



聖類斯中學



ST. LOUIS SCHOOL
Annual School Report
2006/2007



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Our Founder



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

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

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

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



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

(Source: Const. Art. 21)

www.sdb.org



Our Education System/Preventive System



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

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

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



Preventive System

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

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



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

(Don Bosco)

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

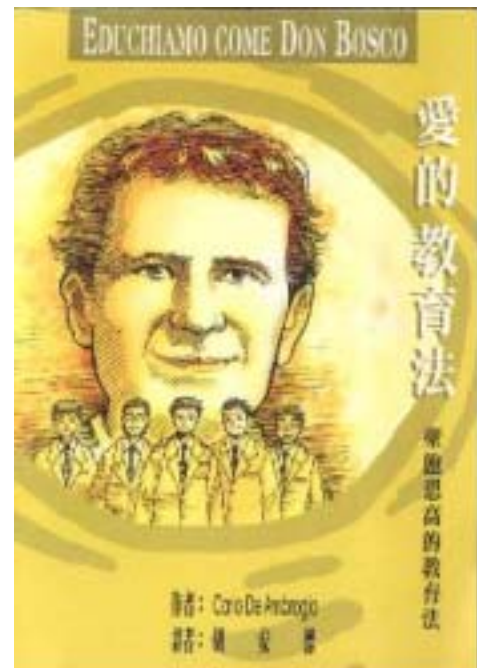


The Preventive System as Pedagogy

The Preventive System is also a pedagogical method characterized by:



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





The Preventive System as Pastoral Ministry

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

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



The Preventive System as Spirituality

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

This charity accompanies and saves (gives life to) the individual.

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

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



Vision and Mission of SLS

Vision/Mission Statement

Our Vision

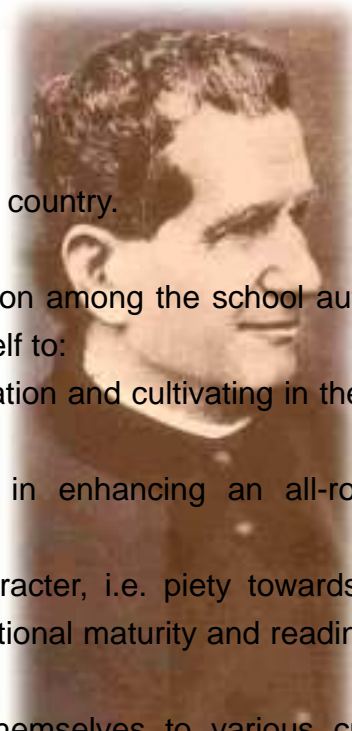
Following the guidelines given by the Church, the Hong Kong Catholic Diocese and the Preventive System propagated by the Salesian Congregation, we strive for the nurturing of an open, participative and religious school atmosphere in which joy, trust, a sense of unity and self-discipline prevail. This atmosphere, in St. Louis context, cultivates in students:

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

Our Mission

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

1. Developing students' interest in learning with motivation and cultivating in them the ability of critical, independent and creative thinking.
2. Supporting teachers in all areas of school life in enhancing an all-rounded education.
3. Cultivating in students a quest for nobility of character, i.e. piety towards God, integrity, self-discipline, sense of responsibility, emotional maturity and readiness to serve others.
4. Encouraging teachers and students to commit themselves to various cultural, sportive and educational activities. Teachers are involved as stimulating advisers following the Preventive System whereas students as creative, critical and independent organizers.
5. Promoting in students a strong sense of belonging to the school, family, society and country. It is to be achieved through a harmonious and trustworthy school atmosphere; through all kinds of education and activities; through a friendly and caring relationship between teachers and students, and through the close collaboration among the school authority, teachers and parents.





Aims of Education, Objectives and School Ethos

Aims of Education

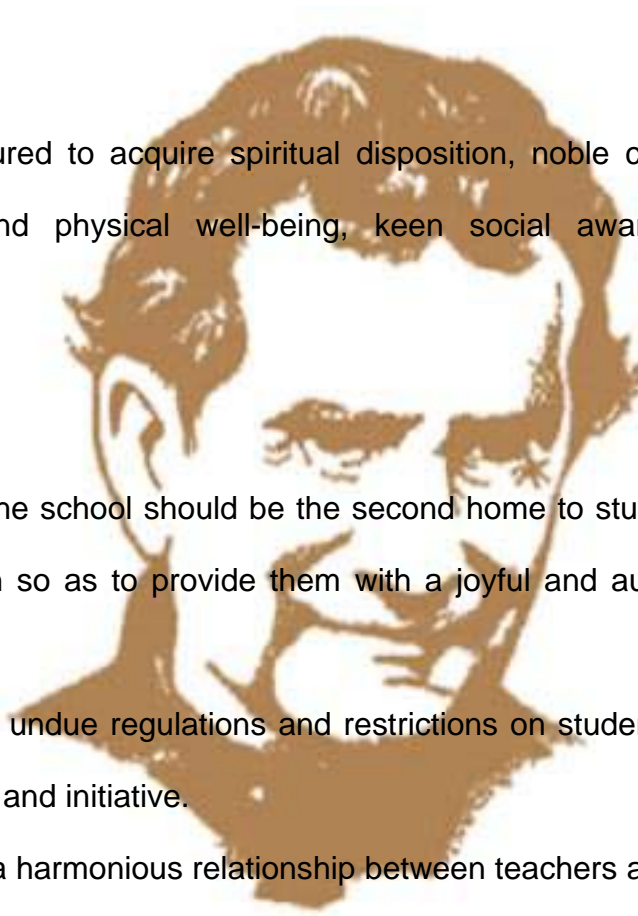
We provide an education which embraces the joy of learning and stresses the spiritual, moral, intellectual, physical, communal and aesthetic development of students.

Objectives

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

School Ethos

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





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



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



REASON

RELIGION



LOVING-KINDNESS



YOUTH SPIRITUALITY





Our School

Brief Introduction of the School



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



1927



2007

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 school's manpower and material resources so that every student in this institution is ensured a quality education. Testifying to this mission are the various projects we have undertaken in the last decade. In 1987, a grand stand which can



accommodate all the students was opened. In 1989, air-conditioning was provided for all



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

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



our motherland.

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

organized four

celebration programs,

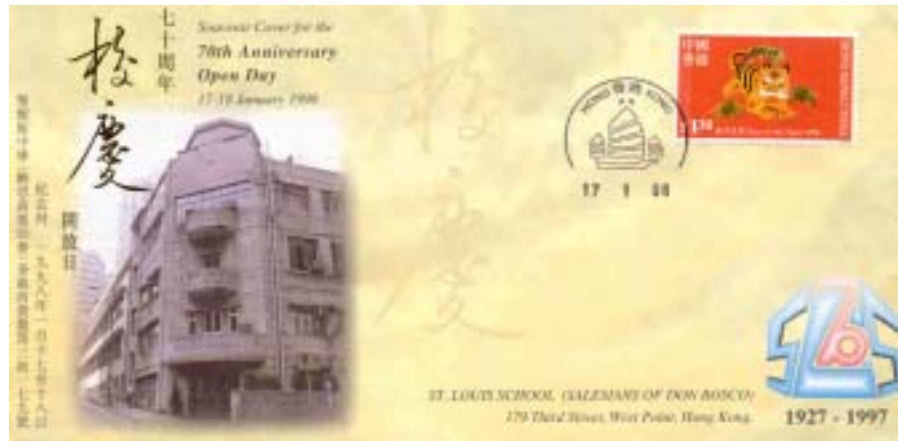
namely, the

Walkathon 2002 –

2003 (17 November

2002), Thanksgiving

Mass & Ceremony



(Friday 17 January 2003), SL75 Thanksgiving Variety Show (19 January 2003) and

Thanksgiving Dinner (20 January 2003). With the funds raised by the Walkathon 2002 –

2003, every classroom was properly furnished with I.T. devices and both the soft- and

hard-ware of our multi-media language laboratory were revamped and upgraded.



Particulars of the School

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



Library



Hall



Laboratories

4



Multi-media Language Laboratory 1 With 50 computer stations



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





Computer-assisted Learning Centre (CAL)

1 With 50 computer stations



Special rooms

9 special rooms



(General Purpose Room)



Playgrounds

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





1 basketball court



1 covered playground (Photo 1)





	<p>(Photo 2)</p>  <p>© D Silva</p>
Student clubs	There are some 18 interest clubs grouped into five categories, namely academic clubs, sports activities, art and cultural activities, interest groups and social services.
Student Organizations	<p>Prefects' Association, United Houses, (SAA) Students' Activities Association</p>  <p>(5 Houses)</p>



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

SUBJECTS OFFERED	S1	S2	S2	S4	S5	S6	S7
Additional Mathematics							
Applied Mathematics (AS)							
Visual Art							
Biology (CE+AL)							
Chemistry (CE+AL)							
Chinese History							
Chinese Language and Culture (AS)							
Chinese Language							
Commerce							
Computer Applications (AS)							
Computer Literacy							
Computer and Information Technology							
Economics (CE+AL)							
English Language (Syllabus B)							



Geography							
History							
Integrated Science							
Liberal Studies							
Integrated Humanities							
Mathematics & Statistics (AS)							
Mathematics							
Music							
Physical Education							
Physics (CE+AL)							
Principles of Accounts (CE+AL)							
Pure Mathematics (AL)							
Putonghua							
Religious Studies / RME							
Use of English							



School Management

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

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
04/05	16 (94.1%)	1 (5.89%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
05/06	5 (62.5%)	1 (12.5%)	1 (12.5%)	0 (0.0%)	1 (12.5%)	0 (0.0%)
06/07	5 (62.5%)	1 (12.5%)	1 (12.5%)	0 (0.0%)	1 (12.5%)	0 (0.0%)



Our Students

Class Organization & Unfilled Places

Number of operating classes

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

Number of students (no of Students registered in September 2006)

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	212	208	209	197	186	60	62	1134

Class Structure (no of Students registered in September 2006)

Class						TOTAL
S7			7A	7B	62	
S6			6A	6B	60	
S5	5A	5B	5C	5D	5E	186
S4	4A	4B	4C	4D	4E	197
S3	3A	3B	3C	3D	3E	209
S2	2A	2B	2C	2D	2E	208
S1	1A	1B	1C	1D	1E	212



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

Our S.1 students are admitted through the Secondary School Placement Allocation System (SSPA). In 2006-07, the majority of our intakes are residents in the Central and Western (63.6 %), Southern (16.3 %), Eastern (9.7 %) and Wan Chi (2.4 %) districts.

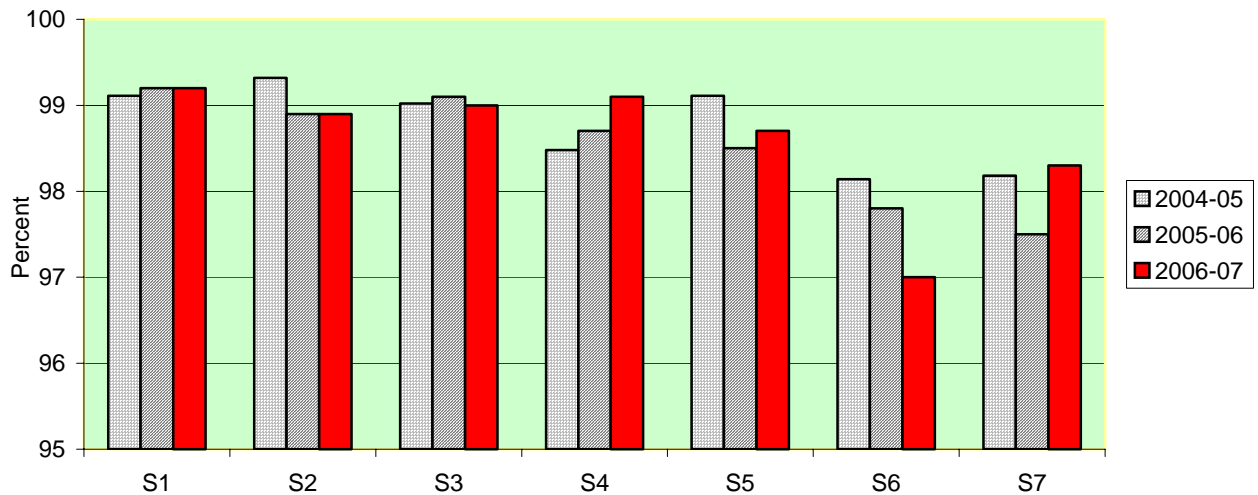
Starting from September 1, 2000, all S.3 students are no longer required to participate in the JSEA. Instead, they will either be promoted to S.4 or be required to repeat in S.3 according to their academic results at the end of the school year. In accordance with the standard class size prescribed by the EDB, (40 students for each class from S.1 to S.5, 30 for each class in S.6 and S.7) the standard student population for the school should be 1120.

In 2006-07, **1134** students were enrolled. This represents an over-enrolment of 14 students or 1.25 % above the standard enrolment number. The figures of unfilled places in all junior levels are 0%. Our Secondary 3 and 5 graduates also secured all Secondary 4 and 6 places in our school respectively.



Students' Attendance

Students' Attendance Rate*



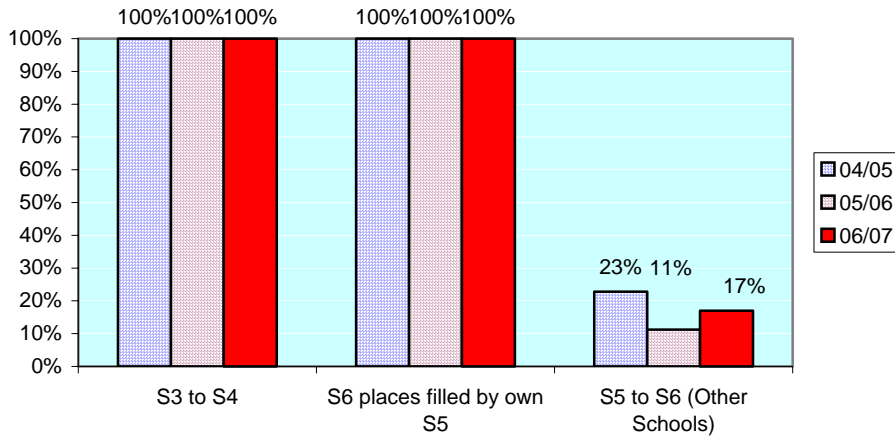
*Attendance rate= $\{1 - [(Total\ no.\ of\ absence\ for\ year\ level) / (Total\ enrolment \times Total\ no.\ of\ roll\ calls\ in\ the\ school\ year\ which\ is\ 190)]\} \times 100\%$

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

Day late for school per student	S1	S2	S3	S4	S5	S6	S7
2006-07	0.8	1.2	1.8	2.7	3.0	3.5	1.6
2005-06	0.5	1.1	1.7	3.5	3.2	2.8	3.5
2004-05	0.5	0.8	2.9	3.5	2.8	3.4	4.0



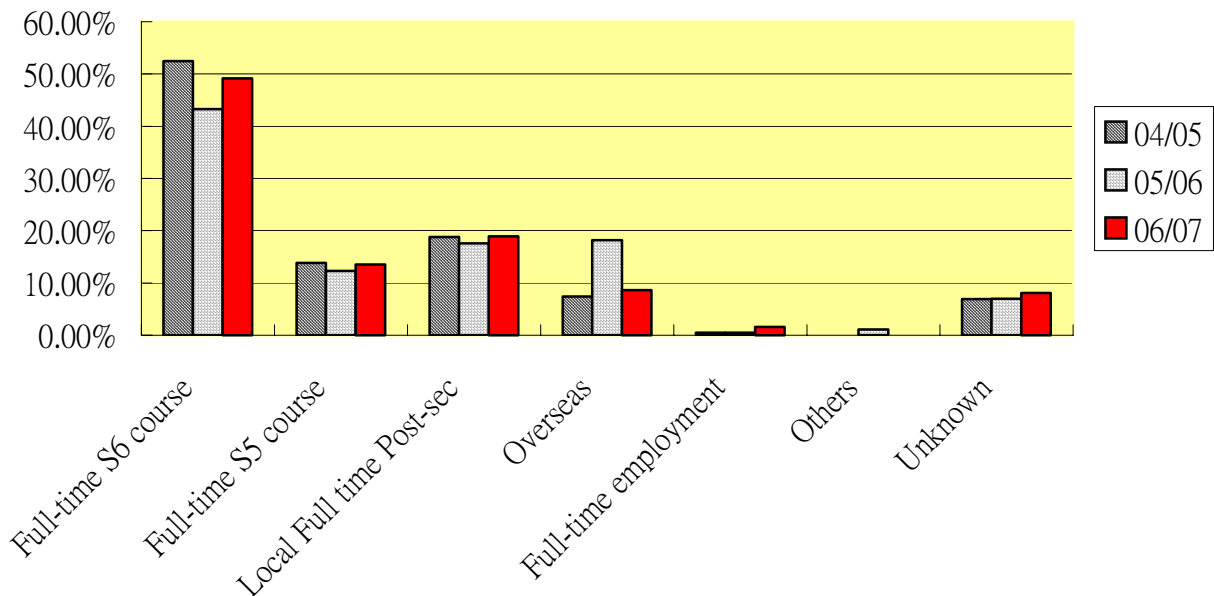
Students' Promotion



Destination of exit students

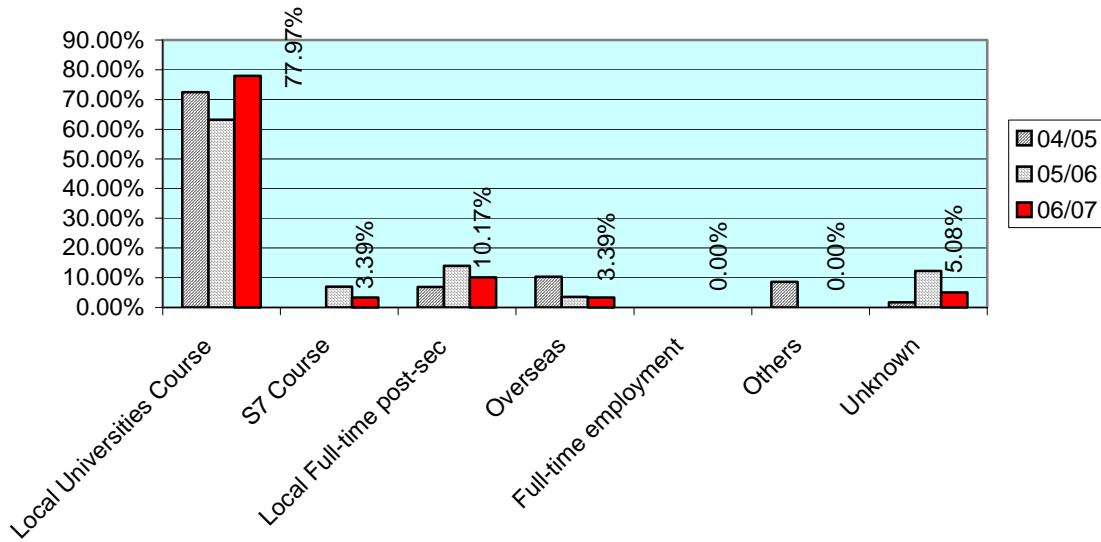
The following bar charts show the percentages of academic and other pursuits of our S5 and S7 graduates in the past 3 years.

Destination of S5 graduates



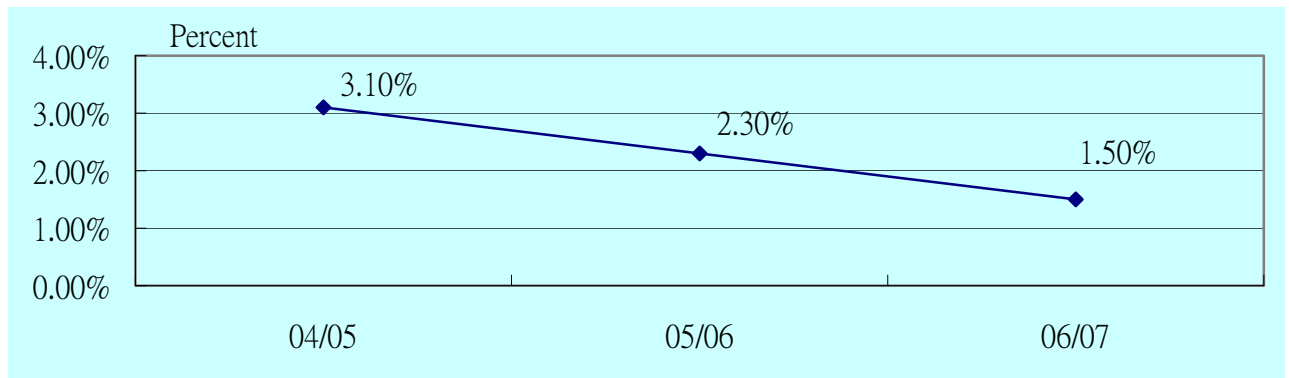


Destination of S7 graduates



Students' Early Exit

The percentage of student early exit in **2006-07** is 1.5 % and that of the past three years are shown below:





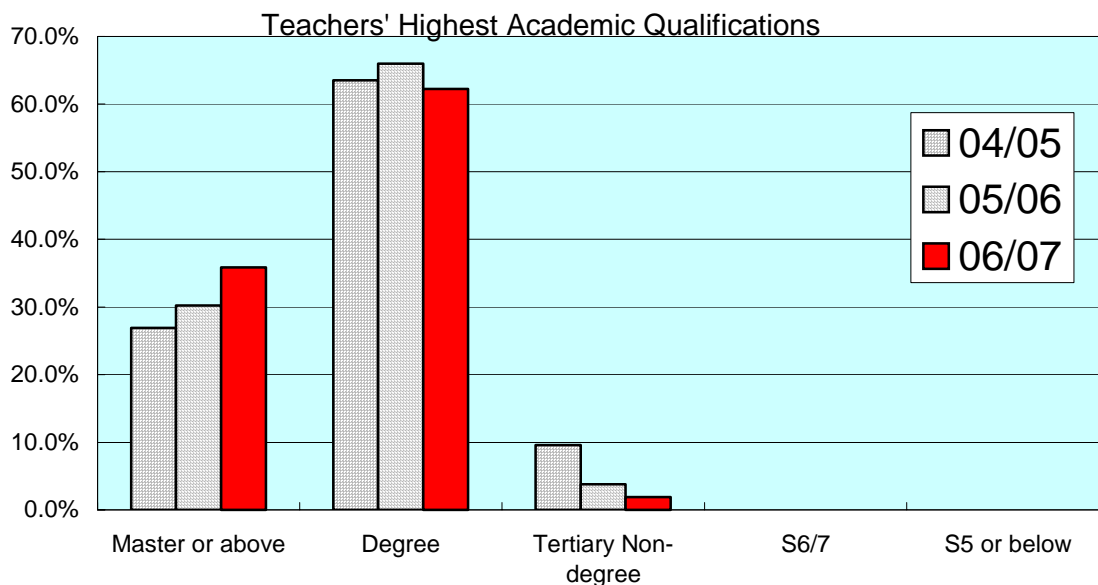
Our Teachers

Teachers' Qualification

In 2006-07, there are 53 teaching staff in our school (including the Principal). 98.13 % of them (52 out of 53) are professionally-trained. Our teachers' highest academic qualifications are shown below:

- 35.85 % of them (19 out of 53) possess a Master's degree
- 62.26 % of them (33 out of 53) possess a bachelor's degree
- 1.89 % of them (1 out of 53) completed tertiary (non-degree) qualification.

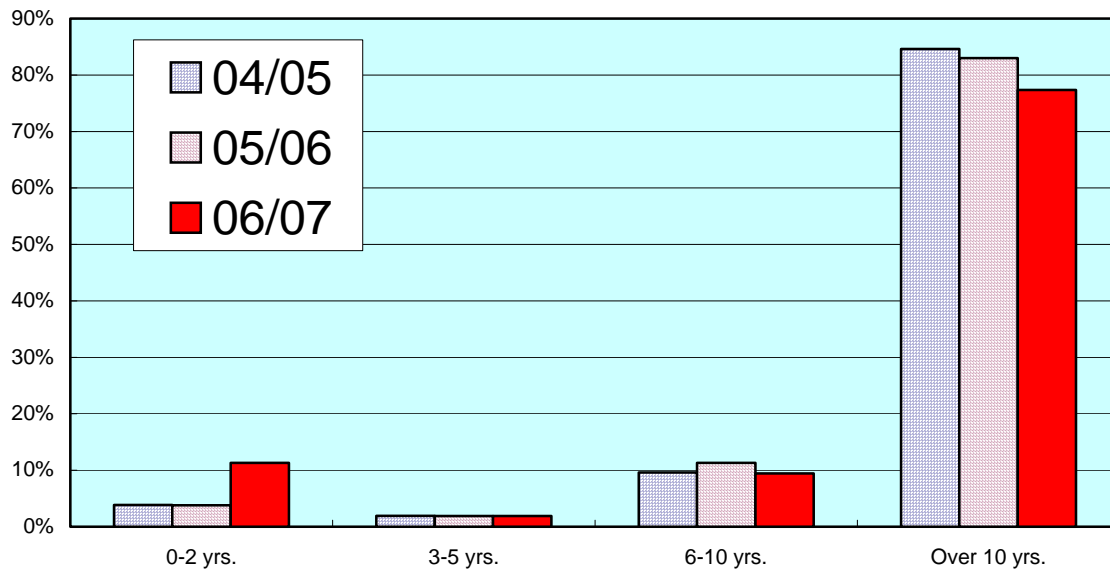
The following bar chart indicates the percentages of teachers' highest academic qualifications in the past 3 years.





Teaching Experience

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





Teachers' Views on Professional Development & Appraisal[#]

2007	
Mean Score	
Staff development*	2.87
Staff appraisal*	2.96

With effect from the 2006/07 school year, schools are not required to collect or report on the deleted KPM items.
<http://svais.edb.gov.hk/kpmweb/eng/mandatory.htm>

* As shown in the Stakeholders' Survey: Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly disagree (1)

Teacher Development Days

Staff Development Day 1 (14 December 2006)

Mr. Chan Tak Hang (陳德恆), former principal of Chiu Chow Association Secondary School (潮州公會中學) which was the first "Quality-mark" school recognized by EDB, and now the advisor of EDB School-based Support Services Office and part-time lecturer of CUHK School of Education, was invited as the guest speaker for the morning session. Mr. Chan shared with us the success of his School as the first "Quality-mark" school. He also provided us with insights on methods, from a principal perspective, to cater for the growing diversity of students' abilities and needs and on pursuing value-addedness in his school.

The afternoon session was devoted to school-based training on the uses of eclass.



Staff Development Day 2 (14 March 2007)

Some of our senior teachers joined the one-day Middle Management Workshop for Migration to “334” organized by EDB. The primary aim of the workshop is to help middle managers in schools to prepare for the implementation of the NSS academic structure in 2009.

The workshops covered aspects such as collaboration in the context of curriculum and assessment change, professional capacity building, resource management and management of change.

Details of professional development programs undertaken by individual teachers have been recorded in their yearly appraisal forms.

Staff Development Day 3 (13 June 2007)

The first session of the Staff Development Day 3 was devoted to EMI-related continuous professional development activities. Our native English teacher demonstrated to us on how film appreciation and film studies skills on the screenplay and plots of *Dead Poets Society*[#] can purposefully and strategically provide a language environment conducive to learning English. The staff development day is also a response to the “Report on Review of Medium of Instruction for Secondary Schools and Secondary School Places Allocation” published by the Education Commission of HKSAR in December 2005. The Report stipulated that “Teachers should attend a minimum of 15 hours of EMI-related



continuous professional development activities every three years.”

Dead Poets Society won several international prizes including the precious Oscar Award in Best Writing, Screenplay Written Directly for the Screen in 1990. The screenplay is educative in a sense that it exemplifies how the philosophy of life of a teacher can inspire his/her students. The film also injects in us some notions of power of positive thinking—it reminds us to seize each day and cherish them dearly. Opportunities await us every day and we must decide whether to take the chance.

We, as one of those schools using English as the MOI, always purposefully and strategically provide a language rich environment conducive to learning a second language. We thus have been diverting effort and resources to setting related support strategies and measures in our school development plans and annual reports in response to the needs to strengthen the learning of English through language-across-the-curriculum. Programs that we have devised take into account of the promotion of collaboration between English Language teachers and content subject teachers. It is only through collaboration that students can master the content vocabulary, writing genre and expressions in each subject to support their learning through English. In retrospect, our efforts to creating a language environment conducive to learning English never cease. In the school year 2004-05, about one-third of our EMI teaching staff participated in "Development of Language Across the Curriculum for English-medium Education (DOLACEE)", a project funded and operated by the Quality Assurance Division which aims to provide support for teachers using English as a medium of instruction. The main goal is to help teachers create a more English-rich environment in the school. The project lasted for one academic year. All participant colleagues are thus aware that it is through language that subject knowledge is



constructed, and through language that concepts can best be shared, explained and discussed. In sum, both language and content are interwoven components in learning and teaching.

(For more information, please refer to

<http://www.edb.gov.hk/index.aspx?langno=1&nodeID=4776>)

The second section of our third staff development Day 3 brought to us another guest speaker Dr. Thomas Cheung (張光源博士), our alumnus as well as the General Manager of Assessment Development Division, HKEAA. The Assessment Development Division is responsible for the formulation and development of examination syllabuses for HKCEE and HKALE, the preparation of examination papers and the coordination of marking of scripts. Dr. Cheung gave us many insights on assessment for learning.



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

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 Liberal Studies lesson and the “Lunch-tine Salon” also serves as the platform of informal education with wide coverage of general and liberal educational issues that are beyond the formal syllabuses of the KLAs.

- With respect to problem-based learning, all S1, 2, 3, 4 and 6 students have to



complete a mini group project as part of the requirements of Liberal Studies. Project-based learning is a powerful learning and teaching strategy to promote self-directed and self-regulated learning. It also allows students to learn in the context of the real world and is also a good vehicle for facilitating students' development of the nine generic skills: collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills. In terms of enjoyment of learning, students like PBL very much because they can be active learners who can choose for themselves challenging questions to start with. This sense of ownership of projects is a strong motivation for driving students to learn.

- To provide our S1 students with a solid foundation for the transition from P6 CMI classes to S1 EMI classes, our Guidance Team jointly organized Summer Bridging Course for S1 students with the PTA during the summer vacation. The course aims at helping S1 students acquaint themselves with the relevant vocabulary and language patterns in English.
- To help students with learning differences to catch up and streak ahead, we organize small class teachings for S1-S3 students who lag behind in their English Language, Chinese Language and Mathematics.
- S.4 Consolidation Courses were organized from May to June and from November to March for our outstanding S.4 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

- We make a greater use of teacher-assessment in S3 history and geography. Through various assessment modes and methods like portfolio, project work, group assessment and self-assessment, we hope that we could relieve the study pressure of our S3 students and bring a paradigm shift in our concepts of assessment: assessment as learning rather than assessment of learning.
- 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

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

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



Internet, reading was once many teenagers' pastime. Children and teenagers derived a lot of pleasure and enjoyment from novel reading. However, in our generation, many Hong Kong students start losing their passion as well as skills in reading. They seem to respond more to pictorial and animated stimuli and turn 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. This explains why our school has been mapping out plans and activities to spur students' interest in reading in response to the transition of Hong Kong into a knowledge-based society. We have to instill in them that learning is a life long process, reading is a means to learn and more importantly and reading is fun.

- Our key actions include the implementation of "Reading lesson", "weekly recommendation of good books", "Reading Award Scheme", incorporating reading articles in school examination papers, the establishment of the ECA: Reading Club. The first foremost step is to lead our student to explore the realm of reading. At the school level, a 55-minute reading lesson has been incorporated in our curriculum to inculcate a regular reading habit for our students. At the departmental level, extensive English reading programs were in place from junior secondary to senior levels to develop in students an obsession to reading.

- The "SLS Reading Club" was also established by our school librarian in 2006 as a means to promote reading as recreational, stimulating, fun or even the best, most



economical activity. There are quiet a number of bookworms in SLS. The Reading Club therefore helps pool our student book lovers together after school every fortnight and students participate in the regular discussion of their favorite books. Through ten regular meetings, our avid readers surely find the Reading Club a cozy place in which they can share their favourite titles or talk about an issue or a theme with other schoolmates.

📖 “One-minute Good Books Recommendation” program aims at promoting a reading culture among students in school through recommending good books regularly from teachers of different disciplines and interests. Well-above half of our teaching staff, responded positively to the Program and participated in the 1-minute broadcasting every Wednesday. The library borrowing frequency of the books recommended in the Program has scaled a record high of 100. The library staff also observed a high degree of interest shown by the student visitors at the corner or stack reserved for this Book Recommendation Program.

[The Interclass Choral Verse Speaking Competition & The Interclass English Drama Competition](#)

The school year 2006-07 turned another new page 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 every day life, we are striking to pool our



resources in an effort to provide our students with as many avenues as possible to express themselves and to make their inner talents shine. The first of the two major annual large-scale English competitions in 2006-07 is the English choral verse speaking competition which was held for all S1-S4 students in November 2006.

The Interclass Choral Verse Speaking Competition

English choral verse speaking can 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 arrangement is as follows: S1 (10 Nov 2006), S2 (13 Nov 2006), S3 (14 Nov 2006) and S4 (15 Nov 2006). Our judicators (consisted of our Principal, native English teachers as well as teachers of English Language) not only treasure the efforts our teachers injected



in the training of these students, they are also so amazed that our boys speak so clearly, confidently and fluently and can interpret a verse with appropriate expressions, body movements and gestures. 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.

The Interclass English Drama Competition

The Interclass English Drama Competition is our second prominent event through which the confidence, creativity and potentials in acting of our students are radiated fully. The Competition itself is the fruit of the



concerned efforts made by their English teachers and the school as they determine to boost our students' public speaking in English in an enlivening and stimulating way -- the incorporation of "Dramatic English" in S1-S2 English curriculum in 2006-07 (which will be



extended to S3 with the funds raise from the fund raising programmes in relation to the celebration of our 80th Anniversary in 2007-08), The Competition was organized on four separate school days in a time span of two months. The contest dates are as follows:



S1 (14 May 2007), S1 (15 May 2007), S1 (16 March 2007) and S1 (17 March 2007). The Competition is proven to be a rewarding and amusing education program that can provide our students with diversified possibilities to the use of imagination and the confidence

to explore a theme and express it in a dramatic form. We are so pleased that our students are so enthusiastic and full of ideas that turn the stage into a living classroom.

Reflection

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





Drama is regarded by many pedagogic researchers as a highly valued teaching



technique. Dramatic activities provide students with various channels to increase their creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and simultaneously develop their

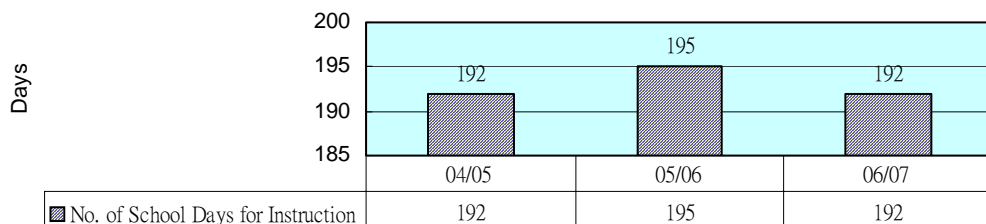
communication skills and appreciation of English language through the concrete experience of the drama. Both teachers and students display much enthusiasm on language arts (LA) activities. With the funding and support from the teachers and school administrators, these two large-scale competitions will continue to run in the next academic year.



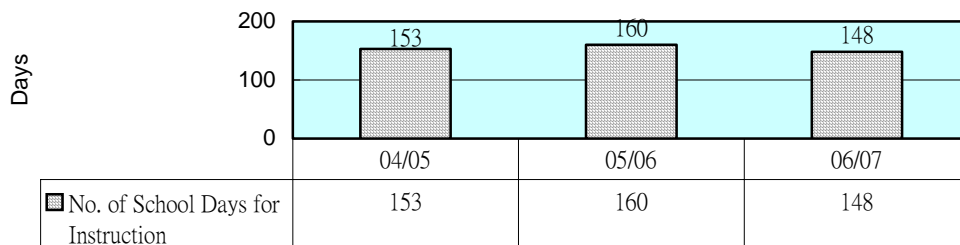
Number of Active School Days

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

Number of School Days in School Calendar

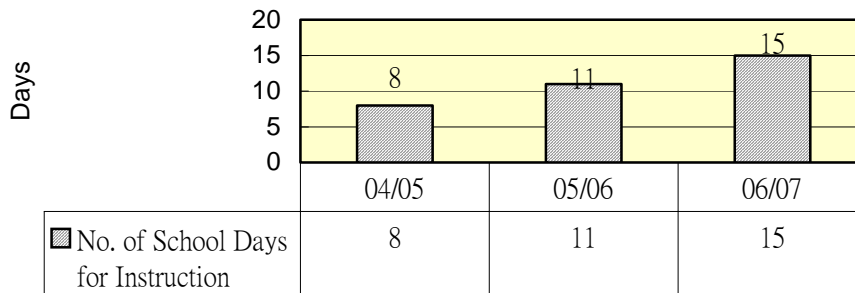


No. of School Days for Instruction S1-S3

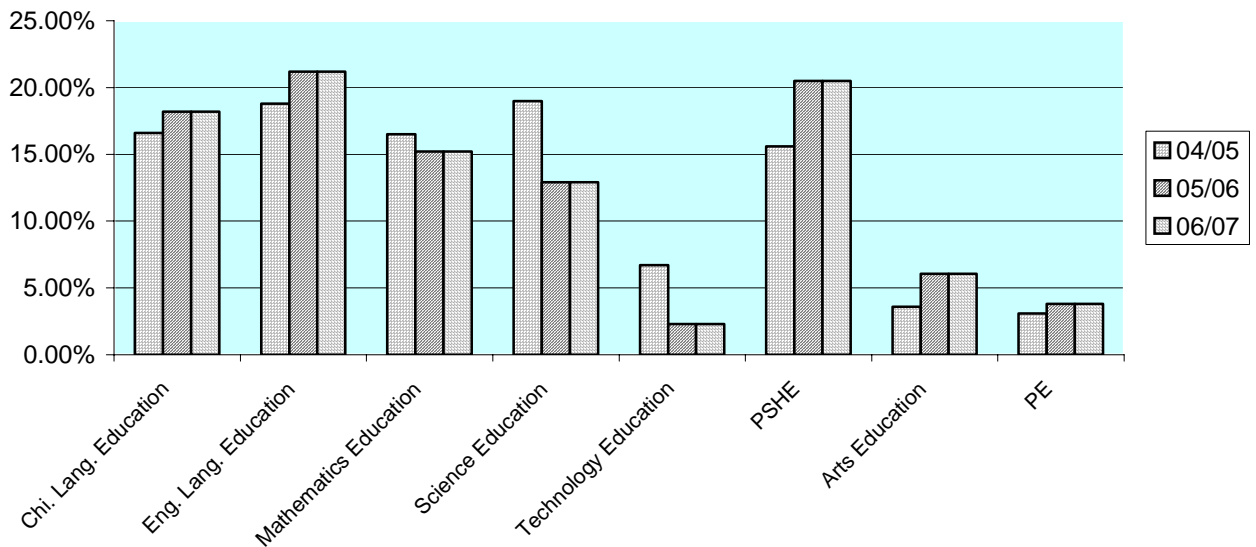




Number of days in a school year with learning activities organized for the whole school or whole-class level of students (S1-3)



Lesson Time for the 8 Key Learning Areas for S1-S3 (%) in 2004-07





Students' Reading Habit

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

Mean Score (Max=5)	2007
Teacher	2.91
Parent	3.12
Student	3.34

* As shown in the Stakeholders' Survey 2007: Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly disagree (1)



Major Concerns (Achievements and Reflection)

Major Concern 1. Enhance concerted effort towards a common goal

- An e-notice system for information passing, message circulation, policy instruction and feedback discussion among all staff was developed.
- General Staff Meetings were convened monthly to allow the Principal and other senior teachers to communicate current school/EDB policies and new educational trends (especially the implementation of NSS) to all teachers.
- The school organizational chart (with clear job descriptions) was refined and stipulated in our Teacher's Handbook.
- Consensus has been reached among staff that the staff deployment policy formulated is fair, appropriate and open. Mean score of the professional competence and attitude of vice-principles is well above 3.

Major Concern 2: Enhance effective learning and teaching to meet the challenges of NSS

- Workload of some teachers was relieved with the provision of CEG to recruit extra



TAs and contract teaching posts. Consequently, vacancies for professional development and staff collaboration in SBA, TSA and NSS preparation were created.

- All newly appointed teachers (2006-07) attended the induction course offered by our School Sponsoring Body (SSB), Salesians of Don Bosco (SDB).
- Our Junior Chinese Language Panel and IH Panel completed the first year of a 3-year collaborative university-school project “Assessment Project: Excellence in Self-directed Learning” organized by HKIEd.
- All panels carried out their own yearly staff development programs and lesson observation for each teacher was conducted by the respective panel chairperson.
- With the help of carefully arranged master time table, teachers of S2 Chinese Language, S1-3 English Language and S4 Integrated Humanity conducted their respective common lesson preparation periods.
- Group project learning has been implementing in four individual subjects: S1 History and Geography, S2 Science and S3 Chinese History.
- Small class teaching is being implemented in junior forms’ English Language and Mathematics subjects.



- A self-study programme was established for academically underachievers in S4.

Major Concern 3: Enhance students' language and critical thinking skills

- A 35-minute reading period was allocated to each class. At the mean time, 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 issued to each student.

Reflection

We are striking to build a school culture that nurtures staff collaboration and participation in decision-making. Therefore, general staff meetings are called monthly to allow the Principal and other senior teachers to communicate current school/EDB policies as well as new educational trends to all teachers. For senior teachers, they could present to other colleagues the latest development in education, especially on the new NSS curriculum (both initiates in teaching and assessments) and OLE. In addition to these monthly general staff meetings, an e-notice system for information passing, message circulation, policy instruction and feedback discussion among all staff will be introduced in 2006-07 school year. Briefing sessions for all staff will also be held weekly in an



attempt to pass information of different management levels swiftly to all staff.

Our lesson observation approach is based on the principles of mutual trust, mutual appreciation and support. A phase-in approach has been adopted in establishing the lesson observation system, about which all staff feel comfortable to embrace the changes. All two phases had been completed in 2007. They include Principal/panel sit-in observations and peer lesson observation. Sharing of good practices among teachers had been organised in several subjects (e.g. IH) in conjunction with peer lesson observation to cascade good pedagogical practices. Collaborative teaching and collaborative lesson preparation could help teachers enhance their professionalism, was also be enforced this school year. In sum, all these practices identified aim at creating a culture conducive to teachers' continuous professional development.

Academic achievement is always our primary concern. The following bridging programs, consolidation courses and remedial programs were launched in 2006-07 to boost our students' academic achievements:

Program	Achievement
"Tutorial Programme for S4-5 Students" was organized by our fresh old boys with the aim to boost up the HKCEE results of our current S5	The tutorial programme was conducted as scheduled.



students.	
Conducting short-term consolidation courses and program for the more capable S4 students (after-school enrichment lessons in 7 core HKCEE subjects).	All consolidation courses were conducted as scheduled.
Summer Bridging Course for S1 students	A total of 155 students attended the Summer Bridging Course for S1 students in July-August 2007.

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 as well as health education programs to help our students face and overcome difficulties arised from personal growth and study. These programs were tabulated as follows:

Program	Achievement
Peer Mentor Programs (Big-brother Program) run by	To help 60 S1 students to adapt their life in SLS with the help of 20 members of Student Guidance Team. The program mainly consists of 3 components, namely training camp for the mentors (big brothers), mentors and mentees meetings and



<p>Students' Guidance Team (Whole year)</p>	<p>voluntary services.</p> <p>With the help of C&M Alliance Wah Kee Youth Centre, the training camp was held in early September 2006 in Sai Kung. After the training camp, mentors were given further instructions on the implementation of the project. Then matching of mentors and mentees started in October 2006. Voluntary services were also carried out by mentors and mentees in order to enhance team spirit in April 2007.</p>
<p>The Best Conduct Award (Guidance Team) (May 2007).</p>	<p>Outcomes/Targets: To recognizes and applauds excellence in achievement and conduct</p>
<p>Joint Club Exhibition (JCE) 22/9/2006</p>	<p>"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</p>




	<p>their sense of belonging, making them feel more connected to their alma mater.</p>																																
<p>Weekly Monday Motto</p>	<p>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.</p>																																
<p>Daily Morning Prayer (Sound Files in WMA are available for download at the school website)</p> <p>Weekly Monday Motto</p>	<p>The screenshot shows two pages from the St. Louis School website. The top page is titled 'MORNING PRAYER' and features a table with columns for 'Date' and 'WMA'. The bottom page is titled 'MONDAY MOTTO' and features a table with columns for 'Date', 'Speaker', 'Original By', and 'Motto'.</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Speaker</th> <th>Original By</th> <th>Motto</th> </tr> </thead> <tbody> <tr> <td>22-Oct-2007</td> <td>Miss Fan Hwa-Ma</td> <td></td> <td>Let Us Be Let God</td> </tr> <tr> <td>15-Oct-2007</td> <td>Mr. Lo Si-Kee</td> <td></td> <td>Accept the good habits. Abandon the bad ones.</td> </tr> <tr> <td>06-Oct-2007</td> <td>聖潔團</td> <td></td> <td>天啟的勸語</td> </tr> <tr> <td>24-Sep-2007</td> <td>Yung Pak Hin (JP), Lee Hin Hin (AO)</td> <td></td> <td>Be Prepared for SEPM and CMSE</td> </tr> <tr> <td>17-Sep-2007</td> <td>白耀輝</td> <td></td> <td>千禧新願</td> </tr> <tr> <td>10-Sep-2007</td> <td>Rev. Fr. Ng Kai-Lai</td> <td></td> <td>Practitioner's period</td> </tr> <tr> <td>15-Jun-2007</td> <td>Mr. Yung Yui-Pai</td> <td></td> <td>紀念聖地八十載 共創優質中華區 學界中文字彙 創編讀本心願</td> </tr> </tbody> </table> <p>Mottoes which serve to enshrine a set of moral values are</p>	Date	Speaker	Original By	Motto	22-Oct-2007	Miss Fan Hwa-Ma		Let Us Be Let God	15-Oct-2007	Mr. Lo Si-Kee		Accept the good habits. Abandon the bad ones.	06-Oct-2007	聖潔團		天啟的勸語	24-Sep-2007	Yung Pak Hin (JP), Lee Hin Hin (AO)		Be Prepared for SEPM and CMSE	17-Sep-2007	白耀輝		千禧新願	10-Sep-2007	Rev. Fr. Ng Kai-Lai		Practitioner's period	15-Jun-2007	Mr. Yung Yui-Pai		紀念聖地八十載 共創優質中華區 學界中文字彙 創編讀本心願
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	<p>introduced and elaborated by our teachers during Monday morning assemblies. All will be pooled in our school website for students' reference.</p>
<p>Social Skills Training Program for S.3 students by School Social Worker (March, 2007)</p>	<p>A social skill training group held by the school social worker on teaching our S.3 students how to control anger and stress. They were also introduced to skills to handle conflicts between peers during the workshop.</p>
<p>Activity Based Counselling program for 40 students from S.2 to S.3. Co-organized with the Caritas. Six sessions were held from October 2006 to November 2006</p>	<ul style="list-style-type: none">■ Aims: To enhance students' self-efficacy for learning through the increase of self-understanding with positive thinking, goal setting and training of learning techniques.■ The success of 2006 Program gives us encouragement to carry forward the program to 2007-08 school year. Next year's theme is "Let's Cheer up" 「潛能由我創」 (Activity Based Counselling program for 40 S.3 students). Aims: To enhance students' self-efficacy for learning through the increase of self-understanding with positive thinking, goal setting and training of learning techniques.■ Six sessions will be held from October 2007 to



	November 2007.
<p>“One-minute Good Books Recommendation” program</p>	 <p>The screenshot shows the school's website interface. At the top, there is a navigation menu with options like Home, News, and Events. Below this is a banner image of students. A section titled 'LINKED BOOKS' displays a list of recommended books with columns for 'Book Title', 'Author', and 'Recommended Date'. Below the book list is a 'CALENDAR' section for October 2007, showing a grid of days with icons representing book recommendations. A legend at the bottom of the calendar indicates that a red icon represents a 'Special Day' and a blue icon represents a 'Normal Day'.</p> <p>This school year also saw the third year of the “One-minute Good Books Recommendation” program. To further spur our students to read extensively, the school will establish a 55-minute “reading period” for all classes, with effect from the 2007-08 school year. Furthermore, our school librarian will strengthen and enforce the function of the library in the</p>



	<p>promotion of reading, establishing a record and award system for students in reading and help other teachers to incorporate reading as an essential element in group projects.</p>
<p>Classroom cleanliness (Civic Education Team)</p>	<p>In order to arouse students' awareness of the importance of classroom cleanliness and tidiness, Civic Education Team organized its annual "Classroom Cleanliness and Tidiness Competition" during the following periods:</p> <ul style="list-style-type: none">- First Term: 09/10/2006 - 20/10/2006- Second Term: 16/04/2007 - 27/04/2007 <p>Most classrooms met the criteria set for a clean and tidy classroom:</p> <ul style="list-style-type: none">· keeping the floor clean· keeping desk tops and chairs clean· lining desks and chairs up neatly
<p>Lunch Time Salons (held on every Thursday)</p>	

Reflection



Life-wide Learning (LWL) refers to “students extend their learning experiences to real contexts and authentic settings”. Such experiential learning, according to the EDB, enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone.

In 2006-07, we have organized the following life-wide learning (LWL) activities to help our students to achieve the aims of whole-person development and to enable them to develop the life-long learning capabilities that are needed in our ever-changing society:

Program	Achievement
Visit to the Mai Po Nature Reserve 米埔自然保護區	The visit was held in December 2006. A total of S.6 and S.7 28 students visited The Mai Po Nature Reserve.
香港海防博物館或香港歷史博物館 (中國歷史)	A total of 210 S.3 students visited the centre in December 2006 and April 2007.
Visit to the HK Monetary Authority & Consumer Council (Principals of Accounts/Economics)	A total of 28 S.1-S.6 students visited the HK Monetary Authority & Consumer Council on 31 January 2007.
Hong Kong Museum of History (IH)	A total of 40 S.4 students visited the Hong Kong Museum of History on 9



	November, 2006.
Hong Kong Jockey Club Drug Information Centre (IH and the Health Education Team)	A total of 40 S.4 students visited the Hong Kong Jockey Club Drug Information Centre on 21 December 2006.
Visit to the Hong Kong Science Museum (Science)	All S1 Students made a visit (in 5 separate visits) to the Hong Kong Science Museum in May 2007.
Visit to “Exhibition of Secondary School Students' Creative Visual Arts Work (2006-07)” (Visual Art)	The visit was held on 31 January 2007. It provides a variety of learning experiences to our students to study art works from students of the same age in other schools.

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



students with training of examination skills against the setting of a zestful camp. “Leadership Training Camp” enables students to acquire some skills in communication and leadership building and ultimately enhances student self-confidence. These activities serve very well in complementing the core curriculum and classroom learning.

In sum, our large scale activities (in chronicle order) include:

- “3-Day Team Spirit Training Camp” (organized by our Pastoral Care Team for 75 S.1 – S.4 and S.6 students) 賽馬會長洲鮑思高青年中心 (J.C.C.C. Don Bosco Youth Centre) (held in December 2006 Christmas Holiday). ALL teachers agree that the situation in S3 classes is better than in last year in terms of fewer cases of overall misdemeanour.
- “Talent Time” (held on 19 January 2007)
- “Thanksgiving Nite” (held on 28 February 2007)
- “Junior Training Program” (held on 14--16 July 2007),
- “28th Joint School Leadership Training Camp” (held on 1 – 4 August 2007),
- “Form Six Orientation Camp” (held on 14-16 August 2007) and
- “Form Four Physical & Examination Skill Training Camp” (held on 7 November 2006).
- 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.

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.

Inter-school competitions also provide students with golden opportunities to demonstrate team spirit, uplift their sense of belongings, celebrate and reward their progressive development. Football remains our forte. Our B-grade Football team remains undaunted, despite competing with many well-matched teams and finally clinched the Inter-school football Competition (Div. 2) Overall 2nd runner-up.

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

- Inter-school Football Competition Grade A (Div. 2) Overall 1st runner-up
- Inter-school Football Competition Grade C (Div. 2) Overall 2nd runner-up
- Inter-school Table Tennis Competition Grade A (Division 3, Hong Kong Area) 2nd runner-up
- Inter-school Swimming Championships (Division 2 – Boys B Grade) Overall 2nd Position
- Inter school Cross Country Championship (Division 3) Overall 2nd runner-up
- Hong Kong Inter-School Renewable Energy & Solar Model Car Challenge 2006 (Division III) Champion Team Award



Performance of Students

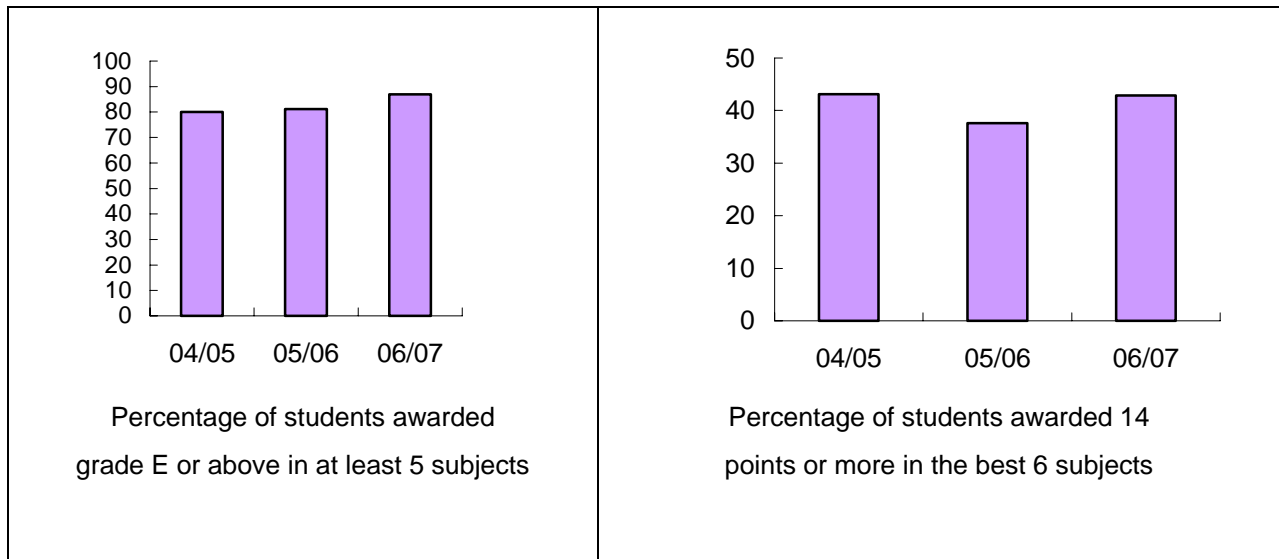
HKAT (Pre-S1)

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.



HKCEE

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



	2005		2006		2007	
	School	Territory	School	Territory	School	Territory
No. of students sat	202	-	186	-	184	-
% of students awarded grade E or above in at least 5 subjects	80.0	63.2	81.2	64.2	87.0	-
% of students awarded 14 points or more in the best 6 subjects	43.1	-	37.6	-	42.9	-



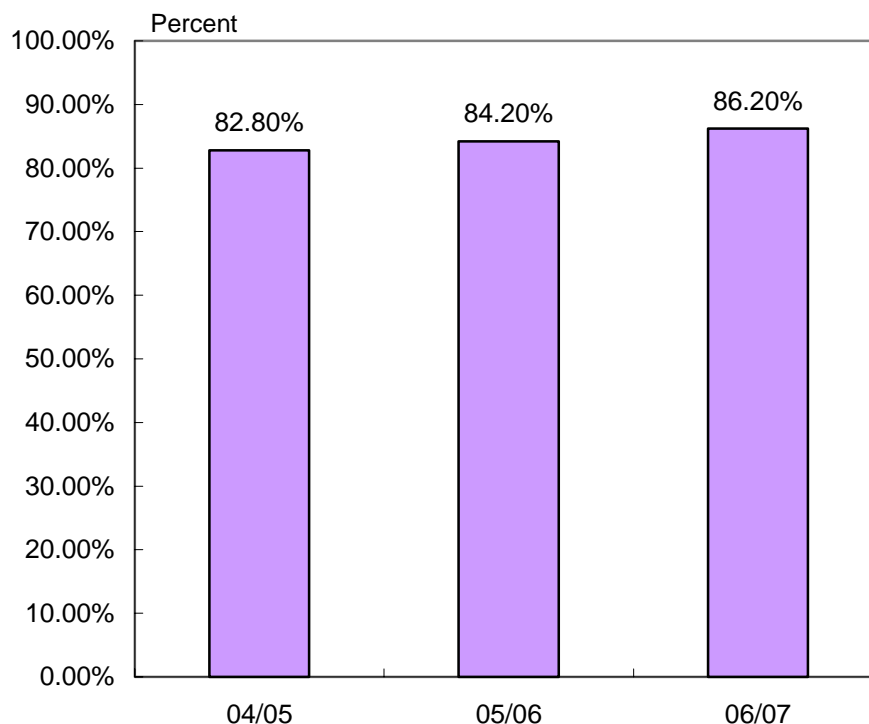
Subject Entries of HKCEE (2007)

	A/5*	A/5* to C
Total Subject Entries (2007)	49	488
Total Subject Entries (2006)	32	338
Total Subject Entries (2005)	60	454

Our best S5 student is TONG SAN MONG (4As, 4Bs, 1C). TSUI LO PO got 4As, 3Bs and 2Cs. CHAN CHEUK PUI JASPER got 4As and 4Bs.

HKALE

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





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

	2005		2006		2007	
	School	Territory	School	Territory	School	Territory
Total No. of students sat	58	-	57	-	58	-
Total (No. of students awarded the minimum entrance requirements/No. of students)	82.8%	-	84.2%	-	86.2%	-

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

S7 graduates Enrolled in Local Universities (2007)

University	HKU	CUHK	HKUST	PU	CITY U	BU	Lingnam	HKIEd
No of Students	22	6	6	3	5	3	0	0



Subject Entries of HKALE (2007)#

	HKALE		
	A	A to C	A to E
Total Subject Entries (A-Level)	6	69	143 (89.8%)
Total Subject Entries (AS-Level)	2	24	125 (91.2%)
Total Subject Entries	8	93	268 (90.5%)

No of S7 students = 58



Inter-school Activities and Prizes won in 2006-07

Scholarships (2006-07)

Organiser	Sir Edward Youde Memorial Fund Council
Events	Sir Edward Youde Memorial Prizes For Senior Secondary School Students

Description	Awards
Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2006/07	S6 TSE YAN CHING
Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2006/07	S5 CHAN KIN SING

English(2006-07)

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 Music & Speech Association	Speech Festival	F.1E Solo Verse F.1E Solo Verse F.1E Solo Verse F.1E Solo Verse F.3E Solo Verse F.3E Solo Verse F.4E Solo Verse F.4E Solo Verse	1st Position 2nd Position 2nd Position 3rd Position 2nd Position 3rd Position 3rd Position 3rd Position

Chinese Language (2006-07)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
中西區區議會公民教育工作小組及明愛賽馬會石塘咀青少年綜合服務合辦	傳媒對青少年之影响力	新聞標題創作	4D - 2 位同學 全港首 20 名得獎者
中西區區議會公民教育工作小組及明愛賽馬會石塘咀青少年綜合服務合辦 中西區區議會公民教育工作小組	專題報告 「防疫係大家嘅事」公民教育標語創作比賽	新聞專題報告 (中五會考英文科手機作弊風波) 標語創作	6A、6B - 8 位同學 全港亞軍 4D - 個人中學組冠軍 3D - 個人公開組冠軍



Visual Arts (2006-07)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
中環及半山分區委員會	我想、我畫、我影創作比賽	兒童組－繪畫比賽	個人高級組亞軍
中西區民政事務處	十八道最愛景點繪畫比賽	繪畫比賽	個人中學組冠軍及優異獎

Maths (2006-07)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Pui Ching Education Centre	Pui Ching Invitational Mathematics Competition	Inter-school Mathematics Contest.	Silva Award (個人)

Table Tennis (2006-07)

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 (Division 2)	Table-tennis	3rd Position Boys – A Grade

Swimming (2006-07)

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	Inter-school Swimming Competition	2 nd Position - Overall Division 2 – Boys B Grade

Football (2006-07)

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



Cross-Country Team (2006-07)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-school Cross Country Championship	Cross Country at Tai Mei Tuk	4 th Position – A Grade 4 th Position – B Grade 4 th Position – C Grade 3 rd Position (2 nd runner-up – Overall) 6 th & 7 th – B Grade (Individual)

Athletics (2006-07)

Organiser 主辦機構	Events 活動名稱	Description 活動內容	Awards 獎項名稱及名次
Hong Kong Schools Sports Federation	Inter-school Athletics Championships	Athletics	A Grade 110m Hurdles - 3 rd (2 nd runner-up) A Grade - Discus 4 th B Grade – High Jump - 1 st runner-up B Grade 4 x 100m 3 rd - 2 nd runner-up C Grade – Long Jump 1 st - Champion C Grade – High Jump 3 rd - 2 nd runner-up C Grade 100m Hurdles 3 rd - 2 nd runner-up

Others (2006-07)

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 Science & Technology Parks Corporation CLP Power HK Limited	Inter-school Renewable Energy & Solar Model Car Challenge 2006	Division III	Champion Team Award



Inter-school Activities and Prizes won in 2005-06

Scholarships (2005-06)

Organiser	Sir Edward Youde Memorial Fund Council
Events	Sir Edward Youde Memorial Prizes For Senior Secondary School Students

Description	Awards
Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2005/06	Lee Yun Ting 6A
Sir Edward Youde Memorial Prizes For Senior Secondary School Students 2005/06	Tse Yan Ching 5D

Athletics (2005-06)

Organiser	Hong Kong Schools Sports Federation
Events	Inter-school Athletics Championships

Description	Awards
C Grade 100M Hurdles	Third Position
A Grade 4 x 100M Relay	Second Position

Cross-country (2005-06)

Organiser	Hong Kong TriA
Events	Inter-school Cross-country Race 2006

Description	Awards
Group Cross-country Race (F.3 & F.4 students)	1 st runner-up

Football (2005-06)

Organiser	Hong Kong Schools Sports Federation
Events	Inter-school Football Competition

Description	Awards
Grade B (Div. 2)	1st runner-up



Swimming (2005-06)

Organiser	Hong Kong Schools Sports Federation
Events	Inter-school Swimming Championships

Description	Awards
C Grade 100m & 50m Free Style	First Position
C Grade 100m & 50m Breast Stroke	Third Position
C Grade 4 x 50m Medley Relay	First Position

Table Tennis (2005-06)

Organiser	Hong Kong Schools Sports Federation
Events	Inter-school Table Tennis Competition

Description	Awards
Inter-school Table Tennis Competition (Division 3, Hong Kong Area)	Overall Champion
Inter-school Table Tennis Competition Grade B (Division 3, Hong Kong Area)	Champion
Inter-school Table Tennis Competition Grade C (Division 3, Hong Kong Area)	Champion

Music (2005-06)

Organiser	Hong Kong Schools Music & Speech Association
Events	58 th Hong Kong Schools Music Festival

Description	Awards
58th Hong Kong Schools Music Festival Secondary School Choir-English Language-Age 14 and under-Boys-Junior	Champion



Maths (2005-06)

Organiser	香港數理教育學會(HKASME)及保良局
Events	The Hong Kong Mathematical High Achievers Selection Contest 2005-06 (Individual Event)

Description	Awards
The Hong Kong Mathematical High Achievers Selection Contest 2005-06 (Individual Event)	Second Honour

Physics (2005-06)

Organiser	Gifted Education Section, Curriculum Development Institute, EDB
Events	Hong Kong Physics Olympiad (HKPhO) 2006

Description	Awards
Hong Kong Physics Olympiad (HKPhO) 2006	Second Honour
Hong Kong Physics Olympiad (HKPhO) 2006	Third Honour

普通話(2005-06)

Organiser	Hong Kong Schools Speech Association
Events	第五十七屆香港學校朗誦節

Description	Awards
普通話詩詞獨誦 - 男子組 (中一及中二)	季軍、優異獎及良好獎
普通話散文獨誦 - 男子組 (中三及中四)	優異獎及良好獎

棋藝(2005-06)

Organiser	慈幼英文中學
Events	校際圍棋比賽

Description	Awards
圍棋團體賽	冠軍



Art & Design (2005-06)

Organiser	Po Leung Kuk
Events	2005 World Year of Physics Art & Design Competition

Description	Awards
(HK Competition)	2 nd Class Honour
(International Competition)	3 rd Class Honour



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

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

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

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

Uniform groups include Boy Scout



Cultural

Competition \ No. of students	04/05	05/06	06/07
S1-3			
Music Festival	55	70	57
Speech Festival	45	300	140
Putonghua	6	9	13
Bible Reading	6	3	-
Total (S1-S3)	112	382	210
S4-7			
Music Festival	6	5	1
Speech Festival	-	45	10
Putonghua	6	1	-
Bible Reading	-	-	-
Total (S4-S7)	12	51	11

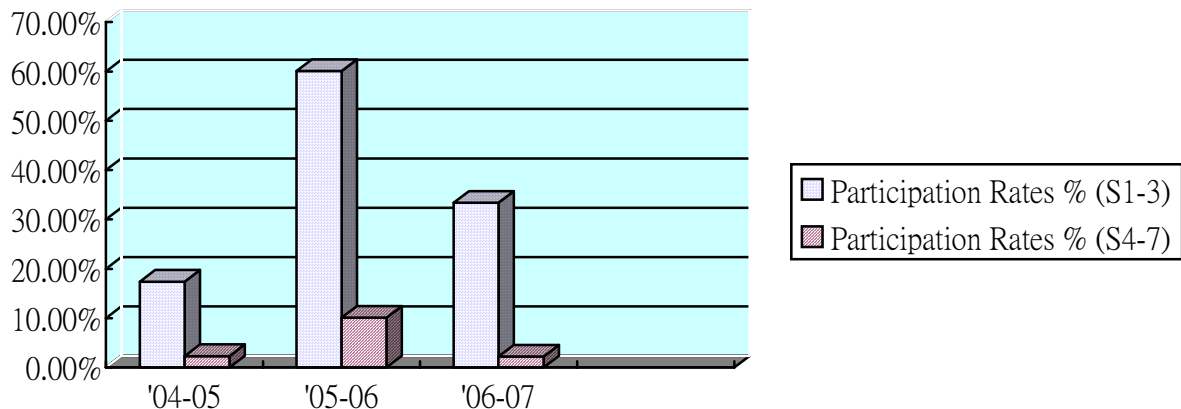
(If a student has participated in more than one event, he will be counted more than once as well as.)



Student participation in inter-school events (Cultural)

Student participation in inter-school events (Cultural)	04/05	05/06	06/07
Participation Rate % (S1-3)	17.4%	60.1%	33.4%
Participation Rate % (S4-7)	2.3%	10.1%	2.2%

Student participation in inter-school events (Cultural)





Sports

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

Team	04/05	05/06	06/07
Athletics			
A Grade	18	19	10
B Grade	19	19	18
C Grade	10	12	18
Total	47	51	46
Basketball			
A Grade	10	13	13
B Grade	12	12	12
C Grade	12	12	12
Total	34	37	37
Badminton			
A Grade	6	6	0
B Grade	6	6	6
C Grade	6	6	6
Total	18	18	12



Cross-country (Total)	15	15	27
Football			
A Grade	21	18	17
B Grade	20	17	18
C Grade	23	26	19
Total	64	61	54
Swimming			
A Grade	4	6	3
B Grade	6	7	10
C Grade	8	9	9
Total	18	22	22
Table-tennis			
A Grade	5	5	5
B Grade	4	4	5
C Grade	5	5	5
Total	14	14	15
Tennis (Open)	-	-	10
Sub Total S1-S3	64	70	76
Sub Total S4-S7	146	148	147
Grand Total	210	218	223



Service Team & Uniform Team

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

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

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



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

Team	04/05	05/06	06/07
SLS Youth Club#			
S1-3	10	54	30
S4-7	60	204	120
Total	60	254	150
Community Youth Club			
S1-3	35	-	-
S4-7	14	-	-
Total	49	-	-
Boy Scouts (16th HK Group)			
S1-3	59	52	47
S4-7	24	19	30
Total	83	71	77

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



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

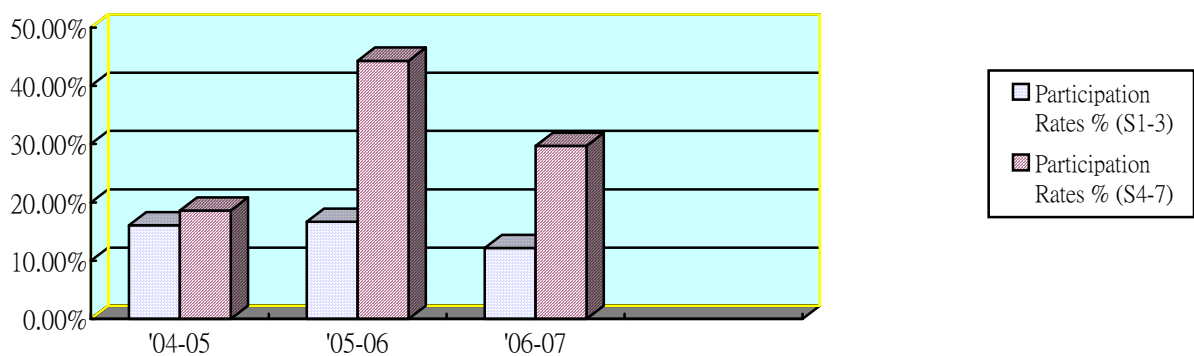
Total no. of Students	04/05	05/06	06/07
S1-3			
SLS Youth Club	10	54	30
Community Youth Club	35	-	-
Boy Scouts (16 th HK Group)	59	52	47
Sub Total	104	106	77
S4-7			
SLS Youth Club	60	204	120
Community Youth Club	14	-	-
Boy Scouts (16 th HK Group)	24	19	30
Sub Total	98	223	150
Grand Total	202	329	227



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

	04/05	05/06	06/07
Participation Rates % (S1-3)	16.1%	16.7%	12.2%
Participation Rates % (S4-7)	18.6%	44.3%	29.7%



Remark

At SLS, our students' organizations organize some large scale annual variety shows namely (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. These provide our students with opportunities to demonstrate their talents in various cultural aspects.



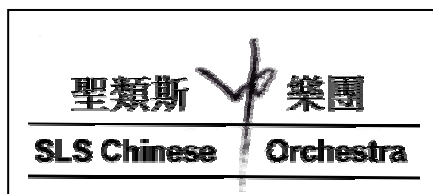
Thanksgiving Nite
Sheung Wan Civic Centre
(27 February 2007)





Talent Time 2007

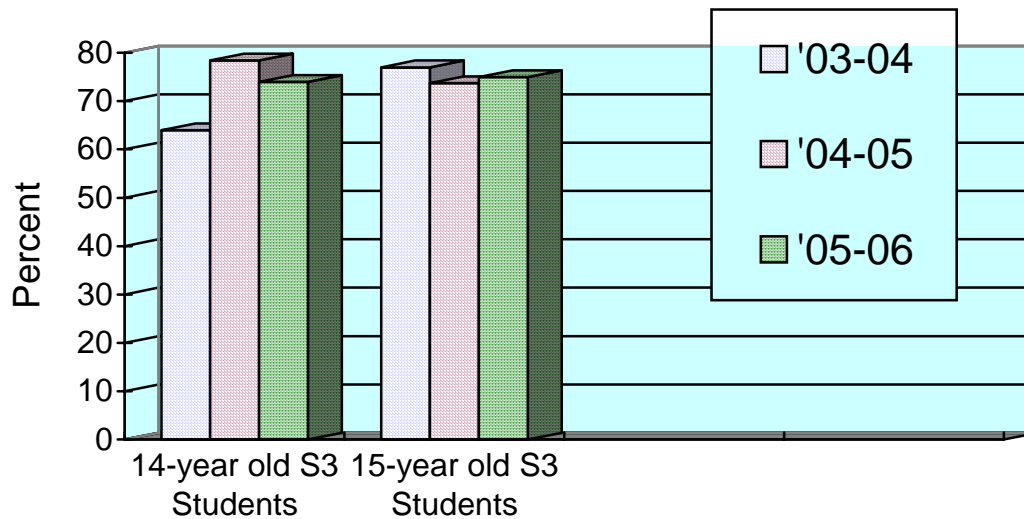
(30 January 2007)





Students' Physical Development

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⁻².



Key Issues for the new School Development Plan (2007-08)






Major Concern 1. Enhance concerted effort towards a common goal

Major Concern 2: Enhance effective learning and teaching to meet the challenges of NSS

Major Concern 3: Enhance students' language and critical thinking skills

Major Concern 1. Enhance concerted effort towards a common goal

Strategies / Tasks

-  Develop an e-notice system for information passing, message circulation, policy instruction and feedback discussion among all staff.
-  Hold monthly general staff meetings for consultation of school policies and measures.
-  Strengthen professional leadership at different management levels to work out a clear direction of school-based development.
-  Refine the school organizational chart to delineate hierarchical empowerment and accountability.
-  Establish a supplementary upper-middle management level to facilitate systematic monitoring and conduct thorough PIE cycle of self-evaluation.













Major Concern 2: Enhance effective learning and teaching to meet the challenges of NSS

Strategies / Tasks

-  Release 2 VPs from part of their regular workload with the provision of TPPG to



help coordinate the migration of school towards NSS.

-  Relieve some teachers' workload with the provision of CEG to create space for professional development and staff collaboration in SBA, TSA and NSS preparation by recruiting extra TAs and contract teaching posts.
-  Establish a staff development team to enforce and monitor the teachers' Continuing Professional Development (CPD).
-  Step up linkage with professional bodies and participate in development programmes and school support services organized by EDB, tertiary or secondary institutes. (e.g. HKIED Assessment Project, School Support Service of Junior English)
-  Establish experience-sharing network with brother/neighbouring schools.
-  Reserve a session for professional development or experience sharing of good practices in each monthly general staff meeting.
-  Conduct common or peer lesson observation among peers for all subjects.
-  Conduct common lesson preparation periods for some pioneering subjects
-  Encourage collaborative teaching within and cross subjects/KLAs.
-  Develop a holistic plan across the 8 KLAs with appropriate weightings and better cross-curriculum coordination.
-  Extend the practice of group project and oral presentation in some subjects and expand their weighting in assessments.
-  Implement small class teaching in junior forms English and Math.
-  Establish a detention system to handle the lateness or failure of homework submission.



- ✚ Develop and consolidate a set of activities-oriented strategies by joint functional groups to enhance students' learning effectiveness and resilience power, especially among the bottom ones.
- ✚ Implement self-study program in S4 for the low ability students.
- ✚ Encourage more off classroom activities to be incorporated as OLE in NSS.
- ✚ Introduce "Continuous Assessment" and "standards-referenced assessment" in a number of subjects.

Major Concern 3: Enhance students' language and critical thinking skills

Strategies / Tasks

- ✚ Establish a "reading period" for all classes.
- ✚ Design a reading list for all students at all levels.
- ✚ Establish a record & award system for students in reading.
- ✚ Strengthen and enforce the function of library in the promotion of reading.
- ✚ Incorporate reading as an essential element in group projects and expand their weightings in assessments.
- ✚ Develop "standards-referenced assessment" and introduce Student Learning Profile (SLP) to reflect the achievement levels of students in reading.
- ✚ Extend the practice of oral presentation progressively in different subjects and expand its weighting in assessments.
- ✚ Incorporate "Dramatic English" progressively in S1-3 English curriculum with the provision of Additional EMI Support Fund
- ✚ Enforce English Speaking Day as a whole school activity.



- ✚ Organize interclass or cross-levels English speaking competitions (e.g. debate, drama, speech, verse-speaking, etc.)
- ✚ Extend the practice of essay-typed questions and expand their weightings in assessments
- ✚ Encourage writing as daily practice.
- ✚ Establish an e-platform to promote writing.