

External School Review Report

SALEM-Immanuel Lutheran College

School Address: Tai Yuen Estate, Tai Po, New Territories

Review Period : 10 to 11, 13, 17 and 20 December 2024

Quality Assurance Division

Education Bureau

March 2025

Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for the school's reference and follow-up.
2. The report is intended for the key stakeholders of the school, including members of the Incorporated Management Committee (IMC), teachers, specialist staff, parents and students.
3. The Education Bureau (EDB) will upload the concluding chapter of the ESR report to the EDB website for public access. The school should also release the content of the report to the key stakeholders by making the ESR report available in the school premises for their easy access. To further enhance transparency, the school is strongly encouraged to upload the report to its homepage.
4. The IMC should lead the school to follow up on the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

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1. External School Review Methodology

- 1.1 The ESR team conducted the review in December 2024 to validate the school's self-evaluation (SSE) and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.
- 1.2 The ESR team employed the following methods to understand the situation of the school:
 - Scrutiny of documents and data provided by the school before and during the ESR;
 - Observation of 40 lessons taught by 40 teachers;
 - Observation of various school activities, such as the flag-raising ceremony, morning assemblies and life-wide learning activities; and
 - Meetings and interviews with the key stakeholders of the school, including the school management¹, teachers, specialist staff, parents and students.

2. Current Development of the School

- 2.1 The mission of SALEM-Immanuel Lutheran College is to provide 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.
- 2.2 The class structure approved by the Education Bureau and the number of students² in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	4	4	4	4	4	5	25
Number of Students	129	123	114	106	108	116	696

- 2.3 The Principal and the three Vice Principals, who have all been serving in the school for around 30 years, took up their current post within the last five years. Close to 45% of the teachers have been teaching in the school for more than 10 years.
- 2.4 The previous ESR report (2011) made the following recommendations: (1) to facilitate curriculum development through strengthening school-level support and monitoring; and (2) to enhance learning effectiveness through upgrading pedagogy.
- 2.5 The major concerns of the previous school development cycle (2018/19 to 2021/22 school years) are: to (1) build up self-directed learners; (2) nurture

¹ The school management generally refers to the IMC, school head and deputy heads

² Based on administrative records kept in the Bureau's information system during the ESR

students to be a good companion with care and passion; and (3) build up a professional teaching team.

- 2.6 The major concerns of the current school development cycle (2022/23 to 2024/25 school years) are: to (1) develop students to be adaptive and self-managed learners; and (2) cultivate students to be ethical thinkers and healthy contributors.

3. External School Review Findings

- 3.1 Efforts have been made to follow up on the recommendations from the previous ESR and other inspections; the school has yet to make further use of the self-evaluation cycle to facilitate its continuous development.**

3.1.1 Tying in with its vision and mission, the school is dedicated to fostering the whole-person development of students in a healthy environment, with the school's motto: "Wisdom, Virtue, Truth and Love to All" threading through all aspects of work. There is a positive and trusting culture within the teaching team, and the IMC, parents and alumni are overwhelmingly appreciative of the school. With the support from its stable and conscientious teaching team, the school endeavours to help students develop their positive values and potential by offering them a rich assortment of learning experiences both within and beyond the classroom. The school has consistently been making efforts to foster the ongoing professional development of its teachers in recent years, ranging from exploring ways to enhance their teaching strategies, inviting renowned speakers from the education sector to share the up-to-date trends in digital technology and education, to introducing the "Open Classroom" arrangement to promote the sharing of effective teaching strategies across subject panels.

3.1.2 The school sets clear directions and appropriate priorities for development by taking into account its context, the recent trends in education and the needs of students. Following up on the recommendations given in the previous ESR and other inspection reports, the school has been trying to enhance learning effectiveness over the years, for instance, by helping students become active learners and improving curriculum planning. When devising the current school development plan, the school management primarily made reference to the physical and emotional needs of students arising from the pandemic as observed by teachers. On one hand, the school continued with the work on self-directed learning and values education from the last school development cycle, putting it under the major concerns of developing students into "self-managed learners" and "ethical thinkers". On the other hand, it set new major concerns and targets with a heightened focus on helping students develop a healthy lifestyle and enhance their adaptability. The major concerns are student-centred, matching students' needs to a large extent, but

some of the targets and strategies are neither specific enough to help subject panels and committees work towards the major concerns, resulting in some of them carrying out their usual tasks in response, nor closely related to the major concerns. For example, one of the targets regarding the major concern of developing students to be “adaptive and self-managed learners” is to “promote elite enhancement”, which has little to do with developing students’ adaptability or self-management skills. Subject panels and committees are cooperative, but since the school development plans and annual plans are primarily devised by the school management with little teacher involvement in the decision-making process, there is little consensus or shared understanding within the teaching team regarding some of the work. To develop a common understanding of the targets and strategies, a whole-school approach to formulating school development plans should be adopted. Other than providing transparency and accountability, the involvement of teachers at different levels in the development of those plans will also help encourage a sense of ownership towards the deliberations for continuous improvement of the school, thereby facilitating the implementation and enhancing the effectiveness of the school’s work.

3.1.3 In response to the recommendations of the last ESR, the school management has started to step up its monitoring of and support for curriculum implementation in recent years. For instance, there are regular meetings and the “SchoolLink Plus System” (SLP System) has been newly established, allowing the school management to know more about the work implemented by the teaching team at different levels. When it comes to evaluation, there has been a marked increase in the use of SSE information and data in recent years, including Key Performance Measures, Assessment Program for Affective and Social Outcomes and Stakeholder Survey, in addition to the school’s usual reference to teachers’ observations of students’ needs and students’ perceptions on their own performance or progress in learning. Besides, a mid-year survey on teaching and learning is conducted annually, the findings of which are accessible to subject panel heads and the teachers concerned via the SLP System. While some of the subject panel heads make use of the findings to facilitate professional discussions and reflections with their panel members, there are no specific guidelines or requirements on how the findings should be interpreted or used at this stage, leaving the data not fully used to enhance the learning and teaching effectiveness and teachers’ professional growth. On the whole, the school mainly focuses on reporting the progress or implementation details of the work, students’ perceptions or the percentages of students having completed the tasks. The school should take an integrative approach to the use of SSE data and holistically review the effectiveness of its work by assessing student performance against the targets set, thereby informing planning and facilitating the continuous development more effectively.

3.1.4 At subject level, both formative and summative assessments are used to track students' progress and measure their achievements. Through analysing related data from both internal assessments and public examinations, subject panels are able to find out students' strengths and areas for improvement, but the current follow-up measures mainly revolve around giving students more practices or revisiting the topics with them. Subject panels are advised to assess students' learning needs in a more holistic manner and make use of the assessment data to feed back into curriculum planning and pedagogies.

3.2 The school curriculum provides a good variety of activities to broaden students' horizons; the overall planning of the junior secondary curriculum still needs to be improved.

3.2.1 To help students widen their experiences and knowledge base, the school regularly reviews its direction for curriculum development in accordance with the seven learning goals and the recent trends in education, and makes good use of internal and external resources to provide students with a rich assortment of activities, such as community service, local visits and the annual "Academic Week" organised by different key learning areas (KLAs) by rotation. Moreover, the school systematically promotes life planning education through a range of activities, like alumni's sharing and individual or group counselling, with regard to students' needs at different key stages, helping them understand more about their own abilities, aptitude and interests.

3.2.2 At the senior secondary (SS) level, the school offers sufficient elective subjects for students to choose from in addition to the school-based aesthetic education, which covers photography, music and dance, suitably catering to students' interests and needs. Heeding the recommendations from the previous ESR and focus inspections, the school has been trying to enhance the overall planning of the junior secondary (JS) curriculum, with many of the core elements that were once left out in particular KLAs being gradually covered over the years, but it has yet to fully encompass all the essential learning elements in the Personal, Social and Humanities Education KLA and the Technology Education KLA. Besides, Putonghua has been taught in Secondary 1 and Secondary 2 only in recent years and, while non-Chinese speaking (NCS) students should have the opportunities to learn Chinese history in a holistic and systematic manner throughout the JS level, the only NCS student at the JS level has been exempted from Chinese History lessons. The school is advised to make reference to the respective curriculum guides and review the present arrangements at the JS level accordingly. All in all, the school should continue to strengthen its curriculum leadership and management, including, among others, keeping abreast of the latest curriculum requirements, closely monitoring the implementation at subject level and giving timely support to the teaching team. In particular, it is necessary to holistically review and enhance the planning of the JS curriculum so as to

provide students with a solid foundation of knowledge for their future learning.

3.3 Reading and STEAM education have been steadily promoted; the school should coordinate and facilitate cross-disciplinary collaboration for better implementation of cross-curricular development tasks.

3.3.1 In view of its context and commitment to helping students become lifelong and self-managed learners, the school attaches importance to developing students' information literacy, language skills and interest in reading. Elements of information literacy are integrated into some technology-related subjects, and sometimes in life-wide learning activities like the anti-cybercrime seminar, to help students understand the importance of using information technology wisely and ethically. As observed in the samples of student projects, students research information from reliable sources and properly cite the sources. The school systematically promotes Language across the Curriculum, with students confidently using the language patterns and structures learnt in English Language lessons, for example, to express ideas about cause and effect or similarities and differences in non-language subjects. There are various opportunities for students to use English outside the classroom, such as joining the craft or film appreciation activities held by the English Language panel, making announcements and hosting assemblies in English. At the morning assembly hosted by student leaders during the inspection period, students gave a fluent presentation and competently performed a short drama on the traditional Chinese virtue of filial piety in English. To help students develop an interest in reading, there are subject-based extended reading in paper and electronic formats, morning reading time and thematic book exhibitions organised separately by either the library or subject panels, but with little collaboration or coordination between the two. In the morning reading sessions observed, students at the JS level were more engaged, enjoying a variety of fiction and non-fiction books, whereas most of the SS students, given the option of reading textbooks or reference books, preferred carrying out self-study, thus defeating the purpose of the designated time for reading. To effectively help students develop an interest in and a habit of reading, and to create better synergy, the school should review the morning reading arrangement and take the lead to coordinate the collaboration between the library and subject panels.

3.3.2 STEAM education has been steadily promoted in recent years. Some "hands-on and minds-on" learning activities are arranged for students at the JS level to nurture their problem-solving skills in authentic situations, and a school-based Integrated Technology curriculum, covering elements of innovation and technology like artificial intelligence (AI) and programming, is implemented in Secondary 3. The STEAM learning activities provide hands-on learning experiences for students, but could be further enriched with elements of multi-disciplinary knowledge to enhance students' ability to apply the skills and knowledge learnt for problem-solving in real life. Activity kits

with fixed procedures for students to follow are sometimes used, which is unfavourable for the development of students' creativity. For students who are talented or interested in STEAM, the school encourages them to take part in a range of activities, such as related interest clubs and workshops on programming, virtual reality and radio-frequency identification technology, serve as helpers on the school's "STEAM Fun Day" to help promote STEAM to their peers, and participate in STEAM-related competitions. Building on its experience so far, the school should review and improve on the overall planning of, and strengthen cross-disciplinary collaboration as appropriate for, its STEAM education, with a view to further enhancing students' integration and application of interdisciplinary knowledge and skills and nurturing their creativity.

3.4 Class activities are aptly arranged to foster an engaging and interactive learning experience for students; more effective strategies are needed to cater for learner diversity and facilitate self-directed learning.

3.4.1 Students behave well in lessons and are highly attentive and receptive to the teaching of their teachers. Lessons are thoroughly planned and structured, with clear objectives that are mostly communicated to students. Teachers give concise instructions and have good interactions with students. In response to the previous ESR's recommendation of providing more opportunities for students to work collaboratively and demonstrate their learning outcomes, teachers prepare a variety of learning activities for the lessons, including group discussion, oral presentation and role play. Students actively participate in those activities, readily exchanging ideas with their peers in Cantonese, Putonghua or English and, when probed or prompted by their teachers, elaborating on their viewpoints. As shown through their sharing of ideas, some students make good use of subject-specific language, and their grasp of subject knowledge is demonstrated through their oral and written work in class.

3.4.2 Teachers are approachable and supportive, encouraging students with positive responses and sometimes giving them specific feedback that facilitates their reflection. Teachers carefully monitor students' progress in learning by checking their understanding through frequent questioning and provide individual support to students whenever necessary, but seldom ask a range of questions to cater for the needs of students with different abilities. In some of the lessons observed, the more able students become idle after finishing their work and have to wait for some time for the rest of the class to complete the tasks at hand. Teachers are advised to ask a wider range of questions and design or arrange parallel activities at varied levels of complexity to ensure that all students, especially the more able ones, are meaningfully engaged and sufficiently challenged.

3.4.3 Aligning with the school's focuses of developing students into self-

directed and self-managed learners in recent school development cycles, teachers generally continue to assign pre-lesson tasks, like video-watching, pre-reading and analysis of news articles of their own choice, and generating AI pictures, to help students develop or keep up the habit of pre-learning at home. Most of the students come to class with their pre-lesson tasks completed, but only a few teachers make use of students' learning outcomes of the pre-lesson tasks to address the common difficulties encountered by students, or make connection between the pre-lesson preparation and the content of the lesson. At times, teachers use e-learning tools to facilitate student learning. In some lessons, students at the SS level are asked to brainstorm ideas or jot down the key learning points with the use of graphic organisers that are too simple for their abilities, like mind maps with guiding questions and a fixed amount of boxes. On the contrary, students in one lesson at a lower year level are accustomed to self-reflection as probed by the teacher and peer assessment, which commonly takes place after the oral presentations given by their classmates, illustrating that teachers' inputs and expectations of students play an important part in helping students develop the desired habits and skills. Considering students' abilities and its years of experience of helping students develop the habits of and the skills for self-directed learning, the school is advised to holistically review student performance in this aspect and come up with more comprehensive planning and coordination to consistently promote self-directed learning across all subjects and year levels.

3.5 The school dedicatedly fosters students' positive values and attitudes through service learning; the holistic planning and coordination of national education need to be improved.

3.5.1 The school strongly focuses on encouraging students' spiritual, moral and social development, which is rooted in its Christian ethos. In morning assemblies, teachers share Bible stories with students during "Morning Devotion", bringing out the importance of positive attitudes, such as having faith and staying hopeful, in helping them overcome difficulties in everyday life. In this school development cycle, the school focuses on nurturing students to become caring and helpful neighbours who contribute to the community through service learning. For example, it arranges for all Secondary 4 students to visit the elderly or low-income families and Secondary 1 students to take part in a beach cleaning activity, fostering in them empathy, understanding and a sense of responsibility towards others' needs and well-being. Structured post-activity reflection is carried out, in which students are guided to share their feelings and ponder on their future actions. Moreover, a related award scheme and a scholarship by the Parent-Teacher Association are duly in place to encourage students to serve others and recognise their charitable deeds. Some of the students taking part in the aforementioned activities expressed that they had become more considerate about the needs of

others and more eager to offer help, however little the impact that might bring. The school also offers ample opportunities for student leaders to stretch their potential and develop their leadership skills. For instance, student leaders are entrusted to host assemblies and organise “Form Briefings” for different year levels, delivering messages on relationship building and respect through short drama and sharing, and trained to be “Guardian Angels” to care for and support the fellow schoolmates with special educational needs. As observed, student leaders are confident, responsible and motivated, keenly planning and organising different kinds of activities for the student body.

3.5.2 In recent years, the school has put more effort into promoting national education (NE) both inside and beyond the classroom. Making reference to the “National Education – Event Planning Calendar” (“Event Planning Calendar”), the school arranges flag-raising ceremonies, “Speech under the Flag” and other NE-related learning activities on some of the important dates, deepening students’ understanding of some major historical events and figures of our country. To further enhance the atmosphere, the school could capitalise on the experience gained and organise NE-related activities with closer reference to the Event Planning Calendar. As seen in the flag-raising ceremony, the flag-raising team solemnly carried out their duty while the rest of the student body remained respectful throughout the ceremony and listened attentively to the “Speech under the Flag”. The school has established the “National Education Society”, the student members of which assist in delivering “Speech under the Flag” and organise activities to promote NE, including national security education (NSE). As observed, student members of the Society diligently went through the NSE-related information on the display boards with their peers and enthusiastically helped them learn more about the Basic Law through games. The school has also organised a poster design competition regarding NSE at the JS level, with students creatively integrating their knowledge of different major fields of national security into their digital poster designs.

3.5.3 In terms of curriculum planning, elements of the Chinese culture and history, our country’s development and NSE are appropriately incorporated into various subjects; yet the core elements of Constitution and Basic Law education are not fully covered. In the classroom, teaching is largely about directly imparting knowledge to students, such as telling them what the major fields of national security are, helping them gain a better understanding of the history, development and security of our country. However, as shown in lessons and the samples of assignments, there is little integration of affection and action to help students develop a stronger sense of nationhood, or an awareness of and a sense of responsibility to safeguard national security. Teachers are advised to employ teaching strategies and design learning tasks that encourage students to integrate the elements of cognition, affection and action for nurturing a stronger sense of national identity in them.

3.5.4 At present, the organisation of NE-related activities outside the classroom is under the purview of a committee that also oversees the promotion of life planning education, environmental education, community services and health education, while the implementation of NE in the classroom is separately planned and carried out by subject panels themselves. The above organisational arrangement is uncondusive to the overall planning and promotion of NE, particularly when related work is not led or coordinated by the school management. The school should review the current arrangement to enable strategic planning and implementation of NE through the adoption of a whole-school approach.

3.6 There is remarkable effort to cater for the different needs of students; wide-ranging activities are in place to improve students' well-being.

3.6.1 In view of students' needs and the challenges arising from the resumption of normal school life after the pandemic, the school works sedulously to create a warm and harmonious learning environment for students. The "Dual Class Teacher" system recently adopted effectively strengthens the bonds between students and their class teachers, through measures such as regular one-to-one interviews based on students' sharing and reflections in "My Growth Journal", a personalised booklet that allows teachers to understand students' feelings and needs in various aspects. Apart from that, the school continues to cater for the different needs of students. For instance, remedial classes taught by alumni are organised for the less able students while selected programmes and courses run by local universities and institutes are arranged for the elite ones.

3.6.2 Helping students develop and lead a healthy lifestyle has been one of the school's clear priorities for development in recent years. Paying close attention to students' mental well-being, the school conducts a mental health survey for all Secondary 1 and Secondary 4 students and provides those in need with imminent follow-up or support. The school deliberately includes messages on 4Rs³ in "My Growth Journal" for the JS students and holds a seminar on social and emotional well-being for parents, drawing the attention of both parties to the importance of maintaining mental well-being. To help students relax and relieve stress, the school has set up a "Chill Room" for them to rest in and rolled out a "Surprise and Supply" programme unannounced, teaching Secondary 6 students breathing techniques and letting them take a power nap together in the school hall. Besides, the school has incorporated elements of newly-emerging sports into Physical Education lessons, helping stimulate students' interest in exercising. Attending to students' spiritual well-being, the school organises religious activities on a regular basis, creating a welcoming and supportive atmosphere on campus. Based on the interview

³ From 4Rs (namely "Rest", "Relaxation", "Relationship" and "Resilience") Charter launched by the Education Bureau

with students, they were pleasantly surprised by the unexpected stress relief programme and found it useful. Parents also appreciated and treasured the positive and nurturing culture of the school.

3.7 Students have close bonds with their peers and teachers and keenly participate in activities and competitions; their overall academic performance is fairly good.

3.7.1 Students are affable and have harmonious relationships with their peers and teachers. They are serious about their studies, learning diligently and attentively in class, and keen on participating in school activities. Students enjoy their school life and have a strong sense of belonging to the school. Student leaders are confident, motivated and responsible, displaying their leadership and competence in organising various kinds of activities for their fellow schoolmates.

3.7.2 Students take part in a variety of activities and competitions both in and outside the school, covering aspects like sports, arts and STEAM. They perform well, and some of them have won individual and/or group awards in district and territory-wide competitions.

3.7.3 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the Hong Kong Diploma of Secondary Education (HKDSE) Examination were above the territory averages of day school students. Taking into account the Secondary 1 intake, the school performed fairly well in the HKDSE Examination in the past three years.

4. Conclusion and Way Forward

The school is dedicated to fostering the whole-person development of students, with religious values threading through all aspects of work. There is a positive and trusting culture within the teaching team, and the parents and alumni are overwhelmingly appreciative of the school. Inside and beyond the classroom, the school provides students with rich learning experiences, which not only widen their experiences and knowledge base, but also create plenty of opportunities for them to understand their own abilities, stretch their potential, and develop positive values and attitudes through life planning education, service learning and leadership training. The school has consistently been making efforts to foster the ongoing professional development of teachers and enhance the learning and teaching effectiveness. Class activities are aptly arranged to foster an engaging and interactive learning experience for students, successfully developing their language, communication and collaboration skills and confidence. Teachers are approachable, encouraging and supportive. Students are serious about their studies, learning diligently and attentively in lessons, and keen on partaking in activities and competitions both in and outside the school. They have close bonds with their peers and teachers and a strong sense of belonging to the school.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- 4.1 The overall effectiveness of school self-evaluation (SSE) has to be improved. The school should formulate targets and strategies that are clear and specific and widely engage teachers in the process to help the teaching team build a shared understanding and develop a sense of ownership of the action plan. The school should also adopt an integrative approach to the use of the SSE data and holistically review the effectiveness of its work by assessing student performance against the targets set, thereby informing planning and facilitating the continuous development more effectively.
- 4.2 The leadership and coordination role of the school management has to be strengthened. There is a need to further improve curriculum leadership and management, including reviewing and enhancing the overall planning of the curriculum at the junior secondary level, and coordinate and facilitate cross-disciplinary collaboration for the implementation of cross-curricular development focuses, such as national education, STEAM education and reading to learn.

School Response

The school response on the draft ESR report was received on 18 March 2025. The original text of the school response is incorporated as follows.



SALEM-Immanuel Lutheran College

南亞路德會沐恩中學

Tai Yuen Estate, Tai Po, N.T.

Tel: 2667 3129 Fax: 2665 0600

Email: info@ilc.edu.hk

17 March 2025

Senior Quality Assurance Officer

Quality Assurance Sections,

Quality Assurance Division, EDB

Room 1602, Crocodile Centre,

79 Hoi Yuen Road, Kwun Tong

Kowloon

Attention: Ms. LIU Wing Chi Vivian

Dear Ms LIU,

Responses on the ESR Report (2024)

We are deeply appreciative of the External School Review (ESR) team's recognition of our efforts in providing students with rich learning experiences and creating numerous opportunities for them to understand their abilities, maximize their potential, and develop positive values and attitudes through life planning education, service learning and leadership training.

We are equally pleased that the ESR team acknowledged our success in arranging class activities to nurture an engaging and interactive learning experience, which has effectively cultivated students' language proficiency, communication abilities, collaboration skills and self-confidence.

Furthermore, we take pride in the ESR team's commendation of our students' diligence and attentiveness in lessons, as well as their enthusiasm for participating in school-based and external activities and competitions. This reflects the dedication of our teachers, who are approachable, encouraging, and supportive, fostering strong interpersonal connections with students and creating a strong sense of belonging to the school.

As highlighted in the report, we will continue to prioritize the ongoing professional development of teachers to further enhance teaching effectiveness. We are committed to maintaining a positive and trustworthy culture among our teaching staff, while also ensuring that parents and alumni continue to hold the school's efforts in high regard.

Planned Actions in Response to ESR Recommendations

1. Devise Major Concerns of the School Development Plan Using a Whole-School Approach

- We aim to engage teachers widely in formulating the School Development Plan (SDP). By referencing the data from school self-evaluation (SSE), teachers will provide insights into students' needs and abilities during staff development programs.
- Middle managers will collaborate with relevant domains of school management to compile a new SDP that reflects broader consensus among all teachers. This ensures that targets and strategies are closely aligned with the major concerns identified in the SDP.



SALEM-Immanuel Lutheran College

南亞路德會沐恩中學

Tai Yuen Estate, Tai Po, N.T.

Tel: 2667 3129 Fax: 2665 0600

Email: info@ilc.edu.hk

2. Further Improve Curriculum Development

- A National Education team led by the Principal and Vice Principals, with a National Education Coordinator as a member, will be established to provide stronger leadership in planning and promoting national education. Through a whole-school approach, we aim to integrate affection and action into teaching strategies to help students develop a stronger sense of nationhood and responsibility for safeguarding national security.
- The Curriculum Development team will be restructured to improve leadership at the junior secondary (JS) level. Key Learning Area (KLA) meetings will be arranged to facilitate cross-disciplinary collaboration for implementing cross-curricular development focuses such as STEAM education, reading initiatives, and national education.

3. Use Data in an Integrative Approach

- We plan to fully utilize our school-based data system/platform and SSE data to enhance learning effectiveness, foster professional growth among teachers, and improve overall school performance.
- At the management level, the Principal and Vice Principals will analyse the data holistically to gain insights into current challenges and propose improvement strategies after consulting core members of relevant domains.
- At the teacher level, a dedicated data analysis unit will provide clear recommendations on how data can be interpreted and applied for assessing student performance against set targets.

Commitment to Continuous Improvement

As a Christian school dedicated to fostering whole-person development, we remain committed to helping students excel intellectually, physically, socially, and spiritually. By leveraging a positive culture within our teaching team and maintaining strong relationships with parents and alumni, we will continue to explore innovative strategies to prepare our students for life's challenges while nurturing their potential.

We look forward to implementing these plans effectively as part of our commitment to continuous improvement.

Yours sincerely,



Albert K.P. Szeto

Supervisor