School Vision & Mission

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

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.

St. Louis School

Annual School Plan

School Year 2018-2019

Major Concerns

Major Concerns for a period of 3 school years (in order of priority)

1. *To put in place a system and cultivate habits conducive to the advancement of academic performance*

2. *To work on values education in student communities*

Remarks:

Definition of Self-directed Learning (SDL):

Students can take the initiatives in diagnosing their learning needs; formulating their learning goals; identifying resources for learning; choosing and implementing appropriate learning strategies; and evaluating their learning outcomes.

Four stages of the Staged SDL (SSDL) model:

The teachers' purpose is to match the students' stage of self-direction and prepare the students to advance to higher stages.

Stage 1: Dependent learners

Stage 2: Interested learners

Stage 3: Involved learners

Stage 4: Self-directed learners

Abbreviations:

APASO: Assessment Program for Affective and Social Outcomes (2nd Version) (APASO-II)

BLT: Board of Learning and Teaching

BSI: Board of School Improvement

BSSSE: Board of Student Support and School Ethos

CEG: Capacity Enhancement Grant

DLG: Diversity Learning Grant

LAC: English Across the Curriculum

ESDA: E-platform for School Development and Accountability

KLA: Key Learning Area

KPM: Key Performance Measures

SHS: Stakeholder Survey

1. Major Concern 1: To put in place a system and cultivate habits conducive to the advancement of academic performance

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People In charge	Resources Required
At Student Level Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage.	**Self-Awareness** To foster students' self-understanding of their interests, abilities and academic/career aspiration	Each S1-S3 student should be provided with at least one General Education lesson on ways to carry out needs assessment[#] using tools such as questionnaires and career assessment instruments [#] Results from the Needs Assessment will assist each student to a. make a realistic self-assessment of his own achievements, qualities, aptitudes and abilities; b. to build self-confidence and positive self-image and c. set academic and career goals.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Mr. Chan SL	Printing

Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage. *(Cont'd)*	**Skills and Attitudes** To help students develop high order questioning skills to enhance their interactions in classes and promote their high order thinking skills; To create opportunities for students to learn how to ask questions and how to think deeply about a topic	Programme Title: S.1-5 Enhancement class through debating All participants in the debating teams take part in debating competitions at least twice this year. Programme Title:「善言巧論：全港學生口語溝通大賽」 All participants in the debating teams take part in the captioned debating competition.	Scrutiny of documents: schemes-of-work, reports and meeting minutes		Panel Heads of Subjects: English Language and Chinese Language	
Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage. *(Cont'd)*	**mLearning and eLearning** ♣ To enhance mLearning (Mobile Learning) and eLearning (Electronic Learning) to allow students to learn in a more flexible and informal way at their own pace	All subject panels incorporate mLearning and eLearning in their schemes of work.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Panel Heads of Subjects joining the program	Printing

	Language for Study 🞦 To help students develop proficiency in biliterate and trilingual communication	All featured programs are implemented as scheduled. They are namely English Enrichment Program (S1), English recitation / drama / speech practices and Putonghua classes (in which professional tutors are hired to help students prepare for recognized examinations). The school continues to cooperate with the British Council in offering IELTS examinations (for S5-S6 students) and Cambridge English Test (Preliminary English Test – PET) for S1 students. The LAC Team submits its annual plan and evaluation report to the school at the beginning and the end of the school year respectively.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	English: Mr. Cheung WW LAC: Mr. Ho WL	Printing DLG CEG

| Students are equipped with related knowledge, skills and attitude in engaging in SSDL *(Cont'd)* | **Reading for Learning**

⬥ To promote reading for learning (Phase 3 of the 3-phase Reading for Learning)

#The 3-phase Reading for Learning consists of three phases, namely
Phase 1: Reading for Learning in the Sciences covers subjects in Science Education Key Learning Area (KLA)

Phase 2: Reading for Learning in the subjects in Personal, Social and Humanities Education PSHE KLA, Arts Education KLA and Physical Education KLA

Phase 3: Subjects in Mathematics Education KLA, Technology Education KLA | Each subject in **subjects in Mathematics Education KLA, Technology Education KLA** implements Reading for Learning in at least one class level so as to provide their students with an experience in Reading for Learning. | Scrutiny of documents: schemes-of-work and meeting minutes | | Mr. So HY (Head of BLT) | Printing |

The performance of both students with specific learning hurdles and special gifts are advanced significantly.	**Coaching our students**					
	✚ To help students overcome deficiencies and resistance in learning	The School's GT (Guidance Team) embeds the objective "*To help students overcome deficiencies and resistance in learning*" in its annual plan.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Mr. Chan KK (Head of GT)	Please refer to the annual plan of the GT
	✚ To provide support to students with special educational needs, non-Chinese speaking students and students who have fallen behind and at the same time provide more able students with enhancement programs	Remedial programs and enhancement programs on Chinese, English and Mathematics are provided for students who have fallen behind and more able students respectively. After the completion of the enhancement programs, 85% of students involved agree that the programs help them raise their learning effectiveness. After the completion of the remedial program, 85% of the	Survey:		Panel Heads of Chinese, English & Maths.	Please refer to the annual plans of the individual subjects

		students involved agree that the remedial programs help them catch up with their studies.	collecting the opinions from students			
The performance of both students with specific learning hurdles and special gifts are advanced significantly.	**Cater for diversities** ➕ To provide supports to students with special education needs (SENs), non-Chinese speaking (NCS) students and students who have fallen behind and at the same time provide more able students with enhancement programs	The Special Duties Team (Student Support Team SST) and the Curriculum Supporting Division (Non-Chinese Speaking Students, NCS) submit their respective annual plans and reports to the school at the end of the school year.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Ms. Lui WY (SENCO) & Ms. Ma PY (Head of NCS Group)	Please refer to the annual plans of the individual team and group
Students are induced to embrace responsibility for doing the work of learning and doing it well	**Guiding students towards positive and responsible behaviour** ➕ To increase their internal motivation and encourage them to take responsibility for managing their lives	The Students' Activities Association scrutinizes the extra-curricular activities (ECA) profile of each student so as to ensure each student could strike a balance between academic pursuit and extra-curricular activities.	Scrutiny of documents: schemes-of-work and meeting minutes	Sept – Oct	Mr. Chong WK	Please refer to the annual plan of the Activities Team

		Junior Training Program (JTP) and Leadership Training Program (LTC) are held as scheduled.				
	✦ To enforce the eHomework system at all school levels	Stage 3 of the ehomework system (To be implemented in 2018-19: Each subject should make use of eHomework online system to post the homework in eClass so that both students and their parents can view the homework anywhere and anytime. Each subject should also make use of the ehomework system to record the homework submission statuses as well.) Remark: Stage 1 (as implemented in 2016-18: Each subject makes an active use of eHomework online system to post the homework in eClass so that both students and their parents can view	Checking records in the eClass	Whole year	Mr. So HY (Head of BLT)	

		the homework anywhere and anytime. Stage 2 of the ehomework system (as implemented in 2017-18: Each subject makes an active use of eHomework online system to record the homework submission statuses.)				
Students are nurtured as self-directed learners by maximizing their learning opportunities	**Learning in real contexts and authentic settings** 🞣 To encourage and coach students to participate in inter-school and territory-wide competitions / activities in the domains of ethics, intellect, physical development, social skills and aesthetics.	Items 19 & 20# of the school's Key Performance Measures (KPM) 2017 are above the tertiary's figures. # KPM Item 19 is Percentage of students participating in territory-wide inter-school competitions while Item 20 is Percentage of students participating in uniform groups / community services. Reference: http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/performance-indicators/kpm/index.html	SHS, KPM Report Card	Whole year	Panel Heads of Academic Subjects	Please refer to the individual subject plans

	✚ To broaden students' horizons with overseas study tours	At least two overseas study tours (one in an English-speaking city and the other in a Chinese-speaking city) are held.			Study Tour (Outside HKSAR) Team	
Students are assisted to develop habits of self-reflection.	✚ To ask students to write reflections after their GE lessons, RME lessons, mid-year examination and project works	All junior students should write reflections after their GE lessons and RME lessons. All students should write their reflections after they have received their mid-year examination (or first term examination for S6 students) report cards. In their self-reflection, they will be asked to identify both their forts, weaknesses as well as what they could do to improve themselves on the remaining examination(s).	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Mr. So TW and Panel Head of Religious Studies	Please refer to the annual plan of the GE Team and RS subject
	✚ To provide both teachers and students with assessment data so as to improve teaching practice and learning outcomes	A modified scholastic report card (Mid-year Examination) and a progress report (to compare an individual's academic	Scrutiny of documents	Whole year	Academic Team	Printing fee

		performance in 2018-19 Term 1 with his annual performance in 2017-18) will be issued so as to provide both teachers, parents and students with assessment data to improve teaching practice and learning outcomes.				
	⊕ To provide teachers and students with updated information on university entrance requirements	The Careers Team will provide all teachers and students with updated information on university entrance requirements.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Careers Team	Please refer to the annual plan of the Careers Team (including Annual Plan of Career and Life Planning Grant (CLP) in 2018-19

						School Year)
Students can take the initiatives in ┹ diagnosing their learning needs; ┹ formulating their learning goals; identifying resources for learning; ┹ choosing and implementing appropriate learning strategies; and ┹ evaluating their learning outcomes.	**Self-directed learning process as an internalized process related to willingness, self-identity and capacity to manage an individual's own learning** ┹ To devise more self-directed learning activities like project work, problem-based learning or independent equiry studies which require students to make decisions, do extended reading, writing, researching and reflection	One subject in each KLA of Mathematics Ed., PSHE, Science Ed. and Technology Ed. devises at least one project-based learning (PBL) program for its S1-S5 students.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	BLT	Printing

At Teacher Level 🕂 Teachers can acquire deeper understanding on the nurturing self-directed learners in stages. 🕂 Teachers can get acquaintance with the classroom management skills and instructional skills for the training of self-directed learners. 🕂 Teachers are reflective about	🕂 To provide students with diversified learning tasks, assignments and assessments to help them develop higher-order thinking skills **Remarks:** The question types that can develop higher-order thinking skills, according to the "Basic Education Curriculum Guide" issued by EDB in 2014, include inference, sequence, summary, comparison, analysis, causal relationship, forecasting, brainstorming, creation, evaluation and problem-solving. Teachers can refer to these key words when setting questions. **Reference:** Please refer to the "Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 – 6) " issued by EDB in 2014. https://cd.edb.gov.hk/becg/english/chapter4.html	Each subject panel should set for their students with at least three diversified questions, learning tasks, assignments and assessments to help them develop higher-order thinking skills. These questions or tasks will be marked with an asterisk (*). In answering these parts, students are required to utilize their higher-order thinking skills.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	BLT	Printing
	🕂 To make full use of assessment	Implement the Student Data			Academic	

their teaching.	information to adjust their teaching strategies	Analysis System 學生數據分析系統 (SDAS) by eClass so that teachers can monitor the academic progresses of their students throughout the whole academic year.			Team	
	✚ To help teachers have more acquaintance with Bloom's Taxonomy (Revised) so that they can craft lessons that can move students through the process of learning—from the most fundamental remembering and understanding to the more complex evaluating and creating	Each subject panel will continue to update and enrich their resource bank# so as to help their teachers to incorporate Bloom's Taxonomy (Revised) in their teaching. # The bank includes samplers and research materials to help teachers get better understanding of the Taxonomy and acquaintance with ways to use them	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Panel Heads of subjects	Printing
At School Level An environment conducive for the **p**lanning,	✚ To create a language-rich environment for students to use English through establishing an English culture in school.	The English Across the Curriculum (LAC Team) submits its annual plan and evaluation report to the school at the	Scrutiny of documents: schemes-of-work and	Whole year	Mr. Ho WL	Printing

implementing, **m**onitoring and **e**valuating endeavours (PIME) of self-directed learning is created.		beginning and the end of the school year respectively.	meeting minutes			
	To organize sharing sessions to promote good practices among teachers	At least TWO sharing sessions are held in the monthly general staff meetings to promote good practices among teachers.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	BLT	Printing
		75% of teachers agree that they could benefit from the sharing sessions held in the General Staff meetings.	Survey to elicit from teachers their views on sharing sessions			
Cross-curricular collaborations among various subjects are	To promote Language across the curriculum (LAC) and reading across the curriculum (RAC) so as to provide students with a holistic learning	A provisional working schedule for promoting Language across the curriculum (LAC) and reading across the curriculum (RAC) is	Scrutiny of documents: schemes-of-work and	Whole year	Mr. Ho WL	Printing

enforced.	experience in subject matters as well as to enhance language learning and boost language proficiency.	mapped out.	meeting minutes			

Major Concern 2: To work on values education in student communities

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People In charge	Resources Required
Students have a tendency to hold the specific values in everyday life. S1 & S2: - Respect - Self-discipline S3 & S4: - Perseverance - Integrity S5 & S6:	To relate the identified values in appropriate points in the formal teaching of the subjects by (i) Chi, Eng, L.S. and R.S. on two selected values for S1/S4 and S2/S5 (i) KLAs on respect/self-discipline for S1/S2	The identified values are included in subject annual plan and/or the teaching schedule of 4 subjects Teaching materials could be generated and shared.	- -	Whole year		

- Thanksgiving - Justice						
	To promote respect and self-discipline in the activities and competitions conducted by special teams and school teams (i) Activities (ii) Careers (iii) Discipline (iv) Guidance (v) Health (vi) Moral and Civic (ii) (vii) Pastoral Care (viii) Religious (ix) Sports Teams	The identified values (respect and self-discipline) are promoted in the activities and competitions conducted by EACH special team and school team	- -	Whole year		

To introduce specific awards, recognition, and positive feedback on specific values like (i) the addition of related merits in the M&D system (ii) self-discipline inter-class competition	At least 2 specific awards or recognition or positive feedback on specific values are introduced	- -	Whole year		

Establish good team spirit in a variety of student communities	To organise a variety of inter-house competitions which could promote a spirit of brotherhood.	About 6 sports and 3 non-sports inter-house competitions are held. Coaching team and cheering groups are formed in each house.	-	Whole year		
	To associate identified values and identity as St. Louis's boy with students who take part in various competitions at both school and territory levels (i) Inter-Secondary Schools Sports Competitions (ii) Speech Festival (iii) Music Festival (iv) STEM Competition (v) Carlton Trophy Competition (vi) Don Bosco Prize	At least 6 school and territory level competitions would be taken part	-	Whole year		