

SALEM - Immanuel Lutheran College
Annual School Plan (2019/20)

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 1920	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: <ul style="list-style-type: none"> Monitor the implementation of the focused Major Renewed Emphases of the Ongoing Renewal of the School Curriculum 	<ul style="list-style-type: none"> The focused Major Renewed Emphases (MRE) were implemented. The implementation was timely reviewed. 	Curriculum unit records	Whole Year	VP, AP (AD), Coordinators of curriculum units, Subject Coordinators and Committee Directors concerned	
	Subject / Committee level: <ul style="list-style-type: none"> Implement the focused Major Renewed Emphases of the Ongoing Renewal of the School Curriculum Adopt strategies and /or arrange learning activities with clear learning objectives Ask students to review and reflect on their learning experiences 	<ul style="list-style-type: none"> Subject departments / Committees adopted strategies and /or arranged learning activities with clear learning objectives to implement the Major Renewed Emphases (MRE) of the Ongoing Renewal of the School Curriculum. Students were asked to review and reflect on their learning experiences. Over 70% of the students reflected that the strategies and/or learning activities could achieve the targeted learning objectives. 	Subject department records Teachers' evaluation / Students' survey			
2. Promote the highlights of subject curriculum	School level: <ul style="list-style-type: none"> Design the format of subject handbook and provide examples 	<ul style="list-style-type: none"> The format of subject handbook was designed. Sample subject handbooks were provided as reference. 	Subject department records	Whole Year	AP (AD), Subject Coordinators of all subject departments	
	Subject level: <ul style="list-style-type: none"> All subject departments write their subject handbook 	<ul style="list-style-type: none"> All subject departments wrote subject handbook. 				
3. Strengthen classroom teaching	Subject level: All subject departments select at least one strategy to promote self-directed learning on specific areas for teaching development <ul style="list-style-type: none"> Define clear learning objectives (e.g. 	<ul style="list-style-type: none"> Over 90% of the subject departments selected at least one strategy to promote self-directed learning on specific areas for teaching development. Clear learning objectives were defined 	Subject department records,	Whole Year	All subject departments	

**SALEM - Immanuel Lutheran College
Annual School Plan (2019/20)**

	<p>high order thinking, interactive learning, self-directed learning etc.)</p> <ul style="list-style-type: none"> ▪ Implement appropriate strategies (e.g. e-learning, learning habits, lesson preparation, scaffolding questions etc.) to achieve the targeted objectives ▪ Ask students to review and reflect on the effectiveness of the strategies 	<ul style="list-style-type: none"> ▪ Strategies were effectively implemented to achieve the targeted learning objectives. ▪ Students were asked to review and reflect on the effectiveness of the strategies. ▪ Over 70% of the students agreed that the targeted learning objectives were achieved. 	Teachers' observation / Students' survey			
	<p>Committee level:</p> <ul style="list-style-type: none"> ▪ ITC provides support on e-learning 	<ul style="list-style-type: none"> ▪ ITC provided support on e-learning and evaluated the effectiveness of the implementation. ▪ Over 70% of the subject departments found the e-learning support useful. 	Committee records	Whole year	ITC	
4. Fine tune the quality of life-wide learning activities	<p>School level:</p> <ul style="list-style-type: none"> ▪ Devise whole school planning of LWL activities 	<ul style="list-style-type: none"> ▪ Whole school planning of LWL activities was devised. 	School quarterly report	Whole year	VP, AP (AD)	
	<p>Subject / Committee level: All subject departments and committees concerned promote self-directed learning in life-wide learning activities</p> <ul style="list-style-type: none"> ▪ Select at least one of the following self-directed learning skills <ul style="list-style-type: none"> A. Contribute to the design of learning activities or tasks B. Raise questions and suggest topics of enquiry C. Connect and apply knowledge and skills in a variety of real-life contexts D. Evaluate and suggest ways to improve the effectiveness of the learning resources and strategies used ▪ Define learning objectives 	<ul style="list-style-type: none"> ▪ Over 90% of the subject departments / committees concerned Implemented at least one self-directed learning skill in life-wide learning activities. ▪ Clear learning objectives were defined ▪ Relevant strategies were effectively implemented. ▪ Students were asked to review and reflect on the learning experiences. ▪ Over 70% of the students agreed that the activities could achieve the targeted learning objectives and their self-directed learning skills was enhanced. 	<p>Subject department / Committee records,</p> <p>Teachers' observation / Students' survey</p>	Whole year	All subject departments , Committees Concerned	Life-wide Learning Grant

**SALEM - Immanuel Lutheran College
Annual School Plan (2019/20)**

	<ul style="list-style-type: none"> ▪ Implement relevant strategies to enhance the targeted skills ▪ Ask students to review and reflect on their learning experiences 					
5. Enhance cross-curricular learning	<p>School level:</p> <ul style="list-style-type: none"> ▪ Provide support on the development of cross-curricular learning 	<ul style="list-style-type: none"> ▪ Examples of cross-curricular learning were provided. ▪ Subject departments were asked to share their experiences on cross-curricular learning. 	School quarterly report	Whole year	VP, AP (AD)	
	<p>Subject level:</p> <ul style="list-style-type: none"> ▪ All subjects explore cross-curricular learning and draft related proposals ▪ Some subjects arrange cross-curricular learning activities to help students integrate and apply knowledge and skills across subjects / KLAS ▪ Ask students to review and reflect on their learning experiences 	<ul style="list-style-type: none"> ▪ Over 80% of the subject departments drafted proposal for cross-curricular learning. ▪ Over 30% of the subject departments organized cross-curricular learning activities to help students integrate and apply knowledge and skills across subjects / KLAS. ▪ Students were asked to review and reflect on their learning experiences. ▪ Over 60% of the students agreed that they got more interested in and were more able to integrate and apply knowledge and skills across subjects / KLAS. 	<p>Subject department records,</p> <p>Teachers' observation / Students' survey</p>	Whole year	All subject departments	

**SALEM - Immanuel Lutheran College
Annual School Plan (2019/20)**

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

Strategies	Tasks for 1920	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
<p>1. Set up a warm and caring environment</p>	<p>School level:</p> <ul style="list-style-type: none"> ▪ Provide channels for teachers to contribute their ideas on the existing 'Class and Supporting Teachers partnership system' ▪ Evaluate the effectiveness of Form Meetings ▪ Continue to provide Class and Supporting Teachers with students' personal and academic data 	<ul style="list-style-type: none"> ▪ Opinions from Class and Supporting Teachers were collected. ▪ 70% of the Class and Supporting Teachers were satisfied with their cooperation. ▪ The chairpersons of all Forms were able to carry out their role and duty to ensure the full functioning of the meetings. ▪ Updated data was provided for discussion in Form Meetings. 	<p>Form Meeting records, Questionnaire</p>	<p>Whole year</p>	<p>AP(SD), Class and Supporting Teachers, LTDC</p>	
	<p>Committee / Teacher level:</p> <ul style="list-style-type: none"> ▪ Make use of students' personal and academic data to provide strong pastoral support ▪ Give more compliments whenever students have done well and made improvements in different aspects ▪ LTDC provides guidelines about the use of classroom boards 	<ul style="list-style-type: none"> ▪ Teachers were able to propose effective strategies of pastoral care and provide personalized support for students. ▪ Developmental needs of students of each level were well addressed. ▪ Students were more willing to answer questions and seek help. ▪ Classroom boards were well used by subject teachers to display students' work. 				
<p>2. Devise whole-school programmes and activities</p>	<p>School level:</p> <ul style="list-style-type: none"> ▪ Set the direction, priorities in nurturing positive values and attitudes to support the implementation of Moral & Civic Education (MCE) ▪ Strengthen the coordination between different student affairs committees 	<ul style="list-style-type: none"> ▪ Meetings were arranged for better communication, collaboration and coordination among student affairs committees. ▪ The work of different student affairs which helped to nurture students' values, attitudes and character was reviewed and aligned. 	<p>Subject department/ Committee records</p>	<p>Whole year</p>	<p>DGC, RAC, EAC, P.E. department, SEN Unit</p>	

**SALEM - Immanuel Lutheran College
Annual School Plan (2019/20)**

	<p>Committee / Subject level:</p> <ul style="list-style-type: none"> ▪ Cultivate the value of ‘ambition’ by designing various programmes and activities ▪ Arrange physical training in lessons and after school to nurture students’ confidence and improvement mindset ▪ Rename the team of ‘Caring Ambassadors’ and enrich their serving scope and concerns 	<ul style="list-style-type: none"> ▪ Relevant committees arranged activities, talks and workshops about ‘ambition to grow’, ‘ambition to improve’ etc. for all students. ▪ The message of ‘ambition’ was delivered in Form Briefings and morning devotion. ▪ Department of P.E. integrated physical training in PE lessons in senior forms and arranged after-school physical training for school team members and S.3-4 students. ▪ The team of ‘Caring Ambassadors’ was renamed and recognized. ▪ In addition to taking care of S.2 students with special educational needs, the team was able to disseminate the message of ‘ambition to improve’. 				
<p>3. Develop teachers as counsellors of students</p>	<p>School level:</p> <ul style="list-style-type: none"> ▪ Enhance the collaboration among Life & Career Education Committee, Academic Administration Committee and Class Teachers ▪ Build up teachers’ confidence and competence in providing pastoral care through individual career life planning 	<ul style="list-style-type: none"> ▪ LCEC discussed with AAC the work and nature of Applied Learning. ▪ LCEC teachers shared various strategies and successful practices of pastoral care at S.3 & S.6 Form Meetings. ▪ Class Teachers were invited to attend study-and-career related activities. ▪ S.3 and S.6 Class Teachers attended respective parents’ night to update their knowledge on the current admission policy of territory education and students’ multi-pathways. 	<p>Teachers’ feedback, Students’ survey</p>	<p>Whole year</p>	<p>AP(SD), Class and Supporting Teachers, LCEC</p>	
<p>Teacher level:</p> <ul style="list-style-type: none"> ▪ Continue to equip teachers with the knowledge and skills to support students as counsellors 	<ul style="list-style-type: none"> ▪ Advisory service was provided for S.3 students when they need to make career related subject choices. ▪ All S.6 students received personal career guidance from Class Teachers and members of LCEC. ▪ New teachers were able to use ‘My Growth Journal’ to facilitate students’ reflections on 					

SALEM - Immanuel Lutheran College
Annual School Plan (2019/20)

		their strengths and weaknesses, and goals setting.			
--	--	--	--	--	--

Major Concern 3: Build up a Professional Teaching Team

Strategies	Tasks for 1920	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Promote professional exchange among teachers	School level: <ul style="list-style-type: none"> ▪ Invite teachers to share their learning from seminars / courses / reading / videos related to teaching and learning 	<ul style="list-style-type: none"> ▪ Teachers shared their learning from seminars / courses / reading / videos related to teaching and learning in staff meetings or staff development programmes. 	Teachers' feedback	Whole year	Principal, Staff Development Unit	
	Subject level: <ul style="list-style-type: none"> ▪ Promote lesson co-planning among subject panel members 	<ul style="list-style-type: none"> ▪ Junior form core subject departments implemented lesson co-planning among teachers. 	Teachers' feedback in panel meeting	Whole year	All junior form core subject departments	
2. Provide mentorship programmes and training for curriculum leaders	School level: <ul style="list-style-type: none"> ▪ Encourage middle managers to attend seminars / courses to enhance their leadership quality ▪ Provide mentorship programmes and training for middle managers 	<ul style="list-style-type: none"> ▪ Over 50% of the middle managers attended seminars/ courses to enhance their leadership quality. ▪ Over 50% of the middle managers found the programmes and training useful. 	Teachers' feedback	Whole year	Principal, VP	
3. Enhance teachers' teaching capacity	School level: <ul style="list-style-type: none"> ▪ Review school-based professional development policies ▪ Enhance professional capacity of teachers in understanding and application of new teaching pedagogies through internal and external channels ▪ Help teachers to make good use of students' voices and feedback ▪ Provide teachers with information 	<ul style="list-style-type: none"> ▪ School-based professional development policies were reviewed. ▪ Over 30% of the teachers attended seminars on the new teaching pedagogies. ▪ School released teachers to receive full-time in-service training on new pedagogies. ▪ At least one staff development programme was arranged to address the new teaching pedagogies. ▪ Subject coordinators conducted lesson demonstration and subject panel members 	Staff development unit records, Teachers' feedback	Whole year	Principal, VP, Staff Development Unit	

**SALEM - Immanuel Lutheran College
Annual School Plan (2019/20)**

	<p>of teachers' professional development</p> <ul style="list-style-type: none"> ▪ Explore the opportunity of arranging a study tour for teachers 	<p>found the demonstration inspiring.</p> <ul style="list-style-type: none"> ▪ Teachers showed their reflection on the feedback and voices from students in Form A. ▪ A platform for the circulation of information of teachers' professional development was set up ▪ The exploration of the opportunity of arranging a study tour to Greater Bay Area was conducted. 				
	<p>Committee level:</p> <ul style="list-style-type: none"> ▪ LTDC formulates development plan and arranges open classroom 	<ul style="list-style-type: none"> ▪ LTDC formulated a development plan and arranged open classroom. 	<p>Committee records</p>	<p>2nd Term</p>	<p>AP (AD), DLTDC</p>	