

St. Louis School



School Development Plan

2012/13 – 2014/15

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I. Our Vision

Following the guidelines given by the Church, the Hong Kong Catholic Diocese and the Preventive System propagated by the Salesian Congregation, we strive for the nurturing of an open, participative and religious school atmosphere in which joy, trust, a sense of unity and self-discipline prevail. This atmosphere, in St. Louis context, cultivates in students:

1. interest in knowledge and virtue (Scientia et Pietas).
2. nobility of character.
3. active involvement in a variety of activities.
4. a sense of belonging to the school, family, society and country.

Our Mission

With this Vision in mind and under the close collaboration among the school authority, teachers and parents, the school promises to commit itself to:

1. Developing students' interest in learning with motivation and cultivating in them the ability of critical, independent and creative thinking.
2. Supporting teachers in all areas of school life in enhancing an all-rounded education.
3. Cultivating in students a quest for nobility of character, i.e. piety towards God, integrity, self-discipline, sense of responsibility, emotional maturity and readiness to serve others.
4. Encouraging teachers and students to commit themselves to various cultural, sportive and educational activities. Teachers are involved as stimulating advisers following the Preventive System whereas students as creative, critical and independent organizers.
5. Promoting in students a strong sense of belonging to the school, family, society and country. It is to be achieved through a harmonious and trustworthy school atmosphere; through all kinds of education and activities; through a friendly and caring relationship between teachers and students, and through the close collaboration among the school authority, teachers and parents.

II. Where Are We Now: SWOT Analysis

Our Strengths

1. We have a long history. The same name “St. Louis” as a school has been standing on the same site for 140 years (since 1864). This is unique in the history of education in Hong Kong.
2. Since 1927, the Salesian Congregation, an international well-reputed missionary body dedicated in her persistent commitment of educating the young people, has been running St. Louis for 85 years. We inherit and uphold the four basic beliefs of education, i.e. reason, religion, loving-kindness and youth spirituality, which were promulgated by the Salesian founder, St. John Bosco.
3. Together with other sister schools run by the Salesians, we form a close intra-supporting network. We have a strong backing from the Hong Kong Salesian Schools Central Management Committee.
4. As a Catholic school, we encompass religious education to enrich students’ spiritual temperament. This is the additional “sixth” domain of education for human development other than the usual five domains of ethics, intellect, physical fitness, social skills, aesthetic capacity.
5. We seek to foster a harmonious relationship among the different members of the school community. Comradeship speaks between the school authority and teachers, while companionship prevails between teachers and students. Parents support the school in all aspects of activities. (The PTA is in its 19th year of operation.) The success and contribution of our alumni in the society plus their loyalty to the Alma Mater is already one of the greatest treasures we are proud of. “St. Louis” is the name of a big family.
6. Students have a strong sense of belonging to the school. The school is the second home to students. We always keep the premises open and the facilities available to students so as to provide them with a joyful and free learning environment.
7. Sanction is not the sole tool to keep our students in good order. We do not impose undue regulations and restrictions on students as we count on their self-discipline and initiative. We impress upon students the importance of cultivating a noble character through patient guidance and caring counselling
8. The conducive environment of freedom and autonomy unleashes the potentials of students, boosting their motivation and abilities to take initiative and leading roles in organizing activities.
9. We have plenty of space for students to move around and play.
10. We have a continuously high percentage of passing rate and university entrance rate in public examination.

Our Weaknesses

1. We are short of some explicit, clearly defined and well-structured guidelines for better communication among our administrators, staff, teachers and students.
2. A more systematic and hierarchical flow-chart for planning, managing and executing is to be developed.
3. Generally speaking, the teaching staff is not fully aware of keeping pace with the new educational trends.
4. There is a need for the promotion of better team spirit and sharing culture within the teaching body. Collaboration among colleagues is inadequate.
5. The diversified needs of students from the gifted to the low achievers are yet to be better catered.
6. An English rich and natural environment is yet to be cultivated.
7. Students lack the spontaneity and interest of reading and self-learning.
8. High dedication and great commitment of students in their participation and performance of external activities and contests are yet to be enhanced.
9. We have a big campus, but we do not have enough buildings and rooms to keep pace with the new demands.

Our Opportunities

1. All panels and special duty teams have the experience of working on the yearly evaluation and annual plan as the main parts of the Education Pastoral Project which were initiated and demanded from the Salesian management since 1997. We are not unprepared for the self-evaluation and development planning as enforced in SDA by EMB.
2. The restriction from the external bureaucracy is becoming less and the school will hopefully benefit more from school-based management.
3. As an EMI school, we offer more chances for students in learning and practising English.

Our Threats

1. There are signs that there are a growing percentage of students who are less capable of maintaining self-discipline.
2. There are signs that there are a growing percentage of students who are less willing to learn.
3. The above two threats have become more obvious and threatening since the implementation of the 3 banding system for S1 intakes.
4. There are signs that students show descending interest and eagerness in the participation of activities
5. The number of active Salesians in school is dropping. Quite a few experienced teachers are approaching their retirement in the coming years and will be replaced by new recruitment. The persistence and the continuation of Salesian tradition of the four basic beliefs of education, i.e. reason, religion, loving-kindness and youth spirituality, or in short, the Preventive system of pedagogy, are facing new challenges.
6. Teachers are under great pressure from the external educational reforms. Many of them are tided up with the enormous demand of paper work and other “evidence” for accountability, sparing little or no time and energy for offering personal guidance to their students.

III. Major Concerns for 2012/13 – 2014/15 (in order of priority)

- 1. Continue to develop our school and enhance all the programs and resources to achieve the learning goals and requirements of the NSS curriculum**
- 2. Enhance the professional development of teachers in order to support better learning and teaching**
- 3. Create more opportunities to improve their language skills and thinking skills**

School Development Plan (12/13-14/15)

Objective: To enlighten our students' hearts and minds by putting Prevention System (reason, religion, loving, kindness) into practice.

Major Concerns	Intended Outcomes	Strategies	12/ 13	13/ 14	14/ 15
Major Concern 1: Continue to develop our school and enhance all the programs and resources to achieve the learning goals and requirements of the NSS curriculum					
1.1 Develop the combination of NSS electives to satisfy the needs of students.	The curriculum is suitable for our students and is able to help them obtain good results in the public examination.	<ul style="list-style-type: none"> ● Set up a core curriculum and 9 electives for the modified class structure (i/c LCW) ● Tailor-made a lower form curriculum that helps junior form students to adapt the NSS curriculum easier (i/c LCW and panel heads) ● Develop a system to monitor and revise the existing curriculum (i/c LCW) 	✓	✓	✓
1.2 Continue to promote the assessment for learning.	Self-learning and learning interests can be strengthened and developed.	<ul style="list-style-type: none"> ● 30% of assessments will be formative. (i.e. based on coursework) ● Establish communicating assessment criteria to assess students' progress and help them understand what they are going to achieve. (i/c LCW and panel heads) ● Project learning, group presentation and discussion are highly recommended methods for continuous assessment. (i/c Panel heads) 	✓	✓	✓
1.3 Explore more available resources for learning and teaching.	Enhancing learning and teaching.	<ul style="list-style-type: none"> ● Effectively distribute and use of the Government funding (i/c FSM) ● Make good use of CEG on curriculum development; enhancing students' language proficiency; coping with the diverse and special learning needs of students and school activities (i/c FSM) ● Make good use of Senior Secondary Curriculum Support Grant and Extra Senior Secondary Curriculum to employ more teaching staff, to buy services and learning and teaching materials to facilitate the implementation of the NSS curriculum. (i/c FSM) ● Make good use of Diversity Learning Grant, ensuring that there are opportunities for every student to have a broad, balanced and all-round development (i/c FSM) 	✓	✓	✓

1.4 Put an emphasis on catering for the diversified needs of students.	All students are making progress and striving for excellence in learning.	<ul style="list-style-type: none"> ● With the student-oriented principle, provide a broad and diversified teaching method so as to cater for the diversified learning needs of students (i/c LCW and panel heads) ● Implement small class teaching in junior forms English, Chinese, and Maths and in senior forms liberal studies and 9 electives (i/c LCW and panel heads) ● Enhance and consolidate a set of activity-oriented strategies by joint functional groups and panels to aid students' learning (i/c LCW, panel heads) ● Conduct consolidation and tutorial classes (i/c LCW, TKL and panel heads) 	✓	✓	✓
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Major Concerns	Intended Outcomes	Strategies	12/ 13	13/ 14	14/ 15
Major Concern 2: Enhance the professional development of teachers in order to support better learning and teaching					
2.1 Strengthen the collaboration between the members of each subject panel.	Collaboration and professional sharing among teachers become an important practice of staff development.	<ul style="list-style-type: none"> ● Optimise cross-curriculum coordination among subjects by establishing an all-round plan across subjects and holding regular meetings for collaborations ● Further enhance the collaborative preparation of curriculum, assessments and lesson plans among panels (i/c LCW and panel heads) ● Continue to have peer observation to share their teaching expertise (i/c LCW, TKL and panel heads) ● Establish a whole school staff development team to promote the teachers' continuing professional development and to hold sessions for sharing related to professional development among teachers (i/c Dr. Yip, LCW, FSM) ● Encourage collaborative teaching within and across subjects (i/c LCW and panel heads) 	√	√	√
2.2 A more interactive teaching approach should be developed and implemented with all means.	Part of the syllabus of each subject is taught by an interactive teaching approach.	<ul style="list-style-type: none"> ● Encourage common collaborative lessons and lesson observations in order to - inspect and learn from associates' interactive teaching methods - develop and practice appropriate interactive teaching methods (i/c LCW + all panel heads) 	√	√	√
2.3 Ways to handle discipline problems are still our main concerns.	A happy and harmonious learning environment is created.	<ul style="list-style-type: none"> ● Strengthen and use the M and D system (i/c CWL and FSM) ● Discipline school-based training for new teachers and prefects. (i/c CWL and FSM) ● Develop school-based classroom management sharing among teachers (i/c LCW, FSM and CWL) ● Strengthen moral education and infuse it into humanities subjects and activities (i/c FSM and YYP) 	√	√	√

Major Concerns	Intended Outcomes	Strategies	12/ 13	13/ 14	14/ 15
Major Concern 3: Create more opportunities to improve their language skills and thinking skills					
3.1 Continue to strengthen the teaching and learning of English as a subject.	Student's English proficiency will be enhanced	<ul style="list-style-type: none"> ● Subject teachers consolidate the teaching of Language Arts through Inter-class Choral Speaking Competition (i/c CWW) ● Subject teachers consolidate the teaching of Language Arts through Inter-class Drama Competition (i/c HWL) ● Subject teachers continue their effort in promoting students' interest and participation in the Hong Kong Schools English Speech Festival (i/c CWW + HWL) 	√	√	√
3.2 Maintain a good English learning environment for our students.	Students have many opportunities to use English as a tool of communication and learning.	<ul style="list-style-type: none"> ● Implement reading period (i/c WKH) ● Design a reading list for all students at all levels (i/c WKH) ● Develop extensive reading award (i/c WKH) ● Set up a reading club (i/c WKH) ● Hold book exhibition (i/c WKH) ● Incorporate reading as an essential element in group projects and expand their weightings in assessments (i/c WKH) ● Implement inter-class drama competition (i/c HWL) ● Implement Choral speaking competition (i/c CWW) ● Implement news report (i/c CKS + RUS) ● Implement mock interview in English for S5/6 students and introduced CV writing skills (i/c CSL) ● Extend the practice of oral presentation in different subjects and expand its weighting in assessments (i/c LCW and TKL) ● Extend the practice of essay-type questions and expand their weightings in assessments (i/c LCW and TKL) 	√	√	√
3.3 Continue to develop our current bridging programs.	S1 to S3 students are able to learn all EMI subjects in English.	<ul style="list-style-type: none"> ● Implement S1 bridging programmes (i/c YYP + S1 subject panels) 	√	√	√