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**ST. LOUIS SCHOOL**

**SCHOOL REPORT (2011-2012)**

**For School Management Committee and 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](http://www.sdb.org)





## **Our Education System/Preventive System**



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

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

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



## Preventive System

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

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



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

(Don Bosco)

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

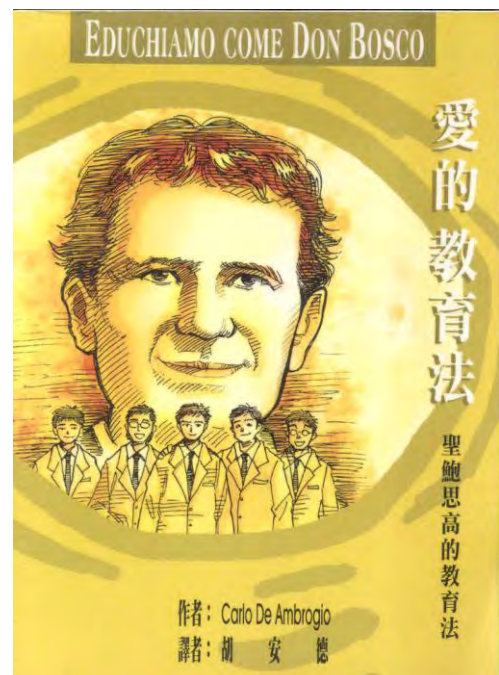




### *The Preventive System as Pedagogy*

The Preventive System is also a pedagogical method characterized by:

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





### *The Preventive System as Pastoral Ministry*

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

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

### *The Preventive System as Spirituality*

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

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





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



## 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**

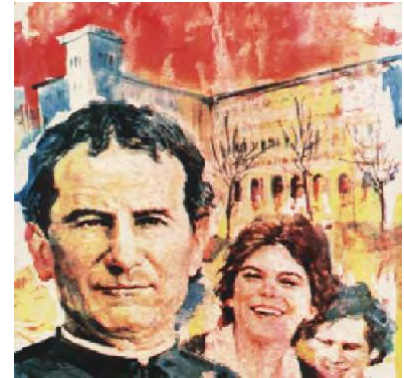
With this Vision in mind and under the close collaboration among the school authority, teachers and parents, the school promises to commit itself to:

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*

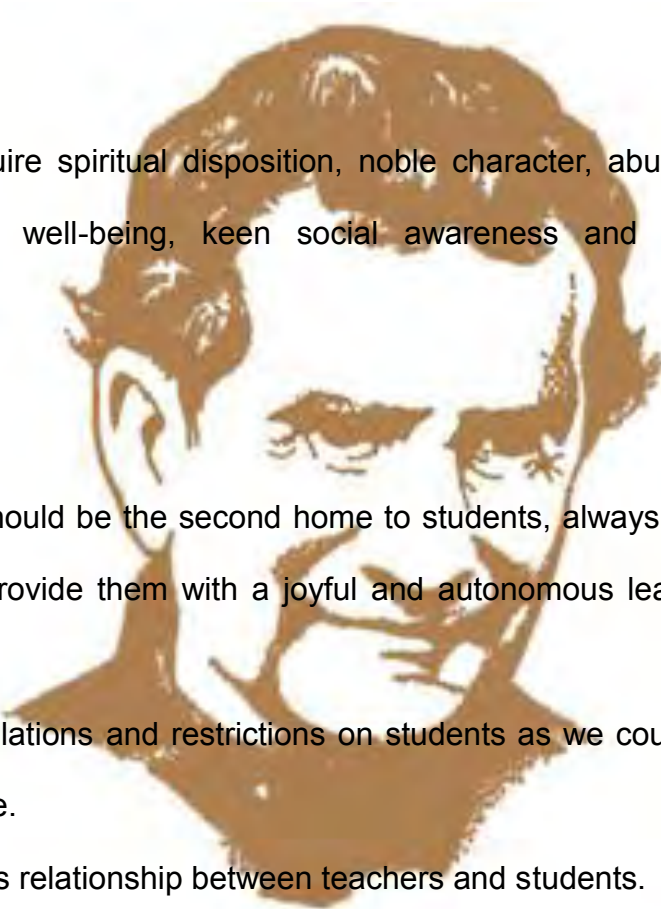
We provide an education which embraces the joy of learning and stresses the spiritual, moral, intellectual, physical, communal and aesthetic development of students.

### *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

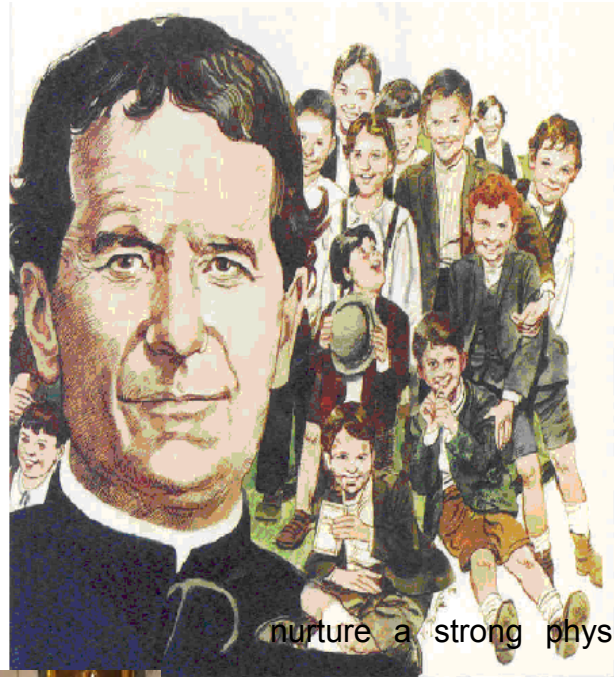






independently.

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**



**YOUTH SPIRITUALITY**

**LOVING-KINDNESS**







## Our School

### *Brief Introduction of the School*



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

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





facilities and renowned graduates.

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



**1927**

**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





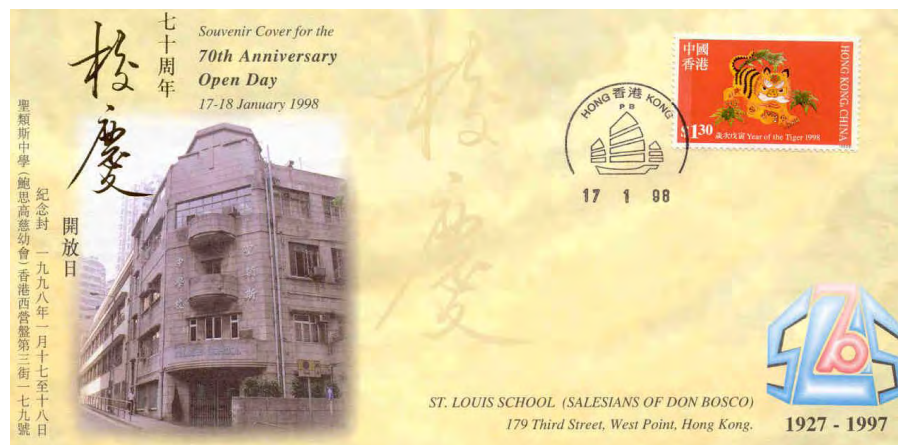
# St. Louis School

## School Report 2011/2012

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

The Year 2002 marked the 75<sup>th</sup> 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.

### *Brief Introduction of the School (80th anniversary)*



*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. He proceeded on pre-retirement leave on September 24, 2011 after 37 years of service with the Government.

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.



Programmes included: student performances, activities, talks and exhibitions.



# St. Louis School

## School Report 2011/2012

### 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	<a href="http://www.stlouis.edu.hk">http://www.stlouis.edu.hk</a>
E-mail	<a href="mailto:mailbox@stlouis.edu.hk">mailbox@stlouis.edu.hk</a>
Sponsoring Body	Salesians of Don Bosco
Year established	1927
School type	Government subsidized
Supervisor	Fr. Simon Lam
Principal	Fr. Peter Ng (2002-2012) Dr. Yip Wai Ming (2012 - present)
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)



© D Silva

© D Silva



School Chapel





Student clubs	There are 48 interest clubs grouped into five categories, namely academic, Art, sports activities, interest and social services.
Student Organizations	<p>Prefects' Association, United Houses, (SAA) Students' Activities Association</p> <div data-bbox="847 752 1078 913"><p>(SAA)</p></div> <div data-bbox="515 1025 1394 1541"></div> <p>(5 Houses: Lily, Rose, Shamrock, Thistle and Tulip)</p>



Other Organizations	St. Louis Old Boys' Association (established in 1961 by Reverend Father John Foster)
	
	St. Louis Parents-Teachers Association (founded in 1993)
	
	St. Louis Catholic Parents' Association (founded in 1995)



# St. Louis School

## School Report 2011/2012

### Subjects Offered 2011-12

SUBJECTS OFFERED	S1	S2	S3	S4	S5	S6	S7
Applied Mathematics (AS)						☆	☆
Visual Arts (HKDSE)	☆	☆	☆	☆	☆	☆	
BAFS				☆	☆	☆	
Biology (HKDSE+AL)/Combined Science			☆	☆	☆	☆	☆
Chemistry (HKDSE+AL) /Combined Science			☆	☆	☆	☆	☆
Chinese History (HKDSE)	☆	☆	☆	☆	☆	☆	
Chinese Language and Culture (AS)							☆
Chinese Language	☆	☆	☆	☆	☆	☆	
Computer Applications (AS)							☆
Computer Literacy	☆	☆	☆				
Economics (HKDSE+AL)				☆	☆	☆	☆
English Language/UE (HKDSE+AS)	☆	☆	☆	☆	☆	☆	☆
General Education	☆	☆	☆	☆	☆	☆	☆
Geography	☆	☆	☆				
History	☆	☆	☆				
Information and Communication Technology (HKDSE)				☆	☆	☆	
Integrated Science	☆	☆					
Liberal Studies (HKDSE)				☆	☆	☆	
Mathematics & Statistics (AS)							☆





Mathematics	☆	☆	☆	☆	☆	☆	
Mathematics (Module 1 & 2)				☆	☆	☆	
Music	☆	☆	☆	☆	☆	☆	☆
Physical Education	☆	☆	☆	☆	☆	☆	☆
Physics (HKDSE+AL)/Combined Science			☆	☆	☆	☆	☆
Principles of Accounts (AL)							☆
Pure Mathematics (AL)							☆
Putonghua	☆	☆	☆				
Religious Studies / RME / Ethics and Religious Studies	☆	☆	☆	☆	☆	☆	



*School Management*

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

<b>Member</b>	<b>Sponsoring Body</b>	<b>Principal</b>	<b>Parent</b>	<b>Teacher</b>	<b>Alumni</b>	<b>Independent</b>
<b>09/10</b>	4	1	1	0	1	1
<b>10/11</b>	4	1	1	0	1	1
<b>11/12</b>	4	1	1	0	1	1



## Our Students

### *Class Organization & Unfilled Places*

#### Number of operating classes 2011-12

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	4	4	5	5	5	5	2	30

#### Class Structure (no of Students registered in September 2011)

Class					
<b>S7</b>				7A	7B
<b>S6</b>	6A	6B	6C	6D	6E
<b>S5</b>	5A	5B	5C	5D	5E
<b>S4</b>	4A	4B	4C	4D	4E
<b>S3</b>	3A	3B	3C	3D	3E
<b>S2</b>	2A	2B	2C	2D	
<b>S1</b>	1A	1B	1C	1D	

#### Number of students (no of Students registered in September 2011) Source: R-SCH007-E

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	144	143	177	187	181	153	54	1039



# St. Louis School

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Our school operates 4 classes each at Secondary 1 to Secondary 2, 5 classes each at Secondary 3 to Secondary 6 and 2 classes at Secondary 7, making a total of thirty 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 graduates have been securing all Secondary 4 places in our school respectively.

In **2011-12**, **1039** students were enrolled (as counted in late September 2011). The majority of our students are residents in the Central and Western.

Distribution of students' districts by level

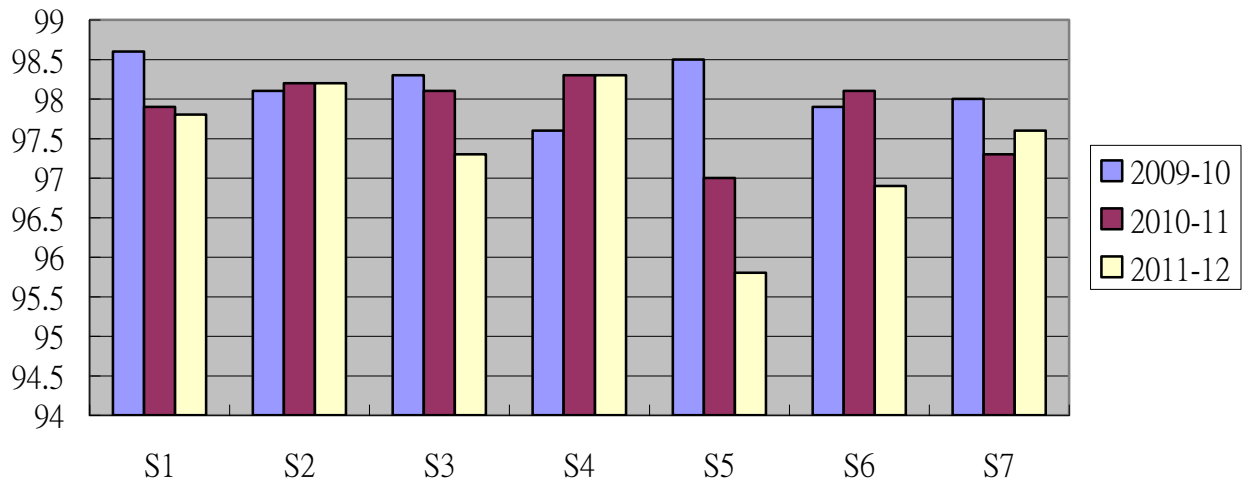
Districts	S1	S2	S3	S4	S5	S6	S7
Central & Western	61.1 %	71.3 %	70.1 %	70.1 %	67.4 %	63.4 %	66.7 %
Wan Chai	2.8 %	2.1 %	0.0 %	0.5 %	0.6 %	1.3 %	0.0 %
Eastern	4.9 %	4.9 %	1.1 %	7.5 %	5.5 %	5.2 %	3.7 %
Southern	17.4 %	16.1 %	20.3 %	14.4 %	14.9 %	13.7 %	18.5 %
Islands	7.6 %	2.1 %	6.2 %	4.8 %	3.3 %	3.3 %	3.7 %
others	6.3 %	3.5 %	2.3 %	2.7 %	8.3 %	13.1 %	7.4 %

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



*Students' Attendance*

Students' Attendance Rate\*



\*Attendance rate= { 1 - [(Total no. of absence for year level) / (Total enrolment x Total no. of roll calls in the school year)]} x 100% Source: WebSAMS Report R-ATT016-E

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

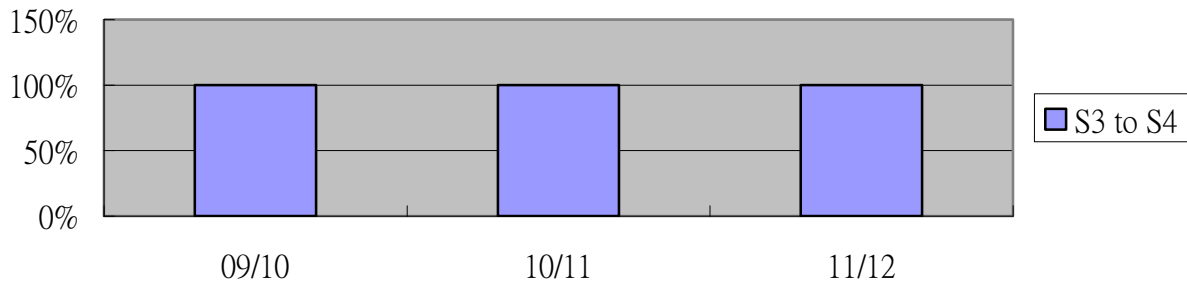
Source: WebSAMS Report R-ATT007-E

Day late for school per student	S1	S2	S3	S4	S5	S6	S7
2011-12	0.7	0.8	1.4	1.8	2.5	1.9	1.6
2010-11	0.7	1.0	1.5	1.5	2.1	2.4	1.5
2009-10	0.6	1.2	1.0	1.8	1.1	2.4	1.6



*Students' Promotion*

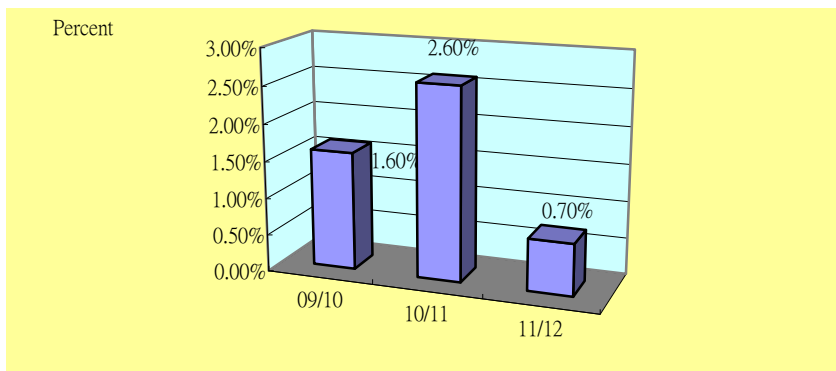
S3 to S4



Remark: The whole level of S5 students (school year 2010-11) is the **first cohort** of **NSS** students.)

*Students' Early Exit*

The percentage of student early exit in **2011-12** is 0.7 % and the figures of the past three years are shown below: (Source: WebSAMS Report R-STU074-E)







## Our Teachers

### *Teachers' Qualification*

Starting from 2011-12, this session will be re-organized using the format as shown in the Secondary School Profile 《中學概覽》.

Number of teachers in approved establishment		Number of teachers on top of approved establishment		Total
57		2		59
<b>Teachers' Qualification</b>				
Teacher Certificate / Diploma in Education		98%	Bachelor Degree	98%
Master/ Doctorate Degree or above		39%	Special Education Training	0%
<b>Working Experiences % of Teaching staff</b>				
0 - 4 years	5 - 9 years	10 years or above		
21%	21%	58%		



*Teacher Development Days*

Date	Event / Activity	Provider /Organiser
06.12.11	Staff Development Day 1: 讓參與者體驗心靈提升的美麗	Don Bosco Youth Centre
28.03.12	Staff Development Day 2: School Development Plan Preparation	School-based
08.06.12	Staff Development Day 3: Assessment	HKEAA
26.05.12	Workshop for Middle managers (held at Salesians School)	Salesians of Don Bosco



## **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).



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# 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 2011-12

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 second forum was held on 30 September 2011 at Wang Gungwu Theatre, the University of Hong Kong HKU. Mr. Teddy Kwong Tat Tak is an old boy of St. Louis School and is the Chief Executive Officer of the Hong Kong and Shanghai Banking Corporation Limited, Macau. He gave a talk, “Personal Growth and Leadership in Economic World”, to our current students.





### Remarks

The first LS 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.



**Sequel:** St. Louis School and Sung Laboratory of Yale University have been offering an internship program at Yale University, New Haven, CT, USA since 2011. This program is designed to provide our students with a training opportunity in microbiology and molecular biology methods and techniques, and to become familiar with chromosome biology. We hope this internship experience can raise students’ awareness on health-related issues and to help prepare them for higher education, especially in biomedical discipline or medicine.





# St. Louis School

## School Report 2011/2012

**St. Louis School - Yale University Sung Laboratory Internship Award**

**Organizers:**  
St. Louis School, Hong Kong  
Sung Laboratory, Yale University

**Honorary Advisers:**  
Dr. Yip Wei Ming  
Fr. Peter Ng Dor Lok  
Prof. Patrick Sung Ming Wah

**Sponsors:**  
Tang Shun Cheung (1979 Form 5)  
John Liu Tak Chau (1979 Form 5)  
Christies Chong Hok Hei (1975 Form 5)  
Diamond Chang Wai Man (1976 Form 5)  
Philip Hui Wai Lung (1976 Form 5)  
Victor Ng Tai Ki (1976 Form 5)

**Candidates:**  
All St. Louis School Secondary 6 students in this scholastic year of 2012-2013

**Deadline:**  
All applications must be submitted on or before 1st November 2012

**The Award:**  
There will be two awardees for each year. Each awardee will receive a three-week internship training from 22 June to 14 July, 2013 at Sung Laboratory, Yale University. Each awardee will also receive HK\$30,000 which covers the expenses of a round trip ticket, food, accommodation and sundry expenses.

With the assistance of St. Louis School and Sung Laboratory, the awardees will have to apply for a visiting visa themselves at the US Consulate General. Interested students can collect an application form from the school office or download from the school webpage.

Any enquiries, please contact Mr. Lu Chi Wing at 25482111.

Promotion poster

F1 二〇一二年八月十三日 星期一

F4 英文教材 看漫畫學英文 Stray

星島教育 Sing Tao Education

### 故事話劇朗誦演講滲課堂

## 聖類斯提升英語水平奏效

位於中西區的傳統英中聖類斯中學，先後在母語教學及初中學教學語言微調政策下，兩度「轉車」，但最終仍以全英語教學。該校近年以故事書教學、話劇、朗誦、演講等元素滲入英文課堂，利用語言環境提升學生英文水平，漸見成效。在首屆中學英文考試，九成考生英文科達三級或以上，一人考獲六科5\*\*，亦有一人考獲四科5\*\*，校方對學生的成績感滿意。

記者 鍾耀輝

李海教育改革不斷，令傳統英中學校面臨不少挑戰。聖類斯中學在九八年開始學校轉車，由母語教學轉為全英語教學。在「雙語」及「全英語」政策下，該校近年以故事書教學、話劇、朗誦、演講等元素滲入英文課堂，利用語言環境提升學生英文水平，漸見成效。在首屆中學英文考試，九成考生英文科達三級或以上，一人考獲六科5\*\*，亦有一人考獲四科5\*\*，校方對學生的成績感滿意。

在高中中學期，學校於母語教學人手、學生語言能力及女生、體育活動、新學期下，精心設計的中文、英文和國語教育均屬完善，更將學校特色，該校校長張國良指出，該校近年以故事書教學、話劇、朗誦、演講等元素滲入英文課堂，利用語言環境提升學生英文水平，漸見成效。在首屆中學英文考試，九成考生英文科達三級或以上，一人考獲六科5\*\*，亦有一人考獲四科5\*\*，校方對學生的成績感滿意。

**暑期首辦耶魯體驗計畫**

聖類斯中學將於今年暑假，為學生提供不少校外學習、交流的機會。今年暑假首辦「耶魯大學暑期體驗計畫」。該計畫由聖類斯中學與耶魯大學合作，為學生提供一個與耶魯大學學生交流的機會。該計畫由聖類斯中學與耶魯大學合作，為學生提供一個與耶魯大學學生交流的機會。

Sing Tao Education 13 August 2012

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

### Featured Program: S1 English Enhancement Program (First 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



## St. Louis School

### School Report 2011/2012

learning. In 2011-12, we also 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).

#### Remarks

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 2012. A report and a certificate will be issued and included in the individual portfolio.

#### Other programs include:

- We have been recruiting 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 11 S1-S3 students benefited from the program in 2011-12.



作家講座——關夢南「談散文寫作的用詞」

Date	16 February 2012
Participants	All S5 students



Mr. Kwan was giving a talk to all our S5 students in our GP Room.



關夢南先生 (作家、編輯)

原名關木衡，資深文學工作者、詩人、專欄作家。歷任報刊文藝版編輯，現為駐校作家、報刊特約作家、《秋螢》詩刊編輯及《小說風》雙月刊編輯。編著有《零點詩選》、《看海的日子》(詩集)等。作品《關夢南詩集》獲第七屆香港中文文學雙年獎新詩組雙年獎。

Source:

[http://www.hkpl.gov.hk/tc\\_chi/ext\\_act/ext\\_act\\_hklf/hklf/speaker\\_p4\\_20.html](http://www.hkpl.gov.hk/tc_chi/ext_act/ext_act_hklf/hklf/speaker_p4_20.html)



**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 (old boys)
  
- 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) 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-time 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.
  
- 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.
  
- 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.



- S4-S6 Consolidation Courses are organized from May to June /from November to March for our outstanding S4-S6 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 2011-12**

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.

"One-minute Good Books Recommendation" program	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
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(Whole-year)	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.
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Book Title	Author	Date
Designing Design 現代設計進行式	原研哉	30-May-2012
生氣不如爭氣全集	李津	23-May-2012
被遺忘的動物們	太田康介	16-May-2012
地下鐵事件	村上春樹著/賴明珠譯	09-May-2012
Tales of a Fourth Grade Nothing	Judy Blume	02-May-2012
與成功有約	Stephen R. Covey	25-Apr-2012
菊與刀	潘乃德	18-Apr-2012
低碳生活的 24 堂課	張楊乾	21-Mar-2012
愛在村莊孩子的心裡 —— 關於智行和海星的傳愛故事	杜聰	14-Mar-2012
政識中英	褚簡寧	07-Mar-2012
新賣桔者言	張五常	29-Feb-2012
愛的盲點・80 後篇	陶國璋	22-Feb-2012
中通外直(文化篇)	詹德隆	15-Feb-2012
醜陋的中國人	柏楊	08-Feb-2012
你可以吃你的貓嗎?	傑瑞米・史坦葛倫	01-Feb-2012
放風	黃仁達	04-Jan-2012



Life without Limits	Nick Vujicic	30-Nov-2011
The Seven Habits of Highly Effective People	Stephen R. Covey	23-Nov-2011
中國語文不難學 為甚麼我總是學不好	許迪鏘	16-Nov-2011
他他巴——走在絢麗與荒涼	區家麟	09-Nov-2011
國史概要	樊樹志	02-Nov-2011
The Power of Positive Thinking	Norman Vincent Peale	26-Oct-2011
The Curious Incident of the Dog in the Night-Time	Mark Haddon	19-Oct-2011
生氣不如爭氣全集	李津	23-May-2012
被遺忘的動物們	太田康介	16-May-2012
地下鐵事件	村上春樹著/賴明珠譯	09-May-2012
Tales of a Fourth Grade Nothing	Judy Blume	02-May-2012
與成功有約	Stephen R. Covey	25-Apr-2012
菊與刀	潘乃德	18-Apr-2012

### **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 Mr. *Kwan* Mong-nam be our guest.





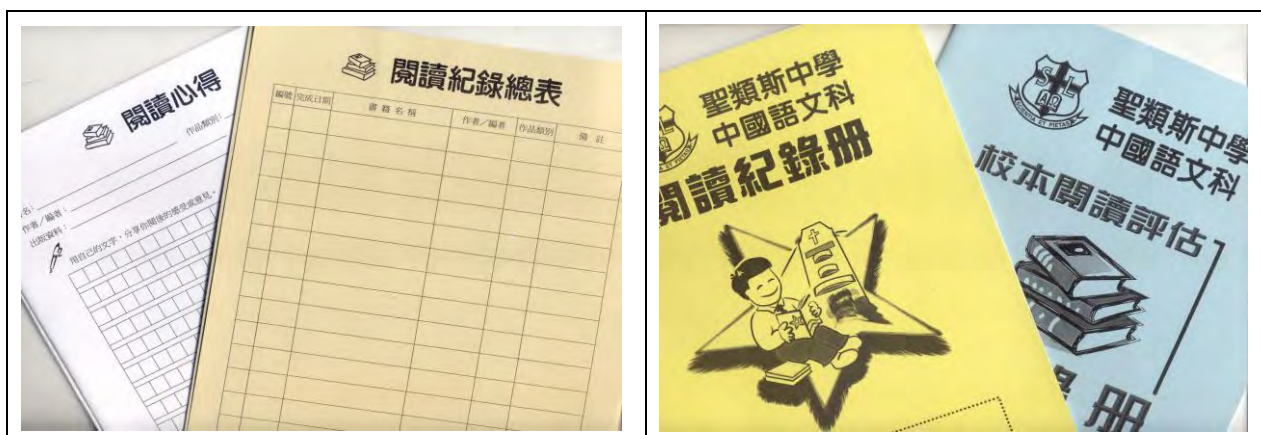
### **At the individual level**

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**

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\_\_\_\_\_



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 (After reading, identify the five main parts of the story’s plot (setting and characters, rising action, climax, falling action, outcome).	16. Comic strip
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	36. The five events/Who are the big players (Choose 3 key characters in the story and discuss their roles in the story.)



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.)

Here are some “pages” extracted from a students’ reading logbook designed by our English Panel:

<p style="text-align: center;"><b>St Louis School</b></p> <h1 style="text-align: center;">My Logbook</h1> <p>Name: _____</p> <p>Class: _____</p> <p>Class No. _____</p>	<p>The Hound of the Baskerville Activity 2      Name: _____      Class: _____</p> <h2 style="text-align: center;">Advertise-a-Book Poster</h2> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>✓ <b>Your book</b></li><li>✓ <b>Pencil</b></li><li>✓ <b>Crayons or markers</b></li></ul> <p><b>Steps:</b></p> <p>4. Think about what pictures and words you could put on a poster to advertise your book. Draw a sketch of your poster on scrap paper. (Make sure not to tell the ending of the book.) Include the following on your poster:</p> <ul style="list-style-type: none"><li>➤ book title</li><li>➤ author</li><li>➤ at least 2 sentences that would make others want to read the book</li><li>➤ three pictures that show interesting parts of the book</li></ul> <p>5. Draw your poster on the next page.</p> <p>6. Share your poster with another student. Ask the student what parts of the poster make the book seem interesting.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><p style="text-align: center;">Who Stole the Wizard of Oz? by Avi</p><p>Go on an adventure with Beaky and Tom as they try to solve a mystery! They must put together a treasure map before the thief does. Follow the clues to...</p><div style="display: flex; justify-content: space-around;"><div style="text-align: center;"><p>the Checkerboard Library</p></div><div style="text-align: center;"><p>the apartment building</p></div><div style="text-align: center;"><p>the Railroad Hotel</p></div></div></div>
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A Tale of Horror  
Activity 3

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Oral Reading

### Guidelines:

1. Choose a passage from the story that is particularly exciting, sad, funny, scary, or descriptive (one that will take you about 5-10 minutes to read aloud).
2. Write the reasons why you chose this particular passage.
3. Rehearse an oral reading.
  - How will you add expression to your reading?
  - How will you make it interesting for your listeners?
  - Will you need to use different voices for the characters?
  - Would it be effective to play some background music?
4. Choose your classmates or someone at home to read your passage to.
5. After your reading, ask them to write how the passage made them feel.



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Story Title: \_\_\_\_\_

Author: \_\_\_\_\_

Passage pages: \_\_\_\_\_

**Why do you choose this particular passage?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

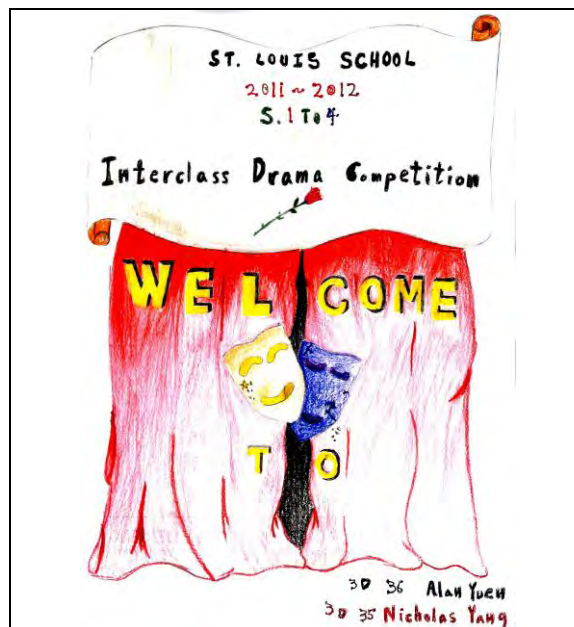
Realizing that effective communication and self expression in English are utterly vital for our students in the course of their school education as well as their everyday life, we are striking to pool our resources in an effort to maximize the opportunities for our students



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 2011-2012**

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:





**Interclass Drama Competition Day 1 (for Secondary One Classes)**

May 2012

Class/group	Title
S1 Gp 1	The New Four Brothers
S1 Gp 2	Nicholas: The Boy Who Became Santa
S1 Gp3	An un expectable event
1C	The Two Brothers
1D	Why Jesus was Called Jesus



S1



**Interclass Drama Competition Day 2 (for Secondary Two Classes)**

Class/group	Title
S2 GP1	Ace Detective
S2 GP2	The Adventures of John
S2 GP3	Rumpelstiltskin
S2C	The Great Liar
S2D	The Missing Emerald



S2



**Interclass Drama Competition Day 3 (for Secondary Three Classes)**

Class/group	Title
S3 GP1	The Adventure of Woody
S3 GP2	The greatest one-on-one fight in history!
S3 GP3	The Game of no Return
S3C	The Case of the Dead Writer
S3D	Alex in Ireland
S3E	Torn between four idiots



S3





**Interclass Drama Competition Day 4 (for Secondary Four Classes)**

Class/group	Title
4A	The Soldier and the Death
4B	Harry Potter-The Stupid Version
4C	Live Not On Evil
4D	HUMANITY Let's be friends!
4E	End? It's just the beginning.

English Drama Performance



S4

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—some classes even wrote their own scripts—our students could apply what they had learnt in the English lessons!

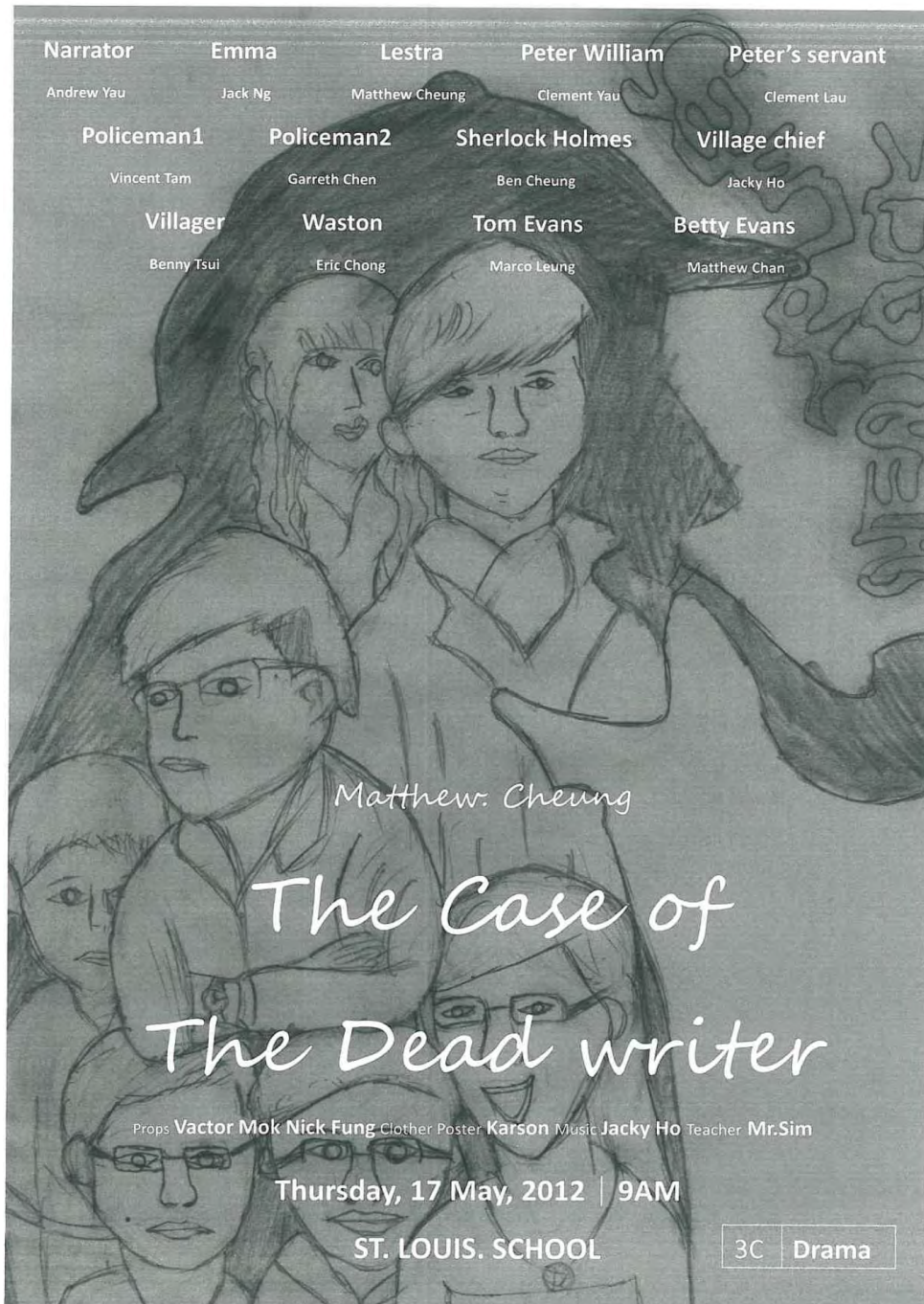
Program Booklet Covers







Program Booklet Covers



### The synopsis, casts and crews

#### Synopsis

Once upon a time, there was a poor woodcutter. He lived in the forest with his son Patrick. They were poor but happy. One day, the king caught Patrick and put him in a little room in the castle. The king said to Patrick, "spin the straw into gold or YOU WILL DIE!" What will happen to the poor little boy? Who can help him out at last?



#### Cast

Narrator-	Timothy Ng 2A
Rumpelstiltskin-	Justin Wan 2B
Son (Patrick)-	Iverson Yiu 2B
Greedy King-	Andy Tang 2B
Woodcutter-	Harry Ng 2B
Farmer-	Sam son Wu 2B
Muscular Guard-	Henry Wong 2B
Clever Guard-	Patrick Tong 2A
Beautiful princess-	Steven Yau 2B
Props and costumes-	Felix Tam 2A
	Sam Wong 2A
	Billy Tang 2B
Sound and Music-	Felix Tam 2A
Flyer design-	Jason Yung 2B

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 students) has become one of the key features in our annual Thanksgiving Nite.



Drama performance by our students in the Thanksgiving Nite 2012 held on 8 March 2012

The talent of our students in drama performance also echoed in their participation in the appreciation programs such as “*Let’s Enjoy Cantonese Opera in Bamboo Theatre*”「戲棚粵劇齊齊賞 2012」(on 19 April 2012, targeted for all S5 students) organized by Leisure and Cultural Services Department.







## **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

Poems used in the competitions 2011-12

Gp	Level	
	<b>Secondary One</b>	<b>Poems used</b>
1	S.1 Group 2	<i>Daddy Fell into the Pond</i>
2	S1 Group 1	<i>Greedy Dog</i>
3	S1 Group 3	<i>My Sister's Monster</i>
4	S1 D	<i>Greedy Dog</i>
5	S1 C	<i>Batman</i>
	<b>Secondary Two</b>	<b>Poems used</b>
1	S.2 Group 2	<i>I Miss Home</i>
2	S.2 Group 1	<i>The Newcomer</i>
3	S.2 Group 3	<i>What have we got in the House?</i>
4	S.2C	<i>Ole Man Platypus</i>
5	S2 D	<i>The Garden's Full of Witches</i>
	<b>Secondary Three</b>	<b>Poems used</b>
1	S3 Group 1	<i>Witch in the Supermarket</i>
2	S3D	<i>The Nothing Crew</i>
3	S.3C	<i>The Charge of the Light Brigade</i>
4	S.3E	<i>The Tunnel</i>
5	S.3 Group 2	<i>Entering the Castle</i>
6	S.3 Group 3	<i>The Nothing Crew</i>



	<i>Secondary Four</i>	<i>Poems used</i>
1	S.4 B	<i>My Mother Saw a Dancing Bear</i>
2	S. 4D	<i>Song of the Galley Slaves</i>
3	S. 4A	<i>The Dark</i>
4	S. 4E	<i>The Great Escape</i>
5	S. 4C	<i>The Great Escape</i>

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 tinged 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.



**S3**




**S4**



## Tuesday International News Reporting

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

Program	Achievement										
<p>Tuesday International News Reporting</p> <p>(On Tuesdays Whole years)</p> <p>(Our native English Teacher/History Panel)</p> <p>(Whole year)</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> <div data-bbox="646 1043 1396 1906" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Tuesday English News Report</b> Yangtze vet makes harbour splash Broadcast Date: 15th November 2011</p> <p>Tse Yung-hoi, deputy chief executive officer of Bank of China International Holdings, was interviewed shortly after he had taken part in the cross-harbour swimming competition held recently.</p> <p>In the interview Tse said that in his younger days he would swim across the Yangtze River, which is a longer distance, and that he did not find the Hong Kong swim difficult.</p> <p>Tse was born in the 1950s, and served in the army. At that time, swimming across the Yangtze was a <b>fad</b> led by Mao Zedong, and the exercise soon became part of his training. While swimming in the Yangtze, he had to be in full uniform and carry his rifle. And the swim across the river was done in low tide. He took part in the event many times before it was canceled due to <b>rampant conjunctivitis</b> in Shanghai.</p> <p>When the cross-harbour swim returned this year, he decided to take part. Like everyone else, he went through a <b>screening</b> test. After entering the water at the starting area in Lei Yue Mun, he <b>initially</b> swam along the shoreline before crossing the harbour to Quarry Bay. According to the plan, the route of the swim should have been in the same direction as the <b>current</b>, but Tse noticed that he was actually swimming against the current on that day.</p> <p>The organizers, he said, might want to make <b>adjustments</b> to the route next time.</p> <p><u>Related Information</u></p> <p>The iconic cross-harbour swimming race made its return after a 33-year suspension forced by pollution and heavy traffic on the famous waterway. A total of 1,000 swimmers took part in the 1.8 kilometre race, amid a carnival atmosphere.</p> <p>The annual race, a tradition dating back to 1906 which in its <b>heyday</b> attracted hundreds of swimmers to the city's famed Victoria Harbour, was stopped in 1978 as water quality became poorer.</p> <p>The event was held this year due to popular demand with organisers promising the water had improved.</p> <p><u>Learn these words</u></p> <table border="0"> <tr> <td>fad</td> <td>current</td> </tr> <tr> <td>rampant</td> <td>adjustments</td> </tr> <tr> <td>conjunctivitis</td> <td>iconic</td> </tr> <tr> <td>screening</td> <td>heyday</td> </tr> <tr> <td>initially</td> <td></td> </tr> </table>  </div>	fad	current	rampant	adjustments	conjunctivitis	iconic	screening	heyday	initially	
fad	current										
rampant	adjustments										
conjunctivitis	iconic										
screening	heyday										
initially											





List of titles (2011-12)	
<b>Tuesdays</b>	<b>Topics</b>
27.9.11	Sub-divided Units in Hong Kong
4.10.11	Troy Davis campaigners vow to fight 'inhumane and inflexible' death penalty
18.10.11	World Loses Iconic Technology Expert
25.10.11	Bangkok spared as heavy floods start to recede
1.11.11	Fight to reach survivors in Turkey Earthquake
8.11.11	Sweet memories of Aussie brain champ
15.11.11	Yangtze vet makes harbour splash
10.1.12	Fireworks pullout by firms to cost \$8.5m
7.2.12	Labour of love pays off for The Help
14.2.12	HK urged to reconsider 2023 bid
21.2.12	Students in Brit university surge
28.2.11	Fear stalks Disco Bay as stray dogs kill deer
6.3.12	Shops prepare for iPad3 Frenzy
13.3.12	Jeremy Lin's rise to Stardom hits another chapter
20.3.12	New queen slips away after welcome debut
17.4.12	Laughter is the best medicine
8.5.12	Happiness of the long-distance runner
15.5.12	O'Sullivan Powers to World Title



## **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.

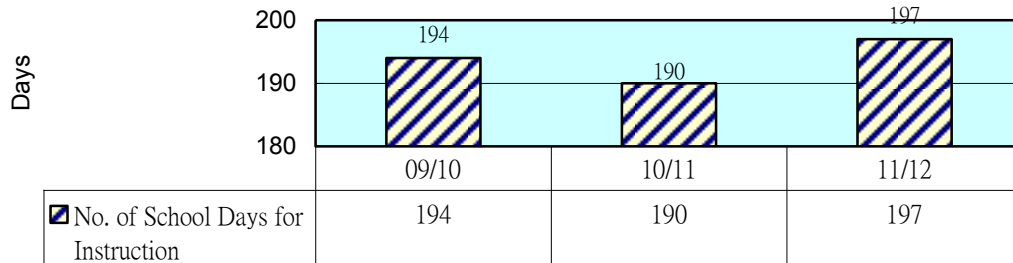
Drama is regarded by many pedagogic researchers as a highly valued teaching technique. Dramatic activities provide students with various channels to increase their creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and simultaneously develop their communication 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.

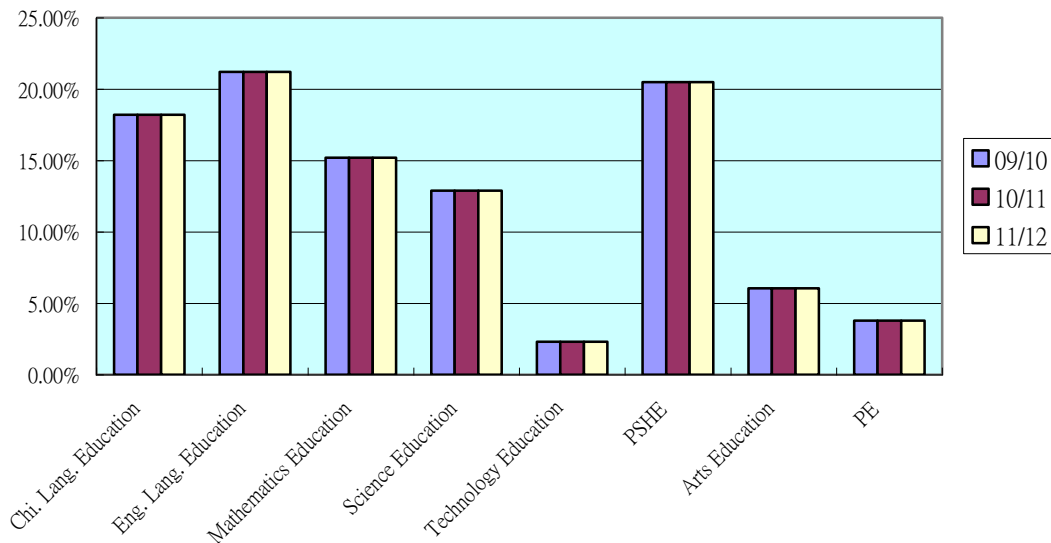


**Number of School Days in School Calendar**



Reference: WebSAMS R-SCH019-E

**Lesson Time for the 8 Key Learning Areas for S1-S3 (%) in 2009-12**





## Major Concerns 2009-12

### (Achievements and Reflection)

*School Development Plan (2009-2012): End of cycle evaluation*

An anonymous questionnaire survey of all teaching staff on their views of SDP 09-12 was conducted in March 2012. Here are the results:

St. Louis School - School Development Plan Evaluation (2009 – 2012)  
 (Based on an anonymous questionnaire survey of all teaching staff conducted in March 2012)

<b>I. Major Concern 1: Develop our school to meet the learning goals and vigorous requirements of the NSS curriculum</b>					
<b>I.1 Diversifying combination of NSS electives to meet students interests</b>	Strongly agree	agree	disagree	Strongly disagree	N/A
Do you agree that St. Louis School has:					
- tailor-made a lower form curriculum that helps junior form students to adapt the NSS curriculum easier	5%	47%	21%	5%	21%
In general, do you agree that the school has developed a suitable school-based curriculum for our students?	0%	42%	32%	5%	21%
<b>I.2 Promoting Assessment for-learning</b>					
Do you agree that the school has:					
- established communicating assessment criteria to assess students' progress and help them understand what they are going to achieve	0%	68%	11%	5%	16%
- adopted project learning and group presentation for continuous assessment	5%	74%	11%	0%	11%
In general, do you agree that the school has adopted various assessment methods as tools for continuous assessment?	5%	74%	5%	0%	16%
<b>I.3 Overall planning in using available resources</b>					
In general, do you agree that the school has enhanced learning and teaching?	5%	63%	0%	5%	26%
<b>I.4 Caring for the diversified needs of students</b>					
Do you agree that the school has:					
- followed the student-oriented principle to provide a broad and diversified teaching method so as to cater for the diversified learning needs of students	11%	63%	5%	0%	21%
- developed and consolidated a set of activity-oriented strategies by joint functional groups and panels to enhance students' learning	0%	42%	21%	0%	37%
In general, do you agree that the school has successfully helped students with different abilities progress and the more capable students strive for excellence in learning?	0%	58%	16%	5%	21%



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

2.1 Developing the panel of each subject into a learning community		Strongly agree	agree	disagree	Strongly disagree	N/A
Do you agree that St. Louis School has:		Strongly agree	agree	disagree	Strongly disagree	N/A
-	developed a holistic plan across the subjects with appropriate weightings and better cross-curriculum coordination	0%	37%	32%	0%	32%
-	set up collaborative groups within and across panels for the preparation of curriculum, lesson plans, and assessments	5%	47%	26%	0%	21%
-	continued to have peer observation to share their teaching expertise	11%	63%	5%	0%	21%
-	encouraged collaborative teaching within and across subjects	5%	32%	21%	0%	42%
In general, do you agree that more collaboration and professional sharing among teachers have been carried out to cultivate a culture of striving for progress?		0%	58%	11%	0%	32%
<b>2.2 More interactive teaching approaches should be developed</b>						
Do you agree that the school has						
-	studied and analyzed different interactive teaching methods through encouraging common collaborative lessons	5%	53%	21%	0%	21%
-	developed and practiced appropriate methods inspired from the common collaborative lessons					
In general, do you agree that at least one interactive teaching method has been adopted by each panel per academic year?		11%	58%	21%	0%	11%
<b>2.3 Training is provided for handling discipline problems</b>						
Do you agree that the school has infused moral education into different subjects and activities?						
		0%	26%	21%	5%	47%
In general, do you agree that a safe and orderly school environment has been ensured?		5%	42%	21%	0%	32%





<b>III. Major Concern 3: Provide our students with more opportunities to improve their language skills and thinking skills</b>						
<b>3.1 Strengthening teaching and learning of English as a subject</b>						
In general, do you agree that student's English proficiency has been enhanced?	Strongly agree	agree	disagree	Strongly disagree	No comments	N/A
	0%	47%	21%	0%		32%
<b>3.2 Enhancing our English learning environment</b>						
Do you agree that the school has extended the practice of essay-type questions and expand their weightings in assessments						
	11%	42%	0%	0%		47%
In general, do you agree that students have had more opportunities to use English?						
	5%	53%	5%	5%		32%
<b>3.3 Strengthening cross-curricular programmes</b>						
Do you agree that the school has implemented SI bridging programmes						
	16%	42%	5%	0%		37%
In general, do you agree that SI students could learn various subjects through English more easily?						
	5%	37%	11%	5%		42%



In response to the survey conducted to solicit teachers' views of SDP 09-12, we generally agree that we should extend our concerns and practices depicted in SDP 09-12 to the latest SDP 12-15—our belief is: “building on strengths” is indeed the best way to improve performance and the key to success. A comparison between two SDPs is tabulated below:

SDP 09-12 (Major concerns)	SDP 12-15 (Major concerns)
<p><b>1. Develop our school to meet the learning goals and vigorous requirements of the NSS curriculum</b></p> <p>1.1 Diversifying combination of NSS electives to meet students interests</p> <p>1.2 Promoting Assessment for-learning</p> <p>1.3 Overall planning in using available resources</p> <p>1.4 Catering for the diversified needs of students</p>	<p><b>1: Continue to develop our school and enhance all the programs and resources to achieve the learning goals and requirements of the NSS curriculum</b></p> <p>1.1 Develop the combination of NSS electives to satisfy the needs of students.</p> <p>1.2 Continue to promote the assessment for learning.</p> <p>1.3 Explore more available resources for learning and teaching.</p> <p>1.4 Put an emphasis on catering for the diversified needs of students.</p>
<p><b>2. Explore and develop ways for staff development in order to enhance learning and teaching</b></p> <p>2.1 Developing the panel of each subject into a learning community</p> <p>2.2 More interactive teaching approaches should be developed</p> <p>2.3 Training is provided for handling discipline problems</p>	<p><b>2: Enhance the professional development of teachers in order to support better learning and teaching</b></p> <p>2.1 Strengthen the collaboration between the members of each subject panel.</p> <p>2.2 A more interactive teaching approach should be developed and implemented with all means.</p> <p>2.3 Ways to handle discipline problems are still our main concerns.</p>
<p><b>3. Provide our students with more opportunities to improve their language skills and thinking skills</b></p> <p>3.1 Strengthening teaching and learning of English as a subject</p> <p>3.2 Enhancing our English learning environment</p> <p>3.3 Strengthening cross-curricular programmes</p>	<p><b>3: Create more opportunities to improve their language skills and thinking skills</b></p> <p>3.1 Continue to strengthen the teaching and learning of English as a subject.</p> <p>3.2 Maintain a good English learning environment for our students.</p> <p>3.3 Continue to develop our current bridging programs.</p>



## Reflection

This year saw the last year of our SDP cycle. Here is a summary of achievements for each major concern.

### **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 2011-12 to boost our students' academic achievements:

<b>Subject / Program</b>	<b>Details (Date / No. of students &amp; Target level)</b>
Mathematics / Remedial Program for less able students	4 Feb to 24 Mar 2012 69 S1-S3 students
Mathematics / Remedial Programme for Less Able S5 Students	May to Jun 2012 32 S5 students
LS / Tutorial Course	Second School Term 30 s4-s5 students
English Language / S.1 Consolidation Course	after the Mid-year exam 20 S1 students Remarks: <ul style="list-style-type: none"><li>Teachers identified students who are weak in English.</li></ul>



	<ul style="list-style-type: none"><li>• Students are invited to read selected passages and answer comprehension questions, and read aloud excerpts from storybooks to teachers.</li><li>• The reading process extends students' exposure to the target language.</li></ul>
Biology / Consolidation course	April – May 2012 20 S5 students benefited from the program.
Economics / S4 remedial class	April, May and June 2012
Chemistry / Remedial class & Consolidation course	November 2011 – June 2012 No of participants: 28 S5 students (Full X) 47 S4-5 students (Combined Science)
Physics / Remedial class & Consolidation course	November 2011 – June 2012 No of participants: 30 S5 students (funded by CEG)
Chinese Language / Speaking Training	Whole year During recesses / lunch breaks / after school All students who are preparing for HKDSE





Mini-projects by subject panels:

Panel	Description (please refer to the individual subject reports for details)
IS	S2 Project
History	Group Project Learning for S2 a. "Letter to a Historic figure" b. Independent enquiry to a selected topic or historic period Group Project Learning for S3 (Enquiry Project)
Economics	Mini project
Biology	S4 Project-based learning

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.				
Weekly Monday Motto	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.				
(Whole year)	The following table chronicles the mottoes our teachers/students presented in <b>2011-12</b> : Details are available at: <a href="http://www.stlouis.edu.hk/news/monday_motto_listing.php?year=2011">http://www.stlouis.edu.hk/news/monday_motto_listing.php?year=2011</a>				
	<table border="1"><tr><td>21-May-2012</td><td>Life is like a Drama.</td></tr><tr><td>14-May-2012</td><td>發揮團體精神，成就無限可能。</td></tr></table>	21-May-2012	Life is like a Drama.	14-May-2012	發揮團體精神，成就無限可能。
21-May-2012	Life is like a Drama.				
14-May-2012	發揮團體精神，成就無限可能。				



	07-May-2012	締結「良緣」，請從具體行動開始。
	30-Apr-2012	兩情相悅，締結「良緣」。
	23-Apr-2012	<b>Passion, Patience, Perseverance.</b>
	16-Apr-2012	<b>Whether you think you can, or think you can't, you are right.</b>
	19-Mar-2012	荒廢時間，等於荒廢生命。
	12-Mar-2012	付出與關懷
	05-Mar-2012	感恩、施恩
	27-Feb-2012	<b>Lord, make me an instrument of your peace.</b>
	20-Feb-2012	人同材鈞，而貴賤相萬者、盡心致志也。
	13-Feb-2012	沉著應戰，做好本份，爭取佳績。
	06-Feb-2012	<b>It Takes Both Rain and Sunshine to Make a Rainbow</b>
	28-Nov-2011	見賢思齊焉，見不賢而自省也。
	21-Nov-2011	爸爸，我會用心寫好每一個字。
	14-Nov-2011	搏盡·無悔
	07-Nov-2011	<b>Joy is tried by Storm</b>
	31-Oct-2011	<b>Ask not what your country can do for you; ask what you can do for your country.</b>
	24-Oct-2011	熱愛生命，珍惜天恩！



	17-Oct-2011	Stay Hungry. Stay Foolish.
	10-Oct-2011	革命尚未成功，同志仍須努力。
	03-Oct-2011	Do not find excuses for failure but ways to success.
	26-Sep-2011	享受美好年齡，投入中學生活。
	19-Sep-2011	有錯就改。吸取經驗，締造明天。
	12-Sep-2011	自由與自律
	05-Sep-2011	A Study Plan is needed

<p>Classroom Cleanliness and Tidiness Competition</p> <p>Interclass Bulletin Board Design Competition:</p> <p>(co-organized: Moral Education Team, Religious Studies Panel and Civic Education Team)</p>	<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> <p>Interclass Bulletin Board Design Competition:</p> <p>Theme: 善用主恩 醒寤行善</p> 
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<p>The Best Conduct Award (Guidance Team) <b>(May 2012)</b></p>	<p>The Best Conduct Award have been setting up to recognize and applaud excellence in achievement and conduct</p>
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### **Life Education & Power of Positive Students**

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.



Fr. Lee Kwan Ho Joseph, Fr. Lanfranco Fedrigotti, Fr. Peter Ng

2012-01-31 Feast of St John Bosco





Teachers' Performance: Religious Drama

2011-12-08 Birthday of the Salesian Society

### Community Service

Program		Achievement
Annual Blood Donation (Red Cross)	Blood (Red Cross)	Realizing that "Give Blood, Give Life", a total of 45 students and 1 teacher joined the annual blood donation on <b>19 March 2012</b> .
Flag Selling		Date: <b>21 January 2012</b> Organization: Eternal Flame Action 薪火行動 No. of Participants: 12 S4 and S5 students <a href="http://www.efa.org.hk/?page=activity&amp;show=fund">http://www.efa.org.hk/?page=activity&amp;show=fund</a>



**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 <sup>st</sup> hand information from our old boys studying in various institutions.	The Mock Interview was held in <b>January 2012</b> . 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.	
A visit to HKU Information Day	Targets: ALL S6 students  <div style="display: flex; justify-content: space-between; background-color: #f4a460; padding: 5px;"> <span data-bbox="491 1603 852 1671">10 Nov 2012</span> <span data-bbox="852 1603 1449 1671">Information Day for <b>HKU</b></span> </div>	



## Aesthetic Development

戲棚粵劇齊齊賞



作家講座 All S5 students

Hong Kong Heritage Museum, Shatin Visit to "PICASSO – Masterpieces from Musée National Picasso, Paris" Exhibition (畢加索 – 巴黎國立畢加索藝術館珍品展) 24 May 2012

Life-wider learning Day—A visit to the HK Art Museum -- All S5 students

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.



# St. Louis School

## School Report 2011/2012

### Talent Time (30 January 2012)



### Thanksgiving Nite 2012 (8 March 2012)









## Orchestras

### School's Chinese Orchestra

<p style="text-align: center;"><b>聖類斯 樂團</b></p> <hr/> <p style="text-align: center;"><b>SLS Chinese Orchestra</b></p> <hr/> <p>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.</p>	
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### St. Louis School Chamber Orchestra (SLSCO)

<p>St. Louis School Chamber Orchestra (SLSCO) is a musical ensemble which provides a channel for students who are interested in classical music to perform in front of audience, while building up their confidence as well. Our members are given the opportunities to perform in many school functions such as the Annual Speech Day and the Thanksgiving Night. Regular practices are held after school in the school campus every Friday.</p>	<p style="text-align: center;"><b>Strings Players Requested!</b></p> <div style="text-align: center;"></div> <p style="text-align: center;">(Founded 2011)</p>
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## 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 2011-12, we have devoted a whole day to LWL on 28 Oct 2011 - Life-wide Learning Day, which included a series of life-wide learning (LWL) activities to achieve the aims of whole-person development and to enable them to develop the life-long learning capabilities that are needed in our ever-changing society. Details of activities for each level are described below:

Details of the activity for S.1 students	
<b>Activity</b>	Visits to 2 churches
Tsing Yi ST. Thomas Church 聖多默堂	
Cathedral of Immaculate Conception	



天主教聖母無原罪主教座堂



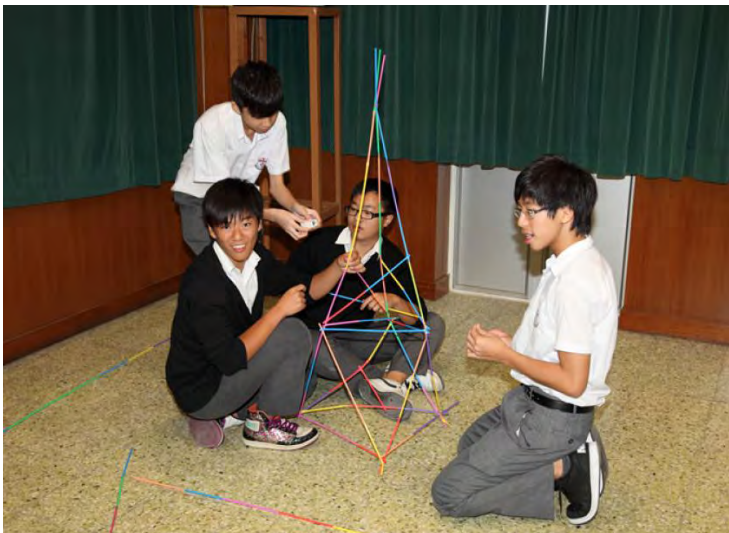
Details of the activity for S.2 students




**Activity**

Hiking and BBQ Tai Mei Tuk





Details of the activity for S.3 students	
<b>Activity</b>	Fun With Physics Straw Tower Building Contest
School Hall 9.00 am – 12:30 pm	

Details of the activity for S.4 students				
<b>Activity name</b>	War Game	Ice-skating	Rugby	Rock Climbing
<b>Brief description</b>	Basic training would be provided for each activity.			
				





Details of the activity for S.5 students

<b>Activity name</b>	Visit to Hong Kong Museum of Art
<b>Brief description</b>	Video show and visit to galleries
<b>Venue</b>	Hong Kong Museum of Art, 10 Salisbury Road, Tsim Sha Tsui, Kowloon.







- 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.

In addition to LWL day, our panels also organized a number of visits of our students:

<p>Science</p> 	<p>A visit to THE CLP POWER HONG KONG LIMITED'S BLACK POINT POWER STATION (TUEN MUN)</p> <p>Date: 12 Jan 2012</p> <p>22 S3-5 students</p>
<p>IS</p> 	<p><b>Visit to the Hong Kong Science Museum</b> 7 May 2012</p> <p>144 S1 students</p>



Chinese History	參加考察團（香港聯校青少年內地體育文化交流團 主要地點： 廣東南沙） 16 – 22 July 2012 (2 teachers and 4 students)
Bio	A visit to Lai Chi Wo was arranged on 19 & 26 Nov, 2011 for 54 S5 students.
VA	Visit to “Exhibition of Secondary School Students' Creative Visual Arts Work” 11 February 2012 21 S4 and S5 students
Environmental Protection Club	A visit to New Lantao Bus Company 6 July 2012 20 S1-S6 students

### 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.

Other major camps include:

**Team Spirit Training Camp (Religious Activity Team)**

Date:	29 - 31December,2011
Location:	Lei Yue Mun Holiday Village 鯉魚門渡假村
Participants:	For 75 S1-4, and 6 students

**Student Leaders Training Workshop**


Date:	11,14,20 July 2012 and 10 August 2012
Location:	School Campus
Participants:	29 S3-4 students





### 33<sup>rd</sup> Leadership Training Program and Camp

Date:	January to July 2011
Location:	CUHK
Participants:	30 S4,5,6 students & 20 students from other schools



### 18<sup>th</sup> Junior Training Program and Camp

Date:	May to July 2011
Location:	Po Leung Kuk Tai Tong Holiday Camp
Participants:	80 S1-S6 students





## 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.



Fr. Deane Achievement Award Hall of Fame



Trophy

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

The FDAA will be granted to those SLS 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.





12 May 2012 Fr. Deane Achievement Awards Presentation Ceremony

### The Outstanding ECA Awards Presentation

The 3<sup>rd</sup> 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 3<sup>rd</sup> Outstanding ECA Awards Presentation also served as an annual



12 May 2012—The 3<sup>rd</sup> Outstanding ECA Awards Presentation



review of students' effort and attainment in diversified fields. About 200 S1-S7 jointed the Presentation held on 12 May 2012 in our school hall.

### **Joint Club Exhibition (JCE) (16 September 2011)**

"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**

**Staff development Programmes**

<b>Date</b>	<b>Event / Activity</b>	<b>Provider /Organiser</b>
06.12.11	Staff Development Day 1: 讓參與者體驗心靈提升的美麗	Don Bosco Youth Centre
28.03.12	Staff Development Day 2: School Development Plan Preparation	School-based
08.06.12	Staff Development Day 3: Assessment	HKEAA
26.05.12	Workshop for Middle managers (held at Salesians School)	Salesians of Don Bosco



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

Details are available at “Parts D & E: Learning and Teaching”.



## **Performance of Students / Destination of exit students (Academic)**

### **HKAT (Pre-S1)**

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.

#### **Pre-S1 HKAT**

For SMC only





### HKPISA 2012

The Programme for International Student Assessment (PISA), which aims to assess how far 15-year-old students approaching the end of compulsory education have acquired some of the knowledge and skills that are essential for full participation in society, is developed jointly by OECD (organization for economic cooperation and development 經濟合作暨發展組織) Member countries.

The Chinese University of Hong Kong  
Hong Kong Institute of Educational Research



### Certificate of Participation

Presented to

**St. Louis School**

for participating in the

HONG KONG PROGRAMME FOR  
INTERNATIONAL STUDENT ASSESSMENT

in April – May 2012

Professor Leslie N. K. Lo  
Director, Hong Kong Institute of  
Educational Research

Professor Esther S. C. Ho  
Director, HKPISA Centre

The Hong Kong Programme for International Student Assessment is an international study organized by the Organization for Economic Co-operation and Development, supported by Education Bureau, HKSAR.

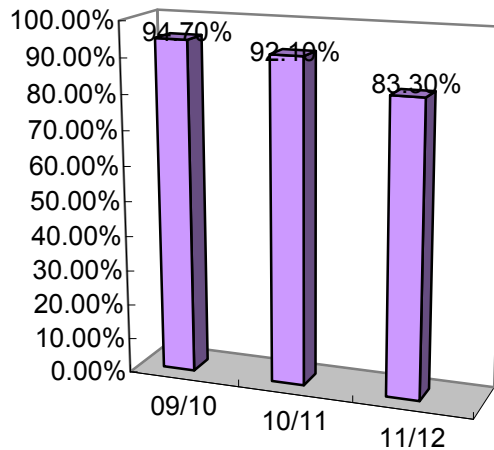


The year 2012 saw the third cycle of our participation in HKPISA (including 2003, 2006 and 2012). 40 S2-S4 students took part in the Assessment in April – May 2012. Indeed, the first PISA assessment took place in 2000. Thereafter assessments will occur every three years. Three "domains": reading literacy, mathematical literacy and scientific literacy, form the core of each cycle-but two thirds of testing time in each cycle will be devoted to a "major" domain, assessed in depth. Samples of between 4,500 and 10,000 students will be assessed in each participant country. The Assessment in HK is coordinated by CUHK. A sample of students in each country will complete a variety of pencil and paper tasks. They will also complete a questionnaire about their background and attitudes.



HKALE

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



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

	2010		2011		2012	
	School		School		School	
Total No. of students sat	57		63		54	
Total (No. of students awarded the minimum entrance requirements/No. of students)	94.7 %		92.1%		83.3%	

\*(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
2012 No of Students	12	7	5	4	2	1	0	1	0	1
2011 No of Students	12	8	5	10	5	1	2	0	1	5
2010 No of Students	7	15	0	12	9	1	0	0	0	0

**Destination of S7 graduates 2012#**

	2012
Local Universities Course	37
S7 Course	0
Local Full-time post-sec	9
Overseas	7
Full-time employment	0
Others	0
Unknown	1

**Subject Entries of HKALE 2012#**

	HKALE		
	A	A to C	A to E
Total Subject Entries 2012	12	79	253

# No of S7 students = 54

Our best S7 student is 7B Cheng Wai Chung (3A's 1 B)



## HKDSE 2012

Two of our outstanding S6 students are

Wong Tsz Ho: Six 5\*\* and One 5\*

6D Ng Wing Yip Brenton: Four 5\*\* , Two 5\* and One 5

% of students with “3322”# (no. of candidates = 150) = 62.7 %

#: In Hong Kong the basic entry requirement for admission to publicly funded undergraduate programmes is set at 3322: Level 3 for language subjects and Level 2 for Liberal Studies and Mathematics while the minimum requirement for sub-degree programmes, including associate degrees and higher diplomas, is set at Level 2 for five subjects including Chinese Language and English Language.

### Survey on S6 students' pathways after 2012 HKDSE Examination

Total number of S6 graduates in 2012 = 150

Pathways	No. of students
<b>Local</b>	
1. Bachelor's Degree Programmes	
a. Publicly-funded	41
b. Self-financing	1
2. Sub-degree Programmes	
<u>Associate Degree</u>	
a. Publicly-funded	0
b. Self-financing	31
<u>Higher Diploma</u>	
a. Publicly-funded	4
b. Self-financing	23



Pathways		No. of students
3.	Yi Jin Diploma Programme	1
4.	Foundation Diploma (offered by VTC)	0
5.	Diploma in Vocational Education Programmes (offered by VTC)	0
6.	Vocational Programmes (e.g. certificates, placement-tied courses or YPTP & YWETS of Labour Department, etc)	3
7.	Repeat S6/Re-sit HKDSE Examination	
	a. Own school	6
	b. Other school	0
	c. As private candidate	9





***Non-local***

8. Further Studies in Mainland China (via the Pilot Scheme whereby 63 Mainland higher education institutions admit Hong Kong students based on their HKDSE / HKALE results

a. Degree

1

b. Post-secondary

0

9. Further Studies in Mainland China (via other admission schemes)

a. Degree

0

b. Post-secondary

0

10. Further Studies in Taiwan

a. Degree

0

b. Post-secondary

1



***Non-local***

11. Further Studies in Macau

a. Degree

0

b. Post-secondary

0

12. Further Studies outside Hong Kong (excluding Mainland China, Taiwan & Macau )

UK

a. Degree

2

b. Post-secondary

6

USA

a. Degree

0

b. Post-secondary

4

Australia

a. Degree

0

b. Post-secondary

6

Canada

a. Degree

0

b. Post-secondary

1

Others

a. Degree

0

b. Post-secondary

2



13. Non-local Programmes offered in Hong Kong/ Distance Learning Programmes	
a. Degree	0
b. Post-secondary	0
14. Study courses (local / non-local) not listed in 1-13.	0
15. Employment	
a. Full-time job	0
b. Employment with part-time study in post-secondary /degree course	0
c. Employment with part-time study in course other than post-secondary/degree course	0
16. Pathways not listed above.	0
17. Pathway unknown to school	8



### Inter-school Activities and Prizes won in 2011-12

#### English Language

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	63 <sup>rd</sup> English Speech Festival	Held annually, the Festival is a territory-wide event.	<b>Solo Verse Speaking</b> <b><u>Placed First</u></b> Mak Ho Yin (4E) <b><u>Placed Second</u></b> Yu Hin Chung Nikko (1C) Yu Jason Won Mon (2C) Sirimongkolkasem Thachphon (3E) Tong Yiu Hin (3E) Ng Pak Hin (4D) Chan Chiu Long (5C) <b><u>Placed Third</u></b> Lam Ho Tin Casper (3E) Mak Ho Lun (4D) Lo Ting Fung (4D) Wang Chi Hang (4E) Choi Lik Wei (5D)  <b>Choral Speaking</b> <b><u>Placed First</u></b> 3D 4E <b><u>Placed Second</u></b> 1C 3E 4D <b><u>Placed Third</u></b> 5D  <b>Solo Public Speaking</b> <b><u>Placed Third</u></b> Hou Kin Hey Ken (4D)



### English Language

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
University of New South Wales (UNSW Global)	International Competitions and Assessments for Schools (ICAS)	English Language Assessment	<p><i>No of students participated:</i> 138 (S1) 65 (S5)</p> <p><i>No of students achieved credit or above:</i> 33 (S1) 28 (S5)</p> <p><b>S1 English Language</b> <u><i>Distinction</i></u> Wo Pui Lok Wu Kam Wai</p> <p><b>S5 English Language</b> <u><i>Distinction</i></u> Chan Cyrus Wong Wai Tin Yung Yu Ting</p> <p><b>S5 Writing</b> <u><i>High Distinction</i></u> Tam Jing Wah Arnold</p>

### Chinese Language

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	第六十三屆香港學校朗誦節	詩詞獨誦——粵語 中學四年級——男子組	季軍
香港品質保證局	理想家園 2011 年第五屆徵文比賽	中學高級組	優異獎





**Mathematics**

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	第十四屆香港青少年數學精英選拔賽 The Hong Kong Mathematical High Achievers Selection Contest	A yearly Mathematics competition for students of or below Secondary Three in Hong Kong. Students with outstanding performance will be chosen to participate in the Invitational World Youth Mathematics Inter-City Competition.	<u>二等榮譽獎(個人)</u> 3D Wong Lik Hang 3E Leung Hoi Pok  <u>三等榮譽獎(個人)</u> 3E Chan Hau Chun
UNSW Global The University of New South Wales	2012 International Competitions and Assessments for Schools (Mathematics in English)	A measure of students' own achievement in the areas of Mathematics (Number & Arithmetic, Algebra & Patterns, Measures & Units, Space & Geometry, Chance & Data) in an external testing situation.	<u>High Distinction</u> Wong Lik Hang (3D)  <u>Distinction</u> Leung Tsz Him (3D) Wong Ka Ho (3D) Leung Hoi Pok (3E) Sirimongkolkasem Thach (3E) Wong Yu Ho (3E) Leung Chi Ho (5D) Moy Lok Tin (5D) Yee Ho Fung (5D)  <u>Credit</u> Lam Yui Ming (3B) Leung Kwan Ming (3B) Li Wai Yu (3B) Chung Ming Him (5D) Fan Ka Chun (5D) Ho Kwok Wai (5D) Lo Chun Yin (5D) Ng Cheuk Fung (5D) Ng Ka Siu (5D) Chan Cyrus (5E) Cho Ka Chun (5E) Mo Hoe Yiu (5E) Ngan Wai Hei (5E)



### Chemistry

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Royal Australian Chemical Institute & Hong Kong Association for Science and Mathematics Education	AUSTRALIAN NATIONAL CHEMISTRY QUIZ (H.K. SECTION) [ANCQ] 2011 [ 澳洲國家化學測試(香 港區) ]		<b><u>Certificates of Excellence</u></b> Fu Gabriel Horace (4D)  <b><u>Certificates of High Distinction</u></b> Yung Cheuk Hin (4D) Chan Tak Hon (4D) Fong Pak Yin (5E) Wong Hoi Kit (6D) Chan Kwok Shing (7A) Chau Chun Sing Andrew (7A) Kan Chun Him (7B)  <b><u>Certificates of Distinction</u></b> Tam Arnold Jing Wah (5D) Yee Ho Fung (5D) Cho Ka Chun (5E) Chan Ka Chun (6D) NG Wing Yip Brenton (6D) Chan Cheuk Fai Louis (7B) Fung Wai Man (7B)  <b><u>Certificates of Credit</u></b> Li Hiu Wang (4D) Chan Lap Sum (6D) Wong Tsz Ho (6D) Yuen Ho Yeung (6D) Kong Wai Ho (7A)



### Swimming

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
	Inter-school Swimming Championships 2011-2012 (Division 3)		<b>C Grade 4x50m Medley Relay</b> <b><u>4<sup>th</sup> Place</u></b> Cheng Yan Chak (1B 6) Wong Kei Fung Kelvin (1A 33) Wan Chun Hei (2B 29) Lee Tsun Kiu (2A 17)  <b>B Grade 50m Freestyle</b> <b><u>Champion</u></b> Cheung Kam Hong (4B 7)  <b>C Grade 50m Butterfly</b> <b><u>1st Runner-up</u></b> Lee Tsun Kiu (2A 17)  <b>C Grade 200m Individual Medley</b> <b><u>1st Runner-up</u></b> Lee Tsun Kiu (2A 17)
The Hong Kong Amateur Swimming Association	Hong Kong Age Group Long Course Championship 2011-12		<b>100m Freestyle Champion (15-16 age group) in Hong Kong Age Group Long Course Championship 2011-12</b>  Cheung Kam Hong (4B 7)
The Hong Kong Amateur Swimming Association	2011 年度週年游泳團體錦標賽		<b>4x100m Freestyle Relay Champion</b>  Cheung Kam Hong (4B 7)



### 16<sup>th</sup> Hong Kong Group

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	2012 年全港嘉爾頓錦標賽	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。	全港亞軍、營地烹飪及營地建設最佳小隊  隊長：魏星綽 (3A) 副隊長：郭穎圖 (3E) 隊員：莊智恆 (3C)、廖宴鋒 (3E)、李嘉濠 (3C)、楊賀捷 (4C)、黎俊軒 (2D)、陳偉傑 (2C)、楊仲賢 (2C)
香港童軍總會 (港島地域)	2011 年港島地域嘉爾頓錦標選拔賽	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。	季軍及營區建設最佳小隊  隊長：莊智恆 (3C) 副隊長：郭穎圖 (3E) 隊員：魏星綽 (3A)、廖宴鋒 (3E)、李嘉濠 (3C)、李健正 (4B)、黎俊軒 (2D)
香港童軍總會 (港島西區)	2011 年嘉爾頓錦標西區選拔賽	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。	冠軍  隊長：莊智恆 (3C) 副隊長：李嘉濠 (3C) 隊員：魏星綽 (3A)、廖宴鋒 (3E)、黃梓軒 (4E)、李健正 (4B)、劉梓鋒 (3E)
香港童軍總會 (港島地域)	港島童軍毅行 2012	這是行山比賽，參與的領袖乃本校舊生，他們以 6 小時 51 分鐘完成 50 公里的賽事，連續兩年獲得冠軍。	(領袖組 50 公里) 冠軍
香港童軍總會 (港島地域)	港島童軍毅行 2012	這是行山比賽，參加者乃本校現役童軍，他們以 3 小時 43 分鐘完成 25 公里的賽事，奪得亞軍。	(童軍組 25 公里) 亞軍  莊智恆 (3C)、郭穎圖 (3E)、廖宴鋒 (3E)、黃宇森 (2A)
香港童軍總會 (港島地域)	港島童軍毅行 2012	這是行山比賽，參加者乃本校現役童軍，他們以 3 小時 58 分鐘完成 25 公里的賽事，奪得第五名。	(童軍組(25 公里)) 第五名  黎俊軒 (2D)、陳偉傑 (2C)、楊仲賢 (2C)、劉梓聰 (2C)



<p>香港童軍總會 (港島地域)</p>	<p>港島地域步操比賽 2011</p>	<p>這是考驗參賽隊伍對步操技巧及團結的比賽。</p>	<p>季軍</p> <p>師令員：李焯然 (5B) 隊長：呂肇庭 (4D) 隊員：陳俊楠 (4D)、許鈞堡 (4A)、 陳 昊 (4A)、胡銘麟 (5B)、 譚鈺樺 (5D)、陳樂然 (4E)、 陳振鋒 (4A)、楊賀捷 (4C)、 黃梓軒 (4E)、陳德匡 (4D)、 張朗禧 (4E)、劉健恆 (4A)、 李嘉濠 (3C)、魏星綽 (3A)、 廖宴鋒 (3E)、藍鎮軒 (2D)、 蘇一耀 (2C)、楊仲賢 (2C)、 陳偉傑 (2C)、林澤峯 (2A)、 陳景熙 (3B)</p>
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### 16<sup>th</sup> Hong Kong Group

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
<p>香港獨木舟總會</p>	<p>第二十五屆全港獨木舟定向公開比賽 2012</p>	<p>這是全港獨木舟公開比賽，考核參加者控制獨木舟和野外定向的能力。</p>	<p>(男子少年 A 組) 冠軍  劉梓聰 (2C)</p>
<p>香港童軍總會 (港島西區)</p>	<p>港島西區區會長盃 2012</p>	<p>這是以樹木認識為主的競技比賽，內容包括樹木辨認、海報製作和口頭報告等。</p>	<p>旅際亞軍</p> <p>隊員：郭穎圖 (3E)、黃凱威 (1C)、 藍鎮軒 (2D)、洪遠皓 (3E)、 莊智恆 (3C)、李嘉濠 (3C)、 黎俊軒 (2D)、孫德希 (1D)</p>
<p>公教童軍協會</p>	<p>主教盾比賽 2012</p>	<p>這是全港童軍天主教常識問答比賽，考核內容包括聖經常識問答、聖經話劇、聖經歌唱部份及手工製作。</p>	<p>全場總冠軍</p> <p>隊長：呂肇庭 (4D)、陳俊楠 (4D) 隊員：廖宴鋒 (3E)、莊智恆 (3C)、 李嘉濠 (3C)、黃凱威 (1C)、 楊仲賢 (2C)、陳偉傑 (2C)、 黃宇森 (2A)、孫德希 (1D)、 魏星綽 (3A)、郭穎圖 (3E)、 黎俊軒 (2D)、吳晉鋒 (2A)、 蘇一耀 (2C)、藍鎮軒 (2D)</p>





### 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
HKSSF (學體會)	11-12 Interschool TT Competition (學界)	All schools are divided into three divisions with Division 1 as the best. Last year, we were in the bottom division of Division 3.	Grade A: 2 <sup>nd</sup> Grade B: 1 <sup>st</sup> Grade C: 1 <sup>st</sup>  As a result of coming top in our division, we are successfully promoted to Division 2 in the coming year

### Scholarships

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 Prizes For Senior Secondary School Students 2011-2012	Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2011-2012	<u>Prizer winners</u> 5D MOY LOK TIN 7A YUEN TSZ KO

### Music

Name of Student 學生姓名	Class 班級	Description 活動內容	Awards 獎項名稱及名次
Tai Pak Yuen	1A	Piano Solo – Grade Five	Certificate of Merit
Foo Yong-Bo	1D	Piano Solo – Grade Five	Certificate of Merit
Foo Yong-Bo	1D	Violin Solo – Grade Three	Certificate of Merit
Lam Hok Wang	1D	Tom Lee Music Prize for String Ensemble	Certificate of Proficiency
Luk Ming Hei Jason	1D	Piano Solo – Grade Four	Certificate of Merit
Au Yeung Ho Chun Raymond	2D	Violin Solo – Grade Three	Certificate of Merit
Chui Wai Long	3B	Violin Solo – Grade Five	Certificate of Merit
Mong Cheuk Hei	3D	Piano Solo – Grade Seven	Certificate of Proficiency
So Cheuk Yee	3D	Recorder Duet – Age 18 or under	Certificate of Merit
So Cheuk Yee	3D	Descant Recorder Solo – Age 16 or under	Certificate of Merit



So Cheuk Yee	3D	Trombone Solo – Junior	Certificate of Merit
Chan Che Kin	4B	Tom Lee Music Prize for String Ensemble	Certificate of Proficiency
Chan Che Kin	4B	Violin Solo – Grade Five	Certificate of Merit
Lo Ka Leung	4B	Erhu Solo – Junior	Certificate of Proficiency
Chan Chun Nam	4D	Di Solo – Intermediate	Certificate of Proficiency
Chung Yik Yin	5D	Tom Lee Music Prize for String Ensemble	Certificate of Proficiency
Ngan Wai Hei	5E	Tom Lee Music Prize for String Ensemble	Certificate of Proficiency
Junior Choir	S1, S2 & S3	First Division – Junior (Age 14 or under, treble voice only)	Certificate of Merit

### Physics

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 Physics Olympiad 2012	Hong Kong Physics Olympiad 2012	Hong Kong Physics Olympiad 2012	5D Moy Lok Tin Third Honor  4D Chan Chun Nam (Junior Level) (Honourable Mention)



### Inter-school Activities and Prizes won in 2010-11

Here are the highlights of some of our non-academic achievements in 2010-11:

#### English

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	Hong Kong English Speech Festival	There are 2 events our students took part in this year: Solo Verse Speaking and Choral Speaking.	A. Solo Verse Speaking: ● Placed THIRD 1. Yu Jason Won Mon (1C), 2. Hou Kin Hey Ken (3D) ● Placed SECOND 1. Lo Ka Chun, Wong (5E) 2. Tsz Tsun Korix (5D) 3. Wong Yuen Pan Benson (6B) ● Placed FIRST 1. Wong Slu Lung (5A) 2. Lo Wing Kin (5E) B. Choral Speaking ● Placed SECOND S.2C, S.3E and S4D
The Association of English Medium Secondary Schools	Drama Fest 2011	This event was organized by the Association of English Medium Secondary Schools and supported by SCOLAR.  A team of S5 students put on an English drama.	Awarded  BEST PERFORMANCE in one session.

#### Putonghua

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港學校朗誦節協會	第六十二屆香港學校朗誦節	普通話詩詞獨誦	2D 30 Tong Yiu Hin 唐鈞軒 中一二級普通話詩詞獨誦 亞軍



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### Chinese Lang.

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港教育專業人員協會、 香港硬筆書法協會合辦	第十五屆全港中小學 中英文硬筆書法比賽	硬筆書法比賽	中文高級 - 優良
香港教育學院	第五屆「善言巧論：全 港學生口語溝通大賽」	政策辯論項目	卓越論手獎

### Chinese Club

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
香港中華文化促進中心	2010/2011 中國中學生作文大賽 香港賽區—文學之星	這是一個先進行校內選 拔，在校內挑選優秀作品接 受校外評審的作文比賽。	3E Choi Ho Chi 蔡浩馳 初中組銅獎 6A Cheng Wan Kien Keith 鄭允健 初中組銅獎 3E Li Siu Wai 李紹威 初中組優異獎 3E Wong Chei Hin 黃梓軒 初中組優異獎 4E Chiu Yun Hang 趙潤恒 高中組優異獎 6A Chau Chun Sing Andrew 周晉陞 高中組優異獎



### Visual Arts

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
中國文化協會	「印象台灣・香港風采」 明信片設計比賽		中學組 入圍獎 (5B 方琦)

### Mathematics

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
保良局及 香港數理教育學會	第十三屆香港青少年數學精英 選拔賽		三等榮譽獎(個人) 3E 傅凱蔚
UNSW Global The University of New South Wales	2011 International Competitions and Assessments for Schools (Mathematics in English)		<u>High Distinction</u> 2E Wong Lik Hang <u>Distinction</u> 2E Wong Lik Hang 2E Wong Yu Ho 3E Chan Ka Ho 3E Fu Gabriel 4D Leung Chi Ho <u>Credit</u> 2E Siu Cheuk Yin 2E Leung Tsz Him 3E Li Hiu Wang 3E Wu Wa Fong 3E Yip Chung Ching 4D Moy Lok Tin 4D Chung Ming Him 4D Derrick Lau 4D Leung Yin Chi





### Swimming

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 2010-11 (Division 3 HK Island)	Swimming competition for secondary schools on Hong Kong Island	B Grade - 50m Free Style - 2nd Runner-up Cheung Kam Hong (3D 8)
Hong Kong Schools Sports Federation	Inter-school Swimming Championships 2010-11 (Division 3 HK Island)	Swimming competition for secondary schools on Hong Kong Island	B Grade – 100m Free style - 1st Runner-up Cheung Kam Hong (3D 8)
Hong Kong Schools Sports Federation	Inter-school Swimming Championships 2010-11 (Division 3 HK Island)	Swimming competition for secondary schools on Hong Kong Island	C Grade - 50m Back Stroke - 2nd Runner-up Mak Kwok Leung (2A 25)
Hong Kong Schools Sports Federation	Inter-school Swimming Championships 2010-11 (Division 3 HK Island)	Swimming competition for secondary schools on Hong Kong Island	C Grade - 4x50m Medley Relay - 2nd Runner-up Mak Kwok Leung (2A 25) Cheung Ching Yin (2B 4) Wan Chun Hei (1A 28) Lee Tsun Kiu (1B 19)

### 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 2010-2011	Division 3 - Boys	Boys A grade – 2 <sup>nd</sup> runner up Overall – 2 <sup>nd</sup> runner up



### Athletics Team and Cross Country Team

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 Race	Division 1	Overall 9 <sup>th</sup> place
Gigasports	Cross Country Race		B grade 3 <sup>rd</sup> place team

### Indoor Rowing Team

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	Inter-school Race	C grade 1000m individual Champion (New record) B grade 1000m individual 4 <sup>th</sup> place A grade 2000m individual 9 <sup>th</sup> place
ATS	思高盃室內賽艇比賽	慈幼會聯校活動	團體總成績第 2 名 丙組團體冠軍 丙組 1000 米冠軍 丙組 4 x 500 米接力冠軍 乙組團體亞冠 乙組 1000 米冠軍 甲組團體季軍
LCSD	城市校園大挑戰		丙組 1000 米冠軍 乙組 1000 米冠軍 丙組 4 x 500m 接力冠軍
LCSD	城市校園大挑戰 (決賽)	全港中學比賽	丙組 1000 米季軍 丙組 4 x500 米接力季軍



### Music

Name of Student 學生姓名	Class 班級	Description 活動內容	Awards 獎項名稱及名次
So Yat Yiu	1A	Piano Solo – Grade 4	Certificate of Merit
Chui Wai Long	2B	Violin Solo – Grade 3	Certificate of Merit
Lam Yui Ming	2B	Di Solo – Junior	Certificate of Proficiency
So Cheuk Yee	2E	Recorder Duet – Age 15 or under	First Prize – Certificate of Merit
So Cheuk Yee	2E	Descant Recorder Solo – Age 15 or under	First Prize – Certificate of Merit
Tsui Chun Yin	2E	Piano Solo – Grade 8	Third Prize – Certificate of Merit
Lo Ka Leung	3C	Di Solo – Junior	Third Prize – Certificate of Merit
Chan Chun Nam	3D	Er Wu Solo – Junior	Second Prize – Certificate of Merit
Lui Ho Tsun	3D	Piano Solo – Grade 4	Certificate of Proficiency
Fu Gabriel Horace	3E	Di Solo – Junior	Certificate of Proficiency
Chan Chun Yin	4E	Piano Solo – Grade 7	Third Prize – Certificate of Merit
Man Chun Hei Matthew	5B	Er Wu Solo – Junior	Certificate of Proficiency
Au Chung Shun	5D	Piano Solo – Composer of the Year	Third Prize – Certificate of Merit
Junior Choir	S1, S2, S3 & S5	First Division – Junior (Age 14 or under, treble voice only)	Certificate of Proficiency

### 16<sup>th</sup> Hong Kong Group

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)	港島童軍毅行暨活力行 2011	這是行山比賽，參與的領袖乃本校舊生，他們以 6 小時 40 分鐘完成 50 公里的賽事，打破大會成立這項比賽以來最快完成的紀錄。	(領袖組 50 公里) 冠軍
香港童軍總會 (港島地域)	港島童軍毅行暨活力行 2011	這是行山比賽，參加者乃本校現役童軍，他們以 4 小時 14 分鐘完成 25 公里的賽事。	(童軍組 25 公里) 季軍
港島榮譽童軍會	港島 2011 大潭願望成真歡樂跑	這是跑步比賽，參選的深資童軍 F.5E 鄧穎嵐在「麥慶彰會長紀念盃男子高級組 (6,000 米)」中以 24 分鐘 15 秒完成賽事。	(男子高級組) 季軍
香港童軍總會 (港島西區)	童軍支部會長盃挑戰賽	這是以觀察技能為主的競技比賽，內容包括金氏遊戲、辨認追蹤符號和製作六個石膏印模等。	(童軍支部) 亞軍
香港童軍總會 (港島地域)	港島地域旅團服務獎	這個獎項旨在表揚在同一年度內，參與各項社會服務而累積若干服務時數之旅團。	季軍



**Scholarships**

<b>Organiser 主辦機構</b>	<b>Events 活動名稱</b>	<b>Description 活動內容</b>	<b>Awards 獎項名稱及名次</b>
Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2010-2011	Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2010/11	Prizer winner 5D Wong Tsz Ho 6A Tang Chun Lok



# St. Louis School

## School Report 2011/2012

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

### *Inter-school Activities and Prizes won 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 <sup>st</sup> HK SCHOOLS ENGLISH SPEECH FESTIVAL 2009	S2 Choral Speaking	1 <sup>st</sup> Place
		S4 Choral Speaking	1 <sup>st</sup> Place
		S3 Solo Verse Speaking	1 <sup>st</sup> Place : Yip Kam San
		S2 Solo Verse Speaking	3 <sup>rd</sup> Place: Li Hiu Wang Wong Chin Hang
		S1 Solo Verse Speaking	2 <sup>nd</sup> 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 <sup>th</sup> Districts ID Design Competition	Design Competition	Sculpture - Merit

#### Swimming (2009-10)





# St. Louis School

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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 <sup>th</sup> B grade: 4 <sup>th</sup> C grade: Champion Overall: 2 <sup>nd</sup>	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 <sup>th</sup> 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 <sup>rd</sup> place and 4 x 400m 1 <sup>st</sup> runner up) Ng Chun Yip Gavin (1500m Champion, 800m 1 <sup>st</sup> runner up and 4 x 400m 1 <sup>st</sup> runner up) Wong Tsz Yau (4 x 400m 1 <sup>st</sup> runner up) Cheung Man Yiu (400m 4 <sup>th</sup> place and 4 x 400m 1 <sup>st</sup> runner up) Cheung Tsun Wing (200m 4 <sup>th</sup> place and 4 x 100m 1 <sup>st</sup> runner up) Lee Kin Ching (4 x 100m 1 <sup>st</sup> runner up) Zhang Shengjia (4 x 100m 1 <sup>st</sup> runner up) Tam Kam Kwong (4 x 100m 1 <sup>st</sup> 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 <sup>th</sup> 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 <sup>th</sup> November, 2009	A grade 1 <sup>st</sup> runner up B grade 2 <sup>nd</sup> runner up C grade 1 <sup>st</sup> runner up Overall Champion Lai Ho Nam (B grade 5 <sup>th</sup> place) Lee Yiu Hon Jeremy (B grade 8 <sup>th</sup> place) Yeung Ka Wai (C grade 3 <sup>rd</sup> place) Ng Chun Yip Gavin (C grade 5 <sup>th</sup> place)
RRAC	馬鞍山 8 公里比賽	Date : 9 <sup>th</sup> 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 <sup>st</sup> 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)



### 16<sup>th</sup> 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	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。	(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)		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



*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<sup>#</sup> (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	09/10	10/11	11/12
<b>S1-3</b>			
Music Festival	64	65	61
Speech Festival	57	198	196
Putonghua	11	11	11
<b>Total (S1-S3)</b>	<b>132</b>	<b>274</b>	<b>268</b>
<b>S4-7</b>			
Music Festival	2	4	6
Speech Festival	20	150	120
Putonghua	--	--	2
Cantonese	--	--	4
<b>Total (S4-S7)</b>	<b>22</b>	<b>154</b>	<b>132</b>

(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)**

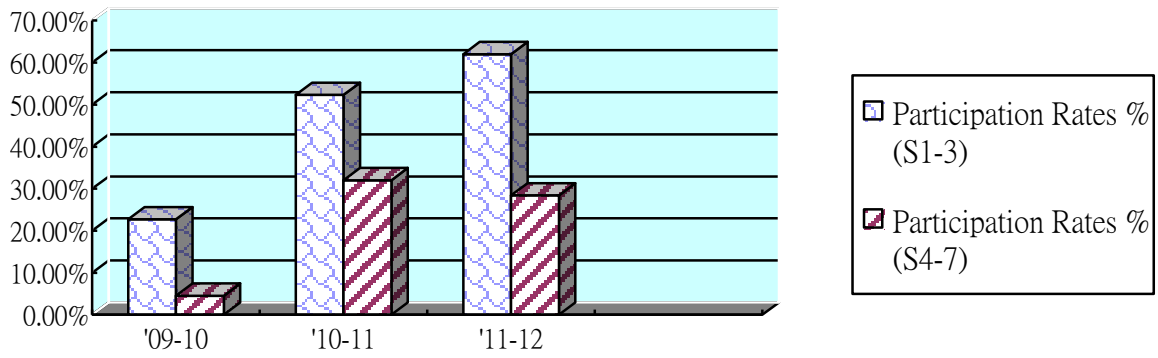
Student participation in inter-school events (Cultural)	09/10	10/11	11/12
Participation Rate % (S1-3)	22.7%	52.3 %	62.0 %
Participation Rate % (S4-7)	4.5%	32.2 %	28.4%





**Student participation in inter-school events (Cultural)**

*Sports*





# St. Louis School

## School Report 2011/2012

The following table reports the number of participating students for S1-3 and S4-7 in inter-school events<sup>#</sup> (Sports) in the past 3 years. (WebSAMS R-STA004-E)

Team	09/10	10/11	11/12
<b>Athletics</b>			
A Grade	19	18	21
B Grade	18	19	16
C Grade	15	10	12
<b>Total</b>	<b>42</b>	<b>47</b>	<b>49</b>
<b>Basketball</b>			
A Grade	13	11	11
B Grade	13	9	9
C Grade	12	12	13
<b>Total</b>	<b>38</b>	<b>32</b>	<b>33</b>
Team	09/10	10/11	11/12
<b>Badminton</b>			
A Grade	7	6	7
B Grade	6	7	8
C Grade	8	7	6
<b>Total</b>	<b>21</b>	<b>20</b>	<b>21</b>
<b>Cross-country</b>			
A Grade	10	11	9



B Grade	11	12	7
C Grade	14	20	9
<b>Total</b>	<b>35</b>	<b>43</b>	<b>25</b>
<b>Football</b>			
A Grade	15	17	22
B Grade	25	20	12
C Grade	17	18	16
<b>Total</b>	<b>57</b>	<b>55</b>	<b>60</b>
<b>Swimming</b>			
A Grade	9	8	8
B Grade	4	10	11
C Grade	4	8	16
<b>Total</b>	<b>17</b>	<b>26</b>	<b>35</b>
<b>In Door Rowing Team</b>			
A Grade	--	--	12
B Grade	--	--	5
C Grade	--	--	9
<b>Total</b>	<b>--</b>	<b>--</b>	<b>26</b>
<b>Hand ball</b>			
A Grade	--	--	10
B Grade	--	--	9
C Grade	--	--	12



# St. Louis School

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<b>Total</b>	--	--	<b>31</b>

Team	09/10	10/11	11/12
<b>Table-tennis</b>			
A Grade	2	5	6
B Grade	-	5	6
C Grade	6	6	8
<b>Total</b>	<b>12</b>	<b>16</b>	<b>20</b>
<b>Tennis (Open)</b>	<b>3</b>	<b>8</b>	<b>8</b>
<b>Hockey (Open)</b>	<b>-</b>	<b>19</b>	<b>17</b>
<b>Fencing (Open)</b>	<b>3</b>	<b>1</b>	<b>4</b>
<b>Sub Total S1-S3</b>	<b>167</b>	<b>158</b>	<b>159</b>
<b>Sub Total S4-S7</b>	<b>76</b>	<b>128</b>	<b>170</b>
<b>Grand Total</b>	<b>243</b>	<b>286</b>	<b>329</b>

### *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



# St. Louis School

## School Report 2011/2012

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	09/10	10/11	11/12
<b>SLS Youth Club#</b>			
S1-3	28	22	113
S4-7	145	97	57
<b>Total</b>	<b>173</b>	<b>119</b>	<b>170</b>
<b>Boy Scouts (16<sup>th</sup> HK Group)</b>			
S1-3	70	72	68
S4-7	27	30	33
<b>Total</b>	<b>97</b>	<b>102</b>	<b>101</b>

# 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.



# St. Louis School

## School Report 2011/2012

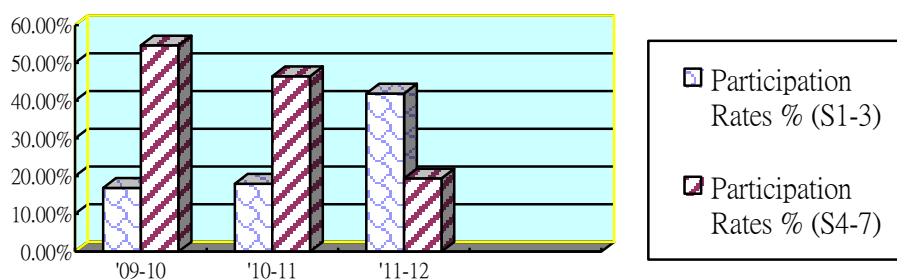
Total no. of students participated in any of the uniform/social and voluntary services groups (entire school year) by group

Total no. of Students	09/10	10/11	11/12
<b>S1-3</b>			
SLS Youth Club	28	22	113
Boy Scouts (16 <sup>th</sup> HK Group)	70	72	68
<b>Total</b>	<b>98</b>	<b>94</b>	<b>181</b>
<b>S4-7</b>			
SLS Youth Club	145	97	57
Boy Scouts (16 <sup>th</sup> HK Group)	27	30	33
<b>Total</b>	<b>172</b>	<b>127</b>	<b>90</b>

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

	09/10	10/11	11/12
Participation Rates % (S1-3)	16.9%	18.0%	41.9%
Participation Rates % (S4-7)	54.7%	46.5%	19.4%

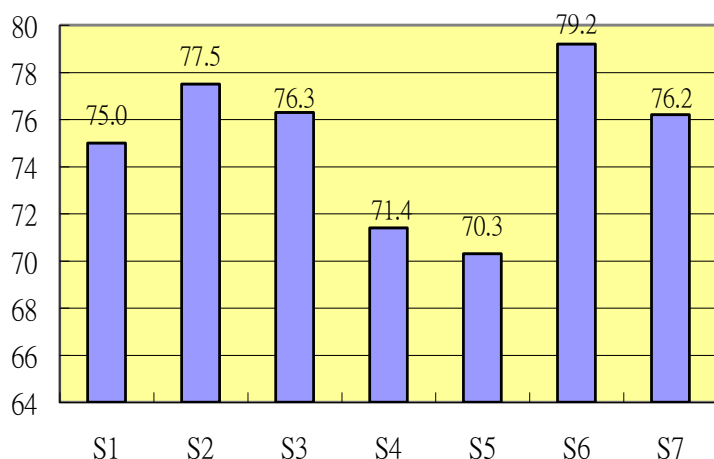






*Students' Physical Development (2010-11)#*

Percentage of Students Within Acceptable Weight Range\*



\*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<sup>-2</sup>. Next batch of data will be released in 2012-13.

*Student Participation in Student Health Service*

%	11-12	10-11	09-10
<b>S1</b>	95.8	95.8	98.0
<b>S2</b>	94.4	95.1	Program cancelled because of swine flu
<b>S3</b>	89.8	94.5	
<b>S4</b>	90.3	88.1	
<b>S5</b>	84.1	83.4	
<b>S6</b>	73.9	88.1	
<b>S7</b>	75.9	71.2	



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

Date	Topic/Level
17/11/2011	Talk on 'Drug Abuse' (Form 1)
21/11/2011	Talk on 'Drug Abuse' (Form 2)
22/11/2011	Talk on 'Drug Abuse' (Form 3)
23/11/2011	Talk on 'Drug Abuse' (Form 4)
24/11/2011	Talk on 'Drug Abuse' (Form 5)
25/11/2011	Talk on 'Drug Abuse' (Form 6)
17/11/2011 to 25/11/2011	Anti-Drug Online Quiz
21/2/2012	「保護眼睛」講座
13/3/2012	「吸煙與健康」講座
14/3/2012	「保護聽覺」講座
20/3/2012	「學生實用急救」計劃
16/4/2012	「情緒與皮膚」講座
30/4/2012	Talk on 'Drug Abuse' (Form 1)



2/5/2012	Talk on 'Drug Abuse' (Form 2)
3/5/2012	Talk on 'Drug Abuse' (Form 3)
4/5/2012	Talk on 'Drug Abuse' (Form 4)
7/5/2012	Talk on 'Drug Abuse' (Form 5)
30/4/2012 to 7/5/2012	Anti-Drug Online Quiz

### Other Health Programs

Program / Targets	Service Provider	Time
[學生實用急救] 計劃 All S1 students	St. John Ambulance Hong Kong (香港聖約翰救傷機構)	20 March 2012
「網上禁毒通通識 攜手創造健康校園」計劃 All S1-S6 students	"Build a Healthy School Together" Anti-Drug Scheme - Anti-drug Opening Ceremony - Talks on Drug Abuse - Anti-drug Online Quiz - Drama Show - Board display and games	November 2011- June 2012



## Key Issues for the new School Development Plan (12/13-14/15)

**Major Concern 1: Continue to develop our school and enhance all the programs and resources to achieve the learning goals and requirements of the NSS curriculum**

- 1.1 Develop the combination of NSS electives to satisfy the needs of students.
- 1.2 Continue to promote the assessment for learning.
- 1.3 Explore more available resources for learning and teaching.
- 1.4 Put an emphasis on catering for the diversified needs of students.

**Major Concern 2: Enhance the professional development of teachers in order to support better learning and teaching**

- 2.1 Strengthen the collaboration between the members of each subject panel.
- 2.2 A more interactive teaching approach should be developed and implemented with all means.
- 2.3 Ways to handle discipline problems are still our main concerns.

**Major Concern 3: Create more opportunities to improve their language skills and thinking skills**

- 3.1 Continue to strengthen the teaching and learning of English as a subject.
- 3.2 Maintain a good English learning environment for our students.
- 3.3 Continue to develop our current bridging programs.



## **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](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](http://www.stlouis.edu.hk/user_page/page.php?page_id=15)



# St. Louis School

## School Report 2011/2012

### St. Louis School FINANCIAL SUMMARY 2011/2012

	\$	\$
<b>Surplus balance B/F (Government Funds and School Funds)</b>		<u>4,020,913.74</u>
<b>I. Government Funds</b>	<b>Income</b>	<b>Expenditure</b>
<b>(1) OEBC Grant</b>		
<b>(a) General Domain</b>		
1. Administration Grant-Ordinary	3,366,679.67	2,858,302.63
2. Administration Grant-Add CA	157,044.00	52,348.00
3. School & Class Grant	731,955.78	1,144,033.19
4. Noise Abatement Grant	172,194.00	154,383.00
5. Consolitated Subject Grant	136,482.38	58,982.07
6. Composite IT Grant	363,999.00	283,783.35
7. SBM Supplementary Grant	176,366.00	0.00
8. Training & Development Grant	7,287.00	2,900.00
9. Enhancement Grant	6,630.00	0.00
	<hr/>	<hr/>
Deficit transferred from other Grant		448.00
		<hr/>
<b>General Domain Sub-total</b>	5,118,637.83	4,555,180.24
	<hr/>	<hr/>
<b>(b) Special Domain</b>		
1. Capacity Enhancement Grant	498,185.00	507,644.90
2. Programme Funds for Implementation of whole School Approach to Guidance & Discipline Grant	7,639.00	12,047.10
	<hr/>	<hr/>
<b>Special Domain Sub-total</b>	505,824.00	519,692.00
	<hr/>	<hr/>
<b>(2) Composite Furniture and Equipment Grant</b>	474,870.00	335,251.00
	<hr/>	<hr/>
<b>Government Funds Total</b>	6,099,331.83	5,410,123.24
	<hr/>	<hr/>
<b>II. School Funds (General Funds)</b>	645,334.92	777,899.50
	<hr/>	<hr/>
<b>Total surplus/(deficit) for school year 2011/2012</b>		556,644.01
		<hr/>
<b>Accumulated surplus as at the end of school year 2011/2012</b>		<u>4,577,557.75</u>