

**SALEM - Immanuel Lutheran College**  
**Annual School Plan (2009-2010)**

**Major Concern 1: Enhance students' capacity to cope with the new curriculum change**

Strategies / Tasks	Time-frame	Success Criteria	Evaluation Method	Responsible Department/ Person	Resources
<p>1. To extend learning experience</p> <p>a. Subjects organize outside classroom activities for students</p> <p>b. Start new subjects (Liberal Studies and Aesthetic Education) in S.4</p> <p>c. Promote reading through library lessons in S.1 &amp; S.2</p>	<p>Throughout the school year</p> <p>Throughout the school year</p> <p>Throughout the school year</p>	<p>- 80% of subjects carry out their plan of student activities outside classroom with assessment</p> <p>- 80% of students can meet a satisfactory standard of each of the subject requirement</p> <p>- 80% of students can meet a satisfactory standard of the Library Lesson requirement</p>	<p>- year plans, assessment record</p> <p>- assessment record</p>	<p>AP1, CDC, OLE Coordinator, Panel Heads of all Subjects, Teacher Librarian</p>	
<p>2. To integrate thinking and language skills in learning</p> <p>a. Extend Language Across Curriculum (LAC) to S.3</p> <p>b. Evaluate and consolidate the LAC framework in junior forms</p> <p>c. Evaluate and consolidate the project learning scheme in junior forms</p>	<p>Throughout the school year</p> <p>By April, 2010</p> <p>By June, 2010</p>	<p>- specific lessons are conducted with positive feedback (80% of students)</p> <p>- an evaluation report is submitted</p> <p>- a revised scheme is submitted</p>	<p>- teaching materials, questionnaire</p> <p>- report</p> <p>- report</p>	<p>AP1, CDC, Panel Heads of all Subjects</p>	<p>EDB School-based Support Services- Language Learning Support Services</p>
<p>3. To develop Assessment for Learning(AFL) in L&amp;T</p> <p>a. Collect and share current practices among subject panels</p> <p>b. Organize professional development programmes</p>	<p>Throughout the school year</p> <p>Second term</p>	<p>- 80% of participants give positive feedback</p> <p>- 60% of teachers have adequate understanding of AFL</p>	<p>- questionnaires and/or interviews</p> <p>- questionnaires and/or interviews</p>	<p>AP1, CDC</p>	<p>\$4,500</p>
<p>4. To revise the scheme of student portfolio</p>	<p>Throughout the school year</p>	<p>- 60% of teachers have positive feedback towards the revised scheme</p>	<p>- questionnaires and/or interviews</p>	<p>AP2, CDC</p>	

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**Major Concern 2: Develop students' leadership through service to others**

Theme slogan : Dare to bear responsibility · Glad to serve (Banner posted at the school covered playground)

Yearly slogan : It is more blessed to give than to receive (Banner posted at the school covered playground)

Strategies / Tasks	Time-frame	Success Criteria	Evaluation Method	Responsible Department/ Person	Resources
<p>1. Arouse students' awareness of serving</p> <p>a. Provide various exposure and information to learn about the needs around</p> <p>b. Provide platforms to share the joyful experiences of service</p>	<p>Throughout the school year</p> <p>From Dec 2009 to May 2010</p>	<ul style="list-style-type: none"> <li>- regular updated news on social needs and community service is displayed</li> <li>- thematic assembly on community service is organized</li> <li>- experiences of service learning are posted in the school newsletter</li> <li>- time (Class periods/ Assembly) is reserved for students' sharing</li> </ul>	<ul style="list-style-type: none"> <li>- questionnaires, 70% students show that their awareness is being enhanced</li> <li>- teachers' observation</li> </ul>	<p>TA / EAC</p> <p>EAC</p> <p>PGM</p> <p>AP2, EAC</p>	<p>\$1,200</p> <p>\$12,000</p>
<p>2. Mobilize students to practise the spirit of "not to be served, but to serve"</p> <p>a. Provide opportunities for students to engage in in-school and outside school service and related activities</p> <p>b. Develop clear service expectations and an award scheme for students of different levels</p>	<p>From Sept 2009 and throughout the school year</p> <p>From Sept to May</p>	<ul style="list-style-type: none"> <li>- all S.6, 40% S.4 and 30% S.3 students are engaged in at least 1 post (service or leadership teams)</li> <li>- 90% S.4 students are engaged in at least 1 class community service activity</li> <li>- clear service expectations and an award scheme are drafted and introduced to students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>- by the total number of recruitment</li> <li>- questionnaires to collect students' feedback on the experiences of community service</li> <li>- report on the implementation progress by teachers in-charge</li> </ul>	<p>AP2, EAC</p> <p>AP2, EAC</p>	<p>\$12,500</p>
<p>3. Train students to be service leaders</p> <p>a. Build up a school based leadership training programme</p> <p>b. Provide platform for students to practise their leadership skills</p> <p>c. Develop a leadership award scheme to recognize students' effort/good performance of service participation</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> <li>- systematic training programmes are organized by school and committees for heads of leadership teams and members of student bodies,</li> <li>- student leaders are given chances to hold Monday morning assemblies and post exam activities</li> <li>- a review of the past award scheme is held and the new scheme is proposed</li> </ul>	<ul style="list-style-type: none"> <li>- questionnaires / interviews and committee reports</li> <li>- interviews and feedback from teachers in-charge</li> <li>- joint committee meeting</li> </ul>	<p>AP2, EAC, CAC, DAC, RAC</p>	<p>\$31,500</p>