

The Hong Kong Chinese Christian Churches Union

Logos Academy



Annual School Report

2015-16

	<u>Campus 1</u>	<u>Campus 2</u>
	(Primary Section)	(Secondary Section)
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1. Our School

The Hong Kong Chinese Christian Churches Union Logos Academy (HKCCCU Logos Academy), sponsored by the Hong Kong Chinese Christian Churches Union (HKCCCU), has been founded and operated as a “Direct-Subsidy Scheme” School since September 2002. The School Management Committee (SMC), which is composed of registered school managers, manages the school for the HKCCCU. The committee holds regular meetings for setting up of school development plans, approving financial budgets, human resources management and review on work effectiveness of the school, etc.

1.1. Education Philosophy

HKCCCU Logos Academy is founded on the Truth of the Bible. It adopts the “through-train” mode of primary and secondary education, takes advantage of the flexibility of the direct-subsidy scheme. The holistic education programme is implemented through a coherent and challenging eleven-year school curriculum. We strongly believe that “the heart of education is education of the heart”. The school is committed to nurturing future leaders with global perspectives by providing an all-round education, leading to students’ spiritual, moral, cognitive, aesthetic, physical and social development.

1.2. Mission and Vision

- a. Based on the Truth of the Bible, Logos Academy is committed to assist our students to pursue abundant lives built on truth, goodness and beauty.
- b. The school is committed to nurturing future leaders with global perspectives by providing an all-round education, leading to students’ spiritual, moral, cognitive, aesthetic, physical and social development.
- c. For effective education, we trust that life kindles life. On this basis, Logos Academy will bring together talented local and overseas educators, through taking up various positions in the school, working together to provide education. The school will strengthen its connection with external organizations, introducing the research achievements on education and science, with the times, the pursuit of excellence.
- d. The school also cultivates and enhances our students’ abilities to inquire, reason, solve problems and to face lives’ many challenges. It aims to nourish a culture of learning whereby learning is an effective and pleasurable undertaking for students.
- e. The school also promotes the learning culture, in order to work closely together, including school board members, the principal, teachers, staff, parents and students, are able to temper each other to achieve self-development and self-improvement realms.
- f. The school has maintained close cooperation with the education authorities and local and overseas universities to actively practice new ideas and explore new directions. The school will actively share experiences with other schools, learning from each other, so as to enhance the pursuit of quality education.

1.3. Our Campuses

Logos Academy is made up of two school campuses that span over a total of 14,000 sq. m. A new annex located at secondary section started its operation since 2011, which provides more high-quality teaching facilities for the students. The modern school buildings are equipped with 76 classrooms, special rooms (for science, visual arts, music, information technology, geography, etc.), studio, conference rooms, digital piano practice room, counseling rooms, etc. There are also an indoor swimming pool, air-conditioned basketball court, covered playgrounds, multi-purpose rooms, halls and libraries, etc.

1.4. Members of the School Management Committee (SMC)

Service Period	<u>1/6/2015 to 31/5/2016</u>	<u>1/6/2016 to 31/5/2017</u>
Chairman	Rev. Pong Kin Sun, Kinson	Rev. Pong Kin Sun, Kinson
Vice Chairman	Rev. Woo Ming Tim, Samuel	Rev. Woo Ming Tim, Samuel
School Supervisor	Mr. Pong Yuen Sun, Louis	Rev. Chung Ka Lok
Treasurer	Mr. Lee Chi Yuen	Mr. Lee Chi Yuen
Secretary	Rev. Chung Kin Kai	Rev. Chung Kin Kai
Managers	Dr. Chan Kwok Wong, Dr. Chan Wai Sang, Samuel, Prof. Cheng Kin Fai, Rev. Cheng Sau Ting, Peter, Rev. Cheung Kai Ming, Rev. Chung Ka Lok, Prof. Kwan Yui Huen, * Prof. Law Wing Wah, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Dr. Cho Hee Chuen, Paul (Principal), Ms. Yang Sze Man (Parent Manager), Ms. Lee Cheung Pui, Cat (Alternate Parent Manager), Mr. Tai Kin Fai, Alvin (Teacher Manager), Mr Ng Ka Wo, Anthony (Alternate Teacher Manager)	Dr. Chan Wai Sang, Samuel, Rev. Cheung Kai Ming, Rev. Chow Wing Fu, Dr. Ho Koon Wan, Ms. Kwong Ka Yin, Rev. Lee Chee Kong, Rev. Luk Hang Chuen, Dr. Luk Siu Ping, Mr. Tsik Pak Sun, Rev. Yu Ying Ngok, Dr. Cho Hee Chuen, Paul (Principal), Ms. Yang Sze Man (Parent Manager), Ms. Lee Cheung Pui, Cat (Alternate Parent Manager), Mr. Chan Mung Hung (Teacher Manager), Mr. Tai Kin Fai Alvin (Alternate Teacher Manager)

* Prof. Law Wing Wah tendered resignation which was accepted in the SMC and took effect from 1.9.2015.

2. Learning and Teaching

2.1. Our School-based Curriculum

Founded on the truth of the Bible, HKCCCU Logos Academy aspires to become a unique school of character with the aims to provide quality education for our students and to nurture future leaders with a global outlook and a cheerful disposition. We aim at developing inquiring, knowledgeable, balanced, caring, morally autonomous and globally-minded whole persons who possess good values, positive attitude, international perspectives, self-directed learning capacity and a passion to excel.

These qualities are to be developed through balanced education in six important dimensions of human virtues, namely, spiritual, moral, intellectual, aesthetic, physical and social. The holistic education programme is implemented through a coherent and challenging eleven-year through-train integrated primary- secondary school curriculum.

The school believes that “the heart of education is education of the heart” and places significant emphasis on the recruitment and development of well-qualified and highly professional staff who all have hearts in education, love for children, pupil-centered philosophy, strong commitment in professional development and an international mindset.

Founded since 2002, HKCCCU Logos Academy operates as a “Direct Subsidy Scheme” school. Under this mode of operation, the Academy makes full use of the flexibility given and engineers a unique, broad and balanced eleven-year curriculum which coheres with the students’ psychological and cognitive development. The through-train system in Logos Academy establishes a long-term teacher and student relationship, which minimizes the disruption and re-adjustment that most Hong Kong students have to face in the transition from primary to secondary education. The Logos curriculum consists of three stages – the Foundation Stage (2 years), i.e. traditional junior primary; the Development Stage (5 years), i.e. traditional senior primary and junior secondary; and the Mastery Stage (4 years), i.e. traditional senior secondary. Each stage has its unique and complementary characteristics.

The Foundation Stage is a two-year stage which aims to cultivate motivation for and pleasure in learning. The design of the curriculum takes full account of the development of students’ multiple intelligences, which cover the linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, intra-personal, inter-personal and naturalistic aspects in terms of knowledge, skills and attitude. Students participate in activities that develop and strengthen

their faculties of thinking, expressing, creating and organising. Taking departure from subject-based study in traditional schools, thematic learning activities encourage students to integrate knowledge and their own experience.

Our curriculum encourages curiosity and self-motivated learning — it stimulates students to take initiatives and explore the world. During the process of learning and teaching, continuous assessments of students' learning abilities and progresses will be conducted. The assessments will provide timely evaluation as well as informative feedback for students, teachers and parents. With this, the possible undesirable psychological impact of traditional tests and dictations could be minimized.

For some subjects, there are no traditional textbooks for students. Instead, carefully selected authentic and interesting materials will be used. The school has fully utilized telecommunication systems in learning, teaching and administration. Using broadband Internet connections, parents can also download recorded video footages of their children's learning activities and see how their children are doing at school. In addition to conventional writing exercises, students will learn to complete assignments online. Students will also learn to access related reference materials in both Chinese and English. They will be using Putonghua and English as they participate in different learning sessions and activities. With Chinese culture as the basis, the school will systematically facilitate multicultural encounters for our students so as to increase their exposure to other cultures.

The Development Stage is a significant five-year stage in the eleven-year curriculum. The main purpose is to foster and strengthen students' abilities for life-long learning, to enable students to discover and develop their strengths and to prepare them for pre-university studies. The areas of study will include: Languages, Mathematics, Natural Sciences, Social Sciences, Information Technology, Art, Music, Media, Family Life Education, Religious Studies and Physical/Health Education. In these areas, students grasp related knowledge, cultivate different skills, acquire broad perspectives and establish the right value systems. Learning and teaching will frequently take place outside classrooms. This includes field trips as well as overseas study trips during long holidays which are open for students to participate. The course of study is more demanding at this stage. Some learning and teaching materials will be stored electronically for students' easy access, downloading and exchange. Working on different projects and assignments will help students handle pressure and learn time-management skills. Group-based studies and projects will require students to collaborate with team-mates, and to report their progress to teachers. Students may also take up a foreign language besides English.

Native speakers are employed to teach English, Putonghua and other languages so as to maximize students' exposure to the target languages. The school will also provide opportunities for students to perform in public. Through their participation in debates, public speaking, choral speaking, dancing, musical performances and theatrical performances, students will acquire confidence in front of audience. Besides, the school will encourage students to take part in various public contests so that they can accumulate experiences and have their horizons broaden.

The Mastery Stage is a four-year stage. With rigorous training leading to this stage, students are expected to show an ability to consolidate and integrate what they have learned and make preparations for competitive university entrance examinations.

Concurrently, they have plenty opportunities to further develop their leadership skills in becoming executive members in clubs, societies or the student union. In the first two years of this stage, students will follow an integrated curriculum which bears the main overlapping features of the Hong Kong Diploma of Secondary Education (HKDSE) and International Baccalaureate Diploma Programme (IBDP) curricula. In the last two years, some students will follow the HKDSE curriculum with the aim to fulfill the matriculation requirements for entering the local universities in Hong Kong. Others will enroll in the highly esteemed IB Diploma Programme and prepare to participate in the IBDP examination, which will lead to a qualification that can fulfill the requirement for entering either local or overseas universities of their choices.

2.2. Subject and Lesson Allocation

- a. There are 190 and 192 teaching days for FS1 to DS5 and MS1 to MS3 respectively in the whole school year.
- b. Percentage of lesson time for different subjects and levels is shown as below:

LEARNING DOMAINS	FS1-FS2	DS1-DS3	DS4-DS5	MS1	MS2	MS3-MS4
CHINESE LANGUAGE	18.03%	17.93%	16.49%	16.84%	14.14% - 14.74%	14.14% - 16.80%
ENGLISH LANGUAGE	20.28%	20.17%	18.56%	16.84%	14.14% - 14.74%	14.14% - 15.05%
MATHEMATICS	13.52%	13.45%	14.43%	14.74%	12.12% - 14.74%	10.48% - 14.70%
LIBERAL STUDIES	--	--	--	6.32%	10.10% - 10.53%	Depends on choices of Elective Subjects
NATURAL SCIENCE	4.51%	4.48%	12.37%	Depends on choices of Elective Subjects		
TECHNOLOGY	--	2.24%	2.06%			
PERSONAL, SOCIAL & HUMANITIES	11.26%	13.44%	18.55%			
ARTS	9.02%	8.96%	6.18%			
PHYSICAL EDUCATION	4.51%	4.48%	4.12%	4.21%	4.04- 4.21%	4.04 - 4.30%
OTHERS	18.87%	14.84%	7.22%	Depends on choices of electives subjects		

Remarks:

1. Chinese Language Education includes Chinese Language, Chinese Literature and Putonghua.
2. English Language Education includes English Language and Literature in English.
3. Natural Science in DS5 includes Biology, Chemistry and Physics.
4. Technology Education means Information Technology.
5. Personal, Social & Humanities Education includes Social Studies, Media, Religious Studies, and Family Life Education.
6. Arts Education includes Visual Arts and Music.
7. Others include morning assembly, weekly assembly, reading, homeroom teacher period and co-curricular activities.
8. Elective subjects: since senior secondary students study different electives subjects, the percentage of each learning domain varies.

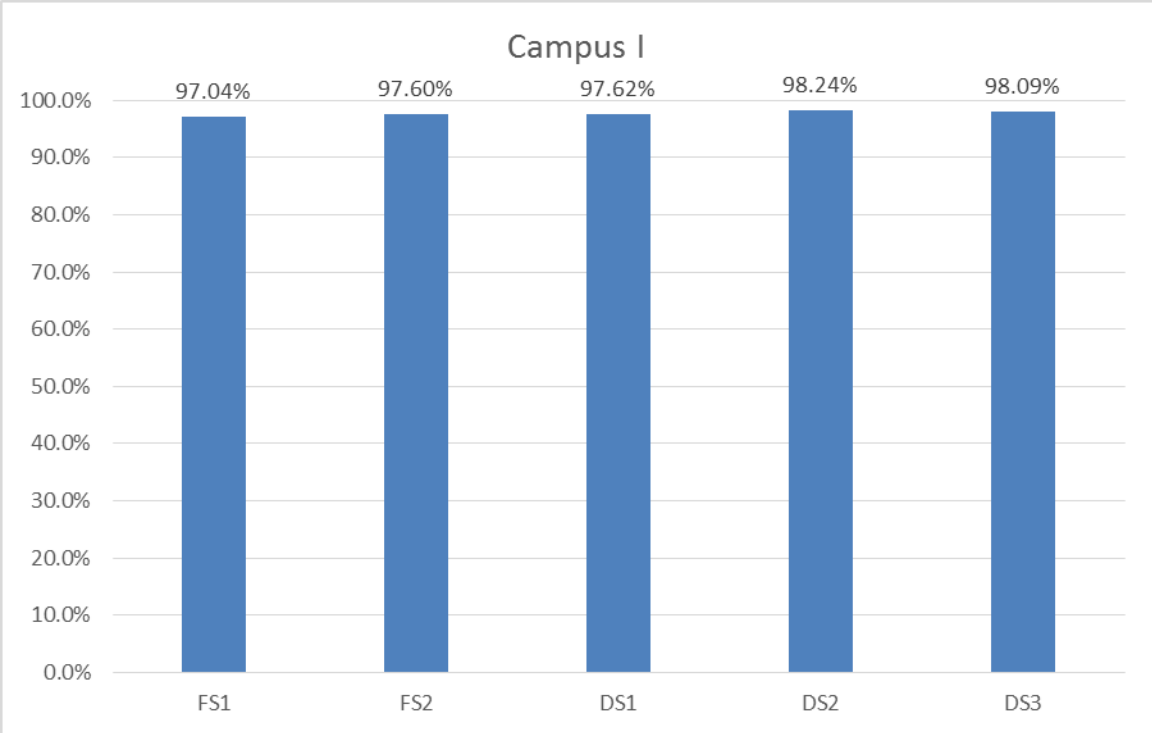
2.3. Our Students

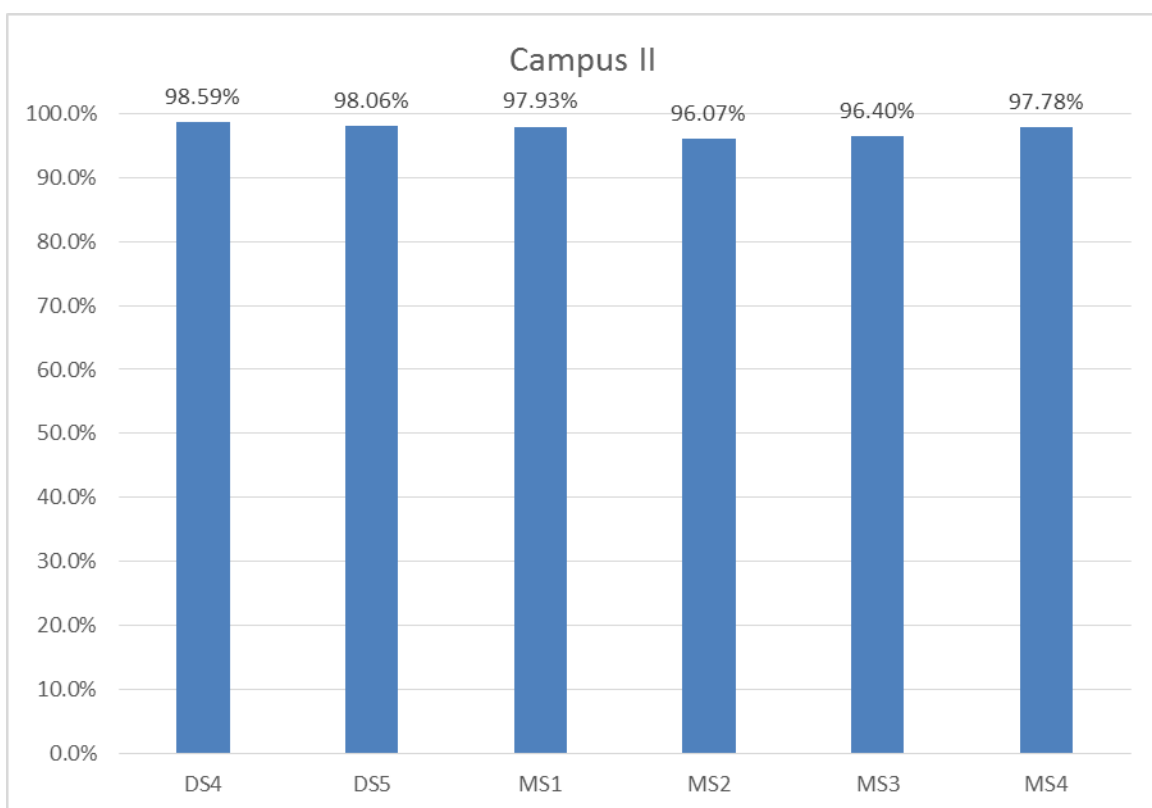
a. Class Structure

The table below summarizes the number of classes and students in each year level in 2015-16.

Year Level	FS1	FS2	DS1	DS2	DS3	DS4	DS5	MS1	MS2	MS3	MS4	Total
No. of Classes	6	6	6	6	6	5 classes 6 groups	5 classes 6 groups	5 classes 6 groups	5 classes 6 groups	5 classes 7 groups	5 classes 6 groups	
No. of Boys	101	99	105	103	92	109	110	104	110	86	80	1099
No. of Girls	97	99	94	87	99	84	100	101	88	103	94	1046
Total no .of students	198	198	199	190	191	193	210	205	198	189	174	2145

b. Annual Attendance Rate





2.4. Our Teachers

a. No. of teachers

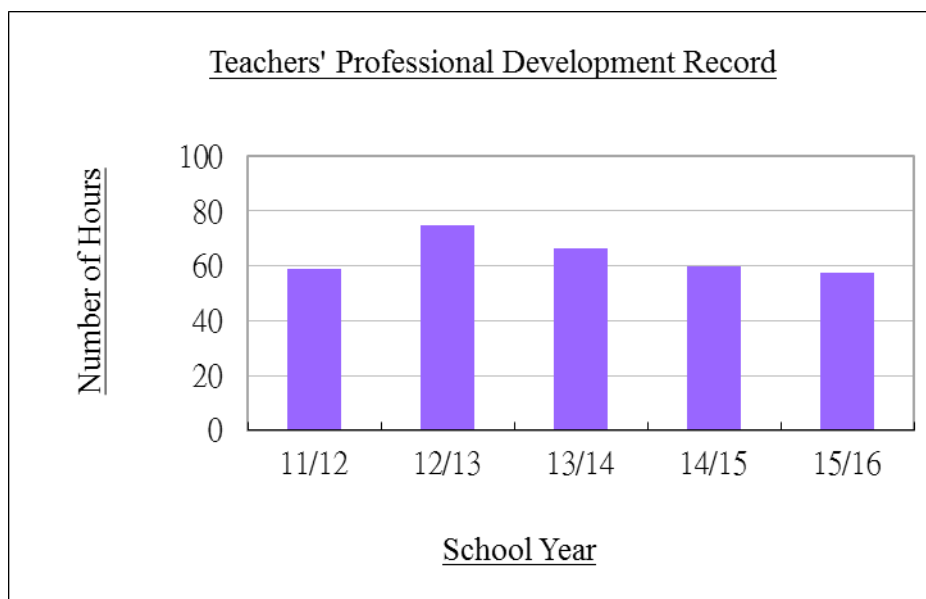
There were 152 teachers (including 15 teaching assistants) in the approved establishment.

b. Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education :	92.22%
Bachelor Degree	98.20%
Master / Doctorate Degree or above	64.07%
Special Education Training	13.00%

Working Experiences (% of Teachers)	
0 - 4 years	17.37%
5 - 9 years	31.14%
≥10 years	51.50%

c. Continuous Professional Development



2.5. Learning, Teaching and Assessment Strategies

The school is devoted to creating a rich language environment conducive to the development of students' language abilities in communicating in Chinese and English. The school employs teachers who are native speakers of English and Putonghua. For students who acquire proficiency in languages, they may also choose to study a third language. With the aims of enriching students' experience, different co-curricular and extra-curricular activities are provided through our formal and informal curricular including outdoor study tours and exchange programmes during long holidays.

Curriculum, learning, teaching and assessment are inter-related; assessment serves as an important measure to evaluate the effectiveness of the implementation of the curriculum and must be treated as an integral part of the learning and teaching cycle. There are five terms in each school year. Students' academic performance is assessed continuously throughout the year in the forms of formative assessments and summative assessments. The school provides parents with report cards three times every year. Following the common practices in advanced countries, the school adopts criterion-referenced method instead of norm-referenced method for assessing students' academic performance.

Homework, quizzes, project work, uniform tests and summative assessments, etc. are important components of the learning process. They serve to reinforce and consolidate

students' learning and provide feedback to teachers on the effectiveness of their teaching. These different effective means of assessments are indispensable in understanding students' progress so that timely support to them can be facilitated.

3. Catering to Diverse needs in Growth and Development

Since its founding, the school has adopted a whole-school multi-level approach to meet students' diverse needs. To help the academically weak students, the school had reinforced its support to the weaker classes by strengthening their homeroom support and adding extra teachers to teach the core subjects of Chinese, English and Mathematics. In addition, these students were also provided with more individualized care through the support from two school-based educational psychologists and two school social workers. The education psychology services team offered support on a regular basis to these students often in individual sessions, small groups, and also provided consultation to teachers to help them better cater to students' various individual special learning needs.

3.1. Support at the System Level

To meet the diverse needs of students, the school's different support teams, including the Educational Psychology Team, the Campus Life Team, the Counseling Team and the school social workers had been working in close liaison, joining forces and working in a coordinated manner to help students in need. In 2015/16, many efforts were made to improve effectiveness and efficiency of the school's student support work by reviewing and making relevant changes as necessary to policies and management practices as follows:

- a. Streamlining the student referral procedures to allow referrals from teachers and parents to reach the appropriate parties in a more timely manner;
- b. Discussions were made to allow roles and functions of the various support teams in the school to be more clearly defined and spelt out to avoid overlaps of services;
- c. The registry of students with special educational needs was updated and appropriate information was shared with teachers on a need-to-know basis to enable them to deliver more informative individualized support work to students;
- d. Where deemed necessary, individual students with special educational needs were also given accommodations in terms of homework accommodations as well as extra writing time during examinations;
- e. For the gifted and talented students with higher ability in learning, the school had also actively sought out for them extra challenges and enrichment programs, for example, preparing and entering them in competitions such as the Mathematics Olympiad and nominating students to compete for studentship in the Hong Kong Academy of Gifted Education, the Hong Kong University of Science and Technology, and also other programs of a similar nature offered by other institutions.

3.2. Support at the Group Level

a. Support to Teachers

- The various support teams in school had worked closely with teachers, providing consultation to them individually and often in groups by grade levels on a regular basis, such as in Form Meetings and other ad hoc meetings in handling difficult student cases. The school social workers and counseling personnel also worked with teachers regularly in preparing materials for guidance lessons in homerooms and in delivering school-wide student guidance programs.
- An induction program was held in the first semester of the year to acquaint newly joined teachers with the basic knowledge and skills in handling student cases and providing appropriate help to students with special educational needs. The Professional Development Unit had also invited outside experts from time to time to speak to teachers in staff development sessions. Teachers were also encouraged to enroll in other relevant courses offered by the Education Bureau and other outside agencies.

b. Support to Parents

- Educational psychologists, school social workers and teachers from the Counseling Team and the Campus Life Team also work closely with and provide consultations to individual parents to help them deliver appropriate home support and supervision to their children.

c. Support to Students

- Support programs had been organized to provide emotional and learning support to help repeaters and students on trial promotion to a higher level of study to regain confidence in their learning.
- Special group programs geared towards supporting students with special educational needs (SEN) were also organized often after school by the Education Psychology Team to motivate and help these students consolidate their basic language skills, acquire strategies and skills in learning and develop good learning habits. Parents were also invited to attend these training sessions so that they could continue on with the training and to provide appropriate support to students at home.
- To help SEN students cope with the stress and demands from examinations, they had been invited to participate in a self-regulatory learning and motivational programme entitled “Exam Made Easy with Good Planning” in 2015/16. Through the support from teachers and parents, these students learnt planning and organization skills and set clearer goals to prepare for their examinations.

- To help SEN students with more severe difficulties, day-to-day individual coaching sessions were arranged for them after school or during lunch breaks by the Education Psychology Team. With the support of parents, students under such coaching programme were encouraged to work on individualized goals in areas related to learning motivation, study skills, good learning habits, self-management of behavior and emotion.
- Students with attention deficits, social, communication and/or emotion control difficulties were identified and given relevant training in small groups to help them fit in better with others in the classrooms.
- In the past several years, teachers also participated on voluntary basis in the Journey-mate Programme (同行者計劃) to provide care and support to students at their final year of studies in the school. Teachers served as mentors as well as friends to individual students. In close contacts, teachers showed their concern and provided learning, emotional support to students to enable them to cope better with the possible high level of stress these students might experience from public examinations.

3.3. Support at the Individual Level

In collaboration with teachers and parents, the Education Psychology Team worked year-round to provide assessment, counseling and various training activities to individual students. The goal, as the Team aiming to achieve, was to identify students-in-need as early as possible and to provide them with intervention as comprehensive as possible. In the year 2015/16, the Education Psychology Team had provided various kinds of support to individual students. A total of more than 250 learning and other training sessions were organized. A total of more than 110 students with various special educational needs had actively received support service from the Team.

4. Achievement and Reflection on the School Major Concerns

4.1. Major Concern 1: To enhance professional teaching skills for the improvement of learning effectiveness

In order to help teachers enhancing their teaching skills, school adopted the following measures in this academic year : (a) set up a school-based Teacher Competency Framework(TCF) to guide the standard of professional teaching skills for teachers at different stage of professional development; (b) establish a learning community through peer lesson observation to enhance general teaching skills; (c) teachers attend workshops to update latest curriculum development and enhance their pedagogical content knowledge; (d) in-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons; (e) in-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills and (f) In-house workshop on assessment for learning. Achievements and reflections on each measure were as follows:

a. To set up a school-based Teacher Competency Framework (TCF) to guide the standard of professional teaching skills for teachers at different stage of professional development.

(1) Achievements

In this academic year, the school successfully set up a school-based Teacher Competency Framework (TCF) which was used to guide the standard of professional teaching skills of teachers at different stage of professional development. Thorough discussions on the Teacher Competency Framework (TCF) were held within the subject departments and the school management had also led teachers to have discussions on how the Teacher Competency Framework (TCF) could help them improve on their teaching and identify factors related to the enhancement of teaching and learning.

In the school survey of 124 participants, 63% of teachers said that their department heads had used the Teacher Competency Framework (TCF) to lead discussions on how to improve teaching and learning effectiveness. 63% of teachers agreed that the TCF could help the school to improve its teaching and learning effectiveness. 66% of teachers said that they used the TCF to guide their professional development in teaching skills.

Teachers of some subjects shared their views on the Teacher Competency Framework. They included :

- Chinese Subject :
 1. The Head of Department (HOD) introduced the Teacher Competency Framework (TCF) to the colleagues in the first Department Meeting.
 2. Over 70% of teachers agreed that the aims of the Framework were closely related to Learning and Teaching, and they also recognized the formulation of the Framework could help enhancing the teaching and learning effectiveness; and they agreed on the use of the relevant Framework to help their own professional development in teaching skills.

- Mathematics Subject :
 1. All the Mathematics teachers studied the TCF in details in the department meeting.
 2. 100% of teachers knew and understood their strength and weaknesses in teaching skills according to the description in the Teacher Competency Framework.
 3. 100% of teachers tried to make improvement in their own weaknesses in the teaching skills mentioned in the teacher competency framework.

- Science Subject :
 1. 43.75% of teachers agreed that the Head of Department (HoD) had used the Teacher Competency Framework to lead discussions on how to improve teaching and learning.
 2. 62.5% of teachers agreed that the aims of the Teacher Competency Framework were closely related to Learning and Teaching in the department.
 3. 56.25% of teachers agreed that they had used the Teacher and Competency Framework to guide their professional development in teaching skills.
 4. 62.5% of teachers agreed that the Teacher Competency Framework could help the school to improve its teaching and learning effectiveness.

(2) Reflections

- Chinese Subject :
 1. The time was tight in the first semester, and there was time only for one Department Meeting for all teachers, and the teachers did not have time for in-depth discussion on related topics.
 2. As the school thought that the TCF should have focused promotion, the School Central and subject department should formulate more specific training programmes on implementing the TCF.

- Mathematics Subject :
 1. A checklist of the TCF could help teachers review what their strengths and weaknesses in teaching skills and the summary could help the team set up the

direction of the professional development in this academic year.

- Science Subject :

1. It was found that not more than 80% of teachers reflected their views of the TCF within the department. It reflected that there should be more communication among teachers on the TCF and discussion on how to use it through the school, departmental and subject meetings.

b. To establish a learning community through peer lesson observation to enhance general teaching skills.

It was expected that all departments had followed the school initiative on establishing a learning community through peer lesson observation. The school expected : Over 90% of teachers had observed or been observed by other teachers at least twice per year; over 75% of teachers agreed that department heads and peers could give constructive and useful feedback to teachers after observation; sharing among peers was useful in enhancing professional teaching skills; peer lesson observation was useful to improve the learning effectiveness; the learning community spirit had been raised and over 75% department heads found that peer lesson observation had enhanced the general teaching skills in the department.

(1) Achievements

Nearly all subject departments successfully established a learning community through peer lesson observation to enhance general teaching skills. Many subject teachers admitted that they had observed lessons of their colleagues or were observed by colleagues at least twice a year. Their department heads and peers could give constructive and useful feedback after lesson observation. According to the survey conducted by the school, 84% of teachers agreed that the department head and peers could give constructive and useful feedback to the teaching colleagues after lesson observation. 90% of teachers admitted that sharing among peers was useful in enhancing teachers' professional teaching skills. 84% of teachers agreed that peer lesson observation was helpful to improve learning effectiveness in classes in the long run. 77% of teachers agreed that the learning community spirit had been raised as a result of peer observation.

Regarding the number of times for lesson observation, some subjects could meet the target while some could not. Some subjects shared their views on establishing a learning

community through peer observation. They included :

- Chinese Subject :

1. The Department asked the teachers to observe lessons at least twice per year, and being observed once by other teachers, filling out the new observation form.
2. The HoD/ Deputy or HoD/ Coordinators kept their classes open for lesson observation exchanges, with department members observing the HoD or Coordinators at least once per year.
3. The Department took the 321 mode (3 merit items, two items of reflections and one item of recommendation) redesigning peer observation form, to encourage exchanges for teachers.
4. 100% of teachers in the Primary Division met the requirements of the Department; 77.8% of Secondary Division colleagues met the requirement.
5. The nos. of lesson observation of the HoD/ Deputy HoD/ Coordinators by teachers had yet met the requirements.

- English Subject:

1. The department conducted peer lesson observations with the aim of improving professional skills through sharing among panel members. Teachers were asked to observe at least twice per year; one lesson a level below and the other a level above to better understand the curriculum vertically.
2. All teachers participated in the peer lesson observations but due to some timetabling restrictions, it was not always possible to observe teachers a level above or below.

- Mathematics Subject :

1. 100% teachers had frequently discussed the issues on teaching and learning with colleagues.
2. 100% teachers agreed that the climate of learning community in the department had been good.
3. 100% teachers enjoyed being an observer in peer lesson observation and in open class observation.
4. 95% teachers agreed that HoD had given constructive suggestions to teachers on their professional teaching skills.

- Sciences Subject :

1. 87.5% of teachers agreed that HoD and peers could give constructive and useful feedback to teaching colleagues after lesson observation.

2. 100% teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
 3. 93.75% of teachers agreed that peer lesson observation was helpful to improve learning effectiveness in classes in the long run.
 4. 75% of teachers agreed that the learning community spirit had been raised as a result of peer lesson observation.
- Humanities Subject :
 1. Teachers observed or were observed by other teachers at least one time in the past six months.
 2. All teachers agreed that department head and peers could give constructive and useful feedback to teachers after lesson observation.
 3. All teachers found sharing among peers was useful in enhancing teachers' professional teaching skills.
 4. All teachers found that the learning community spirit had been raised as a result of peer lesson observation.
 5. The department head found that peer lesson observation enhanced the general teaching skills in the department.
 - Music Subject :
 1. 100% of teachers observed lessons of other teachers or were observed by other teachers at least twice per year.
 2. The department head and the peers could give constructive and useful feedback to teachers after lesson observation.
 3. Sharing among peers was useful in enhancing teachers' professional skills.
 4. Peer lesson observation was helpful to improve the learning effectiveness in their classes.
 5. The learning community spirit was raised as a result of peer observation.
 6. Peer lesson observation enhanced the general teaching skills in the department.

(2) Reflections

- Chinese Subject :
 1. This year, the Department implemented the lesson observation culture with appreciation and encouragement, promoting positive peer lesson observation atmosphere, while the lesson observation culture had been gradually formed in the subject. The peer observation atmosphere among teachers began widespread.

2. In the long run, the Department still needed to continue to promote the lesson observation culture within the Department, encouraging teachers to open their classes to strengthen exchanges.

- English Subject :

1. It was suggested the peer lesson observation should be continued in the next year and the focus of the feedback forms and subsequent feedback sessions would be updated to reflect new major concerns.

- Mathematics Subject :

1. It was suggested that peer lesson/Open class observations could be aligned with co-planning so that a more effective outcome could be achieved.

- Science Subject :

1. Many teachers agreed that peer lesson observation had positive contributions to the development of teachers in teaching and learning. It was suggested that these initiatives could continue but how to modify it to lead school as a learning community had to be addressed in future.

- Humanities Subject :

1. Time constraints posed as the obstacle for collaboration among teachers.

- Music Subject :

1. All teachers agreed that a learning community could be established through peer observation.
2. Sharing experience among peers was useful to enhance teaching skills.
3. All teachers would keep on observing peers lesson so as to improve the learning effectiveness in their classes.

c. To attend workshops to update latest curriculum development and enhance their pedagogical content knowledge

It was expected that all department heads had led their subject teachers in searching for appropriate external programmes of curriculum and pedagogy in their subject area. The school also expected: 90% of teachers attended workshops related to curriculum development or pedagogy in their subject area at least twice in the school year; over 75% of teachers agreed that these programmes would ultimately improve their professional skills for enhancing learning and teaching effectiveness; over 75% of

teachers had shared with other subject teachers on what had been newly learnt in workshops related to curriculum development or pedagogy in their subject; over 75% of teachers applied what they had newly learnt in these workshops in their lessons and over 75% of department heads found that teachers could apply what they had newly learnt in these workshops effectively in their lessons.

(1) Achievements

Many subject teachers were encouraged by their department heads to attend appropriate external training programmes of curriculum and pedagogy in their subject area. Many subjects met the target that over 75% of their teachers attended the external professional training programmes. According to the survey conducted by the school, 68% of teachers said that their department heads had led subject teachers in searching for appropriate external programmes of curriculum and pedagogy in their subject area. 80% of teachers agreed that these external programmes of curriculum and pedagogy would ultimately improve their professional skills for enhancing learning and teaching effectiveness. 61% of teachers had shared with other subject teachers on what had been newly learnt in workshops related to curriculum development or pedagogy in their subjects. 78% of teachers could apply for they had newly learnt in teacher training workshops in their lessons. Teachers of different subjects shared their views on attending workshops. They included :

- Chinese Subject :

1. The department requested the colleagues to attend external professional training programmes or seminars.
2. 100% of colleagues in the Primary Division and most of the Secondary Division Colleagues met the requirements.

- English Subject :

1. 7 teachers in total attended external workshops. 3 of the workshops were on catering for learner diversity.
2. Records of materials gained from the workshops were filed and sharing. Two sharing sessions during staff development days were implemented with oral feedback from teachers being positive.

- Mathematics Subject :

1. Only 64% of teachers agreed that they had frequently attended workshops so as to update latest curriculum development and enhance the pedagogical content knowledge.

2. 95% of teachers agreed that they had frequently received the information about teacher training in the department.
3. 95% of teachers agreed that the procedure for applying training program had been simple for teachers to follow.
4. 90% of teachers agreed that the training programs had met the objectives of teacher professional development in the subject.
5. 90% of teachers agreed that school visit was a good professional exchange program in learning and teaching.

- Sciences Subject :

1. 68.75% of teachers agreed that the HoD had led subject teachers in searching for appropriate external programme of curriculum and pedagogy in their subject area.
2. 81.25% of teachers agreed that these external programmes of curriculum and pedagogy would ultimately improve their professional skills for enhancing learning and teaching effectiveness.
3. 56.25% of teachers agreed that they had shared with other subject teachers on what had been newly learnt in workshops related to curriculum development or pedagogy in their subject.
4. 75% teachers applied what they had newly learnt in teacher training in their lessons.

- Humanities Subject :

1. The department head and subject coordinators had led teachers in searching for appropriate external programmes of curriculum and pedagogy in their subject areas.
2. Over 75% of teachers attended workshops related to curriculum development or pedagogy in their subject area one time in the past six months.
3. All teachers agreed that these programmes would ultimately improve their professional skills for enhancing learning and teaching effectiveness.
4. All teachers were willing to share with other subject teachers on what had been newly learnt in workshops related to curriculum development or pedagogy in their subject whenever there was a chance.
5. Over 75% of teachers could apply what had newly learnt in these workshops in her lessons.
6. The Department found that the teacher could apply what had newly learnt in these workshops effectively in their lessons.

(2) Reflections

- Chinese Subject :

1. This year, the school had more specific measures to encourage teacher training, such as training for one day or less would be eligible for recommendation, and subject teachers were also willing to try to swap lessons to avoid affecting students' learning.
2. In general, the Department had gradually established the training culture, encouraging teacher training continuously, for enhancing learning and teaching

- English Subject :

1. Due to timetabling restrictions some teachers had applications denied or were not accepted by the course organizers.
2. Teachers should take more initiative in rearranging lessons and applying for workshops.
3. More time should be dedicated to department development during staff development days.

- Mathematics Subject :

1. The teaching load in mathematics department was too full to have room to take relative seminars particularly in the first three terms.
2. It was suggested to have in house training workshops in which could highly focus on the latest curriculum development and enhance the pedagogical content knowledge.

- Sciences Subject :

1. It was reflected that the HoD should do more on searching suitable courses/workshops for his members.
2. Many teachers agreed that they could use what they had learnt in lessons. However, there might be a need to provide more sharing sessions to exchange what they had learnt to others.

- Humanities Subject :

1. Information provided by the curriculum and professional development team concerning courses organized by outside bodies was very useful and helpful to teachers who would like to seek for professional growth.
2. Courses for teachers responsible for subjects in public examination were more in number, creating difficulties for non-public examination subject teachers in seeking for professional development.

d. To attend workshops to update latest curriculum development and enhance their pedagogical content knowledge

It was expected that all subject department heads would make administrative arrangement for in-house professional sharing sessions and co-planning of lessons. Regular and frequent developmental meetings would be held on matters related to the learning effectiveness of classroom teaching. The school also expected : over 75% of teachers agreed that subject department heads made good effort of organizing effective in-house professional sharing sessions; over 75% of teachers had shared with other teachers on what had been newly learnt in workshops; over 75% enjoyed professional exchange of experience and knowledge on learning and teaching; over 75% agreed that the co-planning of lessons among subject teachers were conducted professionally; over 75% of teachers found sharing sessions were useful in improving the quality of their lessons and student learning effectiveness; all department heads had encouraged and facilitated the sharing of resources using the school central server system, POLY Drive; over 90% of teachers were willing to share some of their teaching resources using the POLY Drive; over 75% of teachers found that the use of POLY Drive to share teaching resources could improve teaching and learning effectiveness.

(1) Achievements

Many subject department heads had made arrangement on in-house professional sharing sessions and co-planning of lessons. Many subject teachers indicated that they had shared with other teachers on experience or what they had newly learnt in workshops. They could also promote colleagues in using school central server system, POLY Drive to share teaching resources.

According to the survey conducted by the school, 64% of teachers agreed that their subject department heads had made good effort of organizing effective in-house professional sharing sessions. 68% of teachers admitted that they had shared with other teachers on what had been newly learnt in the sharing workshops. 84% of teachers enjoyed professional exchange of experience and knowledge on learning and teaching. 72% of teachers reflected that the co-planning of lessons among subject teachers was conducted professionally. 75% of teachers thought that sharing sessions were useful in improving the quality of their lessons and student learning effectiveness. 86% of teachers said that their department heads had encouraged and facilitated the sharing of resources using the school central server system and POLY Drive. 91% of teachers were willing to share some of their teaching resources using the POLY Drive. 87% of teachers expressed

that they made use of teaching resources bank in the school central server system, POLY Drive. 86% of teachers admitted that the use of POLY Drive to share teaching resources could improve teaching and learning effectiveness. Teachers of different subjects shared their views on in-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons. They included :

- Chinese Subject :

1. At the beginning of the school year, all levels proposed the schedule of the level meetings, discussing teaching issues weekly and biweekly.
2. There were more than eight times of co-planning level meetings for all eleven levels of the whole school, showing that all levels were able to take full advantage of the co-planning time for exchanges. 76.7% of teachers thought that teachers could co-plan lessons professionally and that teaching exchanges helped classroom teaching and student learning effectiveness.
3. 70% of teachers indicated that they had shared with other teachers on experience or what had been newly learnt in workshops. 83.3% of teachers were willing to have learning and teaching experience exchange or professional sharing with other co-workers.
4. 86.7% of teachers thought that the Department could promote colleagues in using the school central server system, POLY Drive and share teaching resources. 90% of teachers were willing to share teaching resources with other colleagues.

- English Subject :

1. All levels met regularly during level meetings to discuss the curriculum. Minutes of meetings were placed on the POLY Drive.
2. The department had weekly meeting to discuss matters related to the department. Minutes of meeting were placed on the POLY Drive.
3. Teachers were encouraged to upload and share teaching materials on the POLY Drive. Primary teachers uploaded and standardized worksheets with use of the POLY Drive.
4. Effective and informative co-planning sessions recorded in co-planning session minutes.
5. 90% of teachers found sharing sessions useful in improving the quality of their lessons.

- Mathematics Subject :

1. About 84% teachers agreed that they had frequently shared newly learnt teaching methods, teaching resources in department meetings and Professional Development Day in the department.
2. 95% teachers agreed that they had frequently conducted co-planning of lessons in the Level Meeting.
3. 100% teachers appreciated that the arrangement of the seating plan in the department had been good for forming a culture of learning community.

- Sciences Subject :

1. 56.25% of teachers agreed that HoD had made good effort of organising effective in-house professional sharing sessions.
2. 62.5% teachers had shared with other teachers on what had been newly learnt in the sharing workshops.
3. 81.25% teachers enjoyed professional exchange of experience and knowledge on learning and teaching.
4. 75% of teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.
5. 75% of teachers agreed that sharing sessions were useful in improving the quality of their lessons and student learning effectiveness.
6. 100% teachers agreed that HoD had encouraged and facilitated the sharing of resources using the school central server system, POLY Drive.
7. 100% teachers were willing to share some of their teaching resources using the POLY Drive.
8. 87.5% of teachers made use of teaching resources bank in the school central server system, POLY Drive.
9. 93.75% of teachers agreed that the use of POLY Drive to share teaching resources could improve teaching and learning effectiveness.

- Humanities Subject :

1. The department head and subject coordinators had made administrative arrangement for in-house professional sharing sessions and co-planning of lessons, both on and outside staff development.
2. Regular meetings were held frequently among teachers of the same level and subject matters directly related to the learning effectiveness of classroom teaching.
3. 100% teachers agreed that the department head of Humanities made good effort of organizing effective in-house professional sharing sessions.
4. 100% of teachers were willing to share with other subject teachers on what had been newly learnt in workshops whenever there was chance.

5. 100% of teachers enjoyed professional exchange of experience and knowledge on learning and teaching.
6. 100% of teachers agreed that the co-planning lessons among subject teachers were conducted professionally.
7. 100% of teachers found sharing sessions were useful in improving the quality of their lessons and student learning effectiveness.
8. The Department head had encouraged and facilitated the sharing of resources using the school central server system, POLY Drive.
9. 100% of teachers were absolutely willing to share some of their teaching resources using the POLY Drive.

(2) Reflections

- Chinese Subject :

1. The Department had formed the lesson co-planning ethos, with the HoD and Coordinators participating in the relevant meetings, to enhance the professional exchanges in the subject.
2. The amount of information in the resource bank was increasing, and the colleagues had gradually formed the habit of sharing resources.
3. Training teachers with potential to be curriculum leaders of the levels or Department, to develop teaching resources with subject teachers.
4. In the next academic year, the Chinese department meeting (CDM) periods in the primary and secondary sections could be used for sharing after training, other than convergence exchange for all primary and secondary levels.

- English Subject :

1. Departmental and Level meetings would continue on a regular basis.
2. Secondary school and primary school teachers needed to be reminded to share their resources on the POLY Drive and review and update if necessary.
3. The regular level meetings had proven to be successful and thus would continue.

- Mathematics Subject :

1. Teachers suggested that they needed more departmental programs in Professional Development Day so as to meet departmental need.

- Science Subject :

1. It was reflected that the HoD should do more in the area of organising effective in-house professional sharing sessions.

2. Many teachers were willing to share what they had learnt to others and they should be continually encouraged as well.
3. The use of learning materials in POLY Drive was encouraging and teachers should be encouraged to develop new materials and share with others.

- **Humanities Subject :**

1. The number of in-house sharing on staff development days had been reduced this year and finding a timeslot available to all members (33 in number) was extremely difficult, even in the period after school, e.g., IBDP HL lessons until 5pm.
2. POLY Drive had been served as the best platform for sharing of subject related resources.

e. To organize In-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills

It was expected that the school would organize workshops/seminars on essential classrooms teaching skills such as collaborative-learning methods and questioning skills. All subject departments would arrange follow-up sessions on essential classroom teaching skills after the in-house workshops and seminars. The school also expected : over 75% of teachers agreed that the in-house workshops/seminars were well organized; over 75% of teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills ; over 75% of teachers could apply the skills and knowledge learnt in these in-house workshops/seminars in their lessons; over 75% of teachers found the newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness; over 75% of department heads found that these in-house workshops had a positive impact on the specific teaching skills of teachers in their department.

(1) Achievements

Many subject teachers found that the in-house workshops/seminars could enhance classroom teaching skills. They agreed that their departments could provide enough sharing related to essential classroom teaching skills such as collaborative learning methods and question skills. According to the survey conducted by the school, 60% of teachers agreed that their department heads had arranged follow-up sessions on essential classroom teaching skills after the in-house workshops/seminars. 63% of teachers thought that the in-house workshops/seminars were well organized. 62% of teachers admitted that the in-house workshops/seminars could enhance classroom teaching skills. 70% of teachers reflected that the newly learnt skills and knowledge could improve classroom teaching and learning effectiveness. Teachers of core subjects shared their

views on in-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills. They included :

- Chinese Subject :

1. 56.7% of Chinese teachers thought that in-house training could enhance classroom teaching skills.

- English Subject :

1. A focus on questioning techniques was emphasized in the lesson observations and subsequent feedback as evidenced by the redesigned feedback form.
2. 100% of teachers participated in the lesson observations and made use of the resources bank materials and found them useful.

- Mathematics Subject :

1. About 84% teachers agreed that the school had provided enough in-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills.
2. About 90% teachers agreed that the department had provided enough discussion or sharing related to essential classroom teaching skills such as collaborative learning methods and questioning skills.
3. About 90% teachers agreed that they could learn something new through in-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills.

- Science Subject :

1. 50% of teachers agreed that the department had arranged follow-up sessions on essential classroom teaching skills after the in-house workshops/seminars.
2. 50% of teachers agreed that the in-house workshops/seminars were well-organised.
3. 50% of teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills.
4. 56.25% of teachers agreed that the newly learnt skills and knowledge could improve classroom teaching and learning effectiveness.

- Humanities Subject :

1. The department head and subject coordinators had arranged follow-up sessions on essential classroom teaching skills after the in-house workshops/seminars.
2. 100% of teachers agreed that in-house workshops/seminars were well organised.
3. 100% of teachers agreed that the in-house workshops /seminars could enhance classroom teaching skills.
4. 100% of teachers were willing to apply the skills and knowledge learnt in these

- in-house workshops / seminars in their lessons whenever it was appropriate.
- 100% of teachers found the newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness.
 - The department head found that these in-house workshops had a positive impact on the specific teaching skills of teachers in their department.

(2) Reflections

- Chinese Subject :

- In the first semester, the school had provided training in how to observe lessons, but at that time the HoD was busy with completing the appraisals of the whole Department and was not available for follow-up activities.
- If time permits in the coming year, discussions after lesson observation can be arranged, to enhance professional exchanges.

- English Subject :

- More teachers would be encouraged to share their good practices during staff development days.
- Lesson observations would continue and the feedback forms would be updated to reflect new major concerns.

- Mathematics Subject :

- It was quite difficult to give one kind of in-house training which could meet or be favorable to all teachers' needs.

- Science Subject :

- Only 50% of teachers found the in-house workshops/seminars were useful for them in enhancing their classroom teaching skills. It was reflected that the school management and the department should know more about the needs of teachers before designing any in-house professional training programme to them.

- Humanities Subject :

- Teachers were reminded of bringing in class questions of different levels of difficulties, according to either Bloom's taxonomy or Solo Taxonomy and expected to raise questions according to the appropriate teaching pace.
- Workshops or seminars on questioning in classes were not commonly organized by outside bodies.

f. To organize In-house workshop on assessment for learning

It was expected the school would organize appropriate workshops/seminars on assessment for learning. All departments would arrange follow-up sessions applying "assessment for learning" in their subject after the in-house workshops/seminars. The school also expected : over 75% of teachers agreed that the in-house workshops/seminars were well-organised; over 75% teachers agreed that the in-house workshops/seminars could enhance classrooms teaching skills; over 75% teachers could apply the skills and knowledge learnt in the in-house workshops/seminars; over 75% teachers found the newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness; over 75% of department heads found the "assessment for learning " workshops had made positive contribution to teaching and learning effectiveness in the classrooms.

(1) Achievements

Many subject departments arranged follow-up sessions applying "assessment for learning" in their department after the workshop on "assessment for learning" organised in June. The workshop was conducted by Dr Siu, Senior Lecturer of HKU. According to the survey conducted by the school, 69% of teachers agreed that the school had organized appropriate workshops/seminars on assessment for learning. 60% of teachers had agreed that their departments had arranged follow-up sessions on applying "assessment for learning" in their subjects after the in-house workshops/seminars. 63% of teachers agreed that the in-house workshops/seminars were well organized. 65% of teachers thought that the in-house workshops/seminars could enhance classroom teaching skills. 70% of teachers had applied the skills and knowledge learnt in the in-house workshops/seminars. 68% of teachers found that the newly skills and knowledge could improve their classroom teaching and learning effectiveness. Teachers of core subjects shared their views on in-house workshop on assessment for learning. They included :

- Chinese Subject :
 1. The Department had invited relevant experts to provide training for Department colleagues in early June.
 2. Over 90% teacher participants thought that the relevant training could help improve classroom teaching and learning effectiveness.
- English Subject :
 1. Teachers attended a school-organized workshop on assessment for learning.

- Mathematics Subject :

1. About 90% teachers agreed that the school had provided enough in-house workshops on assessment for learning.
2. About 95% teachers agreed that the department has provided enough discussion or sharing workshops on assessment for learning.
3. About 90% teachers agreed that they could learn something new through in-house workshop on assessment for learning.

- Sciences Subject :

1. 62.5% of teachers agreed that the school had organised appropriate workshops/seminars on assessment for learning.
2. 56.25% of teachers agreed that the department had arranged follow-up sessions on applying "assessment for learning" in their subject after the in-house workshops/seminars.
3. 43.75% of teachers agreed that the in-house workshops/seminars were well-organised.
4. 56.25% of teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills.
5. 62.5% teachers applied the skills and knowledge learnt in the in-house workshops/seminars.
6. 62.5% teachers found that newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness.

- Humanities Subject :

1. The department head and subject coordinators had arranged follow-up sessions on applying "assessment for learning" in their subjects after the in-house workshops/seminars.
2. 100% of teachers agreed that the in-house workshops/seminars were well organized.
3. 100% of teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills.
4. 100% teachers could apply the skills and knowledge learnt in the in-house workshops/seminars whenever it was appropriate.
5. 100% of teachers found the newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness.

(2) Reflections

- Chinese Subject :

1. Colleagues had a little understanding about the concept, but there was a lack of

practical experience in the implementation in classrooms.

2. In the next school year, “assessment for learning” could be added as one of the major concerns of the Department. It was hoped that through the work of the requirements of the subject, allowing colleagues to grasp the mode of operation.

- English Subject :

1. The department should organize a subject specific workshop on assessment for learning.

- Mathematics Subject :

1. It was quite important and treasured to have professional dialogues on how to make the assessment for learning happened in lessons.

- Science Subject :

1. The expectation between the school management and the teachers on the in-house workshops/seminars provided to teachers might be different. School management and the department should find out more the needs of teachers in providing in-house workshops/seminars to them.

- Humanities Subject :

1. Members had discussed the ways of executions of those skills from the sharing and hence to make sure they were effectively applied to daily media lessons.

4.2. **Major Concern 2: To cater for Learner Diversity**

In order to cater for students with learning diversity, school adopted the following measures so that they could learn effectively: (a) design assignments of different levels of difficulty; (b) make use of good questioning skills to cater for learning diversity; (c) apply "assessment for learning" strategies to cater for diversity in the classroom. Achievements and reflections on each measure were as follows:

a. To design assignments of different levels of difficulties

It was expected that all subject departments would have clear guidelines on catering for diversity in the classroom for the subject and discussion on how to cater for diversity in the classroom was conducted in each department. The school also expected : over 75% teachers agree with department homework arrangements on catering for learning diversity; over 75% teachers use questions/assignments with different levels of difficulty to cater for diversity; assignments with clear indications of different levels of difficulty;

some extra challenging questions for worksheets or class work were used to cater for diversity; questions aiming to inspire students to think deeply were included in homework and class assignments; over 60% of students felt more confident in answering questions and sharing what they had learned; over 60% of students made some improvement in their performance after completing these assignments and over 75% of department heads found that the setting of assignments of different levels of difficulty had made positive contribution to general learning effectiveness.

(1) Achievements

Many subject departments had clear guidelines on catering for diversity in the classroom and discussions had been conducted during department meetings. Many teachers could design assignments and questions with different levels of difficulty to cater for diversity. They also reflected that the worksheets they designed already included questions that inspired students to think deeply and recognized that questions with different levels of difficulty could have positive contribution on students of general level. According to the survey conducted by the school, 61% of teachers agreed that their department had clear guidelines on catering for diversity in the classroom for the subject. 65% of teachers admitted that their departments had conducted discussions on how to cater for diversity in the classroom. 64% of teachers found that departmental homework made arrangements on catering for learning diversity. 75% of teachers used questions/assignments with different levels of difficulty to cater for diversity. 58% of teachers devised assignments with clear indications of different levels of difficulty. 73% of teachers used some extra challenging questions for worksheets or classwork to cater diversity. 75% of teachers included questions aiming to inspire students to think deeply in homework and class assignments. 69% of teachers reflected that the setting of assignments of different levels of difficulty had made positive contribution to general learning effectiveness. Teachers of core subjects shared their views on in-house workshop on assessment for learning. They included :

- Chinese Subject:

1. There were varying degrees of challenging questions in the secondary reading-teaching academic worksheets, in order to cater for learner diversity.
2. 70% of teachers believed the assignments design of the Department could take care of the diversity.
3. 76.6% of teachers thought that they could design questions with different levels of difficulty.
4. 76.7% of teachers said that the worksheets already included questions that inspired students to think deeply; they also recognized that questions with different levels of

difficulty could have positive contribution on students of general level.

5. In levels DS2 to DS4, MS1, MS3 to MS4, the parallel classes were divided into two classes and three groups according to students' ability, to cater for diversity.
6. This year, there were language enhancement classes for DS1 to DS3, from 20th February 2016 to 21st May 2016, on Saturdays, 1 to 1 hour 15 minutes, with a total of two phases of twelve lessons. The student attendance rate was about 90 %.
7. In the next semester this year, there were language enhancement classes for DS4 to MS3, one period every week after school.

- English Subject:

1. Teachers were told to design assignments with learner diversity in mind. Assignments were inspected to monitor how well teachers were able to do this.
2. Teachers reported that while efforts were made to ensure students had questions to scaffold more improvement was needed in ensuring higher ability students receive challenging and bonus questions.

- Mathematics Subject:

1. 100% teachers agreed that the department had allowed teachers to give assignments of different levels of difficulty among classes.
2. 100% teachers also had frequently assigned tasks in different levels of difficulty depending on the abilities of students.
3. 95% teachers expressed their students were committed to doing assignments in their classes.
4. 84% teachers expressed that they had frequently employed pre-lesson preparation strategies in their classes.
5. 80% teachers expressed that students frequently did pre-lesson preparation assignments.
6. 95% teachers believed that pre-lesson preparation strategies could motivate students to learn.

- Science Subject:

1. 43.75% of teachers agreed that the department had clear guidelines on catering for diversity in the classroom for the subject.
2. 56.25% of teachers agreed that the department conducted discussions on how to cater for diversity in the classroom.
3. 56.25% of teachers agreed that departmental homework made arrangements on catering for learner diversity.
4. 68.75% of teachers used questions/assignments with different levels of difficulty to cater for diversity.
5. 62.5% of teachers agreed that assignments with clear indications of different levels of difficulty were designed.

6. 100% teachers agreed that some extra challenging questions for worksheets or classwork were used to cater for diversity.
7. 68.75% of teachers agreed that questions aiming to inspire students to think deeply were included in homework and class assignments.
8. 56.25% of teachers agreed that the setting of assignments of different levels of difficulty had made positive contributions to general learning effectiveness.

- Humanities Subject:

1. There were clear guidelines on catering for diversity in the classroom for the department.
2. Teachers were always reminded to design appropriate worksheets to cater students with different learning styles and abilities.
3. 100% teachers agreed with departmental homework arrangements on catering for learning diversity.
4. 100% teachers design worksheets with different levels of difficulty such as by using open-ended questions to cater for diversity.
5. Worksheets were designed with different levels of difficulty so that students could finish the assignments according to their own abilities.
6. Some extra challenging tasks were used to cater diversity.
7. Open-ended questions were included in the worksheets in order to inspire students to think deeply.
8. Students were willing to share and answer questions in the classroom.
9. Most students made some improvements in their performance after completing these assignments.
10. The setting of assignments of different levels of difficulty had made positive contribution to general learning effectiveness.

(2) Reflections

- Chinese Subject:

1. In the primary section, the mode of worksheets for each chapter was restricted to the old forms, which was necessary for re-examination, and the requirements of worksheets could be set more specifically, with additions and deletions according to the teaching needs.
2. In the secondary section, the reading worksheets still tended to unity at all levels, with teachers asking students to complete all questions, leading to not catering for diversity.
3. In the secondary section, the attendance rate in the after-school enhancement classes was unsatisfactory, especially MS2 and MS3 levels.
4. In Department meetings, it was necessary to make clear the ways and requirements

on catering for learner diversity.

5. In designing worksheets, teachers should be given more freedom and space.
6. For groupings, the primary grouping mode was more appropriate, selecting students with the best scores, and the rest remaining in the original classes.
7. The school should explain to the students, on an appropriate occasion, the significance of after-school enhancement, and should convey relevant messages to the parents, so that parents would cooperate with the School, to encourage or urge students to participate in enhancement classes.
8. The after-school enhancement classes should be implemented as soon as possible.

- English Subject:

1. Teachers' assignments would continue to be inspected to ensure that learner diversity was catered for.
2. Teachers would be reminded to include challenging questions for higher ability students.

- Mathematics Subject:

1. More IT support in developing e-learning materials was needed..
2. The strategies of "Think Big Do Small" and "Success nurtures success" were good practice in department.

- Sciences Subject:

1. Although there were guidelines on catering for diversity in the handbook, there was still a small proportion of teachers agreeing to have clear guidelines. More should be done during the start of a year to re-visit the clauses in the handbook in order to enhance the communications among different parties.
2. Catering for diversity was difficult, especially in a classroom setting. There was much more to be done through discussions among subject meetings.

- Humanities Subject:

1. Various types and styles of assignments had been set for students in the subjects of the department.
2. For those subjects for examinations, teachers found it difficult to make compromises with the external requirement.
3. Parents should be clearly explained the expected learning outcomes of each level at the beginning of the academic year.

b. To make use of good questioning skills to cater for learner diversity in the classroom

It was expected that subject department heads would lead discussions with their members on how to make good use of questioning techniques to cater learners' diversity in classroom. All teachers would make progress on the use of good questioning skills to cater for learning diversity in the classroom. All teachers would use questions of high-order thinking in lessons whenever it was appropriate. The school also expected : 80-90% of students were willing to respond questions asked by teachers. The department head found that the use of good questioning skills to cater for learner diversity had made positive contribution to learning effectiveness.

(1) Achievements

Many subject department heads conducted discussions on how to make use of questioning skills to cater for diversity in the classroom. Some departments remarked that written and oral questions were designed with open-ended questions that provoke thinking. Many teachers thought they could ask questions of high-order thinking in lessons. According to the survey conducted by the school, 59% of teachers admitted that their departments conducted discussions on how to make good use of questing skills to cater for diversity in the classroom. 76% of teachers made progress on the use of good questioning skills to cater for learner diversity in the classroom. 77% of teachers used questions of high-order thinking in lessons. Last but not least, 71% of teachers observed that students were motivated in class by their questioning skills. Teachers of core subjects shared their views on making use of good questioning skills to cater learner diversity in the classroom. They included :

- Chinese Subject:

1. 83.3% of teachers considered themselves being able in classes to grasp how to make good use of questioning skills to cater for learner diversity.
2. 83.3% of teachers thought that they could ask questions of high-order thinking in lessons.

- English Subject:

1. Written and oral questions were designed with open-ended questions that provoke thinking.
2. Written and oral questions were designed with “low” level and close-ended questions that check

- Mathematics Subject:
 1. 95% teachers agreed that they had frequently reflected on questioning skills to cater for learner diversity in the classroom after lessons.
 2. 90% teachers agreed that they enjoyed learning good questioning skills to cater for learner diversity in the classroom.
 3. 90% teachers expressed they frequently shared with colleagues on how to make use of good questioning skills to cater for learner diversity in the classroom.

- Science Subject:
 1. 50% of teachers agreed that the department conducted discussions on how to made good use of questioning skills to cater for diversity in the classroom.
 2. 62.5% of teachers made good progress on the use of good questioning skills to cater for learner diversity in the classroom.
 3. 50% of teachers used questions of high-order thinking in lessons.
 4. 50% of teachers agreed that students were motivated in class by their questioning skills.

- Humanities Subject:
 1. Teachers had been reminded of making good use of questioning techniques to cater learners' diversity in classroom.
 2. All teachers would make progress on the use of good questioning skills to cater for learning diversity in the classroom.
 3. All teachers would use questions of high-order thinking in lessons whenever it was appropriate.
 4. 80-90% of students were willing to respond questions asked by teachers.
 5. The department head found that the use of good questioning skills to cater for learner diversity had made positive contribution to learning effectiveness.

(2) Reflections

- Chinese Subject:
 1. It was considered having questioning skills as a lesson observation focus, to enhance teacher profession, but it was afraid that this caused stress for teachers, and at the end there was no execution.
 2. If teachers had mastered questioning skills consciously, the Department could arrange professional exchanges after peer observation.

- English Subject:
 1. As seen in the lesson observations, good practices regarding questioning techniques had been shared during staff development days.

2. The feedback form would be revised and updated to understanding.

- Mathematics Subject:

1. It was quite difficult to give one kind of in-house training which could meet or be favorable to all teachers' needs.

- Science Subject:

1. There were not many teachers agreeing to have good progress in this area. Much more had to be done in future, especially through in-house workshops/seminars and discussions in subject meetings.

- Humanities Subject:

1. Teachers had to keep the good progress of using good questioning skills in order to help students to think deeply about the questions.

2. Teachers needed to improve the questioning skills through peer observations or taking courses.

c. To apply "assessment for learning" strategies to cater for diversity in the classroom

The school expected all subject departments would conduct discussions on how to apply "assessment for learning" strategies to cater for diversity in the classroom. The school also expected : over 75% of teachers made progress on the use of " assessment for learning" strategies in the classroom to cater for diversity; over 60% of students were motivated in class by teachers' questioning skills; over 60% of students were willing to respond to " assessment for learning" strategies in the classroom; over 75% of department heads found that the use of " assessment for learning assessment" strategies to cater for diversity had made positive contribution to learning effectiveness.

(1) Achievements

Many subject departments admitted that they conducted discussions on how to apply "assessment for learning" strategies to cater for diversity in the classroom. Many teachers expressed that they frequently applied "assessment for learning" strategies in the classroom and made progress on the use of "assessment for learning" strategies in the classroom. Most students were willing to respond to "assessment for learning" strategies in the classroom and were motivated in class by teachers' questioning skills. According to the survey conducted by the school, 71% of teachers agreed that their subject departments conducted discussions on how to apply “assessment for learning” strategies to cater for diversity in the classroom. 77% of teachers made progress on the use of “assessment for learning” strategies in the classroom to cater for diversity. 86% of

teachers found that the use of “assessment for learning” strategies to cater for diversity had made positive contribution to learning effectiveness. Teachers of core subjects shared their views on applying for "assessment for learning" to cater learner diversity in the classroom. They included :

- Chinese Subject:

1. 80% of teachers thought that they gradually made progress on the use of “assessment for learning” strategies to cater for diversity.

- English Subject:

1. Teachers gave verbal feedback of their efforts in applying assessment for learning techniques into practice. However the feedback was not documented.

- Mathematics Subject:

1. 100% teachers expressed that they had understood the meaning of “assessment for learning” strategies in the classroom.
2. 100% teachers agreed that they frequently applied “assessment for learning” strategies in the classroom.
3. About 95% teachers expressed that their students were frequently engaged in learning in their classes.

- Science Subject:

1. 50% of teachers agreed that the department conducted discussions on how to apply “assessment for learning” strategies to cater for diversity in the classroom.
2. 62.5% of teachers made good progress on the use of “assessment for learning” strategies in the classroom to cater for diversity.

- Humanities Subject:

1. The department conducted discussions on how to apply "assessment for learning" strategies to cater for diversity in the classroom during departmental meeting.
2. 100% teachers made progress on the use of "assessment for learning" strategies in the classroom to cater for diversity whenever the topics appropriate.
3. Most students, especially students at the lower levels, were motivated in class by teachers' questioning skills.
4. Most students were willing to respond to "assessment for learning" strategies in the classroom.
5. The department head found that the use of "assessment for learning" strategies to cater for diversity had made positive contribution to learning effectiveness.

(2) Reflections

- Chinese Subject:
 1. The department reflected on how to implement the “assessment for learning” strategies in the classrooms, in enhancing learning effectiveness.
 2. The Department could arrange workshops or talks on “assessment for learning” strategies, to enhance teacher profession.
- English Subject:
 1. The department needed to devise a way of documenting evidence of the application of assessment for learning techniques.
- Mathematics Subject:
 1. Teachers could make improvement in this academy year.
 2. Students and parents’ complaints were obviously reduced this year.
- Science Subject:
 1. There was much more to be done in this area through subject meetings and sharing among teachers. Moreover, in-house workshops/seminars should be provided with follow-up discussions/practices afterwards.
- Humanities Subject:
 1. Teachers were encouraged to plan to use "assessment for learning" strategies more in the lesson.
 2. Further understanding of "assessment for learning" was needed.

4.3. **Major Concern 3: To nurture good qualities of Logosians**

In order to nurture good qualities of Logosians, school adopted the following measures so that students develop good personal qualities through moral values education: (a) set up the framework of moral education for the implementation in classrooms; (b) plan lessons to meet the learning objectives in the domain of values and attitude in the curriculum. Achievements and reflections on each measure were as follows:

a. To set up the framework of moral education for the implementation in classrooms

The school expected the Framework of the Moral Education was for the implementation in classroom was set up. The school also expected: over 75% of teachers agreed that the aims of the Framework were closely related to the moral education proposed in the vision and mission of the school; over 75% of teachers found the Framework useful in guiding

the implementation of moral education in school; over 75% agreed that the Framework could help the school to develop good qualities of students; over 75% of teachers found that using the Framework was a positively contributing factor to the nurturing of good qualities of students; over 75% of teachers found that students' behaviour in specific areas had improved as a result of implementing the Framework; over 75% of teachers found that students' behaviour in general had improved as a result of implementing the Framework and over 75% of teachers found that the behaviour of their peers in specific areas had improved towards the end of the school year.

(1) Achievements

With concerted effort of subject departments and functional teams, the Moral Education Framework was completed and documented. The Framework was very useful in guiding the implementation of moral education and nurturing good qualities of students and it was closely related to the moral education stated in the vision and mission of the school. Core values such as Love, Honesty and Respect were input and taught in Level FS1-2, Appreciation, Responsibility and Cooperation in Level DS1-3, Empathy, Self-regulation and Perseverance in DS4-5 Level, while Self-Reflection, Commitment and Justice in Level MS1-4.

According to the survey conducted by the school, 58% of department heads, coordinators and subject teachers agreed that all the documentation of the Moral Education Framework had been completed. 68% of teachers reflected that the aims of the Framework were closely related to the moral education proposed in the vision and mission of the school. 63% teachers admitted that the framework was useful in guiding the implementation of moral education in school. 64% of teachers reflected that the framework could help the school develop good personal qualities of students and 70% found that using the framework was a positively contributing factor to the nurturing of good qualities of our students. On evaluating its effectiveness, 48% of them agreed that students' behavior in general had been improved as a result of implementing the framework whilst 53% admitted that students' behavior in specific areas had been improved as well. Chinese subject, Religious Studies, Campus Life Section, Student Counselling Team shared their views on nurturing good qualities of Logosians. They included :

- Chinese Subject :
 1. The Chinese Language subject had already included the affective moral categories, and also focusing on students' moral, values or attitudes in classes.

- English Subject :
 1. School-based Curriculum (SBC) plans were clearly laid out to provide instructions to teachers as to how to incorporate moral values into the subject curriculum.
 2. In junior secondary levels, compulsory language arts components were introduced into the curriculum to take advantage of education of moral values in the context of works of literature.

- Religious Studies Subject :
 1. In line with the framework of the whole school 11 years of values education, at every stage (including from FS1 to MS4) adding in corresponding school-based values education elements, such as: appreciation at Foundation Stage (gratitude and praise), responsibility (persistence and proactiveness) and cooperation (communication and acceptance).
 2. Within the school-based curriculum (SBC), moral elements had been added, with biblical teaching to strengthen good character.
 3. Coordinating curriculum planning and teaching activities, so as to help students develop positive value systems, in addition to the Bible contents, also adding in moral topics, so that students can enhance good characters”, these fully reflected the effectiveness of classes.
 4. From students’ reaction in lessons and reflections in assignments, grasping and understanding their mastery of values, in order to make reasonable accommodation, to strengthen the effectiveness of moral education

- Campus Life :
 1. Character Builder Program was designed for FS1 to DS3 students. The theme of this year was ‘Respect starts with Me’. Different activities were launched such as Board Decoration Competition, Sharing Red Packet Activity, and Inter-class Rap talk competition.
 2. To promote core values, folder and banner with those values were designed. Value-based stories from ICAC, teacher’s sharing about values were broadcasted during morning assemblies of students in primary campus.
 3. Lesson plans and activities of core values of Logosians were developed for each stage: FS1-2 : Love and Respect; DS1-3: Appreciation, Responsibility and cooperation
 4. To promote Honesty and Responsibility, two talks were organized for DS2-3 students. “Shoplifting” was conducted by Police Community Relations Officer while “Saving Turbo from Trouble, Online” was presented by UNICEF.
 5. To promote positive values and attitudes, talks on Crime Prevention for DS4-MS1 were conducted by Police Community Relations Office in Dec 2015 and talks on “Sexual Harassment for all students held in Nov.2015 and January 2016 by

Evangelical Lutheran Church Social Service Team.

6. Inter-class Discipline Competition was held in April, 2016. Most of the classes showed improvement during lesson and recess. Inter-class Clean and Tidiness competition was launched before Lunar New Year. All students enjoyed and participated actively.
 7. 109 students with 30 DS1 students, 37 DS2 students and 41 DS3 students joined the Prefects Team this year. Inauguration and Oath-taking Ceremony was held in the morning assembly in October, 2015 while 98 students in campus two joined the Prefects Team this year. Inauguration and Oath-taking Ceremony was held in the morning assembly in November, 2015.
 8. Leadership training activities were held to motivate and develop student leaders. 40 prefects of DS3 joined the training camp on 27 February, 2016. 70 prefects of campus two joined the training camp on 3-4 April, 2016.
- Student Counselling Team :
 1. The Theme of the Year (Secondary) : Be Considerate & Understanding (將心比心) was introduced and promoted through Drama during the students' morning assemblies and weekly assemblies on 16 & 18 September 2015 and 22 & 29 October 2015 respectively. Students understood the Theme of the Year and encouraged to share deep relationship, to learn empathy, to understand and respect for the feelings of others and to be considerate. Students enjoyed the Drama and message and the Theme of the Program was effectively promoted.
 2. Two lessons of “將心比心” for the Homeroom teacher were designed and delivered on 4/3 & 27/4 2016 respectively.
 3. There were 2 mottos exhibitions at Campus two: October 2015 & April 2016. 45 pieces of Words of Comfort (mottos) from teachers and students with the theme “Be considerate & Understanding” such as “To be considerate and understanding”, “Treat everyone like parents, relative or sibling”, “Think of them as your own family”, “Heed my advice, dear pal, Be a good guy, or gal” (Mr. CHAN Hing Yun), “Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate, only LOVE can do that” (MS3 Lam Yin Tung). The mottos framed with acrylic boards were posted on the corridors.
 4. The School helped D S3 students form two Social Growth Groups 『「友伴校園」 社交成長小組』 which intended to enhance students' understanding about themselves and to develop their communication and social skills through various activities, including listening skills, communication games, understanding emotions: Joy, anger, sadness & fear, etc. Each group had 5 times gathering which were held on Wednesdays and Fridays. The attendance rate was over 90%. Participants enjoyed the programmes of each session very much.
 5. Many DS2-3 students participated in the Big Brothers Sisters Scheme (primary).

Some were volunteers while some were nominated by teachers to join the programme. They visited FS1 classrooms during the lunch time and recess to play games, chat or check whether the FS1 students wrote in their homework logs. Teachers observed that the FS1 students enjoyed the company of the elder students. Most of the DS students were willing to go every week and took initiative to get to know the FS1 students. In secondary campus, 32 MS2 Big Brothers and Sisters (BBS) were recruited in June 2015. Training was given to them in between June and November 2015. They were assigned to help DS4 students to adapt new school life in secondary campus and enhance their sense of belongings by organising class-based lunch time activities. More than 90% of DS4 students stayed after lunch to join the activities.

6. The Mentorship Programme (同行者計劃) was implemented and aimed at providing support and encouragement to all MS4 students to face the challenge of DSE or IB examination. It covered the school year. All MS4 students (173) joined the programme. They were divided into 34 groups. More than 44 teachers joined the programme voluntarily to be mentors. Students enjoyed sharing and discussions with other classmates and their mentors. Through this programme, students could feel actual support from teachers.

(2) Reflections

- Chinese Subject :
 1. The Department would continue to add in value education elements in the curriculum, allowing students to build outstanding personal qualities.
- English Subject :
 1. More cross-curricular links could be established between subjects and departments to enrich students' experience in the learning and development of their moral values.
 2. Using language arts provide a convenient platform for carrying out moral education in a meaningful and relatable way that appeal to students.
- Religious Education:
 1. Establishing good value systems for students was an important topic in education, with this Department adhering to this philosophy, to cultivate good character for students.
 2. The effectiveness of moral education was often difficult to measure, and there might not be immediate effects in short term, basically through teachers' daily observation or introspection of students, to measure the intensity and depth of moral education

3. This year, the teachers of this Subject continue to participate in the Character Builder Program (Campus 1) and Logos Treasure Program (Campus 2), working together to strengthen the promotion of moral education from different channels.
 4. The members of this Subject participated in the Campus Life Team and student counselling work, paralleling discipline and counselling, so that students in their schooling stage, continued to establish and deepen the good value systems, and to cultivate self-management and resilience abilities.
- Campus Life :
 1. Regarding the Character Programme, students took great pleasure in listening stories and sharing by teachers. It was recommended to collect more resources for broadcasting Lesson plans would be revised according to the feedback of teachers. 93% of teachers agreed that the program encouraged student to respect for others.
 2. Over 90% of DS3 students showed that they liked the drama presented by UNICEF. It was recommended to conduct different types of programs to promote values. 79% of teachers agreed that the talks helped students uphold positive values.
 3. Over 70% of students agreed the talk on Crime Prevention was important and over 60% of students found the messages were useful to them. Over 90% of students agreed that the talk aroused their awareness about sexual harassment and helped them to know about the legal knowledge about the issues. 83% of teachers agreed the talks helped students to uphold positive values.
 4. Students participated actively in inter-class competition activities. It was recommended to launch those activities every year.
 5. To strengthen the role of school prefects and leaders, DS3 students were requested to apply the skills learnt in the training course on the next training activity. It was a good way to encourage senior students to be the role model and serve others. 86% in camps one and 77% of teachers agreed that prefects could help in maintaining order in school.
 - Student Counselling team :
 1. The drama performance on the “Theme of the Year” during the students’ morning and weekly assemblies were well received by students. Teachers also enjoyed the drama. Even though it took a lot of time in making story and rehearsal, the effect of promoting the Theme was good and it was worthy to continue.
 2. HRT lesson was a good platform to enrich the relationship between HRTs and their students. Some HRTs found it difficult to conduct this kind of family life education lessons. More effort should be put to design suitable teaching materials.
 3. The exhibition of mottos could promote positive attitude & value to life and enhance

caring & supportive atmosphere at school. It was recommended to continue with this activity next year.

4. The attendance rate of the two Social Growth Groups of each meeting was over 90%. Participants enjoyed the group meeting very much. As there were only five sessions, the schedule was very tight. It was advised to increase the number of sessions.
5. Regarding the Big Brothers Sisters Scheme in primary campus, some homeroom teachers reflected that the programme was useful, but started a little late. The FS1 students needed help most during the first few weeks of school. In addition, some DS2-3 students should have been given training. On the other hand, upon surveying, 74% DS4 students agreed that they were satisfied with the overall arrangement of the BBSS. The Survey also revealed that DS4 students liked “Dessert Making” and “Blessing Folder Making” the most during the activities. It was suggested that if manpower was allowed, the school should provide more training to MS2 BBS before they worked for the DS4 student in August.
6. Teacher & student surveys showed that both mentors and student mentees found the program meaningful & fruitful. Most of the groups had gathering at least once a month. About 80% of teachers and students actively participated in this program. 77% of teachers and 86% of students agreed that their mentors are able to provide career guidance and emotional support. Some students suggested that they could select a particular teacher as their mentor.

b. To plan lessons to meet the learning objectives in the domain of values and attitude in the curriculum

The school expected all subjects conducted discussions on how to infuse "moral, values and attitude" education strategies in their lessons. The learning objectives in the domain of values and attitude had been included in the School-base Curriculum Plans of all subjects and levels. Discussions on how to meet the learning objectives in the domain of values were held in the co-planning of lessons in all departments. The school also expected: over 75% of teachers made progress in meeting the learning objectives in the domain of values and attitudes in the curriculum; over 75% of teachers found that they could grasp could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning and over 75% of department heads found that teachers had appropriate met the learning objectives in the domain of values and attitude in the curriculum.

(1) Achievements

Many subject departments admitted that their departments had conducted discussions on

how to infuse : “moral, values and attitude” education strategies in their lessons. Language subjects had already included the moral categories. Many teachers reflected that the learning objectives in the domain of values and attitude had been included in the school-based curriculum plan of subjects and levels. According to the survey conducted by the school, 57% of department heads, coordinators and subject teachers admitted that their departments conducted discussions on how to infuse “moral, values and attitude” education strategies in their lessons. 71% of teachers reflected that the learning objectives in the domain of values and attitude had been included in the school-based curriculum plans of teaching subjects and levels. Notably, 61% of teachers found that discussions on how to meet the learning objectives in the domain of values and attitude had been held in the co-planning of lessons in their departments. 64% of teachers made progress in meeting the learning objectives in the domain of values and attitude in the curriculum whilst 74% of them could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning. 86% of department heads found that teachers had appropriately met the learning objectives in the domain of values and attitude in the curriculum. Teachers of core subjects shared their views on planning lessons to meet the learning objectives in the domain of values and attitude in the curriculum. They included :

- Chinese Subject :

1. The Chinese Language subject had already included the affective moral categories, and also focusing on students’ moral, values or attitudes in classes.

- English Subject :

1. A wide range of learning and teaching resources were carefully selected and designed to facilitate the teaching of moral values, including graded readers, textbooks, spontaneous reading and writing exercises, miscellaneous e-learning resources, etc. Teachers led extensive discussions and asked critical-thinking questions, alongside the use of the aforementioned resources, to prompt reflection on students’ part as to how the moral values in question are related to and can be applied to daily life.
2. Other English activities touched upon moral values such as the annual English drama staged during the English Week, and debate contests and class debates of different scales.

- Mathematics Subject :

1. The department set up a homework policy for catering learning diversity.

2. 90% teachers expressed that most students were able to hand in assignments on time in their classes.
3. 90% teachers expressed that most of students were able to be academically honest in doing assignments and tests.

- Science Subject :

1. 43.75% of teachers agreed that all the documentation of the Moral Education Framework had been completed.
2. 56.25% of teachers agreed that the aims of the Framework were closely related to the moral education proposed in the vision and mission of the school.
3. 43.75% of teachers agreed that the Framework was useful in guiding the implementation of moral education in school.
4. 50% of teachers agreed that the Framework could help the school develop good personal qualities of students.
5. 50% of teachers agreed that the Framework could help the school develop good personal qualities of students.
6. 37.5% of teachers agreed that students' behaviour in specific areas had improved as a result of implementing the Framework.
7. 25% of teachers agreed that students' behaviour in general had improved as a result of implementing the Framework.
8. 37.5% of teachers agreed that the department conducted discussions on how to infuse "moral, values and attitude" education strategies in their lessons.
9. 62.5% of teachers agreed that the learning objectives in the domain of values and attitude had been included in the School-based Curriculum Plans of teaching and learning.
10. 43.75% of teachers agreed that discussions on how to meet the learning objectives in the domain of values and attitude had been held in the co-planning of the department.
11. 56.25% of teachers made good progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
12. 56.25% of teachers could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.

- Humanities Subject :

1. All teachers had engaged in discussion on how to infuse "moral values and attitude" education strategies in our lessons.
2. The learning objectives in the domain of values and attitude had been included in the School-based Curricular Plans of all levels.
3. Discussions on how to meet the learning objectives in the domain of values and attitudes were held in the co-planning of lessons in department.
4. 100% of teachers made progress in meeting the learning objectives in the domain of

values and attitude in the curriculum.

5. 100% of teachers found that they could grasp appropriate opportunities to promote positive moral values in their lessons without prior planning.
6. The department head found that all teachers had appropriately met the learning objectives in the domain of values and attitude in the curriculum.

- Religious Subject :

1. In curriculum planning, with biblical stories and contents as the main line, infiltrating moral elements into the relevant topics, allowing students to learn the good characters.
2. Through regular lesson observation and assignment inspection systems, having clearer understanding of student learning and implementation of moral education.
3. From sampling levels (FS1, DS2 and MS1) student questionnaire feedback, 85% of students agreed or strongly agreed that “I am able to apply the knowledge or attitude learnt in daily lives”; 90% of students thought that “Through learning in lessons, it can help enhance good characters”, these fully reflected the effectiveness of classes.

- Art Subject :

1. More students’ artworks of relatives themes, e.g. religions stories and moral values will be displayed.
2. Cultivate students’ self-disciplines (care for tools and environmental hygiene) and ethical awareness.

- Family Life Education Subject :

1. All teachers had engaged in discussions on how to infuse “moral, values and attitude” education strategies in our lessons.
2. The learning objectives in the domain of values and attitude had been included in the School-based Curriculum Plans of all levels.
3. Discussions on how to meet the learning objectives in the domain of values and attitude were held in the co-planning of lessons in department.
4. 100% of teachers made progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
5. 100% of teachers found that they had the ability to grasp the appropriate opportunities to promote positive and moral values in their lessons without prior planning.
6. The Department head found that all teachers had appropriately met the learning objectives in the domain of values and attitude in the curriculum

(2) Reflections

- Chinese Subject :
 1. The Department would continue to add in value education elements in the curriculum, allowing students to build outstanding personal qualities.

- English Subject :
 1. The wide range of learning and teaching materials used helped to effectively incorporate the general English curriculum with moral education so that the latter did not happen in a very piecemeal and compartmentalized fashion.

- Mathematics Subject :
 1. The objective of each type of assignments should be clear such as Friday Worksheets in campus I so as to have a solid foundation for next year.
 2. Any quiz, test and paper in examination partly involved the contents in the daily assignments

- Science Subject :
 1. It was suggested that there should be more discussions among teachers on modifying the Framework and more was how to make it into practices, in order to improve students' behaviours in general.

- Humanities Subject :
 1. The emphasis in value and attitude domains varied among subject.
 2. It also varied among teachers.

- Religious Education Subject :
 1. Regular lesson observation and assignment inspection systems would continue, in order to understand and grasp the condition of student learning and implementation of moral education.
 2. This year on 8th December 2015, arranging MS2 to MS4 students to have subject assembly, inviting Rev. Paul C.C. Ng of the City of David Cultural Centre, speaking on the topic "Chastity Campus", to view "sex" from biblical perspectives, 34% of Christians were willing to observe chastity, 36% of non-believers were willing to observe chastity for future wives or husbands, hoping to strengthen moral education from different ways.
 3. This time, the assembly was with good effect, students' reflections being proactive and positive, with the hope that through more assemblies in the future, to broaden students' horizons, and to subconsciously making moral education deeply rooted in students' behavior and handling things.

- Art Subject :
 1. Some student’s attitude and discipline still needed improvement. Teachers should unify the art room discipline routine.
 2. Arts topic was always related to our daily cultural life, for example, environmental protection, sharing of love by different artworks.

- Family Life Education Subject :
 1. Further discussions on how to infuse “moral, values and attitude” education strategies in worksheet design were needed.
 2. The teachers needed to design effective tools to evaluate the effectiveness of our “moral, values and attitude” education strategies.

4.4. **Major Concern 4: To strengthen School Self-Evaluation**

The school adopted a whole school approach to School-Self Evaluation for enhancing the quality of education for the students. The following measures were implemented: (a) to strengthen self-evaluation capacity in academic subject departments and functional teams; (b) To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys; (c) to ensure all subject departments and functional teams to follow a P-I-E approach in their annual action plans. Achievements and Reflections of each measure were as follows:

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

The school expected suitable training workshops would be arranged for departmental and team heads on setting appropriate annual self-evaluation survey questions. The school also expected : over 75% of workshop participants found the workshop useful for improving their self-evaluation capacity; over 90% of department and team heads could set proper and appropriate annual self-evaluation survey questions and over 90% of department and team heads could produce satisfactory reflective reports using data collected and other evidences.

(1) Achievements

On evaluating Strategy 4.1 of maximizing self-evaluation capacity in academic subject

departments and functional teams, 73% of department heads and coordinators could set proper and appropriate interim self-evaluation survey questions, whilst 93% of (deputy) department heads and coordinators could produce satisfactory reflective reports using data collected and other evidences during 2015-16. In addition, 80% of the members of Survey & Evaluation Team and Compliance Office observed that suitable training workshops were arranged by department and team heads on setting appropriate annual self-evaluation survey questions. Teachers of core subjects and the survey team share their views on strengthening self-evaluation capacity in academic subject departments and functional teams:

- Chinese Subject :

1. The Chinese Language subject carried out whole school student opinion survey after the first summative assessment, reviewing students' academic performance at all levels, as well as comments on the study. All teachers of the department thought that the survey would help them understand students' character.
2. The HoD and Coordinators would discuss and review the relevant data with subject teachers and teachers at all levels to discuss follow-up strategies (if necessary).

- English Subject :

1. Peer observation and self-reflection were conducted to identify teacher's strengths and weaknesses. Regular communication between the head of department and panel members was thorough and helped to achieve the same aim. In the wake of observations and reflection teachers made effort to modify the skills and strategies in their teaching repertoire to better address different students' needs.
2. Level meetings and departmental meetings were regularly held to evaluate what had been done to address the need for assessment for learning, as well as to evaluate students' performance and to plan follow-up resources in order to tackle their weaknesses.

- Mathematics Subject :

1. Over 80% of teachers understood departmental goals this year.
2. Over 80% of teachers understood the objectives/tasks of programs/activities in departmental plan.

- Science Subject :

1. The evaluation had been done through the central survey system and the data collected were discussed in the department meetings.

- Humanities Subject :

1. The department and subject coordinators attended the in-house training workshops

held in May to enrich their skill to set proper and appropriate annual self-evaluation survey questions.

- Liberal Studies Subject :

1. Liberal Studies (LS) teachers conducted the Self-evaluation based on the teachers' competency framework and try to work out the improvement plan. The improvement plan would be practiced in the next academic year.

- Religious Subject :

1. The RE Subject provided lesson observation form and teaching self-evaluation form, for teaching planning and organization, catering learner diversity, communication skills, classroom interaction, classroom management, professional knowledge and student learning performance areas for carrying out comprehensive review and self-evaluation.
2. In addition to the Department Coordinator's assessment, the department members would observe each other, making constructive comments and views for improvements, while teachers also had self-reviewing self-evaluation, to promote teaching effectiveness.
3. On students' level, there was a subject feedback questionnaire, with the sampling levels: FS1, DS2 and MS1, in addition to student's self-reflection on the annual learning effectiveness, also helped teachers as a reference, to better prepare for the next school year.

(2) Reflections

- Chinese Subject :

1. Student opinion survey helped teachers understand students' condition, particularly helpful for the School's newly-joint colleagues.

- English Subject :

1. Teachers should make better use of statistical analyses of test scores and exam scores to understand students' strengths and weaknesses and accordingly modify the contents of their learning and to perhaps readjust foci in the curriculum.

- Mathematics Subject :

1. Fully utilized the MDMs to share the vision /goal of Mathematics Department as "No One Left Behind" and well designed lessons in classroom and conducted extra learning activities such as Sunshine Award Scheme, HKUST Dual Program, Mathematics Exploring Group, various Mathematics Competitions and mathematics week to achieve our departmental goal.

2. Teammates much appreciate the method of Appraisal in the department with clear marking scheme of four parts: Professional Development referred to SMCs, Lesson Observation, Book Inspection and Commitment of Departmental Activities.

- Science Subject :

1. It was found that it was hard to organise departmental meetings in the existing school system and this issue should be addressed by school management in future.

- Liberal Studies Subject :

1. Based on the survey and self-evaluation, lower forms students found LS subject less interesting. Passive learning was quite common among those students.

- Religious Education Subject :

1. The relevant lesson observation form and teaching self-evaluation form were good tools for reviewing teaching, so as to improve the present teaching, with the recommendations of continuing the implementation the next school year.
2. Peers learning interaction, with encouragement and support, to establish a team of learning and mutual trust which was very important, so teachers would be proactive and sharing frankly, helping each other, and raising the effectiveness of learning and teaching.

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

The school expected holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and Stakeholders Surveys. The school also expected: the Survey Team would collect views from teachers; the Survey Team will collect and analyse the data collected and prepare relevant reports for the school management team; the Survey Team will prepare the reports addressing the effectiveness of learning and teaching, and providing suggestions for improvement. These reports would be submitted to the relevant parties concerned.

(1) Achievements

All the holistic surveys such as APASO, KPM and stakeholder surveys had been conducted in Terms 2-3 during the school year 2015-16. Meantime, focused student group interviews had been carried out at DS1-3 and MS1-4 levels to account for some significant student survey data patterns. Notably, all evaluation surveys and interview

had been analyzed by the Survey and Evaluation Team and Compliance Office with sufficient details. With major survey findings, related summary reports had been sent by Survey and Evaluation Team to all those involved academic heads and functional team heads through internal emails. Related important agendas for further improvement in policy, curriculum development had been discussed in some staff and departmental meetings. Major survey findings had been briefly presented to teacher, student and parent stakeholders in staff meetings (especially staff development days), morning assemblies and parents nights respectively. To some extent, reflective evaluation had been made for informed forward planning, especially using focused group student interview and survey data to justify effectiveness of current school policies and formulate new reform directions in the following year 2016-17. In short, reflective reports from academic departments and functional teams had been used to enhance effectiveness of learning and teaching by raising departmental meeting agendas and suggesting feasible reform strategies during departmental meetings and teacher professional development days.

On evaluating Strategy 4.2 of conducting holistic evaluation of learning effectiveness and quality of school life via APASO and stakeholder surveys, 80% of (deputy) department heads and coordinators, 80% of the members of Survey & Evaluation Team and Compliance Office and 80% of senior administrators admitted that all the holistic surveys like APASO and stakeholder surveys had been conducted at appropriate times in 2015-16. In addition, 67% of department heads, coordinators and teachers, 60% of Survey & Evaluation and Compliance Office members, and 60% of senior administrators realized that those survey findings had been suitably presented to involved teachers, students and parents. Furthermore, 80% of the members of Survey & Evaluation Team and Compliance Office, and all senior administrators found that reflective school-based evaluation report had been used to enhance the effectiveness of learning and teaching whilst 80% of the former team members and all of senior administrators also admitted that reflective evaluation was made for informed forward planning.

(2) Reflections

The Survey and Evaluation Team had completed the relevant surveys such as APASO, Stakeholders Survey etc. In addition, focused student group interviews were carried out from junior levels to senior levels to account for significant survey data. However, the team had met difficulties during the survey process such as time constraint for student survey and interviews because of different lesson times for primary and secondary levels, various versions on reading evaluation surveys, different opinions on the

procedures in collecting parent stakeholder survey data etc. All such messages had been conveyed to senior administrators, concerned department and functional team heads for reference in planning the surveys for the following year 2016-17. Also, how to monitor the use of evaluation data for policy improvement and learning and teaching is an important issue for the subject heads and functional team heads to discuss with their members.

c. To ensure all subject departments and functional team to follow a P-I-E approach in their annual action plans

The school expected all departments and teams had clear action plans with evaluation for the purpose of continuous improvement. The school also expected : all subject departments sets tasks with a focus on 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; all subject departments and appropriate functional teams have evaluated their work in alignment with the success criteria set out for the major concerns; all subject departments and functional teams have made evaluation of their work using a variety of evidences and all subject departments and functional teams could make reflective evaluation for informed forward planning.

(1) Achievements

On evaluating Strategy 4.3 of ensuring all subject departments and functional teams to follow a P-I-E approach in their annual action plans, 87% of (deputy) department heads and coordinators had clear action plans with evaluation for the purpose of continuous improvement. 94% of subject departments and functional teams had set tasks with a focus on impact of student learning. 86% of subject departments and functional teams had also evaluated works in direct relation to learning and teaching effectiveness. All of department heads and coordinators, revealed that subject departments and functional teams had addressed the school major concerns in alignment with the school priorities and had evaluated their works in alignment with success criteria set out for those school major concerns. All department heads and coordinators, 80% of the members of Survey & Evaluation Team and Compliance Office came to the same consensus that subject departments and functional teams had made evaluation of their works using a variety of evidences. Furthermore, 93% of department heads and coordinators even realized that all subject departments and functional teams could make reflective evaluation for informed forward planning though self-evaluation of some items had not yet started in

the middle of the school year. Some subjects shared their views on P-I-E approach. They included :

- Chinese Subject :

1. The Primary and Secondary Sections of the Department held the first summative assessment review meeting, with the review focus on learning and teaching effectiveness, according to student academic performance and markers' reports to review the effectiveness of teaching, with follow-up recommendations.
2. The HoD and Coordinators reviewed the learning and teaching effectiveness according to lesson observation, assignment inspection and the result performance in subject split papers, to discuss the countermeasures with the Department members.

- Science Subject :

1. The department had laid down plan for the academic year in line with the school major concerns and it was monitored throughout the whole year.
2. Department also encouraged teachers for giving questionnaires to collect information about their learning, other than the performances from their classwork, homework, quizzes and tests.
3. Data such as attendance rate of remedial lessons, training, etc. were collected and saved in POLY Drive.
4. Student learning performance was continuously collected through continuous assessment and summative assessment and the data were discussed through subject meetings.

- Humanities Subject :

1. The department had clear action plans with evaluation for the purpose of continuous improvement.
2. The department had set tasks with a focus on impact of student learning.
3. The department had addressed the school major concerns in alignment with the school priorities.
4. The department had evaluated the work already carried out in alignment with the success criteria set out for the major concerns.
5. The department had made evaluation of the work carried out using a variety of evidences.

- Mathematics Subject :

1. Over 90% of teachers replied that the departmental survey on achieving PIE spirit.

2. ALL teachers agreed that department fully utilized the **Reflection/ Suggestions for Improvement** in evaluation reports such as Interim Report and Yearly report, etc to crystalize departmental SWOT for informed forward planning.

- Liberal Subject :

1. Constant review on the learning effectiveness had been conducted in the co-planning meetings as well as the subject panel meetings.

- Religious Subject :

1. The Department had formulated a clear plan and tools for teachers' reflections and sustained improvements.
2. The Department, on curriculum planning, established clear objectives, topics, major learning goals, learning objectives, contents, learning materials, learning and teaching strategies and activities, evaluation activities, in order to meet the needs of the School.
3. As mentioned above, the RE Subject provided lesson observation form and teaching self-evaluation form, in order to increase the effectiveness of learning and teaching
4. The RE Subject provides student feedback questionnaire, with this year's sampling levels: FS1, DS2 and MS1, as part of the review and reflection tools

(2) Reflections

- Chinese Subject :

1. The school and the department had gradually established the review mechanism, and still needed to put into effect the follow-up recommendations.
2. The department needed to lead the colleagues to review teaching effectiveness, and actively seeking ways for improvements.

- Science Subject :

1. The department had laid down plan for the academic year in line with the school major concerns and it was monitored throughout the whole year.
2. Data such as attendance rate of remedial lessons, training, etc. were collected and saved in POLY Drive.
3. Student learning performance was continuously collected through continuous assessment and summative assessment and the data were discussed through subject meetings.
4. The department should develop her members by following continuously and closely with the policies and procedures laid down by school

- Humanities Subject :
 1. The P-I-E cycle in planning had been incorporated into the daily administration of the department and subjects, including the structured meetings and documents to be prepared.
 2. Reports on students' performance in public examination had been made a part of the self-evaluation for better performance.

- Mathematics Subject :
 1. Each major department activities do evaluate the effectiveness on the program objective such as remedial nature and enriched nature and give suggestion to department for next year planning.
 2. Due to too many activities and time crash during the fifth term, school should have some common slot for department to exercise PIE cycle and collect departmental outcomes in that period as well.

- Liberal Studies Subject :
 1. The department would continue the present P-I-E approach.

- Religious Education Subject :
 1. The student feedback questionnaire, except for students' self-reflection on annual learning effectiveness, also helped the Department, as a reference, to understand students' needs, and to better prepare for the next school year.
 2. The relevant student feedback questionnaire, with positive and proactive reflections, giving teachers a lot of positive encouragement, with the hope of continuing in the next school year.

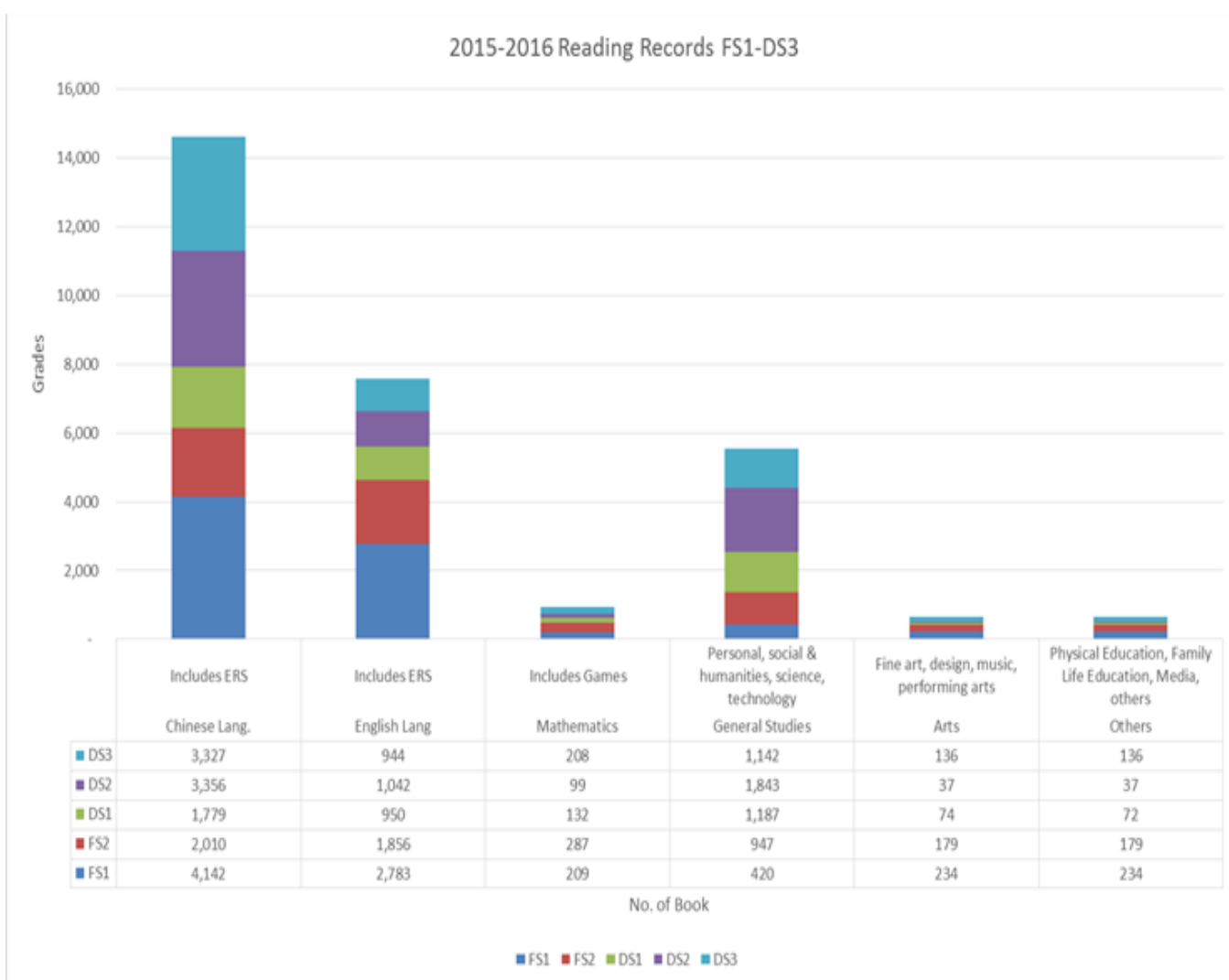
5. Students' Performance

5.1. Reading Habit

a. Record of Borrowed Books

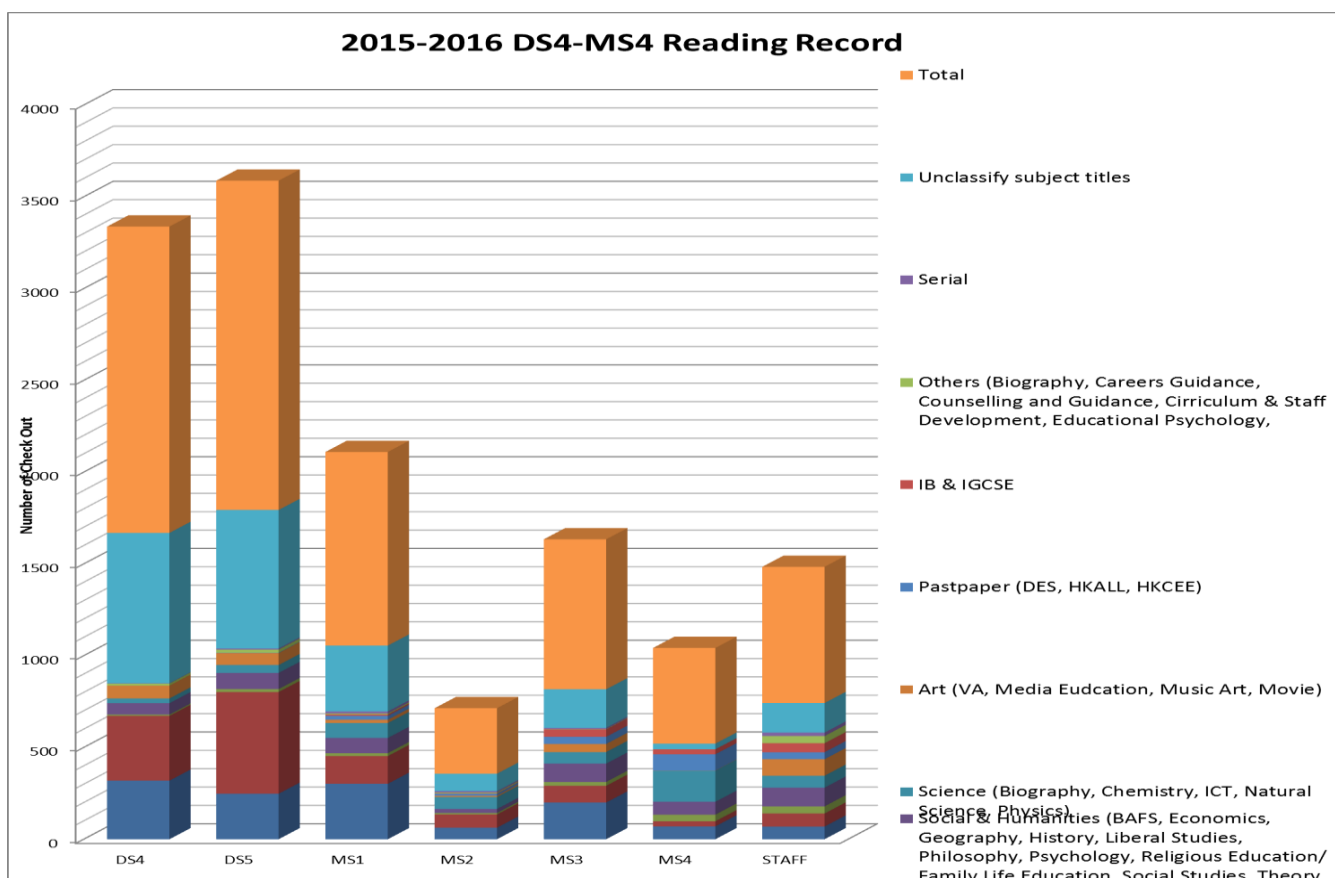
(1) Primary Section

	FS1	FS2	DS1	DS2	DS3
Chinese Lang. incl. ERS	4,142	2,010	1,779	3,356	3,327
English Lang. incl. ERS	2,783	1,856	950	1,042	944
Mathematics incl. games	209	287	132	99	208
General studies (Personal, social & humanities, science, technology)	420	947	1,187	1,843	1,142
Art (Fine arts, design, music, performing arts)	234	179	74	37	136
Others (Physical Education, Family Life Education, Media, others)	234	179	72	37	136
Total	8,022	5,458	4,194	6,414	5,893



(2) Secondary Section

2015-2016	DS4	DS5	MS1	MS2	MS3	MS4
Chinese	319	248	302	63	200	70
English	353	554	151	72	91	28
Mathematics	7	16	16	8	21	36
Social & Humanities (BAFS, Economics, Geography, History, Liberal Studies, Philosophy, Psychology, Religious Education/ Family Life Education, Social Studies, Theory of Knowledge)	62	88	83	22	100	70
Science (Biography, Chemistry, ICT, Natural Science, Physics)	26	43	81	65	63	169
Art (VA, Media Education, Music Art, Movie)	70	65	18	7	44	1
Pastpaper (DES, HKALL, HKCEE)	0	2	21	11	39	89
IB & IGCSE	0	0	8	2	40	27
Others (Biography, Careers Guidance, Counselling and Guidance, Curriculum & Staff Development, Educational Psychology,	11	17	5	5	2	0
Serial	2	6	11	7	7	0
Unclassified subject titles	819	755	359	95	210	31
Total	1669	1794	1055	357	817	521



b. Library Collection

(1) Primary Section

Item Type	No. of Item(volume/set)		Total	No. of Item(volume/set)		Total
	2014-2015			2015-2016		
	Chinese	English		Chinese	English	
Book	9,031	8,586	17,617	11,449	9,304	20,753
Serials	556	42	598	819	-	819
Audio	103	56	159	-	-	-
Visual	255	138	393	-	-	-
Media	-	-	-	455	-	455
Computer/E mat.	-	10	10	-	10	10
Attached item	210	-	210	282	-	282
TOTAL	10,155	8,832	18,987	13,005	9,314	22,319

(2) Secondary Section

Item Type	No. of Item(volume/set)		Total	Item Type	No. of item (volume/set)			Total
	2014-2015				2015-2016			
	Chinese	English			Chinese	English	Others (Online Resources, Kid, Visual materials, etc)	
Book	11,439	10,879	22,318	Teacher Inventory	1,312	2,061	14	3,387
Serials	1,523	763	2,286	Teacher Reference	1,131	1,151	326	2,608
Audio	496	731	1,227	English Fiction	-	2,364	-	2,364
Visual				Pastpaper (DSE, CE, A-level)	295	1,069	-	1,364
Computer/E mat.	-	-	-	IB & IB Reference	73	731	7	811
Not in use	17	59	76	Chinese collection	9,334	-	-	9,334
Attached item			-	English Collection	-	4,688	-	4,688
TOTAL	13,475	12,432	25,907	DVD & CD	660	344	-	1,004
				Parents & USA	106	116	-	222
				Project-based learning	14	8	-	22
				Serials	2,108	775	-	2,883
				Reference Collection	234	132	3	369
				Not in use	-	-	-	-
				Total	15,267	13,439	350	29,056

5.2 Academic Performance

a. HKDSE Examination Results 2016

The overall passing rate (level 2 or above) of the fifth group of our candidate was 95.3%. Most of the subjects were above Hong Kong average. The passing rates of each subject are shown below:

Subjects	Passing Rate	Subjects	Passing Rate
Chinese Language	92.9%	English Language	97.6%
Mathematics (Compulsory Part)	95.3%	Liberal Studies	97.6%
Biology	93.5%	Business, Accounting and Finance Studies (Accounting)	94.1%
Business, Accounting and Finance Studies (Business Management)	100%	Chemistry	94.4%
Chinese History	100%	Chinese Literature	83.3%
Economics	93%	Geography	100%
History	100%	Information and Communication Technology	93.8%
Mathematics (Extended Part – Algebra and Calculus)	93.3%	Mathematics (Extended Part – Calculus and Statistics)	100%
Music	100%	Physics	87.8%
Visual Arts	100%		

The highest score (in best 5 subjects) of our students was 31 marks. 12 students (9.38%) scored 25 marks or above. 81 out of 128 candidates (63.28%) achieved the basic requirement for entering local government subsidized universities.

b. IBDP Examination Results, May 2016

The fourth group of our candidates (43 students) achieved good results in IBDP examination in May 2016. The overall passing rate was 100%, the average score was 37.6 (full mark is 45 and global average in 2015 was 30.2 marks). Five candidates scored 44 marks and one candidate scored 43 marks. 72% of students scored 35 marks or above while 42% of students gained 40 marks or above. 100% of the candidates attained Bilingual Diploma Programme. Each of the mentioned data was far above global results.

c. Continuous Education of Graduates

The total percentage of graduates studying bachelor's degree programs from local and

overseas universities was 60.9%. Some other graduates (28.4%) were admitted to local and overseas associate's degree/higher diploma/foundation programs.

5.3 APASO

In 2015-16, there were 584 lower secondary (DS4-5, MS1) students and 509 upper secondary (MS2-4) students joining the APASO surveys concerning their attitudes to the school involving seven measurement items of 'achievement', 'experience', 'general satisfaction', 'negative affections', 'opportunity', 'social integration', and 'teacher-student relationship'. The student samples represented 98.9% of the whole student population in the secondary section.

- a. On 'achievement' (concerning 6 items), there has been a slight increase (0.03) from 2.44 to 2.47 in lower secondary student perceptions whilst there has been a slight decrease (0.08) from 2.40 to 2.32 in upper secondary ones from 2014-15 to 2015-16 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned insignificantly lower values (less than 0.08) whereas upper secondary students also earned insignificantly lower values (less than 0.10) in 2015-16.

On 'experience' (concerning 5 items), there has been a slight decrease (0.05) from 2.35 to 2.30 in lower secondary student perceptions whilst there has been an insignificant decrease (0.02) from 2.40 to 2.38 in upper secondary ones from 2014-15 to 2015-16 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.23) whereas upper secondary students earned insignificantly lower values (less than 0.05) in 2015-16.

On 'general satisfaction' (concerning 6 items), there has been a slight decrease (0.06) from 2.43 to 2.37 in lower secondary student perceptions whilst there has been a slight decrease (0.04) from 2.56 to 2.52 in upper secondary ones from 2014-15 to 2015-16 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.23) whereas upper secondary students earned much insignificantly higher values (greater than 0.04) in 2015-16.

On 'negative affections' (concerning 7 items), there has been a slight increase (0.05) from 1.80 to 1.85 in lower secondary student perceptions whilst there has been a slight increase (0.06) from 1.87 to 1.93 in upper secondary ones from 2014-15 to 2015-16 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned insignificantly higher values (greater than 0.04) whereas upper secondary students earned insignificantly lower values (less than 0.01) in 2015-16.

On ‘opportunity’ (concerning 7 items), there has been a significant decrease (0.12) from 2.86 to 2.74 in lower secondary student perceptions whilst there has been a significant decrease (0.10) from 2.82 to 2.72 in upper secondary ones from 2014-15 to 2015-16 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.23) whereas upper secondary students earned insignificantly lower values (less than 0.05) in 2015-16.

On ‘social integration’ (concerning 7 items), there has been an insignificant decrease (0.01) from 2.78 to 2.77 in lower secondary student perceptions whilst there has also been a small decrease (0.05) from 2.97 to 2.92 in upper secondary ones from 2014-15 to 2015-16 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.15) whereas upper secondary students earned insignificantly lower values (less than 0.02) in 2015-16.

On ‘teacher-student relationship’ (concerning 7 items), there has been a significant decrease (0.13) from 2.77 to 2.64 in lower secondary student perceptions whilst there has also been a significant decrease (0.09) from 2.82 to 2.73 in upper secondary ones from 2014-15 to 2015-16 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned much lower significant values (less than 0.34) whereas upper secondary students also earned some low significant values (less than 0.18) in 2015-16.

- b. To sum up, in comparison with the whole student population of Hong Kong, there were some small significant decreases in lower secondary (DS4-5, MS1) students’ views towards experiences, general satisfaction, opportunity and social integration, and some large significant decrease in teacher-student relationships whilst some insignificant decrease in achievement and insignificant increase in their views towards negative affections. Meantime, APASO survey results in 2015-16 have reflected some negligible differences in upper secondary (MS2-MS4) students’ views towards achievement, experience, general satisfaction, negative affections, opportunity and social integration whereas a small significant decrease in teacher-student relationships.

5.4 Inter-school Activities and Competitions

Our students have participated in a number of activities and competitions in 2015-16.

Awards that students obtained (only include championships, first winner-ups and second winner-ups) are summarized in Appendix 1.

5.5. Donation

The school received an amount of \$5000 from Logos parents as donation this academic year for presenting a memento to honour the loyal dedications and contributions of teachers, parents and students who had been in Logos Academy for the past ten years or more.

6. Financial Report

Financial Summary for the 2014 / 2015 School Year :

	Government Funds	Non-government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	62.27%	N.A.
School Fees	N.A.	33.53%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	4.20%
Total	62.27%	37.73%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	77.33%	
Operational Expenses (including those for Learning and Teaching)	12.12%	
Fee Remission / Scholarship ¹	5.08%	
Repairs and Maintenance	0.65%	
Depreciation	4.82%	
Total	100%	
Surplus/Deficit for the School Year #	0.92 months of the annual expenditure	
Accumulated Surplus/Deficit* in the Operating Reserve as at the End of the School Year #	11.07 months of the annual expenditure	
*inclusive Net Book Value of New Annex Building – equals to 6.14months of the annual expenditure # in terms of equivalent months of annual overall expenditure		

Note: This financial report summary is compiled in the format suggested by the EDB for DSS school

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "√" where appropriate)

7. Summary and Suggestions

Summary

1. Major Concern 1 : To enhance professional teaching skills for the improvement of learning effectiveness

In order to help teachers enhancing their teaching skills, the school adopted the following measures in this academic year : (a) set up a school-based Teacher Competency Framework(TCF) to guide the standard of professional teaching skills for teachers at different stage of professional development; (b) establish a learning community through peer lesson observation to enhance general teaching skills; (c) teachers attend workshops to update latest curriculum development and enhance their pedagogical content knowledge; (d) in-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons; (e) in-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills and (f) In-house workshop on assessment for learning.

In this academic year, the school successfully set up a school-based Teacher Competency Framework (TCF) which was used to guide the standard of professional teaching skills of teachers at different stage of professional development. Thorough discussions on the Teacher Competency Framework (TCF) were held within the subject departments and the school management had also led teachers to have discussions on how the Teacher Competency Framework (TCF) could help them improve on their teaching and identify factors related to the enhancement of teaching and learning.

In the school survey of 124 participants, 63% of teachers said that their department heads had used the Teacher Competency Framework (TCF) to lead discussions on how to improve teaching and learning effectiveness. 63% of teachers agreed that the TCF could help the school to improve its teaching and learning effectiveness. 66% of teachers said that they used the TCF to guide their professional development in teaching skills.

However, some subject departments reflected that teachers did not have much time for in-depth discussion on how to use the Teacher Competency Framework (TCF) effectively and the school should formulate more specific training programmes on implementing TCF.

Almost all subject departments successfully established a learning community through peer lesson observation to enhance general teaching skills. Many subject teachers admitted that they had observed lessons of their colleagues or were observed by colleagues at least twice a

year. Their department heads and peers could give constructive and useful feedback after lesson observation. In the school survey of 124 teacher participants, 84% of teachers said that the department heads and peers could give constructive and useful feedback to the teaching colleagues after lesson observation. 90% of teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills. 77% of teachers agreed that the learning community spirit had been raised as a result of peer observation. Though some teachers could not be observed twice a year because of time constraint, it was suggested that the peer lesson observation should be continued in the next year and even the peer lesson observation could be aligned with co-planning so that a more effective outcome could be achieved.

Many subject teachers were encouraged by their department heads to attend appropriate external training programmes of curriculum and pedagogy in their subject area. Many subjects met the target that over 75% of their teachers attended the external professional training programmes. According to the survey conducted by the school, 80% of teachers agreed that these external programmes of curriculum and pedagogy would ultimately improve their professional skills for enhancing learning and teaching effectiveness. 78% of teachers could apply for what they had newly learnt in teacher training workshops in their lessons. 61% of teachers had shared with other subject teachers on what had been newly learnt in workshops related to curriculum development or pedagogy in their subjects. However, some subject departments reflected that due to timetabling restrictions, some teachers had applications denied or were not accepted by course organizers. It was suggested to have more in-house training workshops in which could highly focus on latest curriculum development and enhance the pedagogical content knowledge.

Many subject department heads had made arrangement on in-house professional sharing sessions and co-planning of lessons. One subject department even had eight times of co-planning level meetings for all eleven levels of the whole school, showing that all levels were able to take full advantage of the co-planning time for exchange. Many subject teachers indicated that they had shared with other teachers on experience or what they had newly learnt in workshops. They could also promote to colleagues in using school central server system, POLY Drive to share teaching resources. According to the survey conducted by the school, 64% of teachers agreed that their subject department heads had made good effort of organizing effective in-house professional sharing sessions. 68% of teachers admitted that they had shared with other teachers on what had been newly learnt in the sharing workshops. 84% of teachers enjoyed professional exchange of experience and knowledge on learning and teaching. 72% of teachers reflected that the co-planning of lessons among subject teachers was conducted professionally. 91% of teachers were willing to share some of their teaching resources using the POLY Drive. 86% of teachers admitted that the use of POLY

Drive to share teaching resources could improve teaching and learning effectiveness. In addition, it was suggested that Departmental and Level meetings should be continued on a regular basis for co-planning and sharing. The use of learning materials in POLY Drive was encouraging and teachers should be encouraged to develop new materials and share with others.

The school invited guest speakers to give talks on different topics on the staff development days such as "Talk on Effective Lesson Observation and Evaluation" by Dr Ko Po Yuk, "如何上好一課" by Principal Ip Jo Yin, and "Talk on Self-Regulated Learning" by Dr Ho Sai Mun. These talks were well-received by the teachers. Apart from talks of guest speakers, subject departments were encouraged to arrange follow-up sessions on essential classroom skills after the in-house workshops and seminars. Many subject teachers found that the in-house workshops/seminars could enhance classroom teaching skills. They agreed that their departments could provide enough sharing related to essential classroom teaching skills such as collaborative learning methods and question skills. They also agreed that they could learn something new through in-house training related to essential teaching skills. According to the survey conducted by the school, 60% of teachers agreed that their department heads had arranged follow-up sessions on essential classroom teaching skills after the in-house workshops/seminars. 62% of teachers admitted that the in-house workshops/seminars could enhance classroom teaching skills. 70% of teachers reflected that the newly learnt skills and knowledge could improve classroom teaching and learning effectiveness. However, some subject departments could not arrange follow-up sessions after lesson observation. It was hoped that more discussions would be held after lesson observation. It was also reflected that it was difficult to give one kind of in-house training which could meet all teachers' needs. Workshops or seminars on questioning in classes were not commonly organized by outside bodies. It was hoped that the school could organize talks on "questioning in the classroom" in the coming school year.

Many subject departments arranged follow-up sessions applying "assessment for learning" in their department after the workshop on "assessment for learning" organised in June. The workshop was conducted by Dr Siu, the senior lecturer of HKU. According to the survey conducted by the school, 60% of teachers had agreed that their departments had arranged follow-up sessions on applying "assessment for learning" in their subjects after the in-house workshops/seminars. 65% of teachers thought that the in-house workshops/seminars could enhance classroom teaching skills. 70% of teachers had applied the skills and knowledge learnt in the in-house workshops/seminars. 68% of teachers found that the newly skills and knowledge could improve their classroom teaching and learning effectiveness. However, some teachers found that it was quite important and treasured to have professional dialogues on how to make "assessment for learning" happen in teachers' lessons. Some teachers admitted that they had a little understanding about the concept on

"assessment for learning" but lacked practical experience in the implementation in classrooms. It was hoped that "assessment for learning" could be thoroughly explained and discussed so that teachers could grasp clearly the mode of operation in the next school year.

2. Major Concern : To cater for learning diversity

In order to cater for students with learning diversity, school adopted the following measures so that they could learn effectively: (a) design assignments of different levels of difficulty; (b) make use of good questioning skills to cater for learning diversity; (c) apply "assessment for learning" strategies to cater for diversity in the classroom.

Many subject departments had clear guidelines on catering for diversity in the classroom and discussions had been conducted during department meetings. Many teachers could design assignments and questions with different levels of difficulty to cater for diversity. They also reflected that the worksheets they designed already included questions that inspired students to think deeply and recognized that questions with different levels of difficulty could have positive contribution on students of general level. According to the survey conducted by the school, 61% of teachers agreed that their department had clear guidelines on catering for diversity in the classroom for the subject. 65% of teachers admitted that their departments had conducted discussions on how to cater for diversity in the classroom. 75% of teachers used questions/assignments with different levels of difficulty to cater for diversity. 75% of teachers included questions aiming to inspire students to think deeply in homework and class assignments. 69% of teachers reflected that the setting of assignments of different levels of difficulty had made positive contribution to general learning. In addition, 73% of teachers used some extra challenging questions for worksheets or classwork to cater diversity. Some teachers expressed that they had frequently employed pre-lesson preparation strategies in their classes. They believed that pre-lesson preparation strategies could motivate students to learn. Some teachers also expressed that students made some improvements in their performance after completing the designed assignments. However, some teachers remarked that more IT support was needed in developing e-learning materials. Catering for diversity was difficult, especially in a classroom setting. There was much more to be done through discussions among subject meetings. On the other hand, for the subjects for examination, teachers found it difficult to make compromises with the external requirement. Parents should be clearly explained the expected learning outcomes of each level at the beginning of the academic year.

Many subject department heads conducted discussions on how to make use of questioning skills to cater for diversity in the classroom. Some departments remarked that written and oral questions were designed with open-ended questions that provoke thinking. Many

teachers thought they could ask questions of high-order thinking in lessons. They even expressed that they frequently shared with colleagues on how to make use of good questioning skills to cater for learning diversity in the classroom. According to the survey conducted by the school, 59% of teachers admitted that their departments conducted discussions on how to make good use of questing skills to cater for diversity in the classroom. 76% of teachers made progress on the use of good questioning skills to cater for learner diversity in the classroom. 77% of teachers used questions of high-order thinking in lessons. In addition, it was suggested that if teachers had mastered questioning skills, the department could arrange professional exchanges after peer observation.

Many subject departments admitted that they conducted discussions on how to apply "assessment for learning" strategies to cater for diversity in the classroom. Many teachers expressed that they frequently applied "assessment for learning" strategies in the classroom and made progress on the use of "assessment for learning" strategies in the classroom. Most students were willing to respond to "assessment for learning" strategies in the classroom and were motivated in class by teachers' questioning skills. According to the survey conducted by the school, 71% of teachers agreed that their subject departments conducted discussions on how to apply "assessment for learning" strategies to cater for diversity in the classroom. 77% of teachers made progress on the use of "assessment for learning" strategies in the classroom to cater for diversity. 86% of teachers found that the use of "assessment for learning" strategies to cater for diversity had made positive contribution to learning effectiveness. However, some departments expressed that there was much more to be done in this area through subject meetings and sharing among teachers. Further understanding of "assessment for learning" was needed.

3. Major Concern 3 : To nurture good qualities of Logosians

In order to nurture good qualities of Logosians, school adopted the following measures so that students develop good personal qualities through moral values education: (a) set up the framework of moral education for the implementation in classrooms; (b) plan lessons to meet the learning objectives in the domain of values and attitude in the curriculum.

With concerted effort of subject departments and functional teams, the Moral Education Framework was completed and documented. The Framework was very useful in guiding the implementation of moral education and nurturing good qualities of students and it was closely related to the moral education stated in the vision and mission of the school. Core values such as Love, Honesty and Respect were input and taught in Level FS1-2, Appreciation, Responsibility and Cooperation in Level DS1-3, Empathy, Self-regulation and Perseverance in DS4-5 Level, while Self-Reflection, Commitment and Justice in Level MS1-4. According to the survey conducted by the school, 68% of teachers reflected that the

aims of the Framework were closely related to the moral education proposed in the vision and mission of the school. 63% teachers admitted that the framework was useful in guiding the implementation of moral education in school. 64% of teachers reflected that the framework could help the school develop good personal qualities of students and 70% found that using the framework was a positively contributing factor to the nurturing of good qualities of our students.

The Character Builder Programme launched by the Campus Life Team was designed for FS1 to DS3 students. The theme of this year was "Respect starts with Me". Various activities were launched such as Board Decoration Competition, Sharing Red Packet Activity, Inter-class Rap Talk Competition, Inter-class Discipline Competition and Inter-class Clean and Tidiness Competition. Within the framework, lesson plans and activities were developed for each stage: FS1-2: Love and Respect; DS1-3: Appreciation, Responsibility and Cooperation. To promote core values, folder and banner with those values were designed. Value-based stories from ICAC, teachers' sharing about values were broadcasted during morning assemblies of students in primary campus. Students took great pleasure in listening stories and sharing by teachers. It was recommended to collect more resources for broadcasting. Talks on "Shoplifting" by Police community Relations Officer and on "Saving Turbo from Trouble, Online" by UNICEF to DS2-3 students while talks on "Crime Prevention" by Police and talks on "Sexual Harassment" by Evangelical Lutheran Church Social Service Team to DS4-MS1 students could promote the positive values and attitudes to students. Over 90% of DS3 students showed that they liked the Drama presented by UNICEF. 79% of teachers agreed that the talks helped students uphold positive values. For secondary campus, over 70% agreed the talk on Crime Prevention was important and over 60% of students found the messages were useful to them. Over 90% of students agreed that the talk aroused their awareness about sexual harassment and helped them to know about the legal knowledge about the issues. 83% of teachers agreed the talks helped students to uphold positive values.

Two Social Growth Groups were organised by the school for DS3 students, which intended to enhance students' understanding about themselves and to develop their communication and social skills through various activities, including listening skills, communication games, understanding emotions: Joy, anger sadness & fear, etc. Each group had 5 times gathering which were held on Wednesdays and Fridays. The attendance rate was over 90%. It was recommended to launch those activities every year.

"Be Considerate & Understanding" was the Theme of the Year for the students in secondary campus. It was introduced and promoted through Drama during the students' morning assemblies and weekly assemblies. Students understood the Theme of the Year and were encouraged to share deep relationship, to learn empathy and understand and respect for the

feelings of others and to be considerate. The Drama was well received by both the teachers and students. Moreover, 45 pieces of Words of Comfort (mottos) from teachers and students with the theme "Be considerate and & Understanding" were collected and displayed in the corridors. It could promote positive attitude and value to life and enhance caring and supportive atmosphere at school. DS2-3 students were encouraged to join the Big Brothers Sisters Scheme. They visited FS1 students during the lunch time and recess to play games, chat or check whether the FS1 students wrote in their homework log. Teachers observed that the FS1 students enjoyed the company of the elder students. 32 MS2 students joined the BBS scheme in campus 2. They helped the DS4 students to adapt new school life in secondary campus two and enhance their sense of belongings by organising lunch-time activities. The result was encouraging. 74% of DS4 students agreed that they were satisfied with the overall arrangement of the BBSS. The Mentorship Programme (同行者計劃) aimed at providing support and encouragement to all MS4 students to face the challenge of DSE or IB examination. It covered the school year. All MS4 students (173) joined the programme. More than 44 teachers joined the programme voluntarily to be mentors. Students enjoyed sharing and discussions with other classmates and their mentors. Through this programme, students could feel actual support from teachers. Teacher & student surveys showed that both mentors and student mentees found the program meaningful & fruitful. About 80% of teachers and students actively participated in this program. Some students suggested that they could select a particular teacher as their mentor.

Many subject departments admitted that their departments had conducted discussions on how to infuse : "moral, values and attitude" education strategies in their lessons. Language subjects had already included the moral categories. Many teachers reflected that the learning objectives in the domain of values and attitude had been included in the school-based curriculum plan of subjects and levels. According to the survey conducted by the school, 61% of teachers found that discussions on how to meet the learning objectives in the domain of values and attitude had been held in the co-planning of lessons in their departments. 64% of teachers made progress in meeting the learning objectives in the domain of values and attitude in the curriculum whilst 74% of them could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning. 86% of department heads found that teachers had appropriately met the learning objectives in the domain of values and attitude in the curriculum.

Moral values had been incorporated into subject curriculum. For Language subjects like English and Chinese, they included the affective moral categories and focus on students' moral, values or attitudes in class. Learning and teaching resources were carefully selected and designed to facilitate the teaching of moral values, including graded readers, textbooks, spontaneous reading and writing exercises, e-learning resources, etc. For Religious Studies subject, in line with the Moral Education Framework of the whole school 11 years of values

education, at every stage (including from FS1 to MS4) adding in corresponding school-based values education elements, such as: appreciation at Foundation Stage (gratitude and praise), responsibility (persistence and proactive) and cooperation (communication and acceptance). In addition to the Biblical elements, also coupled with moral issues, students could establish good value system in Christian faith which applies to their daily lives. Through regular observation and assignment inspection systems, teachers could have clear understanding of student learning and implementation of oral education. From sampling levels (FS1, DS2 and MS1) student questionnaire feedback, 85% of students agreed or strongly agreed that “I am able to apply the knowledge or attitude learnt in daily lives”. 90% of students thought that “Through learning in lessons, it can help enhance good characters”. These fully reflected the effectiveness of classes. Apart from the language subjects and the Religious Studies subject, teachers of Mathematics subject, Science subject, Art subject, Family Life Education subject admitted that discussions on how to meet the learning objectives in the domain of values and attitude were held in the co-planning of lessons in department. They also found that they could grasp appropriate opportunities to promote positive moral values in their lessons without prior planning. Nevertheless, some teachers suggested that there should be more discussions among teachers on modifying the Framework and more important was how to put it into practice in order to improve students' behaviour in general. Some also felt that the emphasis in value and attitude domains varied among subjects as well as among teachers.

4. Major Concern 4 : To strengthen School Self-evaluation

Upon the External School Review by EDB last year, the school was recommended to pay more attention to the School self-Evaluation. This year, the school adopted a whole school approach to School Self-Evaluation for enhancing the quality of education for the students. The following measures were implemented: (a) to strengthen self-evaluation capacity in academic subject departments and functional teams; (b) to conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys; (c) to ensure all subject departments and functional teams to follow a P-I-E approach in their annual action plans.

Many subject departments carried out self-evaluation through peer lesson observation and self-evaluation to identify teachers' strengths and weaknesses. Regular communication between the heads of department and panel members was thorough and helped to achieve the same aim. Through observation and reflection, teachers could make effort to modify the skills and strategies to their teaching repertoire to better address different students' needs. Also, subject departments carried out student opinion survey after summative assessments, reviewing students' academic performance at all levels. After reviewing the data collected,

the departments and coordinators would discuss follow-up strategies. Self-evaluation training workshops, especially on setting annual self-evaluation survey questions, were conducted for the academic and functional team heads. However, there was room for improvement on the training workshops. More subject-oriented and team-based self-evaluation training workshops for all teacher members should be launched instead of more focus on academic department and functional team heads.

All the holistic surveys such as APASO, KPM and stakeholder surveys had been conducted in Terms 2-3 during the school year 2015-16. Meantime, focused student group interviews had been carried out at DS1-3 and MS1-4 levels to account for some significant student survey data patterns. Notably, all evaluation surveys and interview had been analyzed by the Survey and Evaluation Team and Compliance Office with sufficient details. With major survey findings, related summary reports had been sent by Survey and Evaluation Team to all those involved academic heads and functional team heads through internal emails. Related important agendas for further improvement in policy, curriculum development had been discussed in some staff and departmental meetings. Major survey findings had been briefly presented to teacher, student and parent stakeholders on staff development days, morning assemblies and parents' nights respectively.

To some extent, reflective evaluation had been made for informed forward planning, especially using focused group student interview and survey data to justify effectiveness of current school policies and formulate new reform directions in the following school year. In short, reflective reports from academic departments and functional teams had been used to enhance effectiveness of learning and teaching by raising departmental meeting agendas and suggesting feasible reform strategies during departmental meetings and teacher professional development days.

Though the Survey and Evaluation Team had completed its task, they met several difficulties during the survey process such as time constraint for student survey and interviews because of different lesson times for primary and secondary levels, various versions on reading evaluation surveys, different opinions on the procedures in collecting parent stakeholder survey data etc. All such messages had been conveyed to senior administrators, concerned department and functional team heads for reference in planning the surveys for the following year 2016-17. Also, how to monitor the use of evaluation data for policy improvement and learning and teaching is an important issue for the subject heads and functional team heads to discuss with their members.

It was noted that most subject departments and functional teams had clear action plan with evaluation for the purpose of continuous improvement. They also had addressed the school major concerns in alignment with the school priorities. With the help of the Survey &

Evaluation Team, they sent out the annual self-evaluation survey questions for their team members as well the students at the end of the school year. The data collected would be discussed in the subject panel meeting or functional team meeting. After collecting the feedback, the team would proceed to forward planning. According to the school survey, 87% of department heads and coordinators had clear action plans with evaluation for the purpose of continuous improvement. 94% of subject departments and functional teams had set tasks with a focus on impact of student learning. 86% of subject departments and functional teams had also evaluated works in direct relation to learning and teaching effectiveness. 80% of the members of Survey & Evaluation Team and Compliance Office came to the same consensus that subject departments and functional teams had made evaluation of their works using a variety of evidences. Furthermore, 93% of department heads and coordinators even realized that all subject departments and functional teams could make reflective evaluation for informed forward planning though self-evaluation of some items had not yet started in the middle of the school year.

After all, this is the first year that the school had adopted a whole school approach to School Self-Evaluation for enhancing the quality of education for the students. There was still room for improvement on some of the subject teams and functional teams. It should be further practiced in the coming school year.

Suggestions for 2016-17 Areas of Concern

In view of what have been achieved and reflected by the subject departments and functional teams regarding their work in 2015-16 school year reported above, the areas of improvement and good practices for the school had been identified and summarized as follows:

- (1) Though the school successfully set up a school-based Teacher competency Framework (TCF), there is still room for improvement on how to use the Framework effectively. The school should also formulate more specific training programme on implementing the TCF. The school has motivated teachers to attend appropriate external training programme of curriculum and pedagogy in their subject areas. Nevertheless, more in-house training workshops should be held for teachers especially focusing on the latest curriculum development and enhancing the pedagogical content knowledge. In-house professional sharing sessions and co-planning of lessons were organized by the department heads and many teachers treasured the above arrangements. The use of learning materials in POLYDrive was encouraging and teachers should be encouraged to develop new materials and share with others. It was also found that workshop or seminars on questioning in classes were not commonly organized by outside bodies. The school should try its best to organize talks on “Questioning in the classroom” in the coming school year. Some teachers

admitted that they had not clearly understood the concept on “assessment for learning” and lacked practical experience in the implementation in the classroom. It was hoped that “assessment for learning” could be thoroughly explained and discussed so that the teachers could grasp clearly the mode of operation in the next academic year.

- (2) Many subject departments had clear guidelines on catering for diversity in the classroom and discussions had been conducted during department meetings. Many teachers could design assignments and questions with different levels of difficulty to cater for diversity. They also reflected that the worksheets they designed already included questions that inspired students to think deeply and recognized that questions with different levels of difficulty could have positive contribution on students of general level. However, catering for diversity is difficult, especially in a classroom setting. There is much more to be done through discussion among subject meetings. Mastering of questioning skills and making use of “assessment for learning” strategies have to be further strengthened in the coming school year.
- (3) With concerted effort of subject departments and functional teams, the Moral Education Framework was completed and documented. The Framework was very useful in guiding the implementation of moral education and nurturing good qualities of students (Logosians) and it was closely related to the moral education stated in the vision and mission of the school. Various activities were organized and conducted by the Campus Life Team and Student Counselling Team with the help of teachers such as Inter-class competition, talks, mottos exhibition, Big Brothers and Sisters Scheme, the Mentorship Programme, etc. Moral values had been incorporated into subject curriculum. Many subject departments had conducted discussions on how to infuse : “moral, value and attitude” education strategies in their lessons. Teachers found that they could promote positive moral values in their lessons. Nevertheless, some teachers suggested that there should be more discussions among teachers on modifying the Framework from time to time and more important was how to put it into practice in order to improve students’ behaviour in general. After all, Morality and affection education should permeate in our daily teaching. To nurture good qualities of Logosians should be further pursued in the coming academic year.
- (4) This year, the school adopted a whole school approach to School self-Evaluation for enhancing the quality of education for the students. It was noted that most subject departments and functional teams had clear action plan with evaluation for the purpose of continuous improvement. Subject departments carried out evaluation through peer observation and self-evaluation to identify teachers’ strengths and weaknesses.

Furthermore, subject departments carried out student survey after summative assessments, reviewing students' academic performance at all levels. In addition, all the holistic surveys such as APASO, KPM and Stakeholder surveys had been conducted in terms 2-3 of this academic year. Focused student group interviews were conducted to account for some significant student data patterns. With major findings, related summary reports were sent to all those involved academic heads and functional team heads by the Survey & Evaluation Team through internal email. Major survey findings had been briefly presented to teacher, student and parent stakeholders on staff development days, morning assemblies and parents' nights respectively. Although self-evaluation were carried out by different parties and data were collected, how to monitor the use of evaluation data for policy improvement and learning and teaching is an important issue for the subject heads and functional team heads to discuss with their members. After all, this is the first year that the school had adopted a whole-school approach to School self-evaluation for enhancing the quality of education for the students. There was stillroom for improvements for some of the subject teams and functional teams. It should be further practiced in the coming school year.

A series of School Senior Management meetings, Subject Department Committee meetings and Staff meetings were held to discuss these suggestions. The final major concern for the school year 2016-17, agreed by the School Senior Management Team, subject teachers and members of the functional teams, are as follows:

1. To enhance professional teaching skills for the improvement of learning effectiveness
2. To nurture good qualities of Logosians
3. To strengthen School-Self-Evaluation

2015 – 2016 (Year-end summary of external awards)

Classification	Physical Education	English Language	Chinese & Putonghua	Maths & Science	Media, IT, Arts & Music	Civic education & Uniform Teams	Community and Voluntary Services
	<ul style="list-style-type: none"> ● The 44th Open Dance Contest ● 2015-2016 All Hong Kong Primary Schools Outstanding Athletes Awards (NT - Sai Kung District) ● A.S. Watson Group Hong Kong Student Sports Awards ● Hong Kong Inter-School Rope Skipping Competition 2015 ● Inter-School Athletics Competition ● Inter-School Swimming Competition ● Jump Rope for Heart Inter-School Rope Skipping Competition 2015 ● The 17th All Hong Kong Inter-Area Primary School Athletics Competition ● The 17th Sai Kung Area 	<ul style="list-style-type: none"> ● The 67th Hong Kong Inter-school Speech Festival 	<ul style="list-style-type: none"> ● The 67th Hong Kong Inter-school Speech Festival ● The 41th Hong Kong Youth Cultural & Art Competition ● The Hong Kong School Chinese and English Penmanship Competition ● Chinese Penmanship Competition 	<ul style="list-style-type: none"> ● The 7th Super 24 Invitation Competition ● Hong Kong Mathematics Olympiad – (Primary Division) ● The 18th Hong Kong Mathematical High Achievers Selection Contest ● National Mathematical Forum for Youths 2015-2016 ● “Huaxia Cup” 	<ul style="list-style-type: none"> ● Inter-school Mobile Application Design Contest ● Microsoft Office/Adobe Creative Cloud Skills Competition 2016 ● Robotics Intelligence DIY 2016 - Robotics EV3 ● IT Challenge Award ● The Hong Kong International Band Fair 2016 Competition ● The 12th Cisco 	<ul style="list-style-type: none"> ● The ISF Academy Chess Open 2016 (Secondary Section) ● Uniform Group Community Orientation Competition 2016 ● Hong Kong Junior Chess Championships 2016 ● Annual Review 2016 Marching Competition (Secondary Schools) ● Inter-school 	<ul style="list-style-type: none"> ● "V-ARE-ONE" Inter-School Voluntary Service Program 2015-2016 ● 校本輔導大使計劃 2015/16 ● 明報專題報導比賽

	<p>Inter-Primary Schools Swimming Competition</p> <ul style="list-style-type: none"> ● The 18th Sai Kung Area Inter-Primary Schools Athletics Competition ● The 18th Sai Kung Area Inter-Primary Schools Girls' Basketball Competition ● The 52st Hong Kong Schools Dance Festival Chinese Dance ● Inter-School Basketball Competition ● Inter-School Swimming Competition ● 18th Sai Kung Area Inter-Primary Schools Boys' Basketball Competition ● New Territories Inter-Area Primary Schools Swimming Competition ● The 14th Sai Kung Area Inter-Primary Schools Football Competition ● The 17th Sai Kung Area Inter-Primary Schools Girls' Volleyball Competition 			<p>National Mathematical Olympiad 2016 (Secondary Division)</p> <ul style="list-style-type: none"> ● Hong Kong and Macau Mathematical Olympiad open Contest 2016 ● Hong Kong Physic Olympiad ● HKUST Life Science Tournament 2016 ● The 2nd Hong Kong Mathematical and Creative Problem-solving Competition 2016 ● The 7th Annual 	<p>Hong Kong-Macau Youth Networking Skills Competition 2016</p> <ul style="list-style-type: none"> ● Inter-Primary School Mobile Apps Design Competition ● Hong Kong Outstanding Student Artist Award ● World Robot Olympiad Hong Kong 2016 ● Best Actor in the Education Bureau 'Different Walks of Life' Micro Film Competition 	<p>Quiz Final Contest 2016</p> <ul style="list-style-type: none"> ● Annual Review 2016 Flag Team Competition ● The Best Sustainable community project 	
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	<ul style="list-style-type: none"> ● Sai Kung Area Inter-Primary Schools Boys' Table-tennis Competition ● Hong Kong Inter-School Rope Skipping Competition 2016 ● Inter-School Athletics Competition ● Inter-School Basketball Competition ● Inter-School Swimming Competition ● Inter-School Table Tennis Competition ● Inter-School Volleyball Competition ● Double Dutch Speed Contest 2016. ● The 19th Sai Kung Area Inter-Primary Schools Athletics Competition 			Hong Kong Scholastic Championship			
No of Awards	777	152	215	36	263	52	19

The above summary only includes Champions, 1st-runner-ups and 2nd –runner-up or Gold, Silver and Bronze awards or equivalent