



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

2025/26-2027/28

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) (2022–2025)

Major Concerns	Extent of targets achieved	Follow-up Action	Remarks
<p>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</p>	<p>At School Level</p> <p>Targets Partly Achieved:</p> <ul style="list-style-type: none"> ● The EMI learning environment was strengthened through the use of appropriate medium of instruction in school posters, the webpage, and assembly announcements. ● The library expanded its collection with more books and magazines of suitable interest for students. <p>Targets Fully Achieved:</p> <ul style="list-style-type: none"> ● The LAC Team was successfully established. ● A school-based LAC programme was implemented. <p>At Teacher Level</p> <p>Targets Partly Achieved:</p> <ul style="list-style-type: none"> ● Teachers across various KLAs implemented reading activities. 	<ul style="list-style-type: none"> ▪ Renovation of the library is needed. ▪ The library should acquire books that genuinely appeal to students. ▪ A score-driven mechanism could be reinforced to motivate students’ interest in reading. ▪ An English Book Fair could be organized to promote English-language books. ▪ Outings related to reading texts (e.g., film or drama appreciation) could be arranged. ▪ Greater emphasis should be placed on cultivating students’ passion for reading. ▪ An AI platform could be adopted to support self-directed reading activities. ▪ The LAC Team should continue its role in promoting reading as part of routine work. ▪ A whole-school approach to fostering a reading culture will remain a major concern in the next SDP. 	<p>Funding from QEF and other sources could support library renovation and the development of an AI learning platform.</p>

<p><i>Continuous from previous page</i></p>	<ul style="list-style-type: none"> ● Reading for leisure, such as Pic of the Week, was emphasized. <p>Targets Fully Achieved:</p> <ul style="list-style-type: none"> ● Teachers attended RaC workshops on Staff Development Day. ● Collaborative lesson planning and peer lesson observation were conducted. ● Strong collaboration among teachers was formed to promote a reading culture. <p>At Student Level</p> <p>Targets Partly Achieved:</p> <ul style="list-style-type: none"> ● Students participated in reading-related competitions. ● Students made sensible use of library resources. ● Students joined reading-related activities. 		
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Major Concerns	Extent of targets achieved	Follow-up Action	Remarks
<p>Major Concern 2:</p> <p>To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas</p>	<p>Targets Fully Achieved</p> <ul style="list-style-type: none"> ● Teachers collaboratively set six school-based values during Staff Development Day. ● A vertical planning framework on school-based values was completed. ● The framework was piloted by some subject departments and teams. ● A platform was provided for students to showcase personal qualities through the Star of the Term initiative. ● S4 students engaged in well-organized experiential learning activities in GE lessons to cultivate positive values. ● The school's 95th anniversary celebration was successfully held. <p>Targets Partly Achieved</p> <ul style="list-style-type: none"> ● Some positive values were infused into the curriculum. ● Workshops and review sessions were conducted to help students refine academic and personal goals. ● The campus was decorated with selected values. ● Various teams and subject departments implemented activities relevant to value cultivation. 	<ul style="list-style-type: none"> ▪ Parents should be more actively informed of the school's initiatives in promoting value education. ▪ Systematic methods for collecting students' feedback need to be developed. ▪ Greater emphasis should be placed on encouraging students to learn Chinese traditional values. ▪ Students should be further encouraged to sing the national anthem and the school song. ▪ It is recommended to focus on promoting one or two school-based values each year. ▪ The Brother's Talk and life planning programmes on career aspirations should continue as routine annual practices 	<p>The formation of value framework was supported by the Religious and Moral Education Section of the Catholic Diocese of Hong Kong</p>

Based on the reflection against the seven learning goals^{II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

How good is my students' performance in achieving the seven learning goals?

Students generally demonstrate positive self-concepts, particularly in terms of national identity, which include values highlighted in the KPM such as responsibility, obligations, pride, love for the country, respect for the national flag and anthem, recognition of achievements, and a sense of belonging to the school. Their Q-scores range from 105 to 116, indicating positive responses in self-concept.

With the addition of Geography as an elective subject in the senior secondary curriculum since 2021, the percentage of students taking three or more elective subjects has increased. More than 50% of Form 4 students and over 30% of Form 5 students took three or more electives in 2024. Moreover, the reform of General Education lessons at the Form 4 level, in which elements of charity have been systematically incorporated into the curriculum since 2023, reflects the school's effort to broaden students' knowledge base and nurture their concern for the community.

Furthermore, the percentage of students admitted to local full-time Bachelor's degree programmes has continued to rise, reaching 59.8% in 2024. The percentages of students attaining Level 3 or above in HKDSE Chinese Language and English Language are 77% and 88% respectively. These results demonstrate students' proficiency in biliterate communication and equip them with the ability to pursue further studies at universities.

In terms of information technology, the high Q-scores indicate that students generally do not show signs of addiction and are not easily attracted by excessive IT functions. Artificial Intelligence has been introduced into the Computer Literacy curriculum to equip junior secondary students with the skills needed to adapt to future technological developments.

Lastly, students' interest and participation in physical exercise have increased, as reflected by the high Q-score of 106 in 2025. The establishment of the Photography Club and students' enthusiasm for photography further demonstrate their active participation in aesthetic activities.

How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

The school management has a clear educational vision and aspirations. Teachers' perception of professional development remains positive, reaching a mean score of 3.9 in 2025. This reflects the school management's effective use of resources to support teachers' professional growth through initiatives such as Reading across the Curriculum, questioning techniques, and relaxing activities that enhance teachers' well-being.

In terms of curriculum and teaching, strong mutual support and cooperation between the school management and middle managers are evident. This is supported by teachers' perception data, with mean scores exceeding 4.0 in both school climate and curriculum and assessment. Clear and transparent policies and guidelines on teaching and learning contribute to this effectiveness.

Moreover, the school management has built consensus among teachers on promoting students' whole-person development through the planning of a structured value education framework. This framework is developed with reference to relevant EDB documents, KPM results, and extensive discussions among teachers during Staff Development Days. Through this framework, students' values and qualities are systematically nurtured through both the curriculum and various life-wide learning activities.

As a result, students demonstrate a good understanding of the meaning of life, the importance of morality, and a sense of belonging to the school. The KPM Q-scores for these subscales are all above 100, indicating the effectiveness of fostering a caring, harmonious, and supportive school environment.

In addition, the strong alumni network provides valuable support for students' life planning through activities such as alumni talks, prizes and awards, internships, scholarships, tutorials, guidance programmes, and job shadowing opportunities. These arrangements enable students to better understand multiple pathways for further studies and future employment.

How good is my school in leading its continuous improvement and development for students’ whole-person development and lifelong learning?

Teachers hold positive perceptions of the leadership of the Principal, Vice-Principals, and middle managers in terms of leadership and monitoring, as well as collaboration and support. Stakeholder survey results show mean scores above 3.8 for all related items, providing evidence of effective leadership.

Effective communication between the school management and middle managers is maintained through regular and constructive discussions in the meetings of the Board of Learning and Teaching, the Board of Student Support and School Ethos, and the Board of School Improvement. Policies and feedback from parents and teachers are communicated through Parents-Teachers Association meetings and General Staff Meetings. Their views are collected and incorporated into policy refinement before submission to the Incorporated Management Committee for endorsement.

Furthermore, the School Development Plan (Educative Pastoral Plan) is formulated in accordance with the mission, vision, and values of the School Sponsoring Body (Society of St. Francis de Sales). It is developed collaboratively by all teachers through a comprehensive review of the seven learning goals, careful consideration of students’ developmental needs, and the formulation of clear objectives and strategies to promote whole-person development and lifelong learning.

Consequently, the major concerns of the plan focus on students’ needs in both the dimensions of education and culture, as well as education in faith. These processes are supported by data collected from subject departments and functional teams, whose analyses consolidate findings from mid-term and annual reports for school self-evaluation. Overall, the effectiveness of school management is reflected in the KPM mean score of over 3.8 for teachers’ perception of school management.

How Can My School Be Better

What are my students' needs?

1. National Identity and Values

The school will continue embedding national identity education into co-curricular activities, ensuring that values are experienced through service learning and civic responsibility. To deepen students' personal connection with these values, reflective practices such as journals and guided discussions will be introduced.

2. Promotion of Positive Affect

Recent Q-scores in affect (absence of negative affect, anxiety, and depressive symptoms) exceed 100, indicating stable and positive student development. To further promote mental health and provide enhanced support for students with specific needs, the school has joined the Education Bureau's 4Rs Charters. Adjustments to the timetable will release capacity for students to cultivate positive affect and well-being.

3. Fostering a Reading Culture

With a rising percentage of students admitted to Bachelor's programmes, the school aims to set a target beyond 60%. Achieving this requires targeted academic support for borderline students. A whole-school approach to fostering a reading culture will be adopted, enhancing biliterate communication proficiency and improving academic satisfaction.

4. Information Technology

Professional development for teachers will be expanded to strengthen the integration of AI into the curriculum. Ethical discussions on technology use, digital citizenship, and data privacy will be emphasized. Student-led innovation projects, such as AI and robotics competitions, will be encouraged to apply IT skills while fostering creativity and leisure.

What is my school's capacity for continuous improvement and development?

1. SSE Effectiveness

There remains room for improvement in the adoption of the P-I-E cycle. While documents such as APASO, KPM, and student surveys are frequently used for evaluation, more professional development workshops will be provided to promote systematic and evidence-based school self-evaluation.

2. Values Education

A values education framework has been established through thorough teacher discussions. The framework requires six years for full implementation. A working team under the Board of Learning and Teaching has been formed to monitor operations, refine practices, and address emerging challenges.

3. Collaboration Amongst Teachers

Teachers hold positive perceptions of school leadership and management, particularly in monitoring, collaboration, and support. This provides a strong foundation to further strengthen inter-departmental collaboration and promote a culture of teamwork across subject areas.

What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Development priorities:

1. Whole-School Reading Culture

The Q-scores highlight the need for improved reading habits. Although reading was promoted as a Major Concern in the previous three-year cycle, outcomes were only partially achieved. If the Quality Education Fund (QEF) grant is approved, the school will renovate the library to enhance the reading environment. Objectives will be streamlined to increase student engagement in reading and integrate Reading across the Curriculum (RaC).

2. Systematic Values Education

Building on the three-year school development plan, the values education framework will be implemented in the next cycle. Q-scores indicate students' positivity in national identity, morality, and meaning of life. The school will reinforce recognition of Chinese culture-related values and strengthen understanding of the core values embodied in the school motto *Scientia et Pietas*.

Major Concerns for the Whole School for the 3 school years: 2025/26-2027/28

- 1. To adopt a whole-school approach to fostering a reading culture on campus (The Dimension of Education and Culture)**
以「全校參與模式」，營造濃厚閱讀氣氛。
- 2. To embrace the school motto, Scientia et Pietas, with a systematic values education curriculum (The Dimension of Education to the Faith)**
透過有系統的價值觀教育課程，以實踐校訓-----「學問與虔敬」。

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		25-26	26-27	27-28		
1. To adopt a whole-school approach to fostering a reading culture on campus (The Dimension of Education and Culture) 以「全校參與模式」，營造濃厚閱讀氣氛。	1.1 To enhance the reading environment on campus	✓	✓		1.1.1 To engage more readers by renovating library to create reader-friendly zones	Breadth of Knowledge Language Proficiency Generic Skills Information Literacy
		✓	✓	✓	1.1.2 To provide a range of opportunities inside and outside classrooms for students to read	
		✓	✓	✓	1.1.3 To recommend quality and diverse reading materials to suit students' reading interests and habits	
	1.2 To increase students' engagement in reading	✓	✓	✓	1.2.1 To introduce digital tools and media that go beyond traditional reading to enhance students' reading experience	
		✓	✓	✓	1.2.2 To offer rewards and recognition for reading engagement, through a variety of methods	
		✓	✓	✓	1.2.3 To make reading more relevant to students' real world applications	
	1.3 To integrate Reading Across the Curriculum	✓	✓	✓	1.3.1 To develop RaC	
		✓	✓	✓	1.3.2 To foster collaborative projects among KLAS/departments/teams/teachers to promote reading and RaC	
		✓	✓		1.3.3 To conduct professional training or workshops to enhance teachers' understanding of implementing reading lessons and the whole school reading scheme	

Major Concern	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		25-26	26-27	27-28		
2. To embrace the school motto, Scientia et Pietas, with a systematic values education curriculum (The Dimension of Education to the Faith) 透過有系統的價值觀教育課程，以實踐校訓-----「學問與虔敬」。	2.1 To reinforce students' recognition of Chinese culture-related values	✓	✓	✓	2.1.1 To infuse the Chinese culture-related values or modern development of the motherland into the curriculum	National and Global Identity Life Planning
		✓	✓	✓	2.1.2 To hold student activities in the Chinese culture-related value rich environment	
	2.2 To strengthen students' understanding of the school core values through a variety of experiential learning activities and programs	✓	✓	✓	2.2.1 To provide more experiential learning activities for students to cultivate their positive values	Healthy Lifestyle
			✓	✓	2.2.2 To nurture school-based values through activities to celebrate the 100th anniversary of St. Louis School	
	2.3 To enhance the synergy /collaboration among KLAs/ departments/teachers for promotion of values education	✓	✓		2.3.1 To conduct professional training or workshop to enhance teachers' understanding of the way to implement a values education curriculum through the framework of 15 cross-curricular domains	
		✓	✓	✓	2.3.2 To form and review the whole-school values education curriculum	