

SALEM - Immanuel Lutheran College
Annual School Plan (2011-2012)

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 |
|---|----------------------------|--|---|------------------------------------|----------------------------|
| 1. Broaden students' knowledge base | | | | | |
| 1.1 Subjects organize outside classroom activities for students | Throughout the school year | - 80% of subjects' planned activities are carried out and assessed | - Year plan - Evaluation in minutes | All Subject Panel Heads | School Subsidy for LWL |
| 1.2 Subjects organize academic activities in school | Throughout the school year | - one activity is organized by each of the two language subjects | - year plan - evaluation in minutes | Eng, Chin, AAC | |
| 1.3 Review of the school NSS curriculum | By May 2012 | - the school NSS curriculum is reviewed and revised | - evaluation in AC | AP1, AAC, all senior form subjects | |
| 1.4 Promote extensive reading (including scope, quantity and quality) in subjects | Throughout the school year | - 80% of subjects' planned activities are carried out and assessed - all subjects make a try of using online resources & e-platform to promote reading | - year plan, evaluation in minutes | All subjects | School Subsidy for Library |
| 2. Strengthen students' ability to integrate language skills with thinking skills to learn the subject content. | | | | | |
| 2.1 Evaluate and consolidate the implementation of the Language Across Curriculum (LAC) in junior forms | Throughout the school year | - LAC materials and relevant L&T strategies are fine-tuned and 80% of subjects find the work facilitate L&T - relevant assessment strategies are developed to evaluate the effectiveness of learning | - subject evaluation meetings | CDC, C.Hist., EMI subjects | |
| 2.2 Apply reading strategies in intensive reading | Throughout the school year | - teaching materials are developed for the learning of reading strategies by the English panel - at least one appropriate reading strategy is employed by subjects to facilitate student learning | - subject evaluation meetings | CDC, C.Hist., EMI subjects | |
| 2.3 Develop reading skills for examination | Throughout the school year | - a survey on the reading skills needed in examinations of S3 EMI subjects is conducted - senior form subjects explore reading skills for examination | - subject / committee evaluation meetings | All subjects | |
| 2.4 Evaluate and consolidate the implementation of the cross-curricular project in junior forms | Throughout the school year | - cross-curricular project materials and L&T strategies are fine-tuned and 80% of subjects find the work facilitate the L&T - assessment strategies are developed to evaluate the effectiveness of learning | - subject evaluation meetings | CDC, LS, C.Hist., Hist., Geog. | |

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| 3. Cultivate students' ownership of their own learning | | | | | |
| 3.1 Tryout of AfL ideas in classroom teaching | Throughout the school year | - Practical strategies are formulated | - evaluation in panel and in AC | Eng., Chin., Maths. | |
| 3.2 Enhance L&T through classroom interaction and questioning | Throughout the school year | - 80% of teachers tryout relevant strategies in classroom teaching | - evaluation through classroom observation and in panel | All subjects | |
| 3.3 Further develop the Student Learning Journal (SLJ) in lower forms and the Student Learning Profile (SLP) in senior forms | Throughout the school year | - Common understanding about SLJ learning among students and teachers is built up - SLJ materials are further revised to suit the diversified developmental needs of lower form students - 70% students find the journal useful in recording and reflecting their personal development | - committee evaluation meetings | CDC, SLP Unit, Career unit | |
| 3.4 Teachers acquire skills in handling students with Special Educational Needs (SEN) through appropriate training | Throughout the school year | - four teachers are trained | - evaluation in AC | Eng., Chin., CAC, AAC | Teacher Training Grant (SEN) |

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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 : Helping others is a source of happiness (Banner posted at the school covered playground)

| Strategies / Tasks | Time-frame | Success Criteria | Evaluation Method | Responsible Department/ Person | Resources |
|--|----------------------------|---|--|--------------------------------|--------------------------------|
| 1. Arouse students' awareness of serving | | | | | |
| 1.1 Provide various exposures and information to learn about the needs around | Oct – June | | | | |
| a. Regularly assemble board displays at school lobby and classrooms on current news and thematic issues | | - Monthly update of current news on social needs and at least 3 thematic displays in a year | - Evaluation in unit meeting | EAC | |
| b. Keep students inform about the serving needs / opportunities through school intramail | | | | | |
| 1.2 Provide platforms to share the joyful experiences of service | | | | | |
| a. Introduce service learning and experiences to both junior and senior forms and arrange students who are participating actively in social services to share their experiences in Day 3 | Oct | - Day 3 assemblies are arranged at least once in a year | - Evaluation in unit meeting | EAC | |
| b. Collect photos and sharing articles, display on board/issue a newsletter after Peer Mentors' service | Nov – May | - at least once in a year | - Students' feedback collected | CAC | School Subsidy for CAC (\$500) |
| c. Train Christian Ambassadors (CA) to share in Gospel ministry on the school campus | Throughout the school year | - at least 2 CAs are able to share in Monday morning Assembly and Thanksgiving Day | - Observation of students' performance and evaluation in Committee meeting | RAC | |

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| <p>2. Mobilize students to practise the spirit of “not to be served, but to serve”</p> <p>2.1 Provide opportunities for students to engage in in-school and outside school service and related activities</p> <p>a. Extend service learning to S.1-S.2 students</p> <p>b. Implementation of S.3 cross-curricular project learning on caring the HK people in needs</p> <p>c. Encourage students to join social service teams</p> <p>d. Encourage students to participate in Mainland China social services</p> <p>e. Encourage student leaders to engage in community service or visits</p> <p>f. Organize a service trip to mainland China</p> <p>g. Revise post allocation policy to limit students’ participation in posts/ school teams/ECA so as to provide more chances for students on choosing posts and services.</p> <p>2.2 Develop clear service expectations and an award scheme for students of different levels</p> <p>- Revise the newly set community service award scheme and invite students to join</p> | <p>July</p> <p>Oct – Feb</p> <p>Sept – Oct</p> <p>July</p> <p>Oct - July</p> <p>March (LWL days)</p> <p>Sept – Oct</p> <p>Oct – June</p> | <p>- At least 60 students from S.1 and S.2 respectively engage in one social service activity</p> <p>- Provide one basic social service training for S.3 students</p> <p>- 30 new CYC members recruited</p> <p>- Collaborate with school social workers to have one service activity in Mainland China</p> <p>- 80% of PM team members join at least 1 extra service outside school</p> <p>- 70% of the participants have fruitful experiences on the trip and some of them are able to share their learning in morning assembly</p> <p>- Clear instruction is given to all teachers and students on new school policy</p> <p>- At least 50 students receive each levels’ awards</p> | <p>- Committee meeting and Assessment forms</p> <p>- Questionnaires and sharing among PMs</p> <p>- Observation of students’ performance and evaluation in Committee meeting</p> <p>- Feedback from teachers and students</p> <p>- Evaluation meeting in committee and no. of applications</p> | <p>EAC</p> <p>CAC</p> <p>RAC</p> <p>AP2</p> <p>EAC</p> | <p>School Subsidy for EAC (\$20,000)</p> <p>SALEM-Tai Po Lutheran Church</p> |

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| 3. Train students to be service leaders | | | | | |
| 3.1 Build up a school based leadership training programme | Throughout the school year | | | | |
| a. Support student leaders to join external training programs | | - At least 5 students join external training | - Oral feedback from students | AP2, EAC, CAC, DAC, RAC | School Subsidy for Student Development (\$4,500) |
| b. Further develop the school-based leadership training programmes for various teams | | - 90% of student leaders participate in systemic training programmes organized by school | - Evaluation in committee and joint committee meeting | | |
| 3.2 Provide a platform for students to practise their leadership skills | Throughout the school year | | | AP2, EAC, CAC, DAC, RAC | |
| a. Speaking in Monday Morning Assembly | | - Each leader should have at least 2 chances to speak publicly | - Observation by teacher in-charge | | |
| b. Involve student leaders in holding assemblies and organizing activities | | - At least 70% of leaders involved in holding or organizing activities | - Evaluation in committee and joint committee meeting | | |
| 3.3 Develop a leadership and school service award scheme to recognize students' effort/good performance in service participation | Nov - May | | | | |
| - review current leader award scheme and scholarship provided in this aspect | | - A new award scheme introduced to students by the end of the 2 nd term | - Discussion in joint committee meeting | AP2, AAC, EAC, CAC, DAC, RAC | |