SALEM - Immanuel Lutheran College

Annual School Plan (2022/23)

Theme: Creating the future beyond boundaries 「創建未來無邊界」

Self-management 管理自己

Adaptability 應對變幻

Ethical values 堅守價值

Contribution 貢獻力量

Major Concern 1: Develop students to be adaptive and self-managed learners

Strategies	Tasks for 2223	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Enhance students' learning skills for knowledge management	 Subject / Teacher level Teachers help students develop a habit of lesson preparation and apply various study skills specific in learning their subjects. Teachers can share the learning skills on the subjects which are new with students (e.g. S.1 subjects, S.3 Int Tech, S.4 Econ). 	• At least 50% of students show ability to apply study skills (such as note-making, summary making, or graphical organisers) in the subjects.	Feedback from teachers and students	Whole year	Panel heads of DSE subjects	
2. Apply self- management skills in students' learning	 Committee level LTDC invites students / alumni to share the ideas on self-management in form briefings / form periods. Subject / Teacher level Teachers can share their self-management skills with students. 	 At least 1 sharing session is organised for each class level and recorded in minutes. 50% of teachers share the skills with students at least once per term. 	Evaluation in committee and form meetings	Whole year	Director of LTDC	
3. Enhance students' interdisciplinary learning	 Subject level Promote interdisciplinary learning in terms of project learning or life-wide learning. 	• At least 80% of junior subjects can coordinate with other subjects to have project learning or lifewide learning under certain themes, such as environmental education and STEM education.	Feedback from panel heads	Whole year	VP (AD)	

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	Strategies	Tasks for 2223	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
4.	Deepen effective use of information technology in education	 Committee level ITC explores the various IT apps and provides corresponding trainings for teachers. ITC ensures the implementation of the BYOD programme across S.1 curriculum. Subject / Teacher level Teachers make effective use of the S.1 & S.2 BYOD programmes to enhance students' lesson engagement, feedback learning and self-learning. 	 At least 80% of teachers use electronic devices in students' learning during lessons. Students develop stronger interest and acquire subject knowledge through e-learning tools or e-platforms 	Evaluation in committee and subject meetings	Whole year	Director of ITC	
5.	Promote elite enhancement	Committee level	At least 6 students successfully complete external elite enhancement programmes.	Evaluation in committee and subject	Whole year	Director of LTDC	
		 Subject level Core subject panels & DSE elective subject panels (this year): develop a DSE data bank / good performance collection for students; (next year): develop the elite enhancement 	Subject departments upload their own data bank / good performance collection to SharePoint.	meetings		Panel heads of DSE subjects	
		 programme. Subject departments encourage students to participate in external competitions or learning activities. 	• At least 10% of students are encouraged to participate in external competitions or learning activities.			All subject panel heads	

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Major Concern 2: Cultivate students to be ethical thinkers and healthy contributors

Strategies	Tasks for 2223	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Enhance the coordination among various cross-curricular domains in values	framework, formulate, and implement the curriculum plan.	 A core team for values education is set up. Whole-school curriculum planning of values education is reviewed and conducted. 	Evaluation by committee and subjects, students' survey			
education to nourish students' positive values, attitudes and behaviours	 Committee and subject level: Committees and subjects related read the documents concerning values education curriculum. Related committee heads update their working instructions and forms and prepare to draft their committee handbooks. Committees and subjects related plan and arrange learning activities with clear learning objectives for values education. 	 The outline and format of committee handbooks are designed in the second term. All committee heads update the relevant documents for preparation for drafting the committee profiles. Plans and learning activities are implemented, and the outcomes are monitored and used to revise the plans and activities. Over 70% of students reflect that learning activities can achieve the targeted learning objectives. 		Whole year	VP (SD), all directors of committees and panel heads of related subjects	

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	 Subject / teacher level: Help students to understand various complexities and issues in lessons or activities. Adopt authentic topics and learning materials, and use real-life illustrations in lessons or activities. Provide chances for students to communicate with classmates and make rational judgements and ethical decision based on the embedded values. 	•	Students' ethical awareness and reasoning are enhanced. Students understand the best ways to make decisions and resolve issues at personal, group and societal levels. Over 70% of students agreed that they are given chances to apply knowledge and values they learnt and involved in making ethical decisions.				
2. Foster a safe, inclusive, and harmonious campus environment that contributes to students' health and wellbeing	 School level: Strengthen class-based and form-based management to achieve cohesion and sense of satisfaction. Restructure the existing 'class and supporting teachers partnership system' and develop a new 'dual class teachers' model. Build up the capacity of teachers to promote and protect mental health. 	•	The possibility of arranging form-based or class-based activity is explored and planned in the first form meetings. The roles and duties of the 'dual class teachers' are drafted. Sharing platform or development programmes are arranged for teachers.	Feedback from teachers and students	Whole	Directors of committees (DGC, RAC, EAC, LCEC),	School social
(2022-2023): positive health & emotion	 Committee and Teacher level: Promote care and mutual respect between teachers and students in daily interaction. Different committees arrange inter-class activities and competitions to strengthen class bonding. Arrange activities to promote inclusive education and enhance students' understanding of positive values and attitudes through 	•	Positive approaches are adopted to manage student's attitudes and behaviors. At least 1 committee-arranged inter-class activity. 70% of students agree that the activities support their understanding of the values and		year	SENCO and panel heads of related subjects.	workers, Ed. Psy.

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discussion, sharing and reflection inside or	attitudes that enhance their own		
outside the classrooms.	and others' health and wellbeing.		

Strategies	Tasks for 2223	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
3. Promote service learning and unleash students' love for serving.	 School level: Explore the possibilities of forming a new service/uniform team. Invite potential teachers to lead and train the new team. Committee and Teacher level: Deliver the importance of having a serving heart to students. Encourage potential students to join the new service/uniform team. 	 Information of different types of uniform teams are collected. Support, resources and credits are given to the teachers and team members. Message of having a servant's heart is emphasized. More opportunities are provided for students to serve, and they respond actively. A new service award scheme is set up. 	Feedback from teachers and students	Whole year	VP (SD), directors of LCEC and EAC	

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Major Concern 3: Establish a teaching team with high professionalism and a strong culture of collaboration

Strategies	Tasks for 2223		Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Empower teachers' competency through professional development	 School level: Reform the Teacher Professional Development Team to strengthen its role and functions Address new pedagogies in staff development programmes to equip teachers to cater for students' learning diversity. Set a basic requirement on professional training and recall self-improvement cycle (PIE). Make use of teacher appraisal to identify the strengths and weakness of teaching. Guide KLA coordinators to map the school- based curriculum with the central curriculum suggested by EDB. Train new panel heads to be curriculum leaders. 	•	Senior teachers head up the team and allocate middle managers from different committees to join the teacher professional development team. School conducts at least one staff development programme related to students' learning needs in the first term. Teachers meet the basic requirements from EDB, such as NSE, mental health, etc. and formulated strategic planning in the first term. Lesson observation is conducted to all teachers in a round of 3 years. All KLA coordinators submit mapped curriculum. VP conducts 'Subject Dialogue' sessions with new panel heads once per year. 50% new panel heads agree that ILCian teaching experience is passed on to the new generation.	Professional Development Team meeting Observation and teachers' feedback CPD records Lesson observation records Subject Dialogue schedule	Whole year	Professional Development Team Principal & Dean KLA coordinators VP (AD)	External education bodies

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	 Teacher level: Teachers apply the new pedagogies learnt in class Teachers plan for own professional training, implement and evaluate each year. 	 All teachers complete at least one pedagogy about catering students' learning diversity. Teachers submit reports of self-evaluation on professional training shown in Form A. 	Teachers' Form A	Professional Development Team Teachers	
2. Create opportunitie for teachers to collaborate in teaching and learn from each other	 School level: Refine 'Mentoring Program' more professionalism-driven by pairing up panel heads with new teachers. Arrange 'Open Classroom' within and / across subject panels for new teachers. 	 New teachers teaching for less than two years at ILC are paired up with panel heads. 50% of new teachers agree that effective support is offered by their mentors to strengthen their teaching strategies. Lesson demonstration is arranged for new teachers. 	Professional Development Team meeting, Observation and teachers' feedback	Whole year Principal & Dean VP (AD)	
	 Subject level: Panel heads facilitate sharing from and / or cooperation with new teachers who have new teaching ideas and teachers coming from other schools with various teaching experiences and methods to enhance teaching skills of the subject panels. Promote co-planning among members of subject panels. 	 50% of panel heads agree that the teaching effectiveness within subject department is synergised. Co-planning among teachers is implemented in all subjects consisting of more than one member of the same form. 	Observation and teachers' feedback in subject departmental meeting Subject Handbook	All subjects with more than one member of the same form VP (AD)	

Subject: CS/LS Department Plan on the Use of the One-off CS Grant ________School Year

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice. Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Category 1: To organise / participate in life-wide learning activities

		Proposed	Target S	tudents	Estimated	ed Estimated		Domain (Please select or	Brief Description of		(Please put	al Learning Exp a ✓ the approprone one option can	riate box(es);		Subject Panel / Teacher-in- charge
No.	Activity Name	Proposed Date	Level	Estimated Number of Participants	Expenses (\$)	Expenses per Person (\$)	Brief Description and Objective of the Activity	fill in the domain of the activity as appropriate)	the Monitoring / Evaluation Mechanism	<u>I</u> ntellectual Development (closely linked with curriculum)	<u>V</u> alues Education	Physical and Aesthetic Development	Community <u>S</u> ervice	<u>C</u> areer-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
1	S4 CS Field Visit	Apr 2023	S.4	150	\$48,000.00	\$320.00	provides opportunities for students	Citizenship and Social Development	After the field visit, Students prepare individual reflection and share among classmas	~	√		√		Ng WK
2	S4 CS Field Visit transpost expense	Apr 2023	S.4	150	\$5,000.00	\$33.33	Subsidize field visit travel expenses	Citizenship and Social Development	Completion of the field visits	~	✓		√		Ng WK
3	Purchase CS teaching and learning mterials	Sep 2022-Aug 2023	S.4-S.5	270	\$2,000.00	\$7.41	Purchase relevant materials for teachers and students to have accurate and thorough inderstanding on related topics	Citizenship and Social Development	Purchase relevant materials	√	√				Ng WK
4	CS and National Education seminar guest fee	Feb-Jul 2023	S.4-S.5	270	\$3,000.00	\$11.11	Students acquire updated knowledge on related topis of the CS curriculum vis guest sharing	Citizenship and Social Development	Sharing and seminars are organized	~					Ng WK
5	Purchas National Education materials	Sep 2022-Aug 2023	S.4-S.5	270	\$2,000.00	\$7.41	Purchase relevant marerials and service to faciliate the national education	Citizenship and Social Development	Purchase of relevant marerials and service	~	√				Ng WK
		Sub-	total of Item 1.1	1,110	\$60,000.00										