SALEM - Immanuel Lutheran College
Annual School Plan (2016/17)

Theme: **Better Me, Brighter Future** 「提升自我、璀璨明天」

Major Concern 1: **Promote Students' Academic Achievement**

Strategies / Tasks	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1.1 Build up a language-rich environment					
(a) Further develop subject-based language support programmes (vocabulary, terminology, sentences, short paragraphs, exam questions etc.)	▪ Most EMI subjects for junior forms further developed subject-based language support programmes. ▪ The subject-based language support programmes could facilitate student learning the subject in English.	▪ Evaluation meetings of EMI Unit and EMI subject departments of junior form ▪ Feedback from students	Whole year	EMI Unit, EMI subject departments of junior form	
(b) Impose higher expectations on students' language in classroom learning, assignments and examination papers	▪ All EMI subjects planned strategies to motivate students to communicate in English in lessons and found the strategies useful. ▪ All EMI subjects set language requirements in assignments and/or in examinations. ▪ Students' interest in and awareness of the importance of learning subjects in English were enhanced.	▪ Evaluation meetings of EMI Unit and EMI subject departments ▪ Feedback from students	Whole year	EMI Unit, EMI subject departments	
(c) Strengthen the use of English in school functions	▪ Board display and publications arranged by EMI subjects and committees were mainly written in English. ▪ Most of whole-school announcements and briefings for students were conducted in English. ▪ A rich English language environment was created.	▪ Evaluation meetings of EMI Unit, all committees, units and EMI subjects departments	Whole year	EMI Unit, All committees and units, EMI subject departments	
1.2 Promote self-directed and interactive pedagogies					
(a) Refine the implementation of pre-lesson preparation i. Revise/ develop learning materials	▪ Most subjects refined the pre-lesson preparation. ▪ Most subjects explored e-resources and incorporated e-learning in pre-lesson preparation. ▪ Students' learning motivation and active learning	▪ Evaluation meetings of LTDC and subject departments ▪ Feedback from	Whole year	LTDC, All subjects (Optional for subjects which	

ii. Explore e-resources and incorporate e-learning	were enhanced.	students		have 2 periods per cycle)
(b) Strengthen interactive pedagogies in the classroom i. Enhance teacher-student and student-student discussion ii. Explore effective pedagogies for learning in groups	▪ Most of the junior form subjects implemented interactive strategies to enhance teacher-student and student-student discussion. ▪ Over 50% of the junior form subjects explored effective pedagogies for learning in groups. ▪ Students were more engaged in classroom learning.	▪ Evaluation meetings of LTDC and junior form subject departments ▪ Feedback from students	Whole year	LTDC, All junior form subjects (Optional for subjects which have 2 periods per cycle)
(c) Explore the implementation of e-learning i. Explore mobile learning to facilitate learning and teaching	▪ The departments of Chinese, English and Mathematics implemented mobile learning in at least one topic in each term in S.1. ▪ Some subjects explored mobile learning. ▪ Students were more engaged in classroom learning.	▪ Evaluation meetings of the subject departments involved ▪ Feedback from students	Whole year	LTDC, Chinese, English, Mathematics in Form One, Other subjects (optional)
(d) Support e-learning across curriculum i. Set up e-learning management system (LMS) in which teachers and students can store, access and distribute e-resources on a shared and secured platform ii. Set up Mobile management system (MDM) which supports the appropriate use of mobile devices in classrooms iii. Explicit procedures, policies and guidelines for ensuring e-resources are well	▪ Microsoft SharePoint where teachers and students can share teaching and learning resources, which they can access anytime or anywhere, was set up. ▪ Office 365 was installed and set up for teaching and learning, group discussion and assignment submission. ▪ An online learning community, Yammer, for teachers and students enables a dynamic environment for learning, including forums, real-time chat platform was created. ▪ Each student will have an Office 365 account where they can use One Drive to store their school and homework files, access files uploaded by teachers in SharePoint, submit homework to SharePoint, discuss and communicate with teachers and fellow schoolmates in Yammer.	▪ Evaluation meetings of the ICT and subject departments involved ▪ Feedback from teachers	Whole year	ICT

developed and monitored were explored iv. Explore and try out education apps for specific subjects or learning tasks v. Provide relevant teacher training programs on familiarizing different e-systems, design and prepare e-teaching materials, etc	▪ The online assessment system SnapAsk was set up for teachers to set online quiz/test papers which provide instant grading and feedback. ▪ Explicit procedures, policies and guidelines for ensuring e-resources were well developed and monitored. ▪ Education apps for specific subjects or learning tasks were explored and tried out. ▪ Relevant training programmes on familiarizing teachers with different e-systems, design and preparing e-teaching materials, etc. were provided.			

1.3 Promote academic activities/ programmes

(a) Organize academic activities to arouse students' interest and deepen students' subject knowledge and skills	▪ Most subjects organized at least one extended classroom learning activity. ▪ All KLAs organized at least one academic function. ▪ All KLAs organized at least one academic club for both junior and senior form students. ▪ The academic activities could arouse students' interest in subjects and deepen students' subject knowledge and skills.	▪ Evaluation meetings of LTDC, EAC and subject departments involved ▪ Feedback from students	Whole year	Dean 2, LTDC, EAC, All subject departments (Optional for subjects which have 2 periods per cycle)	

1.4 Promote elite enhancement & remedial work

(a) Strengthen the implementation of elite enhancement and remedial work	▪ All DSE subjects implemented an academic booster policy and measures. ▪ There was an improvement in the DSE results with the enhancement and remedial measures taken by subjects. ▪ Most of the subjects motivated students to participate in external competitions and positive feedback was received from students. ▪ The effectiveness of elite and enhancement work in promoting academic results was evaluated.	▪ Evaluation meetings of LTDC, and subject departments involved ▪ Feedback from students	Whole year	Dean 2, LTDC, All subject departments	CEG Grant

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1.5 Use assessment data to improve L&T					
(a) Refine systems and measures for the use of assessment data (b) Equip students and teachers with the knowledge and skills of the use of assessment data	▪ A new template with reflective questions to facilitate students to review learning progress and the target learning goals was implemented in junior form Student Learning Profile (SLP). ▪ A briefing about using the new template was conducted for teachers and students	▪ Evaluation meetings of AAC-SDMSU, LTDC, SLPU ▪ Feedback from teachers and students	Whole year	AAC-SDMSU LTDC SLPU	
	▪ Briefings were provided for panel heads to acquire knowledge and skills of using assessment data. ▪ Most panel heads applied the skills to analyze assessment data and proposed strategies for improvement of learning & teaching.	▪ Evaluation meetings of AAC-SDMSU, LTDC ▪ Feedback from subject departments	Whole year	AAC-SDMSU LTDC SLPU	
1.6 Display students' learning outcomes and recognize students' achievements					
(a) Distinguish students who have made considerable progress in learning	▪ The criteria for distinguishing students with considerable progress in learning were set. ▪ The name of students who attained significant academic achievement was displayed.	▪ Evaluation meetings of AAC-AAU	Whole year	Dean 2, AAC-AAU	

Major Concern 2:   Enhance Students' Personal and Career Development

	Strategies / Tasks	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
2.1 Develop life planning education to cater for student holistic development						
(a)	Continue to overview the life planning curriculum and initiate collaboration among different committees and departments in the development and the delivery of life-planning and career-related programmes	▪ LPE Core Unit Meeting was conducted to share ideas and information of life planning related activities and programmes run by different committees and subject departments. ▪ Collaboration among different committees and departments in the development and the delivery of life-planning and career-related programmes was initiated.	▪ Evaluation meetings of LPE Core Unit ▪ Feedback from committees and departments involved	Whole year	LEP Core Unit: VP, Dean 3, DLEC, Head of LEC-CGU	

(b)	Integrate life planning elements in junior student learning profile (SLP)	▪ The junior form Student Learning Profile (SLP) was revised to align with students' developmental needs at different stages of growth with distinctive goals and themes. ▪ Form periods were arranged to facilitate students' reflection and discussion with class and supporting teachers by using SLP as a tool to know oneself, explore interests in a career and building up positive attitude towards working. ▪ Students of junior forms will be able to learn about different opportunities and career choices by using SLP.	▪ Evaluation meetings of SLPU ▪ Feedback from teachers and students	Whole year	SLPU, Class & Supporting teachers of junior forms	
(c)	Cultivate positive work attitudes and values as part of the life planning education elements in the school curriculum	▪ Virtues of responsibility and respect towards work and learning were promoted by different functional groups and subject departments. ▪ Students with stress arising from academic studies were identified at early stage and supported by different parties. ▪ At least two activities were organized.	▪ Evaluation meetings of LEC ▪ Feedback from teachers and students	Whole year	LEC, committees and subject departments concerned	
2.2	**Provide comprehensive career guidance service**					
(a)	Organize school-wide career guidance activities	▪ Around ten programmes related to character understanding, career interests and subject selection were arranged for students of junior forms. ▪ Over 80% of the students were satisfied with the programmes.	▪ Evaluation meetings of LEC-CGU ▪ Feedback from students	Whole year	LEC-CGU	CLP grant
		▪ An overseas tour was arranged to broaden students' horizons. ▪ Over 80% of the participants were satisfied with the tour and were motivated in pursuing tertiary education.	▪ Evaluation meetings of LEC-CGU ▪ Feedback from students	March, 2017	LEC-CGU	CLP grant
(b)	Arrange learning experience about work	▪ Around twenty programmes related to further study were arranged for students of senior forms.	▪ Evaluation meetings of LEC-CGU	Whole year	LEC-CGU	CLP grant

		▪ 80% of the students were satisfied with the programmes.	▪ Feedback from students			
(c)	Arrange individual student planning to cater for the diverse needs of students	▪ Small groups for students with special needs to discuss about career guidance plans were arranged. ▪ Relevant activities to get them to know more about career choices or multiple pathways of local further studies were arranged.	▪ Evaluation meetings of SENU ▪ Feedback from students and teachers	Whole year	SENU	
		▪ Individual guidance time was arranged for class teachers and students of junior forms to facilitate their understanding of career/academic aspirations.	▪ Evaluation meetings of SLPU ▪ Feedback from students and teachers	Whole year	SLPU Class teachers of S.3	
		▪ Individual life planning consultation before students making study/career decisions was conducted.	▪ Evaluation meetings of LEC-CGU ▪ Feedback from students and teachers	Whole year	LEC-CGU, Class teachers of S.6	
(d)	Empower parents as supporters for their children and build up a partnership with school	▪ At least two thematic career talks were arranged to keep parents up to date of latest information on current world trends.	▪ Evaluation meetings of LEC-CGU ▪ Feedback from students, teachers and parents	November, 2016 & February, 2017	LEC-CGU	
2.3	**Promote teacher professional development**					
(a)	Enrich teachers' knowledge of career and life planning education	▪ Briefing and sharing sessions for teachers about life planning education were organized.	▪ Evaluation meetings of LEC-CGU ▪ Feedback from teachers	Whole year	LEC-CGU	
		▪ A meeting about the design, aims of SLP for personal guidance to students in career and life planning was arranged for all class and supporting teachers of junior forms. ▪	▪ Evaluation meetings of SLPU	September	SLPU	

| (b) Encourage and assign teachers to attend seminars and training related to life planning education and career guidance | ▪ At least one teacher other than CGU attended seminars and workshops organized by the EDB and other agencies | ▪ Evaluation meetings of LEC-CGU
 ▪ Feedback from teachers | Whole year | LEC-CGU | |

Major Concern 3:   Foster Teachers' Professional Development

Strategies / Tasks	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
3.1 Motivate teachers to initiate and implement their own professional development plans					
3.2 Strengthen teachers' pedagogies to address the school major concerns (in particular: self-directed and interactive pedagogies, e-learning))					
(a) Organize professional development activities	▪ At least two professional development activities were arranged for teachers to address the school major concerns. ▪ Over 70% of teachers found the activities could enhance their knowledge and skills related to the school major concerns.	▪ Evaluation meetings of Professional Team ▪ Feedback from teachers	Two times a year	PD Team	
(b) Arrange school visits	▪ School visits were arranged to widen teachers' professional horizons and promote professional exchange with other schools. ▪ Over 70% of teachers found the activities could enhance their professional growth.	▪ Evaluation meetings of Professional Team ▪ Feedback from teachers	Two times a year	PD Team	
3.3 Strengthen the management and leadership skills of the middle managers (in particular: writing plan and reports, curriculum leadership)					
(a) Encourage and assign middle managers to attend seminars and trainings	▪ At least two middle managers attended seminars and workshop to enhance their management and leadership skills.	▪ Evaluation meetings of Professional Team ▪ Feedback from middle managers	Whole year	PD Team	
(b) Organize professional development activities	▪ At least one professional development activity was arranged for middle managers to strengthen their skills to write plan and report. ▪ Over 70% of the middle managers found the activity could achieve the target goals.				