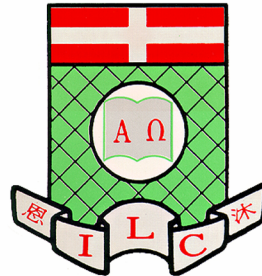
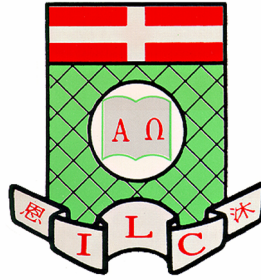


**South Asian Lutheran Evangelical Mission**



**Immanuel Lutheran College  
School Report  
(2005/2006)**



## ***Key Elements of the School Report***

***page***

- *School Mission* 1
- *Our School* 1
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- *Major Concerns (Achievements and Reflection)* 10
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# 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 potentials, excel intellectually, physically, socially, and spiritually, and prepare themselves for the challenges in life.

## Our School

### Brief Introduction of the School

The antecedent of Immanuel Lutheran College was Immanuel Lutheran English Middle School which was run by the South Asian Lutheran Evangelical Mission inside a private mansion in Kwun Tong. It was small and facilities were inadequate. Nevertheless, the enthusiasm and dedication of teachers deeply impressed parents and the Education Department. In 1978, it was asked to become a caput school and before long, it was further invited to become an aided school. The transition was completed in 1982. However, due to the limitation of the school building, learning environment and facilities could hardly be upgraded to the level of a standard aided secondary school. In order to improve the situation, South Asian Lutheran Evangelical Mission was advised by the Education Department to phase out the Immanuel Lutheran English middle School and instead to start a new one in the New Territories. Eventually, Immanuel Lutheran College was established in 1983.

There have been a lot of improvements in our campus environment and teaching facilities over the past 22 years. From 1996 summer to the fall of 1997, a large scale school improvement construction project had been carried out to put up a new wing at the main entrance. When it was completed, more classrooms were made available for various activities and the working conditions for teachers have also been made better. There are now 26 classrooms, 12 special rooms, 2 multimedia language centres, 1 multimedia production centre, 2 computer rooms in the school and 1 English Learning Centre. Computer network system was installed to connect all computers in school, and LCD projectors were installed in every classrooms and special rooms. This school year, a pilot scheme of Wireless Local Area Network (WLAN) has been launched. The WLAN service will be extended to cover the whole campus next year.

### School Management

- *The composition of the School Management Committee (SMC) is shown below.*

Composition of Stakeholders in SMC

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
03/04	4	1	0	1	1	0
04/05	4	1	0	0	1	0
05/06	4	1	0	0	1	0

# Our Students

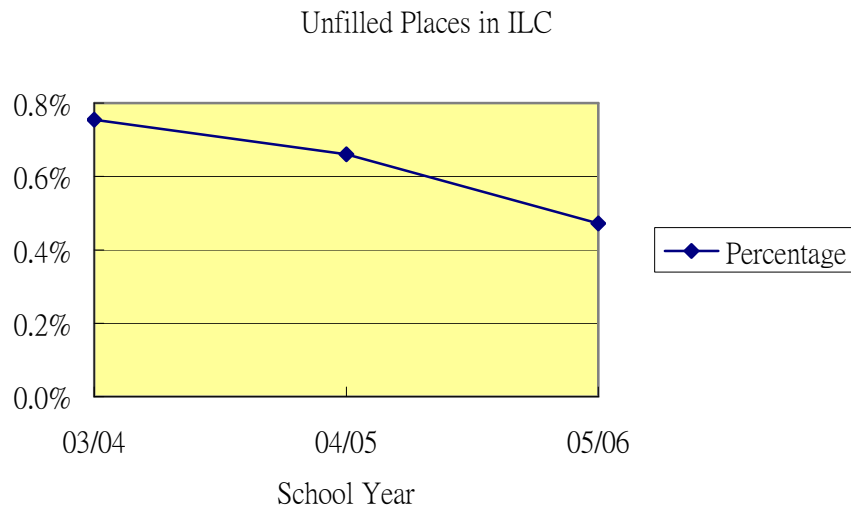
## Class Organization

- The number of operating classes and the number of students (boy/girl/total) by level in the past year are indicated in the following table:

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29
Boy	84	93	80	87	96	34	31	505
Girl	121	116	116	118	103	32	34	640
Total Enrolment	205	209	196	205	199	66	65	1145

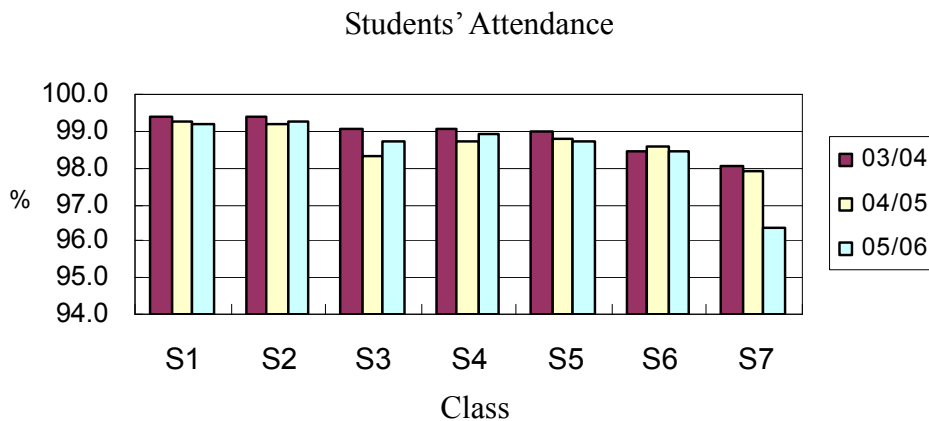
## Unfilled Places

- A line graph to indicate the percentages of unfilled places is shown below:



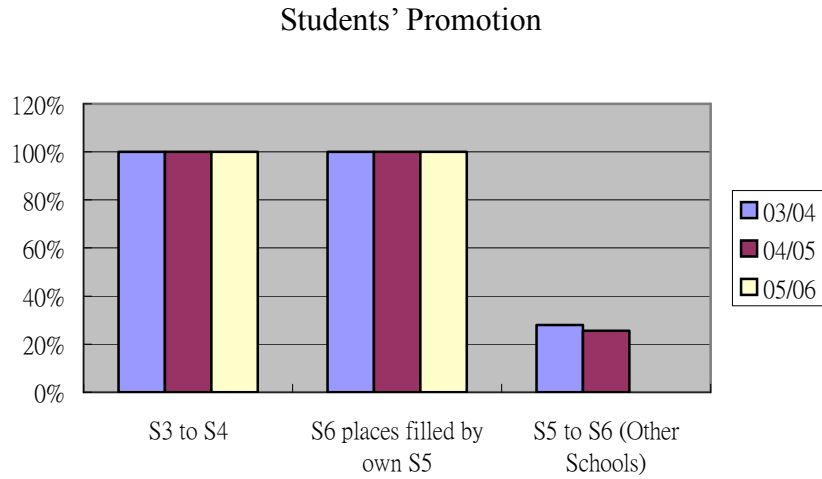
## Students' Attendance

- Student attendance rates according to the KPM definition using a bar chart as illustrated below:



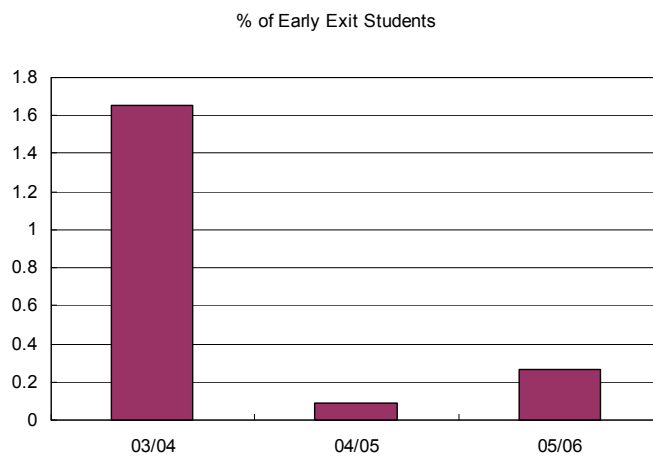
## Students' Promotion

- The percentages of (i) S3 students who were promoted to S4; (ii) S6 places filled by our own S5 graduates; and (iii) S5 graduates who had secured S6 places in other schools in the past 3 years are shown by a bar chart as below:



## Early Exit Students

- With reference to the KPM definitions, the percentages of early exit students (attendance of less than a month not included) are shown below:



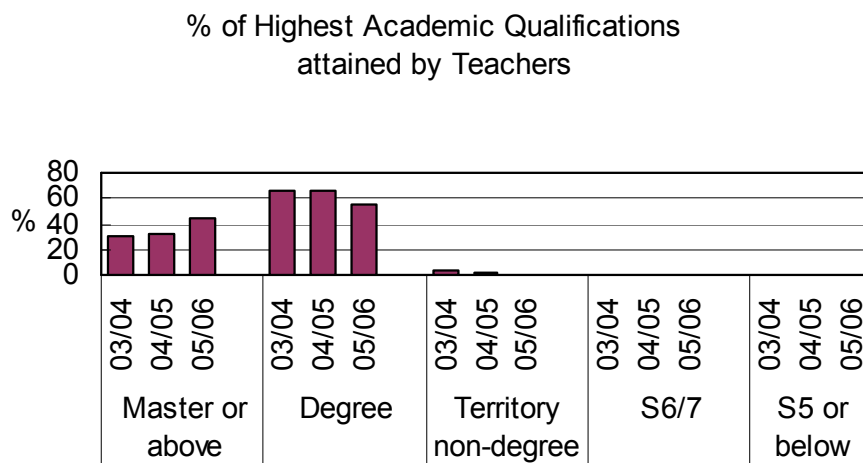
# Our Teachers

## Teachers' Qualification

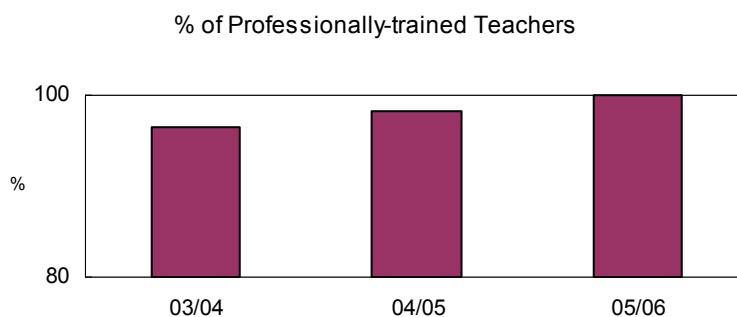
- The number of teachers in the past 3 years.

	03/04	04/05	05/06
Approved total teaching staff establishment	57	56	56
No. of teachers in the Chinese panel	12	12	11
No. of teachers in the English panel, excluding NET	11	10	10
No. of teachers in the Mathematics panel	11	11	11
No. of NET	1	1	1
No. of Putonghua teachers	4	4	4
No. of Non-subvented teachers	3	3	7

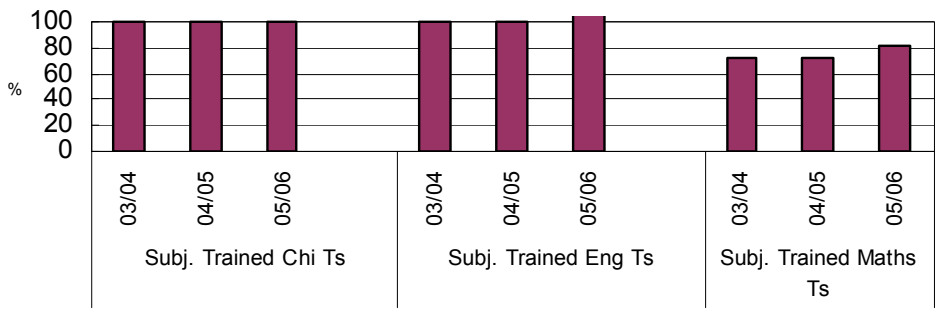
- The highest academic qualifications attained by teachers.



- With reference to the KPM definition, the percentages of (i) teachers holding qualified professional status, and (ii) subject-trained teachers in the core-three subjects is shown below:

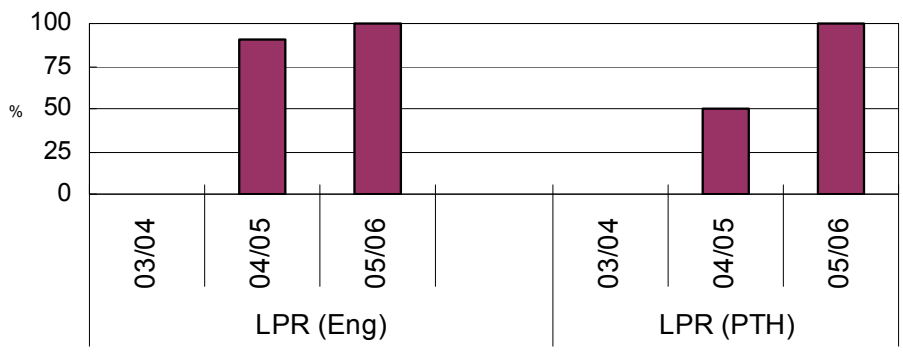


**% of Subject-trained Teachers**



- Below is a bar chart to indicate the percentages of teachers meeting Language Proficiency Requirement:

**English teachers & Putonghua teachers with LPR**

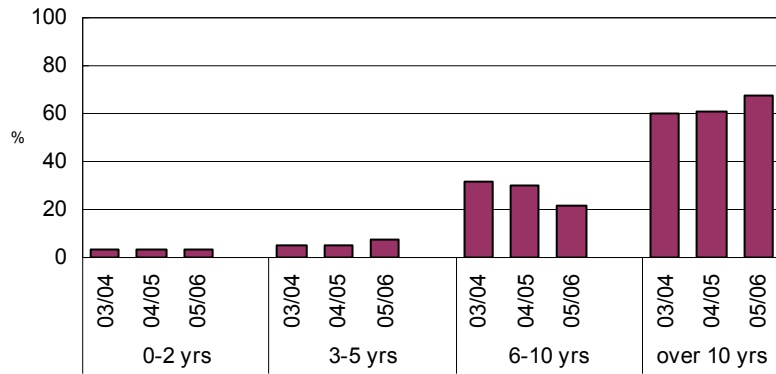


- The percentages of teachers' information technology competency (BIT / IIT / UIT / AIT).

Rank	No of teachers in the rank	No of Teachers completed				
		BIT	IIT	UIT	AIT	All levels
AM	2	2 (100%)	2 (100%)	2 (100%)	0	0
CM	9	9 (100%)	9 (100%)	2 (22.2%)	0	0
GM	26	26 (100%)	26 (100%)	8 (30.8%)	0	0
PAM	1	1 (100%)	1 (100%)	0	0	0
PGM	2	2 (100%)	2 (100%)	1 (50%)	0	0
PI	1	1 (100%)	1 (100%)	1 (100%)	0	0
SAM	2	2 (100%)	2 (100%)	0	0	0
SGM	13	13 (100%)	13 (100%)	2 (15.4%)	2 (15.4%)	2 (15.4%)
Total	56	56 (100%)	56 (100%)	16 (28.6%)	2 (3.6%)	2 (3.6%)

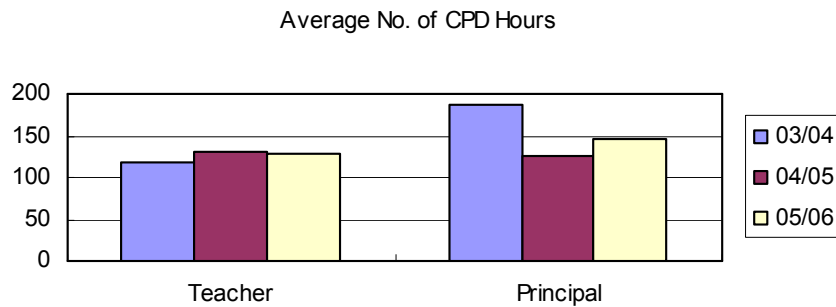
## Teachers' Experience \*

- The percentages of teachers' experience:



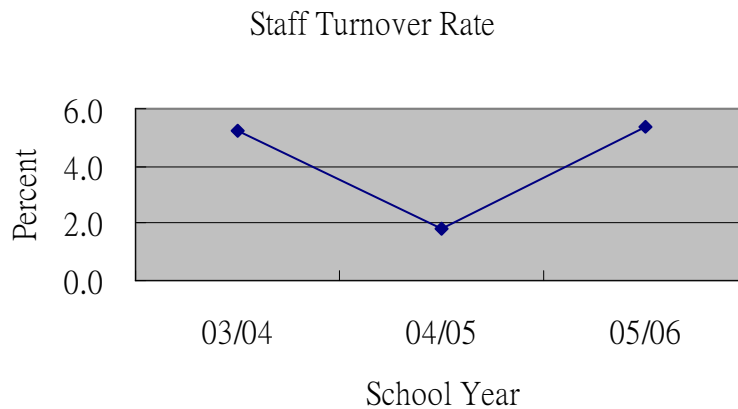
## Teachers' Professional Development

- With reference to the KPM definition, teachers' (including the principal's) continuing professional development (CPD) and expenditures are shown below:



## Staff Turnover Rate

- A line graph to indicate the staff turnover rates:



## 2005-06 Professional Development Programmes on NSS received by Teachers

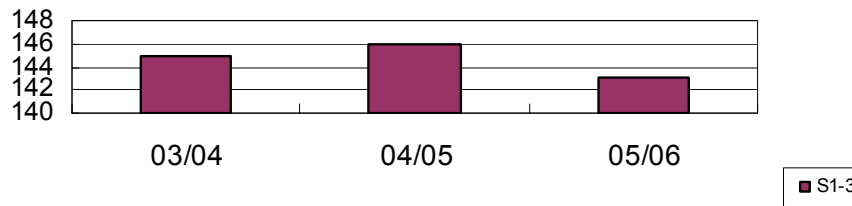
Date	Name of Programmes	Organizing Bodies	Participants	CPD Hr.
30/11/2005	School Leaders Workshop for Planning the Implementation of the 334 Academic Structure (Day 1)	EMB	Yeung Wing Kit, Lau Yeung Shan, Hung Suet Yee, Chan Wing Kit, Ho Shun Chun	8 x 5=40
1/12/2005	School Leaders Workshop for Planning the Implementation of the 334 Academic Structure (Day 2)			8 x 5=40
16/12/05, 12/1/06	NSS Understanding & Interpreting the Biology Curriculum	EMB	Ho Shun Chuen	9
6-8/3/06 6-8/6/06 7,12-13/6/06	NSS Learning and Teaching Strategies in the Liberal Studies Curriculum – for the Area of Study “Society and Culture”	EMB	Mak Hung Cheong Ngan Kit Yee Ng Wai Keung	18 x 3=48
7-9/3/06 5-7/7/06 2-4/8/06 2-4/8/06 2-4/8/06	NSS Understanding and Interpreting the Liberal Studies Curriculum	EMB	Hung Suet Yee Mak Hung Cheong Leung Fung Yin Ngan Kit Yee Tang Yuk Wan	18 x 5=90
6/5/06	NSS Enriching Knowledge of the Chemistry Curriculum: (3) Modern Synthesis Materials	EMB	Chio U Kim	3
8/5/2006	School Leaders Workshop for Planning the Implementation of the 334 Academic Structure (Day 3)	EMB	Yeung Wing Kit, Lau Yeung Shan, Hung Suet Yee, Chan Wing Kit, Ho Shun Chun	8 x 5=40
27/5, 3,10,17,24/6, 8/7/06	NSS Enriching Knowledge for the Chinese History Curriculum – Elective Module 6: “Social Status of Women: Tradition and Transformation”	EMB	Mak Hung Cheong, Ng Cheuk Kai	18 x 2=36
31/5/06	NSS Enriching Knowledge of the Chemistry Curriculum: (2) Drugs from Synthesis to Application	EMB	Chio U Kim	3
14-16/6/06	NSS Learning and Teaching Strategies in the Liberal Studies Curriculum – for the Area of Study “Science, Technology and the Environment”	EMB	Leung Fung Yin	18
21/6/06	NSS Enriching Knowledge for the Mathematics Curriculum – (3) History of Mathematics	EMB	Ho Ka Cheong	6
23/6/06	NSS Enriching Knowledge of the Physics Curriculum: (3) Energy and Use of Energy	EMB	Chan Ka Kui	6
25/7/06	NSS Enriching Knowledge of the Physics Curriculum: (4) Medical Physics	EMB	Chan Ka Kui	6
26/6/06 30/6/06	NSS Understanding & Interpreting the Information and Communication Technology (ICT) Curriculum	EMB	Ho Mei Yee Lau Kai Kwong	6 x 2=12
28/6/06 10/7/06	NSS Enriching Knowledge of the Physics Curriculum: (2) Atomic World	EMB	Chan Ka Kui Young Kim Ming	6 x 2=12
28/6/06	NSS Enriching Knowledge of the Physics Curriculum: (1) Astronomy & Space Science	EMB	Chan Ka Kui	6
29-30/6, 3/7/06 6-7,10/7/06	NSS Learning and Teaching Strategies in the Liberal Studies Curriculum – for the Area of Study “Self and Personal Development”	EMB	Yu Suk Yin Ngan Kit Yee	18 x 2=36
3-4/7/06	NSS Understanding and Interpreting Business, Accounting & Financial Studies (BATs) Curriculum	EMB	Lui Kam Yin	6
3/7/06 4/7/06	NSS Enriching Knowledge of the Physics Curriculum: (5) Investigative Study	EMB	Chan Ka Kui Young Kim Ming	6 x 2=12
13/7/06	NSS Enriching Knowledge in Visual Arts – “Understanding Chinese Visual Arts through Chinese Culture	EMB	Hung Suet Yee	6
19/7/06	NSS Enriching Knowledge for the LS Curriculum – Opportunities and Threats in Chinese Education: Perspectives from China’s reform and opening up and Chinese Culture	EMB	Mak Hung Cheong	2
Total:				437

# Our Learning and Teaching

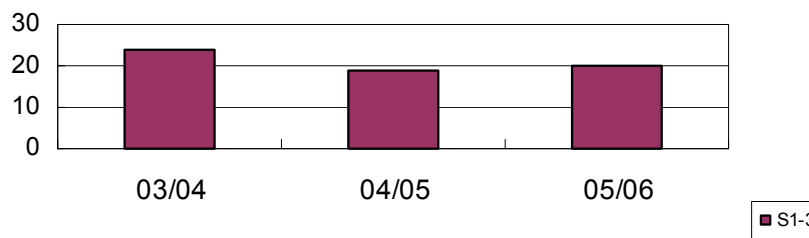
## Number of Active School Days

- With reference to the KPM definition, below are bar charts to show: (i) the number of days in a school year with regular classes for S1-3, and (ii) exclusive of (i), the number of days in a school year with learning activities organized for the whole school or whole-class level of students for S1-3.

No. of Days with Regular Classes



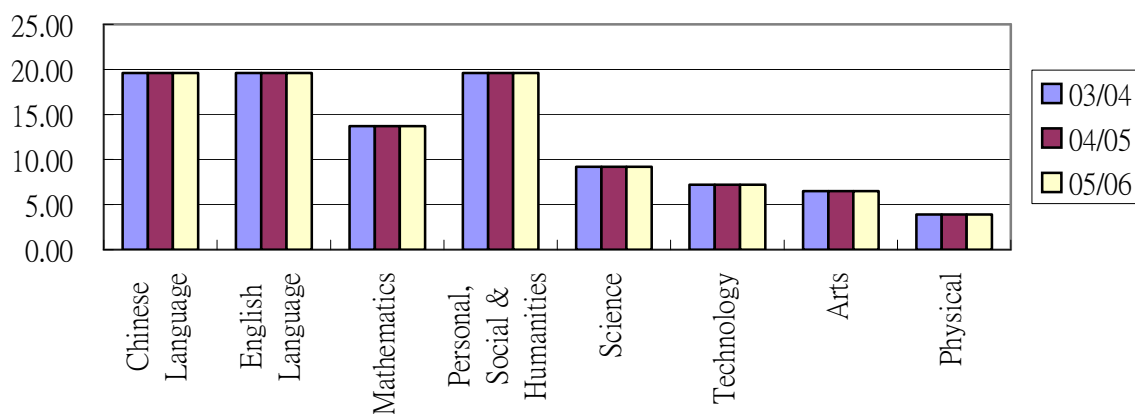
No. of Days with Learning Activities



## Lesson Time for the 8 Key Learning Areas

- According to the KPM definition, below is a bar chart to indicate the percentages of lesson time allocated to the 8 Key Learning Areas for S1 to S3:

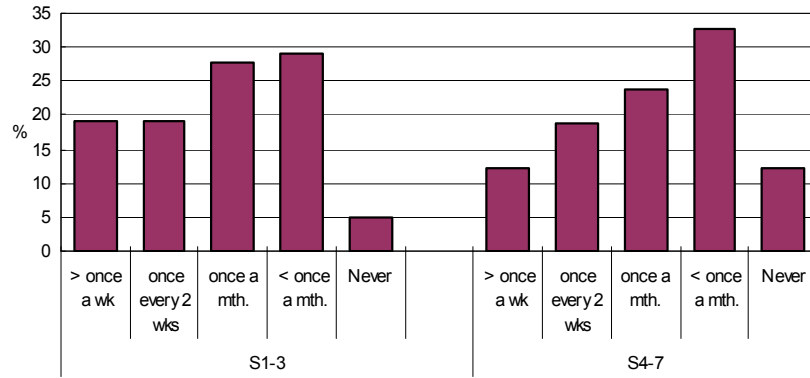
% of Lesson Time for each KLA



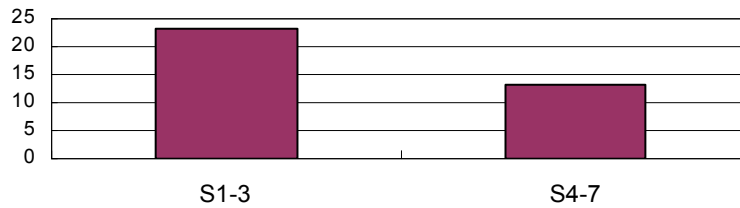
## Students' Reading Habit

- With reference to the KPM definition, students' reading habit is provided below:

Frequency of Borrowing Reading Materials from the School Library by Students

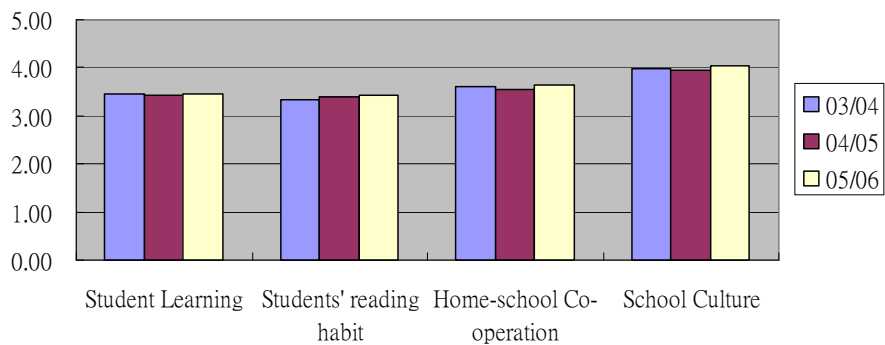


Average No. of Reading Materials Borrowed from the School Library per Student per Year



## Our Parents' View

Parents' Views about the School



# **Achievements and Reflections on Major Concerns 2005-2006**

Major Concern 1. To strengthen the English proficiency of students

## **Achievement**

1. To enrich the language context to facilitate the learning of English, several new strategies were introduced this year. In each classroom, part of the display board was reserved as English Corner. Students were asked to work in groups to prepare and take turns to post a display of their own interest. The English Ambassador of each class was asked to monitor the display. Besides, English Ambassadors were trained to work as masters/mistresses of ceremony in school functions and campus tour guides for foreign visitors.

2. There are new facilities to support the L&T of the language. The English Learning Centre was open in March. It was furnished so as to create a casual and cosy environment for students to practice the language. Students could make use of the resources provided in the centre. They could read books and magazines, play board or online games, watch videos or chat with teachers and schoolmates in English in the centre.

3. To equip our teachers with theories and strategies in helping students to learn efficiently in English, we continue to arrange teachers to have training in relevant courses. This year, six teachers were granted study leave to take courses in the HKIED. One English and five non-English teachers took courses for language arts and EMI teaching respectively. Besides, a talk by an external expert in this area was arranged as part of our staff development programme. Teachers found useful insights and practical ideas in the courses and in the talk. Initiatives, particularly related to boosting of English proficiency, emerged through cross-subject collaboration.

## **Reflections**

1. It was found that S.1 and S.2 students did not do very well in making display in the English Corner. Their unsatisfying performance might be resulted from the streaming of students into different groups, causing difficulties in teachers' guidance and supervision. Some new arrangements have to be made.

2. Student ambassadors demonstrated their capacity in using English to communicate effectively. As their potential can be stretched further, it is worth extending their roles and exposing them with more challenges.

3. As the English Centre was newly established, students showed hesitation in using the facilities there. To help students to get used to the environment and its operation, there is a need to organize structured activities there.

4. As more teachers were trained to facilitate learning and teaching in EMI, initiatives of applying useful ideas to daily practices can be formulated.

Major Concern 2: To enhance skill-based learning among students

## **Achievement**

1. For the development of the skill-based learning in ILC, a whole school curriculum framework in this aspect was drafted. A curriculum mapping was made in the GED programme. This facilitated the planning of the skills concerned for different departments.

2. A number of staff development meetings were arranged to enhance teachers' professional capacity in handling the L&T of generic skills. There were workshops, experience sharing and a talk by an external speaker. Teachers started to work out plans and put ideas into practice.

3. To equip our students with the required skills to cope with the new senior form Liberal Studies (LS) syllabus, our junior form General Education (GED) curriculum was revised. Related topics were tried out in classes. Experiences gained will be helpful in the development of our school-based LS curriculum.

### **Reflections**

1. We started to adopt the skill-based approach in our curriculum. Teachers still need to explore how to turn ideas into our teaching practice. Apart from giving individual advice on specific problems to teachers, we should arrange sharing of experiences among teachers both within and across the subject panels.

2. For the development of the senior form LS curriculum, quite a number of teachers are now preparing themselves to teach the subject. Yet, there is a need to set up a working group to study the syllabus more thoroughly and to draft a school-based curriculum plan for the subject.

### **Major Concern 3: To strengthen students' ability of learning through reading**

#### **Achievement**

1. To maintain a regular and steady reading habit, this year the morning reading session was extended five minutes. Each morning, after handling class business, students had 15 minutes to read.

2. A reading club was set up to nurture and promote in-depth reading. Various activities including attending talks held by university book clubs, sharing of reading insight among club members and joining bookstore tours were arranged during the school year. Besides, a group of student librarians were trained to be reading ambassadors. They were responsible to promote reading among their fellow schoolmates. It was found that the books recommended by the reading ambassadors gained better popularity as they got a higher search record.

3. With the help of our teacher librarian, teachers could make use of the block loan services provided by the Tai Po Public Library to facilitate student learning. About 300 volumes of books, which were mainly used as resources for student projects and other learning activities, were borrowed by different subjects this year. An encouraging borrow rate was recorded.

4. As in previous years, various activities were arranged throughout the school year to promote reading. There were Extensive Reading Scheme, board display, book exhibitions, talks, recommendation of quality books, voting for most popular books and competitions. In addition, several online reading schemes were introduced to our students as after-school and holiday learning activities.

#### **Reflections**

1. With all the efforts made, a reading culture was built up gradually. However, the trend will be easily upset unless a continual commitment is made.

2. Setting up of the reading club aims to develop quality readers. To extend dedicated readers' horizon in a systematic way, a more structured reading scheme is needed. Collaboration with language departments should be sought for. On the other hand, as most of the club members are junior form students, we have to arrange activities that suit their levels, especially those offered by external agents.

3. Learning can be further enhanced through reading. How to incorporate an effective reading scheme in daily L&T is still a subject for teachers of various subjects to study.

# Financial Summary

- The school's annual financial position is summarized as follows:

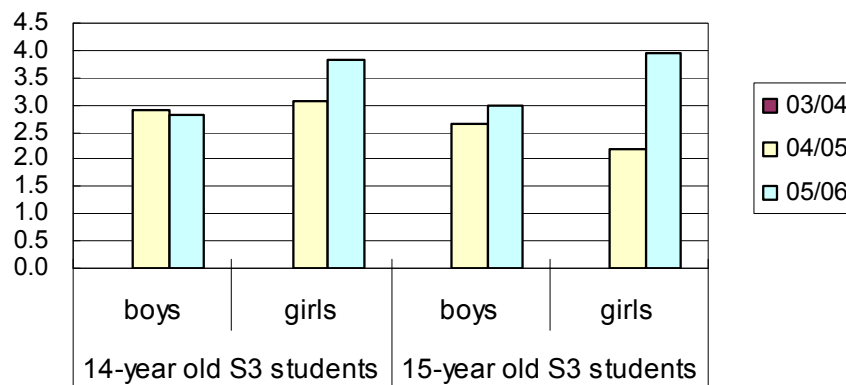
	Income \$	Expenditure \$
<b>BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)</b>	1,053,505	
<b>I. GOVERNMENT FUND</b>		
<b>(1) OEBG Grant</b>		
<b>(a) General domain</b>		
✧ Admin Grant (including additional CA)	2,950,085	2,860,832
✧ School & Class Grant	666,514	843,703
✧ Subject Grants (including Putonghua, Moral & Civic Education, etc.)	131,015	106,980
✧ Training and Development Grant	6,167	6,347
✧ Composite IT Grant	237,708	180,376
✧ Supplementary Grant, Enhancement Grant	154,671	213,092
✧ Lift Maintenance Grant	139,056	105,069
✧ Noise Abatement	265,664	209,212
✧ Other Grants	114,694	3,008
<b>Sub-total :</b>	4,665,574	4,528,619
<b>(b) Special domain</b>		
✧ Guidance and Discipline Programme Funds	6,465	8,736
✧ Grants related to extensive reading	25,296	20,772
✧ Capacity Enhancement grant	514,351	454,511
✧ Additional Time-Limited CEG	632,408	70,454
<b>Sub-total :</b>	1,178,520	554,473
<b>(2) Teacher Professional Preparation Grant</b>	480,000	2,507
<b>(3) Composite Furniture and Equipment Grant</b>	388,455	339,918
<b>II. SCHOOL FUNDS (GENERAL FUNDS)</b>		
(1) Tong Fai	154,826	124,828
(2) Donations	163,100	156,821
(3) Fund-raising	52,967	0
(4) Other (Tuckshop Rent, Hire of School, Sales of Book)	236,403	60,400
(5) Collection of fees for specific purposes (electricity charges for air-conditioning)	316,500	271,974
<b>Sub-total :</b>	923,796	614,023
<b>Total surplus for 05/06 school year</b>	1,596,805	
<b>Accumulated Surplus as at the end of 05/06 school year</b>	2,650,310	

# Performance of Students

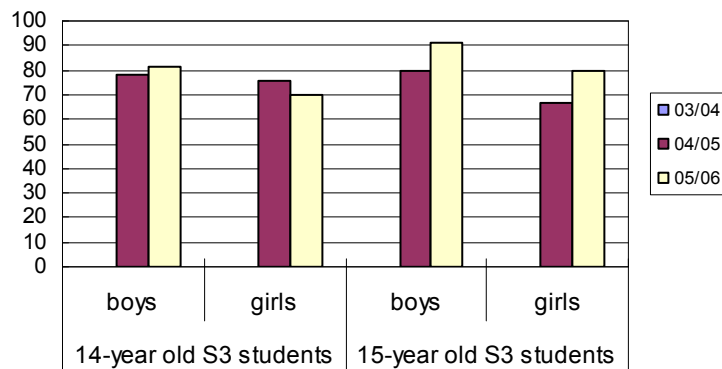
## Students' Physical Development

- With reference to the KPM definition, the physical development of students by the specified age and gender group with respect to (1) the average of the total scores of the four physical fitness items: (i) bent-knee sit-ups, (ii) sit-and-reach, (iii) endurance run/walk, (iv) push-ups (for male) or bent-knee push-ups (for female), and (2) the percentage of students within acceptable weight range (18 kg/m<sup>2</sup> to 23 kg/m<sup>2</sup>) are shown below:

Average of Total Scores of 4 Physical Fitness Items

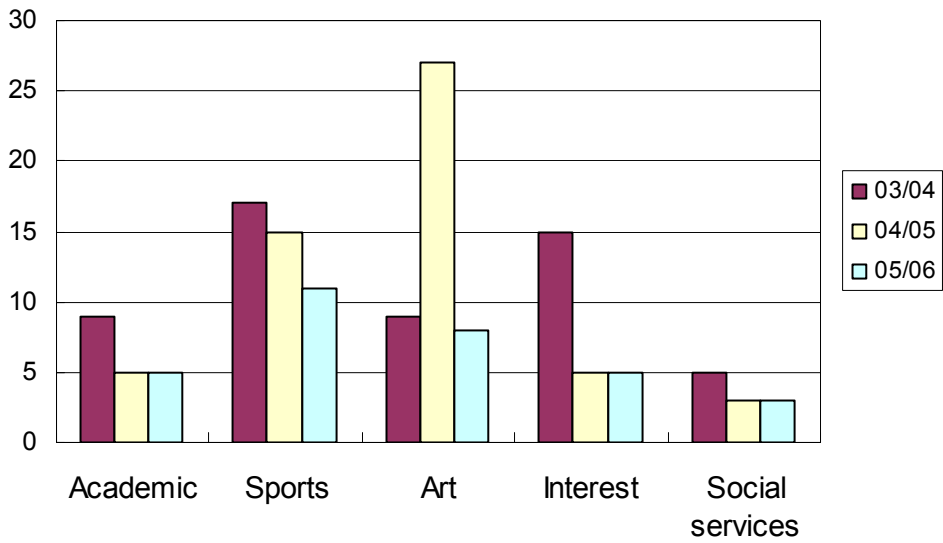


Percentage of Students Within Acceptable Weight Range

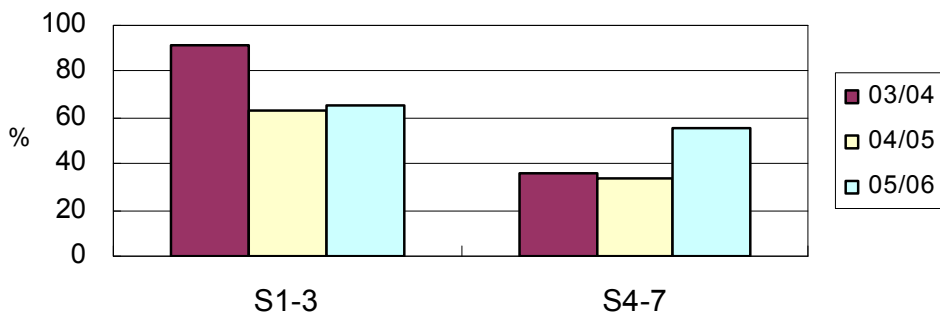


## Student Participation in co-curricular activities and Uniform Groups

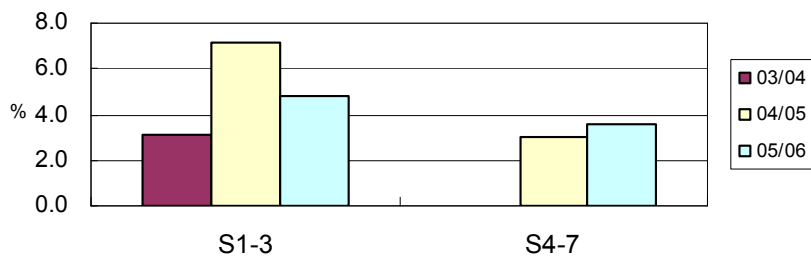
No. of ECA clubs/interest groups in each of the following categories:



## Student Participation in Inter-school Events



## Student Participation in Uniform/Social and Voluntary Services Groups



No. of students participated in Inter-school Events and Uniform Groups:

<b>Activities</b>	<b>03/04</b>	<b>04/05</b>	<b>05/06</b>
Inter-school sports events	324	273	349
School Dance Festival	56	38	25
Music Festival	274	208	273
School Speech Festival	55	42	21
Girl Guides	19	20	28
Inter-school debate	0	22	6
Inter-school drama	40	50	42

No. of Students participated in Social and Voluntary Services Groups

<b>Nature of Social Service</b>	<b>No. of Participants</b>		
	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>
Flag Selling	324	944	267
Cleaning	74	109	0
Helping Disables	15	27	16
Tree Planting	0	27	207
Visit Patients in Hospital	0	17	0
Others	92	60	100