The Hong Kong Chinese Christian Churches Union

Logos Academy

Annual School Plan
2020-21

	Campus 1 (Primary Section)	Campus 2 (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 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 2020-21 Areas of Concern

The recommendations in the ESR Report (2015) were thoroughly studied 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-years School Development Plan (2018-2021). School major concerns and annual plans for school years 2018-19 and 2019-20 were then proposed to address these issues. In view of what had been achieved and reflected by the subject departments and functional teams regarding the implementation of the school annual plans of the 2019-20 school year, initial suggestions for the 2020-21 major concern items, implementation plans and strategies were made. A series of School Senior Management Team meetings, Subject Department Committee meetings and staff meetings as well as some informal meetings were held to discuss these suggestions. The final version of major concerns for the school year 2020-21, 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 final 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, AAP)

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 Principals, Assistant Principals and Associate Assistant Principals) will be regularly conducted to monitor the implementation of the School Plan. The Head of Academic Affairs, under the supervision of the Chief 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 Deputy Principal in charge of Student Affairs and the Assistant Principal in charge of 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. The Associate Assistant Principal in charge of compliance will also assist in following up the P-I-M-E of these School Major Concerns. 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
(2020-21)

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 and self-directed learning skills

- DEAR (Drop Everything And Read) programme based on "Modeling, Sustainable, and Silent" principles will be refined
- A professional development day will be devoted to self-directed learning
- A professional development web-site facilitating flipped classroom strategies will be launched
- 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 develop students' generic skills such as 21st Century skills

- Inter-disciplinary curriculum will be enhanced to develop some of the 21st Century skills
- 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 implement inter-disciplinary approaches in curriculum

- Project-based Learning will be further developed and implemented in the FS and DS Levels of studies
- The DreamStarter programme for MS1 will be further developed with more professional inputs
- 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 lesson design and adopt effective teaching strategies to cater for learners' diversity

- Teachers utilize the 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

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

- The Professional Development Team will provide workshops for teachers to make use of effective e-learning strategies
- The E-learning Team will provide workshops for teachers to make use of effective e-learning tools
- Subject departments will emphasize "Assessment for Learning in lessons" strategies
- Teachers will 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
- 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

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.1 To develop students' self-study skills and self-directed learning skills	➢ More students has built up good habits of reading through the refined DEAR programme ➢ A professional development day on self-directed learning has been arranged by the PD team ➢ A professional development web-site facilitating flipped classroom strategies has been launched and used by teachers ➢ Teachers have applied more flipped strategies in their teaching ➢ Departments have explored effective self-directed learning approaches suitable for their subjects ➢ 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 ➢ Over 75% teachers agree that students have improved their learning attitude through self-directed learning ➢ Over 75% of students agree that they have engaged more time in self-studying ➢ Over 75% of students agree that self-studying and self-directed learning has been beneficial to their learning	➢ Web-site with flipped strategies ➢ Teacher training record ➢ Department meeting minutes ➢ Teachers' questionnaires ➢ Students' questionnaires	DEAR Team, Professional Development Team, Heads of subject departments, All teachers	Funding for reading scheme, Resources for Web-site, Questionnaires
1.2 To develop students' generic skills such as 21st Century skills	➢ Some of the 21st Century skills (generic skills) have been emphasized in Project-based Learning and DreamStarter ➢ 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	➢ Meeting minutes of Project-based Learning Team and DreamStarter Team ➢ Department meeting minutes ➢ School-based Curriculum Plans ➢ Teachers' questionnaires	Project-based Learning Team, DreamStarter Team, Heads of subject departments, All teachers	Questionnaires, Funding for Project-based Learning, Funding for joining DreamStarter Hong Kong and related expenses

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	➢ Over 75% of students agree that their generic skills have improved in the school year	➢ Students' questionnaires		
1.3 To implement inter-disciplinary approaches in curriculum	➢ Training workshops/ seminars on effective inter-disciplinary strategies have been arranged for teachers-mentors ➢ Better outside resources have been sought in terms of professional inputs for DreamStarter ➢ Over 75% teachers agree that students have acquired certain generic skills through inter-disciplinary strategies ➢ Over 75% of students have positive attitude towards inter-disciplinary learning ➢ 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 joining DreamStarter Hong Kong and related expenses
1.4 To improve lesson design and adopt effective teaching strategies to cater for learners' diversity	➢ Teachers have used the new Lesson Planning form (which emphasizes the "key teaching skills", namely assessment for learning, catering for diversity, questioning skills and self-directed learning) well in their lesson planning ➢ 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	➢ Department meeting minutes ➢ Teachers' questionnaires ➢ Students' questionnaires	Heads of subject departments All teachers	Questionnaires

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Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.5 To promote assessment for learning in daily L&T activities by making use of e-learning tools	➢ The Professional Development Team has provided workshops for teachers to make use of effective e-learning strategies ➢ The e-learning Team has provided workshops for teachers to make use of effective e-learning tools ➢ Subject departments have emphasize "Assessment for Learning in lessons" strategies ➢ 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	➢ Teachers' questionnaires ➢ Students' questionnaires	Professional Development Team, E-learning Team, Heads of subject departments, All teachers	Questionnaires, Tablets for teachers 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 new framework on moral education (Logosian Core Values) will be emphasized throughout the school year
- School assemblies and devotion sharing of teachers will be based on this framework
- Subject departments should encourage teachers to infuse these values whenever appropriate in their teachings
- 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

- HRTs and assistant HRTs will have a major role in the implementation of moral education
- Clear expectations on the roles of HRTs and assistant HRTs in moral education will be issued
- 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

2.3   To help students develop positive attitude and good learning habits (positive education)

- A refined DEAR programme will be implemented to develop good learning habits
- Whole-school approach on homework policy will be implemented to develop good learning habits and attitude
- Three days whole-school professional development workshop on positive education will be arranged
- 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

2.4   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

2.5   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-leader groups will develop students' quality of servant leadership
- 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

2.6   To inspire students to become better citizens with national identity

- A committee for National Education will be formed to promote National Education at school level
- Basic Law Education and Civic Education will be incorporated into the curriculum to promote the positive attitudes as being a citizen
- Chinese History will be taught as an independent subject in the Secondary Division to understand the cultures and national development

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	➤ The new framework on moral education (Logosian Core Values) has been emphasized throughout the school year for all students ➤ School assemblies and devotion sharing of teachers have been based on this framework of moral education ➤ The learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of all subjects and levels ➤ Teachers have made good use of assemblies devotion sessions to promote the Logosian core values ➤ 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	➤ School Assembly schedule ➤ 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	Logosian Core Values posters for all classrooms, Questionnaires
2.2 To strengthen the roles of HRTs and assistant HRTs in moral education	➤ HRTs and assistant HRTs are clear that they have a major role to play in the moral education of the students in their classes ➤ Clear expectations on the roles of HRTs and assistant HRTs in moral education have been communicated to all staff ➤ More structured lessons have been constructed to implement moral education in the HRT periods ➤ Over 75% of HRTs and assistant HRTs are comfortable with the assigned leading roles ➤ 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	➤ Teachers' observations ➤ Teachers' questionnaires ➤ Students' questionnaires ➤ Feedback from the students	The Homeroom Management Team, Campus Life Team, HR teachers	Questionnaires

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Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
2.3 To help students develop positive attitude and good learning habits (positive education)	➢ A refined DEAR programme 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	➢ New facilities and support for DEAR program ➢ Meeting minutes of subject department and functional teams ➢ Teachers' questionnaires ➢ Students' questionnaires	Principal, Deputy Principals, Assistant Principals, DEAR Team, Professional Development Team, Heads of subject departments and functional teams, All teachers	Questionnaires, Funding for DEAR programme, Funding for positive education training
2.4 To help students develop self-discipline, leadership and organizational skills	➢ Departments and related functional teams have explored ways to develop students' self-discipline ➢ Departments and functional teams have develop specifically self-management, self-learning and self-reflection of students ➢ Specific programs for training students' leadership and organizational skills have been conducted for some student leaders ➢ 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	➢ 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
2.5 To strengthen the roles of student	➢ The servant leadership theme has been emphasized to students in the Secondary Division ➢ Functional teams in charge of student-leader groups have	➢ Meeting minutes of functional teams of student leadership	Campus Life Team, Heads of functional teams of student	Funding for students leadership training programs,

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
leaders, such as Prefects, Chairmen, Vice-chairmen and Executives of various student groups etc.	attempted to develop students' quality of servant leadership ➢ 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	➢ Students' questionnaires	leadership	Questionnaires
2.6 To inspire students to become better citizens with national identity	➢ A committee for National Education will organize exhibitions and activities for students ➢ Activities will be organized in subjects to promote the positive attitudes as being a citizen ➢ Chinese History will be taught as an independent subject in DS4	➢ Meeting minutes of subject department and functional teams	Campus Life Team, Heads of functional teams of student leadership	Questionnaires and Funding for National Education

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 strategies**

Implementation Plan and Strategies:

3.1   To adopt a whole-school approach to School-Self-Evaluation for enhancing the quality of education for our students

- The Survey Team will conduct holistic evaluation of quality of school life via APASO, KPM and stakeholders surveys
- 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
- 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 ensure all subject departments and major 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 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

3.3 To encourage subject departments and major functional teams to make use of the collected relevant data in feedback to devise self-improvement strategies

- 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 adopt a whole-school approach to School-Self-Evaluation for enhancing the quality of education for our students	➢ The Survey Team have conducted holistic evaluation of quality of school life via APASO, KPM and stakeholders surveys ➢ The Survey Team has conducted focused interviews with some students to pursue the possible cause of low performance areas ➢ The summary report compiled are suitably analysed and presented to major stakeholders ➢ Subject departments and major functional teams have appropriate alignment with school-wide major concerns ➢ Subject departments and major functional teams have carried out evaluation of their own plans and implementation ➢ Reports have been compiled with reflective elements to enhance the effectiveness of learning and teaching.	➢ Program Plan of Survey Team ➢ Results of APASO, KPM and stakeholders surveys ➢ Summary reports of holistic surveys ➢ School Annual Plans and Reports ➢ Department and Teams Plans and Reports	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team, All subject departments, Major functional teams	Questionnaires, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
3.2 To ensure all subject departments and major functional teams to follow a P-I-M-E approach in their annual action plans	➢ All departments and major 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 related to learning and teaching effectiveness ➢ All subject departments and major appropriate functional teams have addressed the school major concerns in alignment with the school priorities ➢ 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 functional teams have evaluated their work in alignment with the success criteria set out for the major concerns ➢ All subject departments and functional teams can make reflective evaluation for informed forward planning	➢ Department and Team Annual Plans ➢ Annual Reports of Teams and Departments ➢ School Annual Plan ➢ School Development Plan ➢ School Annual Report	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team, Heads of departments and functional teams	Questionnaires, IT supporting platform for surveys
3.3 To encourage subject departments and major functional teams to make use of the collected relevant data in feedback to devise self-improvement strategies	➢ All heads of subject departments have promoted a working habit of using data-driven mechanism to enhance learning and teaching ➢ All subject departments and major functional teams have made evaluation of their work using a variety of evidence ➢ 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	➢ 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