



**SALEM-  
Immanuel Lutheran  
College**

**Annual School Plan**

**2024/25**

November 2024

# **School Vision and Motto**

## **SCHOOL MISSION**

We devote ourselves to the provision of a quality education in a Christian context and a healthy environment where students can develop their potential, excel intellectually, physically, socially, and spiritually, and prepare themselves for the challenges in life.

## **SCHOOL MOTTO**

**Wisdom, Truth, Virtue and Love to all**  
**博學明道，臻善益群**

# **SALEM**

## **Annual School Plan**

**2024/25**

Theme: **Creating a future beyond boundaries** 「創建未來無邊界」

**Self-management** 管理自己

**Adaptability** 應對變幻

**Ethical values** 堅守價值

**Contribution** 貢獻力量

### **Major Concerns**

- 1. Develop students to be adaptive and self-managed learners**
- 2. Cultivate students to be ethical thinkers and healthy contributors**

**Appendix 1** : Proposal for the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development

**Appendix 2**: Sister School Plan 24-25

SALEM - Immanuel Lutheran College  
Annual School Plan (2024/25)

Theme: **Creating a future beyond boundaries** 「創建未來無邊界」

**Self-management** 管理自己

**Adaptability** 應對變幻

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**Contribution** 貢獻力量

(Issued on 26.6.2024)

**Major Concern 1: Develop students to be adaptive and self-managed learners**

	Strategies	Tasks for 2425	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1.	Enhance students' <b>learning skills</b> for knowledge management	<u>Subject / Teacher Level</u> <ul style="list-style-type: none"> <li>Teachers design assignment(s) / learning material(s) for each class level with the use of learning skill(s) (such as note-making, summary making, graphic organisers, or e-learning) for subject learning.</li> </ul>	<ul style="list-style-type: none"> <li>At least 60% of students agree that the materials are helpful for their learning.</li> <li>At least 60% of students agree that their learning skills are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Panel meetings</li> <li>Questionnaire / Interview</li> </ul>	Whole year	All subject panel heads	
2.	Apply <b>self-management skills</b> in students' learning	<u>Committee Level</u> <ul style="list-style-type: none"> <li>LTDC shares the ideas on time management and how to set SMART (specific, measurable, achievable, relevant, time-bound) goals in academic briefings for at least 2 class levels.</li> <li>LTDC fine-tunes the reflection instructions and materials in My Growth Journal (MGJ) to assist students to set SMART goals for their subject learning.</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of junior form students use MGJ for their self-reflection on learning.</li> <li>At least 50% of students agree that setting goals would help their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Questionnaire / Interview</li> </ul>	Whole year	Director of LTDC	
		<u>Teacher Level</u> <ul style="list-style-type: none"> <li>Class teachers share the ideas on setting SMART goals in morning periods or form periods.</li> <li>Junior form class teachers assist students (especially low-achievers) to set SMART goals for their learning by using the fine-tuned materials in MGJ.</li> </ul>				Class teachers	

	Strategies	Tasks for 2425	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
3.	Promote <b>elite enhancement</b>	<p><u>Committee Level</u></p> <ul style="list-style-type: none"> <li>LTDC fosters students' participation in external elite programmes by making use of the talent pool.</li> </ul> <p><u>Subject Level</u></p> <ul style="list-style-type: none"> <li>Core subject panels &amp; HKDSE elective subject panels provide generic / specialised domain of pull-out elite enhancement programmes for talented or capable students.</li> <li>Subject panels encourage talented or capable students in the talent pool to participate in external competitions or learning activities according to their talented areas.</li> </ul>	<ul style="list-style-type: none"> <li>At least 90% of students participate in external competitions.</li> <li>At least 30% of students in talent pool participate in related competitions / elite enhancement programmes.</li> <li>At least 80% of student participants agree that the elite enhancement programmes are useful for learning.</li> </ul>	<ul style="list-style-type: none"> <li>SLP Records</li> <li>Questionnaire</li> </ul>	Whole year	<p>Director of LTDC</p> <p>Panel heads of HKDSE subjects</p> <p>All subject panel heads</p>	

**Major Concern 2: Cultivate students to be ethical thinkers and healthy contributors**

	<b>Strategies</b>	<b>Tasks for 24/25</b>	<b>Success Criteria</b>	<b>Evaluation Methods</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources</b>
1.	Enhance the coordination among various cross-curricular domains in <b>values education</b> to nourish students' positive values, attitudes and behaviours	<p><u>School level:</u></p> <ul style="list-style-type: none"> <li>Encourage more teachers to attend seminars and workshops to enhance their understanding of values education and learn how to integrate values education into their teaching practices.</li> <li>Collect feedback from teachers, students, and parents to identify areas for improvement on values education and adjust the next School Development Plan accordingly.</li> </ul> <p><u>Committee level:</u></p> <ul style="list-style-type: none"> <li>Related committees organize cross-curricular activities such as debates, group discussions, and community service projects to promote collaboration and shared values.</li> </ul> <p><u>Subject / teacher level:</u></p> <ul style="list-style-type: none"> <li>Related subjects design projects that require students to apply values learned, which are aligned with the learning outcomes.</li> <li>Adopt related authentic topics and learning materials and use real-life illustrations in lessons or activities.</li> <li>Provide chances for students to communicate with classmates and make rational judgements and ethical decision based on relevant values.</li> </ul>	<ul style="list-style-type: none"> <li>Provide flexibility for elective subject teachers who are unable to enrol in seminars and workshops.</li> <li>At least 50% of teachers attend seminars related to values education.</li> </ul> <ul style="list-style-type: none"> <li>Committee concerned define clear objectives for the cross-curricular activities, and outline the goals related to promoting collaboration and shared values among students.</li> </ul> <ul style="list-style-type: none"> <li>At least 70% of subject panels develop plans or projects that incorporate activities, discussions, and assignments focused on promoting values education.</li> <li>At least 70% of students develop a deeper understanding of various complexities and issues in lessons or activities, demonstrate a respectful attitude towards others, exhibit empathy and embrace a wider worldview.</li> <li>At least 70% of students can make ethical decisions based on Christian values and use strong reasoning to resolve issues at personal, group and societal levels.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by committees / subjects</li> <li>Students' and parents' questionnaire</li> </ul>	Whole year	VP (SD), all directors of committees and panel heads of related subjects	

	<b>Strategies</b>	<b>Tasks for 24/25</b>	<b>Success Criteria</b>	<b>Evaluation Methods</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources</b>
2.	Foster a safe, inclusive and harmonious campus environment that contributes to students' <b>health and wellbeing: (Positive life mission)</b>	<p><u>School level:</u></p> <ul style="list-style-type: none"> <li>Develop a school-based system to optimise the effectiveness of pastoral care.</li> <li>Refine 'My Growth Journal' (MGJ) to encourage students to reflect on their emotions, values and aspirations.</li> </ul> <p><u>Committee and Teacher level:</u></p> <ul style="list-style-type: none"> <li>Promote understanding, care and mutual respect between teachers and students in daily interactions.</li> <li>Different committees arrange activities and competitions that celebrate diversity and promote unity to create a sense of belonging and connection among students.</li> <li>Arrange goal-setting workshops to help students identify their values, interests, and long-term goals.</li> </ul>	<ul style="list-style-type: none"> <li>At least 90% of teachers make good use of the SLP to track the progress of students' growth problems over time and provide individualized support for students based on their specific needs.</li> <li>At least 80% of S.1-3 students are encouraged to explore and share their emotions with class teachers with the use of MGJ.</li> </ul> <ul style="list-style-type: none"> <li>At least 70% of students agree that they are supported and cared by teachers.</li> <li>At least 60% of students are motivated to develop a strong commitment to serving others and pursuing their life goals through different activities and competitions.</li> <li>At least 80% of S.1-3 students have the chance to articulate their personal values and goals after the goal-setting activities.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and evaluation by teachers</li> <li>Students' questionnaire</li> </ul>	Whole year	Directors of committees (DGC, RAC, EAC, LCEC), SENCO, MGJ unit and panel heads of related subjects	School social workers, Educational Psychologist

	<b>Strategies</b>	<b>Tasks for 2425</b>	<b>Success Criteria</b>	<b>Evaluation Methods</b>	<b>Time Scale</b>	<b>People Responsible</b>	<b>Resources</b>
3.	Promote <b>service learning</b> and unleash students' love for serving	<p><u>School level:</u></p> <ul style="list-style-type: none"> <li>Promote 'CYC Member Merit Award Scheme' to enhance students' serving spirit</li> <li>Recognize students' service through the CYC Member Merit Award Scheme.</li> <li>Regularly review and revise the service-learning arrangements and the award system.</li> <li>Set policy to promote uniform teams in which serving spirit is emphasized.</li> </ul> <p><u>Committee and Teacher level:</u></p> <ul style="list-style-type: none"> <li>Different modes of Form-based community services are planned and organised to expand students' experiences and horizons.</li> <li>Develop partnerships with community organizations to expand individual-based service opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>At least 30% of the student leaders join the 'CYC Member Merit Award Scheme'.</li> <li>Meetings are convened to collect opinions from teachers and students.</li> <li>At least 12 new uniform team members are recruited.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by teachers</li> <li>Students' questionnaire</li> </ul>	Whole year	VP (SD), directors of LCEC and EAC, teachers of CYC	
		<ul style="list-style-type: none"> <li>At least 60% of students feel empowered to pursue their passions for making contribution to their communities while gaining valuable life experiences.</li> <li>Potential student volunteers are identified and encouraged to participate in service organised by community organizations.</li> </ul>					



## SALEM-Immanuel Lutheran College

Proposal for the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  
School Year: 24-25

Items	Concern	Strategy/Task	Expected outcome	Time	Resources	Success criteria	Teacher-in-charge
Organizing S5 school-based local field visits	Support CS teachers to facilitate the implementation of the S5 CS subject	Through 1 <sup>st</sup> hand field visits to different HK locations, students can: 1.know more about the HK society and China in various aspects, 2.enhance the sense of empathy of belonging to the HK society and China.	By the end of the activity, students can: 1. understand the HK society and China in various aspects, 2. know more about the HK people's living standard and China's latest development in various angles, 3. enhance the sense of belonging to the HK society and China.	13 Mar.2025 PM session	<b>Expected fee: 40,000</b>	Field visit is organized.  Students complete worksheets on their learning and reflection upon their experience.  Through various learning experience, students can have more interests on CS subject and enhance the sense of belonging to the HK society and China.	NWK
Organizing S4 school-based local field visits	Support CS teachers to facilitate the implementation of the S4 CS subject	Through 1 <sup>st</sup> hand field visits to different HK locations, students can: 3.know more about the HK society in various aspects, 4.contact HK people from different backgrounds, and	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, enhance the sense	22 Nov.2024 PM session	With the coordination of local agent, a field visits with different themes are organized to relieve the administrative loads of CS teachers	Five different theme-based field visits are organized.  Students complete worksheets on their learning and reflection upon their experience.  Through various	NWK

		5.to enhance the sense of empathy of belonging to the HK society.	of belonging to the HK society.		Expected fee: 48,000  Transport: 5,500  <b>Expected fee: Total: 53,500</b>	learning experience, students can have more interests on CS subject and enhance the sense of belonging to the HK society.	
Purchase CS teaching and learning materials	With related references and materials, support CS teachers to facilitate the implementation of the S4-5 CS subject	To purchase necessary and related learning materials for providing accurate knowledge students and teachers	Materials are used and shared among teachers and students in learning.	Whole year	<b>Expected fee: 10,000</b>	Materials are purchased, used and kept for students and teachers as reference.	NWK
Workshop / Lecture Fee for National Education	To facilitate teaching and learning on national education	To invite personnel for having lecture and workshop to promote national education	Students are expected to get accurate and latest information on China's latest development.	Whole year	<b>Expected fee: 5,000</b>	Lectures and workshops are organized. The expense is to pay for the lecture and workshop fee.	NWK
Purchase of resources for national education	To facilitate teaching and learning on national education	To purchase related materials to promote national education	Materials will be used for teaching and learning.	Whole year	<b>Expected fee: 2,000</b>	Relevant materials are purchased and used in teaching and learning	NWK
Library books	To enrich teacher and student with relevant understanding on CS syllabus	To purchase library books for teachers and students	Reference books are purchased and kept at the bookshelves	Whole year	<b>Expected fee: 2,500</b>	Books are kept in the library and open for students and teachers to borrow as reference.	NWK

Purchase of VR and related equipment for field visit	To facilitate the teaching and learning of CS subject	To prepare field visit learning resources for field visits and CS Mainland tours	Purchase and use of relevant equipment Relevant multimedia materials are prepared for teachers and students.	Whole year	<b>Expected fee: 8,000</b>	1 <sup>st</sup> hand multi-media resources collected from field visits are produced and shared for CS teaching and learning.	NWK
Purchase of materials for CS Mainland Tour	Purchase S4-5 teaching aids for Mainland tour in July	To purchase data cards and teaching materials for online learning in CS Mainland tour.	Materials will be used to facilitate the teaching and learning during the CS Mainland tour	July 2025	<b>Expected fee: 5,000</b>	Teaching and learning materials are shared and used to facilitate teaching and learning during the CS Mainland tour.	NWK
					<b>Amount: 126,000.00</b>		
					<b>23-24 unspent balance: Amount: 126,359.16</b>		
					<b>24-25 expected unspent balance: 359.16</b>		

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

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

## 姊妹學校交流計劃書 2024 / 2025 年

學校名稱：	南亞路德會沐恩中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	余淑賢副校長

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	與國內姊妹學校建立緊密聯繫。
2.	透過線上方式與姊妹校建立恆常交流活動。
3.	探訪姊妹學校，增進文化交流，體驗當地生活。
4.	體驗課堂中促進兩地姊妹學校的生生及師生互動，促進深層次交流。

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☑	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☑	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流計劃/活動詳情
			B8	☐	其他(請註明)：

乙. 教師層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input checked="" type="checkbox"/>	其他(請註明): 向家長簡介姊妹學校的背景及特色	K4	<input type="checkbox"/>	加強家校合作
			K5	<input checked="" type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

津貼用途及預算開支:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$216,000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$---
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$42,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$5,000
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$---
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$---
N8	<input type="checkbox"/>	其他(請註明):	HK\$---
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$263,000
N10	<input type="checkbox"/>	沒有任何開支	不適用