## Mission Statement
Our school is a Catholic secondary school following the Franciscan Spirit in education. We strive to build up a pleasurable learning environment, motivating our students to learn with a humble attitude so as to achieve wisdom. We aim to provide a holistic education with equal emphasis on the spiritual, moral, intellectual, physical, social and aesthetic development of the students.

## Class Structure

<table>
<thead>
<tr>
<th></th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>S7</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Classes</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

## Information of Teaching Staff (including School Head)

<table>
<thead>
<tr>
<th>No. of teaching staff in approved establishment</th>
<th>64</th>
<th>No. of teaching staff not included in approved establishment</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications</td>
<td>Certificate Master/Mistress</td>
<td>Bachelor Degree</td>
<td>Master Degree</td>
</tr>
<tr>
<td>As a percentage of all teaching staff</td>
<td>1%</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Working Experiences</td>
<td>0 - 4 Yrs</td>
<td>5 - 9 Yrs</td>
<td>10 Yrs or above</td>
</tr>
<tr>
<td>As a percentage of all teaching staff</td>
<td>21%</td>
<td>11%</td>
<td>68%</td>
</tr>
<tr>
<td>Language Proficiency Requirement</td>
<td>English Language</td>
<td>Putonghua</td>
<td></td>
</tr>
<tr>
<td>Percentage of teachers (permanent post holders) having met the language proficiency requirement.</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Supplementary Information</td>
<td>NET teacher</td>
<td>Teachers with training on special educational needs (SEN)</td>
<td></td>
</tr>
<tr>
<td>No. of teaching staff</td>
<td>1</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>
School Facilities
35 Classrooms, 6 Laboratories (IT, Biology, Chemistry, Physics, Science), Hall, Library, Co-teaching Room, Music Room, Student IT Development Centre, MMLC, Computer Room, Geography Room, English Corner, Student Activity Centre, Student Association Office, Multi-function Room, PTA Resources Room, Counseling Room

Chargeable Fees (per annum)

<table>
<thead>
<tr>
<th></th>
<th>School Fee (S1-S7)</th>
<th>Tong Fai (S4-S7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA Membership Fee</td>
<td>Free</td>
<td>290</td>
</tr>
<tr>
<td>Students' Association Membership Fee</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Charges for Specific Purposes*</td>
<td>20</td>
<td>300</td>
</tr>
<tr>
<td>Exercise Books (According to the needs of students)</td>
<td></td>
<td></td>
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</tbody>
</table>

* Charges for specific purposes (Implementation of SBM)

School Facilities and Activities

Secondary One Admission
Our school will accept discretionary places.

Admission criteria and weightings for discretionary places
Academic result (50%), Interview performance (20%), Conduct (15%), ECA & Awards (10%), Religion and Connection (5%)

Secondary One Orientation Activities
To establish a close relationship between the parents and the school, help new students understand the school, reinforce students' sense of belonging to the school and develop good relationship among students, the Counseling and Guidance Department of our school holds an Orientation Day and Orientation Camp for both the new students and parents in August, as well as the Orientation Workshop for all the Form One students in September every year. Besides, we arrange a two-week Bridging Course for students to adapt to the curriculum and change of medium of instruction.

Extra-curricular/Co-curricular Activities
There are 54 regular ECA clubs and groups, as well as many co-curricular activities arranged to cater for the diversified needs of students. A wide range of ECAs are launched and coordinated by the ECA Union. We have outstanding performances in IT, uniform groups, sports and the school band; these groups are the award-winning teams of many joint-school competitions. Through participating in ECA activities and events, students can develop their generic skills, as well as values and attitudes. The emphasis of group service scheme for F.1 and F.2 students is to cultivate their self-discipline and the sense of belonging to our school, whereas, the "One Life, One Sport, One Art" scheme is to establish a whole-person development for every F.1 to F.3 students. For the F.4 and F.6 ECA leaders, they have to attend leadership-training programs to enhance their leadership. In NSS, the curriculum of Other Learning Experiences is implemented to enrich students' school life and develop their potential.

School healthy life
The school implements the “Healthy School Policy", with the aim of helping our students to form healthy life concepts through lessons and talks, extra-curricular activities and other learning experiences. Physical Education teachers and Health Education Committee teachers take care of the health condition of students. They frequently provide relevant information and guidance. The School provides lunch service and has joined the “Eat Smart School Accreditation Scheme” and implemented the on-site portioning in-situ for lunch distribution to students.

Direct public transportation to School

School Characteristics

Concerns

Schools’ Key Concerns
1. Build up a caring and healthy campus.
2. Raise the effectiveness of teaching and learning.
### School Management

**School Organization**

Under the leadership of School Management Committee, communication with stakeholders is viable through various administrative groups such as the School Steering Committee, School Consultative Committee, School Executive Committee and Parent-Teacher Association, so as to ensure the quality of education. The system of self-evaluation and accountability is implemented to ensure the quality of teaching and learning.

**School Management Committee**

School Management Committee consists of ten members, including the Supervisor, Principal, Father, Brother, affiliated primary school Principals, retired Principals and independent members.

**School Green Policy**

The School has formed the ‘Environmental Education Coordination Committee’ (EECC) to formulate and implement the Environmental Education Policy and promote the school’s sustainability in a green, efficient and systematic way. The School will follow the spirit of Saint Francis of Assisi, the patron saint of the environment, as well as our school. We strive to promote environmental-friendly values and raise the environmental protection consciousness of students and teachers, so as to practise green life.

### Learning and Teaching Plan

**Whole-school Language Policy**

All along, the School puts emphasis on "Biliteracy and Trilingualism". Our major concerns are: 1) Enrich the language learning environment; 2) Make use of the opportunities from the fine-tuning of MOI to increase extended language learning activities; 3) Raise the language proficiency of the teaching staff. The School provides a broader coverage of English learning environment for students with the ability. There are "extended learning activities in English" in Mathematics and Integrated Science so that students can adapt to English-medium senior secondary subjects. The School uses the Attainment Test results to allocate students to appropriate medium of instruction classes. The School has set up a mechanism for students to be promoted to Form 2 classes with more subjects taught in English (Please refer to the school website, "Students Promotion Policy"). Our substantial arrangement to upgrade the language proficiency of students includes split-class teaching for secondary one to six English; split-class teaching for English-medium Mathematics; school-based English curriculum reform, in order to promote interactive learning; assessment for learning to promote English learning; the implementation of Language-Across-Curricular English learning activities; setting up of Additional English subject to increase opportunities for students' exposure to English; after-school English enrichment classes; teaching Chinese Language in Putonghua pilot scheme and the extra-curricular activities in enhancing language learning. There are bridging courses in English for primary six students allocated to our School and secondary three students promoted to secondary four to enable them to adapt to changes in the medium of instruction.
### School Policy of Medium Instruction

We implement our Whole-school Language Policy to reinforce language learning. Our major concerns are: 1) Enrich the language learning environment; 2) Make use of the opportunities from the fine-tuning of MOI to increase extended language learning activities; 3) Raise the language proficiency of the teaching staff. The medium of instruction for F.1-3 is Chinese (in 2010-11, we are given professional discretion to open English classes in F.1); in NSS, the MOI of Mathematics and Science is English; for F.5-7, we offer Science courses in English for students to choose. The School puts emphasis on Biliteracy and Trilingualism, namely English, Chinese and Putonghua. In addition, extensive reading in English and Chinese is implemented with a whole-school approach. The School has scheduled a morning reading session for students to cultivate their reading habit. The library provides reading and teaching resources to meet the diversified needs, abilities and interests of students and to enhance the reading atmosphere and reading culture in the school. Our School is funded with around two million eight hundred thousand dollars to implement the English Enhancement Scheme. The scheme aims to re-design the school-based English curriculum, promote English teacher professional development, organize language arts activities and enrich the English learning environment, so as to raise the effectiveness of learning English. Besides, we also have Putonghua Class. Putonghua has been adopted as the medium of instruction in some Chinese Lessons.

### Learning & Teaching Strategies

Through learning circle collaborative lesson planning, our teachers design interactive lessons, which have a variety of learning activities and are related to daily application for our students. Students are encouraged to participate, collaborate, communicate and create in order to construct knowledge by themselves. Besides, our teachers provide learning activities of different levels to cater for learners’ diversity. Teachers make use of continuous and different modes of assessment to give feedback on students' learning, so as to promote assessment for learning. Students are motivated to learn and communicate through projects, site visits, social services and self-learning on the web. In this way, it is hoped that students' self-learning habit and life-long learning skills will be cultivated. In accordance with the School 3-year development plan, the preparation for NSS curriculum is consolidated and implemented in order to ensure smooth transition. The School has adopted the block-timetabling schedule so as to offer flexibility for students to choose the subjects that they are interested in.

### School-based Curriculum

1. Electives: 2X. We offer 11 elective subjects, totally 15 groups, divided into 2 blocks, for our students to choose with reference to their ability and interest. Students can choose 2 electives across different key learning areas.

2. Curriculum highlights: Our school-based curriculum is broad and balanced, and we provide our students with a variety of subjects so that they can have whole-person development and learn for life. We have curriculum tailoring so as to provide learning activities of different levels for our students so as to cater for learners' diversity. Besides the acquisition of knowledge, our curriculum also emphasizes the cultivation of values and the mastery of generic skills. In addition to the core curriculum, extended curriculum is provided to further develop students’ potential and cater for learning diversity. For NSS core subjects: English, Chinese, Mathematics & Liberal Studies, we arrange small group teaching so as to strengthen the care for learners' diversity. We integrate the curriculum and offer Liberal Humanities, which focuses on the training of generic skills. Students acquire not only basic knowledge from different humanity subjects but also apply the skills in doing assignments and projects. The integration of newspaper cutting and current issues into the curriculum is another feature aiming at enhancing students' social awareness and cultivating their critical thinking skills, which are essential for the study of the Liberal Studies at senior levels.
### Key Learning Areas
The implementation of the four key tasks enables students to develop independent
learning ability and learn for life. Reading to learn: through the co-operation of the
Reading Promotion Team, Library and KLAS, students can learn reading skills and
strategies from Extensive Reading Programmes. IT in education: Effective application
of e-learning platform to encourage students to collaborate, communicate and create
more. Project learning: F.1 to F.6 students have to do Cross-curricular Projects, and
Liberal Studies carry out Independent Enquiry Study, so that they can learn to search
for information, analyze the information, organize and present the project, and
and collaborate with others. Our School puts strong emphasis on Civic and Moral
Education. Besides integrating this aspect of training into the curriculum of different
subjects systematically, our School conducts different thematic morning assembly
speeches every week. On top of these, we currently utilize external resources to provide
students with various types of educational activities such as visits to the National
Education Centre and the Legislative Council.

### Teaching & Learning in Information Technology
All classrooms and special rooms are equipped with computers, multimedia projectors
and Internet access. The two Multi-media Learning Centres enable interactive learning
and teaching activities. All teachers have attained IIT level or above. They can produce
their own multimedia teaching materials. The School is well-reputed in the fields of IT
in education. Since 2001, Bona has been designated by the EDB as "IT in Education
Centre of Excellence". In 2006, we were appointed to be the coordinator of the “Focus
Working Group in Video-conferencing” by the EDB and also managed the
"China-Hong Kong e-Sister School Scheme" in various countries. Furthermore, Bona
has supported more than hundreds of Hong Kong schools for setting up “Distance
Learning Classroom and Campus TV”, as well as the installation of leased line from
Nanhai to Hong Kong with the China Telecom (Nanhai) on the study of applications of
video-conferencing for education purposes which sets the precedent for the use of IT in
education.

### Development of Generic Skills
Through the implementation of formal curriculum, extra-curricular activities,
interactive pedagogy and project learning to nurture the generic skills of students.

### Student Support
#### Whole School Approach to Catering for Students' Diverse Learning Needs
Split class teaching is implemented in English, Chinese and Mathematics in different
forms and the method to split is based on the examination results. A tailored class-based
curriculum is offered in order to cater for learning diversities in students. Curriculum
(English Language, Chinese Language and Mathematics) for academically-gifted
students is offered to F.1 to F.3 students after school. The Counselling and Guidance
Committee makes use of the Learning Support Grant for Secondary Schools (LSGSS)
to carry out a whole-school plan to cater for students with special educational needs.
We also employ assistant teachers and buy outside services to support them. In
addition, we have a plan to arrange our teachers to receive training in this area to
support students further.

The School puts emphasis on "Assessment for Learning" and "Assessment of
Learning". Apart from internal tests and examinations, various modes of assessment are
adopted such as project learning, journals, peer observation. The strategies include
students' self -evaluation, peers observation and teachers' evaluation, so as to improve
the effectiveness of teaching and learning.

#### Measures to provide accommodation for Learning and Assessment
Only qualified students in both academic performance and conduct are promoted. The
Guidance & Counselling Committee has formed a supporting team for the repeaters to
strengthen support by providing free supplementary classes, case counselling and group
counseling for them.
| Home-School Co-operation | In cooperation between parents and our school, the PTA supports our school's development and sponsors equipment such as chairs in the school hall, ventilation fans, drinking fountain, book-stands in every classroom, visualizers, drawing frames and air-conditioning facilities, etc.. Besides, the PTA has set up a PTA Scholarship to award students' remarkable achievement. The PTA also organizes the Respect Teachers Campaign. In order to achieve the aim of Home-School Co-operation, the PTA also organizes different activities for the parents, teachers and students to participate, such as annual outing, barbecue night, 2nd-hand book bazaar, talks concerning the HKCEE result release. Meanwhile, parents also offer voluntary services such as taking students’ temperature, being on duty in the school library and Parents Resource Centre, distributing 2nd-hand school uniform for the needy, accompanying students to the Hong Kong Speech Festival and concerts and assisting in handling lost property of students. |
| School Ethos | Discipline and counselling are implemented simultaneously with a whole school approach. Teachers make every effort to help students to cultivate appropriate attitudes and values, including self-respect, self-discipline and independence. The school has established the Form-teacher Committee to act as a bridge between form-teachers and various departments, to coordinate various activities to enhance the care and counselling for the students. In order to strengthen the love and care for students, reinforce the liaison with parents, the school implements the “Double Form-teacher System” in F.1, F.3 and F.4. Form-teachers in F.1 also hold after-school extended lessons to encourage students to complete the “learning log book” so as to reflect on their own learning of that day. There are plans to cultivate “class spirit” by arranging class level competitions. In addition to strengthening the cohesion among students, these activities can let the form-teachers have better understanding of the students so that they can help students to build positive values and attitudes. We also promote "Invitational Education" and "Spiritual Education" so that our students can develop healthily in their body, mind and soul. |
| Future Development | The three major concerns of school development are to build up a healthy and caring campus, raise the effectiveness of teaching and learning and reinforce language learning. We hope our students can learn to love and love to learn. We strive to grasp the opportunity of the Fine-tuning of the Medium of Instruction Policy and nurture our students to be bi-lingual and develop them to be future leaders with a global view. |
| School Development Plan | Three staff development days are held annually. In addition, teachers are encouraged to attend various seminars and undergo further studies and reach the goal of having 150 staff development hours in three years. Our teachers join the School-based Support Services, focusing on the curriculum goals with reference to content, pedagogy and assessment; reflecting on and improving their own practices both inside and outside the classroom. Planning for the New Senior Secondary (NSS) curriculum: The School successfully set up a Committee to prepare for NSS seven years ago. The subject Liberal Humanities in junior forms has undergone a smooth transition to NSS Liberal Studies. "Business, Accounting and Financial Studies" and Combined Science are offered to develop the potential of the students. The teaching staff have attended various workshops and seminars in preparation for new teaching strategies related to NSS. In addition, the school re-structured the number of classes and has constructed additional classrooms so as to make room for small group learning. Our NSS curriculum emphasizes the elements of interactivity, variety and daily application. We have designed the curriculum of school-based Other Learning Experiences and prepared the electronic Student Learning Profile so as to enrich students’ learning experiences and record students’ achievement. |
### 2011/12 Subjects offered

<table>
<thead>
<tr>
<th>S.1 – S.2</th>
<th>Chinese as medium of instruction</th>
<th>Chinese Language, Putonghua, Chinese History, Religious Education, Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English as medium of instruction</td>
<td>English Language, Additional English, Mathematics, Integrated Science</td>
</tr>
<tr>
<td></td>
<td>Adopt different medium of instruction by class</td>
<td>Liberal Humanities, Computer Literacy, Music, Visual Arts</td>
</tr>
</tbody>
</table>

|     | English as medium of instruction | English Language, Additional English |

|                                                  | English as medium of instruction | English Language, Mathematics, Physics, Chemistry, Biology, Combined Science |

|          | English as medium of instruction | | |

| Adopt different medium of instruction by class | Biology, Chemistry |

### 2012/13 Subjects offered

<table>
<thead>
<tr>
<th>S.1 – S.3</th>
<th>Chinese as medium of instruction</th>
<th>Chinese Language, Liberal Studies, Putonghua, Chinese History, Religious Education, Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English as medium of instruction</td>
<td>English Language, Additional English, Mathematics, Integrated Science (Physics, Chemistry, Biology)</td>
</tr>
</tbody>
</table>

|                                                  | English as medium of instruction | English Language, Mathematics, Physics, Chemistry, Biology |

| Remarks | English as medium of instruction | A wide range of OLE with both lessons (Music, Visual Art, Religious Education and Physical Education), as well as quality-based co-curricular activities (Talent Shows, Sport Days, Music Concerts, Community Services Schemes and Site Visits) are offered. The activity plan will be evaluated and amended yearly to catered for the needs of students. |