

The Hong Kong Chinese Christian Churches Union

Logos Academy



Annual School Report

2017-18

Campus 1

(Primary Division)

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Campus 2

(Secondary Division)

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1. Our School

The Hong Kong Chinese Christian Churches Union Logos Academy (HKCCCU Logos Academy), sponsored by the Hong Kong Chinese Christian Churches Union (HKCCCU), 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 campus 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>1/6/2017 to 31/5/2018</u>	<u>1/6/2018 to 31/5/2019</u>
Chairman	Rev. Woo Ming Tim, Samuel	Rev. Woo Ming Tim, Samuel
Vice Chairman	Rev. Chan Tak Cheong	Rev. Chan Tak Cheong
School Supervisor	Rev. Chung Ka Lok	Rev. Chung Ka Lok
Treasurer	Dr. Chan Wai Sang, Samuel	Dr. Chan Wai Sang, Samuel
Secretary	Rev. Chung Kin Kai	Rev. Chung Kin Kai
Managers	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)	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming Ms. Kwong Ka Yin, Rev. Lee Chee Kong, Rev. Luk Hang Chuen, Dr. Luk Siu Ping, Rev. Pong Kin Sun, Kinson, Mr. Pong Yuen Sun, Louis Rev. Yu Ying Ngok, Dr. Cho Hee Chuen, Paul (Principal), Ms. Lee Cheung Pui, Cat (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 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) In 2017-2018, there were 190 teaching days for FS1 to DS5 and 191 teaching days for MS1 to MS3. There were 115 and 120 teaching days for MS4 (DSE) and MS4 (IB) respectively.

(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	16.00%	16.00%	16.62%	16.62%	13.97%- 14.55%	13.97%- 14.55%
ENGLISH LANGAUGE	18.00%	18.00%	16.62%	16.62%	13.97%- 14.55%	13.97%- 14.55%
MATHEMATICS	12.00%	12.00%	14.55%	14.55%	14.55%- 17.96%	14.55%- 17.96%
LIBERAL STUDIES	--	--	--	6.23%	9.98%- 10.39%	9.98%- 10.39% (DSE only)
NATURAL SCIENCE	4.00%	4.00%	12.47%	Depends on choice of Elective Subjects		
TECHNOLOGY	--	2.00%	4.16%			
PERSONAL, SOCIAL & HUMANITIES	10.00%	12.00%	16.63%			
ARTS	8.00%	8.00%	6.32%			
PHYSICAL EDUCATION	4.00%	4.00%	4.16%	4.16%	3.99%- 4.16%	3.99%- 4.16%
OTHERS	28.00%	24.00%	12.63%	Depends on choices of Elective Subjects		

Remarks:

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

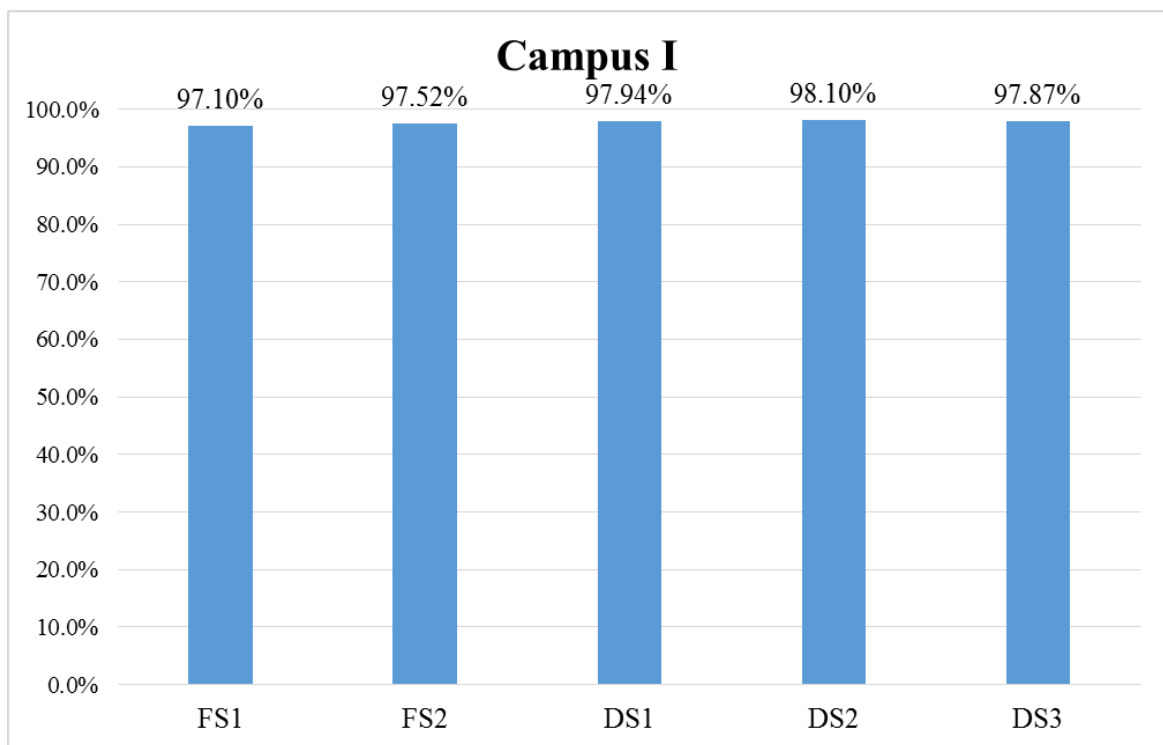
2.3 Our Students

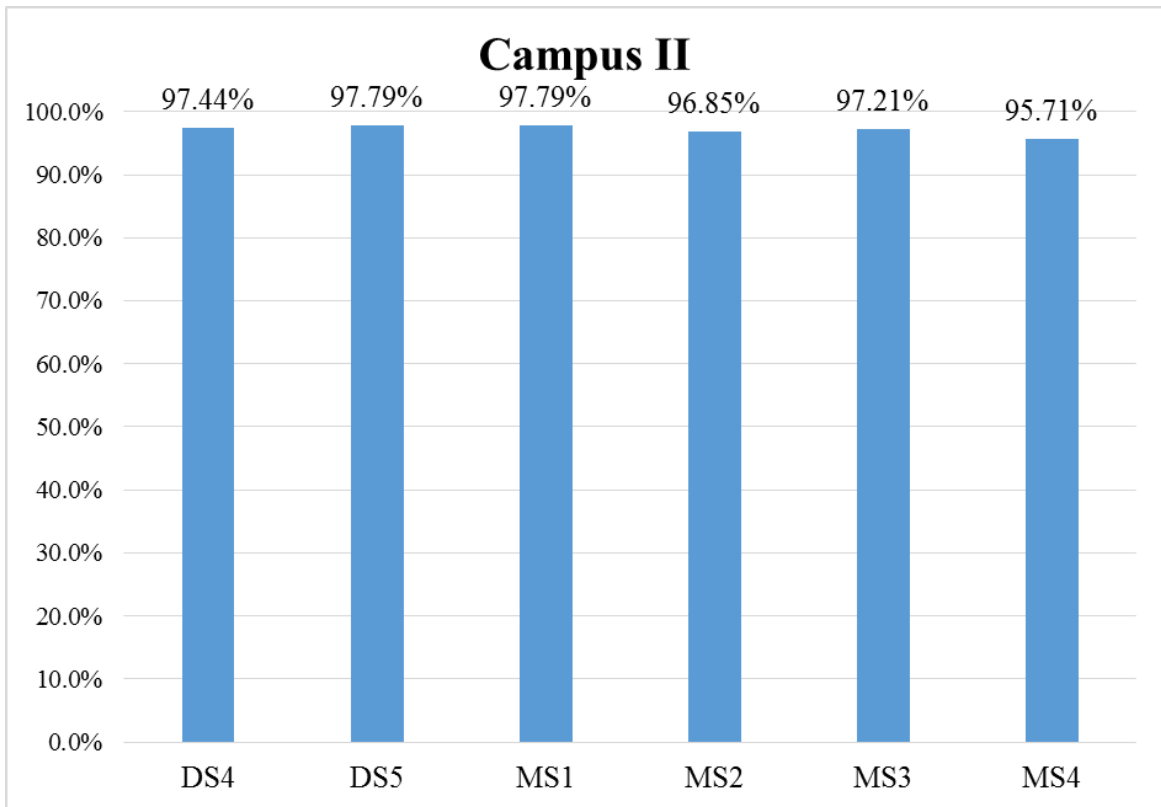
(a) Class Structure

The table below shows the number of classes and students in each year level as at 15th August, 2018.

Class Level	No. of Class	No. of Boys	No. of Girls	Total
FS1	6	95	100	195
FS2	6	98	97	195
DS1	6	98	99	197
DS2	6	98	95	193
DS3	6	101	90	191
DS4	5	103	90	193
DS5	5	80	93	173
MS1	5	93	71	164
MS2	5	87	82	179
MS3	5	77	84	161
MS4	5	81	79	160
Total	60	1011	990	2001

(b) Annual Attendance Rate





2.4 Our Teachers

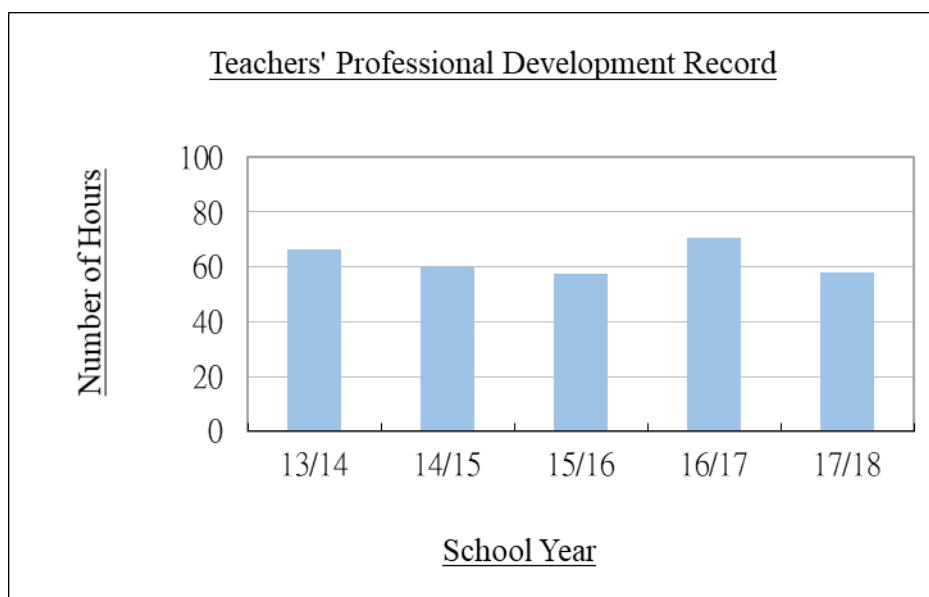
- (a) No. of teachers
There were 169 teachers in the approved establishment.

- (b) Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education	96%
Bachelor Degree	99%
Master / Doctorate Degree or above	51%
Special Education Training	16%

Working Experiences (% of Teachers)	
0 - 4 years	19%
5 - 9 years	28%
≥10 years	53%

(c) Continuous Professional Development



2.5 Learning, Teaching and Assessment Strategies

The school is devoted to creating a rich language environment conducive to the development of students' language abilities in communicating in Chinese and English. The school employs teachers who are native speakers of English and Putonghua. 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 and Value Education 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 2017/18, 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 due consideration in terms of homework arrangements 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 and Value Education Team and the Campus Life Team also worked 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) SEN students were invited to participate in a self-regulatory learning and motivational programme entitled “Exam Made Easy with Good Planning” in 2017/18, which helped them to cope with the stress and demands from examinations. Through the support from teachers and parents, these students learnt planning and organization skills and set clearer goals to prepare for their examinations.
 - (iv) Day-to-day individual coaching sessions were arranged for the SEN students with more severe difficulties 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 year, 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 2017/18, the Education Psychology Team had provided various kinds of support to individual students. A total of 220 sessions of small group sessions and over 250 individual sessions were held throughout the years. Individual students having emotional difficulties also received individual support. Over 203 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

Major Concern 2: To nurture good qualities of Logosians

Major Concern 3: To strengthen School-Self-Evaluation

4.2 Summary and Suggestions

4.2.1 Summary

(a) 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 latest curriculum development and enhance their pedagogical content knowledge; (c) In-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons; (d) In-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills; (e) In-house workshop on assessment for learning; (f) Make use of good questioning skills to cater to learner diversity in the classroom and (g) Apply assessment for learning strategies to cater to diversity in the classroom.

Many departments continued requiring teachers to teach at least one lesson under observation and to observe one lesson taught by a fellow teacher. Some departments also required teachers to observe at least one lesson taught by the Head of Department or Subject Coordinators. Many departments attained a very high rate of achievement in this area and the feedbacks were positive. Many teachers found that peer lesson observation could help improve the effectiveness of classroom teaching and learning. It was also suggested that the depth and quality of lesson observations could be further improved. Moreover, teachers could co-plan the lessons before the lessons were observed, some specific skills could also be focused on, if applicable, while the lessons were being observed.

During the past academic year, teachers were enthusiastic to attend workshops to update the latest curriculum development and their pedagogical knowledge. Some departments had also put requirements on the number of external seminars or workshops attended by the teachers. Moreover, guest speakers were also invited to share with teachers about lesson design skills and questioning techniques.

On the other hand, the school has also arranged teachers to participate in overseas training to broaden their horizons. Many teachers found that the training courses could help improve their learning and teaching effectiveness. After teachers attended the seminars or workshops, they were willing to share their experiences and knowledge from the training courses with their fellow colleagues. However, the school might need to arrange lesson substitutions to minimize the impact on student learning, especially the

arrangement of split classes at Secondary Division. Some departments also reflected that there were timetabling constraints that it would be quite difficult to arrange teachers for attending certain external workshops or seminars. These arrangements could be sorted out in future.

Most teachers agreed that co-planning of lessons among subject teachers was conducted professionally and departments have made good effort of organizing effective in-house professional sharing sessions to teachers, so that they could share newly-learnt teaching methods, exchange their experiences and materials with other teachers. The quality of lessons and the students' learning effectiveness were improved and the feedback from students was very positive.

However, some departments reflected that the meeting time of the sharing sessions was too short for a thorough discussion although common time-slots were allocated in the timetable. It would also be difficult to arrange meetings for teachers who needed to take students to different trainings or competitions after school frequently. There were also suggestions that co-planning of lessons should be more focused on lesson design and emphasized on facilitating professional exchanges; and certain part of the school development days could also be reserved for departmental sharing sessions.

Many teachers concurred that in-house training, especially those related to essential classroom teaching skills such as collaborative learning methods and questioning skills were well organized. School invited several guest speakers from Taiwan to share with teachers on a variety of teaching methods and questioning techniques. A high percentage of teachers mentioned that the knowledge and skills learnt could improve their classroom teaching and learning performance. Many teachers were willing to adopt different tools to tackle with changes of e-learning as well. There were suggestions that more follow-up sessions could be organized and the school could collect more information from teachers about their needs of the in-house professional training programme in future.

Staff development sessions devoted to assessment for learning were provided to teachers and they were well-organized. Many teachers agreed that the skills and knowledge they learnt had made a positive impact on teaching and learning effectiveness and were applicable in their teaching. They were also willing to use different platforms and tools of e-learning for assessment for learning. Although many teachers got the basic ideas of assessment for learning, there were still some rooms for improvement in the implementation. Some departments reflected that some teachers might still lack practical experiences and suggested there should be more e-learning resources. They also suggested to decentralize the school-level in-house training to departmental level for promoting assessment for learning.

Moreover, teachers agreed that good use of questioning skills could help address learners' difference in the classroom. High-order thinking questions in lessons could deepen students' reflections and encourage students to learn; while a wider range of questions could tap into different levels of thinking in written assessments. Some teachers reported that most students were better motivated by teachers' vivid questioning skills and were willing to respond to questions asked by teachers. It was suggested that teachers should continue to strengthen their questioning skills to guide students to think more deeply, to gradually increase the level of difficulties across different levels, to train students to think critically and to stimulate their learning progressively.

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

In order to nurture good qualities of Logosians, lessons should be planned to meet the learning objectives in the domain of values and attitude in the curriculum.

There have been discussions on how to implement moral education, value education and attitude training programme and on incorporating them into the curricula. The school-based curriculum plans had already stated clearly the basic guiding principles and the relevance of topics/themes to educate students with positive values and attitudes. There were also co-planning meetings, and departments were actively looking for further opportunities and providing different platforms to students to implement positive value education. Students were nurtured to develop good qualities such as respect, empathy, humility, intercultural respect, self-identity, interpersonal relationship, national identity recognition, responsibility to society and to the environment, academic honest, etc.

There were also activities organized by the Religion Team, the Campus Life team and the Student Activities Team. There were Gospel week and student fellowship. Student Fellowship helped students know more about the Christian faith. Different programmes such as Bible study, games, film show, experiential activity and celebrations on Christmas and Easter were held. Reflection Day was held on the last Tuesday of each month and students were invited to step back from normal school routine and to have self-reflection and awareness about others. Campus Life Team had helped nurturing students a sense of responsibility, self-discipline and respect for others.

In order to foster teacher-student relationship and cultivate a sense of belonging among students, a variety of programmes, such as inter-class discipline competition, clean-up activity, class annual photo sessions, adaptation programs for DS3 and transition to DS4 programme, were organized. School prefects, arrangement of inauguration and oath-taking ceremony, leadership training programs, etc. were also organized in order to develop students as serving leaders. However, value education and transformation is a long-term process that it might be difficult to observe significant changes of students' behavior over a short period of time.

(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 other pertinent researches and (c) Ensure all subject departments and functional teams to follow a P-I-E approach in their annual action plans.

After the first summative assessment, students would complete the student questionnaires, which helped them reflect on their performance and to give feedbacks to teachers on their learning. Students at Primary Division were also given questionnaires after the second summative assessment on their progress on reading plan, newspaper reading plan, idiom learning and e-learning. Teachers would discuss the findings at the department meetings and devise certain strategies based on those data. Moreover, teachers were also required to complete the self-assessment questionnaire, which collected their views on how they perceived themselves in terms of assessment for learning in the classroom, catering for learner diversity, and their teaching effectiveness.

Department heads and subject coordinators reported from time to time the on teachers' performance in teaching and they were encouraged to reflect upon their own teaching performance. At the Subject Department Committee meetings, department heads and coordinators were given statistics related to students' learning performance and were encouraged to make use of statistics to plan their lessons with their subject teachers. Teachers generally agreed that appropriate use of self-assessment tools could enhance the effectiveness in their subjects. However, it was recommended that school should coordinate the projects on self-assessment and general reviewing 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, and "Comparison of longitudinal performances of 2013 and 2017 Graduates (at years levels DS2, DS4 and MS2), academically and non-academically. The statistics provided by the APASO and other surveys were in general useful and helped shed light on various matters related to teaching and learning. Moreover, there had been an overall evaluation on learning effectiveness and school quality by the Survey Team. Qualitative data were also collected in addition to quantitative data, for better analysis and understanding of the collected data. Teachers agreed that APASO, KPM, surveys and other research projects were useful and effective in reflecting the real situation of learning and teaching among teachers and students.

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 and there were regular meetings to discuss the progress in addressing the school major concerns. Department heads and subject coordinators conducted lesson observations and inspected homework. They discussed with subject teachers the students' performance in tests and examinations, evaluated teaching and learning effectiveness, discussed and devised strategies for improvement during evaluation meetings. On the whole, departments and teams have gradually established P-I-E review mechanism. However, the recommendations of follow-up work still needed to be implemented effectively.

4.2.2 Suggestions for 2018-2019 Areas of Concern

There were 2 middle-managers' meetings and several staff meetings to evaluate the previous three-year plans. During the meetings, the recommendations in the ESR Report (2015) were thoroughly studied again and the items in areas essential to the continuous development of the school had been identified against the achievement and reflection by the subject departments and the functional teams. The areas of improvement and good practices for the school were summarized as follows:

- (a) There had been improvements in promoting assessment for learning, and students' learning difficulties were addressed through co-planning and implementing effective strategies in the classroom. Emphases have also been put on lesson design and related teaching strategies to cater for learner diversity and to facilitate interactive learning. Many teachers were enthusiastically applying for workshops organized by EDB and other professional bodies, in order to update the latest curriculum development and to enhance their pedagogical knowledge. They also tried to apply assessment for learning in classroom teaching and learning, and provoke students' in-depth thinking by using various questioning skills of different levels.

However, during the evaluation meetings, there were suggestions that there should still be a need for further improvement in lesson design and teaching strategies to cater for learners' diversity. Teaching and learning strategies such as Project-based Learning, Problem-based Learning, Theme-based Learning, Game-based Learning, Life-wide Learning and making use of various e-learning tools should be further explored and implemented. Teachers should also be required to continue to enhance their questioning skills in order to provoke students' in-depth thinking. In order to develop students as life-long learners, the school should develop students' self-study and generic skills required in tackling 21st Century challenges and master skills in ATL, and explore inter-disciplinary approaches in curriculum development.

- (b) There had also been measures from different departments and functional teams on nurturing good qualities of Logosians. The framework of moral education for the implementation in classrooms was set up, and functional teams were providing different activities to develop good qualities of students. However, there is a need to review the framework and to improve the implementation of the school-based moral education. The roles of student leaders, such as Prefects, Chairmen, Vice-chairmen and Executives of various student groups etc. need to be strengthened. Better consensus should also be made on how to use the HRT periods effectively and the roles of HRTs and assistant HRTs should be reinforced. It was also suggested that effectiveness of HRT periods could be strengthened through central coordination and more structured programmes, in order to develop positive attitude, good learning habits, self-discipline, leadership and organizational skills, etc. of the students. Other mentorship programmes could be mounted as well.
- (c) Throughout the last three years, departments and functional teams have become more familiar with P-I-E cycle. However, the effective use of holistic evaluation of learning effectiveness and the quality of school life via APASO, KPM, stakeholders surveys and other research studies or following P-I-E approach in the annual action plans need to be further strengthened and followed more closely. Periodic review and evaluation would deem necessary. For the students, it was suggested that school should adopt a whole-school approach to Self-Evaluation for enhancing the quality of education for the students. On the other hand, subject departments and major functional teams should be encouraged to make use of relevant data and feedback from different sources to devise relevant self-improvement pedagogical strategies.
- (d) After a series of School Senior Management meetings, Subject Department Committee meetings and Staff meetings, the final major concerns for the school year 2018-19, agreed by the School Senior Management Team, subject teachers and members of the functional teams, are
 - (i) To improve student academic performance through curriculum development and teachers' professional development;
 - (ii) To nurture good characters, habits and attitude of students; and
 - (iii) To foster sustainable school development through self-evaluation.

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 latest curriculum development and enhance their pedagogical knowledge;
- (c) In-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons;
- (d) In-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills;
- (e) In-house workshop on assessment for learning;
- (f) Make use of good questioning skills to cater to learner diversity in the classroom;
- and (g) Apply assessment for learning strategies to cater to diversity in the classroom.

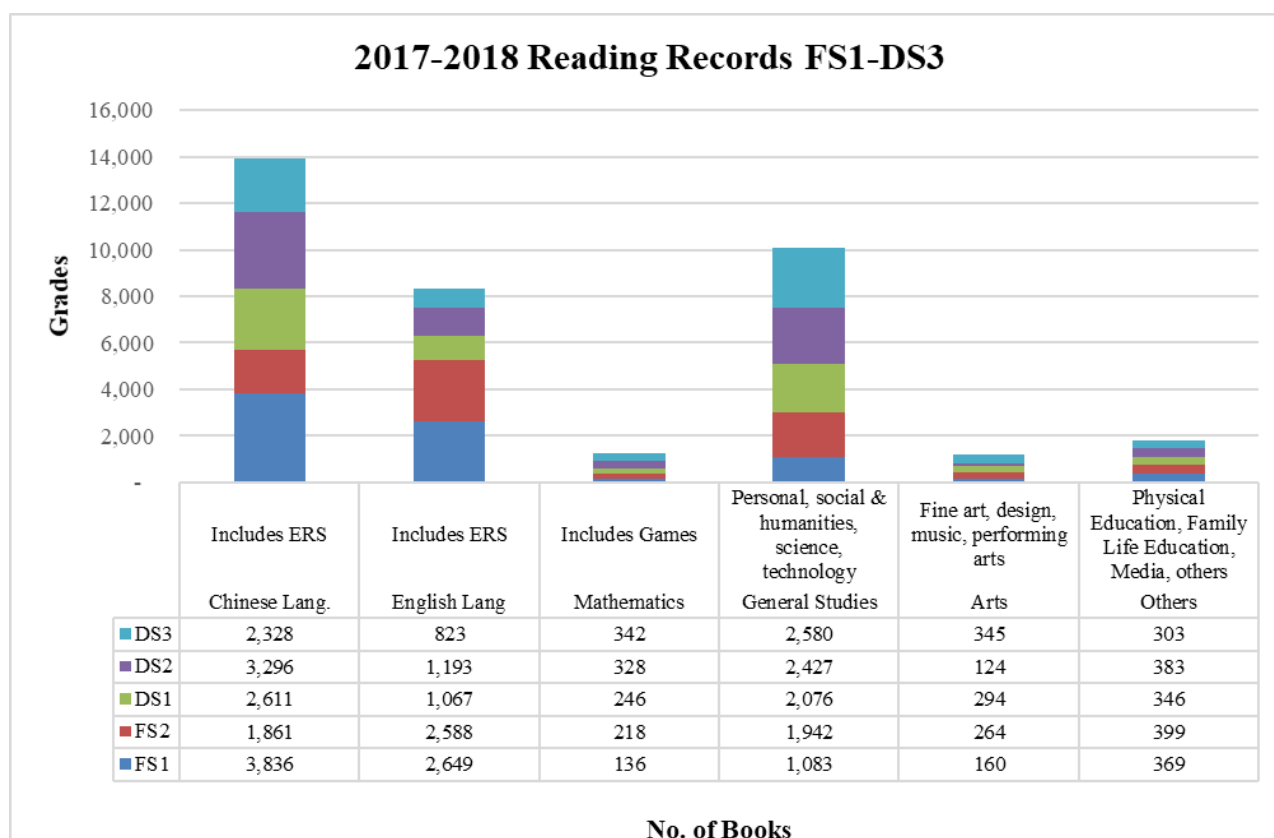
5. Students' Performance

5.1 Reading Habit

(a) Record of Borrowed Books

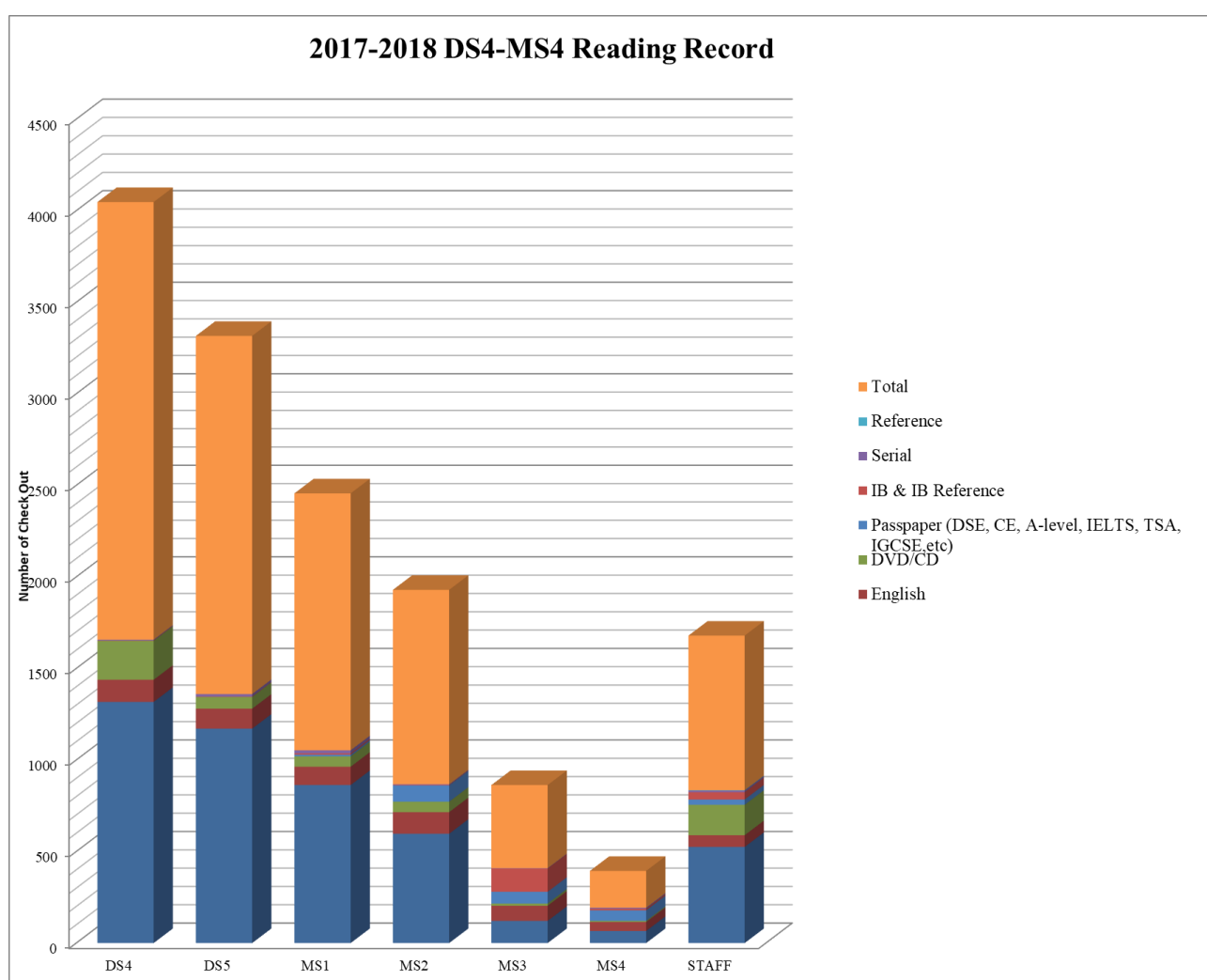
(i) Primary Division

SUBJECT/GRADE		FS1	FS2	DS1	DS2	DS3
Chinese Lang.	Includes ERS	3,836	1,861	2,611	3,296	2,328
English Lang.	Includes ERS	2,649	2,588	1,067	1,193	823
Mathematics	Includes Games	136	218	246	328	342
General Studies	Personal, social & humanities, science, technology	1,083	1,942	2,076	2,427	2,580
Arts	Fine art, design, music, performing arts	160	264	294	124	345
Others	Physical Education, Family Life Education, Media, others	369	399	346	383	303
TOTAL		8,233	7,272	6,640	7,751	6,721



(ii) Secondary Division

SUBJECT/GRADE	DS4	DS5	MS1	MS2	MS3	MS4
Chinese	1317	1171	863	597	121	66
English	121	109	100	118	83	49
DVD/CD	213	64	57	57	12	6
Fiction	733	596	350	195	45	8
Past Paper (DSE, CE, A-level, IELTS, TSA, IGCSE,etc)	0	0	9	89	64	58
IB & IB Reference	2	2	7	2	127	9
Serial	4	14	17	4	2	5
Reference	0	0	0	0	0	0
TOTAL	2390	1956	1403	1062	454	201



(b) Library Collection

(i) Primary Division

Item Type	No. of Item(volume/set)		Total	No. of Item(volume/set)		Total
	2016-2017			2017-2018		
	Chinese	English		Chinese	English	
Book	12,498	9,887	22,385	12,954	10,368	23,322
Serials	1,269	---	1,269	1,383	---	1,383
Media	632	---	632	657	---	657
Computer/E Mat.	---	10	10	---	11	11
Attached item	491	---	491	570	---	570
TOTAL	14,890	9,897	24,787	15,564	10,379	25,943

(ii) Secondary Division

Item Type	No. of Item(volume/set)				No. of item (volume/set)			
	2016-2017				2017-2018			
	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	1,243	1,742	16	3,001	1,930	2,333	16	4,279
Teacher Reference	1,114	811	287	2,212	1,648	2,570	230	4,448
English Fiction	-	2,279	-	2,279	-	2,797	-	2,797
Pastpaper (DSE, CE, A-level)	396	1,491	29	1,916	244	1,039	-	1,283
IB & IB Reference	182	902	35	1,119	524	1,145	-	1,669
Chinese collection	10,524	-	-	10,524	10,437	-	-	10,437
English Collection	-	5,204	-	5,204	-	4,531	-	4,531
DVD & CD	743	382	-	1,125	615	528	-	1,143
Parents & USA	-	-	-	-	-	-	-	-
Project Base Learning	19	12	-	31	-	-	-	-
Serials	2,404	860	-	3,264	772	740	-	1,512
Reference Collection	193	214	7	414	192	210	-	402
Not in use	-	-	-	-	-	-	-	-
TOTAL	16,818	13,897	374	31,089	16,362	15,893	246	32,501

5.2 Academic Performance

(a) IBDP Examination Results, May 2018

The sixth group of our candidates (58 students) achieved good results in IBDP examination in May 2018. The overall passing rate was 98.3%, the average score was 36.7 (full mark is 45 and global average in 2017 was 29.9 marks). Six candidates scored 43 marks and two candidates scored 42 marks. 75.9% of students scored 35 marks or above while 29.3 of students gained 40 marks or above. 98.3% of the candidates attained Bilingual Diploma Programme. Each of the mentioned data was far above global results.

(b) HKDSE Examination Results 2018

The overall passing rate (level 2 or above) of the seventh group of our candidate was 89.9%. The passing rates of each subject are shown below:

Subjects	Passing Rate	Subjects	Passing Rate
Chinese Language	87.3%	English Language	100%
Mathematics (Compulsory Part)	92.2%	Liberal Studies	89.2%
Biology	89.7%	Business, Accounting and Finance Studies (Accounting)	90.9%
Business, Accounting and Finance Studies (Business Management)	100%	Chemistry	87.5%
Chinese History	73.3%	Chinese Literature	75%
Economics	72.4%	Geography	75%
History	100%	Information and Communication Technology	89.5%
English Literature	100%	Mathematics (Extended Part – Algebra and Calculus)	75%
Mathematics (Extended Part – Calculus and Statistics)	80%	Music	100%
Physics	88.9%	Visual Arts	100%

The highest score (in best 5 subjects) of our students was 29 marks. 38 out of 102 candidates (37.25%) achieved the basic requirement for entering local government subsidized universities.

(c) Continuous Education of Graduates

There were 161 graduates in 2018. The total percentage of graduates went on to study bachelor's degree programs from local and overseas universities was 49.1%. Some other graduates (30.4%) were admitted to local and overseas associate's degree/higher diploma/foundation programs.

5.3 APASO

In 2017-18, there were 537 lower secondary (DS4-5, MS1) students and 502 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 96.8 % of the whole student population in the Secondary Division.

- (a) On 'achievement' (concerning 6 items), there has been an increase from 2.47 to 2.54 in lower secondary student perceptions whilst there has similarly been an increase from 2.31 to 2.40 in upper secondary ones from 2016-17 to 2017-18 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned an insignificantly lower difference (0.01) whereas upper secondary students also showed an insignificantly lower difference (0.02) in 2017-18.

On 'experience' (concerning 5 items), there has been an increase from 2.26 to 2.33 in lower secondary student perceptions whilst there has been a slight increase from 2.32 to 2.33 in upper secondary ones from 2016-17 to 2017-18 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students demonstrated a significantly lower difference (0.20) whereas upper secondary students earned an insignificantly lower difference (0.10) in 2017-18.

On 'general satisfaction' (concerning 6 items), there has been an increase from 2.32 to 2.36 in lower secondary student perceptions whilst there has been a decrease from 2.43 to 2.37 in upper secondary ones from 2016-17 to 2017-18 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned a significantly lower difference (0.24) whereas upper secondary students illustrated an insignificantly lower difference (0.11) in 2017-18.

On 'negative affections' (concerning 7 items), there has been an increase from 1.81 to 1.84 in lower secondary student perceptions whilst there has been a slight increase from 1.93 to 2.08 in upper secondary ones from 2016-17 to 2017-18 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed an insignificant larger difference (0.03) whereas upper secondary students also demonstrated a significantly greater difference (0.14) in 2017-18.

On 'opportunity' (concerning 7 items), there has been an increase from 2.78 to 2.84 in lower secondary student perceptions whilst there has been an increase from 2.66 to 2.69 in upper secondary ones from 2016-17 to 2017-18 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned a significantly lower difference (0.13) whereas upper secondary students earned an insignificantly lower difference (0.08) in 2017-18.

On 'social integration' (concerning 7 items), there has been an increase from 2.79 to 2.82 in lower secondary student perceptions whilst there has also been a decrease from 2.90 to 2.86 in upper secondary ones from 2016-17 to 2017-18 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed an insignificantly lower difference (0.10) whereas upper secondary students also earned an insignificantly lower difference (0.08) in 2017-18.

On ‘teacher-student relationship’ (concerning 7 items), there has been an increase from 2.68 to 2.83 in lower secondary student perceptions whilst there has also been a slight increase from 2.77 to 2.78 in upper secondary ones from 2016-17 to 2017-18 respectively. In comparison with the whole Hong Kong student population, lower secondary students showed a significantly lower difference (0.15) whereas upper secondary students also demonstrated a significantly lower difference (0.13) in 2017-18.

- (b) To sum up, in comparison with the whole 2010 norm student population of Hong Kong, there were some insignificantly lower figures towards achievement and social integration, and some significantly lower figures towards experiences, general satisfaction, opportunity and teacher-student relationships in DS4-5 and MS1 students’ views whilst there was an insignificant higher figure in their negative affections. Meantime, some negligible differences were found in upper secondary (MS2-MS4) students’ views towards achievement, experience, general satisfaction, opportunity and social integration, whereas some significant differences were found in MS2-4 students’ views towards negative affections 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 2017-18. 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 2016 / 2017 School Year :

	Government Funds	Non-government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	64.20%	N.A.
School Fees	N.A.	32.94%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	2.86%
Total	64.20%	35.80%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	74.31%	
Operational Expenses (including those for Learning and Teaching)	11.29%	
Fee Remission / Scholarship ¹	4.26%	
Repairs and Maintenance	0.95%	
Depreciation	9.19%	
Total	100%	
Surplus/Deficit for the School Year #	0.32 month of the annual expenditure	
Accumulated Surplus/Deficit* in the Operating Reserve as at the End of the School Year *	7.7 months of the annual expenditure	
*excluding Net Book Value of New Annex Building – equals to 4.06months of the annual expenditure # in terms of equivalent months of annual overall expenditure		

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

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

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

2017-2018 (Year-end summary of external awards)

Classification	Physical Education	Chinese/ English/ Putonghua	Mathematics/ Science/ Gifted Education	Arts/IT/Music	Civic Education/ Uniform Teams/Others
Participation Items	<ul style="list-style-type: none"> • Inter-Primary Schools Swimming Competition • Inter-School Swimming Competition • Hong Kong Inter-school Rope Skipping Competition • Hong Kong Inter-Primary Schools Rope Skipping Competition • 2017-2018 Sai Kung Area Inter-Primary Schools Athletics Competition • Inter-School Athletics Competition • Inter-Primary Schools Basketball Competition • Inter-School Basketball Competition • Inter-Primary Schools Football Competition • Inter-School Football 	<ul style="list-style-type: none"> • Hong Kong Inter-schools Speech Festival • The China Secondary School Chinese Essay Writing Competition • The HKFYG Standard Chartered Hong Kong English Public Speaking Contest 2018 • The 14th "Biliteracy and Trilingualism" Competition in Hong Kong • Filmit 2018: A Student Film Competition 	<ul style="list-style-type: none"> • The 15th International Talent Problem Solving Competition • The Hong Kong Budding Scientists Award • Hong Kong Physics Olympiad 2018 Competition • International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2018 • The 20th Hong Kong Mathematical High Achievers Selection Contest • The 9th Super 24 Invitation Competition • Asia International Mathematical Olympiad Open 	<ul style="list-style-type: none"> • Google Tilt Brush VR Competition • Master Code 2017 - Smart City for All - Primary Schools • IT Challenge Award 2018 • Hong Kong Primary Schools Olympiad in Informatics 2017/18 • Robofest 2018 World Championship Exhibition • The 14th Cisco Hong Kong-Macau Youth Networking Skills Competition 2018 • Micro:bit UK Model Rocket Car Competition 	<ul style="list-style-type: none"> • The 7th Competition on General Issues of Mental Health for Secondary Schools • Flag-guards Competition 2017 • Annual Review 2018 Flag Team Competition • Taekwondo Poomase Competition 2018 • Taekwondo Invitational Competition 2017-2018 • Hong Kong St. John Ambulance Brigade Youth Command Inter-Divisional Competition • The 54th Hong Kong Schools

	<ul style="list-style-type: none"> • Competition Inter-School Volleyball Competition • All HK Inter-Primary Schools Fencing Competition • Inter-Primary Schools Badminton Competition • Inter-School Badminton Competition • Hong Kong Schools Dance Festival • 2017-2018 Sai Kung Area Inter-Primary Schools Table Tennis Competition 		<ul style="list-style-type: none"> • Contest Hong Kong Primary Mathematics Challenge • The 12th Sai Kung District Primary Schools Math Trail Competition • Hua Xia Cup - China Mathematical Olympiad Contest 2018 	<ul style="list-style-type: none"> • Hong Kong 2017/2018 The 70th Hong Kong Schools Music Festival • Hong Kong Joint School Competition 2018 • Hong Kong International Handbell Olympics 2018 • The 5th Hong Kong International Music Festival 2018 • GalaMusica • Schools Creative Works 2018 	<ul style="list-style-type: none"> • Dance Festival The 46th Open Dance Contest Chinese Dance
No. of Awards	477	376	151	282	228

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

Appendices:

4. Achievements and Reflections on School Major Concerns

Achievements and reflections *of each subject department* on each measure of School Major Concerns were recorded as follows:

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

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

(i) Achievements

Chinese Language Subject

- (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) 100% of the secondary teachers had observed and been observed by other teachers.
- (4) 100% of the primary teachers had observed other teachers' lessons and 100% of teachers had observed lessons taught by Deputy HoD or Coordinators.
- (5) 95% of teachers agreed that HoD could give constructive feedback after lesson observation.
- (6) 100% of teachers agreed that the peer lesson observations and discussion of teaching and learning could help improve the effectiveness of classroom teaching.
- (7) 82% of teachers felt that the learning community spirit had been raised as a result of peer lesson observation.
- (8) 95% of teachers agreed that promoting a culture of lesson observation could improve classroom teaching effectiveness in the long run.

English Language Subject

- (1) The department conducted peer lesson observations with the aim of improving professional skills through sharing among panel members. Teachers were asked to observe at least twice per year—one lesson a level below and the other a level above—to better understand the curriculum vertically. This practice has been institutionalized and implemented for a few years.
- (2) The observer teacher conducted a post-observation meeting with the observee teacher to discuss the lesson observed.
- (3) 100% of teachers had observed or been observed by other teachers at least twice per year.
- (4) 100% of teachers found sharing among peers useful in enhancing teachers' professional teaching skills.

- (5) Over 90% of teachers agreed that peer lesson observations could help improve learning effectiveness in the long run.
- (6) Over 80% of teachers felt that the learning community spirit had been raised as a result of peer lesson observation.
- (7) Teachers in general agreed that peers could give constructive and useful feedback to enhance their teaching skills.

Mathematics Subject

- (1) 100% of teachers agreed that the HoD and peers could give constructive and useful feedback to teaching colleagues after lesson observation.
- (2) 100% of teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (3) 92% of teachers agreed that peer lesson observation could help improve learning effectiveness in the long run.
- (4) 87% of teachers agreed that the learning community spirit had been raised as a result of peer lesson observation.
- (5) 96% of teachers agreed that they had observed other colleagues' lessons mutually at least twice per year.
- (6) 100% of teachers agreed that Mathematics Departmental meetings were arranged frequently this school year.
- (7) 100% of teachers felt sufficient team support in their or their teammates' open classes.
- (8) 100% of teachers felt that they had learnt much in the preparation of their or their teammates' open classes.

Humanities Subjects

- (1) Subject teachers of Social Studies had tried their best to attend at least one open class as lesson observation.
- (2) 100% of LS teachers had conducted two rounds of lesson observations in Term 2 and Term 4 respectively. Each teacher had observed at least one lesson conducted by other LS teacher.
- (3) Teachers were required to identify at least one teaching skill, (e.g. questioning technique) as focus of the lesson observation.
- (4) To stay updated on the marking criteria in public examination (DSE), a sharing session of DSE LS paper marking experience was conducted by two colleagues who were the 2017 DSE LS markers and two colleagues who had attended the Debriefing of DSE LS Exam seminar organized by EDB. 100% of LS teachers attended the sharing session.
- (5) Curriculum Guide sharing sessions were conducted on selected topics in the curriculum guide book issued by the Education Bureau. 100% LS teachers participated and shared on selected topics in the LS Curriculum Guide Book.

Science Subjects

- (1) 92.31% of teachers have observed or been observed by other teachers at least twice per year.
- (2) 84.61% of teachers agreed that HoD and peers could give constructive and useful feedback to teaching colleagues after lesson observation.
- (3) 92.31% of teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (4) 84.61% of teachers agreed that peer lesson observation could help improve learning effectiveness in the long run.

- (5) 76.92% of teachers agreed that the learning community spirit had been raised as a result of peer lesson observation.

Art Subject

- (1) 100% of teachers had observed or been observed by other teachers at least twice per year.
- (2) Suggestions and comments were shared among teammates for professional development.

Family Life Education

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

ICT Subject

- (1) The department followed the school initiative on establishing a learning community through peer lesson observation.
- (2) 83.3% of teachers conducted peer lesson observations in Term 1 and Term 2.
- (3) 100% of teachers conducted peer lesson observations in Term 3 and Term 4.

Media Subject

- (1) The department followed the school initiative on establishing a learning community through peer lesson observation.
- (2) Both teachers agreed that HoDs and peers could give constructive and useful feedback to teachers after lesson observation.
- (3) Both teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (4) Both teachers agreed that peer lesson observation could help improve learning effectiveness in the long run.
- (5) HoD found that peer lesson observation had enhanced the general teaching skills in the department.

Music Subject

- (1) The department followed the school initiative on establishing a learning community through peer lesson observation.
- (2) 100% of teachers had observed or been observed by other teachers at least twice per year.
- (3) 100% of teachers agreed that HoD and peers could give constructive and useful feedback to teachers after lesson observation.
- (4) 100% of teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (5) 100% of teachers agreed that peer lesson observation could improve learning effectiveness in the long run.

- (6) 100% of 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.

Physical Education

- (1) The department conducted a total of 15 peer lesson observations; each member had completed 3 lesson observations.
- (2) 100% of teachers agreed that they had at least 1 peer lesson observation in each term from Term 2-4.
- (3) 100% of teachers agreed that they had observed or been observed by at least 2 different teachers.

Religious Education

- (1) The department followed the school initiative to establish a learning community through peer lesson observation.
- (2) To establish a team of learning and mutual trust, the department fostered peer-learning interaction with encouragement and support. The goal was to encourage teachers to be proactive and to share frankly, help each other, and improve teaching and learning effectiveness.
- (3) 100% of teachers had observed or been observed by other teachers at least twice per year.
- (4) 100% of teachers agreed that Coordinator and peers could give constructive and useful feedback to teachers after lesson observation.
- (5) 100% of teachers agreed that sharing among peers was useful in enhancing teachers' professional teaching skills.
- (6) 100% of teachers strongly agreed that peer lesson observation could help improve learning effectiveness in the long run.
- (7) 100% of teachers felt that the learning community spirit had been raised as a result of peer lesson observation.
- (8) The Coordinator found that peer lesson observation had enhanced the general teaching skills in the department.

(ii) Reflections

Chinese Language Subject

- (1) The culture of lesson observations is gradually developing; some teacher were willing to welcome observers in their lessons.
- (2) MS4 lesson co-planning and open classes provided opportunities for teachers to discuss lesson design in depth and conduct peer observation.
- (3) Most primary teachers were willing to welcome observers in lessons that involved e-learning.
- (4) HoD/Deputy HoD/Coordinators continued to increase the frequency of open classes in order to allow more colleagues to participate.
- (5) To improve the depth and quality of lesson observations, teachers should be encouraged to conduct lesson co-planning.
- (6) For each lesson observation, the focus of the observation should be discussed beforehand, and the co-planning period should be allocated for post-observation discussions.

English Language Subject

- (1) The peer lesson observation form is flexible enough to be revised so as to lay emphasis on areas that echo with school or departmental concerns.
- (2) Teachers should be encouraged to provide informative written feedback, in addition to giving scores.

- (3) Teachers can plan the lessons together during the co-planning period. Then, they can observe lessons conducted by teachers of the same level and evaluate the effectiveness of the plan together.
- (4) Teachers should be further encouraged to actively share good practices that they have observed from colleagues during departmental meetings. Time can be specifically devoted to doing this at meetings.

Mathematics Subject

- (1) Open classes were successfully conducted through panel members' mutual support on the preparation.
- (2) In order to raise the learning community spirit, sharing and giving constructive feedback on peer lesson observation is important.

Humanities Subjects

- (1) Many issues, such as the arrangement of teaching timetables of Social Studies, need to be solved in order to establish a learning community through peer lesson observation.
- (2) The study of the Curriculum Guide enabled the teachers to have a clear picture on the learning focuses of the subject in different modules. In view of the limited time, we had just selected some modules during the sharing session. We will arrange similar sessions in the future to cover all modules under LS
- (3) We plan to extend the class observation culture across other Humanities subjects. We can then acquire some new teaching methods that are useful and applicable to LS to enhance learning effectiveness.

Science Subjects

- (1) Many teachers agreed that peer lesson observation had positive contributions to the development of teachers in teaching and learning, especially peers could give constructive and useful feedback, which enhances teachers' professional teaching skills.
- (2) It was suggested that these initiatives could continue but how to modify it to lead school as a learning community has to be addressed.
- (3) Moreover, it was also suggested that teachers could have more discussions on strategies of improving learning effectiveness at subject meetings.

Art Subject

- (1) The aim of peer observation should emphasize on development rather than judgement. The role of the head is not to be a judge or supervisor, but rather to encourage reflection on the lesson observed.
- (2) Team members normally have sharing sessions after observations, rather than just filling in the observation forms.
- (3) The practice of conducting two rounds of observations per year will be continued.

Family Life Education

- (1) We find peer lesson observations useful for improving teaching and learning effectiveness and thus are willing to conduct them whenever time allows.
- (2) It is not feasible for all 3 of our subject members to simultaneously observe the same lesson as lesson swapping is quite impossible in view of our timetable arrangement.
- (3) Arrangement for video-taping of lessons for lesson observations and discussions is still not very feasible to be put into practice.
- (4) It is suggested that we can make use of the open class video clips of both FLE and other subjects to widen our scope of professional development in the long run.

- (5) The arrangement of Parent-Child Lessons in FS1 and DS4 to certain extent provides a good opportunity for peer lesson observations to take place among the 3 teachers.

ICT Subject

- (1) All teachers found the feedback useful.
- (2) We may focus on learning and teaching strategy in coming school year.
- (3) It is recommended that teaching plans should be shared before lesson observations.

Media Subject

- (1) Since one teacher taught on Campus II, peer lesson observations were difficult to arrange.
- (2) Both teachers felt that the learning community spirit had not been raised as a result of peer lesson observation.
- (3) Since both teachers teach more than one subjects, we suggest that our peer observation be conducted with other subjects.

Music Subject

- (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) Since teachers were busy preparing Sport Days and external competitions in Term 5, the number of peer lesson observations was reduced from 4 to 3.
- (2) Arranging peer observations was thus easier this year.

Religious Education

- (1) All Religious Education teachers agreed that peer lesson observations fostered the exchange of professional ideas and invaluable feedback.
- (2) Peer lesson observations focused on specific teaching skills (such as questioning skills) provided constructive suggestions to teachers.
- (3) Since there are only 4 members in the department, teachers were encouraged to attend open classes and learn from teachers in other subject departments.

- (b) Teachers attend workshops to update latest curriculum development and enhance their pedagogical content knowledge.

(i) Achievements

Chinese Language Subject

- (1) Secondary Division invited the Senior Curriculum Officer from Education Bureau to share lesson design skills and questioning techniques with subject teachers.
- (2) Teachers were required to attend at least two external seminars or workshops on curriculum or pedagogy; 100% of teachers met this requirement.
- (3) The school arranged some subject teachers to participate in overseas training and broaden their horizons.
- (4) 95% of teachers agreed that HoD had recommended appropriate external training courses (including ones on curriculum or pedagogy) to colleagues.
- (5) 100% of teachers agreed that the training courses helped improve their learning and teaching effectiveness.

- (6) 81% of teachers shared experiences and knowledge from the training courses with fellow colleagues.
- (7) 90% of teachers applied what they had learnt from the training courses into their teaching.
- (8) Co-planning periods were allocated for the sharing of training courses, which facilitated the exchange of knowledge within the department.

English Language Subject

- (1) Each teacher was required to attend at least two PD activities throughout the year.
- (2) Department heads regularly stressed to teachers the importance of attending outside PD workshops / seminars.
- (3) Regular updates of outside PD, including EBD workshops and those organized by tertiary institutions, were provided to teachers (both highlighted at meetings and displayed clearly on notice boards.)
- (4) Over 90% of teachers have attended workshops related to curriculum development or pedagogy in their subject area at least twice in the school year.
- (5) All teachers indicated that workshops and seminars they attended were in general useful and would ultimately improve their professional skills for enhancing learning and teaching effectiveness. They were eager to apply what was learnt or gained from workshops into their teaching.

Mathematics Subject

- (1) 92% of teachers agreed that the Department head had led subject teachers in searching for appropriate external programmes of curriculum and pedagogy in our subject area
- (2) 83% of teachers agreed that these external programmes of curriculum and pedagogy will ultimately improve their professional skills for enhancing learning and teaching effectiveness.
- (3) 87% of teachers agreed that they had shared with other subject teachers on what has been newly learnt in workshops related to curriculum development or pedagogy in the subject.
- (4) 92% of teachers agreed that they applied what they had been newly learnt in teacher training workshops in their lessons
- (5) 95% of teachers had attended workshops related to e-learning, curriculum development or pedagogy in their subject area at least twice in the school year.
- (6) 100% of teachers agreed that they may obtain update current seminars and workshops related to school or departmental major concerns.

Humanities Subjects

- (1) Teachers were required to work out a personal plan based on the Education Bureau's teacher competency framework to further enhance their teaching skills for professional development.

Science Subjects

- (1) 92.31% of teachers agreed that HoD had led subject teachers in searching for appropriate external programme of curriculum and pedagogy in their subject area.
- (2) 92.31% of teachers have attended workshops related to curriculum development or pedagogy in their subject area at least twice in the school year.
- (3) 92.31% of teachers agreed that these external programmes of curriculum and pedagogy would ultimately improve their professional skills for enhancing learning and teaching effectiveness.

- (4) 84.61% of teachers agreed that they had shared with other subject teachers on what had been newly learnt in workshops related to curriculum development or pedagogy in their subject.
- (5) 84.61% of teachers applied what they had been newly learnt in teacher training in their lessons.

Art Subject

- (1) Teachers were encouraged to enroll in continuous education programmes and attend relevant professional development activities organized by the Education Bureau, HKEAA, or IBO.
- (2) 100% of teachers have attended workshops related to curriculum development or pedagogy in their subject area at least twice in the school year.

Family Life Education

- (1) All 3 teachers generally agreed that the department head has led subject teachers in searching for appropriate external programmes of curriculum and pedagogy in their subject area.
- (2) All 3 teachers have attended workshops related to curriculum development or pedagogy in their subject area at least twice in the school year.
- (3) All 3 teachers agreed that these programmes would ultimately improve their professional skills for enhancing learning and teaching effectiveness.
- (4) All 3 teachers generally agreed that they have shared with other subject teachers on what have been newly learnt in workshops related to curriculum development or pedagogy in their subject.
- (5) All 3 teachers applied what have been newly learnt in these workshops in their lessons.
- (6) Department head observed that teachers could apply what have been newly learnt in these workshops effectively in their lessons.

ICT Subject

- (1) All ICT teachers have attended curriculum seminars hosted by the Education Bureau.
- (2) Apart from this, campus 2 ICT teachers have discussed and written feedback to the Education Bureau on reviewing the NSS ICT curriculum. Some suggestions have been adopted in the lessons (such as the new NSS ICT SBA implementation)

Media Subject

- (1) The Coordinator led the subject teachers in the search for appropriate external courses on curriculum and pedagogy.
- (2) Both teachers have 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) Both teachers agreed that the training courses helped improve their learning and teaching effectiveness.
- (4) Both teachers were willing to share experiences and knowledge from the training courses with fellow colleagues.
- (5) Both teachers applied what they had learnt from training courses into their teaching and the Coordinator found the application effective.

Music Subject

- (1) HoD led the subject teachers in the search for appropriate external courses on curriculum and pedagogy.
- (2) 80% of teachers attended seminars or workshops on curriculum development or pedagogy at least twice in the school year.

- (3) 80% of teachers agreed that the training courses helped improve their learning and teaching effectiveness.
- (4) 80% of teachers shared experiences and knowledge from the training courses with fellow colleagues.
- (5) 80% of teachers applied what they had learnt from training courses into their teaching and HoD found the application effective.
- (6) Department head finds that teachers can apply what have been newly learnt in these workshops effectively in their lessons.

Physical Education

- (1) Teachers were required to attend at least 2 or no less than 4 hours of external professional training seminars or workshops; 100% of teachers met this requirement.
- (2) As of June 30th, we have finished over 100 hours of professional training, such as sports injury prevention and treatment workshops, Summer School for PE Teachers 2017 organized by the Education Bureau, and Adult Cardio-Pulmonary Resuscitation Course and Automated External Defibrillation Provider Course.

Religious Education

- (1) The Coordinator informed teachers of new course offerings and encouraged their participation.
- (2) 100% of teachers agreed that the Coordinator had led subject teachers in searching for appropriate external programmes of curriculum and pedagogy in our subject area.
- (3) All teachers attended seminars or workshops on curriculum development or pedagogy at least twice in the school year, including included a theology course (close reading of Romans), a religious curriculum knowledge enhancement talk on the shared beginning of Judaism, Christianity and Islam, and Say No to Bullying.
- (4) 75% of teachers agreed that the training courses helped improve their learning and teaching effectiveness.
- (5) 75% of teachers shared experiences and knowledge from the training courses with fellow colleagues.
- (6) 75% of teachers agreed that they could apply what they had learnt from training courses into their lessons.

(ii) Reflections

Chinese Language Subject

- (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) This year, one primary teacher and one secondary teacher participated in a 20-day training course run by the Education Bureau, and some teachers participated in multiple-day training courses held in Taiwan. This shows that the school started to approve courses that last for longer than one full day, which enabled teachers to gain in-depth professional development.
- (3) As a whole, the department established a culture of learning and will continue to encourage teachers to improve teaching and learning effectiveness by enrolling in training courses of their choice.
- (4) Colleagues were especially interested in e-learning training courses; the enrollment in those courses have been steadily increasing.

- (5) To maximize the effectiveness of the training courses, CDMs should be allocated for sharing within the department.

English Language Subject

- (1) It was not always easy to enroll in desired workshops / seminars due to timetabling constraints.
- (2) Teachers should be further encouraged to attend PD that covers areas that they are unfamiliar with.
- (3) Department heads should continue to promote useful PD events and highlight particular ones to remind teachers.

Mathematics Subject

- (1) By frequently posting information on latest seminars or workshops related to school major concerns or departmental major concerns, all teachers were able to attend workshops related to curriculum development or subject pedagogy.
- (2) Department should consider holding its own workshops according to its needs.

Humanities Subjects

- (1) Only about 50% of the LS teachers conducted the self-evaluation based on the teachers' competency framework and tried to execute the improvement plan.
- (2) More discussions are needed to make it a regular practice in the next academic year.

Science Subjects

- (1) There has been an improvement of learning community through attending external programme of curriculum and pedagogy in their subject area by teachers.
- (2) Teachers were positive towards the programmes and workshops as they would share with other subject teachers and they agreed it would improve their professional skills.
- (3) It was suggested that there might be a need to provide teachers more sharing sessions to exchange what they had learnt with others.
- (4) It was also suggested to collect the newly-learnt materials from teachers and to have better development of professional skills.

Art Subject

- (1) Most of the courses that teachers participated in focused on the public examinations or curriculum.
- (2) Two of our team members are enrolled in Master of Arts programmes, which can enhance their pedagogical content knowledge.

Family Life Education

- (1) It was not feasible for our subject members to attend some of the good workshops related to curriculum development or pedagogy related to our subject area as lesson swapping was quite impossible due to the school timetable arrangement. Such difficulty reduced our chances of attending workshops organized during school time.
- (2) Teachers have already tried their best to attend trainings that fit in their tight timetables.
- (3) Teachers were encouraged to share what they have newly learnt in the workshops through the folder set up in the subject POLY Drive.
- (4) Spending time on exploring current issues related to the subject is also an effective means for teachers to work on the curriculum development.

ICT Subject

- (1) We will continue to stay updated on curriculum development trend with different professional parties such as the Curriculum Development Institute and AiTLE.

Media Subject

- (1) 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.
- (2) Due to the school timetable arrangement, lesson swapping was quite impossible and such difficulty reduced our chances of attending professional training. To address this problem, teachers were recommended to attend online training courses.
- (3) Because of the difficulties described above, teachers have been designing our school-based curriculum by adapting international reference materials. Therefore, it would be beneficial if the school could offer teachers subsidies to attend overseas workshops.

Music Subject

- (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) Since the department arranged all subject teachers to enroll in professional training on topics such as first-aid and sports injury prevention, the school requirement was met very early this year.
- (2) Additionally, some colleagues reported that they would register for training workshops in the summer.

Religious Education

- (1) The Coordinator will continue to inform teachers of new course offerings and encourage their participation.
- (2) The department has developed a culture of continuous learning and regularly exchange information on course offerings.
- (3) Since some levels conducted lessons in parallel sessions, it was difficult for teachers to arrange substitution in order to attend professional training courses during school hours. As a result, teachers were encouraged to enroll in weekend or evening courses.

- (c) In-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons.

(i) Achievements

Chinese Language Subject

- (1) DS4 teachers participated in a workshop run by the Education Bureau Language Learning Support Section and conducted lesson co-planning and peer observation. Some teachers conducted open classes.
- (2) At the beginning of the year, bi-weekly meeting for each level was designated for discussions related to teaching, learning, and lesson preparation.
- (3) The Primary Division conducted at least 15 co-planning meetings for each level, showing that the common periods had been fully utilized.

- (4) The Secondary Division conducted at least 12 co-planning meetings for each level, usually at the beginning of each unit.
- (5) 95% of teachers agreed that HoD had arranged effective professional trainings and collaborative teaching exchange workshops for the teachers.
- (6) 77% of teachers shared what they had learnt from training courses with other teachers.
- (7) 94% of teachers were willing to share their teaching techniques and experiences with others.
- (8) 100% of teachers believed that teachers could professionally work together to prepare lessons.
- (9) 100% of teachers believed that professional exchange of experiences and knowledge would help improve the effectiveness of classroom teaching and student learning.
- (10) 95% of teachers agreed that the department promoted the sharing of teaching resources on POLY Drive and that doing so could improve teaching and learning effectiveness.
- (11) 100% of teachers were willing to share teaching resources with others.

English Language Subject

Post-PD Sharing

- (1) Teachers were encouraged to share what was learnt from outside seminars and workshops with panel members during departmental meetings.
- (2) Occasional sharing sessions have been conducted at departmental meetings, covering such areas as e-learning, poetry, research skills, etc.
- (3) Occasionally part of the school's staff development days was devoted to departmental sharing. Teachers also made use of department meeting time to conduct sharing sessions.
- (4) Over 70% of teachers have shared with other subject teachers on what have been newly learnt in workshops related to curriculum development or pedagogy in their subject.
- (5) All teachers found sharing sessions useful in improving the quality of their lessons and student learning effectiveness.

Sharing of resources

- (1) Teachers were keen to share teaching resources and materials (e.g. handouts, notes, etc.) on POLY Drive. Attempts were made to organize the folders on POLY Drive (e.g. to sort teaching materials by topic) so as to ensure easier access by teachers. A filing system has been set up to save all the teaching materials systematically for future reference.
- (2) 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.
- (3) All of teachers have shared some of their teaching resources using the POLY Drive.
- (4) Almost all teachers have made use of teaching resource bank in the school central server system, POLY Drive, and found that the use of the POLY Drive to share teaching resources can improve teaching and learning effectiveness.

Co-planning

- (1) Teachers made good use of the co-planning periods to plan the lessons for that "reading and writing curriculum", which has been newly implemented in the Primary Division to emphasize the development of students' reading and writing skills.

- (2) Teachers were keen to share teaching resources and materials (such as handouts and notes) on POLY Drive. Attempts were made to organize the folders on POLY Drive (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.
- (5) Almost 90% of teachers agreed that the co-planning of lessons among subject teachers is conducted professionally.

Mathematics Subject

- (1) 92% of teachers agreed that the subject department head had made good effort of organizing effective in-house professional sharing sessions.
- (2) 87% of teachers agreed that they had shared with other teachers on what had been newly learnt in workshops.
- (3) 87% of teachers agreed that they enjoyed professional exchange of experience and knowledge on learning and teaching.
- (4) 87% of teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.
- (5) 100% of teachers agreed that sharing sessions were useful in improving the quality of their lessons and student learning effectiveness.
- (6) 96% of teachers agreed that the department head had encouraged and facilitate the sharing of resources using the school central server system, POLY Drive.
- (7) 100% of teachers were willing to share some of their teaching resources using the POLY Drive.
- (8) 100% of teachers made use of teaching resources bank in the school central server system, POLY Drive.
- (9) 96% of teachers agreed that the use of POLY Drive to share teaching resources could improve teaching and learning effectiveness.
- (10) 100% of teachers agreed that Level meetings had been arranged frequently for in-house professional sharing sessions and co-planning of lessons.
- (11) 91% of teachers agreed that level meetings were directly related to the learning effectiveness of classroom teaching.
- (12) 100% of teachers agreed that e-learning platforms could be accessed easily and systematically in the department's POLY Drive.

Humanities Subjects

- (1) All LS teachers conducted co-planning meeting monthly or bi-monthly to discuss the learning and teaching strategy and the distribution of work.

Science Subjects

- (1) 84.61% of teachers agreed that regular and frequent departmental meetings were held on matters directly related to the learning effectiveness of classroom teaching.
- (2) 92.31% of teachers agreed that HoD had made good effort of organising effective in-house professional sharing sessions.
- (3) 84.61% of teachers had shared with other teachers on what had been newly learnt in the sharing workshops.
- (4) 92.31% of teachers enjoyed professional exchange of experience and knowledge on learning and teaching.
- (5) 84.61% of teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.

- (6) 84.61% of teachers agreed that sharing sessions were useful in improving the quality of their lessons and student learning effectiveness.
- (7) 92.31% of teachers agreed that HoD had encouraged and facilitated the sharing of resources using the school central server system, POLY Drive.
- (8) 100% of teachers were willing to share some of their teaching resources using the POLY Drive.
- (9) 92.31% of teachers made use of teaching resources bank in the school central server system, POLY Drive.
- (10) 92.31% of teachers agreed that the use of POLY Drive to share teaching resources could improve teaching and learning effectiveness.

Art Subject

- (1) 100% of teachers have shared with other teachers on what have been learnt in workshops during departmental meetings or daily conversations.

Family Life Education

- (1) Department head has made administrative arrangement for in-house professional sharing sessions and co-planning of lessons.
- (2) All 3 teachers generally agreed that frequent and informal departmental meetings are held on matters directly related to the learning effectiveness of classroom teaching.
- (3) All 3 teachers generally agreed that subject department heads made good effort of organizing effective in-house professional sharing sessions.
- (4) All 3 teachers generally agreed that they have shared with other teachers on what have been newly learnt in workshops.
- (5) All 3 teachers enjoy professional exchange of experience and knowledge on learning and teaching.
- (6) All 3 teachers agreed that the co-planning of lessons among subject teachers are conducted professionally.
- (7) 2 out of the 3 teachers find sharing sessions are useful in improving the quality of their lessons and student learning effectiveness.
- (8) All 3 teachers generally agreed that department head has encouraged and facilitated the sharing of resources using the school central server system, POLY Drive.
- (9) 2 out of the 3 teachers strongly agreed that they are willing to share some of their teaching resources using the POLY Drive.
- (10) All 3 teachers make use of teaching resource bank in the school central server system, POLY Drive.
- (11) All 3 teachers generally find that the use of the POLY Drive to share teaching resources can improve teaching and learning effectiveness.

ICT Subject

- (1) As we participated in the IT in Education Centre of Excellence Scheme organized by the Education Bureau, we frequently applied newly-learnt pedagogical knowledge from the Education Bureau's professional development courses.
- (2) In this school year, we have shared how to apply gamed-based learning in coding education. This has been deployed in DS4, DS5 and MS level coding lessons.

Media Subject

- (1) HoD of Humanities made administrative arrangements for in-house professional sharing sessions and co-planning of lessons.
- (2) Departmental meetings were held to conduct co-planning of lessons and post-PD sharing.

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

Music Subject

- (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) 100% of teachers agreed that the co-planning of lessons among subject teachers were conducted professionally.
- (4) 100% of teachers found sharing sessions useful in improving teaching and learning effectiveness.
- (5) HoD has encouraged and facilitated the sharing of resources on POLY Drive.
- (6) 80% of teachers were willing to share their teaching resources on POLY Drive.
- (7) 80% of teachers made use of the teaching resources bank on POLY Drive.
- (8) 80% of teachers believed that the use of POLY Drive to share teaching resources could improve teaching and learning effectiveness.

Physical Education

- (1) 2 sharing sessions and 2 email sharings were conducted.
- (2) 67% of teachers agreed that professional training or sharing sessions were held during departmental meetings.
- (3) 67% of teachers agreed that the materials from external professional training courses should be saved on POLY Drive.
- (4) 67% of teachers agreed that peer lesson observations and sharings were held.

Religious Education

- (1) Since each subject teacher taught an entire level, co-planning was not suitable for our department. Therefore, the school did not arrange a common meeting period in our timetables for that purpose.
- (2) Coordinator made administrative arrangements for in-house professional sharing sessions in departmental meetings.
- (3) Since our subject department had only 2 members, it was easier for us to informally discuss teaching and learning effectiveness.
- (4) 100% of teachers agreed that the department has developed a culture of sharing knowledge and teaching resources.
- (5) 100% of teacher agreed that the Coordinator encouraged and facilitated the sharing of resources on POLY Drive.

- (6) 100% of teachers were willing to share their teaching resources on POLY Drive and made use of the teaching resources bank on it.
- (7) 100% of teachers believed that the use of POLY Drive to share teaching resources could improve teaching and learning effectiveness.
- (8) Teachers in the Secondary Division were keen on incorporating e-learning and has expanded the use of Minecraft from DS4 to DS5.

(ii) Reflections

Chinese Language Subject

- (1) The practice of collective lesson preparation was established, but the meeting time was too short for fully developed discussions. Therefore, colleagues regularly discuss through messaging apps, during recesses and lunch periods, or after school.
- (2) Conducting open classes provided opportunities for DS4 teachers to conduct co-planning and peer observation, which facilitated their teaching and learning.
- (3) Co-planning periods should focus on lesson design. HoD/Deputy HoD/Coordinators should continue participating in these meetings in order to facilitate professional exchange within the department.

English Language Subject

Post-PD sharing

- (1) The post-PD feedback forms filled out by teachers and should be reviewed more regularly to select suitable topics for sharing, if any, at departmental meetings.
- (2) It could be made compulsory for each teacher to at least share once throughout the whole year what they have gained from PD.
- (3) Teachers should be further reminded to upload the resources (e.g. handouts) gained from workshops / seminars onto POLY Drive to ensure easy access by others.
- (4) The school can continue to devote part of staff development days to departmental sharing.

Sharing of resources

- (1) Teachers should be encouraged to share learning materials (e.g. worksheets / handouts / PPT slides) with each other on POLY Drive, especially within the same level. A more consistent filing system of the teaching materials should be developed.

Co-planning

- (1) There are no centralized co-planning lessons for teachers in the secondary division. Teachers should be encouraged to meet among themselves in common free time for co-planning if necessary. One department meeting per month could be devoted to co-planning, if absolutely necessary.

Mathematics Subject

- (1) The culture of sharing on teaching experiences and teaching resources in department has been successfully developed. This year, more Apps, games, IT tools and related learning platforms of learning mathematics can be collected and classified systematically so that teachers can incorporate them in lessons more easily.

Science Subjects

- (1) As in 1.2, teachers were positive towards the in-house sharing sessions. They would share with others and they also agreed that the sessions would help improve their professional skills.
- (2) Moreover, this willingness of sharing facilitated the use of learning materials in POLY Drive and it was encouraging.
- (3) It was suggested that these initiatives should be continually encouraged.

Art Subject

- (1) Post-training sharing sessions should be held as soon as possible; alternatively, team member can share the materials through email or in POLY Drive.

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) As there are only 3 members in our department, it was easier for us to discuss matters related to the learning effectiveness of classroom teaching in daily conversations rather than in departmental meetings.
- (3) A folder has been set up in the subject POLY Drive for experience sharing among teachers on what have been newly learnt in these workshops.
- (4) A folder has been set up in POLY Drive for the co-planning materials.
- (5) Co-planning effort made for the FS1 and DS4 Parent-Child Lessons received satisfactory feedback both from our subject teachers and the parents.
- (6) It would be time-saving and effective for us to continue the practice of discussing matters related to the learning effectiveness of classroom teaching in an informal manner.
- (7) Though different teachers taught different levels, teachers were encouraged to make use of teaching resources bank in the school central server system, POLY Drive to understand the design of the different levels.

ICT Subject

- (1) From our students' survey, students gave a positive feedback to us on the game-based learning approach. This is a good start on using this learning approach to arouse students' interest.
- (2) In the coming school year, different levels will have more than one subject teachers. We can discuss the mode on running co-planning of lessons in coming school year.

Media Subject

- (1) Teachers were willing to share newly-learnt teaching methods and teaching resources.
- (2) Since our subject department had only 2 members, it was easier for us to informally discuss teaching and learning effectiveness.
- (3) Teachers were encouraged to make use of the teaching resources bank on POLY Drive to understand the curriculum design of different levels.

Music Subject

- (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 POLY Drive in coming year so that teaching resources can be shared.

Physical Education

- (1) As many teachers had many lessons and needed to take students to different trainings or competitions after school, it was difficult to arrange meetings for teachers. Thus, teachers usually discussed issues through emails.
- (2) For example, we collected feedback and conducted thorough discussions on Sports Days in an email thread.

Religious Education

- (1) Members used various communication channels such as WhatsApp and text messaging regularly to maintain close and efficient communication.
 - (2) A teaching resource bank was set up in the POLY Drive. Materials such as worksheets, videos, and samples of student work were stored there for reference.
 - (3) It was suggested that a common time slot for departmental meetings and lesson co-planning in our timetables would further facilitate departmental communication.
 - (4) The scheduling of departmental meetings and sharing sessions would be much easier if the school would consider making room in our timetables for a common meeting period.
 - (5) The preparation of open classes provided a good opportunity for colleagues to conduct co-planning and post-lesson discussions regarding areas of improvement.
- (d) In-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills.

(i) Achievements

Chinese Language Subject

- (1) The Professional Development Team invited Mr. Cheng-Chung Wang to introduce and MAPS pedagogy and the three-tiered question design strategy.
- (2) 85% of teachers agreed that the department provided follow-up activities after in-house training programs, especially on classroom teaching skills.
- (3) 95% of teachers agreed that the school training sessions were arranged properly.
- (4) 85% of teachers agreed that school training could enhance classroom teaching skills.
- (5) 86% of teachers could use what they had learnt in classroom and agreed that the knowledge and skills learnt could improve their teaching and learning effectiveness.
- (6) To familiarize colleagues with various e-learning platforms, the Primary Division organized multiple workshops on platforms such as the Modern Educational Research Society learning site, OneNote, Teams, and Padlet.
- (7) This year, experts from the Nanjing Institute of Mother Tongue Education were invited for exchange with the primary school teachers. On those two days, three demonstration classes and two exchange seminars were held.

English Language Subject

- (1) Post-training discussions were carried out as far as possible to reinforce teachers' understanding of training contents and to reflect on actual use and implementation of skills and strategies.
- (2) The peer lesson observation form has been modified to reflect emphasis on the use of various questioning techniques in lessons.
- (3) Over 85% of teachers agreed that the in-house workshops and seminars in this domain were well-organized.

- (4) Around 66% of teachers tried to apply the skills and knowledge gained from the in-house workshops and seminars in this domain in their lessons.

Mathematics Subject

- (1) 88% of teachers agreed that the department had arranged follow-up sessions on essential classroom teaching skills after the in-house workshops/seminars.
- (2) 79% of teachers agreed that the in-house workshops/seminars were well-organized.
- (3) 66% of teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills.
- (4) 67% of teachers agreed that the newly learnt skills and knowledge could improve classroom teaching and learning effectiveness.
- (5) 71% of teachers agreed that the school had organized appropriate workshops/seminars on essential classroom teaching skills such as collaborative-learning methods and questioning skills.
- (6) 63% of teachers agreed that they could apply the skills and knowledge learnt in these in-house workshops/seminars (school level) in their lessons.
- (7) 100% of teachers agreed that the department head's summary report of developmental lesson observation could help them know how to make improvement on questioning skills in their lessons.

Science Subjects

- (1) 69.23% of teachers agreed that the in-house workshops/seminars on essential classroom teaching skills such as collaborative-learning methods and questioning skills are well-organized.
- (2) 76.92% of teachers agreed that the department had arranged follow-up sessions on essential classroom teaching skills after the in-house workshops/seminars.
- (3) 53.85% of teachers agreed that they had applied the skills and knowledge learnt in these in-house workshops/seminars in their lessons.
- (4) 92.31% of teachers agreed that the in-house workshops/seminars were well-organised.
- (5) 69.23% of teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills.
- (6) 53.85% of teachers agreed that they had applied the skills and knowledge learnt in these in-house workshops/seminars in their lessons.
- (7) 61.54% of teachers agreed that the newly learnt skills and knowledge could improve classroom teaching and learning effectiveness.

Art Subject

- (1) 100% of teacher agreed that school has organized appropriate workshops/seminars on essential classroom teaching skills.

Family Life Education

- (1) All 3 teachers generally agreed that the school has organized appropriate workshops/seminars on essential classroom teaching skills such as collaborative-learning methods and questioning skills.
- (2) All 3 teachers generally agreed that follow-up sessions on essential classroom teaching skills after the in-house workshops/seminars have been arranged.
- (3) All 3 teachers generally agreed that the in-house workshops/seminars were well-organized.
- (4) All 3 teachers generally agreed that the in-house workshops/seminars could enhance classroom teaching skills.
- (5) All 3 teachers generally agreed that they applied the skills and knowledge learnt in these in-house workshops/seminars in their lessons.

- (6) All 3 teachers generally agreed that the newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness.
- (7) The Coordinator that these in-house workshops had a positive impact on the specific teaching skills of teachers in the department.

ICT Subject

- (1) In-house training was provided by the Professional Development team.
- (2) However, the training contents did not fit for our subject's teaching needs and were difficult to adopt in our teaching environment.

Media Subject

- (1) The school has organized appropriate training sessions on essential classroom teaching skills such as collaborative-learning methods and questioning skills.
- (2) The Humanities Department arranged follow-up sessions on essential classroom teaching skills after the in-house training sessions.
- (3) Both teachers agreed that the in-house training sessions were well-organized.
- (4) Both teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (5) Both teachers were willing to apply the skills and knowledge learnt from in-house training sessions.
- (6) Both teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (7) The Coordinator found that in-house training sessions had a positive impact on the department's teaching skills.

Music Subject

- (1) The school has organized appropriate workshops/seminars on essential classroom teaching skills such as collaborative-learning methods and questioning skills.
- (2) The department arranged follow-up sessions on essential classroom teaching skills after the in-house training sessions.
- (3) 100% of teachers agreed that the in-house training sessions were well-organized.
- (4) 100% of teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (5) 100% of teachers applied the skills and knowledge learnt from in-house training sessions in their lessons.
- (6) 100% of teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (7) 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) All teachers agreed that the in-house training sessions were well-organized.
- (3) 75% of teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (4) 75% of teachers applied the skills and knowledge learnt from in-house training sessions in their lessons.
- (5) 75% of teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (6) The Coordinator found that in-house training sessions had a positive impact on the department's teaching skills.

(ii) Reflections

Chinese Language Subject

- (1) Teachers incorporated MAPS pedagogy's three-tiered question design strategy to enhance the teaching and learning of reading comprehension and analysis.
- (2) The e-learning workshops enabled subject teachers to incorporate e-learning platforms depending on the students' needs and preferences.
- (3) Teachers were willing to try different e-learning tools in order to boost learning effectiveness.
- (4) Teachers volunteered to experiment with various e-learning tools and share their experiences with one another, which shortened the learning process and significantly boosted the teaching effectiveness.
- (5) Teachers were encouraged to apply newly-learnt teaching methods soon after the workshops in order to maximize the effect.
- (6) Experts from the Nanjing Institute of Mother Tongue Education were enlightening to colleagues.
- (7) Since primary teachers have observed Nanjing experts many times, it was suggested that the frequency of the exchange program can be reduced.
- (8) Since there were differences between Mainland China and Hong Kong in terms of teaching methods and teaching objectives, teachers needed to make adjustments on their own.

English Language Subject

- (1) Teachers need to understand the importance of having a range of teaching skills at their disposal. They should particularly look out for PD related to this area.
- (2) 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.
- (3) Department heads should take a strong lead in improving teachers' understanding in this area by organizing more sharing or brainstorming sessions.
- (4) Some new teachers might lack knowledge in this domain and would need more training input.

Mathematics Subject

- (1) The department head's developmental lesson observation and the related debriefing meeting were helpful in improving questioning skills in lessons.
- (2) The department should arrange another common slot to provide teachers' training that meets the department's needs.

Science Subjects

- (1) Less than 75% of teachers agreed that the in-house workshops/seminars on essential classroom teaching skills such as collaborative-learning methods and questioning skills were well-organized.
- (2) This perception seemed to explain less than 75% of teachers agreed that the skills and knowledge learnt could enhance classroom teaching skills and improve classroom teaching and learning effectiveness.
- (3) It was suggested that the school management and the department should do more on knowing the needs of teachers before designing any in-house professional training programme to them.

Art Subject

- (1) The department should organize some departmental workshops/seminars at least twice a year.
- (2) However, art teachers are too busy because most of them have too many extra duties such as in-house design jobs, which are very time-consuming.

Family Life Education

- (1) Teachers always need to improve our questioning skills through planning after receiving feedback from peer observations or taking courses.

ICT Subject

- (1) For the coming school year, we will organize trainings for pedagogical skills that are related to our subject's curriculum, especially for MS level.

Media Subject

- (1) Media Department members attended in-house training sessions and follow-up sessions organized by Humanities Department.
- (2) Media Department members benefitted from Humanities Department sharing sessions, especially regarding Social Studies pedagogical skills.

Music Subject

- (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) The discussion on self-directed learning was not completed this year; it was suggested that this should be further developed both formally during departmental meetings and informally in daily conversations

(e) In-house workshop on assessment for learning.

(i) Achievements

Chinese Language Subject

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

English Language Subject

- (1) There were discussions departmental meetings on the importance of using assessment for learning as an important principle to guide teaching.
- (2) Staff development sessions devoted to assessment for learning were provided to teachers.
- (3) In-house workshops were conducted during departmental meetings in Campus 1 that introduced e-learning resources to promote assessment for learning such as Padlet, Quizlet and Popplet.
- (4) Over 80% of teachers agreed that the in-house workshops/seminars in this domain were well-organized.
- (5) Most teachers tried to apply the skills and knowledge learnt in the in-house workshops/seminar in this domain in their lessons.

Mathematics Subject

- (1) 71% of teachers agreed that the school had organized appropriate workshops/seminars on assessment for learning.
- (2) 83% of teachers agreed that the department had arranged follow-up sessions on applying assessment for learning in their subject after the in-house workshops/seminars.
- (3) 71% of teachers agreed that the in-house workshops/seminars were well-organized
- (4) 71% of teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills.
- (5) 62% of teachers agreed that they could apply the skills and knowledge learnt in the in-house workshops/seminars.
- (6) 71% of teachers agreed that they found that the newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness.
- (7) 100% of teachers agreed that the department head's summary report of developmental lesson observation could help them apply assessment for learning in their lessons.

Science Subjects

- (1) 76.92% of teachers agreed that the school had organised appropriate workshops/seminars on assessment for learning.
- (2) 46.15% of teachers agreed that the department had arranged follow-up sessions on applying assessment for learning in their subject after the in-house workshops/ seminars.
- (3) 76.92% of teachers agreed that the in-house workshops/seminars were well-organised.
- (4) 61.54% of teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills.
- (5) 61.54% of teachers applied the skills and knowledge learnt in the in-house workshops/ seminars.
- (6) 69.23% of teachers found that newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness.

Art Subject

- (1) 80% of teacher agreed that the school has organized appropriate workshops/seminars on assessment for learning.

Family Life Education

- (1) All 3 teachers generally agreed that the school has organized appropriate workshops/seminars on assessment for learning.

- (2) All 3 teachers generally agreed that the department has arranged a follow-up session on applying assessment for learning in their subject after the in-house workshops/seminars.
- (3) All 3 teachers generally agreed that the in-house workshops/seminars were well-organized.
- (4) All 3 teachers generally agreed that the in-house workshops/seminars could enhance classroom teaching skills.
- (5) All 3 teachers generally agreed that they applied the skills and knowledge learnt in the in-house workshops/seminars.
- (6) All 3 teachers generally agreed that the newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness.
- (7) The Coordinator found that the assessment for learning workshops had made positive contribution to teaching and learning effectiveness in the classroom.

ICT Subject

- (1) Our subject teachers have been applying assessment for learning in the classroom, such as the S-mark platform.
- (2) Apart from this, we have made use of this data on training our students on adopting this technique. Over 90% of students checked their daily assessments through the S-mark platform.

Media Subject

- (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) Both teachers agreed that the in-house training sessions were well-organized.
- (4) Both teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (5) Both teachers applied the skills and knowledge learnt from the in-house training sessions whenever it was appropriate.
- (6) Both teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (7) The Coordinator found that the assessment for learning trainings made a positive impact on teaching and learning effectiveness.

Music Subject

- (1) The school has organized appropriate workshops/seminars on assessment for learning.
- (2) All teachers agreed that the in-house training sessions were well-organized.
- (3) 100% of teachers agreed that the in-house training sessions could enhance classroom teaching skills.
- (4) 100% of teachers applied the skills and knowledge learnt from the in-house training sessions.
- (5) 100% of teachers believed that the knowledge and skills learnt could improve teaching and learning effectiveness.
- (6) 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 teachers agreed that the in-house training sessions were well-organized.
- (3) 75% of teachers agreed that the in-house training sessions could enhance classroom teaching skills.

- (4) 75% of teachers applied the skills and knowledge learnt from the in-house training sessions.
- (5) 75% of 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 Subject

- (1) More teachers were willing to incorporate various e-learning platforms and tools this year, which enabled instant assessment during lessons.

English Language Subject

- (1) New teachers might lack practical experience in this domain.
- (2) Department heads should take a strong lead in refreshing teachers' knowledge of assessment for learning to ensure teachers are fully conversant with the concept.
- (3) More e-learning resources on promoting assessment for learning could be introduced in departmental meetings.

Mathematics Subject

- (1) The department head's developmental lesson observation and the related debriefing meeting were helpful in multiple aspects, such as improving assessment for learning strategies by using appropriate class activities and e-learning tools such as NearPod and Kahoot in lessons.
- (2) School should decentralize the in-house training to departments so that department heads may design their own programs to facilitate teachers' classroom teaching and learning effectiveness.

Science Subjects

- (1) Same as 1.4 above, it seemed that there had been a mismatch of the expectation between the school management and the teachers on the in-house workshops/seminars provided to teachers.
- (2) It might also be the reasons that the workshops/seminars had not emphasized too much on assessment for learning in this academic year so far.
- (3) It was suggested that the school management and the department could find out more the needs of teachers in providing in-house workshops/seminars to them.

Art Subject

- (1) Teachers have attended assessment for learning workshops organized by the Professional Development team at least twice a year, but the content usually focused on academic subjects and thus were difficult to apply on our subject.

Family Life Education

- (1) Further exploration of 'assessment for learning' would be beneficial for the FLE curriculum in view of the special nature of the subject concerning not only on knowledge and skills but also attitudes and values.
- (2) We can explore the opportunity of inviting adviser to give us suggestions on implementing 'assessment for learning' in the subject.
- (3) Teachers are always encouraged to use assessment for learning strategies more when they are working on lesson plans.

ICT Subject

- (1) Apart from the in-house trainings, we have shared our experience to other schools. This helped our subject teachers reflect their teaching implementation of assessment for learning.

Media Subject

- (1) Media Department members attended in-house training sessions and follow-up sessions organized by Humanities Department.
- (2) Teachers were encouraged to use e-learning tools since they can facilitate assessment for learning.

Music Subject

- (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 to learner diversity in the classroom.

(i) Achievements

Chinese Language Subject

- (1) 95% of teachers agreed that the use of questioning skills could help cater to learner diversity.
- (2) 95% of teachers felt that they had used good questioning skills to solve for learners' differences.
- (3) 100% of teachers believed that they raised high-order thinking questions in lessons.
- (4) 86% of teachers believed that good questioning skills could deepen students' reflection.

English Language Subject

- (1) As said above, teachers were generally aware of the need to employ a range of questioning techniques in lessons.
- (2) Discussions were carried out during meetings on the importance of using a range of graded questioning techniques in lessons and in setting assessments.
- (3) Efforts were made to include a range of questions that tap into different levels of thinking in written assessments such as tests and exams.
- (4) Almost all teachers normally used various questioning skills to cater to learner diversity in the classroom.
- (5) All teachers asked high-order thinking questions in lessons, when possible.
- (6) Teachers reported that most students were motivated by teachers' questioning skills and were willing to respond to questions asked by teachers.

Mathematics Subject

- (1) 91% of teachers agreed that the department conducted discussions on how to make good use of questing skills to cater to diversity in the classroom.
- (2) 96% of teachers agreed that they made progress on the use of good questioning skills to cater to learner diversity in the classroom.

- (3) 87% of teachers agreed that they used questions of high-order thinking in lessons.
- (4) 87% of teachers agreed that most students in their classes were willing to respond to their questions.
- (5) 100% of teachers frequently did reflections on their daily teaching after lessons.

Humanities Subjects

- (1) Time was reserved for discussion in every co-planning meeting on how to make use of better questioning skills in Social Studies.
- (2) For DS4 and DS5 students, 22% strongly agreed and 60% agreed that teachers asked them challenging questions in Social Studies lesson.
- (3) We found that good questioning skills helped raise students' interests, as well as motivated students to actively participate in class.

Science Subjects

- (1) 53.85% of teachers agreed that HoD had conducted discussions on how to make good use of questioning skills to cater to diversity in the classroom.
- (2) 69.23% of teachers agreed that they had made progress on the use of good questioning skills to cater to learner diversity in the classroom.
- (3) 69.23% of teachers had used questions of high-order thinking in lessons.
- (4) 76.92% of teachers agreed that over 60% of students were willing to respond to questions asked by them.

Art Subject

- (1) 80% of teachers made progress on the use of good questioning skills to cater to learner diversity in the classroom, such as conducting small group discussions and tutorials.

Family Life Education

- (1) All 3 teachers generally agreed that the department conducted discussions on how to make good use of questioning skills to cater to diversity in the classroom.
- (2) 2 out of 3 teachers strongly agreed that they made progress on the use of good questioning skills to cater to learner diversity in the classroom.
- (3) 2 out of 3 teachers strongly agreed that they raised questions of high-order thinking in lessons.
- (4) Through observation in the classroom, the 2 teachers in campus 1 found that over 80% of students in FS levels were motivated by teachers' questioning skills.
- (5) Through observation in the classroom, all 3 teachers found that over 75% of students, especially those in FS and lower DS levels, were willing to respond to questions asked by teachers.
- (6) The Coordinator found that the use of good questioning skills to cater to learner diversity had made positive contribution to learning effectiveness.

Media Subject

- (1) The department conducted discussions on how to make good use of questioning skills to cater to diversity in the classroom.
- (2) Both teachers made progress on the use of good questioning skills to cater to learner diversity in the classroom.
- (3) Both teachers raised high-order thinking questions in lessons, when appropriate.
- (4) Most students, especially students at DS levels, were motivated in class by teachers' questioning skills.

- (5) Most students were willing to respond to questions asked by teachers.
- (6) The Coordinator found that the use of good questioning skills to cater to learner diversity made a positive impact on learning effectiveness.

Music Subject

- (1) The department conducted discussions on how to make good use of questioning skills to cater to diversity in the classroom.
- (2) 100% of teachers made progress on the use of good questioning skills to cater to learner diversity in the classroom.
- (3) 100% of teachers raised high-order thinking questions in lessons.
- (4) 100% of students were motivated in class by teachers' questioning skills.
- (5) 100% of students were willing to respond to questions asked by teachers.
- (6) HoD found that the use of good questioning skills to cater to learner diversity made a positive impact on learning effectiveness.

Religious Education

- (1) The department catered to learner diversity by enhancing questioning skills and feedback to students. The goal was to develop students' sense of achievement and interest in learning and to equip them to finish their assignments.
- (2) 75% of teachers made progress on the use of good questioning skills to cater to learner diversity in the classroom.
- (3) 100% of teachers agreed that raising high-order thinking questions in lessons could develop students' thinking skills.
- (4) 80% of students were motivated in class by teachers' questioning skills.
- (5) 90% of students were willing to respond to questions asked by teachers.
- (6) The Coordinator found that good questioning skills were beneficial for the overall learning effectiveness.

(ii) Reflections

Chinese Language Subject

- (1) Teachers should continue strengthening questioning skills in order to guide students to think deeply.
- (2) The department held workshops on questioning skills for subject teachers.

English Language Subject

- (1) Teachers should continue to use different questioning techniques and question types in verbal interaction in lessons and in setting assessments.
- (2) Certain proportion of high-order thinking questions can be set in assessment papers to maintain a more consistent level of difficulties across different levels.

Mathematics Subject

- (1) Most teachers in department taught two classes in the same level. Hence, it was beneficial for teachers to develop a habit of reflecting after lessons and then adjusting their teaching strategies to cater to learner diversity in another class.

Humanities Subjects

- (1) We will continue to improve our questioning skills by practicing the following techniques in questioning: prompting, seeking further information, redirection, refocusing, developing students' critical thinking skills etc.

Science Subjects

- (1) There were still rooms for improvement in this area. Department, especially HoD, should put greater effort on conducting sharing sessions on the importance of using questioning skills to enhance the teaching effectiveness in classroom teaching and learning.
- (2) Sharing sessions on questioning skills to cater to learner diversity could also be done at subject meetings.
- (3) It was suggested that other initiatives of catering to learner diversity could be discussed at subject meetings as well.

Art Subject

- (1) More professional sharing sessions and peer observations can help teachers further polish their questioning skills.

Family Life Education

- (1) It has always been the department's practice to encourage teachers to make good use of questioning skills to cater to diversity in the classroom.
- (2) Students in higher levels are more willing to write down their reflections on worksheets rather than responding to questions asked by teachers in the classroom.
- (3) It is important that we understand students unique ways of expressing themselves at different age levels. As long as the questioning skills are relevant to students' needs, both oral and written forms should be encouraged.

Media Subject

- (1) We will continue to build upon our progress in using good questioning skills to help our students to think deeply.
- (2) To ensure that the questioning skills mentioned in the in-house training session were effectively applied in daily media lessons, department members discussed the methods afterwards.
- (3) Open-ended questions were used to direct students to more in-depth understanding.

Music Subject

- (1) The department met the success criteria set by the school.
- (2) Music teachers agreed that the use of good questioning skills to cater to 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 to learner diversity in the classroom.

Physical Education

- (1) Only 67% of teachers indicated that they gradually learned to ask questions related to the essence of movement, trajectory, use of forces, etc. in order to avoid asking yes/no questions.
- (2) Differences among individual students were vast. For example, girls and boys were interested in very different sports.
- (3) A teacher and an assistant teacher were allocated for the swimming lessons. Students are divided into 2 small groups according to their ability. This arrangement worked well to improve students' progress, especially for the less-able students.

Religious Education

- (1) The self-assessment forms for subject teachers included items such as “incorporating learning activities of different difficulty levels” and “catering to learner diversity” for teachers to conduct reflection on these aspects.
- (2) Discussions on questioning skills were conducted during departmental meetings. The consensus was that the use of good questioning skills could boost the self-confidence of weaker students and enhance the thinking skills of stronger students.
- (3) Teachers were encouraged to attend more workshops in order to enhance their knowledge and understanding in this area.

(g) Apply assessment for learning strategies to cater to diversity in the classroom.

(i) Achievements

Chinese Language Subject

- (1) 85% of teachers agreed that the department provided opportunities for members to discuss assessment for learning.
- (2) 85% of teachers said that assessment for learning could deal with learners’ diversity in the classroom.
- (3) To cater to learner diversity, DS3 parallel sessions were divided into 6 groups according to ability.
- (4) Non-Chinese Speaking support group was established this year. Starting from Term 2, teachers conducted assessments for students during tutorial classes and held Putonghua training based on the textbooks in hopes of consolidating students’ knowledge.

English Language Subject

- (1) Teachers in general closely kept track of students’ learning performance through daily learning tasks and minor assessments to determine students’ learning pace and went on to decide whether students needed extra practice and revision on taught items (for weaker students) or needed acceleration in teaching (for stronger students). The exact amount of teaching materials used across each level is therefore different intentionally to reflect the catering to students’ diversity.
- (2) Teachers made reference to statistics (e.g. statistics compiled after term tests and summative assessments) to more objectively understand students’ weaknesses in order to inform the next step in their teaching.
- (3) The department conducted discussions during EDMs on how to implement AfL to cater to different students’ needs.
- (4) Discussions 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.
- (5) Almost all teachers normally used assessment for learning strategies in the classroom to cater to diversity.

Mathematics Subject

- (1) 79% of teachers agreed that the department conducted discussions on how to apply assessment for learning strategies to cater to diversity in the classroom.
- (2) 79% of teachers agreed that they made progress on the use of assessment for learning strategies in the classroom to cater to diversity.
- (3) 83% of teachers agreed that most students were willing to respond to assessment for learning strategies in the classroom.
- (4) 100% of teachers agreed that they could use questions of high-order thinking in lessons such as open-ended questions and problem-solving questions.

- (5) 100% of teachers frequently incorporated appropriate follow-up activities / assignments to cater to diversity in the classrooms.

Humanities Subjects

- (1) For DS4 and DS5 students, 20% strongly agreed and 66% agreed that the Social Studies classwork and homework would benefit their learning.
- (2) Various assessment methods in Liberal Studies such as quizzes, class worksheets, group discussions, presentations, learning portfolios were applied in the classroom in addition to term tests. As a result, students' participation and performance had improved in the subject.

Science Subjects

- (1) 61.54% of teachers agreed that the department had conducted discussions on how to apply assessment for learning strategies to cater to diversity in the classroom.
- (2) 69.23% of teachers agreed that they had made progress on the use of assessment for learning strategies in the classroom to cater to diversity.
- (3) 84.62% of teachers agreed that there were more than 60% of students motivated in class by their questioning skills.
- (4) 84.62% of teachers agreed that over 60% of students were willing to respond to assessment for learning strategies in the classroom

Art Subject

- (1) 100% of teachers made progress on the use of assessment for learning strategies in the classroom to cater to diversity.

Family Life Education

- (1) All 3 teachers generally agreed that the department conducted discussions on how to apply assessment for learning strategies to cater to diversity in the classroom.
- (2) All 3 teachers generally made progress on the use of assessment for learning strategies in the classroom to cater to diversity.
- (3) Through observation in classroom, 2 out of the 3 teachers generally agreed that around 60-80% of students, especially those in FS and lower DS levels, were motivated in class by teachers' questioning skills
- (4) All 3 teachers generally agreed that around 60-80% of students, especially those in FS and lower DS level, were willing to respond to assessment for learning strategies in the classroom.
- (5) The Coordinator found that the use of assessment for learning strategies to cater to diversity had made positive contribution to learning effectiveness.

ICT Subject

- (1) Hands-on training of assessment for learning tool, S-mark, has been conducted in school. All ICT subject teachers were trained in this school year.
- (2) The department has adopted the use of S-Mark in daily quizzes and assessments for reviewing students' performance in MS level

Media Subject

- (1) The department conducted discussions on how to apply assessment for learning strategies to cater to diversity in the classroom.
- (2) Both teachers made progress in using assessment for learning strategies in the classroom to cater to diversity.
- (3) Most students were willing to respond to assessment for learning strategies in the classroom.

- (4) The Coordinator found that the use of assessment for learning strategies to cater to learner diversity had made positive contributions to learning effectiveness.

Music Subject

- (1) Department conducted discussions on how to apply assessment for learning strategies to cater to learner diversity in the classroom.
- (2) 100% of teachers made progress on the use of assessment for learning strategies in the classroom to cater to 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 to learner diversity has made positive contributions to learning effectiveness.

Physical Education

- (1) 100% of teachers agreed that the use of assessment for learning strategies in the classroom could cater to learner diversity.
- (2) At the beginning of each module, skills and evaluation methods were clearly explained to students, who were then assessed at the end of each lesson. 100% of teachers agreed that they gradually mastered the strategy, which promoted students' participation in lessons.

Religious Education

- (1) 75% of teachers agreed that the use of assessment for learning strategies in the classroom could cater to 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 to learner diversity has made positive contributions to learning effectiveness.

(ii) Reflections

Chinese Language Subject

- (1) The use of various e-learning platforms and tools this year enabled instant assessment during lessons.
- (2) We hope to increase the frequency of meetings for the Non-Chinese Speaking support group in order to build a strong language foundation for students and consolidate their reading and writing skills.
- (3) In order to improve upper-level primary students' Putonghua accent, we hope to establish a Putonghua oral skills group during remedial classes.

English Language Subject

- (1) Teachers, especially those new in the field, need to be made conversant with the concept of AfL and also with methods to cater to learner diversity.
- (2) Teachers could more readily tap into the potential of e-learning tools for implementing AfL with a clear view to catering to learner diversity.

Mathematics Subject

- (1) Most teachers in department tried to use open tasks as an assessment for learning strategy to cater to diversity in the classroom.
- (2) Detailed discussions had been conducted on the students' performance in Summative Assessments and TSA as well. Appropriate follow-up activities were implemented to help students improve.

- (3) Teachers needed more professional trainings on designing good quality assignment which can facilitate to develop students' problem-solving skills and investigative skills.

Humanities Subjects

- (1) Different assessment methods helped teachers collect more authentic data that accurately reflected the students' learning progress. Accordingly, homework and examination questions were adjusted in order to match students' level more closely. As a result, students showed more confidence in learning the subject, which was reflected by better scores in the continuous assessments and summative assessments.
- (2) Non-written assessments in Social Studies can be used next year in order to cater for learner diversity.

Science Subjects

- (1) There were still rooms for improvement in this area. Department should put greater effort on conducting sharing sessions on applying assessment for learning strategies to cater to diversity in the classroom.
- (2) Sharing sessions on catering to learner diversity could also be done at subject meetings.
- (3) It was suggested other initiatives of catering to learner diversity could be discussed at subject meetings as well.

Family Life Education

- (1) Though teachers are making progress on the use of assessment for learning strategies in the classroom to cater to diversity, more in-depth understanding and exploration of the strategies are encouraged.
- (2) For MS level, experiential learning is the focus of the lesson design. Thus, it is a common practice of the teacher to cater to the diversity in the classroom through using questions of different levels of difficulties during debriefing.

ICT Subject

- (1) In the coming school year, e-assessment tools such as S-Mark will continue to be used in MS levels. We will make use of the data to analyze common mistakes made by students.

Media Subject

- (1) Teachers applied their understanding of assessment for learning in lessons using e-learning tools.
- (2) Teachers were encouraged to use more assessment for learning strategies in lessons and develop further understanding in this area.

Music Subject

- (1) The department met the success criteria set by the school.
- (2) Music teachers agreed that the use of assessment for learning strategies to cater to diversity has made positive contributions to learning effectiveness.
- (3) 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) To improve learning and teaching effectiveness, more discussions on learner diversity and assessment for learning should be conducted during departmental meetings.

- (2) The “Reflection Journal” was an assignment designed to cater to learner diversity in MS levels. The goal was to provide opportunities for students to reflect regardless of their ability.
- (3) The design of worksheets took learner diversity into consideration.

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 Subject

- (1) 90% of teachers agreed that the department discussed how to implement moral education, value education, and attitude training program.
- (2) 90% of teachers agreed that the school-based curriculum had already included values and attitude learning objectives.
- (3) 95% of teachers agreed that the department discussed incorporating values and attitude learning objectives in the co-planning meetings, and that all teachers were making progress in meeting these learning objectives.
- (4) 91% of teachers agreed that teachers should actively look for opportunities to implement positive value education.

English Language Subject

- (1) Learning objectives related to the domain of values and attitudes were clearly stated in SBA plans as basic guiding principles.
- (2) The thematic approach adopted in the curriculum offered ample opportunities for educating students on values and attitudes relevant to different personal and social situations.
- (3) The compulsory teaching of Language Arts (fiction and poetry) up to MS2 provided an excellent platform and opportunities for teachers to discuss positive values with students, including respect, empathy, humility, intercultural respect, and so on. Stories with moral value lessons were meaningfully used to develop students in this area. These values are properly situated in meaningful contexts and offered useful reflection points for students.
- (4) The IB English B curriculum, in its primary attempt to expose students to a range of global and cultural topics, naturally allowed the discussion of many positive values
- (5) An online platform (“English Builder”), which introduces a variety of texts, has been adopted for DS2-3 students to expose them to a range of global issues and hot topics. Teachers lead discussions on those topics to instill a positive values and attitudes during lessons.
- (6) Positive values and attitudes have been learned through project-based learning. For FS1, the theme is “community helpers”, students showed appreciation to the community helpers through writing thank-you cards and designing super tools which could help them ease their workload.
- (7) Banners of famous quotes about positive values and attitudes have been displayed in the corridors (in the primary campus) to promote the development of positive values.

- (8) More than 80% of teachers reported that they could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.

Mathematics Subject

- (1) 100% of teachers agreed that most students in their classes were able to hand in assignments on time.
- (2) 90% of teachers agreed that most students in their classes were able to do corrections in their assignments and chapter tests.
- (3) 100% of teachers agreed that most students in their classes were academically honest.
- (4) 100% of teachers frequently encouraged their students to be persistent in solving mathematical problems.
- (5) 100% of teachers frequently gave positive feedback to their students when they are in the learning process.
- (6) 95% of teachers had fully used the Student Progress Indicator in their classes to promote the importance of the learning process.

Humanities Subjects

- (1) To help students develop a deeper understanding of their rights and responsibilities, teachers taught the Basic Law using real life contexts and interactive questioning techniques.
- (2) For DS4 and DS5 students, 11% strongly agreed and 52% agreed that the basic law education developed their sense of responsibility.
- (3) Moral values such as responsibilities, human rights, quality of life (in terms of both physical and mental health), protection of environment, etc. were built in the curriculum. Students learned positive values towards self-concept, interpersonal relationship, to the society and to the environment.

Science Subjects

- (1) 46.15% of teachers agreed that the department had conducted discussions on how to infuse “moral, values and attitude” education strategies in their lessons.
- (2) 84.62% of teachers agreed that the learning objectives in the domain of values and attitude had been included in the School-based Curriculum Plans of all subjects and levels.
- (3) 46.15% of teachers agreed that there were discussions on how to meet the learning objectives in the domain of values and attitude are held in the co-planning of lessons in the department.
- (4) 61.54% of teachers agreed that they had made progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (5) 84.62% of teachers found that they could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.

Art Subject

- (1) Some teaching content or themes in our curriculum are related to religious stories and moral values.
- (2) Our curriculum also cultivates students’ self-discipline (care for tools and environmental hygiene) and ethical awareness.
- (3) 100% of teachers planned the lessons to meet the learning objectives in the domain of values and attitude in the curriculum.

Family Life Education

- (1) All 3 teachers agreed that the department conducted discussions on how to infuse “moral, values and attitude” education strategies in our lessons.
- (2) All 3 teachers agreed that the learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of all levels in FLE.
- (3) All 3 teachers agreed that discussions on how to meet the learning objectives in the domain of values and attitude were held in the co-planning of lessons.
- (4) All 3 teachers made progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (5) All 3 teachers could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (6) The Coordinator found that teachers have appropriately met the learning objectives in the domain of values and attitude in the curriculum

ICT Subject

- (1) Through project-based learning and external competitions, we have nurtured students’ empathy with project/competition scenarios. Students’ works show that they understood how to care for other people’s needs. This reflects that the domain of values and attitude was addressed through learning process.

Media Subject

- (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) Both teachers felt that they made progress in incorporating values and attitude learning objectives in the curriculum.
- (4) Both teachers felt that they could find appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (5) The Coordinator found that all teachers had appropriately met values and attitude learning objectives in the curriculum.

Music Subject

- (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) 100% of teachers felt that they made progress in incorporating values and attitude learning objectives in the curriculum.
- (4) 100% of 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) 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) 100% of teachers agreed that they had instilled relevant qualities to the students in their lessons and that they felt respected by students.

Religious Education

- (1) Values and attitude learning objectives were included in the School-based Curriculum Plans (SBC) for Religious Education at all levels. These learning objectives were systematically incorporated into assignments and lesson activities.
- (2) In addition to studying the Bible, topics about morality were discussed in lessons in the context of real life situations, through which students were encouraged to implement morality in daily life.
- (3) 100% of teachers felt that they made progress in incorporating values and attitude learning objectives in the curriculum.
- (4) 100% of teachers felt that they could find appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (5) Coordinator found that teachers had appropriately met values and attitude learning objectives in the curriculum.

Christian Ministry

Primary Division

- (1) Little Pioneer Program was run every Friday during 6th and 7th periods as co-curricular activities for DS3. Twenty six DS3 students were selected and a series of structured programs—such as games, Bible learning, self-reflection, prayer, and hymn singing—were designed.
- (2) Students enjoyed the activities and the atmosphere was good. In the survey, 88% of students expressed interest in the activities.
- (3) Fellowship Program was run every Friday during 8th and 9th periods as Multiple Intelligence for FS2 students. About 200 students attended this program and each class had the opportunity to join the fellowship four times. A series of structured programs—such as Bible reading, prayer, hymn singing and games—were designed by Child Evangelism Fellowship (HK) Limited. Extra special programs lasting for 7 days were organized by our team.
- (4) Most students enjoyed singing the theme songs, listening to the Bible stories and playing quiz games. Bible verses and summary of Gospel were also shared during the programmes. In the survey, 67% of students expressed that they enjoyed the programs.
- (5) “To bear the fruit of Spirit” was the theme of Gospel Week this year. Different activities including Book Sharing, Film Show, Hymn and Faith Sharing, Song Dedication, and Booth Games were launched.
- (6) “Prayer Bottles” were located on library and lobby to encourage students and teachers to pray for others.
- (7) To encourage students reading Religious book, book exhibition was organized this week and RE teachers were encouraged to lead students to the library.
- (8) Christian teachers and Christian students were highly involved during Gospel Week to share their faith with other students. Their testimonies helped students know more about Christianity.

- (9) 247-673 students participated in different activities and 104 students (11%) decided to become Christians. 672 (68%) others are already Christians.
- (10) Promotion and evangelical broadcasting through PA system were good ways to notify students about the activities on that day.
- (11) 88% of teachers agreed that Gospel week helped raise religious awareness in the whole school.
- (12) New Believers groups held follow-up gatherings for FS students on March 21st. 32 new believers from FS levels joined the program and 48 new believers in DS level were invited as well. 10 teachers and Chaplain Chan served as their group leader.
- (13) Programs for new believer were completed on schedule and students' attendance in support groups was satisfactory. More than 98% students attended these groups. They all agreed that the activities help them learn more about Jesus.
- (14) Some students continued to meet their group leaders after the program for Bible study; they grew in their faith in Christ.

Secondary Division

- (1) Student Fellowship gathering was held on every Tuesday. 19 programs including Bible study, games, film show, experiential activity, celebration on Christmas and Easter and Birthday parties were held. Games and Worship were the most favorite activities.
- (2) 15 students joined the committee and were responsible for Hymn singing or programs design. Throughout the year, about 30-35 students attended the Fellowship in average.
- (3) About 84% of members were satisfied with peer and student teacher relationships and 76% felt committed to the Fellowship. 19 students would like to be on the committee in next year.
- (4) 92% members were satisfied with the Fellowship's work.
- (5) 81% of teachers agreed that Student Fellowship helped students know more about Christian faith.
- (6) Reflection Day was held on the last Tuesday of each month. Students are invited to step back from normal school routine and reflect on themselves (e.g. Goal Setting), their faith (Book Crossing activities) and other people around them (e.g. "Glad to have you: Teachers and Non- teaching staffs). 6 special programs were launched in this year.
- (7) 68% of teachers agreed that Reflection Days aroused student's awareness about others and helps students to reflect on themselves.
- (8) "My Battle field" was the theme of Gospel Week this year. Different activities including Hymns and Witness Sharing, weekly assemblies, Minecraft Competition, Film Show, Book Fair and Gospel Café (BBQ), were launched.
- (9) 20 students accepted Jesus as Savior.
- (10) Most of the students who participated agreed that activities help them to know more about Christianity.

- (11) According to the survey, Witness sharing by guests in Weekly assemblies, Witness Sharing by teachers and alumni, and Book Fair were student's most favorite activities.
- (12) About 50% of lower form students liked the Minecraft competition and there were about 400 students attended the on-spot competition. It is recommended to have this kind of electronic games next year.
- (13) About 60 students joined the BBQ activities, games and testimonies sharing were conducted by the committee members of Fellowship. It provided opportunity for students to share their faith during BBQ. BBQ or hotpot is suggested for next year.
- (14) 88% of 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 conduct expectations of the school, organized adaptation programs for transferred students, conducted training exercises such as lining up for transition and dismissal, and distributed homework logbooks.
- (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 and class annual photo sessions, Adaptation Programs for DS3, and Transition to DS4 program.
- (4) School Prefects Program, arrangement of Inauguration and Oath-taking Ceremony, Leadership Training Programs, etc. were organized in order to develop students as servant leaders.

Counselling and Value Education

Primary Division

- (1) In order to enhance the resilience of students, this year's school theme was "Be Strong Next Station is Choi Hung." A wide variety of activities, such as Inter-class Display Board Competition, "Adversity Warriors" sharing, "100% Resilience" emotion education talks were held to support this theme.
- (2) For the Inter-class Display Board Competition, 100% classes finished on time. All HRTs put great effort in leading their classes to finish the board. Each class showed its own individuality and uniqueness.
- (3) To encourage students with the stories of succeeded people who overcome difficulties, three "Adversity Warriors"—Stanley Cheung, Nick Vujicic and Jamie Wong—were introduced on the G/F display board.
- (4) 86% of students learnt the problem-solving skills in facing resilience in the "100% Resilience" talks.
- (5) Furthermore, a drama was performed by teachers in two morning assemblies to bring out the theme. Students were attentive.
- (6) A slogan competition was co-organized with the Chinese Department and it received good response with 125 competition entries, many of which were outstanding works.

- (7) A half-day experiential learning activity was carried out on 23/3/18. Students were encouraged to persist, being responsible and keep going in adversity. Positive feedbacks were received from teachers and students.

Secondary Division

- (1) To promote students' holistic development, a wide variety of activities, such as DS4 Orientation Program, DS5 Hunger Banquet, MS1 "Love to Share" Group, MS2 Big Brothers & Sisters Scheme, MS3 Alumni Sharing Activity, and MS4 Mentorship Program were organized.
- (2) This year's school theme was "Glad to have you." HRT periods, morning assemblies, motto design and exhibition (Words of Comfort), Board Decoration, and article publication @ Logosian were organized to support this theme.
- (3) All events successfully promoted positive attitude & value to life and enhance positive and supportive atmosphere at school. In particular, the drama shows (迷失之逆襲 by Troupe of Dream Wonderland for DS4-MS1 and 鈴蘭生命教育劇場 for MS2-MS3) left a deep impression on the students. Over 90% of students enjoyed the show and found the content of drama very touching. It has inspired them to reflect on the importance of values in their life.

Student Activities

- (1) We incorporated the appropriate core values into the programmes based on school-based value systems.
- (2) We also informed all responsible teachers 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 were able to insert 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

Chinese Language Subject

- (1) We will continue to implement "moral, values and attitude" education in lessons in order to nurture students' personal development.

English Language Subject

- (1) Teachers should be reminded to continue to grasp opportunities in lessons to instill correct moral values through learning activities, e.g. reading.
- (2) The banners in the corridors in Campus 1 can be fully utilized by teachers to teach students positive values in lessons.
- (3) Part of the department's notice board can be used for displaying relevant materials.

Mathematics Subject

- (1) Most teachers could educate and demonstrate the importance of persistence in solving mathematical problems in their lessons.
- (2) Most teachers appreciated students who made progress.

Humanities Subjects

- (1) As this was the first year of Basic Law education implementation, there is room of improvement for next year.
- (2) As a starting point, basic law education implementation develops student's senses of responsibility. Other values and attitude can be developed through the curriculum in future.
- (3) Nearly all topics in the subject Liberal Studies have built-in discussions on value judgement. Although both pros and cons arguments were mentioned in the discussion materials, students mostly maintained relatively positive views in upholding the core values.

Science Subjects

- (1) The learning objectives in the domain of values and attitude have been included in the SBC plans and teachers could find opportunities to promote positive and moral values in their lessons.
- (2) However, there were still rooms for improvement, especially on sharing on how to infuse "moral, values and attitude" education strategies in co-planning of lessons and of the learning objectives in the domain of values and attitude in the curriculum.
- (3) It was suggested that the sharing sessions could be done at subject meetings as well.

Art Subject

- (1) Some students' attitude and discipline still have room for improvement.
- (2) Teachers should unify the Art Room discipline routine.
- (3) All teachers grasped appropriate opportunities to promote positive and moral values in their lessons.

Family Life Education

- (1) "Moral, values and attitude" education is in fact one of the core value of the FLE curriculum.
- (2) The FLE Student Year-end Survey completed by FS2, DS3, DS5 and MS4 students is a basic tool to evaluate the effectiveness of our "moral, values and attitude" education strategies.
- (3) The reflection students written in their assignment are also good evidence for teachers to evaluate the effectiveness of our "moral, values and attitude" education strategies too.
- (4) Further discussions on how to infuse "moral, values and attitude" education strategies in lesson plan and worksheet design are needed whenever we refresh the lesson plans or update the curriculum.

ICT Subject

- (1) We would continue to take part in external competitions such as Samsung Solve for Tomorrow and HKEdcity Master Code to nurture these values and attitudes in our students.

Media Subject

- (1) Media Literacy learning is one of our department missions.
- (2) The department assessed students' learning by assigning a topical reflection worksheet after teaching each topic.
- (3) Further discussions on how to incorporate values and attitude learning objectives in assignments are needed.
- (4) It was suggested that more positive moral values topics can be included in future projects.

Music Subject

- (1) The department met the success criteria set by the school.
- (2) Music teachers agreed that they had appropriately met values and attitude learning objectives in the co-planning of lessons and the curriculum.
- (3) 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 and etiquette—such as respect, comity, and safety—before teaching them techniques.
- (2) Physical Education lessons are generally welcomed by students. Teachers act as role models and lead by example through patiently guiding students.

Religious Education

- (1) Nurturing students' moral values is one of our department missions.
- (2) To help implement school-wide moral values education, panel members continued to assist Campus Life and Counselling and Value Education teams.
- (3) To better understand students' academic performance and personal development, teachers were encouraged to observe students' daily behaviors and assignments and offer guidance or intervention based on their observations.
- (4) Since moral values education is closely connected to current affairs, teachers were also encouraged to pay closer attention to the news and address current affairs topics when appropriate.

Christian Ministry

Primary Division

- (1) Little Pioneer Program will continue to serve as co-curricular activities for DS3 students next year. Connecting faith to everyday life will be emphasized which aims at developing students leaders and fostering their spiritual growth.
- (2) Members of this year's Little Pioneer Program will be followed up by Christian Fellowship in the secondary division next year.
- (3) Fellowship Program will be continued to serve as Multiple Intelligence (MI) for FS2 students next year.
- (4) Different departments will be invited to join the Fellowship Program special programs for FS1-2, so as to broaden the horizon and perspective of the students.
- (5) School policy on suspension of other activities is essential for an effective Gospel Week.
- (6) We will continue to improve the religious atmosphere on campus in different aspects, such as using the PA system continuously to promote religious activities.

Secondary Division

- (1) As there were too many activities held on Tuesday and the curriculum was so packed, attendance was not steady in this year. 22 students attended over 40% of the programmes. Cell group lunch gathering is suggested for student who cannot join the Fellowship.
- (2) Bible Quiz Competition was cancelled due to the packed RE curriculum.
- (3) It is recommended to incorporate electronic games such as Minecraft during Gospel Week next year.
- (4) BBQ or hotpot is suggested for next year's Gospel Week as well.
- (5) School policy on suspension of other activities is essential for an effective Gospel Week.

Counselling and Value Education

Primary Division

- (1) Regarding the Inter-class Display Board Competition, keep working with the "Class Cohesion Team" to enhance the building of class spirit through this activity. Keep two awards for each level.
- (2) Regarding the "Adversity Warriors" sharing, In addition to present the stories on the board, direct broadcast system was suggested to be used in the future.
- (3) Regarding the "100% Resilience" talks, Talks that fit the school year theme will continue to be arranged. Better supplement the talks with HRTs' lessons to consolidate the message.
- (4) Regarding the drama performed by teachers in two morning assemblies, the audio system needed to be improved. Also, a HRT lesson was suggested to launch at the same time in order to consolidate the message of the drama.
- (5) Regarding the slogan competition, the winning entries of the slogan competition were printed for the whole school.
- (6) Regarding the half-day experiential learning activity, since positive feedbacks were received from teachers and students. The half-day experiential learning activity was suggested to be held every other year.

Secondary Division

- (1) All activities organized to promote students' holistic development will be continued next year.
- (2) All activities conducted to support this year's school theme will be organized to support next year's theme.
- (3) DS4-MS1 students were not responsive at the beginning of the drama show. They needed some time to get used to the format of drama. It is suggested that the use of drama can also be used for regular assemblies. A warm up game before the show and more interaction with the audience during the show are also recommended.

Student Activities

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

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 Subject

Student Survey

- (1) To review each level's learning performance and collect feedback, the department conducts school-wide student survey every year following the 1st Summative Assessment.
- (2) All teachers agreed that this survey helped them better understand students' preferences and needs.
- (3) The Primary Division conducts a second school-wide student survey every July in order to collect students' feedback on programs such as the Reading Scheme, Newspaper Reading Scheme and e-learning.
- (4) HoD/Deputy HoD/Coordinators review the statistics and discussed follow-up strategies with each level's teachers.

Teacher Self-Evaluation Survey

- (5) To help teachers reflect on their teaching effectiveness, the department conducts teacher self-evaluations every year.
- (6) Primary teachers were more confident in their teaching skills; yet, 13.33% expressed that they were not able to provide additional notes for students and 6.67% expressed that they could not design questions based on students' level.
- (7) 80% of secondary teachers thought that their teaching performance was satisfactory.

English Language Subject

- (1) Department heads took the initiative to survey teachers on matters related to teaching and learning (e.g. frequency of attending PD, use of questioning techniques and AfL strategies in the classroom) by setting questionnaires. Data generated from these surveys were compared with the previous year's to reflect change.
- (2) Department heads could produce satisfactory reflective reports using data collected and other evidence.
- (3) Department heads from time to time reported on teachers' performance in teaching and teachers were encouraged to reflect upon their own teaching performance.
- (4) AT SDC meetings, department heads and coordinators were given statistics related to students' learning performance and were encouraged to make use of statistics to plan their lessons ahead.
- (5) Evaluation was conducted through surveys and statistical analyses of newly-implemented measures, e.g. the "reading and writing programme" and various lunchtime activities in the Primary Division, after-school remedial class, etc., to provide information to further enhance the effectiveness if those measures.

Mathematics Subject

- (1) 100% of teachers agreed that they understood departmental goals this year.
- (2) 100% of teachers agreed that they understood the tasks of departmental major activities such as Dual Program, Math Elite Classes, Sunshine Award Scheme, remedial classes and Maths Competition Team, etc.

Humanities Subjects

- (1) Since last year, DS4 and DS5 students were required to complete an evaluation survey on the implementation of the Social Studies Curriculum. All DS4 and DS5 students completed the survey this year as well.
- (2) 20% of DS4 and DS5 students strongly agreed and 60% agreed that they enjoyed Social Studies lessons.
- (3) Data collected from internal and external results were reviewed to identify strengths and weaknesses on learning and teaching in Liberal Studies. Follow-up measures were discussed and implemented after evaluation.
- (4) Quantitative analysis on the results of the 1st summative assessment from MS1-MS3 and the uniform test of MS4 were prepared. Students' performance on the subject were discussed during subject panel meeting.
- (5) Questionnaire survey was conducted at all levels to evaluate the learning and teaching of the subject.
- (6) Over 80% of the respondents strongly agreed or agreed that the level of difficulty, design and organization of the curriculum, and pace of teaching were appropriate.
- (7) Over 90% of the students found the LS teachers knowledgeable, clear, and helpful to the students.

Science Subjects

- (1) Data were collected with the help from the Survey and Evaluation Team. Evaluation meetings were also held for discussing the work of the department.

Art Subject

- (1) We conducted survey with students on each level verbally (to avoid clashing with other subjects' surveys) and completed a report regarding the results.

Family Life Education

- (1) The need for strengthening self-evaluation capacity in academic subject departments is always reminded by the school administration.

ICT Subject

- (1) We conducted student surveys after summative assessments in DS4-MS4 to collect students' feedback on teaching, which helps our subject teachers to develop a habit of conducting self-evaluations.

Music Subject

- (1) Suitable training workshops were arranged for department and team heads on setting appropriate annual self-evaluation survey questions.
- (2) 100% of 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) The department conducted three surveys: teaching and learning, Sports Days, and school teams training.
- (2) The department was able to complete Sports Days surveys within one week and collected feedback from 75% of staff members.
- (3) 55-62% of respondents strongly agreed or agreed that the school worked closely with the students' families.
- (4) For other areas, 71-89% of respondents strongly agreed or agreed that the department's performance was satisfactory.

Religious Education

- (1) The department set appropriate annual self-evaluation survey questions regarding curriculum planning, lesson planning, catering to learner diversity, classroom interaction, professional knowledge etc. in the peer observation and self-assessment forms.
- (2) The department produced satisfactory reflective reports using the data collected.
- (3) It was suggested that the department should continue to implement this practice.

(ii) Reflections

Chinese Language Subject

- (1) The student surveys could help teachers understand the students and were especially helpful for the new teachers.
- (2) Teacher self-evaluation evaluation could induce their reflection on teaching.
- (3) The department was able to determine its overall direction and training arrangements based on the data collected.
- (4) It was suggested that the school could centralize the student surveys and teacher self-evaluation surveys in order to boost efficiency.

English Language Subject

- (1) More formal training must be provided by the school to department heads and coordinators in this domain. The middle managers were not necessarily conversant with using statistical tools.
- (2) Department heads should continue to underline the importance of self-evaluation to teachers in all matters related to teaching and learning. Newly-implemented measures (e.g. ECAs or other activities) must also be evaluated properly to gauge their effectiveness and to find out ways to improve.
- (3) Department heads can become more aware of the leadership workshops organized by the EDM or other organizations outside school.
- (4) Department heads of different subjects should communicate more to learn from the good practice in other departments.

Mathematics Subject

- (1) Teachers were able to work autonomously due to their understanding of the school/departmental major concerns.

Humanities Subjects

- (1) Teachers were able to reflect on and adjust their teaching strategies based on the evaluation survey results.
- (2) Based on the information collected, the LS teachers had drawn up a list of students to provide further support on studying the subject. Several remedial courses were offered to students who failed the 1st summative assessment.

- (3) The figures also reflected that only 52% of the students found the subject interesting.
- (4) Only 64% of the students felt confident about mastering the examination skills of the subject.
- (5) Only 45% of the students were satisfied with their academic performance in the subject.
- (6) The survey reflected that students anticipated better results in the subject. A possible explanation is that this subject has a rigorous requirement on writing skills, which causes students with weaker writing skills to feel frustrated.

Science Subjects

- (1) It was quite difficult to arrange department meetings throughout the year. It was suggested that better coordination of activities could be done, so that teachers could have more time for discussion.

Art Subject

- (1) The practice of conducting evaluation meetings and completing survey reports after self-evaluation surveys will be continued.

ICT Subject

- (1) We will continue collecting students' feedback through survey in DS4-MS4.
- (2) We will also develop a new way to collect DS1-DS3 students' feedback.

Physical Education

- (1) In the Secondary Division staff survey, 25% of colleagues were neutral, disagreed, or strongly disagreed that the coordination and communication before Sports Days was sufficient.
- (2) In the Primary Division staff survey, 22% of colleagues were neutral, disagreed, or strongly disagreed that the coordination and communication before Sports Days was sufficient.
- (3) We hope that colleagues avoid participating in professional development programs or other activities during Sports Day or inform the Principal and the Chief Organizer as soon as possible.
- (4) We hope to announce the duty roster two weeks prior to Sports Days so that colleague could better plan their schedules.

Religious Education

- (1) The survey aims 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 Subject

- (1) Teachers were required to complete school surveys and results of these surveys were made available to department heads for reference and study.
- (2) It is felt that the statistics provided by the APASO and other surveys are in general useful and help to shed light on various matters related to teaching and learning.

Science Subjects

- (1) Data were collected with the help from the Survey and Evaluation Team. Evaluation meetings were also held for discussing the work of the department.

Art Subject

- (1) Written reports and reflections about the survey results for each level were completed.

Family Life Education

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

ICT Subject

- (1) We have completed the KPM values on students' competitions and awards records. These records reflected that that our subject department has performed well in promoting extra-curricular activities.

Music Subject

- (1) 60% of teachers agreed that all the holistic surveys were conducted at appropriate time during the school year.
- (2) 100% of teachers agreed that all data collected were analysed with sufficient details and prepared in suitable formats for extraction of information.
- (3) 100% of teachers agreed that the summary report compiled brought out the major findings of the survey.
- (4) 100% of teachers agreed that the findings were suitably presented to all major stakeholders.
- (5) 100% of teachers agreed that reflective evaluations were made for informed forward planning.
- (6) 100% of teachers agreed that reflective report was used to enhance learning and teaching effectiveness.

(ii) Reflections

English Language Subject

- (1) The results of students' surveys should also be made available to teachers more readily.
- (2) Qualitative data can also be collected in addition to quantitative data.

ICT Subject

- (1) There has been a dramatic increase in the number of DS1-DS3 students who participate in extra-curricular ICT activities.
- (2) Apart from this, DS4-MS4 students have participated in various competitions with outstanding performance.

Music Subject

- (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 teachers in the department did not agreed 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 Subject

- (1) In departmental meetings following the 1st Summative Assessment, HoD/Deputy HoD/Coordinators reviewed learning and teaching effectiveness and discussed strategies with panel members based on lesson observations, assignment inspections, and Summative Assessment results, etc.

English Language Subject

- (1) School major concerns were clearly communicated to teachers in the beginning of the year. Teachers discussed ways to address the school major concerns in their teaching.
- (2) Department heads communicated regularly to discuss progress in addressing the school major concerns.
- (3) Statistics were clearly provided on marker's reports prepared for assessments. Comparison is possible of variations in students' performance as a means to adjust subsequent teaching.
- (4) After Summative Assessment, department heads went over marker's reports to understand general problems in students' performance and to identify main areas of weakness. These issues were communicated to teachers, who were reminded to keep them in mind in planning their teaching afterwards.

Mathematics Subject

- (1) 100% of teachers agreed that they, as department members, were asked to respond towards the departmental self-evaluation surveys.
- (2) 100% of teachers agreed that the department could crystallize teammates' strengths, weaknesses, opportunities and threats through SWOT analysis each school year for next year's planning.
- (3) 100% of teachers agreed that the department fully utilized the 'Reflection/Suggestions for Improvement' in evaluation reports such as interim report and annual report.

Science Subjects

- (1) Data were collected with the help from the Survey and Evaluation Team. Evaluation meetings were also held for discussing the work of the department.

Art Subject

- (1) The Coordinator double-checked the survey reports and discussed the results in departmental meetings.

Family Life Education

- (1) Department has clear action plans with evaluation for the purpose of continuous improvement in the department agenda.
- (2) Department has always set tasks with a focus on the impact of student learning.
- (3) Department evaluates our work in direct relation to learning and teaching effectiveness where appropriate.
- (4) Department has addressed the school major concerns in alignment with the school priorities.
- (5) Department has evaluated our work in alignment with the success criteria set out for the major concerns where appropriate.
- (6) Department coordinator has made effort to promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (7) Department has made evaluation of their work using a variety of evidence.
- (8) Department can make reflective evaluation for informed forward planning.

Media Subject

- (1) The department devised clear action plans with evaluation for the purpose of continuous improvement.
- (2) The department has always set tasks focusing on the impacts on student learning.

Music Subject

- (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 had 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 addressed the school major concerns in alignment with the school priorities.
- (4) The department made use of the student questionnaires as reflective evaluation for informed forward planning.

(ii) Reflections

Chinese Language Subject

- (1) To help students catch up, it was suggested that teachers could implement strategies to cater to learner diversity based on students' performance in Term One.

English Language Subject

- (1) Teachers could have use a more data-driven or statistics-driven approach in planning their teaching. Statistics for particular sections in a test / exam paper can be prepared for comparison of students' progress/performance in a particular language area at different points of the year. This however will require more manpower.

Mathematics Subject

- (1) Most teachers fully supported the cycle of P-I-M-E each year. It has become a norm in our department.

Art Subject

- (1) Teachers should also provide a survey reflection report and use it as reference for next academic year's planning.

Family Life Education

- (1) The FLE Student Year-end Survey conducted by FS2, DS3, DS5 and MS4 students is a basic tool to carry out evaluation for the purpose of continuous improvement, in terms of lesson plans and curriculum.
- (2) Since moral, values and attitude education is the dominant component of FLE, data-driven mechanism may not be the best mechanism to enhance learning and teaching.
- (3) A wider variety of evidence, especially qualitative evaluation information, should be considered and employed to formulate the FLE departmental annual plan.

Music Subject

- (1) The department met the success criteria set by the school.
- (2) The department followed the P-I-E approach in each activity.
- (3) The department will continue to follow the P-I-E approach in annual action plans.

Religious Education

- (1) The department sets student surveys for selected levels every year after the 1st Summative Assessment. In addition to prompting students' self-reflection on their academic progress, these surveys also help the department conduct informed forward planning.