St. Louis School

Annual School Plan

School Year 2024-2025

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 then 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: 2022/23 – 2024/25

1. *To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language*
通過各學科合作籌辦不同類型的活動，建立閱讀文化，培養學生閱讀興趣，提升中英文能力。

2. *To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas*
建立正面價值的校園，實踐校訓「學問與虔敬」的精神。

I. **Major Concern 1:** *To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language*

Whole School=WS, Board of Learning and Teaching=BLT, Key Learning Area = KLA, Language Across Curriculum Team = LACT, Reading Cultivation

Team = RCT, English Language Panel = EL, Chinese Language Panel = CL, Subject Panel = SP, Functional Team = FT, Guidance Team = GT, e-Learning

Support Team = eLST, Moral and Civic Education Team = MCET

Targets 1.1: To improve students' motivation and engagement in reading

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning Goals
1.1.1 To enrich the EMI learning environment	1. Display boards, circulars posted around the school campus to be in English 2. Photos and pictures with English captions	1. Visibility and Accessibility: 100 % (targeted percentage) of the school's display boards and circulars presented in English. 2. Increased accessibility and prominence of the English-language materials throughout the school campus. 3. Engagement and Utilization: Increased student and staff engagement with the English-language display boards and circulars, as observed through their interactions and references to the materials. 4. Positive feedback from students and staff on the usefulness and relevance of the English-language materials. 5. Comprehension and Understanding: Improved student performance on assessments evaluating their	Teachers' observation & feedback	Whole year	WS	Printing etc.	Language Proficiency

		understanding of the information presented on the English-language display boards and circulars. 6. Stakeholder Satisfaction and Feedback: Positive feedback and from students, staff, and parents regarding the English-language display boards and circulars.					
	3. Continue to implemented the English Award Scheme in reading	An English Award Scheme in reading is implemented and 75% students show keen interest in participating the scheme. The teacher observations and ratings add an additional layer of evaluation, providing a qualitative assessment of the students' progress and engagement in the classroom setting. This data can complement the other assessment methods and provide a more comprehensive view of the program's effectiveness.	Scrutiny of annual plans and annual reports of EL & RCT Student evaluation of Award Scheme questionnaires	Term 1	EL & RCT	Printing etc.	Language Proficiency
	4. The existing language policy would be refined so that teachers • interact with students in English as much as possible, in both formal and informal	A school-based language policy (that could help in achieving the stipulated strategies) is reviewed.	Scrutiny of annual plans and annual reports of LAC Lesson observations Teachers' observation &	Whole year	LAC & BLT	Printing etc.	Generic Skills + Language Proficiency

		contexts, • avoid short, single-word responses from students, • insist on maintaining English use in classroom, • be aware that they are responsible to help improve students' English		feedback				
		5. Enrichment classes for Pre-S1 and S1 students to improve English level (bridging class for S1, remedial class for weaker ones, enhancement class for the elite)	(a) Enrichment Courses for Junior Secondary Students Enrichment classes in Personal, Social and Humanities Education (PSHE), Mathematics and Science are scheduled for Pre-S1 and S1 students to enhance their English proficiency. (b) Confidence and Motivation Positive feedback received from S1 students indicates an increase in their confidence and motivation to utilize English. (c) Observed Improvement in Student Engagement--An observed increase in students' willingness to participate and employ English across various school settings has been noted.	Scrutiny of annual plans and annual reports of respective SPs Teachers' observation & feedback	Whole year	BLT	Printing etc.	Generic Skills + Language Proficiency
		6. Assignments developed for enhancing reading skills in various	SPs under the PSHE KLA (for Key Stage 3) develop at least 6 assignments for enhancing reading skills.	Scrutiny of annual plans and annual reports of SPs	Whole year	SPs	Printing etc.	Language Proficiency

	subjects						
	7. Prepare S1 students psychologically that they have to meet challenges of learning in a second language	S1 summer bridging program is held as scheduled.	Scrutiny of annual plans and annual reports	August	EL, PSHE KLA & GT	Printing etc.	Generic Skills
1.1.2 To enrich the reading and learning environment by having activities organized by different KLAs	An annual checklist of activities a. Story- telling b. English karaoke contest c. Oral practice (after school) d. Watching cartoons and/or movies e. Reading quiz f. Forums g. Spelling bee h. Poster design i. Seminars by famous authors j. Creation of short films k. Use of digital media for effective learning l. Practice of writing a short reflection after reading an article, a book or a passage	All reading and learning activities stipulated in the ASP are held as scheduled. 80% Students show keen interest in participating these reading and learning activities.	Scrutiny of annual plans and annual reports. Collection of data and feedback from participating teachers and students through online questionnaire	Whole year	KLAs, SPs, FTs, KLAs RCT	Printing etc.	Language Proficiency + Information Literacy

I. Major Concern 1: *To cultivate a reading culture by engaging students in extensive reading across various disciplines and develop their interest and proficiency in both the Chinese and English language*

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resource Required	7 Learning Goals
1.1.3 To stock more reading books or magazines of suitable interest and levels for students	a. Big Brother Scheme: helping students in junior forms (e.g. speaking English with them, sponsoring purchase of books, helping with selection of books or guiding writing of reflection)	Over 75% of students agree that the Big Brother Scheme makes them more engaged in English learning activities.	Collection of data and feedback from participating teachers and students through online questionnaire	Whole year	LAC	Printing etc.	Language Proficiency
	b. Purchase of suitable magazines or books that are of high interest to students	An increase in the number of purchases when compared with last year.	Scrutiny of annual plans and annual reports of SPs		RCT, SPs	Printing etc.	Language Proficiency + Breadth of Knowledge
	c. Supply of extended reading materials by each subject Panel	Each subject Panel prepares at least 6 sets of extended reading materials for their students.	Scrutiny of annual plans and annual reports	Whole year	SPs	Printing etc.	
	d. Provision of digitalized media to promote popular literacy	Each subject Panel prepares at least 6 sets of digitalized media to raise popular literacy level of their students.	Scrutiny of annual plans and annual reports	Whole year	SPs, RCT, eLST	Printing etc.	Language Proficiency

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Targets 1.2: To help students connect their learning experiences

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resource Required	7 Learning Goals
1.2.1 To hold competitions relevant to reading	(A checklist) a.　Lyrics writing competition b.　Poster design competition c.　Slogan writing competition d.　Bookmark design competition e.　Essay writing competition or others f.　Involve as many as possible the participants in various English or Chinese speaking activities e.g. Speech Festival g.　Scholarships for the most improved student in each class in English and/or Chinese, and for the best performance in these languages in class at the end of each school term	All competitions are held as scheduled. Participation and Engagement: High participation rate of students across different classes and grade levels (50% or more of the total student population). Increased student enthusiasm and excitement towards participating in the interclass competitions. Over 80% of students find these competitions useful for connecting their learning experiences with their daily classroom tasks.	Scrutiny of annual plans and annual reports. Teachers' observation Collection of data and feedback from students through online questionnaires	Whole year	(a-e) SPs, FTs (f) EL & CL, KLAs (g) BLT	Printing etc.	Language Proficiency
1.2.2 To adopt a wider repertoire to encourage students to sue the library resources sensibly	a.　The opinions and satisfaction rate of self-access learning corner will be analyzed for further	A self-access learning corner in the library and the activities such as film shows and reading scheme are held as scheduled.	Collection of data and feedback from students through online questionnaires	Whole year	RCT, EL, CL, KLAs	Printing etc.	Generic Skills

	b.	The opinions and satisfaction rate of self-access learning corner will be analyzed for further improvement.	improvement. Over 75% of student users find the self-access learning corner in the library where students can improve English or Chinese.				
	c.	Organizing film shows with debriefing of the relevant fiction	Same as the above	Same as the above	Whole year	RCT	Generic Skills
	d.	Launching relevant activities in the library	Same as the above	Same as the above	Whole year	RCT	Generic Skills
	e.	Launching a reading scheme or award scheme by the library	Same as the above	Same as the above	Whole year	RCT	Generic Skills
1.2.3 To place more emphasis on reading for leisure to broaden students' world knowledge	a.	Use of posters for the promotion of reading habits	A new series of posters is designed and posted in the school campus for the promotion of reading habits.	Comparison of the relevant data in SHS in 2023/24 with those in 2024/25 Poster inspection reports Teachers' observation	Whole year	RCT, EL, CL, KLAs	Language Proficiency
	b.	The use of bulletin boards in the classroom to display matters/materials relevant to reading	All classroom bulletin boards are well maintained and updated in displaying matters/materials relevant to reading.	Teachers' observation		BLT	Printing etc.	Language Proficiency

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	c. Sharing of the pick of the book during morning assembly	The programme "Sharing of the pick of the book" is held in the morning assemblies to introduce the good books that deserves close reading to students.	Morning assembly records Scrutiny of annual plans and annual reports of MCET	Whole year	MCE	Printing etc.	Language Proficiency
1.2.4 To enhance the synergy among students for promotion of a reading culture	a. Launching a reading ambassador scheme	The reading ambassador scheme continues to be implemented. Over 80% of students agree that the reading ambassadors are able to recommend books to others and talk about their favorite authors pervasively, promote a love of reading across the school and demonstrate exemplary reading behaviours and be an excellent role model for others.	Collection of data and feedback from students through online questionnaires	Whole year	RCT, BLT	Printing etc.	Language Proficiency
	b. Sharing of books by students during morning assembly	At least 4 sessions of sharing of books by students during morning assembly	Scrutiny of annual plans and annual reports	Whole year	MCE	Printing etc.	Language Proficiency + Breadth of Knowledge

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1.3 To develop reading skills for general and academic purposes	a.	To further develop the RaC (Reading across Curriculum)	The formulated roadmap on holistic implementation of RaC in SLS is reviewed. A thematic approach, with cross-subject collaboration, continues to be used as an entry point for promoting RaC.	Scrutiny of annual plans and annual reports	Whole year	BLT, KLAs, LAC	Printing etc.	Generic Skills
		To update the school-based LAC programme	Same as the above	Scrutiny of annual plans and annual reports	Whole year		Printing etc.	Generic Skills
	b.	Continue to conduct collaborative lesson planning and peer lesson observation	Class level programmes are developed and implemented.	Scrutiny of annual plans and annual reports	Whole year	BLT, KLAs, LAC	Printing etc.	Generic Skills
	c.	To enhance the synergy/collaboration among teachers for the promotion of a reading culture	1. Teacher Participation and Engagement: 80% or more of teaching staff actively involved in reading-related initiatives and activities. 2. Consistent participation and attendance of teachers in professional development, planning, and implementation of reading programs. 3. Interdepartmental Collaboration: Increased number of collaborative projects or initiatives involving teachers from different subject departments to promote reading. 4. Evidence of shared resources, lesson plans, and best practices across departments to support the reading culture.	Scrutiny of annual plans and annual reports Collection of data and feedback from students through online questionnaires	Whole year	BLT, KLAs, LAC	Printing etc.	Language Proficiency

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		5. Professional Development and Knowledge Sharing: Availability of regular professional development opportunities for teachers to enhance their skills and knowledge in promoting reading. 6. Increased frequency of knowledge-sharing sessions, workshops, or peer-to-peer learning activities related to reading initiatives.						

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Whole School=WS, Board of Learning and Teaching=BLT, Board of Student Support and School Ethos=BSSSE, Key Learning Area = KLA, Language Across Curriculum Team = LACT, Reading Cultivation Team = RCT, English Language Panel = EL, Chinese Language Panel = CL, Subject Panel = SP, Functional Team = FT, Guidance Team = GT, e-Learning Support Team = eLST, Moral and Civic Education Team = MCET

School-based positive values consist of both school-based virtues (derived from our school motto: Scientia et Pietas), Catholic core values as well as ten priority values and attitudes promulgated by EDB. For details, please see the Appendix at the end of this document. In 2023-24, the values of the year are
Scientia: Perseverance (Character Strengths: Courage, Diligence and Responsibility)
Pietas: Respect (Catholic core values / EDB values including Life, Respect for others and National identity; Character Strengths: Respect for life, Respect for community, Respect for religion)

Strategies	(Elaborations of strategies)	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resource Required	7 Learning Goals
2.1 To cultivate /reinforce students' positive values	2.1.1 To draft a vertical planning framework on school-based values so that those chosen values are instilled and reinforced amongst students of different forms	A vertical planning framework on **school-based positive values**# is drafted so that those chosen values are instilled and reinforced amongst students of different forms.	Scrutiny of annual plans and annual reports of subject panels	Term 1	BSSSE	Printing etc.	-

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	7 Learning Goals
	2.1.2 To infuse School-based positive values#, as deemed appropriate, into the curriculum # School-based Positive Values and the corresponding character strengths in 2024-25 are (i) Integrity and (ii) Justic For the full list of School-based Positive Values, please refer to the Appendix at the end of this ASP. Taking cultivation of positive values and attitudes as the direction, we should make use of everyday school life events to implement various learning activities, so as to provide students with all-round learning experience conducive to their whole-person development.	Activities to foster stipulated students' positive values are held as scheduled.	Scrutiny of annual plans and annual reports of subject panels	Whole year	BSSSE	Printing etc.	Life Planning + National & Global Identity + Healthy Lifestyle

II. Major Concern 2: To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas

2.2 To cultivate a positive learning environment in school	2.2.1 To hold activities across different levels from S1-S5 in the value-rich learning environment (A checklist of activities by MCET) • Monday Motto (throughout the year, every Monday) • Picks of the Week (Recommendation of Good Books) (throughout the year) • Thematic talks or seminars in General Education Lessons (throughout the year) • Talks and activities concerning the enhancement of national civic awareness (throughout the year) • Classroom Cleanliness Competition • Door design competition • Bulletin Board Design Competition • Outreaching activities for experiential learning and community service (Feb-Apr)	Over 80% of students agree that various MCE activities make them have a better understanding about the values of the year of the school.	Scrutiny of annual plans and annual reports of subject panels Teachers' observation Student evaluation of teaching and learning questionnaires	Whole year	MCET	Printing etc.	Life Planning

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2.3 To raise students' awareness of their needs and aspirations in the value-formation period	To run workshops and review sessions for students, helping them set and refine their academic and personal goals, devise strategies and reflect upon their performances constantly in their value-formation process (with interim review from parents on Parent's Day)	At least three workshops and/or review sessions, whose aims are to: • help students set and refine their academic and personal goals, • devise strategies and • reflect upon their performances constantly in their value-formation process are held as scheduled.	Scrutiny of annual reports of BLT and BSSSE	Whole year	MCET	Printing etc.	Life Planning
2.4 To strengthen students' understanding of the core values of school through a variety of experiential learning activities and programs	2.4.1　To provide a platform for students who exhibit good personal qualities to recognize their values/behaviors -- "Star of the term" award scheme 2.4.2　To provide experiential learning activities (e.g. charitable work) for students to cultivate positive values with 'debriefing' practice after the activities 2.4.3　To run brothers' talks and life planning programs on career aspirations (in collaboration with SLOBA and other organizations)	2.4.1 The "Star of the term" award scheme is implemented as scheduled. 2.4.2 All post charitable works debriefing sessions for students are held as scheduled to cultivate positive values with 'debriefing' practice after the activities. 2.4.3 All brothers' talks and life planning programs on career aspirations are held as scheduled.	Scrutiny of annual reports of BSSSE	Whole year	BSSSE	Printing etc.	Life Planning

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	2.4.4 To provide a platform for students who exhibit good personal qualities to recognize their values/behaviors -- "Star of the term" award scheme 2.4.5 To provide experiential learning activities (e.g. charitable work) for students to cultivate positive values with 'debriefing' practice after the activities 2.4.6 To run brothers' talks and life planning programs on career aspirations (in collaboration with SLOBA and other organizations)		Scrutiny of annual reports of BSSSE	Whole year	BSSSE	Printing etc.	Life Planning

Appendix

School-based Positive Values

School Motto	School-based Virtues	Catholic core values / EDB values[1]	Character Strengths	Timeline		
				2022/23	2023/24	2024/25
Scientia	Self-discipline	• Law-abidingness[1]	• Temperance • Emotional control • Self-reflection	✓		
Pietas	Thanksgiving	# Love # Family	# Appreciation of beauty and excellence # Showing gratitude # Care for others[1]	✓		
Scientia	Perseverance[1]		• Courage • Diligence[1] • Responsibility[1]		✓	
Pietas	Respect	• Life • Respect for others[1] • National identity[1]	• Respect for life • Respect for community • Respect for religion		✓	
Scientia	Integrity[1]	• Truth • Justice	• Honesty • Commitment[1] • Morality			✓
Pietas	Justice	• Justice • Law-abidingness[1]	• Empathy[1] • Fairness • Compassion			✓

Schools could promote Values Education through nurturing in their students the ten priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity" , "Care for Others", "Law-abidingness", "Empathy" and "Diligence".

https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html