

**St. Louis School**  
**Annual School Plan**  
**School Year 2021-2022**

**Salesians of Don Bosco, Chinese Province of Mary Help  
of Christians**

**Vision statement**

We envisage that young people, especially those who are particularly poor ones, find our educative-pastoral community a "home" full of love, which is capable of cultivating correct conscience and faith, equipping them with ways to make correct value choices and vocation discernment, and life skills so as to allow them to develop personal potential and participate in building up a world of justice and fraternity.

**Mission statement**

We strive every effort to animate the co-responsible persons, and to bring all the resources together for the provision of the cultivation of faith and life skills suitable for the times to the particularly poor young people; and to shape for them a "family" through our educative pastoral services.

**Value declaration**

We adhere to the following values when practising our mission:

1. To educate young people with St. John Bosco's Preventive System of "Reason, Religion, and Loving-kindness";
2. Live out a family spirit and often accompany young people;
3. Lead young people to meet with Christ and understand the good news of the gospel;
4. Cultivate young people to respond to the call of God and undertake the mission;
5. Share responsibilities with the co-operators, and attending to their capacity building and responsibility undertaking.

## **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.

**Major Concerns for the Whole School for the 3 school years: 2019/20 – 2021/22**

- 1. *Students as visionary leaders possessing enhanced thinking skills, especially creativity and problem solving***
- 2. *Students as visionary leaders with necessary positive values including self-discipline and respect inculcated***
- 3. *The school equipped as a Salesian oratory\* of the 21<sup>st</sup> century***

\* A Salesian oratory should be a home that welcomes, a parish that evangelises, a school where learning takes place and a playground where friends can meet and have fun.

1. Major Concern: *Students as visionary leaders possessing enhanced thinking skills, especially creativity and problem solving*

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.1* Teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills</p> <p>* Refer to the indices in SDP</p>	<p>Continue to implement structured teacher training:</p> <ul style="list-style-type: none"> <li>➤ Needs for teacher training are identified, specifically for 2021-22.</li> <li>➤ Teacher training requirements on the latest technologies and innovative ways of teaching are specifically set for 2021-22.</li> <li>➤ Continue to improve the platform for sharing skills and insights acquired.</li> </ul> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Chinese (NCS) 中文第二語言: 改善教學模式</li> <li>• Chinese History: 同儕觀課</li> <li>• Biology: Self-constructive Teaching Strategies &amp; Common Lesson Preparation</li> <li>• Geography: Attending subject based seminars</li> <li>• Economics: Professional development in Economics &amp; teachers' professional development on e-Learning</li> <li>• Life &amp; Society: A workshop on</li> </ul>	<p>Needs for teacher training are identified.</p> <p>Teacher training requirements on latest technologies and innovative ways of teaching are set for 2021-22.</p> <p>Most teaching staff realize a continuous improvement in the platform for sharing skills and insights acquired.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Refer to individual programme</p>	<p>Board of Learning and Teaching</p>	<p>Refer to individual programme</p>

	e-Learning & Professional development of teachers in eLearning and Values Education					
	<p>Build on the insights gained from the previous school year, the school will continue to implement the sharing of successful teaching practice on creativity and problem solving skills</p> <ul style="list-style-type: none"> <li>• in our staff meetings</li> <li>• on one of our staff development days</li> <li>• via paying a visit to schools with good practice</li> </ul>	<p>At least one staff development workshop on sharing of successful teaching practice on creativity and problem solving skills will be organised.</p> <p>Schools with good practice are identified and a visit to these schools will be organised.</p>	Scrutiny of documents: schemes-of- work and meeting minutes	2021-22 School Year	Board of Learning & Teaching And Staff Induction, Development & Appraisal Team	Printing
1.2 Students have solid and extensive knowledge base	<p>Continue to develop innovative learning centres</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• IT Team: AI Lab</li> <li>• Computer Subjects: IT Corner &amp; Welcome to AI World</li> <li>• Biology: SLS Biology Museum A.Bee workshop</li> <li>• Science: Science Corner</li> </ul>	<p>Students and teachers are introduced to the concepts of innovative learning centres (ILC#)</p> <p>The learning and teaching of AI technology can be promoted via the AI Lab; taking the</p>	Scrutiny of documents: schemes-of- work and meeting minutes	Refer to individual programe	IT Team	Donation and funding approved by IT Innovation Lab

		initiative to become a renowned regional (C&W) AI centre excelling in promoting innovative learning and teaching.				
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# Develop innovative learning and teaching strategies through implementing e-learning (such as IT- or simulation-based learning) and constructing a seamless learning environment: Innovative teaching methodologies such as simulation, virtual reality and game-based techniques are becoming increasingly popular as creative ways to enhance outcomes of learning. Bring Your Own Device 「BYOD」 and innovative uses of e-solutions (web tools, platforms such as Dyknow, Edmodo, OneNote and Flipped Classroom) and apps) are examples of such a new movement to leverage on global e-learning resources.



1.2 Students have solid and extensive knowledge base	Continue to showcase innovative technologies, designs and applications on a variety of platforms	Teachers may share their tryouts in innovative teaching via GE lessons and General Staff Meetings respectively.	Scrutiny of documents: Meeting minutes	Refer to individual programme	Board Of Learning & Teaching and Staff Induction, Development & Appraisal Team	Funding for setting up infrastructures of ILCs
	<p>Sustain the practice of extending knowledge acquisition beyond classroom teaching and textbooks through WebQuest, reading and study tours, etc.</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Study tours: United Kingdom English Study Tour</li> <li>• Singapore STEM and Culture Study Tour</li> <li>• New Zealand English Study Tour (joint school programme)</li> <li>• Mathematics: WebQuest 2.0 (An inquiry- oriented activity) (S2 &amp; S3)</li> <li>• 中國歷史: 電子資源學習資源</li> <li>• Biology, History, Science, Physics, : mLearning / eLearning</li> <li>• Economics: Flipped</li> </ul>	<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>At least two KLAs organize either the WebQuest or online quest for their students.</p>	Scrutiny of documents: schemes-of-work and meeting minutes	Refer to individual programme	Activities Team (Study Tours outside HK)	Printing & fees for touring

	<p>Classroom with e-learning</p> <ul style="list-style-type: none"> <li>Life &amp; Society: The school-based curriculum echoing Values Education with the use of e-Learning tools &amp; Social issues online exercises</li> </ul>					
1.2 Students have solid and extensive knowledge base	<p>Advance on making assessments as bridges between effective teaching and fruitful learning by</p> <ul style="list-style-type: none"> <li>➤ Adopting multi-ways for assessments</li> <li>➤ Reports of assessments indicative to areas/ways of improvement</li> <li>➤ Requiring students reflect on their results of assessments</li> </ul> <p><b>Programme:</b></p> <ul style="list-style-type: none"> <li>G.E. Team: GE Lessons (Writing reflections)</li> </ul>	<p>In addition to the assessment of learning<sup>§</sup>, each subject panel should try out at least one of the other two modes of assessment (namely Assessment for Learning and Assessment as Learning).</p> <p>Students, with the help of their class teacher(s), are required to write reflecting (mainly on areas/ways of improvement) after their mid-year examination.</p>	Scrutiny of documents: schemes-of-work and meeting minutes	Refer to individual programme	Board Of Learning & Teaching, Board of Student Support & School Ethos	Printing

§ Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. **Assessment of Learning:** Assessment for the purpose of evaluating the quality of education or understanding students' standards. **Assessment for Learning:** Assessment for the purpose of helping students to understand their strengths and weaknesses in learning and to make continuous improvement. It also enables teachers to review and adjust their teaching objectives, teaching plans and teaching strategies. **Assessment as Learning:** Assessment for the purpose of enabling students to be more active in connecting learning and assessment, thereby developing their self-directed learning abilities. (Ideas extracted from <https://cd.edb.gov.hk/becg/english/chapter5.html>)

1.3 Students are able to identify needs and devise ways to meet the	Carry on to incorporate Design-thinking in learning¶¶	¶¶ At least one STEM project is assigned to junior form students.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Board Of Learning & Teaching	Printing
needs when facing problems, especially those real-life problems	<p>Continue to participate in competitions that stress on creativity and/or problem solving</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• English, Chinese Language and Music: Participate in The Hong Kong Schools</li> <li>• Speech Festival</li> <li>• English: Taking Part in Inter-school Debating Competitions &amp; Taking Part in Inter-school Drama Competitions</li> <li>• Sports team and PE: take part in the competitions held by the Hong Kong Schools Sports Federation annually</li> <li>• 普通話: 參加第七十三屆香港學校朗誦節普通話獨誦比賽、舉辦普通話朗誦技巧訓練班</li> <li>• Chemistry: S3 Low-Carbon Life Chemistry Video Competition</li> </ul>	Each KLA mobilizes its students to participate in at least one joint school competition that stresses on creativity and/or problem solving.	Scrutiny of documents: schemes-of-work and meeting minutes	Whole year	Board Of Learning & Teaching	Printing & CEG for training

	<ul style="list-style-type: none"> <li>• Mathematics: Training Program for 'The 24th Hong Kong Mathematical High Achievers Selection Contest' (S3)</li> <li>• Training Programme for the 21st Pui Ching Invitational Mathematics Competition (S1 &amp; S2)</li> <li>• Training Programme for the 21st Pui Ching Invitational Mathematics Competition, HKMO and HKIMO</li> <li>• Physics: HKPO</li> </ul>					
	<p>➤ Meeting the need of people in service learning</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Chinese (NCS) 中文第二語言: 參與義務工作</li> <li>• LS: Cooperation with other school teams to work on nurturing positive values</li> <li>• Moral &amp; Civic+ History and Geography Panels : Outreaching activities for experiential learning and community service (Co-organize with the History and Geography Panels)</li> <li>• Activities: S4 OLE</li> </ul>	<p>Students agree that they have acquired knowledge on service-learning 服務學習 in the classrooms and could engage in reflection activities organized by the school in liaison with some non-profit or social service groups, so that they could connect the concepts, theories and materials covered in the classroom to service experiences in the community.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p>	<p>Whole year</p>	<p>Board Of Learning &amp; Teaching</p>	<p>Printing</p>

	<p>Community Service Program</p> <ul style="list-style-type: none"> <li>• Careers: Elite Youngsters Programme &amp; Internships &amp; Job-shadowing</li> <li>• E &amp; SF: Activities and Training for students of Salesian Youth Catholic Society</li> <li>• Guidance: Group guidance activity for S1 &amp; 2 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power</li> <li>• Group guidance activity for junior form students – Positive M.I.N.D. Project</li> <li>• Group guidance activity for S3-5 students – Mindshift Educational Networking Programme</li> <li>• S1 Activity Day – 生命教育: 人生自肥企劃</li> </ul>					
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¶ Design-thinking in learning: A commonly received idea among the academia is that when students incorporate design thinking in their learning, they will become active learners who are keen on finding solutions to real-world problems and generating innovative ideas to create a better future. Their learning processes will become a series of reflective learning cycles which require them to work in cross-disciplinary and put their knowledge into practice.

¶ Approaches to incorporating design-thinking into learning are diversified. In addition to the well accepted STEM projects, in the learning and teaching of Liberal Studies, there are examples about integrating social innovations and design thinking, with an aim to enable students to understand complex social issues via a train of processes of inquiring and analyzing data, and presenting their findings and solutions in cross-disciplinary (IT and Mathematics).

¶¶ It could be defined as an experiential learning pedagogy that integrates meaningful community service with academic study and reflections to enrich students' learning experience.

**2. Major Concern: *Students, as visionary leaders, with necessary positive values including self-discipline and respect inculcated***

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
2.1 Students could attend lessons/activities and submit homework on-time	a. Launching campaign “Use time wisely, Fulfil duties properly”  <b>Programmes:</b> <ul style="list-style-type: none"> <li>• Life &amp; Society: Social issues online exercises</li> <li>• Activities: Student Leaders Training Workshop</li> <li>• Discipline: Punctuality award</li> <li>• Discipline: Discipline Team Assisting System</li> <li>• Moral &amp; Civic: Monday Motto</li> <li>• Moral &amp; Civic: Picks of the Week</li> </ul>	At least 3 Activities from different teams joined this campaign and the activities will cover the majority of S1 to S5 students.	Scrutiny of activity records.	Please refer to individual programme	Chong WK	Please refer to individual programme
	b. Requiring Junior Secondary students to join uniform groups or activities with group training element  <b>Programmes:</b> <ul style="list-style-type: none"> <li>• Activities: S1 &amp; S2 Activity Arrangement</li> </ul>	Each student will participate in at least one structured service learning program in his secondary school life.	Scrutiny of reports and attendance record.	Please refer to individual programme	Chong WK	Please refer to individual programme

<p>2.2 Students could articulate what they want themselves to be and work out effective plan to follow their vocation</p>	<ul style="list-style-type: none"> <li>Vocation discernment</li> </ul> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>Role-model readings: Reflecting on life experiences, Outline of expected personal qualities</li> <li>Careers: S3-6 Brothers' Talk</li> <li>Activities: Student Leaders Training Workshop</li> </ul>	<p>At least 3 Activities from different teams related to vocation discernment and the activities will cover the majority of S1 to S5 students.</p>	<p>Scrutiny of documents and reports</p>	<p>Please refer to individual programme</p>	<p>Chong WK</p>	<p>Please refer to individual programme</p>
<p><b>Continue from previous page</b></p>	<p>a. Steps and timeframe for the pursue of one personal quality expected</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>Discipline: Merit and Demerit system and relative schemes and policies</li> <li>Discipline: Concern(s) of the month</li> <li>Guidance: Case referral system</li> <li>Guidance: G.E. lessons</li> <li>Guidance: Group guidance activity for S1 &amp; 2 students – Visionary Leaders of Tomorrow Programme: The Art of Soft Power</li> <li>Guidance: Group guidance activity for junior form students – Positive M.I.N.D. Project</li> <li>Guidance: Group guidance activity for S3 to S5 students – Mindshift Educational Networking Programme</li> </ul>	<p>Students recognise the personal attributes that they should pursue and how they can reach their goals.</p>	<p>Scrutiny of documents and reports.</p>	<p>Please refer to individual programme</p>	<p>Chong WK</p>	<p>Please refer to individual programme</p>

	<ul style="list-style-type: none"> <li>• Health: Talks about Love and Life Education</li> <li>• Health: Talks about healthy eating habit (S.1 &amp; S.3)</li> <li>• Health: Talks about anti-smoking (S.2 &amp; S.3)</li> <li>• Activities: Leadership Training Camp</li> <li>• Activities: Junior Training Program-</li> <li>• Activities: SAA Large Scale Activities</li> </ul>					
2.3 Students could listen and observe actively	<p>a. Incorporating experiential learning in lessons</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Careers: Internships &amp; Job-shadowing</li> <li>• Reading: Visits</li> <li>• Activities: Life Wide Learning Day</li> </ul>	<p>Students appreciate the culture</p> <p>Students make friends with people in their visit</p>	Scrutiny of documents and reports.	Please refer to individual programme	Chong WK	Please refer to individual programme
	<p>b. Launching games and competitions</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Careers: S3/5 Inter-class Career Quiz Competitions</li> <li>• Discipline: Poster design competition</li> <li>• Discipline: Punctuality award</li> <li>• MCE: Classroom Cleanliness Competition</li> <li>• MCE: Bulletin Board Design Competition (Co-organize with the</li> </ul>	70% of students joined in at least one game/ competitions.	Scrutiny of activity records.	Please refer to individual programme	Chong WK	Please refer to individual programme



	<p>Religious Education Panel)</p> <ul style="list-style-type: none"> <li>• Guidance: S1 Activity Day - 生命教育: 人生自肥企劃 (New)</li> <li>• Pastoral Care: Interclass competition of football and basketball for all S1, S2 and S3 classes.</li> <li>• Pastoral Care: Interclass competition of Chinese Chess for S1 to S5 classes</li> <li>• Health: Joyful Fruit Day</li> <li>• Activities: Inter-Class Competitions</li> </ul>					
2.4 Students could behave in proper manners on all occasions	<p>a. Launching campaign “Fraternity in Action”</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Activities: House Activities</li> <li>• Pastoral Care: Big Brother Scheme</li> <li>• SYCS</li> <li>• Guidance: Group guidance activity for S1 students – Study Skills Workshops and Study Groups</li> </ul>					
	<p>b. Highlight Humanity and Environmental education in lessons</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• MCE Talks in General Education Lessons</li> <li>• MCE Monday Motto</li> <li>• MCE Picks of the Week</li> </ul>					

	(Recommendation of Good Books) • Health A talk about organ donation (S.5)					
	c. Service learning  <b>Programmes:</b> • MCE: Outreaching activities for experiential learning and community service (Co-organize with the History and Geography Panels)	Each student will participate in at least one structured service learning program in his secondary school life.	Scrutiny of reports and attendance record.	Please refer to individual programme	Chong WK	Please refer to individual programme

**3. Major Concern: *The school equipped as a Salesian oratory of the 21st century***

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 Staff and parents are aligned to the Salesian way of education	<p>a. Spiritual development in the Salesian way</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• E&amp;ST Activities and Training for students of Salesian Youth Catholic Society</li> </ul> <p>b. Sharing of effective ways to accompany with students</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• E &amp; SF: Catholic Teachers Formation</li> </ul>	<ol style="list-style-type: none"> <li>1. 75% of Catholic Teachers have attended at least two retreats.</li> <li>2. 5 teachers attend the Salesian Pastoral Meeting conducted by Salesian Youth Ministry.</li> <li>3. 100% of members from Evangelization and Spiritual Formation have attended at least 10 hours of CPD concerning Religious Education at the end of the school year.</li> <li>4. At least two sharing about the elements of Salesian oratory have been conducted during general staff meetings.</li> <li>5. At least five articles about Salesian way of education and Pastoral Theme will be distributed to teaching and non-teaching staff.</li> <li>6. A small sharing group among Catholic teachers are formed and meets once a month.</li> </ol>	<p>Scrutiny of documents.</p> <p>Survey: Collecting opinions from catholic teachers</p>	Please refer to individual programme	William So	Please refer to individual programme

<p>3.2 Refurbishing the school to meet the needs for Salesian way of education</p>	<ul style="list-style-type: none"> <li>Re-decorating the school</li> </ul> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>Basic provision</li> <li>Connection with Salesian Youth Movement</li> <li>For Implementing annual Salesian pastoral theme</li> </ul>	<ol style="list-style-type: none"> <li>Decorations inside the campus such as staircase are renewed to meet the needs for Salesian way of education.</li> <li>Historic documents of St. Louis School were collected and filed systematically. An exhibition about SLS History will be held and 250 students will participate in SLS History exhibition.</li> <li>200 student leaders and junior form students participate in the Salesian Youth Formation events.</li> </ol>	<p>Teachers of Religious Studies panels and Evangelization and spiritual formation team will use the decorations for daily teaching purpose and religious activities.</p> <p>Counting number of student participants.</p>	<p>Please refer to individual programme</p>	<p>William So</p>	<p>Please refer to individual programme</p>
<p><b>Continue from previous page</b></p>	<p>a. Setting up in-house project schedule to promote sinless joyful school life</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>Pastoral Care: Activities of Peer Mentorship Program</li> </ul>	<ol style="list-style-type: none"> <li>40 S1 students join the Peer Mentorship Program with positive feedback</li> <li>More than 15 students are awarded.</li> </ol>	<p>Counting number of student participants.</p> <p>Scrutiny of documents.</p>	<p>Please refer to individual programme</p>	<p>William So</p>	<p>Please refer to individual programme</p>

	<p>b. Joyful service to the community / primary schools</p> <p><b>Programmes:</b></p> <ul style="list-style-type: none"> <li>• Guidance Group guidance activity for S3 to S5 students – Mindshift Educational Networking Programme</li> </ul>	<ol style="list-style-type: none"> <li>1. 200 students participate in the volunteer services</li> <li>2. Accumulation of 2,000 hours of volunteer service hours are recorded for the whole school.</li> </ol>	<p>Counting number of student participants.</p> <p>Scrutiny of documents.</p>			
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