

SALEM - Immanuel Lutheran College
Annual School Plan (2020/21)

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

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Major Concern 1: Build up Self-directed Learners

Strategies	Tasks for 2021	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 (Curriculum unit coordinator):	<ul style="list-style-type: none"> ● Curriculum unit coordinators formulated a school plan on different Major Renewed Emphases (MRE). ● Curriculum unit coordinators wrote a brief report on the evaluation of the school plan of different Major Renewed Emphases (MRE). 	Curriculum unit records	Whole Year	Curriculum unit coordinators	
	<ul style="list-style-type: none"> ● Summarize the plans on the Major Renewed Emphases (MRE) from responsible subject departments/ committees and formulate a school plan. ● Conduct meetings to review the action plan when necessary. ● Collect the evaluation on Major Renewed Emphases (MRE) from responsible subject departments and committees and write a brief report. 					
	Subject / Committee level:	<ul style="list-style-type: none"> ● Subject departments wrote a concrete plan to implement the school assigned and/ or subject chosen Major Renewed Emphases (MRE). ● Evaluation of the plan was conducted. ● Over 70% of the students reflected that the strategies and/or learning activities could achieve the targeted learning objectives. 	Subject department / Committee records		Subject department heads and Committee heads concerned	
	<ul style="list-style-type: none"> ● Write a plan to implement the Major Renewed Emphases (MRE) assigned by the school and/ or chosen by the subject department. Items in the plan include: <ul style="list-style-type: none"> ◇ Learning goals ◇ Targeted learning outcomes ◇ Tasks/ Steps implemented to reach the goals ◇ Deadlines and milestones ● Evaluate the effectiveness of the action plan ● Arrange students' review and reflection on the effectiveness of the strategies. 					
2. Promote the highlights of subject curriculum	School level:	<ul style="list-style-type: none"> ● Clear guidelines for the revision of the subject handbook was provided. 	Subject department records	Sept to Oct	VP (AD), All subject department heads	
	Subject level:					
3. Strengthen classroom teaching	Subject level:	<ul style="list-style-type: none"> ● Subject departments set clear learning goals and selected appropriate strategies to enhance the effectiveness of online 	Subject department records	Whole Year	All subject department heads	

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<p>(Online teaching)</p>	<ul style="list-style-type: none"> ● Write a plan to implement the strategy. Items in the plan include: <ul style="list-style-type: none"> ◇ Learning goals ◇ Targeted learning outcomes ◇ Tasks/ Steps implemented to reach the goals ◇ Deadlines and milestones ● Evaluate the effectiveness of the action plan ● Arrange students' review and reflection on the effectiveness of the strategies 	<p>teaching.</p> <ul style="list-style-type: none"> ● Subject departments wrote a concrete plan to implement the strategies. ● Evaluation of the effectiveness of plan was conducted. ● Over 70% of the students agreed that the targeted learning objectives were achieved. 	<p>Teachers' observation / Students' survey</p>			
	<p>Committee level (Information Technology Committee):</p> <ul style="list-style-type: none"> ● Provides e-learning support. 	<ul style="list-style-type: none"> ● ITC provided e-learning support and evaluated the effectiveness of the implementation. ● Subject departments found the e-learning support helpful. 	<p>Committee record</p>	<p>Whole year</p>	<p>DITC</p>	
<p>4. Fine tune the quality of life-wide learning activities</p>	<p>Subject level:</p> <ul style="list-style-type: none"> ● Select at least one strategy to promote self-directed learning in life-wide learning activity. ● Write a plan to implement the strategy. Items in the plan include <ul style="list-style-type: none"> ◇ Learning goals ◇ Targeted learning outcomes ◇ Tasks/ Steps implemented to reach the goals ◇ Deadlines and milestones ● Evaluate the effectiveness of the plan ● Arrange students' review and reflection on the learning experiences. 	<ul style="list-style-type: none"> ● Subject departments wrote a plan to implement self-directed learning skills in life-wide learning activity. ● Evaluation of the effectiveness of the plan was conducted. ● Over 70% of the students agreed that the activity could achieve the targeted learning objectives and their self-directed learning skills was enhanced. 	<p>Subject department records</p> <p>Teachers' observation / Students' survey</p>	<p>Whole year</p>	<p>All subject department heads</p>	<p>Life-wide Learning fund</p>
<p>5. Enhance cross-curricular learning (Optional)</p>	<p>Subject level:</p> <ul style="list-style-type: none"> ● Arrange cross-curricular learning activities to help students integrate and apply knowledge and skills across subjects / KLAs. ● Write a plan to implement the learning activities. Items in the plan include: <ul style="list-style-type: none"> ◇ Learning goals ◇ Targeted learning outcomes ◇ Tasks/ Steps implemented to reach the goals ◇ Deadlines and milestones ● Evaluate the effectiveness of the plan ● Arrange students' review and reflection on the learning experiences. 	<ul style="list-style-type: none"> ● Some subject departments organized cross-curricular learning activities to help students integrate and apply knowledge and skills across subjects / KLAs. ● A concrete plan was written. ● Evaluation of the effectiveness of the plan was conducted. ● Over 60% of the students agreed that their interest and ability of integrating and applying knowledge and skills across subjects / KLAs were raised. 	<p>Subject department records</p> <p>Teachers' observation / Students' survey</p>	<p>Whole year</p>	<p>Subject department heads concerned</p>	

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

Strategies	Tasks for 2021	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Set up a warm and caring environment	School level: <ul style="list-style-type: none"> ● Collect and review teachers' opinions about the existing 'Class and Supporting Teachers partnership system'. ● Continue to evaluate the effectiveness of Form meeting. ● Provide both academic and non-academic data via SLP system to facilitate pastoral care. ● Create an e-platform for class and supporting teachers of all levels to conduct Form meetings and provide support for students during face-to-face lessons suspension. 	<ul style="list-style-type: none"> ● Opinions were collected and improvements originated from students, class and supporting teachers were made. ● The chairpersons of all Form Meetings agreed that their roles and duties were well functioned. ● 80% of the teachers visited SLP system to get hold of students' backgrounds. ● Meetings among class and supporting teachers, care to students continued during face-to face lessons suspension. 	Feedback in Form meeting, Questionnaire	Whole year	VP(SD), Class and Supporting Teachers, ITC, LTDC, System & Data Unit	
	Committee / Teacher level: <ul style="list-style-type: none"> ● Use students' academic and non-academic data to provide strong pastoral support. ● Continue to give compliments to students in verbal or written forms to affirm students' improvement. ● Display students' work on classrooms boards or on-line platform. ● Give clear guidelines to students in the design and use of classroom boards. 					
2. Devise whole-school programmes and activities	School level: <ul style="list-style-type: none"> ● Set up a student affairs core team to facilitate communication and collaboration among student affairs committees. ● Create an e-platform at all levels, reserve more timeslots to promote different modes of activities organized by student affairs committees. 	<ul style="list-style-type: none"> ● More formal and informal meetings were arranged, and the team started to gel. ● More creative activities that can be carried out through online platform were proposed. 	Evaluation by student affairs committees	Whole year	DGC, RAC, EAC, LCEC, P.E. dept.	

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	<p>Committee / Subject level:</p> <ul style="list-style-type: none"> ● Cultivate the values of 'resilience' and 'possibility' by designing various programmes and activities. ● Continue to promote physical training to build and enhance resilience. 	<ul style="list-style-type: none"> ● Committees concerned arranged activities, talks and workshops about 'resilience' and 'possibility' for all students. ● The message of 'resilience' and 'possibility' were delivered in Form Briefings and morning devotion. ● 70% of students were able to solve problems proactively, stay healthy and positive. 				
<p>3. Develop teachers as flexible and committed counsellors of students</p>	<p>School / Committee level:</p> <ul style="list-style-type: none"> ● Review and define the work description for Life & Career Education Committee ● Arrange more teachers to attend seminars or workshops for building up teachers' confidence and competence in career life planning. ● Review 'My Growth Journal'(MGJ) and invite different committees to enrich the content related to students' personal growth. 	<ul style="list-style-type: none"> ● Tasks were well defined and owned by LCEC and AAC according to the work nature. ● 70% of LCEC teachers attended career-related seminars or workshops. ● LCEC shared various strategies and successful practices in pastoral care at S.3 & S.6 Form Meetings. ● S.3 & S.6 class teachers attended respective parents' night to update the knowledge on the current admission policy of territory education and students' multi- pathways. ● Components related to personal growth were added in the 'MGJ' booklet. 	<p>Teachers' feedback, students' survey</p>	<p>Whole year</p>	<p>VP(SD), LCEC, AAC, MGJ Unit, Class and Supporting Teachers</p>	
<p>Teacher level:</p> <ul style="list-style-type: none"> ● Continue to equip the knowledge and skills to support students as counsellors. ● Provide personal counselling through on-line platform. 	<ul style="list-style-type: none"> ● Advisory service was provided in different modes for S.3 students when they need to make subject career choices. ● More S.6 class teachers were trained up to offer personal career guidance. ● Teachers found 'MGJ' a suitable tool to help students in setting goals. ● Teachers made contacts with students during face-to-face lessons suspension at school and students agreed that they received care and concerns from teachers. 					

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Major Concern 3: Build up a Professional Teaching Team

Strategies	Tasks for 2021	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Promote professional exchange among teachers	School level: ● Invite teachers to share their learning in seminars / courses / book reading / ETV as well as their teaching experiences among teachers	● Teachers shared their learning in seminars / courses/ book reading / ETV and teaching experiences among teachers in staff meeting and staff development programmes.	Observation, teachers' feedback	Whole year	Principal, Staff Development Unit	
	Subject level: ● Promote co-planning among subject panel members	● Co-planning among teachers was implemented in all Junior form subjects consisting of more than one member.	teachers' feedback in panel meeting	Whole year	All junior form subjects with more than one member	
2. Provide mentorship programmes and training for middle managers	School level: ● Encourage middle managers to attend seminars / courses to enhance their leadership quality ● Provide programmes and training for middle managers	● Over 50% of the middle managers attended seminars/ course to enhance their leadership quality. ● Over 50% of the middle managers found the programmes and training useful.	Observation, teachers' feedback	Whole year	Principal, VPs	
3. Enhance teachers' teaching capacity	School level: ● Enhance professional capacity of teachers in understanding and application of new pedagogies through internal and external channels ● Raise the learning effectiveness of e-learning through professional dialogues ● Provide information of teachers' professional development	● Over 30% of the teachers attended seminars on new pedagogies. ● School released teachers to receive full-time in-service training on new pedagogies. ● Opportunities for teachers to share good practices in using TEAMS platform for online teaching were provided. ● Subject heads conducted lesson demonstration and subject members found the demonstration inspiring. ● A platform for circulation of information of teachers' professional development was set up.	Staff Development Unit meeting, Observation, teachers' feedback	Whole year	Principal, VPs Staff Development Unit, HODs	
	Committee level: ● LTDC formulates a development plan and arranges open classroom	● LTDC formulated a development plan and arranged open classroom.	Teachers' feedback through google form	2 nd Term	VP(AD), DLDC	