling the emotions of young children were prepared for teachers during the school suspension period.
- A briefing session about making referrals for students suspected to have speech problems was given by ST for all new teachers in September.
- To facilitate the professional sharing between ST and teachers, lesson observations were conducted and case meetings with the Chinese teachers teaching students with mild or severe speech and language impairment were held.
- A workshop on "How to Deal with Students with Aggressive and Violent Behaviour" was held on in December 2021. Some practical techniques to deal with students who displayed uncontrollable aggressive behaviour were introduced.
- Two seminars on "Promoting Student's Emotional Wellbeing" were conducted by EP in April and May so as to strengthen the ability of teachers to identify and support students with mental needs.
- The SENCo and SENST had regular case meetings with subject teachers of Chinese, English and Maths. The performances of SEN students and the effectiveness of the supporting measures were discussed.

- Teacher professional development on catering for students with SEN:

Total no. of teachers	No. & % of teachers who completed			No. & % of teachers completed structured training on special education for at least 30 hours
	Basic Courses	Advanced Courses	Thematic Courses	
68	13 (19.1%)	8 (11.7%)	13 (19.1%)	22 (32.3%)

Support for Parents

- To assist parents in helping the P.1 students adapt to their new school life, an Experience Sharing Session, jointly organised by the Counselling Team and the PTA, was held in November 2021.
- A webinar on “Healthy Mind and Positive Education” was arranged by the Counselling Team for P.1-6 parents, aiming at giving parents some tips on building up a positive mindset and improving communication skills with children.
- Resources from EDB were sent to parents during the school suspension. Some useful tips on care for self, basic counselling skills and practical skills in handling the emotions of young children were introduced.
- A webinar on “Transition to Secondary School”, jointly organised by the Counselling Team and the Student Support Team, was held for P.6 parents.
- To enhance student’s capabilities of using connectives in storytelling, a PowerPoint presentation prepared by the ST was given to P.1 and P.2 students in February.
- PowerPoint presentations on SSPA (Discretionary and Central Allocation) application procedures and strategies to make school choices were sent to parents via email in December and in May.

Students' Performance

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

The following list summarizes the achievement of our students:

Category	Competition	Item	Award
Visual Arts	「CHEER 喻心呼吸」青少年精神健康計劃—心意咭設計比賽	個人項目	冠軍一名 亞軍一名
	「香港特區 25 歲生日的祝福」WhatsApp 貼圖設計比賽	個人項目	亞軍一名
	「國慶 72·繪出愛」填色及繪畫比賽	個人項目	亞軍一名
	「龍城吉祥物」親子創意繪畫設計比賽	個人項目	冠軍一名
	2021-2022 九龍城區道路安全運動填色、繪畫及標語創作比賽	個人項目	冠軍一名
	3rd 'Draw my Dreams' Drawing & Colouring Competition	Individual	Champion: 1
	Brighten the Future Colouring Competition	Individual	1st Runner-up: 1
	Hong Kong Visual Arts Education Festival 2021: International and Local Student Mail Art Competition	Individual	Third Prize: 1
	International Lasallian Days of Peace 2021	Individual	Champion: 1 2nd Place: 1
	My Australian Christmas Card Competition 2021	Individual	2nd Runner-up: 1
	地下管綫安全之口號及繪畫創作比賽	個人項目	冠軍一名
	活「昔」新「鄉」攝影及短片創作比賽	個人項目	季軍一名
	消防處 AED Box 牆身設計比賽 2021	個人項目	冠軍一名
	童樂同群·《兒童權利公約》推廣計劃「童」心看世界攝影比賽	個人項目	冠軍一名 季軍一名

Music	2021 Hong Kong Youth Music Interflows	Group	Gold Award: 1 Silver Award: 1
	2021 View Win Chinese Instrumental Contest	Group	Gold Award: 4
		Individual	Gold Award: 2 金獎四名
	2022 American Music Talent Competition	Individual	Second Place: 1
	2022 Fringe Inter-school Music competition	Individual	1st Prize: 1
	2022 The Second International Faber Piano Competition & Arts Festival	Individual	First Prize & Excellent Performer Award: 1 1st Prize: 3
	2022 香港青少年鋼琴大賽	個人項目	金獎及霍兆麟紀念獎一名
	2022 環球傑出青年音樂家比賽	個人項目	冠軍一名
	74th Hong Kong Schools Music Festival	Individual	First Place: 6 Second Place: 6 Third Place: 4
	9th Hong Kong International Youth Performing Arts Festival	Individual	First Place: 1
	Beecham International Piano Competition 2022	Individual	Second Prize: 1
	Henle Piano Competition	Individual	3rd Prize: 1
	HKYPAF The 9th Hong Kong International Youth Performance Arts Festival	Individual	First Place: 6 Second Place: 1
	Hong Kong Joint School Music Competition 2022	Individual	Gold Award: 3
	Hong Kong Music Talent & Performance Award	Individual	Champion: 1
	Hong Kong Music Talent Award 2022	Individual	First Place: 2 Second Place: 1
	International Fringe Club Virtual Competition 2021	Individual	First Place: 1 Second Place: 2 Third Place: 1
	International Fringe Music Competition 2021	Individual	First Place: 1
	Joint School Music Competition 2021	Individual	Gold Award: 4 Silver Award: 1 First Place: 2
	MF Music Competition 2022	Individual	Champion: 2 Second Place: 2

	The 10th Hong Kong Youth Barclampory Music Festival	Individual	First Place: 2
	The 13th Asia Pacific Outstanding Youth Piano Competition	Individual	Winner: 1
	The 26th PIARA Hamamatsu International Piano Competition (HK region)	Individual	2nd runner up: 1
	The 9th Hong Kong International Music Festival - Grandmaster Cup 2022	Individual	Winner: 1
	The 9th Hong Kong International Youth Performance Arts Festival	Individual	First Place: 2 Third Place: 1
	The Hong Kong Music Talent Award 2022	Individual	Second Prize: 2
	Victoria International Music and Artistic Competition 2022 Summer Session	Individual	Champion: 1 2 nd Runner-up: 1
	第九屆香港國際音樂節藝韻盃 2022	個人項目	1 st Runner-up: 1
	第十一屆《新聲盃》全港中樂獨奏比賽 2022	個人項目	季軍一名
	第十八屆德藝雙馨(香港區賽)	個人項目	冠軍一名 亞軍一名
	聯校音樂大賽 2022	個人項目	銀獎兩名
Sports	2021-2022 Kowloon North Area Inter-Primary School (Athletics)	Group	Champion: 2 1 st Runner-up: 1
	Kowloon North Area Inter-Primary Schools Badminton Competition	Group	First Place: 1
	Kowloon North Area Inter-Primary Schools Table Tennis Competition 2021-2022	Group	1 st Runner-up: 1
	2021 Aquathlon Series – Race 2	Individual	Second Place: 1
	2021 Aquathlon Series – Race 3	Individual	Silver Award: 1
	2021 Aquathlon Series – Race 4	Individual	Silver Award: 1
	2022 Aquathlon Series Race 1	Individual	3 rd Award: 1
	2021 - 2022 Kowloon North Area Inter-Primary Schools Athletic Competition	Individual	First Place: 5 Second Place: 3 Third Place: 1
	TCAA Junior Athletics Championship 2021	Individual	First Place: 3 Second Place: 3

	Panasonic Pacers New Year Athletics Championships 2022	Individual	Champion: 1 First Place: 9 Third Place: 1
	Pacers Autumn Athletics Championships 2021	Individual	First Place: 1 Second Place: 1 Third Place: 1
	「國慶盃 2021」九龍城區體育會劍擊錦標賽	個人項目	First Place: 1 Second Place: 1 Third Place: 1
	Sham Shui Po District Fencing Competition	Individual	First Place: 1 Second Place: 1
	九龍城區體育會盃 2021-2022 全港小學劍擊錦標賽	個人項目	First Place: 4 Second Place: 6
	中銀青少年發展計劃港九小學分區劍擊比賽	個人項目	3 rd Prize: 1
	元朗青少年劍擊賽 2021	個人項目	2 nd Prize: 1 3 rd Prize: 1
	中小學生破網大行動 2021	個人項目	冠軍兩名 亞軍一名
	北區少年五人足球比賽	個人項目	冠軍一名
	23rd President Trophy Kendo Competition	Individual	2 nd Prize: 1
	Haitong International 2021-2022 Hong Kong Windsurfing Circuit Cheung Chau Championships	Individual	1 st Prize: 2
	Hong Kong Junior Squash Ranking Tournament 2022	Individual	Champion: 1
	Hong Kong Regional Squash Competition 2021 (Southern, Eastern, Central & Western and Wan Chai Districts)	Individual	Double (1st runner up) : 1
	Hong Kong Squash Championships 2022	Individual	Champion: 1
	Junior Lacrosse Tournament 2021	Individual	2 nd Prize: 1
	Sha Tin District Squash Competition 2021	Individual	Champion: 1
	Str8 x Terra X Sprint Orienteering Tournament 2021	Individual	2 nd Prize: 1
	U12 Richard Hawkes 盃賽	Individual	冠軍一名
	Windsurfing Youth Windsurfing Competition	Individual	1 st Prize: 1
	Y2Y Park Orienteering Tournament 2021	Individual	1 st Prize: 1

	香港剛柔流空手道空友會創會五週年紀念暨第二屆新界區空手道校際賽	個人項目	亞軍兩名
	聯校盃-全港個人競速錦標賽	個人項目	個人總冠軍一名 個人總亞軍一名 冠軍四名 亞軍兩名 季軍兩名
	2021-22 Div. II Age Group Long Course Swimming Competition (Part 3)	Individual	1 st Prize: 1 2 nd Prize: 1
	2021-22 Div. III Age Group Long Course Swimming Competition (Part 3A)	Individual	1st Prize: 2
	2021-22 Div. III Age Group Short Course Swimming Competition (Part 1)	Individual	3 rd Prize: 1
	2022-23 Div. I Age Group Long Course Swimming Competition (Part 2)	Individual	2 nd Prize: 1
	2022-23 Div. I Age Group Long Course Swimming Competition (Part 3)	Individual	2 nd Prize: 1
	2022-23 Div. II Age Group Long Course Swimming Competition (Part 2)	Individual	1 st Prize: 1
	Culb Rookie Swimming Competition 2022	Individual	1 st Prize: 1 3 rd Prize: 1
	Hong Kong Age Group Long Course Swimming Championships 2021-2022	Individual	1st Prize: 3 2nd Prize: 1 3rd Prize: 2
	National cup swimming competition 2021	Individual	1 st Prize: 1 2 nd Prize: 2
	Kowloon City District Age Group Tennis Competition 2021	Individual	2 nd Prize: 1
	Kwun Tong District Age Group Tennis Competition 2021	Individual	3 rd Prize: 1
	Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition 2021 Competition 4 (KL District)	Individual	1 st Prize: 1
Academic	2022 香港學界朗誦公開賽暨第四屆專業精英盃朗誦比賽(普、粵、英)	個人項目	最高榮譽獎一名 冠軍三名
	GAPSK 兒歌唐詩精英大賽	個人項目	季軍一名
	GAPSK 普通話朗誦比賽	Individual	冠軍一名

HKYPAF 第九屆香港國際青少年表演藝術節 2021-朗誦及故事演講大賽	個人項目	冠軍兩名
第七十三屆香港學校朗誦節 (粵語)	個人項目	冠軍一名 亞軍三名 季軍三名
第七十三屆香港學校朗誦節 (普通話)	個人項目	冠軍兩名 亞軍一名 季軍三名
第七十三屆香港學校朗誦節 (英語)	個人項目	冠軍兩名 亞軍六名 季軍四名
第二屆國際漢語節 2021/2022	個人項目	冠軍兩名 狀元一名
第十二屆「文化瑰寶」2022 朗誦才藝大賽	個人項目	冠軍一名 亞軍兩名
第四屆九龍城區兒童故事演繹比賽	個人項目	亞軍一名
普藝盃朗誦才藝大賽	個人項目	冠軍一名
Hong Kong International Computational Olympiad Final Round 2021-2022	Individual	Gold Award: 1
15th HK Students Open Speech Competition	Individual	3 rd Prize: 1
HKYPAF The 9th Hong Kong International Youth Performance Arts Festival 2021-Speech and Story-Telling Competition	Individual	Gold Award: 1
Hong Kong Youth Talents Development Association 2nd Speech Festival	Individual	Champion: 1
The 49th Hong Kong Joint School Recitation Competition	Individual	Champion:1
Time to Talk Competition (2021-2022)	Group	1 st Prize: 2 3 rd Prize: 2
「華夏盃」全國數學奧林匹克邀請賽 2022(華南賽區)晉級賽	Individual	特等獎五名 一等獎八名
Asia International Mathematical Olympiad Open Contest - Final	Individual	Gold Award: 4 Silver Award: 6
Global Junior Math Aptitude Test 2021-22	Individual	Gold Honours : 2

	Hong Kong International Mathematical Olympiad Heat Round 2022 (Hong Kong Region)	Individual	Gold Award: 1
	Hong Kong International Mathematical Olympiad Semi-final 2022 (Hong Kong Region)	Individual	Gold Award: 1
	Hong Kong Mathematical Games Open	Individual	Champion: 1
	Mathematics Without Border International Tournament - Final	Individual	Gold Award: 1
	Seventeenth IMC International Mathematics Contest 2021	Individual	Silver Prize 1 Bronze Prize 1
	Thailand International Mathematical Olympiad Final Round 2021-2022	Individual	Gold Award: 1
	Thailand International Mathematical Olympiad Semi-Final 2021-2022 (Hong Kong Region)	Individual	Champion & Perfect Scorer: 1
	The 29th Hong Kong Primary Mathematics Olympiad 2022	Individual	Gold Award :7 Silver Award: 2 Bronze Award: 2
	The 8th Hong Kong Primary Mathematics Challenge 2021-2022	Individual	Gold Award :7 Silver Award: 5 Bronze Award: 3
	The Ninth International Tournament Mathematics Without Borders (Autumn Round)	Individual	1st Place: 1 2nd Place: 2 3rd Place:1
	World Mathematics Invitational (WWI) 2022	Individual	Hong Kong Top Ten Students Award: 1
	亞洲國際數學奧林匹克公開賽決賽	個人項目	金獎一名
	亞洲國際數學奧林匹克公開賽總決賽	個人項目	銅獎一名
	華夏盃全國數學奧林匹克邀請賽 2022 (華南賽區) 晉級賽	個人項目	特等獎一名
	華夏盃全國數學奧林匹克邀請賽全國總決賽	個人項目	二等獎一名
	華夏盃全國總決賽	個人項目	一等獎一名
	數學智能之第七屆全港數學盃挑戰賽	個人項目	Champion: 1
Others	The 6th Hong Kong Inter-school "Decoding Chinese History"	Group	2nd Prize: 1
	Grasshopper Scout Tournament	Group	2nd Prize: 1
	Distinguished Group Award 2022	Group	Distinguished Award: 2
	2021 年白沙灣獨木舟繞標賽	個人項目	1 st Prize: 1

	Golden Bauhinia Award	Individual	The Golden Bauhinia Award: 12
	Hong Kong International Science Olympiad	Individual	Silver Award: 2

Financial Summary

La Salle Primary School Financial Report (1/9/2021 - 31/8/2022)

	Income \$	Expenditure \$
Balance B/F (Adjusted per Auditor's Report)	\$ 19,696,585.68	
I. Government Fund		
1. Salary for Staff	\$ 47,997,228.68	\$ 47,997,228.68
2. Expanded Operating Expenses Block Grant		
(A) Baseline Reference	\$ 1,429,414.83	\$ 1,217,099.48
(B) School Specific		
1) Revised Administration Grant	\$ 2,093,760.00	\$ 2,115,135.48
2) Air-conditioning Grant	\$ 595,284.00	\$ 524,212.99
3) Capacity Enhancement Grant	\$ 790,652.94	\$ 860,165.64
4) Composite IT Grant	\$ 591,498.00	\$ 178,039.00
5) Enhanced Speech Therapy Grant	\$ 8,112.00	\$ 7,280.00
6) School-based Management Top-up Grant	\$ 50,702.00	\$ 1,200.00
7) Top Up Student Guidance Service Grant	\$ 466,675.00	\$ 388,963.50
8) Base Sch Sch-based Speech Therapy Admin Recurrent Grant	\$ 8,112.00	\$ -
Sub-total:	\$ 6,034,210.77	\$ 5,292,096.09
3. Other Grants Outside EOEBG	\$ 7,027,461.52	\$ 6,254,288.62
4. Will be subject to clawback by EDB		\$ 326,693.73
II. Capital Reserve Fund (General Fund)		
Tong Fai (Note 1)	\$ 4,705,050.00	\$ 4,914,190.05
Donations & Other Income / Expenses (Appropriations for Furniture & Equipment for the year)	\$ 2,515,149.82	\$ 227,467.00
Approved Collection for Specific Purposes	\$ 7,500.00	\$ 30,027.00
Balance C/F	\$ 22,941,195.30	(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.

Feedback and Follow-up

In the 21st century, learning is about more than just acquiring knowledge; it is also about developing necessary skills, values, and attitudes. This means that students must be able to learn how to learn and adapt to change when encountering different situations. Critical thinking, creativity, collaboration, and communication are skills that students need to thrive in the 21st century. Students must learn how to problem solve, communicate, persuade, resolve conflict, work in groups and apply subject knowledge learned in the classroom. All these will help develop a resilient generation of young people.

By getting students to work together in teams, and undertake project-based learning outside the classroom, it replicated real-world settings and made learning authentic and meaningful. Learning by doing does not just build subject knowledge, but also encourages the development of dynamic transferable skills (or so-called ‘soft skills’) that are becoming more vital in today’s world. Students were eager to engage in peer learning through various collaborative efforts which included group projects, performances and competitions.

STREAM education is a comprehensive, holistic and unique educational approach, integrating Science, Technology, Reading/Religious Knowledge, Digital Studies (Engineering), Visual Arts and Mathematics. This approach allows the students to apply their learning in real life situations thus reaching the conceptual understanding.

Reading is part of the School’s STREAM curriculum. Reading leads students on a journey to another world. It enables the students to be more empathetic, knowledgeable and stimulates their imagination. Concentration is built and promotes inner calmness and enhances overall health. Another added benefit is the development of students’ writing skills.

E-learning was further enhanced to facilitate learning and teaching. As students are digital natives, it was important for them to be engaged in their learning. By using interactive apps and e-tools, teachers created a fun and enjoyable learning environment for their students. Staff and students were also well equipped in using Google Suite to facilitate teaching and learning. Google Classroom was used for producing and storing work, for sharing learning materials and a medium for student to teacher and student to student interaction.

Teachers engaged in collaborative lesson planning by debating, planning, and problem-solving together. They developed a culture of inquiry by using evidence and research to guide decision-making. They worked with each other's strengths to come up with engaging teaching materials. This contributed to a respectful and supportive learning environment.

There was increased collaboration with La Salle College in terms of curriculum development, sports, music, discipline and guidance as well as administration. It was hoped this would build a closer bond between the two schools to facilitate effective transitioning for students who are allocated to the College from the Primary.

In order to strengthen the collaborative school culture, middle managers play a key role. Middle managers are 'connecting leaders'. By understanding the needs of the School, it was imperative of them to build effective relationships with senior administrative staff as well as the staff they are supervising. It would be important for middle managers to continue to develop communications skills and mediation skills so that all parties could work together to achieve the goals of the School.