



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

2019/20-2021/22

# **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) (2016-2019) (draft)

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
<p><b>Major Concern1 :</b> To put in place a system and cultivate habits conducive to the advancement of academic performance</p>	<p><u>At Student Level</u></p> <p>Targets <b>PARTLY achieved</b>:</p> <ul style="list-style-type: none"> <li>● Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage</li> <li>● The performance of both students with specific learning hurdles and special gifts are advanced significantly</li> <li>● Students are induced to embrace responsibility for doing the work of learning and doing it well</li> <li>● Students are nurtured as self-directed learners by maximizing their learning opportunities</li> <li>● Students are assisted to develop habits of self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Successful subject-based measures such as WebQuest in Mathematics should be identified and normalised into the curriculum as a normal practice</li> <li>● Self-reflection on homework aiming at improving academic performance should be strengthened, which could be considered as a subject-based concern in improving learning and teaching</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
	<p>Target, except for SEN students, <b>NOT achieved</b>:</p> <ul style="list-style-type: none"> <li>● Students can take the initiatives in <ul style="list-style-type: none"> <li>■ diagnosing their learning needs;</li> <li>■ formulating their learning goals; identifying resources for learning;</li> <li>■ choosing and implementing appropriate learning strategies; and</li> <li>■ evaluating their learning outcomes</li> </ul> </li> </ul> <p><b>At Teacher Level</b></p> <p>Targets <b>PARTLY achieved</b>:</p> <ul style="list-style-type: none"> <li>● Teachers can acquire deeper understanding on the nurturing self-directed learners in stages</li> <li>● Teachers can get acquaintance with the classroom management skills and instructional skills for the training of self-directed learners</li> </ul> <p>Target <b>FULLY achieved</b>:</p> <ul style="list-style-type: none"> <li>● Teachers are reflective about their teaching</li> </ul> <p><b>At School Level</b></p> <p>Targets <b>PARTLY achieved</b>:</p> <ul style="list-style-type: none"> <li>● An environment conducive for the planning, implementing, monitoring and evaluating endeavours (PIME) of self-directed learning is created</li> <li>● Cross-curricular collaborations among various subjects are enforced</li> </ul>	<ul style="list-style-type: none"> <li>● Goal setting and goal pursuing skills could be considered a major concern in the next SDP</li> <li>● Sharing of successful teaching practices in staff meetings and/or staff development days should be a common practice</li> <li>● Reflection on teaching should be a key element in lesson observations and appraisal meetings</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
<p><b>Major Concern 2 :</b> To work on values education in student communities</p>	<p>Targets <b><u>PARTLY achieved</u></b>:</p> <ul style="list-style-type: none"> <li>● Students have a tendency to hold the specific values in everyday life. <ul style="list-style-type: none"> <li>■ S1 &amp; S2: Respect; Self-discipline</li> <li>■ S3 &amp; S4: Perseverance; Integrity</li> <li>■ S5 &amp; S6: Thanksgiving; Justice</li> </ul> </li>   <li>● Establish good team spirit in a variety of student communities</li> </ul>	<ul style="list-style-type: none"> <li>● The target values should be put into the major concerns in the next SDP. One of the six target values might be inculcated in students for the whole school in each academic year. Hence, students will be introduced to all the six values upon their graduation. The target values to be inculcated in the upcoming three years will be: <ul style="list-style-type: none"> <li>2019 – 2020 Self-discipline</li> <li>2020 – 2021 Respect</li> <li>2021 – 2022 Perseverance</li> </ul> </li>   <li>● Existing work done to establish good team spirit in a variety of student communities should still be carried on while more emphasis should be put on enhancing the relationship between senior and junior form students</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
<p><b>Major Concern 3 :</b> To make the 90th anniversary celebration a chance for reinforcing the Aloysian spirit</p>	<p>Targets <b>FULLY achieved</b>:-</p> <ul style="list-style-type: none"> <li>● Students acquire the Aloysian spirit (steadfast in the pursuit of truth and common good, having a thanksgiving and kind heart, showing reverence for God, etc.) and sense of belongings</li> <li>● Communication skills, management skills, creativity, self-confidence and sense of responsibility are developed in students who have assigned duties or participated in the celebration</li> </ul>	<ul style="list-style-type: none"> <li>● Now that the 90th anniversary is over, it is suggested that those values like communication skills, management skills, should be retained as targets to be achieved in the next school development plan under a new major concern.</li> </ul>	<ul style="list-style-type: none"> <li>● It is suggested that objective assessment tools are to be developed and used to verify if students has acquired those attributes and qualities listed in the targets.</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>● All the panel/team heads and other senior members work in unison so that our school development plan 16-19 were drawn up in line with our VMV and developmental priorities derived from our SWOT analysis</li> <li>● All team/panel ASPs, with the participative and collaborative efforts of the staff, 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> <li>● Our Organisation Chart has been updating regularly so as to effectively coordinate and monitor the implementation of our priority tasks</li> <li>● There is a set of clear and systematic procedures in the use and monitor of financial resources</li> <li>● Good efforts were made to seek additional funds (from SLOBA, PTA and even QEF etc.) to enhance the learning environment and the implementation of various ECAs in the school</li> <li>● A self-evaluation system was established at the school, board, and team and subject level</li> <li>● All staff were involved to solicit views and consensus in evaluation and planning. There were frank, open and in-depth discussions to review the work of the school and to establish developmental priorities for the next SDP in the meetings</li> <li>● Various channels and tools (with reference to PI-2016) have been used to solicit information and feedback for evaluation and planning: <ul style="list-style-type: none"> <li>■ Qualitative information: via various meetings/discussions etc</li> <li>■ Quantitative data: via SH surveys, APASO, KPM report card and individual post-activities self-evaluation questionnaires etc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Examining the feasibility of (i) including students and (ii) strengthening the roles of PA, SAA and Houses when conducting the planning of some school aspects</li> <li>● Setting up of effective channels to inform the students the findings in the student questionnaire portion of the Stakeholders' Survey</li> <li>● Load of non-teaching duties assigned to teachers</li> </ul>

PI Areas	Major Strengths	Areas for improvement
	<ul style="list-style-type: none"> <li>● Evaluation findings have been shared and follow-up actions have been properly proposed in the meetings</li> <li>● The belief of self-evaluation and improvement has become part of our school culture.</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>● Streamlining the administrative procedures for better efficiency</li> <li>● Clear instructions and explicit requirements given to teachers regarding duties assigned</li> <li>● Support for new colleagues</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>● The new trends in education are put into practice: <ul style="list-style-type: none"> <li>■ e-Learning</li> <li>■ STEM education</li> <li>■ Small group teaching</li> <li>■ Values education</li> </ul> </li> <li>● Elective combinations in senior secondary curriculum could cater for diverse needs of students</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthening SDL with e-Learning and e-Homework</li> <li>● Provision of more cross-curricular activities</li> <li>● Panel heads attending seminars with subject teachers</li> <li>● Study of the feasibility of introducing more subjects as electives in senior secondary curriculum</li> <li>● Strengthening consultation with stakeholders (students &amp; parents)</li> <li>● Revision of group streaming</li> <li>● Monitoring of small group teaching</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>● Students could improve learning according to the feedbacks obtained</li> <li>● Learning resources are used effectively</li> <li>● Students could effectively apply the skills that they have learnt</li> <li>● Collaborative Lesson Planning has facilitated better lesson planning</li> </ul>	<ul style="list-style-type: none"> <li>● Close and timely follow-up measures for further motivating the students</li> <li>● Collaboration across Key Learning Areas</li> <li>● Having regular meetings of Board of Learning and Teaching</li> <li>● Making submission of homework on time a norm</li> <li>● Revision and disclosure of the way coursework marks are calculated</li> <li>● Cultivation of reading habit</li> </ul>

PI Areas	Major Strengths	Areas for improvement
5. Student Support	<ul style="list-style-type: none"> <li>● Each team has played an active role in identifying students' needs spiritually, academically and emotionally and has arranged an array of activities to cater for their needs</li> <li>● There is a wide variety of activities involving both students and teachers</li> <li>● Students can collaborate well when doing group projects and assignments and they have strived for the same goal</li> </ul>	<ul style="list-style-type: none"> <li>● Coordination among function teams and teachers</li> <li>● Long-term individual follow-up work to assist the growth of students</li> <li>● Resources (coaches, subsidies, etc.) that could be provided in support of activities as well as learning and teaching</li> <li>● Active participation of teachers in inter-class activities</li> <li>● Class-based outings and the like opportunities to enhance student-teacher relationships</li> <li>● Incorporating team activities into the lesson timetable</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>● From the stakeholder survey, parents have shown strong support to the school and have had positive attitude towards the school</li> <li>● Parents have shown active support to the school in different activities</li> <li>● Parents can express their opinions freely through a variety of channels, and their opinions are especially reflected and followed up in form meetings</li> <li>● The school regularly invites parents, alumni, external organisations to conduct talks, seminars, mock examinations, support programmes for teaching and learning, etc.</li> <li>● Alumni and parents help conducting mock interviews, job shadowing, and giving out scholarships, etc. to students</li> <li>● The school has participated in different survey programmes to identify the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>● Encouraging parents and teachers to participate in PTA activities</li> <li>● Effective use of the e-Class system for better communication</li> <li>● Utilising the resource of Quality Education Fund</li> <li>● Effective use of resources from external organisations to <ul style="list-style-type: none"> <li>■ meet students' needs</li> <li>■ invite professionals for elevating students' academic &amp; non-academic performances</li> </ul> </li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>● Students are confident enough</li> <li>● Students generally are willing to share</li> <li>● Good interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Proactive attitude towards learning</li> <li>● Directing higher expectations towards performance</li> <li>● Sense of national identity</li> <li>● Self-discipline</li> </ul>

PI Areas	Major Strengths	Areas for improvement
8. Participation and Achievement	<ul style="list-style-type: none"> <li>● Both teachers and students enjoy freedom to design and organize learning activities</li> <li>● Students enjoy plenty of opportunity to organize and take part in activities</li> <li>● Students have had outstanding performances in robotics, sports and public speaking competitions</li> </ul>	<ul style="list-style-type: none"> <li>● Proactive assistance and guidance of students by teacher advisors of student-led clubs</li> <li>● Motivating students to participate in more school activities, especially in uniform groups and social services</li> <li>● STEM activities and competitions</li> <li>● Encouraging students to participate in more inter-school competitions and science exhibitions</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 is strong</li> <li>● Prefect of Religious Studies has been appointed to lead the planning and development of the school</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>● Collaboration among special teams and subject panels for the provision of spiritual experiences to students</li> <li>● Communication and collaboration between the school and parents, and the school and the Parish</li> <li>● Understanding of current situation of Spiritual and Faith development of students</li> </ul>
10. Future Pathway and Vocation	<ul style="list-style-type: none"> <li>● Opportunities are provided to students to participate actively and consciously in liturgy, especially in the sacraments of reconciliation and the Eucharist</li> <li>● Students have had plenty opportunities of job shadowing and having dialogues with professionals from different areas</li> <li>● Strong backup from old boys</li> </ul>	<ul style="list-style-type: none"> <li>● Encouragement to catholic students on receiving the sacraments of reconciliation and the Eucharist more often</li> <li>● Vocation discernment related to life and personal qualities</li> <li>● Positive self-image</li> <li>● Courage to sustain efforts in adversity</li> </ul>

## Situation analysis

### Our strengths

#### *In terms of Educative Pastoral Community:*

- the school having a long history
- teachers being passionate, well-qualified and professional, and having lucid understanding of the mission & vision of Salesian education
- teachers willing to share successful teaching practice, bring in new ideas, and keep up with latest education trend
- high autonomy granted and supportive to student activities
- good teacher-student relationship
- well-established self-evaluation system and Planning-Implementation-Evaluation mechanism

#### *In terms of student development:*

- a strong tradition of leadership building, especially in students-led organisations (PA, SAA and Houses)
- being eager to take the initiatives to organise activities
- sharing a strong sense of belonging and Aloysian spirit
- good potential for learning and development
- creative
- ability to apply the skills that have been learnt effectively

## ***Our Weaknesses***

### *In terms of Educative Pastoral Community,*

- lacking collaboration across teams/subjects
- poor monitoring of progress of programmes
- ineffective ways to conduct value education
- in need of better understanding on vocation discernment
- inadequate teachers' participation in inter-class activities
- in need of supportive measures for teachers in handling students with special educational needs

### *In terms of student development,*

- having poor attitude, poor self-discipline and being self-centred
- lacking goal setting & goal pursuing skills
- low motivation and concentration in learning, and lacking habits of reading and submitting homework on-time
- exhibiting prominent learning diversity
- uninterested in taking in school activities
- weak in national identity

## ***Opportunities***

### *In terms of Educative Pastoral Community,*

- diversified professional training opportunities and teachers' immersion programs fully funded
- learning circles established
- having Salesian Fathers and Brothers resided at school campus
- 3 new measures of Religious Education promoting better infusion of Religious Education at school

### *In terms of student development,*

- STEM education and IT in Education conducive for the learning style of boys
- more life-wide education programs made possible, especially with resourceful support from the PTA, CPA & SLOBA & other old boys as well as from the EDB and QEF
- integration with NCS students fostering language development of students
- more data available for students in target-setting for personal development

## Threats

### *In terms of Educative Pastoral Community,*

- fewer employees having strong affiliation with the Salesian way of education, in terms of religious beliefs and experiences
- heavy workload, especially due to frequent changes in the curriculum
- education becoming alienated, e.g. commercialised, quantified, too much emphasis on academic results, etc.
- family problems

### *In terms of student development,*

- distraction due to, and even obsession with, using electronic devices
- students further diversified
- identity crisis, further made serious in the ever-changing world-wide socio-political atmosphere
- direct impact of conflicting values and norms brought up with the development of the Guangdong-HK-Macao Greater Bay and fierce competitions from the mainland China



## **Major Concerns for the Whole School for the 3 school years: 2019/20 – 2021/22**

- 1. Students, as visionary leaders, possessing enhanced thinking skills, especially creativity and problem solving***
- 2. Students, as visionary leaders, with necessary positive values including self-discipline and respect inculcated***
- 3. The school equipped as a Salesian oratory\* of the 21<sup>st</sup> century***

\* A Salesian oratory should be a home that welcomes, a parish that evangelises, a school that prepares them for life and a playground where friends could meet and enjoy themselves.

## Major Concern 1

*Students, as visionary leaders, possessing enhanced thinking skills, especially creativity and problem solving*

Objectives	Outline of Strategies	Time Scale (Please insert ✓)		
		19-20	20-21	21-22
1.1 Teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills	<ul style="list-style-type: none"> <li>Structured teacher training                             <ul style="list-style-type: none"> <li>Needs for teacher training are identified</li> <li>Teacher training requirements on new technologies and innovative ways of teaching are set</li> <li>Set up a platform for sharing skills and insights acquired</li> </ul> </li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>Understanding the system of Basic Education Curriculum and Identifying areas of subject collaboration through communication between teachers of different Key Learning Areas/Key Stages</li> </ul>	✓		
	<ul style="list-style-type: none"> <li>Sharing of successful teaching practice on creativity and problem solving skills                             <ul style="list-style-type: none"> <li>in staff meetings</li> <li>on one of the staff development days each year</li> <li>visit to schools with good practice</li> </ul> </li> </ul>	✓	✓	✓
1.2 Students have solid and extensive knowledge base	<ul style="list-style-type: none"> <li>Setting up innovative learning centres</li> </ul>	✓	✓	
	<ul style="list-style-type: none"> <li>Showcasing innovative technologies, designs and applications on a variety of platforms</li> </ul>		✓	✓
	<ul style="list-style-type: none"> <li>Introducing new subjects and renewing teaching syllabus to make a wider and up-to-date coverage of knowledge</li> </ul>	✓	✓	
	<ul style="list-style-type: none"> <li>Extending knowledge acquisition beyond classroom teaching and textbooks through WebQuest, reading and study tours, etc.</li> </ul>	✓	✓	✓

1.2 Students have solid and extensive knowledge base (cont.)	<ul style="list-style-type: none"> <li>• Assessments are made use of for effective learning</li> <li>• Adopting multi-ways for assessments</li> <li>• Reports of assessments indicative to areas/ways of improvement</li> <li>• Students reflecting on results of assessments</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>✓</span> <span>✓</span> <span>✓</span> </div>
1.3 Students are able to identify needs and devise ways to meet the needs when facing problems, especially those real-life problems	<ul style="list-style-type: none"> <li>• Incorporating Design-thinking in learning</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span></span> <span>✓</span> <span>✓</span> </div>
	<ul style="list-style-type: none"> <li>• Project learning across subjects</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>✓</span> <span>✓</span> <span></span> </div>
	<ul style="list-style-type: none"> <li>• Participating in competitions that stress on creativity and/or problem solving</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>✓</span> <span>✓</span> <span>✓</span> </div>
	<ul style="list-style-type: none"> <li>• Meeting the need of people in service learning</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span></span> <span></span> <span>✓</span> </div>

## Major Concern 2

***Students, as visionary leaders, with necessary positive values including self-discipline and respect inculcated***

Objectives	Outline of Strategies	Time Scale (Please insert ✓)		
		19-20	20-21	21-22
2.1 Students could attend lessons/activities and submit homework on-time	• Launching campaign “Use time wisely, Fulfil duties properly”	✓	✓	
	• Requiring Junior Secondary students to join uniform groups or activities with group training element	✓	✓	
2.2 Students could articulate what they want themselves to be and work out effective plan to follow their vocation	• Vocation discernment • Role-model readings • Reflecting on life experiences • Outline of expected personal qualities	✓	✓	
	• Steps and timeframe for the pursue of one personal quality expected	✓	✓	✓
2.3 Students could listen and observe actively	• Incorporating experiential learning in lessons	✓	✓	✓
	• Launching games and competitions	✓	✓	
2.4 Students could behave in proper manners on all occasions	• Launching campaign “Fraternity in Action”			✓
	• Highlight Humanity and Environmental education in lessons		✓	✓
	• Service learning	✓		✓

## Major Concern 3

### *The school equipped as a Salesian oratory of the 21<sup>st</sup> century*

Objectives	Outline of Strategies	Time Scale (Please insert ✓)		
		19-20	20-21	21-22
3.1 Staff and parents are aligned to the Salesian way of education	• Spiritual development in the Salesian way	✓	✓	✓
	• Sharing of effective ways to accompany with students		✓	✓
3.2 Refurbishing the school to meet the needs for Salesian way of education	• Re-decorating the school			
	• Basic provision	✓	✓	✓
	• Connection with Salesian Youth Movement			
	• For Implementing annual Salesian pastoral theme			
	• Setting up in-house project schedule to promote sinless joyful school life	✓	✓	✓
	• Joyful service to the community / primary schools	✓	✓	✓