



**St. Louis School**

**Annual School Plan**

**School Year 2020-2021**

## **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 them 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 21<sup>st</sup> 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	<p>a. Implement structured teacher training:</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Geography &amp; Economics :Teachers professional development on e-Learning</li> <li>• Life &amp; Society :A workshop on e-Learning</li> <li>• Integrated Science :mLearning and eLearning</li> <li>• 中國歷史: 購買中國歷史及文化相關教學資源</li> <li>• Geography :Attending LAC induction courses and subject based seminars</li> <li>• Guidance: Individual counselling sessions – School-based Educational Psychology Service</li> </ul>	<ol style="list-style-type: none"> <li>1. Prioritised list of teacher training needs has been compiled and agreed</li> <li>2. All teachers have been exposed to new technologies and innovative ways of teaching</li> <li>3. More than half of the teachers have gone through training programme on new technologies or innovative ways of teaching</li> <li>4. A platform for sharing skills and insights acquired is set up.</li> </ol>	Scrutiny of documents: schemes-of-work and meeting minutes	Please refer to individual programme	Steven So	Please refer to individual programme

<p>• <b>Continue from previous page</b></p>	<p>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</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• 中國歷史: 同儕觀課</li> <li>• Biology: Common Lesson Preparation</li> <li>• Economics: Professional development in Economics</li> </ul>	<p>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.</p>	<p>Scrutiny of documents: schemes-of- work and meeting minutes</p> <p>Survey: collecting the opinions from teachers</p>	<p>Please refer to individual programme</p>	<p>Steven So</p>	<p>Please refer to individual programme</p>
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\* 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>

<p><b>Continue from previous page</b></p>	<p>c. Sharing of successful teaching practice on creativity and problem solving skills</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>Life &amp; Society: Professional development of teachers in eLearning and Values Education</li> </ul>	<p>At least one staff development workshop on sharing of successful teaching practice on creativity and problem solving skills will be organised.</p> <p>Schools with good practice are identified and a visit to these schools will be organised.</p>	<p>Scrutiny of documents: schemes-of- work and meeting minutes</p>	<p>Please refer to individual programme</p>	<p>Steven So</p>	<p>Please refer to individual programme</p>
<p>1.2 Students have solid and extensive knowledge base</p>	<p>a. Setting up innovative learning centres</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>Integrated Science: Science Corner</li> <li>Geography: PSHE Theme-based Reading in the S3 Reading Lesson</li> <li>Computer Subjects: IT Corner</li> <li>Biology : SLS Biology Museum A.Bee workshop</li> <li>Music : School-based Google Site for Music</li> </ul>	<p>Students and teachers are introduced to the concepts of innovative learning centres (ILC#)</p>	<p>Scrutiny of documents: schemes-of- work and meeting minutes</p>	<p>Please refer to individual programme</p>	<p>Steven So</p>	<p>Please refer to individual programme</p>



	<ul style="list-style-type: none"> <li>• Economics : PSHE Theme-based Reading in the S3 Reading Lesson</li> <li>• Life &amp; Society : PSHE Theme-based Reading in the S3 Reading Lesson</li> <li>• IT Team: AI Lab</li> </ul>					
<b>Continue from previous page</b>	<p>b. Showcasing innovative technologies, designs and applications on a variety of platforms</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• 中國語文: 專題研習</li> <li>• (NCS) 中文第二語言: 改善初中教學模式</li> <li>• Geography: e-Learning</li> <li>• Physics : mLearning and eLearning in Physics</li> <li>• Biology : E-Learning</li> <li>• Economics: S6 Flipped Classroom with e-learning</li> <li>• Student Support: Maker +</li> </ul>					

# 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.

<b>Continue from previous page</b>	c. Introducing new subjects and renewing teaching syllabus to make a wider and up-to-date coverage of knowledge	Students are introduced to new subjects and renewing teaching syllabus	Scrutiny of documents: schemes-of- work and meeting minutes	Please refer to individual programme	Steven So	Please refer to individual programme
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<b>Continue from previous page</b>	<p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• 中國歷史: 中一暑期銜接課程</li> <li>• History: Pre-S1 Summer History Bridging Program (Cooperate with other PSHE and English as the MOI subjects)</li> <li>• Geography: Enriching program for language support of Junior Geography (LAC)</li> <li>• Geography: Pre-S1 Summer Bridging Program</li> <li>• Economics: S4 Microeconomics and S5 Macroeconomics Orientation</li> <li>• Economics &amp; Life &amp; Society: Pre-S1 Summer Bridging Program</li> </ul>	through which they could acquire with a wider and up-to-date coverage of knowledge.				
	<p>d. Extending knowledge acquisition beyond classroom teaching and textbooks through WebQuest, reading and study tours, etc.</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Economics: Junior Achievement Innovation Camp</li> <li>• 中國語文: 廣泛閱讀計劃</li> <li>• 中國歷史: 「跨課程閱讀」計劃</li> <li>• History: Promotion of Reading across Curriculum in S2 and S3 Reading Lessons (Cooperation</li> </ul>	<p>At least two overseas study tours (one in an English-speaking city and the other in a Chinese-speaking city) are held.</p> <p>At least two KLAs organize either the WebQuest or online quest for their</p>	Scrutiny of documents: schemes-of- work and meeting minutes	Please refer to individual programme	Patrick Tam	Please refer to individual programme

	<p>with the Reading team)</p> <ul style="list-style-type: none"> <li>• Geography: Cooperation with the English Panel on 'Tuesday News'</li> <li>• Computer Subjects: Computer Assembly Course</li> <li>• Physics: Online Practices by the course book publisher (Pearson Education Asia Limited)</li> <li>• Biology: Hands-On Biotechnology Techniques</li> <li>• Biology: Making Specimen</li> <li>• Biology: Biology-related Activities</li> <li>• 普通話: 普通話朗誦技巧訓練班</li> <li>• Economics &amp; Life &amp; Society: Cooperation with the English Panel on 'Tuesday News'</li> <li>• Student Support: S3 Life-Planning group</li> <li>• Discipline: Prefects for Tomorrow Training Camp</li> <li>• Guidance: Group guidance activity for S1 students – Subject-specific Study Skills Workshops</li> <li>• Reading: Reading Lesson</li> <li>• Reading: Wednesday good pick (books/ web/ App)</li> <li>• Reading: Guests talk</li> <li>• Student Support: Board-game Masters</li> <li>• Study Tour: Study Tours</li> </ul>	students.				
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<p><b>Continue from previous page</b></p>	<p>e. Assessments are made use of for effective learning</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• 中國語文: 小組教學</li> <li>• English Language: Assessment for Learning</li> <li>• Mathematics: WebQuest (An inquiry- oriented activity) (S2 &amp; S3)</li> <li>• 中國歷史: 學生課業考勤</li> <li>• Geography: Remedial classes after school</li> <li>• Computer Subjects: Mock ICT Exam</li> <li>• Music: Percussion music in S2</li> <li>• BAFS: S4 Subject Project</li> <li>• General Education: G.E. Lessons (Writing reflections)</li> </ul>	<p>In addition to the assessment of learning<sup>§</sup>, each subject panel should try out at least one of the other two modes of assessment (namely Assessment for Learning and Assessment as Learning).</p> <p>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.</p>	<p>Scrutiny of documents: schemes-of- work and meeting minutes</p>	<p>Please refer to individual programme</p>	<p>Lawrence Ho</p>	<p>Please refer to individual programme</p>
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§ 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>)

<p>1.3 Students are able to identify needs and devise ways to meet the needs when facing problems, especially those real-life problems</p>	<p>a. Incorporating Design-thinking in learning <b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Liberal Studies: Independent Enquiry Study (IES)</li> <li>• Liberal Studies: Critical thinking enhancement class</li> <li>• 中國歷史: 高中中史科增潤課程</li> <li>• Computer Subjects: Welcome to AI World</li> <li>• Computer Subjects: A.I. courses for S4 ICT students</li> <li>• Computer Subjects: Overclocking demonstration</li> <li>• Religious Studies: Diversified Learning activities</li> <li>• Chemistry: S4 Problem Solving Project - Copper Extraction from ore</li> <li>• Economics: PolyU Jockey Club "Operation Solnno"</li> <li>• Economics: Remedial classes for S4 and S5 students</li> <li>• Physical Education: Enforcement</li> </ul>					
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	<p>of the lesson routine</p> <ul style="list-style-type: none"> <li>• Discipline: General Activities organised and duties performed by Prefects' Association</li> <li>• Careers: iMovie Workshop of Video Editing</li> <li>• Careers: Career Booth in JCE</li> <li>• Discipline: Thanksgiving Nite</li> </ul>					
	<p>b. Project learning across subjects</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• 中國歷史: 初中級專題研習活動</li> <li>• History: S3 History – historical enquiry project (jointly organized with the Chinese History Panel)</li> <li>• History: S1 History – historical enquiry project</li> <li>• Reading : Internal Book Fair</li> </ul>	<p>At least one cross KLA project is assigned to junior form students.</p>	<p>Scrutiny of documents: schemes-of- work and meeting minutes</p>	<p>Please refer to individual programme</p>	<p>Patrick Tam</p>	<p>Please refer to individual programme</p>
<p><b>Continue from previous page</b></p>	<p>c. Participating in competitions that stress on creativity and/or problem solving</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• English Language: Taking Part in Inter-school Debating Competitions and Inter-school Drama Competitions</li> <li>• Mathematics: Training Program for 'The 23rd Hong Kong Mathematical High Achievers Selection Contest' (S3)</li> <li>• Mathematics: Training</li> </ul>	<p>Each KLA is to mobilize its students to participate in at least one joint school competition that stress on creativity and/or problem solving.</p>	<p>Scrutiny of documents: schemes-of- work and meeting minutes</p>	<p>Please refer to individual programme</p>	<p>Lawrence Ho</p>	<p>Please refer to individual programme</p>

	<p>Programme for the 20th Pui Ching Invitational Mathematics Competition, HKMO and HKIMO</p> <ul style="list-style-type: none"> <li>• Physics: Take part in the HKPO</li> <li>• 普通話: 普通話才藝比賽(初賽、決賽)</li> <li>• Visual Art: Participating in Creative Competitions</li> </ul>					
	<p>d. Meeting the need of people in service learning</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Activities: S4 OLE Community Service Program</li> <li>• Careers: Elite Youngsters Programme</li> </ul>					

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

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
2.1 Students could attend lessons/activities and submit homework on-time	a. Launching campaign “Use time wisely, Fulfil duties properly”  <b>Programmes:</b> <ul style="list-style-type: none"> <li>• Life &amp; Society: Social issues online exercises</li> <li>• Activities: Student Leaders Training Workshop</li> <li>• Discipline: Punctuality award</li> <li>• Discipline: Discipline Team Assisting System</li> <li>• Moral &amp; Civic: Monday Motto</li> <li>• Moral &amp; Civic: Picks of the Week</li> </ul>	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  <b>Programmes:</b> <ul style="list-style-type: none"> <li>• Activities: S1 &amp; S2 Activity Arrangement</li> </ul>	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



<p>2.2 Students could articulate what they want themselves to be and work out effective plan to follow their vocation</p>	<p>a. Vocation discernment</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Liberal Studies: Cooperation with other school teams to work on nurturing positive values</li> <li>• 普通話: 課堂教學</li> <li>• Economics, Geography and Life &amp; Society: The school-based curriculum echoing Values Education with the use of e-Learning tools</li> <li>• Careers: S3-5 Brothers' Talk</li> <li>• Guidance: G.E. lessons</li> <li>• Guidance: S1 Activity Day - "SHIELD" 無酒守護者實戰工作坊 (New)</li> <li>• Health Edu: Talks about Love and Life Education _(whole school)</li> <li>• Health Edu: Talks about healthy eating habit (S.1 )</li> <li>• Health Edu: Talks about anti-smoking (S.3 &amp; S.5)</li> <li>• Health Edu: S1 Activity Day - "SHIELD" 無酒守護者實戰工作坊</li> <li>• Moral &amp; Civic: Talks in General Education Lessons</li> <li>• Reading: Visits</li> <li>• Student Support: Coffee Barista Group</li> <li>• Student Support: S4 Mental Health Workshop</li> </ul>	<p>At least 3 Activities from different teams related to vocation discernment and the activities will cover the majority of S1 to S5 students.</p>	<p>Scrutiny of documents and reports</p>	<p>Please refer to individual programme</p>	<p>Chong WK</p>	<p>Please refer to individual programme</p>
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<p><b>Continue from previous page</b></p>	<p>b. Steps and timeframe for the pursue of one personal quality expected</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Liberal Studies: Value Education about self-discipline for S4 students</li> <li>• Biology: Establishment of Fr. Bogadek Award</li> <li>• Guidance: Group guidance activity for S1 &amp; 2 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power</li> <li>• Activities: Leadership Training Camp</li> <li>• Activities: Junior Training Program</li> <li>• Discipline: Concern(s) of the month</li> <li>• Guidance: Case referral system</li> <li>• Guidance: Group guidance activity for junior form students – Positive M.I.N.D. Project (New)</li> <li>• Student Support: Drama Therapy Group Training</li> <li>• Student Support: Emotion Management and Counselling</li> </ul>	<p>Students recognise the personal attributes that they should pursue and how they can reach their goals.</p>	<p>Scrutiny of documents and reports.</p>	<p>Please refer to individual programme</p>	<p>Chong WK</p>	<p>Please refer to individual programme</p>
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<p>2.3 Students could listen and observe actively</p>	<p>a. Incorporating experiential learning in lessons</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Integrated Science: S2 STEM Project</li> <li>• 中國歷史: 中國歷史科參觀活動</li> <li>• History: Outreaching experiential leaning jointly held with the Moral and Civic Education Team: A Historical field-trip to the neighboring communities [Sheung Wan and West Point]</li> <li>• Chemistry: S3 Low-Carbon Life Chemistry Video Competition</li> <li>• Biology: Self-constructive Teaching Strategies</li> <li>• Music: Drum lessons in S3</li> <li>• Visual Art &amp; MCE : Classroom Door Design Project</li> <li>• Careers: Internships &amp; Job-shadowing</li> <li>• Moral &amp; Civic: Outreaching activities for experiential learning and community service</li> </ul>	<p>Students appreciate the culture</p> <p>Students make friends with people in their visit</p>	<p>Scrutiny of documents and reports.</p>	<p>Please refer to individual programme</p>	<p>Chong WK</p>	<p>Please refer to individual programme</p>
<p><b>Continue from previous page</b></p>	<p>b. Launching games and competitions</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• 中國語文: 參加各類型公開比賽</li> <li>• (NCS)中文第二語言: 參加各類型公開比賽</li> <li>• Liberal Studies: Legal Quiz</li> </ul>	<p>70% of students joined in at least one game/ competitions.</p>	<p>Scrutiny of activity records.</p>	<p>Please refer to individual programme</p>	<p>Chong WK</p>	<p>Please refer to individual programme</p>

	<p>Competition</p> <ul style="list-style-type: none"> <li>• Computer Subjects: Participation of various competitions</li> <li>• Religious Studies &amp; MCE: Inter-class Competition on decoration on bulletin- board</li> <li>• Activities: SAA Large Scale Activities</li> <li>• Activities: Inter Class Competitions</li> <li>• Careers : S3/5 Inter-class Career Quiz Competitions</li> <li>• Discipline: Poster design competition</li> <li>• Health Edu: Joyful Fruit Day_(whole school)</li> <li>• MCE: Classroom Cleanliness Competition</li> <li>• MCE: Bulletin Board Design Competition (Co-organize with the Religious Education Panel)</li> <li>• Pastoral Care: Interclass competition of football and basketball for all S1, S2 and S3 classes.</li> <li>• Pastoral Care: Interclass competition of Chinese Chess for S1 to S5 classes</li> </ul>					
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<p>2.4 Students could behave in proper manners on all occasions</p>	<p>a. Launching campaign “Fraternity in Action”</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• 中國歷史: 透過電子教學的方式發展校本價值教育課程</li> <li>• Geography: Geography fieldtrip organized for junior form students</li> <li>• Guidance: Group guidance activity for S3 &amp; 4 students – Mindshift Educational Networking Programme</li> <li>• Health Edu: A talk about organ donation (S.5)</li> <li>• Student Support: Animal Assisted Therapy</li> <li>• Student Support: S3 Life Education</li> </ul>					
	<p>c. Service learning</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• 中文(第二語言): 參與義務工作</li> <li>• Discipline: Merit and Demerit system and relative schemes and policies</li> <li>•</li> </ul>	<p>Each student will participate in at least one structured service learning program in his secondary school life.</p>	<p>Scrutiny of reports and attendance record.</p>	<p>Please refer to individual programme</p>	<p>Chong WK</p>	<p>Please refer to individual programme</p>

**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  <b>Programmes:</b> • Religious Studies: Activities on Feast Day  • E & SF: New Teacher Formation Programme	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

<p><b>Continue from previous page</b></p>	<p>b. Sharing of effective ways to accompany with students</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• E &amp; SF: Catholic Teachers Formation</li> </ul>	<p>5. At least five articles about Salesian way of education and Pastoral Theme will be distributed to teaching and non-teaching staff.</p> <p>6. A small sharing group among Catholic teachers are formed and meets once a month.</p>				
<p>3.2 Refurbishing the school to meet the needs for Salesian way of education</p>	<p>a. Re-decorating the school</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• E &amp; SF: Refurbishing SLS as a Salesian oratory</li> <li>• E &amp; SF: Treasure our common home (Promoting ecological citizenship)</li> </ul>	<p>1. Decorations inside the campus such as staircase are renewed to meet the needs for Salesian way of education.</p> <p>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.</p> <p>3. 200 student leaders and junior form students participate in the Salesian</p>	<p>Teachers of Religious Studies panels and Evangelization and spiritual formation team will use the decorations for daily teaching purpose and religious activities.</p> <p>Counting number of student participants.</p>	<p>Please refer to individual programme</p>	<p>William So</p>	<p>Please refer to individual programme</p>

		Youth Formation events.				
<b>Continue from previous page</b>	b. Setting up in-house project schedule to promote sinless joyful school life  <b>Programmes:</b> <ul style="list-style-type: none"> <li>• E &amp; SF: E-evangelization</li> <li>• Pastoral Care: Activities of Peer Mentorship Program</li> </ul>	<ol style="list-style-type: none"> <li>1. 40 S1 students join the Peer Mentorship Program with positive feedback</li> <li>2. More than 15 students are awarded.</li> </ol>	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  <b>Programmes:</b> <ul style="list-style-type: none"> <li>• E&amp;SF: Charity services 2020</li> </ul>	<ol style="list-style-type: none"> <li>1. 200 students participate in the volunteer services</li> <li>2. Accumulation of 2,000 hours of volunteer service hours are recorded for the whole school.</li> </ol>	Counting number of student participants.  Scrutiny of documents.			



**St. Louis School : Plan Proposal for DLG-funded (Gifted Education) Programme**

Domain	Programme Title	Objectives (Strategies & benefits anticipated)	Targets (No. + Level + Selection)	Duration / Start Date	Deliverables	Success Criteria and Method(s) of Evaluation	Teacher -in-charge	Budget
Liberal Studies	Liberal Studies Critical Thinking and Writing Course	Students are expected to develop a more critical way of thinking towards current issues. They are also expected to learn how to write an issue essay in a structural manner.	The top 35 students in each form (S4 and S5) according to their exam result and motivation to learn.	5-6 weeks during Mar to May	Notes about LS critical thinking and writing	<ol style="list-style-type: none"> <li>1. Student's attendance <ul style="list-style-type: none"> <li>- 80% or above</li> </ul> </li> <li>2. A post-programme survey <ul style="list-style-type: none"> <li>- 70% of participants are satisfied with the programme</li> </ul> </li> <li>3. Exam result <ul style="list-style-type: none"> <li>- 60% of the participants receive a higher average mark in the final exam comparing to the mid-year exam.</li> </ul> </li> </ol>	CHW and KYF	\$10,000

Domain	Programme Title	Objectives (Strategies & benefits anticipated)	Targets (No. + Level + Selection)	Duration / Start Date	Deliverables	Success Criteria and Method(s) of Evaluation	Teacher -in-charge	Budget
ECA	Prefects' for Tomorrow Training Camp	<ul style="list-style-type: none"> <li>To equip the students with knowledge and skills to handle discipline problems.</li> <li>To build up confidence, teamwork and leadership skills among prefects as student leaders.</li> </ul>	S2—S5 prefects	Trainings are provided to prefects during Oct to May.	Camps and workshops	<ol style="list-style-type: none"> <li>Questionnaire <ul style="list-style-type: none"> <li>- 75% of the participants find the activity useful.</li> </ul> </li> <li>Observation by advisors and discipline teachers. <ul style="list-style-type: none"> <li>- Prefects are able to carry out the disciplinary duties and activities at school.</li> </ul> </li> </ol>	LYS	\$30,000
ECA	Student Leaders Training Workshop	Students can acquire knowledge about organizing activities and the practical procedures of holding an activity in the school.	All S4 students (about 20) who applied to be a club chairman in the next academic year and other potential student leaders (about 30)	Jun – Jul 2021  4 Structured lessons + Individuals follow up  1 Activity Day or Residential Camp	Revised club year plans and the calendar for club activities	Questionnaire <ul style="list-style-type: none"> <li>- More than 90% of students agreed that they can know more about the activities and structure of different student organizations in the school.</li> </ul>	CCKP	Total: \$10000  \$4500 (Tutor fee for structured lessons)  \$5500(Catering Service in Activity Day)

Domain	Programme Title	Objectives (Strategies & benefits anticipated)	Targets (No. + Level + Selection)	Duration / Start Date	Deliverables	Success Criteria and Method(s) of Evaluation	Teacher-in-charge	Budget
ECA	Leadership Training Camp	Student leaders can further improve their leadership skills and strengthen their sense of belonging to the school through workshops, games and group tasks.	About 45 S4-S6 students according to the selection application form (ECA experience)	Jan – Aug 2021 2 Activity Days 2 Camps (3D2N in Easter Holiday and 4D3N in Summer)	A stage performance from each group of students, carried out in the summer camp	Questionnaire - More than 90% of participants agree that they've acquired at least one of the following skills: communication skills, leadership skills, presentation skills, confidence	CCKP	\$30,000
Mathematics	Training Program for the 22 <sup>nd</sup> HK Mathematical High Achievers Selection Contest [S3]	<ul style="list-style-type: none"> <li>To develop students' talent in mathematics and strengthen their academic performance</li> </ul>	Around 25 students in S3 according to their academic performance in Mathematics.	2020-2021 school year	The workload of the Mathematics teachers will be relieved and students will benefit	<ul style="list-style-type: none"> <li>More than 70% of the participant attain an attendance of 70%</li> <li>Their participation in class and learning attitude is considered as good by the tutors.</li> <li>The participants consider the course useful.</li> <li>Attendance Record</li> <li>Tutors' observation and feedback</li> <li>Questionnaire</li> </ul>	LTW CWK	\$8,000

Domain	Programme Title	Objectives (Strategies & benefits anticipated)	Targets (No. + Level + Selection)	Duration / Start Date	Deliverables	Success Criteria and Method(s) of Evaluation	Teacher-in-charge	Budget
Mathematics	Training Programme for the HKMO, HKIMO and Pui Ching Mathematics Contest	<ul style="list-style-type: none"> <li>To develop students' talent in mathematics and strengthen their academic performance</li> </ul>	Around 10 students in each form according to their academic performance in Mathematics.	2020-2021 school year	The workload of the Mathematics teachers will be relieved and students will benefit	<ul style="list-style-type: none"> <li>More than 70% of the participant attain an attendance of 70%</li> <li>Their participation in class and learning attitude is considered as good by the tutors.</li> <li>The participants consider the course useful.</li> <li>Attendance Record</li> <li>Tutors' observation and feedback</li> <li>Questionnaire</li> </ul>	LTW CWK	\$17,000

**Total: \$105,000**