

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 2016-2017

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 junior level (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> <ul style="list-style-type: none"> ✚ make a realistic self-assessment of his own achievements, qualities, aptitudes and abilities; ✚ to build self-confidence and positive self-image and ✚ 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> <p>To foster S1 students' good learning habits and skills so that they can undertake some of their learning before the lesson, actively engaged in their learning "during the lesson" and continue their learning "after the lesson"</p> <p>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>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>Survey: collecting the opinions from teachers</p>		<p>Panel Chairmen of Academic Subjects</p>	
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<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> 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>	<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 Chairmen of Subjects joining the program</p>	<p>Printing</p>
	<p><u>Language for Study</u> To help students develop proficiency in biliterate and trilingual communication</p>	<p>All featured after-school language 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</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>

		<p>S5-S6 students) and Cambridge English Test (Preliminary English Test – PET) for S1 students.</p> <p>The Language Across the Curriculum Team (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>Students are equipped with related knowledge, skills and attitude in engaging in SSDL (<i>Cont'd</i>)</p>	<p><u>Reading for Learning</u> To promote reading for learning</p> <p>The Phase 1 of the 3-phase Reading for Learning# (which is Reading for Learning in the Sciences) is implemented in S2 (Science) and S3 (Physics, Chemistry and Biology)*.</p> <p>#The 3-phase Reading for Learning consists of three phases, namely Phase 1: Reading for Learning in the Sciences covers subjects in Science</p>	<p>The S1-S2 Integrated Science and S3 Physics, Chemistry and Biology provide their students with an experience in Reading for Learning in the Sciences by offering students a range of Directed Activities Related to Text (DARTs)* -- problem-tasks that demand a close and thoughtful study of texts for their solutions.</p> <p>*Examples of DARTs include</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>		<p>Mr. Lai HF</p>	<p>Printing</p>





	<p>Education Key Learning Area (KLA)</p> <p>Phase 2: Subjects in Personal, Social and Humanities Education KLA, Arts Education KLA and Physical Education KLA</p> <p>Phase 3: Subjects in Mathematics Education KLA, Technology Education KLA</p>	<ul style="list-style-type: none"> • Provide students with questions relating to the text: Students then complete a comprehension exercise after reading a Science text. • Questions on the text Ask students to devise questions they have on the text. • Notes from the text: Ask students to summarize ideas in a piece of Science text (taken from either a textbook or a journal), or present ideas in an alternative form such as a flow chart, table or mind map. • Active engagement with the text: Students are asked to seek information for a task such as researching for a 				
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		<p>presentation, or making an information leaflet or poster.</p> <p>Reference: http://www.nuffieldfoundation.org/science-society/directed-activities-related-text</p>				
<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>The <i>Special Duties Team (Special Education Needs SEN Group) and the Curriculum Supporting Division (Non-Chinese Speaking Students)</i> submit their respective annual plans and reports to the school at the end of the school year.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Mr. Yung YP</p> <p>Mr. Yung YP</p>	<p>Please refer to the annual plan of the SEN Group</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 the students involved agree that the programs help them raise their learning effectiveness.</p> <p>After the completion of the remedial program, 75% of the students involved agree that the remedial programs help them catch up with their studies.</p>	<p>Survey: collecting the opinions from students</p>		<p>Panel Chairmen of Chinese, English, Maths.</p>	<p>Please refer to the annual plans of the individual subjects</p>
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<p>Students are induced to embrace responsibility for doing the work of learning and doing it well</p>	<p><u>Guiding students towards positive and responsible behaviour</u></p> <ul style="list-style-type: none"> To enhance students' self-management skills so that they can strike a balance between academic pursuit and extra-curricular activities (ECA) To enforce the eHomework system at all school levels 	<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.</p> <p>Junior Training Program (JTP) and Leadership Training Program (LTC) are held as scheduled.</p> <p>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>Scrutiny of documents: schemes-of-work and meeting minutes</p> <p>Checking records in the eClass</p>	<p>Sept – Oct</p> <p>Whole year</p> <p>Whole year</p>	<p>Mr. Chong WK</p> <p>Mr. Lo CW</p>	<p>Please refer to the annual plan of the Activities Team</p>
<p>Students are nurtured as self-directed learners by maximizing</p>	<p><u>Learning in real contexts and authentic settings</u></p> <ul style="list-style-type: none"> To encourage and coach students to participate in inter-school and 	<p>Items 19 & 20[#] of the school's Key Performance Measures (KPM) 2016 are above the tertiary's figures.</p>	<p>SHS, KPM Report Card</p>	<p>Whole year</p>	<p>Panel Chairmen</p>	<p>Please refer to the individual plans</p>

<p>their learning opportunities</p>	<p>territory-wide competitions / activities in the domains of ethics, intellect, 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>			<p>Miss Li YC</p>	
<p>Students are encouraged to set their individual goals for learning.</p> <p>Students are assisted to develop habits of self-reflection.</p>	<p><u>Living a reflective and an examined life of purpose</u></p> <p>✚ To foster students' goal setting and reflective habits of mind</p> <p>✚ To provide teachers and students with updated information on university entrance requirements</p>	<p>Each student has the experience of goal-setting and reflection on results by reviewing his academic progress (between his mid-year examination of the current year and his overall performance in the last scholastic year) at least once a year.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Feb</p>	<p>Mr. Lai PK</p>	<p>Printing</p>

		The Careers Team updates the information on university entrance requirements regularly on its webpage.	Visiting the Website	Whole year	Mr. Chan SL	
<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 learning strategies; and  evaluating their learning outcomes. 	<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> <p>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>	<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><u>At Teacher Level</u></p> <p>✚ Teachers can acquire deeper understanding on the nurturing self-directed learners in stages.</p> <p>✚ Teachers can get acquaintance with the classroom management skills and instructional skills for the training of self-directed learners.</p> <p>✚ Teachers are</p>	<p>To foster teachers’ understanding of their purposes (first from Authority and Coach to Motivator and Guide, and then to Facilitator, and finally to Consultant, Delegator) is to match the students’ stage of self-direction and prepare the students to advance to higher stages.</p> <p>To make full use of assessment information to adjust their teaching strategies</p>	<p>At least one staff development workshop on staged self-directed learning SSDL will be organised to bring about a paradigm shift among teachers.</p> <p>After the level “Post-examination Evaluation” meeting, each subject panel (excluding PE):</p> <p>✚ drafts a marker’s report which should utilise the assessment data* collected to review learning (both fortes and weaknesses of the students), teaching and quality of examination papers;</p> <p>✚ devises pedagogical strategies together with</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Mr. Lo CW</p>	<p>Printing</p>
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<p>reflective about their teaching.</p>		<p>supporting materials and incorporates them into the teaching schedules to further raise both learning and teaching effectiveness.</p> <p>Remarks: The statistical data include the school-based statistical analysis of conventional question papers and of MC questions. Other statistical figures such as data from the Schools Value Added Information System SVAIS (provided by EDB), HKDSE (provided by the HKEAA), TSA (provided also by the HKEAA) and Pre-S1 Hong Kong Attainment Test can also be used.</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</p>	<p>Each subject panel devises for its panel members a resource bank# so as to help them to incorporate Bloom’s Taxonomy (Revised) in their teaching.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Panel Chairmen of subjects</p>	<p>Printing</p>

more complex evaluating and creating

The bank includes samplers and research materials to help teachers get better understanding of the Taxonomy and acquaintance with ways to use them

A wall chart (a summary of each level of the Taxonomy and “question starters” for each level) is posted on the wall of every classroom/special room/laboratory.

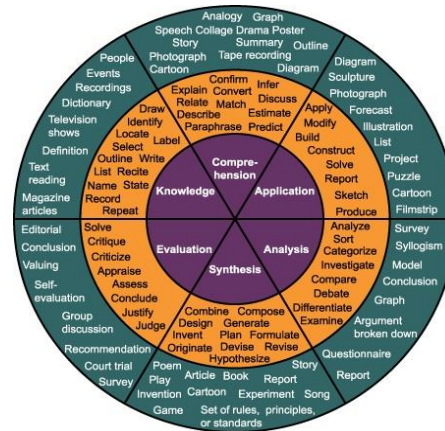


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<p><u>At School Level</u> An environment conducive for the planning, implementing, monitoring and evaluating endeavours (PIME) of self-directed learning is created.</p>	<p>To conduct a review of the school curriculum to facilitate effective teaching and learning</p>	<p>A review of the school curriculum to facilitate effective teaching and learning is conducted.</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>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. 75% of teachers agree that they could benefit from the sharing</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Mr. Lo CW</p>	<p>Printing</p>

		sessions held in the General Staff meetings.	Survey to elicit from teachers their views on sharing sessions			
Cross-curricular collaborations among various subjects are enforced.	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.	A provisional working schedule for promoting Language across the curriculum (LAC) and reading across the curriculum (RAC) is mapped out.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Mr. Ho WL	Printing

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
Teachers are equipped with ways of conducting values education in curriculum and in activities.	To identify core values to be held in the different stages of development through <ul style="list-style-type: none"> - Team-level meetings, - School-level meetings, - Questionnaire (if required) 	About 6-8 core values could be identified for our students in different stages of development	Scrutiny of documents: meetings minutes, questionnaire results	Sep - Mar	Mr. So TW	Printing
	To arrange relevant professional development sessions for teachers School-level <ul style="list-style-type: none"> - Staff Development Days - General Staff Meetings Teacher-level <ul style="list-style-type: none"> - Seminars and trainings offered by external organizations 	About 2-3 relevant school-level professional development sessions for teachers are arranged About 8-10 teachers	Scrutiny of documents: meeting minutes and training records	Whole year	Mr. Fong SM	\$5,000 for training cost

	To collect and disperse teaching resources by <ul style="list-style-type: none"> - an ad hoc team setting up to coordinate the process - different subjects and special teams 	About 8-10 sets of teaching resources are collected and dispersed	Scrutiny of documents: Teaching resources	Whole year	Mr. So TW	Printing and \$5,000 for teaching resources
Establish good team spirit in a variety of student communities	To devise a variety of class-based programmes so as to let classmates appreciate each other's strengths and cultivate a welcoming and mutual help spirit	About 4-8 sports and non-sports class-based programmes are held for each class level	Scrutiny of documents: The result of inter-class competitions	Whole year	Mr. Chong WK	\$6,000 for winning classes in each level

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
Communication skills, management skills, creativity, self-confidence and sense of responsibility are developed in students	<ul style="list-style-type: none"> To include students in the event preparation groups 	<p>There are students representative in each event preparation group</p> <p>Students have a high rate of attendance in the meetings of the event preparation group</p>	Scrutiny of meeting minutes	Nov., 2016 till end of school year	Teacher-in-charge of each event preparation group	/
who have assigned duties or participated in the celebration	<ul style="list-style-type: none"> To encourage and arrange participation in events, which, in s.y. 2016-2017 includes: <ol style="list-style-type: none"> <i>Logo design</i> <i>Kick-off mass celebration</i> 	<p>More than 20 entries in Logo design</p> <p>All F.1-F.5 students, 50% of F.6 students and all teachers attend mass celebration, with the presence of old boys and parents</p>	<p>Count of participants</p> <p>Attendance record</p>	<p>1. Oct., 2016 till March, 2017</p> <p>2. May, 2017</p>	Mr. So TW	Refer to plans of the events