



# **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
<b>Major Concern 1:</b> <b>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</b>	<p><b>At School Level</b></p> <p><b>Targets Partly Achieved:</b></p> <ul style="list-style-type: none"> <li>● The EMI learning environment was strengthened through the use of appropriate medium of instruction in school posters, the webpage, and assembly announcements.</li> <li>● The library expanded its collection with more books and magazines of suitable interest for students.</li> </ul> <p><b>Targets Fully Achieved:</b></p> <ul style="list-style-type: none"> <li>● The LAC Team was successfully established.</li> <li>● A school-based LAC programme was implemented.</li> </ul> <p><b>At Teacher Level</b></p> <p><b>Targets Partly Achieved:</b></p> <ul style="list-style-type: none"> <li>● Teachers across various KLAs implemented reading activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Renovation of the library is needed.</li> <li>▪ The library should acquire books that genuinely appeal to students.</li> <li>▪ A score-driven mechanism could be reinforced to motivate students' interest in reading.</li> <li>▪ An English Book Fair could be organized to promote English-language books.</li> <li>▪ Outings related to reading texts (e.g., film or drama appreciation) could be arranged.</li> <li>▪ Greater emphasis should be placed on cultivating students' passion for reading.</li> <li>▪ An AI platform could be adopted to support self-directed reading activities.</li> <li>▪ The LAC Team should continue its role in promoting reading as part of routine work.</li> <li>▪ A whole-school approach to fostering a reading culture will remain a major concern in the next SDP.</li> </ul>	<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"> <li>● Reading for leisure, such as Pic of the Week, was emphasized.</li> </ul> <p><b>Targets Fully Achieved:</b></p> <ul style="list-style-type: none"> <li>● Teachers attended RaC workshops on Staff Development Day.</li> <li>● Collaborative lesson planning and peer lesson observation were conducted.</li> <li>● Strong collaboration among teachers was formed to promote a reading culture.</li> </ul> <p><b>At Student Level</b></p> <p><b>Targets Partly Achieved:</b></p> <ul style="list-style-type: none"> <li>● Students participated in reading-related competitions.</li> <li>● Students made sensible use of library resources.</li> <li>● Students joined reading-related activities.</li> </ul>		
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Major Concerns	Extent of targets achieved	Follow-up Action	Remarks
<b>Major Concern 2:</b> <b>To cultivate a value-rich school campus that embraces the school motto: Scientia et Pietas</b>	<p><b>Targets Fully Achieved</b></p> <ul style="list-style-type: none"> <li>● Teachers collaboratively set six school-based values during Staff Development Day.</li> <li>● A vertical planning framework on school-based values was completed.</li> <li>● The framework was piloted by some subject departments and teams.</li> <li>● A platform was provided for students to showcase personal qualities through the Star of the Term initiative.</li> <li>● S4 students engaged in well-organized experiential learning activities in GE lessons to cultivate positive values.</li> <li>● The school's 95th anniversary celebration was successfully held.</li> </ul> <p><b>Targets Partly Achieved</b></p> <ul style="list-style-type: none"> <li>● Some positive values were infused into the curriculum.</li> <li>● Workshops and review sessions were conducted to help students refine academic and personal goals.</li> <li>● The campus was decorated with selected values.</li> <li>● Various teams and subject departments implemented activities relevant to value cultivation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents should be more actively informed of the school's initiatives in promoting value education.</li> <li>▪ Systematic methods for collecting students' feedback need to be developed.</li> <li>▪ Greater emphasis should be placed on encouraging students to learn Chinese traditional values.</li> <li>▪ Students should be further encouraged to sing the national anthem and the school song.</li> <li>▪ It is recommended to focus on promoting one or two school-based values each year.</li> <li>▪ The Brother's Talk and life planning programmes on career aspirations should continue as routine annual practices</li> </ul>	<p>The formation of value framework was supported by the Religious and Moral Education Section of the Catholic Diocese of Hong Kong</p>

## A Holistic Evaluation of Our School Performance

PI Areas	Major Strengths	Areas for Improvement
<b>1. School Management</b>	<ul style="list-style-type: none"> <li>● Major concerns were streamlined to meet students' needs.</li> <li>● A harmonious working atmosphere has been established between school management and teachers.</li> <li>● All teams/panels were aligned with the major concerns stipulated in the SDP. During planning, self-evaluation findings and the school's VMV were consistently taken into account.</li> </ul>	<ul style="list-style-type: none"> <li>● Foster a stronger culture of self-evaluation.</li> <li>● Examine the effectiveness of work processes and resource deployment more systematically.</li> </ul>
<b>2. Professional Leadership</b>	<ul style="list-style-type: none"> <li>● Teachers have a clear understanding of the mission and vision of Salesian education and apply this understanding in practice.</li> <li>● With school support, teachers actively participate in professional development programmes.</li> <li>● Teachers effectively source external support to coordinate and implement various tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce effective measures to promote collaboration across departments, building a stronger learning community.</li> <li>● Enhance professional exchange and sharing of teachers' work.</li> </ul>
<b>3. Curriculum and Assessment</b>	<ul style="list-style-type: none"> <li>● Analytical feedback on students' performance is provided to all subject panels. Elective combinations in the senior secondary curriculum cater to diverse student needs.</li> <li>● Subject panels and committees communicate and collaborate effectively.</li> </ul>	<ul style="list-style-type: none"> <li>● Promote peer lesson observation and action research to strengthen the culture of sharing within subject panels.</li> <li>● Formulate well-defined and prioritized curriculum development targets.</li> </ul>
<b>4. Student Learning and Teaching</b>	<ul style="list-style-type: none"> <li>● Collaborative lesson planning has improved lesson design.</li> <li>● Teachers demonstrate strong professional knowledge in both subject content and teaching strategies.</li> <li>● Students possess good communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance students' learning motivation and self-directed learning.</li> <li>● Strengthen students' proactive learning attitudes. Cultivate a stronger habit of reading.</li> </ul>
<b>5. Student Support</b>	<ul style="list-style-type: none"> <li>● Comprehensive policies and measures are in place to support student development.</li> <li>● A caring, harmonious, and supportive campus enhances students' sense of belonging.</li> <li>● Strategic planning fosters students' positive values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>● Guide students to reflect on their performance to build self-confidence and self-management skills.</li> <li>● Utilize self-evaluation results more effectively to inform team planning.</li> <li>● Emphasize the concept of striving for excellence among students.</li> </ul>



<b>6. Partnership</b>	<ul style="list-style-type: none"> <li>● Parents show strong and active support and maintain a positive attitude towards the school.</li> <li>● The school regularly invites parents, alumni, and external organizations to conduct talks, seminars, mock examinations, and support programmes.</li> <li>● Pilgrimages and overseas cultural tours involving parents and alumni have become routine annual practices.</li> </ul>	<ul style="list-style-type: none"> <li>● Diversify parent education activities to enhance their knowledge and skills in child development.</li> <li>● Encourage greater participation of parents and teachers in PTA activities.</li> </ul>
<b>7. Attitude and Behaviour</b>	<ul style="list-style-type: none"> <li>● Students are generally attentive and on-task in lessons.</li> <li>● Students maintain good peer and interpersonal relationships.</li> <li>● Students are willing to share.</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen students' self-discipline.</li> <li>● Foster a stronger sense of national identity.</li> <li>● Raise expectations for academic performance.</li> <li>● Support students in maintaining emotional stability.</li> </ul>
<b>8. Participation and Achievement</b>	<ul style="list-style-type: none"> <li>● Teachers and students enjoy freedom to design and organize learning and extracurricular activities.</li> <li>● Students have achieved outstanding results in robotics, sports, and public speaking competitions.</li> <li>● Overall value-added results are satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>● Expand STEM-related activities and competitions.</li> <li>● Encourage students to participate in more inter-school competitions.</li> <li>● Provide proactive guidance and support from teacher advisors to student-led organizations.</li> </ul>
<b>9. Spirituality and Faith</b>	<ul style="list-style-type: none"> <li>● The school maintains a strong religious tradition nurtured by the Salesians.</li> <li>● The campus atmosphere, in terms of liturgy and activities, is devotional.</li> <li>● The Educative Pastoral Community has provided opportunities to deepen understanding of Catholic virtues and values in education.</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen communication and collaboration among stakeholders: school, parents, teachers, and the Parish.</li> <li>● Address the spiritual and faith development needs of students more effectively.</li> <li>● Enhance the variety of spiritual activities offered.</li> </ul>
<b>10. Future Pathway and Vocation</b>	<ul style="list-style-type: none"> <li>● Strong support from alumni.</li> <li>● Students have ample opportunities for job shadowing and dialogues with professionals from different fields.</li> <li>● Daily Mass, liturgy, and sharing from the Supervisor are regularly provided.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage Catholic students to participate more actively in Salesian Youth activities.</li> <li>● Help lower-form students develop a clearer understanding and realistic expectations of tertiary education.</li> </ul>

## **Situation Analysis**

### **Strengths**

#### **Educative Pastoral Community**

- The school has a long history with strong practices rooted in the Catholic tradition.
- Staff and teachers are passionate, well-qualified, and professional, with a clear understanding of the Preventive System of Salesian education.
- Teachers willingly share successful teaching practices, introduce new ideas, and stay updated with the latest educational trends.
- High autonomy is granted to student activities, with strong support from the school.
- Alumni demonstrate a strong sense of belonging and actively support school development.
- Parents actively participate in school activities and provide appropriate support.

#### **Student Development**

- Students show great interest in Mathematics and Science subjects.
- They display strong potential for learning and development.
- Students demonstrate creativity and the ability to apply generic skills effectively.
- A positive teacher-student rapport is evident.

# Weaknesses

## Educative Pastoral Community

- Greater understanding of e-learning and the integration of AI in pedagogy is needed.
- More opportunities should be provided for student exchange, collaboration, and new experiences.
- Better use of information and data is required to identify and support students' varied developmental needs.

## Student Development

- Students need improvement in learning attitudes.
- Many lack a consistent reading habit.
- Some fail to meet deadlines, particularly in submitting homework on time.
- Prominent learning diversity poses challenges in teaching and learning.
- Students show limited progress in language learning.

# Opportunities

## Educative Pastoral Community

- The school maintains a stable medium of instruction (MOI) status.
- Growing awareness of Moral and Civic Education in Hong Kong society provides momentum for value education.
- Salesian Fathers and Brothers residing on campus strengthen the religious atmosphere.
- Awareness of national identity among teachers and students is increasing.
- Teachers have adopted a well-planned framework for school-based values education.

## Student Development

- More alternative pathways for further studies in Hong Kong are available.
- Life-wide education programmes are increasingly supported by universities, PTA, CPA, SLOBA, alumni, the EDB, and QEF.
- Timetable reallocation provides students with more balanced and relaxing opportunities.
- External parties are increasingly invited to support student development.

# Threats

## Educative Pastoral Community

- Fewer staff members have strong affiliation with the Salesian way of education in terms of religious beliefs and experiences.
- Teachers face heavy workloads, particularly due to the growing need for emotional support for students.
- The influence of mass media exposes students and staff to vague or conflicting values.
- Rapidly evolving educational trends in e-learning and m-learning pose challenges.

## Student Development

- More students struggle to maintain emotional stability.
- A lack of responsibility is evident among some students.
- Increasing numbers of students suffer from high academic pressure and strained family relationships.

### ***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 Concern 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。

Objectives	Strategies	Timeline		
		25-26	26-27	27-28
1.1 To enhance the reading environment on campus	1.1.1 To engage more readers by renovating library to create reader-friendly zones	✓	✓	
	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 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」。

Objectives	Strategies	Timeline		
		25-26	26-27	27-28
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	✓	✓	✓
	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	✓	✓	✓
	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	✓	✓	✓