



ST. LOUIS SCHOOL

SCHOOL REPORT

2018-2019



CONTENTS

(1) Our School

Our Founder	A. 5
Our Education System/Preventive System	A. 6
School Ethos, Vision and Mission	A.13
Aims of Education and Objectives	A.14
Our School (History)	
❏ Brief Introduction of the School	B.1
Our School (Particulars)	
❏ Particulars of the School	C1.1
❏ Subjects Offered	C1.12
❏ Number of Active School Days	C1.13
❏ Lesson Time for the 8 Key Learning Areas for S1-S3	C1.13
❏ School Management	C1.14
Our Students	
❏ Class Organization & Unfilled Places	C2.1
❏ Students' Attendance & Punctuality	C2.3
❏ Students' Promotion	C2.3
❏ Students' Early Exit	C2.4
Our Teachers	
❏ Teachers' Qualification & Experience	C2.5
❏ Teachers' Professional Development	C2.6



(2) Achievements and Reflection on Major Concerns 2018-19

Introduction

- Major Concern 1: To put in place a system and cultivate habits conducive to the advancement of academic performance **D.1**
- Major Concern2: To work on values education in student communities **D.27**
- Major Concern3: To make the 90th anniversary celebration a chance for reinforcing the Aloysian spirit **D.31**

(3A) Our Learning and Teaching (I)

- Don Bosco's method of Preventive Education **E1.1**
- Learning & Teaching in SLS **E1.1**
- Programmes to enhance students' language proficiency--"biliteracy and trilingualism" **E1.2**
- Programmes implemented to cope with diversified needs of students: (Remedial lessons and Intensive lessons/enhancement Programs) **E1.4**
- Assessment Planning and Implementation **E1.5**
- Programmes in response to the "four key tasks" **E1.5**
- ✚ Moral and Civic Education



- ✚ Reading to Learn
- ✚ Project Learning
- ✚ STEM/Information Technology for Interactive Learning

(3B) Our Learning and Teaching (II)

- 📖 Introduction E2.1
- 📖 Inter-class movie-dubbing/ mini video production E2.2
- 📖 The Interclass Choral Verse Speaking Competition E2.4
- 📖 Tuesday International News Reporting E2.5
- 📖 The English Corner St. Louis School – UT Health San Antonio Sung Laboratory INTERNSHIP PROGRAM E2.7

(4) Support for Student Development


- 📖 Introduction F.1
- 📖 Activities / Houses / Sports F.3
- 📖 Careers & Life-planning Team F.6
- 📖 Discipline & Guidance Team F.7
- 📖 Student Support Team & Pastoral Care Team F.9
- 📖 Health Education Team F.10
- 📖 Moral and Civic Team F.12
- 📖 Evangelisation & Spiritual Formation Team F.17
- 📖 Links with Parents and External Organizations F.19
- 📖 Aesthetic Development F.20



 Physical Development F.23


 Life-wide Learning Day F.24

(5) Student Performance

 HKAT (Pre-S1) (for IMC only) G.1

 HKDSE / Destination of exit students (for IMC only) G.2

 The achievements of the school year 2018-2019 G.3

 Student Participation in Inter-school Events and
Uniform Groups G.12

(6) Financial Summary H.1

(7) Feedback on Future Planning I.1



Our Founder



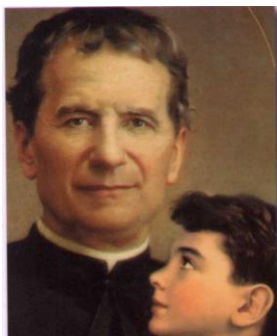
The Lord has given us Don Bosco as father and teacher.

We study and imitate him, admiring in him a splendid blending of nature and grace.

He was deeply human, rich in the qualities of his people open to the realities of this earth; and he was just as deeply the man of God, filled with the gifts of the Holy Spirit and living "as seeing him who is invisible".



These two aspects combined to create a closely-knit life project, the service of the young. He realized his aim with firmness constancy and the sensitivity of a generous heart, in the midst of difficulties and fatigue.



"He took no step, he said no word, he took up no task that was not directed to the saving of the young...Truly the only concern of his heart was for souls." (the words of Michael Rua, his first successor)



(Source: Const. Art. 21) www.sdb.org



Our Education System/Preventive System



St. John Bosco was an exceptional educator. His acute intelligence, common sense and profound spirituality led him to create a system of education that develops the whole person - body, heart, mind and spirit. It enhances growth and freedom while putting the child at the very centre of the whole educational enterprise.

To distinguish his method from the repressive system of education prevalent in 19th century Italy, he called his own method the 'preventive' system – because it seeks to prevent the need for punishment by placing the child in an environment in which he/she is encouraged to be the best one can be. It is a congenial, friendly and holistic approach to education.

It creates a climate that 'draws forth' (educere) the best in the child, that encourages the child's complete and fullest self-expression, that assists young people in acquiring habits that will lead them to opt in favour of what is good, healthy, joyful and life-enhancing.



Preventive System

"Don Bosco realized his personal holiness through an educative commitment (John Paul II, Letter Juvenum Patris, 5).

His pastoral praxis and pedagogical style spring from this experience. Spiritual life, apostolic commitment, educative method are three aspects of a single reality: the love and pastoral charity that unifies and drives all of existence: to be in the Church signs and bearers of God's love for the young



"This system is based entirely on reason, religion and above all on loving-kindness."

(Don Bosco)

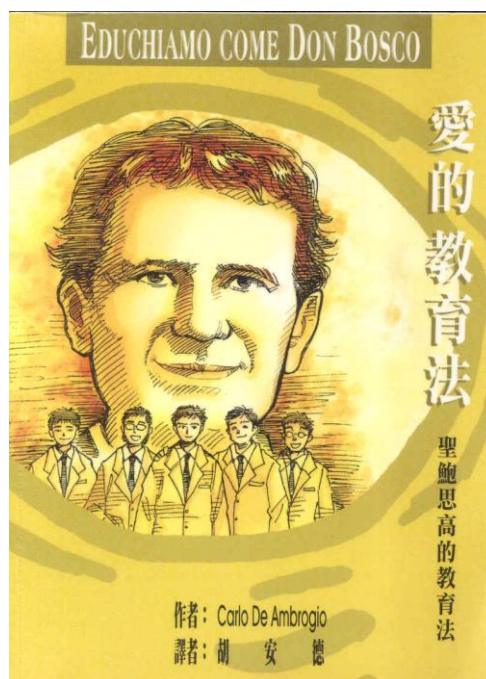
- A Pedagogical Method (Pedagogy)
- A Proposal for the Evangelization of the Young (Pastoral Ministry)
- A Spiritual Experience (Spirituality)



The Preventive System as Pedagogy

The Preventive System is also a pedagogical method characterized by:

- ◆ the wish to be amidst the young sharing their life, looking sympathetically at their world, attentive to their real experiences and values;
- ◆ the unconditional acceptance that becomes a tireless capacity for dialogue and power for their growth;
- ◆ the preventive criterion which believes in the strength of the good already present in every youngster, even the most needy, and which seeks to develop this through positive good experiences;
- ◆ the centrality of reason which becomes reasonableness of requests and rules, flexibility and persuasiveness in proposals; and of religion understood as developing the sense of God present in every person and the power of Christian evangelization; and of loving-kindness expressed as an educative love that enables growth and brings about a meeting of minds and hearts;
- ◆ a positive environment shot through with personal relationships, enlivened by the loving and reliable presence of educators and one which is also active, energizing and on behalf of the young;
- ◆ with a style of animation that believes in the positive resources of the young.





The Preventive System as Pastoral Ministry

This original proposal for evangelizing the young departs from the point of encounter with the young right where they are to be found, by valuing the natural and supernatural patrimony that each youngster has in his or her self, and in an educative environment which is rich in proposals; it is carried out via an educative approach that privileges the poorest and neediest; it promotes the development of the positive resources they have and proposes a particular form of Christian life and youthful holiness.

This original project of Christian life is organized around certain experiences of faith, certain choices of gospel values and attitudes that constitute Salesian Youth Spirituality (SYS).

The Preventive System as Spirituality

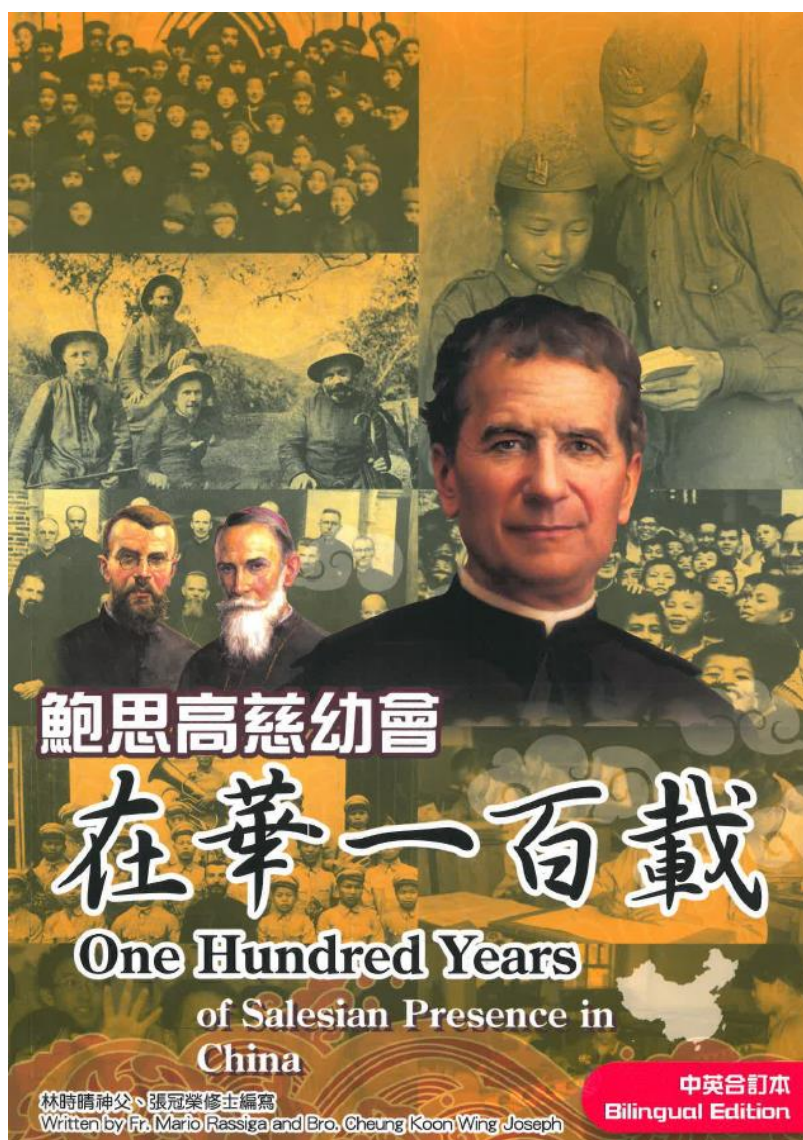
The Preventive System finds its source and centre in the experience of God's charity that through His Providence 'comes before' (the real meaning of 'preventive') each creature. This charity accompanies and saves (gives life to) the individual.

This experience predisposes the educator to welcome God in the young, convinced that in them God offers the grace of encounter with Him, and calls the educator to serve God in them, recognizing their dignity, renewing faith in their resources of goodness and educating them to fullness of life.





This pastoral charity creates an educative rapport fitted to the adolescent, indeed the poorest of them. It is a fruit of the conviction that each life, even the poorest, most complex, most precarious existence, carries within it the power of redemption and the seed of happiness – through the mysterious presence of the Holy Spirit.





DB200 Joint School Sports Games Day (29 Jan 2015)



The DB200 Joint School Games Day was held on 29 January 2015 from 1:00 p.m. to 4:00 p.m. at Siu Sai Wan Sports Ground, 8 Fu Hong Street, Siu Sai Wan, Hong Kong.



<http://www.sdb.org.hk/sbchinese/245/24507.htm>



St. Louis School

School Report 2018/2019



WELCOME TO
ST. LOUIS SCHOOL
90th ANNIVERSARY WEBSITE



Please visit

<http://www.stlouis.edu.hk/SL90/>



Salesians of Don Bosco, Chinese Province of Mary Help of Christians

School Ethos, Vision and Mission

School Ethos

Our School believes in Jesus Christ, His only son, our Lord.

His gospels cast light on our journey of life

And it is for this guidance can a holistic development be made real and eternal life granted

Our School believes that the Lord bestows St John Bosco upon youths as a father and a teacher whose Preventive System underpins our pastoral ministry

School Vision

Our vision is to model an educative rapport fitted to the adolescents on St John Bosco's, indeed the poorest, most precarious of them. This is to inculcate in our adolescents a quest for reason, a gift of piety and loving-kindness towards their friends, family, the society, the country and the world.

School Mission

Our School endeavours to be a loving and caring family where young souls thrive with reason, faith and love. We see our mission to cherish, love and assist them, the gifts from God, to pursue and live out God's grace and resurrection.



Aims of Education and Objectives

Aims of Education

Adhering closely to the Preventive System propagated by St John Bosco, the founder of the Salesian Congregation, St Louis School strives for the nurturing of an open, participative and religious school atmosphere in which joy, trust, a sense of unity and self-discipline prevail. This atmosphere, in St. Louis context, aims at instilling into our students:

- humility and a quest for knowledge and virtue (Scientia et Pietas).
- nobility of character.
- politeness, being respectful to religion and decency dedication to service

Objectives

- We, thinking that the school should be the second home to students, always keep the premises open so as to provide them with a joyful and comfortable learning environment.
- We do not impose undue regulations on students as we count on their self-discipline and initiative.
- We seek to foster a harmonious relationship between teachers and students. With love, our teachers inspire students; with gratitude, our students respond to teachers.
- We lay emphasis on freedom and autonomy under which students develop an interest to learn, preparing them for life-long education. This conducive environment unleashes the potentials of students, boosting their motivation to organize activities independently.
- We encompass religious activities in education to enrich students' spiritual temperament. We impress upon students the importance of cultivating a noble character through guidance and counselling. We promote various activities and competitions to help students nurture a strong physical make up, a passion for life, a sense of responsibility and a care for people and the world.



REASON



RELIGION



LOVING-KINDNESS

YOUTH SPIRITUALITY





Our School

Brief Introduction of the School



In 1864, the Fathers of the Catholic Mission took over a small building in West Point, which they turned into a school with twenty boys on the roll. St. Aloysius was chosen as the Patron of the school, which since then has been known as St. Louis. In 1927 the school was handed over to the Salesian Fathers, who are now in charge. Workshops were opened where the boys could learn a trade. In order to develop the work in a way suited to the circumstances and needs, St. Louis ceased to be a trade school. A new building was erected in 1936

making it possible to open the middle school. In 1949 the English Section of the school was established. After more than seventy years of development, St. Louis is now a subsidized secondary school which has a strong team of teachers, great facilities and renowned graduates.





Since its establishment in 1927, we have incessantly been improving the quality of the



1927

2012





school's manpower and material resources so that every student in this institution is ensured a quality education. Testifying to this mission are the various projects we have undertaken in the last three decades. In 1987, a grand stand which can accommodate all the students was opened. In 1989, air-conditioning was provided for all classrooms. In 1994, the school hall was given a complete facelift. In 1998, all the classrooms were installed with audio-visual equipment. In the same year, a multi-media language laboratory was set up and last but not least, 3 primary and 2 secondary schools were built under the Project-Hope scheme in Shaoguan, thus extending our educational commitment to our motherland.







Our School


Particulars of the School

Address	179, Third Street, Hong Kong
Telephone	2546 0117
Fax No.	2540 7341
Web Site	http://www.stlouis.edu.hk
E-mail	 mailbox@stlouis.edu.hk Facebook: https://www.facebook.com/sls179 
Facebook	
Sponsoring Body	Society of St. Francis de Sales
Year established	1927
School type	Aided
Supervisor	Fr. Chan Hung Kee
Principal	Mr. Yu Lap Fun Peter
Religion	Catholicism
Medium of Instruction	English
Student type	Boys



Area of Campus	~100,000 sq. ft
School Chapel	
Prayer Room	



Library	
Hall	
Laboratories	4



Multi-media Language
Laboratory



Multi-media Learning
Centre

1 With 50 computer stations connected to 2 servers





Computer-assisted
Learning (CAL)
Centre

1 With 50 computer stations



Special rooms

9 special rooms



(General Purpose Room)



Playgrounds

1 football pitch (with a grand-stand for about 1,300 students)



1 basketball court





Covered playground (Photo 1)



(Photo 2)





School Campus

Block A



School Campus


Block B





School Campus	Block C
---------------	---------




Student clubs	4 categories: namely academic, sports, arts and services
Student Organizations	<p>Prefects' Association</p>  <p>United Houses: (5 Houses: Shamrock, Rose, Tulip, Thistle and Lily)</p>



	  <p>(SAA)</p> <p>(SAA) Students' Activities Association</p>
<p>Other Organizations</p>	<p>St. Louis Old Boys' Association (established in 1961 by Reverend Father John Foster)</p>  <p>SLOBA St. Louis Old Boy's Association Limited</p>



	<p>St. Louis Parents-Teachers Association (founded in 1993)</p> 
Other Organizations	<p>聖類斯中學天主教家長會 Catholic Parents Association (CPA) Established in 1995</p>
	<p>香港聖類斯中學舊家長會 Old Parent Teacher Association (OPTA) Established on 6th December, 2013</p>



St. Louis School

School Report 2018/2019

Subjects Offered 2018-19

SUBJECTS OFFERED	S1	S2	S3	S4	S5	S6
Biology			☆	☆	☆	☆
English Language	☆	☆	☆	☆	☆	☆
Chemistry			☆	☆	☆	☆
Chinese Language	☆	☆	☆	☆	☆	☆
Mathematics	☆	☆	☆	☆	☆	☆
Extension part (Module 1 & 2)				☆	☆	☆
Liberal Studies				☆	☆	☆
Integrated Science	☆	☆				
Economics				☆	☆	☆
Business, Accounting, and Financial Studies				☆	☆	☆
Chinese History	☆	☆	☆	☆	☆	☆
History	☆	☆	☆			
Geography	☆	☆	☆			
Religious Studies / Ethics and Religious Studies	☆	☆	☆	☆	☆	☆
Computer Literacy / Information and Communication Technology	☆	☆	☆	☆	☆	☆
Physics			☆	☆	☆	☆
Putonghua	☆	☆	☆			
Music	☆	☆	☆	☆	☆	☆
Visual Arts	☆	☆	☆	☆	☆	☆
Physical Education	☆	☆	☆	☆	☆	☆
General Education	☆	☆	☆	☆	☆	☆



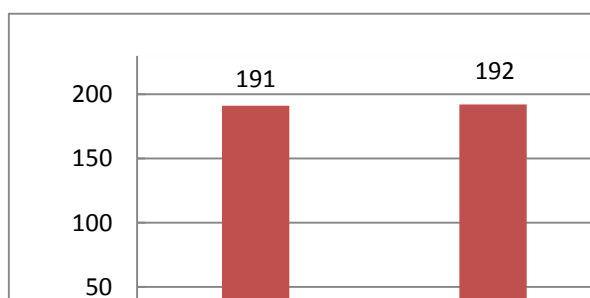
Number of Active School Days

The following bar charts indicate (i) the number of active school days in a school year with regular classes for S1-3, and (ii) lesson time of major KLAs in the past 3 years.

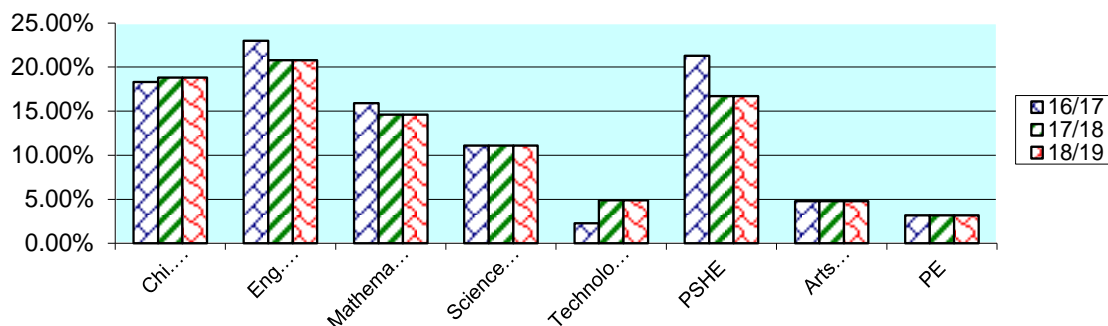
Principles apply for inclusion of learning activities:

- learning is available and appropriate to students' ability levels;
- the learning targets of KLA curriculum guides are used to design the activities;
- all students are involved and entitled to learning opportunities in one way or the other through participating in events, organizing, helping or supporting, and are not just spectators; and
- the activities are organized with educational purposes and on structured learning.

Number of Active School Days (KPM Data 05)



Lesson Time for the 8 Key Learning Areas for S1-S3 (%) (KPM Data 06)





St. Louis School

School Report 2018/2019

School Management

Most updated information of the IMC is available at



<http://applications.edb.gov.hk/imc/imcdetail.aspx?langno=1&schoolNo=514101&fintype=3&schvl=3>



St. Louis School

School Report 2018/2019

Our Students

Class Organization & Unfilled Places

Number of operating classes 2018-19

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24

Class Structure

Class				
S6	6A	6B	6C	6D
S5	5A	5B	5C	5D
S4	4A	4B	4C	4D
S3	3A	3B	3C	3D
S2	2A	2B	2C	2D
S1	1A	1B	1C	1D

Number of students (no of Students registered as at 16 September 2018)

Source: R-SCH007-E

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	132	122	128	114	119	124	739



St. Louis School

School Report 2018/2019

Our school operates 4 classes each at Secondary 1 to Secondary 6.

Our S.1 students are admitted through the Secondary School Placement Allocation System (SSPA). Starting from September 1, 2000, all S3 students are no longer required to participate in the JSEA. Instead, they will either be promoted to S4 or be required to repeat in S3 according to their academic results at the end of the school year. In sum, our Secondary 3 graduates have been securing all Secondary 4 places in our school.

In **2018-19**, **739** students were enrolled. The majority of our students are residents in the Central and Western Districts.

Distribution of students' districts (whole school)

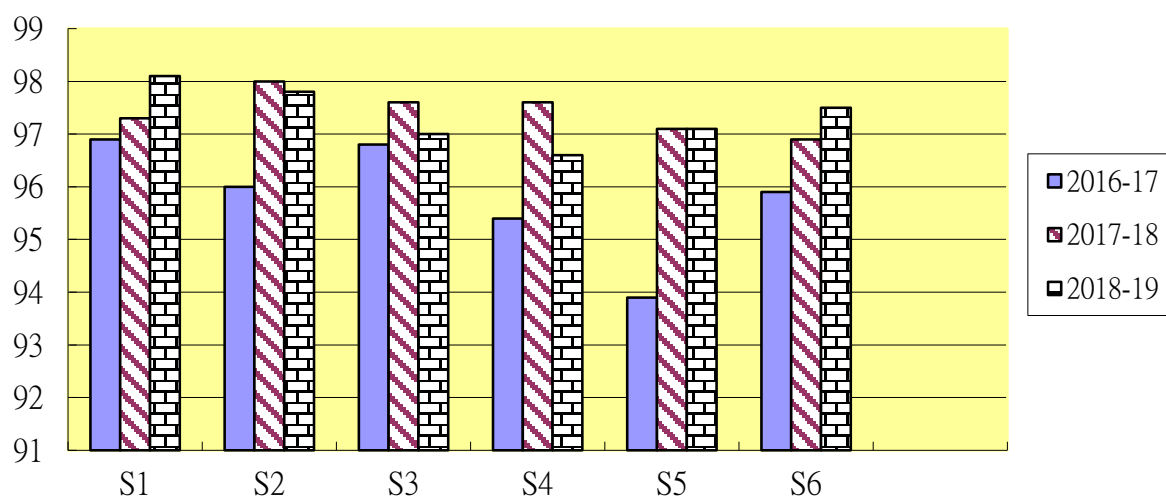
Districts	%
Central & Western	63.4 %
Southern	17.1 %
Eastern	5.7 %
Islands	4.6 %
Wan Chai	1.4 %
Others	7.8 %

(WebSAMS Report /Whole School/R-STU015-E-1)



Students' Attendance & Punctuality

Students' Attendance Rate*

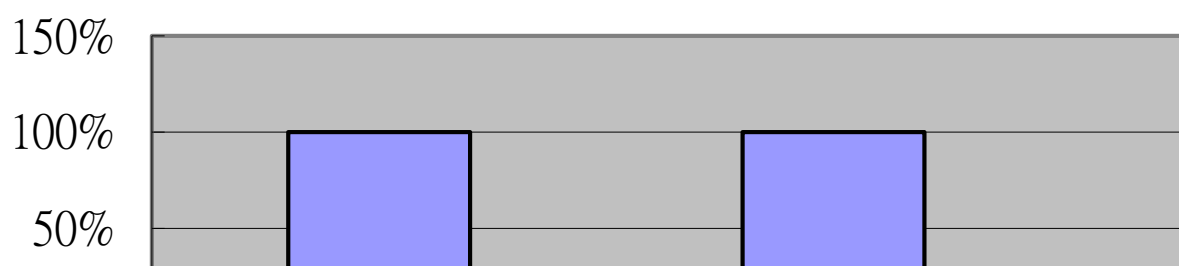


*Attendance rate= $\{1 - [(\text{Total no. of absence for year level}) / (\text{Total enrolment} \times \text{Total no. of roll calls in the school year})]\} \times 100\%$

Source: KPM / WebSAMS: R-ATT016-E

Students' Promotion

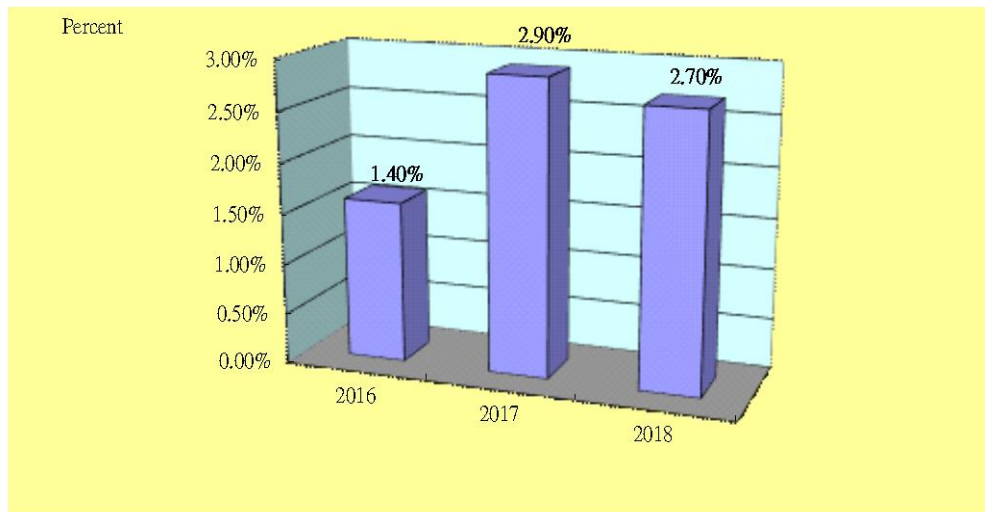
S3 to S4





Students' Early Exit

The percentage of student early exit in **2018-2019** is 2.7 % and the figures of the past three years are shown below: (Source: WebSAMS Report R-STU074-E)





Our Teachers

Teachers' Qualification & Working Experience

Teaching Staff Information (Including School Head)

School Year 2018-19

Number of teaching posts in the approved establishment:	51
Total number of teachers in the school:	52
Qualifications and Professional Training	Percentage of teaching staff (%)
Teacher Certificate / Diploma in Education :	94%
Bachelor Degree:	98%
Master / Doctorate Degree or above :	54%
Special Education Training :	19%
Working Experiences	Percentage of teaching staff (%)
0-4 years :	17%
5-9 years :	10%
10 years or above :	73%



St. Louis School

School Report 2018/2019

School Year 2019-20

核准編制教師職位數目 Number of teaching posts in the approved establishment		全校教師總人數 Total number of teachers in the school	
52		52	
學歷及專業培訓			
教育文憑 Teacher Certificate / Diploma in Education	96%	學士 Bachelor Degree	98%
碩士、博士或以上 Master/ Doctorate Degree or above	55%	特殊教育培訓 Special Education Training	16%
年資 Years of Experiences			
佔全校教師人數百分比 % of Teaching staff			
0 至 4 年 0 - 4 years	5 至 9 年 5 - 9 years	10 年或以上 10 years or above	
18%	18%	64%	

Teacher Development Days

Date	Event / Activity (Organizer)
6/12/2018	Staff Development Day 1: 教師與家長有效溝通及衝突處理工作坊 (KFY)
9/4/2019	Staff Development Day 2: 教育牧民方案教師發展日2019 (慈幼會)
16/5/2019	Staff Development Day 3: 天主教教師發展日2019 (天主教香港教區: 天主教教育事務處)



Evaluation Report: Achievements and Reflection on Major Concerns 2018-19

The following discussions, which are categorized according to the priority in the Annual School Plan 2018-19, link the findings of the end-of-year evaluation to reflections and suggestions for improvement for the next ASP.

Major Concern 1: To put in place a system and cultivate habits conducive to the advancement of academic performance

Teacher(s)-in-charge	(Refer to page no in the ASP 18-19) Targets	Success Criteria (as stipulated in ASP 18-19)	Evaluation
Mr. Chan SL	Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage	Each S1-S3 student should be provided with at least one General Education lesson on ways to carry out needs assessment# using tools such as questionnaires	Two GE lessons had been utilized for S1-3 students to complete the aptitude test (COA). Most students knew more about their own interest, strengths and weaknesses. They began to aware of the importance of life planning and show interests in CRE activities. The attendance



	by stage.	and career assessment instruments # Results from the Needs Assessment will assist each student to a. make a realistic self-assessment of his own achievements, qualities, aptitudes and abilities; b. to build self-confidence and positive self-image and c. set academic and career goals.	of CRE activities is 100%. Another eight GE lessons had been designed for S1-3 students to grasp the crucial skills and attitude in learning and working.
--	-----------	--	--



<p>Panel Heads of</p> <p>Subjects: English</p> <p>Language and</p> <p>Chinese Language</p>	<p>Students are</p> <p>equipped with</p> <p>related</p> <p>knowledge,</p> <p>suitable skills</p> <p>and appropriate</p> <p>attitude, which</p> <p>build them into</p> <p>self-directed</p> <p>learners stage</p> <p>by stage.</p>	<p>Programme Title:</p> <p>S.1-5</p> <p>Enhancement</p> <p>class through</p> <p>debating</p> <p>All participants in</p> <p>the debating</p> <p>teams take part in</p> <p>debating</p> <p>competitions at</p> <p>least twice this</p> <p>year.</p> <p>Programme Title:</p> <p>「善言巧論：全港</p> <p>學生口語溝通大</p> <p>賽」</p> <p>All participants in</p> <p>the debating</p> <p>teams take part in</p> <p>the captioned</p> <p>debating</p> <p>competition.</p>	<p>Originally, when St Louis</p> <p>first joined this debating</p> <p>competition in the year</p> <p>2015-16, one team was</p> <p>entered in Division 2. As of</p> <p>this academic year, all</p> <p>teams are in Division 1.</p> <p>With regards to the</p> <p>success of the team, refer</p> <p>to the attached document.</p> <p>To date, the Debate Team</p> <p>since its inception in the</p> <p>school has been quite</p> <p>successful.</p> <p>Regular meetings were</p> <p>held to prepare for each</p> <p>round of the competitions.</p> <p>Students find the demands</p> <p>of debating rigorous, and</p> <p>thus, a few students do</p> <p>drop out during the course</p> <p>of the year. However, the</p> <p>students who remain are</p> <p>committed with the only</p> <p>issue besides the time</p> <p>factor being that students</p> <p>are too reliant on the</p> <p>teacher advisors/coaches.</p>
--	---	--	---



			<p>「全港學生口語溝通大賽」 共19人次報名</p>
<p>Panel Heads of Subjects joining the program</p>	<p>Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage.</p>	<p>All subject panels incorporate mLearning and eLearning in their schemes of work.</p>	<p>IS</p> <p>We have incorporated mLearning and eLearning activities in our schemes of work. All activities have been carried out and the participation of students was satisfactory.</p> <p>Physics</p> <p>The panel has incorporated both mLearning (including two Apps whose applications contain a number of virtual</p>



			<p>laboratories designed to complement topics covered in, Optics, EM, Waves and Mechanics) and eLearning (mainly online practices via google forms in S3 and S5).</p> <p>VA</p> <p>Content of eLearning was included in “Relief: Sea Animals” of S1 scheme of work to allow students to learn in a more flexible and informal way at their own pace. Students used iPads to search for information and ideas before working in their sketch books. Students were not restricted to the visual</p>
--	--	--	---



			information prepared by the teacher and they found the lesson more interesting.
English: Mr. Cheung WW LAC: Mr. Ho WL	Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage.	All featured programs are implemented as scheduled. They are namely English Enrichment Program (S1), English recitation / drama / speech practices and Putonghua classes (in which professional	S.1 PET English Enrichment Program (S1) At the end of April, two teachers were called for an evaluation meeting to discuss the way of improvement of the PET. It was suggested that 1. The familiarization lessons can be shortened and introduced from Jan to Apr in the following year. 2. Students who won't take part in PET could be given some more interesting and activity-based lessons (e.g. phonics, drama) which support their English



		<p>tutors are hired to help students prepare for recognized examinations).</p> <p>The school continues to cooperate with the British Council in offering IELTS examinations (for S5-S6 students) and Cambridge English Test (Preliminary English Test – PET) for S1 students.</p> <p>The LAC Team submits its annual plan and evaluation report</p>	<p>Language learning by adapting to English Language environment in school.</p> <p>3. There is still a chance for some able students to take part in PET as a way to consolidate their English Learning by earning a recognised English proficiency qualification.</p>
--	--	---	--



		to the school at the beginning and the end of the school year respectively.	
Mr. So HY (Head of BLT)	Students are equipped with related knowledge, skills and attitude in engaging in SSDL	Each subject in subjects in Mathematics Education KLA, Technology Education KLA implements Reading for Learning in at least one class level so as to provide their students with an experience in Reading for Learning.	IAS (Implemented as Scheduled)



Ms. V Ng. (Head of GT)	The performance of both students with specific learning hurdles and special gifts are advanced significantly.	The School's GT (Guidance Team) embeds the objective "To help students overcome deficiencies and resistance in learning" in its annual plan.	<u>Students with specific learning hurdles:</u> <ul style="list-style-type: none">•With the help of the case referral system, teachers made referrals to the Guidance Team when they had concerns about their students' academic performances, behavioural or emotional needs. After completing assessments conducted by the educational psychologist or the clinical psychologist, students, their
---------------------------	---	--	--



			<p>parents and teachers received recommendations regarding their needs. This help students overcome their deficiencies and resistance to learning.</p> <ul style="list-style-type: none">•All S1 students were also given a study skills workshop on effective mnemonic skills and some of them further signed up to participate in subject-based study skills workshops conducted by various subject teachers. <p><u>Students with special</u></p>
--	--	--	--



			<p><u>gifts:</u></p> <p>Students with various gifts were invited to take part in various competitions.</p> <ul style="list-style-type: none">•An S2 student who is talented in drawing was invited to join a comic strip design competition titled ‘網「樂」達人漫畫創作比賽’, organised by HKFWS, HealthyNet, and HKEdCity.•Three S5 students were nominated to take part in the Harvard Book Prize Essay Writing Competition given their outstanding performance in English. <p>An S3 student joined a competition at the Hong Kong Academy for the</p>
--	--	--	---



			Gifted titled International Junior Science Olympiad 2019 - Hong Kong Screening and received first honour. He also completed The Student Training Course for 16th International Junior Science Olympiad (Phase I).
Panel Heads of Chinese, English & Math.	The performance of both students with specific learning hurdles and special gifts are advanced significantly.	Remedial programs and enhancement programs on Chinese, English and Mathematics are provided for students who have fallen behind and more able students	Remedial classes organized by old boys/former students as scheduled.



		<p>respectively.</p> <p>After the completion of the enhancement programs, 85% of students involved agree that the programs help them raise their learning effectiveness.</p> <p>After the completion of the remedial program, 85% of the students involved agree that the remedial programs help them catch up with their studies.</p>	
--	--	--	--



Ms. Lui WY (SESCO)& Ms. Ma PY (Head of NCS Group)	The performance of both students with specific learning hurdles and special gifts are advanced significantly.	The Special Duties Team (Student Support Team SST) and the Curriculum Supporting Division (Non-Chinese Speaking Students, NCS) submit their respective annual plans and reports to the school at the end of the school year.	IAS (Implemented as Scheduled). Please refer to the individual subject/team evaluation report for details.
Mr. Chong WK	Students are induced to embrace	The Students' Activities Association	The activity profile of each student was printed and scrutinized.



	responsibility for doing the work of learning and doing it well	scrutinizes the extra-curricular activities (ECA) profile of each student so as to ensure each student could strike a balance between academic pursuit and extra-curricular activities. Junior Training Program (JTP) and Leadership Training Program (LTC) are held as scheduled.	Junior Training Program for junior form students and Leadership Training Camp for senior form students were held in late July. Student participants and organizers learned a lot of leadership skills from the above programs.
Mr. So HY (Head of	Students are	Stage 3 of the	Each subject had made



BLT)	<p>induced to</p> <p>embrace</p> <p>responsibility</p> <p>for doing the</p> <p>work of learning</p> <p>and</p>	<p>ehomework</p> <p>system (To be</p> <p>implemented in</p> <p>2018-19: Each</p> <p>subject should</p> <p>make use of</p> <p>eHomework</p> <p>online system to</p> <p>post the</p> <p>homework in</p> <p>eClass so that</p> <p>both students and</p> <p>their parents can</p> <p>view the</p> <p>homework</p> <p>anywhere and</p> <p>anytime. Each</p> <p>subject should</p> <p>also make use of</p> <p>the ehomework</p> <p>system to record</p> <p>the homework</p>	<p>use of eHomework online</p> <p>system to post the</p> <p>homework in eClass so</p> <p>that both students and</p> <p>their parents could view</p> <p>the homework anywhere</p> <p>and anytime.</p>
------	--	---	--



		<p>submission statuses as well.)</p> <p>Remark: Stage 1 (as implemented in 2016-18: Each subject makes an active use of eHomework online system to post the homework in eClass so that both students and their parents can view the homework anywhere and anytime.</p>	
Study Tour (Outside HKSAR) Team	Students are nurtured as self-directed	At least two overseas study tours (one in an	<p>教育局「省外行」中學生內地交流計劃</p> <p>四川的歷史文化及生態探索之旅</p>



	learners by maximizing their learning opportunities	English-speaking city and the other in a Chinese-speaking city) are held.	<p>本校於 2019 年 5 月 11 日至 14 日舉行上述交流考察活動，行程如下：</p> <p>第一天：由香港乘飛機抵成都，參觀杜甫草堂博物館及觀賞川劇變臉表演</p> <p>第二天：參觀自貢市鹽業歷史博物館（鑽井技術發展）及自貢恐龍博物館（世界三大恐龍遺址博物館之一）</p> <p>第三天：參訪當地大學及成都大熊貓繁育研究基地</p> <p>第四天：參觀金沙遺址博物館（長江上游古文明）、由成都乘坐航機返港</p> <p>本校參與教育局舉辦之「省外行」中學生內地交流計劃（2018/19），旨在為學生提供不同的學習經歷，加深他們對內地的歷史、文化、科技及經濟發展等各方面的認識，並配合中學課程不同科目，如中國語文、通識教</p>
--	--	---	--



			<p>育、科學、視覺藝術等的學習需要。</p> <p>A New Zealand English Study Tour was organized from 18th July to 2nd August, 2019, Four other Catholic schools from the territory (Aberdeen Technical School, Hong Kong Tang King Po College, Salesian English School and St. Rose of Lima's College) was also taken part. The tour aims at exposing students to an authentic English environment, giving them a chance to learn more about different cultures (e.g. Maori Dance, language and traditional</p>
--	--	--	---



			snacks in New Zealand), providing them opportunities to learn overseas with other students in New Zealand, live with home-stay families and go sightseeing.
Mr. So TW and Panel Head of Religious Studies	Students are assisted to develop habits of self-reflection.	All junior students should write reflections after their GE lessons and RME lessons. All students should write their reflections after they have received their mid-year examination (or first term examination for	IAS (Implemented as Scheduled). Please refer to the individual team evaluation reports for details.



		<p>S6 students) report cards. In their self-reflection, they will be asked to identify both their strengths, weaknesses as well as what they could do to improve themselves on the remaining examination(s).</p>	
Academic Team	<p>Students are assisted to develop habits of self-reflection.</p>	<p>A modified scholastic report card (Mid-year Examination) and a progress report (to compare an individual's academic</p>	<p>A modified scholastic report card (Mid-year Examination) and a progress report (to compare an individual's academic performance in 2018-19 Term 1 with his annual performance in</p>



		<p>performance in 2018-19 Term 1 with his annual performance in 2017-18) will be issued so as to provide both teachers, parents and students with assessment data to improve teaching practice and learning outcomes.</p>	<p>2017-18) was issued for each student.</p>
Careers Team		<p>The Careers Team will provide all teachers and students with updated information on university</p>	<p>Two GE lesson had been utilized for S6 students for Jupas and EAPPs Application. The attendance of these lesson is 100%.</p>



		entrance requirements.	
BLT	Self-directed learning process as an internalized process related to willingness, self-identity and capacity to manage an individual's own learning	One subject in each KLA of Mathematics Ed., PSHE, Science Ed. and Technology Ed. devises at least one project-based learning (PBL) program for its S1-S5 students.	IAS (Implemented as Scheduled)
	Self-directed learning process as an internalized process related to	Each subject panel should set for their students with at least three diversified questions,	History (Junior) Most students who participated in the historical enquiry (jointly held by S3 History and Chinese History panel)



	<p>willingness, self-identity and capacity to manage an individual's own learning</p>	<p>learning tasks, assignments and assessments to help them develop higher-order thinking skills. These questions or tasks will be marked with an asterisk (*). In answering these parts, students are required to utilize their higher-order thinking skills.</p>	<p>demonstrated self-directed initiatives in the design, conduction and presentation of the "poster-design competition"</p> <p>Liberal Studies (S5)</p> <p>Most (over 90%) S5 students conducted the Independent Enquiry Study with obvious self-initiative as they actively set their own enquiry topic and decide the methodology. About 30% of S5 students actively look for teachers' comments and advices in order to better achieve the enquiry.</p>
Academic	Self-directed	Implement the	The Student Data Analysis



Team	<p>learning process as an internalized process related to willingness, self-identity and capacity to manage an individual's own learning</p>	<p>Student Data Analysis System 學生數據分析系統 (SDAS) by eClass so that teachers can monitor the academic progresses of their students throughout the whole academic year.</p>	<p>System 學生數據分析系統 (SDAS) by eClass is Implemented and loaded with data from 2012-13 school year to present.</p>
Panel Heads of subjects	<p>Self-directed learning process as an internalized process related to willingness, self-identity and capacity</p>	<p>Each subject panel will continue to update and enrich their resource bank# so as to help their teachers to incorporate Bloom's</p>	<p>Please refer to the individual subject evaluation reports for details.</p>



	to manage an individual's own learning	Taxonomy (Revised) in their teaching.	
BLT		<p>At least TWO sharing sessions are held in the monthly general staff meetings to promote good practices among teachers.</p> <p>75% of teachers agree that they could benefit from the sharing sessions held in the General Staff meetings.</p>	IAS (Implemented as Scheduled)



Mr. Ho WL	Cross-curricular collaborations among various subjects are enforced.	A provisional working schedule for promoting Language across the curriculum (LAC) and reading across the curriculum (RAC) is mapped out.	IAS (Implemented as Scheduled)
-----------	--	--	--------------------------------

Major Concern 2: To work on values education in student communities

Teacher(s)-in-charge	(Refer to page no in the ASP 18-19) Targets	Success Criteria (as stipulated in ASP 18-19)	Evaluation
BSSSE	Students have a tendency to	The identified values are included in	EIP (Evaluation In Progress)



	hold the specific values in everyday life.	subject annual plan and/or the teaching schedule of 4 subjects Teaching materials could be generated and shared.	
BSSSE	Students have a tendency to hold the specific values in everyday life.	The identified values (respect and self-discipline) are promoted in the activities and competitions conducted by EACH special team and school team	Debriefings were led by senior form students or teachers to stress the identified values after competitions or activities. Students consolidate the values through self-reflections. (Activities Team) The Classroom Cleanliness Competition was held fruitfully in terms of promoting students' self-discipline. (MCE)
BSSSE	Students	At least 2	Best conduct Award and the



	have a tendency to hold the specific values in everyday life.	specific awards or recognition or positive feedback on specific values are introduced	Slogan Design Competition were held to uphold the value of self-discipline and respect. The two competitions successful echo and strengthen the value education in the school
BSSSE	Establish good team spirit in a variety of student communities	About 6 sports and 3 non-sports inter-house competitions are held. Coaching team and cheering groups are formed in each house.	6 Sports and 4 Non-sports Inter House Competitions were held in this school year. Sports: Athletics, Badminton, Basketball, Football, Swimming, Table Tennis Non-sports: Chess, Fu Chi Shield, Mathematics, Rector Shield Some coaching sessions and cheering teams were formed in



			preparing Sports Days and Swimming Gala. (Activities Team)
	Establish good team spirit in a variety of student communities	At least 6 school and territory level competitions would be taken part	<p>The sports school teams take part in various sports competitions organised by HKSSF (e.g. Athletics, Basketball, Football, Swimming, Cross Country, Table-tennis, Badminton, Indoor Rowing, Tennis)</p> <p>Students also took part in some non-sports competitions: e.g. Hong Kong Secondary Schools Debating Competition Speak Out – Act Up English Improvised Drama Competition Bird Watching Competition Chinese Debating Competitions (Activities Team)</p>



Major Concern 3: To make the 90th anniversary celebration a chance for reinforcing the Aloysian spirit

Students acquire the Aloysian spirit (steadfast in the pursuit of truth and common good, having a thanksgiving and kind heart, showing reverence for God, etc.) and sense of belongings

Communication skills, management skills, creativity, self-confidence and sense of responsibility are developed in students who have assigned duties or participated in the celebration

Now that the 90th anniversary is over, it is suggested that those values like communication skills, management skills, should be retained as the target to achieve in the next school development plan under a new major concern.



Our Learning and Teaching (I)

Here is a brief account of the salient features of learning and teaching in our school (including curriculum development plan, improvement measures on students' learning, teaching and assessment, etc.).

Don Bosco's method of Preventive Education

Our Founder, St. John Bosco's method of Preventive Education is always in our hearts: rationality (teaching about reason), faith in the Lord (guide towards Religion) and love. A characteristic of the Preventive Education is that we teachers should keep company with our students, participate in their



28 Jun 2019 Feast of St Aloysius

lives, keep an eye on them and advise them-- "Assistenza" -- which means "to be together" with the students. Our teachers enjoy being together and interacting with their students during every lunch break, recess and after school, albeit their tight teaching schedules.

Learning & Teaching in SLS

Our school authority set up "The Board of Learning and Teaching (BLT)" to promote and oversee cross-subject collaboration. The BLT consists of all subject panels.



On the other hand, St Louis School is a traditional EMI Catholic boys' school run by Salesian Order. In response to the education reforms#, we have been able to tap additional resources so as to implement some additional programs that are in line with the educational reforms, including "coping with diversified needs of students", "biliteracy and trilingualism—enhancing students' language proficiency", "nine generic skills" and "four key tasks" (namely, Moral and Civic Education, Reading to Learn, Project Learning, and Information Technology for Interactive Learning).

Education Commission report (2000); Learning to Learn Report (CDC, 2001); Basic Education Curriculum Guide (CDC, 2002); 8 KLA & GS Curriculum Guides (CDC, 2002)

Programmes to enhance students' language proficiency--"biliteracy and trilingualism"

Featured Programme: S1 English Enhancement Programme (First Commenced in 2010-11)

St. Louis School is a traditional English-medium Catholic boys' school run by Society of St. Francis de Sales. To optimise our students' exposure to English Language, the school is committed to tapping additional resources so as to help students adapt to an all-round English Learning environment as a newcomer. To this end, we have been organising an after-school English Enhancement Programme for all S1 students.

This programme serves the purpose of helping our students fortify a solid foundation of English Language through offering practices to prepare them to sit for a recognised



English proficiency test called “Preliminary English Test (PET)” was held on **13th April, 2019 (Saturday)** at our school. It is a Cambridge English test designed for young English students who are striving to upgrade their English proficiency.

Study Tours (Outside HKSAR)

The New Zealand English Study Tour 2019

Our school, like previous years, has organized along with five other Catholic schools from the territory (Aberdeen Technical School, Hong Kong Tang King Po College, Immaculate Heart of Mary College, Salesian English School and St. Rose of Lima's College) a New Zealand English Study Tour this summer. The tour aims at exposing students to an authentic English environment, giving them the chance to learn more about different cultures (e.g. Maori Dance, language and traditional snacks in New Zealand), providing them opportunities to learn in schools with other students in New Zealand, home-stay with local families and sightseeing. This English Study Tour was scheduled from 18th July to 2nd August, 2019. A total of 20 students and 2 teachers from our school joined the tour.

Other study tours included:

教育局「省外行」中學生內地交流計劃：四川的歷史文化及生態探索之旅（2019年5月11日至14日）



Japan Environmental Science and Culture Study Tour (S3): Aim at providing students with opportunities to apply what they have learnt in lessons to real life situations and inspiring them to pursue further studies in relevant areas. (5th July to 10th July 2019 (6 days))

Programmes implemented to cope with diversified needs of students: (Remedial lessons and Intensive lessons/enhancement Programmes)

Academic achievement is always our primary concern. The following bridging programs, consolidation courses and remedial programs were launched in 2018-19 to boost our students' academic achievements or to provide students in needs with enrichments.

In order to help our new S1 entrants spend their summer vacation meaningfully and prepare well for the challenges ahead, the School will provide a five-day Summer English Bridging Programme for them. The details are as follows:

Date : 29th July to 2nd August, 2019 (Monday to Friday)

Time : 9:00 a.m. to 4:00 p.m. (Lunch: 12:00 – 12:55)

Course Fee : Free

Course Provider : Oxbridge Summer Camps (OSC)

Course Content : English lessons in the morning

Drama training and activities in the afternoon

Drama performance at the last day of camp



All camp teachers are either undergraduate or recent graduates of Oxford and Cambridge Universities in the UK with teaching experiences.

For S1 NCS, the bridging programs (in Chinese) will be held in September 2019, after the resumption of normal lessons.

Assessment Planning and Implementation

- The weighting of H.W./Test/Book report/Project for the whole year was increased to a level of 20% of the total score. This change gives a greater weighting to assessments such as projects and book reports.

Programmes in response to the “four key tasks”

The following sessions will detail our works done on each of the four key tasks (namely, “Moral and Civic Education”, “Reading to Learn”, “Project Learning” and “Information Technology for Interactive Learning”)

- **Moral and Civic Education** (Please refer to Section F: “Support for Student Development”)

- **Reading to Learn**

In 2001, the CDC released one of its policy documents on education reform "Learning to



Learn - The Way Forward in Curriculum Development" to promulgate the "Four Key Tasks" , namely Moral and Civic Education, Reading to Learn, Project Learning and Information Technology for Interactive Learning. These Four Key Tasks, as advocated by educators, could be used as separate learning and teaching strategies to achieve particular learning targets and objectives or to develop students' potentials in aspects which have not yet been covered in the formal curriculum. The following sections will elaborate the utmost efforts we have made to cultivate students' reading habits.

Reading brings new knowledge, stimulates thinking, nurtures one's quality, diversifies one's viewpoints and broadens one's horizon. In fact, well before the inventions of the telecommunications, audio-visual entertainments, and the Internet, reading was once many teenagers' pastime. Children and teenagers derived a lot of pleasure and enjoyment from novel reading. However, in our generation, many Hong Kong students start losing their passion as well as skills in reading. They seem to respond more to pictorial and animated stimuli and turn a blind eye to lines of written texts. To address the students' dwindling interests in reading, we teachers are well aware that our students should be spurred to reading and are competing with television and the Internet for their attention. This explains why our school has been mapping out plans and activities to spur students' interest in reading in response to the transition of Hong Kong into a knowledge-based society. We have to instill in them that learning is a life-long process, reading is a means to learn and more importantly, reading is fun.



In response to the above mentioned requirements of a successful implementation of reading, we have been adopting a whole-school approach to foster "Learning to Read, Reading to Learn" in the hope of gathering all efforts of the whole staff (the efforts of parents to be addressed in due course). The importance of cultivating a reading culture has been disseminated to all staff during various meetings of the school. We also reiterated it is the whole-school responsibility to cultivate a reading culture by incorporating "reading" as a key task of the school development programme. School's effort in the area of promoting a reading culture has been reflected in the launching of various reading schemes and programs. Our key actions include the implementation of "Reading lessons", "weekly recommendation of good books", "Reading Award Scheme", incorporating reading articles in school examination papers, the establishment of the ECA: Reading Club. The first foremost step is to lead our students to explore the realm of reading.

Featured Reading programs in 2018-19

At the school level

Reading period

To further spur our students to read extensively, the school has established a 55-minute "reading period" for each class. In the meantime, a set of guidelines (together with a newly compiled complementary reading list) for reading periods was also issued for each level. A student's record book, which detailed the objectives of the whole-school reading scheme and the reading award scheme, was distributed to each student.



St. Louis School

School Report 2018/2019

Students are divided into three groups with different tasks:

1. Reading books (with introduction of the books by teachers)
2. Watching Movie
3. Mobile Learning

Students are required to fill in the reports in different formats.

Implementing new format of reading book section in reading class: Students are requested to read books in different themes, including science, nutrition and sports, career, travelling, etc. After reading the books, students have to finish the reading logs in different formats.



Wednesday Book Recommendation

Teacher-student sharing sessions are also indispensable and they could demonstrate teachers' dual-role as role-models and reading partners to students. This school year also saw the fifth year of the "One-minute Good Books Recommendation" programme - the school has been implementing a 55-minute "reading period" for all classes, since 2007-08 school year.



What is “**Wednesday Book Recommendation**”?

In short, different teachers /reading ambassadors recommend different books at their interest/profession via Public Announcement System on Wednesdays. The recommended books will then be displayed for ten days. One to two questions will be provided for each book. Interested students can read the books and answer them for the prize.

The titles of items mentioned in the **Wednesday Book Recommendation** in 2018-19 are:

No.	Date	Teacher/Student	Title:
1	3/10	Cheng Wing Cheung	《明報教育特刊》
2	10/10	Yung Yat Pui Vincent	天主教社會訓導青年版
3	31/10	Ch9an Kit I	天長地久:給美君的信
4	7/11	Wong Man Chun	奇蹟男孩
5	21/11	Fong Chun Emma	What I Wish I knew When I Was 20
6	28/11	Reading Ambassador A	關於考試，這樣就對了
7	16/1	Wong Shing Kit	星雲組曲



8	20/2	Tsui Wan Yin	What I wish I knew when I was 20
9	13/3	So Tsz Wai (RS)	苦難的最後一頁
10	3/4	Cheung Chiu Kee Kelvin	拖延心理學
11	22/5	Reading Ambassador C	少年：悅讀書心
12	29/5	Chan Hiu Wan	論暴政：二十世紀的二十個教訓

Furthermore, our school librarian continues to strengthen and enforce the function of the library in the promotion of reading, establishing a record and award system for students in reading and help other teachers to incorporate reading as an essential element in group projects. Below is a summary of some major programs organized by the school library:

1. Theme Books Introduction

- Books in different themes are introduced and put to display for two cycles.
- Themes in 2018-19 include:

學年週次	展覽主題
5-6	個人形象系列



7-8	考試必勝
9-10	強身健體吃好一点
11-12	電影繪本
13-14	兩岸三地作家
14-15	認識自我系列

2. Book Exchange

Provide the students with a chance to exchange the books that they read before for some desired books donated by other students in school.

Each student donating books will be given on “exchange book card” to choose a book later.

3. New Librarian Training

We have recruited some new librarians this year. The committee members launched a couple of training programmes for them to familiarize with the jobs in library. This helped the students to perform the duties smoothly and develop sense of belonging in our school. Also, it strengthened the relationship between the senior and junior students.



4. 悅讀嘉年華 2019

Our school librarian led a team of S1 and S2 students to take part in 「悅讀嘉年華 2019」 (organized by Hong Kong Federation of Education Workers) on 2 April 2019.



School Reading Activities: A Summary

At the classroom/subject panel level

Catering students with diversified learning styles and abilities are so widely accepted a notion in these days that could be found in any school development plans. This year, our English (IRS—Intensive Reading Scheme) and Chinese Panels (廣泛閱讀計畫、深度閱讀課) derived and implemented various specially designed book report templates to allow students to “write” their book reports creatively. Here are some examples:

- Written retelling-Retell the story in their own words/Write about what they learned from the story.
- Various choices of books (establish links between reading and students’ daily life)



- Get students to read books that have been made into movies or were shown on TV.
- More interesting reading tasks—encourage students to retell or present the story using ways that appeal to interests of both the readers and the audience. These include: (1) Formal styles (writing a book review as it would be done for a newspaper, keeping a record of what they have read in the school year); (2) Creativity writing (writing a different ending for the story or a different beginning); (3) Retell the story in various ways (After reading a historical fiction, they can make an illustrated timeline/flow chart showing events of the story and draw a map showing the locations where the story took place); (4) Write and Draw (Make a graphic representation of an event or character in the story. They can draw a comic strip of their favourite scene (with short descriptions); they can design illustrations / a book jacket for the book (with written explanations related to the plots/characters of the book they have read); they can design bookmarks to publicize the books they have read; write a short description (including physical, emotional, relational) of each of their favorite characters in the book. They might draw a portrait to accompany each description.)

At the individual subject level (EMI subject)

Other subjects also implement mini-reading programs in their daily lessons. For instance, “Doing some reading in the “Science Corner”-a special corner with books and magazines in the Science Laboratory” is a program organized by the Science Panel for S1-S2 students.



At the ECA level

The “SLS Reading Club” was established by our school librarian in 2006 as a means to promote reading as a recreational, stimulating, and fun activity. There are quite a number of bookworms in SLS. The Reading Club therefore helps pool our student book lovers together after school every fortnight and students participate in the regular discussion of their favorite books. Through ten regular meetings, our avid readers surely find the Reading Club a cozy place in which they can share their favorite titles or talk about an issue or a theme with other schoolmates.

Incorporating reading as a vital element in group projects and integrating essay-typed/ comprehension questions to our examination papers.

In line with the current trend of curriculum and assessment reform, we have encouraged teachers to incorporate various reading resources as a vital database for group projects and integrate essay-typed/ comprehension questions to our examination papers.



Reflection

The year 2018-19 saw the seventh year operation of *The Cyber Corner* in the library. It continues to flourish, with new items of books and movie items being shelved every week.

The Cyber Corner offers a total of 16 seats / desks for student-users, with 4 Ubuntu Linux PCs, 2 iMacs and 2 MacBook Air's. For the remaining places, iPads or netbooks are used.



Reading + learning via watching movies and reading movie tie-in books

All of these are networked to a small media server and students can watch English movies that have only English subtitles hard-coded into them.

Through constant and frequent exposure to the sights and sounds of English, students will pick up English naturally. Movies have the advantage of bringing students to English countries and their culture without having to be physically there. Much research has been done to show this to be true. English movies are not the only service provided at the Cyber Corner.

Students can access the Internet for purposes of research, learning, study and work related to officially-recognized activities in the school. Connected to the network is also a multi-function copier, printer and scanner which has proved invaluable and popular with students. The copier has too often saved the skins of many a student who has lost his



notes, exercises or textbooks. For the future, more e-content and e-services of different varieties are in the pipeline to help enrich and broaden student learning while assisting their assignments and projects.



The Cyber Corner

A comprehensive book list (for S1-S6) has been updated which details various types of suggested readings for students of each level (as **Pick of the Week** and **New Additions** as shown below). Books included those recommended by 中學生好書龍虎榜, fictions, movies-tie-in (including historical fictions, mystery, science fictions, fantasy fictions, romance, horror etc.) and books from various classes under the classification system in library (General works, Computer science and Information, Philosophy and psychology, Religion, Social sciences, Language, Science, Technology, Arts & recreation, Literature, History & geography).

Project Learning

Project-based learning (PBL) is a well-established pedagogical approach in our school to provide our students with opportunities for active learning. We have observed that



students could experience peculiar learning processes such as teamwork, problem solving, information gathering, time management, information synthesizing, utilization of IT tools and presentation during their involvement in the PBL.

The following subjects (BAFS, Biology, Chemistry, Chinese Language, History and Science), like former years, continued to implement featured mini-projects for their students: (please refer to individual subject reports for details).

STEM/Information Technology for Interactive Learning

All lifelong learners need information literacy. By this we do not simply mean our students could acquire certain skills in using information technology effectively, but also a cluster of skills dealing with the effective use of information – from locating the information to its evaluation, management and use. To develop these skills, we stress the importance of IT in Education and Project-based learning. With the funds raised from the Walkathon 2002, each classroom was installed with a computer-projector system (with screen and access to the Internet). Now, both teachers and students can make presentations with more effective, attention-getting and gorgeous audio-visual effects. Computers (hardware/software) in the MMLL were also upgraded. Upgrading of the computers (hardware/software) in the MMLL increases the efficiency when students create multimedia presentations and manipulate graphics. Our new Computer-Assisted Learning (CAL) Centre was opened in September 2005, under the “School Improvement Program”.



In 2013-14, we set up a cyber-corner in the library and introduced to all S1 students the use of iPads in their Reading lessons.



In our SDP 2013-16, we had mapped out a three-year-three-stage plan for all our subject panels:

Stage 1 (websites as unidirectional knowledge providers)

1. Each Subject Panel compiles a list of educational websites for its students.
2. Each educational website is hyperlinked to an online educational resource bank (containing items such as online notes, simulations, videos etc.) and should be accompanied with a brief description prepared by the subject panel.

These lists of websites will be grouped by subject panel and be uploaded to the



school webpage (http://www.stlouis.edu.hk/academic/subject_panels.php) as well as to the eclass.

Stage 2

- Each panel, either using the eclass or the online assessment centres provided by the textbook publishers, sets up at least three online assessments for students to complete after school.
- These online assessments aim to provide students with
 1. diversified styles of learning and assessment;
 2. experiences of self-paced online assessment (featuring real time marking, suggestions on solutions, record of performance and state of submission of HW)

Stage 3: bidirectional teacher-student forum

At least 50 % of subject panels set up their individual online discussion forums (in either the eclass or other platforms) which allow students of the same class/other classes to chat on the subject matters with their classmates/fellow students and subject teachers.

The above target: to establish online learning platform and develop reading strategies to help individual students to learn according to their own abilities, a measure to enhance their learning effectiveness was achieved in the previous SDP 2013- 2016.



One of the key features in 2018-19 was the STEM project led by the IS panel. Below is a summary of both learning and teaching programs related to STEM:

Below is a summary of Seminar(s)/Convention(s)/Other activities our IT/STEM Team members attended in 2018-19:

Date (DD/MM/YY)	Name of Activities
20/10/2018	Free Resources for Computer (CL & ICT) and STEM Teaching
24/11/2019	AiTLE 15th Anniversary Conference & Luncheon
1/12/2019	Tello EDU 無人機 x 編程體驗發佈會
30/4/2019	Google AIY Workshop
1/5/2019	Inno-visit
7/5/2019	Una 網上 STEM 協作教學平台 TestBed Project
11/5/2019	Seminar on IT Innovation & STEAM on BYOD
25/5/2019	Google Summit
28/5/2019	Introduction to AI
30/5/2019	Microsoft AI Lab
1/6/2019	AioT for All
8/6/2019	BYOD, STEM & eLearning Solutions Show
11/6/2019	小 i 機械人考察
18/6/2019	Integration Cloud into your School Infrastructure and ICT



	Teaching
27/6/2019	Briefing cum Sharing Sessions of the IT Innovation Lab in Secondary Schools Initiative of the Office of the Government Chief Information Officer
8/7/2019	Using Drone to Teach Programming in Junior Secondary Computer Subject
10/7/2019	QTN on "Facilitating STEM Education in Primary/Secondary School using microcontroller"

Below is a summary of Inter-school Activities and/or Competitions we had taken part in 2018-19:

Date	Description	Result
16 Feb 2018 to 17 Feb 2018	2018/19 Hong Kong FLL Robotics Tournament Teams are required to design, build and program a robot on their own in order to complete the missions on the table-top playing field. Moreover, under the guidance of coaches, they have to conduct a research on a real-world problem, such as energy crisis, food safety, trash	優異獎



Date	Description	Result
	recycling, etc., and create a solution with the knowledge of sciences and technologies. Through FLL, students not only could learn various concepts of Science, Technology, Engineering and Mathematics (STEM), but also develop their creativity, teamwork and critical thinking, as well as cultivate their positive mind to face and solve different problems.	
16 Feb 2018	2019 Robofest 香港區選拔賽 VCC 視像機械人大賽 機械人可透過電腦視覺系統看見四周環境。主要向高中和大學生推廣使用電腦視覺系統的機械人。	二等獎
4 May 2019	Creative Coder Competition 以配合 STEM 教育發展，引起年青人對編程及作品設計的興趣，香港青年協會向全港中小學及青年人舉辦「創意編程設計大賽」，以編程激發無限創意。 大賽能增進參加者對編程的認識，讓他們更深入了	Nil



Date	Description	Result
	解各款部件背後的運作原理。隊伍亦能透過設計及組裝模型的過程中，提昇其創意思維及解難能力。	
13 July 2019	<p>Computer App Programming (CAP 2019) Competition</p> <p>「電腦應用程式編程比賽 2019」Computer App Programming (CAP) 2019 Competition</p> <p>由香港理工大學電子計算學系及香港電腦教育學會共同主辦，電機暨電子工程師學會（香港電腦分會）協辦。比賽以全香港中學生為對象，目的在於鼓勵學生學習編寫電腦程式，運用邏輯思考及電腦編程技術解決實際問題，改善生活，開拓知識，並培育創意及團隊合作精神。</p>	Nil

Building on Strengths

In our coming SDP 2019/20-2021/22, we will map out another three-year-three-stage plan which aims at enhancing mLearning (Mobile Learning) and eLearning (Electronic Learning) so as to allow students to learn in a more flexible and an informal way as well as in their own pace. Below are some highlights in our Major Concern 1:

- Setting up innovative learning centres



- Showcasing innovative technologies, designs and applications on a variety of platforms
- Extending knowledge acquisition beyond classroom teaching and textbooks through WebQuest, reading and study tours, etc.



Our Learning and Teaching (II)

An Introduction: The Interclass Choral Verse Speaking Competition & Inter-class movie-dubbing/ mini video production competition

Realizing that effective communication and self expression in English are utterly vital for our students in the course of their school education as well as their everyday life, we are striving to pool our resources in an effort to maximize the opportunities for our students to express themselves confidently in front of the others and to make their inner talents shine. Like former years, two major annual large-scale English competitions were held in November and May respectively. They are namely The Interclass Choral Verse Speaking Competition and Inter-class movie-dubbing/ mini video production competition. Since its first appearance in 2006-07 academic year, favorable feedback has been soliciting from our parents and alumni.

Inter-class movie-dubbing/ mini video production competition is one of our prominent events through which the confidence, creativity and potential in dramatizing of our students are radiated fully on stage. English choral verse speaking, however, set a platform for a class of students to perform a selected piece of poem and recite in unison in front of the audience.



Inter-class movie-dubbing/ mini video production competition 2018-2019

A mini-drama was performed by every teaching group/class from S.1-S.4. This year the S.1 dubbing competition was held in the IAC while S.2-S.4 drama competitions were held in the hall. Two adjudicators with drama expertise were employed for the two days of the competition.



The Competition itself is the fruit of the concerted efforts made by our English teachers and the school as we determine to boost our students' public speaking in English in an enlivening and stimulating way -- the incorporation of "Dramatic English" in S1-S3 English curriculum. The Competition was organized on four consecutive school days from late Apr to Mid May every school year. A mini-drama or improvised play has been performed by every teaching group/class from S1-S4 (remark: S1 students were only required to perform movie dubbing). Most of the teachers and students viewed positively with regard to their performance as a rare chance to build up the class as a team.

More importantly, participating students from each class not only rehearsed their



performance. Students from each participant class also wrote their own programme booklet which included a synopsis, casts and crews—some classes even wrote their own scripts--our students could apply what they had learnt in the English lessons!

These fruitful results would not have been possible without the tremendous efforts by our teachers.

Reflection

Integrating language arts (LA) activities into our English Language curriculum has been one of our key tasks in response to the current curriculum reform initiatives. For our junior students, the Dramatic English (DE) approach to learning English is not a novel idea—they have been experiencing theater productions since 2006. The valuable experiences we gained last year revealed to us that the DE can rewardingly boost our students' confidence in using English in everyday life. Nowadays in SLS, learning language outside the classrooms becomes possible when the native English drama teachers introduce to our students the rehearsal techniques, role-play and improvisation skills in our Student Activities Centre. The DE approach is thus proved to be fun and exciting- it provides our S1-S3 students with a golden opportunity to play with language without fear. When our boys ascend to the stage with powder and rough makeup, they can immerse themselves in an English-rich environment while engaging in drama performance with skills adapted from actors' training. Both teachers and students display much enthusiasm on these language arts (LA) activities.



As a traditional EMI school, St. Louis is committed to providing a quality English environment to enhance students' English proficiency. In every mid-May, there will be an Interclass Drama Competition, in which students from different classes/groups will show their performing talents by working together with their teachers and classmates to produce a 15-min drama. To this end, we have been offering many opportunities for students to perform drama in English.

The Interclass Choral Verse Speaking Competition 2018-2019

This activity offers great scope for our boys to learn, to perform together and to work as a united team. The contest was held in 4 separated morning sessions for the four individual levels. The program first commenced in 2006-07 and marked a new era in the chronicle of SLS' efforts to creating an ever richer English learning environment.

The adjudicator team consisted of our teacher, our NET as well as invited personnel. They not only treasured the efforts teachers of English Language injected in the training of these students, they were also so amazed that students could remember these long poems, deliver them with brilliant volume and provide great intonation and articulation on most words. All adjudicators agreed that each class worked hard as a team, yet gave individual characters an opportunity to shine also! Junior and senior students also excelled in various aspects--Junior boys appeared confident on stage and gave a strong vocal performance. Their performances were tintured with appropriate expressions, body movements and gestures. S3-S4 students, however, gave a visually pleasing and



technically excellent performance and demonstrated proficient intonation and change of pace with good volume and articulation. We all agree that our students are well acquainted themselves with the use of practical conversation and speaking skills through the training in choral verse speaking from their respective English Language teachers.

Reflection

The rationales behind implementing “**The Interclass Choral Verse Speaking Competition**” in the school are two-fold: First, students will have ample opportunities to enrich their English learning and practicing experience, especially speaking aloud in front of the public in English. Secondly, students could extend a range of language abilities through exploring poems and performing recitals (e.g., understanding and appreciating the themes, structures, features and language in poems; learning how to express the imaginative ideas, moods and feelings via poems and applying the knowledge and skills they have learned in their own creative performance of poems). Both teachers and students display much enthusiasm on preparing and conducting the competitions.

Tuesday International News Reporting

Aims: To cultivate the general interest of students in history and promote a school atmosphere through weekly broadcasting in class-teacher-period on Tuesdays so that students will be more able to relate the current news with historical knowledge and hence they will be better motivated in the learning of history. The script of each



broadcast was distributed to each student prior to the broadcasting.

Program	Achievement
Tuesday International News Reporting (On Tuesdays Whole year) (Our native English Teacher/History Panel)	Every Tuesday morning, the NET, in collaboration with the Liberal Studies Panel, broadcasts a piece of news or a hot topic in Hong Kong or from around the world to the whole school. The aim of the broadcast is to arouse students' interest in newspaper reading and develop critical thinking and reflection on events happening around them. Each broadcast, which is recorded and uploaded in the school website for download, takes place during the class teacher period every Tuesday morning and features senior LS students, who reflect upon the issues and voice their own opinions. A vocabulary exercise (with answers and sound file) for each article is also included to help build students' vocabulary bank.



St. Louis School

School Report 2018/2019

ST. LOUIS SCHOOL
聖路易中學
SOCIETY OF ST. FRANCIS DE SALES

Library | Calendar | Campus Life | Primary | eClass | WebSAMS | eServices | SLOBA | PTA | CPA

ABOUT US
NEWS & UPDATES
STUDENT
STAFF & ADMIN
ACADEMIC
ACHIEVEMENTS
PLANS & REPORTS
CO-CURRICULUM
CAREERS CORNER

Tuesday News Report

Home > Tuesday News Report

Tuesday News Report

Every Tuesday morning, the NET, in collaboration with the Liberal Studies Panel, broadcasts a piece of news or a hot topic in Hong Kong or from around the world to the whole school. The aim of the broadcast is to arouse students' interest in newspaper reading and develop critical thinking and reflection on events happening around them. The broadcast takes place during the class teacher period every Tuesday morning and features senior LS students, who reflect upon the issues and voice their own opinions. A vocabulary exercise is also included to help build students' vocabulary bank.

News Article	Sound File	Answers
2019-04-30	2019-04-30	2019-04-30
2019-03-26	2019-03-26	2019-03-26
2019-03-19	2019-03-19	2019-03-19
2019-03-05	2019-03-05	2019-03-05
2019-02-26	2019-02-26	2019-02-26
2019-02-19	2019-02-19	2019-02-19

http://www.stlouis.edu.hk/user_page/page.php?page_id=52

In addition to the Tuesday International News Reporting, our Native English Teacher (NET) also helps run The English Corner:

The English Corner is open for the majority of school lunchtimes. The activities run/organised in/for the English Corner were run in collaboration with a number of other programs/competitions or teams/groups or societies and included the following:

- English Society
- English Debate Team
- Battle of the Books
- Speak Out-Act Up Improvised Drama Competition
- Enhancement class through drama (English)



For details about the above featured programs, please refer to the detailed report prepared by our Native English Teacher).

The English Corner has a number of regular attendees. These students prefer to be left to eat their lunch, chat and play board or card games rather than be engaged in organised activities.

The Mid-Autumn Festival Opening Party serves as the opener of the English Corner for the year. The NET with the help of students organises a variety of activities to engage and involve the students. This year it was held on Mon, Sept 24th. The Mid-Autumn Festival Party was a success with about 25-30 students taking part.

Reflection

As a school concern to create a wider English Learning environment, the school authority has devised a number of strategies to create an all-round, enriching and motivating English Language Learning environment for our students. In addition to the PET (English Language) Program for junior forms students, we also, like previous years, organizes the “IELTS and School Support Measures” to introduce IELTS for S5 and S6 students in 2015-16.

International English Language Testing System, IELTS, has been accepted as a widely recognized English Language Test for students who require to use English Language for communication in their study at local or overseas university. S5 and S6 Students who once took the IELTS would have a chance to know their English proficiency level and plan their study towards the HKDSE.



Being informative to students, teachers, parents and school, IELTS test results would serve as a reliable means to assess our students' English proficiency. In view of its usefulness and practical needs, our school is going to introduce IELTS for S5 and S6 students this year. Students are joining the close session of IELTS on a voluntary basis.

To support our students to take this test confidently and help them familiarize with the exam format, some online resources or practice exercises have been bought in the library. Students may also download apps on their Android phones, work on online exercises at home (30 hours) or in the library (120 hours) prior to the exam date.

As a bid to encourage students to obtain a better result and relieve their finance burden, we will reimburse half/ full exam fee to students who will be able to obtain a band 6.5 or above. Half fee reimbursement: band 6.5 or 7.0 Full fee reimbursement: band 7.5 or above

St. Louis School – UT Health San Antonio Sung Laboratory

INTERNSHIP PROGRAM

St. Louis School and Sung Laboratory of UT Health San Antonio (chaired by our old boy, Professor Patrick Sung) have been offering an internship programme at UT Health San Antonio (formerly at Yale University) for years. This program is designed to provide our students with a training opportunity in microbiology and molecular biology methods and techniques, and to become familiar with chromosome biology. We hope this internship experience can raise students'



awareness on health-related issues and to help prepare them for higher education, especially in biomedical discipline or medicine. Interns are expected to work 20 to 40 hours a week during a three-week internship period at the Sung Laboratory,



St. Louis School

School Report 2018/2019

Support for Student Development

Introduction

Our school has been adopting a whole-school participation approach to provide support for our students' development. In implementing the approach, we set up "The Board of Student Support and School Ethos (BSSSE)" to promote and oversee cross-committee collaboration. The BSSSE consists of the following special duty terms under two special units, namely **Religious & Moral Education Unit** and **Special Duties Unit**.

Religious & Moral Education Unit

Evangelisation & Spiritual Formation Team

Moral and Civic Education Team

Pastoral Care Team

Special Duties Unit

Activities Team

Careers & Life-planning Team

Discipline Team

General Education Team

Guidance Team 8

Health Education Team

Student Support Team



Religious and Moral Development Project

With the aims to provide an education which embraces the joy of learning and emphasizes the spiritual, moral, intellectual, physical, communal and aesthetic development of students to prepare them for their life and future responsibilities, our school joined the Religious and Moral Development Project in 2018-19. The project was led by Prof. Magdalena Mo Ching Mok, Hon. Professor of Department of Psychology, and Dr. Stanley Sai Mun Ho, Scholar-Practitioner Fellow of APCLC, The Education University of Hong Kong.

Project Aims :

1. Provide schools with performance indicators and examples for the assessment of moral and spiritual development: Development of the “Moral and Spiritual Development” Measurement Scale;
2. Assist schools in collecting evidence and data on student’s moral and spiritual development: Analyze survey data and provide school-based research reports;
3. Enhance teachers’ awareness and understanding of moral education and spiritual development through teacher professional development.



In addition to the above featured program in 2018-19, some of our key programs conducted by various teams from the BSSSE are as shown below.

Here is a brief summary of the salient features of student support programs we have been implementing to nurture students' development.

Activities/SAA/Sports

- The Student Activity Association, abbreviated as SAA, is a student body responsible for extra-curricular activities. It provides support and guidance to different clubs in the school. In each academic year, SAA helps the school to organize large-scale functions such as the Joint Club Exhibition, Junior Training Programme, Student Activities Days and different Inter-House activities. SAA also organizes joint-school activities such as the Leadership Training Camp.

Houses

- To maintain the traditional 'Spirit of St. Louis'.
- To serve the fellow students by uniting students of different forms.
- To organize activities for students.

Remarks:

All students are grouped into 5 Houses, namely Lily(白社), Rose(紅社), Shamrock(綠社), Thistle(藍社) and Tulip(橙社).



St. Louis School

School Report 2018/2019

Fr. Deane Achievement Award

St. Louis School encourages students to commit themselves to various activities in different areas, such as

sports, cultural activities and educational events.

In the light of these concerns, we have

launched two

programmes namely Fr.

Deane Achievement

Award (FDAA) 田惠民神父成就獎 and The Outstanding ECA Awards Presentation.



Fr. Deane Achievement Award Hall of Fame

Trophy



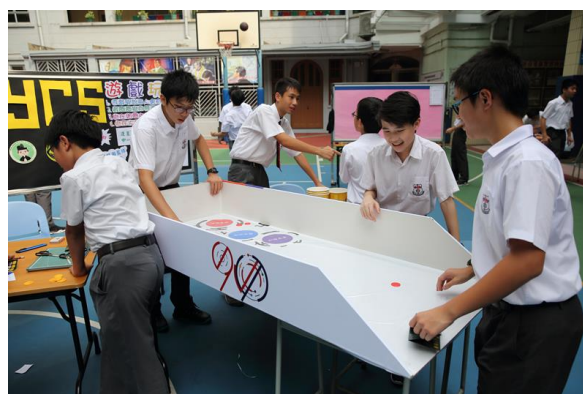


The FDAA will be granted to those SLS students who are all-rounders, not only academically but also in sports, social skills and willingness to help others. It is clear that the underlying philosophy of the FDAA and the Outstanding ECA Awards Presentation are in line with the philosophy of Other Learning Experiences (OLE).

Joint Club Exhibition (JCE) (28 September 2018)

"Allowing our students to get themselves involved in mapping out their own school activities" is one of our many ways through which we could cultivate in our students the essence of leadership. Like the previous years, our students shoulder the responsibilities in organizing the large-scaled exhibition on extra-curricular activities, starting from the preparatory work to the running of the exhibition. Getting involved in the school activities is proved to be a great way for students to develop their sense of belonging, making them feel more connected to their alma mater.





Other training camps/ training workshops include

- ✚ **Leadership Training Camp** (March 2019- July 2019)
- ✚ **Junior Training Program** (Jul 2019)
- ✚ **Joint Club Exhibition** (Sept 2019)

Careers & Life-planning Team

The Careers & Life-planning Team had held a series of activities/programmes such as careers talks and job shadowing to facilitate students' understanding of their abilities, interests as well as career aspirations throughout the whole school year. For details, please refer to the Annual Plan of Career and Life Planning Grant (CLP).



http://www.stlouis.edu.hk/user_page/page.php?page_id=59





ST. LOUIS SCHOOL
聖類斯中學
SOCIETY OF ST. FRANCIS DE SALES

 Library | Calendar | Campus Life | Primary | eClass | WebSAMS | eServices | SLOBA | PTA

ABOUT US
NEWS & UPDATES
STUDENT
STAFF & ADMIN
ACADEMIC
ACHIEVEMENTS
PLANS & REPORTS
CO-CURRICULUM
CAREERS CORNER



Careers Team

Home > Careers Corner > Careers Team

Careers Team

Discipline & Guidance Team

Some key programs by **Discipline Team**:

Program No.	Title
1	S2 leaders Training Scheme
2	Outstanding prefects awards
3	Prefects' Training for Tomorrow
4	Prefects' Training for Tomorrow
5	Announcement during Monday assembly
6	Uniform checking
7	Merits and Demerits System
8	Discipline Team Assisting System
9	Briefings for Junior monitors
10	Cross-departmental meetings
11	G.E Talks



Some key programs by **Guidance Team**:

Program No.	Title
1	Group guidance activity for S1 students – Subject-specific Study Skills Workshops
2	Individual counselling sessions – School-based Educational Psychology Service
3	Case referral system
4	G.E. lessons
5	Group guidance activity for S1 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power
6	Group guidance activity for S2 students – Visionary Leaders of Tomorrow Programme: Sharing, Mind, and Enjoyment
7	Group guidance activity for S3 students –Mindshift Educational Networking Programme (New program in 2019-20)
8	S2 Activity Day – “SHIELD” 無酒守護者實戰工作坊 (New program in 2019-20)
9	Training workshops for teachers
10	Seminars or training workshops for parents
11	Pilot Online Case Referral System
12	S1 Orientation Day
13	Arranging programmes for the gifted students



Student Support Team & Pastoral Care Team

The school is committed to building a culture of inclusiveness and supporting students with special educational needs via a "whole school" model. Through the use of the Learning Support Grant, an additional teaching assistant and sen support teacher are employed, and we work with different professional teams to provide a wide range of support services for students with special learning needs. The "Student Support Team" includes special education needs coordinator, Vice-Principal, sen support teacher, social workers, educational psychologist, class teachers and subject teachers. In addition to the homework and test adjustment arrangements, the school also flexibly uses the government subsidies to acquire professional services to help the students with special needs. For example, we invite clinical psychologists to provide psychotherapy services for students with emotional distress and behavioral problems; arrange "occupational therapy" services for individual student with impaired writing skills; provide "concentration" and "Executive Skills" training, which teach students self-management skills; organize "career planning" course for students to explore their career routes; hold parent talks and workshops to let parents know more about their children's unique growth needs; participate in the Jockey Club Autism Support Network to provide social group training for autistic students. There are also various development courses and activities, such as drama therapy training, animal therapy and latte art workshops. We also regularly review school-based measures to ensure our effectiveness.



Some key programs by **Pastoral Care Team in 2018-19:**

Program No.	Title (day)
1	Interclass competitions of football and basketball. (whole year)
2	Fun Day for Mentors and Mentees 11 / 9 / 2018
3	Training Camp 2&3 / 11 / 2018
4	Barbecue Activity 29 / 12 / 2018
5	Social Service 1 / 2 / 2019
6	Hiking 26 / 4 / 2019
7	SGT Closing gathering 29 / 6 / 2019
8	SGT Pre-camp Trainings 15-16 / 7 / 2019
9	SGT Mentors Training Camp 26/7/2019

Health Education

Our Health Education Department organized the following talks for S1-S5 students in 2018-19. Details are given below:

- i. Healthy Eating Habit 食得其法(S.3) + 1 follow-up lesson
- ii. Healthy Eating Habit 識飲識食新人類(S.1) + 1 follow-up lesson
- iii. Sex Education 同性三分親(S.1) + 1 follow-up lesson
- iv. Sex Education 色情文化的衝擊(S.2) + 1 follow-up lesson
- v. Sex Education 戀愛？亂愛？(S.3) + 1 follow-up lesson
- vi. Sex Education 真愛值得等 (S.4)
- vii. Sex Education 生命無價 (S.5)



viii. (Chastity Week)

ix. Anti-smoking 無煙新世代(S.3)

x. First-Aid 學生實用急救 (S.1) – replaced by a talk organized by Retina Hong Kong
(Topic: Eye protection & guide dog)

xi. Healthy Information for a Healthy Mind 齊享健康資訊健康短劇(S.2) – replaced by a
talk organized by Retina Hong Kong (Topic: Eye protection & guide dog)

xii. Joyful Fruit Day & Exhibition about healthy eating habit

The Student Health Service was introduced by the Department of Health in the school year 1995/1996. It aims to safeguard both the physical and psychological health of school children through health promotion and disease prevention services, enabling them to gain the maximum benefit from the education system and develop their full potential.

The participation rates of our school in 2018-19 are:

Level	Participation rates
S1	96.2 %
S2	92.7 %
S3	92.2 %
S4	85.3 %
S5	92.4 %
S6	77.8 %



Moral and Civic Education

MCE has been promoting through formal curriculum and diversified activities to cover various areas of value education. The team also made a good use of life events to encourage students to pay more attention to current social affairs.

Program No.	Title
1	Bulletin Board Design Competition
2	Slogan Design Competition
3	Classroom Cleanliness Competition
4	Best Conduct Award
5	Basic Law Quiz

Value Education Activities: At a Glance

Date	Programme / Achievement
11 October 2018 (Thursday)	<p>Dress Down Day:</p> <p>“Refuse no one the good on which he has a claim when it is in your power to do it for him. Say not to your neighbor, "Go, and come again, tomorrow I will give," when you can give at once.”</p> <p>(Proverbs 3:27-28)</p> <p>“Almsgiving” is one of many aspects and ways of expressing</p>



	<p>our concern and care for the poor and others in need of our help either for themselves or in support of charitable causes. Pope Francis reminds us that “we are called to love, to charity: this is our highest calling, our vocation for excellence.”</p> <p>The Salesian Youth Catholic Society will organise fund-raising event, which allows students go to school in casual wear so as to express their willingness to care for others in action. All donations raised will be passed on in full to benefit the Children and Youth Services supported by the Community Chest, without any deductions for expenses.</p>
October 2018	<p>65 Years of Togetherness, Sharing and Gratefulness</p> <p>Caritas Fund Raising Campaign 2018</p> <p>“Refuse no one the good on which he has a claim when it is in your power to do it for him. Say not to your neighbor, "Go, and come again, tomorrow I will give," when you can give at once.” (Proverbs 3: 27-28)</p> <p>Caritas-Hong Kong, as a social welfare agency of the Hong</p>



	<p>Kong Diocese, provides manifold services to our society. More importantly, it aims to help people to help themselves and live an enriched life with dignity. Caritas Fund Raising Campaign offers a wonderful opportunity to show the mercy of God through our action and to express our care for the vulnerable and the disadvantaged, the poor and the weak, as well as the least and the helpless.</p> <p>The charity raffle tickets help to raise fund for Caritas to support their services to the community including education, medical and social work services. Please act now and give generously. Treasure the joy of giving and bring hope, zeal and warmth to the world.</p> <p>Each charity raffle ticket is priced at \$20.</p>
2019 年 3 月 16 日	「家福會全港賣旗日 2019」
18th May 2019 (Saturday)	Flag Sales of The Methodist Church, Hong Kong Methodist Epworth Village Community Centre, Social Welfare
Annual Blood Donation (Red Cross)	A total of 35 students and teachers joined the annual blood donation held on 7 Jan 2018\9.



Daily Morning Prayer
(Sound Files in WMA
are available for
download at the
school website)

Weekly Monday
Motto

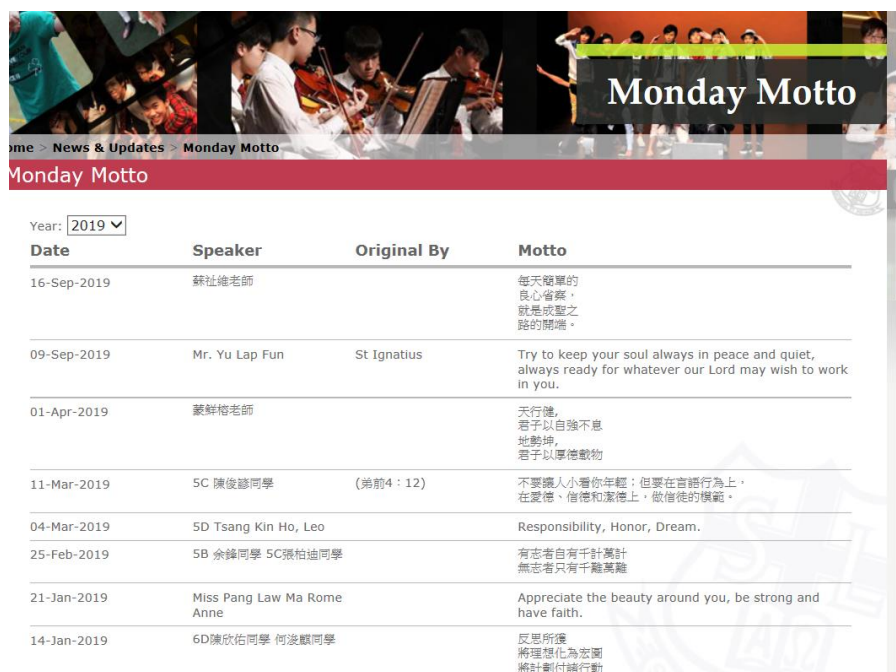
(Whole year)

Mottoes which served to enshrine a set of moral values were introduced and elaborated by our teachers during Monday morning assemblies. All have been pooled in our school website for students' reference.

Mottoes which served to enshrine a set of moral values were introduced and elaborated by our teachers during Monday morning assemblies. All have been pooled in our school website for students' reference. The following table chronicles the mottoes our teachers/students presented in **2018-19**.

Details are as follows:

http://www.stlouis.edu.hk/news/monday_motto_listing.php




Date	Speaker	Original By	Motto
16-Sep-2019	蘇社維老師		每天簡單的良心省察，就是成聖之路的開端。
09-Sep-2019	Mr. Yu Lap Fun	St Ignatius	Try to keep your soul always in peace and quiet, always ready for whatever our Lord may wish to work in you.
01-Apr-2019	葉祥榕老師		天行健，君子以自強不息地勤坤，君子以厚德載物
11-Mar-2019	5C 陳俊謙同學	(弟前4:12)	不要讓人小看你的年輕；但要在言語行為上，在家庭、信德和謙德上，做信徒的模範。
04-Mar-2019	5D Tsang Kin Ho, Leo		Responsibility, Honor, Dream.
25-Feb-2019	5B 余錦同學 5C張柏迪同學		有志者自有千計萬計 無志者只有千難萬難
21-Jan-2019	Miss Pang Law Ma Rome Anne		Appreciate the beauty around you, be strong and have faith.
14-Jan-2019	6D陳欣佑同學 何浚麟同學		反思所得 將理想化為宏圖 將計劃付諸行動

Some mottoes have been framed and displayed in the walls of



		<p>the school campus.</p> <div style="display: flex; justify-content: space-around;">   </div>
Interclass Bulletin Board Design Competition (Oct - Nov 2018) & Classroom Cleanliness and Tidiness Competition (May to June 2019).		<p>Helping students develop a stronger sense of belonging to the school by asking them to keep their classrooms clean and tidy.</p> <p>Students' sense of belonging to the school / healthy attitude towards life has been strengthened.</p> <p>The themes of Interclass Bulletin Board Design Competition included "friendship", "diligence", "punctuality", "gratitude", "respect of life", "unity", etc.</p>
Environmental Protection		Recycle bins on campus



	
<p>Slogan Design Competition</p> <p>(co-organized with Chinese and English Panels)</p> <p>Oct - Nov 2018</p>	<p>The theme of the competition was “Perseverance”.</p>

Evangelisation & Spiritual Formation Team

Sketches of some feature events:

- Participating in liturgical rites
- Through involving in emceeing and bible reading, the teacher members assist the proceeding of feast day mass services and liturgies.
- Morning prayers

Before daily lessons commence, the principal or assigned teachers would lead the prayer, instilling students a touch of spiritual life and prayer custom in Catholic religion.



- Delivery of religious talks

Teacher members would be held responsible to conduct religious talks in Secondary One and Secondary Two General Education Lessons, providing them a sip of our religion outside formal Religious Knowledge lessons.

- Catholic Lenten Campaign

In echo with the various Lenten fund-raising activities by the Diocesan in March and April, the team would organize a range of fund-raising activities such as circulation of Lenten donation box. The proceeds obtained would go to Catholic Diocesan Lenten Fund-raising Committee.

- Sales of Caritas Tickets

These activities enable our students to stay strong in times of adversity so that they will never give up. Some featured programs include Mass on feast days (Feast of St John Bosco, Feast of Mary Help of Christians) and weekly Monday Mottoes.



28 Jun 2019 - 1819 Feast of St Aloysius Gonzaga



St. Louis School

School Report 2018/2019

Links with Parents and External Organizations

Parents-Teachers Association (PTA)

PTA provides the school with channels to maintain contact with parents. PTA also organized various forms of activities and parent education, and through these the parents were informed of the school development and student learning.

Events organized by school related to parents included "Information Days" for all parents of Secondary One to Secondary Six, talks, seminars, various gatherings and parent helpers etc. Details are available at:



Hong Kong St. Louis School Parents-Teachers Association

香港聖類斯中學家長教師會

[Home](#) [About Us](#) [Circular](#) [Events Calendar](#) [Photo Gallery](#) [Reports & Minutes](#) [Student Activity Sponsorship](#) [Contact Us](#)
首頁 關於我們 通告 全年活動 活動剪影 報告及紀錄 學生活動資助 聯絡我們

News Update :

- 學生活動資助申請

2018/2019年度學生活動資助撥款已開始接受申請，本年度申請表格可在本會網頁下載，敬請各老師將申請表遞交本會老師執委 ~ 蘇浩賢老師，以便本會安排審批事宜。

上學期截止日期：2018年11月23日

下學期截止日期：2019年2月18日

- [SLSPTA MISSION](#) 家教會今年目標

Upcoming Events :

- 28 Sep 2019 中四、中五、中六分級家長資訊日
- 5 Oct 2019 中三分級家長資訊日

Photo update

最新照片



<http://home.stlouis.edu.hk/~pta/index.html>



Links with Parents and External Organizations

Hong Kong Family Welfare society (香港家庭福利會)

The Hong Kong Family Welfare Society (HKFWC) has been offering its school social work services to us for years. Regular stationing days are: Mondays, Wednesdays, Thursdays and Fridays. Two school social workers, in addition to providing guidance services to our parents and students, they also devise preventive and developmental programs for our parents and students, which include a series of talks for parental education and several workshops to help our students communicate effectively.

Aesthetic Development

At SLS, it becomes our tradition to have our student organizations launching several large-scale annual variety shows. They are (i) "Thanksgiving Nite" which includes singing, dramas, dancing, and sometimes verse recitals etc. and (ii) "Talent Time" which is a singing competition open to all students and (iii) Performance of Chinese Music Orchestra. Shows are normally held in Sheung Wan Civic Centre and they provide our students with opportunities to demonstrate their talents in various cultural aspects.



School Chinese Orchestra



School's Chinese Orchestra performed their high-spirited blend of virtuosity in several school functions including the Secondary One Orientation Day, The Annual Speech Day and Thanksgiving Nite. The audience was enchanted by their performances.





St. Louis School Chamber Orchestra (SLSCO) (Founded 2011)

St. Louis School Chamber Orchestra (SLSCO) is a musical ensemble which provides a channel for students who are interested in classical music ("Music Salon") to perform in front of audience, while building up their confidence as well. Our members are given the opportunities to perform in many school functions such as the Annual Speech Day and the Thanksgiving Night. Regular practices are held after school on the school campus every Friday.



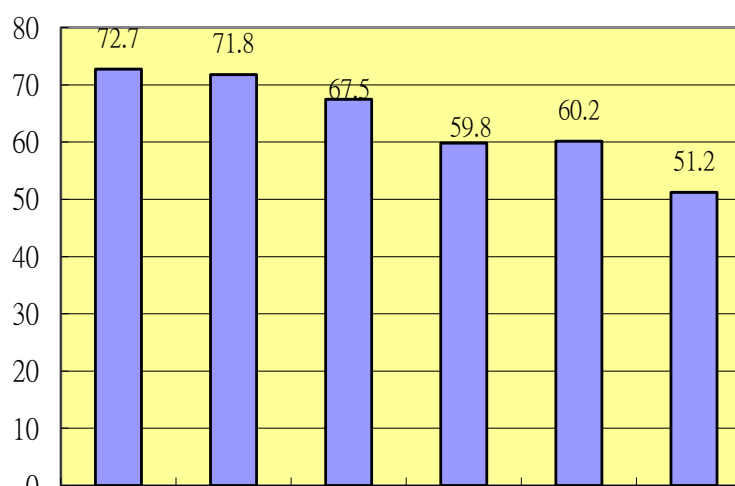


Physical Development

In addition to our regular programs such as PE lessons, Sports Days and Swimming Gala, our school also attributes the success of physical development of our students to the regular training of five of our ECA sports clubs, (namely Badminton club, Football club, Basketball Club, Table Tennis Club and Tennis Club).

Students' Physical Development

Percentage of Students within Acceptable Weight Range (2018-19)*



*The acceptable weight range is from 80% to 120% of the median Weight-For-Height based on figures of a territory-wide survey conducted by the Department of Pediatrics, the Chinese University of Hong Kong or Body Mass Index (BMI) within 18-23 kgm⁻².



Life-wide Learning

Our school is committed to move student learning beyond the classroom into other learning contexts---the provision of life-wide learning activities which could provide students with experiential learning or learning experience that are more difficult to attain through classroom learning alone. Our teachers also constantly make good use of community resources and settings to create suitable learning contexts for educational purposes. Visits, camping, concerts or venture programs etc. have become core parts of our informal curriculum. Details of the Life-wide Learning (LWL) are as follows.

Life-wide Learning (LWL) Day is a strategy that aims to move student learning beyond the classroom into real contexts and authentic settings. It requires teachers making good use of resources and settings available at their schools and in the communities, in order to create suitable learning contexts for particular educational purposes. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone.

In 2018-19, the LWL 2018, which included a series of life-wide learning activities to achieve the aims of whole-person development and to enable them to develop the life-long learning capabilities that are needed in our ever-changing society, was held on 2 November 2018. Details of activities for each level are described below:



Life-wide Learning Day 2018 (S1)

Activity name	Church visit
Venues	<ol style="list-style-type: none">1. St. Thomas Church 5, Tsing Luk Street, Tsing Yi, N.T.2. Church of the Annunciation 11, On Yin Street, Tsuen Wan, N.T.





St. Louis School

School Report 2018/2019

Life-wide Learning Day 2018 (S2)

Activity name	Visit to the Jockey Club Lei Yue Mun Plus 45 Lei Yue Mun Hoi Pong Rd Central
---------------	---





Life-wide Learning Day 2018 (S3)

<i>Activity name</i>	Visit to Caritas Chan Chun Ha Field Studies Centre 39 Chi Ma Hang Road, Cheung Chau
----------------------	--





St. Louis School

School Report 2018/2019

Life-wide Learning Day 2018 (S4)

<i>Activity name</i>	Ice Skating Hockey Rugby Beach Volleyball Boxing
----------------------	--





St. Louis School

School Report 2018/2019

Life-wide Learning Day 2018 (S5)

Activity name	Hiking
Route	Tung Chung to Tai O



- We issued an ECA annual profile to each student together with his academic report card at the end of the school year. This is a simple but vital way to accredit students' participation in activities.

In addition to LWL day, our panels/teams also organized a number of field for our students. Please refer to the individual reports for details.



Reflection

Life-wide Learning (LWL) is a strategy promulgated by the EDB that aims to move student learning beyond the classroom into other learning contexts. Such experiences can extend and deepen student learning in terms of knowledge, skills and values, which are difficult to attain through classroom learning alone. For learning to be 'life-wide', there needs to be a life beyond the classroom. Various activities have been organized to align with the pedagogy of LWL as well as our school tradition that our senior students take an active part and shoulder leading roles in the organization and running of large events.

**List of Achievements in the School Year 2018-2019**

Athletics Team

HKSSF Inter-school Athletics Competition Boys Overall Champion, C Grade Overall Champion, A Grade

Overall 2nd Place

1A	7	GUAN CHENXIANG	關陳翔	
1B	4	CHENG KING CHI	鄭經智	C Grade 4x100m Relay 3rd runner-up
1B	14	LAM HIM	林謙	C Grade 4x400m Relay Champion
1B	17	LAU LEUNG KEI	劉良基	C Grade 4x100m Relay 3rd runner-up
2A	6	CHEUNG WAI KIT	張偉傑	B Grade 1500m 3rd runner-up
2A	17	LAW SAI YEUNG	羅世揚	
2B	20	NG ALVIN	吳卓謙	C Grade 100m Hurdles Champion, C Grade 400m Champion, C Grade 4x400m Relay Champion
2C	30	YIP CHING HONG	葉正匡	
2D	1	CHAN CHAK FUNG	陳澤鋒	C Grade 200m 1st runner-up, C Grade 400m 1st runner-up, C Grade 4x100m Relay 3rd runner-up
2D	2	CHAN CHAK SUM	陳澤琛	C Grade 100m 1st runner-up, C Grade 4x400m Relay Champion
2D	4	CHAN SUNNY	陳陽	C Grade 4x100m Relay 3rd runner-up
2D	17	LAU KWAN NOK KEA	劉君諾	
2D	19	LEE SHAN YUAN RONALD	李善元	C Grade 100m Hurdles 1st runner-up, C Grade 800m 1st runner-up, C Grade 4x400m Relay Champion
3A	22	LO TSZ YUE	盧子裕	
3C	2	CHAN TSZ HIN	陳子謙	



3C	6	FUNG SZE YUEN	馮思遠	B Grade 100m Hurdles Champion
3C	14	LO KIN CHEUNG	盧建璋	
3C	15	LU YUEN HO	盧元浩	
3C	21	SZE WANG SING	施宏星	
3C	22	TAM KAI KONG	譚啟剛	
3D	4	CHENG HO CHUNG	鄭皓聰	
4A	10	LEUNG CASPAR GABRIEL	梁斯節	A Grade 5000m 2nd runner-up, A Grade 4x400m Relay 2nd runner-up
5A	10	KONG DOUGLAS	江愷懷	
5A	13	LAM PO KIN BOB	林寶堅	
5A	14	LEE WAI TIN	李維天	
5B	22	YEUNG MING TAK	楊銘德	A Grade 110m Hurdles 2nd runner-up
5C	19	LEUNG LIK SANG	梁力生	
5C	21	LI HUNG PANG	李鴻鵬	
5C	27	MAK CHUN KIT	麥俊傑	A Grade 400m Champion, A Grade 800m 2nd runner-up, A Grade 4x400m Relay 2nd runner-up
5C	33	WU LOK TIN	鄔樂天	
6B	22	TANG SEK TIM	鄧錫添	
6C	10	CURATA CHRISTIAN JAY ASILO		A Grade 400m 1st runner-up, A Grade 200m 3rd runner-up, A Grade 4x400m Relay 2nd runner-up
6C	34	YU CHUN MING	余振銘	A Grade 4x400m Relay 2nd runner-up



Badminton Team

HKSSF Inter-school Badminton Competition A Grade Overall 4th Place

3A	31	YEUNG LOK YIN	楊樂然
3C	7	HO SHEUNG LAM	何尚霖
3C	24	TIUNG YI CHENG	張益誠
4A	5	HUI POK HIN	許博軒
4B	18	NG LONG KIU	吳朗翹
4C	19	LAM PUI HEI	林沛禧
5A	1	CHAN CHEUK YIN	陳卓賢
5B	7	CHUI HO FUNG RAVI	徐浩峰
6B	21	SHING HO LONG	盛皓朗

English Debating Team

Hong Kong Secondary Schools Debating Competition (English): HKI & KLN Division 1: Middle: Term 1 (Final A) Term 1 Runner-up, (Final b) Term 1 Champion

3A	27	SO CHUN HEI DOMINIC	蘇晉熙
3C	16	LUCERO RUSSELL JACOB CERVALES	
3D	23	NG WING HO	吳泳豪
3D	25	TAM OSCAR YAT SING	譚逸聲
4B	2	CHAN HO CHING	陳昊正



Hong Kong Secondary Schools Debating Competition (English): HKI Division 1: Senior: Term 1 Champion

5B	1	CHAN CHUN YAN	陳俊昕
5B	6	CHU KIN CHEUNG	朱建璋
5D	14	LEE CHEUK KIT	李卓杰

Football Team

HKSSF Inter School Football Competition B Grade Overall 4th place

2C	29	YEUNG KWAN HO	楊君皓
3A	7	CHIU CHUN HIM	趙駿謙
3B	11	KWOK WANG CHING	郭弘正
3B	13	LAM KA FAI	林嘉輝
3B	16	LAM TIN LONG SEAN	林天朗
3B	29	WONG HIU FUNG	黃曉峰
3C	4	CHENG SZE NUNG	鄭司農
3C	19	SHRESTHA JOVIAN	
3C	21	SZE WANG SING	施宏星
3D	24	SIU KAI DIC KENNETH	蕭啟迪
4A	11	LI MAN HO	李文豪
4A	22	WONG PAK YIU	黃柏堯
4B	1	CHAN CHEUK WAH	陳卓樺
4B	10	KWOK YUK LAAM JETHRO	郭旭嵐



4B	21	WU CHUN WAI REMUS	胡駿為
4B	22	WU CHUN WANG HUBERT	胡駿宏
4C	14	KO KA HO	高家豪
4C	24	LI HIN CHUNG	李衍聰
4C	30	POON CHI SHUN JASON	潘智舜
4D	17	LEUNG KEI WAI	梁紀威

Hong Kong Schools Music Festival

1A	32	YIP HO LAM	葉皓霖	Certificate of Merit in Harmonica Solo - Intermediate
1B	31	YU WAN TAT	余昀達	Certificate of Merit in Piano Solo - Grade 7
1C	5	CHEUNG YU CURTIS	張羽	Certificate of Merit in Piano Solo - Grade 4
1C	16	LAU CHI SAU	劉至修	Certificate of Merit in Piano Solo - Grade 6
1D	17	LEUNG CHIT YUI TREVOR	梁哲睿	Certificate of Merit in Viola Solo - Junior
2B	4	CHAU IAN HIN TING	周軒霆	Certificate of Merit in Clarinet Solo - Junior, Certificate of Merit in Descant Recorder Solo - Age 14 or under
2C	1	CHAN TSZ WUN IAN	陳子桓	Certificate of Proficiency in Piano Solo - Grade 4
2D	6	CHANG TIAN YANG	鄭天陽	Certificate of Merit in Trombone Solo - Senior
2D	11	HO KA LAI	何珈澧	Certificate of Proficiency in Piano Solo - Grade 4
2D	12	HO NOK YIN	何諾言	Certificate of Proficiency in Erhu Solo - Intermediate, Certificate of Proficiency in Piano Solo - Grade 3



3B	15	LAM NGO TIN GIDEON	林傲天	Certificate of Merit in Violin Solo - Grade 5
3D	4	CHENG HO CHUNG	鄭皓聰	Certificate of Merit in Harmonica Concert Work, Certificate of Honours in Harmonica Duet
3D	26	TONG WAI SHUN	唐煒惇	Certificate of Merit in Harmonica Concert Work, Certificate of Honours in Harmonica Duet, Second Place in Harmonica Solo - Senior
4C	7	CHAN KING SUM	陳景森	Third Place in Harmonica Solo - Intermediate
4D	7	CHOW MATTHEW	周敬智	Certificate of Proficiency in Piano Solo - Grade 7

Hong Kong Schools Speech Festival

1C	8	CHU PAK YIN	朱柏賢	Second Place in S1 Solo Verse Speaking
1C	23	RAY CHOUDHURY ANAGHA		First Place in S1 Solo Verse Speaking
2C	19	RAJPUT JAGJIT SINGH	韋星杰	Third Place in S2 Solo Verse Speaking
2D	17	LAU KWAN NOK KEA	劉君諾	Third Place in S2 Solo Verse Speaking
3A	30	WONG HONG YUNG OWEN	黃匡鏞	Second Place in S3 Solo Verse Speaking
3D	18	LAU WAN FEI	劉雲飛	Third Place in S3-4 Public Speaking Solo
4A	25	YU HO CHUN	余浩俊	Second Place in S3-4 Public Speaking Solo
4B	2	CHAN HO CHING	陳昊正	Third Place in S3-4 Public Speaking Solo
4C	9	CHEN CHUN HEI	陳俊熹	Third Place in S4 Solo Verse Speaking



5C	22	LI KAM CHING	李錦程	Second Place in S5 Public Speaking Solo
5D	23	RAMOS MIGUEL RAFAEL TEJAM	溫明暉	Third Place in Prose Speaking Open Aged 16 or Above
5D	28	TSANG KIN HO	曾鍵灝	Third Place in S5 Public Speaking Solo

Swimming Team B Grade

HKSSF Inter-school Swimming Competition B Grade 4x50m Medley Relay 2nd runner-up

2C	9	LAI KA HEI	黎家羲
3D	4	CHENG HO CHUNG	鄭皓聰
4A	6	HUI YAU SHING	許祐誠
4A	18	NG CHUN KIT	吳俊傑

Table Tennis Team

HKSSF Inter School Table Tennis Competition Overall Second Runner-up, C Grade First Runner-up, B

Grade First Runner-up

1A	10	LEE JAI ON	李濟安	
1B	16	LAU HIU LONG	劉曉朗	
1B	23	MING CHUNG HEI	明頌熹	
1B	27	TSOI DIJON JACK	蔡楠	
2C	8	HO MING YAN IAN	何洺銜	
2C	25	TUNG YIN PO	董賢堡	
3A	13	IP JOSHUA CHUNAM	葉重男	



3B	30	WONG SHEK YU ISAAC	黃碩豫	
4C	12	HAN SHING TAT ADAM	韓承達	
4C	35	YUE CHUN HEI	茹俊熙	
4C	36	YUNG SIU SAN	翁小申	
4D	1	CHAN HIU FUNG	陳曉鋒	
5C	26	MAK CHUN HO	麥鎮豪	
5C	29	SHUM MAN LOK	沈文諾	HKSSF Inter School Table Tennis Competition Overall Second Runner-up, Jing Ying Table Tennis Tournament -5th-8th Place
6B	5	CHAN TSZ YAT	陳子逸	
6B	16	LI CHUN	李雋	HKSSF Inter School Table Tennis Competition Overall Second Runner-up, Jing Ying Table Tennis Tournament 5th-8th Place

校際朗誦節(普通話)

1A	7	GUAN CHENXIANG	關陳翔	散文獨誦 季軍
----	---	----------------	-----	---------

The Hong Kong Specimen Drawing Competition 2018

4D	32	Zhang Li	張璫	Outstanding Award
----	----	----------	----	-------------------



第五屆紫荊杯兩岸暨港澳青少年書畫大賽 中學西畫組 優秀獎

3C	5	Chu Kin Wing	朱建穎	
----	---	--------------	-----	--

「職安 Power 全起動 18/19 - 職安健運動毛巾設計比賽」 中學組 優異獎

2B	24	Tam Chun Yu Edgar	譚雋予	
----	----	----------------------	-----	--

2nd Prize in Speak Out – Act Up English Improvised Drama Competition

1C	31	Wong Chin Long Brogan	王展朗	
3A	14	Kong Chun Kit	江俊杰	
3B	7	Chu Wing Hoi	朱穎鎧	
3B	27	Tsun Chun Fu	曾雋夫	
3C	11	Lee Chun Hong Kyle	李晉匡	
3C	16	Lucero Russell Jacob Cervales		
3D	25	Tam Oscar Yat-Sing	譚逸聲	
4A	25	Yu Ho Chun	余浩俊	
4B	2	Chan Ho Ching Ernie	陳昊正	
5B	1	Chan Chun Yan	陳俊昕	



St. Louis School

School Report 2018/2019

International Junior Science Olympiad 2019 (Hong Kong Screening)

2D	10	Ho Chi Kin	何智堅	Third Honour
3B	15	Lam Ngo Tin Gideon	林傲天	First Honour

Hong Kong Physics Olympiad 2019

4D	31	Yeung Yat Ho	楊逸豪	Third Honour
4D	2	Chan Jia Hui Tommy	陳嘉暉	Honourable Mention
4D	22	Ng Ho Pang	伍皓鵬	Honourable Mention

Student Participation in Inter-school Events and Uniform Groups

The percentage of students in each of the Key Stages participating as contestants on behalf of their school in territory-wide inter-school competitions within a school year (KPM Data 19)

Note:

- (i) Territory-wide inter-school competitions should target on all schools in Hong Kong including online competitions and inter-school sports events organized by the Hong Kong Schools Sports Federation.
- (ii) Students will only be counted once even if they have participated in more than one of these events.

	Year	Percent
Junior Secondary	2018-2019	64.9%
	2017-2018	77.5%
	2016-2017	66.9%
Senior Secondary	2018-2019	42.6%
	2017-2018	45.3%
	2016-2017	52.7%



The percentage of junior secondary students participating in uniform groups/external community services within a school year (KPM Data 20)

Note: Students will only be counted once even if they have participated in more than one of these events.

	Year	Percent
Junior Secondary	2018-2019	17.6%
	2017-2018	17.4%
	2016-2017	26.4%



St. Louis School

School Report 2018/2019

Financial Summary

Financial Plan & Report

Summary of Proposed Plan on Use of Capacity Enhancement Grant (CEG) and CEG Report are available at

http://www.stlouis.edu.hk/user_page/page.php?page_id=14



Report on the Use of the Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

The objective of “Exposure to reading resources on different disciplines” is just partly achieved and more types of resources are to be acquired, especially electronic ones.

2. Evaluation of strategies:

More materials in different disciplines have been purchased but more strategies on the use of them are to be developed.

More collaboration between the subject panels and library are to be made.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	16,480.90
	✓ Printed books	
	e-Books	
2.	Web-based Reading Schemes	
	e-Read Scheme	
	Other scheme : _____	
3.	Reading Activities	
	Hiring writers, professional storytellers, etc. to conduct talks	



	Hire of service from external service providers to organise student activities related to the promotion of reading	
	Paying the application fees for activities and competitions related to the promotion of reading	
	Subsidising students for their participation in and application for reading related activities or courses	
4.	Other : _____	
	Total:	16,480.90
	Unspent Balance:	

* Please tick the appropriate boxes or provide details.



St. Louis School

School Report 2018/2019

School Financial Report 2018-2019

Financial Report 2018-2019

EOEBG (2018-2019)

<u>Item</u>	<u>Approved budget</u>	<u>Expenditure</u>	<u>Percentage</u>	<u>Balance</u>
EOEBG Account				
(1) Administration Grant - Ordinary	3,392,263.00	3,545,395.82	104.51%	(153,132.82) ⁽¹⁾
(2) Capacity Enhancement Grant (CEG)	761,743.00	446,943.35	58.67%	314,799.65 ⁽²⁾
(3) Composite IT Grant	198,636.50	198,466.00	99.91%	170.50 ⁽³⁾
(4) Air conditioning Grant	400,000.00	262,862.97	65.72%	137,137.03 ⁽⁴⁾
(5) Basic Baseline	2,590,690.00	2,033,472.91	78.49%	557,217.09 ⁽⁵⁾
Amount	7,343,332.50	6,487,141.05	88.34%	856,191.45

(1) Administration Grant - Ordinary

Salary	3,274,113.00	3,321,735.82	101.45%	(47,622.82)
Long Service Payment	-	109,080.00	-	
Cleaning contract	118,150.00	114,580.00	96.98%	3,570.00
	3,392,263.00	3,545,395.82	104.51%	(153,132.82)

(2) Capacity Enhancement Grant (CEG)

Learning Experience	10,000.00	10,000.00	100.00%	0.00
Academic Courses	50,250.00	32,098.80	63.88%	18,151.20
Leadership Training	39,600.00	30,000.00	75.76%	9,600.00
Life Wide Learning Day	40,000.00	35,328.00	88.32%	4,672.00
Coach Fee	621,893.00	339,516.55	54.59%	282,376.45
	761,743.00	446,943.35	58.67%	314,799.65

(3) Composite IT Grant

Equipment, software, system and consumable	198,636.50	198,466.00	99.91%	170.50
--	------------	------------	--------	--------

(4) Air conditioning Grant



St. Louis School

School Report 2018/2019

Electricity	250,000.00	170,652.97	68.26%	79,347.03
Maintenance	150,000.00	92,210.00	61.47%	57,790.00
	400,000.00	262,862.97	65.72%	137,137.03

(5) Basic Baseline

General Administration Fee (a)	1,228,000.00	1,145,321.85	93.27%	82,678.15
Panels and Teams	649,190.00	472,147.06	72.73%	177,042.94
Staff Development and Training	10,000.00	14,305.00	143.05%	(4,305.00)
Furniture (school)	150,000.00	93,708.00	62.47%	56,292.00
Furniture (Panels and Teams)	476,900.00	231,391.00	48.52%	245,509.00
Cleaning Contract	76,600.00	76,600.00	100.00%	0.00
	2,590,690.00	2,033,472.91	78.49%	557,217.09

(a) Items of General Administration Fee

Fuel and Electricity	420,000.00	435,019.63	103.58%	(15,019.63)
Repairs and Maintenance	400,000.00	278,570.42	69.64%	121,429.58
Printing and Stationery	150,000.00	106,063.83	70.71%	43,936.17
Activities (including S1 Summer Bridging Course, Swimming Gala, Sports Day, S1 Info Day, Speech Day)	60,000.00	115,958.50	193.26%	(55,958.50)
Other Consumable Stores	60,000.00	80,565.17	134.28%	(20,565.17)
Cleaning Material	43,000.00	59,164.90	137.59%	(16,164.90)
Newspaper and Magazine (including Library, on-line newspaper subscription)	20,000.00	0.00	0.00%	20,000.00
Audit Fee	15,000.00	18,000.00	120.00%	(3,000.00)
Celebration and Entertainment	18,000.00	18,713.60	103.96%	(713.60)
Telephone	18,000.00	15,032.00	83.51%	2,968.00
Water Charges	7,500.00	6,105.10	81.40%	1,394.90
Postage & Stamp Duty	5,000.00	5,026.90	100.54%	(26.90)
Transport and Travelling	4,000.00	2,822.00	70.55%	1,178.00
Membership Annual Fee	2,000.00	2,300.00	115.00%	(300.00)
First Aids Facilities	2,000.00	968.90	48.45%	1,031.10
Handling Charges	2,000.00	1,010.90	50.55%	989.10



St. Louis School

School Report 2018/2019

Refreshment & Travelling	1,500.00	0.00	0.00%	1,500.00
	1,228,000.00	1,145,321.85	93.27%	82,678.15

Grants Outside EOEBG (2018-2019)

Item	Approved budget	Expenditure	Percentage	Balance
(1) Fractional Post Cash Grant	406,098.00	448,686.00	110.49%	(42,588.00)
(2) Learning Support Grant	785,000.00	776,389.41	98.90%	8,610.59
(3) Diversity Learning Grant (OP)	110,000.00	44,814.30	40.74%	65,185.70
(4) Diversity Learning Grant (ApL)	168,600.00	159,600.00	94.66%	9,000.00
(5) SSCSG	959,679.00	741,439.19	77.26%	218,239.81
(6) IT Staffing Support Grant	278,271.00	278,271.00	100.00%	0.00
(7) Grant for SB Supp for NCS Student (NCS)	892,387.40	802,607.80	89.94%	89,779.60
(8) Teacher Relief Grant (TRG)	404,309.00	240,090.00	59.38%	164,219.00
(9) Substitute Teacher Salaries Grant	500.00	414.00	82.80%	86.00
(10) Home School Cooperation Grant	16,000.00	15,474.00	96.71%	526.00
(11) Moral and National Education Grant	59,200.00	10,969.60	18.53%	48,230.40
(12) School-based After School Learning Grant	38,400.00	18,857.00	49.11%	19,543.00
(13) Recurrent Grant under ITE4	66,740.00	66,740.00	100.00%	0.00
(14) Student Grant for APL (NCS)	12,000.00	0.00	0.00%	12,000.00
(15) One-off Information Technology Grant for e-Learning	113,000.00	113,485.00	100.43%	(485.00)
(16) One-off STEM Grant	39,000.00	50,400.61	129.23%	(11,400.61)
(17) One-off Chinese History and Culture Grant	150,000.00	104,758.30	69.84%	45,241.70
(18) Promotion of Reading Grant	60,000.00	16,480.90	27.47%	43,519.10
Amount	4,559,184.40	3,889,477.11	85.31%	669,707.29

(1) Fractional Post Cash Grant

Pastoral Assistant	231,525.00	231,525.00	100.00%	0.00
Teaching Assistant and Activities Assistant	174,573.00	217,161.00	124.40%	(42,588.00)
	406,098.00	448,686.00	110.49%	670,638.39

(2) Learning Support Grant



Student Counselor	215,000.00	170,124.61	79.13%	44,875.39
Activities Assistant	235,000.00	224,280.00	95.44%	10,720.00
CP Service	100,000.00	114,000.00	114.00%	(14,000.00)
Course and Training fee	135,000.00	162,695.00	120.51%	(27,695.00)
Activities	5,000.00	0.00	0.00%	5,000.00
Speech Therapy Service	10,000.00	23,400.00	234.00%	(13,400.00)
Occupational Therapy Service	50,000.00	46,000.00	92.00%	4,000.00
Facilities for Guidance and Student Support Room	15,000.00	26,141.00	174.27%	(11,141.00)
Accessories, educational and training resources	20,000.00	9,748.80	48.74%	10,251.20
	785,000.00	776,389.41	98.90%	8,610.59

(3) Diversity Learning Grant (OP)

Critical Thinking and Writing Course	10,000.00	0.00	0.00%	10,000.00
Prefects' Association Training	10,000.00	10,000.00	100.00%	0.00
Student Leaders Training Program	10,000.00	4,814.30	48.14%	5,185.70
Leadership Training Camp	30,000.00	30,000.00	100.00%	0.00
Debate Team	50,000.00	0.00	0.00%	50,000.00
	110,000.00	44,814.30	40.74%	65,185.70

(4) Diversity Learning Grant (ApL)

Applied Learning	168,600.00	159,600.00	94.66%	9,000.00
------------------	------------	------------	--------	----------

(5) SSCSG

Teaching Assistant and Technician	959,679.00	741,439.19	77.26%	218,239.81
-----------------------------------	------------	------------	--------	------------

(6) IT Staffing Support Grant

IT Technician	278,271.00	278,271.00	100.00%	0.00
---------------	------------	------------	---------	------

(7) Grant for SB Supp for NCS Student (NCS)

Teaching Staff	883,533.00	799,533.00	90.49%	84,000.00
Activities	2,854.40	220.40	7.72%	2,634.00
Teaching Aids	6,000.00	2,854.40	47.57%	3,145.60



St. Louis School

School Report 2018/2019

	892,387.40	802,607.80	89.94%	89,779.60
<hr/>				
(8) <u>Teacher Relief Grant (TRG)</u>				
Substitute Teachers	200,000.00	35,781.00	17.89%	164,219.00
Teaching Assistant	204,309.00	204,309.00	100.00%	0.00
	404,309.00	240,090.00	59.38%	164,219.00
<hr/>				
(9) <u>Substitute Teacher Salaries Grant</u>				
Travelling Allowance	500.00	414.00	82.80%	86.00
<hr/>				
(10) <u>Home School Cooperation Grant</u>				
Annual Fee & Activities	16,000.00	15,474.00	96.71%	526.00
<hr/>				
(11) <u>Moral and National Education Grant</u>				
Religious Education	35,000.00	0.00	0.00%	35,000.00
Moral and Civic Education Team	24,200.00	10,969.60	45.33%	13,230.40
	59,200.00	10,969.60	18.53%	48,230.40
<hr/>				
(12) <u>School-based After School Learning Grant</u>				
Academic Programme	38,400.00	18,857.00	49.11%	19,543.00
<hr/>				
(13) <u>Recurrent Grant under ITE4</u>				
Wifi900 yearly subscription	66,740.00	66,740.00	100.00%	0.00
<hr/>				
(14) <u>Student Grant for APL (NCS)</u>				
APL Course Fee	12,000.00	0.00	0.00%	12,000.00
<hr/>				
(15) <u>One-off Information Technology Grant for e-Learning</u>				
Notebooks, mobile devices, tablets	113,000.00	113,485.00	100.43%	(485.00)
<hr/>				
(16) <u>One-off STEM Grant</u>				
Competitions, Teaching Resources, Devices	39,000.00	50,400.61	129.23%	(11,400.61)



(17) One-off Chinese History and Culture Grant

Activities	150,000.00	104,758.30	69.84%	45,241.70
------------	------------	------------	--------	-----------

(18) Prompton of Reading Grant

Books	60,000.00	16,480.90	27.47%	43,519.10
-------	-----------	-----------	--------	-----------



St. Louis School

School Report 2018/2019

Budget Plan 2019-2020

EOEBG (2019-2020)

<u>Item</u>	<u>Total</u>	<u>Budget</u>
EOEBG Account	9,778,791.24	
(1) Administration Grant - Ordinary		3,580,740.00 ⁽¹⁾
(2) Capacity Enhancement Grant (CEG)		561,244.00 ⁽²⁾
(3) Composite IT Grant		601,686.00 ⁽³⁾
(4) Air-conditioning Grant		500,000.00 ⁽⁴⁾
(5) SBM Top-Up Grant		50,000.00 ⁽⁵⁾
(6) Basic Baseline		2,675,305.00 ⁽⁶⁾
Amount	9,778,791.24	7,968,975.00

(1) Administration Grant - Ordinary

Salary	3,550,740.00
Cleaning contract	30,000.00
	<u>3,580,740.00</u>

(2) Capacity Enhancement Grant (CEG)

Pastoral Assistant	252,378.00
Teaching Assistant	208,656.00
Part Time ECA Assistant	16,800.00
Learning Experience	45,000.00
Academic Course	38,410.00
	<u>561,244.00</u>

(3) Composite IT Grant

Equipment, software, system and consumable	601,686.00
--	------------

(4) Air-conditioning Grant

Electricity	300,000.00
-------------	------------



St. Louis School

School Report 2018/2019

Maintenance	200,000.00
	500,000.00
(5) <u>SBA Top-Up Grant</u>	50,000.00
(6) <u>Basic Baseline</u>	
General Administration Fee (a)	1,443,000.00
Panels and Teams	481,535.00
Staff Development and Training	18,000.00
Furniture (school)	470,000.00
Furniture (Panels and Teams)	185,770.00
Cleaning Contract	77,000.00
	2,675,305.00
(a) <u>Items of General Administration Fee</u>	
Fuel and Electricity	340,000.00
Repairs and Maintenance	650,000.00
Printing and Stationery	120,000.00
Activities (including S1 Summer Bridging Course, Swimming Gala, Sports Day, S1 Info Day, Speech Day)	120,000.00
Other Consumable Stores	60,000.00
Cleaning Material	60,000.00
Newspaper and Magazine (including advertisement)	15,000.00
Audit fee	18,000.00
Celebration and Entertainment	20,000.00
Telephone	16,000.00
Water Charges	7,000.00
Postage & Stamp Duty	5,000.00
Transport and Travelling	4,000.00
Membership Annual Fee	3,000.00
First Aids Facilities	2,000.00
Handling Charges	1,500.00
Refreshment & Travelling	1,500.00



St. Louis School

School Report 2018/2019

1,443,000.00






Feedback on Future Planning

Key Issues for the new School Development Plan

**Major Concerns for the Whole School for the 3 school years:
2019/20 – 2021/22**




1. *Students as visionary leaders possessing enhanced thinking skills, especially creativity and problem solving*

Objectives:

-  Teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills.
-  Students have solid and extensive knowledge base.
-  Students are able to identify needs and devise ways to meet the needs when facing problems, especially those real-life problems.



2. *Students as visionary leaders with necessary positive values including self-discipline and respect inculcated*

Objectives

-  Students could attend lessons/activities and submit homework on-time.
-  Students could listen and observe actively.
-  Students could behave in proper manners on all occasions.

3. *The school equipped as a Salesian oratory* of the 21st century*

Objectives

-  Staff and parents are aligned to the Salesian way of education.
-  Refurbishing the school to meet the needs for Salesian way of education.