

1. Major Concern: Cater for student's learning diversity, to promote student's interest in learning and to enhance learning effectiveness

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge#	Resources Required
<p>Structure the Curriculum, classroom organization, diversify teaching strategies, and assignment design systematically to cater for learner differences, arouse their learning interest and enhance learning effectiveness. Adopt and implement cooperative learning in a gradual manner to cater for learners' diversified needs.</p>	<p>Supporting Teachers in Implementing Common Lesson Preparation (CLP) and Peer Lesson Observation (PLO)</p> <p>This school year (2015-16) is the last year of our SDP (2013/14-2015/16) cycle. The school will continue to implement both CLP and PLO. In addition, a summative evaluation could shed light on our future development.</p> <p>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.)</p> <p>E-Resources for Professional Development (ERPD): Gathering resources on lesson observations (and on other aspects of Learning and Teaching for Staff Development)</p> <p>Pooling resources such as research papers, newspaper/journal articles or videos or inviting experts from professional bodies/EDB to enhance the</p>	<p>Supporting Teachers in Implementing CLP and PLO</p> <p>At least two sessions of our bi-monthly General Staff meetings could be arranged for subject panels to share with all colleagues both the good practices/ drawbacks# they have identified in conducting CLP/PLO.</p> <p># These sharing sessions should provoke thought and discussion of effectiveness/ improvements of CLP/PLO in</p> <ul style="list-style-type: none"> ● enhancing learning and teaching in the classrooms, ● adapting textbook materials and other learning materials, and ● developing/trying out strategies based on theories or other research findings to improve students' learning. <p>The survey to elicit from teachers their views on CLP and PLO is conducted as scheduled.</p> <p>75% of teachers agree that they could benefit from the sharing sessions held in the General Staff meetings.</p> <p>E-Resources for Professional Development (ERPD) (action research)</p> <p>A preliminary "E-Resources for Professional Development" System is established.</p> <p>60% of teachers agree that they find the ERPD resourceful and informative.</p>	<p>Scrutiny of documents: schemes-of-work and meeting minutes</p> <p>Survey: collecting the opinions from teachers</p>	<p>Whole year</p>	<p>BLT</p>	<p>Printing</p>

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	<p>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 <i>ERPD</i>) for teachers’ reference.</p> <p>Implementing Peer Coaching</p> <p>Peer coaching is a particular form of peer observation which involves an experienced teacher working with a less-experienced/novice teacher in a mentoring role.</p> <p>Implementation procedures: First, pairs of novice and experienced teachers decide to work together -- the less-experienced teacher invites an experienced colleague (from the same subject panel) to collaborate. Second, each pair of teachers arranges to conduct at least one observation (of each other’s classes) to share successful practices through collaboration and reflective practice support and to assist new teachers in their practice.</p> <p>Review of St Louis Staff Appraisal and Lesson Observation System</p> <p>Establish a sound staff appraisal and lesson observation system to ensure the quality of teaching.</p> <p>Focuses of review include</p> <ul style="list-style-type: none"> ● reviewing the procedures and performance appraisal rubrics ● re-examining the performance scales 	<p>Peer Coaching</p> <p>The peer coaching is implemented in at least TWO subjects.</p> <p>Review of St Louis Staff Appraisal and Lesson Observation System</p> <p>A systematic and phased approach of reviewing our Staff Appraisal and Lesson Observation System (including working groups) is established.</p> <p>Phase 1: An extensive consultation and pooling of experiences (taking the form of interviews and group discussion) are conducted</p>				

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		<p>Phase 2: The views gathered during each phase of the review will be collected and analyzed.</p> <p>Phase 3: An enhanced Appraisal and Lesson Observation system is formulated for teacher consultation.</p>				
<p>Reinforce student-centered learning approach in order to promote students' thinking skills and learning effectiveness.</p>	<p>Use of cooperative learning model#, heterogeneous grouping and other learning activities to promote collaboration among students.</p> <p>Reinforce student-centred learning approach in order to promote students' thinking skills and learning effectiveness.</p> <p>Remarks: Targets Achieved in 2013-2015 Our seed teacher (Chinese Language) had completed the Certificate in professional Development Programme On Enhancing Student Learning in Small Groups organized by HKIED (from late April 2015 to late May 2015). Details of the Programme are available at:</p>  <p>https://www.ied.edu.hk/acadprog/pdp/bw/p059.htm</p>	<ul style="list-style-type: none"> ● The seed teacher (trained in student learning in small groups & Cooperative Learning) will <ol style="list-style-type: none"> 1. present to all colleagues on how to adapt the models of the various schools of cooperative learning to try-out lessons on cooperative group work during the staff development day and 2. serves as the mentor to assist at least two colleagues (mentees) to apply the theories of cooperative learning to design a total of 4 lessons on cooperative group work. ● After the completion of the coaching programme, at least one mentee agrees that the seed teacher helps him/her to enhance his/her own knowledge and skills in offering integrated learning for students in small groups. The mentee then adapts the models of the various schools of cooperative learning to try-out lessons on cooperative group work. 	<p>Scrutiny of documents: Lesson Observation Forms, meeting minutes</p> <p>Interview</p>	<p>Whole year</p>	<p>BLT</p>	<p>Printing</p>

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<p>Continue 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.</p>	<p>e-Learning in St. Louis</p> <p>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</p> <ul style="list-style-type: none"> ● develop sound pedagogical practices to make use of IT/Tablets in other subjects in our curriculum; ● share with other colleagues both the achievements and drawbacks in e-learning. <p>Using Thematic Reading to Learn</p> <p>A cross-subject/thematic reading plan is formulated to promote students' reading habits and skills in cross-disciplinary domain.</p> <p>Students are not simply required to submit their reading reports, they will also be provided with more opportunities to perform higher levels of comprehension (or readers' reflection on the text context).</p> <p><u>Remarks: Targets (related to Reading To Learn) Achieved in 2013-2015</u></p> <p>(Linguistic) Students in Junior forms are taught</p> <ul style="list-style-type: none"> ● how to skim, ● how to adjust reading pace for different purposes, ● how to preview and predict text content ● how information in a reading material 	<p>e-Learning in St. Louis</p> <ul style="list-style-type: none"> ● All least TWO subject panels can try out the use of e-learning (mainly the use of tablets) in their lessons. ● 75% of students reflect that they benefit from e-learning in helping themselves shaping and transforming knowledge and understanding of the subject matters. <p>Using Thematic Reading to Learn</p> <p>The school will formulate various sets of designated and thematic reading materials for students in each level.</p> <p>Students will be instructed to read a wide and designated range of reading materials written for various contexts.</p> <p>The average score (related to aspect on reading) in the SHS (Stakeholder Survey) is 3.5 or above.</p>	<ul style="list-style-type: none"> ● Scrutiny of documents: websites, meeting minutes ● Student Survey <ul style="list-style-type: none"> ● Scrutiny of documents: meeting minutes ● Stakeholder Survey (ESDA) 	<p>Whole year</p> <p>Whole year</p>	<p>BLT</p> <p>BLT School Librarian</p>	<p>Printing</p> <p>Printing</p>

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	<p>is organized and</p> <ul style="list-style-type: none"> ● how to make use of linguistic clues to identify causes and effects in a passage. <p><u>(Panel-based)</u></p> <p>Each subject has formulate its subject-based strategy which consists of</p> <ul style="list-style-type: none"> ● (with respect to reading and comprehension skills) Identifying the reading skills that students need to comprehend the concepts and content of its subject area; and ● (with respect to activities and materials) deriving activities and selecting materials that will help the students comprehend and constructively apply information based on the unique content of its subject area 					

2. Major Concern: Nurturing students a spirit of freedom and self-discipline, and promote love, piety and gratitude.

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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.	The theme of the year focuses on the reverence for the Lord, respect for human life, love the environment, and services	<ul style="list-style-type: none"> ● A board design competition (co-organized by Religious Activity Team and VA subject) is held as scheduled. ● At least ONE Monday motto should be addressed to each of the following themes <ol style="list-style-type: none"> 1. reverence for the Lord, 2. respect for human life, 3. love the environment and 4. services ● 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. ● 75% of students agree that morning prayers and inspirational mottos delivered every school day and Monday respectively boost their morale in learning. 	<ul style="list-style-type: none"> ● Scrutiny of documents ● Stakeholder Survey (Students). ● Observations at the sites 	Whole year	BSSSE	Printing
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	<p>Encourage students to practice and internalise the values through active participation in community services or visits.</p> <p>Develop students' spirit of love and service, enhance students' positive image, and internalise what they have learned through reflection and sharing.</p> <ul style="list-style-type: none"> ● All members of the school actively participate in school morning prayer. Various religious activities and rituals are conducted to fortify the spirit of gratitude in practice. 	<ul style="list-style-type: none"> ● A student non-academic profile, which is a summary of presentation of each student's excellent performances in informal curriculum (especially on community service), is issued for each student at the end of the school year. ● At least 70% of students receive one merit award or more. ● Most of the students express that the various religious activities and rituals conducted by the school help them fortify the spirit of gratitude in practice. 	<ul style="list-style-type: none"> ● Scrutiny of documents ● Observations at the sites ● Student Opinion Survey 	<p>Whole year</p> <p>Whole year</p>	BSSSE BSSSE	<p>Printing</p> <p>Printing</p>

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	<ul style="list-style-type: none"> Encourage students to act on their own initiative to organize activities and provide service to students and perpetuate the tradition of trust and freedom. 	<ul style="list-style-type: none"> At least 75% of student committee members agree that the school provides them with opportunities to organize activities and perpetuate the tradition of trust and freedom. The following iconic events of SLS are held as scheduled: <ol style="list-style-type: none"> Leadership Training Camp Junior Training Program Joint Club Exhibition Thanksgiving Nite Talent Time The mean score of each of the items related to “My views on support for student development” and “My views on school climate” in the Parents’ stakeholder survey is 3.5 or above. 75% of the student leaders attended the training workshops/camps reported that these activities help them to enhance their communication skills, self-management skills, problem-solving skills and collaborative skills. 	<ul style="list-style-type: none"> Scrutiny of documents Stakeholder Survey (Parents) 	Whole year	BSSSE	Printing

The pdf file of this school plan is available at http://www.stlouis.edu.hk/user_page/page.php?page_id=14

