



ST. LOUIS SCHOOL

SCHOOL REPORT

(2023-2024)



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St. Louis School

School Report 2023/2024

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Our Founder



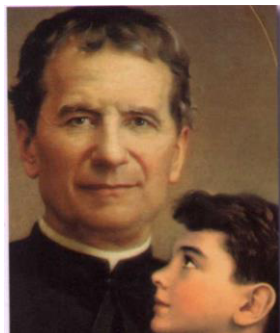
The Lord has given us Don Bosco as father and teacher.

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

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



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



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



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



Our Education System/Preventive System



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

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

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



Preventive System

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

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



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

(Don Bosco)

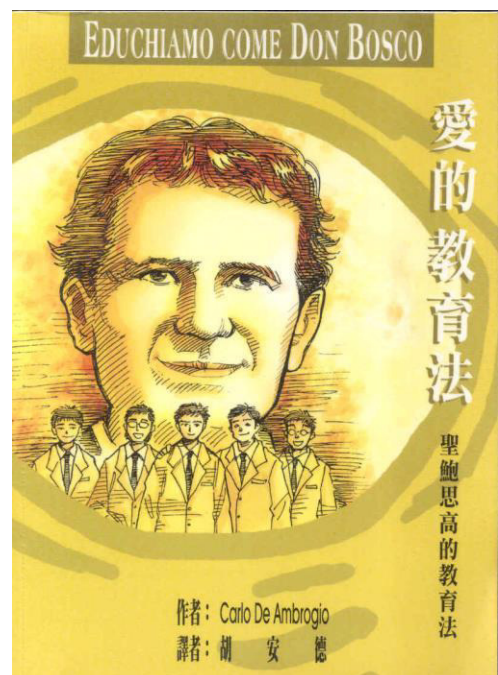
- A Pedagogical Method (Pedagogy)
- A Proposal for the Evangelization of the Young (Pastoral Ministry)
- A Spiritual Experience (Spirituality)



The Preventive System as Pedagogy

The Preventive System is also a pedagogical method characterized by:

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





The Preventive System as Pastoral Ministry

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

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

The Preventive System as Spirituality

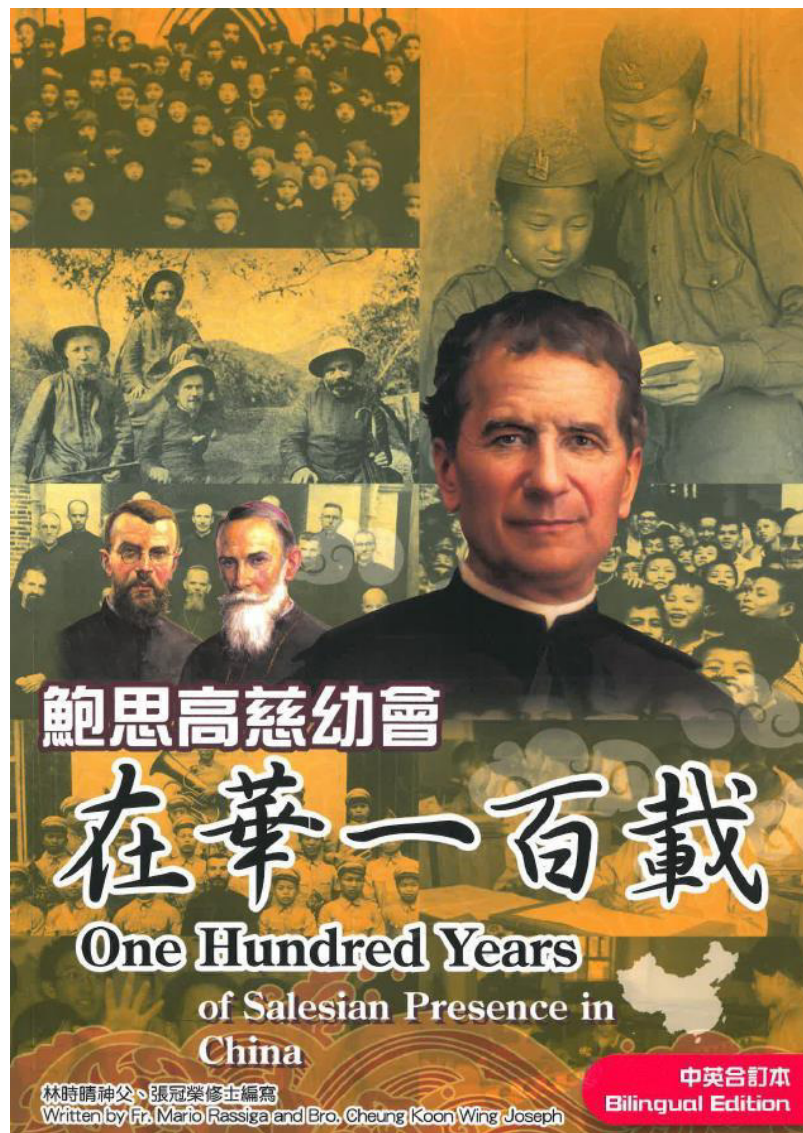
The Preventive System finds its source and centre in the experience of God's charity that through His Providence 'comes before' (the real meaning of 'preventive') each creature. This charity accompanies and saves (gives life to) the individual.

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





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





DB200 Joint School Sports Games Day (29 Jan 2015)



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.





St. Louis School

School Report 2023/2024



**WELCOME TO
ST. LOUIS SCHOOL
90th ANNIVERSARY WEBSITE**



Please visit

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

Events Celebrating Our 95th Anniversary



ST. LOUIS SCHOOL

Events Celebrating Our 95th Anniversary

2022 5 / OCT	95 th Anniversary Logo Design Competition 95周年標誌設計比賽	2023 8 / JAN	PTA Outing 家長教師會親子遊
2022 27 / OCT	Month of the Holy Rosary Giant Rosary Balloon Workshop 玫瑰月唸珠氣球工作坊	2023 11 / FEB	Salesian Secondary Schools Table Tennis Tournament 慈幼會屬校乒乓球邀請賽
2022 19 / NOV	Christmas Caroling Video Production 聖誕同詠唱	2023 3 / MAR	Thanksgiving Nite 2023 95周年綜藝晚會
<i>Crafting Future Ingenuity</i> ORIGINALITY 95		2023 29 / APR	Homecoming Day and 95 th Anniversary Dinner 回校日暨95周年校慶晚宴
		2023 23 / MAY	95 th Anniversary Thanksgiving Mass 95周年校慶感恩祭



Please visit

<https://www.stlouis.edu.hk/en/events-celebrating-our-95th-anniversary>



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



YOUTH SPIRITUALITY



LOVING-KINDNESS





Our School

Brief Introduction of the School



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

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





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



1927

2012




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





Our School

Particulars of the School

Address	179, Third Street, Hong Kong
Telephone	2546 0117
Fax No.	2540 7341
Web Site	https://www.stlouis.edu.hk/
E-mail	 mailbox@stlouis.edu.hk Facebook: https://www.facebook.com/sls179 
Facebook	
Sponsoring Body	
Year established	
School type	Aided
Supervisor	Rev. Fr. Matthew Chan Hung Kee, B.A. (Hons), B.T.(Hons), M.Ed., D.Ed. (Hons)
Principal	Dr. Yick Ho Kuen, BSc, PGDE, M.Ed., M.A., D.Ed.
Religion	Catholicism



St. Louis School

School Report 2023-2024

Medium of Instruction	English
Student type	Boys
Area of Campus	~100,000 sq. ft





ST. LOUIS SCHOOL
聖類斯中學

You have just landed at St. Louis School – welcome!
You are about to start what we hope is an enjoyable and inspiring journey through our school in which you will be introduced to the sights and the opportunities for learning that exist within our campus.
At the same time, you may gain a sense of the Salesian spirit by visiting our school that is built upon a familial atmosphere of freedom and trust.
Click and follow our guides on the Academic or Activity Tour.

Academic Tour



Activity Tour

[Explore now](#)



https://resources.cmdk.pro/st-louis-school/index.html#main_entrance




At a glance...

BLOCK A	BLOCK B	BLOCK C
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BLOCK A

School Campus	Block A
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A photograph of Block A of St. Louis School. The building is a multi-story structure with a light-colored facade. It features several floors of windows and a basketball court in front. The building is surrounded by other residential buildings in the background.



School Chapel



Prayer Room





Library	
Laboratories	4 (Physics, Chemistry, Biology and IS)
Computer-assisted Learning Centre (CAL)	<p>1 With 40 computer stations</p> 
SLS Biology Museum A. Bee	



Block B

School Campus

Block B



Multi-media
Language
Laboratory





Playgrounds

basketball court



Covered playground





Covered playground



Block C

School Campus

Block C





Playgrounds

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


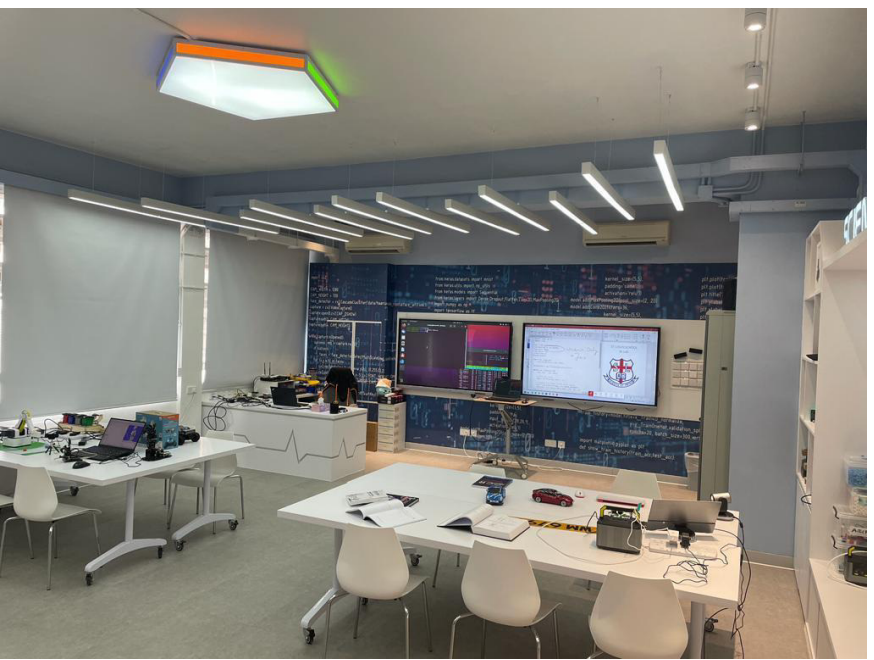


Covered playground






School Hall & Indoor Activity Centre IAC




<p>General Purpose Room</p>	
<p>AI Lab</p>	



Gym Room	
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 2023-24

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	☆	☆				
Citizenship and Social Development				☆	☆	☆
Life and Society		☆	☆			
Citizenship, Economics 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 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.

Note

(i) Days allocated to examinations, and tests and self-study by students should be excluded from "Active School Days".

(ii) The difference between "School Days" and "Active School Days"

For whole-day schools, the minimum number of school days is to be calculated as follows:

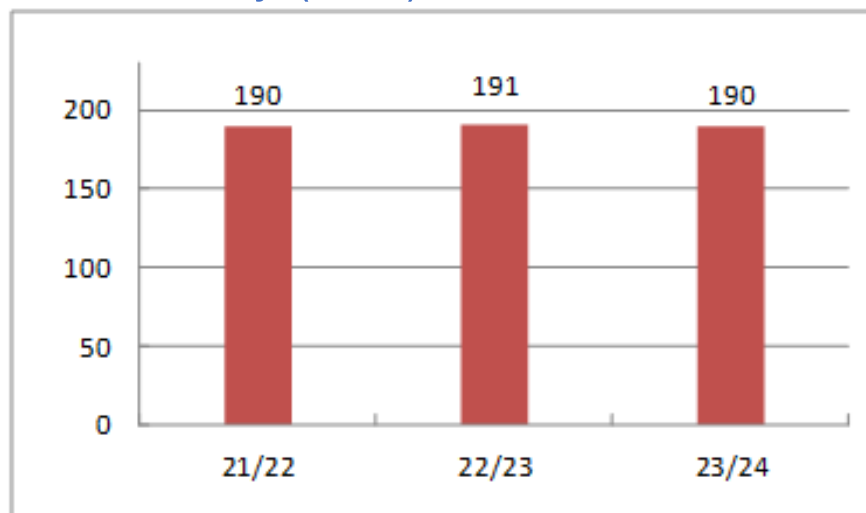
365 days per year - 90 days of school holidays - 3 additional discretionary holidays - 3 staff development days during which students do not need to attend school - 79 Saturdays and Sundays not included in the school holiday list = 190 days

Hence, days on which students sit for school examinations and tests will count towards the number of school days. The guideline on drawing up school calendar has been uploaded on the Curriculum Development Institute homepage for schools' reference

The number of "Active School Days" is one of the KPM items for measuring students' learning time within a school year, including the number of days for classroom instruction and days with learning activities organised for the whole junior forms or one class level or more than one class levels of junior form students (exclusive of examination days).

This datum is chiefly to facilitate school development and evaluation with the focus on whether learning time can be maximised for the benefit of student learning rather than for sheer comparison purpose.

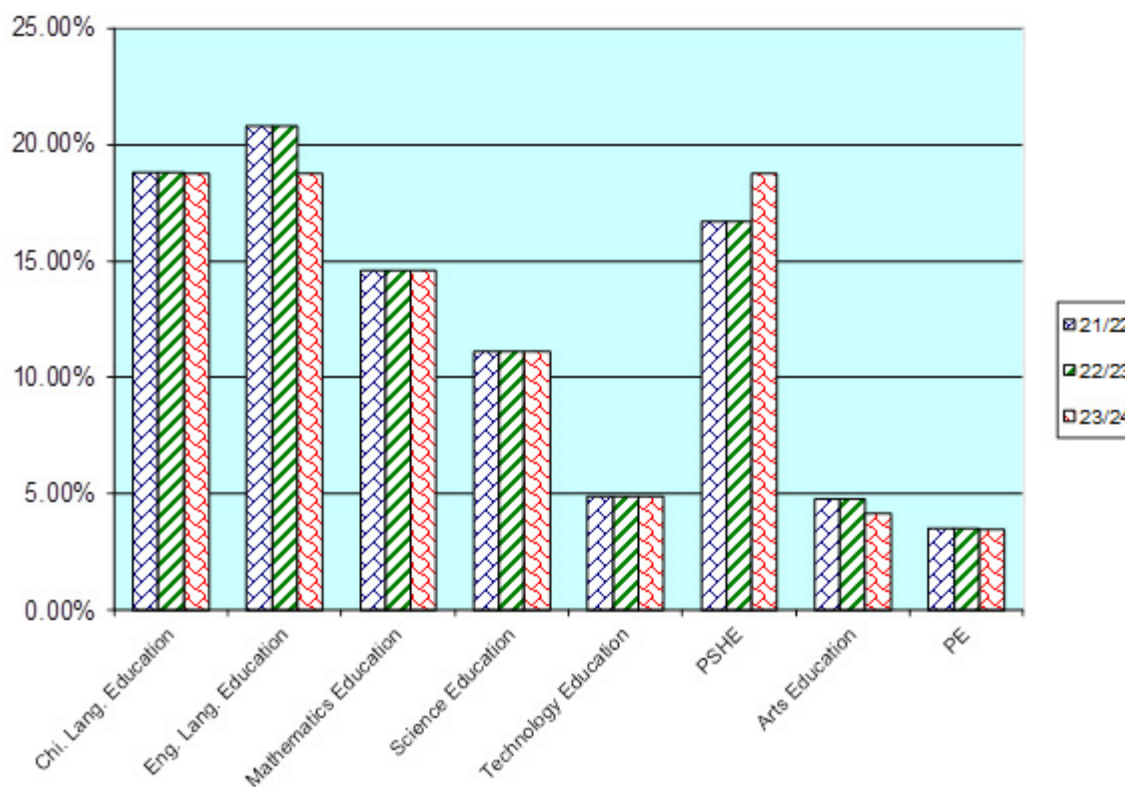
Number of Active School Days (KPM 6)[#]



[#] Referring to KPM2022. The number of days with learning activities organised by the school in junior secondary, including regular classes and learning activities such as school picnic, life-wide learning activities.



Lesson Time for the 8 Key Learning Areas for S1-S3 (%) (KPM 7)*



Subject choices at senior secondary levels (KPM 9)*

	2021-22	2022-23	2023-24
S4	10	10	10
S5	9	10	10
S6	9	9	10

*The number of elective subjects (including Cat A, Cat B & Cat C subjects) offered by schools at Secondary 4, Secondary 5 and Secondary 6

Note:

(i) Each Cat A subject is treated as one subject.

(ii) All Cat B subjects of Applied Learning courses in totality are treated as one subject.

(iii) Each Cat C subject (6 other languages subjects including French, German, Hindi, Japanese, Spanish, Urdu) is treated as one subject.



*The number of elective subjects (including Cat A, Cat B & Cat C subjects) offered by schools at Secondary 4, Secondary 5 and Secondary 6

Note:

(i) Each Cat A subject is treated as one subject.

(ii) All Cat B subjects of Applied Learning courses in totality are treated as one subject.

(iii) Each Cat C subject (6 other languages subjects including French, German, Hindi, Japanese, Spanish, Urdu) is treated as one subject.

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&schlv=3>



Our Students

Class Organization & Unfilled Places

Number of operating classes 2023-24

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

Class Structure

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

Number of students (no of Students registered as at 15 September **2023**: Student

Headcount **2023**)

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	135	110	99	107	101	92	644

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



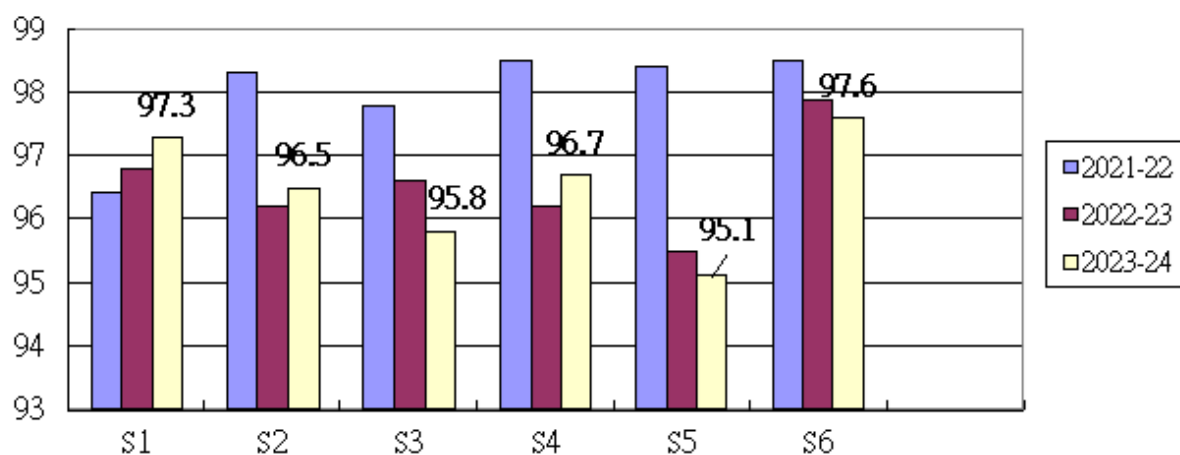
Our S.1 students are admitted through the Secondary School Placement Allocation System (SSPA). In the coming school year **2024-25**, the majority of our students are residents in the Central and Western Districts.

Distribution of students' districts (whole school)

Districts	%
Central & Western	56.8 %

Students' Attendance & Punctuality (KPM23)

Students' Attendance Rate*



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

Students' Promotion

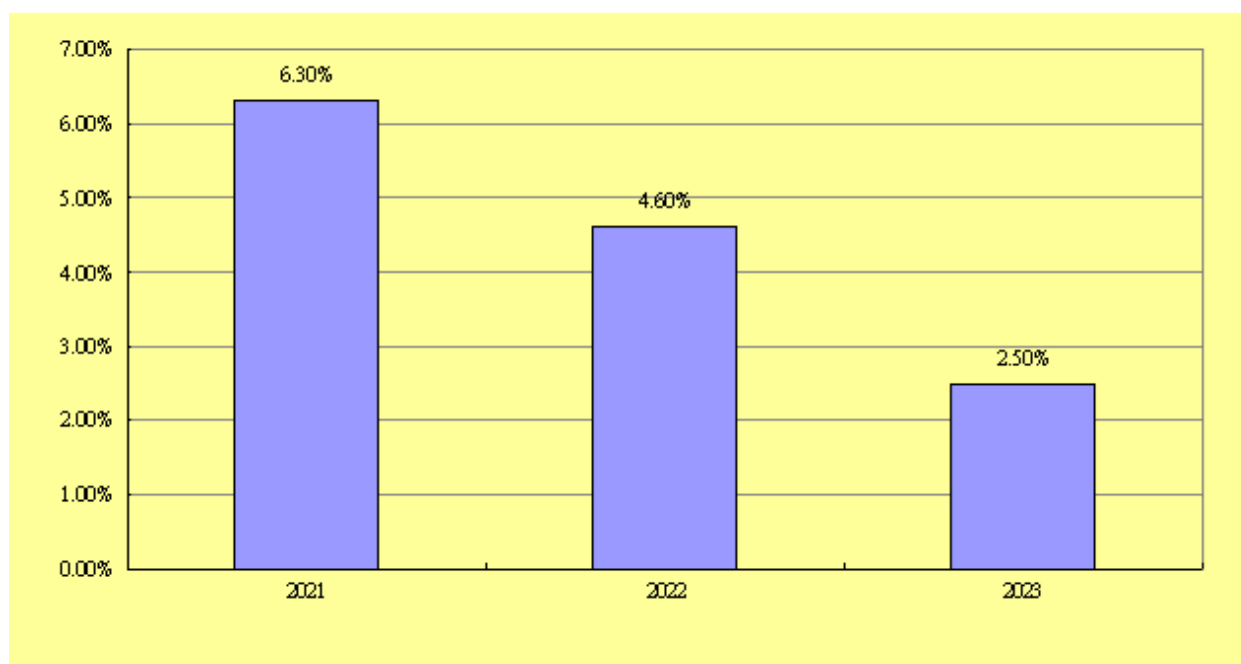
Starting from September 1, 2000, all S3 students are no longer required to participate in the JSEA. Instead, they will either be promoted to S4 or be required to repeat in S3



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.

Students' Early Exit

The percentage of student early exit in **2023-2024** is 4.6% and the figures of the past three years are shown below:





Our Teachers

Teachers' Qualification & Working Experience

Teaching Staff Information (Including School Head)

School Year 2024

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 :	92%
Bachelor Degree:	98%
Master / Doctorate Degree or above :	53%
Special Education Training :	60%
Working Experiences	Percentage of teaching staff (%)
0-4 years :	25%
5-9 years :	17%
10 years or above :	58%



Professional training on special educational needs (KPM 5.1)

Accumulated value as at 25/04/2024

Percentage of teachers who have completed the Basic Course	36.5
Percentage of teachers who have completed the Advanced Course	15.4
Percentage of teachers who have completed the Thematic Courses	17.3

Teacher Development Days

Date	Event / Activity
27 October 2023	Workshop of Value Education Framework
10 November 2023	教師專業操守再思
07 December 2023	Workshop for enhancement of teachers' wellbeing



St. Louis School

School Report 2023/2024

The following discussions, which are categorized according to the priority in the Annual School Plan **2023-24**, link the findings of the end-of-year evaluation to reflections and suggestions for improvement for the next ASP.

Achievements and Reflection on Major Concerns

D. 1

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
------------	------------------------------	------------------	-----------------------	-----	--

Whole School=WS, Board of Learning and Teaching=BLT, Key Learning Area = KLA, Language Across Curriculum Team = LACT, Reading Cultivation Team = RCT, English Language Panel = EL, Chinese Language Panel = CL, Subject Panel = SP, Functional Team = FT, Guidance Team = GT, e-Learning Support Team = eLST, Moral and Civic Education Team = MCET

Targets 1.1: To improve students' motivation and engagement in reading

1.1.1 To enrich the learning environment	1. Display boards, circulars posted around the school campus to be in English	Almost all the display boards, circulars posted around the school campus (relevant to the creation of a rich English language environment for students) are in English.	Teachers' observation & feedback	ws	All display boards and circulars posted around the school campus, which are relevant to fostering a rich English language environment for students, are in English.
	2. Photos and pictures with English captions				

Achievements and Reflection on Major Concerns

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
	3. Continue to implemented the English Award Scheme in reading	An English Award Scheme in reading is implemented and 75% students show keen interest in participating the scheme.	Scrutiny of annual plans and annual reports of EL & RCT Student evaluation of Award Scheme questionnaires	EL & RCT	LaC: Library materials of various cross-curricular subjects were purchased and promoted.
	4. The existing language policy would be reviewed so that teachers <ul style="list-style-type: none"> interact with students in English as 	A school-based language policy (that could help in achieving	Scrutiny of annual plans and annual reports of LAC	LAC &	LaC: Formal opportunities (cross-curricular collaborations in planning lesson series) and

Achievements and Reflection on Major Concerns

D.3

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
	<p>much as possible, in both formal and informal contexts,</p> <ul style="list-style-type: none"> • avoid short, single-word responses from students, • insist on maintaining English use in classroom, • be aware that they are responsible to help improve students' English 	the stipulated strategies) is reviewed.		BLT	informal opportunities (e.g. English Talent Festival, Battle of the Brains) were reviewed.
5.	Enrichment classes for Pre-S1 and S1 students to improve English level (bridging class for S1, remedial class for weaker ones, enhancement class	Enrichment classes for Pre-S1 and S1 students (PSHE, Mathematics and Science) to improve	Scrutiny of annual plans and annual reports of respective SPs	BLT	LaC: S1 Summer Bridging Programme was held to introduce students to the school and prepare them for

Achievements and Reflection on Major Concerns

D.4

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
	for the elite)	English level are held as scheduled.			the EMI learning environment.
6.	Assignments developed for enhancing reading skills in various subjects	SPs under the PSHE KLA (for Key Stage 3) develop at least 6 assignments for enhancing reading skills.	Scrutiny of annual plans and annual reports of SPs	SPs	Please refer to the evaluation reports from the L&S, History, Geography, Economics and Chinese History panels
7.	Prepare S1 students psychologically that they have to meet challenges of learning in a second language	S1 summer bridging program is held as scheduled.	Scrutiny of annual plans and annual reports	EL, PSHE KLA & GT	S1 Summer Bridging Programme was held to introduce students to the school and prepare them for

Achievements and Reflection on Major Concerns

D.5

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
1.1.2 To enrich the reading and learning environment by having activities organized by	<p>An annual checklist of activities</p> <p>a. Story- telling</p> <p>b. English karaoke contest</p> <p>c. Oral practice (after school)</p> <p>d. Watching cartoons and/or movies</p> <p>e. Reading quiz</p>	<p>All reading and learning activities stipulated in the ASP are held as scheduled.</p> <p>80% Students show keen interest in</p>	<p>Scrutiny of annual plans and annual reports.</p> <p>Collection of data and feedback from</p>	<p>KLAs, SPs, FTs, KLAs RCT</p>	<p>the EMI learning environment.</p> <p>For Integrated Science, the program was held as scheduled and all Pre-S1 students could finish the tasks provided.</p> <p>LaC: Different reading activities were held by the team. Students participated in Battle of the Books where they had to read a list of prescribed novels and answer questions</p>

Achievements and Reflection on Major Concerns

D.6

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
different KLAs	f. Forums g. Spelling bee h. Poster design i. Seminars by famous authors j. Creation of short films k. Use of digital media for effective learning l. Practice of writing a short reflection after reading an article, a book or a passage	participating these reading and learning activities.	participating teachers and students through online questionnaire		based on what they know. To prepare for the competition, students formed reading groups and discussed the materials. A regular activity of the team was Wednesday English Channel, where students were asked to present on various topics, including books and current affairs, as well as promoting various cross-curricular activities.

Achievements and Reflection on Major Concerns

D.7

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
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1.1.3 To stock more reading books or magazines of suitable interest and levels for students	a. Big Brother Scheme: helping students in junior forms (e.g. speaking English with them, sponsoring purchase of books, helping with selection of books or guiding writing of reflection)	Over 75% of students agree that the Big Brother Scheme makes them more engaged in English learning activities.	Collection of data and feedback from participating teachers and students through online questionnaire	LAC	LaC: Not much work has been done – student-led reading groups were limited to those involved in Battle of the Books contestants. More peer-led reading activities are needed, but this can be difficult to implement.
	b. Purchase of suitable magazines or books that are of high interest to students	An increase in the number of purchases when compared with last year.	Scrutiny of annual plans and annual reports of SPs	RCT, SPs	An increase in the number of purchases when compared with last year.

Achievements and Reflection on Major Concerns

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
c.	Supply of extended reading materials by each subject Panel	Each subject Panel prepares at least 6 sets of extended reading materials for their students.	Scrutiny of annual plans and annual reports	SPs	For Integrated Science, each S1 and S2 student can read 4 articles of science related context and finish the worksheet attached to each of the 4 articles.
d.	Provision of digitalized media to promote popular literacy	Each subject Panel prepares at least 6 sets of digitalized media to raise popular literacy level of their students.	Scrutiny of annual plans and annual reports	SPs, RCT, eLST	Music: Music platforms with online viewing of concerts and reviews were purchased and shared with students (Berlin Philharmonic & Stage Plus)

Achievements and Reflection on Major Concerns

D.9

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
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Targets 1.2: To help students connect their learning experiences

1.2.1 To hold competitions relevant to reading	(A checklist)	All competitions are held as scheduled.	Scrutiny of annual plans and annual reports.	(a-e)	第七十五屆香港學校朗誦節
	a. Lyrics writing competition			SPs,	一位中三同學榮獲中三級男子詩詞獨誦亞軍。
	b. Poster design competition	Over 70% of students		FTs	
	c. Slogan writing competition	find these competitions useful for connecting their learning	An increased number of participants in various events in the Speech Festival	(f) EL & CL, KLA	篇篇流螢網上閱讀計劃
	d. Bookmark design competition				初中全體同學網上自學，從
	e. Essay writing competition or others	experiences with their daily classroom tasks.			閱讀中增進中國歷史文化知識，加深文化底蘊與人文素養，建立正面的價值觀和態度。
	f. Involve as many as possible the participants in various English or Chinese speaking activities e.g. Speech Festival			(g)	

Achievements and Reflection on Major Concerns

D.10

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
	g. Scholarships for the most improved student in each class in English and/or Chinese, and for the best performance in these languages in class at the end of each school term		Collection of data and feedback from students through online questionnaires	BLT	<p>一位中三同學榮獲中三組「個人卓越表現獎」銀獎</p> <p>第三屆香港中小學中英文硬筆書法比賽（中一至中六）認識中華文化精粹，吸收傳統經典智慧。24-25學年將舉辦書法班，提升同學書法水平。</p> <p>《淫褻及不雅物品管制條例》口號創作比賽</p> <p>六位同學榮獲優異獎</p>

Achievements and Reflection on Major Concerns

D.11

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
					「全港即興創意寫作比賽」 學生發揮團隊精神，提升寫作水平。兩位中三級同學成功進入決賽。 中三級演講比賽（校內） 以刪減或廢除其中一則學生約章為題，演講2分鐘。 活動訓練學生寫作及表達能力，饒有意義。 2023/2024 傑出非華語學生

Achievements and Reflection on Major Concerns

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
					獎勵計劃 一位中五非華語學生同學榮獲榮獲優異獎。
1.2.2 To adopt a wider repertoire to encourage students to sue the library resources	a. The opinions and satisfaction rate of self-access learning corner will be analyzed for further improvement.	A self-access learning corner in the library and the activities such as film shows and reading scheme are held as scheduled.	Collection of data and feedback from students through online	RCT, EL, CL, KLAs	LaC: Preparation is underway to prepare for a renovation of the discussion room in the library. 中文科: 已預備初階、中

Achievements and Reflection on Major Concerns

D.13

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
sensibly		<p>b. The opinions and satisfaction rate of self-access learning corner will be analyzed for further improvement.</p> <p>Over 75% of student users find the self-access learning corner in the library where students</p>	questionnaires		階、高階練習各五份。

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
		can improve English or Chinese.			
	c. Organizing film shows with debriefing of the relevant fiction	Same as the above	Same as the above	RCT	
	d. Launching relevant activities in the library	Same as the above	Same as the above	RCT	
	e. Launching a reading scheme or award scheme by the library	Same as the above	Same as the above	RCT	
1.2.3 To place more emphasis on reading for leisure to	a. Use of posters for the promotion of reading habits	A new series of posters is designed and posted in the school campus for the promotion of reading	Comparison of the relevant data in SHS in 2022/23 with	RCT, EL, CL, KLAs	中文科以其他活動取代，反應良好 中西區中學聯校文學活動計

Achievements and Reflection on Major Concerns

D.15

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
broaden students' world knowledge		habits.	those in 2023/24 Poster inspection reports Teachers' observation		<p><u>劃</u></p> <ul style="list-style-type: none"> 長夜有聲——香港流行曲的唱與作（中三至中五，12 人） 聯校小作家計劃（高中 3 人） <p><u>參觀</u></p> <ul style="list-style-type: none"> 全體中二同學參觀香港文化博物館 <p>結合閱讀計劃，參觀金庸館，深入認識金庸武俠小說所蘊涵的豐富知識內容。</p> <p><u>專題研習展覽</u></p> <p>同學 4 至 5 人一組，於</p>

Achievements and Reflection on Major Concerns

D.16

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
					<p>暑假完成一篇以介紹香港店舖（2223 學年中五）、香港地方（2324 學年中五）為主題的專題文章。</p> <p>今年與視藝科合作，詹老師於視藝課堂教授排版技巧，同學排版技巧大有進步。</p> <p>展覽每兩年舉行一次，期望可展示更多佳作。</p> <p>《白日青春》電影放映活動 (非華語)</p> <p>電影講述巴基斯坦裔難民男孩哈山在港生活，涉入黑幫事件後遇上的士司機陳白日，滋生了父子般的情誼。</p>

Achievements and Reflection on Major Concerns

D.17

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
					電影內容刻劃了巴基斯坦難民在港遇上的困難，反映少數族裔及邊緣社群的異鄉愁緒和生活感懷，感情真摯，與非華語學生的背景有相似之處，更能投入其中；電影對白多是粵語，有助同學理解中文。
b. The use of bulletin boards in the classroom to display matters/materials relevant to reading		All classroom bulletin boards are well maintained and updated in displaying matters/materials relevant to reading.	Teachers' observation	BLT	All classroom bulletin boards are meticulously maintained and consistently updated to showcase materials related to reading.

Achievements and Reflection on Major Concerns

D.18

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
	c. Sharing of the pick of the book during morning assembly	The programme “Sharing of the pick of the book” is held in the morning assemblies to introduce the good books that deserves close reading to students.	Morning assembly records Scrutiny of annual plans and annual reports of MCET	MCE	MCE (Monday Motto) At least 80% of the total number of Monday Motto was addressed to each of the following themes: 1. Self-discipline; 2. Respect; 3. Perseverance; 4. Gratitude” and 5. Integrity. Brief instructions on the themes of Monday Mottos, which were related to the “core values” as suggested in

Achievements and Reflection on Major Concerns

D.19

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
					“Major Concern 2” of SDP and ASP, were set for teachers responsible for delivering his/her messages. It was suggested that the yearly Monday Motto list can be a part of the School Magazine publication as these mottos from teachers are inspiring. To better echo the school major concerns, it was

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
					suggested that the speakers of the Monday Motto can obvious connect their motto to the suggested values in the coming year. MCE (Picks of the Week) The recommendation of good books was run smoothly. Reactions of students were satisfactory. Apart from books,

Achievements and Reflection on Major Concerns

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
1.2.4 To enhance the synergy among students for promotion of a reading culture	a. Launching a reading ambassador scheme	The reading ambassador scheme is set up. Over 70% of students agree that the reading ambassadors are able to	Collection of data and feedback from students through online	RCT, BLT	recommendations for educative apps or other programs are welcome to diversify and broaden the exposure of students. LaC: Some degree of peer-level promotion of reading is done through Battle of the Books and Wednesday English Channel.

Achievements and Reflection on Major Concerns

D.22

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
		recommend books to others and talk about their favorite authors pervasively, promote a love of reading across the school and demonstrate exemplary reading behaviours and be an excellent role model for others.	questionnaires		
	b. Sharing of books by students during morning assembly		Scrutiny of annual plans and	MCE	MCE (Picks of the Week) The recommendation of good

Achievements and Reflection on Major Concerns

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
			annual reports		books was run smoothly. Reactions of students were satisfactory. Apart from books, recommendations for educational apps or other programs are welcome to diversify and broaden the exposure of students. LaC: promotion of reading is done for a few weeks of Wednesday English Channel.

Achievements and Reflection on Major Concerns

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
1.3 To develop reading skills for general and academic purposes	a. To further develop the RaC (Reading across Curriculum)	<p>The formulated roadmap on holistic implementation of RaC in SLS is reviewed.</p> <p>A thematic approach, with cross-subject collaboration, is used as an entry point for promoting RaC.</p>	<p>Scrutiny of annual plans and annual reports</p>	BLT, KLAs, LAC	<p>LaC: Three new projects were run this year – S1 IS, S1 Maths and S1 L&S. A wider range of rhetorical functions were covered and the series of lessons across English and the content subjects were prepared, delivered and evaluated with the collaboration of teachers across subjects. A thematic approach is used, say for</p>

Achievements and Reflection on Major Concerns

D.25

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
					example, Sports Day, in the teaching of percentages and describing changes in S1 Mathematics and English.
	To update the school-based LAC programme	Same as the above	Scrutiny of annual plans and annual reports		LaC: There was a trial to extend from RAC to WAC in this school year, with S1 L&S first covering content knowledge (racial inclusivity) and then extending it to S1 English, writing a letter of advice. Students tend to write

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
					better with more substantial elaboration and original content compared to before. Further WAC projects can be considered.
	b. To conduct professional training or workshops to enhance teachers' understanding of RaC and the ability to implement it	Professional development programmes in RaC are organized after training needs assessment.	Scrutiny of annual plans and annual reports	BLT, KLAS, LAC	Please refer to the evaluation reports from individual subject panels
	c. To conduct collaborative lesson planning and peer lesson observation	Class level programmes are developed and	Scrutiny of annual plans and	BLT, KLAS	LaC: multiple rounds of CLP were conducted to prepare for

Achievements and Reflection on Major Concerns

D.27

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
		implemented.	annual reports	, LAC	the aforementioned LaC projects.
d.	To enhance the synergy/collaboration among teachers for the promotion of a reading culture	The reading materials, teaching activities and learning tasks of the RaC programmes are developed. Over 75% of students agree that these materials could (i) help develop their reading skills and strategies for understanding language	Scrutiny of annual plans and annual reports Collection of data and feedback from students through online	BLT, KLAs, LAC	LaC: Students participated in the lessons and found the materials engaging. There, however, needs to be a more organic integration between subjects. More flexibility and adjustments should be afforded in the core English curriculum so as to cater for the more academic use of

Achievements and Reflection on Major Concerns

I. Major Concern 1: To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
		features of the reading materials and (ii) reinforce their ability to integrate the knowledge, skills and learning experience gained in the subjects.	questionnaires		English.

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
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Whole School=WS, Board of Learning and Teaching=BLT, Board of Student Support and School Ethos=BSSSE, Key Learning Area = KLA, Language Across Curriculum Team = LACT, Reading Cultivation Team = RCT, English Language Panel = EL, Chinese Language Panel = CL, Subject Panel = SP, Functional Team = FT, Guidance Team = GT, e-Learning Support Team = eLST, Moral and Civic Education Team = MCET

2.1 To cultivate /reinforce students' positive values	2.1.1 To draft a vertical planning framework on school-based values so that those chosen values are instilled and reinforced amongst students of different forms	A vertical planning framework on <u>school-based positive values</u> [#] is drafted so that those chosen values are instilled and reinforced amongst students of different forms.	Scrutiny of annual plans and annual reports of subject panels	BSSSE	A full day training workshop was organized by Religious and Moral Education Unit from Catholic Education Office for the development of framework. A school-based value education framework, which include 6 virtues, 18 character strengths and performance

Achievements and Reflection on Major Concerns

D.30

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
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					<p>indicators, has been developed.</p> <p>The trial stage for the framework (with two academic panels and two functional teams) will be carried out in the next school year.</p>
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School-based positive values consist of both school-based virtues (derived from our school motto: Scientia et Pietas), Catholic core values as well as ten priority values and attitudes promulgated by EDB. For details, please see the Appendix at the end of this document. In **2023-24**, the values of the year are Scientia: Perseverance (Character Strengths: Courage, Diligence and Responsibility)

Pietas: Respect (Catholic core values / EDB values including Life, Respect for others and National identity; Character Strengths: Respect for life,

Respect for community, Respect for religion)

*

	2.1.2 To infuse School-based positive values [#] , as deemed appropriate, into the curriculum # School-based Positive Values	Activities stipulated to foster students' positive values are held as scheduled.	Scrutiny of annual plans and annual reports of subject panels	BSSSE	Mindfulness project and other group projects from the Guidance team, Student
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Achievements and Reflection on Major Concerns

D.31

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
	<p>and the corresponding character strengths in 2023-24 are (i) Courage and (ii) Respect for life</p> <p>For the full list of School-based Positive Values, please refer to the Appendix at the end of this ASP.</p> <p>Taking cultivation of positive values and attitudes as the direction, we should make use of everyday school life events to implement various learning activities, so as to provide students with all-round learning</p>				<p>Support Team, Health Education Team organized workshops and trainings to support the mental well-being of our students. Talented students who composed songs were invited to give performances to the public.</p>

Achievements and Reflection on Major Concerns

D.32

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
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2.2 To cultivate a positive learning environment in school	<p>experience conducive to their whole-person development.</p> <p>2.2.1 To hold activities across different levels from S1-S5 in the value-rich learning environment (A checklist of activities by MCET)</p> <ul style="list-style-type: none"> Monday Motto (throughout the year, every Monday) Picks of the Week (Recommendation of Good Books) (throughout the year) Thematic talks or seminars in General Education Lessons (throughout the 	<p>Over 80% of students agree that various MCE activities make them have a better understanding about the values of the year of the school.</p>	<p>Scrutiny of annual plans and annual reports of subject panels</p> <p>Teachers' observation</p> <p>Student evaluation of teaching and</p>	MCET	<p>It was observed that the two highlighted values – respect and perseverance – were mentioned, though not frequent and linked throughout the school year. More collaboration and coordination should be done to create a synergy for different teams and panels to include and mentioned the core values for</p>
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Achievements and Reflection on Major Concerns

D.33

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
	year) <ul style="list-style-type: none"> Talks and activities concerning the enhancement of national civic awareness (throughout the year) Classroom Cleanliness Competition Door design competition Bulletin Board Design Competition Outreaching activities for experiential learning and community service (Feb-Apr)		learning questionnaires		our students in future. An ambience can be nurtured if values are highlighted and linked on different school occasions and activities.
2.3 To raise students' awareness of	To run workshops and review sessions for students, helping them set and refine their academic and personal goals, devise	At least three workshops and/or review sessions, whose	Scrutiny of annual reports of BLT and BSSSE	MCET	The school value framework was formulated only with a shared understanding amongst

Achievements and Reflection on Major Concerns

D.34

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
their needs and aspirations in the value-formation period	strategies and reflect upon their performances constantly in their value-formation process (with interim review from parents on Parent's Day)	<p>aims are to:</p> <ul style="list-style-type: none"> • help students set and refine their academic and personal goals, • devise strategies and reflect upon their performances constantly in their value-formation process are held as scheduled. 			<p>colleagues, school administration and middle managers. We were in the process of creating communication channels for a shared understanding of our school core values through consultancy project and professional development training from the RMES team.</p>

Achievements and Reflection on Major Concerns

D.35

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
2.4 To strengthen students' understanding of the core values of school through a variety of experiential learning activities and programs	<p>2.4.1 To provide a platform for students who exhibit good personal qualities to recognize their values/behaviors -- "Star of the term" award scheme</p> <p>2.4.2 To provide experiential learning activities (e.g. charitable work) for students to cultivate positive values with 'debriefing' practice after the activities</p> <p>2.4.3 To run brothers' talks and life planning programs on career aspirations (in collaboration with SLOBA and other</p>	<p>2.4.1 The "Star of the term" award scheme is implemented as scheduled.</p> <p>2.4.2 All post charitable works debriefing sessions for students are held as scheduled to cultivate positive values with 'debriefing' practice after the</p>	Scrutiny of annual reports of BSSSE	BSSSE	Fr. Clement Wong Award have been established to recognize students with outstanding performance in social services and align with the value "Thanksgiving". There were 7 awardees this year. Number of applicants have been increased this year. The school can create more chances for students to serve the society.

Achievements and Reflection on Major Concerns

D.36

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	PIC	Evaluation Please write your Reflections/Evaluations here
	organizations)	activities. 2.4.3 All brothers' talks and life planning programs on career aspirations are held as scheduled.			

Appendix

School-based Positive Values

School Motto	School-based Virtues	Catholic core values / EDB values ¹	Character Strengths	Timeline		
				2022/23	2023/24	2024/25
Scientia	Self-discipline	<ul style="list-style-type: none"> • Law-abidingness¹ 	<ul style="list-style-type: none"> • Temperance • Emotional control • Self-reflection 	✓		
Pietas	Thanksgiving	# Love # Family	# Appreciation of beauty and excellence # Showing gratitude # Care for others ¹	✓		
Scientia	Perseverance ¹		<ul style="list-style-type: none"> • Courage • Diligence¹ • Responsibility¹ 		✓	
Pietas	Respect	<ul style="list-style-type: none"> • Life • Respect for others¹ • National identity¹ 	<ul style="list-style-type: none"> • Respect for life • Respect for community • Respect for religion 		✓	
Scientia	Integrity ¹	<ul style="list-style-type: none"> • Truth • Justice 	<ul style="list-style-type: none"> • Honesty • Commitment¹ • Morality 			✓

Achievements and Reflection on Major Concerns

Pietas	Justice	<ul style="list-style-type: none"> ●Justice ●Law-abidingness¹ 	<ul style="list-style-type: none"> ●Empathy¹ ●Fairness ●Compassion 			✓
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Schools could promote Values Education through nurturing in their students the ten priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy" and "Diligence".

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html>



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

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.



Christmas Celebration

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

Summary:

1	English Festival
2	Battle of the Brains
3	Battle of the Books
4	Debating
5	Reading Ambassador Scheme
6	Wednesday English Channel
7	Developing a school-based RaC Programme

Programme Title	English Festival	Time scale	May 2023
Descriptions	Each form was tasked with a different performance 'mode': S1: 5-minute movie dubbing Theme: Perseverance / Resilience S2: 6-8 minute 'improvised' drama though not totally improvised, rather that they did not have to use costumes or props. In line with MC2, the theme was		



	<p>either self-discipline or thanksgiving.</p> <p>S3: 8-10- minute drama</p> <p>Theme: Environment (global warming) and technology Or Environment and beauty</p> <p>S4: 5-minute movie-video production</p> <p>Theme: Perseverance, endurance, hardship, resilience or struggle</p>
Reflections	<p>Overall, the festival proved to be a success with many of the students actively taking part.</p> <p>The practise of having different performance modes for each form should be continued.</p> <p>This year, the English Talent Festival was held over two weeks rather than within one week to give teachers, especially those with more than one class, a bit more time to prepare their students.</p>

Programme Title	Battle of the Brains	Time scale	March / April
Descriptions	<p>With the help of the teacher-in-charge of the GE (General Education) lessons, a GE lesson was booked for each form of S1 – S3 at the beginning of the year.</p> <p>The competition was held for each of the forms on the following dates:</p> <p>S1: 31st May, 2024</p> <p>S2: 28th April, 2024</p> <p>S3: 9th May, 2024</p> <p>The NET, communicated with the panel heads/form coordinators of the following subjects in order to get a range of questions for the General Knowledge section of the competition:</p> <ul style="list-style-type: none">- History- Geography		



	<ul style="list-style-type: none">- Science- Mathematics- Life & Society <p>The following categories were included:</p> <ul style="list-style-type: none">- Spellathon (vocabulary was also included from the different KLA subjects)- Word association- Mystery word- Word pairs- General knowledge
Reflections	<p>Being competitive, the students tend to enjoy the quiz format with buzzers. It goes without saying that the most involved are the boys chosen to represent their class, but the audience also get involved, especially the boys sitting closer to the contestants. There was lots of clapping and cheering to encourage the representatives.</p> <p>More manpower would help as the competition is largely reliant on the quiz master and the IT member of staff. A special note of thanks must go to two IT technicians for their help with the competition as the setting up and running of the buzzer system could not be done without them.</p>

Programme Title	Battle of the Books	Time scale	Whole year
Descriptions	The students have regular by-weekly meeting sessions starting in late September, and weekly sessions starting from term 2 to meet and discuss the books they are reading with the aim of forming a literary circle, and in order to prepare them for the competition. Students were also encouraged to use other modes or mediums such as powerpoints to share their knowledge of the books. They were also asked to set questions similar to what the quiz master		



	<p>would ask. As the competition date neared, mock competitions were held.</p> <p>The date of the competition was set as 8th May, 2023 territory wide.</p> <p>The competition took place at The Chinese Foundation Secondary School on May 8th in the morning starting at 9am and finishing at around noon. A coach had to be hired to take the students to the venue.</p>
Reflections	<p>Results of semi-final round:</p> <p>Three schools, including St Louis School were tied in first place, and to decide on the winner, a sudden death round, where each of the 3 school representatives were asked a question, was conducted. There was no time for a full round of questions. True Light came out as winners to qualify for the finals.</p> <p>Schools in our semi-final round:</p> <p>The Chinese Foundation Secondary School (host)</p> <p>St. Louis School</p> <p>True Light Middle School</p> <p>Yu Chun Keung Memorial College 2</p> <p>PLK Centenary Li Shiu Chiung</p> <p>14 students in total initially joined the Battle of the Books this year, but only 12 students are actually allowed to take part on the day. As two the students dropped out before the competition day, the 12 remaining took part. As to who took part in each round, the criteria was based on how well-read each student was though every student was given a chance to take part in at least one round.</p> <p>Note it is better to 'recruit' greater than the number required for the competition because of students possibly dropping out along the way and/or being sick on the day of the competition. Another reason for having more than the required</p>



	<p>number is the main aim of the competition/program; to get more students to read more. Having more students also is a motivator if students want to ensure they are selected to take part on the day of the competition.</p> <p>The attendance (70% or more) and the attitude on the part of most students was generally positive. This was reflected in some of the comments by students including the disappointment that there was no senior form of this competition. The S3 students also expressed how they would like to help prepare the junior form students when they are in S4. At least 2 of the S3 students took back books for the 24-25 year to read over the summer holidays.</p>
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Programme Title	Taking Part in Inter-school Debating Competitions	Time scale	Whole year
Descriptions	<p>Regular English Debate Team</p> <p>Students take part in the Hong Kong Secondary Schools Debating Competition (HKSSDC) which is divided into two sections, one for each semester or term of the scholastic year.</p> <p>In each, two rounds are held for each team, and if a team succeeds in winning both of the two rounds, they go through to the Term Final. Teams are eligible for the Grand Final at the end of the year if they have won at least three rounds of the four rounds. They may have also been eligible to participate in the Term 1 Finals.</p> <p>Three teams were entered in Division 1 as follows: Team I: S4&S5, Team II: S3&S4, Team III: S1&S2.</p> <p>The schools could choose to either to have the debates online or face-to-face. As much as was possible, we chose to have face-to-face debates as this was better for all concerned. However, if the opposition school happened to be too far away, the online mode was chosen.</p> <p>Regular weekly training meetings were held to prepare for each round of the</p>		



	<p>competitions. In the run-up to a round of the competition, more training sessions were held for the speakers of the round. Zoom is also being utilized for extra meetings and training sessions for the speakers in the evenings especially in the lead up to a competition. The number and length of training sessions are attached in the coaches training log.</p> <p>S1 Debate Team Course</p> <p>This year, in addition to the regular English Debate Team, another training group was formed for the new S1 students. The training session for this group of students was held on a Friday after school. The aim is to prepare students for taking part in the regular Debate Team. As students develop the skills needed (or any that show the aptitude), they can make the transition to the regular Debate Team.</p> <p>We could only run a total of 11 sessions as due to various school activities and/or public holidays.</p> <p>World Individual Debating and Public Speaking and Championship (WIDPSC) 2023</p> <p>This year for the third time, one of our S6 students, took part in the Open Trials for the World Individual Debating and Public Speaking and Championship (WIDPSC). This year, twelve students from schools all over Hong Kong who are selected from the trials represented Hong Kong in the World's in April.</p> <p>This is a very challenging competition in which participants needed to do the following on the day of the competition: 11th November, 2023</p> <ul style="list-style-type: none">• Persuasive Speech / After Dinner Speech (7-13 minutes in length on a modern issue)• Interpretive Reading (7-11 minutes on a self-chosen piece of literary fiction)
Reflections	<p>Regular English Debate Team</p> <p>Despite the rigorous demands of debating, the majority of students are committed with the only issue besides the time factor being that some students</p>



	<p>are too reliant on the teacher advisors/coaches.</p> <p>Summary of results:</p> <p>Team I:</p> <p>Term 1: Won T1R1, T1R2 and were the Champions of the Term 1</p> <p>Term 2: Lost both rounds and thus were ineligible for the Term 2 Final or Grand Final</p> <p>Team II:</p> <p>Term 1: Won T1R1, won T1R2 and were eligible for the Term 1 Final, but unfortunately due to time constraints and the lack of an opposition, the Term 1 Final could not be held.</p> <p>Term 2: Won T2R1, T2R2 & Grand Final Champion</p> <p>Team III:</p> <p>Term 1: Lost T1R1, but won T1R2</p> <p>Term 2: Won T2R1 & T2R2 & were Grand Final Champion</p> <p>Hiring an outside coach as with last year continues to be a great asset and greatly facilitated the preparation of the teams for the debates. The coach's commitment to the success of the team has been instrumental in its success. The recommendation is to continue the hiring of an external coach given the significant difference the coach makes to the team.</p> <p>S1 Debate Team Course</p> <p>The course this year started with smaller numbers than in the past, but this actually meant that the members were more committed and thus, attendance overall was better. Inter-class and inter-house competitions taking place on Fridays did impact attendance to some extent. It is more conducive to have a smaller number (a maximum of 20, but preferably 12) to enable more effective</p>
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	<p>engagement, training and learning.</p> <p>This year, some made the successful transition to the Debate Team towards the end of the year (once PET sessions were completed). This was reflected in the fact that two of the students were speakers for the winning Team III in T1R2 and the Grand Finals.</p> <p>World Individual Debating and Public Speaking and Championship (WIDPSC) 2023</p> <p>One of our S6 students in 12th place was selected to represent Hong Kong in April 2024 in Australia on the international stage. This was indeed a high honour. Unfortunately, due to the clash with HKDSE, he was unable to take part.</p> <p>Although it is indeed difficult to make the top ten and secure a place on the Hong Kong team, this competition is certainly recommended for our more able and motivated students. It provides such students with a platform to stretch their ability and to develop skills which are required for the wider world. The level of competition they come up against highlights the bar and the standards they would face in the real world.</p> <p>In the future, it is hoped that we can encourage students in the junior forms, particularly in S3 to take part in the junior format, the Junior Secondary Debating Championships (S1-S3). Unfortunately, no student put their hands up or could be convinced to join this format this school year.</p> <p>Note that this is not a trial for a world competition, but an inter-school competition which would serve to extend the students' debating and public speaking skills.</p>
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Programme Title	Reading ambassador Scheme: helping students in junior forms	Time scale	Whole Year
Descriptions	10 reading ambassadors would be recruited and 50 students from S1-2 assisted by the reading ambassadors		
Reflections	The group of students taking part in the Battle of the Books were the primary source of reading ambassadors.		

Programme Title	Wednesday English Channel	Time scale	Whole Year
Descriptions	On a bi-weekly basis, students (usually in pairs) deliver/present the English Channel on a variety of themes with the focus being on Major Concerns 1 and 2 of the school. The English Channel is also seen as an ideal platform for fostering Language Across the Curriculum.		
Reflections	<p>Students who volunteer primarily come from the S3 class taught by our NET as she also prepares the students for the broadcast. It would be better if students from other forms and classes also participate.</p> <p>The platform provides an ideal platform for giving students an opportunity to practise their public speaking skills</p>		

Programme Title	Developing a school-based RaC Programme	Time scale	Whole Year
Descriptions	<p>To set up RaC and LaC in school so as to develop reading skills for general and academic purposes;</p> <p>S1 IS</p> <p>A unit of work related to the theme of “Water” in IS and the language function of “to compare” was designed. The lessons across IS and English lessons were delivered on the second week of October 2023.</p>		



	<p>S1 L&S</p> <p>A unit of work related to the theme of racial inclusivity was first taught in L&S, and the subject content was then recycled in English lessons with writing of a letter of advice. Genre features of a letter of advice and the language function of giving suggestions were covered. This series of lessons were completed in February.</p> <p>S1 Maths</p> <p>A unit of work related to “percentage” was covered across Maths and English lessons. Under the theme of Sports Day, students learnt about describing changes, and applied this in understanding text-based questions in Maths lessons.</p> <p>S2 Geography</p> <p>There were issues with coordinating the teaching schedules across Geography and English. Only drafts of lesson materials were prepared and were not delivered in the end.</p>
Reflections	<p>On the whole, the collaboration across subjects were productive and fruitful. Teachers gained better understanding of the needs of different subjects and students’ language needs (for both subject teachers and language teachers).</p> <p>The collaboration with L&S was particularly insightful. Students produced work with better content thanks to the prior input in the content subject lessons, making the collaboration an organic one, and helping student see the interconnectedness of subjects. It is also worth noting that not much “extra” work was done – the content and language covered in the series were expected components of both subjects. Similar Writing across the Curriculum (WaC) projects can be explored.</p> <p>There is difficulty in mapping the English curriculum with the teaching schedule of content subjects. While the English curriculum is meant to be flexible, it can be difficult when there are language functions that are not commonly used in a language classroom (that tends to be more subjective). This is a difficulty that had to be tackled in this year with IS and Math being the non-humanities subjects in new projects. An approach is to use organic situations (e.g. Sports Day) as a point of entry in the language classroom, instead of limited to themes offered by the textbook.</p>



Study Tours (Outside HKSAR)

No study tours were held due to limited time of preparation. However, the tours will be held in 2024/2025.

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 2023-24 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**

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.

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.

Pick of the Week Book Recommendation

What is “**Pick of the Week**” In short, different teachers /reading ambassadors recommend different books at their interest/profession via Public Announcement System on Wednesdays. The recommended books will then be displayed for ten days. One to



two questions will be provided for each book. Interested students can read the books and answer them for the prize. The following are picks in 23-24:

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, like former years, continued to implement featured mini-projects for their students: (please refer to individual subject reports for details). Some highlights from several panels are:

IS STEM Projects

1	Aviation STEM & Career Planning Activity	25 students experience flying with the flight simulator and learned how to draw a flight plan.
2	S2 STEM Activity	Workshops (held during our Life Wide Learning Day in Nov 2023) ran successfully in different laboratories with the help of teachers. All S2 students enjoyed the talk given by Dr. Tong.
3.	STEM	The three STEM activities for S1 – 3 were



	Across-curriculum Activities (S1-3)	implemented successfully in IS, ICT and maths lessons.
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Chinese Language

同學 4 至 5 人一組，於暑假完成一篇以介紹香港店鋪、香港地方為主題的專題文章。

七月舉辦專題展覽，展示學習成果。

Chinese History

初中級專題研習活動

各級專題研習主題，加入道德價值元素，學生以個人或小組形式完成專題研習報告，惟因外評及課時緊迫，以課業工作紙取代專題研習。

History

S1 History – historical enquiry project

S3 History – historical enquiry project

IT and AI

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”.

Our AI Lab was finally established in 2022 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



Activity and/or Competition joined	Organised By	Prize
AI藝術創作大賽《以書畫之名》 Date: 6 Oct 2023	10botics	初中組二等獎 初中組特等獎 及 最佳文字指令獎 高中組三等獎
Hong Kong ICT Awards 2023 Date: 3 Nov 2023 (Friday)	Office of the Government Chief Information Officer HKSAR	Bronze award
AI x HK OpenCup 2023 Date: 25 Nov 2023 (Saturday)	Hong Kong Baptist University	1 st runner-up
Asia Pacific ICT Alliance Awards 2023 Date: 5 - 8 Dec 2023	APICTA	Certificate of Merit
香港校際 AI 方程式 2023 Date: Dec 2023 to May 2024	10botics	樂善堂王仲銘中學 [分站冠軍] 瑪利諾中學 [分站亞軍] 喇沙書院[分站季軍] 年度總冠軍
校際AI藝術創作大賽 2024《數碼 詠古》 Date: 15 Apr 2024	10botics	高中組一等獎 高中組優異獎



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



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 Trophy

The FDAA will be granted to those SLS students who are all-rounders, not only academically but also in sports, social skills and willingness to help others.

Joint Club Exhibition (JCE) (29 September 2023)

"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 2023-24:

For details, please refer to the individual plans.

Date (DD/MM/YY)	Name / Purpose of Activities
22/9/2023	S6 HKDSE Application, SNDAS & SPNS
23/9/2023	S5 Parent Seminar
23/9/2023	S6 Parent Seminar
29/9/2023	Career Booth in JCE
5/10/2023	S6 Jupas Application & OEA
7/10/2023	S3 Parent Seminar for Elective Selection
14/10/2023	S2 Parent Seminar (Dr. Chiu about medical health)
28/10/2023	Workshop 01-STEM 航空飛行課程
31/10/2023	S6 Workshop for Brothers' Interview
7/11/2023	S2 Career Train
16/12/2023	Brothers' Interview
21/12/2023	S6 DSE 畢業生大灣區實習計劃
4/1/2024	S6 EAPP & Mainland Application
31/1/2024	SBPP 01-Game Creation
5-7/2/2024	Collaboration with Economics Department - Lunar New Year Fair
5/3/2024	S4 CU Aptitude Test
6/3/2024	S5 Career Train
13/3/2024	S2 Career Video Writing Competition (in English)
14/3/2024	S3 Electives & Jupas Choice
15/3/2024	S4 My CV



28-29/3/2024	Adventure Camp at Pak Tam Chung Camp Site
16/4/2024	S3 Inter-class Career Quiz Competition
17/4/2024	S4 Casual Talk (Mr. Andrew Tsang)
18/4/2024	S5 Inter-class Career Quiz Competition
24/4/2024	S1 Career Train
26/4/2024	S3 Career Train
29/4/2024	S4 Careers Talk - Custom Yes Program
7/5/2024	S1 Career Video Writing Competition (in Chinese)
8/5/2024	S2 Aptitude Test using HKACMGM platform
10/5/2024	Visit to Advanced Biomedical Instrumentation
23/5/2024	HKMU Laboratory Workshop
23/5/2024	SBPP 02-Census & Statistics Department
27/5/2024	S5 CV update
6/6/2024	S5 Personal Statement
27-28/6/2024	「大灣區職涯探索之旅」計劃
28/6/2024	Career Expo at Lok Sin Tong Leung Kau Kui Sec Sch
9/7/2024	S2 Activity Day (VASK 大作戰)
15/7/2024	S6 Info Day
17/7/2024	HKDSE Result Release
Summer	GeneHarbor Internship
Summer	Summer Internship & Job-shadowing



Discipline & Guidance Team

Aims (Discipline Team):

- Practice the Preventive System advocated by the Salesian Society.
- Ensure the continuation of the tradition of “Freedom and Self-discipline” in our school.
- Cultivate students’ sense of self-discipline and therefore becoming more aware of their behaviour.
- Practice a whole-school approach to discipline.

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 **Discipline Team** in 2023-24:

Date (DD/MM/YY)	Name / Purpose of Activities
15/09/23	Swimming Gala
04/10/23	Students Forum—Meet the New Teachers 1
06/10/23	Students Forum—Meet the New Teachers 2
09/10/23	Students Forum—Meet the New Teachers 3
20/10/23	Fitness Challenge—Day 1
24/10/23	Fitness Challenge—Day 2
15/11/23	Souvenir Selling 1
18/11/23	Barbeque Gathering
08/01/24	Sports Day 1
15/01/24	Sports Day 2
09/03/24	Prefects for Tomorrow Training Camp
19/04/24	Thanksgiving Nite 2024
25/04/24	Fu Chi Shield (Junior Finals)
26/04/24	Fu Chi Shield (Senior Finals)
29/05/24	Head Boy Forum
31/05/24	Rector Shield (Chinese and English Writing; Junior and Senior Sections)
04/06/24	Souvenir Selling 2
28/06/24	
(Deadline for online submission of photos)	Rector Shield (Photography; Mobile Phone and Camera Sections)
03/07/24	Head Boy Election
05/07/24	Inter-School Leadership Speech Contest (King's College, St. Louis School and Kwok Tak Seng Catholic Secondary School)
Whole year	D. N. S. (Discipline Network System)



Whole year	Late System
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For details, please refer to the individual plans.

Some key programs by **Guidance Team in 2023-24:**

Date (DD/MM/YY)	Name / Purpose of Activities
26/08/2023	S1 Orientation Day
07/09/2023	Transition support for students
07/09/2023 11/09/2023 12/09/2023 13/09/2023	S1 Adjustment Workshop
Sep 2023 to present	HKUST Dual Programme
04/03/2024	S3 GE lesson: Power T.A.G. Coping with Anxiety
27/09/2023 10/10/2023	Power T.A.G. YW01 S1 GE lesson: Discovering Your Own Character Strengths
27/09/2023 10/10/2023	S1 GE lesson: Smart Goal Setting
7/10/2023 21/10/2023 18/11/2023	Mindshift Educational Networking Programme -Intensive Knowledge and Skills Training Workshops
13/10/2023 19/10/2023 2/11/2023 9/11/2023 16/11/2023 24/11/2023	Student group training on Chinese writing skills
06/11/2023	S1 G.E. lesson: Study Skills Workshop
13/11/2023	Stories of Rehabilitated Criminals by St. Augustine Youth Association Limited (G.E. lesson)
18/11/2023	Rev. Joseph Carra Memorial Education Grants
27 to 30/11/2023	Refinement of student mental health screening and support system (Responding to EDB Circular Memorandum No.209/2023)
28/11/2023 01/12/2023 02/12/2023 05/12/2023	Study Skills Workshops (Math & Sci, English and Chinese)
28/09/2023 11/10/2023	Master of Social Skills 101 S2 (G.E. lesson pull-out group guidance programme)



24/10/2023 7/11/2023	
Oct 2023 to May 2024	HKAGE Online Screening Programme and Principal Nomination Scheme
28/10/2023 to 27/01/2024	Power T.A.G. T003 Power On Community Project Ambassador Music Theatre (Self-exploration Stage)
06/11/2023 20/11/2023 30/11/2023 11/1/2024	Master of Social Skills 101 S1 (G.E. lesson pull-out group guidance programme)
07/11/2023 1/12/2023 12/1/2024 26/1/2024	Self-exploration through Evocative Cards (G.E. lesson pull-out group guidance programme)
24/11/2023	Stress Management (G.E. lesson) (Responding to EDB Circular Memorandum No.209/2023)
25/11/2023	Music Workshops (Zoom)
25/11/2023	Parent Talk on Gaming Culture
27/11/2023 28/11/2023 29/11/2023 30/11/2023 31/11/2023	Mindful Eating Workshop (Gingerbread making) (Responding to EDB Circular Memorandum No.209/2023)
07/12/2023	Power T.A.G. Acupressure Workshop Pour Painting Workshop Tai Chi Workshop Singing Bowl Workshop
12/12/2023	Art Therapy Workshop for Parents
16/12/2023 to 13/01/2024 03/02/2024 to 23/03/2024 13/04/2024 to 30/06/2024 25/05/2024	Power T.A.G. FI01
23/12/2023	Power T.A.G. T003 Power On Community Project Ambassador Christmas Volunteer Service
15/03/2024 to 08/05/2024	Harvard Prize Book, Scholarship and Essay Award 2024
31/1/2024	Horticultural Therapy workshop
Jan – Feb 2024	BOMI (Brief Online Music Intervention)
24/02/2024	Mindshift Educational Networking Programme:



02/03/2024 09/03/2024 16/03/2024	Community Yoga Service
04/03/2024	Power T.A.G. YT02 S3 GE lesson Coping with Anxiety
27/03/2024	Power T.A.G. Parent Talk (online)
08/04/2024 22/04/2024 06/05/2024	Mindshift Educational Networking Programme: Songwriting Mentorship Programme
13/04/2024 11/05/2024 29/06/2024	Power T.A.G. T003 Power On Community Project Ambassador Music Theatre (Rehearsals)
20/04/2024	Anti-drug Promotion Game Booth
24/04/2024 26/04/2024 02/05/2024	Power T.A.G. T001 Online Community Exploration
04/06/2024 to 21/06/2024	Revision Programme for Junior Form Students
05/06/2024	S4 GE lesson: Coping with Failure
04/06/2024 07/06/2024	Mindshift Educational Networking Programme (School Project): Box Zone
27/06/2024	S2 Wellness Day
05/07/2024	Mindshift Educational Networking Programme: Art Therapy Workshop
8 to 11/07/2024	Student Attachment Programme
08/08/2024 13/08/2024 15/08/2024	S1 Orientation Day: Public Speaking Workshop
17/08/2024	Mindshift Educational Networking Programme: Closing Ceremony

For details, please refer to the individual plans.

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.

Student Support Team

Some key programs planned in **2023-24**:

Title
1. S3 Life-planning workshop
2. Boardgame Masters (1 st & 2 nd batches)
3. Animal Assisted Therapy



4. Caritas AIM project (喜伴同行)
5. City Planner
6. Coffee Barista Group
7. Clinical Psychology Service
8. Occupational Therapy
9. Speech Therapy
10. Mindfulness Sand Art for NCS students with SEN
11. Reading and writing workshop for SpLD students (held by EP)
12. Executive functioning workshop for ADHD & ASD students (held by EP)

Pastoral Care Team

Some key programs planned in 2023-24:

Date (DD/MM/YY)	Name / Purpose of Activities
August 2023 to Aug 2024	Peer Mentorship Programs run by Peer care Team
Sept 2023 to May2024	Interclass competitions of basketball
Jan-Feb 2024	Interclass chess competitions

For details, please refer to the individual plans.

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 2023-24. Details are given below:

Date (DD/MM/YY)	Name / Purpose of Activities
Sept 2023 – Oct 2023	Student Health Service ✚ to cater for the health needs of students
28/09/2023	A workshop about emotional well-being (S2) ✚ to introduce students to ways about coping with stress and forming a bond with others
08/11/2023	A talk about love and sex education (S3) ✚ to allow students to know more about relationships
09/11/2023	A talk about love and sex education (S4) ✚ to allow students to know more about relationships
23/11/2023	A talk about organ donation (S4) ✚ to introduce students to the option of organ donation
04/01/2024	A workshop about healthy eating (S1) ✚ to introduce to students the importance of healthy eating
04/01/2024	Candy Station ✚ to show our support to students



31/01/2024	Mental Health Workshops – Horticultural Workshop x Film Appreciation Workshop (collaborated with Guidance Team) ✚ to allow students to nurture their mental health
29/02/2024	A workshop about healthy eating (S1) ✚ to introduce to students the importance of healthy eating
01/03/2024	A talk about drug prevention (S2) ✚ to introduce students to the potential health risks of drug abuse
12/03/2024	A workshop about anti-smoking (S1) ✚ to introduce students to the potential health risks associated with smoking
25/04/2024	A workshop about social well-being (S2) ✚ to introduce students to the ways to deal with bullying
04/05/2024	Joyful Fruit Day ✚ to introduce students to the benefits of eating fruits, especially the effect on their mental health
13/05/2024	A talk about love and sex education (S5) ✚ to allow students to know more about relationships
Whole year	CPR Training Programme (collaborated with Activities Team) ✚ to provide CPR training at school

For details, please refer to the individual plans.



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 **2023-24**:

For details, please refer to the individual plans.

No.	Title
1	Picks of the Week
2	Monday Motto
3	Thematic talks in General Education Lessons
4	Classroom Cleanliness Competition
5	Outreaching activities for experiential learning and community service
6	Bulletin Board Design Competition (co-organise with Religious Education Panel)
7	"Stars of the term" award scheme
8	Talks and activities concerning the enhancement of national civic awareness



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



Some key programs:

Date (DD/MM/YY)	Name / Purpose of Activities
Whole Year	Daily Mass (Every School Day)
	Morning Prayer
	Live Broadcast for Morning Assembly
	Gathering for Salesian Youth Catholic Society (Every Thursday afterschool)
	Talks organized during G.E. Lessons
	G.E. Lesson (RE Split Class)
	Catechesis class 2023-2024 (for First Holy Communion)
Sept 2023	School Year Opening Prayer Service on the First School Day
	School Year Opening Mass & Commissioning of SYCS
	SYCS Mid-Autumn Festival Gathering
	JCE
	Salesian Youth School Year Opening Mass
Oct 2023	Caritas Raffle Tickets Selling
	Rosary Prayer (Month of the Holy Rosary)
	Charity Services 2023 (Relics exposition)
Nov 2023	Pilgrimage to St. Michael Catholic Cemetery
	Rosary Prayer (Month of the Holy Souls in Purgatory)
	The Sacrament of Reconciliation for Catholic Students
	Charity Services 2023 - Caritas Bazaar (05.11.2022) (Victoria Park)
Dec 2023	The Feast of Immaculate Conception
	Retreat for Catholic Teachers (Macau)
	Prayer Service of Christmas Celebration
Jan 2024	Inter-class Quiz Competition of Don Bosco
	The Feast of Don Bosco
Feb 2024	Prayer Service for S6 Last Day



	Catholic Week
	Dress Casual Day 2024
	Salesian Youth Day 2024
Mar 2024	Donation during the season of Lent
	The way of Cross
May 2024	Salesian Vocation Day
	The Feast of Mary Help of Christians
	Prayer Services for Month of Mary
June 2024	Don Bosco Award (Salesian Family)
	Rev. Fr. Clement Wong Award
	Retreat for Catholic Teachers
	Feast of St. Aloysius Gonzaga
Jul 2024	Activity Day (Church Visit)
	Prayer Service for S6 DSE
	Prayer Service (School Year Closing Ceremony)
	Training for Committee Members for Salesian Youth Catholic Society
	Salesian Youth Action Song Training
	Salesian Youth Group Game Training
	Summer Bridging Course
Aug 2024	Feast of Assumption of the Blessed Virgin Mary

For details, please refer to the individual plans.



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:

<https://eclass.stlouis.edu.hk/~pta/index.html>

Hong Kong St. Louis School Parents-Teachers Association
香港聖類斯中學家長教師會

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News Update :

- 聖類斯中學法團校董會家長校董選舉(2022-24)
提名期：31 May 2022 ~ 8 Jun 2022 (2pm)
投票日期及時間：18 Jun 2022 (10am ~3pm)
詳情請參閱PTA通告07
- [SLSPTA MISSION](#) 家教會今年目標

Upcoming Events :

- 18 Jun 2022 E-Parenting 簡介會
- Aug 2022 公開演說技巧課程
- Aug 2022 升中適應家長講座及中一暑期英語銜接課程

Photo update 最新照片



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 Chai Wan Youth Square and they provide our students with opportunities to demonstrate their talents in various cultural aspects.



School Chinese Orchestra



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

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

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

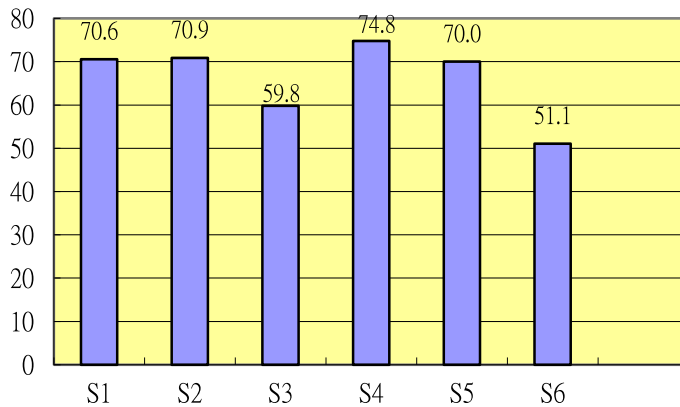
Physical Development

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



Students' Physical Development

Percentage of Students within Acceptable Weight Range (2023-24)* (KPM data 24)



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

Life-wide Learning

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

Life-wide Learning (LWL) Day is a strategy that aims to move student learning beyond the classroom into real contexts and authentic settings. It requires teachers making good use of resources and settings available at their schools and in the communities, in order



to create suitable learning contexts for particular educational purposes. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone.

In 2023-24, the LWL 2023, 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 4 November 2023.

- 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.



Percentage of students participating in territory-wide inter-school competitions (KPM Data 21)

The percentage of students in each of the Key Stages participating as contestants on behalf of the school in territory-wide inter-school competitions within the current school year

Note:

- (i) Territory-wide inter-school competitions should target on all schools/students in Hong Kong including those online competitions.
- (ii) The regional inter-school sports competitions organised by the Hong Kong Schools Sports Federation, though not being territory-wide, could also be counted. (This is only applicable to sports-related competitions)
- (iii) In case the competition is relevant to more than one theme, it should be regarded as one for the most relevant theme only.
- (iv) Under the same theme, students will only be counted once even if they have participated in more than one event of that theme.
- (v) The territory-wide inter-school competitions planned to join in the current school year but not yet held can also be included.

Junior Secondary

	2022-23*	2023-24
Relevant to national education	31.99	100.00
Relevant to STEAM education	0.00	0.00
Relevant to biliterate (i.e. written Chinese and English) and trilingual (i.e. spoken Cantonese, Putonghua and English) communication	26.09	100.00
Relevant to aesthetic and physical activities	32.30	90.37
Others	98.13	0.00

* First introduced in 2022-23 after the release of KPM 2022



Senior Secondary

	2022-23*	2023-24
Relevant to national education	0.00	69.00
Relevant to STEAM education	1.30	9.12
Relevant to biliterate (i.e. written Chinese and English) and trilingual (i.e. spoken Cantonese, Putonghua and English) communication	14.98	100.00
Relevant to aesthetic and physical activities	42.02	49.66
Others	0.00	0.00

The percentage of junior secondary students participating in uniformed groups/external community services within the current school year (KPM 22)

Note:

- (i) Students will only be counted once even if they have participated in more than one of these events
- (ii) The community services planned to join in the current school year but not yet held can also be included

	2021-22	2022-23	2023-24
Junior Secondary	32.59	25.50	22.64

List of Achievements 2023-24

Inter-school Basketball Competition 2023-2024 D3HK

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description	
1A	15	Kwan Kwan Lam	關筠霖	C Grade 2nd Place	
1A	20	Law Shing Hong	羅丞匡		
1B	26	So Po Nik	蘇溥歷		
1B	33	Zhao Zixing James	趙子星		
1C	2	Chan Marcus Stanford	陳晉曦		
1C	26	Tam Siu Yu	譚兆宇		
1D	17	Li Tianyi	李添翼		
1D	18	Lo Tsz Him Jason	盧子謙		
2A	13	Lee Jun Eui	李俊義		
2A	29	Zhang Shan	張杉		
2B	6	Chan Wai Ching	陳緯澄		
2B	10	Cheung Shing Hin	張承軒		
2C	15	Sandoval Zachariah Oliver Baldon			
2C	11	Leung Yat Toa	梁逸淘		
1A	15	Kwan Kwan Lam	關筠霖		Overall 4th Place
1A	20	Law Shing Hong	羅丞匡		
1B	26	So Po Nik	蘇溥歷		
1B	33	Zhao Zixing James	趙子星		
1C	2	Chan Marcus Stanford	陳晉曦		
1C	26	Tam Siu Yu	譚兆宇		
1D	17	Li Tianyi	李添翼		
1D	18	Lo Tsz Him Jason	盧子謙		
2A	13	Lee Jun Eui	李俊義		
2A	29	Zhang Shan	張杉		
2B	6	Chan Wai Ching	陳緯澄		
2B	10	Cheung Shing Hin	張承軒		
2C	11	Leung Yat Toa	梁逸淘		
2C	15	Sandoval Zachariah Oliver Baldon			
3A	10	Chung Chun Kit	鍾俊杰		
3B	8	Keung Yat Kiu	姜逸翹		
3B	15	Li Hang Fai	李恒輝		
4A	16	Lee Ka Ho Lincoln	李嘉浩		
4A	29	Yeung Manlok	楊汶諾		
4B	7	Chou Jun Jie	周俊傑		
4C	3	Chan Ka Wai	陳嘉威		
4C	13	Kwok Tsz Kiu	郭子喬		
4C	14	Leung Chi Lam	梁智霖		
4C	19	Quibel Karl Joshua Jadulco			

4C	22	So Cheuk Hang	蘇芍衡	Overall 4th Place
4C	23	Sukhginder-Singh-Gill		
4D	6	Ho Wai Him	何韋謙	
4D	24	Wong Lap Yin	王立言	
4D	26	Yeung Siu Hei	楊肇晞	
5A	9	Choi Ethan Po Lum	蔡保霖	
5A	16	Lee Cheuk Hin Anson	李卓軒	
5A	20	Lui Man Lok	呂文樂	
6B	8	Ko Chin Yeung	高馥陽	
6C	10	Leung Yu Hin Jaden	梁宇軒	
6C	14	Wong Pak Kiu	黃栢翹	
6C	17	Yuen Tsz Him	源梓謙	
6D	17	Lui Kwun Hei Kelvin	呂冠希	
6D	21	Wong Chak Hin	王澤軒	

Inter-school Athletics Competition Division II

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2B	17	Lee Caleb	李日橋	SECOND in Boys C Grade 800m
5C	7	Chu Chun Kong	朱振罡	THIRD in Boys A Grade Long Jump
5C	7	Chu Chun Kong	朱振罡	THIRD in Boys A Grade Triple Jump
5C	7	Chu Chun Kong	朱振罡	FORTH in Boys A Grade 4x100m
5A	6	Cheng Ethan Tsun Hei	鄭峻浹	FORTH in Boys A Grade 4x100m
5D	14	Lung Yat Ming	龍逸銘	FORTH in Boys A Grade 4x100m

Inter-school Cross Country Competition Division II

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2B	17	Lee Caleb	李日橋	FIFTH in Boys C Grade

Hong Kong Junior Age Group Athletic Competition 2024

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5C	7	Chu Chun Kong	朱振罡	CHAMPION in U20 Long Jump
1A	5	Chan Po Lam	陳寶霖	1st runner-up in U16 4x100m
1D	17	Li Tianyi	李添翼	1st runner-up in U16 4x100m
2C	5	Kong Tsz Yeung	江子陽	1st runner-up in U16 4x100m
2D	23	Tung Hon Lam	董翰林	1st runner-up in U16 4x100m
3C	18	Macatuman Tobin Bradley		1st runner-up in U16 Shot Put
5A	6	Cheng Ethan Tsun Hei	鄭峻浹	1st runner-up in U18 60m
1D	1	Chan Cheuk Hang	陳卓恒	2nd runner up in U14 Discus Throw
2A	7	Chen Chun Yuet	陳振悅	2nd runner up in U16 60m
3C	18	Macatuman Tobin Bradley		2nd runner-up in U16 Discus Throw
5A	24	Ng Tsz Yeung	吳梓揚	2nd runner-up in U18 400m Hurdles

5D	14	Lung Yat Ming	龍逸銘	2nd runner-up in U18 60m
5C	7	Chu Chun Kong	朱振罡	2nd runner-up in U20 Long Jump
5C	7	Chu Chun Kong	朱振罡	1st runner-up in U20 Triple Jump
3C	18	Macatuman Tobin Bradley		2nd runner-up in U16 Discus Throw

Inter-School Fencing Competition

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1D	17	Li Tianyi	李添翼	Grade C 3rd Place in Epee

Inter-Class Football Competition

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
3A	2	Chan Pak Yin	陳柏然	Champion
3A	10	Chung Chun Kit	鍾俊杰	
3A	11	Fan Ho Man	范浩文	
3A	12	Hon Chun	韓駿	
3A	13	Hung Atilla Ho Fu	洪浩富	
3A	18	Lui Chun Ngai	呂俊毅	
3A	20	Ng Yau Chung Jonion	吳宥聰	
3A	22	Tan Zhenyang	談振揚	
3B	5	Chang Lik Hang	張力恒	1st runner-up
3B	10	Lai Kin Pong	黎健邦	
3B	13	Lee Tai Kong	李大剛	
3B	15	Li Hang Fai	李恒輝	
3B	16	Liu Shing Fung	廖丞鋒	
3B	18	So Wing Long Aaron	蘇穎朗	
3B	20	Tsang Wai Yeung	曾偉揚	
3B	23	Yau Ho Hin	邱浩軒	
3B	25	Yung Chun Hei Marcus	容浚瑋	

Inter-Class Basketball Competition

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1D	1	Chan Cheuk Hang	陳卓恒	Champion
1D	6	Chiu Eden Chun Ho	趙晉顥	
1D	10	Kam Wing Laam Ivan	甘永嵐	
1D	15	Law Tsz Chun	羅梓縉	
1D	17	Li Tianyi	李添翼	
1D	18	Lo Tsz Him Jason	盧子謙	
1D	20	Ma Pak Lim	馬柏濂	
1D	28	Tsoi Hang Nam	蔡幸嵐	
1D	29	Wong Chi Ming Keith	黃志銘	
1D	32	Yiu Pak Tik	姚柏迪	

2A	4	Chan Yat Kan	陳一勤	
2A	7	Chen Chun Yuet	陳振悅	
2A	8	Cheng Tsz Chun Ethan	鄭梓縉	
2A	14	Lee Tsz Lok	李梓樂	
2A	21	Tsui Sum	徐琛	
2A	26	Wong Nam San	黃南桑	
2A	29	Zhang Shan	張杉	
3A	2	Chan Pak Yin	陳柏然	
3A	10	Chung Chun Kit	鍾俊杰	
3A	11	Fan Ho Man	范浩文	
3A	12	Hon Chun	韓駿	
3A	13	Hung Atilla Ho Fu	洪浩富	
3A	18	Lui Chun Ngai	呂俊毅	
3A	20	Ng Yau Chung Jonion	吳宥聰	
3A	22	Tan Zhenyang	談振揚	
1A	1	Chan Chuen Long	陳尊朗	1st runner-up
1A	2	Chan Ho Fung	陳皓峰	
1A	6	Chen Siu Pui	陳銷沛	
1A	8	Cheung Yin Nok	張彥諾	
1A	15	Kwan Kwan Lam	關筠霖	
1A	20	Law Shing Hong	羅丞匡	
1A	21	Leung Tsz Chun	梁子俊	
1A	24	Luk Yui Him	陸睿謙	
1A	26	Peng Hagan	彭葦豪	
1A	30	Wang Yitong	王翊童	
2B	3	Chan Feredreick	陳仕廉	
2B	6	Chan Wai Ching	陳緯澄	
2B	10	Cheung Shing Hin	張承軒	
2B	11	Chui Chun Sing Louis	徐駿昇	
2B	14	Ho Hei Lok	何晞樂	
2B	17	Lee Caleb	李日橋	
2B	20	Leung Siu Yeung	梁兆揚	
3B	5	Chang Lik Hang	張力恒	
3B	8	Keung Yat Kiu	姜逸翹	
3B	10	Lai Kin Pong	黎健邦	
3B	15	Li Hang Fai	李恒輝	
3B	16	Liu Shing Fung	廖丞鋒	
3B	18	So Wing Long Aaron	蘇穎朗	
3B	20	Tsang Wai Yeung	曾偉揚	
3B	23	Yau Ho Hin	邱浩軒	
3B	25	Yung Chun Hei Marcus	容浚瑋	

The 76th Hong Kong Schools Music Festival

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5C	17	Tong Wai Shun	唐煒惇	Champion
3D	11	Lo Tsz Tsun	盧梓浚	First Runner-up
4A	27	Wong Hei Man	黃熙文	
4C	6	Cheung Pak Hei	張珀熙	
5C	17	Tong Wai Shun	唐煒惇	
1A	16	Kwok Kwong Yiu	郭光耀	Silver Award
1C	5	Cheung Chi Chau	張知秋	
1C	28	Tso Lok Man Boris	曹樂文	
1D	26	Suen Hin Lam	孫顯林	
2C	21	Wo Chun Tin	胡雋天	
4A	27	Wong Hei Man	黃熙文	
5C	17	Tong Wai Shun	唐煒惇	
5D	2	Cheng Cheuk Long	鄭卓朗	

第 75 屆香港學校朗誦節

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
3B	10	Lai Kin Pong	黎健邦	獨誦(粵語)中學三年級(男子組)亞軍
1A	7	Cheung Ho Chuen	張浩川	獨誦(普通話)中學一、二年級(男子組)良好獎狀
1A	13	Hung Chun Hin	洪雋軒	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1A	22	Li Chiu Fun	李超歡	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1A	34	Yin Xiang Zhi Andrew	尹相智	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1B	10	Hui Tsz Hang	許梓珩	獨誦(普通話)中學一、二年級(男子組)季軍
1B	17	Lau Pak Ho Leo	劉柏豪	獨誦(普通話)中學一、二年級(男子組)良好獎狀
1B	20	Li Ki San	李其燊	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1B	23	Ma Yui Pok	馬睿博	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1B	33	Zhao Zixing James	趙子星	獨誦(普通話)中學一、二年級(男子組)良好獎狀
1B	34	Zhou Ka Lung George	周嘉龍	獨誦(普通話)中學一、二年級(男子組)良好獎狀
1C	5	Cheung Chi Chau	張知秋	獨誦(普通話)中學一、二年級(男子組)季軍
1C	13	Lai Wang Him Chris	黎宏謙	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1D	21	Mak William Ching Ling	麥正令	獨誦(普通話)中學一、二年級(男子組)優良獎狀
2A	22	Wang Rui Xin Richard	王睿新	獨誦(普通話)中學一、二年級(男子組)亞軍
2B	2	Chan Chung Hin Matthew	陳頌顯	獨誦(普通話)中學一、二年級(男子組)優良獎狀
3D	19	To Yee Chak	杜依澤	獨誦(普通話)中學三、四年級(男子組)優良獎狀

The 75th Hong Kong Schools English Speech Festival

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1A	3	Chan Ki Chak	陳其澤	Certificate of Merit
1A	18	Lam Shing Hei	林誠熙	
1A	27	Shea Ho Yan	佘浩因	
1A	34	Yin Xiang Zhi Andrew	尹相智	
1B	7	Churk Tsz On Ernest	卓旨安	
1B	18	Leung Fai Shing	梁輝成	
1B	26	So Po Nik	蘇溥歷	
1B	29	Wong Chi Yin	黃志賢	
1B	30	Wong Wang Bok	王宏博	
1B	33	Zhao Zixing James	趙子星	
1C	25	Syed Muhammad Umer		
1D	1	Chan Cheuk Hang	陳卓恒	
1D	3	Chan Yau Si Yuuji	陳祐司	
1D	8	Fung Sum Chun	馮心臻	
1D	13	Lam Sze Chit	林司哲	
2A	13	Lee Jun Eui	李俊義	
2A	27	Wu Yat Hei	胡溢熹	
2B	1	Chair Man Hin Matthew	謝文軒	
2B	18	Lee Ho Cheung	李浩樟	
2B	22	Lo Ka Lung	羅家隆	
2C	9	Lam Yau Tai Yates	林佑泰	
2C	15	Sandoval Zachariah Oliver Baldon		
2C	17	Sunwar Rai Amrit		
2C	26	Yeung Ching Long	楊清朗	
2D	1	Chan King Chi Magnum	陳璟慈	
2D	4	Cheung Chun Hong Nathan	張鎮航	
2D	7	Hui Pak Ho	許柏浩	
2D	8	Ip Yin Hei	葉彥希	
3A	20	Ng Yau Chung Jonion	吳宥聰	
3B	1	Ang Ka Lam	洪伽林	
3B	1	Ang Ka Lam	洪伽林	
3B	1	Ang Ka Lam	洪伽林	
3B	6	Cheng Chi Wang Kyle	鄭子弘	
3B	10	Lai Kin Pong	黎健邦	
3B	19	Tam Kwan Lok Angus	譚琿洛	
3C	4	Cheng Yue Hei Marcus	鄭裕熹	
3C	14	Leung Ho Yim	梁皓棧	

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
3C	19	Malavega Shiloh Dyllan Buxani		Certificate of Merit
3C	21	Rahman Hasif Ramadani		
3C	23	Tse Lok Man Ethan	謝樂民	
3D	6	Fahmi Dhruboneel		
3D	10	Leung Shue Ka	梁澍珈	
3D	11	Lo Tsz Tsun	盧梓浚	
3D	13	Mok Ping Hei	莫炳熙	
3D	19	To Yee Chak	杜依澤	
3D	21	Wong Cheuk Wai	黃綽煒	
4A	4	Chong Ka Sing	莊嘉昇	
4A	7	Chung Chun Fung	鍾震峰	
4A	9	Feng Jianhao	馮建浩	
4A	10	Kwan Chun Him	關振謙	
4A	11	Lai Chun Hei	黎晉熙	
4A	11	Lai Chun Hei	黎晉熙	
4A	13	Lam Pak Hei	林柏羲	
4A	22	Ng Cheuk Fung	吳卓峰	
4A	23	Ng Kai Chun	吳佳駿	
4A	25	Tsui Tsz Ming	徐梓銘	
4B	13	Lai Wei	賴維	
4B	15	Lau Ka Shun Carson	劉嘉舜	
4B	19	Ng Ho Hei	吳顯熹	
4B	25	Wang Xiaokun	王曉堃	
4C	2	Chan Hin Fung	陳憲楓	
4C	4	Chen Sing Pok	陳星博	
4C	13	Kwok Tsz Kiu	郭子喬	
4C	15	Li Chun Hei	李進希	
4C	19	Quibel Karl Joshua Jadulco		
4C	23	Sukhginder-Singh-Gill		
4C	24	Thapa Yannis	鄧逸昇	
4D	8	Lau Ho Yi Halston	劉賀爾	
4D	20	Tsang Chiu Man	曾昭文	
5A	29	Yue Kam Lai	俞淦醴	
5B	12	Lau Cheuk Kin	劉卓建	
5C	6	Cheung Tsz Fung	張梓峯	
6C	4	Kwan Chun Ho Quentin	關浚皓	
6C	5	Lam Hei Yat Heyatt	林希逸	
6C	11	Ramos Gabriel Uriel Tejam	溫家偉	
6C	15	Wong Shing Fung Sebastian	王聖丰	

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1A	12	Fung Hin Kiu Achilles	馮衍僑	Certificate of Proficiency
1B	23	Ma Yui Pok	馬睿博	
1B	27	To Yin Tsing	杜彥澄	
2D	26	Wong Ki	王祺	
4A	18	Leung Lok Hang	梁樂恆	
4C	14	Leung Chi Lam	梁智霖	
4C	16	Lui Chun Sing Jason	雷俊聲	
5B	10	Lai Yu Ching Jason	黎予程	
6C	12	Tsang Chung Chak	曾頌澤	
3A	13	Hung Atilla Ho Fu	洪浩富	Certificate of Merit & placed first in Choral Speaking
3A	14	Kwan Chun Hei	關俊希	Certificate of Merit & placed first in Choral Speaking
3A	22	Tan Zhenyang	談振揚	Certificate of Merit & placed first in Choral Speaking
3A	23	Wong Chi Yui	黃智睿	Certificate of Merit & placed first in Choral Speaking
3B	2	Chan Chun Hiu	陳浚曉	Certificate of Merit & placed first in Choral Speaking
3B	3	Chan Chun Ting Dominiq	陳俊廷	Certificate of Merit & placed first in Choral Speaking
3B	4	Chan Yee Ching	陳以正	Certificate of Merit & placed first in Choral Speaking
3B	5	Chang Lik Hang	張力恒	Certificate of Merit & placed first in Choral Speaking
3B	8	Keung Yat Kiu	姜逸翹	Certificate of Merit & placed first in Choral Speaking
3B	9	Lai Hsuan Ying	賴宣穎	Certificate of Merit & placed first in Choral Speaking
3B	10	Lai Kin Pong	黎健邦	Certificate of Merit & placed first in Choral Speaking
3B	12	Lee Choi Yuk	李再旭	Certificate of Merit & placed first in Choral Speaking
3B	13	Lee Tai Kong	李大剛	Certificate of Merit & placed first in Choral Speaking
3B	14	Lee Yat Kiu	李軼翹	Certificate of Merit & placed first in Choral Speaking
3B	15	Li Hang Fai	李恒輝	Certificate of Merit & placed first in Choral Speaking
3B	16	Liu Shing Fung	廖丞鋒	Certificate of Merit & placed first in Choral Speaking
3B	17	Mo Tzar Sum	巫澤森	Certificate of Merit & placed first in Choral Speaking
3B	18	So Wing Long Aaron	蘇穎朗	Certificate of Merit & placed first in Choral Speaking
3B	20	Tsang Wai Yeung	曾偉揚	Certificate of Merit & placed first in Choral Speaking
3B	21	Weng Hoi Kit	翁鎧傑	Certificate of Merit & placed first in Choral Speaking
3B	22	Wong Sing Ping	黃昇平	Certificate of Merit & placed first in Choral Speaking
3B	23	Yau Ho Hin	邱浩軒	Certificate of Merit & placed first in Choral Speaking
3B	24	Yeung Yat Yiu	楊軼堯	Certificate of Merit & placed first in Choral Speaking
3B	25	Yung Chun Hei Marcus	容浚瑋	Certificate of Merit & placed first in Choral Speaking
3C	4	Cheng Yue Hei Marcus	鄭裕熹	Certificate of Merit & placed first in Choral Speaking
3C	8	Chung Sing Man	鍾承旻	Certificate of Merit & placed first in Choral Speaking
3C	10	Kwan Cheuk Wa	關焯華	Certificate of Merit & placed first in Choral Speaking
3C	11	Kwan Chit Hei	關喆僖	Certificate of Merit & placed first in Choral Speaking
3C	12	Lai Heung Lung	賴香龍	Certificate of Merit & placed first in Choral Speaking
3C	15	Li Chi Kong	李智江	Certificate of Merit & placed first in Choral Speaking
3C	16	Lui Hon Chung Benjamin	雷瀚中	Certificate of Merit & placed first in Choral Speaking

3C	24	Tsui Tsun Wa	徐浚華	Certificate of Merit & placed first in Choral Speaking
3D	4	Chiu Pak Shing Patrick	趙柏丞	Certificate of Merit & placed first in Choral Speaking
3D	7	Hung Tsz Ho	洪梓皓	Certificate of Merit & placed first in Choral Speaking
3D	17	Tao Terrence	陶冶	Certificate of Merit & placed first in Choral Speaking
3D	22	Wong Chuan Cheung Ryley	王譔翔	Certificate of Merit & placed first in Choral Speaking
5C	4	Chau Yik Man Casey	周翌文	Certificate of Merit & placed first in News Feature Presentation
3A	3	Chan Shing Yui	陳鉞睿	Certificate of Merit & placed first in Solo Prose Reading
5C	2	Chan Pak Kun Jeffrey	陳柏勤	Certificate of Merit & placed first in Solo Prose Reading
3C	16	Lui Hon Chung Benjamin	雷瀚中	Certificate of Merit & placed first in Solo verse Speaking
4D	7	Kwok Karl	郭正延	Certificate of Merit & placed first in Solo Verse Speaking
5C	20	Wright Alistair Collada	韋子琛	Certificate of Merit & placed second in News Feature Presentation
4A	32	Zhou Yik Shing	周易承	Certificate of Merit & placed second in Solo Prose Reading
3C	22	Rubio Tyler Caden Santos		Certificate of Merit & placed third in Solo Prose Reading
4D	7	Kwok Karl	郭正延	Certificate of Merit & placed third in Solo Prose Reading
6C	15	Wong Shing Fung Sebastian	王聖丰	Certificate of Merit & placed third in Solo Prose Reading
1A	9	Choi Kwan Ho Oliver	蔡君昊	Certificate of Merit & placed third in Solo Verse Speaking
2B	5	Chan Lok	陳諾	Certificate of Merit & placed third in Solo Verse Speaking
3D	6	Fahmi Dhruboneel		Certificate of Merit & placed third in Solo Verse Speaking
4A	24	Szeto Kei Hin	司徒紀軒	Certificate of Merit & placed third in Solo Verse Speaking

港島地域升旗比賽 2023

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5A	15	Lam Chun Ting	林晉霆	冠軍
5B	20	Wong Pak Hang	黃柏恒	
5C	16	So Hiu Yeung	蘇曉揚	
3B	16	Liu Shing Fung	廖丞鋒	亞軍
4C	15	Li Chun Hei	李進希	
4D	25	Wong Tat Chi	黃達之	
3A	20	Ng Yau Chung Jonion	吳宥聰	季軍
4A	27	Wong Hei Man	黃熙文	
4B	13	Lai Wei	賴維	

港島地域升旗比賽 2023

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2B	27	Yung Ho Ka	翁浩嘉	亞軍
3A	20	Ng Yau Chung Jonion	吳宥聰	

3B	9	Lai Hsuan Ying	賴宣穎	
3B	16	Liu Shing Fung	廖丞鋒	
3C	1	Au Tsz Him	區梓謙	
3D	7	Hung Tsz Ho	洪梓皓	
3D	11	Lo Tsz Tsun	盧梓浚	
4A	7	Chung Chun Fung	鍾震峰	
4A	21	Lo Ching Nam	盧政男	
4A	27	Wong Hei Man	黃熙文	
4B	6	Cheuk Kwan Ho	卓君昊	
4B	13	Lai Wei	賴維	
4C	15	Li Chun Hei	李進希	
4D	25	Wong Tat Chi	黃達之	

第五屆 全港書法大賽 2024

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4B	13	Lai Wei	賴維	中文硬筆組中學組銅獎
4B	25	Wang Xiaokun	王曉堃	中文硬筆組中學組銅獎
4B	19	Ng Ho Hei	吳顯熹	英文硬筆組中學組銅獎
4B	17	Leung Chun Ho	梁駿豪	英文硬筆組中學組銅獎
5C	9	Kwong Pak Lam	鄺柏霖	英文硬筆組中學組銅獎

「身心健康——情志篇」2023-2024 系列全港校際比賽暨粵港澳大灣區學生邀請賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1B	5	Chan Wai Mun	陳偉滿	毛筆書法比賽季軍

Hong Kong Secondary Schools Debating Competition

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
3B	1	Ang Ka Lam	洪伽林	HKI & KLN Middle Division 1 Term 1 Finalist & Overall Year Grand Final Champion
3B	19	Tam Kwan Lok Angus	譚珺洛	
3C	9	Garbuja Pun Shinon		
3C	6	Chou Lexin	周樂新	
3C	13	Lau Chit Hin	劉哲騫	
3C	16	Lui Hon Chung Benjamin	雷瀚中	
3C	18	Macatuman Tobin Bradley		
3C	20	Ng Mann Sum Titus	伍旻琛	
3D	6	Fahmi Dhruboneel		
3D	15	So Kin Hin	蘇建軒	
3D	18	Thapa Riyan	唐偉賢	
3D	23	Wong Ho Ethan	黃浩	
5A	5	Cheng Ching Yin	鄭正弦	Term 1 Finals Champion HKI & KLN Senior Division 1
5A	6	Cheng Ethan Tsun Hei	鄭峻浠	

5A	13	Koga Hiroto	梁皓翔	
5A	29	Yue Kam Lai	俞淦醴	
5C	20	Wright Alistair Collada	韋子琛	
2A	13	Lee Jun Eui	李俊義	HKI & KLN Junior Division 1 Overall Year Grand Final Champion
2D	7	Hui Pak Ho	許柏浩	
2D	15	Lee Shung Tat	李尚達	
1C	18	Leung On Jit Ted	梁安節	
1C	20	Li Pak Yin Isaac	李柏賢	
1D	8	Fung Sum Chun	馮心臻	
1D	13	Lam Sze Chit	林司哲	
1D	21	Mak William Ching Ling	麥正令	
1D	24	Or Pok Yin	柯博彥	
2D	7	Hui Pak Ho	許柏浩	Best Speaker: Junior Division 1 Grand Final

2024 年全港嘉爾頓錦標賽 - 港島地域選拔賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2C	9	Lam Yau Tai Yates	林佑泰	總殿軍
3A	20	Ng Yau Chung Jonion	吳宥聰	
3C	1	Au Tsz Him	區梓謙	
3C	8	Chung Sing Man	鍾承旻	
3D	7	Hung Tsz Ho	洪梓皓	
3D	16	Sze Pak Hin	施柏軒	
4C	15	Li Chun Hei	李進希	

2024 年全港嘉爾頓錦標賽 - 港島西區選拔賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1B	3	Chan Leong Yee	陳亮而	總季軍
2B	27	Yung Ho Ka	翁浩嘉	
3A	20	Ng Yau Chung Jonion	吳宥聰	
3B	9	Lai Hsuan Ying	賴宣穎	
3C	1	Au Tsz Him	區梓謙	
3C	8	Chung Sing Man	鍾承旻	
3D	12	Lok Chun Yin	駱浚賢	

Forensic Hunter - 香港學界鑑證比賽 2024 (中學組)

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4A	23	Ng Kai Chun	吳佳駿	Certificate of Participation
4B	3	Chan Sum Yiu	陳森堯	
4B	5	Chen Tsz Lung	陳子龍	
4B	19	Ng Ho Hei	吳顯熹	

Hong Kong Physics Olympiad 2024

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4B	3	Chan Sum Yiu	陳森堯	Certificate of Participation
4D	2	Chau Cyprian	周詒謙	
4A	4	Chong Ka Sing	莊嘉昇	
4A	9	Feng Jianhao	馮建浩	
4B	15	Lau Ka Shun Carson	劉嘉舜	
4C	16	Lui Chun Sing Jason	雷俊聲	
4B	18	Ng Chak To	吳澤濤	
4B	20	Ng Tsz Leung Andrew	吳梓樑	
4A	25	Tsui Tsz Ming	徐梓銘	

2023-2024 年度「篇篇流螢」網上閱讀計劃

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
3B	10	Lai Kin Pong	黎健邦	中三組「個人卓越表現獎」銀獎

Battle of the Books (External English Reading Competition)

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2A	13	Lee Jun Eui	李俊義	Certificate of Participation
2B	22	Lo Ka Lung	羅家隆	
2C	16	Sung Kei Yin Clement	宋紀言	
2D	7	Hui Pak Ho	許柏浩	
3A	16	Lee Ming Hei	李明希	
3B	1	Ang Ka Lam	洪伽林	
3B	19	Tam Kwan Lok Angus	譚琿洛	
3C	20	Ng Mann Sum Titus	伍旻琛	
3D	6	Fahmi Dhruboneel		
3D	15	So Kin Hin	蘇建軒	
3D	23	Wong Ho Ethan	黃浩	

PORTRAIT drawing competition 2023

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5A	2	Chan Nam Hei Aidan	陳南熹	Gold Award

自動心臟除顫器使用流程設計比賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1B	21	Lok King To	駱璟濤	中學初級組亞軍

《淫褻及不雅物品管制條例》口號創作及填色比賽 2023-24

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1A	4	Chan Kwun Lam Lawrence	陳冠霖	優異獎
4A	29	Yeung Manlok	楊汶諾	
4C	15	Li Chun Hei	李進希	
5A	5	Cheng Ching Yin	鄭正弦	
5D	20	Wong Chung Man	王仲文	
6A	4	Cheung Chun Hei	張俊希	

2024 國際兒童及青少年攝影大賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5A	8	Chiu Chun Ting	趙晉霆	金獎（日常生活片段組別）
5D	24	Yau Chi Long Brian	游志朗	金獎（日常生活片段組別）
5D	24	Yau Chi Long Brian	游志朗	金獎（城市節奏組別）
6C	5	Lam Hei Yat Heyatt	林希逸	金獎（城市節奏組別）
5C	12	Ng Chau Pang	吳周鵬	金獎（笑顏世界組別）
5A	15	Lam Chun Ting	林晉霆	銀獎（顏色與光影組別）
5B	20	Wong Pak Hang	黃柏恒	銀獎（顏色與光影組別）
5C	12	Ng Chau Pang	吳周鵬	銅獎（日常生活片段組別）
5D	24	Yau Chi Long Brian	游志朗	銅獎（城市節奏組別）
5B	1	Au-Yeung Pan	歐陽斌	金獎（笑顏世界組別）

2023 年「日本秋祭 in 香港—魅力再發現—」海報設計比賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5B	7	Kwok Ng Wai	郭梧偉	中學組冠軍

中國香港學界體育聯會吉祥物設計比賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5B	7	Kwok Ng Wai	郭梧偉	中學組冠軍

校際 AI 藝術創作大賽 2024 《數碼詠古》

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5C	12	Ng Chau Pang	吳周鵬	高中組一等獎
5B	1	Au-Yeung Pan	歐陽斌	高中組優異獎



St. Louis School

School Report 2023/2024

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

<https://www.stlouis.edu.hk/en/plans>

<https://www.stlouis.edu.hk/en/reports>



Feedback on Future Planning

Key Issues for the School Development Plan

Major Concerns for the Whole School for the 3 school years: 2022/23 – 2024/25

Major Concern 1:

To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language

通過各科組協作不同類型的活動，培養學生閱讀興趣，建立閱讀文化，提升中英文能力。

Major Concern 2:

To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

建立正面價值的校園，實踐校訓「學問與虔敬」的精神。