

La Salle Primary School



School Report 2024 – 2025

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(1) 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 Talent Hub and 1 chapel).

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

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

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

- **Major Concern 1: To cultivate students into self-directed pioneers and life-long learners**

Achievements
<p>Developing Multiple Talents and Potentials</p> <ul style="list-style-type: none">◆ The Chinese, English and the Putonghua Department encouraged and supported students' participation in the Variety Show held in January, which served as an excellent platform for students to develop their confidence and enrich their experiences.◆ The Visual Arts Team attended a variety of training sessions designed to broaden their artistic skills. The team also engaged in activities such as external competitions, exhibitions and museum visits, which further enhanced their artistic competencies and experiences.◆ To further cultivate students' interest in art appreciation and development, and to reflect on their learning, the Visual Arts Department and the Music Department encouraged students to compile a portfolio to review their learning outcomes.◆ The Mathematics Department observed enthusiastic participation in problem-solving activities at all levels. Such engagements effectively nurtured critical thinking, problem solving and collaborative skills, both pivotal for students' academic and personal growth.◆ The Putonghua Department and the Religious Knowledge Department selected class representatives from Primary 3 to Primary 6 to lead prayers in Putonghua during morning assemblies. This initiative not only strengthened students' language competence in Putonghua, but also enriched their spiritual experiences and faith.◆ To provide meaningful learning experiences beyond the classroom setting, the Science Department organised field trips for Primary 1, 3 and 5 students. Furthermore, 33 students took part in the Science Olympiad and achieved excellent results. In recognition of these accomplishments, the School was honoured with the Outstanding Performing School Award.◆ Through the school-based curriculum designed by the Personal Growth Education Department, students deepened their understanding of their aspirations, needs, interests, and capabilities. The programme also fostered the development of students' generic skills and supported their holistic growth across four key domains: personal, social, academic, and career. <p>To assist students in recognising their personality traits and interests, the Counselling Team promoted the VIA (Values in Action) character programme, which highlights 24 identified strengths. This initiative fostered self-awareness and purposeful growth, while also guiding students to set realistic short-term and long-term learning goals.</p> <p>To Promote a Reading Culture</p> <ul style="list-style-type: none">◆ The School has continuously strived to cultivate a rich and passionate reading culture on campus. The School Library provided integrated and timely access to a diverse variety of high-quality scholarly resources. In addition to the regular Free Reading curriculum, the Teacher Librarian created engaging videos, introducing different book genres to spark students' interest in reading and help develop their lifelong reading habits.◆ To foster an ideal reading environment and enrich the reading culture on campus, the School completed a renovation project that transformed the Reading Corner into the "Owl Smart Forest-Themed Library." This innovative space has received admiration and positive feedback from teachers, students and parents.◆ The Chinese Department adopted a teaching strategy within the current curriculum to

enhance students' interest and ability in reading. The approach integrated in-depth reading and analysis of selected passages before students engaged in writing tasks, effectively strengthening their writing skills and motivation. Primary 1 and 2 students actively participated in guided reading sessions, where teachers introduced various reading strategies focused on picture books and e-books. These sessions significantly improved reading effectiveness and fostered self-directed learning.

- ◆ For English, a reading culture was fostered through in-class book recommendation sharing sessions in Literature lessons for Primary 1 students, and online book sharing using Padlet for Primary 2 to 6. These platforms enabled students to share and recommend different types of books with their peers. The exchange of comments and feedback further enriched their reading experience and encouraged meaningful interaction.
- ◆ The General Studies Department and the Chinese Department collaborated to cultivate students' interest in Chinese historical literature and biographies. Through 「同齡同心學歷史」, students accessed a wide selection of books from the School Library and e-books from the Hong Kong EdCity eRead Scheme, stimulating their curiosity and enriching their knowledge about prominent Chinese historical figures and stories.
- ◆ In Religious Knowledge, selected religious books were introduced by Christ's Ambassadors through a book recommendation activity. This initiative sparked significant interest among students in religious literature while promoting information literacy.

Mastering the Skills of “Reading to Learn”

- ◆ “Reading to Learn” remained a key focus across the curriculum throughout the academic year, fostering lifelong learners equipped with strong literacy skills.
- ◆ The School Library played a crucial role in promoting reading as an integral part of whole-person education, supporting both teaching and learning activities. Large e-Book readers were set up in the rejuvenated Reading Corner for students to conveniently access a broad range of eBooks from the HyRead HK platform. Students were empowered to master digital reading skills and become lifelong learners.
- ◆ Collaboration between the School Library and various departments aimed to promote “Reading to Learn”. A selection of new mathematics-themed books was showcased in an exhibition, sparking students' enthusiasm for mathematical investigations and problem solving, while reinforcing their critical thinking skills. The Teacher Librarian also selected suitable and age-appropriate reading materials for Science to cultivate students' curiosity and interest in scientific inquiry.
- ◆ To strengthen students' language acquisition, the Chinese Department strategically curated a selection of books closely aligned with specific units in the curriculum, embracing the philosophy of “Reading to Learn”.

Integrating STREAM Education into the School-based Curriculum

- ◆ Various departments integrated STREAM education into the school-based curriculum. Robot Temi and augmented reality were utilised in Free Reading lessons to enhance student engagement and enjoyment. STREAM hands-on activities were implemented across all levels in Mathematics to extend students' cross-curricular learning. In Digital Studies, students were exposed to various multimedia tools. The Religious Knowledge Department conducted the 「愛主愛人小挑戰」 online to cultivate students' proper values and attitudes, enriching students' spiritual growth. The Visual Arts Department integrated STREAM knowledge in hands-on crafts and digital drawing.

Providing a Flexible, Engaging and Transformative E-learning Environment

- ◆ To develop students' self-directed learning abilities, "Flipped Classroom" approach was implemented in the subjects of Visual Arts, General Studies, Science, Putonghua, Physical Education and Digital Studies. This strategy effectively enhanced students' independence and ownership of their learning.
- ◆ The Chinese, English and Mathematics Departments implemented diverse digital tools and e-learning platforms such as Wordwall, Quizizz, Padlet and Nearpod to foster interactive and self-directed learning. The Music Department and the Personal Growth Education Department also integrated digital applications, interactive apps and online resources to create a dynamic learning environment conducive to student growth.

Strengthening Students' Understanding of Chinese History and Culture to Enhance their Sense of National Identity

- ◆ In English, students deepened their understanding of Chinese history and culture through worksheets, free writing, and mini-tasks. Students worked on topics such as Chinese food, "dim sum" and the Chinese Zodiac. The activities fostered students' research, creativity and presentation skills while cultivating a strong sense of belonging and national pride.
- ◆ Through 「同齡同心學歷史」 programme, students broadened their horizons on Chinese history, enhanced their sense of national identity and developed a deeper appreciation of China's rich historical legacy through sustained reading and inquiry.
- ◆ The Putonghua Department collaborated with the Music Department to ensure students understand and perform the national anthem proficiently and confidently. The General Studies Department also integrated the "National Flag, National Anthem, National Emblem, and Flag-raising Ceremony" curriculum to further consolidate students' sense of national pride and identity.
- ◆ The Physical Education Department collaborated with the Chinese and General Studies Departments, introducing the traditional Chinese dragon dance to Primary 6 students, who also performed in the Variety Show in January. Primary 4 students learnt to play traditional Chinese sports such as Cuju and shuttlecock to strengthen their cultural awareness and appreciation.

Reflection

Continue to Develop Diverse Talents and Potential of Students

- ◆ To further develop students' talents and potentials, students are encouraged to engage in educational experiences both inside and outside the classroom. Participation in curricular and extracurricular activities has enhanced their communication skills, collaboration abilities, confidence, and performance.
- ◆ The Visual Arts Department and the Music Department recognise importance of learning portfolios, and will continue to encourage broader student involvement in different activities. All subject departments will continue to promote active participation in a wide range of learning experiences, including external competitions, performances and field trips to foster well-rounded and motivated learners.
- ◆ Despite these successes, the Personal Growth Education Department and the Counselling Team have identified the challenges students face in career planning and emotional well-being. The School will equip teachers with necessary skills to better support students' aspirations and holistic development.

Continue to Foster a Reading Culture and Master the Skills of “Reading to Learn”

- ◆ To foster a robust reading culture and enhance the skills of “Reading to Learn”, different subject departments incorporated reading into their curricula and collaborated with the School Library. Reading tasks, activities and sharing sessions were conducted by the Chinese, English and General Studies Departments. The School Library cultivated reading habits through the Reading Corner and supported digital literacy using e-book platforms. The Mathematics, Religious Knowledge and Science Departments organised book fairs and activities in partnership with the School Library, encouraging online reading across subjects.
- ◆ All subject departments will continue to promote a reading culture to strengthen the foundation for lifelong learning and sustain a passion for reading, mastering the skills of “Reading to Learn”.

To Enhance STREAM Education in the School-based Curriculum

- ◆ The School has continued to strengthen STREAM education across subjects through hands-on and collaborate learning experiences. STREAM activities and the showcase of students’ work enable students to connect abstract concepts to real-life applications in Mathematics. In the upcoming year, more time will be allocated to encourage reflection and peer learning. The integration of augmented reality technology by the School Library has created highly engaging sessions that will be sustained in the coming year.
- ◆ Different departments will continue to enhance STREAM education through hands-on projects and online activities. The School will also integrate latest technology and update teaching materials such as including current AI-related content.

To Provide an Engaging and Transformative E-learning Environment

- ◆ All subject departments utilised a variety of e-learning resources to provide an interactive and engaging learning environment through diverse apps and platforms. Flipped Classroom activities were widely implemented, and tools such as augmented reality were used by teachers to stimulate students’ interest in learning.
- ◆ All subject departments will further enhance the use of e-learning technologies to cater to diverse learner needs and promote self-directed mastery.

Continue to Deepen Students’ Understanding of Chinese History and Culture to Enhance their Sense of National Identity

- ◆ In addition to regular assemblies in Putonghua and flag raising ceremonies that reinforced students’ sense of national belonging, the subject departments incorporated elements of Chinese history and culture in the curriculum. Students not only enhanced their understanding of the nation, but also developed a stronger sense of national identity through participating in traditional Chinese sports such as Cuju and shuttlecock. Immersive experiences like the Variety Show significantly improved students’ Putonghua while fostering their pride in national achievements, including sparking their interest in China’s aerospace development.
- ◆ All subject departments will continue to embed national security education across disciplines, cultivating Chinese heritage and fostering a meaningful, shared sense of belonging among students.

Feedback and Follow-up

- ◆ The School will continue to adopt a holistic approach to offer a wide range of learning experiences, cultivating students' essential skills and positive values in accordance with the seven learning goals of primary education. We continue to be committed to support students in realising their potentials and becoming enthusiastic self-directed pioneers and life-long learners.

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

Achievements

- ◆ Developing collaborative skills among students is a fundamental aspect of effective educational practices. Our teachers sought innovative ways continuously to facilitate cooperative learning experiences for our students. By employing diverse strategies, teachers had observed encouraging improvements in their teamwork, communication, and critical thinking abilities were evident.

At the Student Level

- ◆ Teachers proactively created opportunities for students to enhance their skills in fostering a collaborative culture.
- ◆ For Chinese, teachers effectively used Classical Poetry teaching to promote collaborative inquiry-based learning. Students formed groups and collaboratively gathered relevant information before lessons. Pre-tasks were completed, and their findings were shared in class or on digital platforms. Through these activities, students consistently displayed a proactive and enthusiastic approach to learning. The inquiry-based method enabled them to explore the subject more deeply, nurturing meaningful exploration. Peer-to-peer interaction improved their understanding and created a lively environment for collaborative learning. Teamwork helped them to have a better understanding of classical poetry and strengthened their communication skills.
- ◆ By reading traditional Chinese literary works, students gained a deeper understanding of Chinese culture. Learning from these classical texts supported the cultivation of their moral values and personal character. Also, working with classic phrases and sentences helped them think critically and improved their ability to express themselves effectively.
- ◆ For English, students' project learning experience was reinforced through cooperative communication in Oral lessons. Collaboration among students was encouraged through various collaborative learning activities, such as participating in pair work activities based on topics covered in lessons and completing mini projects.
- ◆ For Mathematics, the hands-on exploratory activities and problem-solving activities at all levels were conducted in group settings, which allowed lots of room for collaborative inquiry and sharing. Most teachers agreed the sessions supported deep learning and knowledge co-construction. The team members of La Salle College joined the P.6 Mathematics Team for training, leading an engaging activity that inspired excitement and active participation. The event strengthened students' interest in mathematics and encouraged knowledge sharing across primary and secondary levels.
- ◆ For General Studies, students improved their communication and teamwork skills through small-group classroom discussions. Before class, preparation was done by reading or watching online materials related to the lesson. Teachers observed that the discussion topics were relevant to students' daily lives and suited to their skill levels. With this background knowledge, most students actively participated in class discussions and eagerly exchanged ideas with their peers, enhancing their communication, collaboration, and problem-solving skills.
- ◆ For Science, cross-curricular activities were coordinated for Primary 3 and Primary 5 students with the Digital Studies Department. This joint effort effectively strengthened students' proficiency in digital literacy and skills.

- ◆ For Music, collaboration skills of students were strengthened through music composition activities. Students accessed self-learning and extended learning materials using Google Classroom, which helped to enhance communication and interaction with teachers and classmates. Most teachers observed that students generally demonstrated respect for others' opinions and worked cooperatively during group tasks.
- ◆ For Digital Studies, teachers selected and updated topics for group-based learning activities to foster a culture of collaboration and sharing. The "student-teacher" model was implemented in class, using cooperative learning strategies to build a learning community. This year, the school-based curriculum continued to broaden students' engagement in Design Thinking, applying it to a wider range of topics.
- ◆ For Religious Knowledge, students' generic skills were strengthened through collaborative activities and class discussions. Most students participated actively in group discussions, which helped them get better at communicating and working as a team. Also, a suitable topic was selected for students to write a prayer for each term. This activity allowed students to share their thoughts through writing and gain a clearer understanding of the topic.
- ◆ To enhance peer learning through collaboration, IBL projects were conducted as a post-exam activity. Instead of presenting information or giving the answers immediately, teachers started with a range of scenarios, questions and problems for students to explore. Students retained information more effectively with active participation. Solving problems and making connections helped them understand concepts more thoroughly, making learning more meaningful. In the reflection stage, students reviewed their inquiry and reflected on what and how they had learned. Students felt motivated as they were part of the decision-making process, which encouraged them to take responsibility for their learning.
- ◆ This academic year, the Teacher Librarian selected two Reading Ambassadors from each Primary 2 and Primary 3 class to assist classmates in borrowing books. For students in Primary 4 to Primary 6, two Student Library Assistants were chosen from each class to help with daily library operations and lead various reading activities. Both Reading Ambassadors and Student Library Assistants served as role models, encouraging their classmates to participate in library lessons and read more often, which promoted lifelong learning. Through their service in the library, these students also developed leadership skills and worked towards holistic personal growth.

At the Teacher Level

- ◆ Teachers engaged in collaborative inquiry by examining specific parts of their teaching, focussing on how students responded, and applying new insights to improve classroom strategies. This reflective approach became an integral part of their professional routine, especially through structured lesson planning.
- ◆ During the Collaborative Lesson Planning (CLP) sessions, teachers tackled teaching and learning challenges, refined instructional design, and assessed teaching effectiveness. These efforts promoted professional dialogue, enhanced pedagogical practices, and cultivated a growth-oriented culture of sharing.
- ◆ To promote a supportive teaching community among teachers, teachers who participated in professional development programmes actively shared their learning during panel and CLP meetings. This collaborative atmosphere strengthened community bonds, encouraged sharing ideas, and promoted teamwork in problem-solving, leading to ongoing improvements in teaching.
- ◆ This year, Mathematics teachers enhanced the effectiveness of teaching Mathematics in English through co-planning meetings, lesson observation and peer lesson observation. The

School also collaborated with La Salle College in the teaching and learning of core subjects, student support team and the training of school teams.

- ◆ School-based workshops and sharing sessions such as A.I. Workshop, Micro:bit Workshop, Mental Health Awareness Workshop, Chinese Ink Painting and Blue-and-White Porcelain Teacher Workshop, Introduction Meeting for the Chinese and Humanities Curriculum were organised for subject teachers. It enriched the teachers' professional knowledge and strengthened their sense of teamwork.
- ◆ Free Reading teachers worked with the Chinese Department and the National Security, Moral & Civic Education Team to coordinate Lunar New Year activities. During library lessons, the Teacher Librarian introduced festive stories and themed books, immersing students in cultural learning through interactive games and activities.
- ◆ Beyond lesson time, subject panels set up booths that highlighted traditional customs and knowledge, encouraging students to explore and learn through playful experiences during recesses. To align with National Security Education Day (15 April) and World Book Day (23 April), an immersive learning experience titled “智能熊貓「悅」讀之旅” was organised. To foster mathematical literacy, themed book displays featuring mathematical concepts were also displayed in the library.
- ◆ The Counselling Team, together with the Parent-Teacher Association (PTA), organised a sharing session for parents of P.1 students, to provide strategies for helping their children adjust to the new school environment.
- ◆ The PTAs of La Salle Primary School and La Salle College also held a sharing session in March for parents of P.6 students, preparing them to support their children in adapting to secondary school life and strengthening effective parenting skills. Prior to this year's Parent Day, guidance consultation meetings were arranged for class teachers, providing a platform to identify students requiring behavioural improvement or additional attention. During these meetings, the Student Guidance Team offered tailored recommendations, with follow-up actions carried out by grade-level guidance teachers and school social workers to support student development.
- ◆ To support new staff members through the mentorship programme, experienced mentors were assigned to help teachers in the areas of subject and class affairs.
- ◆ To further develop the collaborative school culture, the School worked closely with the Lasallian Family and other Lasallian schools in Hong Kong for joint meetings and staff formation.

Reflection

- ◆ Throughout the year, subject teachers actively engaged in co-planning sessions, which significantly enhanced teaching effectiveness. These collaborative efforts enabled the exchange of ideas, joint lesson planning, and in-depth analysis of student learning. Most teachers agreed that professional development was enriched through regular participation in subject panel meetings, where they shared insights from workshops and lectures, keeping their teams informed with the latest educational practices.
- ◆ For Chinese, teachers affirmed that the collaborative inquiry model enhanced students' questioning skills, promoted peer interaction, and increased learning motivation.
- ◆ Most English teachers found that students enjoyed participating in the communicative activities. “Cooperative Communication” encouraged students to interact and plan together. Most students were able to deliver their presentations confidently. Their overall communication and presentation skills were enhanced. Through participating in pair work

activities and completing mini projects, students had the opportunity to learn from their peers, exchange knowledge and skills.

- ◆ Mathematics teachers utilised collaborative planning sessions to evaluate teaching effectiveness and developed appropriate pedagogies that addressed common learning challenges. During these sessions, meaningful hands-on and problem-solving activities were designed to help students build concepts and foster an environment of collaborative learning.
- ◆ For General Studies, teachers cited limited classroom time for in-depth discussion. This showed the need for better pacing and flexibility to support critical thinking and inquiry-based learning. Going forward, it is important to explore strategies to allow for deeper reflection and enhance students' classroom experiences while maintaining curriculum coverage.
- ◆ Most Science teachers agreed that the cross-curricular activities helped to enrich students' different learning experiences.
- ◆ For Music, students demonstrated respect during group work and engaged in independent learning via Google Classroom. This year, the number of students uploading personal music performance videos to Google Classroom remained comparable to previous years. Students actively engaged with one another, exchanging feedback and sharing musical ideas, which fostered a supportive and collaborative learning atmosphere.
- ◆ For Physical Education, several school sports teams engaged in friendly matches with La Salle College and other partnering schools to broaden students' competition experience and foster athletic growth. The Athletics Team had training weekly at the athletics field at La Salle College to improve the quality of training and create valuable opportunities for interaction between students from both schools.
- ◆ For Visual Arts, visual arts video showcases were warmly received by students, parents, and teachers alike. Teachers noted that presenting outstanding artworks encouraged students to appreciate each other, develop a sense of aesthetic awareness, fostering a positive culture of respect for art. Through STREAM activities, students from Primary 4 to 6 were empowered to integrate creativity with technology in their artwork. These interdisciplinary projects encouraged imaginative thinking and hands-on learning, allowing students to explore artistic expression in a modern and dynamic context.
- ◆ Teachers agreed that group-based learning improved teaching effectiveness, providing students with valuable chances to understand the importance of teamwork and strengthen their communication skills. This collaborative approach cultivated an environment where students could actively engage with one another, support peer learning, and improve both their academics and interpersonal development.
- ◆ Subject teachers made effective use of co-planning sessions to design stimulating and inquiry-driven discussion topics that sparked students' curiosity and encouraged exploration. These engaging discussions helped students think critically and build a strong foundation for lifelong learning and intellectual growth.
- ◆ Many subjects further enriched their curriculum and activities by collaborating with other subject departments or functional groups. For instance, the Science Department organised cross-curricular activities with the Digital Studies Department and jointly organised "Butterfly Garden" with the General Studies Department. Music activities were organised among different Music teams. Collaborative initiatives between the School Librarian and the National Security, Moral, and Civic Education Team successfully promoted student understanding of National Security Education Day and World Book Day.
- ◆ Cross-disciplinary learning effectively broadened students' perspectives and strengthened

connections between subjects. Collaborative projects encouraged critical thinking, creativity, and teamwork. By integrating knowledge across disciplines, students applied concepts in authentic contexts, deepening their understanding and enhancing engagement. This approach enriched teaching practices and fostered holistic student development.

Feedback and Follow-up

- ◆ In the coming year, Chinese teachers will continue to use classical poetry and prose instruction to promote collaborative inquiry-based learning among lower primary students. This approach helps students gradually uncover knowledge while encouraging active observation, reflective thinking, and analytical reasoning. As a result, learners will become proactive and independent thinkers building a strong foundation for lifelong learning.
- ◆ For English, activities designed to reinforce and broaden students' project-based learning experience will continue to be integrated into Oral lessons to cultivate critical thinking, creativity, collaboration, and communication skills among students. To foster student collaboration, different educational activities, such as completing mini projects and engaging in discussions in Oral lessons will be adapted.
- ◆ For Mathematics, it is suggested that Mathematics Team collaboration with La Salle College will continue next year. The hands-on exploratory and problem-solving activities should be continued to uphold the culture of collaborative inquiry and co-construction of knowledge.
- ◆ The Physical Education Department recommended expanding beyond traditional friendly match exchanges to explore cross-border sports exchange activities. Such initiatives could provide students with valuable international exposure, enhance their competitive experience, and foster cultural understanding through athletic collaboration.
- ◆ The Digital Studies Department actively enhanced teaching quality through collaborative lesson planning and peer learning. Teachers used co-planning sessions to share strategies and conduct trial teaching, particularly focussing on senior grade programming topics. These exchanges provided essential support for new teachers and deepened overall subject knowledge. Group-based learning encouraged students to engage meaningfully with peers, fostering communication skills and teamwork. The department will continue to promote professional development and explore innovative teaching methods to further enrich students' digital learning experiences.
- ◆ The Religious Knowledge Department will continue to foster deeper student engagement by refining group discussion topics and encouraging creative participation, such as student-written prayers, to promote understanding of diverse religious themes. The school-based curriculum resource bank will be regularly updated to meet instructional needs. Building on successful co-teaching with the Brothers, the department plans to expand this collaborative model to more year levels, enhancing professional dialogue and teaching effectiveness.
- ◆ In the upcoming school year, the School Librarian will continue to collaborate with subject departments to promote reading across disciplines. Efforts will be made to connect with additional subject panels to expand cross-curricular reading initiatives. Through festive activities, students will deepen their understanding of Chinese culture and national development, fostering appreciation for heritage and strengthening national identity.
- ◆ Furthermore, teachers agreed that the cross-curricular activities helped to enrich students' different learning experiences. The School will continue to conduct cross-curricular activities with different subjects and the School Librarian in the coming academic year.
- ◆ The Guidance and Discipline Team plan to strengthen home-school collaboration by organising more parent talks and workshops aligned with the parent education framework.

These initiatives aim to help students develop their character strengths while supporting the well-being of both students and parents. The teams also intend to continue partnering with the Parent-Teacher Associations of La Salle Primary School and La Salle College to host joint sharing sessions, fostering community bonds and holistic support for families.

- ◆ Teachers widely acknowledged the valuable impact of professional development courses on improving teaching effectiveness. These training opportunities not only equipped educators with innovative pedagogical strategies, but also encouraged reflective practice and classroom adaptability. Active participation in seminars and workshops is strongly recommended, as it empowers teachers to stay current with evolving educational theories, curriculum updates, and technological integration. By engaging in continuous learning, teachers can build a collaborative professional culture, share best practices, and foster student-centred instruction. Such sustained professional growth supports both individual excellence and whole-school advancement.

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

Achievements

While we recognised the significance of academic success, our primary focus remained on developing students into positive Lasallian gentlemen. To support this mission, we implemented various school-based programmes aimed at enhancing students' character strengths.

Creating a Supportive School Environment

- ◆ To cultivate a positive school atmosphere, we organised activities such as Morning Assembly Sharing, recess activities and mental health talks for students, parents and teachers. Before the third term examinations, class teachers distributed encouragement cards tailored to students' individual characteristics to motivate them. Based on the character strengths that the school focused on this year, biblical verses were incorporated into Good Student Award Scheme stamp books and classroom posters. Our commitment to fostering a supporting school environment was recognised when we were awarded the Caring School Award, highlighting our dedication to the emotional and social well-being of our school community.

Comprehensive School Guidance Services

- ◆ To address the diverse needs of our students, we offered comprehensive school guidance services. We adopted a whole-school approach to nurture students' potential while promoting respect for individual differences. Resources were utilised to support students with special educational needs, with professional assessments and training provided by our School-based Educational Psychologist and School-based Speech Therapist.

Good Student Award Scheme

- ◆ To bolster character development, we integrated Values in Action into our Good Student Award Scheme. This programme unfolded in three stages, each focussing on a specific character strength: 'Kindness,' 'Honesty,' and 'Teamwork'. Students earned stamps for demonstrating positive behaviours linked to these strengths, and champions from each class received badges and certificates as recognition.

Big Brother Scheme

- ◆ The Big Brother Scheme effectively nurtured a caring culture within our school. Eighteen P.6 students assisted P.1 students during recess and took care of those with weaker self-care and social skills.

Personal Growth Curriculum

- ◆ Our school-based Personal Growth Education (PGE) encompassed four areas: Personal, Social, Academic, and Career. Students explored eight character strengths—Judgement, Perspective, Honesty, Kindness, Teamwork, Leadership, Spirituality, and Humour—through engaging lessons. Elements of National Security Education were also woven into the curriculum, fostering a strong sense of national identity and instilling values such as responsibility and respect.

Service Learning

- ◆ To cultivate civic responsibility and empathy amongst students, we implemented service learning projects. The Counselling Team held training sessions to prepare students for service learning projects, teaching them how to show care and support to those in need. Arrangements were made for students to visit the needy and provide entertainment and games during the visit.

Reflection

Co-creating a Harmonious School

- ◆ Overall, students actively contributed to fostering a harmonious school environment. Through a variety of organised activities, we created a caring atmosphere that encouraged self-motivation and strengthened relationships among peers, teachers, parents and the community.
- ◆ The Discipline Team persisted in enforcing a comprehensive anti-bullying policy and further developing students' self-discipline and sense of responsibility, working collaboratively with different school personnel to implement effective preventive measures and evaluation strategies.

Good Student Award Scheme

- ◆ This initiative received positive feedback from both students and teachers, who participated enthusiastically. Many teachers noted that the scheme significantly enhanced students' positive behaviours and boosted their motivation to learn. In the upcoming year, we plan to focus on three new character strengths.

Big Brother Scheme

- ◆ The Big Brother Scheme successfully promoted role modelling within the school community and facilitated communication between P.6 Big Brothers and P.1 students. Both groups enjoyed the shared reading activities. We plan to facilitate more social interactions during recess next year.

Personal Growth Education

- ◆ Students showed great enthusiasm for Personal Growth Education, actively engaging in class discussions and activities. Incorporating National Security Education elements helped instil positive values and a sense of national identity. Regular collaborative lesson planning was undertaken to refine and enhance the PGE curriculum.

Service Learning

- ◆ Service learning proved to be an effective means of fostering social responsibility through active community engagement. It broadened students' understanding of diversity and nurtured empathy, problem-solving skills, and leadership abilities. The preparatory training helped students connect with the needs of others and be more considerate and understanding.

Feedback and Follow-up

- ◆ The School will maintain a holistic approach to guide students in achieving the seven learning goals of primary education, emphasising the significance of national identity and proper values and attitudes. It remains dedicated to nurturing the moral character of the students, helping them grow into true Lasallian gentlemen.

Student Performance

Students had outstanding performance in academic performance and extra-curricular activities. They also won various awards in international competitions.

The following list summarises the achievement of our students:

Category	Competition	Item	Award Summary
Chinese	HKYPA 第十三屆香港國際表演藝術節 校際朗誦演講大賽 2025	Individual	冠軍: 1
	第 21 屆 2024 善行盃全港才藝大賽	Individual	季軍: 1
	第七十六屆香港學校朗誦節	Individual	冠軍: 21 亞軍: 23 季軍: 16
	第五十五屆超級語言朗誦節	Individual	冠軍: 1
	第五十四屆超級語言朗誦節	Individual	冠軍: 1
	第十七屆中國青少年(香港)才藝比賽	Individual	冠軍: 2
	第十二屆 HKYPA 香港國際朗誦及公開演講大賽 2024	Individual	冠軍: 2 亞軍: 1
	第十八屆中國青少年誦藝及音樂比賽	Individual	季軍: 1
	第十八屆全港學生公開朗誦比賽 2025	Individual	冠軍: 1 亞軍: 1 季軍: 2
	香港學界公開賽暨第七屆「專業精英盃」學術才藝大賽 2026	Individual	冠軍: 1
鵬程盃第 12 屆朗誦大賽	Individual	銀獎: 1	
DS	Creative Coder Competition 2024/25	Individual	Gold Award: 1
	FIRST LEGO League 香港錦標賽 2024-25	Group	二等獎: 3 項目研究獎 - 優異: 1
	STEM LEADer Formula Air	Individual	Silver Cup: 1
English	18th HK Students Open Speech Competition	Individual	First: 1 Second: 1 Third: 4

	76th Hong Kong Schools Speech Festival	Individual	First: 16 Second: 19 Third: 32
	Creative Writing Festival 2024	Individual	Second Place: 1
	The 12th HKYPA Hong Kong International Speech and Public Speaking Competition	Individual	First Place: 5
	The 12th Pengcheng Speech Competition	Individual	Second Place: 1
	The 13th HKYPA Hong Kong Inter-School Speech and Speaking Competition	Individual	First: 2
	The 17th China Youth (Hong Kong) Talent Competition	Individual	Second: 1
	The 18th China Youth (Hong Kong) Talent Competition	Individual	Second: 1
	The 21st Charity Cup HK Talent Invitational Competition	Individual	Gold Prize: 1
	The 7th Professional Elite Cup Academic Talent Competition 2025	Individual	First: 1
Mathematics	2024 - 2025 全港校際 STEAM 資優盃數學總決賽	Individual	學霸第二名: 1 金獎: 1
	2025 Global Mathematics Competition (GMC, Vietnam) & 2025 Factorial Math Competition (FMC, Indonesia) selection contest	Individual	Gold Award: 1
	2025 Hong Kong Hua Luo-geng Cup Mathematics Competition	Group	Merit: 2
	2025 Hong Kong Hua Luo-geng Cup Mathematics Competition	Individual	Bronze Medal: 4
	2025 Hong Kong Mathematics Kangaroo Contest	Individual	First Prize: 1 Second Prize: 1 Third Prize: 2
	2025 The 32nd Hong Kong Primary Mathematical Olympiad	Group	1st Runner-up: 1 4th Place: 1
	2025 The 32nd Hong Kong Primary Mathematical Olympiad	Individual	Gold Award: 9 Silver Award: 5 Bronze Award: 1

2025 World Mathematics Invitational Preliminary Round	Individual	Silver: 2
21st IMC International Mathematics Contest (Singapore), 2025	Individual	Gold Prize: 1
American Mathematics Competition 10 2025	Individual	Certificate of Distinction (Top 5%): 1
American Mathematics Competition 8 2025	Individual	Honor Roll (Top 5%): 2 Certificate of Achievement: 1
Asia International Mathematical Olympiad Open Contest 2025 (Semi-Final)	Individual	Gold Honour: 8 Silver Honour: 1
Asia International Mathematical Olympiad Open Contest 2025 Final	Individual	Gold Honour: 2 Silver Honour: 2 Bronze Honour: 1
Depth of Knowledge Assessment	Individual	Gold Award: 1
Global Junior Math Aptitude Test	Individual	Gold Award: 1 Silver Award: 2
Global Junior Math Competition	Individual	Silver Award: 1
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Final Round 2025	Individual	1st Prize Award: 2 2nd Prize Award: 1
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2025 (Hong Kong Region)	Individual	1st Prize Award: 5 2nd Prize Award: 1
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round 2025 (Great Bay Area Region)	Individual	1st Prize Award: 5
Hong Kong & Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial 2025	Individual	Gold Honour: 12 Silver Honour: 5 Bronze Honour: 1
Hong Kong International Mathematical Olympiad Heat Round 2025 (Hong Kong Region)	Individual	Gold Award: 3 Silver Award: 1 Bronze Award: 1
Hong Kong International Mathematical Olympiad Semi-Final 2025	Individual	Gold Award: 1

Hong Kong Joint Primary School Mathematics Competition (2024-2025)	Group	1st Runner-up: 3 2nd Runner-up: 1 Champion: 3
Hong Kong Joint Primary School Mathematics Competition (Kowloon City District) (2024-2025)	Individual	Gold Award: 3 Bronze Award: 3 Merit Award: 3
Hua Xia Cup National Mathematical Olympiad Competition 2025 (Hong Kong Region) Heat	Group	The Best 10 Primary School: 2
Hua Xia Cup National Mathematical Olympiad Competition 2025 (Hong Kong Region) Heat	Individual	1st Class Honour: 19 2nd Class Honour: 4 3rd Class Honour: 1
Hua Xia Cup National Mathematical Olympiad Competition 2025 (National Final)	Individual	1st Class Honour: 20 2nd Class Honour: 7
Hua Xia Cup National Mathematical Olympiad Competition 2025 (South China Region) Semi-Final	Individual	1st Class Honour: 13 2nd Class Honour: 6 3rd Class Honour: 2 Special Class Honour: 2
Junior Mathematical Challenge 2025	Individual	Gold Certificate: 1
King of Mathematics International Invitation Competition 2025 Preliminary Round	Individual	First Prize: 1
Mathematics Without Border International Tournament (Final)	Individual	Gold Award: 1
Pan-Asia Pacific International Mathematics Invitation Competition 2025 Preliminary Round	Individual	First Prize: 1
Thailand International Mathematical Olympiad Heat Round 2024-2025 (Hong Kong Region)	Individual	Gold Award: 1 Silver Award: 1
Thailand International Mathematical Olympiad Semi-Final 2024-2025	Individual	Bronze Award: 1
The Eleventh Annual Hong Kong Primary Mathematics Challenge (2024-2025)	Group	6th: 1 7th: 1 Merit: 3
The Eleventh Annual Hong Kong Primary Mathematics Challenge Final	Individual	Gold Award: 4 Silver Award: 12

		Bronze Award: 5 Merit Award: 2	
The Hong Kong Primary Mathematics Contest 2025	Group	優異: 2 Merit: 1	
The Hong Kong Primary Mathematics Contest 2025	Individual	一等獎: 11 二等獎: 12 三等獎: 7	
The Hong Kong Youth Mathematical Challenge 2025	Individual	Champion: 1 2nd: 1 Gold Award: 1	
The Nineteenth Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools	Group	Gold Award: 1 Merit Award: 1	
The Twelfth International Tournament Mathematics Without Borders (Autumn Round)	Individual	1st Place Winner: 2	
Music	17th HK Students Open Music Competition 2024	Individual	1st Place: 1
	17th HK Students Open Music Competition	Individual	1st Place: 1
	18th Hong Kong (Asia Pacific) Music Competition 2024 (Hong Kong Final)	Individual	Gold Award: 1
	2024 Asia's Elite Music Competition	Individual	1st Runner up: 1
	2024 Hong Kong Synergy 24 Drum Competition	Group	Gold Award: 1 2nd Runner-up: 1 Best Costume Award: 1 Most Creative Award: 1
	2024 Hong Kong Youth Music Interflows	Group	Gold Award: 2 “Tom Lee Cup”of Primary School Class: 1
	2025 Hong Kong Intercultural Young Musicians Competition	Individual	Champion: 5 1st Runner up: 1 Third Place: 2
	2025 Hong Kong Music Festival	Individual	Champion: 1
	65th Hong Kong Musical Competition	Individual	Champion: 1
	66th Hong Kong Musical Competition	Individual	Champion: 1

77th Hong Kong Schools Music Festival	Group	1st: 2 2nd: 3 Silver Award: 2
77th Hong Kong Schools Music Festival	Individual	Winner: 8 Second: 12 Third: 9
Asia Pacific Outstanding Youth Piano Competition	Individual	Second: 1
Asia Students Arts Festival 2025	Individual	Winner: 1
Fringe Inter-School Music Competition 2025	Individual	1st Prize: 8 2nd Prize: 2 3rd Prize: 2
Hong Kong Inter-School Choral Festival 2025 Competition cum Masterclass	Group	Gold Award: 2 Audience Choice Award: 1 The Best Presenter Award: 2
Hong Kong Inter-School Excellence Music Competition 2025	Individual	1st Prize: 1
Hong Kong Joint School Music Competition 2025	Group	Gold Award: 1
Hong Kong Open Music Festival	Individual	Champion: 2
Hong Kong SAR Reunification Cup Youth Music Competition Final Round	Individual	First Place: 1
Hong Kong SAR Reunification Cup youth Music Competition (Final Round)	Individual	Second Prize: 1
Hong Kong SAR Reunification Cup youth Music Competition (First Round)	Individual	First Prize: 1
International Beaux Arts Music Festival	Individual	2nd Prize: 1
International Fringe Music Festival and competition 2024	Individual	1st Prize: 2 2nd Prize: 2 3rd Prize: 1
International Music Championship Strings Chapter 2024	Individual	2nd Runner up: 1

International Youth Talent Musician Competition 2025	Individual	Winner: 4 Second Prize: 1
Joint School Music Competition 2025	Group	Gold Award: 1
Joint School Music Competition 2025	Individual	Gold Award: 16 Silver Award: 4 Bronze Award: 1
Piano Competition For Elite Performers	Individual	3rd Prize: 1
Singapore International Young Pianist Competition	Individual	Champion: 1
The 10th Hong Kong Music Talent Music Competition	Individual	2nd Place: 1
The 12th Hong Kong International Music Festival 2025 Music Competition	Individual	First Runner Up: 1
The 13th Hong Kong Youth Barclampory Music Festival	Individual	2nd Prize: 1
The 13th SDMF & SCAF Asia-Pacific Competition 2025	Individual	Silver Award: 1
The 14th Hong Kong Golden Bauhinia International Youth Piano Competition	Individual	2nd Place: 1
The 16th Hong Kong Children and Youth Piano Contest	Individual	Bronze Award: 2
The 1st Hong Kong International Yangqin Music Festival	Individual	Silver Award: 1
The 20th Asia Pacific Outstanding Youth Piano Competition	Individual	Second: 1
The 21st Charity Cup HK Talent Invitational Competition	Individual	Gold Award: 3 Silver Award: 1
The 2nd Hong Kong Music Talent Chinese Music Competition	Individual	Champion: 1 Third Place: 1
The 5th Guangdong Hong Kong Macao Greater Bay Area Young Artist Piano Competition	Individual	Gold Award: 1 Silver Award: 1
The 5th Hong Kong Chinese Instrumental Contest	Group	Gold Award: 1

	The 5th Hong Kong Chinese Instrumental Contest	Individual	1st Runner Up: 2
	The International Music And Arts Competition	Individual	Silver Award: 2
	The VIII International Liszt Ferenc Competition (Hungary Pudapest) 2025	Individual	Third: 1
	The 12th Hong Kong International Performance Arts and Music Competition (International Final Round)	Individual	First Place: 4 Second Place: 2
	The 12th Hong Kong International Performance Arts and Music Competition	Individual	First Place: 10 Second Place: 3 Third Place: 3
	The 12th SDMF & SCAF Asia-Pacific Competition 2024	Individual	Gold: 1
	全港青少年盃音樂大賽 2025	Individual	亞軍: 1
	屯門區中西器樂比賽	Individual	亞軍: 1
	第七屆香港幼兒音樂大獎賽	Individual	Gold Award: 1
	第二十一屆德藝雙馨香港區賽	Individual	亞軍: 1 季軍: 1
	第十八屆中國青少年音樂舞蹈大賽	Individual	冠軍: 1
	第十八屆香港青少年及幼兒藝術節	Individual	金獎: 1
	葵青各界慶祝中華人民共和國成立七十五周年賀國慶音樂大賽	Individual	季軍: 1
	香港學屆公開賽暨第七屆「專業精英盃」學術才藝大賽 2025	Individual	亞軍: 1
PE	2024-2025 Hong Kong Indoor Cycling Race	Individual	2nd Runner-up: 1
	2025 年上海城市業餘聯賽系列賽暨 HEROS 第四屆山地自行車越野聯賽	Individual	第一名: 1
	2025 澳門公路單車聯賽-第一場	Individual	季軍: 1
	Hong Kong Future Cyclists Race- Series 6 (Cross Country Championships)	Individual	Champion: 1 1st Runner Up: 1
	Hong Kong Future Cyclists Race- Series 5 (Cross Country)	Individual	2nd Runner-up: 1
	TCAA Athletics Championships 2025-Round 1	Individual	總冠軍: 1 亞軍: 2

Tai Mei Tuk Kayak Distance Race 2025	Individual	2nd Runner-up: 1
World Taekwondo Grand Slam Youth League 2025- Hong Kong	Individual	2nd Runner Up: 1
跆拳道大滿貫世青俱樂部聯賽（城市賽）	Individual	亞軍: 1 季軍: 1
Yau Tsim Mong District Age Group Athletics Competition 2024	Individual	2nd Runner Up: 1
12th All Hong Kong Inter-Primary Schools Tennis Competition	Individual	3rd: 1
12th All Hong Kong Inter-Primary Schools Tennis Competition	Group	2nd Runner-up: 1
18th Korea Open Junior Squash Championship 2025	Individual	2nd Runner Up: 1
2023/2024 青苗劍擊培訓計劃第二期比賽	Individual	冠軍: 1
2024 Hong Kong Indoor Cycling National Championships	Individual	Champion: 1
2024 Victor 新佰動盃華人青少年羽毛球單項公開賽	Individual	1st Runner Up: 1
2024-2025 A.S. Watson Group Hong Kong Student Sports Award	Individual	Outstanding Athlete: 1
2024-2025 Hong Kong Future Cyclists Race-Series2 (Criterion)	Individual	Champion: 1
2024-2025 全港小學校際劍擊邀請賽	Group	冠軍: 2
2024-2025 全港小學校際劍擊邀請賽	Individual	亞軍: 1 冠軍: 1
2024-2025 年度分齡劍擊積分賽（第二站）	Individual	冠軍: 1
2024-25 Div.2 Age Group SC Swimming Competition P1	Individual	Champion: 1
2024-25 Div.2 Age Group SC Swimming Competition P2	Individual	2nd Runner-up: 1
2024-25 Div.3 Age Group SC Swimming Competition P2	Individual	1st Runner-up: 1 2nd Runner-up: 1

2024-25 HKFA - Jockey Club Futsal Cup (School Division)	Group	Champion: 1
2024/2025 粵港澳大灣區劍擊邀請賽-培正盃	Individual	第二名: 2
2024 年「蒼萃門」杯五邑僑鄉擊劍公開賽	Individual	第一名: 1
2024 年廣東省「奧粵杯」擊劍公開賽	Individual	第三名: 1
2024 年飛躍龍城國慶游泳分齡邀請賽	Individual	冠軍: 3 亞軍: 1 季軍: 1
2024 粵港澳大灣區(中山)少兒乒乓球賽	Individual	冠軍: 1 季軍: 1
2024 華金資管橫琴粵澳深度合作區青少年網球積分系列賽第四站	Individual	季軍: 1
2025 VICTOR 勝利少年大灣區青少年 U 系列單打羽毛球賽	Individual	2nd Runner Up: 1
2025 VICTOR 威克多盃青少年羽毛球公開賽	Individual	冠軍: 1
2025 威臣盃青少年羽毛球比賽前 (第三站)	Individual	季軍: 1
2025 山花杯迎春青少年網球賽	Individual	亞軍: 1
2025-26 Div.2 Age Group LC Swimming Competition P2	Individual	2nd Runner-up: 1
2025-26 Div.3 Age Group LC Swimming Competition P1B	Individual	1st Runner-up: 1 2nd Runner-up: 1
2025-26 Div.3 Age Group LC Swimming Competition P2A	Individual	2nd Runner-up: 1
2025-26 拯溺(泳池)分齡賽 第一回	Individual	冠軍: 2
2025 全港公開青少年乒乓球錦標賽	Individual	季軍: 1
2025 周年(長池)游泳錦標賽	Individual	亞軍: 2
2025 年「龍城康體杯」游泳邀請賽	Individual	冠軍: 1 亞軍: 1
2025 年深圳光明網協杯青少年網球積分賽	Individual	亞軍: 1
2025 年第十五屆越通杯深圳市青少年網球巡迴賽	Individual	冠軍: 1

2025 年薰風。廣州南沙傲視盃青少年羽毛球公開賽	Individual	2nd Runner Up: 1
2025 弘金地青少年網球巡迴賽	Individual	冠軍: 1
2025 恆生乒乓球學界盃	Group	冠軍: 1
2025 恆生乒乓球學界盃	Individual	亞軍: 1 季軍: 2
All Future Cyclists Race (Series1) Criterium Race	Individual	1st runner-up: 1
All HK Inter-Area Primary Schools Swimming Competition 2024-2025	Individual	Second Place: 1 Third Place: 1
All Hong Kong Inter-Area Primary Schools Basketball Competition 2024 - 2025	Group	1st Runner Up: 1
All Hong Kong Inter-Primary Schools Fencing Competition	Group	Champion: 1 1st Runner Up: 1
All Hong Kong Inter-Primary Schools Fencing Competition	Individual	Champion: 2 1st Runner Up: 1
All Hong Kong Inter-Primary Schools Gymnastics Competition 2024-2025	Group	Champion: 1
All Hong Kong Inter-Primary Schools Gymnastics Competition 2024-2025	Individual	Champion: 1 1st Runner Up: 2 2nd Runner Up: 1
All Hong Kong Inter-Primary Schools Squash Competition 2024-25	Group	2nd runner-up: 1
All Hong Kong Inter-Primary Schools Squash Competition 2024-25	Individual	1st runner-up: 1
Autumn Kids Athletics Meet 2024 (Hong Kong)	Individual	1st runner-up: 1 2nd runner-up: 1
BOC Youth Development Programme All Primary School Fencing Competition 2024	Individual	Champion: 1
BOC Youth Development Programme All Primary School Fencing Competition 2025	Group	Champion: 3

BOC Youth Development Programme All Primary School Fencing Competition 2025	Individual	Champion: 6 1st Runner Up: 5 2nd Runner Up: 7
Community Junior Tennis Rising Star Competitions U10-2024 Competition 4 (District-NT 1)	Individual	1st: 1
ES Academy Junior Series - Grand Masters tournament	Individual	1st: 1
Eastern District Age Group Swimming Competition 2024	Individual	Champion: 2
Emilio Sanchez Academy Junior Tennis Tour Qualifying Tournament	Individual	1st: 1
Fall Mini Lacrosse League 2024-2025	Individual	1st runner-up: 1
HK School Sports Federation All Hong Kong Primary Schools Sports Scheme	Group	Gold Award: 1
HK School Sports Federation HK Island & Kowloon Area Primary Schools Sports Scheme	Group	Gold Award: 1
HKFC & Torq Sports Junior Badminton Tournament 2025	Individual	1st Runner Up: 1
Hong Kong Future Cyclists Race- Series 2 (Criterium Championships)	Individual	2nd runner-up: 1
Hong Kong Future Cyclists Race- Series 3 (Criterium Championships)	Individual	Overall Champion: 1 Champion: 1
Hong Kong Future Cyclists Race- Series 4 (Cross- Country)	Individual	1st Runner-up: 1
Hong Kong Junior Age Group Athletics Competition2025 - IV	Group	1st Runner Up: 1
Hong Kong Junior Age Group Athletics Competition2025 - IV	Individual	Champion: 1 1st Runner Up: 1 2nd Runner Up: 1
Hong Kong Junior Age Group Athletics Competition2025 (5)	Individual	Champion: 1 2nd Runner Up: 1
Hong Kong Junior Squash Challenge Competition 2024	Individual	1st runner-up: 1

Hong Kong Junior Squash Championships 2024	Individual	1st Runner-up: 1
Hong Kong Student Judo Championship 2024	Individual	1st runner-up: 1
Inter-School Pool Championship 2025	Group	Champion: 1
Island District Age Group Badminton Competition 2024	Individual	Champion: 1
Kowloon City District Age Group Athletics Competition 2024	Group	Champion: 1 1st runner-up: 1
Kowloon City District Age Group Athletics Competition 2024	Individual	1st runner-up: 2 2nd runner-up: 1
Kowloon City District Age Group Swimming Competition 2024	Individual	Champion: 1 1st Runner-up: 1
Kowloon City District Age Group Table Tennis Competition 2024	Individual	2nd: 1
Kowloon North Area Inter-Primary Schools Athletics Competition 2024-2025	Group	Champion: 1 1st runner-up: 2 2nd runner-up: 2
Kowloon North Area Inter-Primary Schools Athletics Competition 2024-2025	Individual	Champion: 3 1st runner-up: 3 2nd runner-up: 5
Kowloon North Area Inter-Primary Schools Badminton Competition 2024-2025	Group	1st Runner Up: 1
Kowloon North Area Inter-Primary Schools Basketball Competition 2024-2025	Group	Champion: 1
Kowloon North Area Inter-Primary Schools Basketball Competition 2024-2025	Individual	傑出運動員: 2
Kowloon North Area Inter-Primary Schools Swimming Competition 2024-2025	Group	Champion: 6
Kowloon North Area Inter-Primary Schools Swimming Competition 2024-2025	Individual	First Place: 3 Second Place: 9 Third Place: 5
Kowloon North Area Inter-Primary Schools Table Tennis Competition 2024-2025	Group	Champion: 1 2nd Runner-up: 1

Kowloon North Area Inter-Primary Schools Table Tennis Competition 2024-2025	Individual	Outstanding Athlete Award: 2
Kwai Tsing District Age Group Athletics Competition 2024	Individual	2nd runner-up: 1
Kwai Tsing District Age Group Table-Tennis Competition 2024	Individual	1st: 2
Kwun Tong District Age Group Swimming Competition 2024	Individual	1st Runner-up: 1
Kwun Tong District Age Group Table Tennis Competition 2024	Individual	1st: 1
National Day Cup Judo Championship 2024	Individual	1st runner-up: 1
Nissin Cup Noodles Hong Kong Junior Tennis Series 2025 (Comp 1)	Individual	1st: 1
Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition 2024 Competition 3 (NT District)	Individual	3rd: 1
Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition 2025 Competition 1 (HK District)	Individual	2nd: 1
Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition 2025 Competition 1 (KLN District)	Individual	1st: 1
Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition 2025 Competition 3 (KLN District)	Individual	2nd: 1
Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition 2025 Competition 4 (NT2 District)	Individual	2nd: 1
Po Leung Kuk Charity Fencing Competition	Individual	Champion: 1 2nd Runner Up: 2
Sham Shui Po District Age Group Swimming Competition 2024	Individual	Champion: 1 1st Runner-up: 1 2nd Runner-up: 1
Shatin Christmas Athletics Championship	Individual	1st runner-up: 3

Shatin District Age Group Swimming Competition 2024	Individual	Champion: 1 1st Runner-up: 2
Southern District Age Group Athletics Competition 2024	Individual	1st runner-up: 1
Southern District Age Group Swimming Competition 2024	Individual	1st Runner-up: 1 2nd Runner-up: 1
Southern District Age Group Tennis Competition 2024	Individual	2nd: 1
Starland Cup Hong Kong Judo Championship 2024	Individual	1st runner-up: 2
TCAA Athletics Championships 2024-Round 4	Group	Champion: 1 1st runner-up: 2
TCAA Athletics Championships 2024-Round 4	Individual	Overall Champion: 1 Champion: 7 1st runner-up: 9 2nd runner-up: 8
TCAA Athletics Championships 2025-Round 2	Individual	Champion: 3 2nd Runner Up: 1
TCAA Athletics Championships 2025-Round 3	Individual	Champion: 5 1st Runner Up: 2 2nd Runner Up: 1
Tai Po District Age Group Badminton Competition 2024	Individual	1st Runner Up: 1
The Bangkok Gymnastics Moore Games Invitation Meet	Individual	Gold: 19 Silver: 5 1st: 1 2nd: 1
The Hill Club ATF 14 & Under Tennis Tournament	Individual	1st: 1
The Kandy Garden Club Asian Tennis Federation Under 14 Tournament	Individual	2nd: 1
Tuen Mun District Age Group Swimming Competition 2025	Individual	Champion: 2 1st Runner-up: 1

Wan Chai District Age Group Swimming Competition 2024	Individual	1st Runner-up: 2
Wan Chai District Age Group Table-Tennis Competition 2024	Individual	2nd: 1
Wong Tai Sin District Age Group Tennis Competition	Individual	1st: 1
YMCA 青少年羽毛球單打比賽 2025	Individual	Champion: 1
Yan Oi Tong Sports Center 2024 Yan Oi Tong Taekwondo Competition	Individual	Champion: 1 2nd runner-up: 1 季軍: 1
Yau Tsim Mong District Age Group Athletics Meet 2024	Individual	1st runner-up: 1
Yau Tsim Mong District Age Group Swimming Competition 2024	Individual	2nd Runner-up: 2
中國香港 U 系列游泳比賽(2024)	Individual	季軍: 2
九龍地域(油尖旺區、觀塘區、九龍城區、黃大仙區及深水埗區)分齡壁球比賽 2024	Individual	冠軍: 1
九龍城區體育會少年劍擊精英賽國慶盃 2024	Individual	冠軍: 2 亞軍: 1 季軍: 2
全港兒童新春田徑賽 2025	Individual	亞軍: 1 季軍: 2
全港小學劍擊邀請賽	Individual	Champion: 1
喜迎十五運廣東省第二十四屆雙魚乒協杯少兒乒乓球賽	Individual	季軍: 1
回歸盃 2025 分齡劍擊錦標賽	Individual	冠軍: 1 亞軍: 1
屬會新秀游泳比賽 2025	Individual	冠軍: 2 亞軍: 2
屯門盃游泳賽 2025	Individual	冠軍: 3
愛心盃羽毛球慈善邀請賽 2024	Individual	Champion: 1
慶祝中華人民共和國 75 週年國慶游泳錦標賽 (2024)	Individual	亞軍: 2

慶祝中華人民共和國成立 75 周年暨迎接 2025 全運會中小學及親子乒乓球賽	Individual	冠軍: 1
東區體育會分齡劍擊積分賽 (第一站)	Individual	季軍: 1
水貝青少年乒乓球公開賽	Individual	亞軍: 1
沙田國慶盃游泳錦標賽	Individual	冠軍: 1
深圳市羅湖區擊劍協會杯公開賽第一站	Individual	第一名: 2
深水埗區劍擊比賽 2024	Individual	冠軍: 1 亞軍: 1
港島四區壁球比賽 2024	Individual	冠軍: 1
第 39 屆新界區際水運大會	Individual	亞軍: 1 季軍: 1
粵港澳大灣區慶祝香港回歸(2025)游泳比賽	Individual	冠軍: 2
聯校盃 全港跳繩競速錦標賽 2025 (個人賽)	Individual	冠軍: 3 亞軍: 4 季軍: 1
華僑華人國際擊劍邀請賽	Individual	冠軍: 1
雷聲擊劍公開賽	Individual	第二名: 1
青幼籃球挑戰賽 2024 (3X3) 土瓜灣區	Individual	亞軍: 1
飛躍啟德全港學界兒童田徑回歸盃 2025	Individual	亞軍: 1 季軍: 3
香港游泳協會游泳錦標賽 2024	Individual	冠軍: 2 季軍: 1
香港足球會及 Torq Sports 青少年羽毛球比賽 2025	Individual	1st Runner Up: 1
香港跳繩精英訓練社 聯校盃 全港跳繩競速錦標賽 2025 團體賽	Group	Champion: 6 1st Runner Up: 9 2nd Runner-up: 1
香港青少年運動員飛躍基金田徑錦標賽	Individual	冠軍: 1 亞軍: 2 2nd Runner Up: 2
龍城杯 2024 青少年及精英團體羽毛球比賽	Individual	Champion: 1

Putonghua	第七十六屆香港學校朗誦節	Individual	冠軍: 5 亞軍: 13 季軍: 17
	第十二屆 HKYPA 香港國際朗誦及公開演講大賽 2024	Individual	冠軍: 1
Science	2024-25 Hong Kong Science Olympiad for Primary Schools	Individual	Gold: 7 Silver: 10 Bronze: 9
Visual Arts	2024 年度九龍城區小二至小四年級行山安全填色比賽	Individual	冠軍: 1 亞軍: 1 季軍: 1
	2024 至 2025 年度 九龍城區道路安全運動 小學組繪畫創作比賽	Individual	季軍: 1
	Botanical Art Competition 2025	Individual	1st runner-up: 1
	Festival Internacional de Artes Juveniles de España 2025	Individual	Gold Award: 1
	Giant Panda Painting Competition	Individual	Champion: 1
	Louvre International Art Competition 2025	Individual	2nd runner-up: 1
	「區區有桃源—『與自然和諧共生』繪畫比賽」	Individual	亞軍: 1 季軍: 2
	「第十一屆創意學生獎勵計劃 2024/25」	Individual	鑽石章: 2
	學生視覺藝術作品展 2024/25	Individual	數碼藝術大獎: 1
	第 15 屆蘭亭獎世界青少年兒童書畫比賽	Individual	金獎: 1
	第二十一屆善行盃全港才藝邀請賽	Individual	金獎: 1
	Others	第 19 屆兒童及青少年讀經比賽	Individual
2024-2025 年度九龍城區傑出學生選舉		Individual	傑出學生獎: 1
2024-25 年度九龍區小學校際圍棋團體精英賽		Group	團體冠軍: 1
2025 年弘德圍棋春季升級賽		Group	季軍: 1
Distinguished Group Award 2024		Group	Cub Scout Pack (Gold Award): 1 Grasshopper Scout Ring (Gold Award): 1

The Golden Bauhinia Award	Individual	The Golden Bauhinia: 22
Hong Kong Inter-School Chess Championships 2025	Group	2nd place: 1 1st runner-up: 1
Hong Kong Outstanding Teens Election 香港傑出少年選舉	Individual	Hong Kong Outstanding Teens 香港傑出少年: 1
全港學界公民教育專員選拔賽	Group	傑出學校大獎: 1
全港學界公民教育專員選拔賽	Individual	「全港公民教育專 員」十大傑出大獎— —亞軍: 1
第 14 屆「小棋聖盃」全港學界棋藝大賽 - 國 際象棋(初小組、高小組、初中組)	Group	團體榮譽獎 (金獎): 1 季軍: 1
第 14 屆「小棋聖盃」全港學界棋藝大賽 - 圍 棋 (初小組、中小組、高小組、初中組)	Group	團體榮譽獎 (銅獎): 1 季軍: 1
第三屆 HKYCA 校際棋藝團體精英賽 (圍棋項 目)	Group	團體冠軍: 1
第二十屆香港校際圍棋大賽	Group	冠軍: 1
第四屆 惠苗盃校際圍棋公開賽	Group	團體冠軍: 1 亞軍: 2
香港特別行政區 2024-2025 傑出小學生選舉	Individual	傑出小學生: 1

La Salle Primary School
Financial Report (1/9/2024 - 31/8/2025)

	Income \$	Expenditure \$
Balance B/F (Adjusted per Auditor's Report)	\$ 18,456,904.53	
I. Government Fund		
1. Salary for Staff	\$ 49,172,429.34	\$ 49,172,429.34
2. Expanded Operating Expenses Block Grant		
(A) Baseline Reference	\$ 1,822,082.05	\$ 1,742,068.08
(B) School Specific		
1) Revised Administration Grant	\$ 2,204,496.00	\$ 2,188,200.00
2) Air-conditioning Grant	\$ 626,775.00	\$ 626,775.00
3) Capacity Enhancement Grant	\$ 827,452.00	\$ 794,509.07
4) Composite IT Grant	\$ 622,790.00	\$ 508,929.00
5) School-based Speech Therapy Administration Recurrent Grant	\$ 8,541.00	\$ 2,475.00
6) School-based Management Top-up Grant	\$ 53,385.00	\$ -
7) Top Up Student Guidance Service Grant	\$ 491,350.00	\$ 411,787.10
8) Base School School-based Speech Therapy Administration Recurrent Grant	\$ 8,541.00	\$ 980.00
Sub-total:	\$ 6,665,412.05	\$ 6,275,723.25
3. Other Grants Outside EOEBG	\$ 10,270,232.89	\$ 9,782,408.82
4. Will be subject to clawback by EDB		\$ 96,090.10
II. Capital Reserve Fund (General Fund)		
Donations & Other Income / Expenses (Note 1)	\$ 9,358,428.83	\$ 2,146,607.55
Approved charges for Non-standard Items	\$ 3,623,900.00	\$ 4,284,350.62
Balance C/F	\$ 25,789,697.96	(Note 2)

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

Note 2: Surplus reserved for maintenance and renovation of above standard items.

Report on Capacity Enhancement Grant 2024-2025

The Capacity Enhancement Grant was used for the following:

Employing teaching assistants and technical support staff.

Achievements

- From September 2024 to August 2025, the School employed teaching assistants to assist teachers in the handling of teaching-related administrative tasks and share their load. They assisted in preparing teaching tools, materials and references. They also facilitated extra-curricular and students' activities by providing support for students.
- The School employed technical support staff to assist in managing and operating the computers and Information Technology (IT) facilities in school. They also supported online learning platforms, Cloud-based School Administrative and Management System (CloudSAMS) and school intranet.

Reflection

- Teachers agreed that the teaching assistants and technical support staff could relieve some of their workload. Teachers used their enhanced capacity to care for students' learning needs and to foster high-quality education.

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	Chinese New Year Activity (Decorations and Prizes)	Jan 2025 to Feb 2025	P1-P6	1169	\$4,950.00	\$4.23	E1	Moral, Civic and National Education	Students were very interested in the activities and responded enthusiastically. Through these activities, students could learn about the origins and customs of traditional festivals and experience the traditional culture of our country.	✓	✓			
2	Post-Exam Activities: Drama Show	Jun 2025 to Jul 2025	P1-P6	1169	\$14,700.00	\$12.57	E1	Moral, Civic and National Education	Through lively, interesting, and interactive drama, students could learn positive values and Chinese traditional virtues (Bravery and Integrity).	✓	✓			
3	ECA Training Courses (Coach Fee & Training Materials)	Oct 2024 to April 2025	P1-P6	400	\$118,045.30	\$295.11	E5, E6, E7	Cross-Disciplinary (Others)	Students were highly engaged in the training. The performance boosted their confidence and broadened their horizons. They also learnt how to cooperate and work with each other.	✓	✓	✓		
4	IBL Day & IBL Week (P.1-5) (Project Materials)	Jun 2025 to Jul 2025	P1-P5	977	\$5,805.00	\$5.94	E1	Cross-Disciplinary (Others)	Students were engaged in the activities and the different tasks could train their generic skills.	✓	✓			
5	STREAM / Cross-Curricular Competitions	Sept 2024 to Jul 2025	P1-P6	1169	\$10,794.30	\$9.23	E1, E2, E7	Cross-Disciplinary (Others)	Students participated actively and enjoyed the training and the competitions.	✓	✓			
6	Annual Subscription for Hong Kong Schools Music and Speech Association (2025-2026)	Sept 2025	P1-P6	600	\$250.00	\$0.42	E1	Cross-Disciplinary (Others)	Students participated actively in the trainings and competitions, and their skills on speech improved.		✓			
7	Primary 1-6 Service Learning (Coach Fee & Materials)	Oct 2024 to Jul 2025	P1-P6	861	\$79,710.00	\$92.58	E1, E2	Values Education	Students were eager to help during the visits. During debriefing sessions, they considered themselves fortunate and expressed contentment with their life. They also expressed a willingness to participate in future service-learning activities to continue serving their communities.		✓		✓	✓
8	Chinese New Year Activity (Chinese Culture Game Booths)	Jan 2025 to Feb 2025	P1-P6	1169	\$4,998.90	\$4.28	E1	Chinese Language	Students were active and interested in the activity. Activity helped students to enhance the knowledge of Chinese culture.	✓	✓			
9	Chinese eRead Scheme	Sept 2024 to Aug 2025	P1-P6	1169	\$21,960.00	\$18.79	E8	Chinese Language	The activity widened students' scope of reading so as to develop their reading interest and habit.	✓	✓			
10	Post-Exam Activity: Chinese Culture Day (Game Booth Prizes & Materials)	Jun 2025 to Jul 2025	P1-P6	1169	\$9,932.00	\$8.50	E1	Chinese Language	Students were active and interested in the activity. Activity helped students to enhance the knowledge of Chinese culture.	✓	✓			
11	Chinese Calligraphy Competition (Enrolment Fee)	Sept 2024 to Dec 2024	P1-P6	1169	\$100.00	\$0.09	E1	Chinese Language	All students participated enthusiastically, and the event promoted the art of Chinese calligraphy while cultivating good character and morals.	✓				
12	English Online Learning Programme	Sept 2024 to Aug 2025	P1-P6	1169	\$9,800.00	\$8.38	E1	English Language	Students participated actively and enjoyed the online exercises.	✓				
13	English Handwriting Competition (Enrolment Fee)	Sept 2024 to Dec 2024	P1-P6	1169	\$100.00	\$0.09	E1	English Language	Students' works were good. A few prizes were received.	✓				
14	76th Hong Kong Schools Speech Festival (Improvised Drama: Application & Transportation Fee)	Sept 2024 to Dec 2024	P6	7	\$1,235.00	\$176.43	E1, E2	English Language	Students performed well and had also learnt from watching the performances of other schools.	✓				
15	Mathematics PI Week (Game Booth Materials & Prizes)	Mar 2025	P1-6	1169	\$5,742.00	\$4.91	E1	Mathematics	All students participated enthusiastically. The event has aroused students' interest towards the subject.		✓			
16	G.S. Visits (Coach Fee)	Oct 2024 to Jul 2025	P2, P4, P6 & Gifted Students	645	\$21,100.00	\$32.71	E2	General Studies	Students were interested in the field trips. The visits helped to enrich students' subject knowledge and learning experiences.	✓	✓			
17	Post-Exam Activities: General Studies (Materials & Prizes)	Jun 2025 to Jul 2025	P1-P6	1169	\$1,597.00	\$1.37	E1	General Studies	All the students actively participated, and the activities sparked their interest in learning.	✓	✓			
18	Chinese History Learning Programme	April 2025	P1-P6	1169	\$1,500.00	\$1.28	E1	General Studies	The activity helped to enrich students' initiative and enthusiasm for reading Chinese history books.	✓	✓			
19	The Community Tree Planting Programme (Coach fee)	March 2025 to April 2025	P5	24	\$1,700.00	\$70.83	E1	General Studies	The activities helped students learn planting knowledge and skills, fostering their awareness of caring for plants and nature.	✓	✓			
20	Science Visits (Coach Fee)	Oct 2024 to May 2025	P1, P3, P5	584	\$32,400.00	\$55.48	E2	Science	The visits helped to enrich students' experience and widen their horizon.	✓	✓			
21	Science Project Learning (Materials for Hands-on Activities)	Oct 2024 to May 2025	P4 - P6	584	\$3,486.60	\$5.97	E1	Science	Students enjoyed the hands-on experiments very much.	✓	✓			

22	Information Literacy Talk (Talk Fee)	Jun 2025 to Jul 2025	P4-5	394	\$1,100.00	\$2.79	E1	Digital Studies	Students enjoyed the talk very much and learnt how to use the internet correctly.	✓				
23	Post-Exam Activities: Putonghua (Game Booth Prizes & Materials)	Jun 2025 to Jul 2025	P1-P6	1169	\$4,999.00	\$4.28	E1	Putonghua	Students participated actively and enjoyed the activities.	✓	✓			
24	STREAM Courses: Lego Spike Prime	Feb 2025 to Jul 2025	P4-6	586	\$73,469.25	\$125.37	E1	Cross-Disciplinary (STREAM)	Students were able to understand concepts of computational thinking, use block-based Scratch codes to program, and apply STREAM knowledge to build products with LEGO hardware to solve problems.	✓	✓			
25	Post-Exam Activities: Aviation Course	Jun 2025 to Jul 2025	P6	192	\$44,990.00	\$234.32	E1	Cross-Disciplinary (STREAM)	Students' knowledge on aviation was enhanced through creating paper planes and flight simulator experience. They particularly enjoyed the valuable opportunity to control the flight simulator.	✓	✓			
26	Evangelisation Activities (Materials & Prizes)	Sept 2024 to Jul 2025	P1-P6	1169	\$4,996.00	\$4.27	E1	Religious Knowledge	The activities enhanced students' engagement in spiritual activities, which also improved understanding and connection to the Catholic faith.	✓	✓			
27	Catholic Classroom Display Board (Materials & Decoration)	Jan 2025	P1-P6	1169	\$1,403.00	\$1.20	E1	Religious Knowledge	The display boards fostered a learning atmosphere rich in Catholic spirit, inspiring reflection and deeper understanding of the Catholic faith.	✓	✓			
28	Christmas Play (Costumes & Props)	Dec 2024	P1-P6	1169	\$859.00	\$0.73	E1	Religious Knowledge	The activity encouraged artistic expression and created a memorable experience for the entire school, celebrating the joy of the season.	✓	✓			
29	Visual Arts Design Competition (Materials)	Sept 2024 to Jul 2025	P1-P6	1169	\$399.00	\$0.34	E1	Visual Arts	All students participated in the competition. Students were able to express their creativity while understanding more about Lasallian Days for peace and spreading love.	✓	✓			
30	Post-Exam Activities: Visual Arts (Materials & Prizes)	Jun 2025 to Jul 2025	P1-P6	1169	\$4,860.00	\$4.16	E1	Visual Arts	All students participated enthusiastically in the activities. Students were able to express their creativity and design products using STREAM elements.	✓	✓			
31	Swimming Gala (Application Fee for Kowloon Park Swimming Pool)	Feb 2025	P1-P6	1169	\$1,528.50	\$1.31	E1	Physical Education	Swimmers displayed technique, determination and team support.			✓		
32	Swimming Gala (Medals, Trophies, Souvenirs, Materials & Transportation Fee)	Feb 2025	P1-P6	1169	\$4,011.00	\$3.43	E1	Physical Education	Participants showcased skills, celebrated achievements with trophies, and strengthened team bonds.			✓		
33	Sports Day (2425) (Application Fee for Kowloon Bay Sports Ground)	Mar 2025	P1-P6	1169	\$1,772.50	\$1.52	E1	Physical Education	Athletes displayed technique, determination and team support.			✓		
34	Sports Day (2526) (Application Fee for Hammer Hill Road Sports Ground)	Apr 2026	P1-P6	1169	\$730.00	\$0.62	E1	Physical Education	Athletes displayed technique, determination and team support.			✓		
35	Sports Day (Medals, Trophies, Souvenirs, Materials & Transportation Fee)	Mar 2025	P1-P6	1169	\$5,864.00	\$5.02	E1	Physical Education	Participants showcased skills, celebrated achievements with trophies, and strengthened team bonds.			✓		
36	Sports Fun Day (Post-exam activity)	Jun 2025 to Jul 2025	P1-P6	1169	\$55,020.00	\$47.07	E1	Physical Education	Students participated enthusiastically in the activities as they tried different kinds of sports activities.		✓	✓		
37	HKSSF Annual Subscription (Competition Enrolment Fee)	Sept 2024	P1-P6	1169	\$600.00	\$0.51	E1	Physical Education	Students challenged themselves against peers while upholding school values.			✓		
38	World Book Day (Game Booths & Author's sharing)	Apr 2025	P1-P6	1156	\$63,950.00	\$55.32	E1	Others, please specify: Free Reading	The boys agreed that the World Book Day activities helped them enhance the knowledge of Chinese Culture and Chinese History.		✓			
39	Reading Ambassador and Student Librarian Training	Sept 2024 to Jun 2025	P2-P6	60	\$1,600.00	\$26.67	E1	Others, please specify: Free Reading	Most of the Reading Ambassadors and Student Librarians agreed that the training was successful in enhancing their Library management skills.		✓			
40	Reading Award Scheme (Booklets & Prizes)	Sept 2024 to Jun 2025	P1-P6	1169	\$4,950.00	\$4.23	E1	Others, please specify: Free Reading	The boys agreed that Reading Award Scheme could cultivate a reading culture on campus and foster their reading habits.		✓			
41	Bookmark Design (Materials)	Apr 2025	P1-P2	400	\$2,000.00	\$5.00	E1	Others, please specify: Free Reading	The boys did well in the Bookmark Design Activities.		✓			
42	Mid Autumn Festival Activities	Sept 2024	P1-P6	1169	\$1,420.00	\$1.21	E1	Others, please specify: Free Reading	Students were very interested in the activities and responded enthusiastically. Through these activities, students could learn about the origins and customs of traditional festivals and experience the traditional culture of our country.	✓				
43	School Teams (Coach Fee & Competition Expense)	Sept 2024 to Aug 2025	P2-P6	578	\$400,000.00	\$692.04	E 1,2,5,6,7	Others, please specify: School Teams	Students' personal development was fostered, along with teamwork and leadership skills, and promoted physical and mental well-being through diverse, engaging experiences.	✓		✓		

44	School Opening Mass	Sept 2024	P1-P6	1169	\$3,321.00	\$2.84	E5	Religious Knowledge	Students' sense of community and belonging were enhanced while enriching their spiritual understanding and connection to one another.	✓	✓			
45	Christmas Liturgy	Dec 2024	P1-P6	1169	\$500.00	\$0.43	E5	Religious Knowledge	Students learned the importance of giving, love, and community. They also deepened their understanding of the Christmas message.	✓	✓			
46	Easter Liturgy	April 2025	P1-P6	1169	\$500.00	\$0.43	E5	Religious Knowledge	Students' understanding of Christ's sacrifice and resurrection were deepened.	✓	✓			
47	End-of-Term Mass	Jul 2025	P1-P6	1169	\$541.20	\$0.46	E5	Religious Knowledge	Students had an opportunity to reflect on their experiences, celebrate their achievements, and strengthen their sense of community.	✓	✓			
48	The Sacrament of Reconciliation	Apr 2025	P4-P6	39	\$1,000.00	\$25.64	E5	Religious Knowledge	Students were able to restore their relationship with God, deepening their spirituality and learning the importance of forgiveness.	✓	✓			
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				44,326	\$1,036,289.55									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				0	\$0.00									
Expenses for Category 1				44,326	\$1,036,289.55									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses
1	Drum Set	Performance and Examination	\$10,800.00
2	Condenser Microphones and Stands	Performance and Ceremonies	\$41,860.00
3	Percussion Instruments	Teaching, Performance and School Teams	\$765.00
4	Software, Equipment & Art Supplies	Multiple Intelligences Activities	\$48,350.00
5	Teaching Aids	Post-exam Activities	\$244.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$102,019.00
Expenses for Categories 1 & 2			\$1,138,308.55

Category 3: Number of Student Beneficiaries

Total number of students in the school:	1,169
Number of student beneficiaries:	1,169
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr Sherman Lau
Post of Contact Person for LWL:	PSMCD

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

Report on the Use of the Promotion of Reading Grant

2024-2025

Part 1: Evaluation of the Effectiveness

Evaluation of the objective:

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

Evaluation of strategies:

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

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$43594.6
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	<input type="checkbox"/> e-Read Scheme	
	<input type="checkbox"/> Other scheme : _____	
3.	Reading Activities	\$3271
	<input type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
	<input checked="" type="checkbox"/> Buying the materials for Reading activities	
4.	Other : _____	
	Total:	\$46865.6
	Unspent Balance:	\$3071.36

* Please tick the appropriate boxes or provide details.

School-based After-school Learning and Support Programmes 2024/25 s.y.
School-based Grant—Programme Report

Name of School: La Salle Primary School

Staff-in-charge: Lee Siu Fong Contact Telephone No.: 2336 2609

A. The number of students (count by heads) benefitted under this Programme is 3 (including A. 0 Comprehensive Social Security Assistance (CSSA) recipients, B. 3 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 0 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Badminton		1		80	Oct 2024 - Jun 2025	400	Questionnaire	PTA	
Football		1		80	Oct 2024 – Jun 2025	400	Questionnaire	PTA	
Music		1		80	Oct 2024 – Jun 2025	400	Questionnaire	PTA	
Total no. of activities: <u>3</u>									
@No. of man-times		3			Total Expenses	1200			
**Total no. of man-times	3								

Note:

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box.)

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

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

The students and their parents were grateful for being able to enjoy the
extracurricular activities like the other students regardless of their financial conditions.

La Salle Primary School
Report on Sister School Exchanges
2024-2025 School Year

Name of the Mainland Sister School: The Experimental Primary School of RDFZ

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	<ul style="list-style-type: none"> ● Programme Name: Easter Beijing Study Tour 2025 ● Content: <ul style="list-style-type: none"> ➤ Date: 16-4-2025 to 19-4-2025 (4 days) ➤ Target: 3 teachers and 30 P.6 students visited The Experimental Primary School of RDFZ for learning and cultural exchange ➤ Programme Details <ul style="list-style-type: none"> ◆ Exchange between schools <ul style="list-style-type: none"> ◇ Campus tour ◇ Have lessons with local students ◇ Experience local school life ◇ Cultural performance exchange activities ◆ Visit famous tourist attractions <ul style="list-style-type: none"> ◇ Summer Palace 	<ol style="list-style-type: none"> 1. Students could experience the school facilities of an outstanding school in the Haidian district. They could compare the similarities and differences between the school facilities of the two schools, and discover things to be learnt or adopted by LSPS. 2. Students experienced the education system in China, observed local students' learning attitude and performance in class and other activities, and reflected on their own learning experience in Hong Kong. 3. Students could have lessons and eat lunch together with students from the sister school. They also participated together in extra-curricular activities 	<ol style="list-style-type: none"> 1. During the trip, the students visited the campus of our sister school to learn more about the campus facilities and compared them with our own school. By attending classes (Music, Sports & STEM) with local students, they were able to understand the education system in China and reflected on their own learning attitudes. 2. The students also experienced local school life, watched performances by the sister school's teams and participated in experiential courses like wushu, Chinese calligraphy and traditional handicrafts, allowing them to appreciate traditional Chinese culture. 3. Additionally, the students visited famous historical sites in Beijing, deepening their understanding of Chinese history and architecture. 4. The participants filled out a questionnaire after this study tour. The results showed that 76.7% of 	<ol style="list-style-type: none"> 1. Students gave very positive feedback on this study tour. They had learnt a lot and felt the experience deepened their appreciation of traditional Chinese culture. They expressed interest in participating again in the future. 2. After review, the teachers agreed that the activities had achieved its expected goals and enriched the students' learning and life experiences. 3. Some parents felt their children had become more independent, and they gained a lot. 4. We will continue to organise study tours similar to this exchange. The activity received an enthusiastic response, so consideration can be given to increasing the number of participants. 5. Moreover, the school is actively establishing a network of sister schools in other cities in China to further broaden the students'

	<ul style="list-style-type: none"> ✧ The Imperial Palace ✧ Tiananmen Square ✧ The Great Wall of China – Juyong Pass 	<p>after school. This would enable our students to learn the similarities and differences between the two schools' extra-curricular activities.</p> <ol style="list-style-type: none"> 4. Students learnt about and appreciated Chinese culture. 5. Students learnt about Chinese history and appreciated the development of infrastructure in China. 	<p>the participants were very satisfied with the study tour, and 23.3% of the participants considered it satisfactory.</p> <ol style="list-style-type: none"> 5. 86.7% of the participants thought that this study tour helped to enhance their sense of national identity, while 13.3% of the participants were uncertain. 	<p>horizons.</p>
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Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	Easter Beijing Study Tour 2025	Tour fees for visiting Mainland sister school (13 Students aged below 12)	\$73,814	50% of the fee paid by the students and 50% subsidised by the EDB's Grant for the Sister School Scheme.
		Tour fees for visiting Mainland sister school (17 Students aged 12 or above)	\$101,796	
		Tour fees for visiting Mainland sister school (3 Teachers)	\$17,964	100% subsidised by the EDB's Grant for the Sister School Scheme
		Total:	\$193,574	\$105,769 subsidised by the EDB's Grant for the Sister School Scheme
		Annual Balance of Grant:	\$59,670	

La Salle Primary School

Policies, Resources and Support Measures of Implementing Whole-School Approach to Integrated Education (School Report 2024/2025)

I. Policy	<ul style="list-style-type: none"> • The School was committed to supporting students with special educational needs (SEN) through a whole-school approach. • Appropriate resources were used to enhance students' learning and adjustment to the school life. • Clear strategies were drawn up through home-school cooperation.
II. Resources	<ul style="list-style-type: none"> • Additional resources were provided by the Education Bureau to support students with SEN. <ul style="list-style-type: none"> ✧ Learning Support Grant ✧ A special education needs coordinator (SENCO) ✧ A special education support teacher (SENST) ✧ A school-based educational psychologist ✧ A school-based speech therapist
III. Support measures and allocation of resources	<ul style="list-style-type: none"> • A Student Support Team led by the SENCO and SENST was established. The team members included a school-based speech therapist, a school-based educational psychologist, social workers and teachers. • Teaching assistants were deployed to cater for student diversity. • Individual Education Plans were formulated for students with SEN. • Learning and Assessment Accommodations were provided for students with SEN. • Group training sessions and after-school tutoring sessions were arranged for students in need. • Support from Primary 6 tutors were provided for Primary 1 students through peer tutoring. • For parent education, themed seminars and workshops were conducted for parents. • Specialists, professionals, social workers and from the non-governmental organisation were invited to provide training for teachers.