

# LA SALLE PRIMARY SCHOOL



**School Report**  
**2023 – 2024**

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## **Our School**

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

Our school facilities include: 36 classrooms, 1 assembly hall, 1 playground, 1 library, 1 indoor swimming pool and 14 special rooms (2 computer rooms, 2 music rooms, 2 language rooms, 2 visual arts rooms, 1 indoor playground, 1 student activity room, 1 reading corner for P.1 & P.2 students, 1 resources centre for General Studies, 1 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 21<sup>st</sup> century with a love for learning.

## **Achievements and Reflection on Major Concerns**

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

This year, the School's main goal was to continue to develop students as independent thinkers and lifelong learners by emphasising positive values, attitudes, and a lifelong learning culture. We aimed to foster students' general abilities, assist them in obtaining and constructing information through diverse channels, and create a firm foundation for holistic growth.

#### **Achievements**

##### **Cultivating diverse abilities and talents among students**

This year, students continued to join a variety of external competitions in different subjects.

Students were chosen for competing in the Chinese, English and Putonghua solo events of the Hong Kong Schools Speech Festival. Choral Speaking teams were also formed for Chinese, English and Putonghua. Their talents for reciting different poems and telling stories were showcased during morning assemblies and school events. Videos were recorded for demonstration to facilitate peer learning among students. Their communication skills, collaboration skills, confidence and performance were also improved.

The English Adventurers participated in several competitions such as Budding Poets, Filmit, "SOW" in Love Writing Competition organised by the EDB.

The Mathematics Team took part in a number of competitions such as Hong Kong Joint Primary School Mathematics Competition, Hong Kong Primary Mathematics Contest and Hong Kong Primary Mathematics Challenge.

Some students participated in the Science Olympiad where they were tested on their own science learning ability which enhanced their self-confidence in learning Science.

The Music school teams competed in various competitions in the Hong Kong Schools Music Festival, Hong Kong Youth Music Interflows as well as other Joint School Music competitions.

The Visual Arts Team attended diverse trainings and participated in competitions such as 《基本法》與我」香港中小學生海報設計比賽and 《共畫中國龍，同築中國夢》畫作聯展活動 德藝盃繪畫創作比賽2024.

These experiences enabled students to unlock their capabilities, interact and enhance their skills and competencies in various areas.

### **Cultivating students as life-long learners**

To enhance students' understanding of the mathematical concepts, the Maths Department conducted activities such as “Estimating with Ever-Ready Rulers”, “Shopping in the Talent Hub”, “Forming Triangles with Geostrips”, “The Eight Compass Points” and “Exploring Cubic Metres” in the Talent Hub.

To further reflect on students' learning, the Music Department motivated students from P.2 - P.6 to compile a Music Portfolio.

Students also submitted a portfolio for Visual Arts where they were to produce artwork and attend exhibitions. Through these experiences, students' enthusiasm for art creation and appreciation grew, along with their confidence as they reviewed their learning outcomes. Students were also asked to do pre-lesson preparation and research on assigned topics to advance independent learning.

To facilitate learning and teaching for different sports skills and technique, online learning platforms and apps were used in Physical Education. Students practised physical fitness according to their level of skills and abilities before the lessons.

To enable students to utilise their knowledge in dealing with both personal and academic obstacles, the course material for Personal Growth Education was designed to be relatable to students' every day experiences. The material also aimed to support students to establish good self-regulation skills, manage their daily routines and organise their study

goals and strategies. Life planning has also been incorporated into the Upper Primary curriculum to aid students in recognising their objectives, requirements, interests and capacities.

To assist students with emotional difficulties, the school social worker offered consistent counselling and training sessions in evaluating and managing their learning methods and progress, as well as establishing personalised learning objectives according to their unique abilities and limitations. Suggestions and instructions on stress relief techniques were given, empowering them to maintain positive attitude toward their academic pursuits. Both students and parents have reported that such approaches were successful in improving their emotional balance and stress levels.

With the help and guidance of the Counselling and Discipline Team, students were guided to acknowledge their strengths, weaknesses, personality traits and interests using the 24 Value In Action personality strengths. Plans were made for both short-term and long-term achievements. Besides, class teachers gave an encouragement card to each student according to their personality traits before the third term examination. Teachers' demonstration of love and support motivated students to study hard and maintain positive while preparing for examinations.

### **Cultivating a passion for reading**

The Chinese Department made adjustments to the current curriculum to facilitate the promotion of Chinese reading to enhance students' reading interests and abilities. Students for all levels were encouraged to engage in additional reading activities using physical books or e-books and to share their thoughts or insights after reading.

The General Studies Department, Chinese Department and the School Library worked together to heighten the interests of senior students in reading Chinese history books and biographies of famous people. Through 「同齡同心學歷史」, P.4-P.6 students were encouraged to read e-books of the eRead Scheme under the Hong Kong EdCity.

Through reading, students were able to cultivate independent learning skills, while also developing an interest in and gaining knowledge about Chinese historical figures and stories.

The Maths Department organised a thematic book exhibition with the Teacher Librarian in order to foster learning through reading. The themes were 「數學家」、「偵探」、「動動腦」 and 「冷知識」. Books and tools related to Mathematics were also displayed in the library throughout the year.

For Religious Knowledge, related books from the School Library were introduced by Christ Ambassadors through online book recommendation videos. A great deal of interest was shown by the students in exploring these texts.

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

### **Achieving proficiency in Reading**

In P.1 and P.2 Chinese lessons, there were shared book reading sessions. Teachers employed various interactive methods to engage students in the texts and directed them on how to apply different strategies during reading activities. Reading performance was enhanced and self-directed learning was supported.

For English, a reading culture was fostered through in-class book recommendation sharing sessions in Literation sessions (P.1), and online book sharing using Flip (P.2-P.6). Students were able to share and recommend different types of books to their peers and comments and feedback were also part of their interaction.

For Visual Arts, students read about artists to understand their life stories. They wrote and drew about their favourite work in the worksheets.

### **Incorporating STREAM education into the school-based curriculum**

Collaboration between various departments was aimed at promoting STREAM education. Students engaged in practical activities applying the information acquired in the subjects of Mathematics, Digital Studies, Science, General Studies, Music and Visual Arts. They participated in tasks such as producing graphical self-portraits, creating 3D shapes and

assembling robots with 3D shapes using Autodraw, Photopea and Micro:bit. Compasses were made using different types of materials. E-Music Cards were designed and created. Toys were produced using recyclable materials. Students improved their calculation, measurement, execution and application skills through such holistic and integrated approach.

### **Providing an interactive and innovative e-learning environment**

The Chinese Department effectively integrated blended learning to promote the adoption of e-learning. Diverse types of e-learning platforms were used for completing pre and post assignments. Online learning materials were adjusted to suit individual requirements and promote learning at their own pace. The learning achievements were presented before and after class.

For English, learning differences were supported and an e-learning environment was nurtured for teachers and students through using various e-learning tools such as Baamboozle and Flip.

Students' self-directed learning abilities were gained as P.3-P.6 students searched for apps or online resources that corresponded with the content of learning in the subject of Science.

For Music, students were encouraged to use online platforms and apps for preparation before music composition activities. iPad apps were also used to conduct activities during Music lessons in order to motivate students and stimulate their creativity.

“Flipped Classroom” approach was used in the subjects of Digital Studies, Putonghua, Religious Knowledge, Science and Visual Arts. Students' ability to use e-learning was enhanced, and their independence as learners was improved, fostering a sense of responsibility to their own success and academic progress.

Augmented reality technology was brought into the classroom by the Teacher Librarian. Apart from stimulating students' interest in reading a variety of books, it also motivated students to use electronic devices for reading augmented reality books. Independent learning was encouraged.

## **Strengthening students' sense of national identity through a deeper understanding of Chinese history and culture**

On each school day, the national flag was displayed. The flag-raising ceremony was held weekly. Following the flag raising and the singing of the national anthem, there were sharing sessions through “the speech under the national flag” on topics such as: the recent development of our country, the significance of the national anthem and the national flag.

Updates on the development of our country were shared through displays on bulletin boards. For example: The 19th Asian Games Hangzhou, the Constitution and the Basic Law and National Security Education.

To strengthen up students' connection to the Chinese heritage, the Chinese Department organised activities for both Mid-Autumn Festival and Chinese New Year. A Chinese Culture Day was also held as a post exam activity to enable students to explore the Chinese culture and history, laying a foundation for national security education.

For English, students' understanding of the Chinese history and culture was deepened through completing worksheets on topics related to Chinese food and festivals. A sense of belonging towards our country was also cultivated.

The Physical Education Department collaborated with the Chinese and General Studies Departments, introducing the shuttlecock to P.4 students and arousing their interest in playing a traditional Chinese sport.

Cultural and historical learning activities were arranged by the General Studies Department after exams where students learnt about the traditional lion dance, the history of the emperors living in Hong Kong in the late Song Dynasty and the origin of Chinese people and civilisation.

The Putonghua Department provided students with national anthem lyrics in Chinese pinyin and a QR code linked to a video to assist students in understanding the anthem. Students were proficient in reading the lyrics accurately.

The Visual Arts Department developed a Chinese painting unit in order to broaden students' horizons of Chinese Arts and raise their enthusiasm for pursuing and appreciating Chinese Arts. Various types of Chinese Arts were introduced across different topics. Chinese painting workshops were held for the Visual Arts Team and Visual Arts teachers.

## **Reflection**

### **Continue to cultivate diverse abilities and talents among students**

To further cultivate students' abilities and talents, students engaged in educational experiences inside and outside the classroom setting. They joined a variety of external competitions and performances.

Through participating in external competitions and performances in different subjects, students' potentials were developed. Their communication skills, collaboration skills, confidence and performance were improved. They have also obtained outstanding results.

All subject departments will continue to encourage active participation in a wide range of learning experiences, such as external competitions, performances and field trips to nurture students' potentials and foster their holistic development.

### **Continue to cultivate students as life-long learners**

In order to cultivate students as life-long learners, different subject departments utilised a variety of approaches and learning activities to encourage students to learn.

Doing projects, having hands on activities and building portfolios could effectively foster students' interest and enthusiasm towards learning and allow students to evaluate their learning outcomes. Online platforms were used to further develop students' self-directed learning abilities and cater to learners' diversities. Collaborative learning and peer assessment were carried out to foster students' cognitive growth.

The Counselling and Discipline Team arranged activities and designed Personal Growth Education course materials to support students emotionally. 24 Value in Action and life planning lessons also helped cultivate students to recognise their objectives and capabilities, hence be an enthusiastic learner.

### **Continue to cultivate a passion for reading and achieve proficiency in Reading**

In order to cultivate a passion for reading, different subject departments incorporated reading into the curriculum. Students did Chinese reading tasks and English online book sharing, The Maths Department and the Religious Knowledge Department collaborated with the Library and promoted reading through book recommendations and exhibits. Online reading was encouraged across subjects.

Most students were very interested in the videos recorded by the Teacher Librarian. Classes were made more interactive and interesting, and students were motivated to read independently.

All subject departments will continue to promote learning through reading and cultivate a passion for reading by arranging activities and utilising e-learning platforms. Digital learning platforms will be used for online book sharing and recommendations.

### **To incorporate STREAM education into the school-based curriculum**

Through the collaboration between the Maths Department and the Digital Studies Department, students' abilities in calculation, measurement, practical operation and application were enhanced.

In the upcoming academic year, the Maths Department will provide more opportunities for group work and collaboration when carrying out STREAM activities in order to enable students to learn from each others' strengths and improve their creations.

Students enjoyed designing e-music card and making recyclable toys. They enjoyed hands-on activities and exploring different materials. They were also introduced to a variety of apps and improved their e-learning skills.

The collaboration between various departments promoted STREAM education and enhanced students' holistic and integrated growth. More of the latest scientific and technological topics concerning AI will be included in Digital Studies lessons. More opportunities to engage with IoT application experiences will be provided for upper level students.

### **To provide an interactive and innovative e-learning environment**

All subject departments utilised e-learning tools and resources in order to provide an interactive and innovative learning environment. Flipped Classroom activities were held and online platforms and apps were used to a large extent. Students demonstrated dedication and interest in learning and their motivation to self-directed learning was enhanced.

For Free Reading, augmented reality technology was high appealing to students. It elevated class engagement and aroused students' interest in exploring diverse book genres.

All subject departments will continue to explore and make use of various e-learning tools and platforms to enhance independent learning, as well as facilitate interactive learning experiences.

### **Continue to strengthen students' sense of national identity**

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

Updating the bulletin boards with the development of our country could help students understand more about the country. Bulletin boards can be exhibited and updated all year round.

The subject departments incorporated elements of Chinese culture in the curriculum. Students were very interested in the Chinese cultural activities and responded

enthusiastically. They could learn more about the traditional culture of our country and a sense of belonging towards our country was cultivated.

All subject departments will continue to incorporate elements of Chinese culture and national identity in the curriculum in order to lay a foundation for national security education.

### **Feedback and follow-up**

The School will continue to adopt a holistic approach to encourage and support learning in accordance with the seven learning goals of primary education, emphasising the importance of a sense of national identity towards our country and proper values and attitudes. STREAM education and cross-curricular activities will be promoted. We continue to be committed to cultivate students into self-directed pioneers and life-long learners.

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

### **Achievements**

The fostering of collaborative aptitudes among students is a core component of impactful educational practices. Our teachers had consistently explored innovative avenues to enable our students to participate in cooperative learning experiences. Through the application of varied approaches, we have witnessed remarkable advancements in our students' teamwork skills, communication abilities and critical thinking skills.

### **At the Student Level**

Teachers dedicated to arranging appropriate opportunities for students to enhance collaborative learning. Students were encouraged to work together on problem-solving and learning tasks.

For Chinese, students were divided into groups to engage in a collaborative inquiry process to optimise the quality of the Classical Poetry materials. Prior to the lessons, students worked together to gather relevant information about Classical Poetry. During the lessons, students shared their findings either in the classroom or through electronic platforms. Throughout these activities, students demonstrated an active and engaged attitude. They were able to deepen their understanding of the subject matter through the inquiry-based learning approach. Simultaneously, students enhanced their learning from one another in the process. This collaborative learning experience allowed students to expand their knowledge of classical poetry and communication abilities.

For English, students' project learning experience was reinforced through different activities, such as Cooperative Communication in Oral lessons. Collaboration among students was deepened by integrating various collaborative and individual learning activities, such as pair work and completing mini projects on English Fun Day.

For Mathematics, during the post-examination period, students engaged in problem-solving activities. Through these activities, students had opportunities to develop their collaborative skills, critical thinking, and problem-solving abilities. All these are valuable competencies for their academic and personal growth.

For General Studies, teachers had selected appropriate topics for students to engage in small group discussions. During their discussions, many students had displayed a high level of involvement and commitment. Students were willing to share their own experiences and opinions with their group members. This helped to facilitate meaningful exchanges, interactions, and team collaboration among the students.

For Science and Digital Studies (DS), cross-curricular learning projects were launched for P.3 and P.5 students to integrate their STREAM knowledge. P.3 students worked in a group to apply Micro:bit in their design for measuring water temperature while P.5 students collaborated to use Micro:bit in their close circuit experiment. Students were fully engaged in group projects and their design thinking skills were enhanced. In addition, the “student-teacher” model was adopted in the DS classroom, utilising cooperative learning methods to establish a learning community.

For Music, through group composition activities, students were able to enhance their collaboration skills and peer appreciation. This year, the number of students who uploaded their personal music performance clips to Google Classroom increased. Many of them actively exchanged ideas with their peers. Besides, teachers and members of the choir participated in a choral masterclass this year. An experienced expert was invited to the school to provide professional guidance through choral training workshop. During the training workshop, choir members collaborated with their peers to complete group activities, they were able to respect each other’s opinions.

For Physical Education, the Handball and Basketball Teams respectively held friendly matches with La Salle College to provide students with precious high-quality competition experience. The Athletics Team trained weekly at La Salle College’s athletics field to enhance the quality of their training and to facilitate greater interaction between students from the two schools.

During this academic year, the Teacher Librarian trained 36 senior students to become Student Librarians. They assisted the Teacher Librarian in handling the reading book lending service and recommended good books to their fellow students, helping to establish an outstanding learning community. The Teacher Librarian also trained 24 junior students to become Reading Ambassadors. They helped to lead their classmates to participate in various reading activities.

## **At the Teacher Level**

Collaborative inquiry involved teachers working together to systematically examine focused aspects of their educational practices by exploring student responses to instruction, leading to new understandings and changes in classroom teaching. Monthly Collaborative Lesson Planning (CLP) meeting created an environment where reflection was a regular part of work. This placed the importance on reflection as a key practice in education.

Through collaborative lesson planning sessions, teachers addressed teaching and learning challenges to optimise classroom instructional design and processes and evaluate teaching effectiveness. This synergy fostered professional communication among educators, enhancing teaching effectiveness, as well as cultivating a culture of sharing and growth.

Teachers who had joined professional development courses shared their knowledge during panel and CLP meetings. This collaborative environment fostered a sense of community and support, allowing teachers to exchange ideas, problem-solve collectively, and continuously refining their teaching approaches.

School-based workshops and sharing sessions on various themes were organised for subject teachers, such as DFRobot, Design Thinking, Ceramic Art, ProCreate, Chinese Ink Painting, Spiritual Cultivation, Growth Mindset and Mindfulness. These workshops deepened teachers' professional knowledge and promoted a strong sense of teamwork.

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

The Counselling Team, in collaboration with the Parent-Teacher Association (PTA), held a sharing session for parents of P.1 students, equipping parents with strategies to assist their children in adapting to the new school environment. Moreover, the PTAs of La Salle Primary School and La Salle College organised a sharing session in March for parents of P.6 students, preparing them to support their children in adapting to secondary school life and reinforcing effective parenting techniques. In March, a seminar was conducted, titled “Transition to Secondary School: Expectation Management” for parents of P.5 and P.6 students, providing them with insights on managing parental and student expectations and approaching the transition to secondary school with a positive mindset. In April, the Counselling Team hosted a seminar for parents of students from P.1 to P.4, titled “To strengthen positive emotions and promote mental well-being in students”. The seminar could effectively help parents understand the concept of positive education and learn how to guide their children to make use of their character strengths to face different challenges.

## **Reflection**

### **Collaborative learning fostered students’ learning capabilities**

For Chinese, subject teachers acknowledged that the collaborative inquiry learning model effectively enhanced students’ inquiry thinking skills, strengthened student-to-student interaction, and boosted their learning motivation. Teachers believed that further implementation of collaborative learning will help students become active learners who can observe, think, and synthesise knowledge.

Most of the English teachers agreed that the implementation of project-based learning in Oral lessons facilitated the development of their knowledge and skills. More than 70% of English teachers agreed that the integration of collaborative activities facilitated students’ collaboration, fostering an environment where they could actively engage with one another and work together to achieve common goals.

Positive comments on problem-solving collaborative activities were received in Mathematics panel meeting. Students enjoyed participating in group problem-solving activities and teachers believed that further enriched similar activities would benefit students in collaboration and critical thinking.

For General Studies, students actively participated in discussion to express their opinions. Teachers agreed that group discussion effectively engaged students in learning and helped developing students' confidence to give and respond. More time for group discussion was suggested to give in order to lead an in-depth exchange.

Science and Digital Studies teachers agreed that cooperative learning enhanced students' motivation on learning difficult topics. During group design-thinking activities, students had opportunities to make connections, developed their thinking skills and applied knowledge in new contexts. They also agreed that the cross-curricular activities helped to enrich students' different learning experiences. Teachers noted that learning in small groups had a positive impact on learning effectiveness, allowing students to recognise the importance of teamwork and improve their communication skills.

Students achieved higher music and peer appreciation capacity through collaborative learning activities. Music teachers agreed that students were able to respect others' performance and gave positive feedback. Students enjoyed friendly matches as a medium of sports communication.

Teachers of Physical Education agreed that students strengthened their resilience and determination through friendly matches with La Salle College. Students had high level of personal interaction through these physical activities.

The Student Librarians and Reading Ambassadors were well equipped to provided service for reading-related activities. They shared with junior students their experiences in reading and the fun derived from it. Not only a stronger reading culture was cultivated, but also the sharing culture was developed. The Student Librarians and the Reading Ambassadors were able to accumulate experience from the service, enhancing their leadership abilities.

### **Collaborative sharing enhanced teachers' teaching effectiveness**

Most subject teachers found that CLP sessions helped enhance their teaching effectiveness. Through collaborative lesson planning, teachers were able to exchange ideas, design lesson plans, and analyse students' learning more effectively. Most teachers agreed that the professional development of teachers was enriched through active participation in panel

meetings, where valuable insights and experiences were shared. Teachers who participated in workshops or lectures shared their insights and learnings during the subject panel meetings. This allowed their colleagues to access the most up-to-date teaching information, ultimately enhancing their teaching effectiveness.

Digital Studies teachers believed that collaborative lesson planning helped enhance teaching effectiveness and deepen their subject knowledge. New teachers might not be familiar with the senior grade programming topics. During collaborative planning sessions, teachers shared their experience, conducted trial teaching, and performed hands-on activities, highlighting the key challenges and teaching focuses for each topic.

Visual Arts teachers felt that hands-on making of artworks during collaborative lesson planning meetings helped them explore appropriate teaching methods and identify pedagogical challenges, thereby promoting learning and teaching. Teachers believed that showcasing outstanding works provided students with opportunities to appreciate each other's artwork by cultivating their basic artistic appreciation abilities.

For Putonghua, teachers found that collaborative lesson planning meetings allowed teachers to review students' learning difficulties and share teaching insights, which helped optimise classroom teaching and professional development. During the meetings, teachers actively shared their teaching insights and experiences with colleagues, enhancing the effectiveness of teaching and learning, and promoting the professional development of teachers.

For Religious Knowledge, teachers utilised the collaborative lesson planning sessions to design discussion topics that were challenging and cultivated students' critical thinking abilities. The spiritual formation activities helped subject teachers deepen their understanding of the significance and structure of the Mass, assisting them in teaching the school-based topic "Eucharistic Celebration". In addition, teachers actively used the collaborative lesson planning time to establish a resource bank for the school-based curriculum.

Teachers of Science, Visual Arts and Digital Studies found that school-based workshops and sharing sessions were interesting and worth joining. The workshops enabled professional exchange and helped prepare for the introduction of new topics.

For the School Library, various activities were carried out quite smoothly and achieved remarkable results. The collaborations with the Chinese Department, National Security, Moral and Civic Education Team on Mid-Autumn Festival and Lunar New Year activities were able to increase the interesting elements to the classroom, allowing students to learn about the traditional customs related to these festivals. The collaboration with General Studies department enhanced students' news reading skills. The English Literature Corner in the Library was set up in collaboration with the English Department, which was very popular among students and had a high borrowing rate. The thematic book exhibition organised with the Mathematics and Guidance Team also achieved good results. The collaboration with the National Security, Moral and Civic Education Team on the bookmark design competition helped raise students' awareness of National Security Education Day and World Reading Day. The Student Librarians and the Reading Ambassadors were able to accumulate experience from the service, enhancing their leadership abilities.

### **Feedback and follow-up**

In the coming year, teachers will continue to promote collaborative inquiry-based learning in order to strengthen students' critical thinking, creativity, collaboration, and communication skills. More opportunities for group discussions and brainstorming sessions will be provided to foster students' problem-solving skills and encourage them to work together to share ideas and solutions. Teachers will continue to conduct cross-curricular activities, build connections between students' learning experiences.

Teachers will make good use of learning time and flexibly arrange grouping for students to facilitate group discussion and promote the development of students' generic skills. Digital display boards will be used to showcase students' good work and outstanding accomplishments for peer appreciation.

Teachers will continue to make good use of Collaborative Lesson Planning meetings to review the effectiveness of teaching and revise the teaching contents to facilitate teachers' professional growth.

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

#### **Achievements**

While academic achievements are important, it is also our priority to nurture students to become positive Lasallian gentlemen. To achieve this goal, school-based learning programmes were implemented to enhance student character strengths.

#### **Co-creating a Harmonious School**

To foster a supportive and harmonious school environment, different activities such as Morning Assembly Sharing, activities at recess and talks for students were conducted. This year, our Religious Knowledge Department held the Religious Week with the theme of 'Love' to reinforce students' positive values and attitudes such as caring for others and supporting others with compassion and empathy. The 'Spread the Love, Care and Shine' Campaign was also launched by the Counselling Team. Students were encouraged to express appreciation to their classmates, building an inclusive and caring culture.

To cater for the developmental needs of students, comprehensive student guidance services are available. A whole-school approach to develop students' potential and promote mutual respect for individual differences among students has been adopted. Resources under the New Funding Mode have been allocated to support students with special education needs. Professional assessments and training services were provided by our School-based Education Psychologist and School-based Speech Therapist to the students with special education needs.

#### **Good Student Award Scheme**

To enhance students' character strengths, elements of Values in Action have been immersed in the Good Student Award Scheme. The scheme was implemented in three stages. Three selected character strengths, namely 'Bravery', 'Humility' and 'Appreciation of Beauty and Excellence', were set as the theme of each stage. Students were given stamps whenever they showed positive behaviour related to the themes. As a

token of recognition and encouragement, a badge along with a certificate was presented to the champion of each class in each stage.

### **Big Brother Scheme**

Through the Big Brother Scheme, the caring culture within the School was effectively promoted. Eighteen P.6 students were on duty during recess, assisting P.1 students in tidying up their school uniform and belongings, and taking care of those P.1 students with weaker self-care and social skills. In the second term, shared reading activities were conducted which further fostered positive student relationships.

### **Personal Growth Education**

The school-based Personal Growth Education (PGE) covered four key areas: Personal, Social, Academic and Career. To deepen students' understanding of character strengths, eight character strengths (Bravery, Love, Fairness, Forgiveness, Humility, Prudence, Creativity, and Appreciation of Beauty and Excellence) were taught during lessons. The elements of National Security Education were also integrated into the curriculum which aimed at enhancing students' sense of national identity and facilitating their development of concepts such as responsibility, commitment, respect for others and self-discipline.

### **Service Learning**

With the aim of nurturing students' civic responsibility and empathy, service learning was conducted. The Counselling Team collaborated with the Visual Arts (V.A.) Department to help P.3-6 students design and prepare handmade gifts during the V.A. lessons to show their love and care to the needy. Student performances and games were also arranged for the needy.

## **Reflection**

### **Co-creating a Harmonious School**

In general, students participated actively in the cultivation of a harmonious school culture. Through organising various activities, a caring and supportive learning environment is created which is conducive to students' motivation to learn and rapport-building with peers, teachers, parents and the community.

The Discipline Team will continue to implement the whole school policy on anti-bullying, and to further develop students' self-discipline, responsibility and law-abidingness. The Discipline and Counselling Teams will keep working with other school personnel to formulate appropriate preventive measures, follow-up strategies and evaluation mechanisms.

### **Good Student Award Scheme**

The scheme was well-received by students and teachers. Students responded enthusiastically, making the scheme a success. A vast majority of teachers agreed that the scheme had effectively strengthened students' positive behaviour and improved their learning motivation. The scheme will continue focusing on three other selected character strengths (kindness, honesty & teamwork) in the coming year.

### **Big Brother Scheme**

The Big Brother Scheme has proved to help elevate student role models within the school community and enhance better communication between the P.6 Big Brothers and the P.1 students. Both the Big Brothers and the P.1 students enjoyed the shared reading activities. More social interactions between the Big Brothers and the P.1 students will be arranged during recess in the coming year.

### **Personal Growth Education**

Students enjoyed the Personal Growth Education lessons very much as they actively participated in the class discussions and activities. The integration of elements of

National Security Education helped nurture student positive values and enhance their sense of national identity. Collaborative lesson planning will be conducted continuously to review and optimise the curriculum of Personal Growth Education.

### **Service Learning**

Service learning is certainly a good way to develop students' sense of social responsibility through active community involvement. It broadens students' perspectives of diversity issues and cultivates their empathy, problem-solving skills and leadership abilities. The preparatory training guided students to learn more about the needy and helped them to gain a better understanding of the meaningfulness of serving others. Students displayed creativity when preparing the handmade gifts. They also found contentment in serving the needy during the visits.

### **Feedback and Follow-up**

The School will continue to adopt a holistic approach to helping students to achieve the seven learning goals of primary education, emphasising the importance of a sense of national identity towards our country and proper values and attitudes. We continue to be committed to nurturing moral characters in our students to make them become true Lasallian gentlemen.

## Student Performance

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

The following list summarizes the achievement of our students:

Category	Competition	Item	Award
Visual Arts	「《基本法》與我」香港中小學生海報設計比賽 2023-2024	個人項目	亞軍一名 季軍兩名
	「第 66 屆國際電訊日暨第 27 屆國際互聯網日」填色比賽	個人項目	季軍一名
	Botanical Art Competition 2024	Individual	1st Runner-up: 1
	九龍城區道路安全運動「小學組繪畫創作比賽」	個人項目	冠軍一名 季軍一名
	法國羅浮宮參展賽 2023	個人項目	金獎一名
	培道第八屆旗袍設計（全港小學）邀請賽	個人項目	亞軍一名
	第 19 屆「善行盃」全港才藝大賽	個人項目	金獎一名
	智慧環保城市設計比賽	個人項目	亞軍一名
	2022 徐悲鴻盃國際青少年兒童美術比賽	個人項目	冠軍一名 亞軍一名 一等獎一名 二等獎三名
	International Lasallian Days for Peace 2023 - Hong Kong	Individual	1st Place: 2 2nd Place: 4 3rd Place: 3
	《共畫中國龍，同築中國夢》畫作聯展活動	個人項目	一等獎一名 三等獎三名
	德藝盃繪畫創作比賽	個人項目	銀獎一名
	「對國家盡責任」之「童軍國家安全日」填色創作比賽	個人項目	1st Prize: 1
	共建安全網絡 2024「全城攜守 網安在手」電車車身設計比賽	個人項目	季軍一名

Category	Competition	Item	Award
Music	76th Hong Kong Schools Music Festival	Group	Champion : 3 2nd Place: 2
		Individual	Champion : 3 1st Place: 9 2nd Place: 12 Gold Award: 1
	2023 Hong Kong Youth Music Interflows	Group	Gold Award: 3
	2023 Guangdong-Hong Kong-Macao Greater Bay Area Young Artist Orchestra Competition	Individual	Gold Award: 1
	2023 年藝路啟航全國藝術教學成果電視大展	Individual	金獎一名
	International Youth Talent Musician Competition 2024	Individual	Champion: 3 2nd Prize: 1 3rd Prize: 2 Gold Prize: 1 The Winner: 2 Youth Talent Musician: 1
	IPEA International Percussion Competition 2024 (Hong Kong–Zhuhai–Macau)	Group	Gold Award: 1
		Individual	Champion: 1 1st Runner-up: 1
	The 13th Hong Kong Golden Bauhinia International Youth Piano Competition 2024 – Final Round	Individual	1st Place: 1
	65th Student Musical Competition	Individual	Champion: 5
	Fringe Inter-School Music Competition	Individual	1st Prize: 1 2nd Prize: 3 3rd Prize: 2
	Joint School Music Competition 2024	Group	Gold Award: 1
		Individual	Gold Award: 19 Silver Award: 3
The 11th Hong Kong International Youth Performance Arts Festival and Music Competition (Hong Kong District Preliminary Round)	Individual	1st Place: 13 2nd Place: 5 3rd Place: 4	

Category	Competition	Item	Award
Music	The 11th Hong Kong International Performance Arts Festival and Music Competition (International Final Round)	Individual	1st Place: 2 2nd Place: 2
	The 12th SDMF & SCAF Asia-Pacific Competition 2024	Individual	Gold Award: 1
	The 18th Asia Pacific Outstanding Youth Piano Competition	Individual	3rd Place: 1
	The 28th Japan PIARA Piano Competition Hong Kong Preliminary Round	Individual	1st Place: 5 3rd Place: 1
	The 2nd Guangdong-Hong Kong-Macao Greater Bay Area the national finals of Young Artist Orchestra Competition	Individual	Gold Award: 1
	The 8th Macao Asia Pacific Youth Piano Competition	Individual	1st Prize: 2
	Inter-School International Performance Challenge 2023	Individual	Champion: 1
	Victoria International Music and Artistic Competition 2023	Individual	Champion: 1
	Youth International Classical Music Competition 2023	Individual	1st Prize: 1 2nd Prize: 1
	International Fringe Music Festival and Competition	Individual	Gold Award: 1
	屯門區中西器樂比賽 2023	個人項目	冠軍一名 季軍一名
	The Osaka International Music Competition (Hong Kong)	Individual	1st Place: 1
	Beaux Arts Music Festival	Individual	1st Prize: 1
	The 9th Hong Kong Music Talent Music Competition	Individual	Champion: 1 2nd Place: 1
	The 20th International Talent Competition	Individual	Bronze Award: 1
	The 6th Kyoto International Music Competition (HK region)	Individual	1st Place: 2
	The 11th Hong Kong International Music Festival 2024 Music Competition	Individual	Winner: 1
	第十七屆香港青少年藝術節	個人項目	金獎一名
	第十三屆《新聲盃》全港中樂獨奏比賽 2024	個人項目	冠軍一名
	第十九屆德藝雙馨（香港區賽）	個人項目	第一名一名
he 12th Hong Kong Youth Barclampory Music Festival	Individual	Winner: 1	

Category	Competition	Item	Award
Music	第四屆全港中樂大賽	個人項目	冠軍兩名 亞軍一名 季軍一名
	Taiwan International Youth Music Competition (Hong Kong Regional) 2024	Individual	Champion: 1
	The 5th Hong Kong Percussion Competition - Chinese Percussion Ensemble	Group	Gold Award: 1
	Hong Kong Inter-School Choral Festival 2024 Competition cum Masterclass	Group	Gold Award: 2
	2023 Hong Kong Synergy 24 Drum Competition Primary Section	Group	2nd Runner-up: 1
Sports	Kowloon North Area Inter-Primary Schools Athletics Competition 2023-2024	Group	Champion: 2 1st Runner-up: 1 2nd Runner-up: 2
		Individual	Champion: 4 1st Runner-up: 2 2nd Runner-up: 3
	2023-2024 A.S. Watson Group Hong Kong Student Sport Award	Individual	Outstanding Athlete: 1
	All Hong Kong Inter-Area Primary Schools Athletics Competition	Individual	Champion: 1
	Hong Kong Junior Age Group Athletics Championships 2024 (1)	Individual	Champion: 1
	Hong Kong Junior Age Group Athletics Competition 2024 (2)	Individual	Champion: 3
	Hong Kong Junior Age Group Athletics Meet 2023 (4)	Individual	Champion: 3
	Hong Kong Junior Age Group Meet 2023 (4)	Individual	Champion: 1
	公民田徑錦標賽 2024 第 1 站	Group	Champion: 1
		Individual	Champion: 4 1st Runner-up: 1 2nd Runner-up: 1
	公民田徑錦標賽 2024 第 2 站	Group	2nd Runner-up: 1
		Individual	1st Runner-up: 1

Category	Competition	Item	Award
Sports	公民田徑錦標賽 2023 第 3 站	Group	1st Runner-up: 1 2nd Runner-up: 1
		Individual	Overall Champion: 1 Champion: 5 2nd Runner-up: 4
	公民田徑錦標賽 2023 第 4 站	Individual	Champion: 1 1st Runner-up: 2
	西貢區分齡田徑比賽 2023	Individual	Champion: 1
	東區分齡田徑賽 2023	Individual	2nd Runner-up: 1
	南區分齡田徑賽 2023	Individual	1st Runner-up: 1
	飛達夏季測試賽 2023	Individual	1st Runner-up: 1
	香港青少年運動員飛躍基金田徑錦標賽 2023	Individual	2nd Runner-up: 1
	深水埗區分齡田徑比賽 2023	Individual	1st Runner-up: 1
	灣仔區分齡田徑比賽 2023	Individual	Champion: 1 2nd Runner-up: 1
	觀塘區分齡田徑比賽 2023	Group	Champion: 1
		Individual	Champion: 4 1st Runner-up: 1 2nd Runner-up: 3
	Shatin Summer Athletics Championship	Individual	Champion: 1 1st Runner-up: 1 2nd Runner-up: 1
	Summer Kids Athletics Meet 2024	Individual	1st Runner-up: 1
	愉園體育會 2023 香港青少年田徑分齡賽(三)	Individual	2nd Runner-up: 1
	屈臣氏田徑會周年大賽 2023	Individual	Champion: 1
	九龍城區分齡田徑賽 2023	Individual	Champion: 1
	Sha Tin Athletics Time Trial	Individual	1st Runner-up: 1 2nd Runner-up: 1
	Hong Kong Junior Age Group Meet 2023- 2	Individual	1st Runner-up: 1

Category	Competition	Item	Award
Sports	Hong Kong Junior Age Group Athletics Competition 2024-2	Individual	1st Runner-up: 1 2nd Runner-up: 1
	Hong Kong Junior Age Group Athletics Championships 2024- 3	Individual	Champion: 1
	Hong Kong Junior Age Group Athletics Championships 2024- 4	Individual	Champion: 1
	Samsung 第 67 屆體育節青少年及兒童田徑日 2024	Group	2nd Runner-up: 1
	Kowloon North Area Inter-Primary Schools Badminton Competition	Group	Champion: 1
		Individual	Outstanding Athlete Award: 2
	25th All Hong Kong Inter-Area Primary Schools Badminton Competition	Group	1st Runner-up: 1
	Hong Kong Inter-school Badminton Team Championships 2024	Group	2nd Runner-up: 1
	沙田區分齡羽毛球比賽 2023	個人項目	亞軍一名
	第二十一屆廠商會盃小學籃球邀請賽	團體項目	冠軍一名
	Kowloon North Area Inter-Primary Schools Basketball Competition 2023-2024	Group	1st Runner-up: 1
	All Hong Kong Inter-Primary Schools Fencing Competition	Group	Champion: 1
		Individual	1st Runner-up: 1
	2023-2024 全港小學校際劍擊邀請賽	團體項目	冠軍一名
	2022/2023 青苗劍擊培訓計畫第二期比賽	個人項目	冠軍一名 亞軍一名 季軍一名
	2023/2024 粵港澳大灣區劍擊賽 - 培正盃	團體項目	亞軍一名
		個人項目	冠軍五名 亞軍一名 季軍兩名
	2023「澳誠盃」東莞市擊劍協會公開賽	個人項目	第一名一名 第三名一名
	2023-2024 全港小學校際劍擊邀請賽	個人項目	冠軍一名
	2023 年龍崗區擊劍協會年度總決賽	個人項目	第二名一名
2023 年龍崗區擊劍個人冠軍賽（第二站）	個人項目	冠軍一名 亞軍一名	

Category	Competition	Item	Award
Sports	2024 年「廣州劍協清灣杯」擊劍公開賽	個人項目	第二名一名
	2024 年長沙市青少年擊劍公開賽	個人項目	第三名一名
	2024 年深圳市羅湖區擊劍協會杯第一站	個人項目	第三名一名
	2024 年龍崗區擊劍冠軍賽（第一站）	個人項目	冠軍兩名 亞軍一名 季軍一名
	Sabre Circuit 2024	個人項目	亞軍一名
	元朗少年劍擊賽 2023	個人項目	季軍兩名
	全港小學劍擊邀請賽	個人項目	冠軍一名
	全港小學劍擊邀請賽「2023 國慶盃」	個人項目	亞軍一名
	九龍城區體育會全港小學劍擊邀請賽「2023 國慶盃」	個人項目	季軍一名
	第一屆青少年劍擊關愛盃	個人項目	冠軍一名
	龍華區第二屆青少年擊劍錦標賽	個人項目	第一名一名 第二名一名 第三名一名
	2024 青少年回歸盃劍擊比賽	個人項目	冠軍一名
	中銀青少年發展計畫全港分區劍擊比賽	個人項目	冠軍一名 季軍一名
	全港分齡劍擊錦標賽	個人項目	季軍一名
	九龍城區體育會全港分齡劍擊錦標賽 2024	個人項目	冠軍一名
	2024 年世承擊劍聯賽（第七站）	個人項目	亞軍一名
	海南島青少年體育聯賽擊劍列賽	個人項目	冠軍一名
	2024 Asian Children Fencing Championships	Individual	2nd Runner-up: 1
	2024 上海“陸家嘴杯”劍擊公開賽	個人項目	亞軍一名
	2024 年“愛擊劍”廣州公開賽	個人項目	冠軍一名
	All HK Inter-Primary Schools Gymnastics Competition 2023-2024	Group	1st Runner-up: 1
		Individual	2nd Runner-up: 1
The Bangkok Gymnastics Moose Games Invitational Meet 202	Individual	Gold Award: 19 Silver Award: 17	

Category	Competition	Item	Award
Sports	元朗競技體操邀請賽 2024	個人項目	亞軍三名
	2023 - 2024 年度九龍北區小學校際游泳比賽	團體項目	冠軍六名
		個人項目	冠軍六名 亞軍八名 季軍六名
	2023-24 Div.2 Age Group SC Swimming Competition P3	Individual	Champion: 5
	2024-25 Div.2 Age Group LC Swimming Competition P1	Individual	Champion: 2 2nd Runner-up: 1
	2024-25 Div.2 Age Group LC Swimming Competition Part 2	Individual	2nd Runner-up: 1
	2023-24 Div 3 Age Group SC Swimming Competition	Individual	Champion: 1 2nd Runner-up: 1
	2024-25 Div.3 Age Group LC Swimming Comp P2A	Individual	Champion: 1
	HK Age Group SC Swimming Championships	Individual	1st Runner-up: 1
	沙田盃(第十四屆)新秀游泳錦標賽	個人項目	冠軍一名 亞軍一名 季軍一名
	東區分齡游泳比賽 2023	個人項目	冠軍兩名
	飛躍龍城國慶游泳邀請賽	個人項目	亞軍一名
	荃灣區分齡游泳比賽 2023	個人項目	冠軍三名
	第 38 屆新界區際水運大會	個人項目	亞軍一名
	第 39 屆沙田區分齡游泳比賽	個人項目	冠軍一名
	2024-2025 第三組長池分齡游泳比賽第二節乙部	個人項目	亞軍一名
	屬會新秀游泳比賽 2024	個人項目	亞軍一名
	長池分齡游泳比賽-第三組	個人項目	亞軍一名
	青年會水運會	個人項目	亞軍兩名
	2024 年「龍城康體杯」游泳邀請賽	個人項目	季軍一名
2024 年觀塘全民水運會（回歸盃）	個人項目	冠軍兩名	
Kowloon North Area Inter-Primary Schools Table Tennis Competition 2023-2024	Group	1st Runner-up: 1 2nd Runner-up: 1	

Category	Competition	Item	Award
Sports	Kowloon North Area Inter-Primary Schools Table Tennis Competition 2023-2024	Individual	Outstanding Athlete Award : 3
	Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition 2023 Competition 3 (NT District)	Individual	Champion: 1
	Nissin Demae Iccho Hong Kong Junior Tennis Novice Competition 2023 Competition 5 (NT2 District)	Individual	1st Runner-up: 1
	Myles Cup Ultimate 2023	Individual	1st Runner-up: 1
	Shatin District Age Group Tennis Competition 2023	Individual	2nd Runner-up: 1
	Yau Tsim Mong District Age Group Tennis Competition 2023	Individual	1st Runner-up: 1
	Cornella Copa Since 90	Individual	Champion: 1
	The 9th Hong Kong Game	Individual	1st Runner-up: 1
	Community Junior Tennis Competition	Individual	1st Runner-up: 1
Academic	第七十五屆香港學校朗誦節 (粵語)	團體項目	季軍一名
		個人項目	冠軍二十一名 亞軍二十四名 季軍二十四名
	第七十五屆香港學校朗誦節 (普通話)	團體項目	冠軍一名
		個人項目	冠軍四名 亞軍十四名 季軍九名
	第五十四屆全港學界朗誦比賽	個人項目	冠軍兩名
	第五十三屆全港聯校朗誦比賽	個人項目	冠軍一名
	第四屆國際漢語節 2023/2024	個人項目	冠軍三名 國際漢語節狀元一名
	第十七屆全港學生公開朗誦比賽	個人項目	冠軍四名 亞軍一名
	第十一屆 HKYPA 香港國際朗誦及故事演講大賽 2023	個人項目	冠軍一名
	鵬程盃第 11 屆朗誦大賽	個人項目	亞軍一名
	香港學界公開賽暨第十八屆「BNCL 證書」學術才藝大賽	個人項目	冠軍一名
第十一屆香港國際青少年朗誦及故事演講大賽	個人項目	亞軍一名	

Category	Competition	Item	Award
Academic	第二屆童心話中英文朗誦比賽	個人項目	銅獎一名
	2024 第三十屆聖經朗誦節	個人項目	冠軍一名
	75th Hong Kong Schools Speech Festival (English)	Group	2nd Place: 1
		Individual	1st Place: 20 2nd Place: 26 3rd Place: 20
	54th Language Recitation Competition	Individual	Champion: 4
	The 11th HKYPA Hong Kong International Speech and Story-Telling Competition	Individual	1st Place: 3 Gold Prize: 1
	The 19th English Writing Competition for Primary Schools	Individual	1st Runner-up: 1
	17th Hong Kong Students Open Speech Competition 2024	Individual	1st Place: 2 2nd Place: 1
	Hong Kong Academic Speech Competition & 18 <sup>th</sup> BNCL Certificate Academic Talent Competition	Individual	1st Place: 1
	“21 <sup>st</sup> Century Cup” National English Speaking Competition	Individual	1st Place: 1
	The Hong Kong Primary Mathematics Contest 2024	Group	Champion: 3
		Individual	Champion: 6 1st Place: 1 3rd Place: 2 1st Class Honour: 8 2nd Class Honour: 1
	The Tenth Annual Hong Kong Primary Mathematics Challenge 2023-2024	Group	Champion: 1 1st Runner-up: 1 2nd Runner-up: 1
		Individual	Gold Award: 9 Silver Award: 10 Bronze Award: 3
	Hong Kong Joint Primary School Mathematics Competition 2023-2024	Group	1st Runner-up: 1 2nd Runner-up: 3 3rd Runner-up: 1
		Individual	Gold Award: 2 1st Runner-up: 3

Category	Competition	Item	Award
Academic	2024 香港華羅庚金杯少年數學邀請賽「華數國際活動」決賽	Individual	Silver Medal: 2 Bronze Medal: 1 2nd Runner-up: 1
	The Eighteenth Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools (Heat)	Individual	Silver Award: 4
	Hong Kong & Macau Mathematical Olympiad Open 2024	Individual	Gold Honour: 2 Silver Honour: 1
	Hong Kong & Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial 2024	Group	Overall Champion: 1
		Individual	Gold Honour: 8 Silver Honour: 3
	Asia International Mathematical Olympiad Open Contest 2024 (Semi-Final)	Individual	Gold Honour: 9 Silver Honour: 2 Bronza Honour: 2 Champion: 1
	Asia International Mathematical Olympiad Open Contest 2024 (Final)	Individual	Gold Honour: 3
	「華夏盃」全國數學奧林匹克邀請賽 2024 (香港賽區初賽)	團體項目	全場總冠軍一名
		個人項目	一等獎十名 二等獎五名
	「華夏盃」全國數學奧林匹克邀請賽 2024 (華南賽區晉級)	個人項目	一等獎九名 二等獎四名 三等獎一名 特等獎兩名
	「華夏盃」全國數學奧林匹克邀請賽 2024 (全國總決賽)	個人項目	一等獎八名 二等獎四名 三等獎一名
	31st Hong Kong Primary School Mathematical Olympiad	Group	2nd Runner-up: 1
		Individual	Gold Award: 10 Silver Award: 5 Bronze Award: 1
	American Mathematics Competition 8	Individual	Top 5%: 1
Global Junior Math Aptitude Test	Individual	Gold Award: 2 Silver Award: 1	

Category	Competition	Item	Award
Academic	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2024 (Preliminary Round)	Individual	一等獎兩名 二等獎四名
	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2024 (Semi-Final)	Individual	1st Prize: 1 3rd Prize: 1
	Hong Kong International Mathematical Olympiad Heat Round 2024	Individual	Gold Award: 2
	Hong Kong-Macau-Taiwan Cross-Strait in Mathematical Olympiad – Preliminary Stage 2023-24 (FALL)	Individual	Gold Medal: 1
	Hong Kong Mathematics & Math Olympiad Challenge 2024	Individual	Gold Award: 2 Silver Award: 1 Bronze Award: 1
	Mathematics Without Borders (Autumn Round)	Individual	Third Place: 1
	Practifly AI GBA Joint School Mathematics Competition	Individual	First Prize & Master of Deductive Thinking Award: 1
	Philippine International Math & Science Olympics (Math Category)	Individual	Gold Award: 2
	Thailand International Mathematical Olympiad 2023-2024 (Heat Round)	Individual	Gold Award: 2 Bronze Award: 1
	Thailand International Mathematical Olympiad 2023-2024 (Semi-Final)	Individual	Silver Award: 1 Bronze Award: 1
	The 11th Hong Kong Mathematics Cup Challenge	Individual	2nd Runner-up: 1
	Twentieth IMC International Mathematics Contest (Singapore), 2024	Individual	Silver Prize: 1
	2024 Hong Kong Mathematics Kangaroo Contest	Individual	1st Prize: 2
	2024 WMI Preliminary Round by WMI Organizing Committee	Individual	Gold Award: 1 Silver Award: 1
	2024 World Mathematics Invitational (Final Round)	Individual	Diamond Medal: 1
	2023 全港奧數挑戰賽	Individual	Champion: 1
	2024 全港奧數挑戰賽	Individual	Champion: 1
	2023 港數杯大賽	Individual	Champion: 1
	2024 港數杯大賽	Individual	Champion: 1

Category	Competition	Item	Award
Others	第十三屆小棋聖盃全港學界棋藝大賽	團體項目	金獎兩名
		個人項目	冠軍三名 季軍兩名
	Hong Kong Inter-School Chess Championship 2024	Group	2nd Runner-up: 1
		Individual	1st Runner-up: 2
	第十九屆香港校際圍棋大賽	團體項目	季軍一名
	2023-24 年度全港小學生中國象棋個人賽	團體項目	冠軍一名
	第二十二屆香港業餘圍棋公開賽	團體項目	季軍一名
	2023-24 年度九龍區校際圍棋團體精英賽	團體項目	季軍一名
	Hong Kong Science Olympiad for Primary Schools 2023-2024	Individual	Gold Award: 8 Silver Award: 7 Bronze Award: 7
	香港童軍總會九龍城區區總監挑戰盃 2023~小草運動會	團體項目	3rd Runner-up: 1
	Distinguished Group Award 2023	Group	Cub Scout Pack Award: 1 Grasshopper Scout Ring Award: 1
	The Golden Bauhinia Award	Individual	The Golden Bauhinia Award: 17
	2024 年白沙灣划槳競速 (幼童軍甲組)	個人項目	亞軍一名
	15th All Hong Kong Inter-Primary Schools Squash Competition	Group	2nd Runner-up: 1
		Individual	1st Runner-up: 1
	HSBC 4V4 Primary School Indoor Touch Tournament	Group	2nd Runner-up: 1
	17th Korea Junior Open 2024	Individual	2nd Runner-up: 1
	2023 香港青少年壁球錦標賽	個人項目	季軍一名
	2023/24 春季小型棍網球比賽	個人項目	冠軍一名
	2023-2024 Hong Kong Future Cyclists Race	Individual	3rd Prize: 1
	2023-24 Advanced Junior League (Ice Hockey)	Individual	Advanced Champion: 1
	2023-24 Junior National Team Development League (Ice Hockey)	Individual	Champion: 1
	2024 Hong Kong Lacrosse Open Youth Tournament - U12	Individual	Champion: 1

Category	Competition	Item	Award
Others	2024 ISI Glacier Basic Challenge	Individual	1st Place: 1
	2024 Spring Mini-Lacrosse League (9-12)	Individual	1st Runner-up: 1
	35th Japan Junior Open 2024	Individual	1st Runner-up: 1
	2023-2024 Hong Kong Future Cyclists Race - Series 2 (Cross Country)	Individual	3rd Prize: 1
	Greater Bay Cup 2024	Individual	Champion: 1
	Greater Bay Lacrosse Cup 2024	Individual	Champion: 1
	HKFC Evisu International Junior Squash Open 2023	Individual	1st Runner-up: 1
	Hong Kong Junior Squash Challenge Competition 2023	Individual	2nd Runner-up: 1
	2023 夏季小型棍網球聯賽 (9-12 歲)	個人項目	亞軍兩名
	Hong Kong Junior Squash Championships 2023	Individual	2nd Runner-up: 1
	Hong Kong Junior Squash Ranking Tournament 2024	Individual	2nd Runner-up: 1
	Kowloon Region Age Group Squash Competition 2023	Individual	Champion: 1
	Macau Junior Squash Open	Individual	Champion: 1
	Inter-School Snooker Championship 2023	Individual	Champion: 2
	Inter-School Pool Championship 2024	Group	Champion: 1
		Individual	Champion: 1 2nd Runner-up: 1
	2023 夏季小型棍網球聯賽	個人項目	亞軍兩名
	小型棍網球聯賽(2024 春季)	個人項目	亞軍一名
	學校體育推廣計劃 - 2023-24 年度簡易運動大賽 - 定向比賽	個人項目	季軍一名
	香港正統跆拳道聯盟 ITF 邀請賽	個人項目	冠軍一名
	香港棍網球公開賽	個人項目	冠軍一名 亞軍一名
	全港兒童單車大賽 - 第一回合 - 越野賽	個人項目	冠軍一名
	2023 秋季跆拳道節 品勢分區邀請賽個人品勢	個人項目	冠軍一名
	The 9th Hong Kong Game - Men's Doubles	Individual	2nd Place: 1
	社區少年新星賽 U12 (賽站一)	個人項目	亞軍一名
Tennis Competition in Barcelona, Spain	Individual	Champion: 1	

<b>Category</b>	<b>Competition</b>	<b>Item</b>	<b>Award</b>
<b>Others</b>	Union Cup - Inter School Rope Skipping Championship	Group	Champion: 6 1st Runner-up: 5 2nd Runner-up: 2
	Union Cup - Inter School Rope Skipping Championship	Individual	Champion: 5 1st Runner-up: 4 2nd Runner-up: 7
	Hong Kong 9-Ball Pool Open Championship 2024	Individual	1st Runner-up: 1
	學界體育聯會九龍北區最佳運動員獎	個人項目	最佳運動員獎一名
	15th Asian Indoor Cycling Championships	Individual	1st Runner-up: 1
	Hong Kong Open 2024	Individual	2nd Runner-up: 1

## Financial Summary 2023-2024

La Salle Primary School  
Financial Report (1/9/2023 – 31/8/2024)

	Income \$	Expenditure \$
<b>Balance B/F (Adjusted per Auditor's Report)</b>	\$ 18,368,072.99	
<b>I. Government Fund</b>		
<b>1. Salary for Staff</b>	\$ 50,355,280.46	\$ 50,293,020.46
<b>2. Expanded Operating Expenses Block Grant</b>		
<b>(A) Baseline Reference</b>	\$ 1,485,665.69	\$ 1,556,104.65
<b>(B) School Specific</b>		
1) Revised Administration Grant	\$ 2,171,952.00	\$ 2,182,824.00
2) Air-conditioning Grant	\$ 617,512.00	\$ 617,512.00
3) Capacity Enhancement Grant	\$ 815,216.00	\$ 800,608.80
4) Composite IT Grant	\$ 613,586.00	\$ 476,014.00
5) Enhanced Speech Therapy Grant	\$ 8,415.00	\$ 5,435.00
6) School-based Management Top-up Grant	\$ 52,596.00	\$ 1,441.70
7) Top Up Student Guidance Service Grant	\$ 484,100.00	\$ 648,806.50
8) Base Sch Sch-based Speech Therapy Admin Recurrent Grant	\$ 8,415.00	\$ -
Sub-total:	\$ 6,257,457.69	\$ 6,288,746.65
<b>3. Other Grants Outside EOEBG</b>	\$ 6,589,493.55	\$ 5,309,410.52
<b>4. Will be subject to clawback by EDB</b>		\$ 120,458.61
<b>II. Capital Reserve Fund (General Fund)</b>		
Tong Fai (Note 1)	\$ 18,060.00	\$ 2,618,934.20
Donations & Other Income / Expenses	\$ 4,021,082.38	\$ 2,184,309.00
Approved Collection for Specific Purposes	\$ 3,592,815.00	\$ 4,058,770.74
<b>Balance C/F</b>	\$ 18,328,611.89	(Note 2)

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

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