

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 2017-2018

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*
- 3. To make the 90th anniversary celebration a chance for reinforcing the Aloysian spirit*

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

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
<p><u>At Student Level</u> Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage.</p>	<p><u>Self-Awareness</u>  To foster students' self-understanding of their interests, abilities and academic/career aspiration</p>	<p>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</p> <p>[#] Results from the Needs Assessment will assist each student to</p> <ol style="list-style-type: none"> 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. 	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Mr. Chan SL</p>	<p>Printing</p>

<p>Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage. <i>(Cont'd)</i></p>	<p><u>Skills and Attitudes</u></p> <ul style="list-style-type: none"> ✚ To reinforce students' lesson preparation and note-taking habits; to promote the use of learning journal <p>As in previous year, all S1 teachers:</p> <ul style="list-style-type: none"> ✚ encourage students to prepare for lessons by giving them some guiding questions that they have to work on before class; ✚ request students to fill out in-class worksheets and/or make quality notes during the lessons and ✚ include effort/attitude grades for evaluating students' self-directed learning efforts. 	<p>At least one KLA in S1 launches the reflective learning journal (hereafter “LJ”) keeping. the learning journal should embed the following basic items (respective aims shown in the bracket) :</p> <ol style="list-style-type: none"> a. Cover (to encourage students to design their own cover to personalize their journal; to convey the objective of the LJ in a direct and visual manner) b. Introduction (to briefly introduce what a reflective LJ is and the benefits of keeping one) c. General instructions & detail guidelines <ul style="list-style-type: none"> ✧ Object of reflection (to inform students what learning experience to reflect on) ✧ Frequency and length / Requirement for submission (to provide student with a time frame on how teachers give feedback 	<p>Survey: collecting the opinions from S1 teachers</p>		<p>Panel Heads of Academic Subjects</p>	
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		<p>and assess the work)</p> <ul style="list-style-type: none"> ✧ Pattern of Feedback (Oral/Written) / Help for students (to offer students tips to matters such as content and style of writing) ✧ Sample entry (If possible) <p>All S1 teachers rate on an end-of-year questionnaire that over 80% of the S1 students are able to develop good learning habits and skills.</p>				
<p>Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage. <i>(Cont'd)</i></p>	<p><u>mLearning and eLearning</u></p> <ul style="list-style-type: none"> ✦ 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 	<p>80% of subject panels incorporate mLearning and eLearning in their schemes of work.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Panel Heads of Subjects joining the program</p>	<p>Printing</p>

	<p><u>Language for Study</u></p> <p>✚ To help students develop proficiency in biliterate and trilingual communication</p>	<p>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).</p> <p>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.</p> <p>The LAC Team submits its annual plan and evaluation report to the school at the beginning and the end of the school year respectively.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>English: Mr. Cheung WW LAC: Mr. Ho WL</p>	<p>Printing DLG CEG</p>
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<p>Students are equipped with related knowledge, skills and attitude in engaging in SSDL (Cont'd)</p>	<p><u>Reading for Learning</u></p> <p>✚ To promote reading for learning (Phase 2 of the 3-phase Reading for Learning)</p> <p>#The 3-phase Reading for Learning consists of three phases, namely</p> <p>Phase 1: Biology, Chemistry, Physics and Science</p> <p>Phase 2: Business, Accounting and Financial Studies, Chinese History, Economics, Geography, History, Liberal Studies, Music, Physical Education, Religious Education (Ethics and Religious Studies) and Visual Arts,</p> <p>Phase 3: Mathematics and Information & Communication Technology</p> <p>Reference: http://www.edb.gov.hk/en/curriculum-development/cs-curriculum-doc-report/8-key-area/</p>	<p>Each subject in Phase 2 implements Reading for Learning in at least one class level so as to provide their students with an experience in Reading for Learning.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>		<p>BLT</p>	<p>Printing</p>
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<p>The performance of both students with specific learning hurdles and special gifts are advanced significantly.</p>	<p><u>Coaching our students</u></p> <ul style="list-style-type: none"> ✚ To help students overcome deficiencies and resistance in learning ✚ 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 	<p>The School’s SGT (Student Guidance Team) embeds the objective “<i>To help students overcome deficiencies and resistance in learning</i>” in its “Big Brothers Scheme”.</p> <p>Remedial programs and enhancement programs on Chinese, English and Mathematics are provided for junior secondary students who have fallen behind and more able students respectively.</p> <p>After the completion of the enhancement programs, 75% of students involved agree that the programs help them raise their learning effectiveness.</p> <p>After the completion of the</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p> <p>Survey:</p>	<p>Whole year</p>	<p>Mr. Yung YP</p> <p>Panel Heads of Chinese, English & Maths.</p>	<p>Please refer to the annual plan of the SEN Group</p> <p>Please refer to the annual plans of the individual subjects</p>
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		remedial program, 75% of the 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.	<p><u>Cater for diversities</u></p> <p>✚ 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</p>	The Special Duties Team (Special Education Needs SEN Group) 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	Head of SEN Group & Head of NCS Group	Please refer to the annual plans of the individual groups
Students are induced to embrace responsibility for doing the work of learning and doing it well	<p><u>Guiding students towards positive and responsible behaviour</u></p> <p>✚ To increase their internal motivation and encourage them to take responsibility for managing their lives</p>	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

	<p>✚ To enforce the eHomework system at all school levels</p>	<p>Junior Training Program (JTP) and Leadership Training Program (LTC) are held as scheduled.</p> <p>Stage 2 of the ehomework system: Each subject makes an active use of eHomework online system to record the homework submission statuses. 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 the homework anywhere and anytime.</p>	<p>Checking records in the eClass</p>	<p>Whole year</p>	<p>Mr. Lo CW</p>	
<p>Students are nurtured as self-directed learners by maximizing their learning opportunities</p>	<p><u>Learning in real contexts and authentic settings</u></p> <p>✚ To encourage and coach students to participate in inter-school and territory-wide competitions / activities in the domains of ethics, intellect,</p>	<p>Items 19 & 20# of the school's Key Performance Measures (KPM) 2017 are above the tertiary's figures.</p>	<p>SHS, KPM Report Card</p>	<p>Whole year</p>	<p>Panel Heads of Academic Subjects</p>	<p>Please refer to the individual subject</p>

	<p>physical development, social skills and aesthetics.</p> <p>✚ To broaden students' horizons with overseas study tours</p>	<p># 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.</p> <p>At least two overseas study tours (one in an English-speaking city and the other in a Chinese-speaking city) are held.</p>				plans
Students are assisted to develop habits of self-reflection.	<p>✚ To ask students to write reflections after their GE lessons, RME lessons, mid-year examination and project works</p>	<p>All junior students should write at least three reflections after their GE lessons and RME lessons.</p> <p>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</p>	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Class teachers and Panel Head of Religious Studies	Please refer to the annual plan of the Activities Team

		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).				
	<ul style="list-style-type: none"> To provide both teachers and students with assessment data so as to improve teaching practice and learning outcomes 	A progress report (in the form of an excel file and comparing an individual's academic performance in 2017-18 Term 1 with his annual performance in 2016-17) will be issued so as to provide both teachers and students with assessment data to improve teaching practice and learning outcomes	Scrutiny of documents	Whole year	Academic Team	Printing fee
	<ul style="list-style-type: none"> 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 2017-18 School Year)
<p>Students can take the initiatives in</p> <ul style="list-style-type: none"> ✚ diagnosing their learning needs; ✚ formulating their learning goals; identifying resources for learning; ✚ choosing and implementing appropriate 	<p><u>Self-directed learning process as an internalized process related to willingness, self-identity and capacity to manage an individual's own learning</u></p> <ul style="list-style-type: none"> ✚ To devise more self-directed learning activities like project work, problem-based learning or independent enquiry studies which require students to make decisions, do extended reading, writing, researching and reflection 	<p>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.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Mr. Lo CW</p>	<p>Printing</p>

<p>learning strategies; and  evaluating their learning outcomes.</p>						
<p><u>At Teacher Level</u>  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</p>	<p> To provide students with diversified learning tasks, assignments and assessments to help them develop higher-order thinking skills</p> <p>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.</p> <p>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.</p>	<p>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.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>BLT</p>	<p>Printing</p>

<p>training of self-directed learners.</p> <p>Teachers are reflective about their teaching.</p>	<p>https://cd.edb.gov.hk/becg/english/chapter4.html</p>					
	<p>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</p>	<p>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.</p> <p># The bank includes samplers and research materials to help teachers get better understanding of the Taxonomy and acquaintance with ways to use them</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Panel Heads of subjects</p>	<p>Printing</p>

<p><u>At School Level</u></p> <p>An environment conducive for the planning, implementing, monitoring and evaluating endeavours (PIME) of self-directed learning is created.</p>	<p>✚ To create a language-rich environment for students to use English through establishing an English culture in school.</p>	<p>The English Across the Curriculum (LAC Team) submits its annual plan and evaluation report to the school at the beginning and the end of the school year respectively.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Mr. Ho WL</p>	<p>Printing</p>
	<p>✚ To organize sharing sessions to promote good practices among teachers</p>	<p>At least TWO sharing sessions are held in the bi-monthly general staff meetings to promote good practices among teachers.</p> <p>75% of teachers agree that they could benefit from the sharing sessions held in the General Staff meetings.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p> <p>Survey to elicit from teachers their views on sharing sessions</p>	<p>Whole year</p>	<p>Mr. Lo CW</p>	<p>Printing</p>

<p>Cross-curricular collaborations among various subjects are enforced.</p>	<p>🌈 To promote Language across the curriculum (LAC) and reading across the curriculum (RAC) so as to provide students with a holistic learning experience in subject matters as well as to enhance language learning and boost language proficiency.</p>	<p>A provisional working schedule for promoting Language across the curriculum (LAC) and reading across the curriculum (RAC) is mapped out.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Mr. Ho WL</p>	<p>Printing</p>
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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.	To arouse the awareness on and foster the accurate understanding of the identified values through (i) Monday Mottos, Thursday Religious Sharing, and (ii) G.E. Lessons	6-8 related class-level or school-level sharing are arranged. Students' understandings are shown by their reflection record form.	Documents Observation	Whole year		
	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 a selected value for S1 or for S4 (ii) Other subjects (e.g. Chi. Hist., BAFS)	The identified values are included in subject annual plan and/or the S1/S4 teaching schedule of 4 subjects Some teaching materials could be generated	Documents Observation	Whole year		
	To promote the identified values 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	The identified values are promoted in the activities and competitions conducted by EACH special team and school team	Documents Observation	Whole year		

	(vii) Pastoral Care (ix) Sports Teams (viii) Religious					
	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	Awards Documents	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	Documents	Whole year	Mr. Chong WK	
	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 Competitions (v) Carlton Trophy Competition	At least 4 school and territory level competitions would be taken part	Documents	Whole year		

Major Concern 3: *To make the 90th anniversary celebration a chance for reinforcing the Aloysian spirit*

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People In charge	Resources Required
Students acquire the Aloysian spirit (steadfast in the pursuit of truth and common good, having a thanksgiving and kind heart, showing reverence for God, etc.) and sense of belongings	To establish more chances for the interaction between students and Salesians as well as alumni <ul style="list-style-type: none"> - In the celebrations - In Feast days - In talks, seminars and sharing sessions - In sports and extra-curricular activities 	Most students know at least two Salesians Most students have at least two chances to directly connect with alumni	Scrutiny of records Survey	Sept., 2017 till May, 2018		/
	To collect and disseminate stories about the school and people closely related to the school <ul style="list-style-type: none"> - Through some reading lessons - Through activity weeks - Through the special commemorative publication 	Students have read stories about the school in the past	Survey and observation report of student performance in class and relevant events	Sept., 2017 till May, 2018		/
	To put the Aloysian spirit into practice <ul style="list-style-type: none"> - Through activities and competitions - Through religious service 	Students are actively participating in class, in service and in activities	Survey and observation report of student	Sept., 2017 till June,		/

	- Through services		performance in class and in activities	2018		
Communication skills, management skills, creativity, self-confidence and sense of responsibility are developed in students who have assigned duties or participated in the celebration	To include students in the event preparation groups	There are students representative in each event preparation group Students finish the preparation work on time Students deliver required quality of work in the events	Scrutiny of meeting minutes	Sept., 2017 till May, 2018	Teacher-in-charge of each event preparation group	/
	To encourage and arrange participation in events, which, in s.y. 2017-2018 includes: 1. School Open Days 2. 90 th Anniversary Dinner 3. 90 th Anniversary Variety Show	Number of students participated in each event	Count of participants Attendance record	1. Nov., 2017; 2. April, 2018; 3. May, 2018	1. Mr. Fong SM 2. Mr. So HY 3.	Refer to plans of the events

	<p>To collect and disseminate reflections upon the completion of the events. Some reflections will be shared in</p> <ol style="list-style-type: none"> 1. 90th anniversary website 2. Facebook 3. Special display board 4. Special column in Year Book 	<p>Students could relate their experience with the articulated spirit held by the School</p>	<p>Observation of students' performance in each event</p> <p>Scrutiny of Special column in Year book</p>	<p>Sept. 2017 to June 2018</p>		<p>/</p>
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