

# St. Louis School



## School Development Plan

2009/10 – 2011/12

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## **I. Our Vision**

Following the guidelines given by the Church, the Hong Kong Catholic Diocese and the Preventive System propagated by the Salesian Congregation, we strive 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, cultivates in students:

1. interest in knowledge and virtue (Scientia et Pietas).
2. nobility of character.
3. active involvement in a variety of activities.
4. a sense of belonging to the school, family, society and country.

## **Our Mission**

With this Vision in mind and under the close collaboration among the school authority, teachers and parents, the school promises to commit itself to:

1. Developing students' interest in learning with motivation and cultivating in them the ability of critical, independent and creative thinking.
2. Supporting teachers in all areas of school life in enhancing an all-rounded education.
3. Cultivating in students a quest for nobility of character, i.e. piety towards God, integrity, self-discipline, sense of responsibility, emotional maturity and readiness to serve others.
4. Encouraging teachers and students to commit themselves to various cultural, sportive and educational activities. Teachers are involved as stimulating advisers following the Preventive System whereas students as creative, critical and independent organizers.
5. Promoting in students a strong sense of belonging to the school, family, society and country. It is to be achieved through a harmonious and trustworthy school atmosphere; through all kinds of education and activities; through a friendly and caring relationship between teachers and students, and through the close collaboration among the school authority, teachers and parents.

## II. Where Are We Now: SWOT Analysis

### *Our Strengths*

1. We have a long history. The same name “St. Louis” as a school has been standing on the same site for 140 years (since 1864). This is unique in the history of education in Hong Kong.
2. Since 1927, the Salesian Congregation, an international well-reputed missionary body dedicated in her persistent commitment of educating the young people, has been running St. Louis for 79 years. We inherit and uphold the four basic beliefs of education, i.e. reason, religion, loving-kindness and youth spirituality, which were promulgated by the Salesian founder, St. John Bosco.
3. Together with other sister schools run by the Salesians, we form a close intra-supporting network. We have a strong backing from the Hong Kong Salesian Schools Central Management Committee.
4. As a Catholic school, we encompass religious education to enrich students’ spiritual temperament. This is the additional “sixth” domain of education for human development other than the usual five domains of ethics, intellect, physical fitness, social skills, aesthetic capacity.
5. We seek to foster a harmonious relationship among the different members of the school community. Comradeship speaks between the school authority and teachers, while companionship prevails between teachers and students. Parents support the school in all aspects of activities. (The PTA is in its 14<sup>th</sup> year of operation.) The success and contribution of our alumni in the society plus their loyalty to the Alma Mater is already one of the greatest treasures we are proud of. “St. Louis” is the name of a big family.
6. Students have a strong sense of belonging to the school. The school is the second home to students. We always keep the premises open and the facilities available to students so as to provide them with a joyful and free learning environment.
7. Sanction is not the sole tool to keep our students in good order. We do not impose undue regulations and restrictions on students as we count on their self-discipline and initiative. We impress upon students the importance of cultivating a noble character through patient guidance and caring counselling
8. The conducive environment of freedom and autonomy unleashes the potentials of students, boosting their motivation and abilities to take initiative and leading roles in organizing activities.
9. We have plenty of space for students to move around and play.
10. We have a continuously high percentage of passing rate and university entrance rate in the two open examinations.

## ***Our Weaknesses***

1. We are short of some explicit, clearly defined and well-structured guidelines for better communication among our administrators, staff, teachers and students.
2. A more systematic and hierarchical flow-chart for planning, managing and executing is to be developed.
3. Generally speaking, the teaching staff is not fully aware of keeping pace with the new educational trends.
4. There is a need for the promotion of better team spirit and sharing culture within the teaching body. Collaboration among colleagues is inadequate.
5. The diversified needs of students from the gifted to the low achievers are yet to be better catered.
6. An English rich and natural environment is yet to be cultivated.
7. Students lack the spontaneity and interest of reading and self-learning.
8. High dedication and great commitment of students in their participation and performance of external activities and contests are yet to be enhanced.
9. We have a big campus, but we do not have enough buildings and rooms to keep pace with the new demands.

## ***Our Opportunities***

1. All panels and special duty teams have the experience of working on the yearly evaluation and annual plan as the main parts of the Education Pastoral Project which were initiated and demanded from the Salesian management since 1997. We are not unprepared for the self-evaluation and development planning as enforced in SDA by EMB.
2. The restriction from the external bureaucracy is becoming less and the school will hopefully benefit more from school-based management.
3. As an EMI school, we offer more chances for students in learning and practising English.

## *Our Threats*

1. There are signs that there are a growing percentage of students who are less capable of maintaining self-discipline.
2. There are signs that there are a growing percentage of students who are less willing to learn.
3. The above two threats have become more obvious and threatening since the implementation of the 3 banding system for S1 intakes.
4. There are signs that students show descending interest and eagerness in the participation of activities
5. The number of active Salesians in school is dropping. Quite a few experienced teachers are approaching their retirement in the coming years and will be replaced by new recruitment. The persistence and the continuation of Salesian tradition of the four basic beliefs of education, i.e. reason, religion, loving-kindness and youth spirituality, or in short, the Preventive system of pedagogy, are facing new challenges.
6. Teachers are under great pressure from the external educational reforms. Many of them are tided up with the enormous demand of paper work and other “evidence” for accountability, sparing little or no time and energy for offering personal guidance to their students.

### **III. Major Concerns for 2009/10 – 2011/12 (in order of priority)**

#### **1. Develop our school to meet the learning goals and vigorous requirements of the NSS curriculum**

- 1.1 Diversifying combination of NSS electives to meet students interests
- 1.2 Promoting Assessment for-learning
- 1.3 Overall planning in using available resources
- 1.4 Catering for the diversified needs of students

#### **2. Explore and develop ways for staff development in order to enhance learning and teaching**

- 2.1 Developing the panel of each subject into a learning community
- 2.2 More interactive teaching approaches should be developed
- 2.3 Training is provided for handling discipline problems

#### **3. Provide our students with more opportunities to improve their language skills and thinking skills**

- 3.1 Strengthening teaching and learning of English as a subject
- 3.2 Enhancing our English learning environment
- 3.3 Strengthening cross-curricular programmes

### School Development Plan (09/10-11/12)

Objective: To enlighten our students' hearts and minds through the promotion of a good and balanced moral education.

| Major Concerns  | Intended Outcomes  | Strategies  | 09/<br>10 | 10/<br>11 | 11/<br>12 |
|---|--|---|-----------|-----------|-----------|
| <b>Major Concern 1: Develop our school to meet the learning goals and vigorous requirements of the NSS curriculum</b> |  |   |           |           |           |
| 1.1 Diversifying combination of NSS electives to meet students interests  | A school-based curriculum most suitable for our students is developed. | <ul style="list-style-type: none"> <li>● Set up a core curriculum and 10 electives (i/c LCW)</li> <li>● Tailor-made a lower form curriculum that helps junior form students to adapt the NSS curriculum easier. (i/c LCW and panel heads)</li> <li>● Develop a system to monitor and revise the existing curriculum. (i/c LCW)</li> </ul>   | ✓         | ✓         | ✓         |
| 1.2 Promoting Assessment for-learning   | Adopt various assessment methods as tools for continuous assessment    | <ul style="list-style-type: none"> <li>● 10% of assessments will be formative. (i.e. based on coursework)</li> <li>● Establish communicating assessment criteria to assess students' progress and help them understand what they are going to achieve. (i/c LCW and panel heads)</li> <li>● Project learning and group presentation are two highly recommended methods for continuous assessment. (i/c CYW)</li> </ul>  | ✓         | ✓         | ✓         |
| 1.3 Overall planning in using available resources   | Enhancing learning and teaching  | <ul style="list-style-type: none"> <li>● Effectively distribute and use of the Government funding. (i/c CYW)</li> <li>● Make good use of CEG on curriculum development; enhancing students' language proficiency; coping with the diverse and special learning needs of students and school activity. (i/c CYW)</li> <li>● Make good use of Senior Secondary Curriculum Support Grant to employ more teachers. (i/c CYW)</li> <li>● Make good use of Diversity Learning Grant, ensuring that there are opportunities for every student to have a broad, balanced and all-round development. (i/c CYW)</li> <li>● Make good use of SSCSG on recruiting teachers or teaching assistants, buying services and learning and teaching materials to facilitate the implementation of the NSS curriculum. (i/c CYW)</li> </ul> | ✓         | ✓         | ✓         |



|   |  |   |  |  |  |
|---|--|---|--|--|--|
| <p>1.4 Catering for the diversified needs of students</p> | <p>Students with different abilities will progress and the more capable students will strive for excellence in learning.</p> | <ul style="list-style-type: none"> <li>● With the student-oriented principle, provide a broad and diversified teaching method so as to cater for the diversified learning of students. (i/c LCW and panel heads)</li> <li>● Implement small class teaching in junior forms English, Chinese, and Maths and in senior forms liberal studies and 10 electives. (i/c LCW and panel heads)</li> <li>● Implement a self-study program in S5 for the low ability students. (i/c LCW)</li> <li>● Develop and consolidate a set of activities-oriented strategies by joint functional groups and panels to enhance students' learning. (i/c LCW, panel heads, CYW and heads of functional groups)</li> <li>● Conduct consolidation and tutorial classes. (i/c LCW, CYW, TKL and Panel heads)</li> <li>● Implement a detention system to handle the lateness or failure of homework submission. (i/c CYW)</li> <li>● Implement S1 vice-class teacher system to support the learning of the low achievers. (i/c KSW)</li> </ul> | <p>✓<br/>✓<br/>✓<br/>✓<br/>✓<br/>✓<br/>✓</p> | <p>✓<br/>✓<br/>✓<br/>✓<br/>✓<br/>✓<br/>✓</p> | <p>✓<br/>✓<br/>✓<br/>✓<br/>✓<br/>✓<br/>✓</p> |
|---|--|---|--|--|--|

| Major Concerns   | Intended Outcomes  | Strategies   | 09/<br>10 | 10/<br>11 | 11/<br>12 |
|--|--|--|-----------|-----------|-----------|
| <b>Major Concern 2: Explore and develop ways for staff development in order to enhance learning and teaching</b> |  |  |           |           |           |
| 2.1 Developing the panel of each subject into a learning community.  | More collaboration and professional sharing among teachers be carried out to cultivate a culture of striving for progress. | <ul style="list-style-type: none"> <li>● Develop a holistic plan across the subjects with appropriate weightings and better cross-curriculum coordination. (i/c LCW and all panel heads)</li> <li>● Set up collaborative groups within and across panels for curriculum preparation, lesson preparation and criteria preparation for assessment. (i/c LCW and panel heads)</li> <li>● Continue to have peer observation to share their teaching expertise. (i/c LCW, TKL and panel heads)</li> <li>● Establish a whole school staff development team to promote the teachers' continuing professional development and to hold sessions for professional development sharing among teachers. (i/c LCW and CYW)</li> <li>● Encourage collaborative teaching within and across subjects. (i/c LCW and CYW)</li> <li>● Implement the common lesson preparation of Liberal Studies for the NSS supported by School-based Support Services. (i/c CYW)</li> </ul> | ✓         | ✓         | ✓         |
| 2.2 More interactive teaching approaches should be developed.  | At least one interactive teaching method should be adopted by each panel per academic year.                                | <ul style="list-style-type: none"> <li>● Encourage common collaborative lessons in order to               <ul style="list-style-type: none"> <li>- study and analyse different interactive teaching methods and</li> <li>- then develop and practice appropriate methods. (i/c CYW + all panel heads)</li> </ul> </li> </ul>   | ✓         | ✓         | ✓         |
| 2.3 Training is provided for handling discipline problems.   | A safe and orderly school environment will be ensured.   | <ul style="list-style-type: none"> <li>● Develop and use the M and D system (i/c CYW and FSM)</li> <li>● Discipline school-based training for new teachers and prefects. (i/c CYW and FSM)</li> <li>● Develop school-based classroom management sharing among teachers. (i/c LCW and CYW)</li> <li>● Infuse moral education into different subjects and activities. (i/c CYW)</li> <li>● Make good use of "Conduct &amp; Application Record Book" and organize 'Case Conference'. (i/c KSW)</li> </ul>   | ✓         | ✓         | ✓         |

| Major Concerns  | Intended Outcomes   | Strategies  | 09/<br>10 | 10/<br>11 | 11/<br>12 |
|---|---|---|-----------|-----------|-----------|
| <b>Major Concern 3: Provide our students with more opportunities to improve their language skills and thinking skills</b> |   |   |           |           |           |
| 3.1 Strengthening teaching and learning of English as a subject.  | Student's English proficiency will be enhanced.                     | <ul style="list-style-type: none"> <li>● The Panel seeks Consultancy Service provided by Language Learning Support Services of the Education Bureau for further guidance on the design of school-based curriculum at Junior and NSS levels. <i>(i/c CWW)</i></li> <li>● Subject teachers consolidate the teaching of Language Arts through Inter-class Choral Speaking Competition. <i>(i/c CWW)</i></li> <li>● Subject teachers consolidate the teaching of Language Arts through Inter-class Drama Competition. <i>(i/c HWL)</i></li> <li>● Subject teachers continue their effort in promoting students' interest and participation in the Hong Kong Schools English Speech Festival. <i>(i/c CWW + HWL)</i></li> </ul>  | ✓         | ✓         | ✓         |
| 3.2 Enhancing our English learning environment.   | Students will have more opportunities to use English.               | <ul style="list-style-type: none"> <li>● Implement reading period <i>(i/c WKH)</i></li> <li>● Design a reading list for all students at all levels. <i>(i/c WKH)</i></li> <li>● Develop extensive reading award. <i>(i/c WKH)</i></li> <li>● Set up a reading club. <i>(i/c WKH)</i></li> <li>● Hold book exhibition. <i>(i/c WKH)</i></li> <li>● Incorporate reading as an essential element in group projects and expand their weightings in assessments. <i>(i/c WKH)</i></li> <li>● Implement inter-class drama competition <i>(i/c HWL)</i></li> <li>● Implement Choral speaking competition <i>(i/c CWW)</i></li> <li>● Implement news report <i>(i/c CYW + Michael)</i></li> <li>● Implement mock interview in English for S5/6 students and careers CV writing in careers. <i>(i/c CSL)</i></li> <li>● Extend the practice of oral presentation in different subjects and expand its weighting in assessments. <i>(i/c LCW and TKL)</i></li> <li>● Extend the practice of essay-typed questions and expand their weightings in assessments. <i>(i/c LCW and TKL)</i></li> </ul> | ✓         | ✓         | ✓         |
| 3.3 Strengthening cross-curricular programmes.  | S1 students can learn various subjects through English more easily. | <ul style="list-style-type: none"> <li>● Implement S1 bridging programmes. <i>(i/c KSW + S1 subject panels)</i></li> </ul>  | ✓         | ✓         | ✓         |