

The Hong Kong Chinese Christian Churches Union Logos Academy



Annual School Plan 2019-20

	<u>Campus 1</u> (Primary Section)	<u>Campus 2</u> (Secondary Section)
Address:	5 Ling Kwong Street, Tseung Kwan O	1 Kan Hok Lane, Tseung Kwan O
Telephone:	2337 2126	2337 2123
Fax:	2337 2898	2337 6848
Email Address:	info@logosacademy.edu.hk	
School Website:	http://www.logosacademy.edu.hk	

CONTENTS

School Vision and Mission	p.3
Suggestions for 2019-20 Areas of Concern	p.3
Major Concern 1: To improve students' academic performance through curriculum development and teachers' professional development	p. 5
Major Concern 2: To nurture good characters, habits and attitude of students	p. 11
Major Concern 3: To foster sustainable school development through self-evaluation	p. 16

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 throughout the world to raise the quality of education.

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 2019-20 Areas of Concern

The recommendations in the ESR Report (2015) were thoroughly studied again and the items in areas essential to the continuous development of the school were reviewed. After the completion of the School Development Plan (2015-2018), there had been a thorough

review by the school to inform the formulation of the new three-year School Development Plan (2018-2021). School major concerns and annual plan starting from the school year 2018-19 were then proposed to address these issues. In view of what have been achieved and reflected by the subject departments and functional teams regarding the implementation of the school annual plan of the 2018-19 school year, initial suggestions for the 2019-20 major concern items, implementation plans and strategies 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 version of major concerns for the school year 2019-20, agreed by the School Senior Management Team, subject teachers and members of the functional teams are given in the following section. The school annual plan based on the major concerns was then drafted and further consultation was sought among senior management staff and teachers. The final version of the school annual plan was then submitted to the School Management Committee for formal approval.

Major Concerns:

1. To improve students' academic performance through curriculum development and teachers' professional development
2. To nurture good characters, habits and attitude of students
3. To foster sustainable school development through self-evaluation

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

As the head of the school, the Principal will oversee the implementation of all items of the Major Concerns at the school level. Consultation with other members of the School Senior Management Team (Principal, Deputy Principal and Assistant Principals) will be regularly conducted to monitor the implementation of the School Plan. The Head of Academic Affairs, under the supervision of the Deputy Principal, will oversee the implementation of all items in Major Concern 1 in the departmental and teacher levels with the assistance of Heads and Coordinators of subject departments. The Assistant Principals in charge of Student Affairs and School Ethos will oversee the implementation of Major Concern 2 in the committee level and teacher level. Major Concern 3 needs a whole-school approach and will be directed by the Principal with the assistance with the entire School Senior Management Team. Apart from these, other teachers and teams (including team heads) responsible for different items of the Major Concerns are specified in the tables of implementation plans in the following sections.

**The HKCCCU Logos Academy
Annual School Plan
(2019-20)**

Major Concern 1

To improve students' academic performance through curriculum development and teachers' professional development

Overall Intended Outcomes:

- **Students acquire key generic skills in the school curriculum**
- **Students have genuine interests in studying through inter-disciplinary approaches in teaching and learning**
- **Students benefit directly in terms of academic performance as a result of the strengthening of key professional teaching skills**

Implementation Plan and Strategies:

1.1 To develop students' self-study skills and habits through new lesson strategies and arrangements

- The daily time-table structure of the Secondary Division will be modified to include regular time for extensive reading
- DEAR (Drop Everything And Read) programme based on "Modeling, Sustainable, and Silent" principles will be introduced
- An easily accessible e-platform will be introduced for all teachers in facilitating flipped classroom strategies
- Subject department heads will work with members on how to develop students' self-study skills in their subjects
- Questionnaires will be completed by teachers on the impact of learning as a result of developing students' self-study skills
- Questionnaires will be completed by students to collect their views on using self-study strategies to learn

1.2 To introduce 21st Century skills in the school curriculum

- Inter-disciplinary curriculum such as PBL will be enhanced to develop some of the 21st Century skills
- A full-scale project-based curriculum based on the "DreamStarter" model will be introduced in MS1 Level
- Subject departments will identify how to develop students' various generic skills within their subjects

- Opportunities will be provided for students to demonstrate the 21st Century skills acquired
 - Questionnaires will be completed by teachers to collect their views on students' 21st Century skills
 - Questionnaires will be completed by students to collect their views on the development of 21st Century skills
- 1.3 To explore and implement effective inter-disciplinary strategies such as Project-based Learning and DreamStarter Program
- The professional development team will organize workshops/seminars on effective inter-disciplinary strategies
 - DreamStarter Team will arrange basic mentoring-project training to all teachers of the DreamStarter Program
 - Teachers will develop students' generic skills through inter-disciplinary strategies
 - Teachers will develop students' genuine interests in learning through inter-disciplinary projects
 - Questionnaires will be completed by teachers to collect their views on inter-disciplinary strategies
 - Questionnaires will be completed by students to collect their views on learning through inter-disciplinary strategies
- 1.4 To improve key teaching skills through professional sharing in departmental staff development sessions
- The professional development team will organize in-house professional sharing workshops/seminars on key teaching skills
 - Subject department heads will lead discussions with their members on how to implement good lesson design in their subjects
 - Subject departments will explore how to improve key teaching skills and implement effective teaching strategies in their subjects
 - Questionnaires will be completed by all teachers to collect their views on the effectiveness of lesson design
 - Questionnaires will be completed by all teachers to collect their views on key teaching skills
 - Questionnaires will be completed by students to collect their views on impact of learning for specific teaching strategies
- 1.5 To improve lesson design and adopt effective teaching strategies to cater for learners' diversity
- The Academic Affairs Section will design a new lesson plan format incorporating key teaching skills
 - Teachers make good use of new lesson plan format to enhance their lesson preparation
 - Teachers can make use of good lesson design to enhance their "key learning and teaching skills" in their lessons
 - Teachers will adopt effective teaching strategies to cater for learners' diversity in their lessons
 - Questionnaires will be completed by teachers on the impact of "key learning and teaching skills" in their lessons
 - Questionnaires will be completed by teachers on the impact of catering for learners' diversity strategies in their lessons

1.6 To use key learning and teaching skills and strategies in lessons such as Assessment For Learning (AFL)

- Subject departments will discuss how to use key teaching skills and apply “assessment for learning in lessons” strategies
- Teachers will use key teaching skills and implement “assessment for learning” strategies in their lessons
- Questionnaires will be completed by teachers to collect their views on the impact of “assessment for learning” in their lessons
- Questionnaires will be completed by students to collect their views on the impact of “assessment for learning” in their lessons

1.7 To promote assessment for learning in daily L&T activities by making use of effective e-learning tools

- An easily accessible e-platform will be introduced for all teachers in facilitating Assessment For Learning strategies
- Teachers will make use of effective e-learning tools to implement “assessment for learning” strategies in their lessons
- Questionnaires will be completed by all teachers to collect their views on the effectiveness of using e-learning tools
- Questionnaires will be completed by students on the impact on the use e-learning tools on their learning

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.1 To develop students' self-study skills and habits through new lesson strategies and arrangements	<ul style="list-style-type: none"> ➤ The daily time-table structure of the Secondary Division has been modified to include regular time for extensive reading ➤ An easily accessible e-platform has been introduced for all teachers in facilitating flipped classroom strategies ➤ Training for all teachers has been conducted to use the new e-platform for flipped classroom strategies ➤ Over 75% of teachers agree that students in general have improved in the habit of reading ➤ Over 75% of teachers have provided opportunities to develop students' self-study skills in their lessons ➤ Over 75% teachers agree that students have improved their self-study skills ➤ Over 75% of students agree that they have engaged more time in 	<ul style="list-style-type: none"> ➤ New daily time-table ➤ Teacher training record ➤ Department meeting minutes ➤ Teachers' questionnaires ➤ Students' questionnaires 	Senior Management Team, Heads of subject departments, All teachers	Funding for reading scheme, Funding for e-platform, Questionnaires

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	self-studying ➤ Over 75% of students agree that self-studying has been beneficial to their learning			
1.2 To introduce 21 st Century skills in the school curriculum	➤ Some of the 21st Century skills (generic skills) have been emphasized in Project-based Learning ➤ The project-based curriculum based on the “DreamStarter” model has been introduced in MS1 Level ➤ All major departments have identified how to develop students’ generic skills within their subjects ➤ Over 75% of teachers have provided opportunities for students to demonstrate the generic skills acquired ➤ Over 75% teachers agree that students have acquired certain generic skills identified by their department ➤ Over 75% of students agree that generic skills are important in their learning ➤ Over 75% of students agree that their generic skills have improved in the school year	➤ Meeting minutes of Project-based Learning Team ➤ Time-table of MS1 ➤ Work schedule of DreamStarter ➤ Department meeting minutes ➤ School-based Curriculum Plans ➤ Teachers’ questionnaires ➤ Students’ questionnaires	Project-based Learning Team, Heads of subject departments, All teachers	Questionnaires, Funding for joining DreamStarter Hong Kong
1.3 To explore and implement effective inter-disciplinary strategies such as Project-based Learning and DreamStarter Program	➤ Training workshops/ seminars on effective inter-disciplinary strategies have been given to teachers ➤ Basic mentoring-project training has been given to all teacher-mentors of the DreamStarter Program ➤ Over 75% teachers agree that students have acquired certain generic skills through inter-disciplinary strategies ➤ Over 75% of students agree that inter-disciplinary strategies have been beneficial to their learning	➤ Record of professional development workshops/seminars ➤ Teachers’ questionnaires ➤ Students’ questionnaires	Professional Development Team, Project-based Learning (PBL) Team, DreamStarter Coordination Team,	Questionnaires, Funding for DreamStarter mentoring workshops

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.4 To improve key teaching skills through professional sharing in departmental staff development sessions	<ul style="list-style-type: none"> ➤ New format of Lesson Planning form has been used to emphasize the “key teaching skills”, namely assessment for learning, catering for diversity, questioning skills and self-directed learning ➤ New Lesson Observation Forms will be constructed to emphasize the key teaching skills ➤ The Professional Development Team has coordinated departmental workshops on “key learning and teaching skills” ➤ All subject departments have held discussions on how to apply “key learning and teaching skills” in their subject areas 	<ul style="list-style-type: none"> ➤ Record of professional development ➤ Department meeting minutes ➤ Teachers’ questionnaires ➤ Students’ questionnaires 	Professional Development Team, Heads of subject departments,	Questionnaires, Archive of previous staff development records
1.5 To improve lesson design and adopt effective teaching strategies to cater for learners’ diversity	<ul style="list-style-type: none"> ➤ All subject departments have discussed about how to implement good lesson design in their subjects ➤ All subject departments have explored different effective teaching strategies to cater for learners’ diversity in lessons ➤ Over 75% teachers agree that effective lesson design is important to the quality of teaching ➤ Over 75% teachers agree that good lesson design can improve the effectiveness of catering for diversity in lessons ➤ Over 75% of students agree that they can learn better when teaching strategies aim at catering for diversity are applied in lessons 	<ul style="list-style-type: none"> ➤ Department meeting minutes ➤ Teachers’ questionnaires ➤ Students’ questionnaires 	Heads of subject departments All teachers	Questionnaires
1.6 To use key learning and teaching skills and strategies in lessons such as Assessment For Learning (AFL)	<ul style="list-style-type: none"> ➤ All subject departments have held discussions on how to apply “assessment for learning in lessons” strategies in their subjects ➤ Over 75% teachers have applied “assessment for learning” strategies in their lessons ➤ Over 75% students agree that “assessment for learning” strategies employed by teachers can help them learn more effectively 	<ul style="list-style-type: none"> ➤ Department meeting minutes ➤ Teachers’ questionnaires ➤ Students’ questionnaires 	Heads of subject departments, All teachers	Questionnaires

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.7 To promote assessment for learning in daily L&T activities by making use of effective e-learning tools	<ul style="list-style-type: none"> ➤ Over 75% teachers have attended workshops on the use of effective e-learning tools to implement assessment for learning ➤ Over 75% teachers have applied “assessment for learning” strategies using e-learning tools in their lessons ➤ Over 75% students agree that e-learning tools can help them learn more effectively 	<ul style="list-style-type: none"> ➤ Teachers’ questionnaires ➤ Students’ questionnaires 	All teachers	Questionnaires, Software for running e-learning applications

Major Concern 2:

To nurture good characters, habits and attitude of students

Overall Intended Outcomes:

- **Students develop good habits and attitude through moral values education**
- **Improvement in students' self-discipline and leadership skills**

Implementation Plan and Strategies:

2.1 To adopt a whole-school approach in moral education

- The senior management team will introduce the new framework on moral education
- The senior management team will work with teachers on how to implement a whole-school approach on moral education
- Departments and Functional Teams will also engage actively in the whole-school approach on moral education

2.2 To strengthen the roles of HRTs and assistant HRTs in moral education

- The roles of HRTs and assistant HRTs will take a lead in the implementation of moral education
- Clear expectations on the roles of HRTs and assistant HRTs in moral education will be issued

2.3 To strengthen the effectiveness of HRT periods through central coordination and structured lessons

- More time will be allocated to HRT periods to implement the new moral education framework
- More structured lessons will be constructed to implement moral education in the HRT periods
- Questionnaires will be completed by all HRTs to collect their views on the effectiveness of the lessons on moral education
- Questionnaires will be completed by students on the impact of moral education lessons on their moral values

2.4 To help students develop positive attitude and good learning habits

- Whole-school approach on extensive reading will be implemented to develop good learning habits

- Whole-school approach on homework policy will be implemented to develop good learning habits and attitude
- The senior management team will seek to arrange whole-school staff development on positive education
- Some Departments and Functional Teams will pilot the introduction of positive education elements in their programs
- Questionnaires will be completed by teachers on students' attitude and learning habits
- Questionnaires will be completed by students to collect their views on their change of attitude and learning habits

2.5 To help students develop self-discipline, leadership and organizational skills

- Departments and Functional Teams will emphasize the development of student self-discipline in their programs
- Departments and Functional Teams will develop specifically self-management, self-learning and self-reflection of students
- Specific programs for training students' leadership and organizational skills will be conducted for some student leaders
- Questionnaires will be completed by students on their general views of self-discipline
- Questionnaires will be completed by students to collect their views on self-management, self-learning and self-reflection
- Questionnaires will be completed by students to collect their views on the various programs on leadership training

2.6 To encourage students to take up the executive posts in student groups and attend leadership training programs

- Departments and Functional Teams will encourage more students to take up various roles of responsibilities as student leaders
- Schemes for recognizing the contribution of students in various student group will be designed and implemented
- Questionnaires will be completed by students to collect their views on contributing to the student community

2.7 To strengthen the roles of student leaders, such as Prefects, Chairmen, Vice-chairmen and Executives of various student groups etc.

- A major theme of servant leadership will be introduced to students in the Secondary Division
- Functional Teams in charge of student group will explore deeply on how to develop the quality of student servant leaders
- Student leaders should apply the leadership and organizational skills acquired in leadership training programs
- Questionnaires will be completed by students to collect their views on the concept of servant leadership
- Questionnaires will be completed by students on how they have applied their skills acquired in training programs

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
2.1 To adopt a whole-school approach in moral education	<ul style="list-style-type: none"> ➤ The senior management team has implemented the new framework on moral education ➤ New format of Lesson Planning form has been used to emphasize the nurturing of good values and attitude ➤ The learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of all subjects and levels ➤ Discussions on how to meet the learning objectives in the domain of values and attitude are held in the co-planning of lessons in all departments ➤ Over 75% of teachers make progress in meeting the learning objectives in the domain of values and attitude in the curriculum ➤ Over 75% of teachers find that they can grasp appropriate opportunities to promote moral values in their lessons even without prior planning ➤ Over 75% of department heads find that teachers have appropriately met the learning objectives in the domain of values and attitude in the curriculum 	<ul style="list-style-type: none"> ➤ Staff meeting minutes ➤ Meeting minutes of subject department and teams ➤ School-based Curriculum Plans ➤ Teachers' questionnaires ➤ Lesson observation records 	Principal, Deputy Principal, Assistant Principals, Heads of subject departments, Heads of functional teams, All teachers	Questionnaires
2.2 To strengthen the roles of HRTs and assistant HRTs in moral education	<ul style="list-style-type: none"> ➤ Clear expectations on the roles of HRTs and assistant HRTs in moral education have been communicated to all staff ➤ HRTs and assistant HRTs are clear that they have a leading role to play in the moral education of the students in their classes ➤ Over 75% of HRTs and assistant HRTs are comfortable with the assigned leading roles 	<ul style="list-style-type: none"> ➤ Teachers' questionnaires 	The Homeroom Management Team, HR teachers	Questionnaires

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
2.3 To strengthen the effectiveness of HRT periods through central coordination and structured lessons	<ul style="list-style-type: none"> ➤ More time has been allocated to HRT periods to implement the new moral education framework ➤ More structured lessons have been constructed to implement moral education in the HRT periods ➤ Over 75% HR teachers agree that the designated HRT periods have been effective in promoting moral education ➤ Over 75% students agree that they have understood more about moral values through lessons delivered in designated HRT period ➤ Over 75% students agree with the moral values delivered in HRT lessons ➤ Over 75% students agree that they will act according to the moral values covered in HRT lessons 	<ul style="list-style-type: none"> ➤ HRT periods schedule ➤ Teachers' observations ➤ Teachers' questionnaires ➤ Students' questionnaires ➤ Feedback from the students 	Principal, Deputy Principal, Campus Life Team, HR teachers	Questionnaires
2.4 To help students develop positive attitude and good learning habits	<ul style="list-style-type: none"> ➤ Whole-school approach on extensive reading has been implemented to develop good learning habit ➤ Whole-school approach on homework policy has been implemented to develop good learning habits and attitude ➤ The senior management team has arranged whole-school staff development on positive education ➤ Some Departments and Functional Teams have piloted the introduction of positive education elements in their programs ➤ Over 75% teachers agree that students' attitude and learning habits have been improved in the school year ➤ Over 75% students agree that their attitude and learning habits have been improved in the school year 	<ul style="list-style-type: none"> ➤ New facilities and support for DEAR program ➤ Meeting minutes of subject department and functional teams ➤ Teachers' questionnaires ➤ Students' questionnaires 	Principal, Deputy Principal, Assistant Principals, Heads of subject departments and functional teams, All teachers	Questionnaires, Funding for positive education training
2.5 To help students develop self-discipline, leadership and	<ul style="list-style-type: none"> ➤ Departments and Functional Teams have explored their roles in developing self-discipline in their programs ➤ Departments and Functional Teams will develop specifically self-management, self-learning and self-reflection of students ➤ Specific programs for training students' leadership and 	<ul style="list-style-type: none"> ➤ Meeting minutes of subject department and functional teams ➤ Students' questionnaires 	Campus Life Team, Heads of subject departments and functional teams	Funding for students leadership training programs, Questionnaires

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
organizational skills	organizational skills have been conducted for some student leaders <ul style="list-style-type: none"> ➤ Over 75% students agree that their self-discipline has improved in this school year ➤ Over 75% students agree that they have improvement in self-management, self-learning and self-reflection ➤ Over 75% students participated in leadership programs agree that the programs have improved their leadership and organizational skills 			
2.6 To encourage students to take up the executive posts in student groups and attend leadership training programs	<ul style="list-style-type: none"> ➤ Departments and Functional Teams have encouraged more students to take up various roles of responsibilities ➤ Schemes for recognizing the contribution of students in student group have been designed and implemented ➤ Over 75% students who take up executive posts in student groups have positive attitude about their contribution to the student community ➤ Over 75% students participated in leadership training programs agree that the programs have improved their leadership skills 	<ul style="list-style-type: none"> ➤ Meeting minutes of subject department and functional teams ➤ Students' questionnaires 	Heads of subject departments and functional teams	Funding for students leadership training programs, Questionnaires
2.7 To strengthen the roles of student leaders, such as Prefects, Chairmen, Vice-chairmen and Executives of various student groups etc.	<ul style="list-style-type: none"> ➤ A major theme of servant leadership have been introduced to students in the Secondary Division ➤ Functional Teams in charge of student groups have explored deeply on how to develop the quality of student servant leaders ➤ Student leaders have applied the leadership and organizational skills acquired in leadership training programs ➤ Over 75% students in leadership roles agree with the concept of servant leadership ➤ Over 75% students participated in leadership programs agree that they have applied what they have learnt in practice 	<ul style="list-style-type: none"> ➤ Meeting minutes of functional teams of student leadership ➤ Students' questionnaires 	Campus Life Team, Heads of functional teams of student leadership	Funding for students leadership training programs, Questionnaires

Major Concern 3

To foster sustainable school development through self-evaluation

Overall Intended Outcomes:

- **The quality of education for our students is enhanced with a whole-school approach to School-Self-Evaluation**
- **Subject departments and major functional teams can make use of the collected relevant data in feedback to devise self-improvement pedagogical strategies**

Implementation Plan and Strategies:

3.1 To strengthen self-evaluation capacity in academic subject departments and functional teams

- Heads of departments and functional teams will make good use of self-evaluation surveys
- Questionnaires will be completed by heads of departments and functional teams to collect their views on setting self-evaluation questionnaires, collecting relevant data for analysis and writing relevant reports

3.2 To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys

- The Survey Team will issue a plan with time-line to collect views via questionnaires from various stakeholders
- The Survey Team will collect and analyse the data collected and prepare initial reports for the senior management team
- The Survey Team will conduct focused interviews with some students to pursue the possible cause of low performance
- The Survey Team will hold meetings with the senior management team to discuss reports addressing the effectiveness of learning and teaching and the quality of school life
- The Survey Team will brief the senior management team and provide initial suggestions for improvement.
- The senior management team will work with various group to plan for improvement measures and development strategies

3.3 To ensure all subject departments and functional teams to follow a P-I-M-E approach in their annual action plans

- All heads of subject departments and functional teams will produce clear action plans with evaluation processes for the continuous improvement of their departments or teams
- All subject department heads will set tasks focusing on the effectiveness on student learning. Evaluation methods will also be designed and put in their annual plan and discussed in the department meetings
- All heads of subject departments and functional teams will discuss with their members on the school major concerns and the school priorities before writing their annual plans
- All heads of subject departments and functional teams will design appropriate success criteria for the major concerns relevant to their departments or teams
- All heads of subject departments and functional teams will design appropriate means of monitoring the execution of departmental and school plans of major concerns relevant to them
- All subject departments and functional teams will make reflective evaluation of their work based on evidence, report their findings and use these findings for forward planning

3.4 To promote a working habit of using data-driven mechanism to enhance the effectiveness of learning and teaching

- Academic subject departments heads and functional teams heads will work closely with the Survey Team in setting appropriate self-evaluation survey questions
- All heads of subject departments will promote a working habit of using data-driven mechanism to enhance learning and teaching.
- Key functional teams related to student development will promote a working habit of using data-driven mechanism to enhance the programs and services provided to students
- At the end of the school year, all subject departments and functional teams will carry out their evaluation work based on various evidence collected.

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
3.1 To strengthen self-evaluation capacity in	<ul style="list-style-type: none"> ➢ Over 90% of department and team heads can set proper and appropriate annual self-evaluation survey questions. ➢ Over 90% of department and team heads can produce satisfactory reflective reports using data collected and other 	<ul style="list-style-type: none"> ➢ Survey Questionnaires of departments and teams 	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation	Questionnaires, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
academic subject departments and functional teams	evidence.	➤ Interim Reports and Annual Reports of Teams and Departments	Team, Compliance Team, Heads of departments and teams	
3.2 To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys	<ul style="list-style-type: none"> ➤ The Survey Team has issued a plan at the beginning of the school year with time-line to collect views via questionnaires from various stakeholders ➤ All the holistic surveys are conducted at appropriate time during the school year. ➤ All data collected are analysed with sufficient details and prepared in suitable formats for extraction of information ➤ The Survey Team has conducted focused interviews with some students to pursue the possible cause of low performance items or areas ➤ The summary report compiled can bring out the major findings of the survey. ➤ The findings are suitably presented to all major stakeholders. ➤ Reflective evaluations are made for informed forward planning. ➤ Reflective report has been used to enhance the effectiveness of learning and teaching. 	<ul style="list-style-type: none"> ➤ Program Plan of Survey Team ➤ Results of APASO, KPM and stakeholders surveys ➤ Summary reports of holistic surveys ➤ School Annual Plans and Reports 	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team	Questionnaires, IT supporting platform for surveys
3.3 To ensure all subject departments and functional teams to follow a P-I-M-E approach in their annual action plans	<ul style="list-style-type: none"> ➤ All departments and functional teams have clear action plans with evaluation for the purpose of continuous improvement. ➤ All subject departments set tasks with a focus on the impact of student learning. ➤ All subject departments evaluate their work in direct relation to learning and teaching effectiveness. ➤ All subject departments and appropriate functional teams have addressed the school major concerns in alignment with the school priorities. 	<ul style="list-style-type: none"> ➤ Department and Team Annual Plans ➤ Interim Reports and Annual Reports of Teams and Departments ➤ School Annual Plan ➤ School Development Plan 	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team, Heads of departments and functional teams	Questionnaires, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	<ul style="list-style-type: none"> ➤ All heads of subject departments and functional teams have designed appropriate means of monitoring the execution of departmental and school plans of major concerns ➤ All subject departments and appropriate functional teams have evaluated their work in alignment with the success criteria set out for the major concerns. ➤ All heads of subject departments have made effort to promote a working habit of using data-driven mechanism to enhance learning and teaching. ➤ All subject departments and functional teams have made evaluation of their work using a variety of evidence. ➤ All subject departments and functional teams can make reflective evaluation for informed forward planning. 	<ul style="list-style-type: none"> ➤ School Annual Report 		
<p>3.4 To promote a working habit of using data-driven mechanism to enhance the effectiveness of learning and teaching</p>	<ul style="list-style-type: none"> ➤ Academic subject departments heads and functional teams heads have worked closely with the Survey Team in setting appropriate self-evaluation survey questions ➤ All heads of subject departments will promote a working habit of using data-driven mechanism to enhance learning and teaching ➤ Over 90% of department and team heads can set proper and appropriate annual self-evaluation survey questions. ➤ Over 90% of department and team heads can produce satisfactory reflective reports using data collected and other evidences. ➤ Over 90% of department and team heads would make forward planning based on data and evidence 	<ul style="list-style-type: none"> ➤ Survey/ Questionnaires of departments and teams ➤ Interim Reports and Annual Reports of Teams and Departments 	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team, Heads of departments and teams	Questionnaires, IT supporting platform for surveys