



# **St. Louis School Educative Pastoral Plan (School Development Plan)**

2016/17-2018/19

# **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.

## **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.

## Holistic Review

- Effectiveness of the previous Educative Pastoral Plan (School Development Plan) (2013-2016)

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
<p><b>Major Concern1:</b> Cater for student’s learning diversity, to promote student’s interest in learning and to enhance learning effectiveness</p>	<ul style="list-style-type: none"> <li>● The intended target to structure the Curriculum, class organisation, diversified teaching strategies, and assignment design systematically to cater for learner differences and arouse their learning interest and effectiveness is partly achieved</li> <li>● The objective to adopt and implement cooperative learning in a gradual manner to cater for learners’ diversified needs is partly achieved               <ul style="list-style-type: none"> <li>■ A good attempt to employ the cooperative learning model, heterogeneous grouping and other learning activities to promote collaboration among students.</li> <li>■ Our seed teacher (Chinese Language) completed the Certificate in Professional Development Programme On Enhancing Student Learning in Small Groups organised by HKIED (from late April 2015 to late May 2015).</li> <li>■ The number of seed teachers need to be increased yearly</li> <li>■ Implementing Common Lesson Preparation (CLP) and Peer Lesson Observation (PLO)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The school will continue to implement both CLP and PLO as routine works in all subjects.</li> <li>● Summative evaluation will continually be conducted to shed light on future development.</li> <li>● A survey will be conducted to elicit from teachers what supportive measures they might need for future Common Lesson Preparation/Peer Lesson observations (in terms of resources, administrative support, time, etc.)</li> <li>● Subject panels should make indicating clearly each content component of their scheme of work as either “core” or “extension” a common practice.</li> </ul>	<ul style="list-style-type: none"> <li>● There are still rooms for improvement in the whole school curriculum design regarding (1) the whole school core medium of instrument policy related to school curriculum design (2) provide more elective options for senior students</li> <li>● Seed teachers may serve as mentors to various schools of cooperative learning to try out lessons on cooperative group work.</li> </ul>

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
	<ul style="list-style-type: none"> <li>● The target to reinforce student-centered learning approach in order to promote student’s thinking skills and learning effectiveness is partly achieved               <ul style="list-style-type: none"> <li>■ The mean score of the items related to “My views on Teaching” in the Student’s Stakeholder Survey is 3.5 or above.</li> <li>■ Panel heads reviewed the student’s assignment regularly. Each subject panel conducts at least one Homework Inspection every school year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Actions to be incorporated in the next SDB:               <ul style="list-style-type: none"> <li>■ Panel heads need to assist the teachers to pay more attention to assessment for learning and conduct professional exchange to identify student’s strengths and weakness</li> <li>■ Teachers are encouraged to use a variety of approaches and styles for designing homework to motivate students.</li> </ul> </li> <li>● The variety of teaching strategies adopted according to the characteristics of individual learners, such as adjusting the instructional design, adopting stratified teaching methods, formulating classroom questioning techniques, devising appropriate learning activities and assignments to enhance students’ thinking skills, should be integrated into lesson planning routines.</li> </ul>	<ul style="list-style-type: none"> <li>● A focused lesson observation protocol (including Pre-Observation Conference/ Observation / Debriefing) is implemented.</li> <li>● Each panel is suggested to formulate individual subject-based reading strategies to promote students’ reading habits.</li> </ul>

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
	<ul style="list-style-type: none"> <li>● The intended target to establish online learning platform and develop reading strategies to help individual students to learn according to their own abilities, a measure to enhance their learning effectiveness is achieved               <ul style="list-style-type: none"> <li>■ E-Resources for Professional Development (ERPD): Gathering resources on lesson observations (and on other aspects of Learning and Teaching for Staff Development)</li> <li>■ List of educational websites for students</li> <li>■ Pooling resources such as research papers, newspaper/journal articles or videos or inviting experts from professional bodies/EDB to enhance the effectiveness of lesson observation. These resources will, as a part of staff development, be pooled at our school Intranet (entitled “E-Resources for Professional Development” or ERPD) for teachers’ reference.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● In view of the coming availability of WiFi infrastructure (including mobile devices) at school, we will continue to build on our previous successful experiences in adopting IT (e-learning + the use of Tablets in some lessons—mainly in Reading Lessons), we will continue to develop sound pedagogical practices to make use of IT/Tablets in other subjects in our curriculum;</li> <li>● share with other colleagues both the achievements and drawbacks in e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>● The Liberal Studies department attempted to employ the Flip-classroom approach in order to enhance the learning and teaching effectiveness and better utilisation of Information Technology in the classroom. A QEF project has been submitted and pending approval. If the project could be approved, the school would receive adequate resources and support to realise the Flip-classroom project.</li> </ul>

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	<ul style="list-style-type: none"> <li>● The intended target to utilise the evaluation data to analysis students’ abilities in order to provide essential feedback is partly achieved. <ul style="list-style-type: none"> <li>■ Panel heads will monitor the implementation of various learning and teaching strategies as well as student’s learning progress.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The practice of “Post-examination Evaluation” is extended to all subject levels</li> <li>● Post Examination meetings were held after each examination for each level</li> <li>● Marker’s should utilise the assessment data collected in their reports to review learning, teaching and quality of examination papers</li> <li>● The staff appraisal system will be reviewed and implemented in next school year</li> <li>● Panel heads appraise their panel members by Subject Teacher Appraisal Form, Homework Inspection Form, and Lesson Observation Form.</li> </ul>	<ul style="list-style-type: none"> <li>● Devises pedagogical strategies together with supporting materials and incorporates them into the teaching schedules to further enhance learning and teaching effectiveness</li> </ul>
	<ul style="list-style-type: none"> <li>● The objective to provide enrichment measure to help more able students to enhance their learning ability and leadership talent is achieved</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment classes are conducted for more able students</li> </ul>	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
	<ul style="list-style-type: none"> <li>● The objective to provide consolidation measures to help less able students regain their confidence in learning is achieved               <ul style="list-style-type: none"> <li>■ A formal and school –based teacher handbook titled “Teacher Handbook on Supporting Students with special Education Needs” Provides teachers with detailed guidelines on early intervention, identification, follow-up and supports to students with SENs, is produced</li> <li>■ Statistics from the APASO reveal that students’ views in the subscales “Achievement”, “Experience”, “General Satisfaction”, “Opportunity” “Social Integration” and “Teacher-Student Relationship” were significantly high while the figure of the subscale “Negative Affect” is diminished.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Early intervention, including identification, follow-up and supports to students with special education needs</li> <li>● Measures or training in groups will be provided to help students with SEN to develop interpersonal and social skills and enhance their self-confidence through classroom management and establish a mutually respectful and supportive atmosphere in class</li> <li>● After-school English consolidation courses are offered to S1 Students</li> <li>● S6 students will be provided with supplementary classes during holidays in order to prepare them better for the public examination</li> </ul>	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
<p>Major Concern 2 : Nurturing students a spirit of freedom and self-discipline, and promote love, piety and gratitude.</p>	<ul style="list-style-type: none"> <li>● The aims to strengthen students' perception of self-discipline and freedom, gratitude, piety to God, and respect and care for brothers through formal curriculum and optimized instructional design in class are partly achieved</li> <li>■ As revealed in the Student Stakeholder Survey (items related to students' views on teaching support for student development, and school climate), the mean score of each item is 3.5 or above.</li> <li>■ As revealed by the stakeholder's survey, both students and parents showed very positive response towards the school that actively fosters the virtues of the students.(S19, P9). However, the students viewed the performance of their classmates in the area of self-discipline and abide by school regulations yet had to be improved (S16)</li> </ul>	<ul style="list-style-type: none"> <li>● In the past few years, the school actively encouraged students to practice and internalise the values through active participation in community services or visits. This practice should continue.</li> <li>● Some of the themes of the Monday Motto were addressed to the reverence for the Lord, respect for human life, love the environment and services. This practice should continue.</li> <li>● In order to develop students' spirit of love and service, enhance students' positive image, more reflection and sharing sessions should be conducted so that students would internalize what they have learned through</li> </ul>	<ul style="list-style-type: none"> <li>● Students had different views towards the participation of ECA indicated the different perceptions and requirement from that of the parents and teachers. The school should look into students' opinions in organizing ECA and related activities</li> <li>● The morning prayers and inspirational mottos delivered on every school day should boost their morale in learning</li> </ul>

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
	<ul style="list-style-type: none"> <li>● The intended target to provide students with opportunities to practice what they have taught systematically through the informal curriculum, such as religious rituals, classroom management, services, reflection and other learning activities is fully achieved</li>   <li>■ Both teachers and parents agreed the students' participation, knowledge, life skills and learning opportunities in school's extra-curricular activities were increased (T50, T51, P10), though the students had slightly different views on this issue (S21)</li>   <li>■ The mean score of each of the items related to "My views on school climate in the both Parents' and students' stakeholder survey is 3.5 or above</li> </ul>	<ul style="list-style-type: none"> <li>● More opportunities could be given to encourage students to act on their own initiative to organize activities and provide service to students and perpetuate the tradition of trust and freedom.</li>   <li>● School members actively participate in the school morning prayer.</li> </ul>	<ul style="list-style-type: none"> <li>● The various religious activities and rituals conducted by the school help the student fortify the spirit of gratitude in practice</li> </ul>

## A Holistic Evaluation of Our School Performance

PI Areas	Major Strengths	Areas for improvement
1. School Management	<p><b><u>Planning, Implementation, Evaluation</u></b></p> <ul style="list-style-type: none"> <li>● As revealed in the ESR report 2014, the school has formulated a good self-evaluation mechanism and it functioned effectively</li> <li>● Various data are collected on learning and teaching intending to monitor student's performance</li> <li>● Panel heads have formulated their plans in line with the school Educative Pastoral Plan.</li> <li>● The school makes good use of SSE tools to analyse and synthesise the evaluation findings.</li> </ul>	<ul style="list-style-type: none"> <li>● The teacher's involvement in policy making and the transparency could be enhanced</li> <li>● Promote the culture of collective proceedings among staff and stimulate discussion on school policies, so that a better understanding can be achieved among members on the direction of school development.</li> <li>● More channels could be formed to allow stakeholders to recognise the recent school development.</li> </ul>
2. Professional Leadership	<p><b><u>Leadership and Monitoring, Collaboration and support, Professional Development</u></b></p> <ul style="list-style-type: none"> <li>● With a new Senior Executive Committee formed, it is hoped to facilitate better communication among members of senior management</li> <li>● All members had a clear vision of Salesian education and applied the Preventive Education system in the school</li> <li>● The school management has an amicable working relationship with teachers</li> <li>● teachers are encouraged and being highly supported to participate professional development programmes.</li> <li>● In-house training programmes on the staff development are in line with the school's development plan.</li> </ul>	<ul style="list-style-type: none"> <li>● Need to devise a direction for professional development to accommodate the latest school development</li> <li>● Encourage cross-discipline collaboration.</li> <li>● Need to reinforce the monitoring role of middle managers</li> <li>● Staff appraisal should be used to identify the strengths and weaknesses of the staff as well as the training needs in order to enhance continuous improvement of their work performance</li> </ul>
3. Curriculum and Assessment	<p><b><u>Curriculum organisation , Curriculum implementation, Performance Assessment, Curriculum evaluation</u></b></p> <ul style="list-style-type: none"> <li>● Various instructional strategies, such as cooperative learning were promoted to enhance the learning and teaching effectiveness in the last Educative Pastoral Plan</li> </ul>	<ul style="list-style-type: none"> <li>● The curriculum design should in line with the trend of the educational development</li> <li>● More opportunities for self-assessment or peer assessment could be arranged for students to reflect on their own learning</li> </ul>

PI Areas	Major Strengths	Areas for improvement
	<ul style="list-style-type: none"> <li>● Clearly defined objectives in the school-based curriculum. External resources are deployed to enhance English learning effectiveness, such as inter-class English Drama competition, Choral speaking, and PET examination to establish an immersed English language environment.</li> <li>● Small class teaching is adopted in junior Chinese Language in order to cater for their learning diversity. In addition, a special group is formed to cater for the learning needs of Non-Chinese Speaking students</li> <li>● The performance assessment methods adopted by subject panels effectively assess student's performance</li> </ul>	<ul style="list-style-type: none"> <li>● a systematic evaluation model to monitor student's academic performance needs to be establish</li> <li>● resources should be deployed to support curriculum implementation effectively</li> <li>● in-depth analysis on students' learning difficulties and of subsequent refinement in curriculum and pedagogies</li> </ul>
4. Student Learning and Teaching	<p><b><u>Learning Process, Learning performance, Teaching organisation, Teaching Process, Feedback and Follow-up</u></b></p> <ul style="list-style-type: none"> <li>● from the ESDA teacher's survey, teachers agreed they are able to adjust the teaching contents and strategies according to student's learning progress in lesson</li> <li>● Students are able to use a variety of resources such as the Internet and the Library in learning</li> <li>● Structured enrichment and consolidation programmes are provided for the students</li> <li>● Common lesson preparation and developmental peer lesson observation are employed to enhance teaching effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Student's learning interest and motivation should be enhanced</li> <li>● Higher expectation should be made to student's learning attitude, in particular, the homework or assignment submission</li> <li>● The students' reading skills, habit and interest in reading need to be enhanced</li> <li>● Effective use of the reading period and the linkage with the curriculum could be conducted</li> </ul>
5. Student Support	<p><b><u>Support for student development, School Climate</u></b></p> <ul style="list-style-type: none"> <li>● The school provides various opportunities for students to foster their leadership</li> <li>● Students actively participate in various activities to develop their interests and talents.</li> <li>● Teachers established good relationship with the students</li> <li>● Students like the school and get along well with schoolmates</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers are encouraged to receive formal training provided by EDB or tertiary institutions regarding students with special educational needs.</li> <li>● Identify gifted students and help them develop their potential.</li> <li>● Enhance students' morality in both formal and hidden curriculum</li> <li>● Student's self-discipline should be emphasised</li> <li>● Collaboration among teachers has to be enhanced</li> </ul>

PI Areas	Major Strengths	Areas for improvement
6. Partnership	<p><b><u>Home-school cooperation, Links with External Organisations</u></b></p> <p>From the ESDA survey, parents are pleased to let their children study in the school</p> <p>There are sufficient channels such as parents’ day, school web site, PTA, etc for parents to express their views to the school</p> <ul style="list-style-type: none"> <li>● The school maintains a good tie and communication channels with the Parents-Teachers Association and keeps them informed of the latest school development.</li> <li>● Parents have a strong sense of belonging to the school, and they give great support to the school, play an active role in a variety of volunteer work, and are devoted to collaborating with teachers.</li> <li>● The School regularly invites old boys and parents to share their experiences in career's talks. Old boys also actively support the careers and mentorship scheme, workplace shadowing, sponsorships and scholarships, and consolidation programmes.</li> </ul>	<ul style="list-style-type: none"> <li>● Invite parents to participate in school activities</li> <li>● Establish more channels to listen views from the parents</li> <li>● Exploration could be made to establish external links such as university partnership in order to better utilize community resources</li> </ul>
7. Attitude and Behaviour	<p><b><u>Affective Development and Attitude, Special Development</u></b></p> <ul style="list-style-type: none"> <li>● According to the result from the APASO, students in general have a positive self-image</li> <li>● Students actively participate in various school activities and bear a strong sense of belonging.</li> <li>● Students and teachers establish a fine and coherent rapport among themselves.</li> <li>● Students have strong initiatives in organising extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Student’s motivation and self-initiative in learning should be improved</li> <li>● To tackle students’ behavioural problems, greater consensus and professional dialogue among teachers are necessary to achieve consistency and fairness</li> <li>● Promote student's ability and habits in self-learning.</li> <li>● student’s reading habits and skills have to be enhanced</li> </ul>
8. Participation and Achievement	<p><b><u>Academic Performance, Non-academic performance</u></b></p> <ul style="list-style-type: none"> <li>● Students are actively involved in various activities, being excelled in leadership and organisation skills.</li> <li>● Student leaders play a strong role in practising student autonomy in extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>● students are encouraged to participate in various types of activities, in particular the service learning</li> <li>● Nurture students a good study habit so as to improve academic performance.</li> <li>● Students should be taught self-management skills</li> </ul>

PI Areas	Major Strengths	Areas for improvement
	<ul style="list-style-type: none"> <li>● Students actively participated in inter-class competitions, such as sports activities, chorus speaking, drama competition etc.</li> <li>● Student's performances in public examination remain consistent over the years. The passing rate for most subjects are above the territory averages</li> </ul>	
9. Spirituality and faith	<ul style="list-style-type: none"> <li>● Religious atmosphere in the campus is strong</li> <li>● Staff and students share a sense of belonging to the schools</li> </ul>	<ul style="list-style-type: none"> <li>● A more structured and organised religious programmes to establish a stronger faith community</li> </ul>
10. Career planning and vocation	<ul style="list-style-type: none"> <li>● The planning and provision of student support focused on enhancing the whole person development of students and nurturing each individual through Reason, Religion and Loving Kindness</li> </ul>	<ul style="list-style-type: none"> <li>● A progressive programme and opportunities to learn about students' personal traits and aptitude should be addressed at junior levels</li> </ul>

## Situation analysis

### Our strengths

- We have a long history with a recognised tradition. The same name “St. Louis” as a school has been standing on the same site since 1864. Beginning from 1927, the Salesian Congregation took over and started running St. Louis for 86 years. Since then, we inherit and uphold the three basic beliefs of education - reason, religion and loving-kindness- promulgated by the Salesian founder, St. John Bosco.
- Sharing the same mission and educational principles, we, together with other 12 sister schools run by the Society of St. Francis de Sales, form a close intra-school network supporting each other.
- We foster a trusting and harmonious relationship between parents and the school authority, as evident in the formation of Parents-Teachers Association (PTA). It has been in operation for 22 years, offering invaluable support to the school policies and activities.
- The conducive environment of freedom and autonomy unleashes the potentials of students, boosting their motivation and abilities to take initiative in organising activities.

### Our Weaknesses

- The teaching staff should be aware of and keep pace with the new education trends.
- The diversified needs of students from the gifted to the low achievers are yet to be better catered for.
- An English rich environment is yet to be formed.
- Students lack the spontaneity and interest in reading and self-learning.
- Greater student participation and more enhanced performances in interschool contests and events are expected.
- Though we have a spacious campus, there are not enough function rooms, some facilities are too worn out and inadequate to keep up with the new demands.

## ***Opportunities***

- Having joined the Class Structure Optimising Scheme, the school is able to maintain adequate teaching force during the transitional period. The teaching and administrative burdens are therefore relieved.
- External Review had been conducted in March 2014. The report pointed out our strength and weaknesses that provided directions for the school to review and formulate development plans based on the suggestions by external reviewers.
- The school will celebrate her 90<sup>th</sup> anniversary in 2017, which is a chance to re-unite the whole family.

## **Threats**

- Family background of students becomes increasingly diverse in recent years, and they show a general decline in motivation. Teachers need to pay more effort on teaching, discipline and guidance.
- Both English and Chinese language requirements for the new Hong Kong Diploma of Secondary Education are set at a higher standard. Our students' language and communication skills need to be strengthened.
- Nowadays, information is flooding through mass media and the Internet, which have an enormous impact on students' moral values. It is needed to cultivate students' positive values and their ability to discriminate and judge critically the information they receive.
- A handful of experienced teachers in the school are going to retire in the coming years. New staff need to be trained in order to inherit our school tradition, culture and values.

## **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 90<sup>th</sup> anniversary celebration a chance for reinforcing the Aloysian spirit*

# Major Concern 1

*To put in place a system and cultivate habits conducive to the advancement of academic performance*

Objectives	Time Scale (Please insert ✓)			Outline of Strategies
	16-17	17-18	18-19	
<p><u>At Student Level</u></p> <p>Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage*.</p> <p>* Four stages to become a self-directed learner:            Stage 1: Dependent learner            Stage 2: Interested learner            Stage 3: Involved learner            Stage 4: Self-directed learner</p>	✓	✓	✓	<p><b><u>Self-Awareness</u></b></p> <ul style="list-style-type: none"> <li>To foster students' self-understanding of their interests, abilities and academic/career aspiration</li> </ul> <p><b><u>Skills and Attitudes</u></b></p> <ul style="list-style-type: none"> <li>To foster students' good learning habits and skills so that they can undertake some of their learning before the lesson, actively engaged in their learning "during a lesson" and continue their learning "after the lesson"</li> <li>To reinforce students' lesson preparation and note-taking habits; to promote the use of learning journal</li> <li>To help students develop high order questioning skills to enhance their interactions in classes and promote their high order thinking skills; To create opportunities for students to learn how to ask questions and how to think deeply about a topic</li> </ul>
	✓	✓	✓	<p><b><u>mLearning and eLearning</u></b></p> <ul style="list-style-type: none"> <li>To enhance mLearning (Mobile Learning) and eLearning (Electronic Learning) to allow students to learn in a more flexible and an informal way as well as in their own pace</li> </ul> <p><b><u>Language for Study</u></b></p> <ul style="list-style-type: none"> <li>To help students develop proficiency in biliterate and trilingual communication</li> </ul> <p><b><u>Reading for Learning</u></b></p> <ul style="list-style-type: none"> <li>To promote reading for learning</li> </ul> <p><b><u>Coaching our students</u></b></p> <ul style="list-style-type: none"> <li>To help students overcome deficiencies and resistance in learning</li> </ul>
	✓	✓	✓	
	✓	✓	✓	
	✓	✓	✓	

The performance of both students with specific learning hurdles and special gifts are advanced significantly.	✓	✓	✓	<p><b><u>Cater for diversities</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
Students are embracing the responsibility for doing the work of learning and doing it well.	✓		✓	<p><b><u>Guiding students towards positive and responsible behaviour</u></b></p> <ul style="list-style-type: none"> <li>To enhance students' self-management skills so that they can strike a balance between academic pursuit and extra-curricular activities (ECA)</li> <li>To increase their internal motivation and encourage them to take responsibility for managing their lives</li> <li>To enforce the eHomework system in all school levels</li> </ul>
Being self-directed learners, students are able to maximize their learning opportunities	✓	✓	✓	<p><b><u>Learning in real contexts and authentic settings</u></b></p> <ul style="list-style-type: none"> <li>To encourage and coach students to participate in inter-school and territory-wide competitions / activities in the domains of ethics, intellect, physical development, social skills and aesthetics.</li> <li>To broaden students' horizons with overseas study tours</li> </ul>
Students will set their individual goals for learning.	✓			<p><b><u>Living a reflective and an examined life of purpose</u></b></p> <ul style="list-style-type: none"> <li>To foster students' goal setting and reflective habits of mind</li> </ul>
Students are assisted to develop habits of self-reflection.		✓		<ul style="list-style-type: none"> <li>To ask students to write reflections after their GE lessons, RME lessons, mid-year examination and project works</li> </ul>
		✓	✓	<ul style="list-style-type: none"> <li>To provide both teachers and students with assessment data so as to improve teaching practice and learning outcomes</li> </ul>
	✓	✓	✓	<ul style="list-style-type: none"> <li>To provide teachers and students with updated information on university entrance requirements</li> </ul>

<p>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.</p>	<p>✓    ✓    ✓</p>	<p><b><u>Self-directed learning process as an internalized process related to willingness, self-identity and capacity to manage an individual's own learning</u></b></p> <ul style="list-style-type: none"> <li>To devise more self-directed learning activities like project work problem-based learning or independent enquiry study which requires students to make decision, do extended reading, writing, researching and reflection</li> </ul>
<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 reflective about their teaching.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>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.</li> <li>To provide students with diversified learning tasks, assignments and assessments to help them develop higher-order thinking skills</li> <li>To make full use of assessment information to adjust their teaching strategies</li> <li>To help teachers have more acquaintance with Bloom's Taxonomies (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</li> </ul>
<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>✓</p> <p>✓    ✓    ✓</p> <p>✓    ✓    ✓</p>	<ul style="list-style-type: none"> <li>To conduct a review of the school curriculum to facilitate effective teaching and learning</li> <li>To create a language-rich environment for students to use English through establishing an English culture in school.</li> <li>To organize sharing sessions to promote good practices among teachers</li> </ul>
<p>Cross-curricular collaborations among various subjects are enforced.</p>	<p>✓    ✓    ✓</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>

## Major Concern 2

### *To work on values education in student communities*

Objectives	Time Scale (Please insert ✓)			Outline of Strategies
	16-17	17-18	18-19	
<i>Teachers are equipped with ways of conducting values education in curriculum and in activities.</i>	✓ ✓ ✓			<ul style="list-style-type: none"> <li><i>To identify core values to be held in the different stages of development</i></li> <li><i>To arrange relevant professional development sessions for teachers</i></li> <li><i>To collect and disperse teaching resources</i></li> </ul>
<i>Students have a tendency to hold the specific values in everyday life.</i>		✓ ✓ ✓ ✓	✓ ✓	<ul style="list-style-type: none"> <li><i>To arouse the awareness on and foster the accurate understanding of the identified values</i></li> <li><i>To relate the identified values in appropriate points in the formal teaching of the subjects</i></li> <li><i>To promote the identified values in the activities and competitions conducted by special teams and school teams</i></li> <li><i>To introduce specific awards, recognition, and positive feedback on specific values</i></li> </ul>
<i>Establish good team spirit in a variety of student communities</i>	✓  ✓	✓ ✓	✓ ✓	<ul style="list-style-type: none"> <li><i>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</i></li> <li><i>To organise a variety of inter-house competitions which could promote a spirit of brotherhood</i></li> <li><i>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></li> </ul>

### Major Concern 3

*To make the 90<sup>th</sup> anniversary celebration a chance for reinforcing the Aloysian spirit*

Objectives	Time Scale (Please insert ✓)			Outline of Strategies
	16-17	17-18	18-19	
<i>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</i>		✓		<ul style="list-style-type: none"> <li><i>To establish more chances for the interaction between students and Salesians as well as alumni</i></li> <li><i>To collect and disseminate stories about the school and people closely related to the school</i></li> <li><i>To put the Aloysian spirit into practice</i></li> </ul>
		✓		
		✓	✓	
<i>Communication skills, management skills, creativity, self-confidence and sense of responsibility are developed in students who have assigned duties or participated in the celebration</i>	✓	✓		<ul style="list-style-type: none"> <li><i>To include students in the event preparation groups</i></li> <li><i>To encourage and arrange participation in events</i></li> <li><i>To collect and disseminate reflections upon the completion of the events</i></li> </ul>
	✓	✓		
		✓	✓	