

# The Hong Kong Chinese Christian Churches Union

## Logos Academy



# Annual School Report

## 2016-17

### Campus 1

#### (Primary Section)

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### Campus 2

#### (Secondary Section)

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# Content

	<b>Page</b>
<b>1. Our School</b>	<b>2</b>
1.1 Education Philosophy	
1.2 Mission and Vision	
1.3 Our Campuses	
1.4 Members of the School Management Committee (SMC)	
<b>2. Learning and Teaching</b>	<b>4</b>
2.1 Our School-based Curriculum	
2.2 Subject and Lesson Allocation	
2.3 Our Students	
2.4 Our Teachers	
2.5 Learning, Teaching and Assessment Strategies	
<b>3. Catering to Diverse Needs in Growth and Development</b>	<b>10</b>
3.1 Support at the Systems Level	
3.2 Support at the Group Level	
3.3 Support at the Individual Level	
<b>4. Achievements and Reflections on School Major Concerns</b>	<b>13</b>
4.1 Major Concern 1: To enhance professional teaching skills for the improvement of learning effectiveness	
4.2 Major Concern 2: To nurture good qualities of Logosians	
4.3 Major Concern 3: To strengthen School-Self-Evaluation	
<b>5. Students' Performance</b>	<b>54</b>
5.1 Reading Habit	
5.2 Academic Performance	
5.3 APASO	
5.4 Inter-school Activities and Competitions	
<b>6. Financial Report</b>	<b>60</b>
<b>7. Summary and Suggestions</b>	<b>61</b>
<b>8. Appendix</b>	<b>65</b>

## **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), was founded under the Direct Subsidy Scheme in September 2002. Composed of registered school managers, the School Management Committee (SMC) holds regular meetings to create school development plans, approve financial budgets, oversee human resources management and review effectiveness of the school, etc.

### **1.1 Education Philosophy**

HKCCCU Logos Academy is founded on the Truth of the Bible. Taking advantage of the flexibility of the Direct Subsidy Scheme, it adopts the “through-train” mode and provides holistic education through a coherent and challenging eleven-year school curriculum. We strongly believe that “the heart of education is the education of the heart” and strive to nurture future leaders with a global vision by providing an all-round education.

### **1.2 Mission and Vision**

- (a) Based on the Truth of the Bible, Logos Academy is committed to assisting our students to pursue abundant lives built on truth, goodness and beauty.
- (b) By facilitating students’ spiritual, moral, cognitive, aesthetic, physical and social developments, the school strives to nurture curious, thoughtful, confident, adaptable and resilient leaders who are keen to contribute to their communities.
- (c) We trust that “life kindles life” is the key to effective education. On this basis, Logos Academy recruits talented local and overseas educators and organizes professional training workshops with leading scholars and organizations in education and science research.
- (d) We aim to foster a culture of learning in which our teachers not only assist students to learn effectively, but also cultivate them in becoming eager learners who dare to innovate and take on demanding responsibilities.
- (e) The school also promotes a collaborative learning culture among school board members, the principal, teachers, staff, parents and students, wherein everyone supports each other on the path of self-development and self-improvement.
- (f) To actively implement cutting-edge ideas and explore new directions for curriculum design, pedagogy, assessment, management and more, the school maintains close cooperation with local and international schools, universities and education authorities.

### **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>1/6/2016 to 31/5/2017</u>	<u>1/6/2017 to 31/5/2018</u>
Chairman	Rev. Pong Kin Sun, Kinson	Rev. Woo Ming Tim, Samuel
Vice Chairman	Rev. Woo Ming Tim, Samuel	Rev. Chan Tak Cheong
School Supervisor	Rev. Chung Ka Lok	Rev. Chung Ka Lok
Treasurer	Mr. Lee Chi Yuen	Dr. Chan Wai Sang, Samuel
Secretary	Rev. Chung Kin Kai	Rev. Chung Kin Kai
Managers	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)	Rev. Chan Kang Yu Petros, Rev. Chow Wing Fu, Dr. Ho Koon Wan, Ms. Kwong Ka Yin, Rev. Lee Chee Kong, Rev. Luk Hang Chuen, Dr. Luk Siu Ping, Rev. Pong Kin Sun, Kinson, 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)

## 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 the 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. 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 191, 192.5, 118.5 and 123.5 teaching days for FS1 to DS5, MS1 to MS3, MS4 (DSE) and MS4 (IB) 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%	16.84%	16.84%	14.14% - 14.74%	14.14% - 14.74%
ENGLISH LANGUAGE	20.28%	20.17%	18.95%	16.84%	14.14% - 14.74%	14.14% - 14.74%
MATHEMATICS	13.52%	13.45%	14.74%	14.74%	14.12% - 14.74%	10.48% - 14.74%
LIBERAL STUDIES	---	---	---	6.32%	10.10% - 10.53%	Depends on choices of Elective Subjects
NATURAL SCIENCE	4.51%	4.48%	12.63%	Depends on choices of Elective Subjects		
TECHNOLOGY	---	2.24%	2.11%			
PERSONAL, SOCIAL & HUMANITIES	11.26%	13.45%	13.92%			
ARTS	9.02%	8.96%	8.96%			
PHYSICAL EDUCATION	4.51%	4.48%	4.48%	4.21%	4.04% - 4.21%	4.04% - 4.21%
OTHERS	18.87%	14.84%	7.37%	Depends on choices of Elective Subjects		

### Remarks:

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

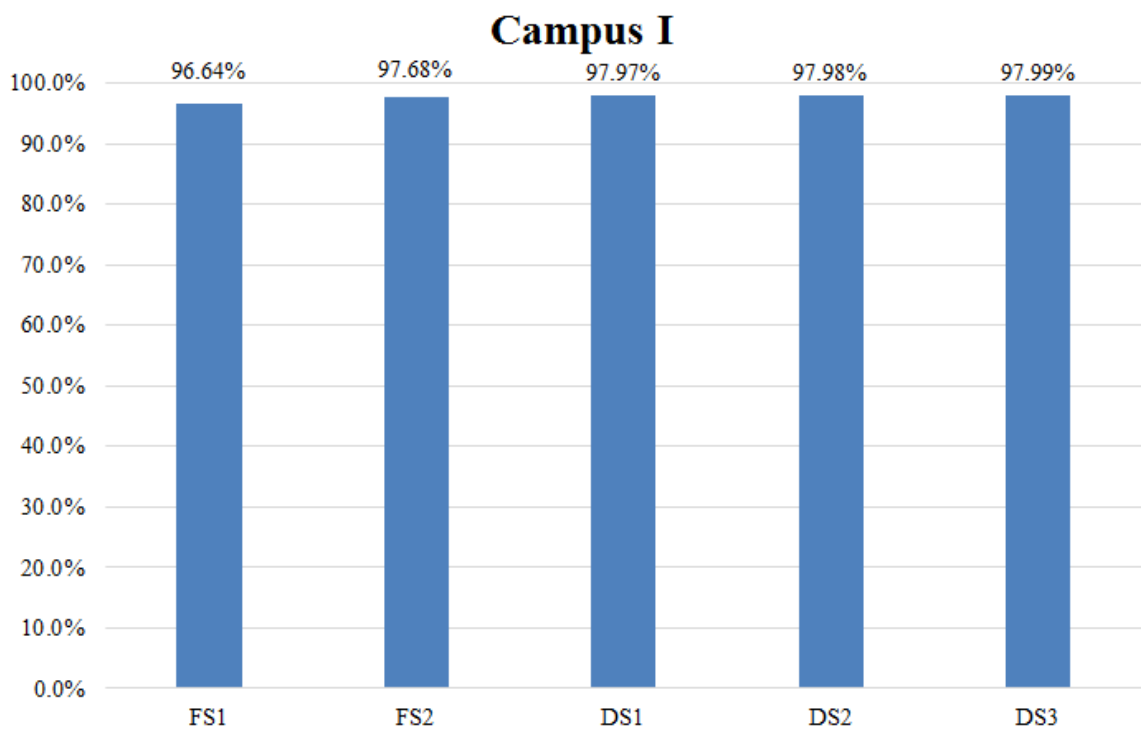
## 2.3 Our Students

### (a) Class Structure

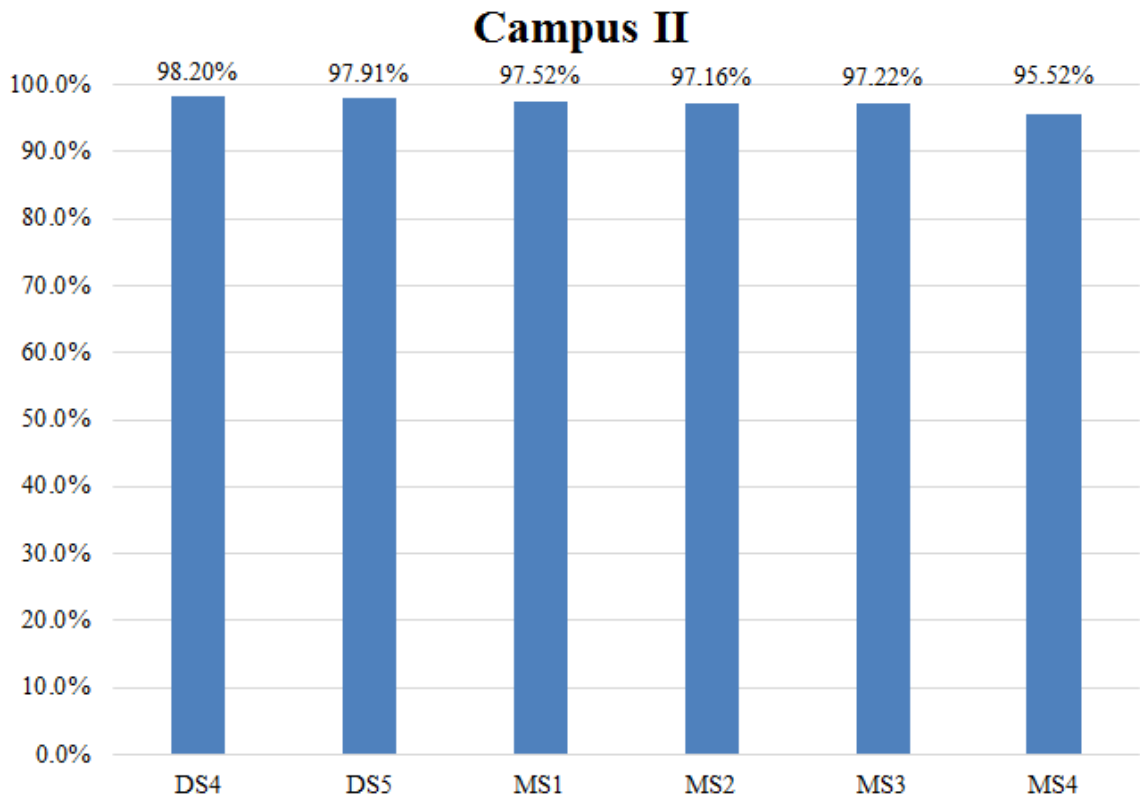
The table below shows the number of classes and students in each year level as at 31<sup>st</sup> August, 2017.

Class Level	No. of Class	No. of Boys	No. of Girls	Total
<b>FS1</b>	6	100	97	197
<b>FS2</b>	6	98	100	198
<b>DS1</b>	6	97	95	192
<b>DS2</b>	6	106	92	198
<b>DS3</b>	6	102	89	191
<b>DS4</b>	5	91	97	188
<b>DS5</b>	5	100	77	177
<b>MS1</b>	5	103	95	198
<b>MS2</b>	5	95	97	192
<b>MS3</b>	5	89	91	180
<b>MS4</b>	5	74	85	159
<b>Total</b>	60	1055	1015	2070

### (b) Annual Attendance Rate







## 2.4 Our Teachers

(a) No. of teachers

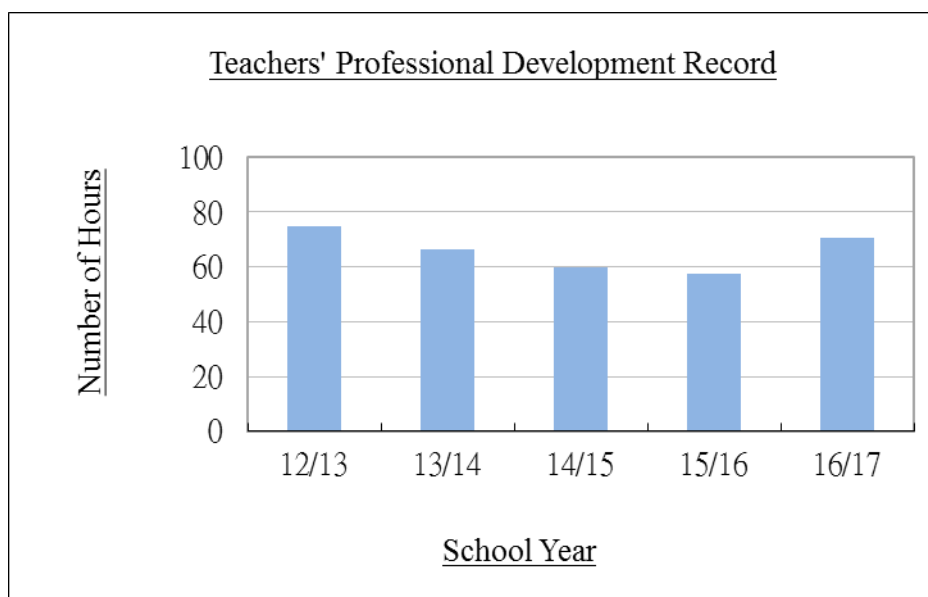
There were 180 teachers (including 14 teaching assistants) in the approved establishment.

(b) Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education	92.22%
Bachelor Degree	98.89%
Master / Doctorate Degree or above	56.67%
Special Education Training	15.56%

Working Experiences (% of Teachers)	
0 - 4 years	19.44%
5 - 9 years	28.89%
≥10 years	51.67%

(c) Continuous Professional Development



## 2.5 Learning, Teaching and Assessment Strategies

The school is devoted to create 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. 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 by 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 a team of 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 2016/17, 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 timely manner;
- (b) Better Coordination enabling the roles and functions of the various support teams in the school to be more clearly defined 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 for competitions such as the Mathematics Olympiad and nominating students to compete for studentship in the Hong Kong Academy of Gifted Education, the dual program at the Hong Kong University of Science and Technology, and also other programs of similar nature offered by other institutions.

#### **3.2 Support at the Group Level**

- (a) Support to Teachers
  - (i) 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 Level 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.
  - (ii) 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

- (i) 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

- (i) 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.
- (ii) Special group programs geared towards supporting students with special educational needs (SEN) were also organized often outside school hours 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.
- (iii) 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 2016/17. Through the support from teachers and parents, these students learnt planning and organization skills and set clearer goals to prepare for their examinations.
- (iv) 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.
- (v) 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.
- (vi) 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 2016/17, the Education Psychology Team had provided various kinds of support to individual students. A

total of 57 sessions of small group sessions and over 260 individual sessions were held throughout the years. Individual students having emotional difficulties also received individual support. Over 202 cases had received support services from the team.

## 4. Achievements and Reflections on School Major Concerns

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

In order to help teachers enhance their teaching skills, the school adopted the following measures in this academic year: (a) Establish a learning community through peer lesson observation to enhance general teaching skills; (b) Teachers attend workshops to update the latest curriculum development and enhance their pedagogical content knowledge; (c) Promote in-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons; (d) Arrange in-house training on essential classroom teaching skills such as collaborative learning methods and questioning skills; (e) Arrange in-house workshops on Assessment for Learning; (f) Teachers are encouraged to make use of good questioning skills to cater for learner diversity in the classroom and (g) Apply Assessment for Learning strategies to cater for diversity in the classroom. Achievements and reflections on each measure were as follows:

- (a) Establish a learning community through peer lesson observation to enhance general teaching skills.

(i) Achievements

Chinese Language

- (1) In line with the School Major Concern, the department required each teacher to teach at least 1 lesson under observation and observe at least 1 lesson taught by a fellow teacher. HoD/Deputy HoD/Coordinators were required to have open class and encourage colleagues to observe their lessons. Furthermore, each member was required to observe at least one lesson taught by HoD/Coordinators.
- (2) To encourage the exchange of feedback between the observers and the observed, observers were required to fill out a peer lesson observation form designed by the department based on the 321 model (3 merits, 2 reflections and 1 suggestion).
- (3) All secondary teachers had observed and been observed by other teachers.
- (4) All primary teachers had observed other teachers' lessons and all teachers had observed lessons taught by Deputy HoD or Coordinators.
- (5) 96% of the teachers agreed that HoD could give constructive feedback after lesson observation.
- (6) 96% of the teachers agreed that the peer lesson observations and discussion of teaching and learning could help improve the effectiveness of classroom teaching.
- (7) 78% of the teachers felt that the learning community spirit had been raised as a result of peer lesson observation.
- (8) 93% of the teachers agreed that promoting a culture of lesson observation could improve classroom teaching effectiveness in the long run.

English Language

- (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. This practice has been institutionalized and implemented for a few

years.

- (2) The peer lesson observation form was amended to lay emphasis on two important areas: questioning techniques of the teacher and Assessment for Learning (AfL).

### Mathematics

- (1) All teachers agreed that the HoD and peers could give constructive and useful feedback to teaching colleagues after lesson observation.
- (2) All teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (3) 94% of the teachers agreed that peer lesson observation could help improve learning effectiveness in the long run.
- (4) 94% of the teachers agreed that the learning community spirit had been raised as a result of peer lesson observation.
- (5) 87% of the teachers agreed that they had observed other colleagues' lessons mutually at least twice per year.

### Humanities

- (1) Two rounds of lesson observation, including cross-level lesson observations, were conducted. All LS teachers participated in the lesson observation exercise. Each teacher observed or was observed by other teachers for at least two lessons.
- (2) Teachers who had participated as markers in the 2016 DSE updated fellow colleagues on the trend of assessment in the examination.
- (3) Peer lesson observations were held in October 2016 and the appraisers of each teacher arranged several lesson observations in 2017.
- (4) To explore "TOK across curricula", some AOK teachers were invited to observe and co-teach related TOK lessons; TOK teachers were also invited to co-teach TOK topics in some AOK lessons.

### Science

- (1) 77% of the teachers had observed or been observed by other teachers at least twice during the school year.
- (2) 84% of the teachers agreed that HoDs and peers could give constructive and useful feedback to teachers after lesson observation.
- (3) 92% of the teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (4) 85% of the teachers agreed that peer lesson observation could help improve learning effectiveness in the long run.
- (5) 69% of the teachers felt that the learning community spirit had been raised as a result of peer lesson observation.

### Art

- (1) All teachers had observed or been observed by other teachers at least twice during the school year.
- (2) Sharing sessions were held on the improvement of professional teaching skills.

### Family Life Education

- (1) The department followed the school initiative on establishing a learning community through peer lesson observation.
- (2) 2 out of the 3 teachers had observed or been observed by other teachers at

- least twice during the school year.
- (3) All 3 teachers agreed that HoDs and peers could give constructive and useful feedback to teachers after lesson observation.
  - (4) All 3 teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
  - (5) All 3 teachers agreed that peer lesson observation could help improve learning effectiveness in the long run.
  - (6) All 3 teachers felt that the learning community spirit had been raised as a result of peer lesson observation.
  - (7) HoD found that peer lesson observation had enhanced the general teaching skills in the department.

### ICT

- (1) Peer lesson observation was conducted twice for each ICT teacher, once for Term 1 and once for Term 2.

### Media

- (1) The department followed the school initiative on establishing a learning community through peer lesson observation.
- (2) Teachers had observed or been observed by other teachers once during the school year.
- (3) All teachers agreed that HoDs and peers could give constructive and useful feedback to teachers after lesson observation.
- (4) All teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (5) All teachers agreed that peer lesson observation could help improve learning effectiveness in the long run.
- (6) All teachers felt that the learning community spirit had been raised as a result of peer lesson observation.
- (7) HoD found that peer lesson observation had enhanced the general teaching skills in the department.

### Music

- (1) The department followed the school initiative on establishing a learning community through peer lesson observation.
- (2) All teachers had observed or been observed by other teachers at least twice per year.
- (3) All teachers agreed that HoD and peers could give constructive and useful feedback to teachers after lesson observation.
- (4) All teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (5) All teachers agreed that peer lesson observation could improve learning effectiveness in the long run.
- (6) All teachers felt that the learning community spirit had been raised as a result of peer lesson observation.
- (7) HoD found that peer lesson observation had enhanced the general teaching skills in the department.

### Physical Education

- (1) The department conducted a total of 20 peer lesson observations; each member had completed 4 lesson observations.
- (2) 67% of the teachers agreed that they had at least 1 peer lesson observation in each term.



- (3) 67% of the teachers agreed that they had observed or been observed by at least 2 different teachers.

#### Religious Education

- (1) The department followed the school initiative on establishing a learning community through peer lesson observation and held a discussion during the departmental meeting.
- (2) All teachers had observed or been observed by other teachers at least twice per year.
- (3) All teachers agreed that Coordinator and peers could give constructive and useful feedback to teachers after lesson observation.
- (4) All teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (5) All teachers strongly agreed that peer lesson observation could help improve learning effectiveness in the long run.
- (6) All teachers felt that the learning community spirit had been raised as a result of peer lesson observation.
- (7) The Coordinator found that peer lesson observation had enhanced the general teaching skills in the department.

#### (ii) Reflections

##### Chinese Language

- (1) The participation in peer lesson observations had greatly improved. Most of the teachers completed their lesson observations in March and all teachers completed the requirements before the end of the semester.
- (2) There were implementations of new lesson design at some levels. For example, the writing classes of DS4-5 carried out the "write as you speak" activity and the "IB testing course" was initiated for MS2.
- (3) Teachers were willing to allow other teachers to join their lessons and to learn from each other.
- (4) Four teachers at primary section, including two coordinators, welcomed observers to their e-learning lessons and had professional exchanges afterwards.
- (5) The Coordinator of secondary section ran "flipped classroom" this year and there were lesson observations and discussions.
- (6) In order to further promote the learning community spirit, Chinese Language teachers also invited teachers from other subject departments to observe their lessons.

##### English Language

- (1) Peer lesson observations among teachers will continue to be conducted next year with the current system.
- (2) Teachers should be encouraged to more actively share good practices that they have observed from colleagues; one way to promote these discussions would be to specifically devote time to them during departmental meetings.

##### Mathematics

- (1) Through implementing the peer lesson observation practice, the department established a strong learning community where teammates gained professional growth.

### Humanities

- (1) Post-lesson observation discussions provided teachers with invaluable feedback, including areas for improvement and constructive suggestions.
- (2) Internal sharing on the DSE marking criteria enabled those who have not been markers to improve the design and delivery of DSE lessons.
- (3) Teachers welcomed other teachers to join their lessons in order to learn from each other.
- (4) More intensive in-house training and sharing on “TOK across curricula” will be organized in the future.

### Science

- (1) Since most Science teachers agreed that the learning community spirit had been raised, at least two lesson observations will be conducted in the coming school year. In the future, the department would like to conduct 2 lesson observations in 2 of the 5 terms—a total of 4 per school year.
- (2) In order to improve the effectiveness of lesson observations, the department will not require observers to fill out the standard lesson observation form except for lessons for appraisal exercise.
- (3) The department will organize group sharing after each lesson observation.

### Art

- (1) Teachers agree that the aim of peer observation should emphasize on development rather than judgement and lesson observation should be followed by reflection, enabling a peer-learning atmosphere to be built.

### Family Life Education

- (1) Teachers agreed that peer lesson observations helped them enhance professional teaching skills and learning effectiveness and are willing to continue this practice in the future whenever time allows.
- (2) In the future, we will make use of the open class video clips of other subjects to widen our scope of learning and improve teaching effectiveness in the long run.

### Media

- (1) All teachers successfully completed at least one lesson observation, the scheduling was very tight: lesson swapping was difficult due to the school timetable arrangement.

### Music

- (1) The department met the success criteria set by the school this school year.
- (2) All music teachers agreed that the department became a stronger learning community through peer observation and that sharing among peers helped enhance teaching skills and learning effectiveness. Therefore, we will keep carrying out peer lesson observations.

### Physical Education

- (1) It was suggested to have 3 peer lesson observations instead of 4 in the future, as there would be no lessons in Term 5 and teachers would be busy preparing Sport Days and external competitions at the start of the academic year.

### Religious Education

- (1) Since all Religious Education teachers agreed that peer lesson observations fostered the exchange of professional ideas and invaluable feedback, we will continue this practice next year.
  - (2) Peer lesson observations focused on specific teaching skills (such as questioning skills) provided constructive suggestions to teachers and thus should also be continued next year.
  - (3) Co-preparation of lessons (for one of our teachers' open class) was helpful in promoting collaboration and peer-learning, it is worth being incorporated into our regular practice next year.
- (b) Teachers attend workshops to update latest curriculum development and enhance their pedagogical content knowledge.

(i) Achievements

Chinese Language

- (1) Teachers were required to attend at least two external seminars or workshops on curriculum or pedagogy; all teachers met this requirement.
- (2) 96% of the teachers agreed that HoD had recommended appropriate external training courses to colleagues.
- (3) 89% of the teachers agreed that the training courses helped improve their learning and teaching effectiveness.
- (4) 82% of the teachers shared experiences and knowledge from the training courses with fellow colleagues.
- (5) 96% of the teachers applied what they had learnt from the training courses into their teaching.
- (6) Since colleagues at the primary section were particularly interested in using e-learning in their lessons, there was an increase in the number of participants in e-learning courses.
- (7) Arrangements were made for the teachers at primary section to discuss their training experiences during sharing sessions and at CDM.

English Language

- (1) 63.1% of the teachers attended seminars or workshops on curriculum development or pedagogy at least twice in the school year.
- (2) Teachers indicated that the training courses they attended were in general useful, and were eager to apply what they had learnt from the training courses into their teaching.
- (3) After attending an external course, teachers were required to fill out a simple feedback survey that indicates how useful they found the course in question. Copies of materials provided to teachers during those training courses were also kept on file.

Mathematics

- (1) 95% of the teachers attended seminars or workshops on e-learning, curriculum development or pedagogy at least twice in the school year.
- (2) 94% of the teachers agreed that HoD had recommended appropriate external training courses to colleagues.
- (3) 81% of the teachers agreed that the training courses helped improve their learning and teaching effectiveness.
- (4) 81% of the teachers shared experiences and knowledge from the training courses with fellow colleagues.

- (5) 87% of the teachers applied what they had learnt from training courses into their teaching.

#### Humanities

- (1) All LS teachers attended at least two training workshops, seminars, curriculum review meetings or symposiums to stay updated on latest developments in the field.

#### Science

- (1) 69% of the teachers attended seminars or workshops on curriculum development or pedagogy at least twice in the school year.
- (2) 69% of the teachers agreed that the training courses helped improve their learning and teaching effectiveness.
- (3) 69% of the teachers shared experiences and knowledge from the training courses with fellow colleagues.
- (4) 77% of the teachers applied what they had learnt from training courses into their teaching.

#### Art

- (1) All teachers attended seminars or workshops on curriculum development or pedagogy at least twice in the school year.

#### Family Life Education

- (1) HoD led the subject teachers in the search for appropriate external courses on curriculum and pedagogy.
- (2) All 3 teachers attended seminars or workshops on curriculum development or pedagogy at least twice in the school year.
- (3) All 3 teachers agreed that the training courses helped improve their learning and teaching effectiveness.
- (4) All 3 teachers shared experiences and knowledge from the training courses with fellow colleagues.
- (5) All 3 teachers applied what they had learnt from training courses into their teaching and HoD found the application effective.

#### ICT

- (1) All teachers attended the workshop on the use of technology to apply different pedagogical approaches and techniques in class.

#### Media

- (1) HoD led the subject teachers in the search for appropriate external courses on curriculum and pedagogy.
- (2) All teachers attended seminars or workshops on curriculum development or pedagogy at least once in the past six months and at least twice in the school year.
- (3) All teachers were willing to share experiences and knowledge from the training courses with fellow colleagues.
- (5) All teachers applied what they had learnt from training courses into their teaching and HoD found the application effective.

#### Music

- (1) HoD led the subject teachers in the search for appropriate external courses on

curriculum and pedagogy.

- (2) 80% of the teachers attended seminars or workshops on curriculum development or pedagogy at least twice in the school year.
- (3) 80% of the teachers agreed that the training courses helped improve their learning and teaching effectiveness.
- (4) 80% of the teachers shared experiences and knowledge from the training courses with fellow colleagues.
- (5) 80% of the teachers applied what they had learnt from training courses into their teaching and HoD found the application effective.

#### Physical Education

- (1) Teachers were required to attend at least 2 or no less than 4 hours of external professional training seminars or workshops; 85% of the teachers met this requirement.
- (2) 80% of the teachers agreed that they gradually mastered the Assessment for Learning strategy, which promoted students' participation in lessons.
- (3) At the beginning of each lesson, skills were taught and evaluation method were explained to students. The performance of the students were assessed at the end of each lesson.
- (4) 80% of the teachers indicated that they gradually learned to ask questions related to the essence of movement, trajectory, use of forces, etc. They would avoid asking close-ended questions.

#### Religious Education

- (1) The Coordinator informed teachers of new course offerings.
- (2) All teachers attended seminars or workshops on curriculum development or pedagogy at least twice in the school year.
- (3) 75% of the teachers agreed that the training courses helped improve their learning and teaching effectiveness.
- (4) 75% of the teachers shared experiences and knowledge from the training courses with fellow colleagues.
- (5) 75% of the teachers applied what they had learnt from training courses into their lessons and found that doing so facilitated their teaching. The Coordinator also found their application effective.

### (ii) Reflections

#### Chinese Language

- (1) Since the school adopted clear measures to encourage teachers to participate in professional training this year and approved training that lasted for one full day or less, teachers enthusiastically applied for training courses. To minimize the impact on student learning, they also proactively rearranged lessons that conflicted with their training.
- (2) As a whole, the department established a culture of learning and will continue to encourage teachers to improve teaching and learning effectiveness.

#### English Language

- (1) Due to scheduling restrictions, some teachers had their applications for official leave denied or were not accepted by the course organizers.
- (2) To further encourage teachers' participation in workshops, HoD can pay more attention to promotional materials and announce the training courses

- available regularly (e.g. every two weeks) during departmental meetings.
- (3) More active post-workshop sharing should be encouraged. The feedback forms on the effectiveness of workshops filled out by teachers should be reviewed regularly (e.g. once a month) to select suitable topics for sharing at departmental meetings.
  - (4) Resources (e.g. handouts) from training courses should be digitalized and archived in the department's folder on PolyDrive (the school server) to ensure easy access.

#### Mathematics

- (1) Most teachers were willing to attend workshops to stay updated on latest curriculum developments and enhance their pedagogical content knowledge.

#### Science

- (1) Since teachers may need more time to digest the materials from the training courses, the department would like to provide more opportunities for sharing among teachers.

#### Art

- (1) Most of the courses that teachers attended focused on the public exam or curriculum design. More variety of courses should be considered next year.

#### Family Life Education

- (1) It was not feasible for all our subject members to attend many courses related to curriculum development or pedagogy in our subject area that were held during school time.
- (2) A folder was set up in the subject PolyDrive for the sharing of experiences and knowledge from the training courses among teachers.

#### Media

- (1) It was not feasible for all our subject members to attend many courses related to curriculum development or pedagogy in our subject area that were held during school time. To address this problem, teachers were recommended to attend online training courses.
- (2) It was not easy to find workshops on curriculum development in our subject area since our school was one of the pioneers in this subject. To overcome this difficulty, teachers were encouraged to focus on general teaching skills and overall educational trends.
- (3) Due to the difficulties described above, teachers have been designing our school-base curriculum by adapting international reference materials. Therefore, it would be beneficial if the school could offer teachers subsidies to attend workshops overseas.

#### Music

- (1) Music Department met most success criteria set by the school
- (2) To enhance teachers' pedagogical content knowledge, HoD will pay more attention to related course offerings and continue to encourage subject teachers to attend the courses.

#### Physical Education

- (1) Some colleagues reported that they would register for the training workshops organized by the Education Department, Summer Sports Teachers' Workshop,

and other relevant sports associations. Therefore, it is expected that the number of training participants will exceed the planned number this year.

- (2) It was agreed that the clear evaluation methods announced at the start of each module had a significant positive effect on student learning.
- (3) Although teachers agreed that good questions could enhance student learning, they had reservations regarding the use of questions of high-order thinking in lessons.

#### Religious Education

- (1) Skills and knowledge learnt from training courses should be applied into our curricula. For example, elements such as IT skills, story-telling, life experience sharing etc. were incorporated into activities within lessons.
  - (2) Sharing from colleagues is valuable for our teaching reflection. Thus, it would be beneficial to include these discussions in every departmental meeting.
  - (3) Regularly attending courses is valuable for renewing our teaching practices.
- (c) In-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons.
- (i) Achievements

#### Chinese Language

- (1) At the beginning of the year, bi-weekly meeting for each level was designated for discussions related to teaching, learning, and lesson preparation. There were more than 15 meetings for each primary and secondary section, showing that the common periods had been fully utilized.
- (2) At least eight class preparation meetings were held, each at the beginning of a unit.
- (3) A Senior Curriculum Officer of the Education Bureau was invited to conduct writing workshops to secondary teachers.
- (4) 96% of the teachers agreed that HoD had arranged effective professional trainings and collaborative teaching exchange workshops for the teachers.
- (5) 77% of the teachers shared what they had learnt from training courses with other teachers.
- (6) 92% of the teachers were willing to share their teaching techniques and experiences with others.
- (7) 78% of the teachers believed that teachers could professionally work together to prepare lessons.
- (8) 91% of the teachers believed that professional exchange of experiences and knowledge would help improve the effectiveness of classroom teaching and student learning.
- (9) 97% of the teachers agreed that the department promoted the sharing of teaching resources on PolyDrive and that doing so could improve teaching and learning effectiveness.
- (10) All teachers were willing to share teaching resources with others.

#### English Language

- (1) Teachers were encouraged to share what was learnt from external seminars and workshops with panel members during departmental meetings.
- (2) Teachers were keen to share teaching resources and materials (such as handouts and notes) on PolyDrive. Attempts were made to organize the

folders on PolyDrive (e.g. to sort teaching materials by topic) so as to ensure easier access by teachers.

- (3) Teachers in the Primary Division involved in e-learning built a bank of e-resources for each level whereby teachers can contribute their resources, which can then be accessed by other teachers in the same level.
- (4) Co-planning has been formally institutionalized by designating a common free period for teachers in the Primary Division to do so.

### Mathematics

- (1) 94% of the teachers agreed that the subject HoD had made a good effort organizing effective in-house professional sharing sessions.
- (2) 81% of the teachers shared what they had learnt from training courses with other teachers during the sharing sessions.
- (3) All teachers enjoyed professional exchange of experiences and knowledge on learning and teaching.
- (4) All teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.
- (5) All teachers found sharing sessions useful in improving teaching and learning effectiveness.
- (6) 94% of the teachers agreed that the HoD had encouraged and facilitated the sharing of resources on PolyDrive.
- (7) 94% of the teachers were willing to share their teaching resources on PolyDrive.
- (8) All teachers made use of teaching resources bank on PolyDrive.
- (9) All teachers agreed that the use of PolyDrive to share teaching resources could improve teaching and learning effectiveness.

### Humanities

- (1) Teachers who had attended training courses shared their experiences during the subject panel meeting.
- (2) Teaching resources collected from the training courses were uploaded onto PolyDrive for easy access.

### Science

- (1) 62% of the teachers agreed that subject HoDs made a good effort organizing effective in-house professional sharing sessions.
- (2) 77% of the teachers shared what they had learnt from training courses with other teachers during the sharing sessions.
- (3) 85% of the teachers enjoyed professional exchange of experiences and knowledge on learning and teaching.
- (4) 69% of the teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.
- (5) 69% of the teachers found sharing sessions useful in improving teaching and learning effectiveness.
- (6) 92% of the teachers were willing to share their teaching resources on PolyDrive.
- (7) 69% of the teachers made use of the teaching resource bank on PolyDrive.
- (8) 92% of the teachers believed that the use of PolyDrive to share teaching resources could improve teaching and learning effectiveness.

### Art



- (1) All teachers shared what they had learnt from training courses with other teachers.

#### Family Life Education

- (1) HoD made administrative arrangements for in-house professional sharing sessions and co-planning of lessons.
- (2) Frequent and informal departmental meetings were held to focus on the learning effectiveness of classroom teaching.
- (3) All 3 teachers agree that the department head made a good effort organizing effective in-house professional sharing sessions.
- (4) 2 out of the 3 teachers shared what they had learnt from training courses with other teachers during the sharing sessions.
- (5) 2 out of the 3 teachers enjoyed professional exchange of experiences and knowledge on learning and teaching.
- (6) All 3 teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.
- (7) All 3 teachers found sharing sessions useful in improving teaching and learning effectiveness.
- (8) 2 out of the 3 teachers agreed that HoD encouraged and facilitated the sharing of resources on PolyDrive.
- (9) All 3 teachers were willing to share their teaching resources on PolyDrive.
- (10) 2 out of the 3 teachers made use of the teaching resource bank on PolyDrive.
- (11) All 3 teachers believed that the use of PolyDrive to share teaching resources could improve teaching and learning effectiveness.

#### ICT

- (1) “Interactive Floor” and “Kahoot!” were used as tools of “Assessment for Learning” in MS and DS levels, with good responses from students.

#### Media

- (1) HoD of Humanities made administrative arrangements for in-house professional sharing sessions and co-planning of lessons.
- (2) Regular departmental meetings were held to focus on the learning effectiveness of classroom teaching.
- (3) All teachers agreed that HoD of Humanities made a good effort organizing effective in-house professional sharing sessions.
- (4) All teachers were willing to share what they had learnt from training courses with other teachers.
- (5) All teachers enjoyed professional exchange of experiences and knowledge on learning and teaching.
- (6) All teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.
- (7) All teachers found sharing sessions useful in improving teaching and learning effectiveness.
- (8) HoD encouraged and facilitated the sharing of resources on PolyDrive.
- (9) All teachers were willing to share their teaching resources on PolyDrive.
- (10) All teachers made use of the teaching resource bank on PolyDrive.
- (11) All teachers believed that the use of PolyDrive to share teaching resources could improve teaching and learning effectiveness.

#### Music

- (1) HoD made administrative arrangements for in-house professional sharing

- sessions and co-planning of lessons.
- (2) Regular and frequent departmental meetings were held to focus on the learning effectiveness of classroom teaching.
  - (3) All teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.
  - (4) All teachers found sharing sessions useful in improving teaching and learning effectiveness.
  - (5) HoD has encouraged and facilitated the sharing of resources on PolyDrive.
  - (6) 80% of the teachers were willing to share their teaching resources on PolyDrive.
  - (7) 80% of the teachers made use of the teaching resources bank on PolyDrive.
  - (8) 80% of the teachers believed that the use of PolyDrive to share teaching resources could improve teaching and learning effectiveness.

#### Physical Education

- (1) 2 sharing sessions and 2 email sharings were conducted.
- (2) Several documents, e.g. “skipping”, “flying saucers”, were saved on PolyDrive for easy access by teachers.
- (3) 83% of the teachers agreed that professional training or sharing sessions should be held.
- (4) 67% of the teachers agreed that the materials from external professional training courses should be saved on PolyDrive.
- (5) 83% of the teachers agreed that peer lesson observations and sharing should be done.

#### Religious Education

- (1) Coordinator made administrative arrangements for in-house professional sharing sessions and co-planning of lessons in the primary section.
- (2) All teachers agreed that coordinator made a good effort organizing effective in-house professional sharing sessions.
- (3) All teachers shared what they had learnt from training courses with other teachers during the sharing sessions.
- (4) All teachers enjoyed professional exchange of experiences and knowledge on learning and teaching.
- (5) All teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.
- (6) All teachers found sharing sessions useful in improving teaching and learning effectiveness.
- (7) Coordinator encouraged and facilitated the sharing of resources on PolyDrive.
- (8) All teachers were willing to share their teaching resources on PolyDrive.
- (9) All teachers made use of the teaching resources bank on PolyDrive.
- (10) All teachers believed that the use of PolyDrive to share teaching resources could improve teaching and learning effectiveness.

#### (ii) Reflections

##### Chinese Language

- (1) The practice of collective lesson preparation was established, but the meeting time was too short for a fully developed discussion.
- (2) Departmental professional training was not arranged in first semester since the teaching time was very tight.

- (3) The teaching resources on PolyDrive has been steadily accumulating and increasing in variety so that teachers could select suitable materials for their lessons.

#### English Language

- (1) Teachers can be further encouraged to share what they had learnt from external courses during departmental meetings.
- (2) Teachers should be encouraged to share learning materials (e.g. worksheets / handouts / PPT slides) with each other, especially within the same level. Departmental PolyDrive should be further organized and catalogued to encourage teachers to use it more frequently and regularly.
- (3) A new reading and writing curriculum will be designed in the primary section. Co-planning meetings will thus be focused on the on-going planning and evaluation of the curriculum in the coming school year.
- (4) Teachers in the Secondary Division should be encouraged to co-plan their lessons more regularly, although this can be difficult without a common period for co-planning.

#### Mathematics

- (1) The culture of sharing on teaching experiences and teaching resources in department was successfully developed.
- (2) The teaching and learning materials on PolyDrive are orderly arranged and helpful.

#### Humanities

- (1) A resource pool has been developed so that teachers can access teaching resources from other professional bodies.
- (2) Some seminars on learning and teaching were inspiring.

#### Science

- (1) The department will try to hold meetings more regularly for all subjects—probably at least once a month in the coming year. The department has arranged some in-house training sessions for teachers e.g. using new chemical apparatus and wireless sensors in designing new experiments.
- (2) After every IB training workshop, teachers will hold an in-house sharing session for their fellow subject teachers.
- (3) Most Science teachers were willing to share their knowledge learnt in the workshops and enjoyed the sharing of learning experiences. The department will keep promoting the sharing culture among teachers and provide chances for these activities regularly.
- (4) The department will continue to encourage our teachers to share resources on PolyDrive.

#### Art

- (1) Normally, we share teaching experiences during daily conversations but not in group meetings. A sharing meeting or material sharing through email should be conducted as soon as possible.

#### Family Life Education

- (1) Since there was only one teacher teaching all classes in the same level, co-planning was not always feasible in the department.

- (2) A folder has been set up in the subject PolyDrive for training experiences sharing among teachers and co-planning materials.
- (3) Co-planning effort was made for FS2, DS1 and DS4 with satisfactory result.
- (4) Though each teacher taught all the classes of the same level, teachers were encouraged to make use of the teaching resources bank on PolyDrive to understand the design of different levels.

#### Media

- (1) Teachers were willing to have sharing of newly-learnt teaching methods and teaching resources.
- (2) Since this was the first time to have two teachers teaching the same level, co-planning lesson was needed.
- (3) Teachers are encouraged to make use of the teaching resources bank on PolyDrive to understand the design of different levels.

#### Music

- (1) HoD will continue making administrative arrangements for in-housing professional sharing sessions and co-planning of lessons in coming academic year.
- (2) Music teachers are encouraged to continue using PolyDrive in coming year so that teaching resources can be shared.

#### Religious Education

- (1) Professional seminars, e.g. Minecraft were valuable for our professional development. DS5 students will be encouraged to use Minecraft in lessons next year.
- (2) It was beneficial for teachers to share teaching experiences during meetings.
- (3) External resources, such as seminars, had been used effectively and are beneficial to teachers' professional development.
- (4) The sharing of teaching and learning materials for all levels on PolyDrive facilitated our teaching and thus will be continued. Hard copies of teaching materials were also openly available to teachers as reference.
- (5) Simple communication media and channels were used more regularly to maintain close communication between teachers and to boost efficiency.

(d) In-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills.

(i) Achievements

#### Chinese Language

- (1) 88% of the teachers agreed that the department should provide follow-up activities after in-house training programs, especially on classroom teaching skills.
- (2) 74% of the teachers agreed that the school training sessions were arranged properly.
- (3) 78% of the teachers agreed that school training could enhance classroom teaching skills.
- (4) 89% of the teachers could use what they had learnt in classroom and agreed that the knowledge and skills learnt could improve their teaching and learning effectiveness.
- (5) This year, experts from the Nanjing Institute of Mother Tongue Education

were invited for exchange with the primary school teachers. Two exchanges (a total of four days), seven demonstration classes (on four topics) and three teaching lectures were arranged. Most primary school teachers said that the Nanjing experts gave them insights on their teaching and learning.

#### English Language

- (1) Staff development sessions devoted to questioning techniques were provided to teachers.
- (2) 82% of the teachers tried to apply the skills and knowledge learnt in this domain in their lessons.
- (3) 93% of the teachers felt that the newly-learnt skills and knowledge could improve their teaching and learning effectiveness.

#### Mathematics

- (1) 87% of the teachers agreed that the in-house training sessions were well-organized.
- (2) 87% of the teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (3) 87% of the teachers agreed that the newly learnt skills and knowledge could improve classroom teaching and learning effectiveness.
- (4) All teachers agreed that the school had organized appropriate training sessions on essential classroom teaching skills such as collaborative-learning methods and questioning skills.
- (5) 94% of the teachers agreed that the HoD's summary report of developmental lesson observation could help them improve questioning skills in their lessons.
- (6) All teachers have tried to apply the skills and knowledge learnt from in-house training sessions in their lessons.

#### Humanities

- (1) All LS teachers attended the Staff Development Day to improve their learning and teaching performance.
- (2) Collaborative learning was built into lessons at least once per topic.

#### Science

- (1) 77% of the teachers agreed that the in-house training sessions were well-organized.
- (2) 77% of the teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (3) 77% of the teachers applied the skills and knowledge learnt from in-house training sessions in their lessons.
- (4) 77% of the teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.

#### Art

- (1) Members of the department shared teaching skills during meetings and in daily conversations.

#### Family Life Education

- (1) 2 out of the 3 teachers agreed that the in-house training sessions were well-organized.
- (2) 2 out of the 3 teachers agreed that the in-house training sessions could

- enhance classroom teaching skills.
- (3) 2 out of the 3 teachers applied the skills and knowledge learnt from in-house training sessions in their lessons.
  - (4) 2 out of the 3 teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
  - (5) HoD found that in-house training sessions had a positive impact on the department's teaching skills.

#### ICT

- (1) We had use the opportunity of "Project-based Learning" to enhance the questioning skills of teachers.

#### Media

- (1) The Humanities Department arranged follow-up sessions on essential classroom teaching skills after the in-house training sessions.
- (2) All teachers agreed that the in-house training sessions were well-organized.
- (3) All teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (4) All teachers were willing to apply the skills and knowledge learnt from in-house training sessions.
- (5) All teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (6) HoD of Humanities found that in-house training sessions had a positive impact on the department's teaching skills.

#### Music

- (1) The department arranged follow-up sessions on essential classroom teaching skills after the in-house training sessions.
- (2) All teachers agreed that the in-house training sessions were well-organized.
- (3) All teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (4) All teachers applied the skills and knowledge learnt from in-house training sessions in their lessons.
- (5) All teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (6) HoD found that these in-house training sessions had a positive impact on the department's teaching skills.

#### Religious Education

- (1) The department attended training sessions on essential classroom teaching skills such as collaborative-learning methods and questioning skills organized by the school.
- (2) The department discussed questioning skills and shared constructive ideas during departmental meetings.
- (3) 75% of the teachers agreed that the in-house training sessions were well-organized.
- (4) 75% of the teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (5) 75% of the teachers applied the skills and knowledge learnt from in-house training sessions in their lessons.
- (6) 75% of the teachers believed that the knowledge and skills learnt could

- improve teaching and learning effectiveness.
- (7) The questioning skills had discussed in our meeting and shared constructive ideas.
  - (8) The Coordinator found that in-house training sessions had a positive impact on the department's teaching skills.

(ii) Reflections

Chinese Language

- (1) Although HoD/Deputy HoD/Coordinators had invited teachers to observe their lessons and provided opportunities to discuss teaching skills, teachers should be more active in these sharing sessions, especially in expressing their views of the lessons.
- (2) Two coordinators at the secondary section had demonstrated “flipped classroom” 「學思達」 lesson design and the MS2 IB pilot course to colleagues and made professional exchanges.
- (3) Although Nanjing experts were experienced teachers, there were differences between Mainland China and Hong Kong in terms of teaching methods and teaching objectives. Hence, teachers needed to make adjustments on their own.

English Language

- (1) The department should conduct more follow-up sessions on the application of skills and knowledge learnt from staff development sessions into daily teaching and planning.

Mathematics

- (1) The HoD's lesson observations and the related debriefing meeting were helpful for improving questioning skills.

Humanities

- (1) The effectiveness of collaborative learning still depends on the eagerness of students' participation: students who have higher learning motivation showed more positive outcomes.

Science

- (1) The department encouraged teachers to have a short sharing session after each in-house training session. Sometimes, new measures in public examination could be effectively relayed to all teachers during these short sessions.
- (2) The department will continue to encourage teachers to participate in the science teaching-related seminars in the future.

Art

- (1) Since not many in-house training sessions were related to art education, we would like to encourage teachers to join courses related to STEAM training.
- (2) More activities relating to questioning skills should be arranged.

Family Life Education

- (1) We have to keep making progress on using good questioning skills in order to help our students reflect deeply.
- (2) We made an effort to improve our questioning skills through attending peer

discussions, peer observations and training sessions.

#### Media

- (1) Media Department members usually attend in-house training sessions and follow-up sessions organized by Humanities Department.
- (2) Media Department members benefit from Humanities Department sharing sessions, especially regarding general pedagogical skills.

#### Music

- (1) The department met the success criteria set by the school.
- (2) Music teachers felt that in-house training sessions had a positive impact on teaching skills.
- (3) Music teachers agreed that in-house training sessions could enhance classroom teaching skills.
- (4) In the coming year, Music teachers will continue applying the skills and knowledge learnt from these workshops.

#### Religious Education

- (1) Teachers tried to apply skills and knowledge learnt from the in-house training sessions—especially questioning skills—in their lessons. This good practice should be continued.
- (2) Lesson observations were conducted for the exchange of professional ideas and should be continued next year.
- (3) Peer lesson observations focused on specific teaching skills (e.g. questioning skills) produced constructive suggestions for teaching improvement. This good practice should be continued.

#### (e) In-house workshop on Assessment for Learning.

##### (i) Achievements

#### Chinese Language

- (1) 85% of the teachers agreed that the school had provided appropriate training to teachers to facilitate the assessment for learning.
- (2) 85% of the teachers agreed that the department had followed up the discussion of promoting assessment for learning after the training sessions.
- (3) 74% of the teachers agreed that the school training sessions were arranged properly.
- (4) 82% of the teachers agreed that the training would help improve classroom teaching skills.
- (5) 78% of the teachers agreed that they could use what they had learnt in the training.
- (6) 81% of the teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.

#### English Language

- (1) Teachers attended the in-house training sessions on Assessment for Learning organized by the school.
- (2) 77.8% of the teachers tried to apply the skills and knowledge learnt in this domain in their lessons.
- (3) 77.8% of the teachers felt that the newly-learnt skills and knowledge could improve teaching and learning effectiveness.



- (4) In-house training sessions conducted during departmental meetings in Campus 1 introduced e-learning resources such as Kahoot! and Plickers to promote Assessment for Learning.

#### Mathematics

- (1) 87% of the teachers agreed that the school had organized appropriate training sessions on Assessment for Learning.
- (2) 81% of the teachers agreed that the in-house training sessions were well-organized.
- (3) 81% of the teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (4) 81% of the teachers applied the skills and knowledge learnt from the in-house training sessions
- (5) 75% of the teachers agreed that the newly learnt skills and knowledge could improve teaching and learning effectiveness.
- (6) All teachers agreed that the HoD's summary report of developmental lesson observation helped them apply Assessment for Learning in their lessons.
- (7) All teachers tried to apply the skills and knowledge learnt from in-house training sessions in their lessons.

#### Humanities

- (1) All LS teachers attended the in-house training sessions organized by the school on Assessment for Learning.

#### Science

- (1) 54% of the teachers agreed that the in-house training sessions on "Assessment for Learning" were well-organized.
- (2) 69% of the teachers agreed that the in-house training sessions on "Assessment for Learning" could enhance classroom teaching skills.
- (3) 61% of the teachers applied the skills and knowledge learnt from the in-house training sessions.
- (4) 69% of the teachers agreed that the knowledge and skills learnt could improve teaching and learning effectiveness.

#### Art

- (1) At the beginning of the school year, the department held a meeting focused on Assessment for Learning in which teachers shared their methodology with others.

#### Family Life Education

- (1) Teachers attended the in-house training sessions on Assessment for Learning organized by the school.
- (2) The department arranged a follow-up session on applying Assessment for Learning in the subject after the in-house training sessions.
- (3) All 3 teachers generally agreed that the in-house training sessions were well-organized.
- (4) All 3 teachers generally agreed that the in-house training sessions could enhance classroom teaching skills.
- (5) All 3 teachers applied the skills and knowledge learnt from the in-house training sessions.
- (6) All 3 teachers generally believed that the knowledge and skills learnt could improve teaching and learning effectiveness.

- (7) HoD found that the Assessment for Learning trainings made a positive impact on teaching and learning effectiveness.

#### Media

- (1) Teachers attended the in-house training sessions on Assessment for Learning organized by the school.
- (2) The Humanities Department arranged follow-up sessions on applying Assessment for Learning in their subjects after the in-house training sessions.
- (3) All teachers agreed that the in-house training sessions were well-organized.
- (4) All teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (5) All teachers applied the skills and knowledge learnt from the in-house training sessions whenever it was appropriate.
- (6) All teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (7) HoD found that the Assessment for Learning trainings made a positive impact on teaching and learning effectiveness.

#### Music

- (1) Teachers attended the in-house training sessions on Assessment for Learning organized by the school.
- (2) The department arranged follow-up sessions on applying Assessment for Learning in the subject after the in-house training sessions.
- (3) All teachers agreed that the in-house training sessions were well-organized.
- (4) All teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (5) All teachers applied the skills and knowledge learnt from the in-house training sessions.
- (6) All teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (7) HoD found that the Assessment for Learning trainings made a positive impact on teaching and learning effectiveness.

#### Religious Education

- (1) Teachers attended the in-house training sessions on Assessment for Learning organized by the school.
- (2) 75% of the teachers agreed that the in-house training sessions were well-organized.
- (3) 75% of the teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (4) 75% of the teachers applied the skills and knowledge learnt from the in-house training sessions.
- (5) 75% of the teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (6) Coordinator found that the Assessment for Learning trainings made a positive impact on teaching and learning effectiveness.

#### (ii) Reflections

##### Chinese Language

- (1) Although teachers understood the basics of promoting Assessment for Learning, there is still rooms for improvement in its implementation.

### English Language

- (1) The department should conduct more follow-up sessions on the application of skills and knowledge learnt from staff development sessions into daily teaching and planning.
- (2) Teachers, especially those in the secondary section, should explore how to exploit e-learning to achieve Assessment for Learning in different ways.

### Mathematics

- (1) The HoD's developmental lesson observation and the related debriefing meeting were helpful for improving the implementation of Assessment for Learning, such as using appropriate classwork and eLearning tools (e.g. NearPod and Kahoot) in lessons.

### Science

- (1) Only some teachers agreed that the in-house training sessions were well-organized. The department would like to encourage Science teachers to express their opinions directly to related organizers or parties in school to make improvements.
- (2) Teachers could not fully understand or find the knowledge in traditional talks or seminars. Quality also varied among different speakers and organizers.
- (3) Teachers might need more time to digest the materials in the training.
- (4) Some information might not be applicable to all subjects. The department would keep encouraging Science teachers to apply their knowledge learnt in these training sessions in their lessons.

### Art

- (1) The department should arrange follow-up sessions after the in-house training sessions.
- (2) The department should arrange sharing sessions more regularly during each term's departmental meeting.

### Family Life Education

- (1) We can invite adviser in related professions to give us more suggestions on Assessment for Learning for our subject.
- (2) It is agreed among teachers that further exploration of Assessment for Learning should be beneficial to the FLE curriculum.
- (3) Teachers are always encouraged to use Assessment for Learning strategies more in lessons.

### Media

- (1) Media Department members usually attend in-house training sessions and follow-up sessions organized by Humanities Department.
- (2) Media Department members benefit from Humanities Department sharing sessions, especially regarding general pedagogical skills.
- (3) As e-learning is one of the most useful tools for Assessment for Learning, it will be helpful if teachers are given more flexibility in terms of lesson swapping in order to attend related workshops,.

### Music

- (1) The department met the success criteria set by the school.

- (2) Music teachers agreed that the Assessment for Learning training sessions made a positive impact on teaching and learning effectiveness.
- (3) Music teachers will continue applying Assessment for Learning in teaching.

#### Religious Education

- (1) The department conducted meetings and sharing sessions on the development of curriculum, learning and Assessment for Learning; the scheduling of these meetings and sharing sessions would be much easier if the school would consider making room in our timetables for a common meeting period.

(f) Make use of good questioning skills to cater for learner diversity in the classroom.

(i) Achievements

#### Chinese Language

- (1) 91% of the teachers agreed that the use of questioning skills could help address learners' differences.
- (2) 96.3% of the teachers felt that they had used good questioning skills to solve for learners' differences.
- (3) 92.6% of the teachers believed that they raised high-order thinking questions in lessons.
- (4) All teachers believed that good questioning skills could deepen students' reflection.

#### English Language

- (1) Teachers in both primary and secondary sections conducted discussions on how to make better use of questioning techniques, either verbally in the classroom or written in tests, in order to cater for different students' needs.
- (2) All teachers regularly used various questioning skills to cater for learner diversity in the classroom.
- (3) All teachers asked high-order thinking questions in lessons, when possible.

#### Mathematics

- (1) 81% of the teachers agreed that the department had discussed on how to make good use of questioning skills to cater for diversity in the classroom.
- (2) 87% of the teachers agreed that they had made progress in using good questioning skills to cater for learner diversity in the classroom.
- (3) All teachers believed that they raised high-order thinking questions in lessons.
- (4) 81% of the teachers agreed that students were motivated in class by their questioning skills.
- (5) All teachers agreed that most students in their classes were willing to respond to their questions.

#### Humanities

- (1) Questioning skills were a focus in lesson observations. As a result, teachers became more aware of their use of various questioning techniques while conducting their lessons.
- (2) 80% of students agreed that the questions asked by the subject teacher during lessons were critical and stimulating.

#### Science

- (1) 69% of the teachers made progress on the use of good questioning skills to cater for learner diversity in the classroom.
- (2) 46% of the teachers raised high-order thinking questions in lessons.
- (3) 38% of students were motivated in class by teachers' questioning skills.

#### Art

- (1) All teachers used questions and assignments with differing difficulty levels to cater for learner diversity.

#### Family Life Education

- (1) The department conducted discussions on how to make good use of questioning skills to cater for diversity in the classroom.
- (2) All 3 teachers made progress on the use of good questioning skills to cater for learner diversity in the classroom.
- (3) All 3 teachers raised high-order thinking questions in lessons.
- (4) Over 80% of students were motivated in class by teachers' questioning skills.
- (5) Over 75% of students, especially those in FS and lower DS level, were willing to respond to questions asked by teachers.
- (6) HoD found that the use of good questioning skills to cater for learner diversity made a positive impact on learning effectiveness.

#### ICT

- (1) We had use the opportunity of "Project-based Learning" to enhance the questioning skills of teachers.

#### Media

- (1) The department conducted discussions on how to make good use of questioning skills to cater for diversity in the classroom.
- (2) All teachers made progress on the use of good questioning skills to cater for learner diversity in the classroom.
- (3) All teachers raised high-order thinking questions in lessons, when appropriate.
- (4) About 70% of students were motivated in class by teachers' questioning skills.
- (5) About 70% of students were willing to respond to questions asked by teachers.
- (6) HoD found that the use of good questioning skills to cater for learner diversity made a positive impact on learning effectiveness.

#### Music

- (1) The department conducted discussions on how to make good use of questioning skills to cater for diversity in the classroom.
- (2) All teachers made progress on the use of good questioning skills to cater for learner diversity in the classroom.
- (3) All teachers raised high-order thinking questions in lessons.
- (4) All students were motivated in class by teachers' questioning skills.
- (5) All students were willing to respond to questions asked by teachers.
- (6) HoD found that the use of good questioning skills to cater for learner diversity made a positive impact on learning effectiveness.

#### Physical Education

- (1) 80% of the teachers agreed that they had met departmental requirements, and

- that these adjustments helped cater to learners' differences.
- (2) The less able students could still reach the basic requirements.

#### Religious Education

- (1) 75% of the teachers made progress on the use of good questioning skills to cater for learner diversity in the classroom.
- (2) All teachers raised high-order thinking questions in lessons.
- (3) 80% of students were motivated in class by teachers' questioning skills.
- (4) 90% of students were willing to respond to questions asked by teachers.
- (5) Coordinator found that the department met the success criteria.

#### (ii) Reflections

##### Chinese Language

- (1) Teachers need to more proactively ask questions in lessons and guide students to think deeply.

##### English Language

- (1) Teachers can use different types of questioning in class interaction and writing test questions. Questions set in reading comprehension can be varied to include more different types that tap into different levels of thinking.

##### Mathematics

- (1) The HoD's developmental lesson observation and the discussion in the Level Meeting were helpful and supportive in making improvements on catering learning diversity in the lesson.

##### Humanities

- (1) According to the DS4-5 Survey, 80% students agreed that the questions asked by subject teachers were critical and stimulating.

##### Science

- (1) The department will continue to encourage Science teachers to use questioning skills as a method to cater for learning diversity.
- (2) Most of the teachers already used high-order questioning skills, but few could identify it as such. The department will continue to encourage teachers to improve their questioning skills in lessons and provide feedback in peer lesson observation activities.
- (3) Teachers could make use of other skills to increase the motivation among students during lessons.

##### Art

- (1) Except in the core content, additional challenging questions were designed for worksheets and classwork.
- (2) More professional sharing and peer lesson observation can improve the teaching skills of teachers.

##### Family Life Education

- (1) As students in higher levels are more willing to write their reflections on worksheets rather than share verbally, the use of questioning skills in written form is encouraged.

### Media

- (1) We will continue to build upon our progress in using good questioning skills to help our students to think deeply in the future.
- (2) Teachers were encouraged to improve their questioning skills through peer observations or taking courses.
- (3) To make sure the questioning skills mentioned in the sharing are effectively applied in daily media lessons, department members discussed the methods afterwards.
- (4) Project-based curriculum may direct students to more in-depth understanding by using open-ended questions.

### Music

- (1) The department met the success criteria set by the school.
- (2) Music teachers agreed that the use of good questioning skills to cater for learner diversity made a positive impact on learning effectiveness.
- (3) More higher-order thinking questions used in lessons will make students more willing to respond to those questions.
- (4) Music teachers will continue to use good questioning skills to cater for learner diversity in the classroom.

### Physical Education

- (1) Differences among individuals are vast and safety is the primary consideration in the subject; it presents some difficult challenges to cater for diversity.
- (2) A teacher and an assistant teacher are allocated for the swimming lessons. Students are divided into 2 small groups according to their ability/level. This arrangement works well to improve students' progress, especially for the less-able students.

### Religious Education

- (1) The discussion provided helpful advice for teaching effectively. Specifically, we learned that we should keep main lesson objectives in mind, give simple and direct instructions, and monitor the lesson pace according to students' abilities when teaching.
- (2) Regularly attending courses is valuable for renewing our teaching practices.
- (3) Sharing helps members to cater for different levels of students. This practice should be continued.
- (4) We will continue to develop high-order thinking skills in our students.

(g) Apply Assessment for Learning strategies to cater for diversity in the classroom.

(i) Achievements

### Chinese Language

- (1) 92.6% of the teachers agreed that the department provided opportunities for members to discuss the Assessment for Learning.
- (2) 95.3% of the teachers said that Assessment for Learning could deal with learners' differences in classroom.

### English Language

- (1) The department conducted discussions during department meetings on how to make implement AfL to cater for different students' needs.

- (2) 96.3% of the teachers normally attempted to use Assessment for Learning strategies in the classroom to cater for diversity.
- (3) Reflections were carried out regularly during co-planning sessions and departmental meetings after term tests and exams to address and identify students' weaknesses and subject matters that need to be revisited.
- (4) Marker's Reports compiled for each paper during Summative Assessments were helpful in guiding further teaching of the curriculum and also for the next academic school year.

#### Mathematics

- (1) 94% of the teachers agreed that the department conducted discussions on how to apply Assessment for Learning strategies to cater for diversity in the classroom.
- (2) All teachers agreed that they made progress on the use of Assessment for Learning strategies in the classroom to cater for diversity.
- (3) All teachers agreed that they tried to use high-order thinking questions in lessons such as open-ended questions and problem-solving questions.
- (4) All teachers agreed that most students were willing to respond to Assessment for Learning strategies in the classroom.

#### Humanities

- (1) Various format of assessment such as quiz, class worksheet, group discussion, presentation, learning portfolio in addition to term tests. Students' participation and performance have been improved in the subject.
- (2) HOD / Curriculum Officer's evaluation on the effectiveness of subject teacher's applying Assessment for Learning strategies in the classroom through lesson observation.

#### Science

- (1) 62% of the teachers made progress on the use of Assessment for Learning strategies in the classroom to cater for diversity.
- (2) 38% of students were motivated in class by teachers' questioning skills.

#### Art

- (1) Clear indications of different levels of difficulty were given to students in all assignments.

#### Family Life Education

- (1) The department conducted discussions on how to apply Assessment for Learning strategies to cater for diversity in the classroom.
- (2) All 3 teachers made progress in using Assessment for Learning strategies in the classroom to cater for diversity.
- (3) Over 60-80% of students, especially those in FS and lower DS level, are willing to respond to Assessment for Learning strategies in the classroom.
- (4) HoD found that the use of Assessment for Learning strategies to cater for diversity has made positive contributions to learning effectiveness.

#### Media

- (1) Department conducted discussions on how to apply Assessment for Learning strategies to cater for diversity in the classroom.
- (2) All teachers made progress in using Assessment for Learning strategies in the



- classroom to cater for diversity, when appropriate.
- (3) Most students, especially students at the lower levels, are motivated in class by teachers' questioning skills.
  - (4) Most students are willing to respond to Assessment for Learning strategies in the classroom.
  - (5) HoD found that the use of Assessment for Learning strategies to cater for learner diversity had made positive contributions to learning effectiveness.

#### Music

- (1) Department conducted discussions on how to apply Assessment for Learning strategies to cater for learner diversity in the classroom.
- (2) All teachers made progress on the use of Assessment for Learning strategies in the classroom to cater for learner diversity.
- (3) 80% of students were motivated in class by teachers' questioning skills.
- (4) 80% of students were willing to respond to Assessment for Learning strategies in the classroom.
- (5) HoD found that the use of Assessment for Learning strategies to cater for learner diversity has made positive contributions to learning effectiveness.

#### Religious Education

- (1) 75% of the teachers made progress on the use of Assessment for Learning strategies in the classroom to cater for learner diversity.
- (2) 80% of students were motivated in class by teachers' questioning skills.
- (3) 80% of students were willing to respond to Assessment for Learning strategies in the classroom.
- (4) Coordinator found that the use of Assessment for Learning strategies to cater for learner diversity has made positive contributions to learning effectiveness.

### (ii) Reflections

#### Chinese Language

- (1) There were learning differences at all levels and classes. Although split classes could help enhance teaching, it would increase teaching load.

#### English Language

- (1) E-learning tools can be used more extensively to assess students' learning and guide teaching strategies. Primary teachers have experimented with e-learning to some extent, but secondary teachers would also benefit from the use of these tools.
- (2) Teachers should be encouraged to make use of statistical analysis more purposefully (e.g. statistics compiled after term tests and summative assessments) to measure students' progress and identify weaknesses in teaching strategies.

#### Mathematics

- (1) The HoD's developmental lesson observation and the discussion in the Level Meeting was helpful and supportive in making improvements to cater for learning diversity in the classroom.

#### Humanities

- (1) Various assessment formats have been incorporated into normal lessons,

- particularly in MS1 class, including quizzes, preparation of portfolios, etc.
- (2) Both HoD and Deputy Head can share information about Assessment for Learning strategies through lesson observations.
  - (3) E-learning tools, such as “Socrative”, are promoted for the collection more accurate data, with the goal of improving our implementation of Assessment for Learning strategies. The data are saved on PolyDrive for future educational research.

#### Science

- (1) Most teachers began to apply what they had learned during the training. Some have used pop quizzes and short quizzes to check learning progress. The department will continue encouraging teachers to use new strategies in lessons.
- (2) Teachers can also use other skills to enhance students’ motivation to learn in lessons.

#### Art

- (1) Some extra, challenging questions are used in worksheets and classwork to cater for learner diversity.

#### Family Life Education

- (1) It is agreed that Assessment for Learning strategies are useful in catering for diversity in the classroom.
- (2) Further departmental discussion on the topic is encouraged.

#### Media

- (1) Teachers have applied their understanding of Assessment for Learning using e-learning, like the digital classroom.
- (2) Teachers are encouraged to plan to use Assessment for Learning strategies more in lessons.
- (3) Further understanding of Assessment for Learning strategies is needed.

#### Music

- (1) Music teachers agree that the use of Assessment for Learning strategies to cater for diversity has made positive contributions to learning effectiveness.
- (2) More students are willing to response to Assessment for Learning strategies in the classroom. Therefore, music teachers will continue to make progress in using Assessment for Learning strategies.

#### Religious Education

- (1) The department conducted meetings and sharing sessions on the development of curriculum, learning and Assessment for Learning.
- (2) Group discussion is a good method to cater for diversity in the classroom.
- (3) Assignments should be designed for various skill levels. Additionally, reflective journals were implemented across different forms (MS1-4).
- (4) Students participated actively, and the feedback was positive. This practice should be carried onto the next year.
- (5) We need to provide more reflective options, especially for students in MS levels.

## **4.2 Major Concern 2: To nurture good qualities of Logosians**

To develop Logosians' good qualities through moral values education, the school advised subject departments to incorporate values and attitude learning objectives in the curricula. Achievements and reflections on the measure were as follows:

(i) Achievements

Chinese Language

- (1) 93% of the teachers agreed that the school-based curriculum had already included values and attitude learning objectives.
- (2) 93% of the teachers agreed that the department discussed incorporating values and attitude learning objectives in the curricula in the meetings and that all teachers were making progress in meeting these learning objectives.
- (3) 96% of the teachers agreed that teachers should actively look for opportunities to implement positive value education.

English Language

- (1) SBC plans clearly stated the relevance of topics / themes to the education of positive values and attitudes.
- (2) The compulsory teaching of Language Arts (fiction and poetry) up to MS2 provide an excellent platform and opportunities for teachers to discuss positive values with students—including respect, empathy, humility, and intercultural respect—through stories with moral lessons. These values are properly situated in meaningful contexts and offer useful reflection points for students.
- (3) The IB English B curriculum, in its primary attempt to expose students to a range of global and cultural topics, naturally allows the discussion of many positive values.
- (4) All teachers felt that they made progress in incorporating values and attitude learning objectives in the curriculum.
- (5) 93% of the teachers felt that that they could find appropriate opportunities to promote positive and moral values in their lessons without prior planning.

Mathematics

- (1) All teachers agreed that most students were able to hand in assignments on time.
- (2) 84% of the teachers agreed that most students were able to do corrections in their assignments and chapter tests.
- (3) 95% of the teachers agreed that most students were academically honest.

Humanities

- (1) Moral values such as responsibilities and protection of environment had been included in the teaching. Students were taught positive values regarding self-identity, interpersonal relationship, national identity recognition and responsibilities to the society and to the environment.

Science

- (1) Values and attitude learning objectives were included in the School-based Curriculum Plans (SBC) for at all levels of science subjects.
- (2) 38.46% of the teachers felt that they made progress in incorporating values and attitude learning objectives in the curriculum.

- (3) 53.85% of the teachers felt that they could find appropriate opportunities to promote positive and moral values in their lessons without prior planning.

#### Art

- (1) More students' artworks on themes related to religion will be displayed, e.g. Christian stories and moral values.
- (2) Cultivate students' self-discipline (care for tools and environmental hygiene).

#### Family Life Education

- (1) The department conducted discussions on incorporating values and attitude learning objectives during departmental meetings and lesson co-planning periods.
- (2) The values and attitude learning objectives were included in the School-based Curriculum Plans for FLE at all levels.
- (3) All 3 teachers felt that they made progress in incorporating values and attitude learning objectives in the curriculum.
- (4) All 3 teachers felt that they could find appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (5) HoD found that teachers had appropriately met values and attitude learning objectives in the curriculum.

#### Media

- (1) The department conducted discussions on incorporating values and attitude learning objectives during departmental meetings and lesson co-planning periods.
- (2) The values and attitude learning objectives were included in the School-based Curriculum Plans for Media Education at all levels.
- (3) All teachers felt that they made progress in incorporating values and attitude learning objectives in the curriculum.
- (4) All teachers felt that they could find appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (5) HoD found that all teachers had appropriately met values and attitude learning objectives in the curriculum.

#### Music

- (1) The department conducted discussions on incorporating values and attitude learning objectives during departmental meetings and lesson co-planning periods.
- (2) Values and attitude learning objectives were included in the School-based Curriculum Plans for Music at all levels.
- (3) All teachers felt that they made progress in incorporating values and attitude learning objectives in the curriculum.
- (4) All teachers felt that they could find appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (5) HoD found that teachers had appropriately met values and attitude learning objectives in the curriculum.

#### Physical Education

- (1) 83% of the teachers agreed to instill relevant sports spirit and etiquette—for example, active participation, respect for others, comity, safety, perseverance—in order to nurture Logosian's good qualities.
- (2) 80% of the teachers agreed that they had instilled relevant qualities to the

students in their lessons and that students enjoyed the lessons and felt respected.

#### Religious Education

- (1) The department had discussions on incorporating values and attitude learning objectives.
- (2) Values and attitude learning objectives were included in the School-based Curriculum Plans (SBC) for Religious Education at all levels.
- (3) These learning objectives were systematically added into assignments; students were also encouraged to implement morality in daily life.
- (4) To make effective adjustments in the moral education curriculum, teachers evaluated students' mastery of moral values from their reaction in lessons and reflections in assignments.
- (5) All teachers felt that they made progress in incorporating values and attitude learning objectives in the curriculum.
- (6) All teachers felt that they could find appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (7) Coordinator found that teachers had appropriately met values and attitude learning objectives in the curriculum.

#### Christian Ministry

- (1) Gospel Week and Student Fellowship were held on Tuesdays. 18 programs including Bible study, games, film show, experiential activity, and celebrations on Christmas and Easter were held. Games and film show were the most favorite activities.
- (2) Reflection Day was held on the last Tuesday of each month. Students were invited to step back from normal school routine and reflect on themselves (e.g. Life and Death) and other people around them and in the society (e.g. "Be grateful to Janitor" and "Sub-divided flats"). Nine special programmes were launch in this year.
- (3) 14 students joined the committee and were responsible for Hymn singing or activities design. Throughout the year, about 40 students attended the Fellowship on average.
- (4) Bible Quiz Competition was co-organized with Religious Education subject department and it was held in October, aiming to promote Student Fellowship. About 140 DS4-DS5 students joined the activity.
- (5) About 80% of members were satisfied with peer relationships and enjoyed the unity in Fellowship, and 77% of members were satisfied with student-teacher relationships.
- (6) 84% members agreed with the directions and supported the work of the Fellowship.
- (7) 81% of the teachers agreed that Student Fellowship helped students know more about the Christian faith.
- (8) 68% of the teachers agreed that Reflection Days encourage students to do self-reflection and raised their awareness about others.
- (9) 85% of the teachers agreed that Gospel Week helped raise religious awareness in the whole school.

#### Campus Life

- (1) In order to develop the core values of Logosians and nurture a sense of responsibility, self-discipline, and respect for others, Campus Life organized talks to promote positive values and arranged the Conduct Award.

- (2) To develop students' good habits and help them better understand the principles of the school regulations, we revised the student guidelines, held talks to explain the guidelines and shared the expectations of student' conduct, organized adaptation programs for transferred students and training exercises such as lining up for transition and dismissal.
- (3) In order to foster teacher-student relationship and cultivate a sense of belonging among students, we also organized Inter-class Discipline Competition, clean-up activity, class annual photo sessions, Adaptation Programs for DS3, and Transition to DS4 program..
- (4) School Prefects, arrangement of Inauguration and Oath-taking Ceremony, Leadership Training Programs, etc. were organized in order to develop students as servant leaders.

#### Student Activities

- (1) We incorporated the appropriate core values into the programmes based on school-based value systems.
- (2) We also informed all teachers-in-charge to keep in mind the values associated with each programs, such as caring in voluntary work programs.
- (3) We officially recognized students with significant contribution, involvement, and engagement on value education, such as leadership capacity and social services commitment.
- (4) We placed core values into the programmes and they became an important part of debriefing sessions. As a result, core moral values were well articulated among teachers and students.

#### (ii) Reflections

##### English Language

- (1) To expose students to a range of global issues and hot topics, an online platform called English Builder—which includes a variety of texts—will be introduced to DS2-3 students in the next school year. Teachers can lead discussion on those topics to instill positive values and attitudes during lessons.

##### Mathematics

- (1) Teachers can help their students develop the habit of submitting assignments on time.
- (2) Most teachers can follow up students' corrections in their full marking assignments and chapter tests.
- (3) Teachers always promote academic honesty.

##### Humanities

- (1) The issue-based inquiry teaching approach of the subjects enables students to analyze issues of the contemporary society from a wide range of perspectives.
- (2) Students are required to observe each argument's pros and cons in terms of the impacts on students' personal growth and the development of the society and the world. Students are then able to construct positive values through thorough critical thinking.

##### Science

- (1) Some teachers involved the values and moral education in their teaching. The

IB Group 4 curriculum also involved in some related topics. The department will keep reminding and encouraging teacher to work hard on this.

- (2) Half of Science teachers could find the opportunities to promote positive moral values in their lessons; it varied among subject and topics in Science. The department will continue to encourage teachers to work hard on this.

#### Art

- (1) Some students' attitude and discipline still need improvement. Teachers should unify the art room discipline routine.
- (2) Arts topics are always related to moral values in our daily life, such as environmental awareness and the sharing of love.

#### Family Life Education

- (1) To update the curriculum, further discussions on how to incorporate values and attitude learning objectives in lesson planning and worksheet design are needed.
- (2) There is a need to design effective tools to evaluate the effectiveness of our morals, values and attitudes education strategies.

#### Media

- (1) The department assesses students' learning by assigning a topical reflection worksheet after teaching each topic.
- (2) Further discussions on how to incorporate values and attitude learning objectives in the assignment design and an evaluation of the current strategies' effectiveness are needed.
- (3) We can include more positive moral values topics in certain projects in the future.

#### Music

- (1) Music teachers agreed that they had appropriately met values and attitude learning objectives in the co-planning of lessons and the curriculum.
- (2) Music teachers found that students achieve values and attitude learning objectives naturally through songs, group work and presentations in lessons. Therefore, music teachers will continue keeping these objectives in mind while designing lessons.

#### Physical Education

- (1) We always teach students rules before teaching them techniques. Students also have to keep respect, comity and safety, etc. in mind during competitions.
- (2) Physical education lessons are generally welcomed by students. Teachers play a role model to lead students by example, demonstrating and patiently guiding them.

#### Religious Education

- (1) We plan to unify all learning areas of each form for a gradual progress.
- (2) We try to closely observe students' behaviour, although they are difficult to measure.
- (3) Teachers had joined certain programmes by Campus Life, such as "Character Builder Program" (品德工程師) and "Logos Treasure" (真道珍品), as panel members to motivate various moral education activities in the front line.
- (4) Panel members were involved in guiding representatives from Campus Life

and counselling students.

#### Christian Ministry

- (1) Fellowship was reformed to serve Christian students, aiming at disciple training and promoting evangelical movements in the campus. 29 students attended over 50% of the programmes. Higher and steady attendance rates were shown in this year.
- (2) Involvement of DS4 students was not satisfactory; special programs for DS4 were suggested for promotion.
- (3) According to the survey, Book Fair, Witness Sharing by teachers and alumni, and Kinball Competition were student's most favorite activities.
- (4) To encourage students to join the activities, body stickers, pull up banners and videos were designed for promotion.
- (5) Teachers donated 350 coupons to encourage students to join the Book Fair. It was suggested to conduct lucky draw instead of giving cash coupon next year.
- (6) A Gospel corner was set up in the covered playground, where students and parents may access the Prayer Bottles and Testimonies of Christian. It is suggested to be continued next year.
- (7) The school policy to suspend other activities in the Gospel Week was essential for an effective Gospel Week.

#### Student Activities

- (1) Since value education and transformation is a long-term program, it is difficult to observe significant changes in students' behaviours in short-term.

### **4.3 Major Concern 3: To strengthen School-Self-Evaluation**

To help departments and functional teams continue with P-I-E, the school adopted the following measures in this academic year: (a) Strengthen self-evaluation capacity in academic subject departments and functional teams; (b) Conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys; and (c) Ensure that all subject departments and functional teams follows P-I-E approach in their annual action plans. Achievements and reflections on each measure were as follows:

- (a) Strengthen self-evaluation capacity in academic subject departments and functional teams.
  - (i) Achievements

#### Chinese Language

- (1) All students completed the student questionnaire after the first summative assessment.
- (2) All teachers agreed that the survey could help them understand the students.
- (3) All teachers completed the teacher self-assessment questionnaire.
- (4) All teachers were confident in their teaching, but 7% of them mentioned that they had not been able to develop exercises according to students' abilities.

#### English Language

- (1) HoDs of both sections were able to set proper annual self-evaluation survey questions as well as produce satisfactory reflective reports using data



- collected and other evidence.
- (2) At SDC meetings, HoDs and coordinators were instructed on how to strengthen self-evaluation within the department.
  - (3) Surveys were conducted to collect teachers' views on how they perceived themselves in terms of Assessment for Learning in the classroom and catering for learner diversity.
  - (4) After peer lesson observations and HOD observations, the observees filled in self-evaluation forms.

#### Mathematics

- (1) 95% of the teachers agreed that they understood departmental goals this year.
- (2) All teachers agreed that they knew the tasks of departmental major activities such as Dual Program, Math Exploring Group, Sunshine Award Scheme and Math Competition Team.

#### Humanities

- (1) Only 50% of the LS teachers have conducted the self-evaluation based on the teachers' competency framework and worked out the improvement plan.

#### Art

- (1) More self-evaluation and annual group evaluation meetings will be held.

#### Family Life Education

- (1) Departmental training workshops were arranged.

#### Music

- (1) Suitable training workshops were arranged for department and team heads on setting appropriate annual self-evaluation survey questions.
- (2) All workshop participants found the workshop useful for improving their self-evaluation capacity.
- (3) HoD could set proper and appropriate annual self-evaluation survey questions and produce satisfactory reflective reports using data collected and other evidence.

#### Physical Education

- (1) 75% colleagues agreed that appropriate use of self-assessment tools could enhance the effectiveness in subject Team.

#### Religious Education

- (1) The department set proper and appropriate annual self-evaluation survey questions.
- (2) The department produced satisfactory reflective reports using data collected and other evidence.

### (ii) Reflections

#### Chinese Language

- (1) The student questionnaires could help teachers understand the students and was especially helpful for the new teachers..
- (2) Teacher's questionnaires could induce their reflection on teaching.

#### English Language

- (1) More professional training should be provided by the school to HoDs and coordinators in this domain.

#### Mathematics

- (1) Teachers can work with their professional autonomy due to their understanding of the departmental or school major concerns.
- (2) The department constantly evaluates all the implementation plans according to the objectives we set up at the beginning of the school year.

#### Humanities

- (1) The process of self-evaluation needs more platform for sharing among the colleagues, in particular to identify areas of improvement and the implementation of the improvement plans.

#### Art

- (1) An annual survey of teaching and learning was conducted on each level.

#### Music

- (1) Music teachers agreed that the report could reflect their own performance.

#### Religious Education

- (1) The surveys aim at improving teaching and self-reflection of teachers and thus is beneficial for us. This good practice should be continued.

- (b) Conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys.

- (i) Achievements

#### English Language

- (1) The surveys offered useful insights to guide the future development of the department.
- (2) In particular, the data collected on in-house training sessions or professional development programmes helped teachers in charge to plan future programs.

#### Humanities

- (1) The surveys on learning and teaching were conducted at all levels. The results of the questionnaire were sent to all LS teachers and discussed during subject panel meeting.
- (2) Over 95% of the students agreed that LS teachers had good subject knowledge and sufficiently prepared for their lesson. 84% students agreed that the delivery of the course contents was clear and easy to understand.

#### Art

- (1) We conducted an annual survey of teaching and learning on each level.

#### Family Life Education

- (1) All the holistic surveys have been conducted at appropriate time by the school administration during the school year.

#### Music

- (1) 60% of the teachers agreed that all the holistic surveys were conducted at

- appropriate time during the school year.
- (2) All teachers agreed that all data collected were analysed with sufficient details and prepared in suitable formats for extraction of information.
  - (3) All teachers agreed that the summary report compiled brought out the major findings of the survey.
  - (4) All teachers agreed that the findings were suitably presented to all major stakeholders.
  - (5) All teachers agreed that reflective evaluations were made for informed forward planning.
  - (6) All teachers agreed that reflective report was used to enhance learning and teaching effectiveness.

(ii) Reflections

English Language

- (1) The surveys can be done earlier, perhaps during the middle of Term 3.
- (2) Qualitative data can also be used so that teachers can express their thoughts in details. A comment section can be useful for colleagues to address concerns.

Humanities

- (1) The feedback on learning and teaching from the students was very positive. However, about 45% of the students did not achieve satisfactory academic performances in the subject. This might be because the subject nature demands high critical thinking ability and writing ability.

Art

- (1) To improve the teaching effectiveness, perhaps teachers could write reflections on some survey findings.

Music

- (1) All teachers in the department agreed that APASO, KPM and stakeholders surveys were useful and effective in reflecting the real situation of learning and teaching among teacher and students.
- (2) 40% of the teachers in the department did not agree that the surveys were conducted at appropriate time during the school year. It is better to take one after T2 so that the reflective report will be used to enhance the effectiveness of learning and teaching in T3 and T4.

- (c) Ensure that all subject departments and functional teams follows a P-I-E approach in their annual action plans.

(i) Achievements

Chinese Language

- (1) All teachers, in accordance with the P-I-E requirements, reviewed their teaching plan, checked learning and teaching effectiveness, and devised suitable strategies in the lesson preparation meetings.

English Language

- (1) School Major Concerns were clearly communicated to teachers at the beginning of the year. Attention was drawn to the need to bear them in mind

- when planning their teaching.
- (2) The department had improved in planning and implementing as shown in the minutes of the weekly department meetings and co-planning sessions.
  - (3) Halfway into the year, the department reviewed what had been laid out as departmental major concerns and reflected on the progress made in those respects.

#### Mathematics

- (1) 95% of the teachers agreed that they were asked to complete the departmental surveys for evaluation.
- (2) 95% of the teachers agreed that the department could crystalize our strengths, weaknesses, opportunities and threats (SWOT) each year for next year's planning.
- (3) All teachers agreed that the department fully utilized the Reflection/Suggestions for Improvement section in evaluation reports such as Interim Report and Yearly report.

#### Humanities

- (1) Regular review on student performance, activities conducted under the subject, and the implementation of year plan had been made during the subject panel meetings.
- (2) The LS department conducted four subject panel meetings in 16/17 academic year.

#### Art

- (1) More self-evaluation and annual group evaluation meetings should be held.

#### Family Life Education

- (1) The department devised clear action plans with evaluation for the purpose of continuous improvement.
- (2) The department always set tasks focusing on the impacts on student learning.
- (3) The department evaluated its work in direct relation to learning and teaching effectiveness where appropriate.
- (4) The department addressed the school major concerns in alignment with the school priorities.
- (5) The department evaluated its work in alignment with the success criteria set out for the major concerns where appropriate.
- (6) Coordinator made an effort to promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (7) The department evaluated its work using a variety of evidence.
- (8) The department made reflective evaluation for informed forward planning.

#### Media

- (1) The department devised clear action plans with evaluation for the purpose of continuous improvement.
- (2) The department always set tasks focusing on the impacts on student learning.
- (3) The department evaluated its work in direct relation to learning and teaching effectiveness.
- (4) The department addressed the school major concerns in alignment with the school priorities.
- (5) The department evaluated its work in alignment with the success criteria set out for the major concerns.

- (6) HoD made an effort to promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (7) The department evaluated its work using a variety of evidence.
- (8) The department made reflective evaluation for informed forward planning.

#### Music

- (1) The department devised clear action plans with evaluation for the purpose of continuous improvement.
- (2) The department always set tasks focusing on the impacts on student learning.
- (3) The department evaluated its work in direct relation to learning and teaching effectiveness.
- (4) The department addressed the school major concerns in alignment with the school priorities.
- (5) The department evaluated its work in alignment with the success criteria set out for the major concerns.
- (6) HoD has made an effort to promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (7) The department evaluated its work using a variety of evidence.
- (8) The department made reflective evaluation for informed forward planning.

#### Religious Education

- (1) The department devised clear action plans with evaluation for the purpose of continuous improvement.
- (2) The department set tasks focusing on the impacts on student learning—to broaden students' horizons and raise their interest in Christianity.
- (3) The department evaluated its work in direct relation to learning and teaching effectiveness.
- (4) The department addressed the school major concerns in alignment with the school priorities.
- (5) The department based the evaluation of its work in FS2, DS1, DS4 and MS3 Levels on student questionnaire.
- (6) The department made use of the students' questionnaire as reflective evaluation for informed forward planning.

#### (ii) Reflections

##### Chinese Language

- (1) The school and the department have gradually established the P-I-E review mechanism. However, the recommendations of follow-up still needed to be implemented.

##### English Language

- (1) HoD will plan the departmental goals and objectives for next school year with reference to the evaluation minutes.
- (2) It is suggested that HoD can discuss the mid-way evaluation of the departmental plan with teachers during department meetings so as to make sure teachers understand how well the plans are implemented and what follow-up actions should be done.

##### Mathematics

- (1) Teachers are willing to express their ideas and always give constructive feedbacks so as to make implementation plans run smoothly.

- (2) Mutual trust and respect are the foundational core values in the department for the implementation of P-I- E.

#### Humanities

- (1) It became a regular practice in the subject panel meeting to review the teaching approach set in the year plan and the student performances.

#### Art

- (1) Survey is needed for the future academic year. The survey findings will guide the department in further discussions of the causes of problems and solutions that can promote sustainable development.

#### Family Life Education

- (1) Teachers of the department are always reminded to work together and follow the P-I-E approach in all their action plans.

#### Media

- (1) The department assesses students' learning using worksheets for students to write down their reflection after teaching each topic.

#### Music

- (1) The department followed the P-I-E approach in each activity.
- (2) The department will continue to follow the P-I-E approach in annual action plans.

#### Religious Education

- (1) The department will slightly restructure and adjust the contents of the curriculum in order to broaden students' horizons and raise their interest.
- (2) To establish a team of learning and mutual trust, the department will foster peer-learning interaction with encouragement and support. The goal is to encourage teachers to be proactive and to share frankly, help each other, and improve teaching and learning effectiveness.

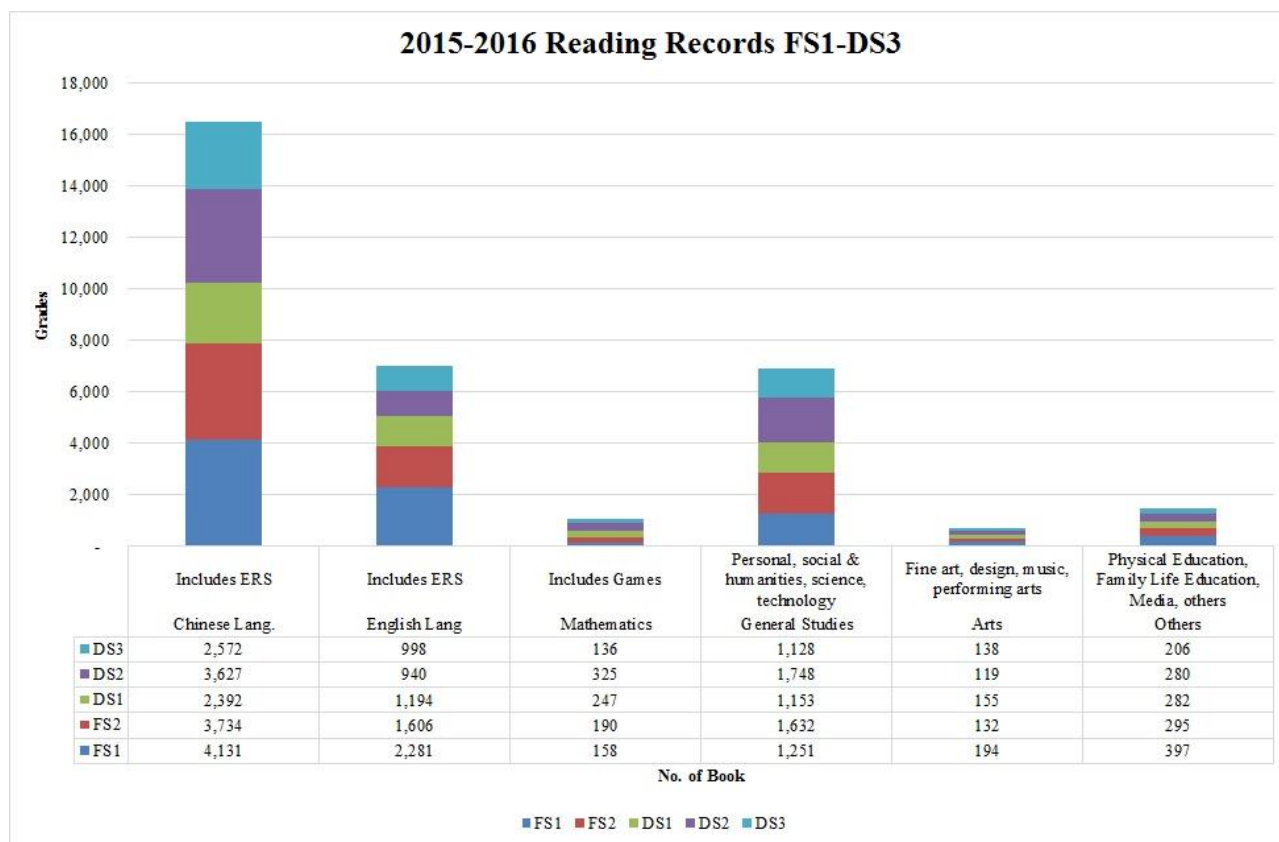
## 5. Students' Performance

### 5.1 Reading Habit

(a) Record of Borrowed Books

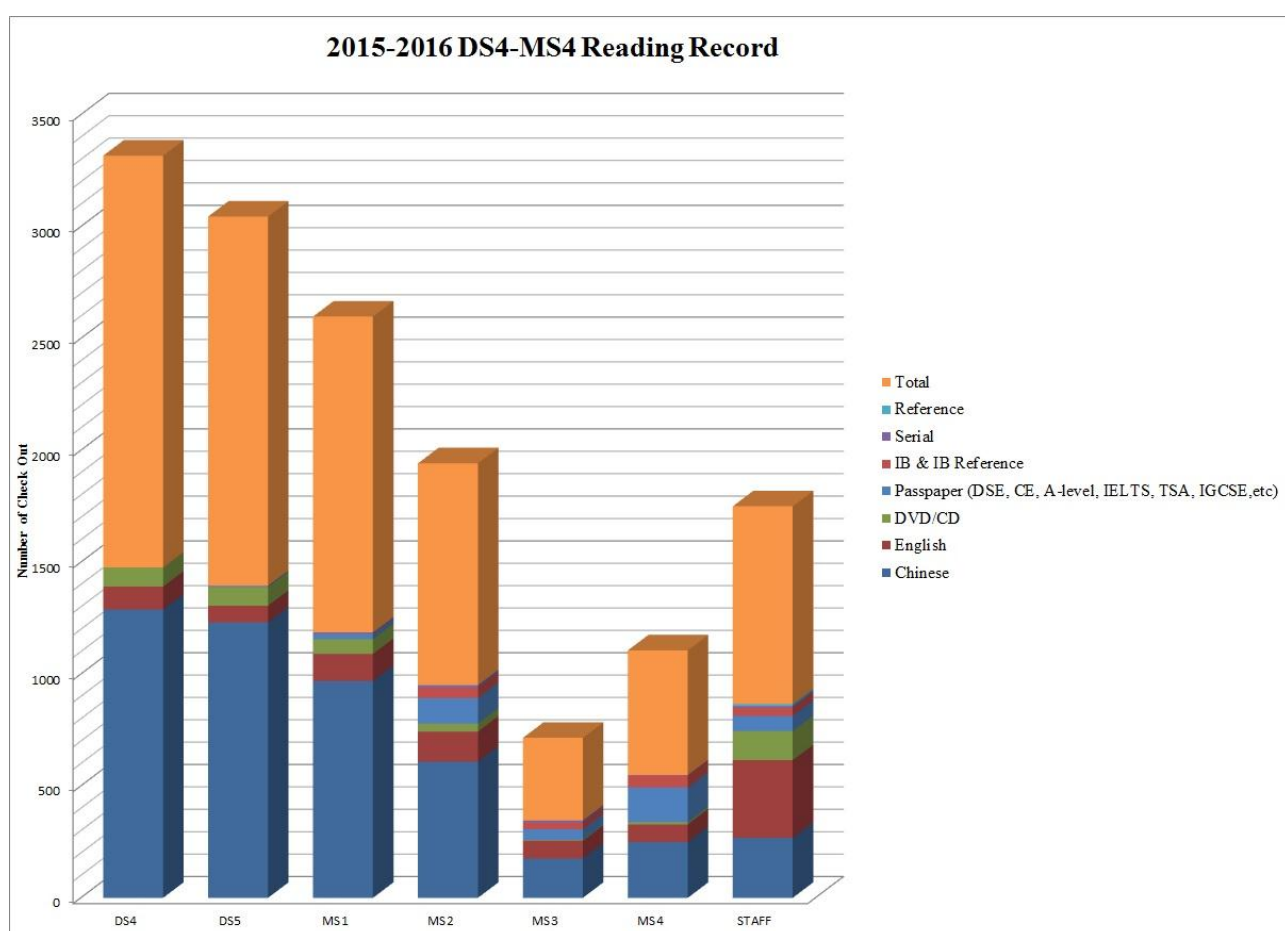
(i) Primary Section

SUBJECT/GRADE		FS1	FS2	DS1	DS2	DS3
Chinese Lang.	Includes ERS	4,131	3,734	2,392	3,627	2,572
English Lang	Includes ERS	2,281	1,606	1,194	940	998
Mathematics	Includes Games	158	190	247	325	136
General Studies	Personal, social & humanities, science, technology	1,251	1,632	1,153	1,748	1,128
Arts	Fine art, design, music, performing arts	194	132	155	119	138
Others	Physical Education, Family Life Education, Media, others	397	295	282	280	206
<b>TOTAL</b>		<b>8,412</b>	<b>7,589</b>	<b>5,423</b>	<b>7,039</b>	<b>5,178</b>



(ii) Secondary Section

SUBJECT/GRADE	DS4	DS5	MS1	MS2	MS3	MS4
Chinese	1,289	1,231	969	609	176	249
English	102	75	121	134	79	79
DVD/CD	86	83	66	36	4	11
Fiction	363	255	226	40	23	8
Passpaper (DSE, CE, A-level, IELTS, TSA, IGCSE,etc)	0	3	23	114	47	154
IB & IB Reference	0	0	2	46	29	54
Serial	0	3	5	11	11	2
Reference	0	0	0	1	0	0
<b>TOTAL</b>	<b>1,840</b>	<b>1,650</b>	<b>1,412</b>	<b>991</b>	<b>369</b>	<b>557</b>





## (b) Library Collection

## (i) Primary Section

Item Type	No. of Item(volume/set)		Total	No. of Item(volume/set)		Total
	2015-2016			2016-2017		
	Chinese	English		Chinese	English	
Book	11,449	9,304	20,753	12,498	9,887	22,385
Serials	819	---	819	1,269	---	1,269
Media	455	---	455	632	---	632
Computer/E Mat.	---	10	10	---	10	10
Attached item	282	---	282	491	---	491
<b>TOTAL</b>	<b>13,005</b>	<b>9,314</b>	<b>22,319</b>	<b>14,890</b>	<b>9,897</b>	<b>24,787</b>

## (ii) Secondary Section

Item Type	No. of Item(volume/set)				No. of item (volume/set)			
	2015-2016				2016-2017			
	Chinese	English	Others (Online Resourc es, Kid, Visual materi als, etc)	Total	Chinese	English	Others (Online Resourc es, Kid, Visual materi als, etc)	Total
Teacher Inventory	1,312	2,061	14	3,387	1,243	1,742	16	3,001
Teacher Reference	1,131	1,151	326	2,608	1,114	811	287	2,212
English Fiction	-	2,364	-	2,364	-	2,279	-	2,279
Pastpaper (DSE, CE, A-level)	295	1,069	-	1,364	396	1,491	29	1,916
IB & IB Reference	73	731	7	811	182	902	35	1,119
Chinese collection	9,334	-	-	9,334	10,524	-	-	10,524
English Collection	-	4,688	-	4,688	-	5,204	-	5,204
DVD & CD	660	344	-	1,004	743	382	-	1,125
Parents & USA	106	116	-	222	-	-	-	-
Project Base Learning	14	8	-	22	19	12	-	31
Serials	2,108	775	-	2,883	2,404	860	-	3,264
Reference Collection	234	132	3	369	193	214	7	414
Not in use	-	-	-	-	-	-	-	-

## 5.2 Academic Performance

### (a) HKDSE Examination Results 2017

The overall passing rate (level 2 or above) of the fifth group of our candidate was 93.8%. 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	91.3%	English Language	98.1%
Mathematics (Compulsory Part)	96.1%	Liberal Studies	96.1%
Biology	93.3%	Business, Accounting and Finance Studies (Accounting)	100%
Business, Accounting and Finance Studies (Business Management)	100%	Chemistry	85.2%
Chinese History	100%	Chinese Literature	100%
Economics	90%	Geography	76.2%
History	100%	Information and Communication Technology	81.8%
English Literature	83.8%	Mathematics (Extended Part – Algebra and Calculus)	100%
Mathematics (Extended Part – Calculus and Statistics)	100%	Music	100%
Physics	92.3%	Visual Arts	91.7%

The highest score (in best 5 subjects) of our students was 32 marks. 12 students (11.65%) scored 25 marks or above. 58 out of 103 candidates (56.31%) achieved the basic requirement for entering local government subsidized universities.

### (b) IBDP Examination Results, May 2017

The fifth group of our candidates (56 students) achieved good results in IBDP examination in May 2017. The overall passing rate was 92.9%, the average score was 36.1 (full mark is 45 and global average in 2016 was 30.0 marks). One candidate scored 44 marks and one candidate scored 43 marks. 73.2% of students scored 35 marks or above while 37.5% of students gained 40 marks or above. 92.9% of the candidates attained Bilingual Diploma Programme. Each of the mentioned data was far above global results.

### (c) Continuous Education of Graduates

There were 159 graduates in 2017. The total percentage of graduates studying bachelor's degree programs from local and overseas universities was 45.3%. Some other graduates (14.5%) were admitted to local and overseas associate's degree/higher diploma/foundation programs.

## 5.3 APASO

In 2016-17, there were 556 lower secondary (DS4-5, MS1) students and 516 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 96.1% of the whole student population in the secondary section.

- (a) On 'achievement' (concerning 6 items), there has been no change from 2.47 to 2.47 in lower secondary student perceptions whilst there has been a slight decrease (0.01) from 2.32 to 2.31 in upper secondary ones from 2015-16 to 2016-17 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned insignificantly lower values (0.08) whereas upper secondary students also showed insignificantly lower values (0.11) in 2016-17.

On 'experience' (concerning 5 items), there has been a slight decrease (0.04) from 2.30 to 2.26 in lower secondary student perceptions whilst there has been an decrease (0.06) from 2.38 to 2.32 in upper secondary ones from 2015-16 to 2016-17 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students demonstrated significantly lower values (0.27) whereas upper secondary students earned insignificantly lower values (0.11) in 2016-17.

On 'general satisfaction' (concerning 6 items), there has been a slight decrease (0.05) from 2.37 to 2.32 in lower secondary student perceptions whilst there has been a decrease (0.09) from 2.52 to 2.43 in upper secondary ones from 2015-16 to 2016-17 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned significantly lower values (0.28) whereas upper secondary students illustrated insignificantly lower values (0.05) in 2016-17.

On 'negative affections' (concerning 7 items), there has been a slight decrease (0.04) from 1.85 to 1.81 in lower secondary student perceptions whilst there has been no change from 1.93 to 1.93 in upper secondary ones from 2015-16 to 2016-17 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed no significant difference whereas upper secondary students demonstrated insignificantly lower values (0.01) in 2016-17.

On 'opportunity' (concerning 7 items), there has been a slight increase (0.04) from 2.74 to 2.78 in lower secondary student perceptions whilst there has been a decrease (0.06) from 2.72 to 2.66 in upper secondary ones from 2015-16 to 2016-17 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned significantly lower values (0.19) whereas upper secondary students earned significantly lower values (0.11) in 2016-17.

On 'social integration' (concerning 7 items), there has been an slight increase (0.02) from 2.77 to 2.79 in lower secondary student perceptions whilst there has also been an slight decrease (0.02) from 2.92 to 2.90 in upper secondary ones from 2015-16 to 2016-17 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed significantly lower values (0.13) whereas upper secondary students earned insignificantly lower values (0.04) in 2016-17.

On 'teacher-student relationship' (concerning 7 items), there has been an insignificant increase (0.04) from 2.64 to 2.68 in lower secondary student perceptions whilst there has also been an insignificant increase (0.04) from 2.73 to 2.77 in upper secondary ones from 2015-16 to 2016-17 respectively. In comparison with the whole Hong Kong student population, lower secondary students showed significantly (moderately) low values (0.30) whereas upper secondary students also demonstrated significantly low values (0.14) in 2016-17.

- (b) To sum up, in comparison with the whole 2010 norm student population of Hong Kong, there were some significantly low figures towards experiences, general satisfaction, opportunity, and social integration and moderately low figures towards teacher-student relationships in DS4-5 & MS1 students' views whilst there was an insignificant low figure in their achievement and no significant difference in their negative affections. Meantime, some negligible differences were found in upper secondary (MS2-MS4) students' views towards achievement, experience, general satisfaction, negative affections and social integration, whereas some significantly low figure was found in MS2-4 students' views towards opportunity and teacher-student relationships, in comparison with HK 2010 norm student population.

#### **5.4 Inter-school Activities and Competitions**

Our students have participated in a number of activities and competitions in 2016-17. Awards that students obtained (only include championships, first winner-ups and second winner-ups) are summarized in Appendix 1.

## 6. Financial Report

### Financial Summary for the 2015 / 2016 School Year :

	Government Funds	Non-government Funds
<b>INCOME (in terms of percentages of the annual overall income)</b>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	63.89%	N.A.
School Fees	N.A.	33.48%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	2.63%
<b>Total</b>	63.89%	36.11%
<b>EXPENDITURE (in terms of percentages of the annual overall expenditure)</b>		
Staff Remuneration	77.87%	
Operational Expenses (including those for Learning and Teaching)	11.18%	
Fee Remission / Scholarship <sup>1</sup>	4.91%	
Repairs and Maintenance	0.64%	
Depreciation	5.40%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year #</b>	1.50 months of the annual expenditure	
<b>Accumulated Surplus/Deficit* in the Operating Reserve as at the End of the School Year *</b>	7.94 months of the annual expenditure	
*excluding Net Book Value of New Annex Building – equals to 4.85months 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

<sup>1</sup> 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

### 7.1 Summary

- (a) 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) Establish a learning community through peer lesson observation to enhance general teaching skills; (b) Teachers attend workshops to update the latest curriculum development and enhance their pedagogical content knowledge; (c) Promote in-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons; (d) Arrange in-house training on essential classroom teaching skills such as collaborative learning methods and questioning skills; (e) Arrange in-house workshops on Assessment for Learning; (f) Teachers are encouraged to make use of good questioning skills to cater for learner diversity in the classroom and (g) Apply “assessment for learning” strategies to cater for diversity in the classroom.

Subject departments required teachers to attend peer lesson observations and many have achieved very high percentage of successful rate. Some departments also required their members to observe the lessons of the Head of Department or Coordinators, in order to facilitate the sharing among panel members and help improving professional skills. Some departments also designed or amended the peer lesson observation form in order to put emphasis on, say questioning techniques and assessment for learning. On a whole, the school initiative on establishing a learning community through peer lesson observation was quite successful. However, although this culture of lesson observation was being established, after-lesson and course discussion would take time to be established. In the future, teachers should be encouraged to more actively share good practices that they have observed from colleagues. This can be done can be specifically devoted to doing this at departmental meetings.

Moreover, teachers were required to participate in a certain number of external professional training courses or seminars. Chinese Language teachers at Primary Division were interested at e-learning, while English Language teachers found that workshops and seminars they attended were in general useful, and were eager to apply what was learnt or gained from workshops in their lessons. In general, many teachers agreed that the external programmes would ultimately improve their professional skills for enhancing learning and teaching effectiveness. As a whole, the school has established a culture of learning. The school will continue to encourage teachers to study and to improve the effectiveness of the teaching and learning. Although teachers became more active in applying for training courses or seminars, the school might need to arrange substitutions to minimize the impact of student learning, especially the arrangement of substitutions for teachers who have split classes at Secondary Division. Nevertheless, teachers’ sharing on their learning and experiences from the training courses would benefit the school as a whole.

In addition, teachers were encouraged to share newly-learnt teaching methods, teaching resources and conducting co-planning of lessons with panel members. Teachers enjoyed professional exchange of experience and knowledge on learning and teaching. Many teachers also agreed that the sharing of teaching experiences would help improve the effectiveness of classroom teaching and student learning, and departments promoted sharing of teaching resources through the use of the school server and central resources

could improve teaching and learning performance. As the time for sharing was rather limited during department meetings, it was suggested that a certain part of the school development days could be reserved for departmental sharing sessions.

Many teachers also agreed that in-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills were well organized. A high percentage of teachers mentioned that they could use what they had learnt in classroom and agreed that the knowledge and skills learnt could improve their classroom teaching and learning performance. However, it was suggested that there should be more follow-up or debriefing meetings after the in-house training, so that teachers would benefit more from sharing among them.

Staff development sessions devoted to “assessment for learning” were provided to teachers and they were well-organized. Many teachers agreed that they had received appropriate training which facilitated “assessment for learning” and their department had followed up the discussion of promoting “assessment for learning” after the training workshop. Teachers also found that the training would help improve classroom teaching skills and they applied the skills and knowledge learnt in their lessons. Although many teachers got the basic ideas of “assessment for learning”, there were still rooms for improvement in the implementation. Follow-up sessions on how to put them into practices were still needed. Teachers also discuss among themselves on how to design learning activities to promote “assessment for learning” during lesson preparation meetings and carry them out in lessons. Some departments also suggested that there should be more debriefing meetings so that teachers can brainstorm ideas on applying the knowledge and skills learnt in their lessons.

Teachers were encouraged to make use of good questioning skills and apply “assessment for learning” to cater for learner diversity in the classroom. Many of them agreed that use of questioning skills could help address learners’ differences, induced students in their learning and helped students in high-order thinking. Many teachers also agreed that “assessment for learning” could deal with learners’ differences in classroom and many had made progress on the use of “assessment for learning” strategies in the classroom to cater for diversity. However, teachers’ skills of asking questions in lessons and guiding students to think deeply were still needed to be strengthened. It was also suggested that questions set in English reading comprehensions can be varied to include different types that tap into different levels of thinking. There should also be more frequent discussions among teachers on student learning difficulties in a specific topic of the subject concerned. School should also encourage teachers make use of statistics to measure students’ learning progress and to identify their weaknesses in order to put into suitable intervention in student learning. Exchanges of teaching methods and ideas to cater for learners’ differences among teachers were also important as well.

(b) Major Concern 2: To nurture good qualities of Logosians

In order to nurture good qualities of Logosians, the school has adopted different measures so that students were encouraged to develop good personal qualities through moral values education. In particular, lessons were planned to meet the learning objectives in the domain of values and attitude in the curriculum.

The SBC plans have already stated clearly the relevance of topics/themes to the education of positive values and attitudes. Department also conducted discussions with teachers on how to infuse “moral, values and attitude” education strategies in their

lessons. Many teachers said that they had seized the opportunity to implement positive value education in lessons. Moreover, students developed good qualities through a variety of student activities, such as Gospel Week, Student Fellowship, Bible Quiz Competition, talks organized by Campus Life Team, Inter-class Discipline Competition, Leadership Training Programs, etc. It was suggested the curriculum should continue to integrate moral and value education, which would help students to establish the positive values and develop good attitude. However, value education and transformation is a long term process that it might be difficult to observe any significant changes of students' behavior throughout a year.

(c) Major Concern 3: To strengthen School-Self-Evaluation

In order to help departments and functional teams to continue with P-I-E, the school adopted the following measures in this academic year: (a) Strengthen self-evaluation capacity in academic subject departments and functional teams; (b) Conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys and (c) Ensure all subject departments and functional teams to follow a P-I-E approach in their annual action plans.

Students completed the student questionnaire after the first summative assessment and teachers said that the survey could help them understand the characteristics of the students. Teachers also completed the self-assessment questionnaire, which collected their views on how they perceived themselves in terms of assessment for learning in the classroom and catering for learner diversity. Many reflected that they had understood departmental goals this year and could work out the improvement plan. However, it was suggested that the process of self-evaluation needed more platforms to share among teachers about the identified areas of improvement and implementing the improvement plan. Department might also use the findings from the teacher's self-assessment questionnaires to arrange departmental training or to discuss with individual teachers the requirements and the planning of attending appropriate training. It was recommended that school should coordinate the self-assessment and the reviewing projects in order to avoid duplication of work among different departments.

There had also been a holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys. The surveys offered useful insights to guide the future development of the department and the data collected on in-house workshops or professional development programs helped teachers in charge to plan future programs. Teachers agreed that all data collected had been analyzed with sufficient details and prepared in suitable formats for extraction of information. The summary report compiled could bring out the major findings of the survey and was suitably presented to all major stakeholders. The reflective evaluations were made for informed forward planning and the report has been used to enhance the effectiveness of learning and teaching. However, it was suggested that the surveys could be done earlier and a comment section could be used to address relevant concerns.

Moreover, subject departments and functional teams were required to follow a P-I-E approach in the annual action plans. School major concerned were clearly communicated to teachers at the beginning of the year. Attention was drawn to teachers when they planned their teaching. Teachers had reviewed their teaching plan, checked learning and teaching effectiveness and devised suitable strategies in their learning and teaching. There have been regular reviews on student performance, activities arranged to students and implementation plan during subject panel meetings. Many agreed that their



department had fully utilized the Reflection/Suggestions for Improvement in the evaluation reports. On the whole, departments and teams were gradually establishing a P-I-E review mechanism. However, the recommendations of follow-up were still needed to be implemented. It was also suggested departments or functional teams should discuss the evaluation with teachers in depth in the midst of year, so that teachers would understand how well the plan was implemented and what follow-up actions could be done.

## **7.2 Suggestions for 2017-2018 Areas of Concern**

In view of what have been achieved and reflected by the subject departments and functional teams regarding their work in 2016-17 school year reported above, the areas of improvement and good practices for the school had been identified and summarized as follows:

- (a) School has put great emphasis on enhancing professional teaching skills for the improvement of learning effectiveness. Many departments have made advances in establishing a learning community through peer lesson observation, the sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons. Many teachers were actively applying for workshops in order to update the latest curriculum development and to enhance their pedagogical content knowledge. There were also in-house training related to essential classroom teaching skills such as collaborative learning methods, questioning skills, assessment for learning, with the expectation that teachers could use those skills to improve their teaching and learning and to cater for learner diversity in the classroom. Although there have been great improvements in each area concerned, there were still rooms for further improvement. In 2017-2018, it was suggested that school professional development days should be more comprehensively organized with the aim that teachers could be further equipped with different skills, attitude and techniques to improve their teaching effectiveness in classrooms.
- (b) Moreover, there had been measures from different departments and functional teams on nurturing students and developing them with good qualities of Logosians. Departments have been planning lessons to meet the learning objectives in the domain of values and attitude in the curriculum while functional teams were providing activities to students to develop them with different good qualities. However, there was still a long road for students to be developed with different, positive and good qualities. It was also suggested each department and functional team could further focus on several values and attitude which would be developed at different levels.
- (c) Throughout these few years, departments and functional teams have become more familiar with P-I-E cycle. However, effective use of holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys or following P-I-E approach in the annual action plans needed to be further strengthened. Moreover, the school has just reached its third and the final year of annual school plan cycle. After a series of School Senior Management meetings, Subject Department Committee meetings and Staff meetings, the final major concerns for the school year 2017-18, agreed by the School Senior Management Team, subject teachers and members of the functional teams, remain, i.e.
  - (i) To enhance professional teaching skills for the improvement of learning effectiveness;
  - (ii) To nurture good qualities of Logosians; and
  - (iii) To strengthen School-Self-Evaluation.

## 2016 – 2017 (Year-end summary of external awards)

Classification	Physical Education	Chinese/English/ Putonghua	Mathematics/ Science	Media/IT/Arts/Music	Civic Education/Uniform Team
Participation Items	<ul style="list-style-type: none"> <li>• Inter-Primary Schools Swimming Competition</li> <li>• Inter-School Swimming Competition</li> <li>• Hong Kong Inter-school Rope Skipping Competition</li> <li>• Hong Kong Inter-Primary Schools Rope Skipping Competition</li> <li>• Inter-School Athletics Competition</li> <li>• Inter-Primary Schools Basketball Competition</li> <li>• Inter-School Basketball Competition</li> <li>• Inter-Primary Schools Football Competition</li> <li>• Inter-School</li> </ul>	<ul style="list-style-type: none"> <li>• Hong Kong Inter-schools Speech Festival</li> <li>• The Youth Chinese Story Writing Competition in Hong Kong</li> <li>• CFDC Writing and Photo Contest</li> <li>• The China Secondary School Chinese Essay Writing Competition</li> <li>• The 13th "Biliteracy and Trilingualism" Competition in Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• The 12th Hong Kong Joint Primary School Mathematics Competition</li> <li>• The 5th Primary Schools Mathematics Chessboard Competition</li> <li>• The 24th Hong Kong Primary School Mathematical Olympiad</li> <li>• 2017 Hong Kong Primary Mathematics Contest</li> <li>• International Junior Science Olympiad 2017</li> <li>• Hong Kong Physics Olympiad 2017</li> <li>• "Spin For Survival" Primary School Observation Wheel Cabin Design</li> </ul>	<ul style="list-style-type: none"> <li>• Robotics Intelligence DIY 2016 - Robotics EV3</li> <li>• World Robot Olympiad 2016 Hong Kong Robot Challenge - Space Challenge</li> <li>• Fun With Learning Competition 2017</li> <li>• IT Challenge Award 2017</li> <li>• Robotics Intelligence DIY 2017</li> <li>• Robofest 2017 HK BottleSumo</li> <li>• Global Robotics Art Festival 2017</li> <li>• MOS / ACA Skills Competition 2017</li> <li>• The 13th Cisco Hong Kong-Macau Youth Networking Skills Competition 2017</li> <li>• Master Code on</li> </ul>	<ul style="list-style-type: none"> <li>• Flag-guards Competition 2017</li> <li>• Annual Review 2017 Marching Competition</li> <li>• Chess Tournament 2016</li> <li>• Taekwondo Poomase Competition 2017</li> <li>• Hong Kong St. John Ambulance Brigade Youth Command Inter-Divisional Competition</li> <li>• The "Hong Kong Heritage" Photography Competition</li> <li>• 1st Hong Kong Dual Chess Championships Chess Main</li> </ul>

	<ul style="list-style-type: none"> <li>Football Competition</li> <li>• Inter-School Volleyball Competition</li> <li>• All HK Inter-Primary Schools Fencing Competition</li> <li>• Inter-Primary Schools Badminton Competition</li> <li>• Hong Kong Schools Dance Festival</li> </ul>		<ul style="list-style-type: none"> <li>• Competition The Next BMW Designer 2016</li> </ul>	<ul style="list-style-type: none"> <li>Innovation and Inclusion</li> <li>• Joint School Music Competition 2017: Handbell and Handchime</li> <li>• Hong Kong International Handbell Olympics 2017</li> <li>• 2016/17 Schools Speech Choir Showcase 16-17</li> </ul>	
<b>No. of Awards</b>	<b>482</b>	<b>386</b>	<b>23</b>	<b>158</b>	<b>58</b>

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