The Hong Kong Chinese Christian Churches Union

Logos Academy

Annual School Plan
2014-15

	Campus 1	Campus 2
	(Primary Section)	(Secondary Section)
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School Vision and Mission

Logos Academy is founded on the Truth of the Bible and on a global education perspective. It adopts the "through-train" mode of primary and secondary education, takes advantage of the flexibility of the direct-subsidy scheme and enjoys well-equipped classrooms and buildings with high-tech learning facilities. With these, Logos Academy is in a privileged position to develop into a unique school of character, meeting world-class standards and comparing with high quality schools around the world.

We strongly believe that the heart of education is education of the heart. Logos Academy is committed to assist our students to pursue an abundant life built on truth, goodness and beauty. We aim at providing an all-round education leading to students' spiritual, moral, cognitive, aesthetic, physical and social growth. The school also cultivates and enhances students' ability to inquire, reason, self-learn, solve problems and to face the many challenges of life. We aim to cultivate a culture of learning whereby learning is an effective and pleasurable undertaking for students. In addition, we work to ensure that this culture will also be shared among school board members, the principal, teachers, and staff members as well as parents.

We trust that life kindles life. On this basis, Logos Academy will serve as a meeting point for talented local and overseas educators to work hand-in-hand in various positions throughout the school. We maintain a strong connection with external organizations, staying up-to-date with the latest educational and scientific research, and implement new educational theories and ideas to ensure our continued progress in the direction of excellence. We also share our practices and experiences with other schools to raise the quality of education throughout the world.

The school invites parents to collaborate with management. We will set aside resources to enhance the professional growth of our teachers and to enrich their personal lives. Ongoing improvement and adjustments in the curriculum, teaching methods, and the design of learning activities, assessments and management will help the school set the right direction to provide quality education for the community.

Suggestions for 14-15 Areas of Concern

In view of what have been achieved and reflected by the subject departments and functional teams regarding the major concerns of the 2013-14 school year (please refer to the School Annual Report 2013-14), some initial suggestions for the 2014-15 major concerns were made. A series of School Senior Management Team meetings, Subject Department Committee meetings and Staff meetings were held to discuss these suggestions. The final major concerns for the school year 2014-15, agreed by the School Senior Management Team, subject teachers and members of the functional teams are given in the following section. The final version of the school annual plan based on the major concerns was then submitted to the School Management Committee for formal approval.

Major Concerns:

1. To enhance professional teaching skills with the aim to motivate students of different learning abilities

2. To nurture proactive learning attitude among students

3. To nurture good moral values among students

4. To nurture leaders of tomorrow

Roles of the School Senior Management Team (Principal, DP, AP)

As the head of school, the Principal will oversee the implementation of all items of the Major Concerns under the School Level category. Consultation with other members of the School Senior Management Team will be regularly conducted to monitor the implementation of the School Plan. As the head of Academic Affairs, the Deputy Principal will oversee the implementation of all items in Major Concerns 1, 2 and 3 in the Departmental Level category and also in the Teacher Level category with the assistance of Heads and Coordinators of subject departments. The Assistant Principal in charge of Student Affairs will oversee the implementation of all items in Major Concerns 3 and 4 in the Committee Level and Teacher Level categories. Apart from these, other teachers and teams (including team heads) responsible for different items of the Major Concerns are specified in the table below.

The HKCCCU Logos Academy
Annual School Plan
(2014-15)

Major Concern 1

To enhance professional teaching skills with the aim to motivate students of different learning abilities

Overall Intended Outcomes:

1. Teachers' professional capacity on diversity catering will be enhanced using in-house and external resources

Implementation Plan (Strategy)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
At school level: i) Arrange in-house workshops on diversity catering (for teachers of all levels)	Multiple in-house workshops are organized for teachers teaching different stages	Records of workshop	Principal, DP, EP Team, Curriculum and Professional Development Team,	Course materials
ii) Provide resources and logistic support for teachers to attend external courses of various durations on diversity catering (for teachers of all levels)	Over 80% of applications of such courses are successful	CPD records of teachers	Principal, DP, Curriculum and Professional Development Team, Academic Affairs LogisticTeam	Resources for lesson substitution
At department level: i) Assign and encourage teachers to attend external courses or seminars	Each department of core subjects will send at least 2	CPD records of teachers	Curriculum Officers and Heads of	HR resources support within

on diversity catering	teachers to these courses		Departments	department when necessary
At teacher level: i) Attend in-house workshops on diversity catering (for teachers of all levels)	Over 90% of teachers attend in-house workshops	CPD records of teachers	All teachers (of all Levels)	Workshop notes
ii) Attend external courses or seminars on diversity catering	Over 80% of teachers attend these seminars find them fruitful.	Teachers' survey	All teachers; Survey Team	Lesson substitution support
iii) Apply what has been learned in internal and external workshops and seminars in classroom settings (for teachers of all levels)	Teachers made use of skills learnt in workshops	Lesson observations records	All teachers; Heads/ Coordinators of Departments	Lesson Observation Form

2. A learning community culture of sharing and professionalism will be further developed

Implementation Plan (Strategy)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
At school level: i) To provide weekly common free-time slots for co-planning of lessons among subject teachers of common levels (all major academic subjects from FS1 to DS3)	Formal common time-slots arranged in the master time-table for all major academic subjects from FS1 to DS3	Master time-table	Deputy Principal, Academic Affairs Logistics Team	Time-tabling resources

ii) To provide weekly common free-time slots for department meetings among teachers of the same department (for Primary Campus and Secondary Campus teachers respectively)	Formal common time-slots arranged in the master time-table for departmental meetings	Master time-table	Deputy Principal, Academic Affairs Logistics Team	Time-tabling resources
iii) To construct an open–class resources bank and to encourage the sharing of teaching skills using the resources bank	The resources bank materials are systematically organized, easily accessible and used by all departments	Records of sharing sessions Surveys	Deputy Principal, IT & AV Team, Curriculum and Professional Development Team,	Edited video clips of open-class sessions
iv) To encourage peer lesson observations and advise on specific teaching skills (questioning skills, formative assessment strategies etc.) to be emphasized in lessons	Coordination work with subject department to emphasize on specific teaching skills	Minutes of Subject Department Committee	Deputy Principal, Subject Department Committee, Curriculum and Professional Development Team	Peer lesson observation form
At department level: i) To organize and supervise the co-planning of lessons among subject teachers of common levels (all major academic subjects from FS1 to MS4)	Give professional leadership on co-planning of lessons among subject teachers of common levels (all major academic subjects from FS1 to MS4)	Department meeting minutes	Curriculum Officers; Heads/ Coordinators of Departments	Lesson planning with learning and teaching resources
ii) To utilize common free-time slots for department meetings with emphasis on learning and teaching (for	Holding regular and frequent departmental meetings on matters	Department meeting minutes	Curriculum Officers; Heads/ Coordinators of Departments	Learning and teaching resources

	Primary Campus and Secondary Campus teachers respectively)	directly related to classroom teaching			
iii)	To encourage the sharing of teaching skills using the open-class resources bank among panel members	Each department conducts sharing sessions making use of resources bank materials	Records of usage of the resources bank for sharing; Surveys	Curriculum Officers; Heads/ Coordinators of Departments	Edited video clips of open-class sessions
iv)	To implement peer lesson observations and to share among subject panel members on specific teaching skills (questioning skills, formative assessment strategies etc.)	Each department conducts peer lesson observations with the aim of improving professional skills through sharing among panel members	Records of peer lesson observation; Surveys	Curriculum Officers; Heads/ Coordinators of Departments	Peer lesson observation form
At teacher level:					
i)	To participate actively on the co-planning of lessons with subject teachers of the same level (all major academic subjects from FS1 to MS4)	Over 80% of teachers find it useful in improving the quality of their lessons	Surveys	All Teachers	Lesson planning with learning and teaching resources
ii)	To share experiences on teaching skills with panel members using the open-class resources bank	Over 80% of teachers make use of the resources bank materials and find them useful	Records of usage of the resources bank for sharing; Surveys	All Teachers	Edited video clips of open-class sessions
iii)	To participate in peer lesson observations and to share among subject panel members on specific teaching skills (questioning skills,	Over 90% of teachers have observed and been observed by other teachers at least twice per	Records of peer lesson observation;	All Teachers	Peer lesson observation form

| formative assessment strategies etc.) | year

Over 80% of teachers find the sharing useful in enhancing teachers' professional teaching skills | Surveys | | |
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Major Concern 2

To nurture proactive learning attitude among students

Overall Intended Outcomes:

1.   Students are motivated to acquire the habits of self-learning in preparing for lessons

Implementation Plan (Strategy)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
At school level: i) To inform students the importance of self-learning and the school initiative on "preparation for lessons". (all students from FS1 to MS4)	Over 80% of students are aware of the school view on preparation for lesson	Survey	Principal and subject teachers	Survey Form
ii) To provide teachers information on the use of "flip classrooms" strategies to motivate self-learning	Coordination work with subject departments to develop "flip classrooms" strategies	Meeting minutes	Deputy Principal, Curriculum and Professional Development Team	Information sheets

iii) To evaluate the overall habits and views of lesson preparation for students at different levels	Over 80% of students find lesson preparation is an effective means of learning	Survey	Deputy Principal, Survey Team	Survey Form
At department level:				
i) To formulate departmental policies on making "preparation for lessons" as an important means of homework assignment. (all students from FS1 to MS4)	All departments formulate implementation plans on student self-learning	Department handbook, Department minutes	Curriculum Officers; Heads/ Coordinators of Departments	Sample worksheets
ii) To give guidelines to and share with teachers on different modes of "homework assignments" that can contribute to self-learning of students	Coordination work within subject department to emphasize on specific teaching skills	Department minutes	Curriculum Officers; Heads/ Coordinators of Departments	Information sheets
iii) To arrange sharing sessions in department meetings on "flip classrooms" strategies	Teachers can share effective strategies with other subject teachers	Survey	Curriculum Officers; Heads/ Coordinators of Departments; subject teachers	Worksheets; Homework assignments
At teacher level:				
i) To regularly use "preparation for lessons" as an important means of homework assignment. (all students from FS1 to MS4)	Over 90% of teachers set "preparation for lessons" as homework regularly	Survey, worksheets	All teachers (FS1 to MS4)	Sample worksheets
ii) To develop different modes of "homework assignments" that can contribute to self-learning of students	Over 90% of teachers include self-learning elements in their homework	Survey, homework resources	All subject teachers	Worksheets and other resources for homework

iii)	To develop various learning resources to facilitate students' lesson preparation	Lessons preparation worksheets and other learning resources are developed	Worksheets and other learning resources	All subject teachers	Worksheets and other learning resources

2. Students are motivated to take initiative in acquiring knowledge through reading

Implementation Plan (Strategy)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
At school level: i) To provide budget for increasing the collection of books that can raise the interests of students in different subjects (from FS1 to MS4)	Collection of books increased	Library record	Principal and budget approval committee	Library book budget
ii) To encourage self-learning through reading scheme for language acquisition (FS1 to DS3)	Coordination work with language departments to promote the reading scheme to students	Master time-table	Principal, AP (Primary Division), Curriculum and Professional Development Team	Information sheets
iii) To set up an Extensive Reading Support Team in the primary campus (FS1 to DS3)	Different strategies are initiated to motivate students to read regularly	Meeting minutes	AP (Primary Division); Extensive Reading Support Team	Reading Resources

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iv)	To get parents' support in encouraging students to build up regular reading habits at home	Over 60% of students has a regular reading habit at home	Survey	Principal; AP (Primary Division)	Survey form
At department level:					
i)	To coordinate the purchase of books that can raise the interests of students in the concerned subjects (from FS1 to MS4)	All departments devise action plans on student self-learning	Department meeting minutes	Curriculum Officers; Heads/ Coordinators of Departments	Action plan
ii)	To encourage self-learning through extensive reading programmes for language acquisition (FS1 to DS3)	90% of the students participate in the programmes	Records of participation	Curriculum Officers; Heads/ Coordinators of language departments	Reading logs
At teacher level:					
i)	To suggests books that can raise the interests of students about their subjects (from FS1 to MS4)	Books suggested can motivate students to acquire new knowledge	Student survey	All subject teachers	Booklists
ii)	To implement reading scheme for language acquisition (FS1 to DS3)	Good quality of reading reports	Students' reading logs and book reports	All language teachers	Information sheets
iii)	To encourage students to build up regular reading habits at home	Over 60% of students has a regular reading habit at home	Survey	All teachers	Survey form

3.   **Different strategies including the use of IT are employed to raise the interest of students of different learning abilities in proactive knowledge acquisitions**

Implementation Plan (Strategy)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
At school level: i) To provide support including resources for improving the provisions for e-learning initiatives	More resources and facilitating measures to support e-learning	School budget and Staff meeting minutes	Principal and budget approval committee	IT & AV Team budget
ii) To encourage e-learning through training workshop and professional sharing sessions	Sharing sessions of e-learning strategies in classroom teaching	Curriculum and Staff Development Team meeting minutes	Deputy Principal, Curriculum and Professional Development Team; Head of ICT Department	Sharing workshop materials
iii) To encourage the use of the Moodle platform for self-learning through training workshop and professional sharing sessions	Sharing sessions on the use of the Moodle platform for self-learning	Curriculum and Staff Development Team meeting minutes	Deputy Principal, Curriculum and Professional Development Team; Head of ICT Department	Sharing workshop materials
At department level: i) To coordinate among subject teachers teaching the same level on e-learning initiatives (FS1 to MS4)	Coordination of subject teachers employing e-learning strategies	Department meeting minutes	Heads/ Coordinators of Departments	Plans

	Implementation Plan (Strategy)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
ii)	To coordinate the among teachers teaching the same level using the Moodle platform for self-learning (DS4 to MS4 Levels)	Some sharing of self-learning materials among teachers	Self-learning materials in the Moodle platform	Heads/ Coordinators of Departments	Self-learning materials
At teacher level:					
i)	To attend sharing sessions about e-learning	Over 90% of teachers attend sharing sessions	Attendance records	All subject teachers	Workshop notes
ii)	To participate in the planning and implementation of e-learning initiatives	Over 50% of teachers have participated in e-learning initiatives	Survey	All subject teachers	Information sheets
iii)	To encourage students of different abilities to make use of the Moodle platform for self-learning	Over 70% of Moodle users responded positively in the evaluation survey on the Moodle learning	Survey	Subject teachers using the Moodle platform	Self-learning materials

Major Concern 3

To nurture good moral values among students

Overall Intended Outcome:

Students receive moral values education in alignment with the Christian faith as stated in the school vision and mission

Implementation Plan (Strategy)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
At school level:				

i)	To further promote moral education with various activities in alignment with the Christian faith as stated in the school vision and mission (all students from FS1 to MS4)	Over 80% of students are aware of the importance of moral values being promoted in various school activities	Survey	Principal; Chaplain	Survey Form
ii)	To provide budget for talks and seminars for students relating to the promotion of positive values	Budget is provided; talks are organized;	School budget	Principal; Campus Life Team (Ethos)	Budget
iii)	To give recognition of good attitude achievement with Conduct Award and Service Award	At least 10% of students eligible for the awards	Award List	Principal; Campus Life Team (Ethos);	Budget
At committee level:					
i)	To run a character builder program with the aim to enhance student development in a caring, supporting and encouraging school ethos (all students from FS1 to MS4)	Not less than 5 activities are organized in each campus Over 70% of students agree that the activities are meaningful to them	Committee meeting minutes Survey	Campus Life Team (Ethos);	Programme Plans
ii)	To organize talks and seminars for students relating to the promotion of positive and moral values	Over 70% Students find the talks meaningful to them	Survey	Chaplain; Campus Life Team (Ethos); Student Activities Team	Survey form
iii)	To organize school assemblies in a more systematic ways to promote moral values in line with the Christian faith	Improvement in caring attitude among students	APASO data; Observation by teachers and feedback from	Chaplain; Campus Life Team (Ethos); Student Activities Team	Survey form

				students
iv)	To refine and coordinate the "Homeroom Cooperation Scheme" to promote sharing and class-ownership spirit	Homeroom teachers agree that the "Homeroom Cooperation Scheme" has improved	Survey	Campus Life Team (Ethos); Student Activities Team	Planning documents
At department level:					
i)	To give direction to subject panel members on how to infuse moral value education in their normal lessons	Include more values and attitude learning objectives in the School-based Curriculum (SBC) Plans	SBC Plans	Heads/ Coordinators of Departments	SBC Plans
ii)	To monitor how this major concern for moral education is implemented in normal lessons (FS1 to MS4 Levels)	Subject teachers use appropriate opportunities to promote positive and moral values in their lessons	Lesson Observation	Heads/ Coordinators of Departments	Lesson Observation Form
At teacher level:					
i)	To infuse moral value education in their normal lessons	Over 90% of teachers include plans and/or grasp appropriate opportunities to promote positive and moral values in their lessons	Survey; Lesson Observation	All teachers	SBC Plans
ii)	To support the Campus Life (Ethos); Student Activities teams in running programmes for the promotion of moral values	Over 90% of teachers participated in school activities that aim at promoting moral education	Record of activities	All teachers	Activities materials

	(FS1 to MS4 Levels)				
iii)	To refine and coordinate the "Homeroom Cooperation Scheme" to promote sharing and class-ownership spirit	Better student-teacher relationship	Daily log; reflection journal	All homeroom teachers; homeroom coordinators	Budget for class activities

Major Concern 4

To nurture leaders of tomorrow

Overall Intended Outcome:

To provide opportunities for students to take up posts of responsibilities with the aim to develop their leadership skills

Implementation Plan (Strategy)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
At school level: i) To recognize the roles of student leaders publicly in the Campus through inauguration and oath-taking ceremonies	Ceremonies successfully held at the beginning of the school year	Campus Life Report	Principal and Campus Life Team (Ethos)	Badges and Certificates
ii) To facilitate outstanding students to attend leadership training programmes	Provide appropriate budget for training courses	Records of programmes	Principal and management team	Subsidies for training course fee

At committee level:				
i) To coordinate among teachers in charge of clubs and societies in fostering leadership skills in their organization and activities	Priority is on the development of leadership skills in running clubs and societies	Survey	Student Activities Team	Guidelines and Handbook
ii) To coordinate the nomination of outstanding students to attend leadership training programmes	Quota for our school on the scheme fully taken up by students	Programme documents	Student Activities Team; Gifted programme coordinator	Self-learning materials
At teacher level:				
i) To develop students' leadership qualities through strengthening the roles of class executive members	Over 80% of class executive members find that they have acquired leadership skills from executing their posts	Survey	All homeroom teachers	Survey forms
ii) To develop students' leadership qualities through encouraging the proactiveness of executive members of clubs, societies and the Student Union	Over 80% of these student leaders find that they have acquired leadership skills from executing their posts	Survey	All teachers in charge of clubs and societies and Student Union	Survey forms