

SALEM - Immanuel Lutheran College Annual School Plan (2013/14)

Theme: Developing students to be active and disciplined learners in meeting future challenges

Yearly slogan: By active participation, we gain experience. By enjoying the learning process, we stride towards success.”

「積極參與經驗增，齊享學習成果豐。」

Major Concern 1: Developing active learners

Strategies / Tasks	Success Criteria	Evaluation Method	Time Scale	Responsible Department / Person	Resources
1. Strengthen the implementation of junior curriculum to build up foundation knowledge and skills for junior form students					
1. Deepen the skills of reading to learn					
(a) Explore way to promote ILCian reader profile to enhance self-regulated reading	<ul style="list-style-type: none"> ILCian reader profile was promoted. The evaluation of the effectiveness was conducted. 	<ul style="list-style-type: none"> Evaluation in committee meeting 	Whole year	CAC, Librarian	
(b) Promote extensive reading to extend subject knowledge and/or apply appropriate intensive reading skills to learn subject content	<ul style="list-style-type: none"> Over 80% subjects carried out extensive reading. Over 50% subjects carried out intensive reading. 	<ul style="list-style-type: none"> Evaluation in subject meeting Students' evaluation 	Whole year	Subjects involved	
(c) Develop pleasure reading to support the engagement and motivation of learners	<ul style="list-style-type: none"> Seven assigned subjects developed pleasure reading. Over 60% students agreed that the reading tasks could achieve the set learning goals. 	<ul style="list-style-type: none"> Evaluation in subject meeting Students' evaluation 	Whole year	IS, Chi Hist, Hist, VA, Geog, HE, DT	

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1. Evaluate and further develop the SLAC curriculum (Skills and Language across the curriculum)					
(a) Refine the scale of junior form project work	<ul style="list-style-type: none"> The scale of the junior form project work scale was refined. 	<ul style="list-style-type: none"> Evaluation in subject meeting 	Whole year	LS, CAC	
(b) Develop assessment methods to evaluate the effectiveness	<ul style="list-style-type: none"> An overview of the effectiveness of the implementation of LAC was completed. 	<ul style="list-style-type: none"> Committee meeting 	Whole year	CAC	
(c) Review the effectiveness of the implementation of EMI	<ul style="list-style-type: none"> An overview of the effectiveness of the implementation of EMI was completed. 	<ul style="list-style-type: none"> Committee meeting 	Whole year	CAC	
(d) Develop S1 school-based bridging program	<ul style="list-style-type: none"> School-based bridging program was developed in the six assigned subjects. Over 60% students agreed that the bridging program could facilitate them to use English to learn the subjects. 	<ul style="list-style-type: none"> Evaluation in subject meeting Students' evaluation 	Two terms	IS, VA, Computer, Music, Maths, Geog	
1. Implement Assessment for Learning					
(a) Apply different Assessment for Learning (AFL) strategies to enhance learning effectiveness	<ul style="list-style-type: none"> Over 80% subjects applied AFL strategies. Over 60% students agreed that the AFL strategies could achieve the set learning goals. 	<ul style="list-style-type: none"> Evaluation in subject meeting Students' evaluation 	Whole year	Subjects involved	
1. Nurture self-regulated learning habits					
(a) Apply appropriate self-management skills to foster learning habits	<ul style="list-style-type: none"> Over 60% students agreed that the self-management skills could foster their learning habits. 	<ul style="list-style-type: none"> Evaluation in subject meeting Students' evaluation 	Whole year	Subjects involved	
(b) Develop Assessment as Learning (ASL) to enhance metacognition	<ul style="list-style-type: none"> Assessment data were explored to be used for the enhancement of effective learning. Guidance was provided to develop students' metacognition. 	<ul style="list-style-type: none"> Evaluation in committee meeting 	Whole year	AAC, SLSC, ITC Junior form class teachers, social workers	
1. Enhance the learning effectiveness to cope with the NSS curriculum for senior form students					

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<p>1. Evaluate and revise the implementation of the NSS curriculum</p> <p>(a) Review and revise the curriculum structure</p> <p>(b) Synthesize the evaluation findings of subjects and students' performance to reflect the work effectiveness</p> <p>(c) Review 1213 DSE results and suggest ways for improvement</p>	<ul style="list-style-type: none"> ▪ The curriculum structure was reviewed and revised. ▪ The evaluation findings of subject and students' performance were synthesized to reflect work effectiveness. ▪ All DSE subjects reviewed the public examination results and suggested ways for improvements. 	<ul style="list-style-type: none"> ▪ Committee meeting ▪ Committee meeting ▪ Evaluation in 1st subject meeting 	<p>Whole year</p> <p>1st term</p> <p>Sept 2013</p>	<p>VP, Dean 2, Dean 3, DSLSC, CAC</p> <p>DSE subjects</p>	
<p>1. Explore learning strategies to build up senior form learners</p> <p>(a) Select appropriate learning strategies to learn the subject</p> <p>(b) Further employ career planning to enhance learning motivation</p>	<ul style="list-style-type: none"> ▪ Over 50% students acquired the learning strategies to learn the subjects effectively. ▪ At least two form periods and one alumni talk integrated career planning were organized to enhance learning motivation. 	<ul style="list-style-type: none"> ▪ Evaluation in subject meeting ▪ Students' evaluation ▪ Evaluation in committee meeting 	<p>Whole year</p> <p>Whole year</p>	<p>Subjects involved</p> <p>SLSC, CAC, Class teachers</p>	

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<p>1. Develop examination skills to boost better DSE results</p> <p>(a) Review the effectiveness of the examination skills used and suggest ways for improvement</p> <p>(b) Promote elite enhancement</p>	<ul style="list-style-type: none"> ▪ All DSE subjects reviewed the examination skills used and implemented the suggested ways for improvement. ▪ At least one sharing session was arranged to share good practices of examination skills. ▪ Over 60% teachers found the sharing session helpful. ▪ Strategies for elite enhancement were explored. ▪ Over 60% subjects found the strategies effective. 	<ul style="list-style-type: none"> ▪ Evaluation in subject meeting ▪ Evaluation in committee meeting ▪ Teachers' evaluation ▪ Evaluation in subject meeting 	<p>Whole year</p> <p>Whole year</p> <p>Whole year</p>	<p>DSE exam subjects</p> <p>CAC, DSE subject teachers</p> <p>DSE subjects</p>	
<p>1. Cultivate academic culture to promote active learning</p>					
<p>1. Provide academic programs and activities to widen students' horizon and deepen subject skills and knowledge</p>	<ul style="list-style-type: none"> ▪ Over 80% subjects organized academic programs and activities. ▪ Over 60% students agreed that academic programs and activities could achieve the set learning goals. 	<ul style="list-style-type: none"> ▪ Evaluation in subject meeting ▪ Students' evaluation 	<p>Whole year</p>	<p>Subjects involved</p>	
<p>1. Enrich learning environment to cultivate academic atmosphere</p> <p>(a) Explore ways to enhance the physical learning environment</p>	<ul style="list-style-type: none"> ▪ Students' good works were displayed on campus. 	<ul style="list-style-type: none"> ▪ Evaluation in subject meeting 	<p>Whole year</p>	<p>Subjects involved</p>	
<p>1. Build up professional teaching team to foster teaching effectiveness</p>					

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1. Cultivate professional exchange culture (a) Arrange inter-subject sharing of good pedagogical practices among teachers	<ul style="list-style-type: none"> At least one inter-subject sharing of good pedagogical practices among teachers is arranged. Over 60% teachers agreed that the good practices of different subjects could facilitate their teaching capacity 	<ul style="list-style-type: none"> Evaluation in committee meeting Teachers' evaluation 	Whole year	CAC	
1. Strengthen the curriculum leadership among panel heads	<ul style="list-style-type: none"> Professional exchange among subject panel heads was conducted in every panel head meeting. 	<ul style="list-style-type: none"> Evaluation in committee meeting Teachers' evaluation 	Whole year	CAC	
1. Enhance the use of T&L strategies among subject teachers	<ul style="list-style-type: none"> Lesson study focused on AFL strategies implemented was conducted and peer visits were arranged. Over 60% teachers enjoyed the professional exchange and agreed that the lesson study could enhance their teaching competency. 	<ul style="list-style-type: none"> Evaluation in committee meeting Teachers' evaluation 	2 nd term	CAC	
1. Actively participate in the 30th anniversary celebrations to enhance the sense of belonging and achievement					
1. Integrate students' learning with celebration programmes (a) Explore and develop the learning opportunities of engaging students in celebration programmes	<ul style="list-style-type: none"> Different learning opportunities engaging students in celebration programmes were developed. 	<ul style="list-style-type: none"> Evaluation in unit meeting 	Whole year	Open Day Unit	

Major Concern 2: Developing Disciplined Students

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Strategies / Tasks	Success Criteria	Evaluation Method	Time-frame	Responsible Department/ Person	Resources
1. Maintain a higher expectation on students' self-control					
1. Enhance students' awareness and sharpen their skills in self-management (a) Patrol to keep campus clean (b) Arrange an assembly to convey the message of character building (c) Continue the correction plan for late-comers (d) Encourage students to focus on drilling the skill of time management in homework submission	<ul style="list-style-type: none"> ▪ Less rubbish was left on campus. ▪ Students and teachers had positive feedback. ▪ Frequency of being late was reduced by 30%. ▪ More students could submit their homework as scheduled. 	<ul style="list-style-type: none"> ▪ Feedback from janitors ▪ Evaluation in committee meeting ▪ Statistics ▪ Evaluation in panel meeting/ teachers' record 	Whole year May 2014 Whole year Whole year	DGC, janitors, school office, VA, Bio, CE and DT DGC and janitors DGC DGC and school office VA, Bio, CE and DT	
1. Guide students to make ethical decisions and behave responsibly (a) Arrange an ethical talk in assembly to teach students the biblical principles in making ethical decisions (b) Continue the scheme "Immediate Consequence" to help students correct their behaviours	<ul style="list-style-type: none"> ▪ Over 50% of students showed positive response to the ethical talk. ▪ Student's discipline in morning devotion assembly and all ceremonies improved. 	<ul style="list-style-type: none"> ▪ Evaluation in committee meeting and questionnaire ▪ Evaluation in committee meeting and teachers' feedback 	Nov 2013 Whole year	RAC, DGC and BAFS RAC DGC	

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Strategies / Tasks	Success Criteria	Evaluation Method	Time-frame	Responsible Department/ Person	Resources
(c) Arrange briefing to each form after morning devotion	<ul style="list-style-type: none"> Students' discipline in morning devotion assembly and all ceremonies improved. 	<ul style="list-style-type: none"> Evaluation in committee meeting and teachers' feedback 	Oct-Nov 2013 and Mar-Apr 2014	DGC	
(d) Screen students' appearance when they are on stage	<ul style="list-style-type: none"> Students looked decent while being on stage. 	<ul style="list-style-type: none"> Evaluation in committee meeting and teachers' feedback 	Whole year	DGC	
(e) Provide students Accounting Standards as reading materials, so as to introduce how business ethics and social responsibilities affect business decisions.	<ul style="list-style-type: none"> More than 90% students had positive reflections. 	<ul style="list-style-type: none"> Evaluation in panel meeting and questionnaire 	Whole year	BAFS	
<p>1. Monitor students to ensure they make effort in fulfilling the commitments in different student posts</p> <p>(a) Oversee the implementation of postponing posts of student leaders</p> <p>(b) Keep track of student leaders' performances in different posts throughout the year</p>	<ul style="list-style-type: none"> Student leaders postponed their posts within a month after evaluation in form meetings. At least 80% of student leaders fulfilled the requirements of their posts. 	<ul style="list-style-type: none"> Form meetings by class teachers Teachers' feedback 	<p>Nov 2013-May 2014</p> <p>Whole year</p>	<p>Dean 4, class teachers, teachers in charge of student leader teams and school service teams</p> <p>Dean 4 and class teachers</p> <p>Dean 4 and all teachers in charge of student leader teams and school service teams</p>	

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(c) Provide different serving chances for student leaders	<ul style="list-style-type: none"> Students played a good model to schoolmates and acted as a leader showing confidence and courage in different context. 	<ul style="list-style-type: none"> Evaluation in relevant meeting and/ or teachers' feedback 	Oct 2013- July 2014	All teachers in charge of student leader teams	
1. Establish an environment to practise respectful virtue					
2.1 Promote the need of courtesy manner including the careful handling of relationships with the opposite sex				DGC, Social worker, LEC, CE and Dean 4	
(a) Follow known cases of dating	<ul style="list-style-type: none"> The behaviours of known lovers were found appropriate. 	<ul style="list-style-type: none"> Evaluation in committee meeting and form meeting 	Whole year	DGC and Social workers	
(b) Arrange assembly about sex education	<ul style="list-style-type: none"> Students and teachers gave positive feedback. 	<ul style="list-style-type: none"> Evaluation in committee meeting and/ or questionnaire 	Jan 2014	LEC	
(c) Students learn the biblical principles of getting along with opposite sex	<ul style="list-style-type: none"> Students finished one discussion/ reading/ activity. 	<ul style="list-style-type: none"> Group discussion/ reading record/ sharing activity Teachers' feedback 	Whole year	S.4 CE teachers	
(d) Provide training workshop for students concerned for the 30th Anniversary	<ul style="list-style-type: none"> More than 80% of the participants were satisfied with the workshop. 	<ul style="list-style-type: none"> Questionnaires 	Nov-Dec 2013	Dean 4	
2.2 Guide students to voice their opinions in a mutually respectful culture				EAC, PE and Music	

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(a) Provide opportunities for students to voice their views and opinions on school affairs	<ul style="list-style-type: none"> At least two forums were arranged on discussion of school affairs. Proper manners for voicing out opinions were instructed. Opinions to the school authority were gathered and reflected through questionnaires. Students' opinions were displayed through various channels. 	<ul style="list-style-type: none"> Evaluation in committee meeting 	Whole year	EAC	
(b) Hold regular meetings for school teams to have their opinions voiced out	<ul style="list-style-type: none"> Student leaders felt being encouraged to express their opinions. 	<ul style="list-style-type: none"> Evaluation in committee meeting and/ or questionnaire 	Whole year	PE and Music	

Major Concern 3: Coping with future challenges

Strategies / Tasks	Success Criteria	Evaluation Method	Time-frame	Responsible Department/ Person	Resources
1. Prepare students to take up the role of adulthood: development of social & moral responsibilities and awareness of national & global identities					
1.1 Revise school-based curriculum of Moral & National Education and implement related activities	<ul style="list-style-type: none"> The revision of the curriculum was completed. At least one related activity was arranged. 	<ul style="list-style-type: none"> Evaluation in committee meeting 	Whole year	LEC	
1.2 Strengthen students' awareness of social issues				EAC, LEC, library, LS, BAFS, DT, PE and Music	

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Strategies / Tasks	Success Criteria	Evaluation Method	Time-frame	Responsible Department/ Person	Resources
(a) Encourage students to take action/ participate in social issues by attending various relevant activities (b) Provide students with more exposure on current issues	<ul style="list-style-type: none"> ■ At least two relevant campaigns and events were organized to motivate students to take concrete action. ■ Two board displays and exhibitions of current issues were arranged. ■ At least two current issues were introduced through different means. ■ Social issues were presented and discussed in class (Liberal Studies). 	<ul style="list-style-type: none"> ■ Evaluation in committee meeting ■ Evaluation in committee and/ or panel meeting 	Whole year Whole year	EAC LS, EAC and LEC, BAFS, DT, PE, Music and library	
1.3 Deepen students' knowledge of our nation (a) Organize a cross boundary tour to motherland (a) Introduce brilliant models of Chinese who demonstrate the brightness of our nation (a) Organize a "Election of The Top Ten News of China"	<ul style="list-style-type: none"> ■ At least 40 students participated in the tour. ■ At least two brilliant models were introduced. ■ At least 300 students participated in the activity. 	<ul style="list-style-type: none"> ■ Evaluation in committee meeting and/ or questionnaire ■ Evaluation in committee meeting and/ or questionnaire ■ Evaluation in committee meeting and/ or questionnaire 	Whole year Whole year Whole year	LEC LEC LEC	
1.4 Remind students' of their global citizenship and their responsibility to protect the environment (a) Establish the extra-curricular group of Environment Protection Society	<ul style="list-style-type: none"> ■ At least 15 participants joined the group. 	<ul style="list-style-type: none"> ■ Evaluation in committee meeting and/ or questionnaire 	Whole year	LEC LEC	

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Strategies / Tasks	Success Criteria	Evaluation Method	Time-frame	Responsible Department/ Person	Resources
(b) Arrange environment protection competition/activity	<ul style="list-style-type: none"> ▪ At least one environment protection competition/ activity was arranged. 	<ul style="list-style-type: none"> ▪ Evaluation in committee meeting and/ or questionnaire 	Whole year	LEC	