



ST. LOUIS SCHOOL

SCHOOL REPORT

(2022-2023)



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Our Founder



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

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

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



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



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



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



Our Education System/Preventive System



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

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

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



Preventive System

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

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



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

(Don Bosco)

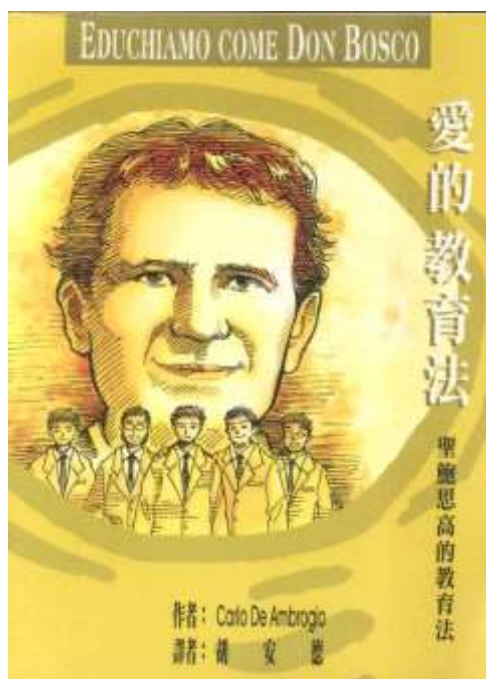
- A Pedagogical Method (Pedagogy)
- A Proposal for the Evangelization of the Young (Pastoral Ministry)
- A Spiritual Experience (Spirituality)



The Preventive System as Pedagogy

The Preventive System is also a pedagogical method characterized by:

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





The Preventive System as Pastoral Ministry

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

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

The Preventive System as Spirituality

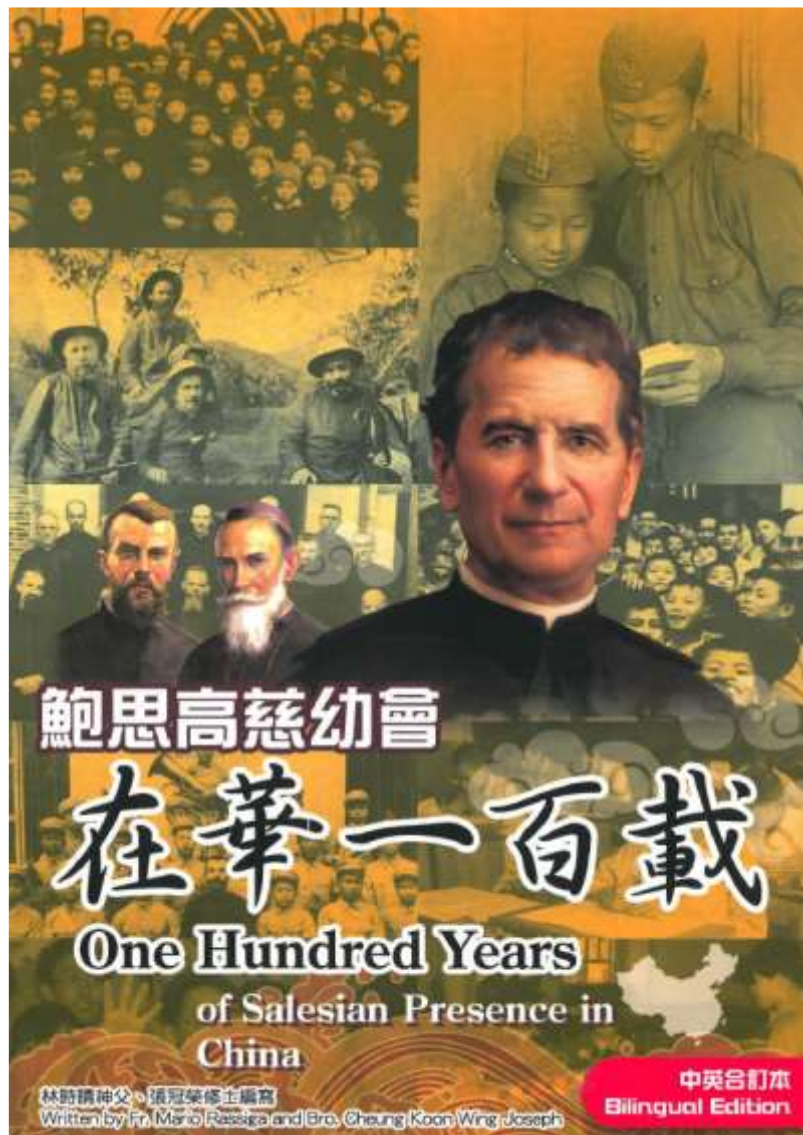
The Preventive System finds its source and centre in the experience of God's charity that through His Providence 'comes before' (the real meaning of 'preventive') each creature. This charity accompanies and saves (gives life to) the individual.

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



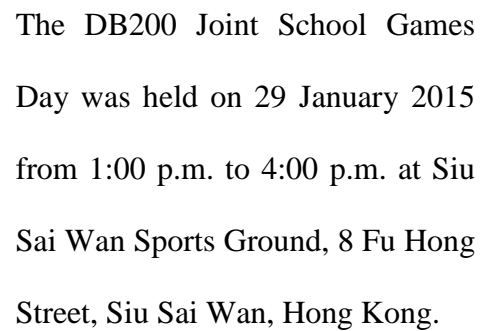


This pastoral charity creates an educative rapport fitted to the adolescent, indeed the poorest of them. It is a fruit of the conviction that each life, even the poorest, most complex, most precarious existence, carries within it the power of redemption and the seed of happiness – through the mysterious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





A wide-angle photograph of a large, modern stadium. The seating area is filled with blue plastic chairs, with the number '200' formed by yellow chairs in the center. A large portrait of a man in a suit is displayed on the left side of the seating area. The stadium has a high, arched roof structure.





St. Louis School

School Report 2022/2023



WELCOME TO
ST. LOUIS SCHOOL
90th ANNIVERSARY WEBSITE



Please visit

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

Events Celebrating Our 95th Anniversary

ST. LOUIS SCHOOL
Events Celebrating Our 95th Anniversary

Date	Event
2022 5/OCT	95 th Anniversary Logo Design Competition 95周年標誌設計比賽
2022 8/JAN	PTA Outing 家長教師會親子遊
2022 11/FEB	Salesian Secondary Schools Table Tennis Tournament 慈幼會屬校乒乓球邀請賽
2022 19/NOV	Christmas Caroling Video Production 聖誕同詠唱
2023 3/MAR	Thanksgiving Nite 2023 95周年綜藝晚會
2023 29/APR	Homecoming Day and 95 th Anniversary Dinner 回校日暨95周年校慶晚宴
2023 23/MAY	95 th Anniversary Thanksgiving Mass 95周年校慶感恩祭

Crafting Future Ingenuity
ORIGINALITY 95

ST. LOUIS SCHOOL
95th Anniversary

Please visit

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



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

School Ethos, Vision and Mission

School Ethos

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

His gospels cast light on our journey of life

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

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

School Vision

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

School Mission

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



Aims of Education and Objectives

Aims of Education

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

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

Objectives

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



REASON



RELIGION



LOVING-KINDNESS

YOUTH SPIRITUALITY





Our School

Brief Introduction of the School



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

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





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



1927

2012



school's manpower and material resources so that every student in this institution is ensured a quality education. Testifying to this mission are the various projects we have undertaken in the last three decades. In 1987, a grand stand which can accommodate all the students was opened. In 1989, air-conditioning was provided for all classrooms. In

1994, the school hall was given a complete facelift. In 1998, all the classrooms were installed with audio-visual equipment. In the same year, a multi-media language laboratory was set up and last but not least, 3 primary and 2 secondary schools were built under the



Project-Hope scheme in Shaoguan, thus extending our educational commitment to our motherland.



Our School

Particulars of the School

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



St. Louis School

School Report 2022/2023

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



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



At a glance...

BLOCK A	BLOCK B	BLOCK C
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BLOCK A

School Campus	Block A
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School Chapel



Prayer Room





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



Block B

School Campus

Block B



Multi-media
Language
Laboratory





Playgrounds

basketball court



Covered playground





Covered playground



Block C

School Campus

Block C





Playgrounds

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




Covered playground






School Hall & Indoor Activity Centre IAC



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



Gym Room	
Student clubs	4 categories: namely academic, sports, arts and services
Student Organizations	<p>Prefects' Association</p> <p>Students' Activities Association</p> <p>United Houses: (5 Houses: Shamrock, Rose, Tulip, Thistle and Lily)</p> 
Other Organizations	<p>St. Louis Old Boys' Association (established in 1961 by Reverend Father John Foster)</p> 



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



Subjects Offered 2022-23

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



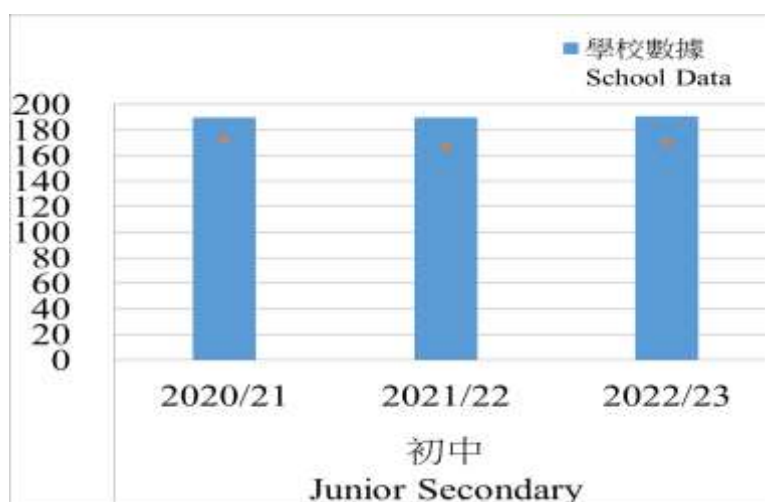
Number of Active School Days

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

Principles apply for inclusion of learning activities:

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

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



[#] Referring to KPM2022-23. The number of days with learning activities organised by the school in junior secondary, including regular classes and learning activities such as school picnic, life-wide learning

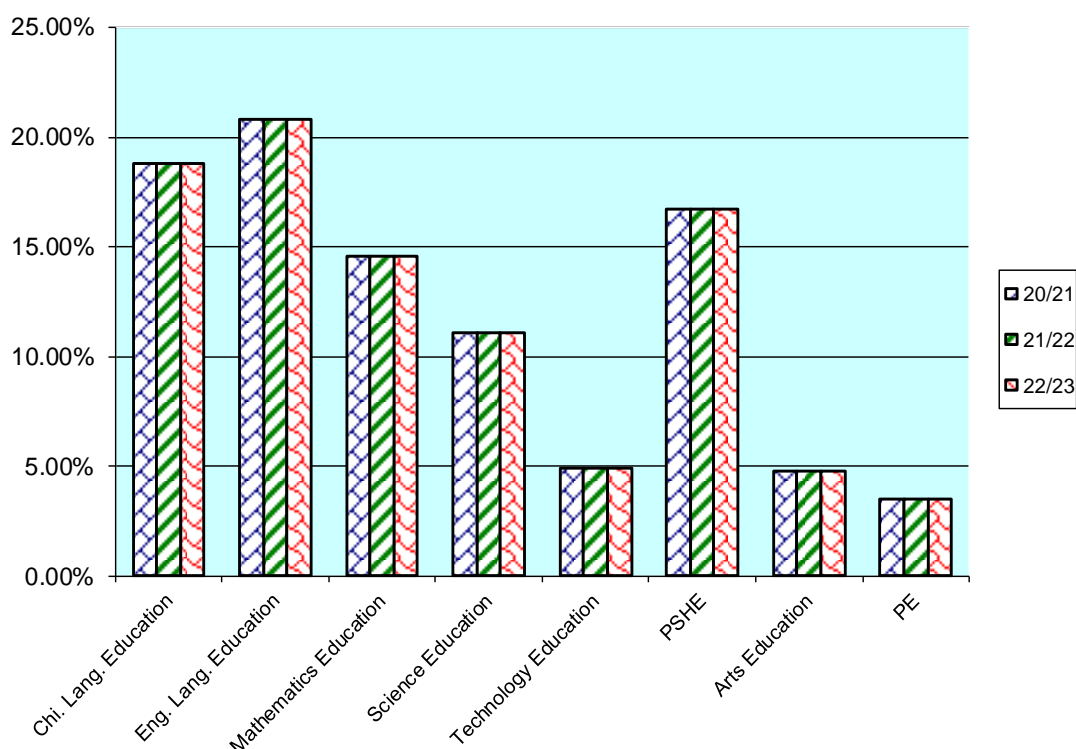


St. Louis School

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activities.

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



* Learning time includes lesson time (teacher-student contact hours in settings not limited to the classroom), the time outside class at school (such as recess, lunch breaks, after-school time, open days, examination days) as well as the time spent outside school including holidays.

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



21/22	18.80%	20.80%	14.60%	11.10%	4.90%	16.70%	4.80%	3.50%
22/23	18.80%	20.80%	14.60%	11.10%	4.90%	16.70%	4.80%	3.50%

Subject choices at senior secondary levels (KPM 9)*

	2020-21	2021-22	2022-23
S4	9	10	10
S5	9	9	10
S6	9	9	9

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

School Management

Most updated information of the IMC is available at



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



Our Students

Class Organization & Unfilled Places

Number of operating classes 2022-23

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

Class Structure

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

Number of students (no of Students registered as at 15 September 2022: Student

Headcount 2022 (Secondary)) Source: R-SCH007-E

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	117	108	110	107	103	103	648

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



Our S.1 students are admitted through the Secondary School Placement Allocation System (SSPA). In **2022-23**, the majority of our students are residents in the Central and Western Districts.

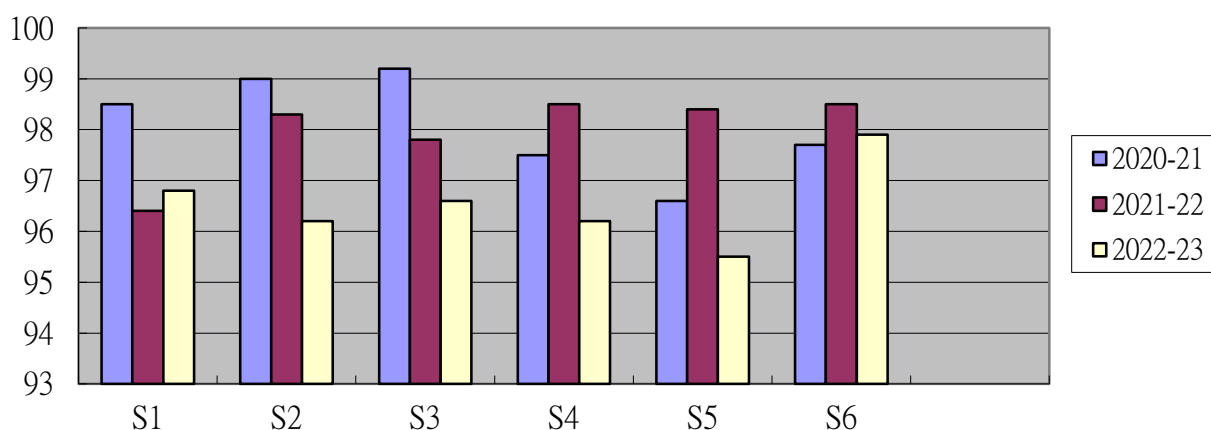
Distribution of students' districts (whole school)

Districts	%
Central & Western	54.8 %
Southern	14.1 %
Eastern	7.4 %
Islands	8.1 %
Wan Chai	3.7 %
Others	11.9 %

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

Students' Attendance Rate (KPM23)

Students' Attendance Rate*



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

Source: **School Management > KPM**

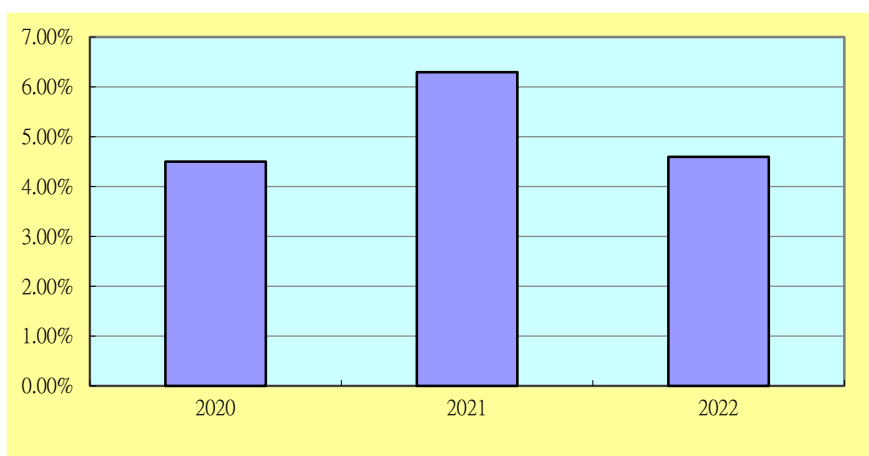


Students' Promotion

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

Students' Early Exit

The percentage of student early exit in **2022-2023** is 4.6% and the figures of the past three years are shown below: (Source: WebSAMS Report R-STU074-E)





Our Teachers

Teachers' Qualification & Working Experience

Teaching Staff Information (Including School Head)

School Year 2022-23

Number of teaching posts in the approved establishment:	53
Total number of teachers in the school:	55
Qualifications and Professional Training	Percentage of teaching staff (%)
Teacher Certificate / Diploma in Education :	94%
Bachelor Degree:	98%
Master / Doctorate Degree or above :	51%
Special Education Training :	30%
Working Experiences	Percentage of teaching staff (%)
0-4 years :	25%
5-9 years :	13%
10 years or above :	62%

**Professional training on special educational needs (KPM 5.1)**

Accumulated value as at 30/01/2022

Percentage of teachers who have completed the Basic Course		18.60
Percentage of teachers who have completed the Advanced Course		13.00
Percentage of teachers who have completed the Thematic Courses		19.00

Teacher Development Days

Date	Event / Activity	Provider /Organiser
11 Nov 2022	SDD1 Teachers attending the workshop conducted by QSIP	School
5 Dec 2022	SDD 2 First session: Doctors' Talk about body health issues and Art Workshop Second session: Activities enhancing teachers' well-being, included Yukigassen, Yoga practice and Coffee Latte Art.	School
25 May 2023	SDD 3 Morning session: "Look for Patterns": Identification of Reading and Writing "Difficulties" Timely Response towards Students' Acting-out Behaviors Afternoon session: Catholic School Teachers' Day 2023	School



St. Louis School

School Report 2022/2023

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

Major Concern 1:

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

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

Major Concern 2:

To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas
建立正面價值的校園，實踐校訓「學問與虔敬」的精神。

Remark: School-based Virtues in 23-24: Perseverance & Respect



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

Remark: WS Whole School All colleagues are welcome to give their Reflections/Evaluations.

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

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

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	PIC	Evaluation
1.1.1 To enrich the EMI learning environment	1. Display boards, circulars posted around the school campus to be in English	Almost all the display boards, circulars posted around the school campus (relevant to the creation of a rich English language environment for students) are in English.	Teachers' observation & feedback	WS	All the display boards, circulars (except those related to Chinese Language and culture etc.) posted around the school campus (relevant to the creation of a rich English language environment for students) are in English.
	2. Photos and pictures with English captions				English Panel Reading ambassadors have been identified and given a novel to devour during summer so as to help promote reading in 2023-2024. The scheme has not set up yet due to insufficient number of books from the library.



Continue from previous page	3. Set up English Award Scheme in reading	An English Award Scheme in reading is set up and 70% students show keen interest in participating the scheme.	Scrutiny of annual plans and annual reports of EL & RCT Student evaluation of Award Scheme questionnaires	EL & RCT	
	4. A clear language policy that teachers should interact with students in English as much as possible, in both formal contexts, avoid short, single-word responses from students, insist on maintaining English use in classroom, be aware that	A school-based language policy (that could help in achieving the stipulated strategies) is formulated.	Scrutiny of annual plans and annual reports of LAC	LAC & BLT	<p>LaC</p> <p>Opportunities to use English outside the classroom were included. English Channel, a morning announcement session hosted by the NET promotes reading materials related to current affairs and various content subjects. Battle of the Brains, an English trivia show is hosted in collaboration with various subjects as well, to test students' knowledge and their use of English in a competitive and casual atmosphere.</p> <p>Language policy of the school was discussed in meetings of Computer subjects, Physics etc)</p>



	they are responsible to help improve students' English																																																																												
5.	Enrichment classes for Pre-S1 and S1 students to improve English level (bridging class for S1, remedial class for weaker ones, enhancement class for the elite)	Enrichment classes for Pre-S1 and S1 students (PSHE, Mathematics and Science) to improve English level are held as scheduled.	Scrutiny of annual plans and annual reports of respective SPs	BLT	<p>Enrichment classes (including Science, Mathematics and PSHE) for Pre-S1 and S1 students to improve English level (bridging class for S1, remedial class for weaker ones, enhancement class for the elite) were held as scheduled.</p> <p>Mathematics</p> <table border="1"> <thead> <tr> <th colspan="6">EMI Bridging Program 2022-2023</th> </tr> <tr> <th colspan="6">(Overall Result of Pre- and Post-tests 1)</th> </tr> <tr> <th></th> <th>1A</th> <th>1B</th> <th>1C</th> <th>1D</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Better</td> <td>90%</td> <td>100%</td> <td>96%</td> <td>81%</td> <td>91%</td> </tr> <tr> <td>Same</td> <td>7%</td> <td>0%</td> <td>0%</td> <td>16%</td> <td>6%</td> </tr> <tr> <td>Worse</td> <td>3%</td> <td>0%</td> <td>4%</td> <td>3%</td> <td>3%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">EMI Bridging Program 202322023</th> </tr> <tr> <th colspan="6">(Overall Result of Pre- and Post-tests 2)</th> </tr> <tr> <th></th> <th>1A</th> <th>1B</th> <th>1C</th> <th>1D</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Better</td> <td>78%</td> <td>59%</td> <td>86%</td> <td>81%</td> <td>76%</td> </tr> <tr> <td>Same</td> <td>4%</td> <td>33%</td> <td>11%</td> <td>6%</td> <td>13%</td> </tr> <tr> <td>Worse</td> <td>19%</td> <td>7%</td> <td>4%</td> <td>13%</td> <td>11%</td> </tr> </tbody> </table>	EMI Bridging Program 2022-2023						(Overall Result of Pre- and Post-tests 1)							1A	1B	1C	1D	Total	Better	90%	100%	96%	81%	91%	Same	7%	0%	0%	16%	6%	Worse	3%	0%	4%	3%	3%	EMI Bridging Program 202322023						(Overall Result of Pre- and Post-tests 2)							1A	1B	1C	1D	Total	Better	78%	59%	86%	81%	76%	Same	4%	33%	11%	6%	13%	Worse	19%	7%	4%	13%	11%
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					The overall performance of S1 students in 'Fundamental Arithmetic' was good while that in 'Fundamental Geometry' was satisfactory. In general, students performed much better in 'Fundamental Arithmetic' than in 'Fundamental Geometry'
	6. Assignments developed for enhancing reading skills in various subjects	SPs under the PSHE KLA (for Key Stage 3) develop at least 6 assignments for enhancing reading skills.	Scrutiny of annual plans and annual reports of SPs	SPs	Assignments developed for enhancing reading skills were established in Science subjects such as Integrated Science, Physics.
	7. Prepare S1 students psychologically that they have to meet challenges of learning in a second language	S1 summer bridging program is held as scheduled.	Scrutiny of annual plans and annual reports	EL, PSHE KLA & GT	<p>LaC Students were eager to join and participated in lessons proactively. Most students were willing to speak in English and completed lesson tasks diligently.</p> <p>English Initiative was taken to contact with the GT which was yet to follow on this measure.</p> <p>PSHE Students were eager to join and participated in lessons proactively. Most students were willing to speak in English and completed lesson tasks diligently.</p> <p>Students with special needs can be identified early in the programme for future follow-up</p> <p>Activities on Day 3 help students build teamwork and skills to get along with peers</p>



1.1.2 To enrich the reading and learning environment by having activities organized by different KLAs	A checklist of activities a. Story- telling b. English karaoke contest c. Oral practice (after school) d. Watching cartoons and/or movies e. Reading quiz f. Forums g. Spelling bee h. Poster design i. Seminars by famous authors j. Creation of short films k. Use of digital media for effective learning l. Practice of writing a short reflection after reading an article, a book or a passage	All reading and learning activities stipulated in the ASP are held as scheduled. 80% Students show keen interest in participating these reading and learning activities.	Scrutiny of annual plans and annual reports. Collection of data and feedback from participating teachers and students through online questionnaire	KLAs, SPs, FTs, KLAs RCT	<p>Reading lessons provides reading resources like books in different categories and some of them are written in English.</p> <p>Reading lessons also encourage students to use Apps and watch movies in English to enrich the EMI learning environment.</p> <p>Regular book exhibitions are held and some books are in English.</p> <p>Chemistry “Understand the impact of human activities on the ecological environment and our responsibilities, understand the needs of sustainable development, and recognise the necessity of safeguarding ecological security, resource security, nuclear security and new security domain ”and integrated ASP MC1 “To improve students’ motivation and engagement in reading” and “To place more emphasis on reading for leisure to broaden students’ world knowledge”, the following reading worksheets and extend reading materials were designed and distributed as student’s routine assignments in some forms as scheduled.</p> <table><tr><th>Form</th><th>Term 1</th><th>Term 2</th><th>R.I.E</th></tr><tr><td>S3</td><td>The Periodic Table turns 150 yrs</td><td>The rare earth elements</td><td>resource security</td></tr><tr><td>S4</td><td>The rare earth elements</td><td>Risks associated with the transportation and usage of fossil fuels</td><td>Understand the impact of human activities on the ecological environment and our responsibilities</td></tr><tr><td>S5</td><td>New Chemistry of Fuel Cells</td><td>Mars vs. Titan A Showdown of Human Habitability*</td><td>understand the needs of sustainable development</td></tr></table> <p>* just selected the content but without completing the worksheet design and QA</p>	Form	Term 1	Term 2	R.I.E	S3	The Periodic Table turns 150 yrs	The rare earth elements	resource security	S4	The rare earth elements	Risks associated with the transportation and usage of fossil fuels	Understand the impact of human activities on the ecological environment and our responsibilities	S5	New Chemistry of Fuel Cells	Mars vs. Titan A Showdown of Human Habitability*	understand the needs of sustainable development
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					<p>Reflection after 1st year implementation:</p> <ul style="list-style-type: none">• Almost all students of each form completed the follow-up questions of reading exercises within certain period.• Around 70% students had more than 50% of total marks in their reading assessments.• As some teaching time in S5 was shifted to the resumption of SBA experiments, S5 Term 2 Reading Exercise material was selected but had no time to trimmed down and distributed as S5 assignment this year. <p>Suggestion for coming year implementation</p> <ul style="list-style-type: none">• The paragraph length of some reading exercises could be shortened / trimmed down or more related information was better given in the reference so that weaker students could have more directional hints to answer the questions after the reading.• Related video either in Chinese or English could also be the additional reading sources for above purpose.• Other than Metal Resources and Human Activities on Earth Ecological Environment, more other aspects such as other Environmental Issues, New Technology and Materials Invention for the needs of sustainable development, nuclear security might also be the reading materials that were worth exploring in coming year(s).
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<p>1.1.3 To stock more reading books or magazines of suitable interest and levels for students</p>	<p>a. Big Brother Scheme: helping students in junior forms (e.g. speaking English with them, sponsoring purchase of books, helping with selection of books or guiding writing of reflection)</p>	<p>Over 70% of students agree that the Big Brother Scheme makes them more engaged in English learning activities.</p>	<p>Collection of data and feedback from participating teachers and students through online questionnaire</p>	<p>LAC</p>	<p>The scheme was not run this year as there was only half-day school initially. Reading culture was instead cultivated through enrolling students in the Battle of the Books competition, where students read a setlist of books and competed against other schools, after internal book sharing and reflection sessions.</p> <p>Some reading resources in English are purchased with the recommendation from different teachers.</p> <p>Subject Panels that could prepare at least 6 sets of extended reading materials for their students: Chemistry (for detailed evaluation , please refer to 1.1.2), Mathematics (please refer to the below remarks) and Physics etc</p> <p>Mathematics</p> <ul style="list-style-type: none"> 8 digital books were purchased from the agent Stanford House for junior level. Teachers prepared the materials and Google Form assignments from the selected digital books.
	<p>b. Purchase of suitable magazines or books that are of high interest to students</p>	<p>An increase in the number of purchases when compared with last year.</p>	<p>Scrutiny of annual plans and annual reports of SPs</p>	<p>RCT, SPs</p>	
	<p>c. Supply of extended reading materials by each subject Panel</p>	<p>Each subject Panel prepares at least 6 sets of extended reading materials for their students.</p>	<p>Scrutiny of annual plans and annual reports</p>	<p>SPs</p>	



					<ul style="list-style-type: none"> S1 teachers introduced “WebQuest 2.0 for Reading” to all S1 students and they were required to access the files and finished the assignments via Google Classroom during the Lunar New Year Holidays and Easter Holidays. Most of students could follow the instructions and then completed their tasks or assignments. <p>Subject Panels that could prepare 3-5 sets of extended reading materials for their students: IS</p>
	d. Provision of digitalized media to promote popular literacy	Each subject Panel prepares at least 6 sets of digitalized media to raise popular literacy level of their students.	Scrutiny of annual plans and annual reports	SPs, RCT, eLST	<p>The following subjects had the provision of digitalized media via Google Classrooms etc. to promote popular literacy: Computer subjects, Physics and Music etc.</p> <p>In Reading Lessons, students are advised to watch movie and use Apps with Ipad.</p>



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

Targets 1.2: To help students connect their learning experiences

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	People in charge	
1.2.1 To hold competitions relevant to reading	a. Lyrics writing competition b. Poster design competition c. Slogan writing competition d. Bookmark design competition e. Essay writing competition or others f. Involve as many as possible the participants in various English or Chinese speaking activities e.g. Speech Festival	All competitions are held as scheduled. Over 70% of students find these competitions useful for connecting their learning experiences with their daily classroom tasks.	Scrutiny of annual plans and annual reports. An increased number of participants in various events in the Speech Festival Collection of data and feedback from students through online	(a-e) SPs, FTs (f) E L & CL, KLA (g) B LT	<p>中文 <u>第七十四屆香港學校朗誦節（校外）（中二、中五各1人）</u> 一名中二同學榮獲中二級男子詩詞獨誦季軍</p> <p>篇篇流螢網上閱讀計劃（校外） 初中全體同學網上自學，從閱讀中增進中國歷史文化知識，加深文化底蘊與人文素養，建立正面的價值觀和態度。 校內最高分八位同學為閱讀之星，其中劉賀爾同學榮獲全港第一名。</p> <p>中華經典名句書法比賽（校內）（中一至中六） 活動能善用教育局中華經典名句教材，每級選與課文相關的經典名句作比賽內容。認識中華文化精粹，吸收傳統經典智慧。</p> <p>2022/23 非華語學生中文寫作及才藝比賽（校外）（中四） 學生熱衷參與，用心寫作，作品緊扣題旨，運用了課堂教授的寫作技巧，能清晰表達寫作意念。其中一名非華語學生榮獲優異獎。</p>



	g. Scholarships for the most improved student in each class in English and/or Chinese, and for the best performance in these languages in class at the end of each school term		questionnaires		English Students from S.1-5 were required to produce a poster on one book that they preferred (not bookmarks) which served as a record of their reading experience.
1.2.2 To adopt a wider repertoire to encourage students to use the library resources sensibly	a. Setting up a self-access learning corner in the library where students can improve English or Chinese	A self-access learning corner is set up in the library and the activities such as film shows and reading scheme are held as scheduled. Over 70% of student users find the self-access learning corner in the library where students can improve English or Chinese.	Collection of data and feedback from students through online questionnaires	RCT, EL, CL, KLA's	中文 已預備初階、中階、高階練習各五份。 English A set of self-access reading and listening materials (designed according to 3 levels of difficulty) were prepared.



	b. Organizing film shows with debriefing of the relevant fiction	Same as the above	Same as the above	RCT	Not Film Show but students are encouraged to enjoy watching movies in the library at their own interests. Regular book exhibitions are held. Please refer to report of the school library
	c. Launching relevant activities in the library	Same as the above	Same as the above	RCT	
	d. Launching a reading scheme or award scheme by the library	Same as the above	Same as the above	RCT	
1.2.3 To place more emphasis on reading for leisure to broaden students' world knowledge	a. Use of posters for the promotion of reading habits	A series of posters is designed and posted in the school campus for the promotion of reading habits.	Comparison of the relevant data in SHS in 2021/22 with those in 2022/23 Poster inspection reports Teachers' observation	RCT, EL, CL, KLAs	<p>中文</p> <p>中文科以其他活動取代，反應良好。</p> <p>中西區中學聯校文學活動計劃</p> <ul style="list-style-type: none"> • 中西區聯校讀書會——蘇東坡的瀟灑人生（師生 58 人） • 似水流年——漫談流行曲七十年（師生 51 人） • 聯校小作家計劃，作品刊登於《香港中學生文藝月刊》（中五 3 人） <p>參觀</p> <ul style="list-style-type: none"> • 全體中三同學參觀香港故宮文化博物館 • 全體中二同學參觀香港文化博物館 • 結合閱讀計劃，參觀金庸館，深入認識金庸武俠小說所蘊涵的豐富知識內容。 • 中文大學地景人文寫作（中二 5 人、中四 5 人） • 參加社區讀寫導覽，由富經驗的作家擔任導賞員，導覽活動結束後，學生按照導賞員的指引撰寫作品。



					<p>English Students from S.1-5 were required to produce a poster on one book that they preferred (not bookmarks) which served as a record of their reading experience.</p>
	b. The use of bulletin boards in the classroom to display matters/materials relevant to reading	All classroom bulletin boards are well maintained and updated in displaying matters/materials relevant to reading.	Teachers' observation	BLT	
	c. Sharing of the pick of the book during morning assembly	The programme "Sharing of the pick of the book" is held in the morning assemblies to introduce the good books that deserves close reading to students.	Morning assembly records Scrutiny of annual plans and annual reports of MCET	MCE	
					<p>MCE (Monday Motto)</p> <ul style="list-style-type: none"> 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 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. <p>MCE (Picks of the Week)</p>



					<ul style="list-style-type: none">• 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.
1.2.4 To enhance the synergy among students for promotion of a reading culture	a. Launching a reading ambassador scheme	The reading ambassador scheme is set up. Over 70% of students agree that the reading ambassadors are able to recommend books to others and talk about their favorite authors pervasively, promote a love of reading across the school and demonstrate exemplary reading behaviours and be an excellent role model for others.	Collection of data and feedback from students through online questionnaires	RCT, BLT	The scheme was not run this year as there was only half-day school initially. Reading culture was instead cultivated through enrolling students in the Battle of the Books competition, where students read a setlist of books and competed against other schools, after internal book sharing and reflection sessions. .



	b. Sharing of books by students during morning assembly		Scrutiny of annual plans and annual reports	MCE	MCE (Picks of the Week) <ul style="list-style-type: none">• 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.
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Major Concern 1 : *To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language*

Targets 1.3: To develop reading skills for general and academic purposes

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	People in charge	
1.3 To develop reading skills for general and academic purposes	a. To develop the RaC (Reading across Curriculum)	A roadmap on holistic implementation of RaC in SLS is formulated. A thematic approach, with cross-subject collaboration, is used as an entry point for promoting RaC.	Scrutiny of annual plans and annual reports	BLT, KLAS, LAC	A trial project is conducted this school year. With the assistance from experts from the QSIP team, S3 Humanities subjects (History, Geography and Life & Society) conducted a series of lessons in collaboration with the S3 English teachers. In the end, the Geography and L&S teams completed a series of lessons on cause-and-effect. However due to limitations on timely cross-subject collaboration, support was not adequately offered to the History team and they had to complete the LAC portion on their own. It is strongly suggested to plan ahead to ensure RaC can be completed in time.
	b. To develop a school-based LAC programme	Same as the above	Scrutiny of annual plans and annual reports	BLT, KLAS, LAC	



	c. To conduct professional training or workshops to enhance teachers' understanding of RaC and the ability to implement it	Professional development programmes in RaC are organized after training needs assessment.	Scrutiny of annual plans and annual reports	BLT, KLAS, LAC	For teachers involved in the S3 LAC project, workshops, seminars and lesson observations were offered, coming from the professional team from QSIP. For all teaching colleagues (except Chinese Language teachers), a workshop was held on 11 November, 2022 by the NET Section of the EDB, sharing their experience on effective building blocks in implementing Language across the Curriculum.
Continue from previous page	d. To conduct collaborative lesson planning and peer lesson observation	Class level programmes are developed and implemented.	Scrutiny of annual plans and annual reports	BLT, KLAS, LAC	Please refer to subject annual plans and annual reports
	e. To enhance the synergy/collaboration among teachers for the promotion of a reading culture	The reading materials, teaching activities and learning tasks of the RaC programmes are developed. Over 70% of students agree that these materials could (i) help develop their reading skills and strategies for understanding language features of the	Scrutiny of annual plans and annual reports Collection of data and feedback from students through online questionnaires	BLT, KLAS, LAC	Students who participated in the S3 LAC project found it helpful for studying both the content subjects and English. The reading materials, teaching activities and learning tasks of the RaC programmes are developed in Chemistry, Physics and computer subjects etc.



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		reading materials and (ii) reinforce their ability to integrate the knowledge, skills and learning experience gained in the subjects.			
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Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	People in charge	
2.1 To cultivate /reinforce students' positive values	2.1.1 To draft a vertical planning framework on school-based values so that those chosen values are instilled and reinforced amongst students of different forms	A vertical planning framework on <u>schoolbased positive values</u> [#] is drafted so that those chosen values are instilled and reinforced amongst students of different forms.	Scrutiny of annual plans and annual reports of subject panels	BSSSE	A vertical planning framework has not yet been drafted from S1-S6 for the two chosen values, given that we only introduce the 'values through action' this year. This year two positive values (e.g. Thanksgiving and self-discipline) were addressed with activities or awards conferred to students who exhibit qualities of thanksgiving and self-discipline. We haven't yet refined the values in depth with different interpretations across different levels. It is hoped that, with support from RME team from Diocesan



Targets	Strategies	Success Criteria	Methods of Evaluation	People in charge	
2.2 To cultivate a positive learning environment in school	2.2.1 To hold activities across different levels from S1-S5 in the valuerich learning environment (A checklist of activities by MCET) <ul style="list-style-type: none">Monday Motto (throughout the year, every Monday)Picks of the Week (Recommendation of Good Books) (throughout the year)Thematic talks or seminars in	Over 80% of students agree that various MCE activities make them have a better understanding about the values of the year of the school.	Scrutiny of annual plans and annual reports of subject panels Teachers' observation Student evaluation of teaching and learning questionnaires	MCET	MCE (Classroom Cleanliness Competition) <ul style="list-style-type: none">Ms. Leung, the PIC of the program, reported that 21 classes out of 24 returned the score sheets.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.MCE (Bulletin Board Design Competition (Co-organize with the Religious Education Panel)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>General Education Lessons (throughout the year)</p> <ul style="list-style-type: none">• Talks and activities concerning the enhancement of national civic awareness (throughout the year)• Classroom Cleanliness Competition• Door design competition• Bulletin Board Design Competition• Outreaching activities for experiential learning and community service (Feb-Apr)				<p>MCE (MCE Talks in General Education Lessons)</p> <ul style="list-style-type: none">• 5 talks were successfully held this academic year.• 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. <p>MCE (Outreaching activities for experiential learning and community service (Co-organize with CSD Panel)</p> <ul style="list-style-type: none">• Attendance: 92% of total S5 students• Results of the EDB questionnaires (TBC)• The content and learning experience of the reflective essays
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Targets	Strategies	Success Criteria	Methods of Evaluation	People in charge	
2.3 To raise students' awareness of their needs and aspirations in the value-formation period	2.3.1 To run workshops and review sessions for students, helping them set and refine their academic and personal goals, devise strategies and reflect upon their performances constantly in their value-formation process (with interim review from parents on Parent's Day)	At least three workshops and/or review sessions, whose aims are to: <ul style="list-style-type: none">• help students set and refine their academic and personal goals,• devise strategies and• reflect upon their performances constantly in their	Scrutiny of annual reports of BLT and BSSSE	BSSSE	<p>As an integral part of S1 adjustment program from the guidance team on goal setting, understanding themselves and study skills for S1 new comers, workshops were conducted for S1 students in GE lessons:</p> <p>S1 GE lesson: Discovering Your Own Character Strengths</p> <ul style="list-style-type: none">• Students discovered their signature and lesser character strengths by completing the VIA survey• Most of the students agreed with the survey results• Students wrote a reflection on ways to improve and make good use of their character strength <p>S1 GE lesson: smart Goal Setting</p> <ul style="list-style-type: none">• Students completed a worksheet on setting a future goal and aim for their studies with reference to the results of the last cohort of S2 students and the principles of setting SMART goals.• S1 class teachers found the worksheet and reflection useful for the Parents Day



		value-formation process are held as scheduled.			
2.4 To strengthen students' understanding of the core values of school through a variety of experiential learning activities and programs	<p>2.4.1 To provide a platform for students who exhibit good personal qualities to recognize their values/behaviors -- "Star of the term" award scheme</p> <p>2.4.2 To provide experiential learning activities (e.g. charitable work) for students to cultivate positive values with 'debriefing' practice after the activities</p> <p>2.4.3 To run brothers' talks and</p>	<p>2.4.1 The "Star of the term" award scheme is established.</p> <p>2.4.2 All post charitable works debriefing sessions for students are held as scheduled to cultivate positive values with 'debriefing' practice after the activities.</p> <p>2.4.3 All brothers' talks and life planning</p>	Scrutiny of annual reports of BSSSE	BSSSE	<p>2.4.1 "Stars of the term - self-discipline" award scheme</p> <ul style="list-style-type: none"> All classes had nominated and rewarded one winner (100% teacher nomination) Awardees were all nominated by their respective class teachers so that this demonstrated a peer role-model among students concerning the value / virtue advocated by the school. Most class teachers welcome the new nomination procedures due to the simplicity and better representation. All winners were rewarded with one shield, one certificate and \$100 book coupons. Two winners were invited to share their views on being self-disciplined and the sharing was recorded and broadcast in the school campus to promote the virtue. <p>2.4.2 Sports Teams</p> <ul style="list-style-type: none"> After sports games or competitions, the coach, teacher advisors and students would gather together for debriefing, a great opportunity to evaluate the players' performances of the matches and the results. Usually team work and skills were addressed. Values like resilience, positive energy, mutual understanding and empathy were reinforced in the post-mortem. <p>2.4.2 Religious Activities Team</p>



	life planning programs on career aspirations (in collaboration with SLOBA and other organizations)	programs on career aspirations are held as scheduled.			<ul style="list-style-type: none">Like the debriefing sessions in the sports teams, evaluation meetings were held after weekly meetings and Caritas Bazaar between the teacher advisor and Salesian youth committee members to evaluate the performances in the post-mortem, highlighting the virtues and values to be instilled.It was an encouraging start to raise the awareness of the students and teachers of the importance of debriefing in value education. Through hand-on experiences and post-event reflections, students could feel deeply the need of improvement and striving for excellence, a precious learning opportunity for all participants to receive peer comments, feedback and even scold from the teacher. <p>2.4.3 Brothers' talks</p> <p>1. In this academic year, a total of six Brothers' Talk sessions were successfully held.</p> <p>2. Helpers were able to grasp hosting skills through the activities and actively participate in career planning activities. They express their gratitude to old boys through designing thank-you cards and commemorative items. Many students expressed their willingness to participate in the activities again next year.</p> <p>3. The activities attracted many high school students to enthusiastically sign up. In addition to enhancing students' understanding of various industries, this event helped students comprehend the significance of diligence, perseverance, and self-discipline through the sharing of old boys.</p> <p>Study Tour Team</p> <p>The program was cancelled/ postponed due to COVID-19.</p>
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	2.4.4 To celebrate the 95th anniversary of our school	2.4.4 Programmes to celebrate the 95th anniversary of our school (e.g. Mass, celebration booklet etc.) are held as scheduled.	Scrutiny of annual reports of BSSSE	<p>"Originality, crafting future ingenuity" - a slogan crafted by our Supervisor that spearheaded our direction in a list of programs to celebrate the 95th anniversary of St Louis School under the leadership and care of the fathers and brothers from the Society of St Francis de Sales. Through a string of celebrations and festivities, all the school stakeholders like priests, benefactors, old boys, managers, principal, teachers, students and parents were indulging themselves in joy and love.</p> <p>A summary of activities was listed in the academic year 22/23:</p> <ol style="list-style-type: none"> Logo design competition Thanksgiving Mass Homecoming Day Rosary Balloon Interschool Salesian Table Tennis Competition Medley song for Christmas Souvenir Design Virtual Tour Promotional video <p>The following three new programs that echoed the slogan of "originality: crafting future ingenuity" were highlighted:</p> <p>1. Medley song for Christmas</p> <p>Of the activities in celebration of SL95, the medley song for Christmas was a special highlight. A group of school singers from different parties (e.g. teachers, administrators, members of student bodies) scheduled a studio recording of two medley songs to celebrate the festive occasion. The music video was played at the school campus with positive remarks from the school audiences.</p>
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				<p>2. Interschool Salesian Table Tennis Competition</p> <p>Interschool Salesian Table tennis competition was also another gala sport event that allowed us to connect with our brother Salesian schools through table tennis. Top players from a total of six Salesian schools joined the event 11 Feb 2023 (Sat) from 0900-1800 at Indoor Activities Centre and School Hall. Feedback from the participating schools was very encouraging. It was hoped that similar sports event could be organized to fortify our brotherhood between different Salesian schools in Hong Kong or Macau in future.</p> <p>3. Promotional Video</p> <p>While we kept our endeavor of nurturing potential future leaders that meet the expectations and ever-changing demands of our society, we deployed a team of old boys who had professional expertise in video shooting to document some of the festive events, activities, sport trainings and daily happenings in school life. The school video produced served as a living testimony of the slogan ‘crafting future ingenuity’ and school motto ‘Scientia et Pietas’ with a lot of students displaying their vibrancy and conscientiousness in their studies.</p>
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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 2023.

Wednesday English Channel

Strategies

By giving students an opportunity to present various items in English, gives them a chance to improve their public presentation and speaking skills

Objectives

- To give students an opportunity to become presenters and in doing so improve their public speaking skills and confidence
- To promote the use of English throughout the school
- To promote reading in keeping with MC1
- To promote the Language Across the Curriculum (LAC)

Implementation

The broadcasts take place every two weeks during the Wednesday class period. Pick of the Week, a program promoting reading take place on alternate Wednesdays.

Students are trained by the teacher in charge to give a presentation, the topics or themes of which could vary (e.g. promotion of reading or an event taking place in a school, a current news item, role plays etc.)



Reflections

- The students taking part as presenters were selected by English teachers and senior students from our teacher in charge of the program English class because of the ease of training them and/or their English level. Some student presenters were also from the English Debate Team or Battle of the Books programs.
- The students were largely dependent on the teacher in charge for the input of material for the broadcasts.
- This year, the program tended to be English subject centric in that it promoted programs in connection with the English subject or activities for the improvement of English.

Taking Part in Inter-school Drama Competitions

Strategies

By taking part in inter-school drama competitions provide students with an opportunity and a platform to think creatively as well as implement creative ideas to better express themselves

Implementaion

For the second year running, the NET Section held a radio-drama competition, 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 an average of 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 December and there were weekly training sessions. 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 10 students (S2 – S5) joined the team, but in the end, a total of 8 students remained invested in the competition with 6 being radio actors and two as the support team.

Reflection

This year although the school did not make the trophy or prize list, the students must be commended for their hard work and dedication to the project. The judges praised our



school for the script and language skills of the students. In terms of areas for improvement, they suggested 'a little bit of subtlety was needed in resolution to avoid overstating the message'. The support team also need to be given recognition for their efforts, for example, in preparing the sound effect file.

S2 & S3 Remedial reading program

Implementation

The aim was to implement it from October 2022, but due to the teacher-in-charge, the NET, having to also take up drama classes, the program could not be started until November 7th. Lessons took place on Mondays after school for a period of one hour until the Mid-Year exams. The program was due to continue again in the 2/3rd term, but sessions were sporadic especially in the lead up to and during the English Talent Festival.

The target students were the students in the 2S and 3S classes. A parent circular was sent out to see which students would like to join, 8 of the parents/students in the 3S class and 3 in the 2S class signed up for the program, and of those 11, 5 students of 3A consistently attended the sessions.

A reading test using a program known as the PM Benchmark Reading Assessment was used at the beginning to test the students' reading proficiency. Other material including various reading tasks and tasks to improve pronunciation and spelling were used as teaching materials.



Reflection

Keys to success are:

- Researching to find a suitable reading program to address our students' needs
- To make it both fun and a learning activity at the same time
- Finding a suitable time slot for both teacher and students

English Festival

Strategies

To organise inter-class competitions including inter-class drama, movie dubbing, video-making etc / To create a highlight experience for the cross-curricular English learning environment

Implementation & Reflections

With Covid restrictions still in place at the beginning of the academic year, we were initially unsure the program could be implemented. In March we were able to inform the English teachers that the program could go ahead and a meeting was held to brief teachers about the festival.

Each form was tasked with a different performance 'mode':

S1: 5-minute movie dubbing

S2: 5-minute 'improvised' drama though not totally improvised, rather that they did not have to use costumes or props. In line with MC2, the theme was either self-discipline or



thanksgiving.

S3: 8-minute drama

S4: 5-minute movie-video production

S1, S3 & S4 were not set a theme

Overall, the festival proved to be a success with many of the students actively taking part though with some classes, it was initially difficult to get students motivated. It was the first time many of the students had a chance to take part in either of the modes, whether it be dubbing, drama or film making. Once the date of the competition approached, the students realising that they would be performing in front of an audience, took the event more seriously.

One issue is the lack of time to properly rehearse in the school hall. Due to the HKDSE taking place at our school, the hall is not available until quite late. The MMLL and the IAC were also made available for the teachers and students to use for rehearsals, but the impact is not quite the same, especially with the MMLL as there is no stage. The lack of opportunity to also use the sound system and microphones is another factor which makes preparation more difficult.

One of the main problems was that some teachers had more than one class, or as many as three classes to prepare for the competition, and this was extremely demanding in terms of the time required especially as all sessions took part in the same week.



Teachers also need to ensure that students behave properly when conducting rehearsals, especially in the hall, and more especially when using the technical equipment.

The practise of having different performance modes for each form should be continued.

Battle of the Brains

Strategies

Holding of an inter-class competition in English for each form (S.1 – S.3) with subject knowledge taken from a variety of subjects

Implementation & Reflection

With the help of the teacher-in-charge of the GE (General Education) lessons, Mr William So, a GE lesson was booked for each form of S1 – S3 at the beginning of the year.

The competition was held for each of the forms on the following dates:

S1: 10th May, 2023

S2: 17th April, 2023

S3: 22nd February, 2023

Note that the competition is best run in Term 2 or 3 as by then class should have developed more of the a class spirit.



The attached action plan gives a detailed account of the what was needed for the setting up and running of the competition. Note that there is no detailed action plan for S2, but the approach was more or less the same.

The NET communicated with the panel heads/form coordinators of the following subjects in order to get a range of questions for the General Knowledge section of the competition:

- History
- Geography
- Science
- Mathematics
- Life & Society

The following categories were included:

- Spellathon (vocabulary was also included from the different KLA subjects)
- Word association
- Mystery word
- Word pairs
- General knowledge

Classes were asked to choose 4 representatives. A poster was created to promote the competition.



Being competitive, the students tend to enjoy the quiz format with buzzers. It goes without saying that the most involved are the boys chosen to represent their class, but the audience also get involved, especially the boys sitting closer to the contestants. There was lots of clapping and cheering to encourage the representatives.

More manpower would help as the competition is largely reliant on the quiz master and the IT member of staff who help with the competition as the setting up and running of the buzzer system could not be done without them.

Battle of the Books

Strategies

To provide students with exposure to a range of contemporary teenage fiction

Implementation and reflection

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.

Due to Covid restrictions, the organisers were unsure as to whether the competition would go ahead. The organisers confirmed that the competition would go ahead in March 2023. The date of the competition was set as May 17, 2023 territory wide.



Books had been distributed to students in October, but regular weekly meetings at Thursday lunchtimes only commenced on February 9th, 2023. Students were encouraged to share what they had learnt from the books in these sessions. They were also encouraged to share through other mediums such as the use of powerpoints with the teacher-in-charge giving a demonstration of the type of information they could present with the use of a powerpoints. Once the practice questions were supplied by the organiser, the questions were used in the lead-up to the competition and mock rounds of competitions were held.

The competition took place at TWGHs Chen Zao Men College on May 17th in the morning starting at 9am and finishing at around noon. Initially, the competition was supposed to be held at King's College and the plan was to simply walk there, but as they were unable to host in the end, a coach had to be hired to take the students to the venue.

Our school came second in the semi-finals, but only the champions of the semi-finals are allowed to progress to the finals. Unfortunately, one of key 'players' got a blood nose in one of the rounds and had to take time out from the next round, and this was a factor.

Results of semi-final round:

- 1: Queen Elizabeth School: 103 points
- 2: St. Louis School: 92
- 3: HKMA David Li Kwok Po: 88
4. TWGHs Chen Zao Men College: 64



13 students in total joined the Battle of the Books, but only 12 students are actually allowed to take part on the day. In terms of selection to take part on the day of the competition, the criteria was based on the number of books read/how much students knew about the books. This was also the criteria for how many rounds students could take part in on the day.

The attendance (70% or more) and the attitude on the part of most students was generally positive.

Taking Part in Inter-school Debating Competitions

Strategies

Engage students in regular training sessions and debate competitions in order to develop students' cooperation, critical thinking skills and the rhetoric needed to express themselves persuasively in debates

Implementation and reflection

(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 was ongoing at the start of the school year, the competition continued to be held online (Zoom/Google Meet). However, from the second terms onwards, the schools could choose to have face-to-face debates if both parties agreed.

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. Zoom is also being utilized for extra meetings and training sessions for the speakers in the evenings especially in the lead up to a competition. The number and length of training sessions are attached in the coaches training log.

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.

We could only run a total of 11 sessions as due to various school activities and/or public holidays.

Regular English Debate Team

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 23 students joined the team (with a couple of additions from S1 in Term 3).

The results of the competition are detailed below. Overall, we can be very pleased with the competition results.

Summary of results:

Team I: Won T1R1, T1R2 and the Champions of the Term 1 Final & T2R1, T2R2 & Grand Final Champion (very pleased to have a clean slate)

Team II: Lost T1R1, won T1R2 & won T2R1, T2R2 & Grand Final 1st Runner-up

Team III: Won T1R1, T1R2 & 1st Runner-up Term 1 Final & won T2R1, lost T2R2 & were Grand Final Champion



Hiring an outside coach (ex-debater and alumni) 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

The course began with large numbers (approximately 22), but as the course progressed, there were a total of 10 more active members who attended more regularly. This is to be expected as debating is challenging. It is also more conducive to have a smaller number (a maximum of 20) to enable more effective engagement, training and learning.

Note that the effort to recruit students on the S1 Registration Day in July did bear fruit. The coach, NET and some volunteers from the Debate Team talked to the incoming S1 students in an effort to encourage them to join not just the English Debate Team, but also other English teams/competitions. The circular to parents at the beginning of the year by the English Department is also useful for recruiting students.



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

This year for the second time, a student of 4A, 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 from schools all over Hong Kong 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 on the day of the competition: January 7th at DBS.

- Persuasive Speech / After Dinner Speech (7-13 minutes in length on a modern issue)
- Interpretive Reading (7-11 minutes on a self-chosen piece of literary fiction)
- Parliamentary Debating
- Impromptu Speaking

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

Ray Choudhury Anagha also took part in another debating competition, a British Parliamentary style of debating titled **Tournament of Champions Asia**. This was held on Zoom on the weekend of December 16 & 17, 2022.

Although it is indeed difficult to make the top ten and secure a place on the Hong Kong team, this competition is certainly recommended for our more able and motivated students. It provides such students with a platform to stretch their ability and to develop skills which are required for the wider world. The level of competition they come up against highlights the bar and the standards they would face in the real world.



Of the ten students selected to represent Hong Kong, 6 were from ESF or international schools whilst three were from DBS and one from DGS.

Out of the 40 students who trialled to represent Hong Kong, Ray came a respectable 17. Ray was especially pleased with his performance in the Impromptu Speaking category where he placed 5th overall.

Last it was suggested that we aim to enter our more capable junior students, in particular S3 students, in the junior format, the **Junior Secondary Debating Championships (S1-S3)**. However, both the teacher advisor and external coach did not think the current crop of junior students would have been able to compete at the standard required. Hopefully, there will be capable students in the 2023-24 school year.

Note that this is not a trial for a world competition, but an inter-school competition which would serve to extend the students' debating and public speaking skills.

The Team I boys had expressed an interest in joining the Sing Tao Debating Competition, but then decided not to enter mainly due to time constraints and their involvement in various school roles and activities outside of debating.



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 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 2022-23 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.

Assessment Planning and Implementation

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

Programmes in response to the “four key tasks”

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

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



Reading to Learn

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

In response to the above mentioned requirements of a successful implementation of reading, we have been adopting a whole-school approach to foster "Learning to Read, Reading to Learn" in the hope of gathering all efforts of the whole staff (the efforts of parents to be addressed in due course). The importance of cultivating a reading culture has been disseminated to all staff during various meetings of the school. We also reiterated it is the whole-school responsibility to cultivate a reading culture by



incorporating “reading” as a key task of the school development programme. School's effort in the area of promoting a reading culture has been reflected in the launching of various reading schemes and programs. Our key actions include the implementation of “Reading lessons”, “weekly recommendation of good books”, “Reading Award Scheme”, incorporating reading articles in school examination papers, the establishment of the ECA: Reading Club. The first foremost step is to lead our students to explore the realm of reading.

Reading period

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

Students are divided into three groups with different tasks:

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

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



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

Pick of the Week Book Recommendation

What is “**Pick of the Week**”? In short, different teachers /reading ambassadors recommend different books at their interest/profession via Public Announcement System on Wednesdays. The recommended books will then be displayed for ten days. One to two questions will be provided for each book. Interested students can read the books and answer them for the prize. The following are picks in 22-23:

1. 東野圭吾作品列
2. 老派約會之必要
3. My Family and other Animals
4. 人生種種
5. 別讓世界看扁你！十八歲女生從香港走向世界的追夢旅程！
6. 吃馬鈴薯的日子
7. 倚天屠龍記
8. 點滴是愛之從埃塞走到南蘇丹
9. (MBTI) / 邁爾斯-布里格斯性格分類指標 / 十六型人格
10. AI 和 ChatGPT 人類和機器 | 共生的未來
11. 杏林深處

Programs such as visits to Internal Book Fair / 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, like former years, continued to implement featured mini-projects for their students: (please refer to individual subject reports for details). Some highlights from several panels are:

Science (STEM Projects)

S1 - Design a solar distiller which can collect the most amount of pure water from the given dirty / colour water and S2 - Design a hovercraft which can move the fastest).

Chinese History

初中級專題研習活動: 中一級以隋唐時段為題，要求學生創作四格漫畫，並完成工作紙，以文字概括漫畫內容、闡述選材原因、羅列參考資料。

History

S1 History: Activity of organizing and producing students' own "Family Trees".

S3 History: Historical enquiry project - mostly under the theme of military history in the 20th Century.



Life-wide Learning Day 2022 (S2 STEM Activity) (held on 4 November 2022 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

Activity and/or Competition joined	Organised By	Prize
S6 Mock Exam Date: 7/1/2023 (Sat) Venue: St. Louis School Exam Time: Paper I (8:30 am -10:30 am) Paper II (11:15 am -12:45 pm)	HKACE	
AI x HK OpenCup 2022 Date: 25/11/2022 (Saturday)	Hong Kong Baptist University	Champion Best Social Impact Award
CodeQuest International Hackathon 2022 Date Sept 2022	Code Combat	Global Third Prize Global Second Prize Global First Prize
香港校際 AI 方程式 2022 Date: Sep 2022 to Jun 2023	10botics	英皇書院 [分站季軍] JPMorgan [分站冠軍] Goodnotes [分站季軍] 聖公會曾肇添中學 [分站冠軍] 佐敦谷公園 [分站冠軍] 聖類斯中學 [分站亞軍] 聖公會李福慶中學 [分站冠軍] 年度總冠軍 JPMorgan [分站亞軍] Goodnotes [分站冠軍]



		聖類斯中學 [分站冠軍] 聖公會李福慶中學 [分站季軍] 年度總亞軍 聖公會曾肇添中學 [分站亞軍] 佐敦谷公園 [分站季軍] 年度總季軍
中學智能創意比賽2022 Date: 23 May 2023	CUHK	Finalist
AI藝術創作大賽《以書畫之名》 Date: 20 May 2023	10botics	Finalist
「新地齊讀好書」x「未來工程師大賽」	Hong Kong STEM Education Alliance	優異獎
Tech for Future 2023	Una Technologies Limited	優異獎
Hong Kong ICT Awards 2023	Office of the Government Chief Information Officer HKSAR	Student Innovation Award (Secondary Stream)



St. Louis School

School Report 2022/2023

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).



St. Louis School

School Report 2022/2023

Fr. Deane Achievement Award

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

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



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

Trophy

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

Joint Club Exhibition (JCE) (23 September 2022)

"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 2022-23:**

For details, please refer to the individual plans.

14/11/22	S1 Career Train (G1-伯樂與千里馬) (GE lesson)
24/03/23	S1 Career Video Writing Competition (GE lesson)
15/11/22	S2 Career Train (G2-初嘗拍翼) (GE lesson)
24/05/23	S2 VTC Aptitude Test (GE lesson)
28/11/22	S3 VTC Aptitude Test (GE lesson)
18/04/23	S3 Career Train (G8-正向 行行出狀元) (GE lesson)
28/04/23	S3 Inter-class Career Quiz Competition (GE lesson)
9/05/23	S3 Career Train (G10-TQM "進步" 人生規劃) (GE lesson)
13/10/22	S4 Careers Talk (Custom Yes by Customs and Excise Department, National Security Education) (GE lesson)
17/03/23	S4 Career Train (G6-軟實力 從心出發) (GE lesson)
19/04/23	S4 My CV & CU Aptitude Test (GE lesson)
30/11/22	S5 Career Train (G3-如鷹展翅) (GE lesson)
20/04/23	S5 Inter-class Career Quiz Competition (GE lesson)
16/05/23	S5 Personal Statement & CV update, SPNS & SNDAS Introduction (GE lesson)
30/05/23	S5 Personal Statement Classwork (GE lesson)
22/09/22	S6 Jupas & HKDSE Application, SNDAS & SPNS (GE lesson)
5/10/22	S6 Jupas Application & OEA (GE lesson)
1/12/22	S6 EAPP, Taiwan, Mainland & DSE 畢業生大灣區實習計劃 (GE lesson)
15/12/22	S6 Career Train (G9-大學問...) (GE lesson)
15-17/03/23	Brothers' Talk



6/04/23	SBPP 02-Prince Philip Dental Hospital
08/23	Ext. CRE 04 (Gene Harbour Internship)
08/23	暑期事業體驗計劃 2023 (HKACMGM)
12, 19/11/22	Workshop 01 - dot 3D Factory
7/01/23	Ext. CRE 03 (Aircraft Engineering Company (HAECO) & Recycling Plant Visit)
28-29/12/22	SBPP03-新城電台頒獎禮活動統籌 (S4-5)
8-9/04/23	Ext. CRE 01 - Adventure Camp at Jockey Club Cheung Chau Don Bosco Youth Centre
Aug 2023	Summer Internship & Job-shadowing
Whole Year	Elite Youngsters Program
Whole Year	Local Taster Programmes
Whole Year	Customs Yes 香港海關青年發展計劃
Whole Year	2022-23 JA Company Programme (collaborated with Economics panel, S4-5)
17/7/2023	S6 Info Day
19/7/2023	HKDSE Result Release

Discipline & Guidance Team

Aims (Discipline Team):

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



their behaviour.

- Practice a whole-school approach to discipline.

Aims (Guidance Team):

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

Some key programs by **Discipline Team in 2022-23:**

Date (DD/MM/YY)	Name / Purpose of Activities
17/08/22	同理・同心・同攝： 反欺凌微電影攝影比賽瑪利諾中學、聖類斯中學聯校領袖 生訓練計畫—Day 1: Training Camp
20/08/22	同理・同心・同攝： 反欺凌微電影攝影比賽瑪利諾中學、聖類斯中學聯校領袖 生訓練計畫—Day 2: Workshop
20/09/22	同理・同心・同攝： 反欺凌微電影攝影比賽瑪利諾中學、聖類斯中學聯校領袖 生訓練計畫—Day 3: Premiere and Sharing



27/09/22	Student Forum—Meet the New Teachers 1
30/09/22	Student Forum—Meet the New Teachers 2
07/10/22	Student Forum—Meet the New Teachers 2
10/10/22	Fitness Challenge—Day 1
17/10/22	Fitness Challenge—Day 2
22/10/22	Prefect Training 1—Adventure Training
14/11/22	Souvenir Selling 1
03/03/23	Thanksgiving Nite
28/04/23	Inter-School Leadership Speech Contest King's College, St. Louis School and St. Paul's College
16/05/23	Souvenir Selling 2
*30/06/23	Head Boy Forum
*03/07/23	Head Boy Election
*05/07/23	Souvenir Selling 3
*06/07/23	Swimming Gala

For details, please refer to the individual plans.

Some key programs by **Guidance Team in 2022-23:**

社交達人101工作坊
Power Tag Joint-School Online Teacher Training Workshop (Elementary)
GE lesson: Discover Your Own Character Strengths & Setting S.M.A.R.T Goals
向網絡欺凌及「起底」說「不」
Mindshift Educational Networking Programme (Saturdays)



課金世界
Power T.A.G.: 心靈圖卡探索之旅
GE lesson: 思定更生 生命教育
Power T.A.G.: 不好沒關係健康校園祭2.0 (水彩酒精畫, 展覽, 展版, 解憂彩虹, 情緒對對碰)
Cultural Workshops / Programmes on character strength development
Power T.A.G.: 我全家都好幸福家庭攤位
Power T.A.G. 與焦慮共存 Coping with Anxiety
Power Tag: Horticultural Workshop 園藝治療 (苔蘚玻璃球盆景)
Power Tag: Acupressure Workshop for teachers (90 mins; 8 – 30 teachers) 穴位按摩體驗
Mindshift Educational Networking Programme Yoga Sessions
Power T.A.G. 好失敗, 失敗好工作坊
PTA Public Speaking Workshop
S1 Orientation Day



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.



St. Louis School

School Report 2022/2023

Some key programs planned in 2022-23:

Events
Fun Day for Mentors and Mentees
Our door Activity
Interclass competition of football and basketball.
Team spirit training Camp
Social Service on 20 elders' family on Western District
Interclass competition of. Chinese Chess
Interclass competition of football and basketball.
Learning activity on Ocean Park
Mentor Trainings –Adventure Based Training
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 2022-23. Details are given below:

No.	Title
1.	Joyful Fruit Day
2.	Talks about Love and Life Education (S1 – S6) GE Talk – Life education (S6) GE Talk – Sex Education 網絡陷阱 (S1) GE Talk – Sex Education 色情文化的衝擊 (S2) GE Talk – Sex Education 自我保護 (S3) GE Talk – Sex Education 為戀愛作準備 (S4) GE Talk – Sex Education 戀愛暴力 (S5)
3.	Talks about Healthy Eating Habit (S1 and S3)
4.	A Talk about Anti-smoking (S6)
5.	A Talk about Organ Donation (S4)
6.	A Talk about Drug Prevention (S2)
7.	Student Health Service



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.

In 22-23, over 90% of students took part in the service.


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 2022-23:

No.	Title
1	Picks of the Week
2	Monday Motto
3	Thematic talks in General Education Lessons
4	Classroom Cleanliness Competition



5	<p>Classroom Door Design Competition (Co-organise with the Visual Arts Panel)</p> <p>Themes: “Thanksgiving” (Love/Family/Gratitude/Care for others)</p> 
6	Outreaching activities for experiential learning and community service
7	Bulletin Board Design Competition (co-organise with Religious Education Panel)
8	“Stars of the term” award scheme
9	Talks and activities concerning the enhancement of national civic awareness

Evangelisation & Spiritual Formation Team

Sketches of some feature events:

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

Before daily lessons commence, the principal or assigned teachers would lead the



prayer, instilling students a touch of spiritual life and prayer custom in Catholic religion.

- Delivery of religious talks

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

- Catholic Lenten Campaign

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

- Sales of Caritas Tickets

Some key programs:

Date (DD/MM/YY)	Name / Purpose of Activities
Whole Year	Daily Mass (Every School Day)
	Morning Prayer
	Live Broadcast for Morning Assembly
	Gathering for Salesian Youth Catholic Society (Every Thursday afterschool)
	Talks organized during G.E. Lessons
	G.E. Lesson (RE Split Class)
	Catechesis class 2011-2013
	Jockey Club Volunteering Promotion Project
	Individual Meeting of Catholic Students with School supervisor and principal
Sept 2022	School Year Opening Prayer Service on the First School Day
	School Year Opening Mass & Commissioning of SYCS
	SYCS Mid-Autumn Festival Gathering
	JCE



	Salesian Youth School Year Opening Mass
Oct 2022	Caritas Raffle Tickets Selling
	Rosary Prayer (Month of the Holy Rosary)
	Charity Services 2022 - Visitation
Nov 2022	Pilgrimage to St. Michael Catholic Cemetery
	Rosary Prayer (Month of the Holy Souls in Purgatory)
	The Sacrament of Reconciliation for Catholic Students
	Charity Services 2022 - Caritas Bazaar (27.11.2022) (St. Paul Secondary School)
Dec 2022	The Feast of Immaculate Conception
	Retreat for Catholic Teachers (08.12.2022)
	Prayer Service of Christmas Celebration
Jan 2023	Inter-class Quiz Competition of Don Bosco
	The Feast of Don Bosco
Feb 2023	Prayer Service for S6 Last Day
	Catholic Week
	Dress Casual Day 2023
	Salesian Youth Day
Mar 2023	Donation during the season of Lent
	The way of Cross (Prayer)
May 2023	Salesian Vocation Day
	The Feast of Mary Help of Christians in celebration of SL95
	Prayer Services for Month of Mary
June 2023	Don Bosco Award (Salesian Family)
	Retreat for Catholic Teachers
	Feast of St. Aloysius Gonzaga
Jul 2023	Activity Day
	Prayer Service for S6 DSE
	Prayer Service (School Year Closing Ceremony)
	Training for Committee Members for Salesian Youth Catholic Society
	Salesian Youth Action Song Training
	Salesian Youth Group Game Training



	Summer Bridging Course
Aug 2023	Salesian Youth Leadership Training Camp

Feast of Mary Help of Christians with 95th Anniversary Thanksgiving Mass (23/05/2023)





Links with Parents and External Organizations

Parents-Teachers Association (PTA)

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

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

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

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

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

Three photos showing school events: a student performing on stage, a group of students in a classroom, and a group of students standing together.



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.

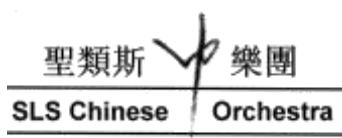


Talent Time 2023 (20/01/2023)

Thanksgiving Nite 2023 (03/03/2023)



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)

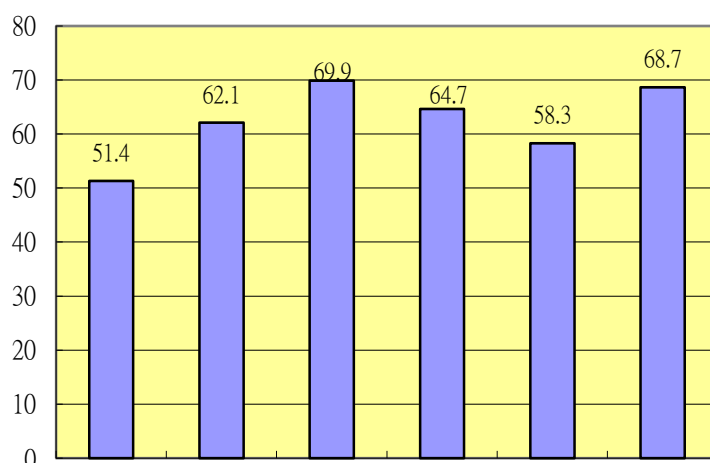
St. Louis School Chamber Orchestra (SLSCO) is a musical ensemble which provides a channel for students who are interested in classical music ("Music Salon") to perform in front of audience, while building up their confidence as well. Our members are given the opportunities to perform in many school functions 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 (2022-23)* (KPM data 24)



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



Life-wide Learning

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

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

In 2022-23, the LWL 2022, which included a series of life-wide learning activities to achieve the aims of whole-person development and to enable them to develop the life-long learning capabilities that are needed in our ever-changing society, was held on 4 November 2022. Details of activities for each level are described below:

- ✚ Life-wide Learning Day 2022 (S1 Visit to Hong Kong Museum of Art)
- ✚ Life-wide Learning Day 2022 (S2 STEM Activity)



- ✚ Life-wide Learning Day 2022 (S1S3 Leadership Training)
 - ✚ Life-wide Learning Day 2022 (S3 Ecological Tour)
 - ✚ Life-wide Learning Day 2022 (S4 Fencing / Fitness & Yoga / Virtual Cycling Competition / Rock Climbing)
 - ✚ Life-wide Learning Day 2022 (S5 Adventure Training)
- 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) refers to student learning in real contexts and authentic settings to achieve targets that are more difficult to attain through classroom learning. 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.



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 21)

Junior Level

學校數據 School Data				
初中 Junior Secondary			學年 School Year	百分比 Percentage
21.1	(i)	與國民教育相關 Relevant to national education		
			2022/23	32.0
	(ii)	與STEM/STEAM 教育相關 Relevant to STEM/STEAM education		
			2022/23	-
	(iii)	與兩文三語相關 Relevant to biliterate and trilingual communication		
			2022/23	26.1
	(iv)	與體藝相關 Relevant to aesthetic and physical activities		
			2022/23	32.3
	(v)	其他 Others		
			2022/23	98.1

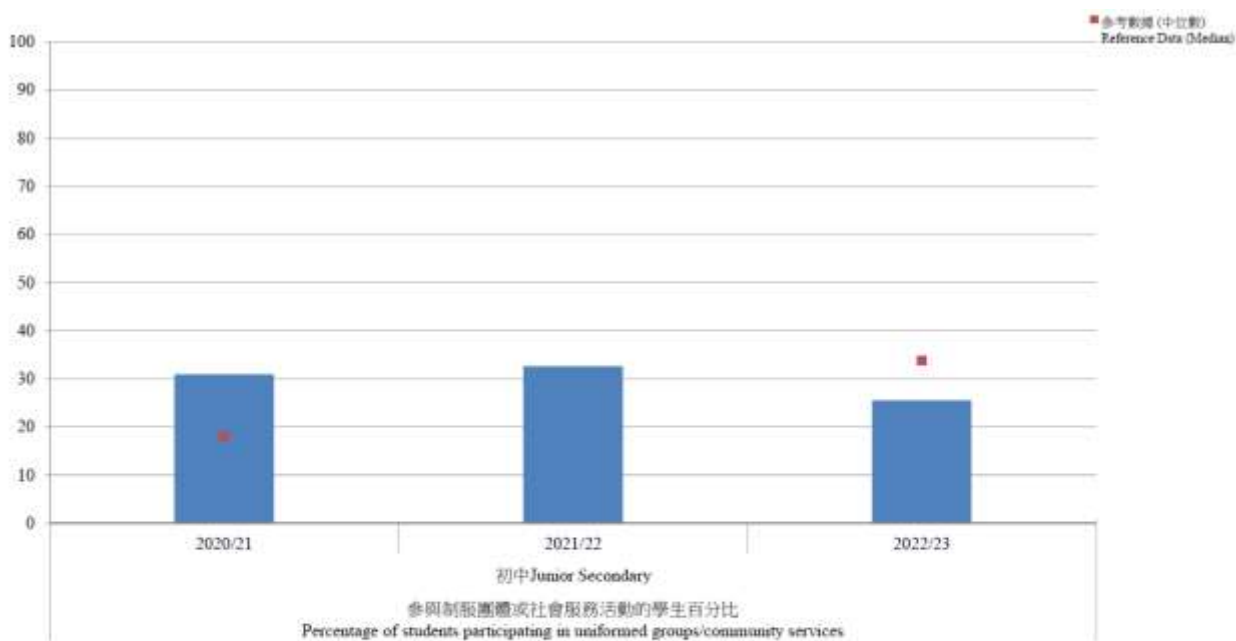


Senior Level

學校數據 School Data				
高中 Senior Secondary			學年 School Year	百分比 Percentage
21.2	(i)	與國民教育相關 Relevant to national education		
			2022/23	-
	(ii)	與STEM/STEAM 教育相關 Relevant to STEM/STEAM education		
			2022/23	1.3
	(iii)	與兩文三語相關 Relevant to biliterate and trilingual communication		
			2022/23	15.0
	(iv)	與體藝相關 Relevant to aesthetic and physical activities		
			2022/23	42.0
	(v)	其他 Others		
			2022/23	-



The percentage of junior secondary students participating in uniform groups/external community services within a school year (KPM Data 22)



學校數據 School Data				
		學年 School Year		百分比 Percentage
22.1	參與制服團體或社會服務活動的學生百分比 The percentage of students participating in uniformed groups/community services	初中 Junior Secondary	2020/21	30.9
			2021/22	32.6
			2022/23	25.5

List of Achievements 2022-2023

Inter-school Swimming Competition D3HK

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1A	21	Lee Pak Kiu	李柏翹	Boys C Grade 50m Back Stroke 3rd Place
1A	21	Lee Pak Kiu	李柏翹	Boys C Grade 50m Butterfly 4th Place
1A	21	Lee Pak Kiu	李柏翹	Boys C Grade 4x50m Medley Relay 3rd Place
1C	26	Yip Ting Tsun	葉廷浚	Boys C Grade 4x50m Medley Relay 3rd Place
1D	18	Li Louis Ka Wo	李家和	Boys C Grade 100m Free Style 2nd Place
1D	18	Li Louis Ka Wo	李家和	Boys C Grade 4x50m Medley Relay 3rd Place
2B	25	Wan Wui Sum	尹滙深	Boys C Grade 50m Butterfly 2nd Place
2B	25	Wan Wui Sum	尹滙深	Boys C Grade 4x50m Medley Relay 3rd Place
5B	26	Yip Chun Cheung Jonathan	葉竣翔	Boys A Grade 4x50m Free Style Relay 1st Place
5C	1	Au Yat Shing	區逸昇	Boys A Grade 50m Back Stroke 3rd Place
5C	1	Au Yat Shing	區逸昇	Boys A Grade 4x50m Free Style Relay 1st Place
5C	9	Lee Nok Hin	李諾軒	Boys A Grade 50m Free Style 1st Place
5C	9	Lee Nok Hin	李諾軒	Boys A Grade 50m Butterfly 2nd Place
5C	9	Lee Nok Hin	李諾軒	Boys A Grade 4x50m Free Style Relay 1st Place
5D	5	Cheung Yu Curtis	張羽	Boys A Grade 200m Free Style 2nd Place
5D	5	Cheung Yu Curtis	張羽	Boys A Grade 4x50m Free Style Relay 1st Place
5D	10	Lam Him	林謙	Boys A Grade 4x50m Free Style Relay 1st Place

Inter-School Cross Country Competition D2HK

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1A	11	Ho Kei Chung Eden	何其翀	Boys C Grade Overall 4th Place
1C	22	Tung Hon Lam	董翰林	Boys C Grade Overall 4th Place
1C	28	Zhang Shunda	張順達	Boys C Grade Overall 4th Place
1D	14	Lee Caleb	李日橋	Boys C Grade 1st Place
1D	14	Lee Caleb	李日橋	Boys C Grade Overall 4th Place
5D	5	Cheung Yu Curtis	張羽	Boys A Grade 5th Place

Inter-school Athletics Competition

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4C	7	Chu Chun Kong	朱振罡	A Grade Long Jump - 2nd runner-up
2C	16	Macatuman Tobin Bradley		C Grade Shot-put - 1st runner-up
2C	26	Yau Ho Hin	邱浩軒	C Grade Long Jump - 1st runner-up
1D	14	Lee Caleb	李日橋	C Grade 1500m - 2nd runner-up
2B	6	Cheng Ho Him	鄭皓謙	C Grade Discus - 1st runner-up
2C	26	Yau Ho Hin	邱浩軒	Boys C Grade 4X400m Relay 2nd runner-up
1D	14	Lee Caleb	李日橋	
1A	11	Ho Kei Chung Eden	何其翀	
2B	22	Sze Pak Hin	施柏軒	

2022 Hong Kong Rowing Schools Championships

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1A	9	Cheng Tsz Chun Ethan	鄭梓縉	Boy's U14 Coxed Quadruple Sculls Silver Medal
1A	21	Lee Pak Kiu	李柏翹	Boy's U14 Coxed Quadruple Sculls Bronze Medal
1C	8	Lee Sheung Tat	李尚達	Boy's U14 Coxed Quadruple Sculls Silver Medal
1C	15	Ng Yu Hin	吳雨軒	Boy's U14 Coxed Quadruple Sculls Bronze Medal
1C	19	Tang Ho Tin Ryan	鄧皓天	Boy's U14 Coxed Quadruple Sculls Silver Medal
1C	27	Yung Ho Ka	翁浩嘉	Boy's U14 Coxed Quadruple Sculls Bronze Medal
1D	24	Sung Kei Yin Clement	宋紀言	Boy's U14 Coxed Quadruple Sculls Bronze Medal
2A	8	Hon Chun	韓駿	Boy's U14 Coxed Quadruple Sculls Gold Medal
2A	12	Lau Chung Him Alfred	劉仲謙	Boy's U14 Coxed Quadruple Sculls Gold Medal
2B	6	Cheng Ho Him	鄭皓謙	Boy's U14 Coxed Quadruple Sculls Gold Medal
2C	24	Tsui Sum	徐琛	Boy's U16 Coxed Quadruple Sculls Bronze Medal
2C	26	Yau Ho Hin	邱浩軒	Boy's U14 Coxed Quadruple Sculls Gold Medal
2D	1	Ang Ka Lam	洪伽林	Boy's U14 Double Sculls Bronze Medal
2D	11	Keung Yat Kiu	姜逸翹	Boy's U14 Coxed Quadruple Sculls Silver Medal
2D	14	Lau Chit Hin	劉哲騫	Boy's U14 Double Sculls Bronze Medal
2D	14	Lau Chit Hin	劉哲騫	Boy's U14 Single Sculls Silver Medal
2D	21	Tan Zhenyang	談振揚	Boy's U16 Coxed Quadruple Sculls Bronze Medal
3A	5	Chou Jun Jie	周俊傑	Boy's U16 Coxed Quadruple Sculls Bronze Medal
3A	28	Wong Tat Chi	黃達之	Boy's U16 Coxed Quadruple Sculls Gold Medal
3A	28	Wong Tat Chi	黃達之	Boy's U16 Double Sculls Bronze Medal
3A	29	Yu Yuen	余愿	Boy's U16 Coxed Quadruple Sculls Gold Medal
3A	29	Yu Yuen	余愿	Boy's U16 Double Sculls Bronze Medal
3B	16	Leung Siu Hang	梁兆鏗	Boy's U14 Coxed Quadruple Sculls Gold Medal
3B	16	Leung Siu Hang	梁兆鏗	Boy's U16 Coxed Quadruple Sculls Gold Medal
3C	2	Cheung Ming Sum	張銘琛	Boy's U16 Coxed Quadruple Sculls Bronze Medal
3C	9	Kwok Tsz Kiu	郭子喬	Boy's U16 Coxed Quadruple Sculls Gold Medal
3D	25	Yeung Manlok	楊汶諾	Boy's U16 Coxed Quadruple Sculls Gold Medal

Inter-School Handball Competition 2022-2023 Division Two, B Grade

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4A	8	Chiu Chun Ting	趙晉霆	3rd Runner-Up
4A	10	Chu Kwun Hoi	朱冠愷	
4A	20	Leung Siu Wai	梁兆煒	
4B	1	Au-Yeung Pan	歐陽斌	
4C	1	Au Hon Lam Jacques	區翰林	
4C	12	Leung Man Hoi	梁文愷	
4D	24	Yau Chi Long Brian	游志朗	
4D	25	Yeung Wan Kit	楊雲傑	

Inter-School Football Competition 2022-2023 Division Three (HK)

5B	20	Tong Chi Yip	湯智業	Overall Champion
5C	8	Lee Long Hei	李朗熙	
5C	10	Leung Chi Kit	梁智傑	
5C	14	Tung Yin Po	董賢堡	
5C	18	Yuen Ho Ching	袁灝正	
5D	2	Chan Yin Chung	陳彥聰	
5D	5	Cheung Yu Curtis	張羽	
5D	9	Ip Chun Kwok Harris	葉俊國	
5D	10	Lam Him	林謙	
5D	11	Lam Kam To	林錦濤	
6A	10	Hau Man Chun	侯文津	
6C	7	Chung Man Hin	鍾文軒	
6C	28	Tam Chun Yu Edgar	譚雋予	
6D	4	Cheung Ho Kiu	張灝橋	
6D	16	Luo Wing Lam	羅泳霖	
6D	18	Ng Ngok Chun	吳岳臻	
1A	14	Hung Cheuk Nam	洪焯楠	Grade C Champion
1A	21	Lee Pak Kiu	李柏翹	
1A	22	Lee Tsz Lok	李梓樂	
1B	23	Ma Pak Lim	馬柏濂	
1B	31	Lau Kinson	劉梓熙	
1C	2	Chan Chung Hin Matthew	陳頌顯	
1C	3	Chen Chun Yuet	陳振悅	
1C	14	Ng Chun Yin	吳晉彥	
1C	18	Sunwar Rai Amrit		
1D	14	Lee Caleb	李日橋	
2A	8	Hon Chun	韓駿	
2A	20	Sin Tsun Yin	冼浚諺	
2A	27	Yuen Ho Chi	袁浩知	
2B	6	Cheng Ho Him	鄭皓謙	
2B	22	Sze Pak Hin	施柏軒	
2C	7	Chui Ho Him Sheldon	徐皓謙	
2C	21	Rahman Hasif Ramadani		
2C	22	Rubio Tyler Caden Santos		
2C	26	Yau Ho Hin	邱浩軒	
2D	15	Lee Tai Kong	李大剛	
2D	27	Yung Chun Hei Marcus	容浚瑋	
4C	20	Tong Wai Shun	唐煒惇	
2A	12	Lau Chung Him Alfred	劉仲謙	Grade B Champion
2D	21	Tan Zhenyang	談振揚	

3A	18	Leung Yu Hin Eugene	梁瑜軒	Grade B Champion
3C	28	Yung Ka Long Carson	容嘉朗	
3D	3	Chan Man Hei	陳萬熙	
3D	6	Chan Yin Tin	陳彥鈿	
3D	11	Kam Cheuk Wai	甘倬維	
3D	15	Law Cheuk Hei	羅卓曦	
3D	20	Ng Cheuk Fung	吳卓峰	
3D	24	Wong Shun Kwan Achilles	黃順鑒	
4A	16	Kwok Pak Long	郭柏朗	
4A	28	So Cheuk Hin	蘇倬軒	
4B	12	Leduc Jeremie Refuerzo		
4C	23	Velappan Praneeshan Jr Ferrer		
4C	25	Wright Alistair Collada	韋子琛	
4D	16	Ng Ngok Him	吳岳謙	

香港亞洲青年協會全港中學生籃球比賽 亞青盃

3A	5	Chou Jun Jie	周俊傑	Champion
3A	23	So Cheuk Hang	蘇苟衡	
3B	9	Ho Wai Him	何韋謙	
3B	15	Leung Chi Lam	梁智霖	
3B	28	Wong Lap Yin	王立言	
3C	21	Sukhginder-Singh-Gill		
3D	16	Lee Ka Ho Lincoln	李嘉浩	
3D	25	Yeung Manlok	楊汶諾	
3D	26	Yeung Siu Hei	楊肇晞	
4A	9	Choi Ethan Po Lum	蔡保霖	
4A	18	Lee Cheuk Hin Anson	李卓軒	
4A	22	Lui Man Lok	呂文樂	
4B	25	Wong Yu Ting	王瑜霆	
4C	2	Chan Pak Kun Jeffrey	陳柏勤	
4D	21	Wong Tsz Chung	黃子聰	
4D	24	Yau Chi Long Brian	游志朗	
5A	27	Tam Wai Kit	譚偉傑	
5B	1	Au Kung Hang	區功恒	
5B	10	Ko Chin Yeung	高戩陽	
5C	11	Leung Yu Hin Jaden	梁宇軒	
5C	15	Wong Pak Kiu	黃栢翹	
5C	19	Yuen Tsz Him	源梓謙	
5D	19	Lui Kwun Hei Kelvin	呂冠希	
5D	23	Wong Chak Hin	王澤軒	

Inter-class Football and Basketball Competition

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1C	2	Chan Chung Hin Matthew	陳頌顯	Champion
1C	3	Chen Chun Yuet	陳振悅	
1C	6	Lam Luffy	林彥亨	
1C	7	Lee Jun Eui	李俊義	
1C	8	Lee Sheung Tat	李尚達	
1C	14	Ng Chun Yin	吳晉彥	
1C	15	Ng Yu Hin	吳雨軒	
1C	16	Pang Kok Cheong	彭珏鏘	
1C	17	Sandoval Zachariah Oliver Baldon		
1C	18	Sunwar Rai Amrit		
1C	19	Tang Ho Tin Ryan	鄧皓天	
1C	20	Thapa Saksham		
1C	22	Tung Hon Lam	董翰林	
1C	28	Zhang Shunda	張順達	
2A	1	Chan Shing Yui	陳鉞睿	
2A	7	Cheung Wah Fung	張樺烽	
2A	8	Hon Chun	韓駿	
2A	9	Hung Atilla Ho Fu	洪浩富	
2A	17	Li Hang Fai	李恒輝	
2A	20	Sin Tsun Yin	冼浚諺	
2A	25	Wong Ho Him	黃皓謙	
2A	26	Wong Ming Sum	黃銘琛	
2A	27	Yuen Ho Chi	袁浩知	
3D	3	Chan Man Hei	陳萬熙	
3D	5	Chan Ting Him	陳定謙	
3D	6	Chan Yin Tin	陳彥鈿	
3D	10	Chung Chun Fung	鍾震峰	
3D	11	Kam Cheuk Wai	甘倬維	
3D	12	Lai Wei	賴維	
3D	15	Law Cheuk Hei	羅卓曦	
3D	16	Lee Ka Ho Lincoln	李嘉浩	
3D	20	Ng Cheuk Fung	吳卓峰	
3D	24	Wong Shun Kwan Achilles	黃順鋆	
3D	25	Yeung Manlok	楊汶諾	
3D	26	Yeung Siu Hei	楊肇晞	
3D	27	Yuen Ho Lam	袁皓霖	
3D	28	Zhou Yik Shing	周易承	

1D	2	Chan Yat Kan	陳一勤
1D	4	Chu Chun Nok	朱浚諾
1D	8	Ho Hei Lok	何晞樂
1D	9	Kwan Siu Long	關兆朗
1D	11	Lam Ching Kit	林政杰
1D	12	Lam Yau Tai Yates	林佑泰
1D	14	Lee Caleb	李日橋
1D	17	Leung Yat Toa	梁逸淘
1D	19	Lin Chi Chung	林子聰
1D	20	Liu King For	廖敬科
1D	23	Ng Tsz Him	吳子謙
1D	28	Wong Chi Hin	黃智軒
1D	30	Wu Yat Sum	胡逸琛
1D	31	Zhao Yeung San	趙陽薪
2D	6	Choi Yat Yin	蔡逸然
2D	8	Chung Chun Kit	鍾俊杰
2D	9	Chung Sing Man	鍾承旻
2D	11	Keung Yat Kiu	姜逸翹
2D	13	Lai Hsuan Ying	賴宣穎
2D	14	Lau Chit Hin	劉哲騫
2D	15	Lee Tai Kong	李大剛
2D	17	Mok Ping Hei	莫炳熙
2D	21	Tan Zhenyang	談振揚
2D	24	Tsui Tsun Wa	徐浚華
2D	25	Wong Cheuk Wai	黃綽煒
2D	27	Yung Chun Hei Marcus	容浚瑋
2D	28	Zhao Kin Fai	趙健暉
3A	1	Chan Hin Fung	陳憲楓
3A	3	Chen Sheung Shing Alan	陳尚誠
3A	4	Chen Sing Pok	陳星博
3A	5	Chou Jun Jie	周俊傑
3A	7	Chuk Hok Lam	祝學霖
3A	8	Feng Jianhao	馮建浩
3A	9	Fok Tsun Chung	霍浚鈞
3A	12	Ho Ron	何泓樂
3A	13	Keung Wang Hon	姜宏翰
3A	16	Leung Cheuk Hin	梁卓軒
3A	19	Li Chi Kong	李智江
3A	23	So Cheuk Hang	蘇芍衡
3A	26	Tsang Ching	曾呈
3A	28	Wong Tat Chi	黃達之
3A	29	Yu Yuen	余懸

1st runner-up

The 75th Hong Kong Schools Music Festival

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1A	8	Chen Bernard Tsz Yip	陳祉嶸	N94 Vocal Ensemble - Foreign Language - Boys - Treble Voice Vocal Ensemble
1A	10	Cheung Shing Hin	張承軒	N94 Vocal Ensemble - Foreign Language - Boys - Treble Voice Vocal Ensemble
1A	15	Ip Yin Hei	葉彥希	N94 Vocal Ensemble - Foreign Language - Boys - Treble Voice Vocal Ensemble
1B	22	Lo Ka Lung	羅家隆	N94 Vocal Ensemble - Foreign Language - Boys - Treble Voice Vocal Ensemble
1B	27	Wo Chun Tin	胡雋天	N555 - Sheng Solo - Junior
1C	1	Chan Chun Hei	陳雋熹	U113 - Graded Piano Solo - Grade Four
1C	6	Lam Luffy	林彥亨	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
1C	12	Lin Hoi Wing	練鎧穎	N94 Vocal Ensemble - Foreign Language - Boys - Treble Voice Vocal Ensemble
1C	15	Ng Yu Hin	吳雨軒	N94 Vocal Ensemble - Foreign Language - Boys - Treble Voice Vocal Ensemble
1D	16	Lee Sin Hang	李善衡	U110 - Graded Piano Solo - Grade Three
2A	1	Chan Shing Yui	陳鉞睿	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
2A	1	Chan Shing Yui	陳鉞睿	N94 Vocal Ensemble - Foreign Language - Boys - Treble Voice Vocal Ensemble
2A	2	Cheng Chi Wang Kyle	鄭子弘	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
2A	22	Tsang Noah	曾天諾	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
2B	23	To Yee Chak	杜依澤	N515 - Zhongruan Solo - Junior
2C	12	Leung Shue Ka	梁澍珈	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
2C	25	Wong Pak Kwan	黃柏鈞	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
2D	1	Ang Ka Lam	洪伽林	N94 Vocal Ensemble - Foreign Language - Boys - Treble Voice Vocal Ensemble
2D	13	Lai Hsuan Ying	賴宣穎	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
2D	23	Tse Lok Man Ethan	謝樂民	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
3A	25	Wong Hei Man	黃熙文	N860 - Harmonica Concert Work
3B	4	Cheung Pak Hei	張珀熙	N228 - Cello Solo - Intermediate
3B	27	Wong Hin Shing	王衍誠	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
3C	25	Wong Hei Man	黃熙文	N305 - Harmonica Duet
3C	25	Wong Hei Man	黃熙文	N307 - Harmonica Solo - Intermediate
3D	12	Lai Wei	賴維	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
3D	12	Lai Wei	賴維	N228 - Cello Solo - Junior
4A	5	Cheng Ching Yin	鄭正弦	N436 - Alto Saxophone Solo - Junior
4A	8	Chiu Chun Ting	趙晉霆	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
4A	20	Leung Siu Wai	梁兆煒	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
4A	32	Yue Kam Lai	俞淦醴	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
4B	23	Wong Wai Pak	王煒栢	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble

4C	20	Tong Wai Shun	唐煒惇	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
4D	2	Cheng Cheuk Long	鄭卓朗	N452 - Trombone Solo - Senior
4D	7	Lam Chak Yiu	林澤耀	U118 - Graded Piano Solo - Grade Five
4D	23	Yam Pok Pong	任博邦	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
4D	24	Yau Chi Long Brian	游志朗	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
5A	1	Chan Cheuk Him	陳卓謙	U117 - Graded Piano Solo - Grade Five
5A	1	Chan Cheuk Him	陳卓謙	U157 - Piano Duet - Intermediate
5A	3	Chan Ho Cheung	陳昊翔	N446 - French Horn Solo - Senior
5A	3	Chan Ho Cheung	陳昊翔	N491 - Tom Lee Prize for Brass Concerto - Horn
5A	8	Choy Pak Yin	蔡柏賢	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
5A	9	Chung Wai Hei	鍾瑋希	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
5B	21	Tseung Chun Ho	蔣俊皓	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
5B	25	Yeung Ka Kit Johnathan	楊嘉傑	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
5D	10	Lam Him	林謙	N92 Vocal Ensemble - Foreign Language - Boys - Male Voice Vocal Ensemble
5D	12	Lau Hiu Long	劉曉朗	U157 - Piano Duet - Intermediate

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Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1A	15	Ip Yin Hei	葉彥希	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1A	29	Zeng Kong Kei	曾港基	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1B	8	Cheng Michael Man Kit	鄭文傑	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1B	13	Kong Tsz Yeung	江子陽	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1C	19	Tang Ho Tin Ryan	鄧皓天	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1D	19	Lin Chi Chung	林子聰	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1D	26	Tse Shing Hin Justin	謝承軒	獨誦(普通話)中學一、二年級(男子組)優良獎狀
1D	27	Wang Rui Xin Richard	王睿新	獨誦(普通話)中學一、二年級(男子組)優良獎狀
2A	2	Cheng Chi Wang Kyle	鄭子弘	獨誦(普通話)中學一、二年級(男子組)優良獎狀
2A	4	Cheng Sze Chun	鄭思璿	獨誦(普通話)中學一、二年級(男子組)優良獎狀
2B	8	Chiu Pak Shing Patrick	趙柏丞	獨誦(普通話)中學一、二年級(男子組)優良獎狀
2B	9	Chou Lexin	周樂新	獨誦(普通話)中學一、二年級(男子組)優良獎狀
2C	2	Chan Pak Yin	陳柏然	獨誦(普通話)中學一、二年級(男子組)優良獎狀
2C	10	Lai Kin Pong	黎健邦	獨誦(粵語)中學二年級(男子組)季軍
5A	15	Lam Tsun Him	林浚謙	獨誦(粵語)中學五、六年級(男子組)優良獎狀

The 74th Hong Kong Schools English Speech Festival

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1A	6	Char Chung Yan	查頌仁	U62 Solo Verse Speaking – Merit
1A	25	Wong Ki	王祺	U62 Solo Verse Speaking – Merit
1A	30	Zhang Shan	張杉	U62 Solo Verse Speaking – Merit
1B	7	Chen Siu Pui	陳鎬沛	U62 Solo Verse Speaking – Merit
1B	8	Cheng Michael Man Kit	鄭文傑	U62 Solo Verse Speaking – Proficiency
1B	16	Lau Ricky	劉力旗	U62 Solo Verse Speaking – Merit
1B	31	Lau Kinson	劉梓熙	U62 Solo Verse Speaking – Proficiency
1C	1	Chan Chun Hei	陳雋熹	U62 Solo Verse Speaking – Proficiency
1C	4	Cheung Chun Long Felix	張鎮朗	U170 Solo Prose Reading – Proficiency
1C	7	Lee Jun Eui	李俊義	U61 Solo Verse Speaking – Merit
1C	12	Lin Hoi Wing	練鎧穎	U61 Solo Verse Speaking – Merit
1C	17	Sandoval Zachariah Oliver Baldon		U61 Solo Verse Speaking – Merit
1C	18	Sunwar Rai Amrit		U61 Solo Verse Speaking – Merit
1C	29	Zhou Zijing	周子敬	U61 Solo Verse Speaking – Merit
2A	1	Chan Shing Yui	陳鉞睿	U63 Solo Verse Speaking – Merit
2A	2	Cheng Chi Wang Kyle	鄭子弘	U63 Solo Verse Speaking – Merit
2A	7	Cheung Wah Fung	張樺烽	U63 Solo Verse Speaking -- Merit
2B	1	Au Tsz Him	區梓謙	U63 Solo Verse Speaking – Proficiency
2B	3	Chair Man Hin Matthew	謝文軒	U63 Solo Verse Speaking – Proficiency
2B	25	Wan Wui Sum	尹滙深	U63 Solo Verse Speaking – Proficiency
2D	1	Ang Ka Lam	洪伽林	U63 Solo Verse Speaking – Merit
2D	6	Choi Yat Yin	蔡逸然	U63 Solo Verse Speaking – Merit
2D	10	Fahmi Dhruboneel		U63 Solo Verse Speaking – Merit
2D	14	Lau Chit Hin	劉哲騫	U64 Solo Verse Speaking – Merit
2D	17	Mok Ping Hei	莫炳熙	U63 Solo Verse Speaking – Merit
3A	3	Chen Sheung Shing Alan	陳尚誠	U65 Solo Verse Speaking – Merit
3A	27	Wong Chun Ka	黃俊嘉	U65 Solo Verse Speaking – Merit
3D	4	Chan Ming Hei	陳銘熙	U65 Solo Verse Speaking – Merit
3D	9	Chong Ka Sing	莊嘉昇	U65 Solo Verse Speaking – Proficiency
4B	8	Lai Tsz Chim Jimmy	黎子瞻	U67 Solo Verse Speaking – Merit
5A	1	Chan Cheuk Him	陳卓謙	N240 News Feature Presentation – Proficiency
5A	4	Cheng King Shun	鄭經信	N240 News Feature Presentation – Proficiency
5A	5	Cheung Chun Hei	張俊希	N240 News Feature Presentation – Proficiency
5A	10	Guan Chenxiang	關陳翔	N240 News Feature Presentation – Proficiency
5A	12	Hui Cheung Hin	許章顯	N240 News Feature Presentation – Proficiency
5A	13	Kwok Tsz Him	郭子謙	N195 Public Speaking Solo – Merit
5A	14	Lam Ho Hei Keynes	林皓熙	U69 Solo Verse Speaking – Merit
5A	16	Lau Chi Sau	劉至修	N195 Public Speaking Solo – Merit

5A	22	Ming Chung Hei	明頌熹	N240 News Feature Presentation – Merit
5A	23	Or Chiu Fai	柯詔暉	N240 News Feature Presentation – Merit
5A	24	Ray Choudhury Anagha		N240 News Feature Presentation – Merit
5A	28	Yeung Yan Chun Marcus	楊寅駿	N195 Public Speaking Solo – Merit
5A	30	Yu Wan Tat	余昀達	N240 News Feature Presentation – Proficiency
5C	2	Cheung Tsz Fung	張梓峯	U174 Solo Prose Reading – Merit
5C	5	Kwan Chun Ho Quentin	關浚皓	U174 Solo Prose Reading – Merit
5C	13	Tsang Chung Chak	曾頌澤	U174 Solo Prose Reading – Merit
6A	4	Chau Samuel Tony	周令山	N240 News Feature Presentation – Merit
6A	5	Cheng Pak Hang Jason	鄭柏衡	U175 Solo Prose Reading – First Place
6A	20	Sharma Jatin		N240 News Feature Presentation – Merit
6D	8	He Haoming	何浩銘	N240 News Presentation Solo – Proficiency
6D	20	Rajput Jagjit Singh	韋星杰	N240 News Presentation Solo – Proficiency
6D	23	Wee Tsz Kit Alex	黃梓傑	U63 Solo Verse Speaking – Merit
6D	26	Yuen Man Fai	袁文輝	N240 News Presentation Solo – Proficiency
1B	4	Chan Stefan Yik Fan	陳亦凡	U170 Solo Prose Reading – Merit
1B	9	Cheung Chun Hong Nathan	張鎮航	U170 Solo Prose Reading – Third Place
1B	13	Kong Tsz Yeung	江子陽	U170 Solo Prose Reading – Third Place
1B	14	Kwong Tak Yu	江德宇	U170 Solo Prose Reading – Merit
1B	29	Wu Yat Hei	胡溢熹	U170 Solo Prose Reading – Third Place
1D	4	Chu Chun Nok	朱浚諾	U62 Solo Verse Speaking – Proficiency
1D	12	Lam Yau Tai Yates	林佑泰	U62 Solo Verse Speaking – Merit
1D	19	Lin Chi Chung	林子聰	U62 Solo Verse Speaking – Merit
1D	24	Sung Kei Yin Clement	宋紀言	U62 Solo Verse Speaking – Merit
1D	27	Wang Rui Xin Richard	王睿新	U62 Solo Verse Speaking – Merit
2B	16	Lee Ming Hei	李明希	U174 Solo Prose Reading – Proficiency
2B	19	Ma Lok Fung	馬樂峯	U174 Solo Prose Reading – Merit
2B	20	Ng Mann Sum Titus	伍旻琛	U62 Solo Verse Speaking – Merit
2B	20	Ng Mann Sum Titus	伍旻琛	U174 Solo Prose Reading – Merit
2C	2	Chan Pak Yin	陳柏然	U63 Solo Verse Speaking – Merit
2C	8	Fan Ho Man	范浩文	U63 Solo Verse Speaking – Merit
2C	10	Lai Kin Pong	黎健邦	U63 Solo Verse Speaking – Merit
2C	15	Ma Tak Yin Horace	馬德諺	U63 Solo Verse Speaking – Merit
2C	23	So Kin Hin	蘇建軒	U63 Solo Verse Speaking – Merit
3A	12	Ho Ron	何泓樂	U66 Solo Verse Speaking – Proficiency
3A	12	Ho Ron	何泓樂	U172 Solo Prose Reading – Merit
3B	22	Szeto Kei Hin	司徒紀軒	U66 Solo Verse Speaking – Merit
3B	9	Ho Wai Him	何韋謙	U172 Solo Prose Reading – Merit
3B	27	Wong Hin Shing	王衍誠	U172 Solo Prose Reading – Merit
3D	15	Law Cheuk Hei	羅卓曦	U172 Solo Prose Reading – Merit
3C	8	Kwok Karl	郭正延	U65 Solo Verse Speaking – First Place

3C	8	Kwok Karl	郭正延	U172 Solo Prose Reading – First Place
3C	10	Lai Chun Hei	黎晉熙	U172 Solo Prose Reading – Merit
3C	18	Quibel Karl Joshua Jadulco		U172 Solo Prose Reading – Merit
3C	21	Sukhginder-Singh-Gill		U172 Solo Prose Reading – Merit
3C	23	Tsui Tsz Ming	徐梓銘	U172 Solo Prose Reading – First Place
3D	6	Chan Yin Tin	陳彥鈿	U172 Solo Prose Reading – Merit
3D	28	Zhou Yik Shing	周易承	U172 Solo Prose Reading – Merit
4C	2	Chan Pak Kun Jeffrey	陳柏勤	U67 Solo Verse Speaking – First Place
4C	4	Chau Yik Man Casey	周翌文	N239 News Feature Presentation – Second Place
4C	5	Cheung Tsun Sang	張浚生	U67 Solo Verse Speaking – Merit
4C	23	Velappan Praneeshan Jr Ferrer		U67 Solo Verse Speaking – Second Place
4C	25	Wright Alistair Collada	韋子琛	U67 Solo Verse Speaking – Proficiency
4D	24	Yau Chi Long Brian	游志朗	U67 Solo Verse Speaking – Merit
5B	1	Au Kung Hang	區功恒	U69 Solo Verse Speaking – Merit
5B	3	Chen Wang Fung	陳弘峰	U69 Solo Verse Speaking – Merit
5B	5	Cheung Chun Yiu Gordon	張俊堯	U69 Solo Verse Speaking – Proficiency
5B	7	Hung Chi Shing	洪志成	U69 Solo Verse Speaking – Merit
5B	10	Ko Chin Yeung	高戩陽	U69 Solo Verse Speaking – Merit
5B	11	Kong Chui Xiang	孔垂祥	U69 Solo Verse Speaking – Proficiency
5B	11	Kong Chui Xiang	孔垂祥	U69 Solo Verse Speaking – Merit
5B	14	Lee Man Cho	李文祖	U69 Solo Verse Speaking – Merit
5B	16	Liang Johnathan	梁智韜	U69 Solo Verse Speaking – Merit
5B	19	Sham Chi Long	岑智朗	U69 Solo Verse Speaking – Proficiency
5B	22	Wat Chung Sang	屈松生	U69 Solo Verse Speaking – Merit
5B	24	Wong San Hong	黃新康	U69 Solo Verse Speaking – Merit
5B	27	Yip Chun Ki	葉晉其	U69 Solo Verse Speaking – Proficiency

Inter-school Speech Contest 2023

4A	6	Cheng Ethan Tsun Hei	鄭峻浠	Champion
4A	7	Chim Yu Hin Daniel	詹羽軒	
4A	14	Ko Kwan Ting	高君廷	
5A	10	Guan Chenxiang	關陳翔	
5A	15	Lam Tsun Him	林浚謙	
5A	18	Law Hoi Kit	羅海傑	
5A	23	Or Chiu Fai	柯詔暉	
5D	8	Hui Cheuk Hin William	許卓軒	

Hong Kong Secondary Schools Debating Competition 2022-2023

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4A	6	Cheng Ethan Tsun Hei	鄭峻湙	Term 1 Finals & Grand Final HKI & KLN Senior Division 1 Champion
4C	25	Wright Alistair Collada	韋子琛	
5A	15	Lam Tsun Him	林浚謙	
5A	24	Ray Choudhury Anagha		
5C	16	Wong Shing Fung Sebastian	王聖丰	
5A	24	Ray Choudhury Anagha		Grand Final – Best Speaker
2B	20	Ng Mann Sum Titus	伍旻琛	Term 1 Finals HKI Junior Division 1 1st Runner-up & Grand Final HKI Division 1 Champion
2B	26	Wong Ho Ethan	黃浩	
2C	23	So Kin Hin	蘇建軒	
2D	10	Fahmi Dhruboneel		
2D	14	Lau Chit Hin	劉哲騫	
2D	20	Tam Kwan Lok Angus	譚琿洛	
2D	22	Thapa Riyan	唐偉賢	
2D	22	Thapa Tiyan		Grand Final – Best Speaker
3A	8	Feng Jianhao	馮建浩	HKI & NT Middle Division Grand Final 1st Runner-up
3C	10	Lai Chun Hei	黎晉熙	
3C	18	Quibel Karl Joshua Jadulco		
3C	22	Thapa Yannis	鄧逸昇	
4A	5	Cheng Ching Yin	鄭正弦	
4A	15	Koga Hiroto	梁皓翔	
4A	32	Yue Kam Lai	俞淦醴	

Forensic Hunter - 香港學界鑑證比賽 2023 (中學組)

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4A	7	Chim Yu Hin Daniel	詹羽軒	2nd runner-up
4A	14	Ko Kwan Ting	高君廷	
4A	15	Koga Hiroto	梁皓翔	
4A	16	Kwok Pak Long	郭柏朗	
4A	23	Lung Yat Hei	龍逸熙	

STEM Workshops and Competition for District Cooling System

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5A	14	Lam Ho Hei Keynes	林皓熙	1st runner-up
5A	19	Lee Ho Nam	李浩楠	
5B	7	Hung Chi Shing	洪志成	
5B	15	Li Cheuk Yin	李卓賢	

Hong Kong Physics Olympiad 2022

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5A	5	Cheung Chun Hei	張俊希	Participant
5A	24	Ray Choudhury Anagha		
5B	19	Sham Chi Long	岑智朗	

Main Study of The Trends in International Mathematics and Science Study (TIMSS) 2023 in Hong Kong

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2B	1	Au Tsz Him	區梓謙	Participant
2B	4	Chan Chun Ting Dominiq		
2B	6	Cheng Ho Him	鄭皓謙	
2B	7	Cheng Yat Hei	鄭日熙	
2B	8	Chiu Pak Shing Patrick	趙柏丞	
2B	9	Chou Lexin	周樂新	
2B	10	Chui Pak Hei	崔栢晞	
2B	11	Kwan Chun Hei	關俊希	
2B	12	Lai Heung Lung	賴香龍	
2B	13	Lam Ka Hing	林嘉興	
2B	14	Lam Ka Long	林家烺	
2B	16	Lee Ming Hei	李明希	
2B	17	Lok Chun Yin	駱浚賢	
2B	18	Lui Hon Chung Benjamin	雷瀚中	
2B	21	So Wing Long Aaron	蘇穎朗	
2B	22	Sze Pak Hin	施柏軒	
2B	23	To Yee Chak	杜依澤	
2B	24	Tsang Wai Yeung	曾偉揚	
2B	25	Wan Wui Sum	尹滙深	
2B	27	Wong Sing Ping	黃昇平	

Inter-School Tennis Competition 2022-2023 (Division Two - Boys)

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1B	1	Chan Hin Wing	陳衍榮	1st runner-up
2C	1	Chan Chun Hiu	陳浚曉	
2C	7	Chui Ho Him Sheldon	徐皓謙	
2C	19	Ng Yau Chung Jonion	吳宥聰	
3A	26	Tsang Ching	曾呈	
3D	5	Chan Ting Him	陳定謙	
4A	19	Leng Ka Hung	凌嘉鴻	
5D	7	Fung Yu Hin	馮宇軒	
6A	24	Yip Chak Fung	葉澤峰	
6C	4	Cheung Kwan Ho Matthew	張君灝	

2022 灣仔區青少年 MH 組網球

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2C	1	Chan Chun Hiu	陳浚曉	單打 Boy's Champion

2022 中西區青少年組網球

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2C	1	Chan Chun Hiu	陳浚曉	(13-14 歲) 單打 Boy's Champion
2C	1	Chan Chun Hiu	陳浚曉	(18 歲以下) 雙打 2nd runner-up
2C	7	Chui Ho Him Sheldon	徐皓謙	
2C	7	Chui Ho Him Sheldon	徐皓謙	(13-14 歲) 單打 1st runner-up

Speak Up - Act Out on Air Improvised Drama Competition

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2C	10	Lai Kin Pong	黎健邦	Participant
2C	17	Malavega Shiloh Dyllan Buxani		
2C	23	So Kin Hin	蘇建軒	
3A	8	Feng Jianhao	馮建浩	
3A	12	Ho Ron	何泓樂	
3C	8	Kwok Karl	郭正延	
3D	28	Zhou Yik Shing	周易承	
5B	7	Hung Chi Shing	洪志成	

Battle of the Books Reading Competition

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1B	12	Hui Pak Ho	許柏浩	1st Runner-up Semi-finals
1B	22	Lo Ka Lung	羅家隆	
1C	7	Lee Jun Eui	李俊義	
1D	24	Sung Kei Yin Clement	宋紀言	
1D	32	Leung Tsz To Sean	梁梓濤	
2B	20	Ng Mann Sum Titus	伍旻琛	
2B	26	Wong Ho Ethan	黃浩	
2C	23	So Kin Hin	蘇建軒	
2D	1	Ang Ka Lam	洪伽林	
2D	10	Fahmi Dhruboneel		
2D	13	Lai Hsuan Ying	賴宣穎	
2D	22	Thapa Riyan	唐偉賢	
2D	20	Tam Kwan Lok Angus	譚琚洛	

The Wharf Hong Kong Secondary School Art Competition 2022-23

4A	2	Chan Nam Hei Aidan	陳南熹	Merit (15 places)
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2022-2023 年度「篇篇流螢」網上閱讀計劃

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
2C	10	Lai Kin Pong	黎健邦	閱讀之星銀獎
2D	23	Tse Lok Man Ethan	謝樂民	閱讀之星銅獎
3A	18	Leung Yu Hin Eugene	梁瑜軒	閱讀之星銅獎
3A	27	Wong Chun Ka	黃俊嘉	閱讀之星金獎
3C	10	Lai Chun Hei	黎晉熙	閱讀之星銅獎
3D	9	Chong Ka Sing	莊嘉昇	閱讀之星金獎
3D	12	Lai Wei	賴維	閱讀之星金獎
3D	14	Lau Ho Yi Halston	劉賀爾	個人表現卓越獎金獎（全港第一名）

2022-2023 年度非華語學生中文才藝比賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4C	25	Wright Alistair Collada	韋子琛	寫作（高中組）優異獎

Law's Charitable Foundation – Applied Learning Scholarship (2021/22 School Year)

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
6D	20	Rajput Jagjit Singh	韋星杰	Pass with Distinction in Applied Learning in Chinese Language

Outstanding Ethnic Minority Student Award Scheme 2023

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5A	24	Ray Choudhury Anagha		Merit Certificate Secondary School Winner

關愛和諧樂共融嘉年華暨新來港定居及非華語學童成就嘉許禮

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
1C	18	Sunwar Rai Amrit		傑出學生獎
3C	21	Sukhginder-Singh-Gill		傑出學生獎
4B	12	Leduc Jeremie Refuerzo		傑出學生獎
4C	23	Velappan Praneeshan Jr Ferrer		傑出學生獎
4C	25	Wright Alistair Collada	韋子琛	傑出學生獎
5A	24	Ray Choudhury Anagha		傑出學生獎
5C	12	Ramos Gabriel Uriel Tejam	溫家偉	傑出學生獎
6D	20	Rajput Jagjit Singh	韋星杰	最優秀學生獎

CodeQuest International Hackathon 2022

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4B	26	Yung Chak Wai	翁澤瑋	Global Third Prize
5A	19	Lee Ho Nam	李浩楠	Global Third Prize
5A	13	Kwok Tsz Him	郭子謙	Global Second Prize
5A	30	Yu Wan Tat	余昀達	Global First Prize

Secondary School Think and Create Competition 2022

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5A	13	Kwok Tsz Him	郭子謙	Shortlisted Teams to Final Round Competition
5A	30	Yu Wan Tat	余昀達	
5B	15	Li Cheuk Yin	李卓賢	

AI 藝術創作大賽

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4B	2	Cheng Wan Hei	鄭允希	通過初選
1B	20	Li Chiu Fun	李超歡	
2A	2	Cheng Chi Wang Kyle	鄭子弘	

AI X HK Open Cup 2022

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
5A	13	Kwok Tsz Him	郭子謙	Champion & Best Social Impact Award
5A	30	Yu Wan Tat	余昀達	
5B	15	Li Cheuk Yin	李卓賢	

香港校際 AI 方程式 2022

Class	Class No.	Name (English)	Name (Chinese)	Awards / Certifications / Achievements Description
4B	1	Au-Yeung Pan	歐陽斌	Overall Champion, (JP Morgan 分站) Champion, (佐敦谷公園分站) Champion, (聖公會李福慶中學分站) Champion, (聖類斯中學分站) 1st runner-up, (聖公會曾肇添中學分站) Champion & (Goodnotes 分站) 2nd runner-up
4C	25	Wright Alistair Collada	韋子琛	
4D	14	Ng Chun Hin	吳銓軒	
4B	2	Cheng Wan Hei	鄭允希	Overall 1st runner up, (JP Morgan 分站) 1st runner-up, (Goodnotes 分站) Champion, (聖類斯中學分站) Champion & (聖公會李福慶中學分站) 2nd runner up
4B	15	Li Wai Yin	黎偉彥	
4B	25	Wong Yu Ting	王瑜霆	
4C	25	Wright Alistair Collada	韋子琛	(英皇書院分站) 2nd runner-up
4D	14	Ng Chun Hin	吳銓軒	
4B	22	Wong Tsz Hin Isaac	黃子軒	Overall 2nd runner up, (佐敦谷公園分站) 2nd runner up, (聖公會李福慶中學分站) 1st runner-up, (聖類斯中學分站) 1st runner-up & (聖公會曾肇添中學分站) Champion
4D	21	Wong Tsz Chung	黃子聰	



Financial Summary

Financial Plan & Report

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

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

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



Feedback on Future Planning

Key Issues for the School Development Plan

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

Major Concern 1:

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

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

Major Concern 2:

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

建立正面價值的校園，實踐校訓「學問與虔敬」的精神。

Remark: School-based Virtues in 23-24: Perseverance & Respect