

SALEM - Immanuel Lutheran College
Annual School Plan (2018/19)

Theme: Building a Learning Community that Keeps Up with the Times 「**共建與時並進的學習社群**」

Ambition · Resilience · Companion · Possibility 「**積極進取 逆風上騰 關愛同行 創造可能**」

Major Concern 1: Build up Self-directed Learners

Strategies	Tasks for 1819	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Revisit and refine school-based curriculum to echo the central curriculum recommended by the CDC	School level: ● strengthen whole-school curriculum planning Curriculum / Unit / Subject level: ● comprehend the latest central curriculum, formulate plans and implement the new changes	<ul style="list-style-type: none"> School conducted whole-school curriculum planning and effectively monitored its implementation. Relevant curriculum / units (STEM, LaC, e-learning, N&BEdu) and subjects updated their curriculum, formulated plans and effectively implemented the major renewed emphases of the ongoing renewal school curriculum. 	Evaluation by committee and subjects, students' survey	Whole year	VP Hung, Dean (AD), LTDC, Curriculum units (STEM, LaC, e-learning, N&BEdu), all subjects	
	Committee level: ● review JS time allocation and propose new recommendations Subject level: ● prepare for the changes of the new JS time allocation	<ul style="list-style-type: none"> LTDC reviewed JS time allocation and proposed new recommendations. All subjects had good preparation for the changes of the new JS time allocation. 	Evaluation by committee and subjects, students' survey	1 st term 2 nd term	VP, Dean (AD), LTDC, all subjects	
2. Promote the highlights of subject curriculum	Committee level: ● design the format of subject profiles Subject level: ● update the subject curriculum and write subject profiles	<ul style="list-style-type: none"> LTDC designed the format of subject profiles in the first term. All subjects updated their curriculum and wrote their subject profiles. 	Evaluation by committee and subjects, students' survey	1 st term 2 nd term	Dean (AD), LTDC, all subjects	
3. Strengthen classroom teaching	Committee level: ● provide support on e-learning ● monitor and evaluate the effectiveness of the use of e-learning and lesson preparation Subject level: ● select appropriate e-learning resources to facilitate learning in subjects ● make use of lesson preparation to facilitate classroom teaching ● strengthen lesson planning to foster better organisation of lessons	<ul style="list-style-type: none"> LTDC monitored and evaluated the effectiveness of the use of e-learning and lesson preparation. ITC provided support on e-learning. All subjects selected appropriate e-learning resources to enhance teaching effectiveness. (Optional for subjects which have 2 periods per cycle) Lesson preparation habit was well strengthened. Subjects effectively made use of lesson 	Evaluation by committees and subjects, students' survey	Whole year	Dean (AD), LTDC, ITC, all junior form subjects (Optional for subjects which have 2 periods per cycle)	

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	<ul style="list-style-type: none"> strengthen scaffolding of questions to provoke high-order thinking in learning 	<ul style="list-style-type: none"> preparation to facilitate classroom teaching. Subjects strengthened the use of lesson planning and had good organisation of lessons. High-order thinking was successfully provoked through the use of scaffolding of questions in classroom learning. 				
4. Fine tune the quality of life-wide learning activities	<p>School level:</p> <ul style="list-style-type: none"> conduct life-wide learning activities mapping and devise whole school planning of LWL activities <p>Subject level:</p> <ul style="list-style-type: none"> create life-wide learning opportunities for students to integrate and apply knowledge and skills in real-life context 	<ul style="list-style-type: none"> Whole school planning of life-wide learning activities was conducted. Subjects organized at least one life-wide learning activity for students to integrate and apply knowledge and skills in real-life context. Students agreed that the activity could meet the expected learning goals. 	Evaluation by committee and subjects, students' survey	Whole year	Dean (AD), LTDC, all subjects,	
5. Enhance cross-curricular learning	<p>Committee level:</p> <ul style="list-style-type: none"> support the implementation of cross-curricular learning <p>Subject level:</p> <ul style="list-style-type: none"> provide cross-curricular learning opportunities 	<ul style="list-style-type: none"> Some subjects explored cross-curricular learning to facilitate students integrate, apply and generate knowledge and skills across subjects / KLAS. 	Evaluation by committee and subjects, students' survey	Whole year	Dean (AD), LTDC, subjects (Optional)	

Major Concern 2: Nurture students to be a good companion with care and passion

Strategies	Tasks for 1819	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Set up a warm and caring environment	<p>School level:</p> <ul style="list-style-type: none"> further develop the "Class Teacher and Supporting Teacher" partnership system, and review the existing pastoral care practices provide personal and academic data of students for Class and Supporting Teachers monitor and evaluate the provision of pastoral care <p>Teacher level:</p> <ul style="list-style-type: none"> make use of students' personal and academic data to provide strong pastoral support 	<ul style="list-style-type: none"> Dean (SDS) reviewed and renewed the roles and duties of Class Teachers and Supporting Teachers. Meetings were arranged for Class and Supporting Teachers to map out the characteristics of development of each level. Class and Supporting Teachers drafted and implemented effective strategies of pastoral care for each level. Class and Supporting Teachers knew more about students' needs 	Feedback in Form meeting, APASO surveys, stakeholder surveys	Whole year	Dean (SDS), Class and Supporting Teachers, AAC, ICT	

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	<ul style="list-style-type: none"> ● give more verbal praise and positive reinforcement, and encourage students to seek advice from teachers ● display students' work inside or outside classrooms 	<ul style="list-style-type: none"> ● Better parent-teacher relationships were built. ● Class and Supporting Teachers found the personal and academic data of students provided by AAC relevant and useful. ● Students were more willing to answer questions and seek help. ● Classroom boards and school websites were well used by subject teachers to display students' work with the support of the Information Technology Committee. 				
2. Devise whole-school programmes and activities	<p>Committee and Subject level:</p> <ul style="list-style-type: none"> ● arrange physical training in lessons and after school to nurture students' confidence ● disseminate the message of 'caring others' to all students ● set up a team of 'Caring Ambassadors' to promote acceptance-of-others and caring for others 	<ul style="list-style-type: none"> ● Department of P.E. integrated physical training in lessons for all students in senior forms and arranged training for school team members and S.3-4 students after school. ● Department of P.E. and LCEC organised 2-3 talks on health. ● DGC delivered the theme of 'caring others' in Form Briefings. ● At least eight Caring Ambassadors were recruited from the Prefect team and Health Ambassadors. ● Caring Ambassadors received 2 sessions of training, organised activities for S.2 students and took care of students with special educational needs. ● Relevant committees and the SEN Unit arranged activities, talks and workshops about caring for others for all students. 	Evaluation by committees and subjects	Whole year	All committees, P.E. department, SEN Unit	
3. Develop teachers as counsellors of students	<p>School level:</p> <ul style="list-style-type: none"> ● update the profile of counsellors in the 21st Century ● incorporate the characteristics of a counsellor into the role of a teacher <p>Teacher level:</p> <ul style="list-style-type: none"> ● acquire the knowledge and skills to support students as counsellors 	<ul style="list-style-type: none"> ● Students' emotional and behavioral problems were identified at an early stage. ● All teachers owned the role as counsellors and provided students with advice on study method, future study and career pathways. ● All S.6 students received personal career guidance from Class Teachers and members of LCEC. ● New teachers were supported and 	Teachers' feedback, students' survey	Whole year	VP, Class and Supporting Teachers, LCEC	

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		<ul style="list-style-type: none"> mentored to be effective Class and Supporting Teachers. Class and Supporting Teachers facilitated students' reflections on their strengths and weaknesses and set goals with the use of 'My Growth Journal'. 				
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Major Concern 3: Build up a Professional Teaching Team

Strategies	Tasks for 1819	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Promote professional exchange among teachers	School level: <ul style="list-style-type: none"> provide opportunities for professional sharing among teachers invite teachers to share their learning and teaching experience in staff development programmes promote co-planning among subject panel members 	<ul style="list-style-type: none"> More teachers shared their learning and teaching experience in staff development programmes. Core subjects started co-planning in junior forms. 	Observation, teachers' feedback	Whole year	VP, Dean (AD), all junior form core subjects	
2. Provide mentorship programmes and training for curriculum leaders	School level: <ul style="list-style-type: none"> empower the roles of subject panel heads provide programmes and training for subject panel heads 	<ul style="list-style-type: none"> School re-defined the roles of subject panel heads. Subject panel heads found the programmes and training useful. 	Observation, teachers' feedback	Whole year	VP, Dean (AD)	
3. Enhance teachers' teaching capacity	School level: <ul style="list-style-type: none"> encourage teachers to attend seminars on new pedagogies release teachers to receive full-time in-service training on new pedagogies address new pedagogies in staff development programmes Committee level: <ul style="list-style-type: none"> arrange open classroom Subject level: <ul style="list-style-type: none"> subject heads conduct lesson demonstration to share their good teaching practice to panel members 	<ul style="list-style-type: none"> More teachers attended seminars on new pedagogies. School released teachers to receive full-time in-service training on new pedagogies. At least one staff development programme was arranged to address new pedagogies. LTDC arranged open classroom. Subject heads conducted lesson demonstration and subject panel members found the demonstration inspiring. 	Observation, teachers' feedback	Whole year	LTDC, Staff Development Unit, core subjects	