ST. LOUIS SCHOOL

SCHOOL REPORT

(2019-2020)

(Part D, E, F & G)

Evaluation Report: Achievements and Reflection on Major Concerns 2019-20

The following discussions, which are categorized according to the priority in the Annual School Plan 2019-20, link the findings of the end-of-year evaluation to reflections and suggestions for improvement for the next ASP.

Major Concerns 1-3:

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

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

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

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

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

Teacher(s)-in-charge: TIC

TIC	(Refer to page no in the ASP 19-20) Targets & Strategies	Success Criteria (as stipulated in ASP 19-20)	Evaluation
Steven So	1.1 Teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills	1. Prioritised list of teacher training needs has been compiled and agreed 2. All teachers have been exposed to new technologies and	Partly achieved. Not all teachers were involved in using new technologies at the beginning of the school year.

	a. Implement structured teacher training: Programmes: • LS: Participation into the Quality Education Fund Thematic Networks (QTN) Scheme • 中國歷史: 同儕觀課 • 中國歷史: 購買中國歷史及文化相關教學資源 • History: Enriching program for language support of Junior History (LAC) • Geography: Attending LAC induction courses and subject based seminars • Biology: Common Lesson Preparation	innovative ways of teaching 3. More than half of the teachers have gone through training programme on new technologies or innovative ways of teaching 4. A platform for sharing skills and insights acquired is set up.	Teachers mastered the skills (i.e. online teaching technologies) well during the 2nd learning teaching phrase when lessons at school were suspended.
	b. Understanding the system of Basic Education Curriculum and Identifying areas of subject collaboration through communication between teachers of	5. All colleagues acquire an understanding of major renewed emphases (MRE)* so as to complement the updated seven learning goals in continually developing students' lifelong and	Partly achieved. The content to be covered during the Staff Development Day was not conducted because of the cancellation of a Staff Development Day.

	different Key Learning Areas/Key Stages	self-directed learning capabilities as well as promoting their whole-person development. At least one staff development workshop on sharing of successful teaching practice on creativity and problem solving skills will be organised. Schools with good practice are identified and a visit to these schools will be organised.	The messages were delivered to teachers during GSMs or CLPs.
	c. Sharing of successful teaching practice on creativity and problem solving skills Programmes: • **LS: Participation into the Quality Education Fund Thematic Networks (QTN) Scheme** • **IS: mLearning and eLearning**	At least one staff development workshop on sharing of successful teaching practice on creativity and problem solving skills will be organized. Schools with good practice are identified and a visit to these schools will be organized	**LS: Participation into the Quality Education Fund Thematic Networks (QTN) Scheme** General reflections: Only 4 times of meeting were held either at the EDB training centre or at St. Louis School. Meetings and interschool mock which should have been held after Dec 2019 were all suspended due to the pandemic.

			The overall attendance rate was around 80% while all core members attended the workshops or sharing sessions held.
			The comments from subject teachers were positive and have proven the program was effective in enhancing learning and teaching of the subject.
			IS: mLearning and eLearning Due to the school suspension for about 3 months, no teacher appraisal is carried out this year.
Steven So	1.2 Students have solid and extensive knowledge base a. Setting up innovative learning centres Programmes: • CS: IT Corner • Biology: SLS Biology Museum A.Bee workshop	Students and teachers are introduced to the concepts of innovative learning centres (ILC#)	Partly achieved. The centres and facilities were ready. The schedule of the sharing to students was affected because of the suspension of the lessons at school.

	b. Showcasing innovative technologies, designs and applications on a variety of platforms	(for 2020-21)	NA (to be commenced in 2020-21)
	c. Introducing new subjects and renewing teaching syllabus to make a wider and up-to-date coverage of knowledge Programmes: • 中文: 小組教學 • 中文(第二語言): 改善初中教學模式 • RS: Diversified Learning activities • Economics: S4 Orientation • PE: Enforcement of the lesson routine • Reading Team: Reading Lesson • Biology: Hands-On Biotechnology Techniques	Students are introduced to new subjects and renewing teaching syllabus through which they could acquire with a wider and up-to-date coverage of knowledge	Partly achieved. The program was cancelled due to the suspension of classes.
Patrick Tam	Programmes: • 中文: 廣泛閱讀計劃	At least two overseas study tours (one in an English-speaking city and the other in a Chinese-speaking city) are held.	中文: 廣泛閱讀計劃 只能完成一半進度，未能全面評估成效。

		At least two KLAs organize either the WebQuest or online quest for their students.	
	• **Maths: WebQuest (An inquiry-oriented activity) (S2 & S3)**		**Mathematics: WebQuest (An inquiry-oriented activity) (S2 & S3)** The program was cancelled due to the suspension of classes.
	• **LS: Independent Enquiry Study (IES)** • **LS: Critical thinking enhancement class**		**LS: Independent Enquiry Study (IES)** Most (over 90%) S5 students conducted the Independent Enquiry Study with obvious self-initiative as they actively set their own enquiry topic and decide the methodology. About 30% of S5 students actively look for teachers' comments and advices in order to better achieve the enquiry. **LS: Critical thinking enhancement class** The program was cancelled due to the suspension of classes.
	• **Geography: Experiential learning: Exhibition,**		**Geography: Experiential learning: Exhibition, visits and fieldtrip**

	visits and fieldtrip		The program was cancelled due to the suspension of classes.
	• **IS: Science Corner**		**IS: Science Corner** Due to the school suspension resulted from the outbreak of COVID-19, each student could not read at least one book in this scholastic year.
	• **Physics: Online Practices by the course book publisher** • **Physics: Online Question Bank (Physics) by HKEdCity** • **Physics: mLearning and eLearning in Physics**		**Physics: Online Practices by the course book publisher** The program was conducted as scheduled in S3. **Physics: Online Question Bank** The program was conducted as scheduled in S4. **Physics: mLearning and eLearning in Physics** Only eLearning was conducted in S4-S5. For mLearning, the program was cancelled due to the suspension of classes.
	• **Reading Team: Wednesday good pick**		**Reading Team: Wednesday good pick** The program was partially completed because of the suspension of classes.

	• **CS: Computer Assembly Course**		**CS: Computer Assembly Course** The program was cancelled due to the suspension of classes.
	• **Music: Percussion Music in S2** • **Music : Drum Lessons in S3**		**Music: Percussion Music in S2** Due to class suspension, only a brief introduction of percussion instruments in terms of its sounds and methods of production. No hands on time could be afforded. **Music : Drum Lessons in S3** The majority of S3 music lessons involve basic drum skills. All students are required to achieve a certain level of basic drum skills by the end of the 1st term. More elementary exercises are introduced in the 2nd term. All students are asked to perform some basic drum skills in the mid-year examination as their mid-year examination music grades in the report cards. Students are asked to perform 1 group of drum patterns out of 11 choices.

	• **Reading Team: Guests talk** • **Reading Team: Internal Book Fair**		**Reading Team: Guests talk** **Reading Team: Internal Book Fai**r The programs were cancelled due to the suspension of classes.
	• **Biology: Making Specimen** • **Biology: Biology-related Activities**		**Biology: Making Specimen & Biology-related Activities** The programs were cancelled due to the suspension of classes.
	• **RE & MCE: Bulletin Board Design Competition** • **CL, EL & MCE: Slogan Design Competition** • **VA & MCE: Door design competition**		**RE & MCE: Bulletin Board Design Competition** It was agreed that it was a good opportunity for students to take part in teamwork. 21 classes took part in the competition and most classes created very good designs. Due to the pandemic, the prize presentation ceremony was suspended and certificates for winners were given to class teachers only. It was suggested that photos can be taken to record the demonstration of the winners. These photos can be published in the School Magazine.

			CL, EL & MCE: Slogan Design Competition The sense of "Respect for others" could be aroused through the competition. More than 300 entry forms were returned. The slogans were of good quality, especially the Chinese slogans created by lower form students, as described by the judges. **VA & MCE: Door design competition** Most classes have produced outstanding work. Good work from different classes were selected but they were not printed due to the pandemic.
	• **Discipline: Mainland China Exchange Programme** • **Discipline: Thanksgiving Nite**		**Discipline: Mainland China Exchange Programme** The program was cancelled due to the suspension of classes. **Discipline: Thanksgiving Nite** The program was cancelled due to the suspension of classes.

	• CLP (Career & Life Planning) : S5 Upgrade Myself		CLP (Career & Life Planning) : S5 Upgrade Myself The program was cancelled due to the suspension of classes.
Lawrence Ho	e. Assessments are made use of for effective learning	In addition to the assessment of learning§, each subject panel should try out at least one of the other two modes of assessment (namely Assessment for Learning and Assessment as Learning). Students, with the help of their class teacher(s), are required to write reflecting (mainly on areas/ways of improvement) after their mid-year examination.	
	Programmes: • 中文科: 小組教學 • 中文科: 專題研習		中文科: 小組教學 小組教學：改變分組模式有助管理課堂秩序。 中文科成績第1-25名 第二組，第 26-50 名 第三組，其餘同學平均分配至第四、五、六組。 中文科: 專題研習 專題研習：取消。
	• Eng Lang: Assessment for Learning		English Language: Assessment for Learning While some could, rather a

			number of teachers had difficulty completing marking the composition according to the Scheme of Work and this explained why many students were not able to use their daily work to inform them on how to make improvement in writing. A time table was therefore prepared so as to give teachers a concept that they need to complete the marking accordingly and sufficient time was given to students so that they could understand and use the comments teachers gave them for revision work. Such a time table applied to all classes in the same form.
	• 中國歷史: 學生課業考勤		中國歷史: 學生課業考勤 The program was cancelled due to the suspension of classes.
	History: S3 History – Historical enquiry project • **History: S2 History – Historical enquiry project** • **History: S1 History – Historical**		**S3 Historical enquiry project** Two historical models produced were outstanding. Evaluation 1: Students chose and set their own topic on S3 World History and the subject

	enquiry project		teacher gave comments and advices and assisted the fine-tuning. This nurtured the sense of self-directed learning. The form of continuous assessment (with different assessment phrases) allowed more effective learning. Evaluation 2: The historical models can be stored for demonstration and appreciation. The models will be passed to and preserved by the Heritage Preservation Team. **S2 Historical enquiry project** The program was cancelled/postponed due to the suspension of classes. **S1 Historical enquiry project** The program was cancelled due to the suspension of classes.
	• **Geography:** e-Learning • **Geography: Group based:**		**Geography e-Learning:** Successfully implemented from February to May Online task is evaluated

	feature report • **Geography:** **Skill-focused** **assessment**		though google classroom and the responses from students can be recorded though google form. Number of online revision quizzes: S1: 2 revision quizzes S2: 12 revision quizzes S3: 12 revision quizzes The passing rates for both 3 forms are still satisfied by adopting online teaching throughout the second term. Suggestion for improvement: Teaching video should be more synchronized with the online tasks or marks should be rewarded to those students who had viewed the teaching video by adjusting the online tasks. Mode of flipped classroom can be adopted next year as students have become more familiar with the online teaching this year. **Geography: Group based: feature report** The program was cancelled/postponed due to the suspension of classes.

			Geography: Skill-focused assessment
			Successfully implemented in first term for S2 and S3 And the essay questions had been integrated in the examination for S1 and S3.
	• IS: S2 STEM Project		**IS: S2 STEM Project** Due to the school suspension resulted from the outbreak of COVID-19, students can only finish their written proposals. They cannot make their products according to their proposals
	• CS: Code to fly		**CS: Code to fly** Very good. Over 90% of students actively took part in the online exercises and over 30% of them got amazing results.
	• BAFS: S5 Project		**BAFS: S5 Projec**t Cancelled due to pandemic as more time is needed to catch up with the DSE syllabus
	• Guidance: Subject-specific Study Skills Workshops for S1		**Guidance: Subject-specific Study Skills Workshops for S1** 16 students were expected to attend the Chinese workshop. 9 students really attended it. 18 students were expected to attend the English workshop.

			9 students really attended it.
			19 students were expected to attend the Chinese History and History workshop. 5 students really attended it.
			14 students were expected to attend the Science and Math workshop. 9 students really attended it.
			→Participants were expected to reach 50% attendance on average. Based on the above attendance records, the attendance rate was similar to what had been expected.
			*More than 50% of the participants agreed that they have picked up some learning strategies from their peers and from the instructors.
			*100 % of the participants did self-reflections, set their short-term and long-term targets, devised plans to achieve their targets
			*The two lunchtime sharing sessions to review their efforts made were cancelled.

			*More than 50% of the participants would recommend the workshops to students next year and the overall feedback is positive.
	b. Project learning across subjects Programmes: • 中國歷史: 初中級專題研習活動		中國歷史: 初中級專題研習活動 The program was cancelled due to the suspension of classes.
	• **History: S3 History – Historical enquiry project**		**History: S1-S3 History – Historical enquiry project** S3 Historical enquiry project Two historical models produced were outstanding. Evaluation 1: Students chose and set their own topic on S3 World History and the subject teacher gave comments and advices and assisted the fine-tuning. This nurtured the sense of self-directed learning. The form of continuous assessment (with different assessment phrases) allowed more effective learning.

			Evaluation 2: The historical models can be stored for demonstration and appreciation. The models will be passed to and preserved by the Heritage Preservation Team.
	• **IS: S2 STEM Project**		**IS: S2 STEM Project** Due to the school suspension resulted from the outbreak of COVID-19, students can only finish their written proposals. They cannot make their products according to their proposals
	• **Chemistry: S4 Problem Solving Project - Copper Extraction from ore** • **Chemistry: S3 Low-Carbon Life Chemistry Video Competition**		**Chemistry** • The program was partially implemented. In general, ALL students could complete the laboratory proposal and rewrite modified laboratory proposal. Three major principle of methods were proposed: 1. Electrolysis of aqueous solution of dissolved samples. 2. Displacement by Zn or Mg 3. Carbon reduction However, students could not start the experimental and writing report stages during school suspension period. Therefore, panel requested lab. technician to capture the

			video of these three principle methods of extraction for sharing with the groups in order to allow students to get the experience under such pandemic condition. The program was cancelled due to the suspension of classes.
	• **E&SF Team: Experience Learning on Support Local and Small Businesses (**誰的華麗荒野 體驗學習**)**		**E&SF Team: Experience Learning on Support Local and Small Businesses** was cancelled due to the suspension of classes in Feb to May.
	c. Participating in competitions that stress on creativity and/or problem solving Programmes: • 普通話: 普通話才藝比賽(初賽、決賽)		普通話: 普通話才藝比賽**(**初賽、決賽**)** The program was cancelled due to the suspension of classes.
	• **Eng Lang: Taking Part in Inter-school Debating Competitions** • **Eng Lang: Taking Part in Inter-school Drama Competitions**		**Eng Lang: Taking Part in Inter-school Debating Competitions** As with many other activities and competitions this school year, the competition could not be continued till its end

			due first to the social activity in Hong Kong and then, due to the pandemic. All three teams managed to compete in round 1 of the competition, and one of the teams, Team II (S3/4) also competed in the second round. Team I & III won both of their first rounds, whilst Team II lost the first round and won the second. Students in this school have the potential to be strong English debaters, but as with everything need strong guidance. However, more students are showing potential to use more of their own initiative to prepare for the rounds in the competition. Possible issues & suggestions for improvement: It would be beneficial to be able to hire a debate team coach to run a course targeting any newcomers to the team. If students are expected to attend a regular debate training session with an outsider tutor, it would hopefully make them take training more seriously. One suggestion would be to invite

			'old boys' to be coaches/trainers. By establishing a regular training session from or even before the outset the year, the aim would be to ensure more students could attend as they would be asked not to choose any other activities that may clash with the timing. It would also be of benefit if we could have an established venue with easy access to computers so that students can do research and collaborate on shared documents. This would help the students better prepare for each round of the competition. **Eng Lang: Taking Part in Inter-school Drama Competitions** The program was cancelled due to the suspension of classes.
	• **Maths: Training Program for 'The 21st Hong Kong Mathematical High Achievers Selection Contest' (S3)** • **Maths: HKMO, HKIMO HK**		**Maths: Training Program for 'The 21st Hong Kong Mathematical High Achievers Selection Contest' (S3)** Number of participants: 14 in phase 1 and 5 in phase 2 Number of Participants who

	Preliminary and Pui Chung Mathematics Competition 2020		reached 70% attendance: 9 Due to the outbreak of COVID-19 in mid-January, the last training lesson and the selection contest were cancelled. **Maths: HKMO, HKIMO HK Preliminary and Pui Chung Mathematics Competition 2020** Number of participants: 15 The program was suspended since mid-January due to the outbreak of COVID-19.
	• 中國歷史: 高中中史科增潤課程		中國歷史: 高中中史科增潤課程 Implementation: 中六級：於公開試前安排 4 次增潤課程，每節 1.5 小時，共 6 小時； 中四、中五級：由於在 2020 年 2 月起，教育局宣布全港中學停課，直至 2020 年 5 月 27 日始復課，高中兩級的課時嚴重不足，因此增潤課程延後至暑假期間，以網上教學的方式進行。由 8 月 1 日開始，教師每星期把有關課題筆記、公開試試題、題解分析等上載至 Google Classroom，並以錄影、錄音方式教授新課題，兩級的課程時數共 16 小時。

			Reflection:
			1. 各級補課時數均達標；
			2. 學生於每次增潤課程的平均出席率：中四級為 100%、中五級為 100%、中六級為 100%；
			3. 大部分學生在補課期間完成的測驗或稍後呈交的課業(多數為文憑試歷屆試題)，均取得合格成績；
			4. 所有學生在每個課堂後都能如期交回功課
			5. 大部分學生認同額外補課有助他們提升成績(例如：考核內容、答題技巧、理解個人弱項、建立批判思考、建立史觀等)。
	Physics: Take part in the HKPO		**Physics: Take part in the HKPO** The program was postponed due to the suspension of classes.
	• **CS: Participation of various competitions**		**CS: Participation of various competitions** Students seemed to rely on the help from teacher advisor. They should learn to be more creative in the future.
	• **VA: Participating in Creative Competitions** • **RE & MCE: Bulletin Board Design Competition** • **CL, EL & MCE: Slogan Design**		**VA: Participating in Creative Competitions** It was agreed that it was a good opportunity for students to take part in teamwork. 21 classes took part in the competition and most classes created very good designs.

	Competition • **VA & MCE: Door design competition**		Due to the pandemic, the prize presentation ceremony was suspended and certificates for winners were given to class teachers only. It was suggested that photos can be taken to record the demonstration of the winners. These photos can be published in the School Magazine. **CL, EL & MCE: Slogan Design Competition** The sense of "Respect for others" could be aroused through the competition. More than 300 entry forms were returned. The slogans were of good quality, especially the Chinese slogans created by lower form students, as described by the judges. **VA & MCE: Door design competition** Most classes have produced outstanding work. Good work from different classes were selected but they were not printed due to the pandemic

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

TIC	(Refer to page no in the ASP 19-20) Targets & Strategies	Success Criteria (as stipulated in ASP 19-20)	Evaluation
CWK	2.1 Students could attend lessons/activities and submit homework on-time a. Launching campaign "Use time wisely, Fulfil duties properly"	At least 3 Activities from different teams joined this campaign and the activities will cover the majority of S1 to S5 students.	The success criteria is not matched as many of the activities are cancelled due to COVID-19.
	b. Requiring Junior Secondary students to join uniform groups or activities with group training element	Each student will participate in at least one structured service learning program in his secondary school life.	S1 and S2 students who haven't joined any teams were allocated into uniform groups or activities with group training element.

	2.2 Students could articulate what they want themselves to be and work out effective plan to follow their vocation a. Vocation discernment	At least 3 Activities from different teams related to vocation discernment and the activities will cover the majority of S1 to S5 students.	Some activities related to vocation discernment were held, e.g. Student Leader Training Workshop and S3 Mindshift Educational Networking Programme and a talk about anti-smoking.
	b. Steps and timeframe for the pursue of one personal quality expected	Students recognize the personal attributes that they should pursue and how they can reach their goals.	The success criteria is not matched as many of the activities are cancelled due to COVID-19.
	2.3 Students could listen and observe actively Incorporating experiential learning in lessons	Students appreciate the culture. Students make friends with people in their visit.	
	Incorporating experiential learning in	70% of students joined in at least one game/	The success criteria is not matched as many of the activities are cancelled due to COVID-19 though few events were held,

	lessons Launching games and competitions	competitions.	like SAA large scale activities and some Inter House and Inter Class Competitions.
	2.4 Students could behave in proper manners on all occasions Launching campaign "Fraternity in Action" Highlight Humanity and Environmental education in lessons		NA (to be commenced in 2021-22 and 2020-21)
	Service learning	Each student will participate in at least one structured service learning program in his secondary school life.	The success criteria is not matched as not all S4 students completed the S4 OLE Community Service Program due to the pandemic.

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

TIC	(Refer to page no in the ASP 19-20) Targets & Strategies	Success Criteria (as stipulated in ASP 19-20)	Evaluation
William So	3.1 Staff and parents are aligned to the Salesian way of education Spiritual development in the Salesian way	1. 75% of Catholic Teachers have attended at least two retreats. 2. 5 teachers attend the Salesian Pastoral Meeting conducted by Salesian Youth Ministry. 3. 100% of members from Evangelization and Spiritual Formation have attended at least 10 hours of CPD concerning Religious Education at the end of the school year. 4. At least two sharing about the elements of	1. Partially achieved. Only one retreat can be organized in December last year and 54% of teachers joined the retreat. The retreats in March and June were cancelled due to the suspension of classes and social gathering ban. 2. Partially achieved. 3 teachers attended the Salesian Pastoral Meeting conducted by Salesian Youth Ministry. 3. Partially achieved. Program organized by school was cancelled due to the suspension of classes and evaluation will postpone to next academic year. 4. Fully achieved. Sharing for the characteristics of Salesian oratory were conducted in every staff meeting last year. 5. Partially achieved. Booklet for Pastoral Theme were distributed to teachers while only 2 articles have been shared during staff meeting.

		Salesian oratory have been conducted during general staff meetings. 5. At least five articles about Salesian way of education and Pastoral Theme will be distributed to teaching and non-teaching staff. 6. A small sharing group among Catholic teachers are formed and meets once a month.	6. Partially achieved. Small Sharing Group has been formed and met together in the first week of every month before the suspension of classes.
	3.2 Refurbishing the school to meet the needs for Salesian way of education a. Re-decorating the school	1. Decorations inside the campus such as staircase are renewed to meet the needs for Salesian way of education. 2. Historic documents of St. Louis School were collected and filed systematically. An exhibition about	1. Fully achieved. The staircase of Block A has been changed to the bibliography of St. John Bosco. Activities had been organized using the information provided in the staircase. 2. Not achieved. The program was postponed to 2020-2021 due to the suspension of classes in the 2nd semester 2019-2020. 3. Partially achieved. Only a few programmes can be organized last year

		SLS History will be held and 250 students will participate in SLS History exhibition. 3. 200 student leaders and junior form students participate in the Salesian Youth Formation	due to the social movement and COVID-19 diseases and 76 students joined these activities. Other major activities such as Salesian Youth Day was cancelled due to the suspension of classes.
	b. Setting up in-house project schedule to promote sinless joyful school life	1. 40 S1 students join the Peer Mentorship Program with positive feedback 2. More than 15 students are awarded.	1. Partially achieved. 57 students joined the Peer Mentorship Programme in 2019-2020. Only two activities can be held and the rest of them were due to the suspension of classes. Participants gave positive feedback and team spirit, friendship, social insight and communication skills were enhanced. 2. The program was cancelled due to the suspension of classes.
	c. Joyful service to the community / primary schools	1. 200 students participate in the volunteer services 2. Accumulation of 2,000 hours of volunteer service hours are recorded for the whole school.	1. Partially achieved. 69 students from S4 participate in the OLE Social services; 24 students from SYCS participate in the Caritas Bazaar 2019. Volunteer service progammes that were planned in February to August were canceled due to the suspension of class. 2. Partially achieved. Accumulation of 983.5 hours of volunteer service hours are recorded for S4 OLE and SYCS.

			Volunteer service progammes that were planned in February to August were canceled due to the suspension of class.

Our Learning and Teaching (I)

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

Don Bosco's method of Preventive Education

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

28 Jun 2019 Feast of St Aloysius

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

Learning & Teaching in SLS

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

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

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

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

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

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

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

English proficiency test called "Preliminary English Test (PET)" was scheduled held on **18th April, 2019 (Saturday)** at our school. The Test was cancelled due to the suspension of classes.

Study Tours (Outside HKSAR)

All tours were cancelled due to the suspension of classes.

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

Academic achievement is always our primary concern. The following bridging programs, consolidation courses and remedial programs were launched in 2019-20 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 for years. Unfortunately, due to the coronavirus pandemic, the Parent Seminar scheduled for 1 August and the Summer Bridging Program scheduled for 3 August to 7 August were cancelled.

Assessment Planning and Implementation

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

assessments such as projects and book reports.

Programmes in response to the "four key tasks"

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

▣ **Moral and Civic Education** (Please refer to Section F: "Support for Student Development")

▣ **Reading to Learn**

In 2001, the CDC released one of its policy documents on education reform "Learning to Learn - The Way Forward in Curriculum Development" to promulgate the "Four Key Tasks" , namely Moral and Civic Education, Reading to Learn, Project Learning and Information Technology for Interactive Learning. These Four Key Tasks, as advocated by educators, could be used as separate learning and teaching strategies to achieve particular learning targets and objectives or to develop students' potentials in aspects which have not yet been covered in the formal curriculum. The following sections will elaborate the utmost efforts we have made to cultivate students' reading habits.

Reading brings new knowledge, stimulates thinking, nurtures one's quality, diversifies one's viewpoints and broadens one's horizon. In fact, well before the inventions of the

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

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

ECA: Reading Club. The first foremost step is to lead our students to explore the realm of reading.

Featured Reading programs in 2019-20

At the school level

Reading period

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

Students are divided into three groups with different tasks:

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

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

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

Wednesday Book Recommendation

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

What is "**Wednesday Book Recommendation**"?

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

The titles of items mentioned in the **Wednesday Book Recommendation** in 2019-20

are:

No.	Date	Title:	Author
1	2/10	《明報教育特刊》	
2	9/10	紅燜廚娘	蔡珠兒
3	23/10	2019 精神健康月-智 Fit 精神健康計劃 2019	
4	30/10	project was shelved	
5	13/11	怪病	殷培基
6	20/11	Canceled	
7	8/1	The curious incident of the dog in the night-time	Haddon, Mark

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

1. Theme Books Introduction

- Books in different themes are introduced and put to display for two cycles.

- Themes in 2019-20 include:

中一	1. 科學 中文/英文各一本
	2. 個人修養/禮儀
	3. 校園生活樂趣多
中二	1. 認識雜誌
	2. 人物傳記(歷史/中史)
	3. 營養/強身健體
中三	1. 個人前路在我手
	2. 走到這世界邊端
	3. 生於斯，長於斯，認識香港

2.   Book Exchange

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

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

3.   **New Librarian Training**

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

4.   悅讀嘉年華 **2020**

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

School Reading Activities: A Summary
At the classroom/subject panel level

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

- Written retelling-Retell the story in their own words/Write about what they learned from the story.

- Various choices of books (establish links between reading and students' daily life)

- Get students to read books that have been made into movies or were shown on TV.

- More interesting reading tasks—encourage students to retell or present the story using ways that appeal to interests of both the readers and the audience. These include: (1) Formal styles (writing a book review as it would be done for a newspaper, keeping a record of what they have read in the school year); (2) Creativity writing (writing a different ending for the story or a different beginning); (3) Retell the story in various ways (After reading a historical fiction, they can make an illustrated timeline/flow chart showing events of the story and draw a map showing the locations where the story took place); (4) Write and Draw (Make a graphic representation of an event or character in the story. They can draw a

comic strip of their favourite scene (with short descriptions); they can design illustrations / a book jacket for the book (with written explanations related to the plots/characters of the book they have read); they can design bookmarks to publicize the books they have read; write a short description (including physical, emotional, relational) of each of their favorite characters in the book. They might draw a portrait to accompany each description.)

At the individual subject level (EMI subject)

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

At the ECA level

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

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

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

Reflection

The year 2019-20 saw the twelfth year operation of *The Cyber Corner* in the library. It continues to flourish, with new items of books and movie items being shelved every week.

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

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

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

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

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

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

The Cyber Corner

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

🔲 Project Learning

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

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

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

One of the key features in 2019-20 was the STEM project led by the IS panel. Below is a summary of both learning and teaching programs related to STEM:

A summary of Seminar(s)/Convention(s)/Other activities our IT/STEM Team members attended in 2019-20:

S2 STEM Project:

The plan was that: Students of each class were formed 8 groups.   A theme was assigned for each group to devise a product for the theme.   Each group then presented their ideas and demonstrated how their products work. Due to the school suspension resulted from the outbreak of COVID-19, the success criterion is not attained.   Students can only finish their proposals.   They cannot make their products according to their proposals.

🖵 Information Technology for Interactive Learning

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

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

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

Stage 1 (websites as unidirectional knowledge providers)

1. Each Subject Panel compiles a list of educational websites for its students.

2. Each educational website is hyperlinked to an online educational resource bank (containing items such as online notes, simulations, videos etc.) and should be accompanied with a brief description prepared by the subject panel.

    These lists of websites will be grouped by subject panel and be uploaded to the school webpage (http://www.stlouis.edu.hk/academic/subject_panels.php) as well as to the eclass.

Stage 2

- Each panel, either using the eclass or the online assessment centres provided by the textbook publishers, sets up at least three online assessments for students to complete after school.

- These online assessments aim to provide students with

  1. diversified styles of learning and assessment;

  2. experiences of self-paced online assessment (featuring real time marking, suggestions on solutions, record of performance and state of submission of HW)

Stage 3: bidirectional teacher-student forum

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

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

Building on Strengths

In this first year of our new SDP 2019/20-2021/22, we have mapped out another three-year-three-stage plan which aims at enhancing mLearning (Mobile Learning) and

eLearning (Electronic Learning) so as to allow students to learn in a more flexible and an informal way as well as in their own pace. Below are some highlights in our Major Concern 1:

- Setting up innovative learning centres

- Showcasing innovative technologies, designs and applications on a variety of platforms

- Extending knowledge acquisition beyond classroom teaching and textbooks through WebQuest, reading and study tours, etc.

Our Learning and Teaching (II)

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

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

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

Inter-class movie-dubbing/ mini video production competition 2019-2020

A mini-drama was performed by every teaching group/class from S.1-S.4. **This year the program was cancelled due to the suspension of classes.**

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

More importantly, participating students from each class not only rehearsed their performance. Students from each participant class also wrote their own programme booklet which included a synopsis, casts and crews—some classes even wrote their own scripts--our students could apply what they had learnt in the English lessons!

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

Reflection

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

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

students to perform drama in English.

The Interclass Choral Verse Speaking Competition 2019-2020

Despite the fact that **the completion was cancelled due to the suspension of classes**, it is still worthwhile to offer the general readers of this report a few glimpses of this competition.

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

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

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

Reflection

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

Tuesday International News Reporting

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

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

Tuesday News Report

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

News Article	Sound File	Answers
2020-01-07	2020-01-07	2020-01-07
2019-11-26	2019-11-26	2019-11-26
2019-11-12	2019-11-12	2019-11-12
2019-11-05	2019-11-05	2019-11-05
2019-10-29	2019-10-29	2019-10-29
2019-10-22	2019-10-22	2019-10-22

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

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

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

- English Society

- English Debate Team

- Battle of the Books

- Speak Out-Act Up Improvised Drama Competition

- Enhancement class through drama (English)

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

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

Many programs were also cancelled due to the suspension of classes

Reflection

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

students in 2019-20.

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

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

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

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

The program was also cancelled due to the suspension of classes

St. Louis School – UT Health San Antonio Sung Laboratory

INTERNSHIP PROGRAM

St. Louis School and Sung Laboratory of UT Health San Antonio (chaired by our old boy, Professor Patrick Sung) have been offering an internship programme at UT Health San Antonio (formerly at Yale University) for years. This program is designed to provide our students with a training opportunity in microbiology and molecular biology methods and techniques, and to become familiar with chromosome biology. We hope this internship experience can raise students' awareness on health-related issues and to help prepare them for higher education, especially in biomedical discipline or medicine.   Interns are expected to work 20 to 40 hours a week during a three-week internship period at the Sung Laboratory.

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

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**
>
> **Guidance Team**
>
> **Health Education Team**
>
> **Student Support Team**

Religious and Moral Development Project

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

Project Aims：

1. Provide schools with performance indicators and examples for the assessment of moral and spiritual development: Development of the "Moral and Spiritual Development" Measurement Scale;

2. Assist schools in collecting evidence and data on student's moral and spiritual development: Analyze survey data and provide school-based research reports;

3. Enhance teachers' awareness and understanding of moral education and spiritual development through teacher professional development.

In additional to the above featured program in 2018-19, some of our key programs conducted by various teams from the BSSSE in 2019-2020 are as shown below.

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

Evangelisation & Spiritual Formation Team

Sketches of some feature events:

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

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

- Delivery of religious talks

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

- Catholic Lenten Campaign

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

Fund-raising Committee.

● Sales of Caritas Tickets

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

Moral and Civic Education

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

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

Daily Morning Prayer (Sound Files in WMA are available for download at the school website)	Mottoes which served to enshrine a set of moral values were introduced and elaborated by our teachers during Monday morning assemblies. All have been pooled in our school website for students' reference.
Weekly Monday Motto (Whole year)	Mottoes which served to enshrine a set of moral values were introduced and elaborated by our teachers during Monday morning assemblies. All have been pooled in our school website for students' reference.

	Some mottoes have been framed and displayed in the walls of the school campus. http://www.stlouis.edu.hk/news/monday_motto_listing.php
Interclass Bulletin Board Design Competition (Oct - Nov 2019) & Classroom Cleanliness and Tidiness Competition (May to June 2020).	Helping students develop a stronger sense of belonging to the school by asking them to keep their classrooms clean and tidy. Students' sense of belonging to the school / healthy attitude **Most of them were cancelled because of the suspension of lessons.**
Environmental Protection	Recycle bins on campus

Pastoral Care Team

Some key programs planned by **Pastoral Care Team in 2019-20:**

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

School-based After-school Learning and Support Programmes 2019/2020

School-based Grant - Programme Report

A. The number of students (count by heads) benefitted under the Grant is _____32_____ (including A. ___3___ CSSA recipients, B. __20__ SFAS full-grant recipients and C. __6__ under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
S6 Academic Enhancement Programme	3	20	6	72%	7 Nov. 2019 – 10 Jan. 2020	$ 9715	1. Attendance record 2. Teachers' observation and feedback	/	Consolidation measures to help S6 less able students to enhance their learning ability and improve their learning attitude through small group learning.
Total no. of activities:									
@No. of man-times	3	20	6		**Total Expenses**	$ 9715			
Total no. of man-times	29								

Note:

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

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.
** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

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

C. Project Effectiveness

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

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

D. **Comments on the project conducted**

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);

☐ difficult to select suitable non-eligible students to fill the discretionary quota;

☑ eligible students unwilling to join the programmes;

☐ the quality of service provided by partner/service provider not satisfactory;

☐ tutors inexperienced and student management skills unsatisfactory;

☑ the amount of administrative work leads to apparent increase on teachers' workload;

☐ complicated to fulfill the requirements for handling funds disbursed by EDB;

☐ the reporting requirements too complicated and time-consuming;

☑ Others (Please specify): _____

The plan of S5 Academic Enhancement Programme were cancelled by the

Coronavirus Disease 2019(COVID-19)

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

_____

_____

_____

_____

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 two programmes namely Fr. Deane Achievement

Fr. Deane Achievement Award   Hall of Fame   Trophy

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

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

Joint Club Exhibition (JCE) (27 September 2019)

"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

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

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

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

a careers guidance programme which sees budding Aloysians blossom

Lead By Example   Motivate   Inspire
Mentor   Coach
Teamwork   Vision
Win

Careers Team

Home > Careers Corner > Careers Team

Careers Team

Discipline Team

Some key programs by **Discipline Team:**

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

Some key programs by **Guidance Team**:

Program No.	Title
1	Group guidance activity for S1 students – Subject-specific Study Skills Workshops
2	Individual counselling sessions – School-based Educational Psychology Service
3	Case referral system
4	G.E. lessons
5	Group guidance activity for S1 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power
6	Group guidance activity for S2 students – Visionary Leaders of Tomorrow Programme: Sharing, Mind, and Enjoyment
7	Group guidance activity for S3 students –Mindshift Educational Networking Programme
8	S2 Activity Day
9	Training workshops for teachers
10	Seminars or training workshops for parents
11	Pilot Online Case Referral System

12	S1 Orientation Day
13	Arranging programmes for the gifted students

Health Education

Our Health Education Department organized the following talks for S1-S5 students in 2019-20. Details are given below:

23/10/19	無煙新世代(S.3) Positive feedback from students and students enjoyed the talk very much. Positive feedback from teachers.
Due to COVID-19 pandemic outbreak in 2020, school was suspended. Most planned activities have been cancelled.	食得其法(S.3)
	識飲識食新人類(S.1)+ 1 follow up lesson 網絡陷阱(S.1) + 1 follow up lesson 色情文化的衝擊(S.2) + 1 follow up lesson 真愛值得等(S.3) + 1 follow up lesson 為戀愛作準備(S.4) 生命無價(S.5) (Chastity Week)
	Joyful Fruit Day

	Exhibition about healthy diet
	Healthy Information for a Healthy Mind 齊享健康資訊健康短劇 (S.2)
	Organ donation (S.5) S2 Activity Day – "SHIELD"

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

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

Student Support Team

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

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:

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

Links with Parents and External Organizations

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

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

Aesthetic Development

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

School Chinese Orchestra

聖類斯 中 樂團
SLS 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 (2019-20)* KPM data 22
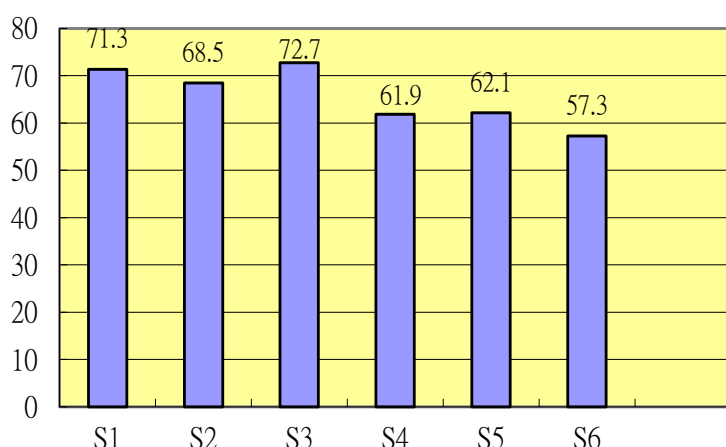
*The acceptable weight range is from 80% to 120% of the median Weight-For-Height based on figures of a territory-wide survey conducted by the Department of Pediatrics, the Chinese University of Hong Kong or Body Mass Index (BMI) within 18-23 kgm^{-2}.

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 2019-20, the LWL 2019, 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 in Novermber 2019. Details of activities for each level are described below:

Life-wide Learning Day 2019 (S1)

Activity name	Adventure Training

Life-wide Learning Day 2019 (S2)

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

Life-wide Learning Day 2019 (S3)

Activity name	Visit to Caritas Chan Chun Ha Field Studies Centre 39 Chi Ma Hang Road, Cheung Chau

Life-wide Learning Day 2019 (S4)

Activity name	Ice Skating	Hockey	Rugby	Muay Thai

Life-wide Learning Day 2019 (S5)

Activity name	Hiking
Route	Tung Chung to Tai O

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

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

Reflection

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

Evaluation Report for DLG-funded Other Programme (Gifted Education) 2019-2020

Title	Liberal Studies Critical Thinking and Writing Course
Objectives	Students are expected to develop a more critical way of thinking towards current issues. They are also expected to learn how to write an issue essay in a structural manner.
Deliverables	Notes about LS critical thinking and writing
Target	The top 35 students in each form (S4, 5) according to their mid-year exam results and motivation to learn.
Selection mechanism	The top 35 students in S4 were shortlisted according to their results in mid-year exam. They then were recommended by their LS teachers and could participate in the programme voluntarily. The top 35 students in S5 were shortlisted according to their results in mid-year exam and overall performance in LS in S4. They then were recommended by their LS teachers and could participate in the programme voluntarily. Other students could also volunteer to join the programme if there were vacancies and they were recommended by their LS teachers.
Duration and venue	-
Evaluation	-
Expenditure	$0
Remarks	Because of the COVID-19, the L.S. course was cancelled.

Title	Prefects' Association Training
Objectives	• To equip the students with knowledge and skills to handle discipline problems. • To build up confidence, teamwork and leadership skills among prefects as student leaders • The workload of discipline teachers will be relieved
Deliverables	Camping and workshops
Target	S2-S5 prefects and potential prefects
Selection mechanism	Open recruitment
Duration and venue	19/10/2019–20/10/2019 Tsam Chuk Wan (斬竹灣)
Evaluation	There were 19 students and 1 teacher participated in the camp. From the questionnaire shown below, they agreed that the training enhanced their confidence and self-management skills and improved their communication and cooperation. Throughout various activities, it is believed that the participants' sense of belongings to Prefects' Association had been improved as well.

		極不滿意 / 極不贊成 1	2	3	4	非常滿意 / 非常贊成 5
I	對訓練內容及設計的意見					
1	活動設計有趣味性	0	0	0%	27%	73%
2	能加強自信心	0	0	7%	40%	53%
3	能加強自我管理能力	0	0	0%	47%	53%
4	能更積極克服困難	0	0	7%	47%	47%
5	能提升與同學之間的合作精神	0	0	0%	27%	73%
6	對導師的整體滿意程度	0	0	0%	13%	87%
II	整體意見					
7	對活動的整體滿意程度	0	0	0%	47%	53%

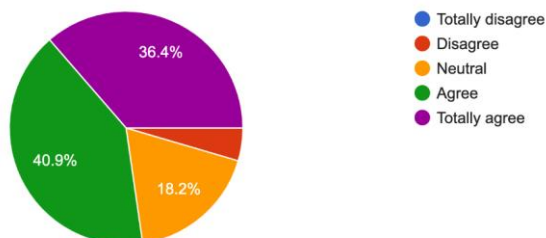| Expenditure	$14950 ($19700 camp fee less $4750 collected from participants)

Title	Student Leaders Training Program
Objectives	Students can acquire knowledge about organizing activities and the practical procedures of holding an activity in the school.
Deliverables	Revised club year plans and the calendar for club activities
Target	25 S4 students who applied to be a club chairman, House captain or Headboy in the next academic year and the candidates running for the upcoming election.
Selection mechanism	The proposals submitted by students were screened. Only applicants with good proposals will be invited to attend the program.
Duration and venue	9 Hours of workshop in 24th, 30th and 31st July 2020
Evaluation	The content of this course can enhance my knowledge about school activities 22 responses The format of this course can facilitate my learning 22 responses

The tutor can facilitate my learning
22 responses

- Totally disagree
- Disagree
- Neutral
- Agree
- Totally agree

36.4%
40.9%
18.2%

The tutor is passionate in teaching
22 responses

- Totally disagree
- Disagree
- Neutral
- Agree
- Totally agree

40.9%
54.5%
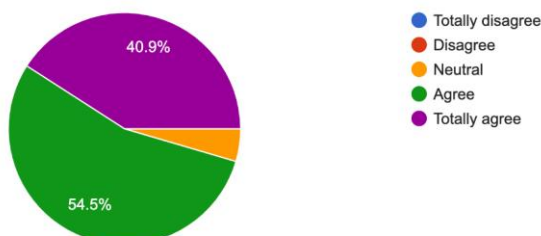
I can know more about the activities and structure of different student organizations in the school
22 responses

- Totally disagree
- Disagree
- Neutral
- Agree
- Totally agree

50%
40.9%
9.1%
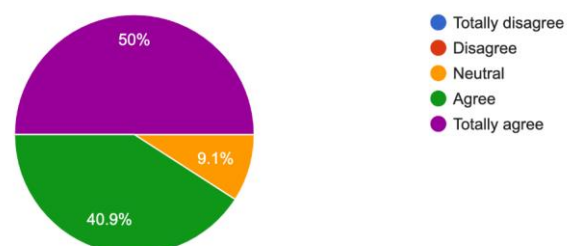
I can plan and assess activities in a systematic and precise way
22 responses

- Totally disagree
- Disagree
- Neutral
- Agree
- Totally agree

63.6%
18.2%
18.2%
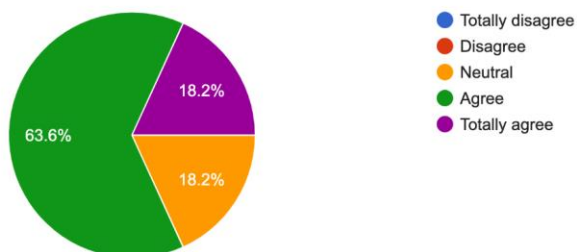
I can better realize the responsibility and importance to the role of student leaders
22 responses

- Totally disagree
- Disagree
- Neutral
- Agree
- Totally agree

31.8%
63.6%
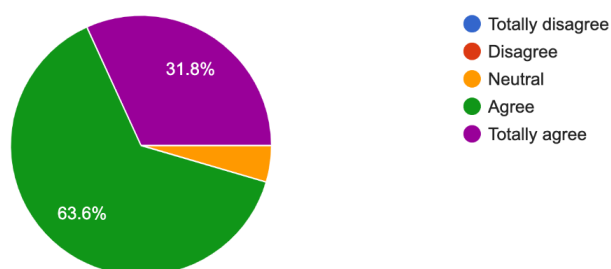
I can improve my skills in communication and job division
22 responses

- Totally disagree
- Disagree
- Neutral
- Agree
- Totally agree

22.7%
63.6%
13.6%
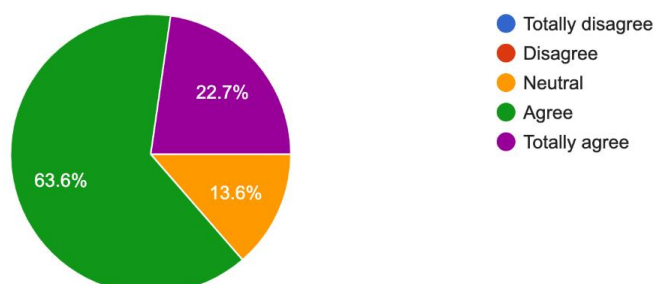
I am confident and better prepared for the role of student leaders
22 responses

- Totally disagree
- Disagree
- Neutral
- Agree
- Totally agree

22.7%
59.1%
18.2%

I can learn to strike a balance between activities and studies
22 responses

- Totally disagree
- Disagree
- Neutral
- Agree
- Totally agree

45.5%
13.6%
36.4%

Expenditure	$4,500 tutor fee
Remarks	Because of the COVID-19, the 2D1N camp was cancelled and the 3-day workshop was conducted online via zoom.

Title	Leadership Training Camp
Objectives	Student leaders can further improve their leadership skills and strengthen their sense of belongings to the school through workshops, games and group tasks.
Deliverables	N/A
Target	N/A
Selection mechanism	N/A
Duration and venue	N/A
Evaluation	N/A
Expenditure	$0
Remarks	Because of the COVID-19, the LTC was cancelled.

Title	English Senior Debating Team
Objectives	Through regular training and participating in English speaking activities (such as debating), it is expected that students will develop confidence in using English to express themselves articulately and convincingly. It is also expected that their English rhetoric is developed and critical thinking are sharpened.
Deliverables	Taking part in inter-school debate competitions and/ or public speaking competitions.
Target	S5 students who have higher English proficiency and interest in English rhetoric.
Selection mechanism	Recommended by English teachers and based on their English examination results
Duration and venue	One academic year, Sep 2019 – May 2020 School campus
Evaluation	All participants have attended an average of 70% of the debate training in the first term. The training in second term was cancelled due to COVID-19.
Expenditure	$0

List of Achievements 2019 – 2020

Cross Country Team

HKSSF Inter-school Cross Country Competition

Class	Student Name (English)	Student Name (Chinese)	Awards / Certifications / Achievements Description (English)
5A	LEUNG CASPAR GABRIEL	梁斯節	HKSSF Inter-school Cross Country Competition A Grade 10th place (Individual)
3A	CHAN LONG HIN HENRICK	陳朗軒	HKSSF Inter-school Cross Country Competition B Grade 4th place
3B	NG ALVIN	吳卓謙	HKSSF Inter-school Cross Country Competition B Grade 4th place
3D	CHAN CHAK SUM	陳澤琛	HKSSF Inter-school Cross Country Competition B Grade 4th place
3D	LEE SHAN YUAN RONALD	李善元	HKSSF Inter-school Cross Country Competition B Grade 4th place
4B	CHAN TSZ HIN	陳子謙	HKSSF Inter-school Cross Country Competition B Grade 4th place
4C	LU YUEN HO	盧元浩	HKSSF Inter-school Cross Country Competition B Grade 4th place
4D	SHRESTHA JOVIAN		HKSSF Inter-school Cross Country Competition B Grade 4th place

Hong Kong Schools Speech Festival

1A	CHAN CHI HANG	陳知行	Certificate of Merit in Public Speaking Solo
1A	LEUNG MAN HOI	梁文愷	Certificate of Merit in Solo Verse Speaking
1A	LIU HONG RUI	劉鴻瑞	Certificate of Merit in Solo Verse Speaking
1A	NG SHEUNG MING	伍尚銘	Certificate of Merit in Solo Verse Speakng
1A	TAM PAK HEI BOSCO	譚柏浠	Certificate of Merit in Solo Verse Speaking
1A	YAU CHI LONG BRIAN	游志朗	Certificate of Merit in Solo Verse Speakng
1B	CHAN LING FUNG	陳令峯	Certificate of Merit in Solo Verse Speakng
1B	NG CHAU PANG	吳周鵬	Certificate of Merit in Solo Verse Speaking
1B	ZOU RUI YUAN	鄒瑞元	Certificate of Merit in Solo Verse Speaking

1B	LEUNG CHEUK WAH	梁倬鏵	Certificate of Merit in Solo Verse Speaking
1C	CHAN PAK KUN JEFFREY	陳柏勤	Certificate of Merit in Solo Verse Speaking
1C	CHAN SHING CHUN JEFFREY	陳承晉	Certificate of Merit in Solo Verse Speaking
1C	CHENG CHING YIN	鄭正弦	Certificate of Merit in Solo Verse Speaking
1C	CHOI ETHAN PO LUM	蔡保霖	Certificate of Merit in Solo Verse Speakng
1C	FAN PAK YIN	樊柏彥	Certificate of Merit in Solo Verse Speaking
1C	KHATRI NIRAJ		Placed Third in Solo Verse Speaking
1C	LEDUC JEREMIE REFUERZO		Certificate of Merit in Solo Verse Speaking
1D	AU HON LAM JACQUES	區翰林	Certificate of Merit in Choral Speaking
1D	CHAN HIN SHING EDEN	陳衍丞	Certificate of Merit in Choral Speaking,Certificate of Merit in Solo Verse Speaking
1D	CHAN NAM HEI AIDAN	陳南熹	Certificate of Merit in Choral Speaking
1D	CHAU YIK MAN CASEY	周翌文	Certificate of Merit in Choral Speaking
1D	CHENG ETHAN TSUN HEI	鄭峻浠	Certificate of Merit in Choral Speaking
1D	CHENG LAP IN ADRIAN	鄭立賢	Certificate of Merit in Choral Speaking,Certificate of Merit in Solo Verse Speaking
1D	CHEUNG TSUN SANG	張浚生	Certificate of Merit in Choral Speaking,Certificate of Merit in Solo Verse Speakng
1D	HO TSZ LOK	何子樂	Certificate of Merit in Choral Speaking
1D	KWOK NG WAI	郭梧偉	Certificate of Merit in Choral Speaking
1D	KWOK YIU HUNG	郭耀鴻	Certificate of Merit in Choral Speaking,Certificate of Merit in Solo Verse Speaking
1D	LAI TSZ CHIM JIMMY	黎子瞻	Certificate of Merit in Choral Speaking
1D	LAM CHI HIN	林智軒	Certificate of Merit in Choral Speaking
1D	LAM CHUN TING	林晋霆	Certificate of Merit in Choral Speaking
1D	LAU HO YI HALSTON	劉賀爾	Certificate of Merit in Choral Speaking,Certificate of Merit in Solo Verse Speaking
1D	LEE CHOI YUK	李再旭	Certificate of Merit in Choral Speaking
1D	LENG KA HUNG	凌嘉鴻	Certificate of Merit in Choral Speaking

1D	LIU WAI FUNG	劉煒烽	Certificate of Merit in Choral Speaking
1D	LUI WAI KIT	雷煒傑	Certificate of Merit in Choral Speaking
1D	LUNG YAT HEI	龍逸熙	Certificate of Merit in Choral Speaking
1D	LUNG YAT MING	龍逸銘	Certificate of Merit in Choral Speaking
1D	NG NGOK HIM	吳岳謙	Certificate of Merit in Choral Speaking
1D	NG PAK YIN	吳柏言	Certificate of Merit in Choral Speaking
1D	NG TSZ YEUNG	吳梓揚	Certificate of Merit in Choral Speaking
1D	NG WAI HEI	吳韋希	Certificate of Merit in Choral Speaking
1D	NGAN SANG LEONG MAX	顏生亮	Certificate of Merit in Choral Speaking, Second Place in Solo Verse Speaking
1D	SO CHEUK HIN	蘇倬軒	Certificate of Merit in Choral Speaking
1D	TANG LOK YAN	鄧樂仁	Certificate of Merit in Choral Speaking
1D	WONG HAU YIN EDWIN	黃孝賢	Certificate of Merit in Choral Speaking
1D	WONG TSZ CHUNG	黃子聰	Certificate of Merit in Choral Speaking
1D	WONG YAT HEI	王逸熹	Certificate of Merit in Choral Speaking
1D	WONG YIU WING	黃耀榮	Certificate of Merit in Choral Speaking
1D	YEUNG TSZ HO	楊梓灝	Certificate of Merit in Choral Speaking
1D	YU CHUNG CHAK	俞宗澤	Certificate of Merit in Choral Speaking
1D	YU YAT TIN	余日天	Certificate of Merit in Choral Speaking
2A	WOO TSUN HIN	胡浚軒	Certificate of Merit in Public Speaking Solo
2B	CHEUNG HO NAM	張昊男	Certificate of Merit in Solo Verse Speaking
2B	HUNG CHI SHING	洪志成	Certificate of Merit in Solo Verse Speaking
2C	LAW HOI KIT	羅海傑	Certificate of Merit in Solo Verse Speaking
2C	WONG SHING FUNG SEBASTIAN	王聖丰	Certificate of Merit in Solo Verse Speaking
2D	LAM HIM	林謙	Certificate of Merit in Solo Verse Speaking
2D	LAM HO HEI KEYNES	林皓熙	Certificate of Merit in Solo Verse Speaking
2D	OR CHIU FAI	柯詔暉	Certificate of Proficiency in Public Speaking Solo
3A	CHEUNG TSZ HANG	張梓恒	Certificate of Merit in Public Speaking Solo
3A	LAI VINCI	黎劻霈	Certificate of Merit in Public Speaking Solo
3C	GUICO RAPHAEL BENEDICT LEUS		Certificate of Merit in Prose Reading Solo

3C	LAI YI KAN IKE	黎懿勤	Third Place in Solo Verse Speaking
3C	LAU KWAN NOK KEA	劉君諾	Certificate of Merit in Solo Verse Speaking
3C	SHARMA JATIN		Second Place in Solo Verse Speaking
3C	TSAI XIANG CHUN	蔡向淳	Certificate of Merit in Public Speaking Solo
3D	CHAN TSZ WUN IAN	陳子桓	Certificate of Merit in Solo Verse Speaking
4B	CHAU SAMUEL TONY	周令山	Certificate of Proficiency in Public Speaking Team
4B	LAM TIN LONG SEAN	林天朗	Certificate of Proficiency in Public Speaking Team
4B	TSUI WAI HANG JASON	徐煒鏗	Certificate of Merit in Solo Verse Speaking
4B	WONG TIM HUNG	黃添鴻	Certificate of Proficiency in Public Speaking Team
4C	CHAO LOK HEI	趙絡熙	Certificate of Merit in Public Speaking
4C	NG WING HO	吳泳豪	Certificate of Merit in Public Speaking
4C	TSUN CHUN FU	曾雋夫	Certificate of Merit in Public Speaking
4D	AU MING HO	區銘濠	Certificate of Proficiency in Public Speaking Solo,Certificate of Proficiency in Public Speaking Solo
4D	CHENG DICKSON	鄭迪信	Certificate of Merit in Public Speaking Team
4D	CHU KIN WING	朱建穎	Certificate of Merit in Public Speaking Team
4D	KONG CHUN KIT	江俊杰	Certificate of Proficiency in Public Speaking Solo
4D	LAU WAN FEI	劉雲飛	Certificate of Merit in Public Speaking Team
5C	KO KA HO	高家豪	Certificate of Merit in Solo Verse Speaking
5D	CHAN HIU FUNG	陳曉鋒	Certificate of Merit in Public Speaking
5D	HO TAI HEI	何大熙	Certificate of Merit in Public Speaking
5D	LAM CHEUK SAN	林灼燊	Certificate of Merit in Public Speaking
5D	LAM WAI HIN	林煒軒	Certificate of Merit in Public Speaking
5D	LAM YAT KIU	林逸喬	Certificate of Merit in Public Speaking
5D	TSUI YU YAT ALEX	徐宇一	Certificate of Merit in Public Speaking
5D	WONG CHEUK YIN	黃卓賢	Certificate of Merit in Public Speaking
5D	WU KAI TIK	胡啓迪	Certificate of Merit in Public Speaking
5D	YEUNG YAT HO	楊逸豪	Certificate of Merit in Public Speaking
6C	CHAN CHUN YIN	陳俊諺	Third Place in Public Speaking Team
6C	CHAN KA MING	陳家銘	Third Place in Public Speaking Team
6C	LAI TSZ LAM	黎梓霖	Third Place in Public Speaking Team

6C	WONG CHUN HIN	王駿軒	Certificate of Merit in Solo Verse Speaking
6D	AU POK MAN	區博文	Certificate of Merit in Bible Speaking

HKSSF Inter-school Swimming Competition

1A	SO LOK HIN MATTHEW	蘇樂軒	HKSSF Inter-school Swimming Competition C Grade 3rd place
1C	WONG CHUNG HOI	黃頌凱	HKSSF Inter-school Swimming Competition C Grade 3rd place
1D	YU CHUNG CHAK	俞宗澤	HKSSF Inter-school Swimming Competition C Grade 3rd place
2A	LEE NOK HIN	李諾軒	HKSSF Inter-school Swimming Competition C Grade 3rd place
2A	YIP CHUN CHEUNG JONATHAN	葉竣翔	HKSSF Inter-school Swimming Competition C Grade 3rd place
2B	CHEUNG YU CURTIS	張羽	HKSSF Inter-school Swimming Competition C Grade 3rd place
2C	AU YAT SHING	區逸昇	HKSSF Inter-school Swimming Competition C Grade 3rd place
2D	LAM HIM	林謙	HKSSF Inter-school Swimming Competition C Grade 3rd place

全港中小學中英文硬筆書法比賽

5B	CHONG HON MAN	莊漢文	中學組高級優秀入圍獎

校際朗誦節(普通話)

1B	ZOU RUI YUAN	鄒瑞元	優良獎狀
1D	AU HON LAM JACQUES	區翰林	優良獎狀
2C	CHU PAK YIN	朱柏賢	優良獎狀
3B	CHAN SUNNY	陳陽	優良獎狀
3C	LAU KWAN NOK KEA	劉君諾	優良獎狀
4D	LEE CHUN HONG KYLE	李晉匡	優良獎狀

校際朗誦節(粵語)

1C	KHATRI NIRAJ		良好獎狀
3C	RAJPUT JAGJIT SINGH	韋星杰	良好獎狀
4B	TSUI WAI HANG JASON	徐煒鏗	優良獎狀
5C	AU YEUNG U QI	歐陽宇馳	優良獎狀
5C	CHENG CHO YU	鄭楚儒	優良獎狀
5C	LAU WAI YAU	劉煒祐	優良獎狀

Hong Kong Specimen Drawing Competition - Royal Society of Biology

4D	CHU KIN WING	朱建穎	Certificate of Merit
5D	ZHANG LI	張琜	Certificate of Outstanding Award