



# **ST. LOUIS SCHOOL**

# **SCHOOL REPORT**

**(2020-2021)**



## **CONTENTS**

### **(1) Our School**

<b>Our Founder</b>	<b>A. 5</b>
<b>Our Education System/Preventive System</b>	<b>A. 6</b>
<b>School Ethos, Vision and Mission</b>	<b>A.13</b>
<b>Aims of Education and Objectives</b>	<b>A.14</b>
<b>Our School (History)</b>	
❏ Brief Introduction of the School	<b>B.1</b>
<b>Our School (Particulars)</b>	
❏ Particulars of the School	<b>C1.1</b>
❏ Subjects Offered	<b>C1.12</b>
❏ Number of Active School Days (KPM Data 05)	<b>C1.13</b>
❏ Lesson Time for the 8 Key Learning Areas for S1-S3 (KPM Data 06) & Subject choices at senior secondary levels (KPM Data 07)	<b>C1.14</b>
❏ School Management	<b>C1.16</b>
<b>Our Students</b>	
❏ Class Organization & Unfilled Places	<b>C2.1</b>
❏ Students' Attendance & Punctuality (KPM Data 21)	<b>C2.3</b>
❏ Students' Promotion	<b>C2.3</b>
❏ Students' Early Exit	<b>C2.4</b>



### 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 Teachers**

▣ Teachers' Qualification & Experience **C2.5**

▣ Teachers' Professional Development **C2.6**

## **(2) Achievements and Reflection on**

### **Major Concerns 2020-21**

#### **Introduction**

▣ Major Concern 1: Students, as visionary leaders, possessing enhanced thinking skills, especially creativity and problem solving **D.1**

▣ Major Concern 2: Students, as visionary leaders, with necessary positive values including self-discipline and respect inculcated **D.38**

▣ Major Concern 3: The school equipped as a Salesian oratory of the 21st century **D.59**

## **(3A) Our Learning and Teaching (I)**

▣ Don Bosco's method of Preventive Education **E.1**

▣ Learning & Teaching in SLS **E.1**

▣ Programmes to enhance students' language proficiency--"biliteracy and trilingualism" **E.2**

▣ Programmes implemented to cope with diversified needs of students: (Remedial lessons and Intensive **E.11**



lessons/enhancement Programs)



- ▣ Assessment Planning and Implementation E.12
- ▣ Programmes in response to the “four key tasks” E.12
  - + Moral and Civic Education
  - + Reading to Learn
  - + Project Learning
  - + STEM/Information Technology for Interactive Learning

## **(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.10
- ▣ Health Education Team F.13
- ▣ Moral and Civic Team F.15
- ▣ 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**

-  The achievements of the school year **2020-2021** **G.5**
-  Student Participation in Inter-school Events and **G.13**  
Uniform Groups

## **(6) Financial Summary** **H.1**

## **(7) Feedback on Future Planning** **I.1**



## Our Founder



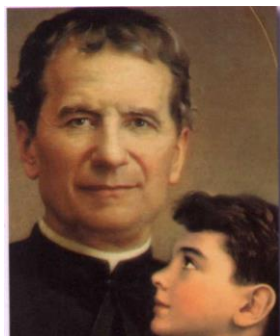
The Lord has given us Don Bosco as father and teacher.

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](http://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)

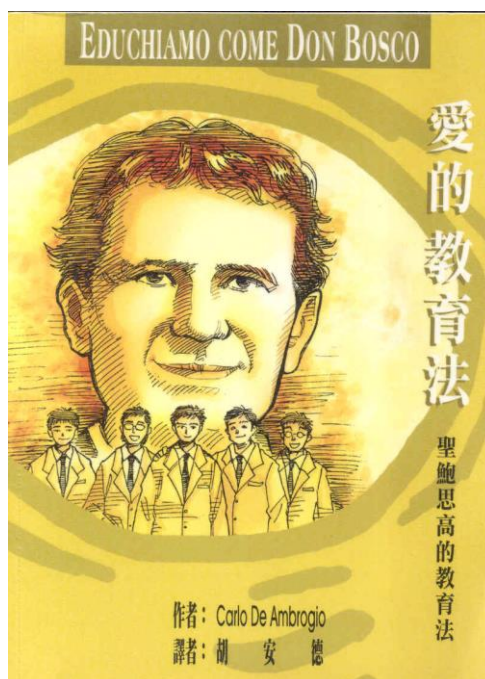
- A Pedagogical Method (Pedagogy)
- A Proposal for the Evangelization of the Young (Pastoral Ministry)
- A Spiritual Experience (Spirituality)



### *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.

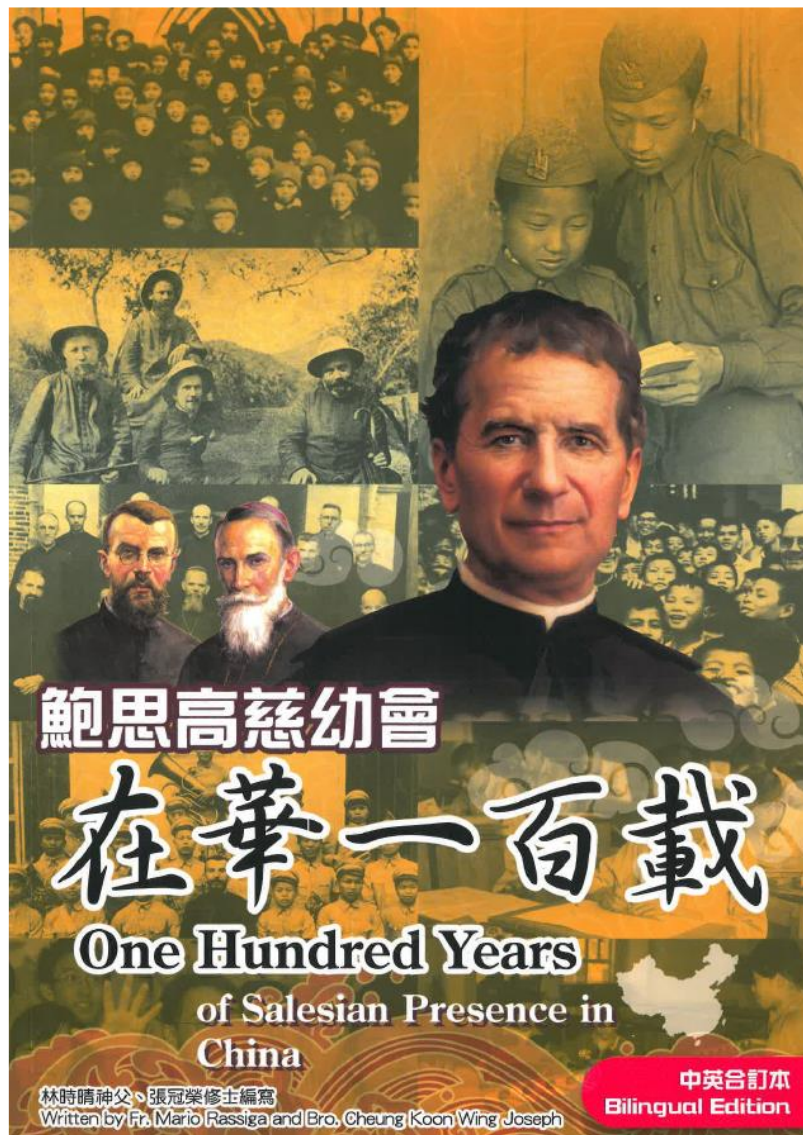
This experience predisposes the educator to welcome God in the young, convinced that in them God offers the grace of encounter with Him, and calls the educator to serve God in them, recognizing their dignity, renewing faith in their resources of goodness and educating them to fullness of life.







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)



家庭訊息

DB200 中學聯校競技運動日 (香港)

日期: 2015年1月29日  
地點: 小西灣運動場  
參與學校: 聖類斯中學、香港仔工業學校、  
慈幼英文學校、香港鄧鏡波書院、  
鄧鏡波學校、天主教慈幼會伍少梅中學

8 鮑思高家庭通訊

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 2020/2021**



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

#### Particulars of the School


Address	179, Third Street, Hong Kong
Telephone	2546 0117
Fax No.	2540 7341
Web Site	<a href="http://www.stlouis.edu.hk">http://www.stlouis.edu.hk</a>
E-mail	 <a href="mailto:mailbox@stlouis.edu.hk">mailbox@stlouis.edu.hk</a> Facebook: <a href="https://www.facebook.com/sls179">https://www.facebook.com/sls179</a> 
Facebook	
Sponsoring Body	
Year established	
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  
Centre  
(CAL)

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





IAC



© D Silva



© D Silva

School Campus

Block A







School Campus	<p>Block B</p> 
School Campus	<p>Block C</p> 






Student clubs	4 categories: namely academic, sports, arts and services
Student Organizations	<p>Prefects' Association</p>  <p>Students' Activities Association</p> 





	<p>United Houses: (5 Houses: Shamrock, Rose, Tulip, Thistle and Lily)</p> 
Other Organizations	<p>St. Louis Old Boys' Association (established in 1961 by Reverend Father John Foster)</p> 
	<p>St. Louis Parents-Teachers Association (founded in 1993)</p> 
	<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>



### Subjects Offered 2020-21

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



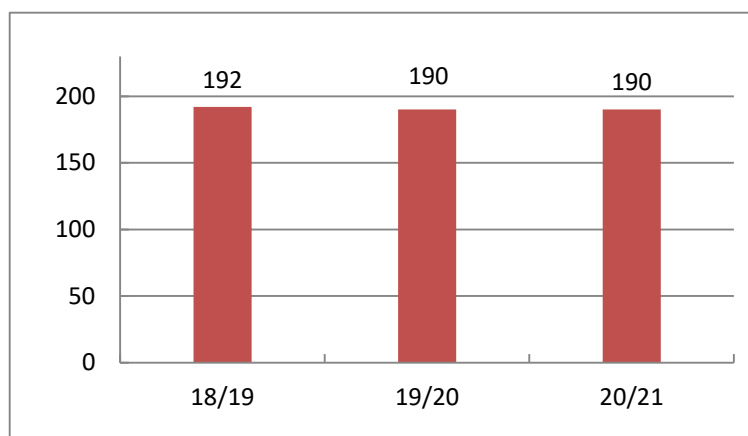
### Number of Active School Days

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:

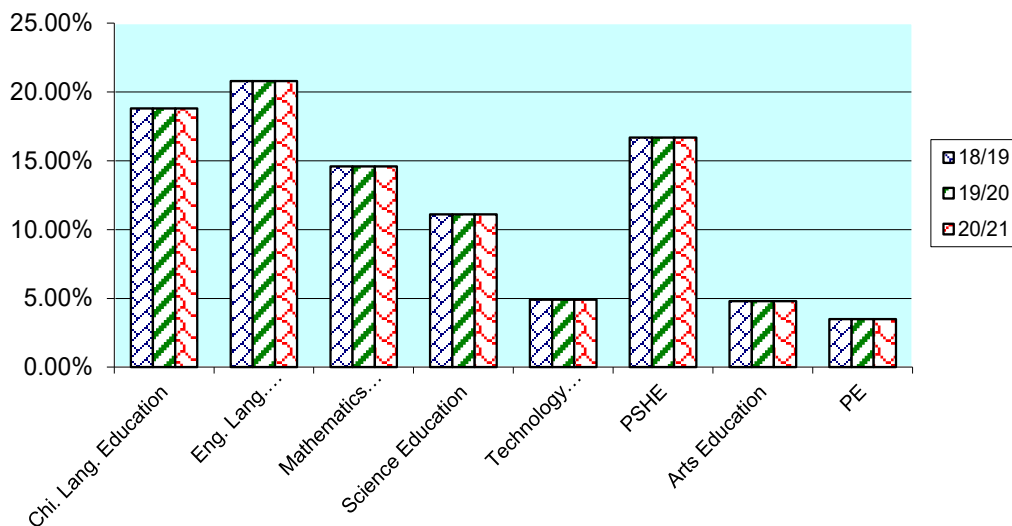
- learning is available and appropriate to students' ability levels;
- the learning targets of KLA curriculum guides are used to design the activities;
- all students are involved and entitled to learning opportunities in one way or the other through participating in events, organizing, helping or supporting, 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)



	Chi. Lang. Education	Eng. Lang. Education	Mathematics Education	Science Education	Technology Education	PSHE	Arts Education	PE
18/19	18.80%	20.80%	14.60%	11.10%	4.90%	16.70%	4.80%	3.50%
19/20	18.80%	20.80%	14.60%	11.10%	4.90%	16.70%	4.80%	3.50%
20/21	18.80%	20.80%	14.60%	11.10%	4.90%	16.70%	4.80%	3.50%





### Subject choices at senior secondary levels (KPM Data 07)

	2018-19	2019-20	2020-21
S4	9	9	9
S5	9	9	9
S6	9	9	9

### Percentage of students who have taken 1X, 2X, 3X and more than 3X at S4, S5 and S6

	Year		
	2018-19	2019-20	2020-21
S4			
0	0.00	0.00	0.00
1	0.00	0.00	0.00
2	72.65	73.28	73.45
3	27.35	26.72	26.55
>3	0.00	0.00	0.00
S5			
0	0.00	0.00	0.00
1	0.00	0.00	0.00
2	85.71	65.69	77.06
3	14.29	34.31	22.94
>3	0.00	0.00	0.00
S6			
0	0.00	0.00	0.00
1	0.00	0.00	0.00
2	78.23	74.78	67.33
3	21.77	25.22	32.67
>3	0.00	0.00	0.00



**St. Louis School**

## **School Report 2020/2021**

---

### **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>

---



### Our Students

#### Class Organization & Unfilled Places

##### Number of operating classes 2020-21

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

##### Class Structure

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

Number of students (no of Students registered as at 16 September 2020: Student

##### Headcount 2020 (Secondary)) Source: R-SCH007-E

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	132	131	126	114	111	101	<b>715</b>

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 **2020-21**, **715** 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	59.6 %
Southern	16.3 %
Eastern	6.3 %
Islands	5.0 %
Wan Chai	1.7 %
Others	11.1 %

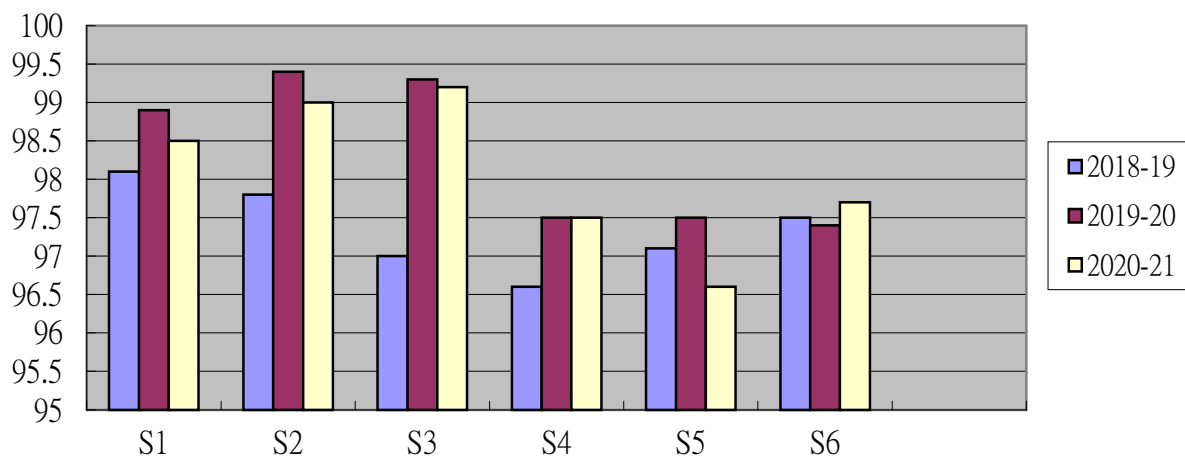
(WebSAMS Report /**Whole School**/R-STU015-E-1)





## Students' Attendance & Punctuality (KPM Data 21)

Students' Attendance Rate\*

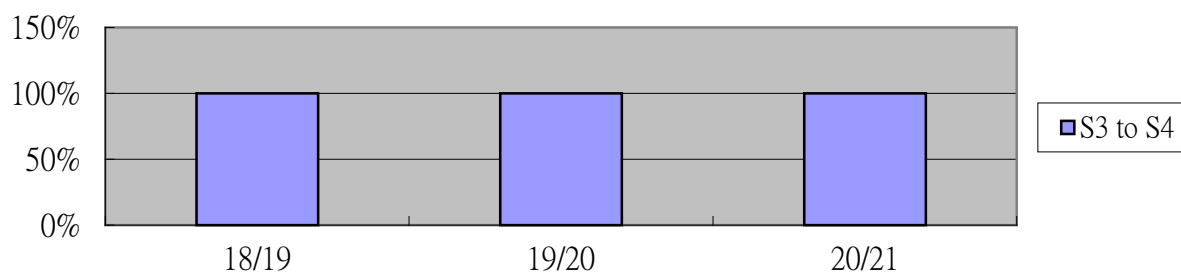


\*Attendance rate=  $\{1 - [(\text{Total no. of absence for year level}) / (\text{Total enrolment} \times \text{Total no. of roll calls in the school year})]\} \times 100\%$

Source: KPM / WebSAMS: R-ATT016-E

## Students' Promotion

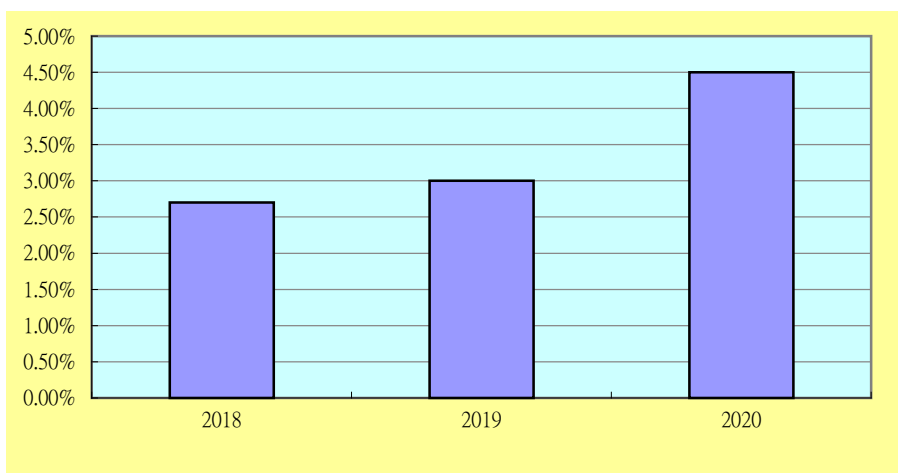
S3 to S4





## Students' Early Exit

The percentage of student early exit in **2020-2021** is 4.5 % 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 2020-21

Number of teaching posts in the approved establishment:	53
Total number of teachers in the school:	55
Qualifications and Professional Training	Percentage of teaching staff (%)
Teacher Certificate / Diploma in Education :	89%
Bachelor Degree:	98%
Master / Doctorate Degree or above :	49%
Special Education Training :	22%
Working Experiences	Percentage of teaching staff (%)
0-4 years :	36%
5-9 years :	15%
10 years or above :	49%

**Professional training on special educational needs (KPM Data 04)**

Accumulated value as at 30/01/2021

Percentage of teachers who have completed the Basic Course		14.3
Number of teachers who have completed the Advanced Course		6
Number of teachers who have completed the Thematic Courses		10

**Teacher Development Days**

Date	Event / Activity	Provider /Organiser	Initiated by	CPD Hours	
				Structured mode	Other modes
13 Nov 2020	Staff Development Day 1 Brain-Based Workshop on Catering for Learner Diversity	By SLS Speaker: Mr Ricky Chan	SLS	3.5	
3 Dec 2020	Staff Development Day 2 1. On Catering for learning diversity in classroom teaching, and 2. On Enhancing students' Moral Competence through Dilemma Discussion	By SLS Speakers: Principal Poon Kai Cheung, Dr Lau Wai Kin	SLS	5	





**Evaluation Report: Achievements and Reflection on Major Concerns 2020-21**

The following discussions, which are categorized according to the priority in the Annual School Plan 2020-21, link the findings of the end-of-year evaluation to reflections and suggestions for improvement for the next ASP.

Major Concerns 1-3:

1. Students, as visionary leaders, possessing enhanced thinking skills, especially creativity and problem solving
2. Students, as visionary leaders, with necessary positive values including self-discipline and respect inculcated
3. The school equipped as a Salesian oratory\* of the 21st century

\* A Salesian oratory should be a home that welcomes, a parish that evangelises, a school that prepares them for life and a playground where friends could meet and enjoy themselves.



## Evaluation of ASP 20-21

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

1.1 Teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills

TIC = Teacher(s)-in-charge

TIC	(Refer to page no in the ASP 20-21) Targets & Strategies	Success Criteria (as stipulated in ASP 20-21)	Evaluation
LSC CKL WMC LHF CMC NKW	a. Implement structured teacher training:  <b>Programmes:</b> <ul style="list-style-type: none"><li>Geography &amp; Economics :Teachers professional development on e-Learning</li><li>Life &amp; Society</li></ul> :A workshop on	1. Prioritised list of teacher training needs has been compiled and agreed  2. All teachers have been exposed to new technologies and innovative ways of teaching  3. More than half of the	<b>Geography &amp; Economics</b> <u>Teachers professional development on e-Learning</u>  1. Attended one professional training about Geography e-Learning.  2. Visited the VR lab for the updated information of using VR technology to teach Geography.  <b>Life &amp; Society</b> <u>A workshop on e-Learning</u>  The program was cancelled due to the



	<p>e-Learning</p> <ul style="list-style-type: none"> <li>Integrated Science :mLearning and eLearning</li> <li>中國歷史: 購買中國歷史及文化相關教學資源</li> <li>Geography :Attending LAC induction courses and subject based seminars</li> <li>Guidance: Individual counselling sessions – School-based Educational Psychology Service</li> </ul>	<p>teachers have gone through training programme on new technologies or innovative ways of teaching</p> <p>4. A platform for sharing skills and insights acquired is set up.</p>	<p>suspension of classes.</p> <p>Integrated Science</p> <ol style="list-style-type: none"> <li>All team members have participated in more than 1 workshop or seminar that related to new technologies and innovative ways of teaching.</li> <li>All team members are readily to use the Goggle platform to share teaching and learning materials.</li> </ol> <p>中國歷史</p> <ol style="list-style-type: none"> <li>初中增購了由教育圖書公司發行的「中史通」應用程式，讓學生自主使用，並以加分形式鼓勵學生完成各課題的評測，以培養學生自學能力及增廣歷史知識。平台操作容易，包含多元教學材料，因中一新課程包涵題廣，加上因疫情關係課時減少，「中史通」應用程式有助鞏固學生學科知識，故會於未來三年繼續使用。</li> </ol>
--	--	--	---



		<p>2. 為高中同學增選參考書「中史王5**，看這本就夠了 2021」；並為2021-2022學年的中六學生增購了《中國歷史：資料及論述題·必修甲部》及《中國歷史：資料及論述題·必修乙部》，加強學生應試能力。</p> <p>3. 為非華語學生增購了「中史AR互動平台」、「香港歷史360」及「Hyread非華語中國歷史及文化漫畫電子書（進階）」等電子資源，增添更多教學資源，於2021-2022學年投入使用，同時正規中史課程同學亦能享用，加強教與學效能。</p> <p>Geography</p> <p><u>LAC induction course:</u></p> <p>1. Attended a 3-day course about teaching PSHE subjects with English as media of instruction</p> <p>Guidance</p>
--	--	---





			<p>Individual counselling sessions –</p> <p>School-based Educational Psychology Service</p> <p><u>EP service: Teacher support level</u></p> <p>1. Case conferences with school personnel on pupils with learning and/or social adjustment difficulties:</p> <ul style="list-style-type: none"><li>● provided feedback on assessment findings of a S5 student to class teacher (referror)</li><li>● provided feedback on assessment findings (suspected SpLD case) to class teacher</li></ul> <p>2. Consultation for school personnel on support strategies for pupils with learning and/or social adjustment difficulties provided advice in identifying students’ needs and providing various strategies to support them provided consultation</p>
--	--	--	---



			for a teacher in an open consultation session
CMC CCKP CKL	<p>b. Understanding the system of Basic Education Curriculum and Identifying areas of subject collaboration through communication between teachers of different Key Learning Areas/Key Stages</p> <p><b>Programmes:</b></p> <p>中國歷史: 同儕觀課</p> <p>Biology: Common Lesson Preparation</p> <p>Economics:</p>	<p>5. All colleagues acquire an understanding of major renewed emphases (MRE)* so as to complement the updated seven learning goals in continually developing students' lifelong and self-directed learning capabilities as well as promoting their whole-person development.</p>	<p>中國歷史</p> <p>本學年因疫情關係，多次轉為網課，課時大減，未能安排同儕觀課，但科主任已完成對所有同工的觀課。</p> <p>Biology</p> <ol style="list-style-type: none"> <li>Teaching materials were shared between subject teachers.</li> <li>Continued evaluation on teaching strategies have been carried out throughout the year.</li> </ol> <p>Economics</p> <p>The panel worked together and developed a full set of online videos.</p>



	Professional development in Economics		
WMC	<p>c. Sharing of successful teaching practice on creativity and problem solving skills</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li><b>Life &amp; Society:</b> Professional development of teachers in eLearning and Values Education</li> </ul>	<p>At least one staff development workshop on sharing of successful teaching practice on creativity and problem solving skills will be organised.</p> <p>Schools with good practice are identified and a visit to these schools will be organised.</p>	<p><b>Life &amp; Society</b></p> <ol style="list-style-type: none"> <li>Conducted professional development of teachers in eLearning and Values Education.</li> <li>Progress has been hindered by the pandemic.</li> </ol>

### 1.2 Students have solid and extensive knowledge base

TIC	(Refer to page no in the ASP 20-21) Targets & Strategies	Success Criteria (as stipulated in ASP 20-21)	Evaluation
-----	--	---	------------



<p>LHF</p> <p>LSC</p> <p>KSY</p> <p>CCKP</p> <p>TCN</p> <p>CKL</p> <p>WMC</p>	<p>a. Setting up innovative learning centres</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• <b>Integrated Science:</b> Science Corner</li> <li>• <b>Geography :</b> PSHE Theme-based Reading in the S3 Reading Lesson</li> <li>• <b>Computer Subjects:</b> IT Corner</li> <li>• <b>Biology :</b> SLS Biology Museum</li> <li>A.Bee workshop</li> <li>• <b>Music :</b> School-based Google Site for Music</li> <li>• <b>Economics :</b></li> </ul>	<p>Students and teachers are introduced to the concepts of innovative learning centres (ILC)</p>	<p><b>Integrated Science</b></p> <p>All S1 students at least read one of the books shelved in the Science corner according to their interests and abilities during the reading lessons.</p> <p><b>Geography</b></p> <p><u>PSHE Theme-based Reading in the S3 Reading lesson</u></p> <ol style="list-style-type: none"> <li>1. Students were devoted in class and showed interest in the PSHE KLA knowledge.</li> <li>2. Students' horizon was broadened.</li> <li>3. Over 90% of Students finished a book report on the recommended book</li> </ol> <p><b>Computer Subjects</b></p> <p>We purchased 37 computer books for the IT corner. IT corner attracted students who were interested in learning extra IT knowledges. Many students using the purchased computer books to do projects in the lessons (S1 Scratch and S3 App Inventor).</p>





	<p>PSHE Theme-based Reading in the S3 Reading Lesson</p> <ul style="list-style-type: none"><li>• <b>Life &amp; Society :</b></li></ul> <p>PSHE Theme-based Reading in the S3 Reading Lesson</p>		<p><b>Biology</b></p> <p>The construction work of Biology Museum 2<sup>nd</sup> phase and digitalization of specimens are in progress. The details of the workshop will be confirmed after that.</p> <p><b>Music</b></p> <p>The site contains self-access materials and extensions of online / face-to-face lesson materials. Most students are aware of the site. Some students have contributed to the site by recommending their own songs through an embedded Google Form.</p> <p><b>Economics</b></p> <p>PSHE Theme-based books were purchased for student use in library.</p> <p><b>Life &amp; Society</b></p> <ol style="list-style-type: none"><li>1. Implemented PSHE Theme-based Reading in the S3 Reading Lesson.</li><li>2. The format of the program will be changed to a book exhibition.</li></ol>
	<p>b. Showcasing</p>	<p>Students and teachers</p>	<p><b>中國語文（專題研習）</b></p>



MPY LSC TKL CCKP CKL LWY	<p>innovative technologies, designs and applications on a variety of platforms</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"><li>• 中國語文: 專題研習</li><li>• (NCS)中文第二語言: 改善初中教學模式</li><li>• <b>Geography:</b> e-Learning</li><li>• <b>Physics:</b> mLearning and eLearning in Physics</li><li>• <b>Biology :</b> E-Learning</li><li>• <b>Economics:</b> S6 Flipped Classroom with e-learning</li><li>• <b>Student Support:</b></li></ul>	<p>are introduced to the concepts of innovative learning centres (ILC)</p>	<p>同學須在暑假完成一篇以介紹<u>一家小店或連鎖店</u>為主題的專題文章。學生尚能根據要求完成，排版欠佳。</p> <p><b>中文第二語言</b></p> <p>改善初中教學模式：</p> <p>中一教學助理協作教學，有助照顧學習差異。</p> <p><b>Geography</b></p> <p><u>e-Learning</u></p> <ol style="list-style-type: none"><li>1. Part of the tasks have shifted to use Google form as a homework or open-book quiz.</li><li>2. Teaching videos and others teaching resources used in class have been uploaded to google classroom for students.</li></ol> <p><b>Physics</b></p> <p><u>mLearning and eLearning in Physics</u></p> <p>S4 and S5 Physics students installed an app (measure of distance and hence to find out the speed and acceleration). Students could take part in real life measurement with the help of their smart phones.</p> <p><b>Biology</b></p>
---	--	--	--



	Maker +		<p>Mobile devices have been incorporated into daily teaching. Teachers use iPad to share students' work in in-class discussion and students use mobile devices to complete online assessment in the lessons.</p> <p><b>Economics</b></p> <ol style="list-style-type: none"><li>1. Over 300 videos were created.</li><li>2. The videos extended to S4 and S5 students also.</li><li>3. Feedback from students indicated the videos were useful and clear.</li><li>4. More-able students used these videos for pre-lesson study even.</li><li>5. Most students used the videos for examination preparation.</li></ol> <p><b>Student Support</b></p> <p>Maker + (the name was changed to I-Makers):</p> <ul style="list-style-type: none"><li>- The attendance rate was 88%</li><li>- Students were able to apply the concepts of design-thinking, Lego Serious Play and the STEAM concept in generating creative ideas to solve the problems of some real-life issues.</li></ul>
--	---------	--	--



			- 3 original, student-made prototypes were created
CMC CHW LSC CKL	<p>c. Introducing new subjects and renewing teaching syllabus to make a wider and up-to-date coverage of knowledge</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li><b>History:</b> Pre-S1 Summer History Bridging Program (Cooperate with other PSHE and English as the MOI subjects)</li> <li><b>Geography:</b> Enriching program for language support of Junior Geography (LAC)</li> <li><b>Geography:</b></li> </ul>	<p>Students are introduced to new subjects and renewing teaching syllabus through which they could acquire with a wider and up-to-date coverage of knowledge.</p>	<p><b>History</b></p> <p>S1 History teachers reported that it was very essential that S1 students should have an overview of what they are going to learn in S1 History because History is a new subject to most S1 students. If they come across the subject first with some daily life keywords bilingual, this would be very facilitating.</p> <p><b>Geography</b></p> <p><u>Enriching program for language support of Junior Geography (LAC)</u></p> <ol style="list-style-type: none"> <li>Notes for answering data-based question have been taught in class</li> <li>Students are required to answer long questions in examination.</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>Around 50% of the students continued writing notes and keep worksheets neatly.</li> <li>It was difficult for students to keep everything organized when switching between online and face-to-face</li> </ol>





	<p>Pre-S1 Summer Bridging Program</p> <ul style="list-style-type: none"> <li>• <b>Economics:</b> S4 Microeconomics and S5 Macroeconomics Orientation</li> <li>• <b>Economics &amp; Life &amp; Society:</b></li> </ul> <p>Pre-S1 Summer Bridging Program</p>		<p>learning.</p> <p>3. It might be better for students to have e-notes if e-devise is possible at school.</p> <p><b>Economics &amp; Life &amp; Society</b></p> <p>1. Around 50% of the students continued writing notes and keep worksheets neatly</p> <p>2. It was difficult for students to keep everything organized when switching between online and face-to-face learning</p> <p>3. It might be better for students to have e-notes if e-devise is possible at school</p>
<p><b>CKL</b></p> <p><b>MPY</b></p> <p><b>CMC</b></p> <p><b>CHW</b></p>	<p>d. Extending knowledge acquisition beyond classroom teaching and textbooks through WebQuest, reading and study tours, etc.</p>	<p>At least two overseas study tours (one in an English-speaking city and the other in a Chinese-speaking city) are held.</p> <p>At least two KLAs organize either the WebQuest or online</p>	<p><b>Economics</b></p> <p>1. Students participated in the day camp and made presentation online. Students achieved 100% attendance.</p> <p>2. All students were awarded with certificates.</p> <p><b>中國語文</b></p> <p><u>廣泛閱讀計劃</u></p>



CWC LSC CWW KSY TKL CCKP LYS LWY NKW YHP	<p><b>Programmes:</b></p> <ul style="list-style-type: none"><li>• <b>Economics:</b></li></ul> <p>Junior Achievement</p> <p>Innovation Camp</p> <ul style="list-style-type: none"><li>• <b>中國語文:</b> 廣泛閱讀計劃</li></ul> <ul style="list-style-type: none"><li>• <b>中國歷史:</b> 「跨課程閱讀」計劃</li></ul> <ul style="list-style-type: none"><li>• <b>History:</b></li></ul> <p>Promotion of Reading across Curriculum in S2 and S3 Reading Lessons (Cooperation with the <b>Reading team</b>)</p> <ul style="list-style-type: none"><li>• <b>Geography, Economics &amp; Life &amp; Society:</b> Cooperation with the English Panel on 'Tuesday</li></ul>	<p>quest for their students.</p>	<p>一、以閱讀津貼購書，傳閱一年後，書籍殘舊。</p> <p>二、中三學生常欠交讀書報告。新學年計劃閱讀武俠小說，配合問答比賽，提高同學閱讀興趣。</p> <p><b>中國歷史</b></p> <p>因疫情關係，圖書館暫停借閱服務而未能舉行，將延期至 2021-2022 學年舉辦。</p> <p><b>History</b></p> <p>The program was suspended due to the pandemic.</p> <p><b>Geography, Economics &amp; Life &amp; Society</b></p> <p>Cooperation with the <b>English Panel</b> on 'Tuesday News'</p> <p>As face-to-face lessons were cancelled due to the pandemic and the broadcasts of 'Tuesday News' were shifted to online mode.</p> <p><b>Computer Subjects</b></p> <p>Computer Assembly Course: Two groups</p>
---	--	----------------------------------	---



<p>News'</p> <ul style="list-style-type: none"><li>• <b>Computer</b></li></ul> <p><b>Subjects:</b> Computer</p> <p>Assembly Course</p> <ul style="list-style-type: none"><li>• <b>Physics:</b> Online</li></ul> <p>Practices by the</p> <p>course book</p> <p>publisher (Pearson</p> <p>Education Asia</p> <p>Limited)</p> <ul style="list-style-type: none"><li>• <b>Biology:</b></li></ul> <p>Hands-On</p> <p>Biotechnology</p> <p>Techniques</p> <ul style="list-style-type: none"><li>• <b>Biology:</b> Making</li></ul> <p>Specimen</p> <ul style="list-style-type: none"><li>• <b>Biology:</b></li></ul> <p>Biology-related</p> <p>Activities</p> <ul style="list-style-type: none"><li>• 普通話: 普通話</li></ul> <p>朗誦技巧訓練班</p> <ul style="list-style-type: none"><li>• <b>Student Support:</b></li></ul>	<p>of students were formed to build PC. All of them agreed that they were benefited from the organized courses.</p> <p><b>Physics</b></p> <p>Purchased the online Practices by the course book publisher and each of S3-5 level had at least one practice.</p> <p><b>Biology</b></p> <p>Biotechnology experiments, specimen making and other Biology-related activities were cancelled due to COVID19</p> <p><b>普通話</b></p> <p>受疫情影響，普通話朗誦技巧訓練班取消。</p> <p><b>Student Support</b></p> <p><u>S3 Life-planning group</u></p> <ol style="list-style-type: none"><li>1. 97% of the attendance rate.</li><li>2. Students could identify their strengths and weaknesses and come up with a clear subject choice.</li><li>3. Both students and parents found the lessons and consultation practical and useful.</li></ol>
---	---



<p>S3 Life-Planning group <b>Student</b></p> <p><b>Support:</b> Board-game Masters</p> <ul style="list-style-type: none"> <li><b>Discipline:</b></li> </ul> <p>Prefects for Tomorrow Training Camp</p> <ul style="list-style-type: none"> <li><b>Guidance:</b> Group guidance activity for S1 students – Subject-specific Study Skills Workshops</li> <li><b>Reading:</b></li> </ul> <p>Reading Lesson</p> <ul style="list-style-type: none"> <li><b>Reading:</b></li> </ul> <p>Wednesday good pick (books/ web/ App)</p> <ul style="list-style-type: none"> <li><b>Reading:</b> Guests talk</li> </ul>		<p><u>Boardgame Masters</u></p> <ol style="list-style-type: none"> <li>100% of the attendance rate.</li> <li>Student showed active participation in the lessons.</li> <li>Students have shown improved interpersonal skills and have gained a better understanding about themselves and the personal qualities of being a young leader.</li> </ol> <p><b>Discipline</b></p> <p><u>Prefects for Tomorrow Training Camp</u></p> <p>The program was cancelled/postponed due to the suspension of classes.</p> <p><b>Guidance</b></p> <p>Group guidance activity for S1 students – Subject-specific Study Skills Workshops</p> <p><u>Phase I</u></p> <p>*In the first week of October, an enrolment form was given to one of the class teachers of each S1 class.</p> <p>*8 students of S1A, 5 students of S1B, and 12 students of S1D signed up for one to all four workshops. No students of S1C were interested.</p> <p>*To optimize class size for each</p>
---	--	---



	<ul style="list-style-type: none"><li>• <b>Study Tour:</b></li></ul> <p>Study Tours</p>		<p>workshop, participants were selected based on two criteria:</p> <p>(i) enrolling themselves in three to four workshops, and</p> <p>(ii) not having other after-school activities</p> <p>*Circular No.84 was issued to selected S1 students based on the above criteria on 10 Nov, 2020 to obtain parent consent.</p> <p>*The number of selected students was as follows: 5 students of S1A, 6 students of S1B, and 5 students of S1D</p> <p>*The lunchtime sharing sessions before the commencement of the workshops were combined with the workshops.</p> <p>*The Chinese workshop was scheduled on 25 Nov 2020. The English workshop was scheduled on 27 Nov 2020. The Chinese History and History workshop was scheduled on 1 Dec 2020. The Science and Math workshop was scheduled on 23 Nov 2020.</p> <p>*All workshops were successfully held as scheduled.</p> <p>*A reminder notice was given to each participant on the day of each sharing session and workshop.</p>
--	---	--	---





			<p><u>Phase II</u></p> <p>*A revision guidance programme for Secondary One and Two students was held from 8 to 21 June 2020.</p> <p>*Circular No. 184 was issued to recruit students.</p> <p>*A total of 16 students enrolled themselves in this programme (3 students of S1A, 3 students of S1B, 5 students of S1C, 1 student of S1D, 3 students of S2A and 1 student of S2C).</p> <p>*A total of 6 student tutors were recruited. Each of the student tutor received a daily lunch allowance of \$100 in recognition of their contribution and efforts.</p> <p><u>Phase I</u></p> <p>*The attendance rate was higher than 90% on average.</p> <p>*All participants agreed that they achieved the objectives of the programmes. More than 69% of them agreed that the objectives were totally achieved.</p> <p>*All participants were satisfied with the programme.</p> <p><u>Phase II</u></p>
--	--	--	---



			<p>*All participants were satisfied with the programme.</p> <p>*All participants found the programme useful.</p> <p>Reading</p> <p><u>Reading Lesson</u></p> <p>Online lesson using E-read by HKEdCity as a platform for students to read.</p> <p><a href="https://www.hkreadingcity.net/zh-hant/e-readscheme">https://www.hkreadingcity.net/zh-hant/e-readscheme</a></p> <p><u>Wednesday good pick (books/ web/ App)</u></p> <p>Only held several times due to the suspension of classes.</p> <p><u>Guests talk</u></p> <p>The program was cancelled/postponed due to the suspension of classes.</p> <p>Study Tour</p> <p>All study tours were cancelled due to COVID19.</p>
	<p>e. Assessments are made use of for effective learning</p> <p><b>Programmes:</b></p>	<p>In addition to the assessment of learning\$, each subject panel should</p>	<p>中國語文</p> <p><u>小組教學</u></p> <p>第二、第三組表現優異，可收拔尖之效。</p>



MPY CWW LTW CMC LSC KSY TCN LTH STW	<ul style="list-style-type: none"> <li>• 中國語文: 小組教學</li> <li>• English Language: Assessment for Learning</li> <li>• Mathematics: WebQuest (An inquiry- oriented activity) (S2 &amp; S3)</li> <li>• 中國歷史: 學生課業考勤</li> <li>• Geography: Remedial classes after school</li> <li>• Computer Subjects: Mock ICT Exam</li> <li>• Music: Percussion music in S2</li> <li>• BAFS: S4</li> </ul>	try out at least one of the other two modes of assessment (namely Assessment for Learning and Assessment as Learning).  Students, with the help of their class teacher(s), are required to write reflecting (mainly on areas/ways of improvement) after their mid-year examination.	<b>English Language</b>  Assessment of Writing was practiced in Writing from S.1-5 with the view to familiarizing students with the assessment guidelines (how their work is evaluated) and using feedback from teachers to revise their composition. This is an attempt to build in some process writing in this paper so that students can polish up their work, rather than writing on assigned topic in one go.  The switch to online teaching impacted on this initiative negatively as it was reported from teachers that students would not be able to submit their work on time as scheduled.  When lesson resumed in the second half of the year, the programme resumed though the effectiveness was reduced because time was not sufficient enough for teachers and students to see to satisfactory completion of the initiative.  <b>Mathematics</b>  <u>WebQuest (An inquiry- oriented activity)</u>
---	---	---	--



	<p>Subject Project</p> <ul style="list-style-type: none"><li>• General</li></ul> <p>Education: G.E.</p> <p>Lessons (Writing reflections)</p>		<p>(S2 &amp; S3)</p> <p>The program was cancelled due to the suspension of classes.</p> <p>中國歷史</p> <p>一、 已按時完成科組內有同事的課業考勤及觀課。</p> <p>二、 課業設計多元，能按年級能力，包含不同的題型及作答技巧，有序地培養學生的史識及作答技巧。</p> <p>三、 因疫情關係，老師善用不同的電子學習平台設計課業(例如：Google Form, Nearpod 等)，能運用多元的歷史資料教學資源，提高學生的學習興趣和探究空間。</p> <p>Geography</p> <p><u>Remedial classes after school</u></p> <ol style="list-style-type: none"><li>1. Provided support to the study group organized by Guidance team</li><li>2. Organized some small group tutorials for S1 and S2 students irregularly</li></ol> <p>Computer Subjects</p> <p>Mock examination was cancelled due to the outbreak of COVID-19.</p>
--	--	--	--



			<p><b>Music</b></p> <p>The percussion lessons in term two were reduced due to the limitation posed by online lessons. The intended programme of assessment for learning cannot be carried out in the online mode.</p> <p><b>BAFS</b></p> <p>The program was cancelled due to the suspension of classes.</p> <p><b>General Education</b></p> <p>Due to the limited face to face lessons for the General Education Lesson, the programme of writing reflections was cancelled/postponed due to the suspension of classes.</p>
--	--	--	---





1.3 Students are able to identify needs and devise ways to meet the needs when facing problems, especially those real-life problems

TIC	(Refer to page no in the ASP 20-21) Targets & Strategies	Success Criteria (as stipulated in ASP 20-21)	Evaluation
CHW CMC KSY YYP LCY CKL CBL LYS CSL	<p>a. Incorporating Design-thinking in learning</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>Liberal Studies: Independent Enquiry Study (IES)</li> <li>Liberal Studies: Critical thinking enhancement class</li> <li>中國歷史: 高中中史科增潤課程</li> <li>Computer</li> </ul> <p>Subjects: Welcome</p>	<p>Design-thinking was incorporated in learning</p>	<p>Liberal Studies</p> <p><u>Independent Enquiry Study (IES)</u></p> <p>Most (over 90%) S6 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> <p><u>Critical thinking enhancement class</u></p> <p>The program was suspended due to a reduction of teaching time (from 55 mins to 40 mins per lesson) and the half-day schooling policy.</p> <p>中國歷史</p> <p>一、 中六級：於上學期安排4次增</p>



<p>to AI World</p> <ul style="list-style-type: none"><li>• Computer</li></ul> <p>Subjects: A.I.</p> <p>courses for S4 ICT students</p> <ul style="list-style-type: none"><li>• Computer</li></ul> <p>Subjects:</p> <p>Overclocking demonstration</p> <ul style="list-style-type: none"><li>• Religious</li></ul> <p>Studies: Diversified Learning activities</p> <ul style="list-style-type: none"><li>• Chemistry: S4 Problem Solving Project - Copper Extraction from ore</li></ul> <ul style="list-style-type: none"><li>• Economics:</li></ul> <p>PolyU Jockey Club</p> <p>"Operation SoInno"</p> <ul style="list-style-type: none"><li>• Economics:</li></ul> <p>Remedial classes for S4 and S5 students</p>	<p>潤課程，每節2小時，共8小時；公開試前安排4次增潤課程，每節2小時，共8小時；全年共16小時。</p> <p>二、中四、中五級：全年補課各級各12小時。</p> <p>三、學生出席理想，均完成課業。</p> <p>Computer Subjects</p> <p><u>Welcome to AI World</u></p> <p>Due to the outbreak of COVID-19, lesson time was greatly reduced. The demonstration of the use of Pepper in AI was not done. This year, we purchased three Pepper robots and completed the teachers' training at the end of April 2021. Some teaching resources were prepared.</p> <p>Due to the outbreak of COVID-19, the courses were postponed to Apr 2021. Furthermore, we reduce the class size of the courses which mainly included S3 and S4 students.</p> <p><u>A.I. courses for S4 ICT students</u></p> <p>The following courses were organized:</p> <ol style="list-style-type: none"><li>1. Face Recognition Door (6 hours) [Apr 2021]</li></ol>
---	--



<ul style="list-style-type: none"><li>• <b>Physical</b></li></ul> <p><b>Education:</b></p> <p>Enforcement of the lesson routine</p> <ul style="list-style-type: none"><li>• <b>Discipline:</b></li></ul> <p>General Activities organised and duties performed by Prefects' Association</p> <ul style="list-style-type: none"><li>• <b>Careers:</b> iMovie Workshop of Video Editing</li></ul> <ul style="list-style-type: none"><li>• <b>Careers:</b> Career Booth in JCE</li></ul> <ul style="list-style-type: none"><li>• <b>Discipline:</b></li></ul> <p>Thanksgiving Nite</p>	<p>2. Donkey Car AI (8 hours) [May 2021]</p> <p>3. AI 挑戰 x 斜坡安全 – AI 應用工作坊 (9 hours) [Oct 2020 to Nov 2020]</p> <p><u>Overclocking demonstration for S4-6 ICT Students</u></p> <p>An overclocking demonstration was held in August by the professional body (HKEPC).</p> <p><u>Competitions</u></p> <p>This year we took part in the following competitions:</p> <ol style="list-style-type: none"><li>1. AI X 斜坡安全 – AI 應用工作坊及比賽</li><li>2. RoboMaster 2020 青少年挑戰賽(香港站)</li><li>3. International Coding Elite Challenge</li><li>4. Python Application Challenge</li><li>5. Students seemed to rely on the help from teacher advisor. They should learn to be more creative in the future.</li><li>6. The performance of students was satisfactory. We obtained Top 16 in the Robomaster 2020. Three gold awards in the International Coding Elite Challenge. 1<sup>st</sup> runner-up in the Python Application Challenge.</li></ol>
---	---



			<p><u>Computer Assembly Course</u></p> <ol style="list-style-type: none"><li>1. We purchased 37 computer books for the IT corner.</li><li>2. IT corner attracted students who were interested in learning extra IT knowledges.</li></ol> <p><b>Religious Studies</b></p> <p>Diversified Learning activities such as group discussions, debates and students' PowerPoint presentation were adopted.</p> <p><b>Chemistry</b></p> <p>The program was partially implemented. In general, ALL students could complete the laboratory proposal and rewrite modified laboratory proposal.</p> <p>Three major principles of methods were proposed:</p> <ol style="list-style-type: none"><li>1. Electrolysis of aqueous solution of dissolved samples.</li><li>2. Displacement by Zn or Mg</li><li>3. Carbon reduction</li></ol> <p>However, students could not start the experimental and writing report stages</p>
--	--	--	--



			<p>during school half day lessons online period.</p> <p>Therefore, panel requested lab. technician to capture the video of these three principle methods of extraction for sharing with the groups in order to allow students to get the experience under pandemic condition.</p> <p><b>Economics</b></p> <p>Not Implemented due to venue restriction with COVID-19</p> <p>Online remedial session was provided as a remedy.</p> <p><b>Physical Education:</b></p> <p>The lesson routines were enforced.</p> <p><b>Discipline</b></p> <p><u>General Activities organised and duties performed by Prefects' Association</u></p> <ol style="list-style-type: none"><li>1. Souvenir selling, Student Forum (5 in total) and Fu Chi Shield (Quiz competition) had been held.</li><li>2. The participation of students was satisfactory.</li></ol>
--	--	--	---





			<p><u>Thanksgiving Nite</u></p> <p>The program was cancelled/postponed due to the suspension of classes.</p> <p><b>Career</b></p> <ol style="list-style-type: none"> <li>1. iMovie Workshop of Video Editing (successfully held on 24 April 2021, 2-5 pm, 8 students, cost \$4950)</li> <li>2. Career Booth in JCE (successfully held on 25 Sep 2020)</li> </ol>
<p><b>CMC</b></p> <p><b>CHW</b></p> <p><b>CWC</b></p>	<p>b. Project learning across subjects</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• <b>中國歷史</b>: 初中級專題研習活動</li> <li>• <b>History</b>: S3 History – historical enquiry project (jointly organized with the <b>Chinese History</b> Panel)</li> <li>• <b>History</b>: S1</li> </ul>	<p>At least one cross KLA project is assigned to junior form students.</p>	<p><b>中國歷史</b></p> <p>中一至中三級按時完成專題研習計劃，各級主題配合教學內容，同時鼓勵學生發揮創意，完成個人研習報告。中一主題為四格漫畫創作；中二主題為歷史遊戲卡設計；中三級主題為歷史風雲人物競海報設計。各級大部分學生均能結合所學，按照主題所需，展示篩選史料、組織歸納、創作等能力。</p> <p>各級約 85%以上學生完成專題研習活動。</p> <p><b>History</b></p> <p>S1: The program was suspended due to the pandemic</p> <p>S3: Two historical models produced were outstanding.</p>



	<p>History –historical enquiry project</p> <ul style="list-style-type: none"><li>• <b>Reading :</b></li></ul> <p>Internal Book Fair</p>		<p>Evaluation 1: Students chose and set their own topic on S3 World History and the subject teacher gave comments and advices and assisted the fine-tuning. This nurtured the sense of self-directed learning. The form of continuous assessment (with different assessment phrases) allowed more effective learning.</p> <p>Evaluation 2: The historical models can be stored for demonstration and appreciation. The models will be passed to and preserved by the Heritage Preservation Team.</p> <p>The program was cancelled/postponed due to the suspension of classes.</p> <p><b>Reading</b></p> <p><u>Internal Book Fair</u></p> <p>Planned as follows but some are cancelled due to the suspension of classes.</p>				
	<p><u>Internal Book Fair</u></p>						
	<table><tr><td>學年週次</td><td>展覽主題</td></tr><tr><td>6-7 週 5/11 至 1/12</td><td>考試必勝</td></tr></table>			學年週次	展覽主題	6-7 週 5/11 至 1/12	考試必勝
學年週次	展覽主題						
6-7 週 5/11 至 1/12	考試必勝						



		8-9 週 4/1 至 1/2	強身健體吃好一点
		10-11 週/ 2/2 至 4/3	人文學科展覽
		12-13 週 5/3 至 16/4	新書巡禮
		14-15 週 19/4 至 10/5	認識自我系列
CWW LTW TKL LCYJ LPK	c. Participating in competitions that stress on creativity and/or problem solving	Each KLA is to mobilize its students to participate in at least one joint school competition that stress on creativity and/or problem solving.	English Language
	<b>Programmes:</b> <ul style="list-style-type: none"> <li>English</li> </ul> <b>Language:</b> Taking Part in Inter-school Debating Competitions and Inter-school Drama Competitions <ul style="list-style-type: none"> <li>Mathematics:</li> </ul> Training Program for 'The 23rd Hong		<ol style="list-style-type: none"> <li>Regular meetings were held, mainly on Zoom, to prepare for each round of the competitions. In the run-up to a round of the competition, more training sessions were held for the speakers of the round.</li> <li>Students find the demands of debating rigorous, and thus, a few students do drop out during the course of the year. However, the students who remain are committed with the only issue besides the time factor being that some students are too reliant on the teacher advisors/coaches.</li> <li>A total of 27 students originally joined the team, but not all remained active members throughout the year.</li> </ol>



<p>Kong Mathematical High Achievers Selection Contest' (S3)</p> <ul style="list-style-type: none"><li>• <b>Mathematics:</b> Training Programme for the 20th Pui Ching Invitational Mathematics Competition, HKMO and HKIMO</li><li>• <b>Physics:</b> Take part in the HKPO</li><li>• <b>普通話:</b> 普通話才藝比賽 (初賽、決賽)</li><li>• <b>Visual Art:</b> Participating in Creative Competitions</li></ul>		<p>4. The results of the competition are detailed in the attachment, Appendix 1. Overall, we can be pleased with the result though Teams I &amp; II were very disappointed not to secure the title of Grand Final Champions at the end of the school year. The point to note is that students did take time to adjust to debating on Zoom, and thus the results in term 1 were not as strong as in past years. However, there was definite improvement in the second half of the school year.</p> <p>5. Summary of the results: Team I: Runners-up in the Term 1 Final and Grand Final Team II: Runners-up in the Grand Final Team III: Champions of the Term Final</p> <p>Thank you to Alson Chung of 3A for being Captain of the team and his help with being Chairman and/or Timekeeper or helping train others. He has initiative, strong organisational skills and is a talented debater.</p>
--	--	--



			<p>This year, it was somewhat disappointing to not see the members of Team I (S5) more engaged in debating, and helping lead and train the more junior members. On the other hand, it was good to see the progress and improvement made by Teams II &amp; III.</p> <p>Hiring an outside coach was a great asset and greatly facilitated the preparation of the teams for the debates. The coach's knowledge of IT was a further asset given the use of the online format for holding the competition. The recommendation is to continue the hiring of an external coach given the significant difference the coach made to the team. The results of the survey evaluating the coach's performance by the students are detailed in Appendix 2. An important note is that the LWLG grant of \$10,000 fell far short of the actual hours we need a coach for.</p> <p>Two students, Russell Lucero (S.5) and Ray Choudhury (S.3), were selected to join an extra online course on debating titled Discourse. They were chosen as the</p>
--	--	--	--





			<p>organizer had requested more experienced and/or debaters with promising potential be enrolled. 'Discourse' was run on three Fridays in 3-hour or 2-hour sessions during October - November. As the student's team advisor and coach, the NET also joined the sessions. The feedback from the two students was positive, and it was pleasing to see them take an active part in the discussions with our two students often taking the lead.</p> <p>Suggestions for improvement:</p> <ol style="list-style-type: none"><li>1. To run a course especially targeting new debaters as students new to debating do find the debating challenging as the motions can be beyond their years of experience</li></ol> <p>Given the first round of the competition needs to be usually held by the end of September/early October, anyone new to debating is rather thrown in at the deep end.</p> <p>One of the main problems is finding a suitable time slot as S1 students have a PET class after school either on a</p>
--	--	--	--



			<p>Monday or Wednesday.</p> <ol style="list-style-type: none"><li>English teachers are advised to keep an eye out for potential debaters as they have regular contact with the students and have a good awareness of the capabilities of the students.</li><li>Continue to look for avenues (e.g. external courses and competitions) to further expose students to the challenge of debating and public speaking</li></ol> <p><b>Mathematics</b></p> <p><u>Training Program for 'The 23rd Hong Kong Mathematical High Achievers Selection Contest' (S3)</u></p> <ol style="list-style-type: none"><li>The contest was postponed and finally cancelled due to Coronavirus outbreak.</li><li>Attendance: 80% (Stage One)</li></ol> <p><u>Training Programme for the 20th Pui Ching Invitational Mathematics Competition, HKMO and HKIMO</u></p> <ol style="list-style-type: none"><li>The attendance of students in the first 10 hours of training is above 80% and the attendance in the last 10 hours of training is above 60%.</li></ol>
--	--	--	---



			<p>2. Some students dropped out the training after the list of competition participant is confirmed.</p> <p>3. Attendance rate and performance of participants were satisfactory. HKMO awardees:</p> <p>5C TSUN Chun Fu (Best Performance)</p> <p>5D KWAN Wai Kit (3<sup>rd</sup> Honour)</p> <p>5D WONG Hong Yung (3<sup>rd</sup> Honour)</p> <p>IMO (Preliminary-HK) awardee:</p> <p>5C TSUN Chun Fu (Bronze Award)</p> <p><b>Chemistry</b></p> <p>A team of 4-5 S5 chemistry students joined 2 interschool competitions this year:</p> <p><u>Hong Kong Student Forensic Science Competition (HKSFSC)</u></p> <p>General knowledge on Forensic Science including Fibre Analysis, Blood Typing and Spatter Pattern Analysis, DNA Electrophoresis Fingerprinting, Fingerprint Sampling and Analysis, Footprint Analysis were learnt for analyzing which suspects as murder in scenes.</p>
--	--	--	---



			<p><u>Digi-chem competition 2020-2021</u></p> <p>Theme : Experiment to determine the effectiveness of the production of chlorine bleach by a commercial bleach maker ) experimental and report stages were completed.</p> <p><b>Physics</b></p> <p>Five of our S5 students took part in the Hong Kong Physics Olympiad 2020 (online competition) on 18 October 2020.</p> <p><b>普通話</b></p> <p>比賽於 2021 年 4-5 月舉行，比賽內容為說故事及唱歌。學生在預備比賽的過程時(例如構思表演內容、排練等)，須想方設法使自己的演出精彩吸引，同時也會面對不同的困難和限制，從中能培養他們的想像力及解難能力。比賽時，面對全班同學，需要勇氣及自信；遇突發情況，須具備臨場應變技巧。學生普遍能投入參與，用心演出。例如中三有同學構思表演內容時，想到自行準備結他伴奏，提升表演的吸引力。</p> <p><b>Visual Art</b></p> <p>Competitions were cancelled due to the</p>
--	--	--	---



			suspension of classes.
LTW CSL	<p>d. Meeting the need of people in service learning</p> <p>Programmes:</p> <ul style="list-style-type: none"> <li>• <b>Activities:</b> S4 OLE Community Service Program</li> <li>• <b>Careers:</b> Elite Youngsters Programme</li> </ul>	<p>Our students have participated in various service learning programmes.</p>	<p><b>Activities</b></p> <p><u>S4 OLE Community Service Program</u></p> <ol style="list-style-type: none"> <li>1. Students (57%) completed the program.</li> <li>2. Among 12 community service groups, only 3 community service groups had completed the programme, 7 community service groups were called off and 2 groups of students had completed half of the programme due to the COVID-19.</li> </ol> <p><b>Careers</b></p> <p>Elite Youngsters Programme (Top 10 in 2020/21 FedEx Express / JA International Trade Challenge, other services are cancelled)</p>

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



### 2.1 Students could attend lessons/activities and submit homework on-time

TIC	(Refer to page no in the ASP 20-21) Targets & Strategies	Success Criteria (as stipulated in ASP 20-21)	Evaluation
WMC LTW LYS CHW	<p>a. Launching campaign “Use time wisely, Fulfil duties properly”</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li><b>Life &amp; Society:</b> Social issues online exercises</li> <li><b>Activities:</b> Student Leaders Training Workshop</li> <li><b>Discipline:</b> Punctuality award</li> <li><b>Discipline:</b> Discipline Team</li> </ul>	<p>At least 3 Activities from different teams joined this campaign and the activities will cover the majority of S1 to S5 students.</p>	<p><b>Life &amp; Society</b></p> <p><u>Social issues online exercises</u></p> <ol style="list-style-type: none"> <li>11 online exercises of selected topics have been created</li> <li>Students’ results of the online exercises have been counted in the daily assessment scores</li> <li>Majority of S1 to S3 students have finished the tasks</li> </ol> <p><b>Activities</b></p> <p>A four day workshop is combined with a day training camp that aims to better mentally prepare our student leaders for their responsibilities next year. Three-day workshop, Day Camp (Total of 14 hours).</p> <p><b>Discipline</b></p> <p><u>Punctuality award</u></p>





	<p>Assisting System</p> <ul style="list-style-type: none"><li>• <b>Moral &amp; Civic:</b></li></ul> <p>Monday Motto</p> <ul style="list-style-type: none"><li>• <b>Moral &amp; Civic:</b></li></ul> <p>Picks of the Week</p>		<p>The program was cancelled/postponed due to the suspension of classes.</p> <p><u>Discipline Team Assisting System</u></p> <p>Students maintained good discipline.</p> <p><b>Moral &amp; Civic</b></p> <ol style="list-style-type: none"><li>1. The recommendation of good books was run smoothly.</li><li>2. Reactions of students were satisfactory.</li><li>3. Apart from books, recommendations for educative apps or other programs are welcome to diversify and broaden the exposure of students.</li></ol> <p>It was suggested by the Principal that the frequency of recommending books could be higher.</p>
<b>LTW</b>	<p>b. Requiring Junior Secondary students to join uniform groups or activities with group training element</p> <p><b>Programmes:</b></p>	<p>Each student will participate in at least one structured service learning program in his secondary school life.</p>	<p><b>Activities</b></p> <p>A four day workshop is combined with a day training camp that aims to better mentally prepare our student leaders for their responsibilities next year.</p>



	<ul style="list-style-type: none"> <li>Activities: S1 &amp; S2</li> </ul>		
	Activity Arrangement		

### 2.2 Students could articulate what they want themselves to be and work out effective plan to follow their vocation

TIC	(Refer to page no in the ASP 20-21) Targets & Strategies	Success Criteria (as stipulated in ASP 20-21)	Evaluation
CHW LCYJ CKL LSC WMC CSL NKW TPM CHW LWY	a. Vocation discernment  <b>Programmes:</b> <ul style="list-style-type: none"> <li>Liberal Studies:</li> </ul> Cooperation with other school teams to work on nurturing positive values  <ul style="list-style-type: none"> <li>普通話: 課堂教學</li> <li>Economics, Geography and Life &amp; Society: The school-based curriculum</li> </ul>	At least 3 Activities from different teams related to vocation discernment and the activities will cover the majority of S1 to S5 students.	<b>Liberal Studies</b> The program was suspended due to the pandemic  <b>普通話</b> 配合課題，老師教授相關課文時滲入本年度的價值教育重點，加以強調，學生更清楚老師/學校期望他們成為一個怎樣的人。  <b>Economics, Geography and Life &amp; Society</b> The school-based curriculum echoing Values Education with the use of e-Learning tools 1. Mostly achieved. 2. A cross-curricular teaching package has been developed.



<p>echoing Values</p> <p>Education with the use of e-Learning tools</p> <ul style="list-style-type: none"> <li>• <b>Careers:</b> S3-5</li> </ul> <p>Brothers' Talk</p> <ul style="list-style-type: none"> <li>• <b>Guidance:</b> G.E. lessons</li> <li>• <b>Guidance:</b> S1 Activity Day – “SHIELD” 無酒守護者實戰工作坊 (New)</li> <li>• <b>Health Edu:</b> Talks about Love and Life Education _(whole school)</li> <li>• <b>Health Edu:</b> Talks about healthy eating habit (S.1 )</li> <li>• <b>Health Edu:</b> Talks about anti-smoking (S.3 &amp; S.5)</li> <li>• <b>Health Edu:</b> S1 Activity</li> </ul>		<ol style="list-style-type: none"> <li>3. The teaching package has been implemented in 2B.</li> <li>4. Lessons has been videotaped for future experience sharing.</li> <li>5. Modification of the teaching package will be made and the modified teaching package will be implemented in other S2 classes to ensure equal learning opportunities of all students.</li> <li>6. It is a trial for future curriculum development of values education and e-Learning.</li> <li>7. The Lesson Study approach inspired and equipped teachers to better plan their lessons.</li> <li>8. The culture of sharing and exchange among teachers has been promoted.</li> <li>9. Professional knowledge and capacity of teachers have been enhanced.</li> </ol> <p><b>Careers</b></p> <p>S3-5 Brothers' Talk (successfully held on 4-6 May 2021)</p> <p><b>Health Education</b></p> <p>A list of talks held by the Health Education Team:</p>
---	--	---



	<p>Day – “SHIELD” 無酒 守護者實戰工作坊</p> <p>•Moral &amp; Civic: Talks in General Education Lessons</p> <p>•Reading: Visits</p> <p>• Student Support: Coffee Barista Group</p> <p>•Student Support: S4 Mental Health Workshop</p>		<ol style="list-style-type: none"><li>1. Anti-smoking 新型煙類(S.5)</li><li>2. Anti-smoking 無煙新世代(S.3)</li><li>3. Sex Education 保護自己(S.1) (replaced by a talk about drug abuse prevention)</li><li>4. Healthy Eating Habit 識飲識食新人類 (S.1)</li><li>5. Sex Education 戀愛實戰(S.4)</li><li>6. Sex Education 結婚 I Do(S.5)</li><li>7. Sex Education 網絡陷阱(S.1)</li><li>8. Sex Education 色情文化的衝擊(S.2)</li><li>9. Sex Education 真愛值得等(S.3)</li><li>10. Joyful Fruit Day &amp; Exhibition about healthy eating habit</li><li>11. Organ donation (S.5)</li><li>12. S2 Activity Day – “SHIELD” 無酒守護者 實戰工作坊 (New)</li></ol> <p>Moral &amp; Civic</p> <ol style="list-style-type: none"><li>1. Only 5 talks were successfully held this academic year due to the pandemic. The topics of the talks covered wide range of moral and civic values and knowledge, and also the identified values. Through the talks, students could understand the rights and duties of citizens, the functioning of the government, the civic values, sense of identity and belonging,</li></ol>
--	---	--	---



			<p>sense of acceptance and respect for others, etc.</p> <p>2. As a whole, most students were cooperative during General Education lessons.</p> <p><b>Guidance</b></p> <p><u>Group guidance activity for S1 &amp; 2 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power</u></p> <p>Phase I Prevention</p> <p>*Class teachers reported names of possible bullies, victims and students found it hard to make friends to the Guidance Mistress.</p> <p>Phase II Intervention</p> <p>*Target students were invited to join after-school chess interest group on 17 &amp; 19 Mar 2021 and on 7, 14, 21 and 28 May 2021. 6 sessions in total.</p> <p>*7 to 8 students attended each session.</p> <p>*Positive feedback from participants and teachers. They were able to make new friends.</p> <p><u>Case referral system</u></p> <p>Refreshed colleagues' knowledge about the operation of the case referral system during</p>
--	--	--	---



			<p>the first and second GSMs on 26 Aug 2020.</p> <p>Collected referral forms from teachers: a total of 10 students were referred to the Guidance Team by teachers</p> <ul style="list-style-type: none"><li>- 8 students were referred to the social workers for follow-ups.</li><li>- 2 students were referred to the Educational Psychologist for follow-ups.</li></ul> <ul style="list-style-type: none"><li>* Improvement in the students' behaviour or emotions are shown</li><li>* Students are more willing to talk about their problems or concerns</li><li>* Relationships are reconciled</li><li>* Students do not turn away from guidance teachers, EP or SWs</li></ul> <p><b>Guidance</b></p> <p><u>Group guidance activity for junior form students – Positive M.I.N.D. Project (New)</u></p> <ul style="list-style-type: none"><li>* A joint-school parent talk was held on 14 Nov 2020.</li><li>* Another joint-school parent talk was held on 20 Mar 2021.</li><li>* Joint-school mental health first aid training was given to 8 S4 to S5 students from 21 to 28 Nov 2020.</li><li>* A joint school photography contest was held</li></ul>
--	--	--	---





			<p>between 4 Jan 2021 and 30 Apr 2021.</p> <p>*A prize-presentation ceremony of the joint-school photography contest was held on 24 May 2021.</p> <p>*Three e-booklets on enhancing family well-being were disseminated to parents on 26 Feb 2021.</p> <p><b>Student Support Team</b></p> <p><u>Coffee Barista Workshops</u></p> <ol style="list-style-type: none"><li>1. The program was postponed due to the suspension of classes.</li><li>2. Only 2 sessions of the workshops could be held in July and the attendance rate was 100%.</li><li>3. Students showed positive feedback to the activity and they were able to master some basic skills on Coffee Barista after the 2 workshops.</li></ol> <p><u>S4 Mental Health Workshop</u></p> <p>The S4 Mental Health Workshop was postponed due to the suspension of classes</p>
CHW	b. Steps and timeframe for the pursue of one personal quality expected	Students recognise the personal attributes that	<p><b>Liberal Studies</b></p> <p><u>Value Education about self-discipline for S4 students</u></p> <p>The program was suspended due to the pandemic.</p>



<p>CCKP</p> <p>NKW</p> <p>LTW</p> <p>LYS</p> <p>LWY</p>	<p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li><b>Liberal Studies:</b></li> </ul> <p>Value Education about self-discipline for S4 students</p> <ul style="list-style-type: none"> <li><b>Biology:</b></li> </ul> <p>Establishment of Fr. Bogadek Award</p> <ul style="list-style-type: none"> <li><b>Guidance:</b> Group guidance activity for S1 &amp; 2 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power</li> <li><b>Activities:</b></li> </ul> <p>Leadership Training Camp</p> <ul style="list-style-type: none"> <li><b>Activities:</b> Junior Training Program</li> <li><b>Discipline:</b></li> </ul> <p>Concern(s) of the month</p> <ul style="list-style-type: none"> <li><b>Guidance:</b> Case</li> </ul>	<p>they should pursue and how they can reach their goals.</p>	<p><b>Biology</b></p> <p>Fr. Bogadek Award will be launched after the completion of Biology Museum 2<sup>nd</sup> phase.</p> <p><b>Guidance</b></p> <p><u>Group guidance activity for S1 &amp; 2 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power</u></p> <p><u>Phase I Prevention</u></p> <p>*Class teachers reported names of possible bullies, victims and students found it hard to make friends to the Guidance Mistress.</p> <p><u>Phase II Intervention</u></p> <p>*Target students were invited to join after-school chess interest group on 17 &amp; 19 Mar 2021 and on 7, 14, 21 and 28 May 2021. 6 sessions in total.</p> <p>*7 to 8 students attended each session.</p> <p>*Positive feedback from participants and teachers. They were able to make new friends.</p> <p><u>Case referral system</u></p> <p>*Refreshed colleagues' knowledge about the operation of the case referral system during the first and second GSMs on 26 Aug 2020.</p>
---	--	---	--



	<p>referral system</p> <ul style="list-style-type: none"><li>• <b>Guidance:</b> Group guidance activity for junior form students – Positive M.I.N.D. Project (New)</li><li>• <b>Student Support:</b> Drama Therapy Group Training</li><li>• <b>Student Support:</b> Emotion Management and Counselling</li></ul>		<p>*Collected referral forms from teachers: a total of 10 students were referred to the Guidance Team by teachers</p> <ul style="list-style-type: none"><li>- 8 students were referred to the social workers for follow-ups.</li><li>- 2 students were referred to the Educational Psychologist for follow-ups.</li></ul> <p>* Improvement in the students' behaviour or emotions are shown</p> <p>* Students are more willing to talk about their problems or concerns</p> <p>*Relationships are reconciled</p> <p>* Students do not turn away from guidance teachers, EP or SWs</p> <p><u>Group guidance activity for junior form students – Positive M.I.N.D. Project (New)</u></p> <ol style="list-style-type: none"><li>1. A joint-school parent talk was held on 14 Nov 2020.</li><li>2. Another joint-school parent talk was held on 20 Mar 2021.</li><li>3. Joint-school mental health first aid training was given to 8 S4 to S5 students from 21 to 28 Nov 2020.</li><li>4. A joint school photography contest was held between 4 Jan 2021 and 30 Apr 2021.</li></ol>
--	--	--	---



			<p>5. A prize-presentation ceremony of the joint-school photography contest was held on 24 May 2021.</p> <p>6. Three e-booklets on enhancing family well-being were disseminated to parents on 26 Feb 2021.</p> <p><b>Activities</b></p> <p>Leadership Training Camp held in Jun - Jul 2021 (please refer to the individual program evaluation for more details)</p> <p><b>Activities</b></p> <p>Junior Training Program held in Apr – Jul (please refer to the individual program evaluation for more details)</p> <p>2021</p> <p><b>Discipline</b></p> <p><u>Concern(s) of the month</u></p> <p>Teachers were reminded of the key discipline issues and good discipline of students maintained.</p> <p><u>Drama Therapy</u></p> <p>The program was postponed due to the suspension of classes.</p>
--	--	--	--



			<p><b>Student Support</b></p> <p><u>Emotion Management and Counselling</u></p> <ol style="list-style-type: none"> <li>1. 90% of the attendance rate.</li> <li>2. Positive feedback from parents and students.</li> <li>3. Students have shown increased awareness of their emotional state and were able to apply the skills they have learnt in solving problems.</li> </ol>
--	--	--	---

### 2.3 Students could listen and observe actively

TIC	(Refer to page no in the ASP 20-21) <b>Targets &amp; Strategies</b>	Success Criteria (as stipulated in ASP 20-21)	<b>Evaluation</b>
LHF CMC CHW	<p>a. Incorporating experiential learning in lessons</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• <b>Integrated Science:</b></li> <li>• <b>中國歷史:</b> 中國歷史</li> </ul>	<p>Students appreciate the culture</p> <p>Students make friends with people</p>	<p><b>Integrated Science</b></p> <p>The project was partly finished at the stage of drafting proposal due to the school suspension and half-day lessons only resulted from the outbreak of COVID-19.</p> <p><b>中國歷史</b></p> <p>因疫情關係，未能舉辦校外參觀活動。</p>



<p>LCY</p> <p>CCKP</p> <p>TCN</p> <p>LPK</p> <p>CSL</p>	<p>科參觀活動</p> <ul style="list-style-type: none"> <li>History: Outreaching experiential leaning jointly held with the Moral and Civic Education Team: A Historical field-trip to the neighboring communities [Sheung Wan and West Point]</li> <li>Chemistry: S3 Low-Carbon Life Chemistry Video Competition</li> <li>Biology: Self-constructive Teaching Strategies</li> <li>Music: Drum lessons in S3</li> <li>Visual Art &amp; MCE : Classroom Door Design Project</li> </ul>	<p>in their visit</p>	<p>Chemistry</p> <p>The program was cancelled due to shortage of S3 Chem lessons on half day f2f and online lesson mode.</p> <p>History &amp; Civic Education Team</p> <p>The program was suspended due to the pandemic</p> <p>Chemistry</p> <p>The program was cancelled due to shortage of S3 Chem lessons on half day f2f and online lesson mode.</p> <p>Biology</p> <p>Self-directed learning (e.g. s3 flipped classroom activities) have been carried out.</p> <p>Music</p> <p>Drum lessons were conducted in a mixed mode manner, with demonstrations done in online lessons and practical experiences offered in face to face lessons. Students played basic patterns in the first term and developed their skills to play a simple drum cover based on these patterns to a pop song of their choice in the second term. Most students enjoyed the experience of playing an unfamiliar instrument, and many demonstrated ownership of their learning by choosing their own songs and practicing for the final exam.</p> <p>Visual Art &amp; MCE</p> <p>The theme of "Protecting our Environment"/ "Creating</p>
---	---	-----------------------	--





	<ul style="list-style-type: none"> <li><b>Careers:</b> Internships &amp; Job-shadowing</li> <li><b>Moral &amp; Civic:</b> Outreaching activities for experiential learning and community service</li> </ul>		<p>Good Environment” was incorporated into the classroom door design project. The best design of each class was selected by Class Teachers. The designs were printed out and pasted onto the doors. Good designs were created.</p> <p><b>Careers</b></p> <p>Internships &amp; Job-shadowing (5 job-shadowing for S4-6 and 5 internships for junior old boys will be held in summer 2021)</p> <p><b>History &amp; MCE</b></p> <p>The Outreaching program was suspended due to the pandemic.</p>
MPY CHW KSY YYP LTW CSL LYS TPM	<p>b. Launching games and competitions</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li><b>中國語文:</b> 參加各類型公開比賽</li> <li><b>(NCS)中文第二語言:</b> 參加各類型公開比賽</li> <li><b>Liberal Studies:</b> Legal Quiz Competition</li> <li><b>Computer Subjects:</b> Participation of various competitions</li> </ul>	70% of students joined in at least one game/competitions.	<p><b>中國語文</b></p> <p><u>參加各類型公開比賽</u></p> <p>全體同學參加全港中小學中英文硬筆書法比賽，部分同學表現認真。</p> <p><b>NCS中文第二語言</b></p> <p><u>參加各類型公開比賽</u></p> <p>一、 參加全港中小學中英文硬筆書法比賽。</p> <p>二、 學生表現認真，投入比賽，作品字體端正，有細心研習筆順和字形，再下筆書寫。</p> <p>三、 參加 2020/21 非華語學生中文寫作及才藝比賽。</p> <p>四、 學生熱衷參與，用心寫作，作品緊扣題旨，運用了課堂教授的寫作技巧，能清晰表達寫作意</p>



	<ul style="list-style-type: none"> <li>• <b>Religious Studies &amp; MCE:</b> Inter-class Competition on decoration on bulletin-board</li> <li>• <b>Activities:</b> SAA Large Scale Activities</li> <li>• <b>Activities:</b> Inter Class Competitions</li> <li>• <b>Careers :</b> S3/5 Inter-class Career Quiz Competitions</li> <li>• <b>Discipline:</b> Poster design competition</li> <li>• <b>Health Edu:</b> Joyful Fruit Day_(whole school)</li> <li>• <b>MCE:</b> Classroom Cleanliness Competition</li> <li>• <b>MCE:</b> Bulletin Board Design Competition (Co-organize with the Religious Education</li> </ul>		<p>念。</p> <p><b>Liberal Studies</b></p> <p>Students participated actively in the competition. It is advised to implement the program again next year.</p> <p><b>Religious Studies &amp; MCE</b></p> <ol style="list-style-type: none"> <li>1. Classroom Cleanliness Competition: Ms. Chan reported that 20 classes out of 20 returned the score sheets. All classes that had returned the score sheets were awarded more than 4.4 marks out of 5 in average. Students' sense of belonging to the school and their sense of keeping the classroom clean were aroused.</li> <li>2. Bulletin Board Design Competition (Co-organize with the Religious Education Panel):             <ol style="list-style-type: none"> <li>a. It was agreed that it was a good opportunity for students to take part in teamwork.</li> <li>b. 21 classes took part in the competition and most classes created very good designs.</li> <li>c. Due to the pandemic, the prize presentation ceremony was suspended and certificates for winners were given to class teachers only.</li> <li>d. It was suggested that photos can be taken to record the demonstration of the</li> </ol> </li> </ol>
--	---	--	---



	<p>Panel)</p> <ul style="list-style-type: none"><li>• <b>Pastoral Care:</b></li></ul> <p>Interclass competition of football and basketball for all S1, S2 and S3 classes.</p> <ul style="list-style-type: none"><li>• <b>Pastoral Care:</b></li></ul> <p>Interclass competition of Chinese Chess for S1 to S5 classes</p>		<p>winners. These photos can be published in the School Magazine.</p> <p><b>Activities</b></p> <p><u>Large Scale Activities</u></p> <ol style="list-style-type: none"><li>1. Joint Club Exhibition(SAA) 16/10/20</li><li>2. JTP (SAA) 15-17/7/21</li><li>3. LTC (SAA) 24-26/7/21</li></ol> <p><b>Careers</b></p> <p>S3 and S5 Inter-class Career Quiz Competitions are successfully held on 21 April 2021 and 31 May 2021 respectively.</p> <p><b>Discipline</b></p> <p><u>Poster design competition</u></p> <p>The program was cancelled/postponed due to the suspension of classes.</p> <p><b>Health Education</b></p> <p><u>Joyful Fruit Day (whole school)</u></p> <p>Planned activities were cancelled due to social distancing measures of the COVID-19 pandemic.</p> <p><b>Pastoral Care</b></p> <p>Various interclass competitions such as football, basketball and Chinese chess were successfully held for all</p>
--	---	--	--



			S1, S2 and S3 classes during the resumptions of the face-to-face lessons,
--	--	--	---

### 2.4 Students could behave in proper manners on all occasions

TIC	(Refer to page no in the ASP 20-21) Targets & Strategies	Success Criteria (as stipulated in ASP 20-21)	Evaluation
CMC LSC NKW TPM LWY	<p>a. Launching campaign “Fraternity in Action”</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>中國歷史: 透過電子教學的方式發展校本價值教育課程</li> <li>Geography: Geography fieldtrip organized for junior form students</li> <li>Guidance: Group guidance activity for</li> </ul>	<p>70% of students joined in at least one game/competitions.</p>	<p><b>中國歷史</b></p> <p>一、2020-2021 年度參與教育局校本課程支援計劃，中史科聯同生活與社會科及地理科，以「面對逆境」為主題，結合本科教學內容，製訂了跨科價值教育課，並以網課形式(結合 Google Form 及 NearPod 等平台)，順利於下學期完成。</p> <p>二、以元代高壓政策切入，學生透過扮演不同種族的人士，了解高壓民族政策下所面對的不公和壓迫。透過學生的課業反映，學生從中能培養同理心，展示出理解他人的苦況及願意幫助弱勢民族的意願。</p> <p>三、電子教學方面，善用不同的教學平台，更能引起學生的興趣及令課堂更多元化。另外，學生熟悉 Google Form 的操作，</p>



<p>S3 &amp; 4 students</p> <p>–Mindshift</p> <p>Educational</p> <p>Networking</p> <p>Programme</p> <ul style="list-style-type: none"><li>• <b>Health Edu:</b> A talk about organ donation (S.5)</li><li>• <b>Student Support:</b> Animal Assisted Therapy</li><li>• <b>Student Support:</b> S3 Life Education</li></ul>	<p>惟使用其他電子學習平台未見純熟，有待加強訓練。</p> <p><b>Geography</b></p> <ol style="list-style-type: none"><li>1. Geography fieldtrip organized for junior form students.</li><li>2. Cancelled due to the pandemic.</li></ol> <p><b>Careers</b></p> <p>S3 and S5 Inter-class Career Quiz Competitions are successfully held on 21 April 2021 and 31 May 2021 respectively.</p> <p><b>Guidance</b></p> <p>Group guidance activity for S3 &amp; 4 students</p> <p>–Mindshift Educational Networking Programme</p> <p><u>1 form-based seminar</u></p> <p>*The organiser delivered a G.E. lesson titled ‘A Smooth Transition from Junior to Senior Secondary’ to S4 students on 16 Oct 2020.</p> <p><u>3 joint-school student training sessions</u></p> <p>*Circular No. 20 was issued on 20 Sep 2020 to recruit S3 participants.</p> <p>*10 S3 students were nominated and their parent consent forms were collected.</p> <p>*The participating students attended three joint-school student workshops online on 3, 24</p>
---	---



			<p>and 31 Oct 2020.</p> <p>*2 participating students attended the song composition workshops on 7 and 14 Nov 2020.</p> <p><u>3 yoga sessions</u></p> <p>*The participating students attended the online yoga sessions on 27 Feb, 6 Mar and 13 Mar 2021.</p> <p><u>3 music salon sessions</u></p> <p>*4 participating students attended the music salon sessions on 9 Feb, 9 Mar and 19 Apr 2021</p> <p><u>2 school projects</u></p> <p>*A face-to-face meeting about the school projects involving all participants was held on 11 Mar 2021.</p> <p>Project 1: Fraternity in Action 友距離飛行</p> <ul style="list-style-type: none"><li>- Participating students held a flying chess activity incorporating Fitmind10 in the IAC before and after-school on 7, 14, 21, 28 May and 4 June 2021. The last session was an inter-class competition on mental health knowledge using Mentimeter.</li></ul> <p>Project 2: Nowhere, Now here/hear 友距離傾聽</p> <ul style="list-style-type: none"><li>- Participating students invited 10 teachers to sing a song they composed and produced activity sheets for students to complete on 28 May 2021</li></ul> <p>*All participants recorded a PowerPoint presentation of their school projects which was played at the closing ceremony at the end of August.</p>
--	--	--	---



			<p><u>Attachment programme</u></p> <p>*2 of the participants attended a five-day attachment programme. 4.5 days using zoom and half day on HKU campus.</p> <p>*Participants reached 80% attendance.</p> <p>*Positive feedback from participants</p> <p>*Positive change of students' and teachers' perceptions towards mental health and mental illnesses</p> <p>*Our school was awarded the outstanding performance school award and two of our students were awarded the outstanding performance award.</p> <p><b>Health Education</b></p> <ol style="list-style-type: none"><li>1. Doctors and nurses were invited on 5 May 2021 to host a talk about organ donation, which aims to heighten students' awareness of organ donation.</li><li>2. Positive feedback from teachers and students. They enjoyed the talk very much.</li></ol> <p><b>Student Support</b></p> <p><u>Animal Assisted Therapy</u></p> <p>The program was postponed due to the suspension of classes.</p>
--	--	--	---





			<u>S3 Life Education</u> Phase Two of the program was postponed due to the suspension of classes
MPY LYS	b. Highlight Humanity and Environmental education in lessons (excluded in 20-21)  c. Service learning <b>Programmes:</b> <ul style="list-style-type: none"> <li>中文(第二語言): 參與義務工作</li> <li>Discipline: Merit and Demerit system and relative schemes and policies</li> </ul>	Each student will participate in at least one structured service learning program in his secondary school life.	中文(第二語言) <u>參與義務工作</u> 因疫情關係，活動取消。  Discipline <u>Merit and Demerit system and relative schemes and policies</u> Encouraging results from the Demerit Voidance Scheme. 11.1% of demerit voidance completion rate yielded in around a month.



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

<b>TIC</b>	<b>(Refer to page no in the ASP 20-21) Targets &amp; Strategies</b>	<b>Success Criteria (as stipulated in ASP 20-21)</b>	<b>Evaluation</b>
<b>STW</b>	<p>a. Spiritual development in the Salesian way</p> <p><b>Programmes:</b></p> <p><b>E &amp; SF:</b> New Teacher Formation Programme</p>	<ol style="list-style-type: none"> <li>1. 75% of Catholic Teachers have attended at least two retreats.</li> <li>2. 5 teachers attend the Salesian Pastoral Meeting conducted by Salesian Youth Ministry.</li> <li>3. 100% of members from Evangelization and Spiritual Formation have</li> </ol>	<ol style="list-style-type: none"> <li>1. 53% Catholic teachers attend both two retreats respectively. Participants reflected that it is a good opportunity to reflect on the Strenna and enhance the harmony among Catholics.</li> <li>2. 5 teachers attended the Salesian Pastoral Meeting conducted by Salesian Youth Ministry.</li> <li>3. The program was postponed due to the COVID-19 pandemic as seminars and workshops were canceled.</li> <li>4. Sharing about the elements of Salesian oratory have been conducted during 5 general staff meetings</li> <li>5. A small sharing group among Catholic teachers was postponed due to the COVID-19 pandemic.</li> </ol>



		<p>attended at least 10 hours of CPD concerning Religious Education at the end of the school year</p> <p>4. At least two sharing about the elements of Salesian oratory have been conducted during general staff meetings</p> <p>5. A small sharing group among Catholic teachers are formed and meets once a month</p>	
YYP	b. Setting up in-house project schedule to	1. 40 S1 students join the Peer Mentorship	<p>Teacher received the following comment and feedback from the participants:</p> <p>1. Team spirit and friendship were built in</p>



	<p>promote sinless joyful school life</p>	<p>Program with positive feedback</p> <p>2. More than 15 students are awarded</p>	<p>the following interesting activities.</p> <p>2. Participants received meaningful social insight and useful communication skills.</p> <p>Suggestion for improvement:</p> <p>1. Normal plan should be undergone after the problem caused by the COVID-19 .</p> <p>2. Peer care team held a series of activities e.g.:</p> <p>3. Fun Day for Mentors and Mentees early Sept 2020</p> <p>4. Training on 31-7-2021 and 16-8-2021</p>
	<p>c. Joyful service to the community / primary schools</p> <p>Programmes:</p> <p>E&amp;SF: Charity services 2020</p>	<p>1. 200 students participate in the volunteer services</p> <p>2. Accumulation of 2,000 hours of volunteer service hours are recorded for the whole school.</p>	<p>1. A lot of volunteer service programme were cancelled due to suspension of class.</p> <p>2. Mainly S4 students participate in the volunteer services (OLE).</p>



## Our Learning and Teaching

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



18 Dec 2020 - 2021 Christmas Celebration

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 scheduled on 26 March, 2020 (Saturday).



Remark: An online feedback session for S1 students was held on 25th March, 2021 so as to prepare them for the Preliminary English Test (PET) reading and writing exam.

**Featured Programme: The Interclass Choral Verse Speaking Competition & Inter-class movie-dubbing/ mini video production competition/ Debating Competitions**

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.





**Featured Programme: Inter-class movie-dubbing/ mini video production competition 2020-2021**

Due to the significant reduction of school time to half day lessons and strict implementation of social distancing measures in school, we were not able to organise any interclass drama competition which might involve intensive rehearsal and some interactive body movement.

**Featured Programme: The Interclass Choral Verse Speaking Competition 2020-2021**

The programme was regrettably cancelled due to Covid-19 pandemic and the risk of infection. 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).



It is anticipated that the relaxation of social distancing measures in school and gradual resumption of normal full day lessons next year will make the interclass drama competition & “The Interclass Choral Verse Speaking Competition” possible.

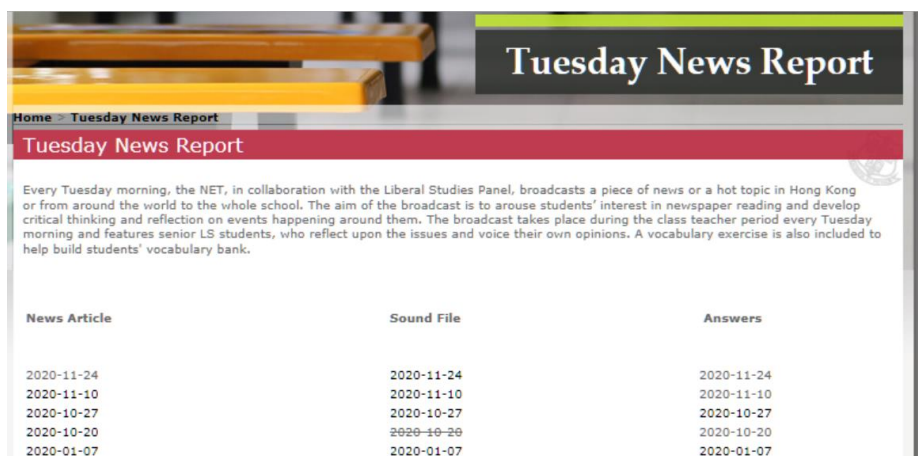
### Featured Programme: Tuesday International News Reporting

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.



[http://www.stlouis.edu.hk/user\\_page/page.php?page\\_id=52](http://www.stlouis.edu.hk/user_page/page.php?page_id=52)

### Featured Programme: The English Corner

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:

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.



### Other Inter-school English Activities

#### Taking Part in Hong Kong Secondary School Debating Competition/ Debating Team

##### Course

This junior debating competition is open to those S.1-3 students who are expected to come regularly for training by our Native English Speaking teacher. Conscientious and confident students will be recommended to join inter-school competitions and related activities. (Record of participation and results will be included in your child's personal profile.)

In sum, teams take part in two rounds in both term 1 and 2. Normally, if the team wins both rounds, they take part in a term final (term finals are held in each term). Teams which win term 1, rounds 1 & 2 and the term 1 final plus the two rounds of term 2 are eligible for the Grand Final at the end of term 2. This year because of the new mode (online) used to run the competition, the requirements for entering the Grand Finals were relaxed somewhat. Three of our teams entered in Division 1 as follows: Team I: S5, Team II: S3&S4, Team III: S1&S2.

Although in the previous scholastic year (2019-20), the HKSSDC had to be abandoned part way through term 1 due to the situation in Hong Kong, and later due to the Covid-19 pandemic, this year, the competition was held from start to finish using an online mode (Zoom / Google Meet).



Regular meetings were held, mainly on Zoom, to prepare our students for each round of the competitions. In the run-up to a round of the competition, more training sessions were held for the speakers of the round.

A total of 27 students joined the team. The results of the competition are encouraging. Overall, we can be pleased with the result though Teams I & II were very disappointed not to secure the title of Grand Final Champions at the end of the school year. The point to note is that students did take time to adjust to debating on Zoom, and thus the results in term 1 were not as strong as in past years. However, there was definite improvement in the second half of the school year.

Summary of the results:

Team I: Runners-up in the Term 1 Final and Grand Final

Team II: Runners-up in the Grand Final

Team III: Champions of the Term Final

### **Encouraging students to take part in the English Speech Festival**

Hong Kong Schools Speech Festival is an annual inter-school competition. Students who participate in it will be coached by SLS experienced English teachers. There are different events available: Solo Verse Speaking, Public Speaking Solo, Public Speaking in Teams, etc. Students can make use of this precious opportunity to improve their pronunciation and intonation as well as building up their confidence of using English. Those who manage to finish all the training by teachers and eventually attended the



event will have their result recorded in their personal profile as well as the entry fee reimbursed by the school.

Satisfactory results were reported, despite the fact that there is being the Pandemic, resulting in a reduction in contact time between participants and coach. 2 students were placed FIRST; 6 placed THIRD; 46 were given a Certificate of Merit; 5 were given a Certificate of Proficiency.

### **Speak Up, Act Out!**

In this competition, students work in a team of 4-6 to produce a play (no longer than 6 minutes). Students are expected to come for regular practice sessions in order to learn how to devise a play using simple props, body language and meaningful dialogue creatively. The competition is usually held in March or April.

### **Battle of the Books**

Our NET teacher is happy to conduct reading sessions with students who have strong reading habit and wish to challenge themselves in an inter-school reading competition.

### **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 2020-21.

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

#### INTERSHIP 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.

The program was also cancelled due to the suspension of classes.

#### Study Tours (Outside HKSAR)

All tours were cancelled due to the suspension of classes.

#### 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 2020-21 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 has been providing her new S1 entrants with Summer English Bridging Programmes in early August for years.

In addition, sports training is viewed as an integral part to students' overall physical development at St. Louis School. To encourage active participation and sportsmanship, the school has been organizing a series of sports courses for our new Secondary One students during the summer holiday. The sports courses include: Athletics & Cross Country (Track Event), Athletics & Cross Country (Field Event), Hockey, Table Tennis, Cycling, Badminton, Rowing, Basketball, Tennis and Chinese Orchestra.

Remarks: For details about subject-based remedial lessons, including intensive lessons/enhancement programmes, please refer to the individual subject plans.

### 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 2020-21

#### 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.

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

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. Below is a list of books recommended in this programme in 2020-21:



No.	Date	Book Title
1	14/10	<i>None</i>
2	21/10	氣候改變歷史
3	4/11	<i>The curious incident of the dog in the night-time</i>
4	11/11	人間失格
5	25/11	<i>A Website: "Learn to Code"</i>
6	6/1	被批評的勇氣
7/1-2/6		(cancelled due to Covid-19 and closure of the library)

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**

**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 2020**

Our school librarian has been leading a team of S1 and S2 students to take part in 「悅讀嘉年華」 (organized by Hong Kong Federation of Education Workers) every school year. The program was cancelled because of suspension of classes.





## **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 2020-21 saw the thirteenth 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. 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.

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”.



One of the key features in 2020-21 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 2020-21:

### **S2 STEM Project**

The plan was that: S2 STEM project: Students will form groups to devise a product / system for SMART home / office / school with help of microbits and supplementary sensors and components. Due to the school suspension resulted from the outbreak of COVID-19, the success criterion is not attained. Students can only finish their proposals. They cannot make their products according to their proposals.

### **Innovative Chemistry STEM Programme : Chemistry in Fighting Diseases organized by CUHK**

Chemistry has played an important role in disease control and prevention. Chemical reagents are prepared to destroy bacteria and viruses, while functional materials are developed to prevent the transmission of pathogens. With this intention, the Department of Chemistry of the Chinese University of Hong Kong (CUHK) organized an Innovative Chemistry STEM Programme in the summer 2021 for elite secondary school science students to experience the chemists' work in related field.



During the programme, students learnt how chemistry could be applied to disease control and prevention. In the morning session, students attended lectures on theories and chemical instrumentation for disinfectants and protective medical equipment. Students also learnt the most advanced technologies in disinfection and sterilization. Equipped with the specific scientific knowledge from the lectures, students would make use of what they have learnt to perform exciting experiments in the afternoon session. The experiments included were to prepare hand gel sanitizers and to analyse their performance, to prepare bleach solution using electrochemical approach, and to design and fabricate personal protective equipment.

In addition to STEM education, students could have a glimpse into the chemistry curriculum and CUHK. Admission talk, laboratory tour, campus tour and CUHK treasure hunt were also arranged for students to make the programme more fruitful and enjoyable.

Four of our S5 students were selected to take part in this programme.

### Building on Strengths

In this second year of our new SDP 2019/20-2021/22, we witnessed the establishment of our AI Lab, through which the learning and teaching of AI technology can be promoted via the AI Lab. SLS will take the initiative to become a renowned regional (C&W) AL centre.



Our AI Lab

In addition to the establishment of the AI Lab, below are some highlights in our Major Concern 1:

- 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.





# **St. Louis School**

## **School Report 2020/2021**

### **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**

**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).



### 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 the Fr. Deane Achievement Award (FDAA) 田惠民神父成就獎 in 2009.



Hall of Fame unveiled by Secretary of Education, Mr. Suen Ming Yeung in Mar 2009





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.

### Joint Club Exhibition (JCE) (16 October 2020)

"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
- ✚ Junior Training Program
- ✚ Joint Club Exhibition



### Careers & Life-planning Team

#### Aims

- Assist the students to apply JUPAS, EAPP and studying abroad.
- Provide updated information and guidance to help students understanding their interests, abilities in choosing the path for further studies.
- Help students to develop their life planning.
- Enhance the staff development of team members and teaching staffs.

#### Some key programs by **Careers & Life-planning Team in 2020-21:**

Date (DD/MM/YY)	Name / Purpose of Activities
24-Feb-21	S2 Careers Talk (Charles Chong & Clement Cheng)
26-May-21	S2 Careers Talk (Anthony Wong)
21-Nov-20	S3 Parent Seminar for Elective Selection
21-Apr-21	S3 Inter-class Career Quiz Competition*
4-6 May 21	Brothers' Talk for S3-5
22-Apr-21	S4 Careers Talk-Overseas
31-May-21	S5 Inter-class Career Quiz Competition*
19-Jul-21	S6 Info Day
21-Jul-21	HKDSE Result Release



8-Jul-21	Visit 04 (港島海逸君綽酒店)
19, 20 July 21	Job-shadowing 01 (Dr. Tang Shun Cheung)
	Summer Internship 01-Artlink Design Associates Ltd
16-27 Aug	Summer Internship 02-Admiralty Chambers
14-Jul-21	Summer Internship 03-Zung Fu
	Summer Internship 04-Handsome Industrial Co Ltd.
	Summer Internship 05-Dr. Daniel Chiu
Dec 20 to Feb 21	2020/21 FedEx Express / JA International Trade Challenge
19-Apr-21	S4 iMovie Workshop
Jul-Aug 21	HKU Summer Taster Programme
Jul-Aug 21	PolyU Summer Programme
Aug 21	Be a government official for a day

### Discipline & Guidance Team

#### Aims (Guidance Team):

- Psychological and developmental needs of all students in the four key learning



areas, including personal, social, academic and career development, are catered.

- Positive values and attitudes can be instilled in students, including acceptance and respect of others, self-discipline and resilience.
- Students' knowledge and skills related to self-management, problem-solving, self-concept, communication, studies, and life-planning can be enhanced.

Some key programs by **Guidance Team in 2020-21:**

Date (DD/MM/YY)	Name / Purpose of Activities
23/11/2020, 25/11/2020 27/11/2020, 01/12/2020	Group guidance activity for S1 students – Subject-specific Study Skills Workshops
03/10/2020 24/10/2020 31/10/2020	Group guidance activity for S3 & 4 students – Mindshift Educational Networking Programme: Intensive knowledge and skills training workshops
07/11/2020 14/11/2020	Group guidance activity for S3 & 4 students – Mindshift Educational Networking Programme: Song composition workshops
27/02/2021 06/03/2021 13/03/2021	Group guidance activity for S3 & 4 students – Mindshift Educational Networking Programme: FitMind Yoga sessions
09/02/2021, 09/03/2021 19/04/2021	Group guidance activity for S3 & 4 students – Mindshift Educational Networking Programme: Music Salon
07/05/2021, 14/05/2021 21/05/2021, 28/05/2021	Group guidance activity for S3 & 4 students – Mindshift Educational Networking Programme: School projects (Fraternity in Action: 友距離飛行)





28/05/2021	Group guidance activity for S3 & 4 students – Mindshift Educational Networking Programme: School projects (Nowhere Now here/hear: 友距離傾聽)
12/07/2021 to 16/07/2021	Group guidance activity for S3 & 4 students – Mindshift Educational Networking Programme: attachment programme
21/08/2021	Group guidance activity for S3 & 4 students – Mindshift Educational Networking Programme: experience sharing cum award presentation ceremony
09/2020 to 12/04/2021	Arranging programmes for gifted students: Nomination for HKAGE Online Screening Programme
02/2021 to 28/05/2021	Arranging programmes for gifted students: Harvard Book Prize, Scholarship and Essay Award
08/06/2021 to 21/06/2021	Revision Guidance for Secondary One and Two students
24/06/2021	S1 Activity Day – “SHIELD” 無酒守護者實戰工作坊
02, 11 & 18/08/2021	S1 Orientation Day: Public speaking workshop
28/08/2021	S1 Orientation Day

### Some key programs by **Discipline Team** in 2020-21:

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
12	S1 Orientation Day
13	Arranging programmes for the gifted students

### Student Support Team & Pastoral Care Team

#### Aims (**Student Support Team**):

- To promote and educate students of an inclusive culture in the school environment
- To cultivate the practice of adopting a person-centered approach in serving the SEN students as they are all unique and have different individual needs
- To seek every opportunity to collaborate with different parties for the well-being of the SEN students.
- To encourage more effective communication, collaboration and active involvement of parents in the therapeutic process
- To raise teachers' awareness and equip them with the skills on catering individual differences

#### Aims (**Pastoral Care Team**):

- The needs of students of various cohorts at different developmental stages are catered.



- Students' attitudes, ability to handle problem, power to control anger and resilience can be enhanced.
- Students' learning effectiveness and resilience power, especially among the bottom ones can be enhanced.

Some key programs planned by **Student Support Team in 2020-21:**

No.	Title
1.	Clinical Psychologist's Consultation and Therapeutic Services 臨床心理學家輔導服務
2.	Educational Psychologist's Consultation Services 教育心理學家輔導服務
3.	Positive Emotion Management and Counselling – Group & Individual (Parents and Students) 正向情緒管理及輔導
6.	Occupational Therapy 職業治療訓練
7.	Speech Therapy 言語治療訓練
8.	Career and Life Planning Workshop (S3) 「生涯規劃工作坊：選科有妙法」(中三)
9.	I-Makers (Lego Serious Play, Design thinking and Makers' Space)
10.	Jockey Club – A Connect (Autism Support Network) 賽馬會喜伴同行計劃
11.	Seminar & Workshops for SEN parents (I-IV) 家長講座
12.	Coffee Barista Group (I-II) 咖啡沖調班
13.	Board -game groups ( Junior & Senior) 桌遊小組 (初中、高中)
14.	The Life Story of a Dog (S3) – A Pilot Study with the Collaboration with MWYO and the RS Department
15.	Drama Therapy Group (Part I) 戲劇訓練小組
16.	Be Friend with Doggies – Animal Assisted Therapy 「老友狗狗」輔導訓練小組



# St. Louis School

## School Report 2020/2021

Some key programs planned by **Pastoral Care Team** in 2020-21:

### Peer Mentor Scheme

Date (DD/MM/YY)	Name / Purpose of Activities
Sept 2020	1. Fun Day for Mentors and Mentees
Oct 2020	2. Our door Activity
Nov 2020	Interclass competition of football and basketball.
Dec 2020	Team spirit training Camp
Jan 2021	Social Service on 20 elders' family on Western District
Feb 2021	Interclass competition of. Chinese Chess
Mar 2021	Interclass competition of football and basketball.
Apr 2021	Learning activity on Ocean Park
May2021	Interclass competition of football and basketball.
Jun 2021	Closing Activity – Day Camp
Jul 2021	Mentor Trainings –Adventure Based Training
Aug 2021	School- based Trainings

### Peer Mediation Scheme

Date (DD/MM/YY)	Name / Purpose of Activities
Sept2021-July,2022	Joint School Training
Jan.-March,2022	S1 & S2 Classroom Promotions
May,2022	Sharing Activity
July,2022	Closing Ceremony



### Health Education

- To develop and strengthen the whole person development of students through enhancing their intellectual, physical, professional, psychological, social and spiritual capacities.
- To empower students to have a positive attitude to the relevant health-related behaviours.
- To conduct and coordinate health education programmes and promotion activities within and outside the school.
- To encourage students to adopt a healthy lifestyle through health education.

Our Health Education Department organized the following talks for S1-S5 students in 2020-21. Details are given below:

Date (DD/MM/YY)	Name / Purpose of Activities	Remark
11 Jan 2021	Anti-smoking 新型煙類(S.5)	The S.5 G.E. lesson was cancelled due to the new exam timetable.
4 Feb 2021	Anti-smoking 無煙新世代(S.3)	
23 Feb 2021	Sex Education 保護自己(S.1) (Replaced by a talk about drug abuse prevention)	The organizer could not arrange zoom session and they preferred the talk to be more interacted. Therefore, the talk was cancelled and was replaced by a drug abuse prevention talk organized by the Community Drug Advisory Council.
10 Mar 2021	Sex Education 戀愛實戰(S.4)	



11 Mar 2021	Sex Education 結婚 I Do(S.5)	
17 Mar 2021	Sex Education 網絡陷阱(S.1)	
18 Mar 2021	Sex Education 色情文化的衝擊(S.2)	
19 Mar 2021	Sex Education 真愛值得等(S.3)	
19 Apr 2021	Healthy Eating Habit 識飲識食新人類(S.1)	Most nurses of the Department of Health were arranged to the positions in combating the virus and all talks were cancelled.
Apr 2021	Joyful Fruit Day & Exhibition about healthy eating habit	Planned activities were cancelled due to social distancing measures of the COVID-19 pandemic.
5 May 2021	Organ donation (S.5)	
24 Jun 2021	S2 Activity Day – “SHIELD” 無酒守護者實戰工作坊	

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.

Because of the COVID-19 pandemic, the service was only provided to S1 students in 2020-21 and would be held in late 2021.

Remark:

The participation rate of our school in 2019-20 was 49.3% (tertiary: 45.8%).



### Moral and Civic Education

- Helping students understand the moral and civic values and developing their willingness to employ those values in daily life.
- Helping students understand the functioning of the government, the communication between the government and the people, and the rights and responsibilities of citizens.
- Developing students' sense of identity and belonging.
- Developing students' sense of responsibility with regard to themselves, their families, their society, their nation, and human-kind.
- Developing students' sense of acceptance and respect for others.

Some key programs planned by Moral and Civic Education in 2020-21:

No.	Title
1	Monday Motto
2	Talks in General Education Lessons
3	Classroom Cleanliness Competition
4	Outreaching activities for experiential learning and community service
5	Classroom Door Design Project (Co-organize with the Visual Arts Panel)
6	Picks of the Week
7	Slogan Design Competition (co-organise with Chinese and English Panels)
8	Bulletin Board Design Competition (co-organise with Religious Education Panel)
9	Best Conduct Award



Here are some detailed descriptions about several featured programmes:

Daily Morning Prayer  (Sound Files in WMA are available for download at the school website)	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.
Weekly Monday Motto	<p>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.</p> <p>Some mottoes have been framed and displayed in the walls of the school campus.</p> <p><a href="http://www.stlouis.edu.hk/news/monday_motto_listing.php">http://www.stlouis.edu.hk/news/monday_motto_listing.php</a></p>
Interclass Bulletin Board Design Competition (Oct - Nov 2020) & Classroom Cleanliness and Tidiness Competition  (May to June 2020.	Helping students develop a stronger sense of belonging to the school by asking them to keep their classrooms clean and tidy.





<p>Environmental Protection</p>	<p>Recycle bins on campus</p> 
<p>Designing classrooms' doors with the theme of environmental protection (Samples of students' designs)</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.



2 Dec 2020 - Feast of the Immaculate Conception 2020



### 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

**News Update :**

- **學生活動資助申請**  
2020/2021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款委 - 黃文俊老師，以便本會安排審批事宜。  
上學期截止日期：2020年11月17日  
下學期截止日期：2021年5月19日
- **SLSPTA MISSION 家教會今年目標**

**Upcoming Events :**

- 31 Jul 2021 升中適應家長講座
- Aug 2021 中一暑期英語銜接課程
- Aug 2021 公開演說技巧課程

**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.

Remark: Due to school suspension and venue closure arising from the pandemic, the Talent Time final was rescheduled to 4<sup>th</sup> July and was held in the School Hall. The Thanksgiving Nite 2021 was not held due to school suspension and the pandemic.



### 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.



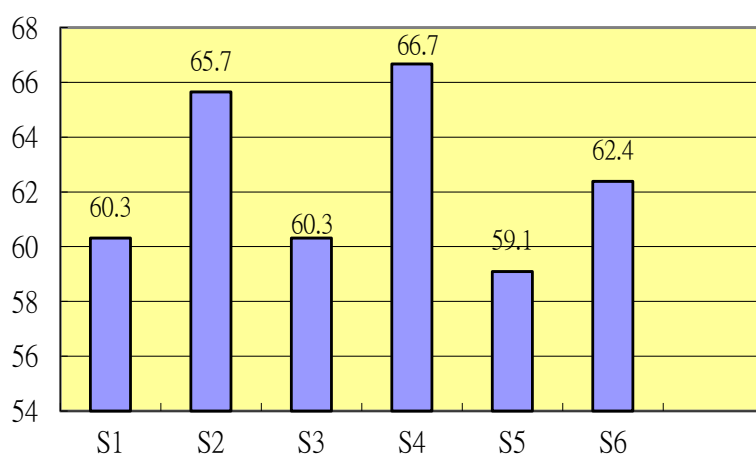


### Physical Development

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 (2020-21)\* KPM data 22



\*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<sup>-2</sup>.



### 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 2020-21, the LWL 2020, 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 6 November 2020. Details of activities for each level are described below:





# St. Louis School

## School Report 2020/2021

### Life-wide Learning Day 2020 (S1)

Activity name	Act for Nature Ocean Park
---------------	---------------------------

### Life-wide Learning Day 2020 (S2) & (S3)

Activity name	Life Wide Learning Journey Ocean Park
---------------	---------------------------------------

### Life-wide Learning Day 2020 (S4) & (S5)

Activity name
---------------

Fencing	Fitness & Yoga	Hiking	Lacrosse	Rock climbing	Unicycling
---------	----------------	--------	----------	---------------	------------

- 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 2020 – 2021****Chinese Debate Team**

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
3A	14	LAU YUI HEI	劉睿禧	The 36th Sing Tao Inter-School Debating Competition-Quarter Final
4D	16	LAW CHEUK YIN	羅卓賢	The 36th Sing Tao Inter-School Debating Competition-Quarter Final
4D	29	WEI MING TING	魏銘廷	The 36th Sing Tao Inter-School Debating Competition-Quarter Final

**English Debate Team**

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5D	23	SO CHUN HEI DOMINIC	蘇晉熙	HKSSDC Term 1 Final 1st Runner-up
5A	16	LUCERO RUSSELL JACOB CERVLES		HKSSDC Term 1 Final 1st Runner-up & Overall Grand Final Runner-up
5C	23	NG WING HO	吳泳豪	HKSSDC Term 1 Final 1st Runner-up & Overall Grand Final Runner-up
5D	16	LAU WAN FEI	劉雲飛	HKSSDC Term 1 Final 1st Runner-up & Overall Grand Final Runner-up



3A	26	WONG SHING FUNG SEBASTIAN	王聖丰	HKSSDC Overall Grand Final Runner-up
3A	8	CHUNG ALSON DORIAN	鍾佑生	HKSSDC Overall Grand Final Runner-up
3C	25	RAY CHOUDHURY ANAGHA		HKSSDC Overall Grand Final Runner-up
3D	15	LAW HOI KIT	羅海傑	HKSSDC Overall Grand Final Runner-up
4D	19	LEUNG HAYDEN	梁佑聖	HKSSDC Overall Grand Final Runner-up
1C	6	LAI CHUN HEI	黎晉熙	HKSSDC Term 2 Final Champion
2C	13	LEDUC JEREMIE REFUERZO		HKSSDC Term 2 Final Champion
2C	27	VELAPPAN PRANEESHAN JR FERRER		HKSSDC Term 2 Final Champion
2C	8	KHATRI NIRAJ		HKSSDC Term 2 Final Champion

### Gifted Creative Essay Composition Competition (My pandemic summer)

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
3C	25	RAY CHOUDHURY		Winner



		ANAGHA		
--	--	--------	--	--

**Hong Kong Rowing Virtual Indoor Championships - Junior Boy's Aged 12 or Under (1000m)**

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1B	2	CHAN YEE CHING	陳以正	Gold Medal
1B	14	KWOK TSZ KIU	郭子喬	Silver Medal
1A	31	YU YUEN	余懸	Bronze Medal

**Hong Kong, China Association-Youth Rowing Age Group Time Trials (Stage 1)**

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1D	7	CHEUNG MING SUM	張銘琛	Champion
1B	34	WONG TAT CHI	黃達之	First Runner-up
1A	31	YU YUEN	余懸	Second Runner-up
1D	30	WONG HEI MAN	黃熙文	Second Runner-up

**The Cycling Association of Hong Kong, China**

Class	Class	Name (English)	Name (Chinese)	Awards / Certifications /
-------	-------	----------------	----------------	---------------------------



	No.			Achievements Description
2A	16	KWOK NG WAI	郭梧偉	Silver level
2A	19	LEE PAKSON	李柏辰	Gold level, Silver level
2A	24	NG CHAU PANG	吳周鵬	Gold level, Silver level
2A	25	NG HO CHUN	吳浩駿	Silver level
2A	31	WAN TSZ HO TOMSON	尹梓浩	Silver level
2A	32	WANG HETONG	王鶴潼	Gold level, Silver level
2A	34	YUNG CHAK WAI	翁澤瑋	Gold level, Silver level
2B	10	KWONG KIN KWAN()	鄭建鈞	Gold level, Silver level
2B	26	NG PAK YIN()	吳柏言	Gold level, Silver level
2D	25	WONG TSZ CHUNG	黃子聰	Gold level, Silver level
3C	11	LAM KAM TO	林錦濤	Gold level, Silver level
3C	14	LEE MAN CHO	李文祖	Silver level
4A	22	SHARMA JATIN		Gold level
4C	31	TSANG SHERLOCK	曾子諾	Gold level, Silver level
5A	5	IP JOSHUA CHUNAM	葉重男	Gold level
6C	6	CHAN KING SUM	陳景森	Gold level
6C	26	NG KA YIU	吳家耀	Gold level

### Hong Kong Schools Music Festival

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
-------	-----------	----------------	----------------	--



4D	17	LEE ANDREW CHING HO	李政浩	Second Place - Gold Award - Piano Duet (Intermediate)
2A	26	SO HIU YEUNG	蘇曉揚	Second Place - Gold Award-Piano Duet (Intermediate)
1D	30	WONG HEI MAN	黃熙文	Silver Award-Harmonica (Senior) Silver Award-Harmonica Duet
3B	25	TONG WAI SHUN	唐煒惇	Silver Award-Saxophone (Senior), Third Place - Silver Award- Harmonica Concert Work
4C	2	CHANG TIAN YANG	鄭天陽	Silver Award-Trombone (Senior)
2D	35	KOGA HIROTO	梁皓翔	Silver Award-Violin Duet (Junior)
3B	17	LAU HIU LONG	劉曉朗	Bronze Award - Grade 5 Piano Solo
3A	5	CHEUNG YU CURTIS	張羽	Bronze Award-Grade 6 Piano Solo
2D	4	CHENG ETHAN TSUN HEI	鄭峻湙	Silver Award-Violin Duet (Junior) Bronze Award-Violin Concerto Work
2D	3	CHENG CHEUK LONG	鄭卓朗	Bronze Award-Trombone (Junior)

**Hong Kong Schools Speech Festival**

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2C	14	LEUNG CHEUK WAH	梁倬鐔	First Place in Solo Verse Speaking



2D	20	NGAN SANG LEONG MAX	顏生亮	First Place in Solo Verse Speaking
1D	34	KWOK CHING YIN	郭正延	Third Place in Solo Verse Speaking
2A	23	MAK SHEK LUN	麥碩麟	Third Place in Solo Verse Speaking
2A	9	CHENG CHING YIN	鄭正弦	Third Place in Solo Verse Speaking
2C	8	KHATRI NIRAJ		Third Place in Solo Verse Speaking
4D	24	RAJPUT JAGJIT SINGH	韋星杰	Third Place in Solo Verse Speaking
5D	17	LEE CHUN HONG KYLE	李晉匡	Third Place in Solo Verse Speaking

**Hong Kong Mathematical Olympiad 2020/21**

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5C	30	TSUN CHUN FU	曾雋夫	Best Performance in Paper 2
5D	11	KWAN WAI KIT	關煒杰	Third-class Honour in Paper 2
5D	27	WONG HONG YUNG OWEN	黃匡鏞	Third-class Honour in Paper 2

**International Mathematical Olympiad Preliminary Selection Contest (HK) 2021**

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5C	30	TSUN CHUN FU	曾雋夫	Bronze Award





### 香港青少年書法大獎賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
6B	5	CHONG HON MAN	莊漢文	二等獎

### 香港中港獅子會遠離毒品，健康有 SAY 文件夾設計比賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4A	4	Cheng Pak Hang Jason	鄭柏衡	Champion

### Mindshift Educational Network Programme

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
3D	15	Law Hoi Kit	羅海傑	Outstanding Performance Award
3B	16	Lam Tsun Him	林浚謙	Outstanding Performance Award

### Programming Team

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
3A	8	Chung Alson Dorian	鍾佑生	Gold Award



3C	33	Yu Wan Tat	余昀達	Gold Award
3D	13	Kwok Tsz Him	郭子謙	Gold Award

**第 24 屆港島童軍毅行**

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2C	17	Liu Wai Fung	劉煒烽	累積完成最長距離（童軍組）金獎
2A	11	Chu Chun Kong	朱振罡	累積完成最長距離（童軍組）金獎
1B	34	Wong Tat Chi	黃達之	累積完成最長距離（童軍組）金獎
4D	17	Lee Andrew Ching Ho	李政浩	累積完成最長距離（童軍組）金獎
4D	20	Luo Wing Lam	羅泳霖	累積完成最長距離（童軍組）金獎
2B	30	Wong Pak Hang	黃柏恒	累積完成最長距離（童軍組）金獎
2C	25	Pang Man Hei	彭文禧	累積完成最長距離（童軍組）金獎
1B	13	Kwan Chun Him	關振謙	累積完成最長距離（童軍組）金獎
6D	4	Chan Tsz Fung	陳子鋒	累積完成最長距離（深資童軍組）銅獎
6C	27	Ng Tsz Long	吳子朗	累積完成最長距離（深資童軍組）銅獎

**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	<b>2020-2021</b>	<b>18.11%</b>
	2019-2020	22.80%
	2018-2019	64.9%
Senior Secondary	<b>2020-2021</b>	<b>8.56 %</b>
	2019-2020	11.60%
	2018-2019	42.6%

**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	<b>2020-2021</b>	<b>30.9%</b>
	2019-2020	24.6%
	2018-2019	17.6%



**Financial Summary**

**Financial Plan & Report**

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

[http://www.stlouis.edu.hk/user\\_page/page.php?page\\_id=14](http://www.stlouis.edu.hk/user_page/page.php?page_id=14)

