



ST. LOUIS SCHOOL

SCHOOL REPORT

(2021-2022)

Part D, E, F & G



The following discussions, which are categorized according to the priority in the Annual School Plan 2021-22, 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

Targets & Strategies / Programmed (Refer to the ASP 21-22)	Evaluation
<p>1.1* Teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills</p> <p>Continue to implement structured teacher training:</p> <p>Needs for teacher training are identified, specifically for 2021-22.</p> <p>Teacher training requirements on the latest technologies and innovative ways of teaching are specifically set for 2021-22.</p> <p>Continue to improve the platform for sharing skills and insights acquired.</p>	<p>Continue to implement structured teacher training:</p> <ul style="list-style-type: none">The school has joined the Quality School Improvement Project (QSIP) in 2021-22 in the hope of enhancing teachers' professional capacity as well as teaching effectiveness. Through tailor-made on-site support such as workshops, in-depth discussing, lesson observation and evaluation, the school creates an environment and a culture conducive to sustainable school development.



Programmes:

Chinese (NCS) 中文第二語言:
改善教學模式

Chinese History: 同儕觀課

Biology: Self-constructive
Teaching Strategies &
Common Lesson Preparation

Geography: Attending subject
based seminars

Economics: Professional
development in Economics &
teachers' professional
development on e-Learning

Life & Society: A workshop on
e-Learning & Professional
development of teachers in
eLearning and Values
Education

Build on the insights gained
from the previous school year,
the school will continue to
implement the sharing of

Chinese (NCS) 中文第二語言:

- 於網上記錄課業，持續關注學生進度。
- 由於文憑試取消選修單元，故沒有跟華語班同學一起拍攝影片。
- 由於語文水平懸殊，故同級學生未能完成程度相同的課業及測考。

中史 Chinese History:

- 因疫情關係，活動取消。

Biology:

- Students learned the concept of DNA technology via experiments.

Geography:

- Three seminars were joined: Two seminars were organised by EDB and the other one was organised by Aristo.

Economics:

- 4 QSIP workshops have been successfully held on 12 Nov, 6 Dec, 21 Jan and 26 Jul.
- The QSIP team also provided advice to the Economics department specifically on the assessment component. In particular, the team assisted in monitoring the quality and balancing the level of difficulty of questions set in S.5 Final Exam. The team was also engaged in conducting detailed analysis on students' performances in S.5 Final Exam in order to help teachers formulate a more effective teaching strategy.
- Teachers have attended more than 15 hours of professional development courses in the 2021-22 school year across different topics in Economics, such as employment situation of Hong Kong youths in the Mainland cities of the Greater Bay Area, enhancement of students'



<p>successful teaching practice on creativity and problem solving skills</p> <p>in our staff meetings on one of our staff development days via paying a visit to schools with good practice</p>	<p>understanding of Hong Kong's economy through data, Economics teachers' experience sharing, public assessment of HKDSE Economics 2021 Exam Papers, etc.</p> <ul style="list-style-type: none">Teachers can try to apply for more courses related to e-Learning. <p>Life & Society:</p> <ul style="list-style-type: none">The workshop has been successfully held on 3/12/2022.Holding workshops for professional development will continue next year, but the theme will be changed to values education due to updates of school's major concerns. <p>Staff Induction, Development & Appraisal Team:</p> <ul style="list-style-type: none">Sharing of successful teaching practice on creativity and problem solving skills were held in staff meetings and one of our staff development daysVisits to schools with good practice were canceled before of the pandemic.
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Targets & Strategies / Programmed (Refer to the ASP 21-22)	Evaluation
<p>1.2 Students have solid and extensive knowledge base</p> <p>Programmes:</p> <p>IT Team: AI Lab Computer Subjects: IT Corner & Welcome to AI World Biology: SLS Biology Museum A.Bee workshop Science: Science Corner</p>	<p>IT Team: AI Lab</p> <ul style="list-style-type: none">School should reserve a sum of money to purchase updated equipment in AI Lab. <p>Computer Subjects: : IT Corner</p> <ul style="list-style-type: none">IT corner attracted students who were interested in learning extra IT knowledge. <p>Computer Subjects: Welcome to AI World</p>



Continue to showcase innovative technologies, designs and applications on a variety of platforms

Sustain the practice of extending knowledge acquisition beyond classroom teaching and textbooks through WebQuest, reading and study tours, etc.

Programmes:

Study tours: United Kingdom English Study Tour
Singapore STEM and Culture Study Tour

New Zealand English Study Tour (joint school programme)
Mathematics: WebQuest2.0 (An inquiry- oriented activity) (S2 & S3)

中國歷史: 電子資源學習資源
Biology, History, Science, Physics, : mLearning /eLearning

Economics: Flipped Classroom with e-learning
Life & Society: The school-based curriculum echoing Values Education with the use

- Due to the outbreak of COVID-19, lesson time was greatly reduced. The demonstration of the use of Pepper in AI was done in AI Day. Objective was achieved. A.I. day would be held in the future.
- Advance on making assessments as bridges between effective teaching and fruitful learning by Adopting multi-ways for assessments
- Computer Subjects adopt multi-ways for assessments including practical exams and project works. Moreover, some activities are done through informal assessments including extra-curricular activities. Some of the students even took part in competitions and obtained good results.

Biology:

- Students were recruited to make PowerPoint for introducing different animal specimen.

Science:

- The program was run as planned and all S1 students could read at least 1 book with science related content in the reading lessons.

Chinese Language:

- 同學於 2021 年暑假完成店鋪專題文章，老師批改後，同學重新排版，於六月完成展覽，互相觀摩。專題研習有助同學提升觀察力、溝通能力、加強記敘、描寫工夫。

Study Tours:

- Study tours were cancelled because of covid-19.

Mathematics:

- WebQuest2.0
- Group work was cancelled due to the school suspension.
- In general, students could complete the individual task via the Google form.



of e-Learning tools & Social issues online exercises

Advance on making assessments as bridges between effective teaching and fruitful learning by

Adopting multi-ways for assessments

Reports of assessments indicative to areas/ways of improvement

Requiring students reflect on their results of assessments

Programme:

G.E. Team: GE
Lessons (Writing reflections)

中國歷史: 電子資源學習資源

「中史通」

- 於中一、中二級推行「中史通」，學生利用「中史通」自學指定課題；或指定課題的練習。非強制形式推行，完成者可加平時分以作鼓勵。
- 整體完成率尚可，但仍有待改善。個別班級的學生完成率較高，任教老師可多提醒及鼓勵學生遊覽電子學習平台。

Google Classroom:

- 停課期間用以發佈學習材料及課業，老師與學生熟習操作方式，運作順暢。
- 學生課業完成率平均達 80%以上。可透過多元課業設計檢視學生學習成效。

Science:

- All team members have participated more than 1 workshop or seminar that related to new technologies and innovative ways of teaching. Some of the seminars or workshops were carried out in webinar due to the COVID-19 pandemic. All team members were readily to use the Google platform to share teaching and learning materials.

Economic:

- Flipped Classroom with e-learning
- Various learning materials, including videos and google form exercises, were put on Google Classroom for students.

Life & Society

- Mostly achieved
- A teaching package has been developed
- The teaching package has been implemented in 1D in March
- Lessons has been videotaped for experience sharing
- Modification of the teaching package will be made and the modified teaching package will be implemented in other S1 classes to ensure equal learning opportunities of all students



- It is a trial for future curriculum development of values education and e-Learning
- The culture of sharing and exchange among teachers has been promoted
- Professional knowledge and capacity of teachers have been enhanced
- Students were actively participated in the lesson
- Teachers have developed alertness of making adjustment in response to new normal
- This lesson was originally planned to implement in a face-to-face lesson. Under the pandemic, it has to be changed to the online mode. Teachers ought to have plan B.

Physics:

- S4 Physics students, via installing an APP "Motion Sensor " in their mobile phones, turned their iPhones into motion sensors.

Advance on making assessments as bridges between effective teaching and fruitful learning

English Language:

- There are continuous assessments in S.1-5 after each module.
- Teachers giving feedback after each assessment.

Liberal Studies (e-learning):

- Distributed 8 sets of online tasks (reviews of current policy, and revision of concepts) for S4 and S5 students.
- Almost 100% of students finished at least two tasks with satisfactory quality.
- Online teaching has been established with several groups, however, students with lower learning motivation are not engaged in the online teaching lessons and it cannot improve their examination performance.



	<ul style="list-style-type: none">A sounding foundation was laid for more e-learning elements. <p>Chinese Language:</p> <ul style="list-style-type: none">同學於 2021 年暑假完成店鋪專題文章，老師批改後，同學重新排版，於六月完成展覽，互相觀摩。專題研習有助同學提升觀察力、溝通能力、加強記敘、描寫工夫。 <p>G.E. Team: GE Lessons (Writing reflections)</p> <ul style="list-style-type: none">Students perform better and were more attentive during the lessons. This strategy will be carried out next year
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Targets & Strategies / Programmed (Refer to the ASP 21-22)	Evaluation
<p>1.3 Students are able to identify needs and devise ways to meet the needs when facing problems, especially those real-life problems</p> <p>Carry on to incorporate Design-thinking in learning: At least one STEM project is assigned to junior form students. Continue to participate in competitions that stress on</p>	<p>Carry on to incorporate Design-thinking in learning:</p> <ul style="list-style-type: none">Students were able to design and make their smart home device. Their products worked properly with micro:bit programming. Students also presented their products clearly in front of the class. <p>English, Chinese Language and Music: Participate in The Hong Kong Schools Speech Festival</p>



creativity and/or problem solving

Programmes:

English, Chinese Language and Music: Participate in The Hong Kong Schools Speech Festival

English: Taking Part in Inter-school Debating Competitions & Taking Part in Inter-school Drama Competitions

Sports team and PE: take part in the competitions held by the Hong Kong Schools Sports Federation annually

普通話: 參加第七十三屆香港學校朗誦節普通話獨誦比賽、舉辦普通話朗誦技巧訓練班

Chemistry: S3 Low-Carbon Life Chemistry Video Competition

Mathematics:

English Language:

- 83 students took part in the territory-wide event.
- Summary of competition result and placing:
- Placed First – 3 students; Placed Second – 2 students; Placed Third - 7 students; Certificate – 74 students

Chinese Language:

- 香港學校朗誦節表現良好

PTH:

- 散文獨誦普通話中學一、二級男子組：12 名學生獲優良獎狀
- 詩詞獨誦普通話中學三、四級男子組：2 名學生獲良好獎狀

Sports team and PE:

- Summary of competition result and placing: Please see the Achievements of this Report.

普通話:

- 訓練班導師反映今年參加的同學表現不錯，部分有朗誦底子。參賽同學對以普通話為溝通語言的意識和能力有所提高，這已從同學在課堂上的積極表現及口試表現反映出來。參加普通話朗誦節比賽的 15 位同學中，14 位同學順利進行比賽，1 位未能於指定時間上載影片。
- 比賽結果：12 位取得優良獎狀，2 位取得良好獎狀。86%學生取得優良或以上成績。

Mathematics:



<p>Training Program for 'The 24th Hong Kong Mathematical High Achievers Selection Contest' (S3)</p> <p>Training Programme for the 21st Pui Ching Invitational Mathematics Competition (S1 & S2)</p> <p>Training Programme for the 21st Pui Ching Invitational Mathematics Competition, HKMO and HKIMO</p> <p>Physics: Physics: HKPO</p> <p>Meeting the need of people in service learning</p> <p>Programmes: Chinese (NCS) 中文第二語言: 參與義務工作 LS: Cooperation with other school teams to work on nurturing positive values</p>	<p>Training Program for 'The 24th Hong Kong Mathematical High Achievers Selection Contest' (S3)</p> <ul style="list-style-type: none"> Attendance rate: 86% (Stage One); 100% (Stage Two) Participants were very disappointed for the cancellation of the contest. <p>Training Programme for the 21st Pui Ching Invitational Mathematics Competition (S1 & S2)</p> <ul style="list-style-type: none"> Attendance rate: 61% (Stage One) 66% (Stage Two) The competition was finally cancelled due to Coronavirus outbreak <p>Training Programme for the 21st Pui Ching Invitational Mathematics Competition, HKMO and HKIMO</p> <ul style="list-style-type: none"> The overall attendance rate is above 70%. Some students dropped out the training after the list of competition participant is confirmed. As no students obtained honor prizes of the competitions this year, the only success criterion stated in the Annual Plan of the Mathematics Panel was not satisfied. <p>Chinese (NCS) 中文第二語言:</p> <ul style="list-style-type: none"> 參與義務工作 活動取消 <p>Activities: S4 OLE</p> <ul style="list-style-type: none"> The program was successfully held and most S4 students had completed the programme. <p>Liberal Studies (Cooperation with other school teams to work on nurturing positive values):</p> <ul style="list-style-type: none"> Most students were attentive in the seminars. as observed by the class teachers who were with them in the GE lesson.
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<p>Moral & Civic+ History and Geography panels: Outreaching activities for experiential learning and community service (Co-organize with the History and Geography Panels) Activities: S4 OLE</p> <p>Community Service Program Careers: Elite Youngsters Programme & Internships & Job-shadowing</p> <p>E & SF: Activities and Training for students of Salesian Youth Catholic Society</p> <p>Guidance: Group guidance activity for S1 &2 students – Visionary Leaders of Tomorrow Programme: The Art or junior form students –Positive M.I.N.D. Project</p> <p>Group guidance activity for S3-5 students –Mind shift Educational Networking Programme</p>	<ul style="list-style-type: none"> Students performed quite well in the related LS assignments that they demonstrated a wider sense of knowledge than the previous students who did not had such input from the seminar. <p>MCE (Outreaching activities for experiential learning and community service (Co-organize with the History and Geography Panels):</p> <ul style="list-style-type: none"> The program was cancelled/postponed due to the suspension of classes. <p>Careers:</p> <ul style="list-style-type: none"> Only a small part of the Elite Youngsters Program had been implemented due to pandemic. Some students had participated in FedEx Express / JA International Trade Challenge and Community Services Enrolment platform was created in CLP Google Classroom. 2 internships collaborated with SLOBA and 3 job-shadowing had been organized. The summer internship and job-shadowing become popular and will be continued in the next academic year. <p>Physics:</p> <ul style="list-style-type: none"> A team of five S5 students took part in the online competition held in September 2021. Despite they won no prizes, they all gained valuable experience in representing the school for an inter-school competition. <p>E & SF: Activities and Training for students of Salesian Youth Catholic Society</p> <ul style="list-style-type: none"> Due to the pandemic and suspension of classes in the second term, less student participated in the after school weekly gatherings. The attendance rate for 2 solidarities were below 50% in the second term. Students and teacher advisors commented that activity-based learning and sharing were more suitable for weekly gatherings and will
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S1 Activity Day – 生命教育:
人生自肥企劃

continue this method next year. Some of the activities and training programme were canceled or change to webinar mode due to the pandemic, only 60% of the student leaders join at least two events.

Guidance:

Group guidance activity for S1 &2 students

- For details, please refer to Team Evaluation_2021-2022_Guidance. Programs 5 / 6.
- *Students attempt to communicate with peers using the strategies introduced.
- *Students are able to describe others' feelings.
- *S1 students have developed 5 to 8 self-care habits.

Group guidance activity for S3-5 students

For details, please refer to Team Evaluation_2021-2022_Guidance. Program 7.

- Participants have enhanced awareness of mental health and understanding of various mental illnesses and reduced stigma associated with mental illness. They have developed greater empathy after having the opportunities of personal contact with persons-in-recovery. They organized activities for the promotion of mental health and wellbeing of persons-in-recovery. The mental health related song produced and the activities organized by our students were awarded Outstanding Awards.

S1 Activity Day

For details, please refer to Team Evaluation_2021-2022_Guidance. Programs 8.

- The S1 Activity Day was cancelled for the safety of our students as one of the social workers of the service provider was tested positive for Covid-19.



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

Targets & Strategies / Programmed (Refer to the ASP 21-22)	Evaluation
<p>2.1 Students could attend lessons/activities and submit homework on-time</p> <p>a. Launching campaign “Use time wisely, Fulfil duties properly”</p> <p>Programmes: Life & Society: Social issues online exercises</p> <p>Activities: Student Leaders Training Workshop</p> <p>Discipline: Punctuality award Discipline: Discipline Team Assisting System</p> <p>Moral & Civic: Monday Motto Moral & Civic: Picks of the Week</p>	<p>Life & Society:</p> <ul style="list-style-type: none">• Students who have handed in their work performed satisfactorily• Only 60% of students have handed in their work <p>Activities: Student Leaders Training Workshop</p> <ul style="list-style-type: none">• The programme was successfully held, most student leaders actively participated in the program and they learned the role of being a good school leader <p>Discipline: Punctuality award</p> <ul style="list-style-type: none">• Five awards were presented this scholastic year. The feedback from teachers was positive. The annual goal, i.e. maintaining the number of lateness was achieved. <p>Discipline Team Assisting System</p> <ul style="list-style-type: none">• Discipline team members patrolled during recess and generally speaking, students maintained good discipline. <p>MCE: Monday Motto</p>



b. Requiring Junior Secondary students to join uniform groups or activities with group training element

Programmes:

Activities: S1 & S2 Activity Arrangement

Vocation discernment

Programmes: CLP

Role-model readings:
Reflecting on life experiences,
Outline of expected personal qualities

Careers: S3-6 Brothers' Talk
Activities: Student Leaders Training Workshop

- At least 80% of the total number of Monday Motto was addressed to each of the following themes: 1. Self-discipline; 2. Respect; 3. Perseverance; 4. Gratitude" and 5. Integrity.
- Brief instructions on the themes of Monday Mottos, which were related to the "core values" as suggested in "Major Concern 2" of SDP and ASP, were set for teachers responsible for delivering his/her messages.
- It was suggested that the yearly Monday Motto list can be a part of the School Magazine publication as these mottos from teachers are inspiring.
- To cope with possibly frequent changing of conduction modes between giving live speeches and recorded speeches (due to the unexpected development of COVID 19), it was suggested that there should be at least two official options for teacher speakers to choose from (giving speeches via School PA systems/face to face at playground or recording speeches)
- To better echo the school major concerns, it was suggested that the speakers of the Monday Motto can obvious connect their motto to the suggested values in the coming year.

MCE: Picks of the Week

- The recommendation of good books was run smoothly.
- Reactions of students were satisfactory.
- Apart from books, recommendations for educative apps or other programs are welcome to diversify and broaden the exposure of students.

Careers:

- S3-6 Brothers' Talk was successfully held which lasted for 5 consecutive days. 26 guest speakers were invited to share their working experience and positive life attitude. More than 300 students had attended at least one session of career talk.

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

Targets &

Evaluation



Strategies / Programmed (Refer to the ASP 21-22)	
<p>2.2 Students could articulate what they want themselves to be and work out effective plan to follow their vocation</p> <p>a. Steps and timeframe for the pursue of one personal quality expected</p> <p>Programmes:</p> <p>Discipline: Merit and Demerit system and relative schemes and policies</p> <p>Discipline: Concern(s) of the month</p> <p>Guidance: Case referral system</p> <p>Guidance: G.E. lessons</p> <p>Guidance: Group guidance activity for S1 & 2 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power</p> <p>Guidance: Group guidance activity for junior form students –Positive M.I.N.D. Project</p>	<p>Discipline: Merit and Demerit system and relative schemes and policies</p> <ul style="list-style-type: none">• More teachers were willing to award the students by making use of the system.• The number of demerits given decreased and the annual goal (completion rate of demerit avoidance) was achieved, yet the importance of demerit avoidance has to be promoted. <p>Discipline: Concern(s) of the month</p> <ul style="list-style-type: none">• All teachers were informed about the concerns in the staff meetings. Improvements shown in some of the aspects, e.g. there was a decrease in the number of cases of use of mobile phones during lessons. <p>Guidance: Case referral system</p> <p>For details, please refer to Team Evaluation_2021-2022_Guidance. Program 3.</p> <ul style="list-style-type: none">• Improvement in the students' behaviour or emotions are shown• Students are more willing to talk about their problems or concerns• Relationships are reconciled.• Students do not turn away from guidance teachers, EP or SWs <p>Guidance: G.E. lessons</p>



<p>Guidance: Group guidance activity for S3 to S5 students – Mind shift Educational Networking Programme</p> <p>Health: Talks about Love and Life Education</p> <p>Health: Talks about healthy eating habit (S.1 & S.3)</p> <p>Health: Talks about anti-smoking(S.2 & S.3)</p> <p>Activities: Leadership Training Camp</p> <p>Activities: Junior Training Program-</p> <p>Activities: SAA Large Scale Activities</p>	<p>For details, please refer to Team Evaluation_2021-2022_Guidance. Program 4.</p> <ul style="list-style-type: none"> • Psychological and developmental needs of all students in the four key learning areas, including personal, social, academic and career development, are catered. • Positive values and attitudes are instilled in students, including acceptance and respect of others, self-discipline and resilience. <p>Guidance: Group guidance activity for S1 & 2 students–Visionary Leaders of Tomorrow Programme: The Art of Soft Power</p> <p>For details, please refer to Team Evaluation_2021-2022_Guidance. Program 5.</p> <ul style="list-style-type: none"> • Students attempt to communicate with peers using the strategies introduced. • Students are able to describe others' feelings. <p>Guidance: Group guidance activity for junior form students–Positive M.I.N.D. Project</p> <p>For details, please refer to Team Evaluation_2021-2022_Guidance. Program 6.</p> <ul style="list-style-type: none"> • S1 students have developed 5 to 8 self-care habits. <p>Guidance: Group guidance activity for S3 to S5 students –Mind shift Educational Networking Programme</p> <p>For details, please refer to Team Evaluation_2021-2022_Guidance. Program 7.</p> <ul style="list-style-type: none"> • Participants have enhanced awareness of mental health and understanding of various mental illnesses and reduced stigma associated with mental illness. They have developed greater empathy after having the opportunities of personal contact with persons-in-recovery. They organized activities for the promotion of mental health and wellbeing of persons-in-recovery. The mental health related song produced and the activities organized by our students were awarded Outstanding Awards. <p>Health:</p> <p>In sum, the following talks were held in chronicle order:</p> <ul style="list-style-type: none"> • Anti-smoking (water pipe tobacco) (S.2) • Drug abuse prevention (S.2)
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	<ul style="list-style-type: none">• Anti-smoking (Electronic cigarettes) (S.3)• How to use internet properly (S. 1) 網絡陷阱• The impact of pornographic culture (S.2) 色情文化的衝擊• True love is worth waiting (S.3) 真愛值得等• How to date wisely? (S.4) 戀愛實戰• Get married. 100 (S.5) 結婚.100a• Joyful Fruit Day & Exhibition about healthy habit• Organ donation (S.4)• Healthy Eating Habit 識飲識食新人類(S.1)• Organ donation (S.5)• Sex Education 色情文化的衝擊(S.2)• Sex Education 真愛值得等(S.3)• Organ donation (S.5) <p>Activities: Large scale activities</p> <ul style="list-style-type: none">• There were cancelled due to COVID19.
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2. Major Concern: Students, as visionary leaders, with necessary positive values including self-discipline and respect inculcated

Targets & Strategies / Programmed (Refer to the ASP 21-22)	Evaluation
2.3 Students could listen and observe actively a. Incorporating experiential learning in lessons Programmes:	



Careers: Internships & Job-shadowing
Reading: Visits
Activities: Life Wide Learning Day

b. Launching games and competitions

Programmes:

Careers: S3/5 Inter-class Career Quiz Competitions
Discipline: Poster design competition
Discipline: Punctuality award
MCE: Classroom Cleanliness Competition
MCE: Bulletin Board Design Competition (Co-organize with the Religious Education Panel)
Guidance: S1 Activity Day – 生命教育: 人生自肥企劃(New)
Pastoral Care: Interclass competition of football and basketball for all S1, S2 and S3 classes.
Pastoral Care: Interclass competition of Chinese Chess for S1 to S5 classes
Health: Joyful Fruit Day
Activities: Inter-Class Competitions

Careers:

- 2 internships collaborated with SLOBA and 3 job-shadowing had been organized. The summer internship and job-shadowing become popular and will be continued in the next academic year.
- Inter-class Career Quiz Competitions were organized for S3 and S5 students to enrich their knowledge before making decision in elective streaming and Jupas choice.

Reading: Visits

- Cancelled due to the suspension of classes.

Activities: Life Wide Learning Day

- It was successfully held as S1-5 student actively participated in the activities.

Discipline: Poster Design Competitions

- All the works were collected in June and sent to Father Chan Hung Kee the judge in June 2022. The works were of high quality and students' reaction was positive.

Discipline: Punctuality award

- Five awards were presented this scholastic year. The feedback from teachers was positive. The annual goal, i.e. maintaining the number of lateness: 1900 for 190 school days (average: 10 times per school day) was achieved.

Activities :Inter-Class Competitions

- There were successfully held (football competition was cancelled due to the lack of venue)

MCE (Classroom Cleanliness Competition)

- Ms. Leung, the PIC of the program, reported that 21 classes out of 24 returned the score sheets.



	<ul style="list-style-type: none">All classes that had returned the score sheets were awarded more than 4.2 marks out of 5 in average. Students' sense of belonging to the school and their sense of keeping the classroom clean were aroused. <p>MCE (Bulletin Board Design Competition (Co-organize with the Religious Education Panel))</p> <ul style="list-style-type: none">It was agreed that it was a good opportunity for students to take part in teamwork.23 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. <p>Guidance: S1 Activity Day –生命教育: 人生自肥企劃(New)</p> <ul style="list-style-type: none">The S1 Activity Day was cancelled for the safety of our students as one of the social workers of the service provider was tested positive for Covid-19. <p>Pastoral care:</p> <ul style="list-style-type: none">All S1-S3 classes took part in the competitions April 2022 to May2022.
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2.Major Concern: *Students, as visionary leaders, with necessary positive values including self-discipline and respect inculcated*

Targets & Strategies / Programmed (Refer to the ASP 21-22)	Evaluation
2.4 Students could behave in proper manners on all occasions	



a. Launching campaign
“Fraternity in Action”

Programmes:

Activities: House Activities
Pastoral Care: Big Brother Scheme
Guidance: Group guidance activity for S1 students – Study Skills Workshops and Study Groups

b. Highlight Humanity and Environmental education in lessons

Programmes:

MCE Talks in General Education Lessons
MCE Monday Motto
MCE Picks of the Week (Recommendation of Good Books)
Health A talk about organ donation (S.5)

c. Service learning

Activities: House Activities

- Many house activities were cancelled due to COVID19 including swimming gala and sports day.

Pastoral care: Big Brother Scheme

- Around 60 S1 students joined the program.
- Fun Day for Mentors and Mentees held in Sept 2021
- Treasure Hunt held on 30 Oct.2021
- Team spirit formation day camp held in Dec 2021

Guidance: Group guidance activity for S1 students – Study Skills Workshops and Study Groups

For details, please refer to Team Evaluation_2021-2022_Guidance. Program 1.

- All participants agreed that they picked up some learning strategies from their peers and from the instructors.
- All participants agreed that they did some self-reflections, set their short-term and long-term targets, devised plans to achieve their targets and reviewed their efforts made.
- All participants would recommend the workshops to students next year and the overall feedback was positive.

MCE: MCE Talks in General Education Lessons

- Only 5 talks were successfully held this academic year due to the pandemic.



Programmes:

MCE: Outreaching activities for experiential learning and community service (Co-organize with the History and Geography Panels

- The topics of the talks covered wide range of moral and civic values and knowledge, and the identified values. Through the talks, students could understand the respects for lives and self-discipline etc.
- As a whole, most students were attentive and cooperative during General Education lessons.
- Some colleagues reflected that conducting zoom seminars/webminars could be an alternative to having face to face talks. The former saves time in moving in and out to the venue while it ensures the conduction even in times of school suspension.
- It was also reported that the School PA system could vary classroom by classroom that the quality of reception (online or PA system) would be a key to success of the talks.

MCE: Monday Motto

- At least 80% of the total number of Monday Motto was addressed to each of the following themes: 1. Self-discipline; 2. Respect; 3. Perseverance; 4. Gratitude” and 5. Integrity.
- Brief instructions on the themes of Monday Mottos, which were related to the “core values” as suggested in “Major Concern 2” of SDP and ASP, were set for teachers responsible for delivering his/her messages.
- It was suggested that the yearly Monday Motto list can be a part of the School Magazine publication as these mottos from teachers are inspiring.
- To cope with possibly frequent changing of conduction modes between giving live speeches and recorded speeches (due to the unexpected development of COVID 19), it was suggested that there should be at least two official options for teacher speakers to choose from (giving speeches via School PA systems/face to face at playground or recording speeches)
- To better echo the school major concerns, it was suggested that the speakers of the Monday Motto can obvious connect their motto to the suggested values in the coming year.

MCE: Picks of the Week

- The recommendation of good books was run smoothly.
- Reactions of students were satisfactory.



	<ul style="list-style-type: none">Apart from books, recommendations for educative apps or other programs are welcome to diversify and broaden the exposure of students. <p>MCE: Outreaching activities for experiential learning and community service (Co-organize with the History and Geography Panels)</p> <ul style="list-style-type: none">The program was cancelled/postponed due to the suspension of classes.
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Major Concern 3: *The school equipped as a Salesian oratory of the 21st century*

Targets & Strategies / Programmed (Refer to the ASP 21-22)	Evaluation "please write your Reflections/Evaluations here"
<p>3.1 Staff and parents are aligned to the Salesian way of education</p> <p>a. Spiritual development in the Salesian way</p> <p>Programmes: Activities and Training for students of Salesian Youth Catholic Society</p>	<ul style="list-style-type: none">A summer training workshop was organized in August 2022 and 55% of SYCS committee members participated in training workshop, which focused on the skills for leading group and adventure games. Committee members evaluated that they can use what they learned from the workshop in leading the gatherings of SYCS next year.



b. Sharing of effective ways to accompany with students

Programmes:

Catholic Teachers Formation
3.2 Refurbishing the school to meet the needs for Salesian way of education

Re-decorating the school

Programmes:

- ☐ Connection with Salesian Youth Movement
- ☐ For Implementing annual Salesian pastoral theme

- Due to the pandemic and the new arrangements of the summer holiday, the school can only organize one school based Catholic teachers retreat. As the retreat was organized in December while S6 students were stilling have normal lessons, some teachers seem difficult to attend the retreat. The new arrangements and requirements will be discussed next year.

- Though some of the events were cancelled, around 60 students participated in various events organized by Salesian Youth Ministry of SDB.
- A new banner for Pastoral Theme was hanged in basketball court and football pitch. 1 GE talks were organized for each form to let students to familiar with the Theme.



Our Learning and Teaching

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

Don Bosco's method of Preventive Education

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

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



Christmas Celebration

Learning & Teaching in SLS

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



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

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

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

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 in May 2022.



Featured Programme: Inter-class Drama competition 2021-2022

The competitions were pre-empted because of the pandemic and class suspension.

Featured Programme: The Interclass Choral Verse Speaking Competition 2021-2022

The competitions were pre-empted because of the pandemic and class suspension.

Featured Programme: Tuesday International News Reporting

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

Program	Achievement
Tuesday International News Reporting (On Tuesdays Whole year)	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



(Our native English Teacher/History Panel)	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.
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Featured Programme: The English Corner

Due to the pandemic and the various restrictions imposed as a result of the pandemic, the English Corner could not be utilized this academic year. However, initiated by our English panel chair, the NET ran some small group speaking classes in Term for selected S6 students in order to prepare them better for Paper 4 of the DSE. However, this paper was subsequently cancelled.

S.1-3 Battle of the Brains Interclass Competition

This competition is for S1 – S3 students. The format of the competition is normally in the format of a game show and is run during one of each form's GE lessons. Classes select students to represent their class. This year, because of the Covid -19 pandemic, the S3



competition was run on Kahoot as classes were being run on-line at the time. We were able to run the S1 & S2 live.

There were a variety of question types /skills covered, and there was a total of 4 rounds:

- Spellathon
(S3 in the form of Who am I/What am I)
- Word Pairs
- Word Association

General knowledge (The aim of this round is to facilitate Language Across the Curriculum with questions based on different subject knowledge)

The boys are competitive by nature and generally enjoy this type of competition. Students asked me when the next one was, and expressed disappointment they had to wait a year. For S3, because it was held online and using Kahoot, it meant it was hard to ensure the participation of every student.

The English Department must thank the class teachers for their help in both promoting the event and ensuring there were willing members to represent their class.



Battle of the Books Competition

HK Battle of the Books is a live school-on-school battle to find the book trivia champion school. The competition is open to international primary and international secondary schools, as well as local primary and secondary schools through a special modified section. The Battle of the Books programme was introduced to Hong Kong international schools in 1999. Battle of the Books is designed to introduce students to a variety of reading material, build teamwork skills, and ensure that reading is fun.

In SLS, the students have regular by-weekly meeting sessions starting in November to meet and discuss the books they are reading with the aim of forming a literary circle, and in order to prepare them for the competition.



A total of 5 sessions were held after school on Tuesdays in Term 1. In the second term, meetings had to be conducted online on Zoom due to the pandemic.

In March, the organisers announced that the competition had to be cancelled due to Covid, but that the same books would be used in the 2022-23 competition.

The start was slow with both numbers and progress. A total of 15 students joined. Only 12 may take part on the day of the competition.

Other Inter-school English Activities

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

Regular English Debate Team

Students take part in the Hong Kong Secondary Schools Debating Competition (HKSSDC) which is divided into two sections, one for each semester or term of the scholastic year.



In each, two rounds are held for each team, and if a team succeeds in winning both of the two rounds, they go through to the Term Final. Teams are eligible for the Grand Final at the end of the year if they have won at least three rounds.

Three teams were entered in Division 1 as follows: Team I: S4&S5, Team II: S3&S4, Team III: S1&S2.

Given that the situation with the pandemic is on -going, the competition continued to be held online (Zoom/Google Meet).

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

Students find the demands of debating rigorous, and thus, a few students do drop out during the course of the year. However, the students who remain are committed with the only issue besides the time factor being that some students are too reliant on the teacher advisors/coaches.

A total of 26 students originally joined the team, but not all remained active members throughout the term. The attendance record can be seen in the attachment, Appendix 1.



The results of the competition for Term 1 are detailed in the attachment, Appendix 1. Overall, we can be pleased with the result though Team I was disappointed not to make it through to the Term Final.

Summary of Term 1 results:

Team I: Won R1 & were defeated in R2

Team II: 1st Runner-up in the Term 1 Final

Team III: Champions of the Term Final 1 Final

with Hayden Leung of 2C securing Best Speaker

Summary of Term 2 results:

Team I: Won R1, we given a bye in R2 and were 1st Runner-up in the Grand Final;

Team II: Were defeated in R1 & R2

Team III: Were defeated in R1 & R2

Hiring an outside coach as with last year continues to be a great asset and greatly facilitated the preparation of the teams for the debates. The coach's knowledge of IT was a further asset given the use of the online format for holding the competition. The recommendation is to continue the hiring of an external coach given the significant difference the coach makes to the team.



S1 Debate Team Course

This year, in addition to the regular English Debate Team, another training group was formed for the new S1 students. The training session for this group of students was held on a Friday after school. The aim is to prepare students for taking part in the regular Debate Team. As students develop the skills needed (or any that show the aptitude), they can make the transition to the regular Debate Team.

World Individual Debating and Public Speaking and Championship (WIDPSC) 2022

This year for the first time, one of our S4 students took part in the Open Trials for the World Individual Debating and Public Speaking and Championship (WIDPSC). This was also the first time the school entered this competition. The ten students who are selected from the trials represent Hong Kong in the World's in April/July.

This is a very challenging competition in which participants needed to do the following:

Submit one video each for the following categories (December):

- Persuasive Speech (7-13 minutes in length on a modern issue)
- Interpretive Reading (7-11 minutes on a self-chosen piece of literary fiction)

Take part in an interactive session on a Saturday morning (January 8, 2022) 'live' (this year on Zoom) to do the following:

- Parliamentary Debating
- Impromptu Speaking



A teacher from the school is also required to participate in the competition as an adjudicator, and the NET fulfilled this role.

Taking Part in Inter-school Drama Competitions

This year, due to Covid-19, the NET Section held the drama competition in the form of a radio-drama, namely **the Speak Out – Act up On Air 2 weeks Improvised Drama Competition**. In this competition, two weeks prior to the date of competition schools were given a prompt/stimuli to base their scripts on. The competition was held on-line on Zoom with 9-12 schools competing in each pool.

Four-six students could take part in the drama online on the day of the competition. However, schools were also allowed a support team of 4 students to help prepare for the competition.

Interested students were invited to join the competition in late February March during the online period of lessons (due to pandemic restrictions) and at first there were weekly training sessions (until the early summer vacation). The training sessions included an introduction to the concept and practice of radio-drama and the drama elements required. Training was much more intense in the lead-up to the competition, especially the two-weeks before when we were given the prompts to base the script on. It was calculated that at least 30 hours was spent preparing for this competition and included both face-to-face and online Zoom sessions.



A total of 14 students (S1 – S5) joined the team, but in the end, a total of 8 students remained invested in the competition.

The time and effort spent by the students and teacher and coach paid off as the students were successful in winning the First Team Prize – the Champion of the Speak Out – Act up On Air 2 weeks Improvised Drama Competition 2021-22 with their closest rivals being Diocesan Boys' School BS in second place and The Chinese Foundation Secondary School in third place.

A very special thank you needs to be extended to our alumni Eric Chan who gave up valuable time to help train and prepare the boys for this competition. His technical knowledge was another great asset. The team could not have won the award without his help.

The link to the audio and video links of the boys' drama can be found here (June 14th session)

<https://www.youtube.com/watch?v=FXpEEA6i-qU>

Encouraging students to take part in the English Speech Festival

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



Those who manage to finish all the training by teachers and eventually attended the event will have their result recorded in their personal profile as well as the entry fee reimbursed by the school.

The program achieved the success criteria.

The results are as follows:

1. 83 students took part in the territory-wide event.
2. Summary of competition result and placing:

Placed First – 3 students

Placed Second – 2 students

Placed Third - 7 students

Certificate – 74 students

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.

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 2021-22 to boost our students' academic achievements or to provide students in needs with enrichments.

In order to help our new S1 entrants spend their summer vacation meaningfully and prepare well for the challenges ahead, the School has been providing her new S1 entrants with Summer English Bridging Programmes in early August for years.

In addition, sports training is viewed as an integral part to students' overall physical development at St. Louis School. To encourage active participation and sportsmanship, the school has been organizing a series of sports courses for our new Secondary One students during the summer holiday. The sports courses include: Athletics & Cross



Country (Track Event), Athletics & Cross Country (Field Event), Hockey, Table Tennis, Cycling, Badminton, Rowing, Basketball, Tennis and Chinese Orchestra.

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

Assessment Planning and Implementation

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

Programmes in response to the “four key tasks”

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

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

- **Reading to Learn**

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



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

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



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

Reading period

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

Students are divided into three groups with different tasks:

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

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

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



Pick of the Week Book Recommendation

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

Programs such as visits to Internal Book Fair (HKBF) / Annual Book Fair were canceled

Project Learning

Project-based learning (PBL) is a well-established pedagogical approach in our school to provide our students with opportunities for active learning. We have observed that students could experience peculiar learning processes such as teamwork, problem solving, information gathering, time management, information synthesizing, utilization of IT tools and presentation during their involvement in the PBL.

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



STEM/Information Technology for Interactive Learning

Below is a summary of key STEM activities in 2021-22:

S2 STEM Project (Science Panel)

Students of each class 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.

After school STEM workshop (Forensic Chemistry Taster Workshop / Smartphone Colorimeter / Gas Sensor with Arduino) were proposed to be organized in May for S3-S5 interested students.

STEAM For All Fun Day (held on 5 November 2021 at school hall, as the main theme of LWL Day for S2)





IT and AI

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

Our AI Lab was finally established in 2022. through which the learning and teaching of AI technology can be promoted via the AI Lab. SLS will take the initiative to become a renowned regional (C&W) AL centre.



Our AI Lab



AI Day (1 July 2022)



St. Louis School

School Report 2021/2022

Support for Student Development

Introduction

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

Religious & Moral Education Unit

Evangelisation & Spiritual Formation Team

Moral and Civic Education Team

Pastoral Care Team

Special Duties Unit

Activities Team

Careers & Life-planning Team

Discipline Team

General Education Team

Guidance Team

Health Education Team

Student Support Team



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

Activities/SAA/Sports

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

Houses

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

Remarks:

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



Fr. Deane Achievement Award

St. Louis School encourages students to commit themselves to various activities in different areas, such as sports, cultural activities and educational events.

In the light of these concerns, we have launched the Fr. Deane Achievement Award (FDAA) 田惠民神父成就獎 in 2009.



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





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.



The winner for 21-22 is 6D Kwan Wai Kit.

Joint Club Exhibition (JCE) (24 September 2021)

"Allowing our students to get themselves involved in mapping out their own school activities" is one of our many ways through which we could cultivate in our students the essence of leadership.





Like the previous years, our students shoulder the responsibilities in organizing the large-scaled exhibition on extra-curricular activities, starting from the preparatory work to the running of the exhibition. Getting involved in the school activities is proved to be a great way for students to develop their sense of belonging, making them feel more connected to their alma mater.

Other training camps/ training workshops include

✚ Leadership Training Camp

✚ Junior Training Program

✚ Joint Club Exhibition

Careers & Life-planning Team

Aims

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



Some key programs by **Careers & Life-planning Team** in 2021-22:

For details, please refer to the individual plans.

1.	iMovie Workshop of Video Editing
2.	Career Booth in JCE
3.	Elite Youngsters Programme
4.	Internships & Job-shadowing
5.	S3-6 Brothers' Talk
6.	S3/5 Inter-class Career Quiz Competitions

Discipline & Guidance Team

Aims (**Guidance Team**):

- Psychological and developmental needs of all students in the four key learning areas, including personal, social, academic and career development, are catered.
- Positive values and attitudes can be instilled in students, including acceptance and respect of others, self-discipline and resilience.
- Students' knowledge and skills related to self-management, problem-solving, self-concept, communication, studies, and life-planning can be enhanced.

Some key programs by **Guidance Team** in 2021-22:



For details, please refer to the individual plans.

Date (DD/MM/YY)	Name / Purpose of Activities
1	Group guidance activity for S1 students – Study Skills Workshops and Study Groups
2	Individual counselling sessions – School-based Educational Psychology Service
3	Case referral system
4	G.E. lessons
5	Group guidance activity for S1 & 2 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power
6	Group guidance activity for junior form students – Positive M.I.N.D. Project (New)
7	Group guidance activity for S3 to S5 students –Mindshift Educational Networking Programme
8	S1 Activity Day – 生命教育: 人生自肥企劃 (New)
9	Training workshops for teachers
10	Seminars or training workshops for parents
11	S1 Orientation Day



12	Arranging programmes for gifted students
13	Arranging programmes on character strength development
14	Relieving parents' financial burden amid the pandemic (New, not included in the annual plan)

Some key programs by **Discipline Team in 2021-22:**

For details, please refer to the individual plans.

Program No.	Title
1	General Activities organised and duties performed by Prefects' Association*
2	Prefects for Tomorrow Training Camp (cancelled due to coronavirus outbreak)
3	Thanksgiving Nite (converted into Thanksgiving Show Part I [Live on S2 Activity Day] and Thanksgiving Show Part II [Internal Broadcast—Thanksgiving Music Video Premiere])
4	Merit and Demerit system and relative schemes and policies
5	Concern(s) of the month
6	Poster design competition (cancelled due to coronavirus outbreak)
7	Punctuality award (cancelled due to coronavirus outbreak)
8	Discipline Team Assisting System
9	Talks in General Education (GE) lessons
10	Cross-department cooperation
11	Demerit Voidance Scheme



Student Support Team & Pastoral Care Team

Aims (Student Support Team):

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

Aims (Pastoral Care Team):

- The needs of students of various cohorts at different developmental stages are catered.
- Students' attitudes, ability to handle problem, power to control anger and resilience can be enhanced.
- Students' learning effectiveness and resilience power, especially among the bottom ones can be enhanced.



Some key programs planned by **Student Support Team in 2021-22:**

For details, please refer to the individual plans.

No.	Title
1.	Clinical Psychologist's Consultation and Therapeutic Services 臨床心理學家輔導服務
2.	Educational Psychologist's Consultation Services 教育心理學家輔導服務
3.	*Positive Emotion Management and Counselling – Group & Individual (Parents and Students) 正向情緒管理及輔導
4.	Occupational Therapy 職業治療訓練
5.	Speech Therapy 言語治療訓練
6.	Career and Life Planning Workshop (S3) 「生涯規劃工作坊：選科有妙法」(中三)
7.	Jockey Club – A Connect (Autism Support Network) 賽馬會喜伴同行計劃
8.	Seminar & Workshops for SEN parents (I-IV) 家長講座
9.	Coffee Barista Group (I-II) 咖啡沖調班
10.	Board -game groups (Senior) 桌遊小組 (高中)
11.	The Life Story of a Dog (S3) – A Pilot Study with the Collaboration with MWYO and the RS Department
12.	*Drama Therapy Group (Part I) 戲劇訓練小組
13.	Be Friend with Doggies – Animal Assisted Therapy 「老友狗狗」輔導訓練小組
14.	Art Therapy – The Searchers (Youth Mental Well-being) (with Agent of Change Foundation and VA Department) 生命不加索藝術共創計畫
15.	CP's Consultation with New Teachers 我和 CP 有個約會 - 新老師支援服務



Some key programs planned by **Pastoral Care Team in 2021-22:**

For details, please refer to the individual plans.

Item	Name / Purpose of Activities
1.	Fun Day for Mentors and Mentees
2.	Our door Activity
3.	Interclass competition of football and basketball.
4.	Team spirit training Camp
5.	Social Service on 20 elders' family on Western District
6.	Interclass competition of. Chinese Chess
7.	Interclass competition of football and basketball.
8.	Learning activity on Ocean Park
9.	Interclass competition of football and basketball.
10.	Closing Activity – Day Camp
11.	Mentor Trainings –Adventure Based Training
12.	School- based Trainings

Health Education

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



within and outside the school.

- To encourage students to adopt a healthy lifestyle through health education.

Our Health Education Department organized the following talks for S1-S5 students in 2021-22. Details are given below:

For details, please refer to the individual plans.

No.	Title
1.	Anti-smoking (waterpipe tobacco) (S.2)
2.	Drug abuse prevention (S.2)
3.	Anti-smoking (Electronic cigarettes) (S.3)
4.	How to use internet properly (S. 1) 網絡陷阱 The impact of pornographic culture (S.2) 色情文化的衝擊 True love is worth waiting (S.3) 真愛值得等 How to date wisely? (S.4) 戀愛實戰 Get married. 100 (S.5) 結婚.100
5.	Joyful Fruit Day & Exhibition about healthy habit
6.	Organ donation (S.4)
7.	Healthy Eating Habit 識飲識食新人類(S.1)
8.	Organ donation (S.5)
9.	Sex Education 色情文化的衝擊(S.2)
10.	Sex Education 真愛值得等(S.3)
11.	Organ donation (S.5)



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.

Moral and Civic Education

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

Some key programs planned by Moral and Civic Education in **2021-22**:

For details, please refer to the individual plans.

No.	Title
1	Monday Motto
2	Talks in General Education Lessons
3	Classroom Cleanliness Competition
4	Outreaching activities for experiential learning and community service (2.3a)



5	Picks of the Week
6	Bulletin Board Design Competition (co-organise with Religious Education Panel)

Designing classrooms' doors with the theme of environmental protection (Samples of students' designs)



Evangelisation & Spiritual Formation Team

Sketches of some feature events:

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

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

- Delivery of religious talks

Teacher members would be held responsible to conduct religious talks in Secondary One and Secondary Two General Education Lessons, providing them a sip of our



religion outside formal Religious Knowledge lessons.

- Catholic Lenten Campaign

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

- Sales of Caritas Tickets

Some key programs:

For details, please refer to the individual plans.

Date (DD/MM/YY)	Name of Activities
09.10.2021 (Saturday AM)	慈幼牧民常會(一)
26.11.2021 (Friday AM)	宗教教育主任及宗倫科科主任會議
26.11.2021 (Friday PM)	聖召推行人會議
06.12.2021 & 09.12.2021 (Whole Day)	宗教及道德教育全校推展模式研討會
07.12.2021 (Tuesday Whole Day)	公教教師退省
15.01.2022 (Saturday AM)	慈幼牧民常會(二)
19.03.2021 (Saturday AM)	慈幼會公教教師退省
21.05.2021 (Saturday AM)	慈幼牧民常會(三)
15.07.2022 (Friday AM)	公教教師退省 (RSC)
28.07.2022 (Thursday Whole Day)	輔導技巧工作坊 (DYC)
13.08.2022 (Saturday PM)	慈幼家庭慶典



Feast of St. Aloysius Gonzaga 22/06/2022



Links with Parents and External Organizations

Parents-Teachers Association (PTA)

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

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

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

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

News Update :

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

Upcoming Events :

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

Photo update 最新照片

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



Links with Parents and External Organizations

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

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

Aesthetic Development

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



School Chinese Orchestra



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





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

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



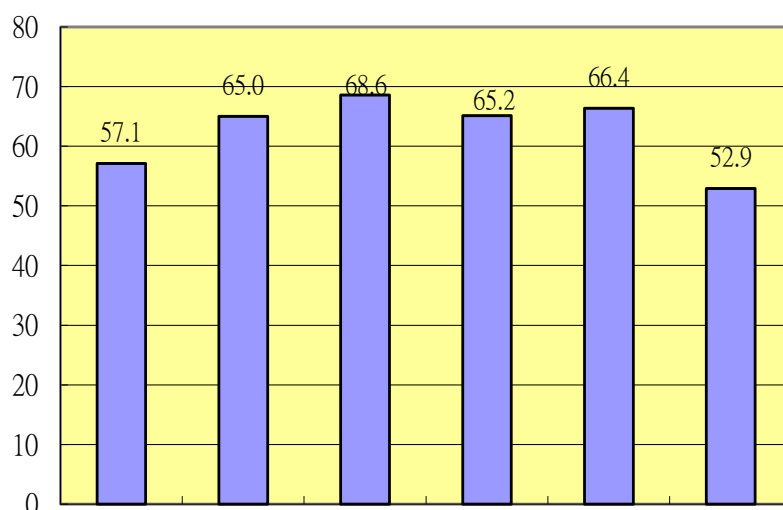


Physical Development

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

Students' Physical Development

Percentage of Students within Acceptable Weight Range (2021-22)* 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 2021-22, the LWL 2021, which included a series of life-wide learning activities to achieve the aims of whole-person development and to enable them to develop the life-long learning capabilities that are needed in our ever-changing society, was held on 5 November 2021. Details of activities for each level are described below:



Life-wide Learning Day 2021 (S1)

Activity name	Visit to the Hong Kong Museum of Art
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Life-wide Learning Day 2021 (S2)

Activity name	STEAM For All Fun Day
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Life-wide Learning Day 2021 (S3)

Activity name	Ocean Park
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Life-wide Learning Day 2021 (S4) & (S5)

Activity name

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

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

Reflection

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

**List of Achievements 2021 – 2022**

Class	No.	Name		Achievements
香港島傑出學生				
4A	18	Law Hoi Kit	羅海傑	香港島傑出學生
第八屆全港實地考察 報告比賽 (2021 - 2022)				
4A	8	Choy Pak Yin	蔡柏賢	銅獎
4A	9	Chung Wai Hei	鍾瑋希	銅獎
4A	15	Lam Tsun Him	林浚謙	銅獎
4A	18	Law Hoi Kit	羅海傑	銅獎
4C	9	Lau Yui Hei	劉睿禧	銅獎
Harvard Book Prize				
5D	2	Chan Ting	陳頌	1st runner-up
5D	14	Lam Chi Hei	林志希	2nd runner-up
5C	6	Chu Ka Him	朱家謙	Winner
美荷樓香港精神學習 計劃「兩代情」徵文比賽				
4B	20	Sham Chi Long	岑智朗	優異獎



Speak Up - Act Out on Air Improvised Drama Competition				
5B	9	Lau Cheuk Him	劉焯謙	Champion
5C	2	Chang Tian Yang	鄭天陽	Champion
3A	3	Chau Yik Man Casey	周翌文	Champion
2C	28	Tsui Tsz Ming	徐梓銘	Champion
1C	26	Tam Kwan Lok Angus	譚琚洛	Champion
1C	8	Fahmi Dhruboneel		Champion
Hong Kong Secondary Schools Debating Competition 21-22 HKI & NT Junior Division 1				
3C	7	Cheng Ethan Tsun Hei	鄭峻湜	Term 1 Final 1st Runner-up
3C	13	Khatri Niraj		Term 1 Final 1st Runner-up
3C	15	Kwok Pak Long	郭柏朗	Term 1 Final 1st Runner-up
3C	18	Leduc Jeremie Refuerzo		Term 1 Final 1st Runner-up
3C	29	Velappan Praneeshan Jr Ferrer		Term 1 Final 1st Runner-up
3C	32	Wright Alistair Collada	韋子琛	Term 1 Final 1st Runner-up
2B	15	Lam Nicholas	林裕璋	Term 1 Final Champion
2C	5	Clemente Gutierrez Samuel		Term 1 Final Champion
2C	12	Lai Chun Hei	黎晉熙	Term 1 Final Champion



第 73 屆香港學校朗誦節				
1A	21	Mai Haolun	麥浩倫	優良獎狀
1B	11	Chow Hao Heng	周浩亨	優良獎狀
1B	14	Kwan Cheuk Wa	關焯華	優良獎狀
1B	19	Lin Chin Sun Jason	連展辰	優良獎狀
1B	25	So Wing Long Aaron	蘇穎朗	優良獎狀
1B	28	To Yee Chak	杜依澤	優良獎狀
1B	31	Zhao Yeung San	趙陽薪	優良獎狀
1C	31	Yung Chun Hei Marcus	容浚瑋	優良獎狀
1D	5	Choy Ho Yin	蔡浩賢	優良獎狀
1D	23	Luo Minyuan	羅敏源	優良獎狀
1D	27	Ng Yau Chung Jonion	吳宥聰	優良獎狀
2A	17	Leung Siu Hang	梁兆鏗	優良獎狀
3B	1	Au Hon Lam Jacques	區翰林	良好獎狀
5C	1	Chan Hin Shing Jason	陳軒城	優良
5C	20	Luk Chung Hang	陸仲恒	優良
3B	12	Lau Ho Yi Halston	劉賀爾	良好獎狀
Inter-school Athletics Competition				
3B	20	Ng Kam Pang Arian	吳錦鵬	1st Runner-up
3C	10	Chu Chun Kong	朱振罡	3rd Runner-up
1D	3	Cheng Ho Him	鄭皓謙	3rd Runner-up
1A	25	Wan Wui Sum	尹滙深	1st Runner-up



Inter-school Swimming Competition				
1A	25	Wan Wui Sum	尹滙深	50m Free Style 3rd Runner-up
4C	11	Lee Nok Hin	李諾軒	50m Butterfly 1st Runner-up
4C	11	Lee Nok Hin	李諾軒	50m Back Stroke 3rd Runner-up
3A	21	So Lok Hin Matthew	蘇樂軒	50m Breast Stroke Champion
3A	21	So Lok Hin Matthew	蘇樂軒	100m Breast Stroke 2nd runner-up
3A	21	So Lok Hin Matthew	蘇樂軒	4 x 50m Medley Champion
4C	1	Au Yat Shing	區逸昇	100m Back Stroke 3rd Runner-up
4C	1	Au Yat Shing	區逸昇	4 x 50m Medley Champion
4D	5	Cheung Yu Curtis	張羽	100m Free Style 2nd runner-up
4D	10	Lam Him	林謙	4 x 50m Medley Champion
4C	11	Lee Nok Hin	李諾軒	4 x 50m Medley Champion
Inter-school Tennis Competition (Division Two)				
6C	33	Woo Ho Yat	胡皓壹	1st Runner-up
5A	24	Yip Chak Fung	葉澤峰	1st Runner-up



5C	4	Cheung Kwan Ho Matthew	張君灝	1st Runner-up
2B	9	Fung Chak Ting Angus	馮澤庭	1st Runner-up
2D	3	Chan Ting Him	陳定謙	1st Runner-up
1A	5	Chan Chun Hiu	陳浚曉	1st Runner-up
1A	13	Chui Ho Him Sheldon	徐皓謙	1st Runner-up
5A	12	Huang Sze Wai	黃斯維	1st Runner-up
Hong Kong Schools Rowing Championships 2021				
1B	6	Chan Wai Kei	陳偉基	Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion
1C	12	Keung Yat Kiu	姜逸翹	Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion
1D	14	Lau Chit Hin	劉哲騫	Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion
2A	17	Leung Siu Hang	梁兆鏗	Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion



2A	31	Yeung Manlok		Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion
2B	4	Chan Yee Ching	陳以正	Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion
2B	33	Yu Yuen	余願	Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion
2B	32	Wong Tat Chi	黃達之	Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion
2B	5	Cheung Ming Sum	張銘琛	Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion
2B	29	Tsui Sum	徐琛	Hong Kong Schools Rowing Championships 2021 Boys' Overall Champion
2D	13	Kwok Tsz Kiu	郭子喬	Hong Kong Schools Rowing Championships



				2021 Boys' Overall Champion
2A	17	Leung Siu Hang	梁兆鏗	Hong Kong Schools Rowing Championships 2021 U14 Boy's Coxed Quadruple Sculls Champion
2B	33	Yu Yuen	余懋	Hong Kong Schools Rowing Championships 2021 U14 Boy's Coxed Quadruple Sculls Champion
2B	32	Wong Tat Chi	黃達之	Hong Kong Schools Rowing Championships 2021 U14 Boy's Coxed Quadruple Sculls Champion
2D	13	Kwok Tsz Kiu	郭子喬	Hong Kong Schools Rowing Championships 2021 U14 Boy's Coxed Quadruple Sculls Champion
1B	6	Chan Wai Kei	陳偉基	Hong Kong Schools Rowing Championships 2021 U14 Boy's Coxed Quadruple Sculls Second Runner Up



1C	12	Keung Yat Kiu	姜逸翹	Hong Kong Schools Rowing Championships 2021 U14 Boy's Coxed Quadruple Sculls Second Runner Up
1D	14	Lau Chit Hin	劉哲騫	Hong Kong Schools Rowing Championships 2021 U14 Boy's Coxed Quadruple Sculls Second Runner Up
2B	4	Chan Yee Ching	陳以正	Hong Kong Schools Rowing Championships 2021 U14 Boy's Coxed Quadruple Sculls Second Runner Up
2B	5	Cheung Ming Sum	張銘琛	Hong Kong Schools Rowing Championships 2021 U14 Boy's Coxed Quadruple Sculls Second Runner Up
2B	33	Yu Yuen	余懋	Hong Kong Schools Rowing Championships 2021 U14 Boy's Double Sculls First Runner Up



2B	32	Wong Tat Chi	黃達之	Hong Kong Schools Rowing Championships 2021 U14 Boy's Double Sculls First Runner Up
2A	17	Leung Siu Hang	梁兆鏗	Hong Kong Schools Rowing Championships 2021 U14 Boy's Double Sculls Second Runner Up
2D	13	Kwok Tsz Kiu	郭子喬	Hong Kong Schools Rowing Championships 2021 U14 Boy's Double Sculls Second Runner Up
International Coding Elite Challenge 2022 CodeCombat District Competition (Hong Kong Island - Secondary Division)				
4A	13	Kwok Tsz Him	郭子謙	2nd Runner-up
4A	19	Lee Ho Nam	李浩楠	International Coding Elite Challenge 2022 CodeCombat District Competition (Hong Kong Island - Secondary Division) Top Coder



4A	31	Yu Wan Tat	余昀達	International Coding Elite Challenge 2022 CodeCombat District Competition (Hong Kong Island - Secondary Division) Top Coder
3B	32	Yung Chak Wai	翁澤瑋	International Coding Elite Challenge 2022 CodeCombat District Competition (Hong Kong Island - Secondary Division) Top Coder
3C	14	Kwan Chun Tou	關駿滔	International Coding Elite Challenge 2022 CodeCombat District Competition (Hong Kong Island - Secondary Division) Outstanding Coder



3C	33	Yue Kam Lai	俞淦醴	International Coding Elite Challenge 2022 CodeCombat District Competition (Hong Kong Island - Secondary Division) Outstanding Coder
4A	19	Lee Ho Nam	李浩楠	International Coding Elite Challenge 2022 CodeCombat HK-MO-TW Grand Final (Hong Kong - Secondary Division) Gold Award
4A	31	Yu Wan Tat	余昀達	International Coding Elite Challenge 2022 CodeCombat HK-MO-TW Grand Final (Hong Kong - Secondary Division) Champion
4A	13	Kwok Tsz Him	郭子謙	CodeQuest International Hackathon 2021 - Second Prize



4A	31	Yu Wan Tat	余昀達	CodeQuest International Hackathon 2022 - First Prize
4C	2	Chan Wai Wing	陳偉榮	RoboMaster 2021 機甲大師青少年挑 戰賽(香港站) 分組 亞軍
4A	13	Kwok Tsz Him	郭子謙	RoboMaster 2021 機甲大師青少年挑 戰賽(香港站) 分組 亞軍
4A	31	Yu Wan Tat	余昀達	RoboMaster 2021 機甲大師青少年挑 戰賽(香港站) 分組 亞軍
6C	29	Tsun Chun Fu	曾雋夫	RoboMaster 2021 機甲大師青少年挑 戰賽(香港站) 分組 亞軍
6D	1	Au Ming Ho	區銘濠	RoboMaster 2021 機甲大師青少年挑 戰賽(香港站) 分組 亞軍
6D	6	Chu Kin Wing	朱建穎	RoboMaster 2021 機甲大師青少年挑 戰賽(香港站) 分組 亞軍
6D	7	Chu Wing Hoi	朱穎鎧	RoboMaster 2021 機甲大師青少年挑 戰賽(香港站) 分組 亞軍
6D	10	Kwan Wai Kit	關煒杰	RoboMaster 2021 機甲大師青少年挑 戰賽(香港站) 分組 亞軍



有善社區 手機短片 創作比賽				
4A	8	Choy Pak Yin	蔡柏賢	優異獎
4A	26	Shek Pak Tsun	石栢濤	優異獎
4B	6	Chiu Tsz Tung	趙梓棟	優異獎
2D	21	Ng Cheuk Yin	吳卓諺	優異獎
4B	28	Yip Chun Cheung Jonathan	葉竣翔	優異獎
4C	11	Lee Nok Hin	李諾軒	優異獎
4C	13	Leung Yu Hin Jaden	梁宇軒	優異獎
4C	26	Yuen Ho Ching	袁灝正	優異獎
港島童軍銀禧毅行 25 公 里港島童軍毅行組				
4A	30	Yip Ho Lam	葉皓霖	亞軍
Guangdong-HK-Macao Greater Bay Area Gifted Creative Writing (Episode on Pandemic) Cup for Year of the Tiger 2022				
4A	24	Ray Choudhury Anagha		Silver Award
73rd Hong Kong Schools English Speech Festival				
1D	1	Chang Lik Hang	張力恒	Third Place in Solo Verse Speaking
1B	9	Cheung Wah Fung	張樺烽	Third Place in Solo Verse Speaking



1D	7	Fan Ho Man	范浩文	Third Place in Solo Verse Speaking
1D	26	Ng Mann Sum Titus	伍旻琛	Third Place in Solo Verse Speaking
1D	23	Luo Minyuan	羅敏源	Third Place in Solo Verse Speaking
2A	8	Ho Ron	何泓樂	Third Place in Solo Verse Speaking
2B	13	Kwok Ching Yin	郭正延	First Place in Solo Verse Speaking
3C	20	Leung Cheuk Wah	梁倬鐔	Third Place in Solo Verse Speaking
3C	3	Chan Pak Kun Jeffrey	陳柏勤	First Place in Solo Verse Speaking
4A	24	Ray Choudhury Anagha		Second Place in Solo Verse Speaking
5A	20	Sharma Jatin		First Place in Solo Verse Speaking
1B	19	Lin Chin Sun Jason	連展辰	Second Place in Solo Verse Speaking
5D	2	Chan Ting	陳頌	Third Place in Solo Verse Speaking



Student Participation in Inter-school Events and Uniform Groups

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

Note:

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

	Year	Percent
Junior Secondary	2021-2022	64.73%
	2020-2021	18.11%
	2019-2020	22.80%
Senior Secondary	2021-2022	37.61%
	2020-2021	8.56 %
	2019-2020	11.60%



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

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

	Year	Percent
Junior Secondary	2021-2022	32.6%
	2020-2021	30.9%
	2019-2020	24.6%