



**SALEM-
Immanuel Lutheran
College**

Annual School Plan

2023/24

November 2023

School Vision and Motto

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 potential, excel intellectually, physically, socially, and spiritually, and prepare themselves for the challenges in life.

SCHOOL MOTTO

Wisdom, Truth, Virtue and Love to all

博學明道，臻善益群

SALEM

Annual School Plan

2023/24

Theme: **Creating a 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 Concerns

- 1. Develop students to be adaptive and self-managed learners**
- 2. Cultivate students to be ethical thinkers and healthy contributors**

Appendix 1 : Proposal for the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development

Appendix 2: Sister School Plan 23-24

SALEM - Immanuel Lutheran College
Annual School Plan (2023/24)

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

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(Issued on 3.10.2023)

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

	Strategies	Tasks for 2324	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1.	Enhance students' learning skills for knowledge management	<u>Subject / Teacher level</u> <ul style="list-style-type: none"> Teachers help students develop a habit of lesson preparation in learning their subjects. Teachers share the learning skills (such as note-making, summary making, or graphic organisers) of the new subjects with students. 	<ul style="list-style-type: none"> At least 50% of students enhance their study skills. 	Questionnaire / Interview	Whole year	All subject panel heads	
2.	Apply self-management skills in students' learning	<u>School level</u> <ul style="list-style-type: none"> Develop a system to help students manage their daily learning routines and assignments submission. 	<ul style="list-style-type: none"> At least 90% of students do not get demerits in assignments submission (★) or bringing necessary materials (▲). At least 50% of students increase their time spent on learning by using digital devices. 	Questionnaire/ Interview	Whole year	System & Data Analysis Unit	
		<u>Committee level</u> <ul style="list-style-type: none"> LTDC invites students / alumni to share the ideas on self-management (time management and self-motivation for S.1) in form briefings / form periods. 				Director of LTDC	
		<u>Subject / Teacher level</u> <ul style="list-style-type: none"> Teachers give feedback on students' attempts on using self-management skills in their learning areas. 				All teachers	
3.	Promote elite enhancement	<u>Committee level</u> <ul style="list-style-type: none"> LTDC coordinates student participation in external elite programmes. 	<ul style="list-style-type: none"> At least 20% of students participate in elite enhancement programmes/ competitions. At least 80% of student participants agree that the elite enhancement programmes are useful for learning. 	Questionnaire	Whole year	Director of LTDC	
		<u>Subject level</u> <ul style="list-style-type: none"> Core subject panels & DSE elective subject panels develop internal elite enhancement programmes and related materials. Subject departments encourage students to participate in external competitions or learning activities. 				Panel heads of DSE subjects All subject panel heads	

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

	Strategies	Tasks for 23/24	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1.	Enhance the coordination among various cross-curricular domains in values education to nourish students' positive values, attitudes and behaviours	<p><u>School level:</u></p> <ul style="list-style-type: none"> • Monitor the implementation of values education curriculum in related committees and departments. • Formulate a school-based values education curriculum as proposed by the Education Bureau. <p><u>Committee and subject level:</u></p> <ul style="list-style-type: none"> • Related committees and subjects understand the essence of values education and are able to plan activities in a multi-pronged approach. • Related committees and subjects plan and arrange learning activities with clear values education learning objectives . <p><u>Subject / teacher level:</u></p> <ul style="list-style-type: none"> • Help students 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 relevant values. 	<ul style="list-style-type: none"> • At least 70% of teachers are able to promote values education based on Christian principles. • At least 70% of students can use Christian values as a reference to comprehend the priority values proposed by the Education Bureau. • At least 70% of students reflect that they know the essence of the priority values through different learning activities. • At least 70% of students are able to make ethical decisions and use strong reasoning to resolve issues at personal, group and societal levels. • At least 70% of students agree that they are given chances to share the knowledge and values with parents, teachers and classmates, and apply them in their lives. 	Evaluation by committees and subjects and students' and parents' questionnaire	Whole year	VP (SD), all directors of committees and panel heads of related subjects	

	Strategies	Tasks for 23/24	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
2.	Foster a safe, inclusive and harmonious campus environment that contributes to students' health and wellbeing: Positive relationship	<p><u>School level:</u></p> <ul style="list-style-type: none"> Engage students in the 40th anniversary celebrations to enhance students' cohesion and sense of belonging to school. Refine the 'Dual class teachers' model to optimise the effectiveness of pastoral care. <p><u>Committee and Teacher level:</u></p> <ul style="list-style-type: none"> Promote care and mutual respect between teachers and students in daily interaction. Different committees arrange activities and competitions to strengthen connection among teachers and students. Arrange activities to promote inclusive education and enhance students' understanding of positive values and attitudes through discussion, sharing and reflection inside or outside the classrooms. 	<ul style="list-style-type: none"> At least 70% of students have a stronger sense of affiliation. At least 70% of students agree that they are contented with their school life. At least 60% of students agree that positive attitudes are prevalent in daily interaction. More than 60% students show love and respect for others, especially accepting individual differences. 	Feedback and evaluation by teachers, and students' questionnaire	Whole year	Directors of committees (DGC, RAC, EAC, LCEC), SENCO and panel heads of related subjects.	School social workers, Educational Psychologist
3.	Promote service learning and unleash students' love for serving	<p><u>School level:</u></p> <ul style="list-style-type: none"> Provide resources and support for the teachers who will lead a new uniform team. <p><u>Committee and Teacher level:</u></p> <ul style="list-style-type: none"> Deliver the importance of having a serving heart to students. Arrange serving opportunities at school or in the community. Encourage potential students to join the new service/uniform team. 	<ul style="list-style-type: none"> Teachers concerned are well-equipped for leading the new team. All students know the setup of the new team and actively respond to the service. Over 90% of students receive the message on having a serving heart. There is a 20% increase in the number of students involved in community service. Individual students' service record is reviewed. 	Evaluation of teachers and students' questionnaire	Whole year	VP (SD), directors of LCEC and EAC	

Proposal for the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development
School Year: 23-24

Items	Concern	Strategy/Task	Expected outcome	Time	Resources	Success criteria	Teacher-in-charge
Organizing school-based local field visits	Support CS teachers to facilitate the implementation of the S4 CS subject	Through 1 st hand field visits to different NGOs, students can: 1. know more about the HK society in various aspects, 2. contact HK people from different backgrounds, and 3. to enhance the sense of empathy and belonging to the HK society.	By the end of the activity, students can: 1. understand the HK society in various aspects, 2. know more about the HK people's living standard in various angles, 3. enhance their understanding on specific NGOs in serving HK people in needs, 4. know more about the different racial groups in HK, 5. enhance the value of empathy on the needy people in HK and sense of belonging to the HK society, and 6. take action to help the people in needs surrounding them.	28 April, PM session	With the coordination of the HK Council of Social Service (HKCSS), several field visits with different themes are organized to relieve the administrative loads of CS teachers Expected fee: 48,000 Transport: 5,500 Total: 53,500	Five different theme-based field visits are organized. Students complete worksheets on their learning and reflection upon their experience. Through various learning experience, students can have more interests on CS subject.	NWK
Purchase CS teaching and learning materials	With related references and materials, support CS teachers to facilitate the	To purchase necessary and related learning materials for providing accurate	Materials are used and shared among teachers and students in learning.	Whole year	Total: 11,000	Materials are purchased, used and kept for students and teachers as reference.	NWK

	implementation of the S4-5 CS subject	knowledge students and teachers					
Purchase of resources for national education	To facilitate teaching and learning on national education	To purchase related materials to promote national education	Materials will be used for teaching and learning.	Whole year	Total: 2, 500	Relevant materials are purchased and used in teaching and learning	NWK
Library books	To enrich teacher and student with relevant understanding on CS syllabus	To purchase library books for teachers and students	Reference books are purchased and kept at the bookshelves	Whole year	Total: 2,500	Books are open for students to teachers and students to borrow.	NWK
Purchase of VR and related equipment for field visit	To facilitate the teaching and learning of CS subject	To prepare field visit learning resources for field visits and CS Mainland tours	Purchase and use of relevant equipment Relevant multimedia materials are prepared for teachers and students.	Whole year	Total: 1,8000	1 st hand multi-media resources collected form field visits are produced and shared for CS teaching and learning.	NWK
					Amount: 87, 500.0		
					22-23 unspent balance: Amount: 210, 282.0		
					23-24 expected unspent balance: 122, 782.0		

Prepared by: Ng Wai Keung (Panel chairman, CS Department)

The above proposal is recommended by the Principal, and discussed and approved by the Incorporated Management Committee

姊妹學校交流計劃書
2023 / 2024 學年

Appendix 2

學校名稱：	南亞路德會沐恩中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	余淑賢老師

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	與國內姊妹學校建立緊密聯繫。
2.	透過線上方式與姊妹學校建立恆常交流活動。
3.	姊妹學校互相探訪，增進文化交流，體驗當地生活。
4.	體驗課堂中促進兩地姊妹學校的生生及師生互動，促進深層次交流。

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A1	<input checked="" type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input checked="" type="checkbox"/>	校政研討會/學校管理分享	B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/>	會議/視像會議	B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input checked="" type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明):	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流計劃/活動詳情
			B8	<input type="checkbox"/>	其他(請註明):

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):