



# **St. Louis School Educative Pastoral Plan (School Development Plan)**

2022/23-2024/25

# **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 them 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.

## Holistic Review

- Effectiveness of the previous Educative Pastoral Plan (School Development Plan) (2019-2022)**

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
<b>Major Concern1 :</b> <b>Students, as visionary</b> <b>leaders, possessing</b> <b>enhanced thinking</b> <b>skills, especially</b> <b>creativity and problem</b> <b>solving</b>	<p><b><u>At Teacher Level</u></b></p> <p>Targets <b><u>PARTLY achieved:</u></b></p> <ul style="list-style-type: none"> <li>● Structured teacher trainings are implemented.</li> <li>● Teachers understand the system of Basic Education Curriculum.</li> <li>● Teachers can identify the areas of subject collaboration of different Key Learning Areas/Key Stages.</li> <li>● Variety of assessments is to be implemented.</li> </ul> <p>Targets <b><u>FULLY achieved:</u></b></p> <ul style="list-style-type: none"> <li>● There are sharing of successful teaching practice on creativity and problem solving skills.</li> </ul> <p><b><u>At Student Level</u></b></p> <p>Targets <b><u>PARTLY achieved:</u></b></p> <ul style="list-style-type: none"> <li>● Students are introduced to the concepts of innovative learning centres.</li> </ul>	<ul style="list-style-type: none"> <li>● There will be more collaborations between different departments in the new school year.</li> <li>● Goal setting and goal pursuing skills among teachers will be adopted to form the new major concerns in the coming Educative Pastoral Plan.</li> </ul>	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
<b>Continue from previous page</b>	<ul style="list-style-type: none"> <li>Students are shown with the innovative technologies, designs and applications on a variety of learning of subjects.</li> <li>Students extend their knowledge acquisition beyond classroom teaching and textbooks through WebQuest, reading and study tours.</li> <li>Design-thinking in learning is incorporated.</li> <li>Students are able to identify needs and devise ways to meet the needs when facing problems, especially those real-life problems.</li> <li>Students participate in projects and competitions that stress on creativity and/or problem solving</li> </ul> <p><b>Targets <u>FULLY achieved</u>:</b></p> <ul style="list-style-type: none"> <li>Students are introduced to new subjects and renewing teaching syllabus through which they could acquire with a wider and up-to-date coverage of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>There could be more adoption of innovative technologies in teaching and learning.</li> <li>Promotion of reading will extensively begin the new school year.</li> <li>Due to Covid-19, all study tours are postponed or cancelled.</li> <li>Different activities or competitions are conducted and students will continue to join them every school year.</li> <li>Service learning will be strengthened.</li> </ul>	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
Major Concern 2: Students, as visionary leaders, with necessary positive values including self- discipline and respect inculcated	<p>Targets <b><u>PARTLY achieved:</u></b></p> <ul style="list-style-type: none"> <li>● Students can attend lessons/activities and submit homework on-time.</li> <li>● Students can articulate what they want themselves to be and work out effective plan to follow their vocation.</li> <li>● Service learning and humanity and environmental education are conducted.</li> </ul> <p>Targets <b><u>FULLY achieved:</u></b></p> <ul style="list-style-type: none"> <li>● Students can listen and observe actively, by having experiential learning in lessons, and joining games and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>● Students recognize the personal attributes that they should pursue, however, they need more time and instructions for how they can reach their goals.</li> <li>● The elements of value education will be infused to form the new major concerns in the coming Educative Pastoral Plan.</li> <li>● More service learning experience should be provided to students and more programmes about environmental education should be conducted.</li> </ul>	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
<b>Major Concern 3:</b> <b>The school equipped</b> <b>as a Salesian oratory</b> <b>of the 21<sup>st</sup> century</b>	<p>Targets <b><u>PARTLY achieved</u></b>:</p> <ul style="list-style-type: none"> <li>● The school will be re-decorated in order to refurbish the school as a Salesian oratory.</li> <li>● The school will set up in-house project schedule to promote sinless joyful school life.</li> <li>● Volunteer services will be provided for students to join.</li> </ul> <p>Targets <b><u>FULLY achieved</u></b>:</p> <ul style="list-style-type: none"> <li>● Spiritual development in the Salesian way will be conducted through Religious Studies, Feast Days and New Teacher Formation Programme.</li> <li>● The effective ways to accompany with students will be shared in Catholic Teachers Formation group.</li> </ul>	<ul style="list-style-type: none"> <li>● The spiritual decoration could be strengthened in the school premise.</li> <li>● Due to Covid-19, quite a lot of volunteer service and visits are postponed or cancelled.</li> <li>● As part of spiritual education, there could be some meetings between the catholic students and the Supervisor or the Principal at school.</li> </ul>	



## A Holistic Evaluation of Our School Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>● A well-established, clearly defined and well-structured PIE mechanism is in place</li> <li>● A harmonious working atmosphere has been created between the school management and teachers</li> <li>● All teams/panels, were drawn up in line with MCs stipulated in the SDP. During the planning period, self-evaluation findings and our VMV have always been taken into account</li> </ul>	<ul style="list-style-type: none"> <li>● Streamlining major concerns to meet the needs of students</li> <li>● Examining the effectiveness of work and resource deployment</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>● Teachers have lucid understanding of the mission and vision of Salesian education, and they are able to put this good understanding into practice</li> <li>● With school support, teachers actively participate in professional development programs</li> </ul>	<ul style="list-style-type: none"> <li>● Effective measures to promote collaboration between departments with a view to making the school a learning community</li> <li>● Promotion of professional exchange on teachers' work</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>● Provision of analytical feedback of students' performance to all subject panels</li> <li>● Elective combinations in senior secondary curriculum could cater for diverse needs of students</li> </ul>	<ul style="list-style-type: none"> <li>● Promotion of peer lesson observation and action research to enhance the culture of sharing between teachers within subject panel</li> <li>● Gaining more support from external institutions or universities in the curriculum development</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>● Collaborative Lesson Planning has facilitated better lesson planning</li> <li>● Teachers have good professional knowledge in both their subject and teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Enhancement of students' learning motivation and self-directed learning</li> <li>● Strengthening students' proactive learning attitude</li> <li>● Cultivation of reading habit</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>● A diversified range of activities is provided for students</li> <li>● Fostered a caring, harmonious and supportive campus to enhance students' sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>● Guide students to reflect on their performance with a view to enhancing their self-confidence and self-management skills</li> <li>● Planning of Values Education could be more systematic</li> <li>● Stressing the concept of striving for excellence among students</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>● Parents have shown strong and active support to the school and have had positive attitude towards the school</li> <li>● The school regularly invites parents, alumni, external organizations to conduct talks, seminars, mock examinations, support programmes in various developmental aspects</li> <li>● Members of PTA and SLOBA are enthusiastic and proactive</li> </ul>	<ul style="list-style-type: none"> <li>● A diversified parent education activities could help parents enhance the knowledge and skills needed for educating their children</li> <li>● Encourage parents and teachers to participate in PTA activities</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>● Students are generally attentive and on-task in the lessons</li> <li>● Students have good peer and interpersonal relationship</li> <li>● Students are willing to share</li> </ul>	<ul style="list-style-type: none"> <li>● Self-discipline</li> <li>● Sense of national identity</li> <li>● Directing higher expectations towards performance</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>● Both teachers and students enjoy freedom to design and organize learning and extra-curricular activities</li> <li>● Students have had outstanding performances in robotics, sports and public speaking competitions</li> <li>● The general value-added results are satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>● STEM activities and competitions</li> <li>● Encouraging students to participate in more inter-school competitions</li> <li>● Proactive assistance and guidance of students by teacher advisors of student-led organizations</li> </ul>
9. Spirituality and Faith	<ul style="list-style-type: none"> <li>● The school has good religious tradition, which is well developed by the Salesians</li> <li>● The religious atmosphere in the campus, in terms of liturgy and activities, is devotional</li> <li>● The Educative Pastoral Community has had a number of occasions to develop a deeper understanding of Catholic virtues and values in education</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthening the communication and collaboration between various stakeholders, the school, parents, teachers and the Parish</li> <li>● Meeting the needs of Spiritual and Faith development of students</li> <li>● Enhancing the variety of spiritual activities</li> </ul>
10. Future Pathway and Vocation	<ul style="list-style-type: none"> <li>● Strong backup from alumni</li> <li>● Students have had plenty opportunities of job shadowing and having dialogues with professionals from different areas</li> <li>● Daily mass, liturgy and sharing from the Supervisor are given frequently</li> </ul>	<ul style="list-style-type: none"> <li>● Positive self-image</li> <li>● Encouragement to catholic students on participating the activities of Salesian Youth more often</li> <li>● Directing a better understanding and expectation towards tertiary education in the lower forms</li> </ul>

## **Situation analysis**

### **Strengths**

In terms of the Educative Pastoral Community:

- The school having a long history with good practices of the Catholic tradition
- Staff and teachers being passionate, well-qualified and professional, and having a lucid understanding of the Preventive System of Salesian education
- Teachers willing to share successful teaching practice, bring in new ideas, and keep up with latest educational trends
- High autonomy being granted and supportive to student activities
- Alumni having a strong sense of belonging to the school and being supportive to the school development

In terms of student development:

- Students showing great interest in Mathematics and science subjects
- Displaying good potential for learning and development
- Displaying the ability to be creative
- Displaying the ability to apply the generic skills effectively
- Having a good teacher-student rapport

## Weaknesses

In terms of the Educative Pastoral Community:

- Lacking depth in teachers' professional training
- Ineffective ways of conducting value education
- In need of better understanding of e-learning and the relevant pedagogies
- Inadequate interaction between teachers and students in the lessons

In terms of student development:

- Needing improvement in learning attitude and self-discipline
- Lacking a good reading habit
- Failing to meet deadlines, especially submitting homework on time
- Exhibiting prominent learning diversity
- Displaying a lack of interest in taking part in school activities
- Lacking a sense of improvement in language learning

## Opportunities

In terms of the Educative Pastoral Community:

- Maintaining the stable MOI status of the school
- Increasing awareness of Moral and Civic education in Hong Kong society
- Having Salesian Fathers and Brothers residing at the school campus
- Increasing awareness of whole-school approach to the development of various aspects with regards to student support and the school ethos

In terms of student development:

- Having more alternative pathways for further studies in Hong Kong
- More life-wide education programs being made possible, especially with resourceful support from the universities, PTA, CPA & SLOBA & other old boys as well as from the EDB and QEF
- Reallocation of the senior form curriculum releasing more learning opportunities
- Inviting the QSIP to provide direction for analyzing students' academic performance

## Threats

In terms of the Educative Pastoral Community:

- Less staff having strong affiliation with the Salesian way of education, in terms of religious beliefs and experiences
- Facing a heavy workload, especially due to frequent changes in the curriculum
- Being increasingly exposed to a vagueness of values because of the influence of mass media
- Challenging educational trend of e-learning and m-learning

In terms of student development:

- More students being less capable of maintaining self-discipline
- Students lacking a sense of responsibility
- An increase of students suffering from high academic pressure and poor family relationships
- The long period of face-to-face class suspension resulting in students falling behind academically and socially



### ***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
2. To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas



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*

通過各科組協作不同類型的活動，培養學生閱讀興趣，建立閱讀文化，提升中英文能力。

Objectives	Outline of Strategies	Time Scale (Please insert ✓)		
		22-23	23-24	24-25
1.1 To improve students' motivation and engagement in reading	➤ To enrich the EMI learning environment	✓	✓	✓
	➤ To enrich the reading and learning environment by having activities organized by different KLAs	✓	✓	✓
	➤ To run diverse activities to arouse students' motivation in reading	✓	✓	✓
	➤ To stock reading books or magazines of suitable interest and levels for students	✓	✓	✓
1.2 To help students connect their learning experiences	➤ To hold competitions relevant to reading	✓	✓	✓
	➤ To adopt a wider repertoire to encourage students to use the library resources sensibly	✓	✓	✓
	➤ To place emphasis on reading for leisure to broaden students' world knowledge	✓	✓	✓
	➤ To enhance the synergy among students for promotion of a reading culture	✓	✓	✓
1.3 To develop reading skills for general and academic purposes	➤ To develop a school-based RaC programme		✓	✓
	➤ To conduct professional training or workshops to enhance teachers' understanding of RaC and their capability to implement it	✓	✓	
	➤ To conduct collaborative lesson planning and peer lesson observation	✓	✓	✓
	➤ To enhance the synergy/collaboration among teachers for the promotion of a reading culture		✓	✓

Major Concern 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。

Objectives	Outline of Strategies	Time Scale (Please insert ✓)		
		22-23	23-24	24-25
2.1 To cultivate/reinforce students' positive values	➤ To draft a vertical planning framework on school-based values so that those chosen values are instilled and reinforced amongst students of different forms		✓	✓
	➤ To infuse positive values, as deemed appropriate, into the curriculum		✓	✓
2.2 To cultivate a positive learning environment in school	➤ To hold activities across different levels from S1-S5 in the value-rich learning environment	✓	✓	✓
	➤ To redecorate the school campus based on the selected themes/values	✓	✓	✓
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)	✓	✓	✓
2.4 To strengthen students' understanding of the core values of school through a variety of experiential learning activities and programs	➤ To provide a platform for students who exhibit good personal qualities to recognize their values/behaviors e.g. "Star of the term" award scheme	✓	✓	✓
	➤ To provide experiential learning activities (e.g. charitable work) for students to cultivate positive values with 'debriefing' practice after the activities	✓	✓	✓
	➤ To run brothers' talks and life planning programs on career aspirations (in collaboration with SLOBA and other organizations)	✓	✓	✓
	➤ To celebrate the 95 <sup>th</sup> anniversary of our school	✓		

### School-based Positive Values

School Motto	School-based Virtues	Catholic core values / EDB values <sup>1</sup>	Character Strengths	Timeline		
				2022/23	2023/24	2024/25
Scientia	Self-discipline	<ul style="list-style-type: none"> <li>• Law-abidingness<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Temperance</li> <li>• Emotional control</li> <li>• Self reflection</li> </ul>	✓		
Pietas	Thanksgiving	<ul style="list-style-type: none"> <li>• Love</li> <li>• Family</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of beauty and excellence</li> <li>• Showing gratitude</li> <li>• Care for others<sup>1</sup></li> </ul>	✓		
Scientia	Perseverance <sup>1</sup>		<ul style="list-style-type: none"> <li>• Courage</li> <li>• Diligence<sup>1</sup></li> <li>• Responsibility<sup>1</sup></li> </ul>		✓	
Pietas	Respect	<ul style="list-style-type: none"> <li>• Life</li> <li>• Respect for others<sup>1</sup></li> <li>• National identity<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Respect for life</li> <li>• Respect for community</li> <li>• Respect for religion</li> </ul>		✓	
Scientia	Integrity <sup>1</sup>	<ul style="list-style-type: none"> <li>• Truth</li> <li>• Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Honesty</li> <li>• Commitment<sup>1</sup></li> <li>• Morality</li> </ul>			✓
Pietas	Justice	<ul style="list-style-type: none"> <li>• Justice</li> <li>• Law-abidingness<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Empathy<sup>1</sup></li> <li>• Fairness</li> <li>• Compassion</li> </ul>			✓

1. Ten priority values and attitudes propagated by EDB