

SALEM - Immanuel Lutheran College

Annual School Plan (2021/22)

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」

(Issued on 16.8.2021)

Major Concern 1: Build up Self-directed Learners

Strategies	Tasks for 2122	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	<ul style="list-style-type: none"> ● School level (Curriculum unit coordinator): ● 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 ● Explore the needs of adding OLE lessons into senior secondary curriculum while optimising the four senior secondary core subjects in S.4 of 2022/23 	<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). ● Joint meetings involving directors of committees under the Student Development and Support Section to discuss the feasibility of adding OLE lessons into senior secondary curriculum were conducted. 	Curriculum unit records Subject department / Committee records Teachers' evaluation / Students' survey	Whole Year	Curriculum unit coordinators Subject department heads and Committee heads concerned VP (SD) and Committee heads concerned	
	<ul style="list-style-type: none"> ● Subject / Committee level: ● 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 ● Subject coordinators assist new teachers to comprehend the latest central curriculum of subjects taught. 	<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. ● New teachers were guided to learn about the latest central curriculum of subjects taught 				

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Strategies	Tasks for 2122	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
2. Promote the highlights of subject curriculum	School level: <ul style="list-style-type: none"> Monitor the quality of subject handbook of all subject departments 	<ul style="list-style-type: none"> All subject handbooks were quality assured. 	Subject handbook	Whole Year	Principal, AP, all subject department heads All subject departments	
	Subject level: <ul style="list-style-type: none"> Teachers introduced the relevant content of subject handbooks to students. 	<ul style="list-style-type: none"> Students were introduced the subject curriculum concerned. 	Teachers' observation / Students' survey			
3. Strengthen classroom teaching	Subject level: <ul style="list-style-type: none"> Extend students' learning through providing self-learning tasks to students for both face-to-face classes and online lessons 	<ul style="list-style-type: none"> Self-learning tasks were assigned to students. Over 70% of the students agreed that the self-learning activities could achieve the targeted learning objectives and their self-directed learning skills were enhanced. 	Subject department records Students' survey	Whole Year	All subject departments	
4. Fine tune the quality of life-wide learning activities	Subject level: <ul style="list-style-type: none"> Prepare for the cyber/ virtual life-wide learning activities to maximize the learning opportunity 	<ul style="list-style-type: none"> Subject departments wrote a plan to implement cyber/ virtual life-wide learning activities. Evaluation of the effectiveness of the plan was conducted. 	Subject department records Teachers' observation	Whole year	All subject department heads	Life-wide Learning fund

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Strategies	Tasks for 2122	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
5. Enhance cross curricular learning	Subject level: <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. 	Subject department records Teachers' observation / Students' survey	Whole year	Subject department heads concerned	

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

Strategies	Tasks for 2122	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"> ● Review the existing 'Class and Supporting Teachers partnership system' according to the opinions from teachers ● Continue to evaluate the effectiveness of Form meetings held in face-to-face and online modes ● Continue to provide academic and non-academic data via the SLP system to facilitate pastoral care 	<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. 	Feedback in Form meetings, Questionnaires	Whole year	VP(SD), Class and Supporting Teachers, ITC, LTDC, System & Data Unit	

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	<ul style="list-style-type: none"> • Make good use of the e-platform to conduct Form meetings and provide support for students during the suspension of face-to-face classes 	<ul style="list-style-type: none"> • Meetings involving class and supporting teachers, and care to students continued during the suspension of face-to face classes. 				
	<p>Committee / Teacher level:</p> <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 optimize the use of classroom boards 	<ul style="list-style-type: none"> • Preventive measures were taken to fix students' hidden problems. • Developmental needs of students of each level were well addressed. • Students were more willing to answer questions and seek school's help at school or through on-line platform. • Classroom boards were well managed by class association and subject teachers. 				
<p>2. Devise whole school programmes and activities</p>	<p>School level:</p> <ul style="list-style-type: none"> • Further develop the cooperation of the student affairs core team to facilitate communication and collaboration among student affairs committees • Continue to reserve timeslots to promote different modes of activities organized by student affairs committees • Explore the use of the lesson time released by the four Senior Secondary core subjects, review the existing timetabling arrangement to prepare for a new curriculum which can cater for students' diverse learning needs and facilitate their personal growth 	<ul style="list-style-type: none"> • The student affairs core team had 1-2 formal and informal meetings, which helped to develop tacit understanding and co-operation. • More creative activities that can be carried out through online platform were proposed. • There was discussion about the possibility of designing a curriculum for students to participate more actively in other Learning Experiences (OLE) and life-wide learning activities, and to engage in other personal pursuits to cater for their different interests, abilities and aspirations. 	<p>Evaluation by student affairs committees</p>	<p>Whole year</p>	<p>DGC, RAC, EAC, LCEC, P.E. dept.</p>	

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Strategies	Tasks for 2122	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
	<p>Committee / Subject level:</p> <ul style="list-style-type: none"> ● Cultivate Continue to 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 messages of ‘resilience’ and ‘possibility’ were delivered in Form Briefings, morning devotion and assemblies. ● 70% of students were able to solve problems proactively, stay healthy and be positive. ● 50% of the students used the Gymnasium Room to improve their physical condition. 				
<p>3. Develop teachers as flexible and committed counsellors of students</p>	<p>School / Committee level:</p> <ul style="list-style-type: none"> ● Promote more cooperation between Academic Affairs Committee and Life (AAC) & Life & Career Education Committee (LCEC) in related to academic and career planning and ● Arrange more teachers to attend seminars or workshops for building up teachers’ confidence and competence in career life planning. ● Continue to review ‘My Growth Journal’(MGJ) and invite different committees to enrich the content related to students’ personal growth. 	<ul style="list-style-type: none"> ● Collaboration and coordination between LCEC and AAC on ‘S.3 subject selection’ were achieved. ● 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. 	<p>Teachers’ feedback, students’ survey</p>	<p>Whole year</p>	<p>VP(SD), LCEC, AAC, MGJ Unit, Class and Supporting Teachers</p>	

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		<ul style="list-style-type: none"> •Components related to personal growth were added in the 'MGJ' booklet. 				
	<p>Teacher level:</p> <ul style="list-style-type: none"> •Equip the knowledge and skills of new teachers to support students as counsellors in their life planning •Enhance teachers' awareness and skills in identifying and supporting students with mental health problems 	<ul style="list-style-type: none"> •Advisory service was provided in different modes for S.3 students when they needed 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 were able to make referrals and work with school social workers and educational psychologist. 				

Major Concern 3: Build up a Professional Teaching Team

Strategies	Tasks for 2122	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Promote professional exchange among teachers	<p>School level:</p> <ul style="list-style-type: none"> •Invite teachers to share their learning in seminars / courses / book reading / ETV as well as their teaching experiences among teachers 	<ul style="list-style-type: none"> •Teachers shared their learning in seminars / courses/ book reading / ETV and teaching experiences among teachers in staff meetings and staff development programmes. 	Observation, teachers' feedback	Whole year	Professional Development Team	
	<p>Subject level:</p> <ul style="list-style-type: none"> •Promote co-planning among members of subject department 	<ul style="list-style-type: none"> •Co-planning among teachers was implemented in all subjects 	Teachers' feedback in panel meeting	Whole year	All subjects with	

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		consisting of more than one member of the same form.	Subject Handbook		more than one member of the same form	
2. Provide mentorship programmes and training for middle managers	School level: <ul style="list-style-type: none"> Encourage middle managers to attend seminars / courses to enhance their leadership quality Provide 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. 	Observation, teachers' feedback	Whole year	Principal, VP and AP	
3. Enhance teachers' teaching capacity	School level: <ul style="list-style-type: none"> Enhance professional capacity of teachers in understanding and application of new pedagogies through internal and external channels Provide information of teachers' professional development Implement pairing up programme: pair up new teachers with members of subject department to facilitate peer teaching/ co-teaching/ peer class visit 	<ul style="list-style-type: none"> Over 30% of the teachers attended seminars on new pedagogies. School released teachers to receive full-time in- service training on new pedagogies. Subject heads conducted lesson demonstration and subject members found the demonstration inspiring. All new teachers conducted at least one peer teaching/ co-teaching/ peer class visit with members of subject department in each term. 	Professional Development Team meeting, Observation, teachers' feedback Subject department records	Whole year	Professional Development Team Subject department heads, new teachers and relevant teachers	

Key: Highlighted in yellow colour represents new items added in the fourth year of the 2018-2022 Four-year School Development Plan.

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Proposal for the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development
School Year: 21-22

Items	Concern	Strategy/Task	Expected outcome	Time	Resources	Success criteria	Teacher-in-charge
Organizing school-based local field visits	Support CS teachers to facilitate the implementation of the S4 CS subject	Through 1 st hand field visits to different NGOs, students can: 1. know more about the HK society in various aspects, 2. contact HK people from different backgrounds, and 3. to enhance the sense of empathy and belonging to the HK society.	By the end of the activity, students can: 1. understand the HK society in various aspects, 2. know more about the HK people's living standard in various angles, 3. enhance their understanding on specific NGOs in serving HK people in needs, 4. know more about the different racial groups in HK, 5. enhance the value of empathy on the needy people in HK and sense of belonging to the HK society, and 6. take action to help the people in needs surrounding them.	April, PM session	With the coordination of the HK Council of Social Service (HKCSS), several field visits with different themes are organized to relieve the administrative loads of CS teachers Expected fee: 36,000 Transport: 5,000	Five different theme-based field visits are organized. Students complete worksheets on their learning and reflection upon their experience. Through various learning experience, students can have more interests on CS subject.	NWK
					Amount: 41,000		

Prepared by: Ng Wai Keung (Panel chairman, LS Department)

The above proposal is recommended by the Principal, and discussed and approved by the Incorporated Management Committee

1 September 2021