

ST. LOUIS SCHOOL



Annual School Plan 2009/2010

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Contents

	Page
School Vision & Mission	3
Major Concerns (in order of priority)	
Objective: To enlighten our students' hearts and minds through the promotion of a good and balanced moral education.	
Major Concern 1: Develop our school to meet the learning goals and vigorous requirements of the NSS curriculum	4
Major Concern 2: Explore and develop ways for staff development in order to enhance learning and teaching	8
Major Concern 3: Provide our students with more opportunities to improve their language skills and thinking skills	11

ST. LOUIS SCHOOL

School Vision & Mission

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.

Major Concern 1: Develop our school to meet the learning goals and vigorous requirements of the NSS curriculum

1.1 Diversifying combination of NSS electives to meet students interests

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE#	RESOURCES REQUIRED
A school-based curriculum most suitable for our students is developed.	<ol style="list-style-type: none"> 1. Set up a core curriculum with 10 electives 2. Tailor-made a lower form curriculum that helps junior form students to adapt the NSS curriculum easier. 3. Develop a system to monitor and revise the existing curriculum. 	<p>A balanced NSS curriculum with 10 electives is set up to match both our senior students' interests and aspirations.</p> <p>At least 75% of subject panels are satisfied with the interface between the junior and senior secondary curricula that built through curriculum tailoring.</p> <p>A system to monitor and revise the existing curriculum is developed.</p>	<p>Conducting opinion survey of panel heads.</p> <p>Scrutinizing documents: minutes and working schedule</p>	September 2009 to July 2010	1-3. VP, PH	Budget for printing

Codes
 VP = Vice-Principal
 PH = Panel Heads

FG = Heads of functional groups
 PS = Prefect of Studies
 GM = Guidance Master
 DM = Discipline Master
 CM = Career Master

1.2 Promoting Assessment for-learning

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE	RESOURCES REQUIRED
Adopt various assessment methods as tools for continuous assessment	<ol style="list-style-type: none"> Subject panels will implement formative assessment in their departments. Establish communicating assessment criteria to assess students' progress and help them understand what they are going to achieve. S1 Project Competition (including both study projects and group presentations) will be held with the assistance from the Consumer Council. 	<p>At least 75% of teachers adopt formative assessment in their classrooms to promote student attainment.</p> <p>The mean score of each of the items concerning students' views on teaching and on learning is 3.5 or above. (Especially items on whether students review their learning based on their test/exam results and whether teachers often give them encouragement in lessons.)</p>	<p>Feedbacks from Common Lesson Preparations</p> <p>Lesson observations</p> <p>Scrutinizing documents: Lesson observation forms, minutes and working schedule</p> <p>Conducting the stakeholder survey (for students) at the end of the school year. (Unless otherwise specified, all questionnaires are on a 5-point performance scale.)</p>	September 2009 to July 2010	1-3. VP, PH	Budget for printing

1. 3 Overall planning in using available resources

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE	RESOURCES REQUIRED
Enhancing learning and teaching	<ol style="list-style-type: none"> 1. Effectively distribute and use of the Government funding. 2. Make good use of CEG on curriculum development; enhancing students' language proficiency; coping with the diverse and special learning needs of students and school activity. 3. Make good use of Senior Secondary Curriculum Support Grant to employ more teachers. 4. Make good use of Diversity Learning Grant, ensuring that there are opportunities for every student to have a broad, balanced and all-round development. 5. Make good use of SSCSG on recruiting teachers or teaching assistants, buying services and learning and teaching materials to facilitate the implementation of the NSS curriculum. 	Over 85% of teachers are satisfied with the cost-efficiency of the use of funding.	Conducting a teacher survey at the end of the school year.	September 2009 to July 2010	1-5. VP	Various Government funding

1. 4 Catering for the diversified needs of students

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE	RESOURCES REQUIRED
Students with different abilities will progress and the more capable students will strive for excellence in learning.	<ol style="list-style-type: none"> 1. With the student-oriented principle, provide a broad and diversified teaching method so as to cater for the diversified learning of students. 2. Implement small class teaching in junior forms English, Chinese, and Mathematics and in senior forms liberal studies and 10 electives. 3. Implement a self-study program in S5 for the low ability students. 4. Develop and consolidate a set of activities-oriented strategies by joint functional groups and panels to enhance students' learning. 5. Conduct consolidation and tutorial classes. 6. Implement a detention system to handle the lateness or failure of homework submission. 7. Implement S1 vice-class teacher system to support the learning of the low achievers. 	<p>All after-school tutorial/consolidation programs and activity-based programs are conducted as scheduled.</p> <p>All stipulated administrative policies (such as detention system, S1 vice-class teacher system, small class teaching schemes) are implemented as scheduled.</p>	<p>Scrutinizing documents: evaluation reports (subject), annual plans (subject) and minutes</p>	September 2009 to July 2010	<ol style="list-style-type: none"> 1-2. VP, PH 3. VP 4. VP, PH, FG 5. VPs, PH, PS 6. VP 7. GM 	CEG

Major Concern 2: Explore and develop ways for staff development in order to enhance learning and teaching

2.1 Developing the panel of each subject into a learning community.

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE	RESOURCES REQUIRED
More collaboration and professional sharing among teachers be carried out to cultivate a culture of striving for progress.	<ol style="list-style-type: none"> 1. Develop a holistic plan across the subjects with appropriate weightings and better cross-curriculum coordination. 2. Set up collaborative groups within and across panels for curriculum preparation, lesson preparation and criteria preparation for assessment. 3. Continue to have peer observation to share their teaching expertise. 4. Establish a whole school staff development team to promote the teachers' continuing professional development and to hold sessions for professional development sharing among teachers. 5. Encourage collaborative teaching within and across subjects. 6. Implement common lesson preparation of Liberal Studies for the NSS supported by School-based Support Services. 	<p>The mean score of each of the items concerning teachers' views on school's professional leadership/(ii) professional development/ (iii) school curriculum and assessment is 3.5 or above.</p>	<p>Conducting the stakeholder survey (for teachers) at the end of the school year.</p>	<p>September 2009 to July 2010</p>	<ol style="list-style-type: none"> 1. VP 2. VP, PH 3. VP, PS, PH 4. VPs 5. VPs 6. VP 	<p>Budget for printing</p>

2.2 More interactive teaching approaches should be developed.

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE	RESOURCES REQUIRED
At least one interactive teaching method should be adopted by each panel per academic year.	<ul style="list-style-type: none"> • Encourage common collaborative lessons in order to - study and analyse different interactive teaching methods and - develop and practice appropriate methods. 	<p>Over 75% of teachers conduct collaborative lessons.</p> <p>Each subject panel adopts at least one interactive teaching method.</p>	Scrutinizing documents: evaluation reports (subject), annual plans (subject) and minutes	September 2009 to July 2010	VP, PH	Budget for printing

2.3 Training is provided for handling discipline problems.

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE	RESOURCES REQUIRED
<p>A safe and orderly school environment will be ensured.</p>	<ol style="list-style-type: none"> 1. Develop and implement the Merit and Demerit system. 2. Organize school-based classroom management training programs for new teachers 3. Organize leadership training courses to provide our school prefects with approaches in handling student discipline problems. 4. Organize school-based classroom management sharing session among teachers. 5. Infuse moral education into different subjects and activities. 6. Make good use of "Conduct & Application Record Book" and organize 'Case Conference'. 	<p>Over 80% of teachers are satisfied with the Merit and Demerit system</p> <p>The mean score of each of the items concerning teachers' views on support for student development is 3.5 or above.</p> <p>Survey items includes:</p> <ul style="list-style-type: none"> ■ The school's discipline and guidance work is geared to students' development needs. The school provides enough opportunity to foster students' leadership. ■ The school can help students develop good interpersonal skills. ■ The school actively helps students develop correct value. 	<p>Conducting the stakeholder survey (for teachers) at the end of the school year.</p> <p>Conducting a student survey (for prefects only) at the end of the school year.</p>	<p>September 2009 to July 2010</p>	<ol style="list-style-type: none"> 1. VP, DM 2. VP, DM 3. VPs 4. VP 5. GM 	<p>Budget for printing</p>

Major Concern 3: Provide our students with more opportunities to improve their language skills and thinking skills

3.1 Strengthening teaching and learning of English as a subject.

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE	RESOURCES REQUIRED
Student's English proficiency will be enhanced.	<ol style="list-style-type: none"> The Panel seeks Consultancy Service provided by Language Learning Support Services of the Education Bureau for further guidance on the design of school-based curriculum at Junior and NSS levels. Subject teachers consolidate the teaching of Language Arts through Inter-class Choral Speaking Competition. Subject teachers consolidate the teaching of Language Arts through Inter-class Drama Competition. Subject teachers continue their effort in promoting students' interest and participation in the Hong Kong Schools English Speech Festival. 	<p>Two featured Language Arts programs namely Inter-class Choral Speaking Competition and Inter-class Drama Competition are held as scheduled.</p> <p>The English Panel can sustain both student's participation rate and performance standard.</p>	Scrutinizing documents: evaluation reports (subject), annual plans (subject) and minutes	September 2009 to July 2010	<ol style="list-style-type: none"> 1-2, 4. English Panel PH 3-4. English Panel PH (Assistant) 	Budget for printing

3.2 Enhancing our English learning environment.

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE	RESOURCES REQUIRED
Students will have more opportunities to use English.	<ol style="list-style-type: none"> 1. Implement reading period 2. Design a reading list for all students at all levels. 3. Develop extensive reading award. 4. Set up a reading club. 5. Hold book exhibitions. 6. Incorporate reading as an essential element in group projects and expand their weightings in assessments. 7. Implement inter-class drama competition 8. Implement Choral speaking competition 9. Implement Tuesday news report 10. Implement mock interviews (in English) for S5/6 students and careers CV writing in careers. 11. Extend the practice of oral presentation in different subjects and expand its weighting in assessments. 12. Extend the practice of essay-typed questions and expand their weightings in assessments. 	<p>The mean score of each of the items concerning students' views on learning is 3.5 or above.</p> <p>The mean score of each of the items concerning all stakeholders' views on reading is 3.5 or above.</p> <p>All programs are held as scheduled.</p>	<p>Scrutinizing documents: evaluation reports, annual plans, examination papers and minutes</p> <p>Conducting the stakeholder survey at the end of the school year.</p>	September 2009 to July 2010	<ol style="list-style-type: none"> 1-6. Librarian 7. English Panel PH (Assistant) 8. English Panel PH 9. English Panel PH, NET 10. CM 11. VP, PS 12. VP, PS 	Budget for printing

3.3 Strengthening cross-curricular programmes.

TARGETS	STRATEGIES	SUCCESS CRITERIA	METHODS OF EVALUATION	TIME SCALE	PEOPLE IN CHARGE	RESOURCES REQUIRED
S1 students can learn various subjects through English more easily.	Implement S1 bridging programs, including both Pre-S1 summer bridging program as well as various after-school bridging programs by junior form subject panels (EMI subjects only).	All bridging programs are held as scheduled. The participation rate of each of the program is 75% or above.	Scrutinizing documents: evaluation reports (Guidance Team/Subject) and annual plans (Guidance Team/Subject).	September-November 2009 July and August 2010	GM, S1 subject panels	Budget for printing Support from PTA