



聖文德書院

St. Bonaventure College & High School

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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.

School Information

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| Supervisor / Chairman of School Management Committee | Rev. Fr. Stephen Chan | | |
| Principal (with Qualifications / Experiences) | Mr Law Wai Nam (BSSc(Hon), Dip Ed) | | |
| School Type | Aided | Co-ed | |
| School Motto | Ubi Humilitas, Ibi Sapientia (Latin) | | |
| Name of Sponsoring Body | Minister of Order of Friars Minor | | |
| Area Occupied by the School | About 6000 Sq. M | Religion | Catholicism |
| Parent-Teacher Association | Yes | Old Students' Association / School Alumni Association | Yes |

Information of Teaching Staff (including School Head)

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| Total number in the establishment | 56 |
| Total number of teachers in the school | 59 |
| Qualifications and professional training (% of Teachers) | |
| Teacher Certificate / Diploma in Education | 98% |
| Bachelor Degree | 100% |
| Master / Doctorate Degree or above | 37% |
| Special Education Training | 25% |
| Work Experience (% of Teachers) | |
| 0 - 4 years | 7% |
| 5 - 9 years | 15% |
| ≥10 years | 78% |

Subjects offered (2015/2016)

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| S.1 - S.3 | Chinese as the medium of instruction | Chinese Language, Putonghua, Chinese History, Religious Education, Physical Education, Liberal Studies |
| | English as the medium of instruction | English Language, Language Across Curriculum, Mathematics, Integrated Science (Physics, Chemistry, Biology) |
| | Adopt different medium of instruction by class or by group / school-based curriculum | Geography, History, Economics, "Business, Accounting & Financial Studies", Computer Literacy, Liberal Humanities, Music, Visual Arts |
| S.4 - S.6 | Chinese as the medium of instruction | Liberal Studies, Chinese Language, Ethics and Religious Studies, Information and Communication Technology, Geography, Chinese History, History, Visual Arts |
| | English as the medium of instruction | English Language, Mathematics, Physics, Chemistry, Biology |
| | Adopt different medium of instruction by class or by group / school-based curriculum | Economics and "Business, Accounting & Financial Studies" |

Proposed Subjects (2016/2017)

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| S.1 - S.3 | Chinese as the medium of instruction | Chinese Language, Putonghua, Chinese History, Religious Education, Physical Education, Liberal Studies |
| | English as the medium of instruction | English Language, Language Across Curriculum, Mathematics, Integrated Science(Physics, Chemistry, Biology) |
| | Adopt different medium of instruction by class or by group / school-based curriculum | Geography, History, Economics, "Business, Accounting & Financial Studies", Computer Literacy, Liberal Humanities, Music, Visual Arts |
| S.4 - S.6 | Chinese as the medium of instruction | Liberal Studies, Chinese Language, Ethics and Religious Studies, Information and Communication Technology, Geography, Chinese History, History, Visual Art, "Business, Accounting and Financial Studies" |
| | English as the medium of instruction | English Language, Mathematics, Physics, Chemistry, Biology |
| | Adopt different medium of instruction by class or by group / school-based curriculum | Economics |

Class Structure & Chargeable Fees (2015/2016)

| | S1 | S2 | S3 | S4 | S5 | S6 |
|---------------------------------|--|----|----|-------------|-------|-------|
| No. of Classes | 4 | 4 | 4 | 4 | 4 | 5 |
| School Fee | - | - | - | - | - | - |
| Tong Fai | - | - | - | \$310 | \$310 | \$310 |
| Parent-Teacher Association Fee | \$30 | | | | | |
| Student Union / Association Fee | \$20 | | | Incidentals | - | |
| Charges for Specific Purposes | Annual electricity fee for air-conditioning, IT maintenance and replacements: \$300 | | | | | |
| Other Charges | Exercise Books (According to the needs of students) | | | | | |
| Remarks | A wide range of Other Learning Experiences 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, Experiential Learning and Site Visits) are offered. The activity plan will be evaluated and amended yearly to cater for the needs of students. In order to support the Education Bureau and take up social responsibility, our school has joined the "Voluntary Optimisation of Class Structure Scheme" and started to reduce 1 class from 5 classes of Form 1 since 2011/12. | | | | | |

S.1 Admission, Orientation Activities & Healthy School Life

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| Secondary One Admission Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S1 in September 2016). Academic result (50%), Interview performance (20%), Conduct (15%), ECA & Awards (10%), Religion and Connection (5%) |
| Orientation Activities and Healthy Life 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. 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 meal portioning for lunch distribution to students. |

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| School Characteristics |
| School Management Organisation |
| School's Key Concerns: 1. Develop students to be self-regulated learners, and take on life-long learning as the ultimate goal. 2. Cultivate students' positive values and attitudes, and get them to become Bonny teens with ideals. |
| School Management Organisation: Under the leadership of Incorporated Management Committee, communication with stakeholders is viable through various administrative groups such as the Academic Committee, School Executive Committee, Parent-Teacher Association and Student Union, 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, and realization of the concept "Plan, Implement & Evaluate". |
| Incorporated Management Committee / School Management Committee/ Management Committee: Incorporated Management Committee consists of fifteen members, including the Supervisor, Principal, affiliated primary school Principals, retired Principals, parents, teachers, alumni and independent members. |
| School Green Policy: Implementing environmental conservation education is an important mission to inculcate Franciscan spirits in St. Bonaventure College & High School. The School has established Environmental Education Co-ordination Group and formulated the Environmental Education Policy. The Environmental and Conservation Funds have been fully utilized to enhance the environmental conservation education hardware and management at School, such as implementing Solar Power Education Program and Central Portioning of Lunch. We have been awarded the Green School Bronze Award and the Sustainable Development Participating Award. We hope that our students can learn to treasure the Nature through the participation in the above projects. |
| 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. 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 Language Across Curriculum subjects 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. |
| Learning and 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 through projects, site visits, experiential learning, social services and self-learning on the web. In this way, it is hoped that students' self-learning habits and life-long learning skills will be developed. 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 and 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 learners' diversity. For NSS core subjects : English, Chinese, Mathematics & Liberal Studies, we arrange small group learning 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 developing their critical thinking skills, which are essential for the study of the Liberal Studies at senior levels. |
| Development of Key Tasks: 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 KLA Extensive Reading Programmes, and Morning Reading Period, students can learn reading skills and form reading habits. 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 collaborate with others. Our School puts strong emphasis on Civic and Moral Education. Besides integrating this aspect 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 Legislative Council and overseas exchange tours. |
| Life Planning: Please refer to school website. |
| Student Support |
| Whole School Approach to Catering for Student Diversity: Split class teaching is implemented in English, Chinese and Mathematics in different forms and the method of splitting 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. We also provide remedial tutorials for students. 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. |
| Measures to provide adaptation for Learning and Assessment: 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. |
| Fee Remission Scheme (For schools under Direct Subsidy Scheme only): Not Applicable |

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| Home-School Co-operation and School Ethos |
| <p>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 for parents, etc. Meanwhile, parents also offer voluntary services such as taking students' temperature, being on duty in the Parents Resource Centre during lunch time, 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. Also, PTA publishes 2 issues of Newsletters every year to promote Home-School Cooperation.</p> |
| <p>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 Student Affairs 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 to F.4. Form-teachers in F.1 also hold after-school extended lessons to encourage students to reflect on their own school life 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 "Spiritual Education" so that our students can develop healthily in their body, mind and soul.</p> |
| Future Development |
| <p>School Development Plan: The two major concerns of school development are to develop students to be self-regulated learners, and take on life-long learning as the ultimate goal and cultivate students' positive values and attitudes, and get them to become Bonny teens with ideals. 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.</p> |
| <p>Teacher Professional Training and Development: Three staff development days are held annually. In addition, teachers are encouraged to attend various seminars and undergo further development 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.</p> |
| Extra-curricular/Co-curricular Activities |
| <p>There are 50 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.3 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.2 students. In NSS, the curriculum of Other Learning Experiences is implemented to enrich students' school life, develop their potential, as well as nurture positive values and attitudes.</p> |
| School Facilities |
| <p>School Facilities: 34 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, Study Room.</p> |
| <p>Facility Support for Students with Special Educational Needs: Ramp and Accessible lift.</p> |
| Others |
| <p>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.</p> |
| Direct Public Transportation to School |
| <p>Bus:15A, 5C, 2F; Mini-bus:37M, 20.</p> |