

ST. LOUIS SCHOOL

SCHOOL REPORT (2009-2010)

For Key Stakeholders' Reference



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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.





St. Louis School

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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.



Vision and Mission of SLS

Vision/Mission Statement

Our Vision

Following the guidelines given by the Church, the Hong Kong Catholic Diocese and the Preventive System propagated by the Salesian Congregation, we strive 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, cultivates in students:

1. interest in knowledge and virtue (Scientia et Pietas).
2. nobility of character.
3. active involvement in a variety of activities.
4. a sense of belonging to the school, family, society and country.



Our Mission

With this Vision in mind and under the close collaboration among the school authority, teachers and parents, the school promises to commit itself to:

1. Developing students' interest in learning with motivation and cultivating in them the ability of critical, independent and creative thinking.
2. Supporting teachers in all areas of school life in enhancing an all-rounded education.
3. Cultivating in students a quest for nobility of character, i.e. piety towards God,



integrity, self-discipline, sense of responsibility, emotional maturity and readiness to serve others.

4. Encouraging teachers and students to commit themselves to various cultural, sportive and educational activities. Teachers are involved as stimulating advisers following the Preventive System whereas students as creative, critical and independent organizers.
5. Promoting in students a strong sense of belonging to the school, family, society and country. It is to be achieved through a harmonious and trustworthy school atmosphere; through all kinds of education and activities; through a friendly and caring relationship between teachers and students, and through the close collaboration among the school authority, teachers and parents.





Aims of Education, Objectives and School Ethos

Aims of Education

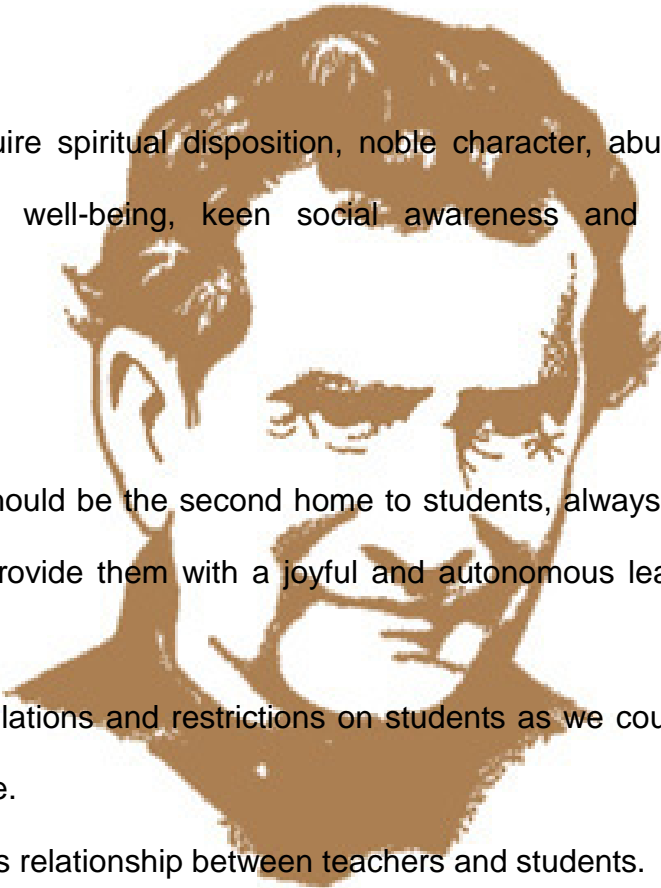
We provide an education which embraces the joy of learning and stresses the spiritual, moral, intellectual, physical, communal and aesthetic development of students.

Objectives

That students be nurtured to acquire spiritual disposition, noble character, abundant knowledge, mental and physical well-being, keen social awareness and acute aestheticism.

School Ethos

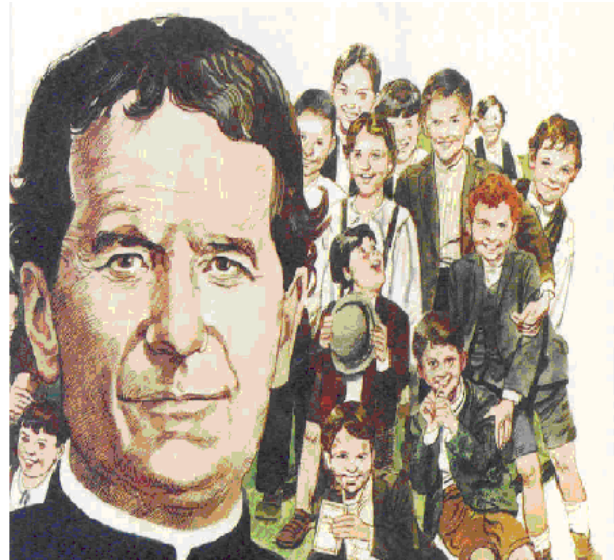
1. We, thinking that the school should be the second home to students, always keep the premises open so as to provide them with a joyful and autonomous learning environment.
2. We do not impose undue regulations and restrictions on students as we count on their self-discipline and initiative.
3. We seek to foster a harmonious relationship between teachers and students. With love, our teachers inspire students; with gratitude, our students respond to teachers.
4. We lay emphasis on freedom and autonomy under which students develop an interest to learn, leading to life-long self-education. This conducive environment unleashes the potentials of students, boosting their motivation to organize activities





independently.

5. We encompass religious activities in education to enrich students' spiritual temperament. We impress upon students the importance of cultivating a noble character through patient guidance and caring counselling. We promote various activities and competitions to help students



nurture a strong physical constitution, a passion for life, a sense of responsibility and care for people and their belongings.



REASON



RELIGION



LOVING-KINDNESS



YOUTH SPIRITUALITY



Our School

Brief Introduction of the School



*Love your neighbours
Learn with zeal*

To commemorate the 80th anniversary of our establishment, Saint Louis School hold an Open Day on 25th April, 2009 (2:00pm-5:00pm) and 26th April, 2009 (11:00am-4:00pm). The Opening Ceremony started at 2:00 pm on 25th April 2009 at the school Grand Stand. The Guest of Honour for the Opening Ceremony was Mr. Fung Hing Wang, JP, Commissioner for Census and Statistics Department.

Mr. Fung studied in St. Louis School from 1962 to 1970. He then joined the University of Hong Kong, where he graduated with a First Class Honour degree of Bachelor of Social Sciences (in Economics and Statistics) in 1973, and also obtained a Master degree of Social Sciences (in Public Administration) in 1983. He is also a Chartered Statistician of the Royal Statistical Society in the United Kingdom.

Mr Fung began his career in the Hong Kong civil service upon joining the Census and Statistics Department as a Statistician in 1974. He was appointed the Commissioner for Census and Statistics in 2005.





The main theme of our 80th Anniversary is “Love your neighbours, learn with zeal”:

Love your neighbours:

- ✚ to foster a greater sense of belonging between teachers, parents, students, old boys and friends,

- ✚ to nurture students' compassion to serve others.

Learn with zeal:

- ✚ to illustrate how the learning facilities enhance the qualities of students' learning and teachers' teaching,

- ✚ to show how our school supports students and teachers in preparation for NSS.



The programmes included student performances, activities, talks and exhibitions.



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

2007



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 decade. 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



St. Louis School

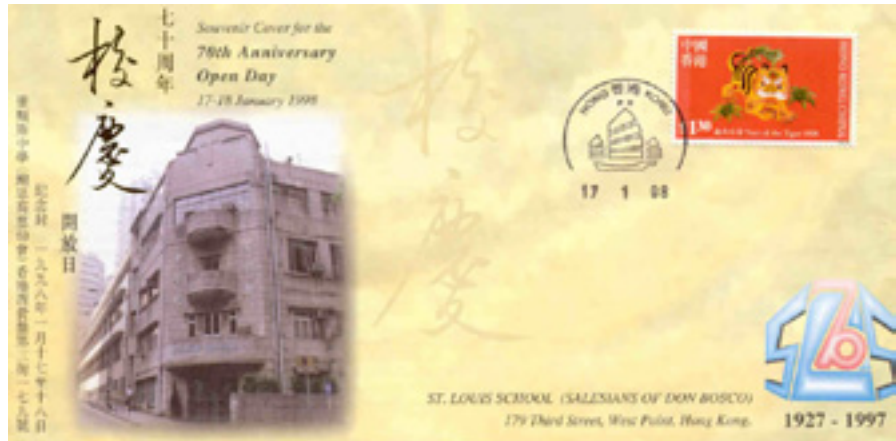
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commitment to our motherland.

The Year 2002 marked the 75th anniversary of St Louis School. During 2002-03, we organized four

celebration programs, namely, the

Walkathon 2002 – 2003 (17 November 2002), Thanksgiving Mass & Ceremony



(Friday 17 January 2003), SL75 Thanksgiving Variety Show (19 January 2003) and Thanksgiving Dinner (20 January 2003). With the funds raised by the Walkathon 2002 – 2003, every classroom was properly furnished with I.T. devices and both the soft- and hard-ware of our multi-media language laboratory were revamped and upgraded.





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Our School

Particulars of the School

Address	179, Third Street, West Point, Hong Kong
Telephone	2546 0117, 2559 9084
Fax No.	2540 7341
Web Site	http://www.stlouis.edu.hk
E-mail	mailbox@stlouis.edu.hk
Sponsoring Body	Salesians of Don Bosco
Year established	1927
School type	Government subsidized
Supervisor	Fr. Simon Lam
Principal	Fr. Peter Ng
Religion	Roman Catholic
Medium of Instruction	English
Student type	Boy
Area of Campus	~100,000 sq.ft.



Library	
Hall	
Laboratories	4



Multi-media Language Laboratory 1 With 50 computer stations



Multi-media Learning Centre 1 With 50 computer stations connected to 2 servers





Computer-assisted Learning Centre (CAL)

1 With 50 computer stations



Special rooms

9 special rooms



(General Purpose Room)



Playgrounds

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





1 basketball court

1 covered playground (Photo 1)






(Photo 2)





School Chapel





Student clubs	<p>There are some 17 interest clubs grouped into three categories, namely academic, sports activities, and interest and service.</p> <p>Sports department</p> <p>Badminton club, Football club, Basketball Club, Table Tennis Club, Tennis Club</p> <p>Academic Department</p> <p>Science Society, Economics & Accounts Club, Mathematics club, English Society</p> <p>Interest and Service Department</p> <p>Chinese debating Club, Social Service Society, Outdoor Activity Club, Ching Chung Post Press Group, Chess Club, Visual Art Club, Movie Club, Animations, Comics and Games Club</p>
Student Organizations	<p>Prefects' Association, United Houses, (SAA) Students' Activities Association</p>  <p>(SAA)</p>



	<p>(5 Houses: Lily, Rose, Shamrock, Thistle and Tulip)</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>St. Louis Catholic Parents' Association (founded in 1995)</p>



Subjects Offered

SUBJECTS OFFERED	S1	S2	S2	S4	S5	S6	S7
Additional Mathematics					☆		
Applied Mathematics (AS)						☆	☆
Visual Arts (HKDSE)	☆	☆	☆	☆	☆		
BAFS				☆			
Biology (HKDSE+CE+AL)/Combined Science			☆	☆	☆	☆	☆
Chemistry (HKDSE+CE+AL) /Combined Science			☆	☆	☆	☆	☆
Chinese History (HKDSE+HKCEE)	☆	☆	☆	☆	☆		
Chinese Language and Culture (AS)						☆	☆
Chinese Language	☆	☆	☆	☆	☆		
Commerce					☆		
Computer Applications (AS)						☆	☆
Computer Literacy	☆	☆	☆				
Computer and Information Technology (HKCEE)					☆		
Economics (HKDSE+CE+AL)				☆	☆	☆	☆



English Language	☆	☆	☆	☆	☆		
General Education	☆	☆	☆	☆	☆	☆	☆
Geography	☆	☆	☆				
History	☆	☆	☆				
Information and Communication Technology (HKDSE)				☆			
Integrated Science	☆	☆					
Liberal Studies				☆			
Integrated Humanities (HKCEE)					☆		
Mathematics & Statistics (AS)						☆	☆
Mathematics	☆	☆	☆	☆	☆		
Mathematics (Module 1 & 2)				☆			
Music	☆	☆	☆	☆		☆	
Physical Education	☆	☆	☆	☆	☆	☆	☆
Physics (HKDSE+CE+AL)/Combined Science			☆	☆	☆	☆	☆
Principles of Accounts (CE+AL)					☆	☆	☆
Pure Mathematics (AL)						☆	☆



Putonghua	☆	☆	☆				
Religious Studies / RME / Ethics and Religious Studies	☆	☆	☆	☆	☆		
Use of English						☆	☆



School Management

Our school has been implementing the school-based management since 2000-01 and the composition of our School Management Committee (SMC) is as follows:

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
07/08	5	1	1	0	1	0
08/09	4	1	1	0	1	1
09/10	4	1	1	0	1	1



Our Students

Class Organization & Unfilled Places

Number of operating classes 2009-10

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29

Number of students (no of Students registered in September 2009) Source: R-SCH007-E

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	187	197	195	194	178	64	58	1073

Class Structure (no of Students registered in September 2009)

Class							TOTAL	
S7						7A	7B	58
S6						6A	6B	64
S5	5A	5B	5C	5D	5E	178		
S4	4A	4B	4C	4D	4E	194		
S3	3A	3B	3C	3D	3E	195		
S2	2A	2B	2C	2D	2E	197		
S1	1A	1B	1C	1D	1E	187		



Our school operates 5 classes each at Secondary 1 to Secondary 5 and 2 classes each at Secondary 6 and 7, making a total of twenty-nine classes.

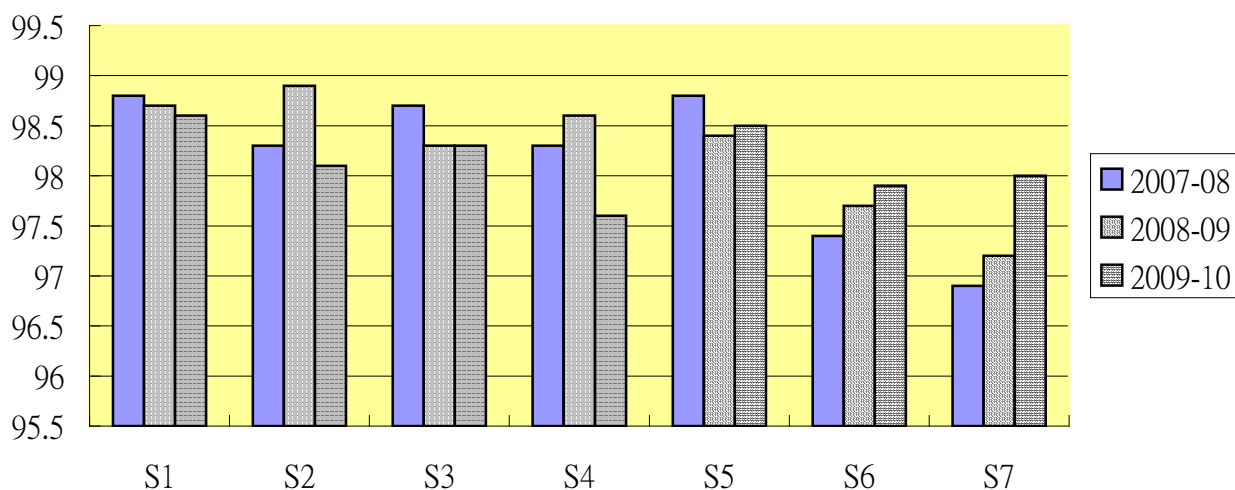
Our S.1 students are admitted through the Secondary School Placement Allocation System (SSPA). Starting from September 1, 2000, all S3 students are no longer required to participate in the JSEA. Instead, they will either be promoted to S4 or be required to repeat in S3 according to their academic results at the end of the school year. In sum, our Secondary 3 and 5 graduates have been securing all Secondary 4 and 6 places in our school respectively.

In **2009-10**, **1073** students were enrolled. The majority of our students were residents in the Central and Western (67.7 %), Southern (17.3 %), Eastern (6.0 %), Islands (4.1%) and Wan Chi (1.1 %) districts (WebSAMS Report /R-STU015-E-1).



Students' Attendance

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: WebSAMS Report R-ATT016-E

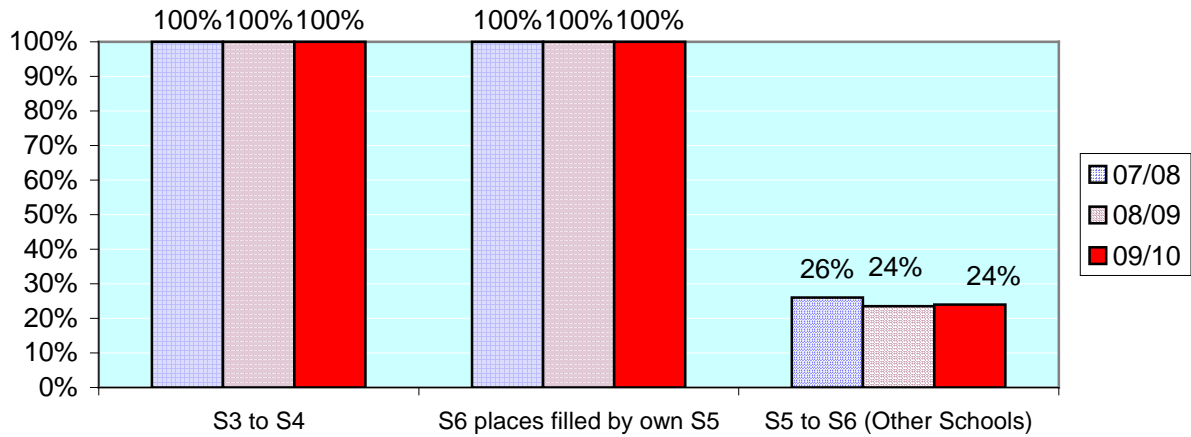
The situation of late attendance in the past three years is tabled below:

Source: WebSAMS Report R-ATT007-E

Day late for school per student	S1	S2	S3	S4	S5	S6	S7
2009-10	0.6	1.2	1.0	1.8	1.1	2.4	1.6
2008-09	1.3	1.1	2.0	1.8	1.8	2.4	1.6
2007-08	1.1	1.1	1.6	1.8	2.1	1.8	2.5



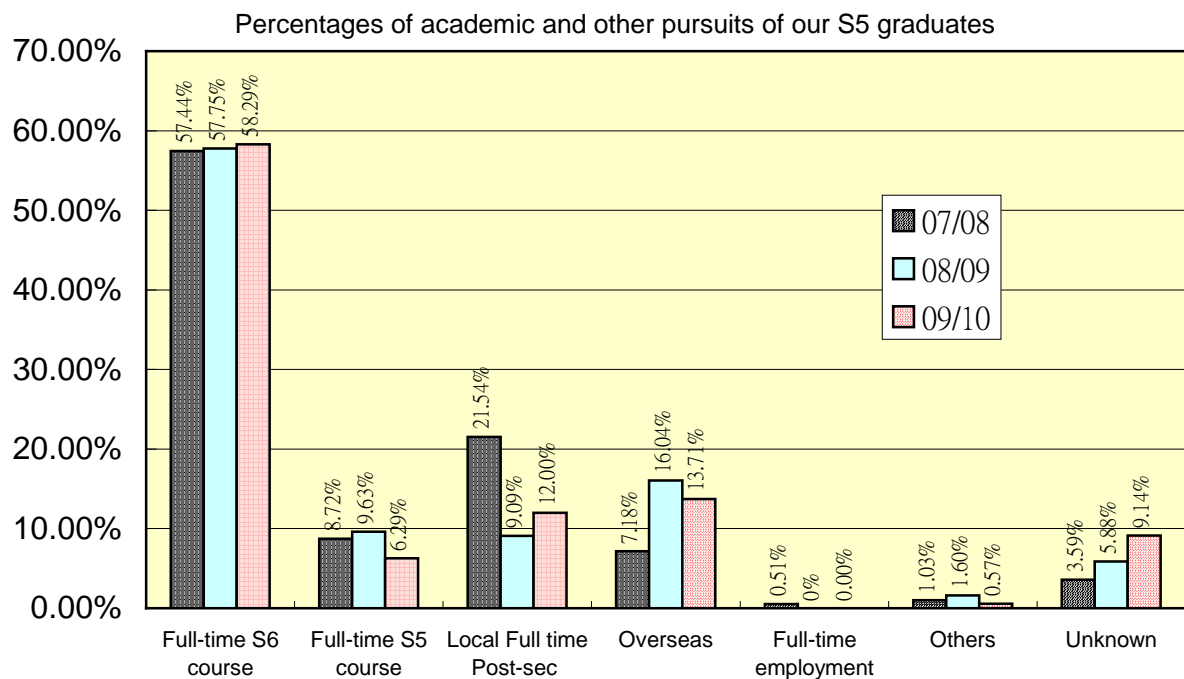
Students' Promotion



Destination of exit students

The following bar charts show the percentages of academic and other pursuits of our S5 and S7 graduates in the past 3 years.

Destination of S5 graduates

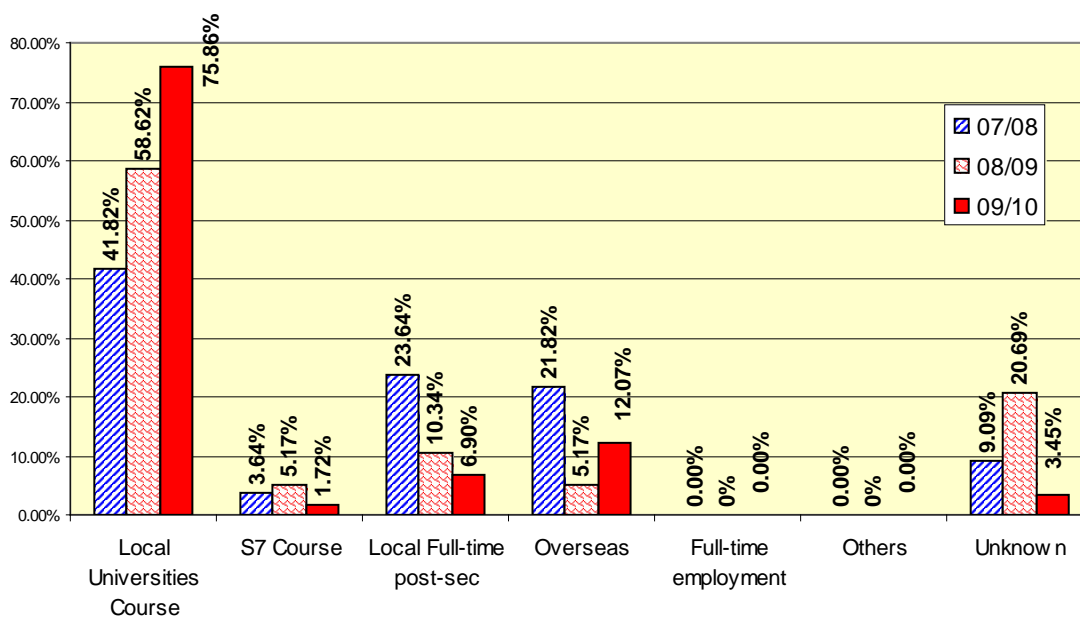




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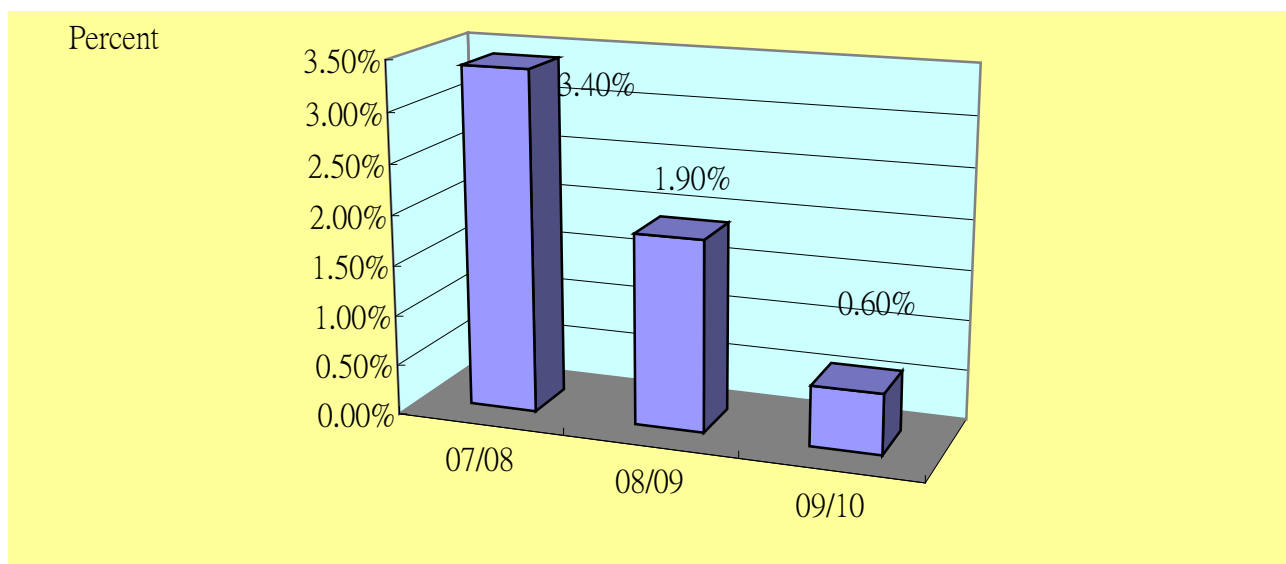
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Destination of S7 graduates



Students' Early Exit

The percentage of student early exit in **2009-10** is 0.6 % and the figures of the past three years are shown below: (Source: WebSAMS Report R-STU074-E)





Our Teachers

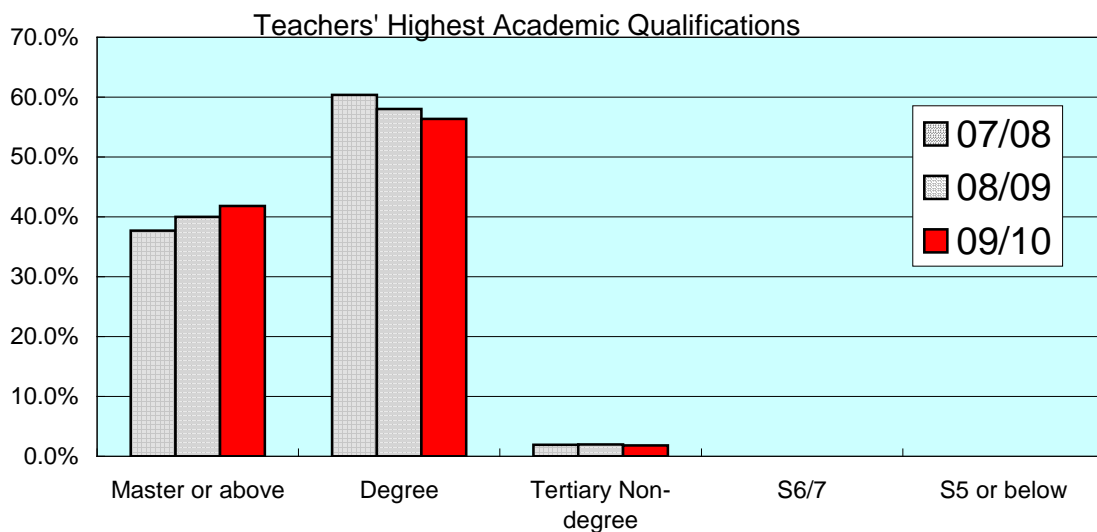
Teachers' Qualification

In 2009-10, there is 55 teaching staff in our school (including the Principal) and 2 teaching assistants. 100 % of them are professionally-trained teachers, while the percentages of subject-trained teachers in the subjects of Chinese, English and Mathematics are all 100%.

Our teachers' highest academic qualifications are shown below:

- 41.82 % of them possess a Master's degree
- 56.36 % of them possess a bachelor's degree
- 1.82 % of them completed tertiary (non-degree) qualification.

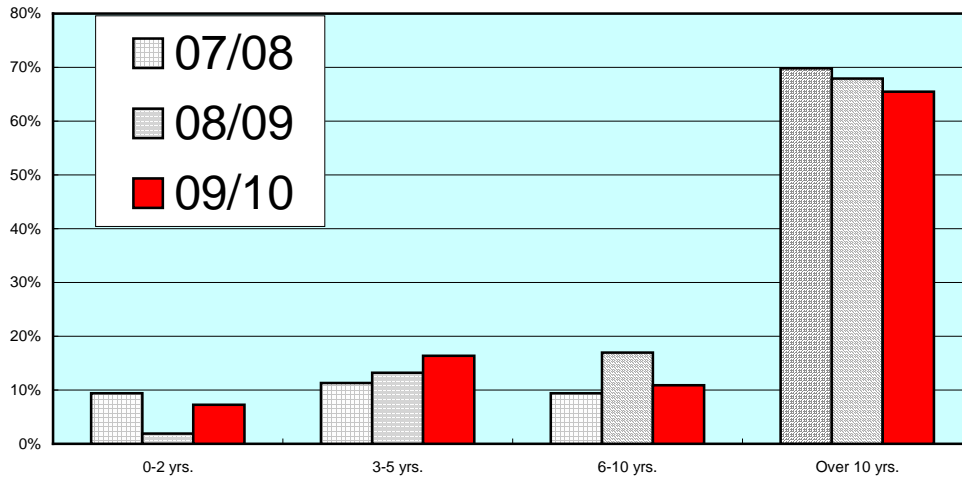
The following bar chart indicates the percentages of teachers' highest academic qualifications in the past 3 years.





Teaching Experience

The following chart indicates the percentages of teachers' experience in the past 3 years.



Teacher Development Days

23 October 2009: Staff Development Day 1

Subject: 慈幼會中華會省「預防教育法研討會」(香港區)

Speakers: Members from School Sponsoring Body (Salesians of Don Bosco), officials from Catholic Education Office and EDB

A summary of the programs is tabulated below:

- ✚ 致歡迎詞、致送紀念品 (會長林仲偉神父)
- ✚ 引人入「聖」—預防教育法概論 (副會長馮定華神父)
- ✚ 開天闢地—預防教育法對祖國教育的貢獻 (蘇國怡神父、耿瑞光神父)
- ✚ 停一停、想一想



- ✚ 另類思維－從瑪沙利羅看預防教育法的實踐（謝錦芳修女）
- ✚ 孩子在那裡？今日青少年的需要（協青社陳達湘先生）
- ✚ 停一停、想一想
- ✚ 慈幼家庭齊協力（拍全體照）
- ✚ 獎懲有道－如何協助青少年，塑造成熟的行為？
- ✚ 停一停、想一想（休息、茶點）
- ✚ 生命真諦－如何協助青少年，訂下追尋真、善、美的人生目標？
- ✚ 林仲偉會長總結；承諾宣言、派遣禮（梁偉才神父）

29 March 2010: Staff Development Day 2

Subject: Helping SEN Students

Guest Speaker: HKU SPACE





10 June 2010: Staff Development Day 3

Subject: Teaching skill sharing & ESR preparation

Issues discussed including: (i) Catering for students' diversity in learning styles and (ii) Various presentation modes and teaching activities. Each academic panel had done a 7-minute presentation to share with all teachers one presentation mode / teaching activity they used for respective subjects to cater for learning diversities.

30-31 August 2010: Special Staff Development Program 「正面文化」工作坊

Special Staff Development (30-31 August 2010)

A 2-day workshop for all teachers and laboratory technicians on “positive thinking” and “team building”. The program was organized by the DON BOSCO YOUTH CENTRE and was held at Tang King Po School (KLN).





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 Don 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.

Learning & Teaching

St Louis School is a traditional EMI Catholic boy school run by Salesian Order. In response to the education reforms#, we 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)

Details of various programs are given below:

St. Louis School Liberal Studies Forum

We first launched the “St. Louis School Liberal Studies Forum” in 2010 in an attempt to prepare our students for the NSS Liberal Studies. Various lectures, all aim at widening our students’ horizons and enriching their learning experiences, will be delivered by our old boys, who are now either the key figures of the society or the professionals in various fields. The first forum was held on 24 September 2010 at HKU with Dr. Patrick Sung as our guest speaker. He gave a talk to our current students about ‘DNA Repair and Cancer’ on 24 September 2010 at the Wang Gungwu Theatre, HKU. (The second half, a featured session of the Home Coming event entitled “Meeting our S4 students”, was held at our school hall the next day.) Dr. Patrick Sung, who is an old boy of SLS, is now the Professor of Molecular Biophysics and Biochemistry in Yale University.





Programs to enhance students' language proficiency--“biliteracy and trilingualism

Featured Program: S1 English Enhancement Program (to be commenced in 2010-11)

To maximize our students' exposure to English Language, the school has been able to tap additional resources so as to create a conducive environment for English Language learning. This year, we have arranged an English Enhancement Program to consolidate S1 students' learning after school.

This program serves the purpose of helping our S1 boys lay a solid foundation of English Language through different activities in reading. Each S1 class will have an additional after-school lesson weekly, during which the students will receive training targeted for the International Competitions and Assessments for Schools (ICAS). ICAS is a diagnostic test designed by the University of New South Wales, Australia to identify his child's strengths and weaknesses. Each boy will then be asked to take the ICAS in late April 2011. A report and a certificate will be issued and included in the individual portfolio.

Other programs include:

- Recruit professionals to train our talented boys for the Speech Festival



(Putonghua) 普通話朗誦技巧班 (trained by professional tutors from the 「藝海普通話教學中心」 and some of 10-12 S1-S3 students will benefit)

■ 親炙作家講座

■ 「一劇之本」戲劇工作坊 (enhance students' writing proficiency, especially that in script writing)

Programs implemented to cope with diversified needs of students (remedial and intensive lessons/enhancement Programs)

■ Recruit an additional Native English Teacher (NET) as the drama teacher for S1-S3 students

■ Implement Inter-class competitions: Drama and Choral Verse Speaking

■ Recruit professional players as coaches for our school basketball team and school football team

■ Implement NSS-Science (Physics, Chemistry and Biology) Remedial Program (S4 and S5)—after-school tutorial lessons by university students

■ After-school Remedial lessons by individual subject panels



Programs intended to enhance students' nine generic skills and in response to the "Four key tasks" are:

- SGT Program (Students Guidance Team), various leadership training programs targeted for senior form students or potential student leaders, community service programs, subsidized music talent programs (such as Sandip Burman Master Class for 40 students and Chinese Music Orchestra) etc.

- One of the key attributes that all lifelong learners need is 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 will increase 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 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 had become core parts of our informal curriculum.

- ▣ The weekly General Education lesson (博雅教育) and the “Lunch-tine Salon” also serves as the platform of informal education with wide coverage of general and liberal educational issues that are beyond the formal syllabuses of the KLAs.

- ▣ With respect to problem-based learning, all S1, 2, 3, 4 and 6 students have to complete a mini group project as part of the requirements of Liberal Studies. Project-based learning is a powerful learning and teaching strategy to promote self-directed and self-regulated learning. It also allows students to learn in the context of the real world and is also a good vehicle for facilitating students’ development of the nine generic skills: collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills. In terms of enjoyment of learning, students like PBL very much because they can be active



learners who can choose for themselves challenging questions to start with. This sense of ownership of projects is a strong motivation for driving students to learn.

- To provide our S1 students with a solid foundation for the transition from P6 CMI classes to S1 EMI classes, our Guidance Team jointly organized Summer Bridging Course for S1 students with the PTA during the summer vacation. The course aims at helping S1 students acquaint themselves with the relevant vocabulary and language patterns in English.
- To help students with learning differences to catch up and streak ahead, we organize small class teachings for S1-S3 students who lag behind in their English Language, Chinese Language and Mathematics.
- S1 Vice Class-Teacher Period (after-school, one period per week): 10 underachievers identified from each S1 class will meet with their respective vice class-teachers after-school every week. The vice class teachers might then provide them with guidance, learning strategies and tutorials.
- Conduct and Application Record Book (for junior forms): As one of the remedial measures to help those underachievers, our school has introduced the use of 'Conduct & Application Record Book' since 2008. Class-teachers can make use of the book each cycle to comment on their student's performance (including aspects such as self-discipline, learning attitude, performance during lesson time and



homework). Advices and remarks may also be given on the booklet. It is believed that the communication between the school and parents can be enhanced through the use of this book.

- S2 Homework Make-up Sessions: In order to strengthen our students' sense of duty to complete and submit their homework on time, the school has been arranging after-school homework make-up sessions since 2008-09 school year.

- S4/S5 Consolidation Courses are organized from May to June /from November to March for our outstanding S4 and S5 students respectively. These courses aim at providing extra lessons to help them broaden their knowledge of the relevant subjects and hence to achieve even better results.

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 by project learning and book report.

Reading

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 on a blind eye to lines of written descriptions. 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 Internet for their attention. In fact, since 2001, the CDC released one of its policy documents on education reform "Learning to Learn - The Way Forward in Curriculum Development" to promulgate the "Four Key Tasks", namely Moral and Civic Education, Reading to Learn, Project Learning and Information Technology for Interactive Learning. These Four Key Tasks, as advocated by educators, could be used as separate learning and teaching strategies to achieve particular learning targets and objectives or to develop students' potentials in aspects which have not yet been covered in the formal curriculum.

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 and reading is fun. The following sections will elaborate the utmost efforts we have made to cultivate students' reading habits.



Featured Reading programs in 2009-10

This school year marked another flourishing year to reinforce a life long reading habit amongst our students.

We have been adopting an “All-to-act” approach towards the promotion of reading and “Reading to Learn”. Here are details of some programs undertaking at three levels, namely the school level, the classroom/subject panel level and the individual level.

At the school level

Reading period

To further spur our students to read extensively, the school had 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 details the objectives of the whole-school reading scheme and the reading award scheme, was distributed to each student.

“One-minute Good Books Recommendation” Program

Teacher-student sharing sessions are also indispensable and they could demonstrate teachers’ dual-role as role-models and reading partners to students. This school year also saw the third year of the “One-minute Good Books Recommendation” program.



Furthermore, our school librarian continues to strengthen and enforce the status of the library as a knowledge chest in its promotion of reading, establishing a record and award system for students in reading and help other teachers to incorporate reading as an essential element in group projects.

<p>“One-minute Good Books Recommendation” program (Whole-year)</p>	<p>This school year also saw the fifth year of the “One-minute Good Books Recommendation” program-the school has been implementing a 55-minute “reading period” for all classes, since 2007-08 school year. Furthermore, our school librarian will strengthen and enforce the function of the library in the promotion of reading, establishing a record and award system for students in reading and help other teachers to incorporate reading as an essential element in group projects.</p>
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Year: <input type="text" value="2009"/>		
Book Title	Author	Recommended Date
寫在救援側面－無國界醫生的故事	無國界醫生	02-Dec-2009
解密朝鮮	葉永烈	25-Nov-2009
3分鐘看懂名畫	早坂優子	18-Nov-2009
The Soul of a Butterfly	Muhammad Ali	11-Nov-2009
Private Peaceful	Michael Morpurgo	04-Nov-2009
Too nice to be forgotten	Petrina Chu & Ariel Chu	28-Oct-2009
Climate Change	Colin Hynson	21-Oct-2009
美的覺醒	蔣勳	14-Oct-2009
閒話中國人	易中天	07-Oct-2009



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不帶算式的相對論	竹內達	09-Jun-2010
Economic Naturalist	Robert H Frank	26-May-2010
Number the Stars	Lois Lowry	19-May-2010
要生活也要快活	杜碩	12-May-2010
初中數學數與式精選800題	翁頌寬 王國文	05-May-2010
The Curious Incident of the Dog in the Night-Time	Haddon, Mark	28-Apr-2010
解·破七宗罪	湯基遜 (Graham Tomlin)	21-Apr-2010
低IQ時代	大前研一	24-Mar-2010
四代香港人	呂大樂	17-Mar-2010
TELL ME WHERE?	Bounty Books	10-Mar-2010
大江大海一九四九	龍應台	03-Mar-2010
Nairobi to Shenzhen	Merk Okoth Obama Ndesandjo	03-Feb-2010
港談	黃明樂	13-Jan-2010
Use your memory	Tony Buzan	06-Jan-2010

News Forum/Student Forum (organized irregularly by our Perfects' Association)

Inviting students to post their views/comments about the current issues is regarded as an effective means to encourage our students to read more, to think deeply and to express their views proficiently.

Our students' organization, Perfects' Association, has initialized two different media (written and oral) to allow their fellow students to express their views on both school and social issues. These media are namely (1) "The Campus Life", (2) "The Democracy Wall" (focusing on recent social issues) and (3) "Student Forum" (focusing on school policies). All these help to widen students' perspectives on current hot issues, inculcate a sense of caring for society among students, develop students' critical thinking and communication



skills (both speaking and writing skills) and provide our students a platform to exchange views with other schoolmates.

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

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



At the classroom/subject panel level

Reading/Writing afternoons

The charisma of famous writers is always taken as panaceas to increase students' motivation in reading and writing. Our Chinese Panel has been inviting the local eminent writers to visit our school to give our students an opportunity to meet face-to-face and listen to their writing adventures. This year, it is our honor to have Miss. Quenby Fung (君比) to conduct talk on children's literature: <<君比講座>> to our junior students on 26 January 2010. Miss. Quenby Fung, who was born as Fung Yan Yan, is a famous novelist in Hong Kong focus on writing Chinese children's literature for early teens. She had been writing stories and novels when she was studying in university. She became a teacher later on when returned to Hong Kong from studying in the United States, and started a column in a local leading newspaper, the Ming Pao. Quenby's pen name came



from her first novel, "Quenby", which is also her English name. (Reference: <http://dbpedia.org/About>)

	
The Author and the Readers http://www.stlouis.edu.hk/academic/subject_panels.php	Ms. Fung Yan Yan Sources: http://www.fung-quenby.com

At the individual level

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

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



- ▣ Various choices of books (establish links between reading and students' daily life)
- ▣ Get students to read books that have been made into movies or were shown on TV.
- ▣ More interesting reading tasks—encourage students to retell or present the story using ways that appeal to interests of both the readers and the audience. These include: (1) Formal styles (writing a book review as it would be done for a newspaper. Keep a record of what they have read in the school year); (2) Creativity writing (writing a different ending for the story or a different beginning); (3) Retell the story in various ways (After reading a historical fiction, they can make an illustrated timeline/flow chart showing events of the story and draw a map showing the locations where the story took place); (4) Write and Draw (Make a graphic representation of an event or character in the story. They can draw a comic strip of their favourite scene (with short descriptions); they can design illustrations /a book jacket for the book (with written explanations related to the plots/characters of the book they have read); they can design bookmarks to publicize the books they have read; write a short description (including physical, emotional, relational) of each of their favorite characters in the book. They might draw a portrait to accompany each description.)



閱讀心得

書名： _____ 編碼： _____
 作者／編者： _____ 頁數： _____
 出版資料： _____ 完成日期： _____

主題 _____

筆記欄 _____

Name: _____ Class: _____

Book Talk

ADVERTISE A STORY!

Instructions:

1. Write a script for a five-minute talk.
2. Practise a five-minute reading from the story and add it to your talk.
3. Record or videotape your talk.
4. Put your recording where others can share it.

(Tip: You may add sound effect or music.)

Here are some “Book Report” forms adopted by our English Panel:

1. A different perspective	2. A letter to a book character
3. Adjective fan	4. Advertise-a-book poster
5. After-reading questions	6. Any evidence
7. Biography	8. Book jacket
9. Book poster	10. Book review
11. Book talk	12. Bookmark
13. Castaway character	14. Character development story map
15. Character map (climb the mountain)	16. Comic strip



(After reading, identify the five main parts of the story's plot (setting and characters, rising action, climax, falling action, outcome).)	
17. Do you know the answer (Set some long questions to test your friend's understanding of the book)	18. Email friend (Imagine you could have a character from the story as an email pal, write a series of e-mails between you and pal. Base them on what happens in the story.)
19. Memoir	20. My thoughts
21. New character	22. New ending
23. Newspaper editorial	24. Newspaper headlines
25. Oral reading	26. Poster design
27. Predictions	28. Reading as feeling
29. Stand-up book report	30. Stay connected (Read the story and ask, "How can I link the reading to my life?")
31. Story map	32. Story plot flow map
33. Story sequence	34. Teleletter
35. The author/ The climax/The director (Imagine that you were the director going to film the story. Give detailed answers of at least 50 words to each of the following questions. Why do you think this story is worth turning into a movie? What details will you add to the story in order to make the film more interesting for the audience? What difficulties do you expect to encounter when you turn the story into a film? Explain your answer.)	36. The five events/Who are the big players (Choose 3 key characters in the story and discuss their roles in the story.)



Other subjects also implement mini-reading programs in their daily lessons. They included “Reading for ‘Cool Knowledge’ in Geography (targeted for S2 students) and “Doing some reading in the “Science Corner”-a special corner with books and magazines in the Science Laboratory” for S1-S2 students.



Our Learning and Teaching

The Interclass Choral Verse Speaking Competition & The Interclass English Drama Competition

The Interclass Choral Verse Speaking Competition and The Interclass Drama Competition

The school year saw the **third** cycle of two of our featured competitions: namely “The Interclass Choral Verse Speaking Competition” and “The Interclass Drama Competition”.

The Interclass English Drama Competition is one of our prominent events through which the confidence, creativity and potential in dramatizing of our students are radiated fully on stage. English choral verse speaking, however, set a platform for a class of students to perform a selected piece of poem and recite in unison in front of the audience. The activity can also offer great scope for our boys to learn, to perform together and to work as a united team. The contest was held in 4 separated morning sessions for the four individual levels. The program first commenced in 2006-07 and marked a new era in the chronicle of SLS’ efforts to creating an ever richer English learning environment.

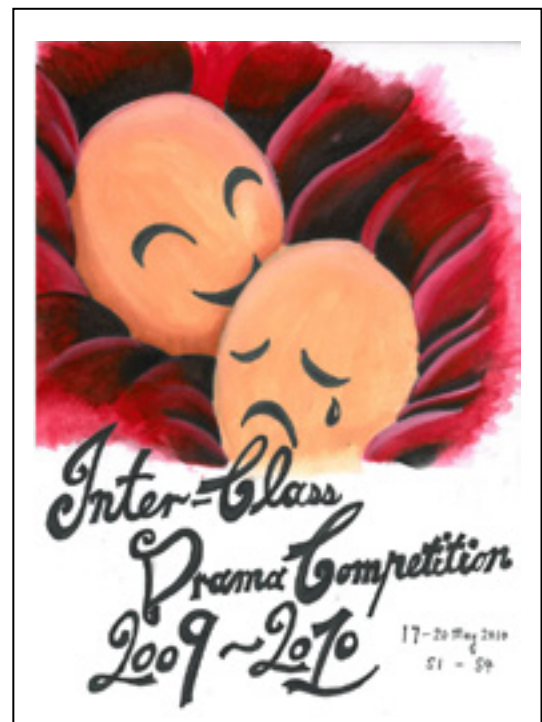
Realizing that effective communication and self expression in English are utterly vital for our students in the course of their school education as well as their everyday life, we are



striking to pool our resources in an effort to maximize the opportunities for our students to express themselves confidently in front of the others and to make their inner talents shine. Like former year, two major annual large-scale English competitions were held in November and May respectively. They are namely **The Interclass Choral Verse Speaking Competition** and **The Interclass Drama Competition**. Since its first appearance in 2006-07 academic year, favorable feedback has been soliciting from our parents and alumnus.

The Interclass English Drama Competition 2009-2010

The Competition itself is the fruit of the concerned efforts made by our English teachers and the school as we determine to boost our students' public speaking in English in an enlivening and stimulating way -- the incorporation of "Dramatic English" in S1-S3 English curriculum. The Competition was organized on four separate school days and the contest dates are as follows:





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Interclass Drama Competition Day 1 (for Secondary One Classes)

17th May 2010 (Mon, Day 3) S1

Class/group	Title
Gp 3	Old man Fu and the Mountains
1D	Naughty Boy is coming to town
Gp 1	It's more blessed to give than to take
1E	Happy is Happy!
1C	Saving Mr Ko
Gp 2	The Adventure of Tom Sawyer

Interclass Drama Competition Day 2 (for Secondary Two Classes)

18th May 2010 (Tue, Day 4) S2

Class/group	Title
Gp 3	Aladdin and the Magic Lamp
2C	Sleeping Ugly
Gp 1	Oedipus
Gp 2	Old man Fu and the Mountains
2D	Smooth Criminal
2E	The Four Brothers



St. Louis School

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Interclass Drama Competition Day 3 (for Secondary Three Classes)

19th May 2010 (Wed, Day 5) S3

Class/group	Title
Gp1	Shrek 4
Gp3	A Donkey to Market
3D	The Picture of Dorian
3C	Aladdin
3E	My New Girl Friend
Gp2	The Four Brothers

Interclass Drama Competition Day 4 (for Secondary Four Classes)

20th May 2010 (Thurs, Day 6) S4

Class/group	Title
4A	Edward Scissorshand
4C	The Millennium Romeo & Juliet
4B	The Wager
4E	Through the Rain
4D	That's Just Life



English Drama Performance

S2



S3



Videos of the winning teams are available at: <http://www.stlouis.edu.hk/drama/>

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



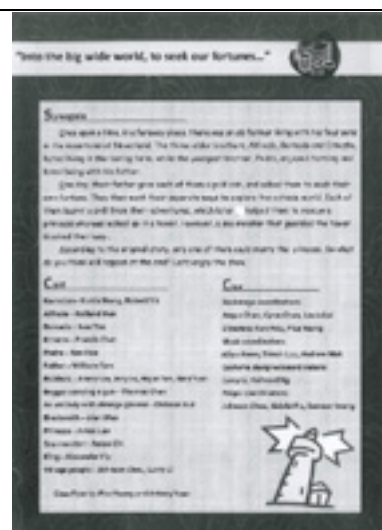
Program Booklet Cover

ST. LOUIS SCHOOL
WORKSHEET ON THE ENGLISH DRAMA PROJECT
2009 - 2010

MEMBERS OF THE DRAMA COMMITTEE

Director:	Mr. To Peter Ng (Principal)
Organizing Committee:	1. Mr. Lawrence Ho 2. Mr. Vincent Tang 3. Mr. David Chan 4. Mr. Roger Chan
Production Team:	Mr. Roger Tang, Mr. Eric Cheung, Mr. Michael Lee, Mr. Wai-Kit Wong, Mr. Kin-Hing Tang, Mr. Wai-Ting Wong, Mr. Michael Chan, Mr. Siu Ho Pak, Mr. Chun-Chun, Mr. Simon Ho, Mr. Lawrence Ho, Mr. David Chan, Mr. Roger Chan
Members of Committee:	Mr. Stanley Ng (S2), Mr. Peter Ng (S2), Mr. David Chan (S2), Mr. Vincent Tang (S2), Mr. Wai-Ting Wong (S2), Mr. Kin-Hing Tang (S2), Mr. Michael Lee (S2), Mr. Siu Ho Pak (S2), Mr. Chun-Chun (S2), Mr. Simon Ho (S2), Mr. Lawrence Ho (S2), Mr. Roger Chan (S2)
Stage Manager:	Mr. Philip Wang
Light & Sound System Manager:	Mr. Philip Wang
Production Workers:	Mr. Stanley Ng (S2), Mr. Peter Ng (S2), Mr. David Chan (S2), Mr. Vincent Tang (S2), Mr. Wai-Ting Wong (S2), Mr. Kin-Hing Tang (S2), Mr. Michael Lee (S2), Mr. Siu Ho Pak (S2), Mr. Chun-Chun (S2), Mr. Simon Ho (S2), Mr. Lawrence Ho (S2), Mr. Roger Chan (S2)
Adaptation:	Mr. Stanley Ng (S2), Mr. Peter Ng (S2), Mr. David Chan (S2), Mr. Vincent Tang (S2), Mr. Wai-Ting Wong (S2), Mr. Kin-Hing Tang (S2), Mr. Michael Lee (S2), Mr. Siu Ho Pak (S2), Mr. Chun-Chun (S2), Mr. Simon Ho (S2), Mr. Lawrence Ho (S2), Mr. Roger Chan (S2)
Props:	Mr. Stanley Ng
Programme Designer:	Mr. Lawrence Ho
A/V Recording/Editing:	Mr. Peter Tang, Mr. Simon Ho, Mr. Roger Wang
Photography:	Mr. Peter Tang, Mr. Simon Ho, Mr. Roger Wang

Content Page



The synopsis, casts and crews



Our yearly efforts in the provision of additional resources to immerse our students in the dramatic English blossomed into the production of an original English Musical titled “Jonah”, which was performed in our SL80 Thanksgiving Variety Show held at Jockey Club Auditorium, HK Polytechnic University on 2 March 2008. In fact, drama performance (performed with our Parents-Teachers Association) has become one of the key features in our annual Thanksgiving Nite.

Drama performance by our parents in the Thanksgiving Nite 2010 held on 27 Apr 2010



The talent of our students in drama performance also echoed in their participation in the program 「一劇之本戲劇工作坊」“Origin of a Play - Drama Workshop” Appreciation of Chinese Classics and Script Writing Drama Animateur Scheme organized by Leisure and Cultural Services Department. As the program can only allow 4 schools a years to participate in and hence a series of interviews as well as selection processes our boys have to get through in order to be enlisted in the final 4 participants.



The program consists of 4 Phases, namely:

Phase	Details		
Phase 1	In-school Introductory Performance of Famous “Chinese Classics ” Excerpts (September 2009)		
Phase 2	Drama Training Workshop (October 2009 to July 2010) <ul style="list-style-type: none">● Part 1 – Workshop on Appreciation of Chinese Classical and Modern Dramas● Part 2 – Script Writing Workshop● Part 3 – Performance Workshop		
Phase 3	<p>Finale Performance (First Half of July 2010)</p> <p>The finale performance was held at a performing venue outside school. Four participating schools gave a 20-minute public performance to show what they had learned during the year.</p> <table border="1"><tbody><tr><td>10 July 2010 (Sat) 7:30pm Cultural Activities Hall, Tuen Mun Town Hall (3 Tuen Hi Road, Tuen Mun, N.T.)</td><td>Participating Schools (In alphabetical order) Lock Tao Secondary School St. Francis Xavier’s College St. Louis School Yuen Long Public Secondary School</td></tr></tbody></table>	10 July 2010 (Sat) 7:30pm Cultural Activities Hall, Tuen Mun Town Hall (3 Tuen Hi Road, Tuen Mun, N.T.)	Participating Schools (In alphabetical order) Lock Tao Secondary School St. Francis Xavier’s College St. Louis School Yuen Long Public Secondary School
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Phase 4	Students’ Performance – “Deliver Drama to the Community” (July 2010)		

Details: http://www.lcsd.gov.hk/CE/CulturalService/ab/en/saes/saas0910_13.htm



English Drama Production: These Childish Things

To consolidate the drama skills students have gained in English drama lessons, our English department has arranged with “Theatre Noir” (an English Drama Company) to put on a one-man drama called “These Childish Things” at Hong Kong Cultural Centre on 8 and 12 March 2009. “These Childish Things” was written by French playwright, Raymond Cousse and was preformed by Mr. David Russell, who had used his body language, voice and facial expressions to perform the experience of a young village boy who had come across a myriad of events and people. He also expressed the boy’s feelings on topics such as friendship, family, school, society and death. It was truly a rare opportunity for both our students and teachers to take part in so as to gain valuable experiences in preparation for the interclass drama competition held in May annually.

Reflection

Integrating language arts (LA) activities into our English Language curriculum has been one of our key tasks in response to the current curriculum reform initiatives. For our Junior forms students, the Dramatic English (DE) approach to learning English is not a novel idea—they have been experiencing theater productions since 2006. The valuable experiences we gained last year revealed to us that the DE can rewardingly boost our students’ confidence in using English in everyday life. Nowadays in SLS, learning language outside the classrooms becomes possible when the native English drama teachers introduce to our students the rehearsal techniques, role-play and improvisation skills in our Student Activities Centre. The DE approach is thus proved to be fun and exciting- it provides our S1-S3 students with a golden opportunity to play with language



without fear. When our boys ascend to the stage with powder and rough makeup, they can immerse themselves in an English-rich environment while engaging in drama performance with skills adapted from actors' training.

Both teachers and students display much enthusiasm on these language arts (LA) activities. It is hoped that with the educational fund raised by the Walkathon 2008 and donations accrued to the school in the SL80 Thanksgiving Variety Show and the SL 80th Anniversary Dinner, these two unique features of SLS could be sustained.

The Interclass Choral Verse Speaking Competition

The adjudicator team consisted of two Drama teachers and the NET as well as invited personnel. They not only treasure the efforts teachers of English Language injected in the training of these students, they are also so amazed that their students could remember these long poems, deliver them with brilliant volume and provide great intonation and articulation on most words. All adjudicators agreed that each class worked hard as a team, yet gave individual characters an opportunity to shine also! Junior and senior students also excelled in various aspects--Junior boys appeared confident on stage and gave a strong vocal performance. Their performances were tintured with appropriate expressions, body movements and gestures. S3-S4 students, however, gave a visually pleasing and technically excellent performance and demonstrated proficient intonation and change of pace with good volume and articulation. We all agree that our students are well acquainted themselves with the use of practical conversation and speaking skills through the training in choral verse speaking from their



respective English Language teachers.

As tabulated in the following sections, the chosen poems presented covered a range of themes. Some of the poems they performed are dotted with wit and humour, while some are imbued with deep feeling of friendships.

Form 1 Inter-class Choral Verse Speaking Competition

Date: **24 Nov 2009** # Some teams consisted of students from classes A to C

Secondary 1

Team	Poem used	Author
Group 1	Laughing Time	William Jay Smith
Group 2	Dirty Socks	Anonymous
Group 3	Hunting	Chloe Fong
C	Homework! Oh, homework!	Jack Prelutsky
D	What to do about Grandma?	Arden Davidson
E	Roller Coaster Rap	Patricia Leighton

Secondary 2

Team	Poem used	Author
Group 1	Thriller	Rod Temperton
Group 2	Hunting	Chloe Fong
Group 3	Robin Hood	Eleanor Farjeon
C	Friendly Matches	Allan Ahlberg



D	The Dark	James Carter
E	The NEwcomer	Brian Patten

Secondary 3

Team	Poem used	Author
Group 1	If you come to our house	John Cunliffe
Group 2	Bringing up a single parent	Brian Patten
Group 3	Pizza Pizza	Matt Black
C	Pizza Pizza	Matt Black
D	Pizza Pizza	Matt Black
E	Pizza Pizza	Matt Black

Secondary 4

Team	Poem used	Author
A	As I grew older	Langston Hughes
B	As I grew older	Langston Hughes
C	The Green Eye of the Yellow God	J. Milton Hayes
D	The Generals	Shel Siverstein
E	The Generals	Shel Siverstein



Tuesday International News Reporting

Program	Achievement
<p>Tuesday International News Reporting (On Tuesdays Whole years) (Our native English Teacher/History Panel) (Whole year)</p>	<p>Aims: To cultivate the general interest of students in history and promote a school atmosphere through weekly broadcasting in class-teacher-period on Tuesdays so that students will be more able to relate the current news with historical knowledge and hence they will be better motivated in the learning of history. The script of each broadcast was distributed to each student prior to the broadcasting.</p> <p>Each handout to every student consists of three sessions, namely (i) transcript of the Broadcast, (ii) Related Information and (iii) Learn These Words. Here is a sample:</p>




Weekday English News Report
Topic: World Cup for all Hong Kong or only for Rich?
Broadcast Date: Tuesday 19th May, 2010

Hong Kong football fans have previously enjoyed some World Cup matches for free. For the 2010 World Cup, however, Cable Television has imposed harsh terms for local channels that want to broadcast certain matches, sparking a debate about public interest.

The World Cup tournament will begin this summer in South Africa where 16 teams will compete for the biggest football trophy in the world. Over 200 countries and regions comprising billions of viewers will be watching the live broadcast. Cable TV will exclusively broadcast all 64 matches, and 4 World Cup matches will be broadcast live on TVB and ATV, but only on their digital channels. Only 42% of the city's households are equipped for digital broadcasting, according to a survey carried out in September 2009. Many of the Hong Kong public feel betrayed because they won't be able to watch some matches for free. The clash of corporate and public interest has drawn strong feelings.

The Secretary for Commerce and Economic Development of the government has expressed concern about this, hoping the 3 TV stations would negotiate in the interest of Hong Kong citizens. The government and the dispute is a matter of public interest. If viewing the World Cup has to do with public interest, what about other major events involving basketball, tennis and golf? Since public interest is at stake, will the government make arrangements for broadcasting the World Cup on large screens located at several public places for the public to watch?




Related Information

Public interest usually refers to the common well-being of society or the general public. As different groups, organizations, and individuals have different interpretations of "interest", decisions or actions are rarely able to satisfy the public interest of the entire population. For example, in the case of the World Cup broadcasting rights, some people say that it is against public interest to let Cable TV broadcast all matches. However, others say this is purely a business decision and has nothing to do with public interest. They believe it would really be against the operation of a free market and undermine the competitiveness of society, if Cable TV had been forced to give up broadcasting rights. What do you think?

Learn these words:

public interest	truly
compromise	allow
exclusively	broadcast
betrayed	at stake
undermine	competitiveness



List of titles (2009-10)

Tuesdays	Topics
29 September 2009	Promoting HK's culture
6 October 2009	Modern China's Moon cakes
13 October 2009	Technology & Fibre Optics
20 October 2009	The Nobel Peace Prize
27 October 2009	Outstanding Young Persons Award
3 November 2009	BRIC Comes to Power
10 November 2009	Express Rail Link
17 November 2009	Energy –saving Light Bulbs
1 December 2009	Social Security in Modern China
12 January 2010	Ecology Verse Big Business
19 January 2010	E-Waste: Problems and Solutions
2 February 2010	Chinese Society and Generation Y
9 February 2010	Chocolate and Chinese Culture
23 February 2010	Chinese Culture and One-Child Policy



	2 March 2010	Be Generous with Your Red Money envelopes
	9 March 2010	Modern China and The Internet
	16 March 2010	HK Society and Murder-Suicide
	23 March 2010	Hong Kong's Economy
	20 April 2010	Hong Kong's Minimal Wage
	4 May 2010	<i>Expo 2010 Shanghai</i>
	11 May 2010	Hong Kong's Heritage Development
	18 May 2010	World Cups for all Hong Kong or Only the Rich?
	25 May 2010	Cheung Chau Bun Festival

Reflection

Integrating language arts (LA) activities into our English Language curriculum has been one of our key tasks in response to the current curriculum reform initiatives.

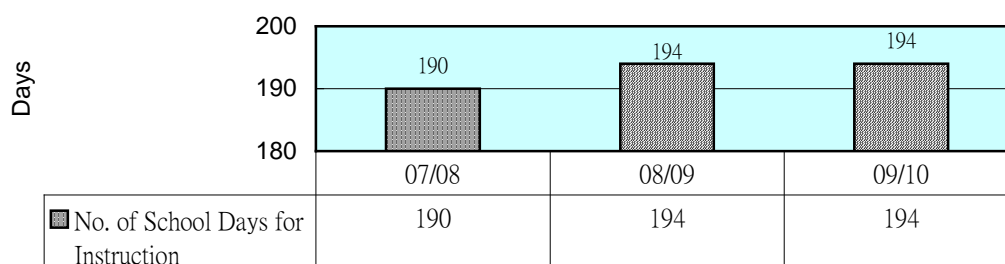
Drama is regarded by many pedagogic researchers as a highly valued teaching technique. Dramatic activities provide students with various channels to increase their creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and simultaneously develop their communication skills and appreciation of English language through the concrete experience of the drama. Both teachers and students display much enthusiasm on language arts (LA) activities. With the funding and support from the teachers and school administrators, these two large-scale competitions will continue to run in the next academic year.



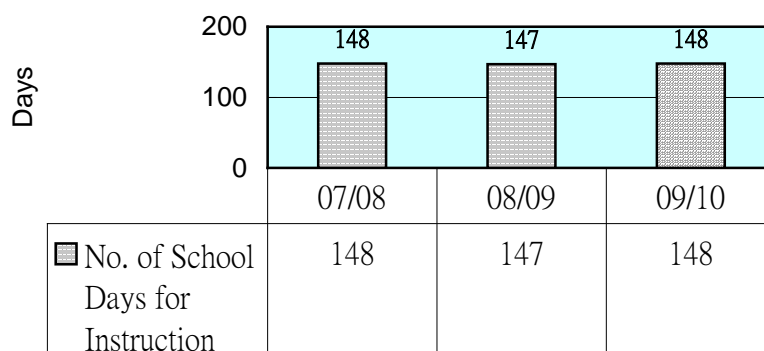
Number of Active School Days

The following bar charts indicate (i) the number of days in a school year with regular classes for S1-3, and (ii) exclusive of (i), the number of days in a school year with learning activities organized for the whole school or whole-class level of students (including the Thanksgiving days, Feast days, Sports days and swimming gala but excluding school activities such as staff development days, school picnic, examinations and end-of-term activities) in the past 3 years.

Number of School Days in School Calendar



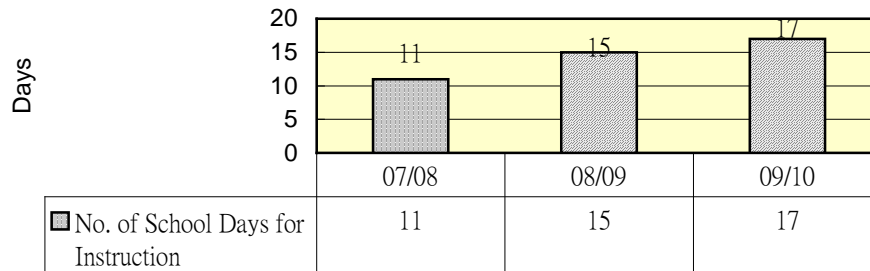
No. of School Days for Instruction S1-S3



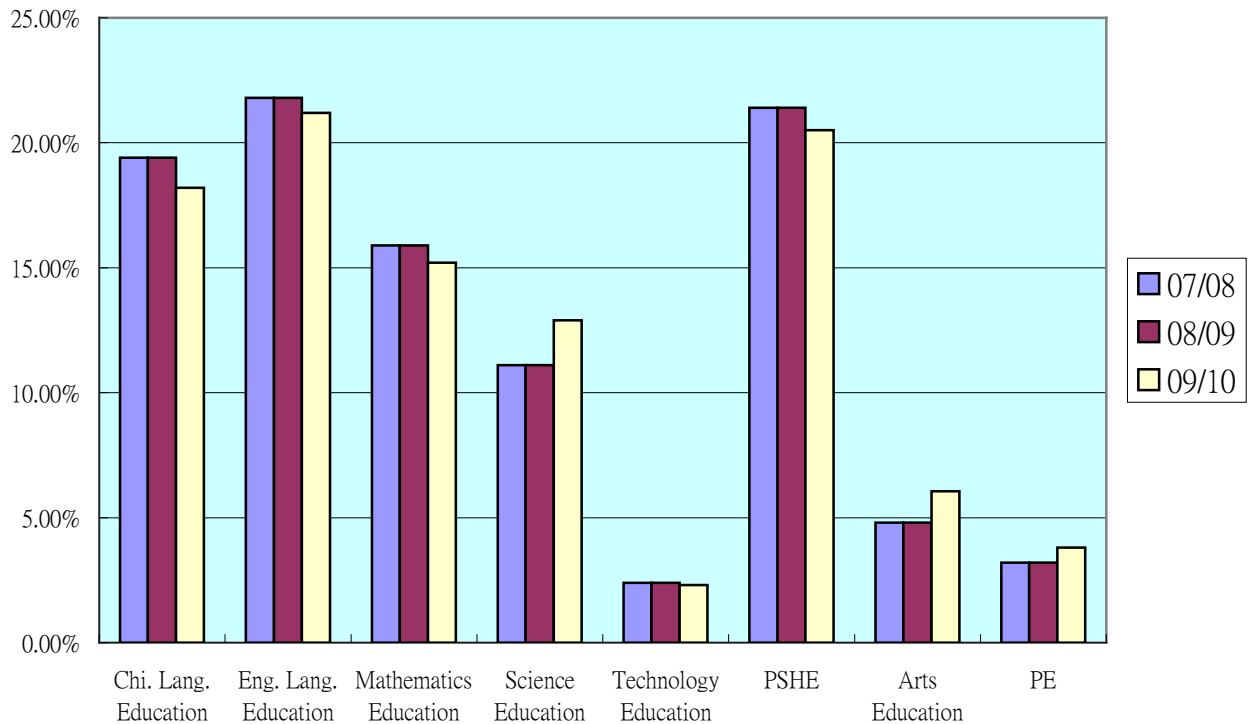
Number of days in a school year with learning activities organized for the whole school or



whole-class level of students (S1-3)



Lesson Time for the 8 Key Learning Areas for S1-S3 (%) in 2007-10





St. Louis School

School Report 2009/2010

Students' Reading Habit

Teachers', Students' and Parents' Views on Students' Reading Habit*

Mean Score (Max=5)	2007	2009
Teacher	2.9	2.8
Parent	3.1	3.5
Student	3.3	3.8

- As shown in the Stakeholders' Survey 2007: Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly disagree (1)
- After the completion of the Stakeholders' Survey 2008-09 in early January 2009
- Next batch of data will be collected in 2010-11 school year.



Major Concerns (Achievements and Reflection)

Objective: To enlighten our students' hearts and minds through the promotion of a good and balanced moral education.

This year saw the first year of our new SDP cycle. Our three major concerns are:

- + Major Concern 1: Develop our school to meet the learning goals and vigorous requirements of the NSS curriculum
- + Major Concern 2: Explore and develop ways for staff development in order to enhance learning and teaching
- + Major Concern 3: Provide our students with more opportunities to improve their language skills and thinking skills

Major Concern 1: Develop our school to meet the learning goals and vigorous requirements of the NSS curriculum

A balanced NSS curriculum with 10 electives was set up to match both our senior students' interests and aspirations. The ten electives are

- i. Physics,
- ii. Chemistry,
- iii. Biology,
- iv. Combined Science (Physics+Chemistry, Biology+Chemistry, Physics+Biology),
- v. Economics,



- vi. 'Business, Accounting and Financial Studies',
- vii. Visual Arts,
- viii. Information and Communication Technology,
- ix. Chinese History and
- x. 'Ethics and Religious Studies',

The existing curriculum will be monitored and revised via regular meetings of the Board of Learning and Teaching (BLT), a board which consists of all panel chairpersons.

Small class teaching has been implementing in junior forms English, Chinese, and Mathematics and in senior forms liberal studies. The class size in junior forms (English, Chinese, and Mathematics) is around 24 students per class and the figure of LS is around 26.

Academic achievement is always our primary concern. The following bridging programs, consolidation courses and remedial programs were launched in 2009-10 to boost our students' academic achievements:

Program	Achievement
"Tutorial Programme for S4-S5 Students" was organized in October/May/June (with current university students freshly graduated from SLS as tutors) with the aim to boost up the HKCEE results of our	The tutorial programme was conducted as scheduled. Our PA department also provided LCC & I Level 2 Revision Course to help our students prepare for the professional Examination.



<p>current S5 students and that of the coming HKDSE.</p>	<p>After-school remedial lessons (Combined Science) have been arranging for S4 students.</p>
<p>字典應用工作坊 (Chinese Language Department)</p>	<p>6 October 2009</p> <p>Through this workshop, our students could learn how to find the meaning as well as usage of Chinese characters and words. The students also learnt how to say (pronounce) characters correctly with the help of the dictionary. As our boys go through their future studies, they can use various reference sources to find information about topics, locate facts, and answer questions in their studies.</p> 



St. Louis School

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S1 Project Competition (including both study projects and group presentations) was held with the assistance from the Consumer Council.

All S1 students (November 2009 to March 2010): Project learning program 第十一屆消費文化考察報告獎 (2009-10) organized by the Hong Kong Consumer Council

1. Aims: To stimulate students' higher order thinking (HOT) in learning
2. To develop the habit of reading as a life-long learning tool among students
3. Students can actively engage in speaking English with confidence, fluency and accurate proficiency.

Staff from the Consumer Council came to the school on two occasions to teach our S1 students how to set a topic for enquiry. Some of 2 – 3 lessons were set aside for students to work in group to brainstorm ideas for topics and the best groups from each class were given time to present their project in front of all class in the hall at the end. Written reports, PowerPoint presentations as well as videos were prepared and submitted to the council as parts of the competition.

Details: <http://www.consumer.org.hk/educate/culture/20092010/CCSA11.htm>

School no: 87

Mini-projects by other subjects:

- ✚ Science / S2 / Group Projects -Investigation via experiments
- ✚ Economics / S4 / “Pricing bottled distilled water”
- ✚ Principles of Accounts / S5 / “Study on firms in the Western District”



- ✚ Chinese History / S3 / “歷史人物評論”
- ✚ Biology / S4

Under the NSS Curriculum, OLE is one of the three components that complement the core and elective subjects (including Applied Learning courses) for the whole person development of students. These five areas of OLE are, namely Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.

Therefore, apart from students' intellectual development, we also fully acknowledge the importance of personal growth education to the development of students. We have been organizing various moral, civic, guidance, religious, social service programs as well as health education programs to help our students face and overcome difficulties arisen from personal growth and study and become future members of the society that understand “everyone can be great because everyone can serve.”

These programs were tabulated as follows (according to the five categories of OLE):



Moral and Civic Education

Program	Achievement				
Daily Morning Prayer (Sound Files in WMA are available for download at the school website)	Mottoes which serve to enshrine a set of moral values are introduced and elaborated by our teachers during Monday morning assemblies. All will be pooled in our school website for students' reference. The following table chronicles the mottoes our teachers/students presented in 2009-10:				
Weekly Monday Motto (Whole year)	<table border="1"> <tr> <td data-bbox="496 1077 804 1149">31-May-2010</td> <td data-bbox="804 1077 1406 1149">忘盡背後，向前奔馳。</td> </tr> <tr> <td data-bbox="496 1149 804 1220">17-May-2010</td> <td data-bbox="804 1149 1406 1220">人憑神力，草望春生。</td> </tr> </table>	31-May-2010	忘盡背後，向前奔馳。	17-May-2010	人憑神力，草望春生。
	31-May-2010	忘盡背後，向前奔馳。			
	17-May-2010	人憑神力，草望春生。			
	<table border="1"> <tr> <td data-bbox="496 1149 804 1220">03-May-2010</td> <td data-bbox="804 1149 1406 1220">擦亮眼睛，常懷感恩。</td> </tr> </table>	03-May-2010	擦亮眼睛，常懷感恩。		
	03-May-2010	擦亮眼睛，常懷感恩。			
	<table border="1"> <tr> <td data-bbox="496 1220 804 1292">26-Apr-2010</td> <td data-bbox="804 1220 1406 1292">Don't put all your eggs in one basket</td> </tr> </table>	26-Apr-2010	Don't put all your eggs in one basket		
	26-Apr-2010	Don't put all your eggs in one basket			
	<table border="1"> <tr> <td data-bbox="496 1292 804 1364">22-Mar-2010</td> <td data-bbox="804 1292 1406 1364">紙要珍惜</td> </tr> </table>	22-Mar-2010	紙要珍惜		
	22-Mar-2010	紙要珍惜			
	<table border="1"> <tr> <td data-bbox="496 1364 804 1435">15-Mar-2010</td> <td data-bbox="804 1364 1406 1435">學懂看見自己所擁有的</td> </tr> </table>	15-Mar-2010	學懂看見自己所擁有的		
	15-Mar-2010	學懂看見自己所擁有的			
	<table border="1"> <tr> <td data-bbox="496 1435 804 1507">08-Mar-2010</td> <td data-bbox="804 1435 1406 1507">堅持信念，豐盛人生。</td> </tr> </table>	08-Mar-2010	堅持信念，豐盛人生。		
	08-Mar-2010	堅持信念，豐盛人生。			
<table border="1"> <tr> <td data-bbox="496 1507 804 1579">01-Mar-2010</td> <td data-bbox="804 1507 1406 1579">投入才能深入，付出才能傑出。</td> </tr> </table>	01-Mar-2010	投入才能深入，付出才能傑出。			
01-Mar-2010	投入才能深入，付出才能傑出。				
<table border="1"> <tr> <td data-bbox="496 1579 804 1650">22-Feb-2010</td> <td data-bbox="804 1579 1406 1650">To Serve, not to be served.</td> </tr> </table>	22-Feb-2010	To Serve, not to be served.			
22-Feb-2010	To Serve, not to be served.				
<table border="1"> <tr> <td data-bbox="496 1650 804 1722">01-Feb-2010</td> <td data-bbox="804 1650 1406 1722">生於斯，長於斯，繫於斯，獻於斯</td> </tr> </table>	01-Feb-2010	生於斯，長於斯，繫於斯，獻於斯			
01-Feb-2010	生於斯，長於斯，繫於斯，獻於斯				
<table border="1"> <tr> <td data-bbox="496 1722 804 1794">18-Jan-2010</td> <td data-bbox="804 1722 1406 1794">用富有感情的眼睛看世界，生活會多添彩。</td> </tr> </table>	18-Jan-2010	用富有感情的眼睛看世界，生活會多添彩。			
18-Jan-2010	用富有感情的眼睛看世界，生活會多添彩。				
<table border="1"> <tr> <td data-bbox="496 1794 804 1865">11-Jan-2010</td> <td data-bbox="804 1794 1406 1865">珍惜每一分鐘</td> </tr> </table>	11-Jan-2010	珍惜每一分鐘			
11-Jan-2010	珍惜每一分鐘				
<table border="1"> <tr> <td data-bbox="496 1865 804 1888">04-Jan-2010</td> <td data-bbox="804 1865 1406 1888">Forgetting what is behind and reaching</td> </tr> </table>	04-Jan-2010	Forgetting what is behind and reaching			
04-Jan-2010	Forgetting what is behind and reaching				



		forth to what is ahead
	30-Nov-2009	Work Hard Now, No Regret Later.
	16-Nov-2009	自律與自由
	02-Nov-2009	天行健，君子以自強不息
	19-Oct-2009	老吾老以及人之老，幼吾幼以及人之幼
	05-Oct-2009	Treat others the way you wish to be treated
	14-Sep-2009	反省過去,挑戰未來
	07-Sep-2009	A good beginning is half done
	<p>Mottoes which serve to enshrine a set of moral values are introduced and elaborated by our teachers during Monday morning assemblies. All are pooled in our school website for students' reference.</p>	
Classroom Cleanliness and Tidiness Competition Interclass Bulletin Board Design Competition (co-organize with Moral Education	26/4/10 – 14/5/10	<p>Helping students develop sense of belonging to the school by asking them to keep their classrooms clean and tidy.</p> <p>Students' sense of belonging to the school / healthy attitude towards life is developed.</p>



Team and Religious Studies Panel) Feb 10 - 24/3/10 (Civic Education Team)	
The Best Conduct Award (Guidance Team) (May 2010)	The Best Conduct Award have been setting up to recognize and applaud excellence in achievement and conduct
Visit to Legislative Council Building (Civic Education Team)	A total of 24 S1-2 students visited the Legislative Council Building on 25 May 2010.

Life Education & Power of Positive Students

It is a universal truth that love endures and overcomes; that hatred destroys. This truth resonates powerfully with us as we organized our 80th Anniversary Open Day on 25-26 April 2009 with an equivalent theme of "Love your neighbours, learn with zeal".

Make our students strong in adversity so that they will never give up. Some featured programs include various feast days, Masses (Feast of St John Bosco, Feast of Mary



Help of Christians) and weekly Monday Motts.



Drama performance with religious and moral themes (by Reverend Father Lee, teachers and students) on the Feast of Mary, Help of Christians on 24 May 2010.

Peer Mentor Program (“Big Brothers” Scheme)

The Peer Mentor Program aims to enhance and uplift the counseling, communication and leadership skills of our potential “Big Brothers” (so-called Student Guidance Team SGT members). In the 2009-10 cycle, a total 36 students from S3, S4 and S6 were recruited to serve as mentors and 39 S1 students were



When mentors met mentees



St. Louis School

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identified as mentees.

The program consists (within the whole school year) a set of activities organized by our Guidance Team and school social workers, which included a training camp was held from 23 to 24 August 2009. Adventure-based' activities were incorporated into the captioned camp with the help of qualified instructors. A



Barbecue Gathering with our social worker

Fun Day was then organized on 9 October 2009 for the meeting of mentors and mentees. Followed the Fun Day was a barbecue gathering at Stanley (St. Stephen's Beach) on 7 November 2009.

Social service ("Visit to the elderly in Hong Kong Western District") was also planned on 7 January 2010 (Wednesday) to allow our mentors as well as mentees to express the message that S.G.T. cares about the society. This year we cooperated with the Hong Kong Family Welfare Society's Elderly Service Centre in this voluntary service. About 65



We are ready to serve—Prior to the visit to the elderly



mentors and mentees manifested the theme of our 80th Anniversary “Love your neighbours, learn with zeal” through the service.


The Team then paid a visit to The Hong Kong Jockey Club Drug InfoCentre (DIC) 24 March 2010 (Wednesday). This visit provided the mentors and mentees with an opportunity to understand the importance of healthy life style. The Closing Camp was held on 8-9 May 2010 at the Jockey Club Cheung Chau Don Bosco Camp.



Guidance Master, Social worker, mentors and mentees
at the Training Camp



Community Service

Program	Achievement
Annual Blood Donation (Red Cross)	Realizing that “Give Blood, Give Life”, a total 28 students and teachers joined the annual blood donation 2009-10 on 2 October 2009 . 
Flag Selling Day (Organization: Hong Kong PHAB Association)	77 S2-S6 students took part in the Flag Selling Day on 23 January 2010 (Saturday) to help the Hong Kong PHAB Association raise money for its charity services.

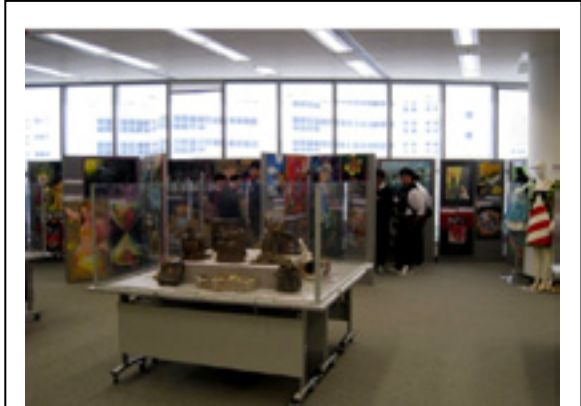


Career-related Experiences

Program	Achievement
Aptitude Tests for S4 students (Careers Team)	After the test, students could recognize themselves and set the goals for themselves.
Mentorship Program (Career team) Objectives: S.6-7 students can have the 1 st hand information from our old boys studying in various institutions.	The Mock Interview was held in January 2010 . Students were grouped according to their favourite field in the university. Students were asked to prepare two interviews, individual interview and group interview. The junior and senior mentors are very enthusiastic and willing to provide support and share experience with students. The programme ran smoothly and lasted 6 hours. Through games and discussions, students and their mentors made friends quickly.



Aesthetic Development

<p>Visit to the “Hong Kong Museum of Art”</p>	<p>A total of 24 S4-S5 VA students made a visit to “Hong Kong Museum of Art” on 29 June 2010.</p>
<p>Visit to “Exhibition of Secondary School Students’ Creative Visual Arts Work (2009-10)” (Visual Arts)</p>	<p>The visit was held on 27 January 2010. It provides a variety of learning experiences to 39 of our S4 students to study art works from students of the same age in other schools.</p> 
<p>“Origin of a Play - Drama Workshop” Appreciation of Chinese Classics and Script Writing Drama Amateur Scheme (organizer: Leisure and Cultural Services Department) 2009/10 學校藝術培訓計劃</p>	<p>一劇之本戲劇工作坊 --- 名劇選段演出 (2009-9-18)</p>



「一劇之本戲劇工作坊」

中國名著導讀及劇本創作戲劇培訓計劃

(康樂及文化事務署舉辦)

Cultural Activity/Chinese Language

Department



The scheme continues to target at Chinese culture and its focus will be placed on the appreciation and writing of drama scripts, as well as providing students opportunities to understand more about Chinese culture.



	<p>Through the introduction to modern Chinese plays as well as number of selected classical Chinese scripts, our students learnt the key elements of drama. After they had acquired the basic skills of script writing, their creations were then finally shown to the audience after rehearsals.</p> <p>In 2009-10, only 4 local secondary schools jointed this scheme. We are proud to be one of the teams.</p> <p>Details are available at: http://www.lcsd.gov.hk/CE/CulturalService/ab/en/saes/saas0910_13.htm</p>
<p>《掌聲背後》 (“Behind the Scenes”) 2 February 2010 (Chinese language Department)</p>	<p>“Behind the Scenes” is a “schools and community programme” organized jointly by The Hong Kong Jockey Club and The Hong Kong Academy for Performing Arts ,which provided our S7 students a chance to experience the arts of our traditional opera. The activity took place at</p>



Hong Kong Jockey Club Racing Museum,
at Happy Valley.



At SLS, it becomes our tradition to have our students' 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. Both shows are normally held in the Sheung Wan Civic Centre and provide our students with opportunities to demonstrate their talents in various cultural aspects.



Talent Time 2010 (26 January 2010)





Thanksgiving Nite 2010 (27 Apr 2010)



聖類斯 樂團

SLS Chinese Orchestra

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





Physical Development

In addition to our regular programs such as PE lessons, Sports Days and Swimming Gala, the success of physical development of our students should attribute to the regular training of the five of our ECA sports clubs, (namely Badminton club, Football club, Basketball Club, Table Tennis Club and Tennis Club). In addition, more and more students and parents will have their attention being drawn by the regular practice of our “Chinese Kung Fu (WING CHUN) Team” on Fridays.

The Chinese Kung Fu (WING CHUN) Course (PE Department) has been organizing to help our students build their confidence, self esteem, endurance and stamina.





Life-wide Learning

Life-wide Learning (LWL) 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 2009-10, we have organized a number of life-wide learning (LWL) activities and social services to help our students 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. The following table profiles some key events (in chronicle order) our students have attained in 2009-10.



<p>“3-Day Team Spirit Training Camp” (organized by our Pastoral Care Team)</p>	<p>“3-Day Team Spirit Training Camp” (organized by our Pastoral Care Team for 750 S.1 – S.4 and S.6 students) 賽馬會長洲鮑思高青年中心 (J.C.C.C. Don Bosco Youth Centre) (held on 29-31 December 2008).</p>
<p>Visit to The Dr Sun Yat-sen Museum (located at 7 Castle Road in Central District, Hong Kong) (孫中山紀念館) (中國歷史)</p>	<p>A total of 195 S3 students visited the centre in December 2009 and April 2010.</p>
<p>Visit to the Hong Kong Electric Co. Ltd (HEC)'s Lamma Power Station (Chemistry Department)</p>	<p>A total of 28 S4-S6 chemistry students made a visit to the Hong Kong Electric Co. Ltd (HEC)'s Lamma Power Station on 16 January 2009.</p>
<p>Visit to Mai Po (Biology)</p>	<p>The visit was held in January 2009. A total of 37 S6 and S7 students joined the visit.</p>
<p>挪亞方舟歷險遊 (organized by PTA)</p>	<p>It was held on 27 March 2010.</p>



Visit to the Hong Kong Science Museum

(Science)

Each S1 Students had made a visit (in 1 of 5 separate visits to the Hong Kong Science Museum in **April or May 2010**).



- In addition to all these LWL activities, we also issue 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.

Reflection

Life-wide Learning (LWL) is a strategy promulgated by the EDB that aims to move student learning beyond the classroom into other learning contexts. Such experiences can extend and deepen student learning in terms of knowledge, skills and values, which are difficult to attain through classroom learning alone. For learning to be 'life-wide' it needs to have a life beyond the classroom. Many of our organized activities 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. For example, our “Junior Training program” provides students with training of personal skills in the setting of a zestful camp. “Form 6 O Camp” enables our future S6 students to acquire some skills in communication and leadership building and ultimately enhances student self-confidence. These activities serve very well in complementing the core curriculum and classroom learning.

Remarks: Statistics (No. of Participants of each program)

Program (DATE)	Number of Participants
Junior Training program (Training course + Camp) 30-31 March, 7 May, 7 July, 19-21 July 2010	80 participants (70 S1-S3 students, 10 S6 students) Intended Outcomes: Cultivating a strong sense of belongingness and great appreciation of self-image can be cultivated among students through their active participation in activities. Strategies: Letting students take an active part and leading roles in the organization and running of various activities and big event.



	
<p>Form 6 O Camp 12-14 Aug 2010</p>	<p>84 participants (64 S6 students, 20 S7 students)</p> 
<p>Joint School Leadership Training Camp 31 January, 7-9 April, 23 May, 27 June, 27 – 30 July 2010</p>	<p>60 SLS participants (40 S4-5 students, 20 S6 students) Participant Schools: 1. St. Louis School 2. Hotung Secondary School 3. Salesian School 4. Our Lady of the Rosary College</p>



	<p>(Total no. of participants: 150)</p> <p>The main camp was held in late July in the CUHK. The 4 days 3 nights camp was filled with exciting activities which aim to foster the leadership potential of participants.</p> 
<p>S3 Student Leaders Training Workshop 28-30 June and 8 July 2010 (4 days)</p>	<p>S3 Student Leaders Training Workshop comprised a four-lesson workshop during which basic knowledge and skills about organizing activities were taught. The tutors were our old boys with rich experiences in organizing activities. A total of S3 students joined the 4-nights-3-days camp.</p>



Prefects for Tomorrow

Our Prefects' Association organized a training program "Prefects for Tomorrow" to provide necessary leadership skills for our potential prefects. The program comprised two parts, namely "Committee camp" and "Prefects Camp", which was held on 30-31 October 2009 (a preparatory camp for 21 S6 Prefects) and 9-10 January 2010 (for 50 S3-S6 prefects) respectively.



The camp site for both camps was COMMUNITY SPORTS CAMP (展能運動村) at Ma Tso Lung, Sheung Shui, NT.





Remarks

Fr. Deane Achievement Award

St. Louis School encourages students to commit themselves to various activities in different areas, such as sports, cultural activities and educational events. In the light of these concerns, we have launched two programs namely Fr. Deane Achievement Award

(FDAA) 田惠民

神父成就獎 and

The Outstanding

ECA Awards

Presentation.



The FDAA will be granted to those SLS

Fr. Deane Achievement Award Hall of Fame

Trophy

Source: <http://www.deanetrust.org/> (Father Deane Foundation Fund)

students who are all-rounders, not only academically but also in sport, social skills and willingness to help others. It is clearly that the underlying philosophy of the FDAA and the Outstanding ECA Awards Presentation are in line with the philosophy of Other Learning Experiences (OLE). The OLE was promulgated by the EDB as one of the key features of NSS. In short, the essence of OLE is to enable students to obtain broad and balanced learning experiences through a wide range of exposures to develop diverse potential among individuals, such as their creativity, aesthetics, art appreciation, interpersonal and intrapersonal skills, motor and sports skills, and caring.



St. Louis School

School Report 2009/2010

The year 2009 saw the first year of Father Deane Achievement Award (FDAA) awarded to 6 successful candidates. The year 2009 also saw the first cohort of S4 students under the NSS academic structure in Hong Kong.

The Outstanding ECA Awards Presentation

The 1st Outstanding ECA Awards Presentation was our effort to present to our students with distinguished performances in different events or significant contributions to the school. The 1st Outstanding ECA Awards Presentation also served as an annual review of students' effort and attainment in diversified fields. The Presentation was held on 15 May 2010 in our school hall.



15 May 2010—The 1st Outstanding ECA Awards Presentation

Joint Club Exhibition (JCE) (9 October 2009)

"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.



Major Concern 2: Explore and develop ways for staff development in order to enhance learning and teaching

The third staff development day was devoted to promoting teachers' awareness as well as skills in adapting various assessment skills in their classrooms—i.e. implementing formative assessment to promote student attainment.

In order to help our teachers to equip themselves for the challenges ahead in the coming school year, our SMC organized a two-day workshop entitled “Positive Thinking” on 30-31 August 2010.

Major Concern 3: Provide our students with more opportunities to improve their language skills and thinking skills

Details are available at “Part E: Learning and Teaching”.



Performance of Students (Academic)

HKAT (Pre-SI)

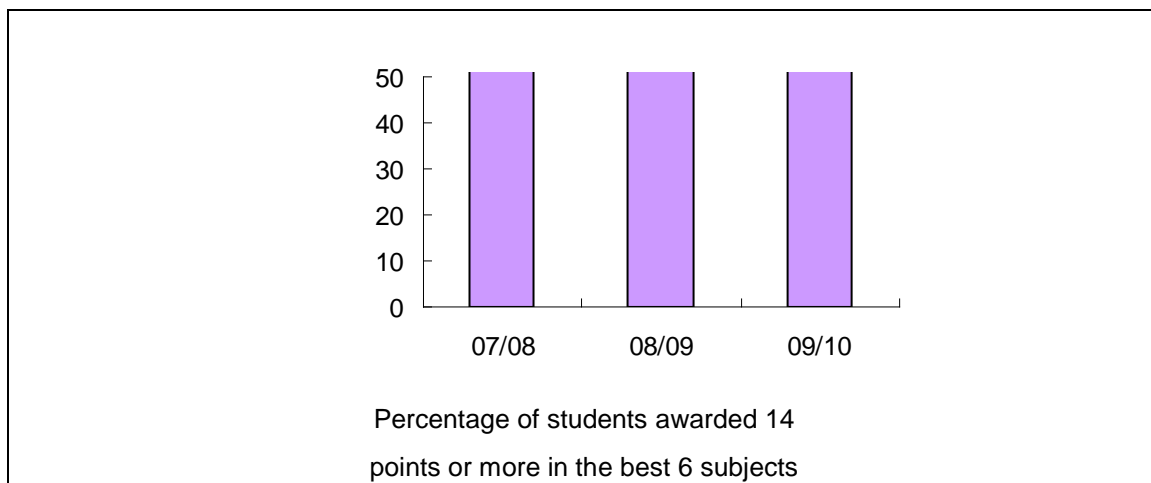
The Hong Kong Attainment Tests (HKAT) are a series of standardized tests for primary and junior secondary levels in the three core subjects of Chinese, English and Mathematics. These tests are administered yearly by primary and secondary schools to diagnose students' areas of strengths and weaknesses in these core subjects so that appropriate guidance, counselling and remedial teaching can be provided. The test results also help to monitor standards across years and levels.

(FOR SMC ONLY)



HKCEE

The following table tabulated our past 3 years' HKCEE results:



	2008		2009		2010	
	School	Territory	School	Territory	School	Territory
No. of students sat	180	-	187	-	175	-
% of students awarded 14 points or more in the best 6 subjects	51.1	-	55.1	-	53.1	-



Subject Entries of HKCEE (2010)

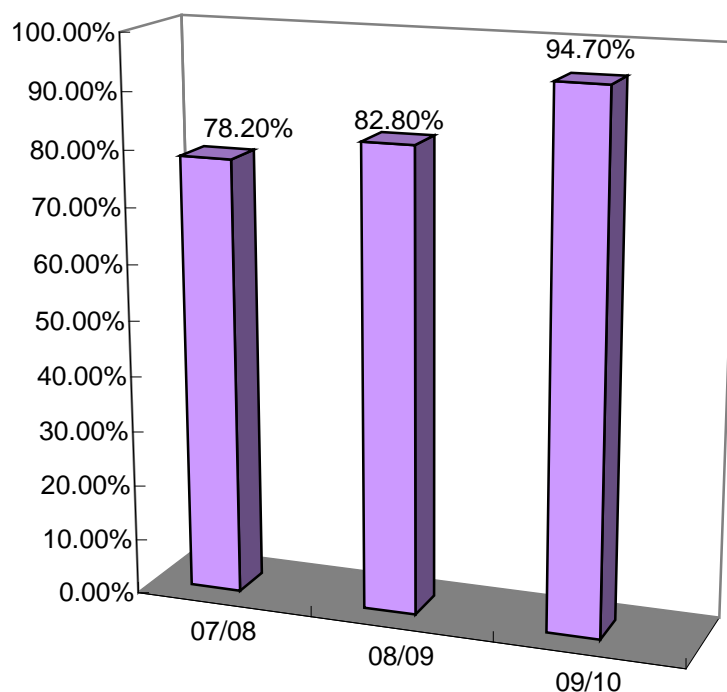
	A/5*	A/5* to C/4
Total Subject Entries (2010)	50	455

Our best S5 students:

Tang Chun Lok (7 A/5*, 1 B); Cheng Wan Kien Keith (6 A/5*, 2 B/5)

HKALE

Percentage of students awarded the minimum entrance requirements for local degree courses





The following table tabulated our past 3 years' HKALE results:

	2008		2009		2010	
	School	School	School	Territory	School	Territory
Total No. of students sat	55	-	58	-	57	-
Total (No. of students awarded the minimum entrance requirements/No. of students)	78.2%	-	82.8%	-	94.7 %	-

*(No of students with pass in 2AL and 2 ASL language) / No of students in class

S7 graduates Enrolled in Local Universities

University	HKU	CUHK	HKUST	PU	CITY U	BU	Ling- nam	HKIEd	OU	Shui Yan
2010 No of Students	7	15	0	12	9	1	0	0	0	0
2009 No of Students	10	4	10	6	1	1	0	0	10	4
2008 No of Students	7	1	3	8	3	0	0	0	-	-



Subject Entries of HKALE (2010)#

	HKALE		
	A	A to C	A to E
Total Subject Entries	20	92	95.1%

No of S7 students = 57

Our best S7 students are

Ho Hon Ning (4A, 2B);

Sit Jonathan Yat Nam (3A, 2B);

Ho Hin Yeung (3A).



St. Louis School

School Report 2009/2010

Inter-school Activities and Prizes won in 2009-10

Here are the highlights of some of our non-academic achievements in 2009-10:

English (2009-10)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
HK Schools Music and Speech Association	61 st HK SCHOOLS ENGLISH SPEECH FESTIVAL 2009	S2 Choral Speaking	1 st Place
		S4 Choral Speaking	1 st Place
		S3 Solo Verse Speaking	1 st Place : Yip Kam San
		S2 Solo Verse Speaking	3 rd Place: Li Hiu Wang Wong Chin Hang
		S1 Solo Verse Speaking	2 nd Place: Wong Ching Hang Julian

Putonghua (2009-10)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港學校音樂及朗誦協會	第 61 屆 校際朗誦節	普通話詩詞獨誦 中一、二級男子組	普通話詩詞獨誦 中一、二級男子組亞軍 得獎同學：S1D (31) 唐鈞軒

Visual Arts (2009-10)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
中西區區議會	「中西區健康城市」 標誌及標語設計比賽	標誌及標語設計	標誌 - 中學組 冠軍、季軍
Hong Kong Arts Development Council	Art Ambassadors-in-School Scheme 18 th Districts ID Design Competition	Design Competition	Sculpture - Merit

Swimming (2009-10)



St. Louis School

School Report 2009/2010

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-school Swimming Championship	Inter-School	Boys' A Grade Overall - Fourth
Hong Kong Schools Sports Federation	Inter-school Swimming Championship	Inter-School	Boys' C Grade 4 x 50 m Free Style Relay - Second

Table Tennis (2009-10)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-school table tennis competition, Category: Boys C Grade	Inter-school table tennis competition	Second-runner up

Athletics (2009-10)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
HKSSF	Inter School Athletics Championships	Date: 2, 5, 11 March, 2010 Overall Result: A Grade: 9 th B grade: 4 th C grade: Champion Overall: 2 nd	Wong Ho Man (100m Champion and 200m 1st runner up) Ho Cheuk Yin (400m Champion and 4 x 400m Champion) Chan Ho Yin (800m 4 th and 4 x 400m Champion) Leung Hiu Fung (4 x 400m Champion) Lai Ho Nam (4 x 400m Champion) Yeung Ka Wai (800m champion, 400m 3 rd place and 4 x 400m 1 st runner up) Ng Chun Yip Gavin (1500m Champion, 800m 1 st runner up and 4 x 400m 1 st runner up) Wong Tsz Yau (4 x 400m 1 st runner up) Cheung Man Yiu (400m 4 th place and 4 x 400m 1 st runner up) Cheung Tsun Wing (200m 4 th place and 4 x 100m 1 st runner up) Lee Kin Ching (4 x 100m 1 st runner up) Zhang Shengjia (4 x 100m 1 st runner up) Tam Kam Kwong (4 x 100m 1 st runner up)

Indoor Rowing (2009-10)



Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
HKSSF	Inter School Indoor Rowing Competition	Date : 14, 15 May, 2010	Luk Ka Wing Frank (A grade 2000m 5 th place)

Cross Country (2009-10)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
HKSSF	Inter School Cross Country Championships	Date : 25 th November, 2009	A grade 1 st runner up B grade 2 nd runner up C grade 1 st runner up Overall Champion Lai Ho Nam (B grade 5 th place) Lee Yiu Hon Jeremy (B grade 8 th place) Yeung Ka Wai (C grade 3 rd place) Ng Chun Yip Gavin (C grade 5 th place)
RRAC	馬鞍山 8 公里比賽	Date : 9 th May, 2010	Ng Chun Yip Gavin (青年 3 組第 8 名)
n/a	馬鞍山 8 公里比賽	Date : 21 st February, 2010	Ng Chun Yip Gavin Lai Ho Nam Tang Wing Nam Kam Shun Yin (校際賽隊際第三名)

Music (2009-10)

Organiser 主辦機構	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Music Festival	Piano Solo – Grade 6	Certificate of Proficiency – 1A Tam Kai Tung
	Piano Solo – Grade 6	Certificate of Proficiency – 1E Lai Lok Man
	Trombone Solo – Junior	Certificate of Proficiency – 1E So Cheuk Yee
	Clarinet Solo – Junior	Certificate of Merit – 1E So Cheuk Yee
	Descant Recorder Solo – Age 13 or under	First Prize (Certificate of Merit) – 1E So Cheuk Yee
	Harmonica Solo – Intermediate	Certificate of Merit – 2d Li Hiu Wang
	Er Wu Solo – Junior	Certificate of Proficiency – 2E Chan Chun Nam
	Er Wu Solo – Intermediate	Certificate of Proficiency – 3A Kwong Ka Chun
	Piano Solo – Grade 5	Certificate of Proficiency – 3E Ho Man Lim
	Er Wu Solo – Junior	Certificate of Proficiency – 3E Kwan Yu Hin Keefe
	Double Bass Solo – Junior	Certificate of Merit – 3E Kwan Yu Hin Keefe
	Piano Solo – Grade 7	Certificate of Merit – 3E Leung Chun Hin Dominic
	Secondary School Choir – Foreign Language – Boys Junior – Age 14 or under	Certificate of Merit - Junior Choir (S1, S2, S3 & S4)



16th Hong Kong Group (2009-10)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港童軍總會(港島地域)	港島童軍毅行 2010	這是行山比賽，參與的領袖乃本校舊生，他們以 7 小時 50 分鐘完成 50 公里的賽事。	(領袖組) 亞軍
香港童軍總會(港島地域)	港島童軍毅行 2010	這是行山比賽，參與的領袖乃本校舊生，他們以 8 小時 51 分鐘完成 50 公里的賽事。	(領袖組) 季軍
香港童軍總會(港島西區)	會長杯 2010		(童軍支部) 季軍
香港童軍總會(港島西區)	2010 年嘉爾頓錦標賽 (西區選拔賽)		亞軍
香港童軍總會(港島地域)	2010 年嘉爾頓錦標賽 (港島地域選拔賽)	以露營及外野日為藍本，考核各隊參賽者的童軍技能及團隊精神。	亞軍
香港童軍總會	2010 年全港嘉爾頓錦標賽		冠軍

Scholarships (2009-10)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Lion & Globe Educational Trust	獅球最佳進步獎 2009	Awards for significant progress in academic studies and character building sustained in the school year 2009-10	2B Leong Man Hoi 3B Chung Pak Nin 4C Chow Tsz Hong 5E Cheung Chi Man Left school: Li Yiu Cho Joe
Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2009/10	Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2009/10	5D Kan Chun Him 6A Wong Wai Keung



Inter-school Activities and Prizes won in 2008-09

English (2008-09)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
HK Schools Music and Speech Association	60 th HK SCHOOLS ENGLISH SPEECH FESTIVAL 2008	Solo Verse Speaking Competition	1 st Place - 3E 2 nd Place - 3D <u>1st Place :-</u> Cheung Pat Chiu (3C) Hui Tung Chit (6B) <u>2nd Place :-</u> Wong Kurtis Bok Yin (1D) Hou Kin Hey Ken (1E) Chan Chiu Long (2A) Ng Wing Yip Brenton (3D) Lee Derrick Chuk Kwan (3E) Lo Ka Chun (3D) Wong Pok Man (3D) Li Ka Chun James (3D) Lee Ho Yin (4E) Jeremy Sit Ho Nam (4E) <u>3rd Place :-</u> Cheung Tsun Wing (1C) Mak ho Lun (1D) Lee Eugene Sheung Man (3C) Wong Tsz Tsun (3E) Wong Siu Lung (3C) Fu Henry Shi Hin (4C) Ng Man Yin (4B)



Chinese Language (2008-09)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港教育學院	善言巧論：全港學生口語溝通大賽	預科即席演講	小組優異獎：— 7A 林子謙 6A 陳銘達 6A 楊穎璋 6A 戴子傑

Putonghua (2008-09)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港學校音樂及朗誦協會	第六十屆香港學校朗誦節	詩詞獨誦—普通話 中三、四年級 (男子組)	李竹筠 (3E) - 季軍

Visual Arts (2008-09)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
西區警區 西區少年警訊	「防止青少年吸食 危害精神毒品」 大型宣傳板畫設計比賽	板畫設計比賽	冠軍、季軍、優異獎

Maths (2008-09)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港數理教育學會 及 保良局	2008-2009 香港青少年數學精英 選拔賽	數學精英選拔賽	F.3D Lau Chun Pong 三等榮譽獎(個人)

Table Tennis

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-School Table Tennis Competition 2008/09	Division Three (HK) Boys A Grade	Champion



Basketball (2008-09)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-school Basketball Championship	Division III – Basketball Competition B Grade	1st
Hong Kong Schools Sports Federation	Inter-school Basketball Championship	Division III – Basketball Competition B Grade	Division III Overall - Second

Music (2008-09)

Organiser 主辦機構	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Music Festival	Piano Solo – Grade 7	To Tsz Lam (1B) – Certificate of Proficiency
	Piano Solo – Grade 5	Chan Cyrus (2D) – Certificate of Proficiency
	Violin Solo – Grade 7	Chan Cyrus (2D) – Certificate of Proficiency
	Violin Solo – Grade 5	Choi Jim Martin (1D) – Certificate of Merit
	Piano Solo – Grade 4	Sze Siu Ki (2E) – Certificate of Merit
	Piano Solo – Grade 8	Ng Man Yin (4B) – Certificate of Merit
	Guitar Solo – Intermediate	Wong Chi Wing (5B) – Certificate of Merit
Hong Kong Schools Music Festival	Secondary School Choir – Foreign Language – Boys Junior – Age 14 or under	Junior Choir (S1, S2 & S3) – Certificate of Merit



16th Hong Kong Group (2008-09)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
港島榮譽童軍會	港島 2009 大潭三塘跑	這是跑步比賽，成員鄧穎嵐 (F.3C) 於童軍男子組以 20 分鐘 33 秒完成 4.43 公里的賽事。	(童軍男子組) 亞軍
公教童軍協會	主教盾 2009	以聖經內容為本，透過不同項目評核各隊伍的聖經知識。	(童軍組) 冠軍 (童軍組) 亞軍
港島地域	港島童軍毅行 2009	這是行山比賽，參與的領袖乃本校舊生，他們以 7 小時 39 分鐘完成 50 公里的賽事。	(領袖組) 亞軍

Scholarships (2008-09)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Lion & Globe Educational Trust	Best Improved Students Awards	Awards for significant progress in academic studies and character building sustained in the school year 2008-09	<u>Certificate</u> CHAN KA TSUN (2E) LEUNG CHUN HIM (3B) TANG TIK MAN (4B) LO KIN SUM (5C)
Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2008-09	Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2008-09	<u>Scholarships</u> WONG WAI KEUNG (5D) LEE KA HEI (6A)



Inter-school Activities and Prizes won in 2007-08

English (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Music and Speech Association	59 th Hong Kong Speech Festival (English Speech)	59 th HK English Speech Festival (F.1 Solo Verse)	1 st place to Chan Chun Wing, Johnny (F.1D)
Hong Kong Schools Music and Speech Association	59 th Hong Kong Speech Festival (English Speech)	59 th HK English Speech Festival (F.1 Solo Verse)	1 st place to Ngan Wai Hei (F.1D)
Hong Kong Schools Music and Speech Association	59 th Hong Kong Speech Festival (English Speech)	59 th HK English Speech Festival (F.2 Solo Verse)	1 st place to Oyardo, Angelo Joseph Lana (F.2E)
Hong Kong Schools Music and Speech Association	59 th Hong Kong Speech Festival (English Speech)	59 th HK English Speech Festival (F.1 Choral Verse Speaking)	1 st place to all F.1D students

Chinese Language (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港大學文學院	2007 香港中西南區青少年徵文比賽	徵文比賽	初級組：優異獎 S5E
香港教育學院	第二屆善言巧論：全港學生口語溝通大賽	即席演講	小組亞軍 (S6B) 小組亞軍 (S6B) 小組亞軍 (S6A) 小組優異獎 (S6A)
聖約瑟英文書院	第四屆全港校際即席演講比賽	即席演講	高中組小組：季軍 (S4D) 高中組小組：優異獎 (S4D) 預科組：亞軍 (S6B) 季軍 (S6B)

Mathematics (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港保良局 及 香港數理教育學會	「第十屆」香港青少年數學精英選拔賽	數學精英選拔賽	S3D: 2 nd Honour S3D: 3 rd Honour S3D: 3 rd Honour



Swimming (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-school Swimming Championships (Division II)	Inter-school Swimming Competition	50m Free Style (2) – B Grade 50m Back Style (3) – B Grade 100m Breast (3) – A Grade 100m Back Stroke (3) – A Grade 4 x 50 m Medley Relay (3) –B Grade

Football (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-school Football Competition (Division 2)	Football Competition	4 th Position – A Grade 3 rd Position – C Grade 2 nd Position – Overall

Cross-Country Team (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-school Cross Country Competiton	Cross Country Competition at Aberdeen Reservoir	1 st Position – A Grade 2 nd Position – B Grade 1 st Position – Overall 3 rd , 7 th , 10 th - Individual
香港青年旅舍協會	昂步棧道 2008	比賽分體驗組、健行組 參加者以最快速度完成整條比賽路線	聖類斯 五隊：健行組 4 th 四隊：體驗組 8 th 三隊：體驗組 5 th 二隊：體驗組 6 th 一隊：體驗組 9 th

Athletics (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-school Athletics Championships	Athletics	A Grade 110m Hurdles - 1 st runner-up x 1 A Grade – 400m Hurdles - 4 th place x 1 B Grade – 4 x 100m relay - 4 th place x 4 C Grade – Discus - 2 nd runner-up x 1 C Grade – 200m - 4 th place x 1



Music (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Music Festival			2 nd Position x 1 3 rd Position x 1 Certificate of Merit x 6 Certificate of Proficiency x 6

16th Hong Kong Group Scout Troop (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港童軍總會(港島地域)	港島童軍奧林匹克大賞賽 (童軍組)		全場總冠軍
香港童軍總會(港島地域)	港島童軍奧林匹克大賞賽 (深資童軍組)		全場總冠軍
香港童軍總會(港島地域)	步操比賽 2007		亞軍
香港童軍總會(港島西區區會)	嘉爾頓錦標賽 2008 (西區選拔賽)		殿軍

Scholarships (2007-2008)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prize for Senior Secondary School Students		5E LEE KA HEI 6A TONG SAN MONG
Lion & Globe Educational Trust	Best Improved Students Awards	For significant progress in academic studies and character building sustained in the school year 07-08	1D CHAN KA TSUN 2A LEUNG CHUN HIM 3A TANG TIK MAN 4C LO KIN SUM



Student Participation in Inter-school Events (Cultural & Sports) and Uniform Groups

There are four inter-school cultural events, namely Hong Kong School Music Festival (organized by the Hong Kong Schools Music and Speech Association), School Drama Festival (organized by the Extra-curricular Activities Section of Education Department), Hong Kong Schools Speech Festival (organized by the Hong Kong Schools Music and Speech Association) and School Dance Festival (organized by the Physical Education Section of Education Department and includes competitions in Chinese, Oriental, Western Folk and Modern dances).

The following table reports the number of participating students for S1-3 and S4-7 in inter-school events[#] (Cultural) in the past 3 years.

Inter-school events include School Music, Speech, Dance and Drama Festivals and inter-school/inter-port sports events organized by the HK Schools Sports Federation.

Uniform groups include Boy Scout



Cultural

Competition \ No. of students	07/08	08/09	09/10
S1-3			
Music Festival	63	59	64
Speech Festival	135	110	57
Putonghua	8	10	11
Total (S1-S3)	198	179	132
S4-7			
Music Festival	2	2	2
Speech Festival	8	10	20
Total (S4-S7)	10	12	22

(If a student has participated in more than one event, he will be counted more than once as well as.)

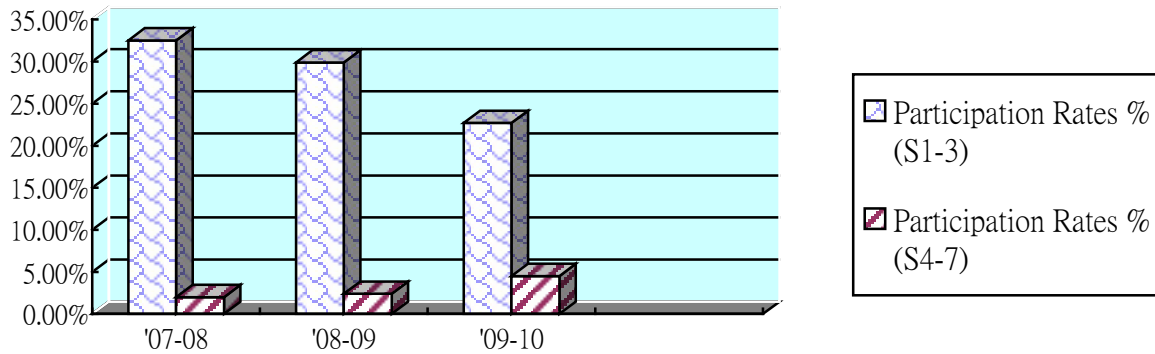
Student participation in inter-school events (Cultural)

Student participation in inter-school events (Cultural)	07/08	08/09	09/10
Participation Rate % (S1-3)	32.5%	29.9%	22.7%
Participation Rate % (S4-7)	2.0%	2.4%	4.5%



Student participation in inter-school events (Cultural)

Sports



The following table reports the number of participating students for S1-3 and S4-7 in inter-school events[#] (Sports) in the past 3 years.

Team	07/08	08/09	09/10
Athletics			
A Grade	19	16	19
B Grade	18	18	18
C Grade	17	18	15
Total	54	52	42
Basketball			
A Grade	12	12	13
B Grade	12	12	13
C Grade	12	12	12
Total	36	36	38



Team	07/08	08/09	09/10
Badminton			
A Grade	0	7	7
B Grade	6	6	6
C Grade	8	5	8
Total	14	18	21
Cross-country			
A Grade	-	-	10
B Grade	-	-	11
C Grade	-	-	14
Total	23	30	35
Football			
A Grade	18	18	15
B Grade	19	17	25
C Grade	20	18	17
Total	57	53	57
Swimming			
A Grade	5	6	9
B Grade	9	11	4
C Grade	5	1	4
Total	19	18	17



Team	07/08	08/09	09/10
Table-tennis			
A Grade	5	5	2
B Grade	-	-	-
C Grade	-	-	6
Total	7	5	12
Tennis (Open)	10	16	3
Fencing (Open)	-	-	3
Sub Total S1-S3	62	118	167
Sub Total S4-S7	158	110	76
Grand Total	220	228	243

Service Team & Uniform Team

Keeping the central red cross in their school badge in mind, our students adopt Jesus Christ as their model, possessing love and compassion, a sense of self - sacrifice and universal service. St. Louis boys don't simply think for themselves but also care about others.

The following table reports the number of participating students for S1-3 and S4-7 in Services groups# in the past 3 years.



#HK Girl Guides Association, The Girl's Brigade HK, HK Red Cross, Scout Association of HK, HK Air Cadet Corps, Civil Aid Service Cadet Corps, HK Adventure Brigade, HK Sea Cadet Corps, St. John Ambulance Brigade, The Boy's Brigade HK, HK Road Safety Association, The Community Youth Club, Junior Police Call.) If a student has participated in more than one group, he will be counted more than once as well as.)

Total no. of students participated in any of the uniform/social and voluntary services groups (entire school year) by level

Team	07/08	08/09	09/10
SLS Youth Club#			
S1-3	40	36	28
S4-7	202	131	145
Total	242	167	173
Boy Scouts (16th HK Group)			
S1-3	65	67	70
S4-7	20	26	27
Total	85	93	97

Saint Louis Youth Club whose motto is "To Serve and Recreate" was founded in January 1973. It aims to exert a positive influence on society through promoting self-respect and goodwill among youth.



Total no. of students participated in any of the uniform/social and voluntary services groups (entire school year) by group

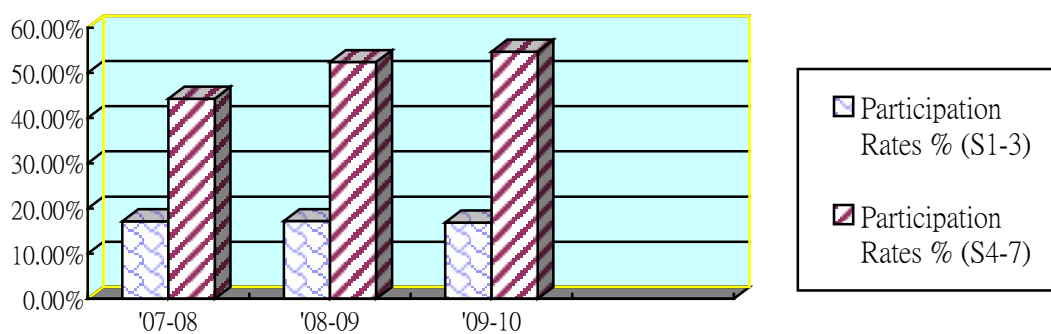
Total no. of Students	07/08	08/09	09/10
S1-3			
SLS Youth Club	40	36	28
Boy Scouts (16 th HK Group)	65	67	70
Sub Total	105	103	98
S4-7			
SLS Youth Club	202	131	145
Boy Scouts (16 th HK Group)	20	26	27
Sub Total	222	157	172
Grand Total	424	260	270

The following table reports the participation rates (number of participating students divided by total number of students in these school levels) of our students (all levels) in uniform groups.



Student participation in uniform/social and voluntary services groups

	07/08	08/09	09/10
Participation Rates % (S1-3)	17.2%	17.22%	16.9%
Participation Rates % (S4-7)	44.3%	52.4%	54.7%





Students' Physical Development (2008-09)#

Percentage of Students Within Acceptable Weight Range*



#Next batch of data will be collected in 2010-11 school year.

*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 Paediatrics, the Chinese University of Hong Kong or Body Mass Index (BMI) within 18-23 kgm⁻².

Student Participation in Student Health Service

%	09-10	08-09	07-08
S1	98.0	96.0	97.0
S2	Program cancelled because of swine flu	91.8	91.9
S3		85.9	89.0
S4		87.8	79.8
S5		79.1	74.6
S6		75.8	80.6
S7		65.5	69.1



In addition to the Student Health Service, our Health Education Department also organized the following talks for S1-S4 students. Details are given below:

Level	Topic	Date	Speaker
S1	個人、食物及環境衛生	5/1/2010	Food and Environmental Hygiene Department
S1	[學生實用急救] 計劃	12/3/2010	St. John Ambulance Hong Kong
S2	「愛護你的眼睛」講座	29/10/09	Retina Hong Kong
S2	「運動補水及創傷」講座	26/4/2010	Otsuka Pharmaceutical (H.K.) Ltd.
S2	「食物專題 (食物添加劑)」講座	27/4/2010	Food and Environmental Hygiene Department
S3	「吸煙危害新一代」講座	10/11/2009	Hong Kong Council on Smoking and Health
S4	「朋輩影響與濫藥」講座	7/5/2010	Community Drug Advisory Council



Key Issues for the new School Development Plan (2010-11)

Major Concern 1: Develop our school to meet the learning goals and vigorous requirements of the NSS curriculum

1.1 Diversifying combination of NSS electives to meet students interests	<ul style="list-style-type: none">● Set up a core curriculum and 10 electives● Tailor-made a lower form curriculum that helps junior form students to adapt the NSS curriculum easier.● Develop a system to monitor and revise the existing curriculum.
1.2 Promoting Assessment for-learning	<ul style="list-style-type: none">● 10% of assessments will be formative. (i.e. based on coursework)● Establish communicating assessment criteria to assess students' progress and help them understand what they are going to achieve.● Project learning and group presentation are two highly recommended methods for continuous assessment.



<p>1.3 Overall planning in using available resources</p>	<ul style="list-style-type: none">● Effectively distribute and use of the Government funding.● Make good use of CEG on curriculum development; enhancing students' language proficiency; coping with the diverse and special learning needs of students and school activity.● Make good use of Senior Secondary Curriculum Support Grant to employ more teachers.● Make good use of Diversity Learning Grant, ensuring that there are opportunities for every student to have a broad, balanced and all-round development.● Make good use of SSCSG on recruiting teachers or teaching assistants, buying services and learning and teaching materials to facilitate the implementation of the NSS curriculum.
<p>1.4 Catering for the diversified needs of students</p>	<ul style="list-style-type: none">● With the student-oriented principle, provide a broad and diversified teaching method so as to cater for the diversified learning of students.● Implement small class teaching in junior forms English, Chinese, and Maths and in senior forms liberal studies and 10 electives.● Implement a self-study program in S5 for the low ability students.● Develop and consolidate a set of activities-oriented strategies by joint functional groups and panels to enhance students' learning.● Conduct consolidation and tutorial classes.● Implement a detention system to handle the lateness or failure of homework submission.● Implement S1 vice-class teacher system to support the learning of the low achievers.



Major Concern 2: Explore and develop ways for staff development in order to enhance learning and teaching

<p>2.1 Developing the panel of each subject into a learning community.</p>	<ul style="list-style-type: none">● Develop a holistic plan across the subjects with appropriate weightings and better cross-curriculum coordination.● Set up collaborative groups within and across panels for curriculum preparation, lesson preparation and criteria preparation for assessment.● Continue to have peer observation to share their teaching expertise.● Establish a whole school staff development team to promote the teachers' continuing professional development and to hold sessions for professional development sharing among teachers.● Encourage collaborative teaching within and across subjects.● Implement the common lesson preparation of Liberal Studies for the NSS supported by School-based Support Services.
<p>2.2 More interactive teaching approaches should be developed.</p>	<ul style="list-style-type: none">● Encourage common collaborative lessons in order to<ul style="list-style-type: none">- study and analyse different interactive teaching methods and- then develop and practice appropriate methods.



<p>2.3 Training is provided for handling discipline problems.</p>	<ul style="list-style-type: none">● Develop and use the M and D system.● Discipline school-based training for new teachers and prefects.● Develop school-based classroom management sharing among teachers.● Infuse moral education into different subjects and activities.● Make good use of “Conduct & Application Record Book” and organize ‘Case Conference’.
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Major Concern 3: Provide our students with more opportunities to improve their language skills and thinking skills

<p>3.1 Strengthening teaching and learning of English as a subject.</p>	<ul style="list-style-type: none">● The Panel seeks Consultancy Service provided by Language Learning Support Services of the Education Bureau for further guidance on the design of school-based curriculum at Junior and NSS levels.● Subject teachers consolidate the teaching of Language Arts through Inter-class Choral Speaking Competition.● Subject teachers consolidate the teaching of Language Arts through Inter-class Drama Competition.● Subject teachers continue their effort in promoting students’ interest and participation in the Hong Kong Schools English Speech Festival.
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<p>3.2 Enhancing our English learning environment.</p>	<ul style="list-style-type: none">● Implement reading period● Design a reading list for all students at all levels.● Develop extensive reading award.● Set up a reading club.● Hold book exhibition.● Incorporate reading as an essential element in group projects and expand their weightings in assessments.● Implement inter-class drama competition● Implement Choral speaking competition● Implement news report● Implement mock interview in English for S5/6 students and careers CV writing in careers.● Extend the practice of oral presentation in different subjects and expand its weighting in assessments.● Extend the practice of essay-typed questions and expand their weightings in assessments.
<p>3.3 Strengthening cross-curricular programmes.</p>	<ul style="list-style-type: none">● Implement S1 bridging programmes.



Financial Summary

Plan

Summary of Proposed Plan on Use of Capacity Enhancement Grant (CEG) is available at

http://www.stlouis.edu.hk/user_page/page.php?page_id=14

Report

CEG Report is available at

http://www.stlouis.edu.hk/user_page/page.php?page_id=15



St. Louis School

School Report 2009/2010

St. Louis School

FINANCIAL SUMMARY 2009/2010

	\$	\$
Surplus balance B/F (Government Funds and School Funds)		<u>4,343,186.40</u>
I. Government Funds	Income	Expenditure
(1) OEBG Grant		
(a) General Domain		
1. Administration Grant-Ordinary	3,036,969.29	2,825,999.95
2. Administration Grant-Add CA	144,660.00	144,660.00
3. School & Class Grant	653,987.68	1,017,721.66
4. Noise Abatement Grant	158,628.00	142,769.00
5. Consolised Subject Grant	121,958.41	69,708.40
6. Composite IT Grant	335,307.00	236,964.16
7. SBM Supplementary Grant	162,464.00	42,815.00
8. Training & Development Grant	6,713.00	0.00
9. Enhancement Grant	5,887.00	0.00
General Domain Sub-total	<u>4,626,574.38</u>	<u>4,480,638.17</u>
(b) Special Domain		
1. Capacity Enhancement Grant	458,927.00	395,518.58
2. Programme Funds for Implementation of whole School Approach to Guidance & Discipline Grant	7,037.00	2,053.00
Special Domain Sub-total	<u>465,964.00</u>	<u>397,571.58</u>
(2) Composite Furniture and Equipment Grant	<u>423,568.00</u>	<u>447,851.00</u>
Government Funds Total	5,516,106.38	5,326,060.75
II. School Funds (General Funds)	566,066.38	837,996.85
Total surplus/(deficit) for school year 2009/2010		<u>(81,884.84)</u>
Accumulated surplus as at the end of school year 2009/2010		<u><u>4,261,301.56</u></u>