SALEM-Immanuel Lutheran College

School Development Plan

2025/26 - 2027/28

Issued in November 2025

SALEM-Immanuel Lutheran College

1. 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.

2. SCHOOL MOTTO

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

3. Holistic Review of School Performance

Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25 $(3.10.2023 \text{ version})^I$

4. School Development Plan 25-28

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1: Develop students to be adaptive and self-	managed learners		
Target(s): 1.1 Students self-manage their learning wherever they are and are the owners of their own learning.	Partly achieved. Students' learning skills (such as note-taking and use of graphic organisers) and self-reflection improved, but time constraints and learning disparities remain.	Continue as a major concern with adjusted targets; strengthen reading to learn and motivation in learning, integrate generative AI to support personalised, independent learning.	
1.2 Elite students build on their talents.	Fully achieved. Elite students participated in external competitions and advanced courses; confidence and skills improved.	Incorporated as routine work; maintain the talent pool and elite enhancement activities.	
Major Concern 2: Cultivate students to be ethical thinkers an	ad healthy contributors		
Target(s): 2.1 Enhance the coordination among various cross-curricular domains in value education to nourish students' positive values, attitudes and behaviours	Partly achieved	Incorporated as routine work of various committees and subject departments for the next development cycle (employing a topdown approach to convey the twenty schoolbased positive values and attitudes to students)	
2.2 Foster a safe, inclusive and harmonious campus environment that contributes to students' health and wellbeing	Partly achieved	Continue to be a major concern for the next development cycle with adjusted target (emphasizing physical and mental health)	
2.3 Promote service learning and unleash students' love for serving	Partly achieved	Incorporated as routine work	

b. Based on the reflection against the seven learning goals^{II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

The following three questions serve as a reference for schools to reflect on how good they are in fostering whole-person development and lifelong learning of students. In the process of reflection, reference could be made to the relevant PI areas and their focus questions. The school should holistically review and evaluate the performance in various aspects, based on evidence and data, by flexibly intertwining different PI domains (There is no need to report the school performance in different PI areas and the seven learning goals one by one) and identify the areas which need to be strengthened. For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.

◆ How good is my students' performance in achieving the seven learning goals?

Learning Performance

Breadth of Knowledge

The overall performance of students in achieving the seven learning goals is strong, with clear evidence of mastery and application of knowledge and skills across academic, co-curricular, and personal development domains. Students consistently demonstrate improved learning strategies, such as effective note-taking and the use of graphic organisers, which have led to richer content and better organisation in assignments, particularly in writing and science subjects.

In the 2023–2024 school year, for example, over 70% of junior students developed effective note-taking habits, and 59% reported that varied learning tasks enhanced their learning. Additionally, 70% of S.1–3 students felt their communication skills improved through speaking lessons.

Self-management skills are increasingly evident, with students effectively using learning resources such as vocabulary books and engaging in prelesson preparation. In the same school year, more than 80% of students built vocabulary banks, and over 90% found resources for assignments and practical tasks useful. However, some senior students face challenges in submitting assignments on time due to extracurricular commitments, indicating room for improvement in time management and accountability.

Students show positive engagement and achievement in learning activities and assignments. Participation in external competitions, elite programmes, and leadership roles has boosted their confidence and provided opportunities for advanced learning. Elite students are given more complex tasks and public speaking opportunities, further enhancing their skills and self-assurance.

Generic Skills

Generic skills such as collaboration, critical thinking, and self-reflection are actively cultivated through interdisciplinary projects, STEAM activities, and service learning. Students' participation in community service and leadership programmes has significantly deepened their sense of responsibility and civic engagement, with feedback indicating a notable increase in positive values.

In terms of communication skills, the English, Chinese, and Putonghua departments have reported strong progress in speaking, group discussion, and presentation abilities. For example, in the 2024–2025 academic year, 90% of junior form students passed the English oral exams, supported by peer-led activities and class ambassador schemes. In Integrated Science and STEAM events such as STEAM Fun Day, 70–80% of junior students demonstrated effective collaboration, as reflected in positive survey results. Departments also integrate higher-order tasks, including critical essay

II The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

writing, self-questioning strategies like "THIEVES" and "KWL," and independent research. Participation in competitions — writing, science, debating, and Bio Olympiad — further supports creativity and complex problem-solving, with over 80% of elite participants finding enhancement programmes beneficial.

Language Proficiency

Language proficiency remains a strong area, as reflected in public examination results: 94% of students attained level 3 or above in English Language and around 80% did so in Chinese Language in the HKDSE 2025. Students also excel in speech festivals and writing competitions, demonstrating both competence and enthusiasm in language arts. Reading habits, however, show a declining trend; stakeholder surveys indicate only moderate enjoyment and frequency of leisure reading, with both student and teacher ratings remaining below optimal levels. This highlights the need to further promote reading to learn and cultivate students' motivation as key priorities in future planning.

Information Literacy

Evidence collected across departments shows that the school has built a broadly solid, though still uneven, foundation for information literacy development. Most subject panels report that well over half of their students can now locate, organise and apply information independently, with senior forms consistently outperforming junior forms.

Digital information-seeking skills are advancing rapidly. The Mathematics panel's S.1 pilot indicates that over 70% of students feel online preparatory worksheets improve lesson readiness. Senior Physics provides even stronger evidence: 83.2% of S.4–5 students always use OneNote or Teams resources, and 100% of S.6 students rely on the HKedCity Online Question Bank for revision. Biology reflects similar trends, with 86–88% of senior students using teacher-created videos and multiple-choice debriefings to diagnose weaknesses.

These data confirm that most students can navigate digital repositories, retrieve appropriate materials, and integrate them into their study routines — key components of twenty-first-century information literacy.

In summary, while students generally perform well and demonstrate growth in knowledge, skills, and values, the next phase of school development should prioritise strengthening students' reading habits and motivation to learn, ensuring sustained progress across all learning goals.

Affective Development and Attitude

- o How good are students' self-concepts?
 - Most students have a satisfactory self-concept. They showed a willingness to attempt new tasks, actively participate in class discussions, and demonstrate resilience when facing challenges. Overall, students have positive attitudes toward themselves, though some may still require support to further improve their self-esteem.
- How good is students' attitude towards learning?
 APASO report indicates that students possess high levels of both intrinsic and extrinsic motivation, which support their academic growth and personal development.
- How good is students' moral character? How appropriate are their values and attitudes towards aspects such as social harmony, civic obligation and national identity? Are they able to use information and information technology ethically?
 - According to the KPM report, students demonstrate good honesty and morality, with very positive attitudes towards social harmony, civic responsibility, and national identity. They also show good understanding of ethics in the use of information technology, reinforced through lessons, assembly talks, and post-exam activities.

- O Are students able to master self-management skills such as developing a healthy lifestyle, maintaining emotional stability and handling stress?

 The APASO report shows a positive trend in students' sleep habits, with the majority going to bed early and obtaining sufficient rest, provided that sleep quality is maintained. Additionally, the stakeholder survey indicates that students generally perceive themselves as leading a healthy lifestyle balancing study and rest, engaging in physical activities, and managing stress effectively. However, in the APASO records a Q-score of 85 for students exhibiting no anxiety or depressive symptoms, as well as for physical exercise, indicating that the school should further promote exercise to support overall student health.
- ◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?
- How does the school identify students' varied needs in the area of support for student development?
 - We hold regular form meetings to review students' developmental needs and performance. Class teachers, social workers, and committee representatives discuss academic progress and social-emotional needs, while analyzing behavioral trends and underlying issues. Besides the APASO survey, 'My Growth Journal' is used to identify the emotional needs of S.1-3 students, while a questionnaire is regularly administered to support the mental health needs of S.4 students. Various task force units, including the SEN unit supported by an Educational Psychologist, provide assessments and Individual Educational Plans (IEPs) for students with SEN. The Learning and Teaching Development Committee oversees gifted education programmes.
- O Is the school able to effectively plan its support services for students so as to facilitate their whole-person development?

 To promote students' holistic development, the Student Development Core Team is formed to plan, coordinate and review work regularly, ensuring that various departments are responsible for organizing activities related to religious, extracurricular, and pastoral affairs, while also employing external resources to enhance effectiveness. Initiatives such as Assemblies, Form Periods, 'Beyond Limits,', post-exam activities and Monday Morning Sharing are implemented to foster students' growth. The school also manages student leader recruitment, training, and performance assessment to foster leadership and service learning. Additionally, the dual class teacher system provides enhanced pastoral care, with school social workers collaborating to support students through individual cases, growth groups, and school-wide activities.
- How does the school arrange learning experiences relevant to students' personal development needs, enabling them to strengthen their self-management skills and establish personal goals for learning?
 - S.1-3 students are required to develop personalized learning plans at the beginning of the year using 'My Growth Journal', guided by their class teachers, focusing on strengths and areas for growth. Additionally, designated 'academic review' Form Periods are scheduled periodically throughout the year to enable S.4-5 students to reflect on their learning skills and academic progress. According to the stakeholder survey, the average score for the statement 'I know how to set my own learning goals' is 3.4 out of 5, suggests a generally positive attitude among students. However, it also implies that some students may not fully feel confident or capable of setting their own learning goals.
- How does the school formulate support strategies to cater for students' social needs, with a view to fostering their positive values and attitudes and enhancing their interpersonal relationships and. sense of social responsibility?
 - We offer social skills groups for students in need and conduct 'Form Briefings' for all six forms of students, emphasizing respect, responsibility, and empathy. These initiatives are integrated into the curriculum and co-curricular activities to promote positive values and attitudes. Community service activities organized by the CYC Club, the Life and Career Education Committee, and other committees further foster students' social responsibility and interpersonal skills. These strategies are continuously reviewed through feedback and evaluation to ensure they effectively

- support students' social development and sense of responsibility.
- o Is the school able to provide appropriate learning opportunities and support for students with different learning needs, so that they can integrate into life inside and outside of campus and fulfil their potential?
 - Students are provided with ample opportunities to learn beyond the classroom. The school-based reserved timeslot 'Beyond Limits', Life-Wide Learning (LWL) Days and post-exam activities are arranged to facilitate the whole-school participation in activities covering cultural tours, community service, career-related visits, adventure-based or leadership training. There are also Citizenship and Social Development tours and exchange programmes for students of different forms. Other activities including visits and competitions covering national education, STEAM, sports, music, arts and languages.
- How does the school evaluate the effectiveness of its student support services with a focus on the aims of students' whole-person development and use feedback to inform planning?
 - In addition to the stakeholder survey and APASO, ongoing reviews and improvements are coordinated among relevant committees. These committees evaluate the effectiveness of the student support activities through questionnaires, including those for LWL Days, Form Briefings, and 'My Growth Journal'. Insights from class teachers during Form Meetings also inform planning. These efforts support continuous improvement and promote whole-person development.
- ♦ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Planning

o Does the school self-evaluation mechanism function effectively?

school management, accountants, and teachers responsible for the relevant items.

- Annual school self-evaluation (SSE) data, along with school-based Form A recommendations shared with teachers, provided valuable insights for school enhancement. Teachers have placed greater emphasis on evaluating student outcomes as evidence of the effectiveness of school planning. Additionally, the school has requested that subject departments analyze data collected in the School Link Plus (SLP) to assess internal academic performance. Furthermore, progress checks on assignments were conducted to monitor learning effectiveness.
- o Is the school able to increase the transparency of its operations and management and enhance its accountability?

 More middle managers have been involved in operations and management, including Assistant Director (AD) posts, core members of Line 1 and Line 2 meetings, and participants in preliminary meetings held before panel head and staff meetings. These meetings serve as focus groups to discuss specific themes of concern, ensuring effective communication on policies prior to decision-making. Questions from parents were collected in advance to address their concerns during meetings. Additionally, a school-based SLP platform has been established to facilitate financial transparency among
- o Is the school able to set appropriate development priorities to facilitate students' whole-person development and life-long learning, taking into account Hong Kong's aims of education, the seven learning goals and latest trends of education development, the school's vision and mission, students' needs, as well as its self-evaluation findings?
 - Regular updates on educational trends were provided during staff meetings to remind teachers to align their practices with the Education Bureau's (EDB) latest initiatives, including the requirement to plan with consideration of the seven learning goals. Additionally, student surveys on both academic and extracurricular activities were analyzed after each learning activity, yielding valuable insights to inform the planning of future activities.

- On the basis of its development priorities, how does the school formulate clear and specific implementation strategies, including the deployment of human and other resources to foster its sustainable development?
 - For subject departments, an annual "subject dialogue" meeting is organized, bringing together the Principal, Vice Principal (Academic Development), and panel heads to discuss strategies for year plans, financial allocations, human resources, and academic performance. This process enhances the clarity of objectives. Additionally, each committee or unit is assigned a relevant Vice Principal to supervise and monitor their plans and reports.

Leadership and Monitoring

- O How does the school management lead the staff in building and realising a shared vision for the school's sustainable development?

 In addition to bi-monthly staff meetings, staff retreats during the summer holiday, two staff fellowship gatherings, and weekly teachers' prayer meetings provide valuable opportunities for school management and middle managers to share the educational vision with all teachers. The Professional Development Team (PDT), composed of potential middle managers, facilitates discussions and gathered ideas from teachers across different committees within the three Lines to better address their needs.
- With a focus on students' learning outcomes and whole-person development, how does the school management seek to create a conducive environment to help students achieve the seven learning goals and enhance school effectiveness?
 Findings from student surveys on learning activities and student development are regularly shared during staff meetings, enabling teachers to better understand student needs. This increased awareness helps foster a supportive learning environment where students can thrive.
- Do the school management and middle managers have sufficient professional knowledge? Are they able to keep abreast of the latest trends of education development and improve their capacity accordingly?
 Over the past few years, a reformed PDT has significantly enhanced the school's ability to plan staff development programs that address both
 - teachers' needs and EDB requirements. Current EDB trends are regularly shared during staff meetings to raise teachers' awareness. Additionally, mentorship programmes continue to support every new teacher in their adaptation process, and the effectiveness of these programmes is evaluated an reported in Form A.
- Are the school management and middle managers able to manage change in accordance with education development to promote the school's sustainable improvement and development?
 - Requirements for individual CPD hour records and teacher promotions are addressed during annual staff meetings, encouraging teachers to plan and evaluate their professional development. These efforts are subsequently reported to the IMC. As a result, teachers are better equipped to adapt to changes in educational development. Furthermore, school management has invited directors and relevant middle managers to engage with emerging trends through discussions focused on specific themes.
- Are the school management and the middle managers able to fulfil their planning, co-ordinating and monitoring functions?
 As mentioned in the previous section, the relevant Vice Principals participate in mid-term evaluation meetings, and the Principal reviews all quarterly reports submitted by committee directors, thereby providing the necessary opportunities and documentation to fulfill these requirements.

c. How Can My School Be Better

Building on the reflection in the previous part (3b), schools could further consider how they can improve in helping students achieve the seven learning goals. This should be based on students' needs and the school's capacity for continuous improvement and development when setting out development priorities. For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.

♦ What are my students' needs?

Learning Performance

Comprehensive evidence clearly shows that students at this school face multifaceted challenges requiring systematic intervention to improve learning efficacy and boost motivation. The convergence of limited academic horizons, insufficient intrinsic motivation, inadequate reading-to-learn capabilities, and weak self-management skills creates a complex web of educational challenges that undermines student achievement and engagement.

The data strongly supports the need for comprehensive strategies focused on extending students' learning horizons through more proactive approaches to opportunity identification and engagement, enhancing students' learning motivation through intrinsic value development rather than external reward dependence, and promoting students' reading-to-learn capabilities through systematic skill development and appropriate material matching.

These findings call for immediate action to transform the learning environment from one characterized by passive reception and external dependency to one that cultivates active engagement, self-direction, and intrinsic motivation. The evidence clearly demonstrates that without such intervention, students will continue to underperform relative to their potential and struggle to develop the independent learning skills necessary for lifelong academic and professional success.

The school must address these interconnected challenges through coordinated efforts across all departments, ensuring that initiatives to extend learning horizons, enhance motivation, and promote reading-to-learn skills are systematically implemented and sustained. Only through such comprehensive intervention can the institution hope to elevate students' learning efficacy and lay the foundation for sustained academic growth and achievement.

Affective Development and Attitude

Healthy Lifestyle

Promoting a healthy lifestyle is crucial as students' physical and mental well-being directly impacts their academic success. More activities and workshops addressing key aspects of well-being should be implemented. Initiatives should focus on helping students balance study and rest, engage in regular physical exercise, and manage stress effectively.

Good Character

Students show positive attitudes toward civic responsibility, however, efforts to strengthen their national and global identities are still needed. The school should advocate for a values-driven education that emphasises character development and community service. This can be achieved through a top-down approach, whereby relevant subject panels are assigned to design learning materials and activities, ensuring a balanced values education curriculum for a well-rounded education.

• What is my school's capacity for continuous improvement and development?

Enrichment of Students' Learning Experiences

Our school excels in continuously providing students with diverse and enriching learning experiences. Regular student surveys are conducted to evaluate both performance and learning outcomes, ensuring our programs remain effective and relevant. Our dedicated teachers invest significant time and effort, supported by substantial financial resources from the school, resulting in consistently high participation rates across a wide range of learning activities.

Leadership in Fostering Continuous Improvement

In recent years, the school management team has consistently enhanced teachers' awareness of Key Performance Measurement (KPM), establishing clear and specific criteria for success in both strategic planning and evaluation processes. More potential middle managers are now actively involved in the PDT and the data analysis unit, further strengthening our capacity for continuous improvement.

Increasing Professional Capacity Among Teaching Staff

Our commitment to professional growth is exemplified by the appointment of a Vice Principal (School Excellence and Professional Development), who oversees a variety of staff development programmes aimed at enhancing teachers' skills. An experienced middle manager collaborates closely with the Vice Principal and aspiring middle managers to ensure the sustainable development and ongoing professional growth of our teaching staff, nurturing the next generation of educational leaders.

Strengthening Parent Engagement

Parent managers with backgrounds in education bring valuable insights to various aspects of school life. Additionally, members of the Parent-Teacher Association (PTA) demonstrate a strong sense of belonging by actively participating in the organization of school events, even after their children have graduated. While newly launched parent education initiatives are promising, they will require time to achieve higher levels of active participation.

Optimizing Resource Allocation

Budget applications are processed twice a year, with additional opportunities available for all departments and committees to address teachers' needs as they arise. Real-time assessments of financial expenditures are accessible via the SLP platform, promoting transparency and informed decision-making. Furthermore, subject dialogues and mid-term evaluation reports provide valuable opportunities for open communication between school management and teachers, ensuring that individual needs are addressed effectively.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Learning Performance

Firstly, students require broader exposure to academic and real-world contexts. Many departments have reported that students lack initiative in joining enrichment programmes unless nominated, and often struggle with time management when engaging in self-directed learning. This indicates a need to **extend students' horizons in learning** through structured opportunities such as alumni sharing, interdisciplinary projects, and external competitions.

Secondly, **enhancing students' learning motivation** is a critical priority. While elite enhancement programmes and revision classes have received positive feedback, the overall level of student engagement remains inconsistent. Many students show passive participation, and some struggle with maintaining regular attendance or completing tasks independently. This highlights the need for more personalised, engaging, and adaptive learning

experiences. Incorporating AI-powered tools and thoughtfully designed lessons and assignments may help tailor instruction to individual needs and foster greater autonomy.

Lastly, **promoting reading to learn** remains a key area. Several departments implemented reading strategies (e.g., THIEVES, KWL, book lists), yet student uptake varied. A more cohesive, school-wide reading culture — supported by incentives and integration into subject learning—would help deepen understanding and foster independent learning habits.

Affective Development and Attitude

Promoting a Healthy Lifestyle

Encouraging students to lead a healthy lifestyle across physical, social, and psychological dimensions, and supporting their development of stress management skills, will help them enhance their overall well-being.

Upholding Positive Values and Attitudes

Guiding students to uphold positive life values and attitudes, and fostering their growth as citizens who exemplify Christian principles, will strengthen their character and sense of responsibility.

4. Major Concerns of the 2025/26 – 2027/28 School Development Cycle

◆ Based on the above holistic review of school performance, the major concerns, in order of priority, are:

Major Concern 1: Elevate students' learning efficacy to boost their motivation

Extend students' horizons in learning

To systematically expand students' academic and career perspectives through structured exposure to university environments, alumni networks, and competitive inter-school collaborations by participating in campus tours, career talks, and external competitions

Enhance students' learning motivation

To foster self-directed learning behaviours by integrating AI-powered adaptive lesson designs, differentiated instruction through junior elite classes, and progress-tracking systems that enable students to set and monitor personalised academic goals

Promote students' reading to learn

To develop students' capacity to use reading as an effective learning tool across all curriculum areas, enhancing both general and subject-specific literacy skills, thereby improving academic performance, critical thinking abilities, and fostering lifelong reading habits that prepare students for future challenges

Major Concern 2: Nurture students in developing a growth mindset to achieve a higher state of well-being and cultivate good character

Help students develop healthy lifestyles

To foster holistic well-being in students—encompassing physical, mental, emotional, spiritual, and social aspects—by promoting physical fitness and a balanced lifestyle, while nurturing a growth mindset. This approach enhances positive mental states, emotional resilience, and spiritual growth, and strengthens interpersonal skills for building healthy relationships

Strengthen students' Character

To guide students in embodying Christian values and attitudes, and encourage them to make meaningful contributions to their communities and society, thereby strengthening their character

<u>SALEM - Immanuel Lutheran College</u> School Development Plan (2025/26 - 2027/28)

Theme: Living an inspired life 活出心蒙啟迪的人生

Visionary (洞察未來)	Motivational (點燃鬥志)	Flexible (擁抱變幻)	Purposeful (踐行理想)

Major Concerns	Targets	Time Scale (Please insert ü)				Seven Learning Goals (Related Learning
		Year 1	Year 2	Year 3		Goals of <u>Secondary</u> <u>Education</u> *)
1. Elevate students' learning efficacy to boost their motivation 提升學習效能, 激發內在探索	1.1 Extend students' horizons in learning	✓ ✓	✓ ✓	✓ ✓	 Organise sharing sessions and university campus visits to inspire students, raise their self-expectation and widen their learning perspectives Offer opportunities for students to participate in inter-school activities and competitions to cultivate resilience and ambition 	 Life Planning Breadth of Knowledge Generic Skills
熱情。	1.2 Enhance students' learning motivation	✓ ✓	✓ ✓	✓ ✓	 Enhance lesson design to maximise student engagement and encourage autonomous learning Leverage AI-powered technology to promote active learning among students 	Breadth of KnowledgeInformation LiteracyGeneric Skills
	1.3 Promote students' reading to learn	✓ ✓ ✓	\[\lambda \] \[\lambda \] \[\lambda \]	✓ ✓ ✓	 Implement a whole-school reading award scheme to nurture students' reading habits Design assignments with high-quality and diverse reading materials that cater to students' varied interests and abilities Introduce cross-curricular and life-wide learning reading materials to enrich students' learning experiences Establish a collaborative framework among KLAs to design a range of themed reading activities that promote interdisciplinary learning 	 Breadth of Knowledge Language Proficiency Information Literacy Generic Skills

SALEM - Immanuel Lutheran College

School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ü)			Outline of Strategies	Seven Learning Goals (Related Learning Goals
		Year 1	2	Year 3	Outline of Strategies	of <u>Secondary</u> <u>Education</u> *)
2. Build students' psychological flexibility and growth mindset to create a purposeful life and resilient character. 啟動成長思維, 活出堅韌豐盛 人生。	2.1 Foster students' holistic well-being by promoting positive habits and encouraging collaborative relationships				 Promote healthy lifestyle habits and a harmonious life with a growth mindset for self-improvement (25-26) Build up students' physical well-being (develop physical fitness, healthy eating and daily routines, study-life balance, healthy sleeping habits, environmental awareness), and maintain school cleanliness (26-27) Build up students' mental, emotional and spiritual well-being (develop self-care practices and stress management strategies, and maintain emotional resilience to support effective life planning) (27-28) Build up students' social well-being (develop social skills and interpersonal relationships) and promote a growth mindset for students to go through challenges 	 Healthy lifestyle Generic skills Breadth of knowledge

<u>SALEM - Immanuel Lutheran College</u> School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ü)				Seven Learning Goals (Related Learning Goals
		Year 1	Year 2	Year 3	Outline of Strategies	of Secondary Education*)
Cont' 2. Build students' psychological flexibility and growth mindset to create a purposeful life and resilient character. 啟動成長思維, 活出堅韌豐盛 人生。	2.2 Strengthen students' character by nurturing their growth in Christian values and attitudes		•	•	 Promote core virtues and values through formal and informal curricula to guide students in becoming morally grounded individuals who lead meaningful lives and contribute positively as global citizens (be good, do good, for good) (25-26) 'Self-discipline' 'Empathy' 'Law-abidingness' (26-27) Honesty', 'Care for Others' 'Commitment' (27-28) 'Responsibility' 'Respect for Others' 'Unity' 	 Healthy lifestyle Life planning National and Global Identity