



聖文德書院

St. Bonaventure College & High School

47 Sheung Fung Street Tsz Wan Shan

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School Mission

Our school is a Catholic secondary school following the Franciscan Spirit in education. We strive to build up a pleasurable learning environment, and motivate 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 | Ms. Lau Fung Yi, Lucia | |
| Principal (with qualifications / experiences) | Mr Law Wai Nam (MA in Education (School Leadership & Management), 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 |
| Parent-Teacher Association | Yes | Past Students' Association / School Alumni Association |
| Incorporated Management Committee | Established | Percentage of school supervisor and managers fulfilling the training targets |

Teaching Staff Information (including School Head) in the 2023/2024 School Year

| | | |
|----------------------------------------------------------------|-------------|-------------|
| Number of Teaching Posts in the Approved Establishment | | 55 |
| Total Number of Teachers in the School | | 59 |
| Qualifications and Professional Training (% of Teaching staff) | | |
| Teacher's Certificate / Diploma in Education | | 85% |
| Bachelor Degree | | 100% |
| Master / Doctorate Degree or above | | 41% |
| Special Education Training | | 40% |
| Years of Experience (% of Teaching staff) | | |
| 0 - 4 years | 5 - 9 years | >= 10 years |
| 27% | 10% | 63% |

Subjects Offered in the 2023/2024 School Year

| | | |
|-----------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S.1 - S.3 | Chinese as the medium of instruction | Chinese Language, Putonghua, Chinese History, Religious Education, Physical Education, Health Management and Social Care (S.3), Mathematics (S.1 - S.2), Computer Literacy* (S.1 - S.2), Music (S.1 - S.2), Visual Arts (S.1 - S.2) |
| | English as the medium of instruction | English Language, Integrated Science (including Physics, Chemistry and Biology), Mathematics (S3), Integrated Humanities (S.1 - S.2: Geography, History, Life and Society) |
| | Adopt a different medium of instruction by class or by group / school-based curriculum | Geography (S.3), History (S.3), Economics (S.3), Business, Accounting & Financial Studies (S.3), Computer Literacy (S.3), Music (S.3), Visual Arts (S.3) |
| S.4 - S.6 | Chinese as the medium of instruction | Chinese Language, Ethics and Religious Studies, Information and Communication Technology, Geography, Chinese History, History, "Business, Accounting & Financial Studies", Health Management and Social Care, Citizenship and Social Development. |
| | English as the medium of instruction | English Language, Mathematics, Physics, Chemistry |
| | Adopt a different medium of instruction by class or by group / school-based curriculum | Biology, Economics |

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2024/2025 School Year

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|-----------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S.1 – S.3 | Chinese as the medium of instruction | Chinese Language, Putonghua, Chinese History, Religious Education, Physical Education, Health Management and Social Care (S.3), Mathematics, Computer Literacy*, Music, Visual Arts, Business, Accounting & Financial Studies (S.3) |
| | English as the medium of instruction | English Language, Integrated Science (including Physics, Chemistry, Biology), Integrated Humanities (including Geography, History, Life and Society, and Economics) |
| | Adopt different medium of instruction by class or by group / school-based curriculum | - |
| S.4 – S.6 | Chinese as the medium of instruction | Chinese Language, Ethics and Religious Studies, Information and Communication Technology, Geography, Chinese History, History, Business, Accounting & Financial Studies, Health Management and Social Care, Citizenship and Social Development |
| | English as the medium of instruction | English Language, Mathematics, Physics, Chemistry |
| | Adopt different medium of instruction by class or by group / school-based curriculum | Biology, Economics |

Class Structure & Chargeable Fees (2023/2024)

* Subjects with extended learning activities (ELA) in English

| | S1 | S2 | S3 | S4 | S5 | S6 |
|-----------------------------------------|-------------------------------------------------------------------|----|----|-------|-------|-------|
| No. of classes | 4 | 4 | 4 | 4 | 4 | 4 |
| School Fee | - | - | - | - | - | - |
| Tong Fai | - | - | - | \$340 | \$340 | \$340 |
| Parent-Teacher Association Fee | \$30 | | | | | |
| Student Union / Association Fee | \$20 | | | | | |
| Approved Charges for Non-standard items | Annual electricity fee for IT maintenance and replacements: \$100 | | | | | |
| Other Charges / Fees | Exercise Books (according to the needs of students) | | | | | |

Remarks

A wide range of Other Learning Experiences with both lessons (Music, Visual Arts, Religious Education and Physical Education), and quality-based co-curricular activities (Talent Shows, Sports 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.

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 S.1 in September 2024). Admission criteria and weightings for S.1 discretionary places: 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 Student Development Committee of our school holds an Orientation Day and a series of Orientation activities 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 course of Reading for Fun Activities' 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 for full day schooling. |

St. Bonaventure College & High School

| School Characteristics |
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| School Management |
| School's Major Concerns: (1) Cultivate good reading habit; Enhance writing competence. (2) Whole-person development; Positive education. (3) Make self-reflection; Ameliorate teaching and learning. |
| 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 Students' 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, 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, and independent members. |
| School Green Policy: Implementing environmental conservation education is an important mission to inculcate Franciscan spirits into students of St. Bonaventure College & High School. The school has established Health & Environmental Protection Education Committee and formulated the Environmental Protection Education Policy. Different resources have been fully utilized to enhance the environmental conservation education, such as implementing Green School 2.0, and set up an Environmental Ambassadors Program. We have been awarded the Green School Award and the Sustainable Development Community Project Award. We hope our students can learn to treasure Mother 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 Learning Activities in English; 3) Raise the language proficiency of the teaching staff. The school provides a broader coverage of English learning environment for students with the ability so that students can adapt to English-medium senior secondary subjects. The school uses the Attainment Test results to allocate students to different classes. The school has set up a mechanism for students to be promoted to Form 2 and Form 3 classes. Our substantial arrangement to upgrade the language proficiency of students includes split-class teaching for Secondary Two to Six English; 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 to increase opportunities for students' exposure to English; after-school English enrichment classes and the extra-curricular activities in enhancing language learning. There are bridging courses in English for primary six students allocated to our school to enable them to adapt to changes in the medium of instruction. |
| Learning and Teaching Strategies: Through Professional Learning Community & 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. 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 and 3X. We offer 11 elective subjects, totally 15 groups, divided into 2 or 3 blocks, for our students to choose with reference to their ability and interest. 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 SS core subjects: English, Chinese, and Mathematics, we arrange small group learning so as to strengthen the care for learners' diversity. |
| Major Renewed Emphases in the School Curriculum: 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 and Writing Enhancement Committee, Library and KLA Extensive Reading Programmes, and Reading Period, students can learn reading skills and nurture 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, 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 Values 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 Education: Our school offers comprehensive careers education and programs to enhance students' self-understanding, personal planning, goal setting, as well as capacity to make alterations as a result of self-reflection. In order to help them explore more and set goals, Careers and Life Planning Committee offers a wide range of activities, including institution seminars, job simulations, firm visits, board games, mentorship programs, and individual counseling. Besides, we spare no effort in promoting gifted education and Applied Learning. Students are offered with diverse learning programs to actualize their potentials. |
| Student Support |
| Whole School Approach to Catering for Learner 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 SEN Support 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. |
| Whole School Approach to Integrated Education: Our school has set up the post 'SENCO' to coordinate the Whole School Approach to Integrated Education. Learning Support Grant is mainly spent on employing counselors, clinical psychology service, and speech therapy service and interest classes for exploring students' talent. In addition, our school participates in the Student Mental Health Support Scheme and Aim Project Autism Support Network. We also implement the Individualized Education Program for some SEN students. |
| 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, and peer observation. The strategies include students' self-evaluation, peer learning and teachers' evaluation, so as to improve the effectiveness of teaching and learning. |

| Home-School Co-operation and School Ethos |
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| 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 and air-conditioning facilities. 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 join, such as annual outing, barbecue night, 2nd-hand book donation, and talks for parents. Meanwhile, parents also offer voluntary services such as student lunch tasting, 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. |
| School Ethos: In accordance with the Franciscan Spirit and core values of education, the school provides whole-person education to cultivate students’ humility and sincerity to attain wisdom, which enables students to grow up healthily and happily. Besides, our school has adopted a whole school approach to implement Discipline and counselling support to students. Teachers make every effort to help students to foster right attitudes and values, including self-respect, self-discipline and independence. The school has established the Student Development Committee to act as a bridge between class-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 “Duo Class-teacher System” in addition to the positive education. Diversified activities and regular assemblies are held to help students to build positive values and attitudes. |
| Future Development |
| School Development Plan: The three major concerns of school development are to cultivate good reading habit, enhance writing competence, foster whole-person development and implement positive education. Both teachers and students can make self-reflection so as to ameliorate teaching and learning. |
| 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. |
| Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.) |
| There are about 30 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 LWL Committee. 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 positive values and attitudes. The emphasis of group service scheme for F.1 to F.3 students is to cultivate their self-discipline and the sense of belonging to our school. Besides, the curriculum of leadership is implemented to enhance students' leadership skills to cope with the challenges in the 21st Century. |
| School Facilities |
| Number of Classroom(s): 34 |
| School Facilities: 34 Classrooms, 6 Laboratories (IT, Biology, Chemistry, Physics, Science), Hall, Library, Bonaventure Channel, Music Room, Computer Room, Geography Room, SoHo Caf (English Zone), Students' Association Office, PTA Resources Room, Counseling Room, STEM Room, Road Safety Patrol Room, Red Cross Room, Prefects' Association Room, Prayer Room, Careers and Life Planning Room, Art Room, Multi-media Room and Religious Activities Room. |
| Facility(ies) for Supporting Students with Special Educational Needs: Ramp and Accessible lift. |
| Others |
| 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. |
| Direct public transportation to School |
| Bus: 15A, 5C, 2F; Mini-bus: 37M, 20. |