

SALEM - Immanuel Lutheran College
Annual School Plan (2017-2018)

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 language across the curriculum (LAC)	<ul style="list-style-type: none"> ▪ The junior form language across the curriculum was refined. ▪ Students' awareness of the importance of language in subject content learning was enhanced. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LAC Unit, LS, Chinese History and EMI subject departments of junior form ▪ Feedback from students 	Whole year	LAC unit, LS, Chinese History, English, All EMI content subjects in junior form	
(b) Further develop subject-based language support programmes (vocabulary, terminology, sentences, short paragraphs, exam questions etc.)	<ul style="list-style-type: none"> ▪ All EMI subjects of junior form further developed subject-based language support programmes ▪ The subject-based language support programmes could facilitate students learning the subject in English. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of EMI Unit, LAC Unit and EMI subject departments of junior form ▪ Feedback from students 	Whole year	EMI Unit, LAC Unit, All EMI subject departments of junior form	
(c) Impose higher expectations on students' language in classroom learning, assignments and examination papers	<ul style="list-style-type: none"> ▪ All EMI subjects planned strategies to motivate students to communicate in English in lessons and found the strategies useful. ▪ The use of higher order thinking questions in class was enhanced. ▪ All EMI subjects set language requirements in assignments and/or in examinations. ▪ Students' interest and awareness of the importance of learning English was enhanced. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of EMI Unit and EMI subject departments ▪ Feedback from students 	Whole year	EMI Unit, All EMI subject departments	

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(d) Strengthen the use of English in school functions	<ul style="list-style-type: none"> ▪ Board display and publications arranged by EMI subjects and committees were mainly written in English. ▪ Most of the announcements and briefings to mass students were conducted in English. ▪ A rich English language environment was created. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of EMI Unit, all committees, units and EMI subjects departments 	Whole year	EMI Unit, All committees and units, All EMI subject departments	
1.2 Promote self-directed and interactive pedagogies					
(a) Strengthen the habit of preparation	<ul style="list-style-type: none"> ▪ School-based pre-lesson and pre-activity learning materials were designed. ▪ Learning tasks of pre-lesson preparation and pre-activity preparation were implemented. ▪ Students' awareness of the importance of preparation was enhanced. ▪ Most of students agreed that the preparation learning tasks could enhance learning effectiveness. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of subject departments, Committees and Units ▪ Feedback from students 	Whole year	CDU, All subjects (Optional for subjects which have 2 periods per cycle), All committees and units	
(b) Explore collaborative learning strategies to strengthen student-student interaction	<ul style="list-style-type: none"> ▪ All junior form subjects explored collaborative learning strategies. (Optional for subjects which have 2 periods per cycle) ▪ Students were more engaged in classroom learning. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of junior form subject departments ▪ Feedback from students 	Whole year	CDU, All junior form subjects (Optional for subjects which have 2 periods per cycle)	

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<p>(c) Further explore the implementation of e-learning</p>	<ul style="list-style-type: none"> ▪ The departments of Chinese, English and Mathematics implemented mobile learning in at least one topic in each term in all junior forms ▪ All subjects implemented e-learning. (Optional for subjects which have 2 periods per cycle) ▪ All subjects made use of SharePoint of O365 to store and share e-resources which allow teachers and students to access the files anywhere at anytime. ▪ The department of ICT collaborates with Technology Fundamental in cultivating the coding competency. ▪ Promote BYOD policy to enhances communications between teachers and students ▪ Students were more engaged in classroom learning. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of the CDU, ICT and subject departments involved ▪ Feedback from students and teachers 	<p>Whole year</p>	<p>CDU, ICT All junior form subjects (Optional for subjects which have 2 periods per cycle) ICT</p>	
<p>1.3 Promote academic activities/ programmes</p>					
<p>(a) Organize academic activities to arouse students' interest and deepen students' subject knowledge and skills</p>	<ul style="list-style-type: none"> ▪ All subjects organized academic activities to extend learning outside classroom (Optional for subjects which have 2 periods per cycle) ▪ Form based academic activities were organized in Day 3 learning blocks ▪ The academic activities could arouse students' interest in subjects and/or deepen students' subject knowledge and skills. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LTDC, EAC and subject departments involved ▪ Feedback from students 	<p>Whole year</p>	<p>Dean of Academic Development, All subject departments (Optional for subjects which have 2 periods per cycle)</p>	
<p>1.4 Promote elite enhancement & remedial work</p>					
<p>(a) Strengthen the implementation of elite enhancement and remedial work</p>	<ul style="list-style-type: none"> ▪ All DSE subjects implemented an academic booster policy and measures. ▪ All the subjects motivated students to participate in external competitions and positive feedback was 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LTDC, and subject departments involved ▪ Feedback from 	<p>Whole year</p>	<p>Dean of Academic Development , LTDC,</p>	<p>CEG</p>

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	<p>received from students. (Optional for subjects which have 2 periods per cycle)</p> <ul style="list-style-type: none"> The effectiveness of elite and enhancement work in promoting academic results was evaluated. 	students		All subject departments (Optional for subjects which have 2 periods per cycle)	
1.5 Use assessment data to improve L&T					
<p>(a) Refine systems and measures for the use of assessment data</p> <p>(b) Equip students and teachers with the knowledge and skills of the use of assessment data</p>	<ul style="list-style-type: none"> New module will be developed in the SLP system to facilitate students to review learning progress and set learning goals. Briefing will be conducted to teachers and students of using the new module. 	<ul style="list-style-type: none"> Evaluation meetings of AAC-SDMSU, LTDC, SLPU Feedback from teachers and students 	Whole year	AAC-SDMSU LTDC SLPU	
	<ul style="list-style-type: none"> Briefings will be provided for panel heads to acquire knowledge and skills of using assessment data. Most panel heads applied the skills to analyse assessment data and proposed strategies for the improvement of learning & teaching. 	<ul style="list-style-type: none"> 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					
<p>(a) Distinguish students who have made considerable progress in learning</p>	<ul style="list-style-type: none"> Criteria for distinguishing students with considerable progress in learning were set. The name of the students who attained significant academic achievement was displayed. 	<ul style="list-style-type: none"> 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					

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<p>(a) Further develop the curriculum of life and career education and initiate collaboration with other committees and departments according to their developmental pace and available resources</p>	<ul style="list-style-type: none"> ▪ The content and effectiveness of life planning related activities and programmes was reviewed and revised. ▪ More activities were initiated and organized in Day 3 learning blocks to facilitate an in-depth exploration of students' interest and ability in pursuing the life planning. ▪ Collaboration among different committees and departments in the development and the delivery of life-planning and career-related programmes was initiated. ▪ Students found the career-related activities aspirational and eager to work out their life plans. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LCEC ▪ Feedback from committees and departments involved 	<p>Whole year</p>	<p>Dean of students affairs, Director of Life & Career Education Committee, committees and subject departments concerned</p>	
<p>(b) Integrate life planning elements in junior student learning profile (SLP)</p>	<ul style="list-style-type: none"> ▪ The content of junior form Student Learning Profile (SLP) was refined to align with students' developmental needs at different stages of growth with distinctive goals and themes. ▪ A Briefing session, four Form periods and some morning reading sessions 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. ▪ Students of junior forms learnt about different opportunities and career choices by using SLP. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of SLPU ▪ Feedback from teachers and students 	<p>Whole year</p>	<p>SLP Unit, class & supporting teachers of junior forms</p>	
<p>(c) Cultivate positive work attitudes and values as part of the life planning education elements in the school curriculum</p>	<ul style="list-style-type: none"> ▪ Virtues of responsibility and respect towards work and learning were promoted by different functional groups and subject departments. ▪ Students were able to set goals and actualize a meaningful life through sharing of life experiences by teachers or alumni at different platforms. ▪ More students were invited to explore their potentials and career orientations by joining competitions and 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LCEC and DGC ▪ Feedback from teachers and students 	<p>Whole year</p>	<p>LCEC, DGC, committees and subject departments concerned</p>	

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	<p>training schemes organized by external agencies.</p> <ul style="list-style-type: none"> ▪ Students with stress arising from academic studies were supported. 					
2.2 Provide comprehensive career guidance service						
(a) Equip students with knowledge, skills about careers and life planning	<ul style="list-style-type: none"> ▪ Around ten programmes related to character understanding, career interests and subject selection were arranged for junior forms. ▪ Updated information on further studies and careers were disseminated by distributing notes to students, posting information on notice boards. ▪ Students' life-long learning skills like time management, goal setting etc. was taught. ▪ Over 80% of the students were satisfied with the programmes and agreed that the understanding of their strengths and weaknesses, aptitudes, personality and priorities was enhanced. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LCEC, DGC & EAC ▪ Feedback from students 	Whole year	LCEC, DGC, EAC	CLP grant	
(b) Arrange learning experience about work	<ul style="list-style-type: none"> ▪ Around twenty programmes related to further study were arranged for students of senior forms. ▪ 80% of the students were satisfied with the programmes. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LCEC ▪ Feedback from students 	Whole year	LCEC	CLP grant	
(c) Arrange individual student planning to cater for the diverse needs of students	<ul style="list-style-type: none"> ▪ Career guidance and relevant activities for students with special needs were arranged. ▪ Personal or group discussion about career choices or multiple pathways of local further studies were arranged. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of SENU ▪ Feedback from students and teachers 	Whole year	SENU		
	<ul style="list-style-type: none"> ▪ Individual guidance time was arranged for class teachers and students of junior forms to facilitate their understanding of career/academic aspirations. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of SLPU ▪ Feedback from students and teachers 	Whole year	SLPU, Class teachers of S.3		

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	<ul style="list-style-type: none"> ▪ Individual life planning consultation before students making study/career decisions was conducted. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LCEC ▪ Feedback from students and teachers 	Whole year	LCEC, Class teachers of S.6	
(d) Empower parents as supporters to their children and maintain a successful partnership with school	<ul style="list-style-type: none"> ▪ At least two thematic career talks were arranged to keep parents up to date of latest information on current world trends. ▪ Parents were informed of the attendance of the students who take taster programmes of applied learning. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LCEC ▪ Feedback from students and teachers 	November, 2017 & February, 2018 Whole year	LCEC	
2.3 Promote teacher professional development					
(a) Enrich teachers' knowledge of career and life planning education	<ul style="list-style-type: none"> ▪ Briefing and sharing sessions for teachers about life planning education were organized. ▪ More teachers other than S.6 Form teachers were able to offer guidance to students with reference to their personalities, interests, aptitudes, abilities and careers orientations. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LCEC ♦ Feedback from teachers 	September	LCEC	
	<ul style="list-style-type: none"> ▪ Class and supporting teachers of junior forms owned the role of guiding students in addressing their needs at different crucial developmental stages. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of SLPU 	Whole year	SLPU	
(b) Encourage teachers to devise materials related to life planning education and career guidance	<ul style="list-style-type: none"> ▪ Members of Life and Career Education Committee co-worked with SLPU in recommending reading materials and designing activities related to life planning education for junior forms. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of LCEC ▪ Feedback from teachers 	Whole year	LCEC	

Major Concern 3: Foster Teachers' Professional Development

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Strategies / Tasks	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
3.1 Motivate teachers to initiate and implement their own professional development plans					
(a) Promote the importance of professional development and initiate personal professional development plan	<ul style="list-style-type: none"> ▪ Teachers' awareness of the importance of professional development was enhanced. ▪ All teachers initiated their professional development plan. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of PD Team ▪ Feedback from teachers 	Whole year	PD Team	
(b) Encourage teachers to frequently review their professional development growth	<ul style="list-style-type: none"> ▪ Most of the teachers implemented their professional development plan. ▪ All teachers frequently reviewed the progress of the implementation of their professional development plan. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of PD Team ▪ Feedback from teachers 	Whole year	PD Team	
3.2 Strengthen teachers' pedagogies to address the school major concerns (in particular: self-directed and interactive pedagogies, e-learning))					
(a) Encourage and assign teachers to attend seminars and training related to school major concerns	<ul style="list-style-type: none"> ▪ Most of the teachers participated in seminars and training related to school major concerns. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of PD Team ▪ Feedback from teachers 	Whole year	All subjects	
(c) Organize professional development activities	<ul style="list-style-type: none"> ▪ At least one professional development activities was arranged for teachers to address the school major concerns. ▪ Over 70% of teachers found the activities could enhance their knowledge and skills related to school major concerns. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of PD Team ▪ Feedback from teachers 	Once 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 manage to attend seminars and trainings	<ul style="list-style-type: none"> ▪ At least two middle managers attended seminars and workshop to enhance their management and leadership skills. 	<ul style="list-style-type: none"> ▪ Evaluation meetings of PD Team ▪ Feedback from middle managers 	Whole year	PD Team	
(b) Organize professional development activities	<ul style="list-style-type: none"> ▪ At least one professional development activity was arranged for middle managers to strengthen their 				

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	<p>skills to write plan and report.</p> <ul style="list-style-type: none">▪ Over 70% of the middle managers found the activity could achieve the set goals.				
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