St. Louis School

Annual School Plan

School Year 2019-2020

Salesians of Don Bosco, Chinese Province of Mary Help of Christians

Vision statement

We envisage that young people, especially those who are particularly poor ones, find our educative-pastoral community a "home" full of love, which is capable of cultivating correct conscience and faith, equipping them with ways to make correct value choices and vocation discernment, and life skills so as to allow then to develop personal potential and participate in building up a world of justice and fraternity.

Mission statement

We strive every effort to animate the co-responsible persons, and to bring all the resources together for the provision of the cultivation of faith and life skills suitable for the times to the particularly poor young people; and to shape for them a "family" through our educative pastoral services.

Value declaration

We adhere to the following values when practising our mission:
1. To educate young people with St. John Bosco's Preventive System of "Reason, Religion, and Loving-kindness";
2. Live out a family spirit and often accompany young people;
3. Lead young people to meet with Christ and understand the good news of the gospel;
4. Cultivate young people to respond to the call of God and undertake the mission;
5. Share responsibilities with the co-operators, and attending to their capacity building and responsibility undertaking.

School Ethos, Vision and Mission

School Ethos

Our School believes in Jesus Christ, His only Son, our Lord.

His gospels cast light on our journey of life.

And it is for this guidance can a holistic development be made real and eternal life granted.

Our School believes that the Lord bestows St. John Bosco upon youths

as a father and a teacher

whose Preventive System underpins our pastoral ministry.

School Vision

Our vision is to model an educative rapport

fitted to the adolescents on St. John Bosco's,

Indeed the poorest, most precarious of them.

This is to inculcate in our adolescents a quest for reason,

a gift of piety and

loving-kindness towards their friends, family, the society, the country and the world.

School Mission

Our School endeavours to be a loving and caring family

where young souls thrive with reason,

Faith and love.

We see our mission to cherish,

love and assist them,

the gifts from God,

to pursue and live out God's grace and resurrection.

Aims of Education

Adhering closely to the Preventive System propagated by St. John Bosco, the founder of the Salesian Congregation, St. Louis School strives 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, aims at instilling into our students: humility and a quest for knowledge and virtue (Scientia et Pietas); nobility of character; politeness, being respectful to religion and decency dedication to service.

School Motto

SCIENTIA ET PIETAS
In quest of knowledge and virtue

Objectives

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 comfortable learning environment.

2. We do not impose undue regulations 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, preparing them for life-long 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 guidance and counselling. We promote various activities and competitions to help students nurture a strong physical makeup, a passion for life, a sense of responsibility and a care for people and the world.

Major Concerns for the Whole School for the 3 school years: 2019/20 – 2021/22

1. ***Students, as visionary leaders, possessing enhanced thinking skills, especially creativity and problem solving***

2. ***Students, as visionary leaders, with necessary positive values including self-discipline and respect inculcated***

3. ***The school equipped as a Salesian oratory[*] of the 21st century***

[*] A Salesian oratory should be a home that welcomes, a parish that evangelises, a school where learning takes place and a playground where friends can meet and have fun.

1. Major Concern: *Students, as visionary leaders, possessing enhanced thinking skills, especially creativity and problem solving*

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 Teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills	a. Implement structured teacher training: **Programmes:** • LS: Participation into the Quality Education Fund Thematic Networks (QTN) Scheme • 中國歷史: 同儕觀課 • 中國歷史: 購買中國歷史及文化相關教學資源 • History: Enriching program for language support of Junior History (LAC) • Geography: Attending LAC induction courses and subject based seminars • Biology: Common Lesson Preparation	1. Prioritised list of teacher training needs has been compiled and agreed 2. All teachers have been exposed to new technologies and innovative ways of teaching 3. More than half of the teachers have gone through training programme on new technologies or innovative ways of teaching 4. A platform for sharing skills and insights acquired is set up.	Scrutiny of documents: schemes-of- work and meeting minutes	Please refer to individual programme	Steven So	Please refer to individual programme

• **Continue from previous page**	b. Understanding the system of Basic Education Curriculum and Identifying areas of subject collaboration through communication between teachers of different Key Learning Areas/Key Stages	5. All colleagues acquire an understanding of major renewed emphases (MRE)* so as to complement the updated seven learning goals in continually developing students' lifelong and self-directed learning capabilities as well as promoting their whole-person development.	Scrutiny of documents: schemes-of- work and meeting minutes Survey: collecting the opinions from teachers	Please refer to individual programme	Steven So	Please refer to individual programme

* Major renewed emphases (MRE) include strengthening values education (including moral and civic education and Basic Law education), reinforcing the learning of Chinese history and Chinese culture, extending "Reading to Learn" to "Language across the Curriculum", promoting STEM education and Information Technology in Education, fostering an entrepreneurial spirit, diversifying life-wide learning experiences (including those for Vocational and Professional Education and Training), stepping up gifted education and enhancing the learning and teaching of Chinese as a second language.
https://www.edb.gov.hk/en/curriculum-development/renewal/FAQ.html
https://www.edb.gov.hk/en/curriculum-development/renewal/guides.html

Continue from previous page	c. Sharing of successful teaching practice on creativity and problem solving skills **Programmes:** • LS: Participation into the Quality Education Fund Thematic Networks (QTN) Scheme • IS: mLearning and eLearning	At least one staff development workshop on sharing of successful teaching practice on creativity and problem solving skills will be organised. Schools with good practice are identified and a visit to these schools will be organised.	Scrutiny of documents: schemes-of- work and meeting minutes	Please refer to individual programme	Steven So	Please refer to individual programme
1.2 Students have solid and extensive knowledge base	a. Setting up innovative learning centres **Programmes:** • CS: IT Corner • Biology: SLS Biology Museum A.Bee workshop	Students and teachers are introduced to the concepts of innovative learning centres (ILC#)	Scrutiny of documents: schemes-of- work and meeting minutes	Please refer to individual programme	Steven So	Please refer to individual programme

Develop innovative learning and teaching strategies through implementing e-learning (such as IT- or simulation-based learning) and constructing a seamless learning environment: Innovative teaching methodologies such as simulation, virtual reality and game-based techniques are becoming increasingly popular as creative ways to enhance outcomes of learning. Bring Your Own Device「BYOD」and innovative uses of e-solutions (web tools, platforms such as Dyknow, Edmodo, OneNote and Flipped Classroom) and apps) are examples of such a new movement to leverage on global e-learning resources.

Continue from previous page	c. Introducing new subjects and renewing teaching syllabus to make a wider and up-to-date coverage of knowledge **Programmes:** • 中文: 小組教學 • 中文(第二語言): 改善初中教學模式 • RS: Diversified Learning activities • Economics: S4 Orientation • PE: Enforcement of the lesson routine • Reading Team: Reading Lesson • Biology: Hands-On Biotechnology Techniques	Students are introduced to new subjects and renewing teaching syllabus through which they could acquire with a wider and up-to-date coverage of knowledge.	Scrutiny of documents: schemes-of- work and meeting minutes	Please refer to individual programme	Steven So	Please refer to individual programme
Continue from	d. Extending knowledge acquisition beyond classroom teaching and textbooks through WebQuest, reading and study tours, etc. **Programmes:** • 中文: 廣泛閱讀計劃 • Maths: WebQuest (An inquiry-oriented activity) (S2 & S3) • LS: Independent Enquiry Study	At least two overseas study tours (one in an English-speaking city and the other in a Chinese-speaking city) are held. At least two KLAs organize either the WebQuest or online	Scrutiny of documents: schemes-of- work and meeting minutes	Please refer to individual programme	Patrick Tam	Please refer to individual programme

previous page	(IES) • LS: Critical thinking enhancement class • Geography: Experiential learning: Exhibition, visits and fieldtrip • IS: Science Corner • Physics: Online Practices by the course book publisher • Physics: Online Question Bank (Physics) by HKEdCity • Physics: mLearning and eLearning in Physics • Reading Team: Wednesday good pick • CS: Computer Assembly Course • Music: Percussion Music in S2 • Music : Drum Lessons in S3 • Reading Team: Guests talk • Reading Team: Internal Book Fair • Biology: Making Specimen • Biology: Biology-related Activities • RE & MCE: Bulletin Board Design Competition • CL, EL & MCE: Slogan Design Competition • VA & MCE: Door design competition • Discipline: Mainland China Exchange Programme • Discipline: Thanksgiving Nite • CLP: S5 Upgrade Myself	quest for their students.				

Continue from previous page	e. Assessments are made use of for effective learning **Programmes:** • 中文科: 小組教學 • 中文科: 專題研習 • Eng Lang: Assessment for Learning • 中國歷史: 學生課業考勤 • History: S3 History – Historical enquiry project • History: S2 History – Historical enquiry project • History: S1 History – Historical enquiry project • Geography: e-Learning • Geography: Group based: feature report • Geography: Skill-focused assessment • IS: S2 STEM Project • CS: Code to fly • BAFS: S5 Project • Guidance: Subject-specific Study Skills Workshops for S1	In addition to the assessment of learning[§], each subject panel should try out at least one of the other two modes of assessment (namely Assessment for Learning and Assessment as Learning). Students, with the help of their class teacher(s), are required to write reflecting (mainly on areas/ways of improvement) after their mid-year examination.	Scrutiny of documents: schemes-of-work and meeting minutes	Please refer to individual programme	Lawrence Ho	Please refer to individual programme

§ Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student

achievement. **Assessment of Learning**: Assessment for the purpose of evaluating the quality of education or understanding students' standards. **Assessment for Learning:** Assessment for the purpose of helping students to understand their strengths and weaknesses in learning and to make continuous improvement. It also enables teachers to review and adjust their teaching objectives, teaching plans and teaching strategies. **Assessment as Learning:** Assessment for the purpose of enabling students to be more active in connecting learning and assessment, thereby developing their self-directed learning abilities. (Ideas extracted from https://cd.edb.gov.hk/becg/english/chapter5.html)

1.3 Students are able to identify needs and devise ways to meet the needs when facing problems, especially those real-life problems	b. Project learning across subjects **Programmes:** • 中國歷史: 初中級專題研習活動 • History: S3 History – Historical enquiry project • IS: S2 STEM Project • Chemistry: S4 Problem Solving Project - Copper Extraction from ore • Chemistry: S3 Low–Carbon Life Chemistry Video Competition • E&SF Team: Experience Learning on Support Local and Small Businesses (誰的華麗荒野體驗學習)	At least one cross KLA project is assigned to junior form students.	Scrutiny of documents: schemes-of- work and meeting minutes	Please refer to individual programme	Patrick Tam	Please refer to individual programme
Continue from previous page	c. Participating in competitions that stress on creativity and/or problem solving **Programmes:**	Each KLA is to mobilize its students to participate in at least one joint school	Scrutiny of documents: schemes-of- work and meeting minutes	Please refer to individual programme	Lawrence Ho	Please refer to individual programme

- 普通話: 普通話才藝比賽(初賽、決賽) - Eng Lang: Taking Part in Inter-school Debating Competitions - Eng Lang: Taking Part in Inter-school Drama Competitions - Maths: Training Program for 'The 21st Hong Kong Mathematical High Achievers Selection Contest' (S3) - Maths: HKMO, HKIMO HK Preliminary and Pui Chung Mathematics Competition 2020 - 中國歷史: 高中中史科增潤課程 - Physics: Take part in the HKPO - CS: Participation of various competitions - VA: Participating in Creative Competitions - RE & MCE: Bulletin Board Design Competition - CL, EL & MCE: Slogan Design Competition - VA & MCE: Door design competition	competition that stress on creativity and/or problem solving.			

2. **Major Concern: *Students, as visionary leaders, with necessary positive values including self-discipline and respect inculcated***

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 Students could attend lessons/activities and submit homework on-time	a. Launching campaign "Use time wisely, Fulfil duties properly" **Programmes:** • PE: Enforcement of the lesson routine • Discipline: Merit and Demerit system and relative scheme and policies • Discipline: Concern(s) of the month • Discipline: Poster design competition • VA & MCE: Classroom Door Design	At least 3 Activities from different teams joined this campaign and the activities will cover the majority of S1 to S5 students.	Scrutiny of activity records.	Please refer to individual programme	Chong WK	Please refer to individual programme
	b. Requiring Junior Secondary students to join uniform groups or activities with group training element	Each student will participate in at least one structured service learning program in his secondary school life.	Scrutiny of reports and attendance record.	Please refer to individual programme	Chong WK	Please refer to individual programme

| 2.2 Students could articulate what they want themselves to be and work out effective plan to follow their vocation | a. Vocation discernment

Programmes:
• LS: Value Education about self-discipline for S4 students
• Economics: Economics Competition
• MCE Team: Monday Motto
• MCE Team: Talks in General Education Lessons
• Activities Team: Student Leaders Training Workshop
• Guidance: G.E. lessons
• Guidance: Visionary Leaders of Tomorrow Programme: The Art of Soft Power
• Guidance: Visionary Leaders of Tomorrow Programme: Sharing, Mind, and Enjoyment
• Guidance: Mindshift Educational Networking Programme
• HEd Team: Talks about healthy eating habit (S.1 & 3)
• HEd Team: Joyful Fruit Day
• HEd Team: A talk about anti-smoking (S.3)
• Guidance & HEd Team: S2 Activity Day - "SHIELD" (S.2)
• CLP: S1 Self Exploration
• CLP: S2 My Dream
• CLP: S3 Progression Path
• CLP: Reflections of Careers Education | At least 3 Activities from different teams related to vocation discernment and the activities will cover the majority of S1 to S5 students. | Scrutiny of documents and reports | Please refer to individual programme | Chong WK | Please refer to individual programme |

Continue from previous page	b. Steps and timeframe for the pursue of one personal quality expected **Programmes:** • HEd Team: Chastity Week • HEd Team: Healthy information for a healthy mind (English drama performance)_(S.2) • CLP: S2 My Dream • CLP: S4 Working Reality • CLP: S5 Upgrade Myself	Students recognise the personal attributes that they should pursue and how they can reach their goals.	Scrutiny of documents and reports.	Please refer to individual programme	Chong WK	Please refer to individual programme
2.3 Students could listen and observe actively	a. Incorporating experiential learning in lessons **Programmes:** • 中國歷史: 中國歷史科參觀活動 • Biology: Self-constructive Teaching Strategies • Biology: E-learning • Geography: Experiential learning: Exhibition, visits and fieldtrip • History & MCE: Outreaching activities for experiential learning and community service • CLP: S4 Working Reality • CLP: Career-related activities	Students appreciate the culture Students make friends with people in their visit	Scrutiny of documents and reports.	Please refer to individual programme	Chong WK	Please refer to individual programme

Continue from previous page	b. Launching games and competitions **Programmes:** • 中文: 參加各類型公開比賽 • 中文(第二語言): 參加各類型公開比賽 • RE & MCE: Inter-class Competition on decoration on bulletin- board • MCE Team: Classroom Cleanliness Competition • Pastoral Team: Interclass competition of football and basketball for all S1, S2 and S3 students • Pastoral Team: Interclass competition of Chinese Chess for S1 to S5 classes • Activities Team: Leadership Training Camp • Activities Team: Junior Training Program • Activities Team: SAA Large Scale Activities • Activities Team: Inter-class Competition	70% of students joined in at least one game/ competitions.	Scrutiny of activity records.	Please refer to individual programme	Chong WK	Please refer to individual programme

2.4 Students could behave in proper manners on all occasions	c. Service learning **Programmes:** • 中文(第二語言): 參與義務工作 • 普通話: 課堂教學 • LS: Cooperation with other school teams to work on nurturing positive values • 中國歷史: 中國歷史和中華文化學術交流團 • Reading Team: Visits • Activities Team: S4 OLE Community Service Program • E&SF Team: Leadership training over-night camp	Each student will participate in at least one structured service learning program in his secondary school life.	Scrutiny of reports and attendance record.	Please refer to individual programme	Chong WK	Please refer to individual programme

3. Major Concern: *The school equipped as a Salesian oratory of the 21st century*

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 Staff and parents are aligned to the Salesian way of education	a. Spiritual development in the Salesian way **Programmes:** • E&SF: Professional development on Catholic Education for teachers	1. 75% of Catholic Teachers have attended at least two retreats. 2. 5 teachers attend the Salesian Pastoral Meeting conducted by Salesian Youth Ministry. 3. 100% of members from Evangelization and Spiritual Formation have attended at least 10 hours of CPD concerning Religious Education at the end of the school year. 4. At least two sharing about the elements of Salesian oratory have been conducted during general staff meetings.	Scrutiny of documents. Survey: Collecting opinions from catholic teachers	Please refer to individual programme	William So	Please refer to individual programme

Continue from previous page		5. At least five articles about Salesian way of education and Pastoral Theme will be distributed to teaching and non-teaching staff. 6. A small sharing group among Catholic teachers are formed and meets once a month.				
3.2 Refurbishing the school to meet the needs for Salesian way of education	a. Re-decorating the school **Programmes:** • E&SF: Refurbishing SLS as a Salesian oratory • E&SF: Leadership training over-night camp • E&SF: In-school Adventure Training • E&SF: Activities and Training for students of Salesian Youth Catholic Society	1. Decorations inside the campus such as staircase are renewed to meet the needs for Salesian way of education. 2. Historic documents of St. Louis School were collected and filed systematically. An exhibition about SLS History will be held and 250 students will participate in SLS History exhibition. 3. 200 student leaders and junior form students participate in the Salesian Youth Formation events.	Teachers of Religious Studies panels and Evangelization and spiritual formation team will use the decorations for daily teaching purpose and religious activities. Counting number of student participants.	Please refer to individual programme	William So	Please refer to individual programme

Continue from previous page	b. Setting up in-house project schedule to promote sinless joyful school life **Programmes:** • PC: Activities of Peer Mentorship Program • RE: Activities on Feast Day	1. 40 S1 students join the Peer Mentorship Program with positive feedback 2. More than 15 students are awarded.	Counting number of student participants. Scrutiny of documents.	Please refer to individual programme	William So	Please refer to individual programme
	c. Joyful service to the community / primary schools **Programmes:** • E&SF: Charity services 2019	1. 200 students participate in the volunteer services 2. Accumulation of 2,000 hours of volunteer service hours are recorded for the whole school.	Counting number of student participants. Scrutiny of documents.			