



ST. LOUIS SCHOOL
Annual School Plan

2025/26

School Vision and Mission

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.

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.

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

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.

St. Louis School

Annual School Plan

2025/26 (the first year of the development cycle from 2025 to 2028)

Major Concern

Major Concern 1

To adopt a whole-school approach to fostering a reading culture on campus

Major Concern 2

To embrace the school motto, *Scientia et Pietas*, with a systematic values education curriculum

Major Concern 1: To adopt a whole-school approach to fostering a reading culture on campus

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible person | Resource Required |
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| 1.1 To enhance the reading environment on campus | 1.1.1 To engage more readers by renovating library to create reader-friendly zones | <p>Strategies 1-3: Quantitative Success Criteria:</p> <p>1. Increased Library Usage: Measure the number of visitors to the library before and after renovations. Aim for a 20% increase in foot traffic within the first year.</p> <p>Track the circulation of books and other materials, targeting a 15% increase in checkouts post-renovation.</p> <p>2. Reader Engagement Metrics: Conduct surveys to assess the number of students participating in library programs (Weekly Good Book Recommendations and Visits to Book Fairs), aiming for a 30% increase in participation rates.</p> <p>Monitor attendance at library events and activities with a goal of attracting at least 50% of the students over the academic year.</p> | <p>Observations</p> <p>Surveys</p> <p>Scrutiny of Document</p> <p>Interviews</p> <p>Self-Assessments</p> <p>Performance Assessments</p> | Whole Year | RaC BLT | Renovation funding |
| | 1.1.2 To provide a range of opportunities inside and outside classrooms for students to read | | | | | Printing |
| | 1.1.3 To recommend quality and diverse reading materials to suit students' reading interests and habits | | | | | |

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| | | <p>3. Diverse Reading Engagement: Assess the variety and relevance of reading materials available in the new zones. Ensure that at least 75% of users feel that the library supports their interests and reading preferences.</p> <p>4. Feedback Collection: Continue to implement Stakeholder Survey and APASO III (two feedback systems to gather data on reading from teachers, students and parents), aiming for at least 80% of respondents to report a positive experience with the new zones as well as the reading atmosphere in SLS.</p> <p>Qualitative Success Criteria:</p> <p>1. User Satisfaction: Gather qualitative feedback through interview and focus group (RaC, Reading Team) meetings, evaluating the comfort and appeal of the new reading zones. Aim for positive comments regarding the atmosphere and design.</p> | | | | |
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| | | <p>2. Community Involvement: Evaluate the extent of community engagement in the renovation process, such as feedback from students, parents, and teachers. Aim for positive testimonials reflecting a sense of ownership and pride in the library space.</p> <p>3. Learning Environment: Observe changes in student behavior and engagement within the library, noting an increase in collaborative activities and discussions in the renovated spaces.</p> | | | | |
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| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible person | Resource Required |
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| 1.2 To increase students' engagement in reading | <p>1.2.1 To introduce digital tools and media that go beyond traditional reading to enhance students' reading experience</p> <p>1.2.2 To offer rewards and recognition for reading engagement, through a variety of methods</p> <p>1.2.3 To make reading more relevant to students' real world applications</p> | <p>Strategy 1: Introduce Digital Tools and Media to Enhance Reading Experience</p> <p>Quantitative Success Criteria:</p> <p>1. Engagement Metrics: At least 75% of students use digital reading tools regularly, as tracked by usage logs.</p> <p>2. Digital Content Access: A 30% increase in the number of digital reading materials accessed compared to the previous year.</p> <p>3. Participation Rates: At least 70% of students participate in digital reading initiatives and activities organized by the school.</p> | <p>Observations</p> <p>Surveys</p> <p>Scrutiny of Document</p> <p>Interviews</p> <p>Self-Assessments</p> <p>Performance Assessments</p> | | | |
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| | | <p>Qualitative Success Criteria:</p> <p>1. Student Feedback: A majority of students via interviews provide positive feedback on the digital reading tools and their overall reading experience.</p> <p>2. Teacher Observations: Reports from teachers indicate enhanced student engagement and interaction during reading activities.</p> <p>3. Variety of Materials: Evidence of diverse and relevant digital reading materials that cater to various interests and reading levels.</p> | | | | |
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| | | <p>Strategy 2: Offer Rewards and Recognition for Reading Engagement</p> <p>Quantitative Success Criteria:</p> <p>1. Recognition Events: Host at least three recognition events per year to celebrate reading achievements.</p> <p>2. Participation in Programs: At least 60% of students participate in reading reward programs (Reading Award Scheme) or challenges (Battles of the Books).</p> <p>3. Increased Reading Frequency: A 25% increase in the number of books read by students participating in reward programs.</p> <p>Qualitative Success Criteria:</p> <p>1. Student Motivation: Positive student feedback indicating increased motivation and enjoyment in reading due to rewards and recognition.</p> <p>2. Community Involvement: Increased involvement from parents and community members in recognition events, reflecting a supportive reading culture.</p> <p>3. Peer Influence: Students report being influenced by peers to read more due to visible recognition of reading achievements.</p> | | | | |
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| | | <p>Strategy 3: Make Reading More Relevant to Students' Real-World Applications</p> <p>Quantitative Success Criteria:</p> <p>1. Integration of Real-World Texts: At least 50% of reading materials used in class relate to real-world applications or current events AND also relate to at least one of the seven learning goals of secondary education (i.e., national and global identity, breadth of knowledge, language proficiency, 9 generic skills, information literacy, life planning, and healthy lifestyle).</p> <p>2. Student Projects: A minimum of 40% of students participate in projects that connect reading materials to real-life scenarios.</p> <p>3. Surveys on Relevance: 75% of students express that they find reading materials relevant to their lives in end-of-term surveys.</p> | | | | |
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| | | <p>Qualitative Success Criteria:</p> <p>1. Teacher Feedback: Teachers report that students demonstrate greater interest in reading when materials are connected to real-world contexts.</p> <p>2. Class Discussions: Observations indicate more vibrant discussions in class about the relevance of reading materials to everyday situations.</p> <p>3. Skill Application: Students articulate how reading has influenced their understanding of real-world issues during presentations or discussions.</p> | | | | |
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| 1.3 To integrate Reading Across the Curriculum | <p>1.3.1 To develop RaC</p> <p>1.3.2 To foster collaborative projects among KLAS/departments/teams/teachers to promote reading and RaC</p> <p>1.3.3 To conduct professional training or workshops to enhance teachers' understanding of implementing reading lessons and the whole school reading scheme</p> | <p>Strategy 1: Develop Reading Across the Curriculum</p> <p>Quantitative Success Criteria:</p> <p>1. Integration in Lessons: At least 70% of subjects incorporate reading materials relevant to their curriculum by the end of the academic year.</p> <p>2. Reading Resources: Increase the number of diverse reading resources available in each subject area by 30%.</p> | | | | |

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| | | <p>Qualitative Success Criteria:</p> <p>1. Teacher Feedback: Positive feedback from the majority of teachers regarding the effectiveness of reading integration in their lessons.</p> <p>2. Student Engagement: Observations show increased student engagement and participation in reading activities across subjects.</p> <p>3. Collaborative Planning: Evidence of collaborative planning sessions among teachers to integrate reading strategies across the curriculum.</p> | | | | |
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| | | <p>Strategy 2: Foster Collaborative Projects Among KLAS/Departments/Teams/Teachers</p> <p>Quantitative Success Criteria:</p> <p>1. Number of Collaborative Projects: At least five cross-departmental projects promoting reading are completed each academic year.</p> <p>2. Participation Rates: 75% of teachers participate in collaborative reading projects or initiatives.</p> <p>3. Student Involvement: At least 60% of students engage in collaborative reading projects across different KLAS.</p> | | | | |
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| | | <p>Qualitative Success Criteria:</p> <p>1. Project Outcomes: Reports from teachers indicate that collaborative projects enhance students' understanding and appreciation of reading.</p> <p>2. Student Feedback: Positive feedback from at least 80% of students on the value of collaborative reading projects in their learning.</p> <p>3. Interdepartmental Communication: Improved communication and collaboration among departments, as evidenced by regular meeting notes and shared resources.</p> | | | | |
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| | | <p>Strategy 3: Conduct Professional Training or Workshops for Teachers</p> <p>Quantitative Success Criteria:</p> <p>1. Training Participation: At least 90% of teachers attend professional training sessions or workshops focused on reading instruction.</p> <p>2. Workshop Frequency: Conduct a minimum of three professional development workshops each academic year.</p> <p>3. Post-Training Surveys: 85% of participants report increased confidence in implementing reading strategies after training.</p> | | | | |
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| | | <p>Qualitative Success Criteria:</p> <p>1. Teacher Reflection: Teachers provide reflective feedback indicating a deeper understanding of effective reading instruction techniques.</p> <p>2. Implementation of Strategies: Observations show an increase in the use of diverse reading strategies in classrooms following training.</p> <p>3. Peer Collaboration: Evidence of peer collaboration among teachers to share best practices for implementing reading lessons across the school.</p> | | | | |
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Major Concern 2: To embrace the school motto, Scientia et Pietas, with a systematic values education curriculum

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible person | Resource Required |
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| <p>2.1 To reinforce students’ recognition of Chinese culture-related values</p> | <p>2.1.1 To infuse the Chinese culture-related values or modern development of the motherland into the curriculum</p> <p>2.1.2 To hold student activities in the Chinese culture-related value rich environment</p> | <p>Quantitative Success Criteria</p> <ol style="list-style-type: none"> Curriculum Integration Subject Inclusion: All subject curricula will include designated modules or lessons focused on Chinese cultural values and modern developments. Student Participation Activity Engagement: Achieve a participation rate of at least 75% of students in cultural activities, projects, or events related to Chinese values each semester. Feedback Surveys Student Surveys: Conduct APASO III surveys with a target of at least 85 % student show positive their perceptions about the Chinese culture-related values or modern development of the motherland | | | | |

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| | | <p>Qualitative Success Success Criteria</p> <p>1. Student Reflection</p> <p>Reflective Journals: Require students to maintain writing reflective journals or essays during GE lessonsx, with at least 80% demonstrating a nuanced understanding of how Chinese cultural values relate to their everyday lives.</p> <p>2. Teacher Feedback</p> <p>Professional Input: Gather qualitative feedback from teachers regarding the effectiveness of curriculum integration, aiming for a majority of teachers to express satisfaction with the resources and support provided.</p> <p>3. Community Involvement</p> <p>Cultural Events: Organize at least three community events per year that promote Chinese culture, with qualitative feedback indicating increased community awareness and participation.</p> | | | | |
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| <p>2.2 To strengthen students' understanding of the school core values through a variety of experiential learning activities and programs</p> | <p>2.2.1 To provide more experiential learning activities for students to cultivate their positive values</p> | <p>Proposed Programs</p> <ol style="list-style-type: none"> 1. Cultural Heritage Workshops Description: Hands-on workshops focusing on traditional Chinese arts, crafts, and cultural practices. 2. Community Service Projects Description: Initiatives that engage students in local community service, emphasizing social responsibility and civic duty. 3. Field Trips to Historical Sites Description: Visits to significant historical and cultural sites in Hong Kong to connect students with their heritage. 4. Guest Speaker Series during GE lessons Description: Inviting experts and community leaders to speak on topics related to Chinese culture, citizenship, and national development. 5. Value Education Retreats Description: Overnight retreats/training programs / Camps by SAA, Houses and Pastoral/Religious Activities Team focused on team-building, leadership, and discussions on core values. | | | | |
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| | | <p>Success Criteria</p> <p>Quantitative Success Criteria</p> <p>1. Program Participation</p> <p>Engagement Rates: Aim for at least 80% student participation in each program.</p> <p>2. Completion of Projects</p> <p>Project Outcomes: Ensure that at least 75% of community service projects are completed successfully, with measurable benefits reported.</p> <p>3. Feedback Collection</p> <p>Survey Participation: Conduct surveys post-activities with at least 90% student participation give positive feedback on their experiences.</p> <p>Qualitative Success Criteria</p> <p>1. Student Reflection</p> <p>Reflective Essays: Require leader students to write reflective essays/take videos/photos after each program on the “Aloysians” (the school magazines)/the school year book, with all essay contributors demonstrating a clear understanding of how the activities relate to the school’s core values.</p> <p>2. Teacher Feedback</p> | | | | |
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| | | <p>Qualitative Input: Collect feedback from teachers on the effectiveness of programs in promoting core values, aiming for 90% positive responses regarding student engagement.</p> <p>3. Parental Engagement</p> <p>Parental Feedback: Stakeholder Survey on parents about their children's perceived understanding of core values, targeting a 75% positive feedback rate.</p> | | | | |
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| 2.3 To enhance the synergy/collaboration among KLAS/departments/teachers for promotion of values education | 2.3.1 To conduct professional training or workshop to enhance teachers' understanding of the way to implement a values education curriculum through the framework of 15 cross-curricular domains | Quantitative Success Criteria 1. Training Frequency Number of Sessions: Conduct a minimum of two professional development sessions per academic year (during SDDs) focused on values education. | | • | | |
| | 2.3.2 To form and review the whole-school values education curriculum | 2. Implementation Monitoring Curriculum Integration: Ensure that at least 80% of participating teachers implement learned strategies in their lesson plans within the following semester. | | • | | |

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| | | <p>Qualitative Success Criteria</p> <p>1. Teacher Reflections</p> <p>Feedback Forms: Collect qualitative feedback from teachers regarding the relevance and applicability of the training, aiming for at least 85% positive responses.</p> <p>2. Peer Observations</p> <p>Classroom Observations: Conduct peer lesson observations to evaluate the integration of values education in classrooms, with at least 80% of observed lessons reflecting the training's impact.</p> <p>3. Professional Growth</p> <p>Self-Assessment: Encourage teachers to complete self-assessments on their confidence and competence in teaching values education, with a goal of 90% reporting increased confidence post-training.</p> | | | | |
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