St. Louis School

School Development Plan
2006/7 – 2008/9
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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 14th 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.

4. The 75\textsuperscript{th} Anniversary fund raising campaigns had provided financial subsidy for upgrading the IT teaching facilities.
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 2006/07 – 2008/09 (in order of priority)

1. Enhance concerted effort towards a common goal
   - Enhance commitment of all staff in decision-making process
   - Step up monitoring and supervision
   - Enhance morale and team spirit among all staff

2. Enhance effective learning and teaching to meet the challenges of NSS
   - Enhance staff development
   - Enhance staff collaboration
   - Encourage new teaching strategies and assessment modes
   - Cater the diversified needs of student

3. Enhance students’ language and critical thinking skills
   - Improve students’ reading skills
   - Improve students’ speaking skills
   - Improve students’ writing skills
## School Development Plan (0607-0809)

17.7.2006

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<tr>
<th>Major Concerns</th>
<th>Intended Outcomes</th>
<th>Strategies</th>
<th>06/07</th>
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<tbody>
<tr>
<td>1.1 Enhance commitment of all staff in decision-making process</td>
<td>Prompt, constant, smooth and effective communicating channels are facilitated among all staff.</td>
<td>• Develop an e-notice system for information passing, message circulation, policy instruction and feedback discussion among all staff. <em>(i/c: P + 2VPs)</em></td>
<td>✓</td>
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<td>• Reserve a weekly briefing session to all staff to pass information of different management levels to all staff. <em>(i/c: P + 2VPs)</em></td>
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<td>• Establish the Board of School Improvement (BSI), which holds meeting bi-weekly, as the core group of policy initiation and reflections. <em>(i/c: BSI)</em></td>
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<td>• Hold monthly general staff meetings for consultation of school policies and measures. <em>(i/c: P + 2VPs)</em></td>
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<td>1.2 Step up monitoring and supervision</td>
<td>Uniformity and consistency in the implementation of school policies are ensured.</td>
<td>• Strengthen professional leadership at different management levels to work out a clear direction of school-based development. <em>(i/c: P + 2VPs)</em></td>
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<td>• Refine the school organizational chart to delineate hierarchical empowerment and accountability. <em>(i/c: P + 2VPs)</em></td>
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<td>• Establish a supplementary upper-middle management level to facilitate systematic monitoring and conduct thorough PIE cycle of self-evaluation. <em>(e.g. KLA coordinators)</em> <em>(i/c: P + 2VPs)</em></td>
<td>✓</td>
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<td>1.3 Enhance morale and team spirit among all staff.</td>
<td>Duties and responsibilities of teaching and non-teaching are delineated to ensure fairness and appropriateness in the distribution of workload.</td>
<td>• Formulate a fair, appropriate and open system of teachers’ workload measurement and staff deployment policy with the consensus of all staff. <em>(i/c: BSI)</em></td>
<td>✓</td>
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<td><strong>Major Concern 2: Enhance effective learning and teaching to meet the challenges of NSS</strong></td>
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| 2.1 Enhance staff development | Teachers are kept abreast of the current development of education, curriculum, teaching pedagogy and assessment reforms. | • Release 2 VPs from part of their regular workload with the provision of TPPG to help coordinate the migration of school towards NSS. *(i/c: NDL)*  
• Relieve some teachers’ workload with the provision of CEG to create space for professional development and staff collaboration in SBA, TSA and NSS preparation by recruiting extra TAs and contract teaching posts. *(i/c: P, 2VPs + panel heads)*  
• Establish a staff development team to enforce and monitor the teachers’ Continuing Professional Development (CPD). *(i/c: P + 2VPs)*  
• Step up linkage with professional bodies and participate in development programmes and school support services organized by EMB, tertiary or secondary institutes. (e.g. HKIED Assessment Project, School Support Service of Junior English…) *(i/c: LCW)*  
• Establish experience-sharing network with brother/neighbouring schools. *(i/c: NDL)*  
• Reserve a session for professional development or experience sharing of good practices in each monthly general staff meeting. *(i/c: PYC)* | ✓ | ✓ | ✓ |
| 2.2 Enhance staff collaboration | More collaboration and professional sharing among staff are carried out and a culture of striving for progress is cultivated. | • Conduct common or peer lesson observation among peers for all subjects. *(i/c: LCW)*  
• Conduct common lesson preparation periods for some pioneering subjects *(i/c: LCW)*  
• Encourage collaborative teaching within and across subjects/KLAs. *(i/c: TKL)*  
• Develop a holistic plan across the 8 KLAs with appropriate weightings and better cross-curriculum coordination. *(i/c: LCW)* | ✓ | ✓ | ✓ |
| 2.3 Encourage new teaching strategies and assessment modes | More interactive teaching approach is stimulated and higher order thinking in learning is provoked. | • Implement a new timetabling pattern to incorporate “blocking” with the cycle system to facilitate more interactive and dynamic learning in classroom. *(i/c: LCW)*  
• Encourage more off classroom activities to be incorporated as OLE in NSS. *(i/c: CYW)*  
• Introduce “Continuous Assessment” and “standards-referenced assessment” in a number of subjects. *(i/c: TKL)*  
• Extend the practice of group project and oral presentation in some subjects and expand their weighting in assessments. *(i/c: TKL)* | ✓ | ✓ | ✓ |
| 2.4 Cater the diversified needs of students | Low achievers are motivated and assisted for more effective learning. | • Implement small class teaching in junior forms English and Math. *(i/c: LTW + CWW)*  
• Establish a detention system to handle the lateness or failure of homework submission. *(i/c: FSM)*  
• Develop and consolidate a set of activities-oriented strategies by joint functional groups to enhance students’ learning effectiveness and resilience power, especially among the bottom ones. *(i/c: KSW)*  
• Implement a self-study program in S4 for the low ability students. *(i/c: LCW)* | ✓ | ✓ | ✓ |
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<td><strong>Major Concern 3: Enhance students’ language and critical thinking skills</strong></td>
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<td>3.1 Improve students’ reading skills</td>
<td>Reading as a life-long learning tool and habit is developed among students.</td>
<td>• Establish a “reading period” for all classes. (i/c: WKH)</td>
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<td>• Design a reading list for all students at all levels. (i/c: WKH)</td>
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<td>• Establish a record &amp; award system for students in reading. (i/c: WKH)</td>
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<td>• Strengthen and enforce the function of library in the promotion of reading. (i/c: WKH)</td>
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<td>• Incorporate reading as an essential element in group projects and expand their weightings in assessments. (i/c: TKL)</td>
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<td>• Develop “standards-referenced assessment” and introduce Student Learning Profile (SLP) to reflect the achievement levels of students in reading. (i/c: WKH)</td>
<td>✔</td>
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<td>3.2 Improve students’ speaking skills</td>
<td>Students can actively engage in speaking English and Chinese with confidence, fluency and accurate proficiency.</td>
<td>• Extend the practice of oral presentation progressively in different subjects and expand its weighting in assessments. (i/c: LCW, TKL + panel heads)</td>
<td>✔</td>
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<td>• Incorporate “Dramatic English” progressively in S1-3 English curriculum with the provision of Additional EMI Support Fund. (i/c: PYC, CWW)</td>
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<td>• Enforce English Speaking Day as a whole school activity. (i/c: SRJ, NET)</td>
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<td>• Implement the “block” timetabling pattern (e.g. 55 minutes/cycle) to facilitate speaking activities (e.g. discussion, debate, drama, etc.) in lessons. (i/c: LCW)</td>
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<td>• Organize interclass or cross-levels English speaking competitions (e.g. debate, drama, speech, verse-speaking, etc.) (i/c: PYC, SRJ, CWW)</td>
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<td>3.3 Improve students’ writing skills</td>
<td>The writing skills of comprehensiveness, accuracy, and fluency with rich vocabulary are mastered and enhanced among students.</td>
<td>• Extend the practice of essay-typed questions and expand their weightings in assessments. (i/c: LCW, TKL)</td>
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<td></td>
<td>• Encourage writing as daily practice. (i/c: LCW, PYC)</td>
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<td>• Establish an e-platform to promote writing. (i/c: LCW, PYC)</td>
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