

The Hong Kong Chinese Christian Churches Union

Logos Academy



Annual School Report

2019-20

Campus 1

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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>1/6/2019 to 31/5/2020</u>	<u>1/6/2020 to 31/5/2021</u>
Chairman	Rev. Woo Ming Tim, Samuel	Rev. Chan Tak Cheong
Vice Chairman	Rev. Chan Tak Cheong	Rev. Chung Kin Kai
School Supervisor	Rev. Chung Ka Lok	Rev. Chung Ka Lok
Treasurer	Dr. Chan Wai Sang, Samuel	Rev. Ma Peter King Tai
Secretary	Rev. Chung Kin Kai	Dr. Cho Hee Chuen, Paul (Principal)
Managers	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming, Rev. Cheng Sau Ting Peter, 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), Mr. Lee Kwok Wai (Parent Manager), Mr. Chan Mung Hung (Teacher Manager)	Rev. Chan Kang Yu Petros, Dr. Chan Wai Sang, Samuel, Rev. Cheung Kai Ming, Prof. Kwan Yui Huen, Ms. Kwong Ka Yin, Rev. Luk Hang Chuen, Dr. Luk Siu Ping, Rev. Pong Kin Sun, Kinson, Mr. Pong Yuen Sun, Louis, Rev. Yeung Yiu Chung, Rev. Yu Ying Ngok, Mr. Lee Kwok Wai (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 Lesson Time Allocation

(a) In 2019-2020, there were 190 teaching days planned for FS1 to DS5 and 192 teaching days for MS1 to MS3. There were 110 and 115 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	15.77%	15.77%	15.77%	15.77%	13.03% - 23.65%	13.03% - 23.65%
ENGLISH LANGUAGE	17.75%	17.75%	15.77%	15.77%	13.03% - 13.80%	13.03% - 13.80%
MATHEMATICS	11.83%	11.83%	13.80%	13.80%	11.83% - 16.75%	11.83% - 16.75%
LIBERAL STUDIES	--	--	--	5.91%	9.30% - 9.85%	9.30% - 9.85% (DSE only)
NATURAL SCIENCE	3.94%	3.94%	11.83%	Depends on choices of Elective Subjects		
TECHNOLOGY	--	1.97%	3.94%			
PERSONAL, SOCIAL & HUMANITIES	9.86%	11.83%	15.77%			
ARTS	7.89%	7.89%	5.91%			
PHYSICAL EDUCATION	3.94%	3.94%	3.94%	3.94%	3.72%-3.94%	3.72%-3.94%
OTHERS	29.02%	25.08%	13.27%	Depends on choices of electives subjects		

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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, multiple intelligences and co-curricular activities.
8. Elective subjects: since senior secondary students study different electives subjects, the percentage of each learning domain varies.

Important Note: Due to the COVID-19 pandemic, the school has a long suspension period from February to May and an early start of the summer holidays in 2019-20. The total number of “school days” were seriously affected as a result. Full-scale online lessons were used to replace face-to-face lessons for three months from March to May and the amount of “contact hours” were reduced to approximately 40% (FS1 to DS3) to 60% (DS4 to MS3) of the planned during that period. The “contact hours” for face-to-face lessons in June and early July upon half-day resumption of school were also reduced by about 50%. Efforts were made to keep the above distribution of lesson hours for a balanced curriculum although the nature of PE lessons was affected most.

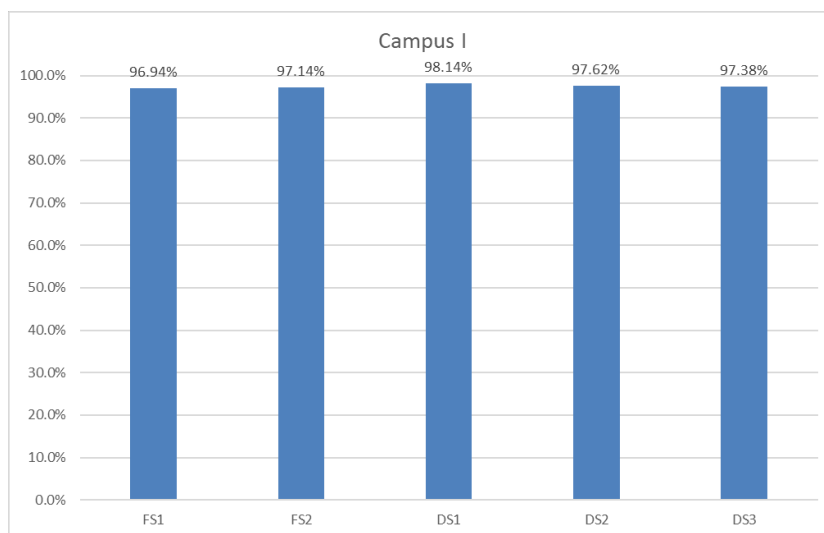
2.3 Our Students

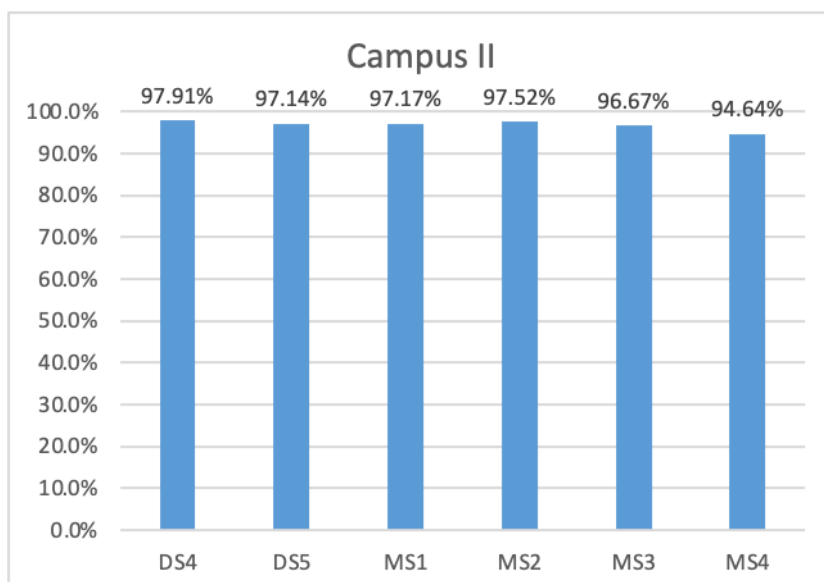
(a) Class Structure

The table below shows the number of classes and students in each year level in 2020.

Class Level	No. of Class	No. of Boys	No. of Girls	Total
FS1	6	98	95	193
FS2	6	92	104	196
DS1	6	94	103	197
DS2	6	99	97	196
DS3	6	91	97	188
DS4	5	101	92	193
DS5	5	94	90	184
MS1	5	91	80	171
MS2	5	78	92	170
MS3	5	75	67	142
MS4	5	67	68	135
Total	60	980	985	1965

(b) Annual Attendance Rate





Remark: Attendance for face-to-face school days (111 days) only.

2.4 Our Teachers

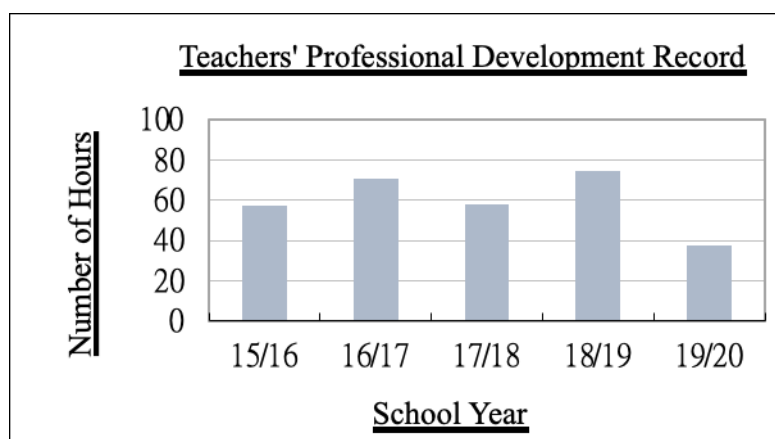
- (a) No. of teachers
There were 165 teachers in the approved establishment.

- (b) Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education	97%
Bachelor's Degree	100%
Master's / Doctorate Degree or above	60.1%
Special Education Training	23.6%

Working Experiences (% of Teachers)	
0 – 4 years	17.6%
5 – 9 years	19.4%
≥10 years	63%

- (c) Continuous Professional Development



2.5 Learning, Teaching and Assessment Strategies

2.5.1 Learning and Teaching Strategies

Language development in Logos is perceived as a comprehensive development of a person's linguistic and literary competence in a three-level development framework; namely, language, culture and literature. We aim to create a rich language environment conducive to the development of students' language abilities in Chinese and English. The school also employs teachers who are native speakers of English and Putonghua. The gradual increase in the use of English and Putonghua in the primary years ensures that students' fluencies in English and Putonghua are well established before the transition to the Secondary Division.

Interdisciplinary strategies are used in our school to develop the generic skills of students. Project-based learning, DreamStarter programme, STEAM activities in our curricula have elements of inquiry-based learning and engage our students to solve real-world problems. We are devoted to creating an environment conducive to students' whole person development. With the aims of enriching students' experience, developing their leadership potential and cultivating their serving spirit, different co-curricular and extra-curricular programmes are provided through both our formal and informal curricula including outdoor study tours and exchange programmes during long holidays.

2.5.2 Assessment Strategies

Curriculum, learning, teaching and assessment are inter-related. Assessment is for both informing learning and teaching (formative) as well as for recognizing the achievement of students (summative). Therefore, assessment is structured to align with the curriculum design, learning progression and specific learning objectives, and must be treated as an integral part of the learning and teaching cycle. Assessment for Learning (formative) integrates assessment into learning and teaching, and serves as a diagnostic tool to help students' learning. 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.

Students' academic performance is assessed continuously throughout the year in the forms of formative and summative assessments. Summative assessment marks for most subjects in our school are obtained from the two formal summative assessments, one at the end of the Second Term and another at the end of the Forth Term of an academic year. The school provides parents with report cards three times every year. These different effective means of assessments are indispensable in understanding students' progress so that timely support to them can be facilitated. The timely feedback enables teachers to make informed decisions about the next step to enhance the learning outcomes of students.

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 develop students' potentials and to provide guidance to students on their personal growth and development, the school has, over the years, built up a strong student support service, including the school's Campus Life Department, a team of guidance and counselling teachers, a team of four school social workers, a school-based educational psychologist and a team of learning support specialists. While Campus Life teachers, the social workers and counselling teachers would focus more on supporting students' emotional development, the education psychology services team would offer support on a regular basis to students with learning needs. The support work is usually done through individual sessions, small groupwork support. In addition, the Education Psychology Team would also provide consultation to teachers and parents to help them better cater to students' various individual special learning needs. In addition, to help the academically weak students at the systems level, the school has, in the past few years, reinforced its support to students by adding extra teachers to teach the core subjects of Chinese, English and Mathematics.

3.1 Support at the System Level

The school's different student support units, including the Campus Life Team, the Counseling and Value Education Team and the School Social Worker Team, the Educational Psychology Team, are always working in close liaison. The different units would meet bi-weekly to coordinate support work and to join force on special tasks that require a more whole-school effort.

In 2019/20, continued efforts had been made to improve the 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) Strengthening the cooperation and coordination work on student support among various support teams in the school to promote greater efficacy ; (b) Further streamlining the student referral procedures to allow referrals from teachers and parents to reach the appropriate parties in a timely manner; (c) Updating the registry of students with special educational needs and sharing the appropriate information with teachers on a need-to-know basis to enable them to deliver more informative individualized support work to students.

In the past year, the various support teams in school had worked closely with teachers, providing consultation to them on a regular basis in handling difficult student cases, either individually, or, often, in groups, by way of Level Meetings and other ad hoc meetings. 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. In addition, teachers were also encouraged to attend in-house professional development workshops, and also to enroll in other relevant courses offered by the Education Bureau and other outside agencies on areas of learning and teaching, supporting and managing the diverse needs of students in class as well as on understanding of the various special educational needs in students. A school-wide crisis management workshop was also held at the beginning of the school year to get teachers prepared to help students and themselves should such drastic events take place.

3.2 Support at the Group Level

In 2019/20 support programs/activities were organized to help FS1 students in the Primary School Section to adjust to campus life. An Orientation Camp was also organized to help DS4 students in the Secondary School Section to narrow up the transition gap as they moved up from primary school to secondary school learning. Another programme had been organized to provide emotional and learning support to help repeaters and students on trial promotions to regain confidence in their learning.

As in the past year, teachers also participated on voluntary basis in the 19/20 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.

The Education Psychology Team had also organized throughout the year a number of learning support activities, mostly done on-line through Zoom due to the COVID 19 epidemic, to students with special educational needs (SEN) to motivate and help these students consolidate their basic language skills, and to 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.

SEN students were also invited to participate in a self-regulatory learning and motivational programme entitled “Exam Made Easy with Good Planning” . The Programme, 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.

Some SEN students who are weak in self-regulation also received continued support during the summer holidays in a programme organized by the Education Psychology Team called and “Uncommon Summer Holiday”. The students were followed up closely to help them re-build a good daily routine of rest and study and to reduce their abusive use of electronic devices on video game playing.

3.3 Support at the Individual Level

On the individual level, students with special educational needs were also given due consideration in terms of homework arrangements as well as extra writing time during examinations. For the gifted and talented students with higher ability in learning, the school had also provided and actively sought out for them extra challenges and enrichment programs from the community. These students had received extra school-based after-school support work on their academic subjects. Selected students were also given extra training to assist them to take up challenges in open competitions such as the Mathematics Olympiad, Robotics Competition, etc. Quite a number of students had been nominated 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.

Individual coaching sessions were arranged over the online platforms of Zoom and TEAMS for the SEN students with more severe difficulties by the Education Psychology Team. With the support of parents, students under such coaching programmes were encouraged to work on individualized goals in areas related to learning motivation, study skills, good learning habits, self-management of behavior and emotion. Students with attention deficits, social, communication and/or emotion control difficulties were given relevant training individually through skills training, social stories, special games targeted on their needs, to help them manage their studies and regulate their emotion and their use of time.

4. Achievements and Reflections on School Major Concerns

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

4.4 Achievements and Reflections

4.4.1 Summary

- (a) Major Concern 1: To improve students' academic performance through curriculum development and teachers' professional development

(i) Address students' learning diversity through e-learning strategies and other teaching strategies

To ensure a long-term development of e-learning at school in response to the educational needs of the 21st century, the school has seen a sustainable development of e-learning, therefore, online platforms have been used to cultivate students' self-learning ability and habits. Teachers were encouraged to use different e-learning platforms to understand students' learning progress and to enhance students' self-learning capacity while designing their classroom activities. The class suspension created a necessity and an opportunity for teachers to assign various self-study tasks which utilized e-learning platforms.

With the continuous staff development and training provided by the school, 84.9% of teachers found that they had confidence in the use of e-learning tools and had used it more effectively during the suspension of school. The growing readiness and competence of the teachers in employing e-learning strategies in learning and teaching had led to the marked increase in the use of e-learning in class and beyond class by the subjects this year. The frequency of use of e-learning has surged to 100% during the school suspension.

Regarding catering for learners' diversity, students were put into different groups or classes according to their abilities and split class teaching had also been adopted by lowering the student-teacher ratio in the classes. In doing so, teachers become easier to design more suitable teaching and learning activities especially the e-learning materials to the students according to their needs. Different subject departments have also adopted hierarchical design of work and prepared different types of worksheets according to students' abilities and needs, which enabled the less-able students to complete their tasks without completely losing their motivation and interest in learning. They were invited to think of catering for learning diversity with different pace and depth while using the e-learning platforms. In classroom teaching and learning, teachers provided activities of different levels through homogeneous grouping and heterogeneous grouping to cater for learning diversity. There were also enrichment classes, enhancement classes and gifted classes and students were pulled out from classrooms for learning with different targets according to their abilities. Teachers were always reminded to explore different effective teaching strategies to cater for learners' diversity in lessons. They might also need to think more about and design student-centered teaching activities to take care of students with different abilities and to enhance students' learning motivation.

Reflection

The use of e-learning beyond class allowed students to learn anytime and anywhere. It has promoted self-learning and has catered for learner diversity by allowing students to learn at their own pace. However, teachers need to work hard to improve students' self-study skills. To ensure the long-term sustainable development of e-learning at school in response to the needs of the 21st century, the school will sustain the development of e-learning by providing more training to teachers to ensure higher quality of learning outcomes. In addition, it is time to upgrade the e-learning platforms and hardware to facilitate teachers to carry out different strategies in teaching and learning. Moreover, due to class suspension, many enrichment programmes, remedial classes and gifted lessons have been suspended.

(ii) Professional Development

In order to improve key teaching skills, a new Lesson Planning Form and modified Lesson Observation Form were introduced this year. The new format was useful and effective in helping teachers to emphasize the key teaching skills such as learning assessment, adapting to diversity, questioning skills and self-learning, while planning their lesson and delivering lessons. Teachers found that the new suggested forms addressed the key questions aligned with the School Major Concerns and clearly stated rationale using Bloom's Taxonomy.

There was also a professional development day on the "key teaching skills" held by the subject department in late September and some teachers shared their good practices on the "key teaching skills". The sharing culture was established among teachers and teachers often shared their learning and training experience, such as public examination papers, teaching experience, teaching design and use of electronic teaching tools, etc., during the lesson study and subject meetings. It enhanced teachers to communicate professionally and teachers were also encouraged to bring what they had learnt outside to the others. A website has also been created by the Professional Development Team, which provides different kinds of e-learning tools and e-resources for teachers' online learning.

The Professional Development Team has organized 3 workshops which focused on Assessment for Learning with e-learning tools and all workshops got positive feedback from teachers. They have already understood the concept of "Assessment for Learning" while designing their collaborative learning activities to their classroom teaching to understand the students' progress within a lesson. They were also aware of the importance of conducting assessment for learning through whole-class teaching, group work and individual work as well as using questioning skills, cooperative learning strategies and e-learning tools to achieve specific learning goals within lessons and make timely feedback. Students' self-assessment could also encourage themselves to take responsibility for their own learning.

A CEL Joint-school staff development day was held in October and the theme was 21st Century skills. All workshops received positive feedback from teachers. There was evidence that teachers were all aware of the importance of developing students' generic skills.

Reflection

Assessment for learning strategies would be explored further with other teaching strategies and implemented in lessons on departmental basis in the future. It was suggested that the

self-learning tasks should be designed in a more structured and well-planned way.

(iii) 21st Century Skills

Various interdisciplinary language activities and programmes organised by different subject departments have been done to cultivate students' 21st century skills. For examples, students' critical thinking skills have been developed through self-evaluation and peer-evaluation of written works, students' creativity has been cultivated in writing lessons as well as creative writing tasks assigned during long school holidays, their collaborative skills have been enhanced through daily group work and pair work, and their social and communication skills have been developed through daily group work and pair work. The other skills, such as research skills, problem-solving skills, critical-thinking skills, etc. have been emphasized and the relevant training was provided by different departments.

There have been many different activities organized by the subject departments and they collaborated with each other to organize the activities for the students. For example, Chinese Department worked with Liberal Studies teachers to teach debates to MS2 students and organized inter-class debate competitions. There was a new programme, DreamStarter, this year. The mentoring teachers came from each subject department and it provided another platform for teachers to collaborate and share interdisciplinary strategies on teaching and learning. STEM elements have also been integrated to further develop students' generic skills. In Campus 1, effective interdisciplinary strategies, with IB PYP elements, was incorporated in PBL.

Reflection

Owing to the outbreak of pandemic, many activities and programmes planned for development of 21st century skills this year were not carried out. DreamStarter and PBL which provided a platform for students to demonstrate their achievement in 21st Century skills was also partly cancelled. More emphasis on 21st Century skills will be stated in the plans of DreamStarter and PBL.

(iv) DEAR time

There was a revision of the school timetable in order to provide a wide range of reading time to the students. Teachers found that the modified timetable has provided an opportunity for students to cultivate their habit of reading.

Reflection

The situation in Campus 1 was good as most teachers reported that the students in general had improved in their habits of reading. However, there were still rooms for improvement in Campus 2, teachers had doubts about students' improvement in reading habits. Follow-up strategies will be in use to enhance the effectiveness of this program in Campus 2.

- (b) Major Concern 2: To nurture good characters, habits and attitude of students

Incorporate Moral Education into the Curriculum

(i) Departmental/Subject Level

As a school providing the unique 11 year through-train mode of primary and secondary education, it was an advantage to plan and nurture our students in moral education from childhood to teenage. Teachers of all subjects were reminded to regard the nurturing of good values and attitude as an essential element in their lesson. There were discussions among teachers on how and what to implement into the curriculum, in order to grasp the

opportunities to promote moral values suggested by the school and the learning objectives in the domain of “values and attitude” have been included in the SBC plans at all levels. For example, the Chinese department included the category of morality and affection and the Chinese lessons also focused on cultivating students’ moral attributes, values and attitudes. Affection was infiltrated and students’ good characters were cultivated through their writing. A new textbook “Academy Stars” which promoted good morals, values and attitudes was introduced in English lessons at DS levels.

(ii) Homeroom Teacher Level

Homeroom teachers (HRTs) and assistant HRTs played an important role in moral education in school. There were clear expectations on the roles of HRTs and assistant HRTs by the school. They understood they were playing a leading role in moral education and they felt comfortable with their assigned roles in connection with moral education. Promoting good characters, habits and attitude was also done through the centralized and structural HRT lessons and lesson plans with teaching materials of promoting positive and good qualities were prepared with different foci, for example, “Love” at FS1, “Honesty” at FS2, “Respect” at DS1, “Responsibility” at DS2, and “Appreciation” at DS3, etc. Besides, the banner of the new framework on moral education was posted in every classroom to remind students the components of Logosian Core Values.

In Campus 1, parents’ feedback was also added into the worksheets and it encouraged students to practice what they had learned in the HRT lessons. Many teachers reflected that they had effectively conducted moral education during the designated HRT period.

Reflection

There were suggestions that moral education and value education should be included in the extensive reading plan. Teachers should continue to be encouraged to grasp every opportunity under the existing curriculum to infuse the teaching of moral values/qualities into their teaching. More comprehensive planning among subjects and teams is needed in order to meet the developmental needs of the students.

(iii) Student Level

The theme of servant leadership has been introduced to students and autonomy was emphasized when students took up their responsibility roles. Programmes for training student leadership and organizational skills have been launched. Students’ leadership and organisation skills were trained through by taking up posts such as subject leaders who helped assisting teachers in handling class affairs and team leaders in societies or clubs, who took initiatives to organize different learning activities to the other students. Moreover, some measures, for example writing folders which were provided to students in Campus 1 helped to train their organizational skills at their earlier stage. Reward schemes and ambassador schemes in some departments were also launched to encourage students to strive for good performance in self-management, self-learning and self-reflection. There were also Prefects Team, Caring Ambassadors of Big Brothers & Sisters Scheme, etc. Through those training and services, students’ self-confidence, sense of responsibility and leadership skills were enhanced. More responsibilities should be dedicated to students so that they could be better equipped with leadership and organizational skills.

A school-wide reading scheme which cultivated students’ good study habits and a school-wide homework policy which cultivated students’ good study habits and attitudes were implemented. There were reading plans with designated reading lists given to students, which served to develop students’ reading habits. Students were also required to complete reading reports. The reading plan was not stopped even though there was

suspension of classes. It was found that students gradually developed reading habits. Moreover, the other programme, classroom note-taking programme, allowed students to record their reading experience, consolidated what they had learned, enhanced their learning effectiveness and helped them to establish good learning habits.

With the implementation of the homework policy, more students were trained to hand in their homework on time.

Reflection

Students' motivation and sense of self-initiation have the capacity to progress more. Moreover, some planned activities, for example, "Book Pavilion" were called to a halt due to the epidemic.

Because of the epidemic, the whole-school staff development on positive education was postponed to the next school year, thus, the implementation of positive education was stopped this year. However, some departments and functional teams had already introduced some elements of positive education in their work. For example, a centralized reward scheme which promoted students' self-management, self-learning and self-reflection skills was launched to develop their positive attitudes in English department. Their first-hand experience can be shared during staff development day.

A review of homework policy is needed as it was viewed as a negative reinforcement rather than an encouraging positive way to individual students.

- (c) Major Concern 3: To foster sustainable school development through self-evaluation

(i) School Level

The Survey and Evaluation Team conducts school-wide evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys every year. The Team has also conducted key interviews with some students in order to find the reasons for the areas that led to poor performance. There are also student's surveys to review the learning performance of students at all levels after the first summative assessment every year and they help teachers understand the characteristics of the students and their progress of learning.

To enhance the learning and teaching, the majority of English Department has fully utilized the data collected via APASO, KPM and stakeholders' surveys to make action plans. The English Department would also keep on employing holistic evaluation of learning effectiveness via APASO, KPM and stakeholders' surveys and use the data for action plans on a P-I-M-E approach. They reflected that their departments had addressed the school major concerns in alignment with the school priorities and designed appropriate means of monitoring the execution of the department and the school plans.

Reflection

Though efforts have been put to promote a working habit of using data-driven mechanisms for the enhancement of learning and teaching strategies, more training can be provided to teachers when using the data to prepare for the evaluation and analysis. The reflective evaluation could help for preparing the forward-looking plans.

(ii) Departmental/Subject Level

There are regular departmental or subject meetings to evaluate ongoing level-related or subject-related issues. At the start of each academic year, each department and subject

have laid down clear action plans with evaluation for the purpose of continuous improvement. Discussions were made on teaching matters and various concerns at level-related meetings or subject-related meetings. Teachers are also required to prepare marker reports with comments and suggestions after summative assessment. Meetings were held to review the effectiveness of learning and teaching and student performance, and follow-up suggestions were made. Teachers discuss the relevant data and follow-up strategies at the meetings, and they found that the department head could produce satisfactory reflective reports by using data collected and other evidence, which would be used for improving teaching and future planning. Heads of departments or subject coordinators also reviewed the effectiveness of learning and teaching from lesson observation, homework inspection and preparation of assessment papers, etc. They could use their professional judgment to make modifications or adjustments in their curriculums. A working habit of using data-driven mechanisms for learning and teaching in the department or subject has emerged.

Reflection

Teachers also recognised the use of P-I-M-E approach in the annual action plans. They reflected that their departments had addressed the school major concerns in alignment with the school priorities and designed appropriate means of monitoring the execution of the department and the school plans.

(iii) Teacher Level

Teachers are invited to express their opinions on various issues of the annual plan by filling in questionnaires every year. There are self-evaluation forms to assist teachers to reflect their teaching effectiveness. There is also appraisal, lesson observations, peer-lesson observations, homework inspection, etc. Heads of departments or coordinators would discuss and review the students' progress and their teaching and learning with the subject teachers.

Reflection

Teachers reflected that the self-evaluation form helped them strengthen their teaching through their self-reflections. Teachers also suggested that the new lesson observation form helped them evaluate their own performance.

4.4.2 Suggestions for 2020-2021 Areas of Concern

The coming year (2020-2021) is the last year of the three-year School Development Plan (2018-2021). The recommendations in the ESR Report (2015) were thoroughly studied again and the items in areas essential to the continuous development of the school were also reviewed, against the achievement and reflection by the subject departments and the functional teams. The areas of improvement and good practices for the school that point towards the next step of continuous development are summarized as follows:

- (a) In 2019-2020, it was planned to have a professional day on self-directed learning so that teachers could learn more skills and techniques to help students develop self-study skills and habits. However, owing to the pandemic, the workshop was cancelled. As there had been a long time of class suspension, the face-to-face contact hours decreased and there was an urgent need to train students to be equipped with attributes of self-directed learners. At the same time, there had been level and subject meetings among teachers on discussing the effective ways of delivering on-line live lessons. There has been informal sharing of initiatives of self-directed learning at subject meetings. Teachers assumed the roles of facilitators, resource persons and observers. They would differently engage

students, who would need to take more responsibility for their own learning. Uploading teaching and learning materials and flipping the lessons were strategies adopted. The professional development day on self-directed learning will be held in March 2021. More professional development workshops will be arranged to address directly the issues involved in on-line teaching. Overall, a student-centred pedagogy would have to be emphasized in the “new normal” context of education, especially with the initiatives of promoting self-directed learning, nurturing student’s lifelong learning capabilities and fostering whole-person development in the coming years.

- (b) The DreamStarter Programme was introduced in MS1 to develop entrepreneur skills and other skills of 21st Century for our students. Project-based Learning (PBL), which provided a platform for subject departments to explore and implement effective inter-disciplinary strategies in lower forms (from FS and DS Levels of studies). There were also initiatives from the subject departments, which enhanced students’ generic skills, such as critical-thinking skills, problem-solving skills, self-management skills and self-learning skills, etc. Regarding the STEM education, there have been STEM lessons in Campus 1. STEM has also been incorporated with Science lessons and PBL. There have also been STEM activities provided to DS students in Term 5 in Campus 2 during the last few years. The school plans to further strengthen the role of PBL in development of various generic skills. Inter-disciplinary collaboration between subject departments would be required. Different departments will be assigned to take up the leading roles of training students’ particular generic skills relevant to their project work. Moreover, revision of the STEM education and some related activities would also be done this year. STEAM will be used in order to emphasize more on the design elements of work. There has been much emphasis on international-mindedness in Logos Academy given that we have the IB curriculum. However, there are also national responsibilities for all schools in Hong Kong. In near future, the school put more emphasis on the implementation of national education, Basic Law education and civic education, in order to help students to build up a sense of both national and global identity. Chinese History will also be taught as an independent subject in the Secondary Division from next school year onwards.
- (c) In 2019-2020, a new lesson planning form and lesson observation forms were introduced, which helped teachers to improve their lesson design, adopt effective teaching strategies to cater for learners’ diversity and apply key learning and teaching skills and strategies in lessons such as Assessment for Learning (AfL). There had been professional sharing of teaching skills in level or subject meetings. For next school year, departments and relevant functional teams will be encouraged to take on a more active role for following up and consolidating the learning acquired in the professional development days. Regarding the promotion of assessment for learning in daily L&T activities by making use of effective e-learning tools, there will be a plan to purchase computer tablets for teachers to use in teaching and facilitate the development of e-learning in school.
- (d) It was planned to arrange whole-school staff development on positive education in 2019-2020 and Geelong School of Australia was invited to conduct the workshops after the procurement procedure of seeking for specialized expert-trainers in this field. However, due to the outbreak of Covid-19, the programme was cancelled and would now be postponed to May 2021. The original plan of introducing positive education in our school was seriously disrupted. Nevertheless, some departments and functional teams already introduced some elements of positive education in their work in 2019-2020. For example, there was a pilot scheme of positive education for the IBDP students this year, which provided examples to other teachers to organize similar activities in the future. Our plan will now be modified. Some local specialists and experienced teachers will be

invited to hold a professional workshop at the beginning of the next school year so that time will not be wasted in this postponed “preparation year for positive education”. This would enable a professional learning community (PLC) for positive education to be formed so that more piloting work for positive education can be initiated. Some departments and functional teams may also be invited to take up pilot schemes of introducing positive education elements in their work and there would be sharing of implementation of positive education in teaching and learning and student activities by the end of the year. Besides these, the focus of positive education will be more about the “well-being” of teachers in this preparation year. In-house workshops and activities such as badminton, Yoga, Qigong classes, etc. would be organized so that teachers could play a leading role and set an example of having healthy lifestyle with active participation in physical and aesthetic activities. However, a holistic plan which incorporated positive education into the annual plans of each department and functional team should be done after the three-day workshop in May and the results of the pilot scheme have been received.

- (e) There has been a whole-school approach in moral education in 2019-2020, which helped to develop positive attitude and learning habits of our students. With the introduction of DEAR programme, students were encouraged to read based on the “Modeling, Sustainable, and Silent” (MSS) principles. Other new lesson strategies and arrangements have also been attempted by subject departments to develop students’ self-study skills and habits. Perhaps affected by the pandemic, it was found that teachers’ and students’ own perception of learning habits have been mixed. Work on students’ self-discipline, leadership and organizational skills were also somehow disrupted by the suspension of school. Plans to nurture values and attitudes such as perseverance, respect, responsibility, integrity and commitment started well in the school year but interrupted by the pandemic. In the next school year, we plan to continue these important work and students should be continued to be trained up with those good values and attitudes, providing the opportunities arise. Key tasks and associated attitude which support Learning to Learn, information technology for interactive learning and reading etc. should continue to be emphasized. There will be a need to conduct a holistic review on both the academic and non-academic learning goals in both campuses after this development cycle so that the whole-person development of our students can be better addressed in future.
- (f) Throughout these 2 years, self-evaluation capacity in academic subject departments and major functional teams had been strengthened. Some had responded well to the P-I-M-E approach in their annual action plans by using data-driven mechanism to enhance the effectiveness of learning and teaching. In 2020-2021, each department and major functional team will be asked to respond more closely to the school major concerns and the school development plan as a step forward with P-I-M-E approach. The Compliance Team will take a more proactive role to support departments and teams. Similar P-I-M-E cycle could be further emphasized at the individual teacher level. Moreover, departments will be required to utilize statistical reports of both internal and external examinations more effectively to improve the teaching and learning of students.

- (g) In view of what have been achieved and reflected by the subject departments and functional teams regarding the implementation of different items and strategies, a series of School Development Planning meetings, School Senior Management meetings, Subject Department Committee meetings and Staff meetings of teachers were held and thorough discussions were made. Upon the reflections on the work of the school year 2019-2020, suggestions were put forward for the development of different areas in our School Major Concerns for 2020-2021. The school annual plan for next year would be drafted for further consultation from the School Management Committee. The final decision is to continue with accordance to the originally planned major concerns of the three-year school development plan. The major concerns for 2020-2021 remain the same as planned (although some of the strategies should be updated and modified) and they are:
- (i) To improve students' academic performance through curriculum development and teachers' professional development
 - (ii) To nurture good characters, habits and attitude of students
 - (iii) To foster sustainable school development through self-evaluation

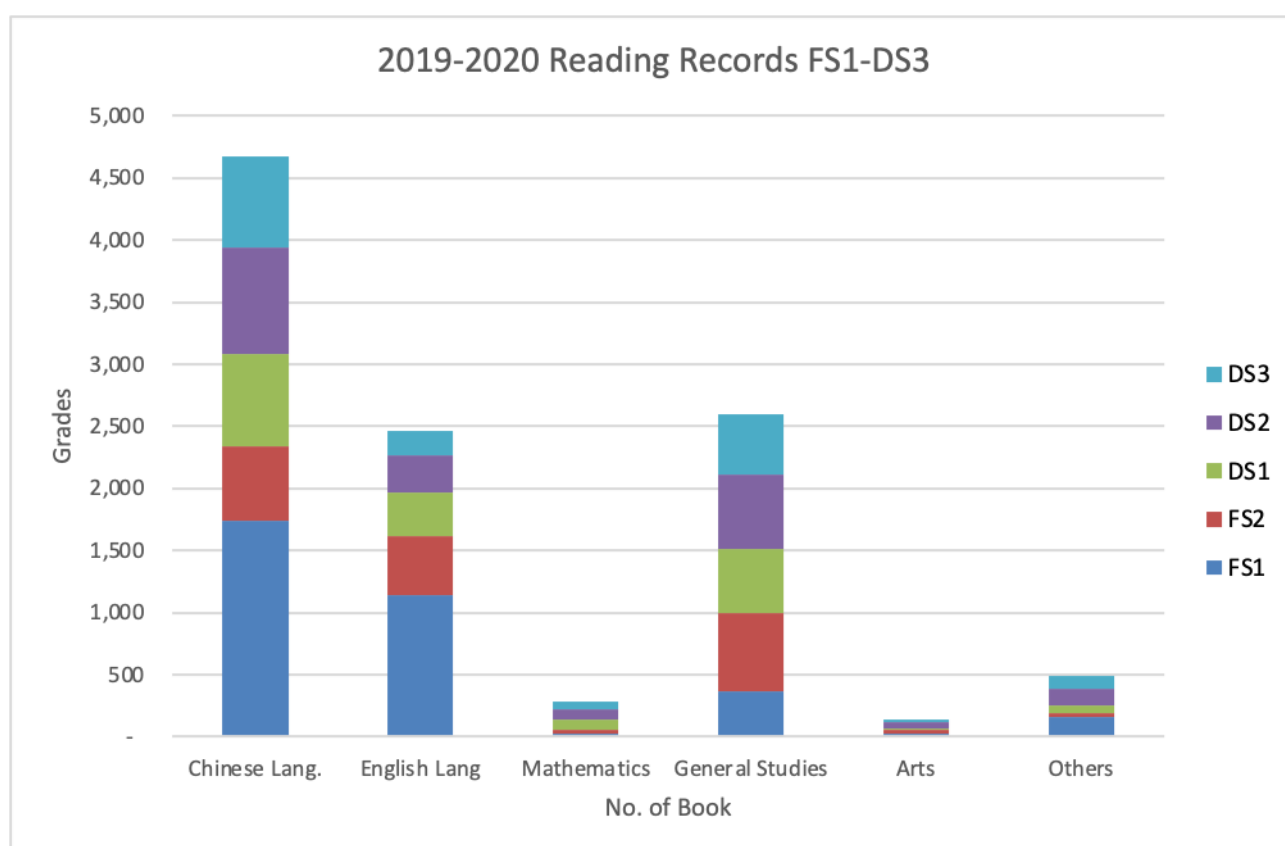
5. Students' Performance

5.1 Reading Habit

(a) Record of Borrowed Books

(i) Primary Division

Grades		FS1	FS2	DS1	DS2	DS3
Chinese Lang.	Includes ERS	1,741	593	746	862	727
English Lang	Includes ERS	1,136	482	352	296	199
Mathematics	Includes Games	26	27	89	83	54
General Studies	Personal, Social Studies, Science, ICT	369	623	516	601	486
Arts	Arts, Design, Music	21	33	13	47	27
Others	Physical Education, Family Life Education, Media, Religious and Leisure	155	37	63	135	100
TOTAL		3,448	1,795	1,779	2,024	1,593



(ii) Secondary Division

	DS4	DS5	MS1	MS2	MS3	MS4	STAFF
Chinese	403	401	307	205	208	51	119
English	107	182	222	89	56	27	23
DVD/CD	24	24	47	19	13	4	46
Fiction	68	138	218	79	32	3	10
Passpaper (DSE, CE, A-level, IELTS, TSA, IGCSE,etc)	0	4	1	2	6	87	22
IB & IB Reference	2	1	8	0	2	12	13
Serial	16	2	2	2	3	0	32
Reference	0	0	0	0	0	0	1
Total	620	752	805	396	320	184	266

Remark: Due to the COVID-19 pandemic, the school has a long suspension period from February to May and an early start of the summer holidays in 2019-20. The numbers of books borrowed are recorded for 111 school days only (instead the normal 190 school days).

(b) Library Collection

(i) Primary Division

Item Type	No. of Item(volume/set)		Total	No. of Item(volume/set)		Total
	2018-2019			2019-2020		
	Chinese	English		Chinese	English	
Book	14,332	10,604	24,936	15,185	11,353	26,538
Serials	1,473	-	1,473	1,598	-	1,598
Media	725	-	725	754	-	754
Computer/E Mat.	-	11	11	-	11	11
Kits (special books)	-	-	-	30	-	30
Attached item	572	-	572	627	-	627
TOTAL	17,102	10,615	27,717	18,194	11,364	29,558

(ii) Secondary Division

Item Type	No. of Item(volume/set)				No. of item (volume/set)			
	2018-2019				2019-2020			
	Chinese	English	Others (Online Resourc es, Kid, Visual materia ls, etc.)	Total	Chinese	English	Others (Online Resourc es, Kid, Visual materia ls, etc.)	Total
Teacher Inventory	4,754	2,175	84	7,013	3562	2758	467	6787
Teacher Reference	1,228	1,761	80	3,069	1228	1761	81	3070
English Fiction	-	2,945	-	2,945	-	3153	0	3153
Pastpaper (DSE, CE, A-level, IELTS, TSA, IGCSE, etc.)	495	1,616	1	2,112	319	1345	1	1665
IB & IB Reference	153	1,134	-	1,287	154	1139	-	1293
Chinese Collection	11,202	-	-	11,202	11499	-	-	11499
English Collection	-	4,676	-	4,676	-	4829	-	4829
DVD & CD	430	846	-	1,276	497	807	-	1304
Serials	933	904	-	1,837	3171	1140	-	4311
Reference Collection	192	213	-	405	198	214	6	418
Tablet					-	-	38	38
TOTAL	19,387	16,270	165	35,822	20,628	17,146	587	38,361

5.2 Academic Performance

(a) IBDP Examination Results, May 2020

The eighth group of our candidates (38 students) achieved good results in IBDP examination in May 2020. The overall passing rate was 100% and the average score was 37.1 (full mark is 45 and global average in 2019 was 29.65 marks). Three candidates scored 45 marks, one candidate scored 44 marks and two candidates scored 43 marks. 100% of students scored 27 marks or above; 76.3% of students scored 35 marks or above while 21.1% of students gained 40 marks or above. 97.4% of the candidates were awarded the Bilingual Diploma. All of the mentioned data were far above global results.

(b) HKDSE Examination Results 2020

Five students scored 30 marks or above in the best 6 subjects. The overall passing rate (level 2 or above) of the ninth group of our candidates was 92.8%; passing rates of most subjects are higher than average results in Hong Kong. The percentages of level 2 or above of each subject are shown below:

Subjects	Passing Rate	Subjects	Passing Rate
Chinese Language	90.5%	English Language	98.9%
Mathematics (Compulsory Part)	96.8%	Liberal Studies	89.5%
Biology	93.3%	Business, Accounting and Finance Studies (Accounting)	95.5%
Business, Accounting and Finance Studies (Business Management)	100%	Chemistry	88.5%
Chinese History	81.8%	Chinese Literature	100%
Economics	89.7%	Geography	81.0%
History	100%	Information and Communication Technology	100%
Mathematics (Extended Part – Algebra and Calculus)	100%	Mathematics (Extended Part – Calculus and Statistics)	93.8%
Music	100%	Physics	90.0%
Visual Arts	100%		

(c) Continuous Education of Graduates

There were 135 graduates in 2020. The total percentage of graduates studying bachelor's and master's degree programs from local and overseas universities was 60%. Some other graduates (35.6%) were admitted to local and overseas associate's degree/higher diploma/foundation programs.

5.3 APASO

In 2019-20, there were 541 lower secondary (DS4-5, MS1) students and 422 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 94.1 % of the whole student population in the secondary section.

- (a) On 'achievement' (concerning 6 items), there has been a slight decrease from 2.51 to 2.49 in lower secondary student perceptions whilst there has been an increase from 2.33 to 2.40 in upper secondary ones from 2018-19 to 2019-20 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned an insignificant difference (0.06) whilst upper secondary students also showed an insignificant difference (0.02) in 2019-20.

On 'experience' (concerning 5 items), there has been a slight increase from 2.27 to 2.28 in lower secondary student perceptions whilst there has been an increase from 2.24 to 2.30 in upper secondary ones from 2018-19 to 2019-20 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students demonstrated a moderate difference (0.25) whilst upper secondary students also earned a significant difference (0.13) in 2019-20.

On 'general satisfaction' (concerning 6 items), there has been an increase from 2.26 to 2.34 in lower secondary student perceptions whilst there has been an increase from 2.28 to 2.38 in upper secondary ones from 2018-19 to 2019-20 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned a moderate difference (0.26) whilst upper secondary students also illustrated a significant difference (0.10) in 2019-20.

On 'negative affections' (concerning 7 items), there has been a decrease from 1.91 to 1.82 in lower secondary student perceptions whilst there has been a slight decrease from 2.05 to 2.03 in upper secondary ones from 2018-19 to 2019-20 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed an insignificant difference (0.01) whilst upper secondary students also demonstrated a significant difference (0.09) in 2019-20.

On 'opportunity' (concerning 7 items), there has been an increase from 2.77 to 2.80 in lower secondary student perceptions whilst there has been also an increase from 2.62 to 2.74 in upper secondary ones from 2018-19 to 2019-20 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned a significant difference (0.17) whilst upper secondary students earned an insignificant difference (0.03) in 2019-20.

On 'social integration' (concerning 7 items), there has been an increase from 2.81 to 2.86 in lower secondary student perceptions whereas there has been an increase from 2.88 to 2.92 in upper secondary ones from 2018-19 to 2019-20 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed an insignificant difference (0.06) whereas upper secondary students also earned an insignificant difference (0.02) in 2019-20.

On 'teacher-student relationship' (concerning 7 items), there has been an increase from 2.70 to 2.82 in lower secondary student perceptions whilst there has also been an increase from 2.77 to 2.87 in upper secondary ones from 2018-19 to 2019-20 respectively. In comparison with the whole Hong Kong student population, lower secondary students showed a significant difference (0.16) whereas upper secondary students also demonstrated an insignificant difference (0.04) in 2019-20.

- (b) To sum up, in comparison with the whole 2010 norm student population of Hong Kong, there were some insignificant differences towards achievement, negative affect and social integration, whereas some significantly lower figures towards experiences, general satisfaction, opportunity and teacher-student relationships in DS4-5 & MS1 students' views. Meantime, some negligible differences were found in upper secondary (MS2-MS4) students' views towards achievement, opportunity, social integration and teacher-student relationships, whereas some significant differences were found in MS2-4 students' views towards experiences, general satisfaction and negative effects, in comparison with HK 2010 norm student population.
- (c) The data collected from the APASO Survey were thoroughly discussed in the joint meetings of Campus Life, Education Psychologist (EP) Team and Counselling Team in order to further address students' needs. These APASO data were taken into account for designing and planning the counselling work in school.

Regarding the results from APASO Survey for the lower secondary, the school had to ensure that the DS4 freshmen could adapt to secondary school life. Programs such as orientation program day, HRT Lessons, DS4 Adaption assembly, LA Challenge and developmental groups were implemented. The Big Brothers and Big Sisters Scheme was launched at the beginning of the year in order to help the DS4 students to adjust and adapt to new school life. To help DS3 student's transition well to their new school life, the school invited all DS3 parents to attend the talk. Moreover, for the DS5 level, students were nurtured with better self-image and self-esteem to be ready for becoming responsible people. The school had provided different groups with activities for them to understand themselves better.

Class Periods were utilized to foster the personal growth of all students, who were guided by teachers to explore their strengths and limitations, develop their positive values and sharpen their interpersonal communication skills. DS4 Adaption assembly was scheduled to be held on the last day of school time to help the DS4 students round up their secondary school life. Through the orientation day, students were able to build skills in teamwork, trust, and leadership. They were also able to explore their talents and strengthen friendships and bonds. Hoping that it could help the DS4 student's transition well to their new school life. Through the orientation day, students had a better understanding of the school system, teachers as well as their classmates. They also could learn how to communicate effectively with their classmates. Under the Big Brothers and Sisters Scheme, School Prefect, Student Union Representative and Fellowship representative to offer help in the orientation program. They became a role-model of our DS4 students. In order to develop a positive attitude and good learning habits for students, a project of LA Challenge was launched by campus life, EP Teams and Counselling team. It helped the DS4 to DS5 students for goal setting and improves their self-reflection.

5.4 Inter-school Activities and Competitions

Our students have participated in a number of activities and competitions in 2019-20. Awards that students obtained (only include championships, first winner-ups and second winner-ups) are summarized in the following table:

2019-2020 (Year-end summary of external awards)

Classification	Physical Education	Chinese/English/ Putonghua	Mathematics/ Science/Gifted Education	Arts/Music/IT
Participation Items	<ul style="list-style-type: none"> • 2019-2020 Sai Kung Area Inter-Primary Schools Athletics Competition • 2019-2020 Sai Kung Area Inter-Primary Schools Table Tennis Competition • 2019-2020 Sai Kung Area Inter-Primary Schools Football Competition • Inter-School Swimming Competition (Division Three Kowloon Two) • Hong Kong Secondary and Primary Schools Rope Skipping Contest • The 56th Hong Kong Schools Dance Festival Chinese Dance 	<ul style="list-style-type: none"> • The 71st Hong Kong Inter-schools Speech Festival • 2019-2020 National Youth Chinese Knowledge Competition - "Elite Cup" Impromptu Writing Competition • 2019-20 Asian English Usage Contest 	<ul style="list-style-type: none"> • "Caring for Our Kids" - WhatsApp Sticker Design Competition • International Junior Science Olympiad 2020 • Huaxiabei National Mathematics Olympic Invitation Competition 2020 	<ul style="list-style-type: none"> • 2019 Hong Kong Youth Music Interflows Symphony Orchestra Contest
No. of Awards	121	67	10	74

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

Remark: Due to the COVID-19 pandemic, the school has a long suspension period from February to May and an early start of the summer holidays in 2019-20. In the school suspension period, nearly all extra-curricular activities and inter-school competitions were cancelled.

6. Financial Report

Financial Summary for the 2018 / 2019 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)	64.76%	N.A.
School Fees	N.A.	31.32%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	3.92%
Total	64.76%	35.24%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	79.52%	
Operational Expenses (including those for Learning and Teaching)	11.50%	
Fee Remission / Scholarship ¹	3.58%	
Repairs and Maintenance	0.98%	
Depreciation	4.42%	
Total	100%	
Surplus/Deficit for the School Year [#]	0.58 month of the annual expenditure	
Accumulated Surplus/Deficit* in the Operating Reserve as at the End of the School Year *	7.78 months of the annual expenditure	
<i>*excluding Net Book Value of New Annex Building – equals to 3.56months of the annual expenditure [#] in terms of equivalent months of annual overall expenditure</i>		

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

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

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

7. Appendices:

Evaluation and Reflection on School Major Concerns (Departments and Teams)

Some major evaluation and reflection of subject departments and major functional teams on School Major Concerns were recorded as follows:

7.1 Major Concern 1: To improve students' academic performance through curriculum development and teachers' professional development

- (a) To develop students' self-study skills and habits through new lesson strategies and arrangements

(i) **Evaluation**

Chinese Language Subject

- (1) Both Primary and Secondary Division adopted online reading platforms to cultivate students' self-learning ability and habits. The situation in the Primary Division was good while there is still room for improvement at the Secondary Division. 987 FS1-DS3 students used the Zhiai (智愛) online learning platform. The utilization rate was 86%, with an average score of 82.2. DS4-DS5 used the Kanhan (看漢) Chinese platform to improve their reading skills. MS1 students participated in "STAR Platform" of the Hong Kong Education City. Teachers published assignments on the platform and obtained data which helped teachers understand students' learning progress.
- (2) To understand students' learning progress and to enhance students' self-learning capacity, teachers were encouraged to use different e-learning platforms to design their classroom activities. There were e-schoolbag classes at DS1-3 levels and Kahoot!, Quizlet and other game-based learning activities were added to facilitate students learning interest. In Secondary Division, teachers used LoiLoNote, Google Classroom and other platforms to design their teaching and learning activities. This measure not only enhanced classroom interactions and teachers' understanding of each student's learning progress but also improved students' self-learning ability and cultivated better learning habits.
- (3) A series of independent language learning programmes, such as Joy Writing Award Program, Star Reading Program, and Independent Reading Chapters, etc., were adopted to encourage students' self-learning at the Primary Division. Students actively participated in those activities and we plan to continue implementing similar programmes in the coming year.
- (4) A designated reading list was given to DS4 and DS5 students this year. Teachers designed reading activities to teach students various reading skills and to build a solid foundation for developing students' extensive reading in future. However, owing to the suspension of classes from Term 3, classroom teaching was replaced by real-time online teaching and the teaching hours were reduced. The reading activities were thus suspended from Term 3 onwards. Instead, teachers required students to read the books and complete the reading reports by themselves.
- (5) The student survey was originally scheduled to be conducted in February this year. Its main goal was to find out students' views on Chinese learning. However, owing to suspension of classes, it was not conducted at the Primary

Division while the survey at the Secondary Division was postponed to July this year. It was found that students generally failed to make good use of their self-study time. Hence, there is still a need to establish students' habits of self-learning.

- (6) 73% of teachers agreed that the school timetable was revised in order to provide a wide range of reading time to the students.
- (7) 63% of teachers at the Secondary Division and 91% of teachers at the Primary Division agreed to introduce new e-learning platforms to promote teaching activities such as flipped classroom.
- (8) 73% of teachers at the Secondary Division and 91% of teachers at the Primary Division agreed to receive professional training regarding new e-learning platforms.
- (9) 18% teachers at the Secondary Division and 91% of teachers at the Primary Division agreed that students' reading habits have improved.
- (10) 36% teachers at the Secondary Division and 76% of teachers at the Primary Division agreed that students' self-learning ability has improved.
- (11) 81% teachers at the Secondary Division and 91% of teachers at the Primary Division agreed that the school has provided opportunities to the students to develop their self-learning abilities.

English Language Subject

Primary Division

- (1) 100% of teachers have used the new lesson plan template organized by duration, strategies and teaching procedures which address key questions aligned with the School Major Concerns and with clearly stated rationale using Bloom's Taxonomy.
- (2) At the FS level, a picture dictionary has been added into the textbook list so that students could learn more vocabulary items by themselves. FS level teachers have used Quizlet, Padlet, BrainPOP ELL, Fun and Friends, Tumble Books, etc. to develop students' self-study skills.
- (3) DS level teachers have used the platforms above together with English Builders (EB), OneNote and individual pre-writing research tasks to develop students' self-study skills. Some reward schemes have been implemented to promote the use of these e-learning platforms and to develop students' self-study skills.
- (4) eHW has been made compulsory for eSchoolbag classes. During class suspension, DS level students have made use of Form quizzes and Polly in MS Teams to develop their pre-study skills.

Secondary Division

- (1) 80% of teachers reported providing opportunities to develop students' self-study skills in their lessons.
- (2) 40% of teachers agreed that students have improved their self-study skills.
- (3) More than 65% of teachers agreed that students have improved their habit of reading.

Mathematics Subject

- (1) 96% teachers agreed that the e-learning team in the department has given enough training for using new e-learning tools.
- (2) 96% teachers agreed that the e-learning team in the school has supported teachers with appropriate hardware to conduct e-learning activities, such as tablets.
- (3) 92% teachers used Microsoft OneNote, Teams or Google Classroom to

facilitate flipped classroom strategies.

- (4) 100% teachers have used Microsoft OneNote, Teams or Google Classroom to deliver learning materials including notes/assignment/marking/tests to students so that students can manage their learning materials for self-study (including during the school suspension period).
- (5) Only 44% teachers who taught DS levels observed that most DS students took notes to develop self-study skills in their lessons.
- (6) About 64% teachers reported that most students could use appropriate learning materials for their self-study through e-learning platforms.

Humanities Subjects

Primary Division

- (1) An easily accessible e-platform called Microsoft Teams has been introduced to all Social Studies teachers in the Primary Division to facilitate students' learning.
- (2) A Microsoft Teams training session was conducted for all Social Studies teachers.
- (3) 100% of Social Studies teachers in the Primary Division used e-platforms to facilitate students' learning.
- (4) The Social Studies' lessons in the Primary Division are designed based on the EDB's "Six Steps to Autonomous Learning" (自主學習六步曲). The "Six Steps to Autonomous Learning" are pre-class preparation, reading information, discussing problems (within and outside the group), personal exercises, teacher feedback, and sharing of experiences. This teaching strategy will further help improve students' learning ability and motivation.

Secondary Division

- (1) Google Classroom platforms were launched for MS1-MS4 in Term 1 and Term 2. Different tasks to develop self-study skills were built in at different levels. 100% of the students made use of the e-platforms to complete the assigned tasks.
- (2) From Term 3 and Term 4, school suspended for several months. Zoom live lessons were conducted. It was not ideal for implementation of the extensive reading programme.
- (3) The department designed various tasks to encourage reading, including pre-lesson tasks, self-reading exercises via Google Form, group presentations, and projects.
- (4) Worksheets together with the handouts, PowerPoint presentations and video clips were posted onto the e-platforms. Homework and IES project assignments were also assigned and collected via the e-platforms. 98% of the MS3 students completed the assignments.
- (5) Subscription of newspaper or journals will be promoted for extensive learning.
- (6) 100% of teachers have used e-platforms, including Google Classroom, Youtube and Facebook etc. to facilitate flipped classroom strategies.
- (7) 75% of teachers have made use of self-learning sessions in the timetable to develop students' self-study skills.
- (8) 100% of teachers have made use of self- or peer-assessments to develop students' self-study skills.
- (9) Google Classroom platforms have served as the Learning Management System (LMS) for MS1-MS4 history classes. Self-learning tasks and materials were available for students to download and view. Students facing public examinations have been trained to identify learning goals, assessment

focuses, etc. from the curriculum guides and documents. Besides, examination papers and reports of the previous years have been uploaded and students have been taught to make use of these resources.

- (10) Pre-lesson tasks including reading and pre-lesson worksheets have been provided for a better use of students' self-study periods in their suspension special timetable.

Science Subjects

- (1) 77.8% of teachers agreed that the daily timetable structure of the Secondary Division had been modified to include regular time for extensive reading (DEAR).
- (2) 55.5% of teachers agreed that an easily accessible e-platform had been introduced for all teachers to facilitate flipped classroom strategies.
- (3) 100% teachers agreed that training for teachers had been conducted to use new e-platforms for flipped classroom strategies.
- (4) 66.7% of teachers agreed that students in general had improved their reading habits.
- (5) 44.4% of teachers agreed that students had improved their self-study skills.
- (6) 100% teachers reported providing opportunities to develop students' self-study skills in their lessons.

Family Life Education

- (1) Regular time for extensive reading has been included in the school timetable for both campus.
- (2) The e-platform for teachers to facilitate flipped classroom was introduced to teachers at the beginning of the school year. It is quite easily accessible. However, due to the class suspension, the opportunities of hands-on practice were reduced.
- (3) It was observed that most students in the Primary Division took DEAR time seriously and read accordingly.
- (4) It is our department's plan to work with the library and the DEAR team to introduce books related to a wider range of FLE topics to help develop students' self-study skills. The department has introduced 75 books for students at different levels to the DEAR team in the Secondary Division. However, for the library in the Primary Division, the plan was called to a stop when classes suspended.
- (5) Because of the class suspension, FLE teachers have produced PowerPoint teaching materials as well as short films for FS1-2 and DS4-MS3 students for self-study during this period. So, teachers have provided extensive study materials and activities to encourage students' self-study skills.

ICT Subject

- (1) All ICT teachers attended the training for an e-platform called PowerLesson 2.
- (2) ICT teachers have been using Microsoft Teams and Google Classroom as the LMS to distribute self-study materials and cultivate learning habits.
- (3) 75% of ICT teachers agreed that students have improved their self-study skills.
- (4) ICT teachers assigned self-learning tasks to students such as reading articles, flipped videos (DS3-MS3), pre-lesson questions and research, and presentations.
- (5) Self-learning coding platforms were introduced during the school suspension

period.

- (6) HKEdCity Online Question Bank was used in MS3 and MS4 for self-study purpose to review students' knowledge and understanding towards HKDSE curriculum. All students agreed this e-learning platform is easy to use and effective for tracking learning progress.

Media Education Subject

- (1) All teachers in the department attended the training session on PowerLesson 2 and are now discussing possible ways to implement this e-platform into daily teaching.
- (2) The department is actively looking for appropriate story books and reading materials about media literacy to nurture students' reading habits. The department is also exploring related websites or online videos to develop students' self-study skills.

Music Subject

- (1) The department has arranged individual projects and solo performances to help students develop self-study skills and habits.

Physical Education

- (1) The department has assigned some videos on exercise techniques to students, but only some students managed to view the videos before the lessons.

Religious Education

- (1) To facilitate the DEAR programme in the Secondary Division, the department has compiled a list of Gospel books for the library to purchase and provide for students.
- (2) The department also purchased Gospel books for Primary students to read during DEAR time on Wednesdays.
- (3) All teachers attended training on flipped classroom strategies.
- (4) The department has held meetings to discuss strategies to provide self-study opportunities for students, such as introducing students to intriguing topics and motivating students to conduct research after lesson.
- (5) The department incorporated self-study elements in the curricula for both Primary and Secondary Divisions, such as requiring students to look for passages from the Bible to support their answers, making use of online Bible story platforms, and providing Bible story reading materials.
- (6) During the school suspension period, the department held book sharing sessions to encourage students to read more Gospel books.
- (7) During the school suspension period from January to May, FS1 and FS2 Religious Education teachers created 13 teaching videos for each level, receiving about 90-140 views on each video. DS1-3 teachers conducted eight real-time online lessons, with about 195 students attending each session. DS4-MS4 produced a series of videos on the theme of "Still connect" and provided three online learning resources for each level.

Visual Arts Subject

- (1) E-learning platforms (e.g. Zoom and Microsoft Teams) allowed teachers to stay connected with students and exchange resources, videos, and ideas during the school suspension period.
- (2) All levels provided online teaching during the school suspension period.
- (3) Teachers also provided online learning materials, which enabled students to

review the materials as many times as needed.

- (4) Teachers were able to use a large variety of resources such as videos, texts, presentations, and quizzes to adapt to their students' learning styles.

Professional Development

- (1) The PD Team successfully organized Power Lesson workshops for all teachers to attend.
- (2) To implement online teaching during the school suspension period, the PD Team has created a website to introduce various e-learning tools and e-resources to all teachers. This enabled teachers to demonstrate self-study and life-long learning and serve as students' role models in these regards.
- (3) To enhance the effectiveness of remote learning, the PD team promoted the importance of lesson design by organizing workshops on flipped learning and live-lesson techniques. Subject-based workshops were organized for the Chinese, Mathematics, Humanities, and Science Departments. All workshops received positive feedback from participants.

(ii) Reflection

Chinese Language Subject

- (1) E-learning platforms and tools enabled teachers to design more diversified teaching activities and assessments, so that teachers could gain a clearer understanding of students' learning progress. It also helped teachers arrange self-study tasks and increase students' opportunities for learning Chinese.
- (2) Several e-learning activities did not take place owing to suspension of classes. However, real-time remote classes were implemented, and all teachers took this opportunity to sharpen their e-teaching skills and produce e-teaching materials, which facilitated the development of Chinese e-teaching.
- (3) The implementation of various self-learning language programmes in Chinese was conducive to students' self-learning, especially during the suspension period. It also helped consolidate students' language learning and nurtured good learning habits.
- (4) There are still a small number of teachers who seldom use electronic tools to assist their teaching and learning. Training should be provided to those teachers to encourage them to integrate electronic teaching elements into their teaching design. They can also be assisted by more experienced teachers and provided support through collaboration in lesson preparation.
- (5) In view of the students' failure to make good use of their self-study period, teachers should add different self-study tasks in their daily teaching and guide students to understand their learning goals before the start of each lesson. We also plan to assign appropriate learning tasks so that students' self-learning habits can be gradually established.

English Language Subject

Primary Division

- (1) Teachers need time to get used to using the new lesson plan template.
- (2) Class suspension created a necessity and an opportunity for teachers to assign various self-study tasks which utilized e-learning platforms.
- (3) The e-learning platforms used this year can be continued. Further discussions need to be held on the ways in which e-learning strategies can be implemented meaningfully after class resumption.

Secondary Division

- (1) The school could provide more solid e-learning training to teachers; teachers are either unfamiliar with it or are not keen on using it.

Mathematics Subject

- (1) The department has provided teacher training on several e-learning tools to develop students' self-study skills, particularly during the school suspension period.
- (2) All teachers were confident about using Microsoft OneNote, Teams and Google Classroom to implement flipped classroom strategies.
- (3) Since DS students' note-taking habits are still unsatisfactory, we plan to continue developing their self-study skills in lessons.

Humanities Subjects

Primary Division

- (1) Students are familiar with e-platforms.
- (2) "Six Steps to Autonomous Learning" helped improve students' learning ability and motivation. The Social Studies department in the Primary Division will continue to implement this teaching strategy.

Secondary Division

- (1) Since the department used e-platforms regularly, students got used to collecting notes and submitting assignments through this channel. The constant practice helped students develop self-study skills.
- (2) The turn-in rate of homework assignments especially in higher forms was high (over 95%). Nevertheless, for students in weak classes, the submission rate was comparatively low (about 75%). The situation was less desirable during the school suspension period. Individual or small group tutoring and follow-up for late homework submissions were rather difficult. Some students were unable to complete the assignments independently and subject teachers tried their best to follow up with them.
- (3) Moreover, providing feedback on homework assignments was still an area to be improved since most teachers did not have a tablet. As a result, they marked students' work using chat boxes instead of direct markings.
- (4) Assignments about reflections or summaries on current issues will be given to students to further access and evaluate their generic skills.
- (5) Pre-lesson videos and readings were uploaded to e-platforms for students to read before class. Students were required to give comments, or to finish pre-lesson quizzes. Teachers could therefore assess students' understanding at the beginning of the class and modify their teaching strategies accordingly.
- (6) For self- or peer-assessment, it is important for teachers to provide and explain the assessment rubrics. These rubrics allow students to understand their learning goals and should be discussed at the beginning of the task.
- (7) Books related to the curriculum have been purchased for students to read during DEAR Time. Yet, the plan for book sharing was halted by the school suspension since January. It will be deferred to next school year.
- (8) The History department will compile a list of recommended books for general reading purposes.
- (9) The department will assign more self-directed tasks to ensure better use of self-study periods in the school suspension special timetable.

Science Subjects

- (1) Trainings have been provided to teachers to use the new e-platform for flipped classroom strategies. Teachers have also designed lesson activities

- and assignments to develop students' self-study skills.
- (2) However, it will take time for students' improvement in self-study skills and reading habit to reflect in their academic results.
 - (3) Although DEAR period has been included in the timetable, it's suggested that this initiative take place at only junior levels as senior forms have a greater need to prepare for public examinations.
 - (4) It's observed that flipped classroom strategies are applicable to only certain topics/subjects/levels in the department.

Family Life Education

- (1) For teachers to get used to the new lesson strategies and arrangements, more time for repeated practice for proficiency should be given. Also, more time for co-planning and meetings among colleagues needs to be provided for teachers to upgrade their skills and exchange ideas.
- (2) It is easier and more effective to foster a reading habit among students at a young age. Hence, we suggest that DEAR time continue to be implemented in the Primary Division. As for the students in upper levels, introducing a wider scope of reading interests may help instil a habit of reading.
- (3) The cooperation with the school library in terms of buying books related to FLE topics should continue in the coming years. Teachers should also try to incorporate these extensive study materials and activities into the curriculum.

ICT Subject

- (1) Teachers reviewed that the PowerLesson platform is not suitable for lesson. Many functions can be replaced by other existing platforms which are get used to.
- (2) A subject based single LMS should be adopted, also align with school's e-learning development. We decide to use Google Classroom and Drive for major communication tool with students in 2020-21.
- (3) The self-learning tasks should be designed in a more structured and well-planned way.
- (4) The self-learning coding platforms are very helpful in developing students' coding skills. This can cater for learning diversity with different pace and depth.
- (5) More flipped videos are to be created, may start with the HKDSE past paper explanation, each topic 1-2 videos for key concept explanation with follow up assessment.
- (6) OQB can be deployed into all MS levels.
- (7) IB students are generally more self-motivated, will try out more practices with them. Transform the learning mode to student-centered.

Media Education Subject

- (1) While there are some current e-platforms our department has been using, we are actively consider the pros and cons of implementing the newly introduced e-platform into our daily teaching. However the highest priority of our consideration lies on the best learning opportunities of students'.
- (2) As a progress of further developing students' habit of reading and self-study skills, media education department is going to source for more related materials as mentioned – such as story books, reading materials, websites and online videos. It is projected that more resources will be available in the coming years for better benefits of students' learning.

Music Subject

- (1) Music Department has met the success criteria set by the school.
- (2) Music teachers will keep on applying “assessment for learning” in teaching.
- (3) More students are willing to respond to “assessment for learning” strategies in the classroom. Therefore, music teachers will keep on making progress on the use of “assessment for learning” strategies in the classroom to cater for diversity.
- (4) Music teachers will keep on applying the skills and knowledge learnt in these workshops in coming year.

Physical Education

- (1) This subject requires repeated practice of specific movements in lesson. Self-study at home is difficult to monitor.
- (2) The implementation of DEAR time has also helped improve students’ self-study skills through developing their reading habit. While most students sat still and read silently, more than a third of the students failed to prepare books that they enjoyed. The effectiveness of the scheme for these students was thus questionable.

Religious Education

- (1) During the school suspension period from February onwards, the Secondary Division conducted online lessons and provided online study materials for students. The Primary Division also used Microsoft Teams to conduct real-time online lessons and encouraged students to browse biblical stories online platforms. These measures and resources allowed students to exercise self-discipline and study at their own pace.
- (2) The self-study periods embedded in the school suspension special timetable also helped students develop better self-study habits.
- (3) DS4 students were asked to create and design the settings of various biblical stories using Minecraft, which boosted student engagement and motivation tremendously. Unfortunately, students’ presentations were halted by the school suspension.
- (4) To contribute to the reading culture at the school, the department will continue its practice of recommending books and magazines to students.
- (5) To support students’ learning and to nurture them as lifelong learners, the department will continue to adjust the curricula, teaching materials, and pedagogies from time to time.
- (6) We plan to add extended tasks onto worksheets to encourage students’ self-study based on their interests and needs.

Visual Arts Subject

- (1) There were too many e-platforms for different levels, which made it confusing for teacher and students. It was also time-consuming to learn different functions of different e-platforms.
- (2) We suggest that a centralized system be adopted for all levels.

Professional Development

- (1) Power Lesson may not be a very good start on promoting flipped classroom strategies. More discussions on learning platform are needed.
- (2) PD website is well-established. In order to facilitate teachers to know more about different teaching pedagogies, we will add more pages and videos on it.

(b) To introduce 21st Century skills in the school curriculum

(i) **Evaluation**

Chinese Language Subject

- (1) When Chinese teachers design classroom teaching and learning activities, they arrange group discussion, group collaboration, mind-map design, etc., to cultivate students' nine common skills.
- (2) The lesson observation form was redesigned this year and required teachers to pin-point targeted abilities such as communication, social interaction, and critical thinking while designing their lessons. It helps teachers paying more attention to cultivate students' generic skills.
- (3) Various interdisciplinary language activities to cultivate students' 21st century skills were planned. However, those activities were not carried out owing to class suspension.
- (4) Elements of debate were added to the augmentative unit at MS2 level so as to cultivate students' logical reasoning and critical thinking skills. Students take up different posts in the inter-class debate competitions and work with the others.
- (5) In order to cultivate students' 21st century skills, the Chinese Department has organized a debate team this year, with MS2 and MS3 students being the core members and they participated in inter-school competitions. It helps cultivate students' critical thinking skills, problem-solving skills, creativity and collaboration. This year, the team was provided with 6 sessions of training and they also participated in the Sing Tao debate competition. The team members performed actively and achieved satisfactory results.
- (6) 63% of teachers at the Secondary Division and 68% of teachers at the Primary Division agreed that students' generic skills have been improved in doing projects.
- (7) 91% of teachers at the Secondary Division and 76% of teachers at the Primary Division agreed that teachers had provided students with opportunities to demonstrate their generic skills.
- (8) 72% of teachers at the Secondary Division and 91% of teachers at the Primary Division agreed that the Department had determined how to develop students' generic skills in the subject.
- (9) 73% of teachers at the Secondary Division and 91% of teachers at the Primary Division agreed that students had already obtained certain generic skills.

English Language Subject

Primary Division

- (1) Students' critical thinking skills have been developed through self- and peer-evaluation of written works, as well as through appreciation of exemplary students' works shared by teachers.
- (2) Students' creativity has been cultivated in writing lessons as well as creative writing tasks assigned during longer school holidays.
- (3) Students' collaborative skills have been enhanced through daily group work and pair work. Students collaborate during group activities and group writing.
- (4) Students' social and communication skills have been developed through daily group work and pair work. Students improve their social skills through

pair-work such as interviews and group tasks. Communication skills were strengthened through individual or group presentations.

Secondary Division

- (1) 80% of teachers reported providing opportunities to demonstrate generic skills acquired.
- (2) 80% of teachers agree that students have acquired certain generic skills identified by the Dept.
- (3) Over 90% of teachers agree that the Dept. has defined how to develop students' generic skills.

Mathematics Subject

- (1) 96% teachers agree that the Invitational Math Team in department has given enormous resources as reference to help me design problem-solving activities.
- (2) 88% teachers have designed higher order thinking problems to provoke students' interest in mathematics in my lessons.
- (3) 84% teachers have designed unit planners/lesson plan for developing students' problem-solving skills which is one of ATL skills.
- (4) About 68% teachers have finished the good quality assignment in my class.

Humanities Subjects

Primary Division

- (1) Social Studies teachers arrange group collaboration and learning activities in daily teaching, and design Transdisciplinary Theme Activity (e.g. DS2 Living in the Wild) to develop students' nine generic skills.
- (2) 78% DS5 students agreed Social Studies curriculum helps them to acquire new learning skills to address challenges in future.

Secondary Division

- (1) Community Study Approach had been built in the curriculum of MS1 LS. It helped the students to develop research skills through project learning. However, the social unstable condition did limit the implementation of community study. Students could not complete the projects in the end. However, they could still pick up some related concepts. Zoom group presentations were made.
- (2) To strengthen the research skills of the students, group presentations on specified topics under public health had been arranged in MS2. Research skills on collecting information from authentic and reliable sources, organising data skills were taught in class. Feedbacks on students' work in this area were highlighted to polish up these basic research skills as well as the self-study skills. 100% of the MS2 students participated in the group presentation.
- (3) For MS3, individual IES project was part of the SBA in DSE. 3 Students handbooks on how to develop research topic, methods to collect 1st and 2nd hand information, data analysis were included. One-to-one mentor system also provided tailor-made advice to students to help develop their research skills.
- (4) E-learning strategies applied in this school year. More applications, such as google classroom, zoom was applied during class suspension period.
- (5) Flipped classroom strategy were applied more frequently during class suspension period.
- (6) 100% of teachers have provided opportunities for students to demonstrate the generic skills through everyday teaching and learning experience.

- (7) Teachers used group projects as an opportunity for students to demonstrate the generic skills acquired: such as research skills, time management skills and communication skills.
- (8) Critical thinking skills have been incorporated in the history curriculum, especially through essay-writing.
- (9) Students have been trained to assess the validity and reliability, including both their value and limitations, of sources for historians.
- (10) In MS1 and 2, students were cultivated the habit of thinking of both sides of an issues.
- (11) For MS3 onward, students have been asked to present and discuss both claims and counterclaims before arriving at their conclusion.
- (12) Students were given presentation tasks in MS1 and 2 for the development of communication skills.

Science Subjects

- (1) 66.7% of teachers agreed that some of the 21st Century skills (generic skills) had been emphasized in Project-based Learning.
- (2) 88.9% of teachers agreed that they had provided opportunities for students to demonstrate the generic skills acquired.
- (3) 88.9% of teachers agreed that Science department had identified how to develop students' generic skills within their subjects.
- (4) 88.9% of teachers agreed that students had acquired certain generic skills identified by the department.

Family Life Education

- (1) Brief discussions on how to develop students' generic skills are held every now and then between FLE teachers in the same campus.
- (2) FLE teachers have provided opportunities to develop students' generic skills in their lessons whenever possible.

ICT Subject

- (1) ALL ICT teachers agreed that (generic skills) have been emphasized in Project-based Learning.
- (2) ALL ICT teachers agreed that students have acquired the generic skills through ICT lessons.
- (3) ALL ICT teachers agreed the department has identified how to develop students' generic skills.
- (4) ICT department develops students critical thinking and problem solving skills through various coding topics (DS3 – CoSpaces & Coding Galaxy, DS4 – Minecraft, Lego EV3, DS5 – Micro:Bit, MS – AppInventor, Java, etc.)
- (5) Research skills are further enhanced in MS levels.

Media Education Subject

- (1) To develop students' 21st Century skills, media education has been focusing on the training of digital literacy and digital citizenship of students from Foundation Stages and Development Stages 1-3; in which we believe students are going to be more capable when facing more project-based learning or project-based curriculum in their future, in MS level. Generic skills are also infused and taught in mini-projects in Media Education lessons, such as collaboration skills, communication skills and critical thinking skills. Students can practice and demonstrate their skills through presentation and group discussion in their mini-projects.

Music Subject

- (1) We have put the following 21st Century skills in the department curriculum: Critical thinking, Creativity, Collaboration, Communication, Information literacy, Media literacy, Technology literacy, Flexibility, Productivity and Social skills.

Religious Education

- (1) All teachers from the department attended relevant training organized by the Professional Development team.
- (2) Teachers from the department often address generic skills in lessons, such as critical thinking, communication skills, creativity, teamwork, and self-management skills.
- (3) Students can also develop generic skills through group discussions and presentations in class.

Visual Arts Subject

- (1) Most Visual Arts topics are project-based or theme-based.
- (2) This subject equips students with creativity and intellectual development that the community needs.
- (3) Most topics can help students develop perceptual abilities, generic skills and meta-cognition through self-directed and open-ended processes of inquiry.

Professional Development

- (1) CEL Joint-school SD day were held on late of October successfully. Many workshops had focused on 21st Century skills. All teachers participated and 8 colleagues offered 5 workshops in this event. All workshops got positive feedbacks.

(ii) Reflection

Chinese Language Subject

- (1) Owing to the outbreak of pandemic this year, many language activities were not carried out and it affected students' learning.
- (2) It is suggested to provide relevant language activities or project to students to cultivate their creativity and collaboration skills.

English Language Subject

Primary Division

- (1) To further improve students' critical thinking skills, a writing rubric for teachers' feedback and students' self- and peer-evaluation will be incorporated into the writing booklets. The rubric will clearly state the language, content and organization descriptors for each writing task. This rubric shall allow students to gauge the level at which they have mastered the various skills that form the learning foci of the writing tasks.
- (2) It was found that the writing tasks currently integrated into the English curriculum provide limited opportunities to write creatively, as they are still skill-based and controlled. A monthly Journal Book for FS and DS levels is suggested to be incorporated into the English curriculum next year.

Secondary Division

- (1) It is evident that teachers are all aware of the importance of developing students' generic skills. The "ATL skills" prescribed by IBO (i.e.

communication; social; research; thinking; self-management) has been provided as a general framework for teachers in this respect; the target generic skills are also delineated in the Dept's SBC plans for easy reference.

- (2) It appears that students have successfully developed the said generic skills to a certain extent as perceived by teachers.
- (3) The Dept. could encourage particular levels to lay more emphasis on particular generic skills, e.g. "research skills" would be better suited to senior levels whereas "self-management skills" should be developed starting from an earlier stage.

Mathematics Subject

- (1) We establish Invitational Math Team to develop resources and teaching method to help teachers design problem-solving activities more confidently and effectively. Such generic skill is transferable and plays an importance role in Approach To Learning, STEM activity, Problem Based Learning and DreamStarter.

Humanities Subjects

Primary Division

- (1) The routine learning activities in daily teaching and Transdisciplinary Theme Activity will continue in the coming year.

Secondary Division

- (1) Students' commitment on their projects is one of the concerns. In fact, students of different abilities varies a lot. Apart from teachers' coaching, the opportunity for them to present their work is one of the important strategies to motivate them to keep the progress.
- (2) It was a requirement to involve all group members in the presentation. Teachers would focus more on the source citation when students quoted reference / research or statistics in their presentation.
- (3) In fact, we have also planned to have a cross subject activity – debate with the Chinese Language Department at MS2. However, because of the unstable social condition and the Coronavirus spread, the debate activity was cancelled due to school suspension.
- (4) Moreover, for MS1, the outdoor field visit to the community could not be conducted as scheduled due to the same reason.
- (5) The progress of IES projects did not affect much. As students at MS3 were more conscious on the requirements of the SBA in DSE. Telephone and / or zoom consultations kept the students to conduct the projects smoothly.
- (6) Student achievements were varied. Students have more initiative and good learning habits were benefited by e-learning tools. However, those have lower motivation or less developed leaning habits performed poorly during class suspension period.
- (7) More reminders and emphasis should be given to students, especially during class suspension period, which may be continued in the future.
- (8) Teaching practices involving collaboration and interaction encourage the learning of generic skills. 100% of teachers agree that group projects had helped our students to develop the generic skills such as problem-solving skills and communication skills. We suggest that despite the tight teaching schedule, group projects are still necessary as one of the learning task throughout the academic year.
- (9) On the whole, students are able to apply the critical thinking skills in their assignments, tests and examinations. Most of them handled well with

questions asking value/usefulness and limitations of sources in understanding historical events and able to list and discuss claims and counterclaims in essay questions starting with “to what extent”.

- (10) Yet, whether they can apply the skills in other subjects or daily lives is in question. Teachers should relate the skills students are learning to their daily lives.

Science Subjects

- (1) Development of students’ generic skills have been identified and opportunities were provided to the students to demonstrate the generic skills acquired.
- (2) As there has been pandemic since February, project-based learning was cancelled.

Family Life Education

- (1) Since there is only one teacher teaching all 6 classes in the same level, it is not always possible to have co-worker insight shed on to the lesson design for that particular level to create opportunities for students to demonstrate the generic skills acquired.

ICT Subject

- (1) Research and collaboration skills have to be implemented through projects in DS levels.
- (2) Student presentation skills need to be further enhanced.
- (3) Generic skills like collaboration, communication and creative can be further enhanced in this department like mini group project in each term (with group work and presentation) and maker curriculum in DS level.

Media Education Subject

- (1) To further encourage students’ in advancing their collaboration and communication skills, our department has started using SeeSaw (an online platform) to let students’ present and comment on their own and their peers’ work. The platform provides more forms of communication means, including videos, text and audio; that caters students’ cognitive needs and development of different levels from FS1 to DS3.

Physical Education

- (1) The DreamStarter Programme for MS1 is a great initiative to help students’ career exploration, sadly the school suspension affected its effectiveness.

Religious Education

- (1) DS levels will continue to incorporate group discussions and Minecraft to enhance student engagement and improve students’ generic skills such as critical thinking, communication skills, and creativity.
- (2) MS levels will continue to explore various ethics issues and topics, which will foster students’ critical thinking and analytical skills.
- (3) We will continue to enhance the curricula in a way that embraces students’ differences in abilities, views, and perspectives.

Visual Arts Subject

- (1) We will train students to use structural learning aids, such as advanced organizers, summarizing, as well as selecting and implementing effective

task strategies.

- (2) Teachers can remind students how to apply what they have learned in different subjects and transfer their generic skills to different learning situations.

Professional Development

- (1) We should move into second stage to concentrate on several skills that matched our school context and into greater depth. Introductory level for a full set of skills may not be the best way forward.

- (c) To explore and implement effective inter-disciplinary strategies such as Project-based Learning and DreamStarter Program

(i) Evaluation

Chinese Language Subject

- (1) There are two Chinese subject teachers who are helping with inter-disciplinary programme DreamStarters and leading students to complete their projects.
- (2) Chinese Department worked with Liberal Studies teachers to teach MS2 students debate and organized inter-class debate competitions. Teachers goals were laid down that Chinese Language teachers taught argumentative skills to the students while Liberal Studies teachers taught collecting-information methods. However, owing to the pandemic, essay-teaching was completed but inter-class debate competition was not carried out.
- (3) 65% of teachers at the Secondary Division and 91% of teachers at the Primary Division agreed that teachers should be provided with workshops of interdisciplinary learning strategy.
- (4) 54% of teachers at the Secondary Division and 53% of teachers at the Primary Division agreed that basic training was provided to teachers who helped with DreamStarter this year.
- (5) 63% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that students had already mastered certain generic skills thorough interdisciplinary learning.

English Language Subject

Primary Division

- (1) Effective interdisciplinary strategies (with IB PYP elements) was planned for the PBL period (cancelled due to class suspension). The theme that the students are to work on would have been “Community Helpers.” Through PBL, students’ communication, social, self-management and thinking skills can be developed through various inquiry activities.
- (2) The curriculum team has initiated a new inter-disciplinary learning topic on “water”. It is still underway.
- (3) A totebag book report design was planned to be held on Logos Reading Day for all students (cancelled due to class suspension). Cross subject elements (art, reading and English) can be employed in this activity.
- (4) STEM elements have been integrated with the content and topic of the class book to further develop students’ generic skills.

Secondary Division

- (1) Only 40% of teachers agree that students have acquired certain generic skills through inter-disciplinary strategies.

- (2) 60% of teachers agree that they have been provided with training workshops/seminars on effective inter-disciplinary strategies.

Mathematics Subject

- (1) 84% teachers agree that the Invitational Math Team in department has level meetings to support teachers how to develop students problem-solving skill.

Humanities Subjects

Primary Division

- (1) Department of Social Studies helped plan different inter-disciplinary activities in the Primary Division, such as “DS1 Project-based learning: Just for Fun” and “DS2 Transdisciplinary Theme Activity: Living in the Wild”, etc., to enhance students’ interest in learning.
- (2) The Interdisciplinary Project was also planned in the Social Studies and Media Curriculum. DS1 Students required to produce their weather forecast stop motion video.
- (3) Unfortunately, the original plans above were cancelled due to the suspension of classes.

Secondary Division

- (1) Two teachers in LS had participated in Dream-starter programme as teacher mentors and received training. They had taken up several MS1 Dreamstarter groups.
- (2) One representative was assigned to join Dreamstarter program.
- (3) PBL was cancelled due to class suspension.

Science Subjects

- (1) 44.4% of teachers agreed that training workshops/seminars on effective inter-disciplinary strategies had been given to them.
- (2) 33.3% of teachers agreed that basic mentoring-project training has been given to all teacher-mentors of the DreamStarter Program.
- (3) 55.6% of teachers agreed that students have acquired certain generic skills through inter-disciplinary strategies.

ICT Subject

- (1) ALL ICT teachers agreed that necessary trainings have been given to teachers including workshops / seminars on effective inter-disciplinary strategies.
- (2) As the Project-based learning is canceled, we cannot evaluate the effectiveness.

Media Education Subject

- (1) School has provided adequate number of training workshops / seminars on project-based learning and DreamStarter Program. These compulsory workshops / seminars have concrete teachers’ holistic understanding of inter-disciplinary strategies by carrying out through project-based learning and DreamStarter Program. Despite Media Education is only available from FS1 to DS3, the holistic understanding of inter-disciplinary strategies undoubtedly can be infused in the subject teaching for providing basic training of primary students who are facing more advanced training once they are promoted to the secondary levels.

Physical Education

- (1) Teachers from this department have not participated in the DreamStarter Programme this year.
- (2) The Project-Based Learning Programme was cancelled due to school suspension.

Religious Education

- (1) All teachers from the department attended relevant training organized by the Professional Development team.
- (2) During the school suspension period, colleagues in the Secondary Division collaborated with other subject departments (namely FLE, VA, PE, Music, Counselling, Christian Ministry, social workers, and educational psychologists) and launched the Still Connect (「愛.連繫」) Scheme. We organized various activities and assignments to explore self-development topics such as perseverance, tolerance, as well as courage.
- (3) We also collaborated with VA, Media Education, social workers and educational psychologists in launching the Share your Love (「分享愛」) Scheme, introducing students to the importance of empathy and caring for others.
- (4) The Project-Based Learning Programme was cancelled due to school suspension.

Professional Development

- (1) 61.1% of teachers agreed that training workshops/seminars on effective inter-disciplinary strategies had been given to them.

(ii) Reflection

Chinese Language Subject

- (1) Due to the suspension of classes this year, various activities such as “Special Study on Animal Comfortable Nest” and “Cultural Experience of Living Chinese Characters” were not carried out.
- (2) The cooperation between Chinese and Liberal Studies teachers give full play according to their respective strengths and avoid teaching students overlapping topics.

English Language Subject

Primary Division

- (1) Due to class suspension, the DS1 inter-disciplinary learning has been stalled and some plans could not be implemented. They will be continued next year, and their effectiveness will be evaluated in due time.

Secondary Division

- (1) As pointed out in the Interim Report, the English Dept. is not currently collaborating with other disciplines/subject departments in any major project, except for PBL (which unfortunately was scrapped due to pandemic-induced school suspension).
- (2) Having said that, the Dept. is amenable to meaningful collaboration with other departments, subject to the school’s planning.
- (3) In the coming year, more English teachers could be involved in the DreamStarter Program and engage in meaningful collaboration with colleagues from other departments.

Mathematics Subject

- (1) Invitational Math Team suggests some appropriate topics or ideas to teachers in each Level. Invitational Math Team also acts for departmental professional development to fit the school major concern.

Humanities Subjects

Primary Division

- (1) The original plans were cancelled due to the suspension of classes. Social Studies Department will continue to carry out related activities in the coming year.

Secondary Division

- (1) Due to the unstable social condition and the Corona Virus (COVID-19) spread, teacher-mentors contacts had been confined to zooming meeting since Feb, 2020. It might affect the progress of the students' projects. Coaching on students' progress was mainly via zoom meetings. Students presentations in group via zoom were finally arranged to report their achievements.
- (2) Due to class suspension, Dreamstarter program was hard to continue as students are not easy to work together. We will continue to support on this.

Science Subjects

- (1) Although external mentoring-project training has been provided to Dreamstarter at the start of the year, school should consider providing internal training workshops to the mentors in the coming year.
- (2) Training workshops/seminars on effective inter-disciplinary strategies and inter-disciplinary strategies for students to acquire certain generic skills should be addressed next year.

ICT Subject

- (1) Stronger co-relation of DreamStarter program with the subject content.
- (2) IB IA will be a great opportunity for student to perform inter-disciplinary project. Encourage students to have projects beside IT related domain.

Media Education Subject

- (1) As Media Education department feels the urge of implementing basic inter-disciplinary strategies to primary students, we have been planning to aligned with other subjects, including social studies and Chinese department, to co-organize an inter-disciplinary program titled 'Man In Wilderness' (人在野). Despite the pandemic has put this program on a halt, we are determined to carry on in the coming years such inter-disciplinary program to diverse students learning opportunities.

Physical Education

- (1) Based on our training and supervising experiences in the past few years, all teachers from this department are experienced leaders of the PBL programme.

Religious Education

- (1) The cross-departmental collaborations effectively put each department's strengths to good use and increased student engagement in the journey of value education.

- (2) Our goal was to bring positivity into students' lives during the suspension period and we found their high participation rate very encouraging.
- (3) The school suspension period was a good opportunity for various subject departments to collaborate and to be creative. We hope that such collaborations will continue to boost students' learning engagement in the future.
- (4) The department will continue to encourage colleagues to attend different professional development workshops to keep abreast of current developments in the field.

Professional Development

- (1) Although there was a training workshop provided to all teachers by the DreamStarter, it seemed that much more could be done in the future.
 - (2) It was suggested that internal workshops should be arranged and provided to mentors teachers to lead projects in future.
- (d) To improve key teaching skills through professional sharing in departmental staff development sessions

(i) Evaluation

Chinese Language Subject

- (1) The sharing culture was established among Chinese Language teachers. Teachers often share their learning and training experience, such as sharing public examination papers, teaching experience, teaching design and use of electronic teaching tools, etc., during the lesson study. It enhance teachers to communicate professionally. Teachers are encouraged to bring what they have learnt outside to the team.
- (2) Sharing sessions such as online real-time teaching design, requirements of HKDSE paper three marking, etc. were held this year.
- (3) All Chinese teachers have completed participation in no less than two professional training programmes or seminars this year.
- (4) Due to the suspension of classes, visits and exchanges with experts from Nanjing Phoenix Mother Tongue Education Institute (南京鳳凰母語教育研究所) have been suspended this year.
- (5) 72% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that the new "teaching plan design" emphasizes the "key teaching skills" such as learning assessment, adapting to diversity, questioning skills and self-learning.
- (6) 72% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that the new class observation form emphasizes key teaching skills.
- (7) 64% of teachers at the Secondary Division and 76% of teachers at the Primary Division agreed that the professional development team had organized a seminar on "key learning and teaching skills".
- (8) 64% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that the Department had discussed how to apply "key learning and teaching skills" in subject areas.

English Language Subject

Primary Division

- (1) 100% of teachers have used the new lesson plan organized by duration, strategies and teaching procedures which address key questions aligned with the School Major Concerns and with clearly stated rationale using Bloom's Taxonomy.
- (2) 100% of teachers have used the new lesson observation form for self-evaluation and evaluation by department head. The new lesson observation form grades teachers' teaching based on the organization of a lesson, the ways in which learner diversity is catered, the questioning techniques and methods of assessment for and of learning. The form has made teachers more aware of their own teaching and has made it more clear where they should focus more on for improvements.
- (3) A departmental workshop was held on key learning and teaching skills. The department head and the two department coordinators gave a presentation on Bloom's Taxonomy, the 9 generic skills and the new lesson plan to the department teachers.

Secondary Division

- (1) Over 85% of teachers agree that the department has held discussions on how to apply "key learning and teaching skills".
- (2) Over 65% of teachers agree that the school's PD Team has coordinated departmental workshops on "key learning and teaching skills".

Mathematics Subject

- (1) 76% teacher agree that new format of Lesson Planning form help to emphasize the key teaching skills namely assessment for learning, catering for diversity, questioning skills and self-directed learning.
- (2) 92% teachers agree that I understand how to apply "key learning and teaching skills".

Humanities Subjects

Primary Division

- (1) New format of Lesson Planning form has been used in the Social Studies Department to help teachers emphasize the "key teaching skills".
- (2) New Lesson Observation Forms has been used in the Social Studies Department to help teachers to emphasize the key teaching skills.
- (3) Social Studies teachers often share their training experience in the co-planning lesson that facilitate experience exchange.

Secondary Division

- (1) The new format helped the teachers focus more on the "key teaching skills" such as questioning techniques assessment for learning.
- (2) 100% LS teachers have used the new lesson plan and class observation form. However, due to the unstable social suspension and school suspension, class observation for professional development of the LS had been called off in the first half semester. Class observation form was only used in lesson observation for staff appraisal.
- (3) Training has been provided by the school and humanities department.
- (4) 100% of teachers have utilized the new format of lesson planning form to plan their lessons, with emphasis on the key teaching skills provided by the school.
- (5) One department meeting was held to discuss how to apply assessment for learning in lessons.
- (6) 100% of teachers think that they have applied assessment for learning strategies in their lessons: e.g. questioning, peer assessment etc.

- (7) Departmental staff development program on key teaching skills was held at the beginning of the school year.
- (8) Sharing on the use of e-learning platforms for instant response from students like Kahoot, Padlet, Google Classrooms, etc. in zoom has been conducted among members.

Science Subjects

- (1) 88.9% of teachers agreed that new format of Lesson Planning form has been used to emphasize the “key teaching skills”, namely assessment for learning, catering for diversity, questioning skills and self-directed learning.
- (2) 88.9% of teachers agreed that new Lesson Observation Forms have been constructed to emphasize the key teaching skills.
- (3) 77.8% of teachers agreed that the Professional Development Team had coordinated departmental workshops on “key learning and teaching skills”.
- (4) 77.8% of teachers agreed that Science department had held discussions on how to apply “key learning and teaching skills” in the subject areas.

Family Life Education

- (1) The new format of Lesson Planning form and the New Lesson Observation Forms have been introduced. They are useful and effective in helping teachers to emphasize the “key teaching skills” when planning their lesson and delivering lessons. The form is in detail in reminding teachers to have the “key teaching skills” in mind.
- (2) An inter-departmental workshop on “key learning and teaching skills” in using Zoom arranged by the FLE, RE and social workers was held on 7 April. Teachers in the department found it very helpful in preparing ppt material for online lessons.
- (3) Brief discussions on how to apply “key learning and teaching skills” in the subject areas are held every now and then between FLE teachers in the same campus.
- (4) Because of the class suspension, opportunities for development of key teaching skills through professional sharing were provided and practiced in lesson planning and lesson delivering between departmental staff.
- (5) When school resumed, there were opportunities for development of key teaching skills through professional sharing between the 2 teachers teaching classes in the Secondary Division. So, key learning and teaching skills were enhanced as sharing and discussion on the lesson design and delivery of those topics took place.

ICT Subject

- (1) ALL ICT teachers agreed that the new format of lesson planning form helps to emphasize the “key teaching skills” and agreed the new lesson observation form helps in emphasizing the key teaching skills.
- (2) Sharing and discussion of the key learning and teaching skills were conducted regularly in the form-based meeting or subject department meetings.
- (3) Internal sharing of good practices is encouraged and well-received.

Media Education Subject

- (1) The new format of lesson planning and observation forms are adopted, which help teachers identifying ‘key teaching skills’ of the lessons. ‘Key teaching skills’ or ‘learning objectives’ are hence clearer to the teachers and students

while teachers explicitly addressing the ‘learning objectives’ at the beginning of each teaching unit in Media Education Department.

Music Subject

- (1) Department has arranged teaching skills sharing in departmental staff development sessions.

Physical Education

- (1) Teachers from the department has attended two external professional development workshops.
- (2) All teachers from the department participated in Hong Kong PE Association’s “Suspending Classes Without Suspending Learning” online workshop.

Religious Education

- (1) The department has adopted the school-based lesson plan and discussed in departmental meetings its implementation and use.
- (2) Pedagogies that were emphasized in the lesson plan include catering to learner diversity, enhancing assessment for learning, effective questioning, and self-directed learning. All these items were discussed thoroughly in departmental meetings.
- (3) All teachers from the department attended relevant training organized by the Professional Development team.
- (4) In light of the school suspension, the department co-organized a Zoom training session with the FLE department and conducted sharing on how to design Zoom lessons and facilitate activities and group discussions in real-time online teaching. All teachers found the workshop very fruitful.

Visual Arts Subject

- (1) 100% of teachers were able to design their lessons based on the requirement of the new lesson observation form.
- (2) 100% of teachers reached the basic standards of the observation form.
- (3) We conducted discussion and reflection sessions after lesson observations, as well as teacher experience sharing sessions during departmental meetings.

Professional Development

- (1) PD day which focused on the ‘key teaching skills’ had been held in subject-based format in late September. All department had dive deep into the discussion on the new lesson observation forms. Some teachers shared their good practices on the ‘key teaching skills’.
- (2) According to the stakeholder survey, 69.81% teachers agreed that PD team had coordinated departmental workshops on ‘key learning and teaching skills’.

(ii) Reflection

Chinese Language Subject

- (1) On the whole, the Department has established a learning culture, continuing to encourage teachers to pursue further studies to improve their effectiveness of teaching and learning. Teachers can also choose appropriate courses by themselves.
- (2) Most Chinese teachers have the courage to try new teaching methods.

- (3) After learning different teaching methods, colleagues should be encouraged to apply what they learnt in their classroom teaching and learning as soon as possible.

English Language Subject

Primary Division

- (1) Teachers need time to get used to using the new lesson plan.
- (2) The new lesson observation is successful in making teachers aware of their own teaching and will be continued next year.
- (3) The department will continue to hold workshops for professional development on learning and teaching skills if time allows.

Secondary Division

- (1) It is felt that the Dept. has not explicitly held meetings or PD sessions on “key learning and teaching skills” as such, but relevant dialogue and discussions take place casually and incidentally on different occasions.
- (2) The Dept. should initiate more PD sessions unique to the needs of the Dept. itself, rather than relying on school-wide PD for all teachers. Time could be an obstacle and weekly departmental meetings may have to be used.
- (3) Teachers will continue to be encouraged to attend external PD activities to upgrade existing / gain potentially new pedagogical knowledge.
- (4) More teachers should be sent specifically to IB training workshops.

Mathematics Subject

- (1) Debriefing meeting to comment lesson plans exercise can help teachers more understand the focus of key teaching skills. Thus, nearly all teachers can understand how to apply key learning and teaching skills in lessons.

Humanities Subjects

Primary Division

- (1) The department has established a culture of professional training and continues to encourage teachers to pursue further studies to enhance the effectiveness of teaching and learning.
- (2) After colleagues learn different teaching methods, they are encouraged to apply what they have learned as soon as possible as the memory is still fresh.

Secondary Division

- (1) It was planned to have two rounds of class observation for the LS teachers this year as professional development exercise. However, due to unstable social condition and the corona virus epidemic, school suspension lasts for several months in this academic year, the class observation arrangement was not able to conduct in this academic year.
- (2) The new format of the observation form was a bit complicate as it included many assessment items. Some teachers reflected that they couldn't fulfill all the requirements listed in the observation form.
- (3) Deep discussion on teaching strategies were conducted and evaluation has been done frequently.
- (4) 100% of teachers agreed that the new format of lesson planning form facilitate a more focused lesson, with reference to the school's provided key teaching skills. However, as this is the first year for implementing this new format, teachers are encouraged to have more collaborative lesson planning to help each other to familiar with the planning form and rationale.
- (5) We find that good questioning skills help to raise students' interests, as well as motivate students to actively involved in class. Teachers use questioning to

review and summarize previous lessons at the beginning of the class and to assess the achievement of learning outcomes throughout the lesson.. By consciously paying attention to the level of our questions, we help to develop students' critical thinking skills.

- (6) We are working on improving our questioning skills by practicing the following techniques in questioning: prompting, seeking further information, redirection, refocusing, etc.
- (7) The practice was interrupted by school suspension.
- (8) As a new member joined the team this year and more interactions should be done for professional communication among the members.

Science Subjects

- (1) The new format of lesson planning form was used to emphasize the key teaching skills and discussions on how to apply key learning and teaching skills were held. However, there are still more opportunities for teachers to enhance the key teaching skills in lessons and there would be discussions in the subject meetings about them.

Family Life Education

- (1) As the "key teaching skills" received strong emphasis in the Lesson Planning form, a balance of the extra time for lesson preparation and the heavy timetable workload of our teachers has to be considered. Teachers need the extra time to have more opportunities for writing up the lesson plan, gaining practical experience through peer lesson co-planning and class observation before they can really benefit from the use of the form.
- (2) It is suggested that the layout and the spacing of the New Lesson Observation Forms should be modified so that the information can both be written and read more easily and efficiently.
- (3) Inter-department training workshops for departments of similar concerns should be arranged in the future. Fruitful learning experience can be fostered as participants of different subjects but having similar concerns in the core material come together with a learning task in mind.
- (4) It will be beneficial to both the students and the subject development if we can have the opportunity of co-teaching arranged in FLE teachers' timetables or regular swapping of the levels taught among the teachers.

ICT Subject

- (1) Regular good practice sharing is to be implanted.
- (2) More discussion on teaching skills could be conducted in MS level meeting.
- (3) Focus teaching skills in 2020-21 are flipped learning, 20% instruction, 80% practice and quality questions.
- (4) IB teachers need to get trained from IBO regularly.

Media Education Subject

- (1) For students who have higher language ability, such as in Development Stages, are given printed 'learning objectives' on their worksheets in every teaching unit for facilitating students and teachings on reflecting the learning and teaching progress.

Physical Education

- (1) Teachers from the department often shared tips on how to enhance questioning skills and other teaching skills in departmental meetings.

- (2) We will continue to encourage colleagues to participate in external professional development workshops organized by fellow PE teachers.

Religious Education

- (1) We have emphasized several key teaching skills such as effective questioning and self-directed learning in our lesson observations. Generally, we believe that good questioning skills can improve student engagement and enhance their critical thinking skills.
- (2) Teachers have shown improvement in executing these key teaching skills, but there is still room for improvement.
- (3) We will continue to encourage colleagues to participate in external professional development workshops in order to improve our professional knowledge and teaching effectiveness.

Visual Arts Subject

- (1) Some of the teachers conducted several rounds of lesson observations to improve their teaching skills.
- (2) We aim to conduct more lesson observations and reflections in the future.
- (3) We agree that participating in workshops that focus on key learning and teaching skills can enhance teachers' professional development.

Professional Development

- (1) It will be more comprehensive if there is a wrap up session for all teachers to share one or two 'take-away' after the department meeting which focus on new lesson observation forms and key teaching skills.

- (e) To improve lesson design and adopt effective teaching strategies to cater for learners' diversity

(i) Evaluation

Chinese Language Subject

- (1) The Chinese language subjects at DS1-DS3 and at MS1 levels have adopted hierarchical design of work. Different worksheets were made according to students' abilities and needs. This undoubtedly enables the less-able students to complete their tasks without completely losing their motivation and interest in learning. However, teachers should gradually increase the requirements so that avoiding students only completing simple tasks.
- (2) DS1-MS4 students are grouped according to their ability. Some classes with lower ability are divided into three groups from two classes or four groups from 3 classes based on their ability. In doing so, teachers become easier to design more suitable teaching and learning activities to the students according to their needs.
- (3) In classroom teaching and learning, teachers provide activities of different levels through homogeneous grouping and heterogeneous grouping to cater for learning diversity.
- (4) There are gifted classes and hierarchical supports to cater for the needs of students with different learning abilities during the 9th period at the Primary Division.
- (5) The average attendance rate of the first phase of DS1-DS3 enrichment classes is 90%. According to the tutor's feedback, the students' class order is generally good. The learning attitude of the participants is good, but the

ability is average and there is still room for improvement, especially on writing.

- (6) There are enrichment classes at the Secondary Division and students with lower grades are required to participate. There are 6 sessions for DS4 and 4 sessions for DS5 in the last semester, with an average attendance rate of 80%. Students are willing to attend relevant enrichment classes and the test results show that enrichment classes have a positive effect on student learning.
- (7) 73% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that the Department had discussed how to implement good lesson design in the subject.
- (8) 73% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that the Department had explored various effective teaching strategies to cater for students' learning differences.
- (9) 82% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that effective curriculum design is essential to teaching quality.
- (10) 72% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that a good curriculum design could meet the needs of students with different learning abilities.

English Language Subject

Primary Division

- (1) The majority of teachers were able to adopt effective strategies, such as mixed ability group work, tiered learning tasks, TECs' gifted classes, remedial classes, etc. to cater for learners' diverse needs.
- (2) Remedial classes have been implemented every Tuesday during the ninth lesson to support English learning for students with special learning needs.
- (3) Saturday remedial classes have been provided to help weaker students build language skills.
- (4) Moderated pre-writing tasks have been provided for lower ability students.
- (5) Split class teaching has been adopted in English Language lessons for average ability classes to cater for learners' diversity by lowering student-teacher ratio in the classes.
- (6) Summer enrichment classes have been provided for weaker DS3 students to help them consolidate the grammar items they have learnt this year.
- (7) Tiered assignments in the form of challenging questions have been added to FS writing worksheets and DS grammar and reading worksheets to elevate higher thinking and language skills of higher ability students.
- (8) Video and Drama (DS1), Playwright & Drama (DS2) and Dramatic Monologue & Duologue (DS3) gifted programmes have been provided to higher ability students every Thursday during the ninth lesson.

Secondary Division

- (1) Over 90% of teachers agree that the Dept. has conducted discussions on how to implement good lesson design in the subject.
- (2) More than 85% of teachers agree that the Dept. has explored different effective teaching strategies to cater for learner diversity in the subject.

Mathematics Subject

- (1) 88% teacher agree that the department in-house workshop is useful to guide teachers how to conduct a good lesson.

Humanities Subjects

Primary Division

- (1) Social Studies teachers in the Primary Division provides different levels of questions through group activities (homogeneous grouping and heterogeneous grouping) that catering for learners' diversity.
- (2) 72% of DS5 students agree Social Studies teachers understand my learning difficulties and they are always willing to support.

Secondary Division

- (1) Humanities Department had conducted a sharing session / workshop on 2 Oct, 2019, focusing on good lesson design on the topic "assessment for learning". One LS teacher was one of the sharing subject teachers.
- (2) New lesson plan has been adopted.
- (3) Peer observations originally planned were disturbed by school suspension. It will be replaced by lesson observation on Zoom in May.
- (4) Regular meetings among the members were held for professional dialogue in teaching and learning.

Science Subjects

- (1) 77.8% of teachers agreed that Science department had discussed about how to implement good lesson design in their subjects.
- (2) 66.7% of teachers agreed that Science department had explored different effective teaching strategies to cater for learners' diversity in lessons.
- (3) 100% teachers agreed that effective lesson design was important to the quality of teaching.
- (4) 100% teachers agreed that good lesson design could improve the effectiveness of catering for diversity in lessons.

Family Life Education

- (1) Brief discussions on how to implement good lesson design in FLE are held every now and then between FLE teachers in the same campus.
- (2) The FLE teachers explored different effective teaching strategies to cater for learners' diversity in lessons through workshops organized by school. With the on-going emphasis on the concern promoted by the school, teachers are getting more well-aware of the issue when planning their lessons.

ICT Subject

- (1) ALL ICT teachers agreed that the department has discussed about how to implement good lesson design, explored different effective teaching strategies to cater for learners' diversity.
- (2) Assignments / tasks in different levels of difficulty were given.
- (3) Some teaching content is flipped in video format for students to revise.

Media Education Subject

- (1) Teachers in Media Education department updated their worksheets on year basis, all teaching materials are shared on school's shared drive for cross-checking and constant discussion of teaching materials among teachers of the department. Teachers in our department also exchange teaching strategies by friendly class visit and discussion of different new e-platforms for e-learning.

Music Subject

- (1) Department tried to pair up high and low ability learners together when grouping in projects so that they can help each other.

Physical Education

- (1) Since each teacher is responsible for one level, we tend to alternate teaching objectives in order to avoid clashes in the equipment needed.
- (2) All subject teachers agreed that the mixed-gender setting of our school's PE lessons creates a higher level of diversity. For example, girls and boys are interested in very different sports.

Religious Education

- (1) All teachers from the department attended relevant training organized by the Professional Development team.
- (2) We have adopted various measures to cater to learner diversity. For example, we strive to maximize student participation by ensuring that every student has a role, such as leading a discussion, note-taking, timing, and reporting.
- (3) In terms of effective questioning, the Primary Division focuses on memorization, comprehension, and application, while the Secondary Division focuses on analysis, evaluation, and creativity. We hope to consolidate students' knowledge through encouragement, hinting, rephrasing, as well as asking follow-up questions.
- (4) To cater to differences in learning preferences, we provided different options of topics for MS level students to choose from during the class suspension period.

Visual Arts Subject

- (1) We conducted several teacher experience sharing sessions during departmental meetings.
- (2) All teachers were able to cater for learner diversity in their lessons based on the requirements of the new lesson observation form.

(ii) Reflection

Chinese Language Subject

- (1) The spectrum of students' abilities is wide and students with lower grades are not motivated in learning. Teachers need to think more about and design student-centered teaching activities to take care of students with different abilities and to enhance students' learning motivation.
- (2) Owing to social events in the last semester and the impact of the epidemic in the next semester, most enrichment classes could not be held.
- (3) Teachers in classes with average ability should design different tasks according to students' ability and guide them in learning.

English Language Subject

Primary Division

- (1) Due to class suspension, remedial and gifted lessons have also been suspended. They will be continued next year, and their effectiveness will be evaluated in due time.

Secondary Division

- (1) Much effort has been put into catering for learner diversity over the year, including adapting/modifying uniform level materials and supplying challenging/scaffolded materials to suit the needs of particular classes. There is no doubt teachers are well aware of its importance and actively do so in their teaching.

- (2) It is felt that the use of the new standard Lesson Observation form has helped ensure more explicit demonstration of catering for learner diversity.
- (3) It is believed that more attention must be given to the students in the mid-low range, both in terms of helping them build habits more conducive to constructive learning and creating suitable learning materials that target their needs. Teachers responsible for these classes should therefore engage in more communication to facilitate, say, collaboration and sharing of resources.

Mathematics Subject

- (1) Debriefing meeting to comment lesson plans exercise can help teachers more understand the focus of key teaching skills. Thus, nearly all teachers can understand how to apply key learning and teaching skills in lessons. With structural and routine peer learning or collaborative learning, multiple tiers of classwork, open task working in lesson are also appropriate strategies to cater for learners' diversity.

Humanities Subjects

Primary Division

- (1) Keep on providing different levels of questions through group activities is a current direction for catering for learners' diversity.

Secondary Division

- (1) In-depth sharing of how to design the assessment for learning elements in a lesson. Throughout the demonstration and discussion, colleagues got more insight on essential elements of "assessment for learning" in class.
- (2) New lesson plan was useful to access and evaluate different teaching strategies and areas. It will be used in the coming future.
- (3) Members on the whole are aware of the need to address the issue and strategies have been adopted in class and assessments.
- (4) Yet, more efforts and strategies, both in class and after class are expected.

Science Subjects

- (1) Discussions on how to implement good lesson design and different teaching strategies to cater for learners' diversity in lessons were held.
- (2) Discussions about different teaching methods would be continuously held at peer lesson sharing and in subject meetings.

Family Life Education

- (1) Further exploration of implementing good lesson design should be beneficial to FLE teaching. We have consent that good lesson design is important to the quality of teaching.
- (2) Teachers are always reminded to explore different effective teaching strategies to cater for learners' diversity in lessons when they are working on the lesson plan.
- (3) Though teachers are making progress on the issue when they are having their lessons, more time and opportunity for in depth understanding and exploration of the strategies are still needed.

ICT Subject

- (1) DS levels assignment / task must include different levels of difficulty.
- (2) Grouping strategies could be further discussed and enhanced.
- (3) Flipped videos are required.

Media Education Subject

- (1) Friendly class visit is especially beneficial and convenient to our small department of two teachers, it is good to ‘standardize’ the general teaching strategy and classroom routine of Media Education lesson and hence students of different levels find easy to keep up with their learning routine in this subject.

Physical Education

- (1) Since the new lesson plan and lesson observation form reflect the key teaching skills more accurately, we were able to address these pedagogies in departmental meetings and ensure that all colleagues understood the requirements.
- (2) We believe that it would be beneficial if the school could provide professional development workshops that are specifically catered for the PE subject.

Religious Education

- (1) We have always striven to keep learn diversity in mind when designing lessons and assignments, incorporating group discussions as well as diversified assessments.
- (2) We encourage teachers to put in extra effort and patience to guide students with special learning needs.
- (3) To cater to learner diversity, we will continue to include relatable and applicable topics into the curriculum, such as reflection diaries and Minecraft. These tasks facilitate students to introspect and to express their thoughts.
- (4) We will continue to encourage colleagues to participate in external professional development workshops in order to improve our professional knowledge and teaching effectiveness.

Visual Arts Subject

- (1) We will continue conducting lesson observations and reflections.
- (2) We also plan to implement a one-on-one mentorship programme for teachers with less teaching experience.
- (3) Teachers from the Primary and Secondary Divisions can share their experiences and exchange ideas more in meetings, which will strengthen the curriculum connection and improve classroom teaching on both campuses.

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

(i) Evaluation

Chinese Language Subject

- (1) Chinese teachers have an understanding of the concept of “assessment for learning” and they put questions, quizzes and collaborative learning activities, etc. to their classroom teaching to understand the students’ progress within a lesson.
- (2) Most Chinese teachers can use different electronic tools, which help them conduct real-time assessments and understand students’ progress within the lesson.
- (3) Teachers need to have an in-depth discussion on how to implement “assessment for learning” through lesson observation, design of lesson plans,

peer evaluation and lesson study. Each teacher is also required to practice this policy based on school's requirements.

- (4) 64% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Department had discussed how to apply the "assessment for learning in the classroom" strategy.
- (5) 81% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that they had applied the "assessment for learning" strategy in the curriculum.

English Language Subject

Primary Division

- (1) The new lesson plan template and lesson observation feedback form have clearly stipulated the expected markers of assessment for learning for all teachers. 100% of teachers are aware of the importance of conducting assessment for learning through whole-class teaching, group work and individual work as well as using questioning skills, cooperative learning strategies and other e-learning tools to achieve specific learning goals within lessons.
- (2) For eSchoolbag students (and for all students during class suspension), 100% of teachers have used various e-learning platforms such as Form quizzes, Polly and Kahoot to assess for learning by gaining instant feedback and adjusting subsequent teaching strategies.

Secondary Division

- (1) Over 90% of teachers agree that the Dept. has held discussions on how to apply AFL strategies during lessons.
- (2) Over 90% of teachers reported applying AFL strategies in their lessons.

Mathematics Subject

- (1) 100% teacher agree that department head gives constructive and useful feedback to teachers after lesson observation.
- (2) 96% teachers agree that the debriefing meeting after the department head's summary report on lessons observation is helpful to have the alignment on assessment for learning, catering for diversity, questioning skills and self-directed learning.

Humanities Subjects

Primary Division

- (1) Humanities Department tried to organize in-house professional sharing workshops on key learning and teaching skills and strategies.
- (2) Humanities teachers often share their experience in an in-house workshop that facilitates experience exchange.
- (3) 75% of DS5 students agreed assessment in Social Studies is effective with using a diverse approach.

Secondary Division

- (1) In the co-planning meetings of each level and the panel meeting had discussed on how "assessment for learning" could be included in the lesson design. Subject teachers had been reminded to build in assessment for learning elements in normal lessons.
- (2) Two LS teachers had participated in cross-subject ATL sharing session in two occasions in Jun, 2020 and July, 2020. Two lesson plans with focus on ATL had been designed and presented during the sharing sessions.
- (3) Plickers, Survey function in Zoom and Google classroom has been used

- effectively to implement assessment for learning.
- (4) E-platforms like Padlet and teaching skills like questioning were used in class to assess students' learning.
 - (5) Elements of questioning skills, like interactive, dialogic, etc. with features like I-R-P-R-P-R approach, have been raised and discussed in the meeting.

Science Subjects

- (1) 77.8% of teachers agreed that Science department had held discussions on how to apply "assessment for learning in lessons" strategies in our subjects.
- (2) 77.8% of teachers agreed that they had applied "assessment for learning" strategies in their lessons.

Family Life Education

- (1) Brief discussions on how to apply "assessment for learning in lessons" strategies in FLE are held every now and then between FLE teachers in the same campus.
- (2) FLE teachers have tried to apply "assessment for learning" strategies in their lessons whenever possible.

ICT Subject

- (1) Discussion about AFL in lessons have been done in all subject department meetings.
- (2) ALL ICT teachers agreed that department has helped in applying "assessment for learning in lessons".
- (3) ALL ICT teachers have applied "assessment for learning" strategies in their lessons.
- (4) Regular quizzes and tests were given to check students' learning result in MS levels.

Media Education Subject

- (1) "Assessment for learning" are implemented in Media Education Department in all levels (FS1-DS3); however different methods of assessment are applied according to students' levels and abilities. For example, verbal questioning and short answers are applied are applied to FS levels most of the time; while longer questions and answers, written assessment or online form assessments appear more in DS levels for assessing student's learning progress for teacher's further follow-up on students' learning progress.

Music Subject

- (1) Department would use some formal & informal class assessments.

Physical Education

- (1) 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. This measure is especially effective for students with low learning motivation because they tend to try to at least achieve the bare minimum.

Religious Education

- (1) All teachers from the department attended relevant training organized by the Professional Development team and discussed how to implement assessment for learning in lessons.
- (2) We believe that effective teaching can improve the learning effectiveness of

less able students.

- (3) In terms of implementation, we have started to raise questions at the beginning and the middle of lessons to check on students' learning progress.

Visual Arts Subject

- (1) We conducted discussions during common free lessons, departmental meetings and training programmes provided by the school.
- (2) 100% of teachers applied assessment for learning during their lessons based on the requirements of the new lesson observation form.

(ii) Reflection

Chinese Language Subject

- (1) Chinese teachers can use different online learning platforms or tools to evaluate students' learning progress in class.

English Language Subject

Primary Division

- (1) To further develop the scope of assessment for learning, a writing rubric for teachers' feedback and students' self- and peer-evaluation will be incorporated into the writing booklets. The rubric will clearly state the language, content and organization descriptors for each writing task. This rubric shall allow students to monitor and assess their own learning of the writing skills. The new writing rubric needs to be further monitored and evaluated.

Secondary Division

- (1) It is evident that teachers are well aware of integrating ATL into their teaching and are overall conversant with doing so in their lessons.
- (2) It is felt that the use of the new standard Lesson Observation form has helped ensure more explicit demonstration of AFL.

Mathematics Subject

- (1) It is a good practice with debriefing meeting on lesson observation in department, which can help teachers to improve teaching skill. Good questioning skills and respective feedback around the key questions to check whether student understanding in the middle of lesson is also appropriate strategies to apply Assessment For Learning.

Humanities Subjects

Primary Division

- (1) Teachers can also choose the appropriate training course from outside bodies and share their training experience in the in-house workshop or co-planning meeting that facilitate experience exchange

Secondary Division

- (1) Instead of merely giving advice, the department had planned to itemize the elements for assessment for learning, self-directed learning, etc. in the lesson plan to enable colleagues to keep them a regular practice in learning and teaching.
- (2) The designed ATL lesson plans would be tried out in next academic year.
- (3) The mentioned tools are useful to evaluate students learning during the lesson. They will be used in the future.
- (4) Due to suspension of class, Google classroom and Zoom has been adopted in

live lesson frequently.

- (5) It was found that some colleagues' understanding of assessment for learning remained in continuous assessment level, instead of that within lessons.
- (6) Clarifications have been held and clearer concepts were provided to members.
- (7) It was advised to set a key question for each lesson, with sub-questions at different stages for checking students' progress and understanding before moving to the next stage. Questioning skills seemed to be convenient tools for assessment for learning in classes.

Science Subjects

- (1) Discussions on how to apply assessment for learning in lessons were held and teachers have already used these strategies in their lessons. However, assessment for learning strategies would be explored further with other teaching strategies and implemented in lessons in future.

Family Life Education

- (1) It is the unique nature of FLE that "assessment for learning" strategies may not always be appropriate to be applied in lessons when we are looking for some learning outcomes through self-reflection. And students, especially those in upper levels, may prefer to write down their learning in homework rather than responding in classes because of the sense of privacy of their in-depth personal thoughts and feelings.

ICT Subject

- (1) Standardized statistical reports / mark sheet are needed for easy reference.
- (2) Assignment inspection focus should be the impacts of marking and grading.

Media Education Subject

- (1) Diverse forms of answering methods are good for catering student's needs and abilities, after all the most focus of Media Education teaching is generic skills more than language skills, it might be possible to migrate some of the written assessment to e-platform that supports different forms of feedback including audio, text and video, such as SeeSaw.

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 made good use of emails to discuss newly-learnt teaching methods.

Religious Education

- (1) We acknowledge that effective teaching skills are crucial to every teacher and progress in this area requires constant and continuous effort.
- (2) To improve assessment for learning, subject teachers included ethical questions which required various higher-level thinking skills, e.g. reflection and application to real-life scenarios. Moreover, reflection log was incorporated in the MS levels to facilitate students' reflection and allow them to express their views in various forms.
- (3) During the school suspension period, we emphasized the importance of interactions in real-time online lessons and explored functions on Zoom such as Poll and Chat to get a glimpse of students' learning progress.

Visual Arts Subject

- (1) We will continue to conduct professional sharing in meetings in order to design appropriate assessment tasks and activities and enhance teachers' assessment literacy.
 - (2) We acknowledge that assessment for learning can help teachers select and make effective use of learning and teaching resources that suit the needs and interests of students with different abilities.
 - (3) Using the student self-assessment methods encourages students to take responsibility for their own learning. It incorporates self-monitoring, self-assessment, and self-evaluation.
 - (4) All assignments are designed with different levels of difficulties.
 - (5) Teachers can vary their input in response to learners' progress and learning styles in order to enhance their engagement as well as motivation, and ultimately, their learning effectiveness.
- (g) To promote assessment for learning in daily L&T activities by making use of effective e-learning tools

(i) Evaluation

Chinese Language Subject

- (1) Teachers used different e-learning platforms and real-time assessment of students' learning and gave timely feedback. Teachers also worked together to use e-learning platforms according to the teaching needs. The platforms included Loilonote, plickers, My story, Quizlet, Padlet, Talkr, Onenote, toontastic 3d, modern e-learning network, etc. Teachers visited other teachers' lessons and communicated with each others in the department meetings.
- (2) 73% of teachers at the Secondary Division and 100% of teachers at Primary agreed that they participated in seminars on using effective e-learning tools to implement assessments which promote learning.
- (3) 72% of teachers at the Secondary Division and 100% of teachers at Primary agreed that they had used e-learning tools and applied "assessment for learning" strategy in their lessons.

English Language Subject

Primary Division

- (1) 80% FS level teachers have used Quizlet,
- (2) BrainPOP ELL, Fun and Friends, etc. to assess for students' learning.
- (3) 80% DS level teachers have used the above platforms to assess for students' learning.
- (4) During class suspension, all DS level students have also made use of Forms quizzes and Polly in MS Teams and Kahoot to assess for students' learning.

Secondary Division

- (1) 80% of teachers reported attending workshops on the use of effective e-learning tools to implement AFL.
- (2) Over 85% of teachers reported applying AFL using e-learning tools in their lessons.

Mathematics Subject

- (1) 92% teacher agree that e-learning team in department gives training on how

to use S-mark as a tool to conduct assessment for learning and promote self-study.

- (2) 100% teachers agree that they can choose appropriate e-learning tools to implement assessment for learning.
- (3) 100% teachers agree that the department support is quick and useful when I have technical problems in using e-learning tools.
- (4) 88% teachers agree that the resource for employing e-learning and e-teaching in classroom is systematically and easy to find in Poly-drive or OneNote.
- (5) 96% teachers agree that the colleagues in department are willing to share experience in using e-learning tools such as Microsoft Teams and Zoom in daily teaching and learning activities.

Humanities Subjects

Primary Division

- (1) All Social Studies teachers used different e-learning platforms to instantly assess student learning and make timely feedback. Teachers use e-learning platforms according to their teaching needs, including: Padlet, Nearpod, Kahoot, Microsoft teams and Google Classroom.
- (2) During the school suspension from February to April 2020, all Social Studies teachers use the electronic platform for real-time teaching, so this year teachers and students have made great progress in the mastery, application and use of electronic teaching tools.

Secondary Division

- (1) 100% LS teachers have attended at least one workshop organised by the school on e-learning and learnt the tool such as google classroom or Microsoft office plus some other self-selected e-learning programme to implement assessment for learning.
- (2) Due to outbreak of covid-19, many trainings has been cancelled. Training was continued to participate after resume of normal class and working environment.
- (3) E-learning tools has been widely adopted during class suspension period.
- (4) E-platforms like Padlet and Karoot like questioning were used in class to assess students' learning.

Science Subjects

- (1) 100% teachers agreed that they had attended workshops on the use of effective e-learning tools to implement assessment for learning.
- (2) 77.8% of teachers agreed that they had applied “assessment for learning” strategies using e-learning tools in their lessons.

Family Life Education

- (1) The in-house workshops on the use of effective e-learning tools to implement assessment for learning by Professional Development Team was cancelled because of the Class Suspension.
- (2) As Live lessons in DS1-DS3 have to be planned during class suspension, certain e-learning tools like Google Classroom, Google Forms, Padlet or Kahoot are explored and tried to apply in the lessons.
- (3) Brief discussions on how to apply “assessment for learning” strategies using e-learning tools in FLE lessons are held every now and then between FLE teachers in the same campus.

ICT Subject

- (1) ICT department uses e-platform like SMark, Google Form, OQB to access students' learning progress.

Media Education Subject

- (1) School has provided sufficient workshops on the use of effective e-learning tools, while teachers are well-equipped with sufficient knowledge on "assessment for learning" strategies using e-learning tools in their lessons. However, it is very important for us to evaluate the pros and cons of different e-learning tools that fits and context of teaching and learning of our department and the ability and cognitive development of students.

Music Subject

- (1) The music department made the best use of the most updated music composition hardware and software such as Imac/ Mbox/ pro tools/ midi keyboard.

Physical Education

- (1) Although e-learning is not a priority in the subject due to the subject nature of PE, subject teachers have been learning more about e-learning tools such as Microsoft Teams, Zoom, and Google Classroom during the school suspension period.

Religious Education

- (1) All teachers from the department attended relevant training organized by the Professional Development team and discussed how to use e-learning tools in lessons.
- (2) All teachers are able to apply what they have learnt into their daily teaching.
- (3) The Primary Division conducted real-time lessons through Microsoft Teams and checked on students' learning progress using electronic means.
- (4) 75% of the teachers believe that they are gradually mastering key teaching skills.

Visual Arts Subject

- (1) All teachers were able to use different e-platforms to implement assessment for learning, such as Kahoot!, OneNote, Google Classroom, Sketch-up, and Assembly.

Professional Development

- (1) PD team has organized 5 in-house workshops successfully before the sudden suspension of school. 3 workshops focused on AFL with E-learning tools. All workshops got positive feedback from the participants.

(ii) Reflection

Chinese Language Subject

- (1) Owing to the epidemic in Term 3 and 4, FS1-DS3 students used Teams for online real-time learning. In order to make full use of the software functions of Teams and One note, the Department planned to hold teacher workshops and invited teachers from other schools to have professional exchange.
- (2) All teachers used ZOOM for online real-time teaching from Term 3 in Secondary Division. Those teachers who were not familiar with electronic tools must now learn to use them. This is conducive to the implementation of

e-learning plans in the future.

English Language Subject

Primary Division

- (1) These strategies will be continued next year. Further evaluation and discussion are needed to decide on how to implement them.

Secondary Division

- (1) As said above, teachers are all aware of incorporating AFL into their lessons, although this may not always be done using digital means but rather via more traditional ways such as verbal questioning or paper quizzes.
- (2) Some departmental PD time could be devoted to introducing user-friendly e-learning tools (e.g. apps) to teachers and educating them on using these tools to gauge students' learning progress to achieve AFL.

Mathematics Subject

- (1) It is a good chance to trial scheme to use S-Mark to promote e-assessment and teach students how to use the result of S-mark to develop student's self-directed learning. However, we find that S-mark is not a convenient tool to achieve our goal due to lack support from the developer of S-Mark.
- (2) Teachers usually use effective e-learning tools like Google Form, Kahoot to see students' learning progress and give appropriate feedback according to student understanding.

Humanities Subjects

Primary Division

- (1) In this year, all Social Studies teachers are willing to adopt different e-learning platforms to instantly assess student learning and make timely feedback.
- (2) Social Studies teachers find that the E-learning platform helps to raise students' interests, as well as motivate students to actively involved in-class activities. But teachers should pay more attention to whether students use electronic products to do activities unrelated to the lesson.

Secondary Division

- (1) The use of e-learning tools to implement assessment for learning mainly applied in MS1-MS3 classes.
- (2) During the school suspension period, we had made use of zoom programme for online lessons, and some pre-lesson tasks through the e-platform.
- (3) Other e-learning tools, such as powerlesson, google classroom, jamboard, kahoo, etc.
- (4) Despite teachers had given feedback on the work done by the students, direct marking on the students' work in google classroom is less convenient. More equipment support, such as i-pen would help in this aspect.
- (5) Teachers joined different trainings by Zoom after class suspension period.
- (6) E-learning tools were being used continuously after class suspension period. They are useful and will be used in the future.

Science Subjects

- (1) All teachers had attended workshops on the use of effective e-learning tools to implement assessment for learning and many had applied the strategies by using e-learning tools in their lessons.
- (2) It is suggested that e-learning tools would be explored further by considering the effectiveness of teaching and the related pedagogy in future.

Family Life Education

- (1) Further exploration and practice on the use of effective e-learning tools to implement assessment for learning will be conducted.

ICT Subject

- (1) Due to the unstable performance of SMark, we will stop to use it.
- (2) OQB can be further deployed as a AFL tool.

Media Education Subject

- (1) Department has decided to mainly stick to the current e-learning platform we are employing – SeeSaw. This platform serves a learning profile of different students and more importantly serve the multimedia use for our subject, students are demonstrating their works to the peers in confidence in forms of video, audio, text, drawing, pictures and more. Teachers can also assess the students' learning progress pinpoint on the generic skills Media Education curriculum is focusing, rather too depending on students' language ability.

Physical Education

- (1) The pandemic posed tremendous challenges to the subject. Since physical exercise requires space, it was difficult to ensure that students had the opportunities to exercise effectively and safely at home. Thus, the teaching effectiveness was severely diminished during the school suspension period.
- (2) Subject teachers were able to assign online materials and worksheets to teach students theoretical knowledge, but student engagement clearly dropped after a while.
- (3) Nevertheless, to achieve “Suspending Classes Without Suspending Learning”, subject teachers strove to make lessons more engaging and interactive by filming demonstration videos and playing games in class.

Religious Education

- (1) Through e-learning platforms, teachers were able to provide immediate feedback and follow-up according to students' learning progress, which boosts teaching effectiveness.
- (2) Since the use of Minecraft in DS4 and DS5 increased student engagement and self-study skills, we plan to continue this activity in the next academic year.
- (3) We will continue to encourage colleagues to participate in external professional development workshops in order to improve our professional knowledge and teaching effectiveness.

Visual Arts Subject

- (1) We hope to attend more in-house sharing and training sessions on how to use different e-tools and the tools' effectiveness in enhancing students' learning.

Professional Development

- (1) 17 workshops had been scheduled for this academic year. However, due to school suspension, many workshops were postponed. We may think more about shifting these workshops online. It will be more flexible for teachers to have PD online learning.

7.2 Major Concern 2: To nurture characters, habits and attitude of students

- (a) To adopt a whole-school approach in moral education

(i) **Evaluation**

Chinese Language Subject

- (1) The curriculum of Chinese Language has already included the category of morality and affection and the Chinese lessons also focused on cultivating students' moral attributes, values and attitudes. For example, affection was infiltrated and students' good characters were cultivated through Chinese writing.
- (2) The Chinese Language subject focuses on cultivating students' moral affection. Most of the passages involve moral education. The three-character canon (三字經) are taught at the Primary Division. Teachers also cooperate with the Guidance Team to promote caring. Relevant famous sayings and quotes are selected and shared in the morning assemblies. Slogans about moral education are posted in the corridors on each floor. At Secondary Division, the elements of morality and affection are infiltrated in the content of the passages.
- (3) 55% of teachers at the Secondary Division and 77% of teachers at the Primary Division agreed that school had implemented a new moral education framework.
- (4) 64% of teachers at the Secondary Division and 77% of teachers at the Primary Division agree or strongly agree that the new curriculum plan had emphasized the cultivation of good values and attitudes for students.
- (5) 64% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that the learning goals of values and attitudes had been incorporated into the school-based curriculum plans of all subjects and at all levels.
- (6) 64% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that teachers had discussed how to achieve teaching goals in terms of values and attitudes in subject meetings.
- (7) 73% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that they had made progress in achieving the learning goals in terms of value and attitude development of the students.
- (8) 82% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that teachers could seized every opportunities in lessons to improve students' moral values.

English Language Subject

Primary Division

- (1) A systematic value education framework was launched, and posters of the framework have been posted up in all classrooms.
- (2) In this academic year, a new textbook "Academy Stars" which promotes good morals, values and attitudes in English lessons have been adopted by DS1-3.
- (3) 100% FS students have a reading lesson once a week. Local English teachers and TECs served as facilitators to develop students' moral values by reading different books.
- (4) FS students learned about friendship and family love through reading in-class online Tumble books.

- (5) 100% Students learned about perspectives and the importance of being respectful and humble through reading Wide Range stories.

Secondary Division

- (1) 80% of teachers agree that the learning objectives in the domain of “values and attitude” have been included in the SBC plans of all levels.
- (2) Over 70% of teachers agree that discussions on how to meet the learning objectives in the domain of “values and attitude” are held in co-planning sessions of the Dept.
- (3) Over 65% of teachers agree that they make progress in meeting the learning objectives in the domain of values and attitude in the curriculum; and that they can grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.

Humanities Subjects

Primary Division

- (1) All topics in Social Studies curriculum from FS1 to DS3 have built in discussion on the value judgement. Students are mostly able to hold a relative positive view in uploading the core values in the conclusion.
- (2) Moral values such as responsibilities, quality of life, protection of environment, etc, are included in the Social Studies curriculum from FS1 to DS3. Students have positive values towards self-concept, interpersonal relationship, to the society and to the environment.
- (3) Moral values such as responsibilities are also included in the Social Studies Activities in the Primary Division. 100% of FS2 students participated in “One Person One Flower” activity. And they have successfully planted flowers in November, 2019. And 50% of DS3 students participated in the “Organic farming” activity in November 2019 (Another 50% of DS3 students cannot participate in the “Organic farming” activity due to the suspension of classes). Participate in Social Studies activities help cultivate students’ sense of responsibility.
- (4) For DS4 and DS5, a drawing competition called My daily life during classes suspension is carried out for DS4 and DS5 express positive values during classes suspension.

Secondary Division

- (1) Moral values such as civic responsibilities, protection of environment, sustainability, etc. were included in the teaching contents.
- (2) Core values like justice and commitment and associated values like fairness in Logos value framework have been integrated into MS level History topics, like the two world wars, holocaust, Apartheid, etc.
- (3) Other values stated in the framework have been addressed whenever appropriate and possible.

Science Subjects

- (1) 88.9% of teachers agreed that the senior management team had implemented the new framework on moral education (Logosians’ core value framework).
- (2) 88.9% of teachers agreed that the new format of Lesson Planning form had been used to emphasize the nurturing of good values and attitude.
- (3) 66.7% 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.
- (4) 55.6% of 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 in the department.

- (5) 66.7% of teachers agreed that they had made progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (6) 66.7% of teachers agreed that they could grasp appropriate opportunities to promote moral values in their lessons even without prior planning.

Family Life Education

- (1) The new framework on moral education was designed, introduced to all teachers and students.
- (2) Students and teachers are aware of the new framework. But it is not easy for them to memorize all the core values of the 11 years for the time being.
- (3) It is encouraging that the new format of Lesson Planning form emphasizes the nurturing of good values and attitude. Teachers of all subjects are reminded to regard the nurturing of good values and attitude as an essential element in their lesson.
- (4) It is the usual practice of FLE to include the domain of values and attitude in the learning objectives in all levels of the FLE School-based Curriculum Plans.
- (5) Discussions on how to meet the learning objectives in the domain of values and attitude are held in the co-planning of preparing the self-learning YouTube films, the self-learning films at google classroom and live lessons during class suspension.
- (6) The FLE teachers are appropriately making steady progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (7) When class suspension first started, FLE teachers grasped the opportunity to promote moral values by launching the inter-department program “Still connect” for students in the Secondary Division. Subject departments like FLE, RE, PE, Music and Visual Art joined hands with functional teams like Social workers, Ed Psychologists and Pastoral Care to provide a series of multi-dimension positive education programs for our secondary students. And the students responded well through participation in the activities.

ICT Subject

- (1) ALL ICT teachers agreed that the new framework on moral education is effective.
- (2) ALL ICT teachers agreed that the new format of Lesson Planning form has been used to emphasize the nurturing of good values and attitude.
- (3) ALL ICT teachers agreed that the values and attitude have been included in the SBC plans.
- (4) ICT teachers tried to incorporate this moral education in curriculum like care the global warming issue through use of AI, IT literacy, using technology to care for the society and needy, etc.
- (5) ALL ICT teachers have confidence in promoting moral values in my lessons even without prior planning.

Media Education Subject

- (1) All teachers in Media Education Department are well-informed about the new framework on moral education and totally understand and agreed to implement these good values and attitude into the Media Education daily teaching. There are discussions among teachers in our department on how and what to implement into the curriculum, in order to grasp the opportunities to promote moral values suggested by the school. In Media

Education department, several key values and attitude are intended to meet, according to the mental development and social development of students, including Love, Honesty, Respect in Foundation Levels; Respect, Responsibility and Appreciation in Development Levels 1-3.

Music Subject

- (1) Department conducts discussions on how to infuse “moral, values and attitude” education strategies in lessons.
- (2) The learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of all levels.
- (3) Discussions on how to meet the learning objectives in the domain of values and attitude are held in the co-planning of lessons in department.
- (4) 100% of teachers make progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (5) 100% of teachers find that they can grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (6) Department head finds that teachers have appropriately met the learning objectives in the domain of values and attitude in the curriculum.

Physical Education

- (1) To help implement the Self-Directed Scheme by the Campus Life team, subject teachers strictly enforced the service requirements.
- (2) Subject teachers also helped launch the Excellent Class Competition to pay special attention to classes that have more discipline issues.

Religious Education

- (1) Values and attitude learning objectives were included in the School-based Curriculum Plans (SBC) at all levels. These learning objectives were systematically incorporated into assignments and lesson activities. For example, FS levels focus on love and honesty while DS levels focus on respect, responsibility, appreciation, empathy, and moderation.
- (2) Many biblical figures embody positive character traits that students could learn from. Therefore, studying biblical stories nurtures students’ sense of morality and values.
- (3) At least one subject teacher from each campus joined the Counselling and Values Education Team.
- (4) Students participated actively in lesson activities, which were designed to achieve moral education learning objectives. This proves that moral education has been effective in both formal and informal learning settings.
- (5) The department conducted student surveys in June in FS2, DS1, DS4, and MS1. We found that 87% of students agree or strongly agree that RE lessons can help them develop good character and sense of morality and 82% of students reported being able to apply what they have learnt in their daily life.
- (6) To strengthen Christian values education, subject teachers actively organized and participated in a wide variety of Gospel activities, such as Gospel Week, Walk with Jesus, Reflection Day, and Gospel Camp.

Visual Arts Subject

- (1) Some of our teaching content or themes are related to religions stories and moral values; more students’ artworks of related themes will be displayed.
- (2) We strove to cultivate students’ self-discipline and ethical awareness through promoting the importance of caring for their tools and environmental

- hygiene)
- (3) 100% of teachers reported making progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
 - (4) 100% of teachers reported that they could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.
 - (5) 100% of teachers reported that they had met the learning objectives in the domain of values and attitude in the curriculum.

Counselling and Value Education

- (1) The new value Education curriculum is well defined in the school and throughout school-based materials. The 11-year cycle of value Education curriculum was introduced to all teachers on 30 August 2019 before the new academic year. Eye-catching posters and hanging banners were designed and displayed in classrooms and campus.
- (2) 3 structured HRT lessons are central coordinated at each level to nurture students' positive attitudes and good qualities.
- (3) Lesson plans with teaching materials were prepared for FS1-DS3 students as follows:
 - a. FS1: 3 lessons with focus value of "Love"
 - b. FS2: 3 lessons with focus value of "Honesty"
 - c. DS1: 3 lessons with focus value of "Respect"
 - d. DS2: 3 lessons with focus value of "Responsibility"
 - e. DS3: 3 lessons with focus value of "Appreciation"
- (4) Beside the structured lessons, a theme message "Caring Heroes! Get Set Go!" was carried to promote a culture of love and care to the society and the world. A whole-school approach is adopted.

(ii) Reflection

Chinese Language Subject

- (1) It's suggested to continue to integrate moral education and value education into the curriculum so that students' good values and attitudes can be cultivated.
- (2) It's suggested that moral education and value education should be included in the extensive reading plan.

English Language Subject

Primary Division

- (1) Teachers can further make good use of some newly ordered picture books bought in the IB workshop to further develop students' moral values. It was suggested that these books can be used in TEC Lunchtime Reading Programme (Story Time with Mr. Mike).
- (2) Teachers could choose stories from Tumble Books with strong moral values. Students will be asked to think about the moral values they have learned from the story by filling in their library booklet.

Secondary Division

- (1) Particular moral values/qualities have been included in the Scheme of Work of all levels to more explicitly suggest to teachers what items they could focus on.
- (2) Teachers in general are able to infuse the teaching/discussion of moral values/qualities into their lessons.
- (3) Teachers would continue to be encouraged to grasp opportunities available

under the existing curriculum (e.g. themes from textbooks and literary works) to infuse the teaching of moral values/qualities into their teaching. However, it must be understood that a forced/obtrusive approach of delivering/instilling moral values should perhaps be avoided and should not take precedence over the primary aims of language learning.

Humanities Subjects

Primary Division

- (1) Continue to integrate moral education into the Social Studies curriculum to help students establish positive or correct values and develop good attitudes.

Secondary Division

- (1) As discussion from multi-perspectives is the major approach in teaching LS subject, students can have opportunities to evaluate different values on current issues, teachers have made use of the opportunities to cultivate positive values through the lessons.
- (2) Efforts have been done to incorporate those values in daily learning. Yet, the degree of success is in question as there is absent of an effective mean to assess it.
- (3) Films, short videos, speeches in ted talk, etc. can be effective media for the value education.

Science Subjects

- (1) The new format of lesson planning form had been used to emphasize the nurturing of good values and attitude.
- (2) However, it takes time for the learning objectives in the domain of values and attitude to be included in the SBC plans and in co-planning of the lessons.

Family Life Education

- (1) As a school providing the unique 11 year “through-train” mode of primary and secondary education, it is our advantage to plan and nurture our students in moral education from childhood to teenage.
- (2) Besides posting the banner of the new framework on moral education in every classroom, it may increase students’ familiarity of the framework if the senior management team can launch more activities in both campuses to increase students’ understanding of the framework.
- (3) In order to measure the effectiveness of the new framework on moral education among our students, a more thorough plan of developing some qualitative measuring tools are needed. We may need some pre- and post-survey for our students in their 11 years of school life so that we can understand the effectiveness of our new framework.
- (4) The implementation of the new format of Lesson Planning form is also a good means in promoting a whole-school approach in moral education for our students.
- (5) The FLE department has always considered moral education as the core value of the subject. We always see it as our role in the whole-school approach on moral education.
- (6) Further discussions on how to meet the learning objectives in the domain of values and attitude held in the co-planning and worksheet design are needed whenever we update the curriculum.
- (7) The compilation of an upgraded version of the school-based moral education framework is needed as a response to the characteristics of our present students and their parents. For the Logos style school-based moral education

framework, the 11-year FLE curriculum can work together with the Religious Studies curriculum and the Campus Life Team to better support the whole-school approach in moral education.

- (8) This is a spontaneous, creative and interdisciplinary moral education program that demonstrated the problem-solving ability and concern of students' moral well-being among the teachers in quick response to the sudden outbreak of the epidemic.

ICT Subject

- (1) More structured planning should be applied in the curriculum planning stage.
- (2) Focus on 2-3 SDG (well-being, quality education) in projects.

Media Education Subject

- (1) It is a move forward towards the teaching of media literacy, in which moral values are the key, while trying to imply more values and attitudes suggested by the school's new framework on moral education. On top of media literacy, teachers are given more ways to explore on discussing moral values and attitudes of using digital devices as a digital citizen in the lessons. Under such a whole-school approach, students are equipped with multi-dimensional perspective of these virtues.

Music Subject

- (1) Music Department has met the success criteria set by the school.
- (2) Music teachers agree that they have appropriately met the learning objectives in the domain of values and attitude in the co-planning of lessons and the curriculum.
- (3) Music teachers find that students learn the domain of values and attitude naturally through song, group work and presentation in lessons. Therefore, music teachers will keep on infusing moral, values and attitude strategies in their lessons.

Physical Education

- (1) To nurture Logosian values, subject teachers always taught students rules and etiquette, such as respect, comity, and safety, before teaching them techniques.
- (2) Physical Education lessons are generally welcomed by students. Teachers acted as role models and led by example through patiently guiding students.

Religious Education

- (1) The department will continue to collaborate with Campus Life and Counselling and Value Education teams to conduct moral education at the school level.
- (2) To strengthen our students' moral education, we will continue to assess students' grasp of values and attitude learning objectives through lessons observations and book check, then adjust our teaching based on our observation.
- (3) In addition to collaboration between different subject departments, one-off moral education activities are also effective ways to nurture students' sense of morality.
- (4) We will continue to serve as students' role models and lead by example.

Visual Arts Subject

- (1) Some students' attitude and discipline still need improvement.
- (2) Teachers should emphasize the importance of discipline in the art room.
- (3) Arts education is closely connected to our daily cultural life, such as environmental protection and love.
- (4) We will continue to design lessons that meet learning objectives in the domain of values and attitude in the curriculum.

Counselling and Value Education

- (1) Over 90% teachers agreed or strongly agreed Logosian core value framework was established well for developing student's positive values and attitudes.
- (2) The whole-school approach will continue to be a strategy next year to fine-tune the curriculum from FS1 to DS3.
- (3) The structure and content of the counselling team programs are now well-developed. We have different focuses on different levels. Special groups and special programs will move forward on a voluntary and needed basis. Programs and groups were designed according to the students' developmental needs.
- (4) Over 94% teachers agreed or strongly agreed the Counselling Team has launched appropriate programs under the theme of "Caring Heroes! Get Set Go!" to promote a culture of love and care to the society and the world.
- (5) However, most of the programs were canceled due to the outbreak of COVID-19 and the suspension of school.

(b) To strengthen the roles of HRTs and assistant HRTs in moral education

(i) Evaluation

Chinese Language Subject

- (1) 73% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that school had conveyed a clear expectation on the role of the moral education to all homeroom teachers and assistant homeroom teachers.
- (2) 82% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that they understand how a leading role in moral education should be paid as a homeroom teachers or an assistant homeroom teacher.
- (3) 91% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that they were satisfied with the leading role as a homeroom teacher or an assistant homeroom teacher.

English Language Subject

Secondary Division

- (1) Over 70% of teachers agree that clear expectations on the roles of HRTs and assistant HRTS have been communicated to all staff.
- (2) 80% of teachers understand that as HRTs, they have a leading role to play in the moral education of students.
- (3) 60% of teachers, as HRTs, feel comfortable with their assigned roles in connection with moral education.

Science Subjects

- (1) 66.7% of teachers agreed that clear expectations on the roles of homeroom teachers and assistant homeroom teachers in moral education had been

communicated to them.

- (2) 55.6% of teachers (who were homeroom teacher / an assistant homeroom teacher) agreed that they were clear that they had a leading role to play in the moral education (e.g. cultivating core values of Logosians) of the students in their classes.
- (3) 44.4% of teachers (who were homeroom teacher / an assistant homeroom teacher) agreed that they were comfortable with the assigned leading roles (e.g cultivating Logosians' core values).

Family Life Education

- (1) In the staff meeting for the beginning of the school year, expectations on the roles of HRTs and assistant HRTs in moral education have been communicated to all staff. So, to a certain extent, HRTs and assistant HRTs are clear that they have a leading role to play in the moral education of the students in their classes.

Religious Education

- (1) Subject leaders who also serve as HRTs have shouldered the responsibility of moral education by facilitating students' growth every day.

Counselling and Value Education

- (1) HRTs value education lesson briefings were conducted to give practical support to teachers. A full set of materials were delivered well to teachers.

(ii) Reflection

English Language Subject

Secondary Division

- (1) It should be noted that this aspect is not inherently relevant to English as a language subject.
- (2) More effort is needed in helping HRTs reconcile themselves with their additional roles in students' moral education apart from merely being the manager of a class.

Science Subjects

- (1) It's suggested that much more has to be done on expectations and the roles as a homeroom teacher or an assistant homeroom teacher in future.

Family Life Education

- (1) It was a good kick off for communicating the school expectations on the roles of HRTs and assistant HRTs in moral education. In order to strengthen the result, sharing meeting of every level among teachers can be held in the middle and at the end of the school year so that teachers can share their experience, reflect on their effort and rally for a better understanding of the roles of HRTs and assistant HRTs.

Physical Education

- (1) Four subject teachers also served as HRTs this year.
- (2) There is a large disparity between the workload of more able classes' HRTs and that of less able classes' HRTs.

Religious Education

- (1) We acknowledge that HRTs play a crucial role in shaping students' values education.
- (2) We have facilitated HRTs' work by initiating collaborations and acting as a bridge of communication.
- (3) We will continue to serve as students' role models and lead by example.

Counselling and Value Education

- (1) The time for teachers' briefing is limited and the implementation progress was difficult to monitor and evaluate. More HRT participation is suggested in designing the value education lessons.

- (c) To strengthen the effectiveness of HRT periods through central coordination and structured lessons

(i) Evaluation

Chinese Language Subject

- (1) 82% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that more time had been allocated to implement the new moral education framework during HRT period.
- (2) 82% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that there had been more structured during the HRT period to implement moral education.
- (3) 82% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that they had effectively conducted moral education during the designated HRT period as a homeroom teacher or an assistant homeroom teacher.

English Language Subject

Secondary Division

- (1) Only 40% of teachers agree that more time has been allocated to HRT periods to implement the new moral education framework.
- (2) 60% of teachers agree that more structured lessons have been constructed to implement moral education in HRT periods.
- (3) Over 65% teachers as HRTs agree that the designated HRT periods have been effective in promoting moral education.

Science Subjects

- (1) 66.7% of teachers agreed that more time had been allocated to HRT periods to implement the new moral education framework (Logosian's core values framework).
- (2) 44.4% of teachers agreed that more structured lessons had been constructed to implement moral education in the HRT periods.
- (3) 44.4% of teachers (who were homeroom teacher / an assistant homeroom teacher) agreed that the designated HRT periods had been effective in promoting moral education (e.g. nourishing Logosians' core values).

Family Life Education

- (1) As all the 3 FLE teachers are not HRTs, it is inapplicable for us to response to the effectiveness of HRT periods through central coordination and structured lesson.
- (2) However, 2 of the FLE teachers are members of the Counselling and Value

Education Group in either campus 1 or 2. The teacher in the Primary Division takes up the DS1 HRT periods while the teacher in the Secondary Division takes up HRT periods of all the 6 levels in the whole campus in this school year. Besides designing the structured value education HRT lessons, they also played an active role in coordinating FLE and HRT lessons so as to avoid overlapping and create better division of labour between the 2 parties.

- (3) There is more time allocated to HRT periods in Secondary Division while no increase in time for HRT periods in Primary Division.

Physical Education

- (1) From March onwards, other departments provided more support to HRTs from other departments—such as PowerPoint presentations, videos, and Still Connect activities—which strengthened the content of HRT lessons.

Religious Education

- (1) Subject teachers actively participated in the Counselling and Values Education Team and helped arranging and coordinating HRT lessons.

Counselling and Value Education

- (1) Since the new Value Education curriculum is well defined in the school in this year, the HRTs lessons were reviewed and newly designed to cater for the needs of the students.
- (2) The Value Education HRTs lessons were scheduled to conduct in January to February. Each level of Primary Division has three structured lessons with one focused value. Due to the outbreak of COVID-19 and the suspension of school, only DS1, DS2 and DS3 have implemented one lesson.
- (3) Videos were designed each week for FS students to have moral education at home in the period of school suspension. Stories and values of love and caring, emotional management and inter-personal relationship were shared with students.

(ii) Reflection

English Language Subject

Secondary Division

- (1) It should be noted that this aspect is not inherently relevant to English as a language subject.
- (2) It could be roughly said that HRT periods deliver some degree of usefulness in terms of students' moral education, but perhaps more HRT time would be necessary for this objective to be more effectively met.

Science Subjects

- (1) It's suggested that much more has to be done on planning structured HRT lessons in promoting moral education in future.

Family Life Education

- (1) A more comprehensive planning of HRT periods to meet the developmental needs of our students can be achieved if close cooperation between FLE as a formal subject and Counselling and Value Education Group as a whole school student activity unit continues in the coming years. Besides planning and designing the structured value education HRT lessons, the cooperation will help to avoid overlapping and create better division of labour between

the 2 parties.

Physical Education

- (1) We hope that there will be more support provided to less able classes which tend to have more discipline issues.
- (2) In light of the large disparity between the workload of more able classes' HRTs and that of less able classes' HRTs, we hope that there will be better coordination such that teachers who usually serve as more able classes' HRT can help out with less able classes more.

Religious Education

- (1) We acknowledge that HRTs play a crucial role in shaping students' values education. Hence, our department deeply values our collaboration with the Counselling and Values Education Team.
- (2) We will continue to serve in this regard and develop more HRT lesson plans in the future.

Counselling and Value Education

- (1) To promote students' holistic development, different departments and functional team would make use of the HRT periods to implement various programs. Therefore, only three times has been allocated to HRT periods to implement the new moral education framework.
- (2) The designated HRT periods have been effective in promoting moral education through story-telling, role play and reflection exercises. In this year, parents' feedback was added into the worksheets and they could encourage the students' to practice what they learned in the Value Education HRT lessons in their daily life.

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

(i) Evaluation

Chinese Language Subject

- (1) There are reading plans at all levels and with designated reading lists. There are reading plans for SBA at MS level. They all serve to develop students' reading habits.
- (2) There are "Star" reading plan for Chinese and Western classics and FS "Reading Passbook Reading Plan" at the Primary Division.
- (3) Owing to the suspension of classes, the reading plan for this year has changed slightly. For example, FS1 has completed Andersen's Fairy Tales and Chinese Culture Reading. They were introduced Grimm's fairy tales and picture book reading in Youtube, following with Kahoot. FS1 students were also introduced to Aesop's Fables in real-time remote lessons. FS2 students completed reading Mythology and fables. They were taught Alice's Adventures in Wonderland in real-time remote lessons, followed by Kahoot Challenge. DS1 students completed "One Thousand and One Nights" and Journey to the West in real-time remote lessons while DS2 students Greek Mythology and Romance of the Three Kingdoms. DS3 students were given Heart and some famous passages. It was planned they would be introduced The Analects of Confucius in real-time lessons. However, The He Zi's (何紫) lecture and reading plan originally scheduled on 27th March were cancelled owing to the suspension of classes.

- (4) The “Happy Writing Award Programme” was implemented at DS1-DS3 levels to encourage students to write and help students to establish good study habits.
- (5) Classroom note-taking programme was implemented at DS3 level to allow students to record their reading experience, consolidate what they have learned, enhance their learning effectiveness and help them to establish good learning habits.
- (6) There is a “Book Pavilion” in each class at the Primary Division, providing students with 80 different types of Chinese books.
- (7) DS4 and DS5 students are required to read designated books and complete reading report.
- (8) 73% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that school had implemented a school-wide reading scheme to cultivate students’ good study habits.
- (9) 73% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that school had implemented a school-wide homework policy to cultivate students’ good study habits and attitudes.
- (10) 73% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that school had arranged implementing positive education in the school.
- (11) 82% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that some departments and functional teams had already introduced some elements of positive education in their work.
- (12) 64% of teachers at the Secondary Division and 76% of teachers at the Primary Division agreed that students’ learning attitudes and habits had been improved during the school year.

English Language Subject

Primary Division

- (1) Reading Reward System: 100% of students participated in this scheme. They filled in the required number of reading records in the reading log could get a certificate by the end of the term.
- (2) Picture Dictionary: 100% students were asked to read assigned pages of the picture dictionary for their pre-writing task and the bonus part of Dictation to train their self-learning skills. 95% students attempted to the bonus part of the Dictation.
- (3) 100% of selected of students have adopted the spelling programme of high-frequency words to develop their self-study skills.
- (4) A centralized reward scheme which promotes students’ self-management, self-learning and self-reflection skills was launched to develop their positive attitudes. More than 80% of students participated in the reward scheme.
- (5) A new writing rubric which develops students’ habit of self-proofreading have been drafted. Learning objectives of the writing task are clearly stated in the writing booklet. 100% students are encouraged to look at the objectives before writing, so they know more clearly about teachers’ expectation of their writing.
- (6) 100% of FS students used the recording pen and 70% students used OneNote to do speaking practice to develop their self-learning ability.

Secondary Division

- (1) 60% of teachers agree that students’ learning attitude and habits have improved over the year.
- (2) 80% of teachers agree that the whole-school approach on both extensive

reading and homework policy have been implemented to help students develop good learning habits and attitude.

- (3) More than 65% of teachers agree that the senior management team has arranged whole-school staff development on positive education.
- (4) Only over 10% of teachers agree that departments/function teams have piloted the introduction of positive education in their programmes.

Humanities Subjects

Primary Division

- (1) 71% of DS5 students agreed that Social Studies curriculum would develop their positive attitude.

Secondary Division

- (1) Positive attitude and good learning habits were emphasized in the whole year.
- (2) Learning habits like pre-reading were promoted, especially in the Zoom timetable when students were assigned self-study period for electives.
- (3) Note-taking was encouraged in MS3 and 4 levels, sometimes, with the use of online platforms for joint action of taking notes.

Science Subjects

- (1) 88.9% of teachers agreed that whole-school approach on extensive reading had been implemented to develop good learning habit.
- (2) 77.8% of teachers agreed that whole-school approach on homework policy had been implemented to develop good learning habits and attitude.
- (3) 55.6% of teachers agreed that the senior management team had arranged whole-school staff development on positive education.
- (4) 44.4% of teachers agreed that departments and functional teams had piloted the introduction of positive education elements in their programs.
- (5) 44.4% of teachers agreed that students' attitude and learning habits had been improved in the school year.

Family Life Education

- (1) It is our department plan to work with the school library to introduce more books of related topics to develop students' self-study skills in the lessons. However, it is called to a stop when class suspended.
- (2) With the implementation of the homework policy, more students are trained to hand in their homework on time.
- (3) Because of the epidemic, the whole-school staff development on positive education is postponed to the next school year.
- (4) According to the nature of the FLE, positive education elements are in fact always the essential element in the FLE curriculum as well as the FLE classroom ever since the school was established. Positive education elements also planted in parents of the students through the parent-child homework and activities held by FLE department.

ICT Subject

- (1) 75% of ICT teachers agreed that the whole-school approach on extensive reading help student develops good learning habit.
- (2) 50% of ICT teachers agreed the homework policy develops good learning habits and attitude.
- (3) 50% of ICT teachers agreed that school has arranged whole-school staff development on positive education.
- (4) 75% of ICT teachers observed students' attitude and learning habits have

- been improved in the school year.
- (5) ICT departments emphasis on the pre-lesson preparation, well organise learning materials in the learning management platform, be responsible to self-learning progress like submit assignment on time.
 - (6) 60% ICT teachers agreed the homework policy helps to develop good learning habits and attitude.
 - (7) ICT teachers would give students several trials before submitting the assignments, and allow students to do re-quiz for self-improvement.
 - (8) 80% of ICT teachers agreed that students' attitude and learning habits have been improved in the school year.

Media Education Subject

- (1) Students' learning habit is improving in the following observation: (1) better learning environment: students are more ready to sit still and actively listen to teachers after the reading period; (2) higher homework turning-in rate: students are more responsible in their homework and most of them turn in their homework on time. It shows that both reading period and homework policy are helping students in developing better learning habits and attitude.
- (2) Positive education is implemented in departmental and whole-school approach for Media Education department. Students are getting stamps/stickers as incentive to better themselves as a good learner in the class from the subject teacher, once they have got certain number of stamps/stickers they are eligible to get stamps and prizes from the school stamp system.

Physical Education

- (1) All teachers in the department fully supported the implementation of DEAR time and Homework Policy.

Religious Education

- (1) All subject teachers strove to instil good learning habits and positive values in students.
- (2) All subject teachers established clear homework rules and standards that aligned with the school-wide policies.
- (3) Students have improved both in terms of learning attitude and learning habits.
- (4) To promote the Primary Division's theme of "Caring", we collaborated with the Counselling and Values Education Team to launch various charity events such as "Everyone gets a red packet" (人人有利是), whose proceeds went towards covering the medical and academic costs of under-privileged children in India. Moreover, all Primary Division students created and gifted handicrafts to patients in the Tseung Kwan O Hospital, which was their first external charity activity.
- (5) For the Secondary Division, we invited Reverend Paul Ng to deliver a talk on the topic of "Purity", which helped instil positive values in our students.

Visual Arts Subject

- (1) 100% of teachers agreed that students' attitude and learning habits have improved this past year.

Campus Life

- (1) Talk has organized for FS and DS students:

- a. Talk on “Positive Energy” for FS students has shared by our team members on 24 October 2019. Teaching material derived by ICAC channel was adopted to encourage student to live with Equality.
 - b. Talk on “The Trap of Network” for DS students was presented by Centre for Restoration of Human Relationships on 29 November 2019.
 - c. Talk on “Bullying” for FS students has shared by The Society of Rehabilitation and Crime Prevention, Hong Kong on 18 December 2019.
- (2) 138 students were recommended for conduct award.

(ii) Reflection

Chinese Language Subject

- (1) There is a “Book Pavilion” in each classroom at the Primary Division, providing students with 40 different types of Chinese books. It was originally planned to replace those 40 books by another 40 books during Term 3 and 4. However, owing to the epidemic, it was not done.
- (2) There is DEAR Time at the Secondary Division this year. Students read books at designated time. It was observed that students gradually developed reading habits.

English Language Subject

Secondary Division

- (1) As said in the Interim Report, teachers of the Dept. have put solid effort into helping students build a positive learning attitude, e.g. giving clear expectations on classroom behavior and homework submission, meeting problematic students outside of classroom hours, etc.
- (2) Presumably teachers are not entirely conversant with the notion of positive education and, more importantly, how to apply it in their teaching as English teachers. More training should be provided for them in this respect.

Humanities Subjects

Primary Division

- (1) Continue to integrate moral education into the Social Studies curriculum to help students establish positive or correct values and develop good attitudes.

Secondary Division

- (1) More emphasizes were provided during class suspension period as teachers cannot monitor students leaning in person during remote learning.

Science Subjects

- (1) The whole-school approach on extensive reading and homework policy have helped students to develop good learning habits and attitude.
- (2) However, due to the outbreak of pandemic, the workshop of positive education was cancelled and relevant concerns would be addressed next year.
- (3) It’s suggested that much more work has to be done on students to develop their good attitude and learning habits.

Family Life Education

- (1) To promote good learning habits, more effort should be put on teaching students how to exercise self-control on ‘how and when and what’ to read.
- (2) When positive education is going to be introduced to the school, it would be beneficial to the school to take into consideration FLE as a formal curriculum

that can play a role in positive education.

ICT Subject

- (1) The homework policy is like a punishment (negative reinforcement) rather than an encouraging positive way to individual student.
- (2) Not much students would do the assignments / quiz again to improve the works and grade.
- (3) Students find it's overwhelming in doing too many assignments from all subjects.

Media Education Subject

- (1) On the positive education policy, our department observes that students' incentives of being a good learner in departmental award system for they enjoy to have a short chat with their Media Education teacher when they are claiming prizes and verbal praise from the teacher during recess and this is one of the reasons we keep the departmental award system.

Physical Education

- (1) The homework policy is slowly maturing. We hope that this transparent measure will be able to resolve the long-standing issue of low homework submission rate.
- (2) To ensure fairness in terms of the amount of homework given and recorded by each department, more centralized coordination will be needed.

Religious Education

- (1) FS1-DS3 teachers followed the school's initiative in rewarding students for lesson participation as well as good learning habits, which has had a positive impact on students.
- (2) Since the nature of values education is intangible, it is rather unrealistic to expect obvious results in the short run. Nevertheless, teachers can evaluate its effectiveness based on daily observations and students' written reflections.
- (3) To nurture students' self-management skills and resilience, we will continue to collaborate with Campus Life and Counselling and Values Education Team to enforce discipline as well as provide counselling support.

Visual Arts Subject

- (1) We will continue to encourage teachers to help students develop positive attitude and good learning habits.
- (2) Teacher can teach students how to take good notes and organize the knowledge they have gained from lessons. Good note-taking skills have been shown to be positively correlated with academic achievement.

Campus Life

- (1) FS1 to FS2 students were attentive and actively participated quiz and games of the talk.
- (2) Teaching kit provided by ICAC are very resourceful. Message of Honesty and Love are recommended to share in the future. Due to the social climate and negative implicit of social media, it is suggested to conduct talks on Bullying and Media Literacy for next year.
- (3) According to the random survey, almost 100% of DS1 to DS3 students agreed that talk reminds them about traps of network. Around 100% of the students agreed that the talk helps to raise their awareness towards protection

of personal data.

- (4) According to the random survey, almost 100% of FS1 to FS2 students agreed that they understand the meaning of bullying. Around 97% of the students agreed that the talk helps to cope with bullying.
- (5) 81% teachers agreed that Weekly assemblies help students build positive values.
- (6) Almost 14% of students were eligible for the award.

(e) To help students develop self-discipline, leadership and organizational skills

(i) Evaluation

Chinese Language Subject

- (1) There is a subject leader in each class to assist teachers in handling class affairs. It helps cultivating students' abilities.
- (2) There are Chinese Language Society and the Chinese Debate Team. Students are encouraged to organize different learning activities on their own.
- (3) The executive members of the Chinese Society designed language activities, such as literary walks, etc.. It helped them to develop organizational skills. However, such activities could not be held this year owing to the epidemic.
- (4) The Chinese Debate Team participated in the two Sing Tao debate competitions and their performance was good. The regular daily practices helped students to develop different abilities.
- (5) 91% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that the Department had studied the role in developing student self-discipline in the plan.
- (6) 91% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Department had developed students' self-management, self-learning and self-reflection.
- (7) 64% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that special programmes for training student leadership and organizational skills have been launched.

English Language Subject

Primary Division

- (1) A writing folder has been prepared for each student in the whole school. They have to order and tidy up their writing tasks (Pre-writing, while-writing and post-writing materials) so as to train their organizational skills. 100% students were able to tidy up the writing folder.

Secondary Division

- (1) 80% of teachers agree that the Dept. has explored its role in developing students' self-discipline.
- (2) Over 90% of teachers agree that the Dept develops specifically self-management, self-learning and self-reflection of students.
- (3) 80% of teachers agree that specific programmes for developing students' leadership and organizational skills have been conducted for some student leaders.

Humanities Subjects

Primary Division

- (1) 68% of DS5 students agreed Social Studies curriculum improve their self-discipline and leadership skills.

Secondary Division

- (1) Due to social unrest and outbreak of covid-19, all planned activities, e.g. fair stall has been cancelled.
- (2) History societies through organizing activities helped to develop students' leadership. However, after few activities, it was paralysed by the school suspension.

Science Subjects

- (1) 77.8% of teachers agreed that Science department had explored its roles in developing students' self-discipline in the programs.
- (2) 66.7% of teachers agreed that Science department would develop specifically self-management, self-learning and self-reflection of students.
- (3) 55.5% of teachers agreed that specific programs for training students' leadership and organizational skills had been conducted for some student leaders.

Family Life Education

- (1) Teachers in FLE department have explored our roles in developing self-discipline in our curriculum and classroom.
- (2) For lower levels, self-management is fostered in the curriculum and classroom behaviour. Self-reflection is trained in classroom and homework design since FS1. Towards the end of the 11 years, students' ability for self-reflection is enhanced.

ICT Subject

- (1) ALL ICT teachers agreed that ICT department has explored roles in developing self-discipline in the programs.
- (2) ALL ICT teachers agreed the department has developed specifically self-management, self-learning and self-reflection of students.
- (3) ICT department complies with Campus 1 Three-self reward scheme to encourage students.
- (4) Self-led projects (both competition and training) have been adopted in DS4-MS3 levels to enhance student's leadership skills.
- (5) Student's motivation and sense of self-initiation are low.
- (6) A group of Minecraft team (around 20 students) was established with the leadership from a MS4 IB students after the cancellation of IB Exam. This team built a virtual Campus model using Minecraft.

Media Education Subject

- (1) Media Education department has been boosting students' self-management, self-learning and self-reflection in different learning activities, such as group mini project/presentation, peer evaluation and year-end self-evaluation questionnaire exercise.

Physical Education

- (1) We have provided opportunities for students to explore their leadership skills through appointing subject leaders and school team captains.

Religious Education

- (1) We strive to provide opportunities for students to explore their leadership skills. In the Primary Division, we organized the Little Pioneer Program and appointed student leaders to lead scripture reading and prayers during

worships, perform drama during morning assemblies, as well as organize activities during the Gospel Week.

- (2) As for the Secondary Division, we also appointed student leaders from the Student Fellowship to lead activities during morning assemblies, Reflection Days, Gospel Camp, and Gospel Week.
- (3) We have also emphasized the importance of self-management, self-learning and self-reflection and demonstrated their application in daily life.
- (4) Students have demonstrated improvement in self-management, self-learning, self-reflection, as well as leadership skills.

Visual Arts Subject

- (1) Due to the pandemic, most of the arts enhancement courses and arts activities provided by the external organizations were suspended.
- (2) Each year, our department nominates four students as arts ambassadors, who are responsible for sharing their artistic passion and serving our school with their enthusiasm in arts.
- (3) At least one art teacher served as the consultant for the creative arts club, which fosters a sense of camaraderie among students who support each other in their artistic pursuits.
- (4) The creative arts club held four school-wide activities this year.

Campus Life

- (1) A training day camp has planned to hold on 30 November 2019. However, it was cancelled due to the continued unstable social situations and Covid-19.

(ii) Reflection

Chinese Language Subject

- (1) The development of the two student organizations is still in its infancy. Students' participation is still insufficient, so that teachers need to make comprehensive planning and assistance. In future, it is planned to gradually cultivate core members, who will lead the daily operations of the organization.

English Language Subject

Primary Division

- (1) A reading buddy programme could be beneficial for both FS and DS students as DS students can read books with FS students in the library to promote reading as well as develop students' leadership skills.

Secondary Division

- (1) As stated above, teachers of the Dept. have endeavored to develop students' generic skills as well as a positive learning attitude, thereby helping to strengthen their capabilities in self-management, self-learning, and self-reflection.
- (2) The school should provide more solid opportunities for developing students' leadership qualities and the English Dept. would be happy to provide relevant training to students, e.g. public speaking.

Humanities Subjects

Primary Division

- (1) Continue to integrate moral education into the Social Studies curriculum to help students establish positive or correct values and develop good attitudes.

Secondary Division

- (1) Activities will be resumed next year if the class can be resumed as normal.

Science Subjects

- (1) It's suggested that more discussions should be held to implement strategies of helping students to develop self-management, self-learning and self-reflection of students.
- (2) It's also suggested that more responsibilities should be dedicated to students so that they could be better equipped with leadership and organizational skills.

Family Life Education

- (1) Among the 3 aspects, self-management and self-reflection are always the main concern when we train the students both in curriculum design and classroom lessons.

ICT Subject

- (1) More positive encouragement should be given to students who demonstrate self-management skills.
- (2) The Minecraft team demonstrated the leadership from the senior student leaders. This practice can be extended in other projects. This is also a student-initiated project which reflect their self-management skills.
- (3) Future competition teams should include students from different forms and appoint leaders from each team.

Media Education Subject

- (1) Though it is common to see conflicts arise especially during group work in Media Education lessons, teachers value every of such opportunity to education students in self-discipline and self-management, such as their expectation to others and self-control of their temper and communication skills.

Physical Education

- (1) While we acknowledge the importance of school-wide participation in the enforcement of school rules, it is rather difficult to ensure its consistency. For example, upper secondary levels frequently violate rules regarding electronic use because the definition of "inappropriate use" is unclear and prevention is extremely tricky
- (2) We strive to develop students' self-management skills. For example, we frequently remind students the importance of keeping their electronic devices safe.

Religious Education

- (1) Through organizing various activities, student leaders were able to explore and enhance their leadership, organizational as well as planning skills, thereby boosting their self-confidence and sense of belonging at the school.
- (2) Since the variety of activities is wide, the allocation of manpower needs more coordination between departments in order to avoid overlapping.
- (3) To nurture future servant leaders, we will continue to provide opportunities for students to enhance their leadership skills.
- (4) We will also continue to establish and enforce rules to develop students' self-management, self-learning, and self-reflection.

Campus Life

- (1) Training program will be continued for the next year if social environment is safe.
- (f) To encourage students to take up the executive posts in student groups and attend leadership training programs

(i) Evaluation

Chinese Language Subject

- (1) There are two student organizations in Secondary Division, the Chinese Society and the Chinese Debate Team. Students are encouraged to organize different learning activities on their own.
- (2) 73% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that the Department had encouraged more students to assume various responsibilities.
- (3) 73% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that the Department had designed and implemented a recognition plan to recognise students' contributions.
- (4) 82% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that executive members of the organisation had a positive attitude towards their contribution to the student community.

English Language Subject

Primary Division

- (1) Some English ambassadors were selected from DS level. They assisted teachers to carry out various activities during Monthly English Speaking Day. They also helped promote a richer English-speaking environment at school.
- (2) Teachers prepared students, who speak fluent English, to be the MCs or speakers on the Pre-FS1 Orientation Days.

Secondary Division

- (1) Over 65% of teachers agree that departments and function teams have encouraged more students to take up various roles of responsibility; and that students who took up executive positions in student groups have positive attitude about their contribution to the student community.
- (2) 60% of teachers agree that schemes for recognizing the contribution of students in student groups have been designed and implemented.

Science Subjects

- (1) 88.9% of teachers agreed that departments and functional teams had encouraged more students to take up various roles of responsibilities.
- (2) 77.8% of teachers agreed that schemes for recognizing the contribution of students in student group had been designed and implemented.
- (3) 77.8% of teachers agreed that students who took up executive posts in student groups had positive attitude about their contribution to the student community.

ICT Subject

- (1) ICT teachers invited senior level students to be leader in robotics team and Minecraft teams.
- (2) ALL ICT teachers agreed the department has encouraged more students to

take up various roles of responsibilities.

Media Education Subject

- (1) In Media Education lessons, students are given roles to play in group work. Some of them take turns to be the leader of the group who are responsible for coordinating, making final decision and presenting final deliveries. By doing so, it is hoped that students can have equal opportunity to improve their leading and organizational skills.

Physical Education

- (1) Most school teams appoint team captains and those who demonstrate excellent leadership skills are rewarded with service awards at the end of the school year.

Religious Education

- (1) There are various student duties within this subject department, such as subject leaders who assist subject teachers to follow up on homework submission.

Visual Arts Subject

- (1) The creative arts club in the Secondary Division consisted of 10 committee members as well as more than 60 club members from DS5-MS2. Their main objective was to organize arts-related activities and events.
- (2) Subject teachers also nominated students for the service award at the end of the school year.

Campus Life

- (1) 110 students joined the Prefects Team this year: DS1 students (32), DS2 students (31) and DS3 students (47).
- (2) Inauguration and Oath-taking Ceremony has held in the morning assembly on 26 September 2019.

Counselling and Value Education

- (1) To help FS1 students adapt to Logos campus life, Big Brothers & Sisters Scheme was held in September to October 2019. DS2-3 students were recruited to be “Caring Ambassadors”. Through training and services, their self-confidence, sense of responsibility and leadership skills were enhanced.
- (2) 134 DS2-3 students involved in helping 6 FS1 classes during lunch. All teachers and over 95% participants thought positively about this scheme.

(ii) Reflection

English Language Subject

Primary Division

- (1) More trainings could be provided to the English ambassadors by TECs in order to train their leadership skills. The FS1 Orientation Day was cancelled due to the pandemic.

Secondary Division

- (1) It should be noted that this aspect is not inherently relevant to English as a language subject, but would instead require a whole-school approach in terms of providing and coordinating leadership opportunities, and laying down clear expectations to students who assume important roles of

- responsibility in clubs/teams/societies.
- (2) The English Club will continue to provide opportunities for students to organize English-related activities. Experienced students on the English Debate team could be encouraged to use their own initiative to meet and train with junior students.
 - (3) As said above, English teachers would be glad to provide relevant leadership training (e.g. public speaking) to students.

Science Subjects

- (1) It's suggested that autonomy should be emphasized when students take up the roles.

ICT Subject

- (1) Assign students with specific roles in each competition team.
- (2) Excursion trip can be organised and planned by participating students.

Media Education Subject

- (1) To acknowledge students' effort in their group work, some of the good works are on displayed in the computer screens at the entrance of the primary campus. It gives encouragement to the students and also to encourage other students in striving for excellence in their group work.

Physical Education

- (1) The recognition that students receive on their report cards have motivated students to serve as student club committee members, subject leaders, as well as school team captains.

Religious Education

- (1) To nurture future servant leaders, we will continue to explore opportunities for students to enhance their leadership skills and provide them with proper training and guidance.

Visual Arts Subject

- (1) Some of the students were too busy with different student organizations and extracurricular activities, which affected their academic performance.

Campus Life

- (1) Over 73% teachers agreed School prefect system preserves school order effectively.
- (2) To strengthen the role of school prefects and leaders, 13 DS3 students 2 DS2 students served as captain or leaders. It is a good way to encourage senior students to be the role model and serve others.

Counselling and Value Education

- (1) The Caring Ambassadors were busy at lunch time as they also involved in other services, such as Perfect. More coordination would be made in next year so that the division of labor will be more efficient.
- (2) The role of Caring Ambassadors needs to be clearer and more services could be implemented in next year. Besides, more training on the "Caring Ambassadors" is needed to improve their responsibility.

- (g) To strengthen the roles of student leaders, such as Prefects, Chairmen, Vice-chairmen and

Executives of various student groups etc.

(i) Evaluation

Chinese Language Subject

- (1) 55% of teachers at the Secondary Division and 68% of teachers at the Primary Division agreed that the topic of servant leader had been introduced to students at the Secondary Division.
- (2) 36% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that the functional teams of student activities had conducted in-depth exploration on how to improve the quality of student servant leaders.
- (3) 18% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that student leaders had acquired the leadership and organizational skills in the leadership training programme.

English Language Subject

Primary Division

- (1) Some English ambassadors were selected from DS level to assist on Monthly English Speaking Day.

Secondary Division

- (1) Over 70% of teachers agree that the major theme of “servant leadership” has been introduced to students in the Secondary Division.
- (2) About 50% of teachers agree that Functional Teams in charge of student groups have adequately explored how to develop the quality of student servant leaders; and that student leaders have applied the leadership and organizational skills in leadership training programmes.

Science Subjects

- (1) 77.8% of teachers agreed that a major theme of servant leadership had been introduced to students in the Secondary Division.
- (2) 77.8% of teachers agreed that functional teams in charge of student groups had explored deeply on how to develop the quality of student servant leaders.
- (3) 66.7% of teachers agreed that student leaders had applied the leadership and organizational skills acquired in leadership training programs.

Family Life Education

- (1) The new framework of the 11 core values in the school moral education is embedded in the FLE curriculum. The theme of servant leadership has been introduced to students ever since they are FS1, and such nurture of the ‘soft qualities’ of a servant leader extends to their school experience in the Secondary Division and lay down the ground work for the making of student leaders.

Physical Education

- (1) Since our schools’ students are younger, students in MS levels tend to be weaker in terms of leadership skills.

Visual Arts Subject

- (1) The creative arts club in the Secondary Division consisted of 10 committee members as well as more than 60 club members from DS5-MS2. Their main objective was to organize arts-related activities and events.

- (2) At least one subject teacher served as a consultant for the creative arts club every year.

Campus Life

- (1) 103 students received the Excellent Service Awards.

(ii) Reflection

English Language Subject

Primary Division

- (1) More tasks and duties could be assigned to the English ambassadors (e.g. promote English Day in morning assemblies/ lunchtime in-class promotion).

Secondary Division

- (1) It should be noted that this aspect is not inherently relevant to English as a language subject, but would instead require a whole-school approach in terms of laying down clear expectations to students who assume important roles of responsibility.
- (2) Students in general need a better understanding of themselves as servant leaders.

Science Subjects

- (1) It's suggested that autonomy should be emphasized when students take up the roles.

Family Life Education

- (1) The idea of servant leadership is always one of the qualities FLE looks for from our students after they finished the 11 years of FLE education. Being a good family member is the prerequisite for a servant leader. The nurturing of the ability to love, to communicate, to serve and to stay positive through family experience lay down the very foundation for the build up of a servant leader.
- (2) Cooperation among different departments and functional teams in developing an extensive longitudinal study on students since they come to study in Logos could be valuable in identifying the growth of leadership attributes in our students.

Visual Arts Subject

- (1) The school can provide more training programmes for the club's committee members, such as how to recruit new members or how to organize school-wide activities.

Campus Life

- (1) Almost all prefect team members fulfilled the service hours and the criteria of the service award. All of them achieved high attendance rate and served diligently.
- (2) As the school suspension has lasted for four months, grading assessment by Head Prefects and Team Leaders for the Excellent Service Awards was cancelled this year.

7.3 Major Concern 3: To foster sustainable school development through self-evaluation

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

(i) Evaluation

Chinese Language Subject

- (1) There are self-evaluation to assist teachers in reflecting on teaching effectiveness and annual plan questionnaire survey to invite teachers to express their opinions on various issues of the annual plan every year. However, they were not carried out this year owing to the epidemic.
- (2) Student surveys are conducted to review the learning performance of students at all levels after the first summative assessment every year. Teachers agreed that the survey helps them understand the characteristics of the students. The questionnaire survey was originally scheduled to be conducted on 10-14 February this year. However, the questionnaire survey at the Primary Division was suspended due to the suspension of classes and the conduction of survey at the Secondary Division was postponed to July. 80% of the classes were able to complete the relevant questionnaires and the rest could not complete the questionnaires owing to the sudden suspension of classes.
- (3) Head of Department and Subject Coordinators had discussed and reviewed relevant data with subject teachers.
- (4) 65% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Department had set appropriate annual self-assessment questionnaires.
- (5) 65% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Head of Department and the Coordinators had used the collected data and relevant evidence to provide satisfactory reports.

English Language Subject

Primary Division

- (1) 100% of teachers reflected that English Department has helped strengthen the capacity of self-evaluation with the adoption of the following measures: peer and appraisal lesson observations with post lesson conversations.
- (2) The new lesson observation form and self-evaluation form template are used to help teachers evaluate their own teaching.
- (3) Weekly departmental and level meetings to evaluate ongoing departmental and level-related issues.
- (4) SA Markers Reports with comments and suggestions.

Secondary Division

- (1) Over 90% of teachers agree that the HoD can set proper and appropriate annual self-evaluation survey questions, and can produce satisfactory reflective reports using data collected and other evidence.

Mathematics Subject

- (1) 92% teachers agree that department head can set proper and appropriate annual self-evaluation survey questions.
- (2) 92% teachers agree that department head can produce satisfactory reflective reports using data collected and other evidence.

Humanities Subjects

Primary Division

- (1) Department of Social Studies will conduct annual self-evaluation survey questions for teachers and students in the fourth semester to examine the learning and teaching at all levels and their opinions on the subject of Social Studies.
- (2) Coordinator of Social Studies discuss the relevant survey data with the teachers and discuss the follow-up strategy with teachers at all levels.

Secondary Division

- (1) Statistical and quantitative evaluation on students' performance in continuous assessment, summative assessment for Term 1&2 and Uniform Tests were prepared. The findings were discussed during subject panel meeting. The suggestions were proposed in the meeting notes for follow up.
- (2) Continuous discussion and evaluation among members were conducted in the whole year.
- (3) Teachers are well informed on the on the need of self-evaluation.
- (4) Surveys on the learning effectiveness of zoom lessons were prepared and to be conducted in late April.
- (5) Reports based on discussion on the findings will be produced.

Science Subjects

- (1) 66.7% of teachers agreed that HoD of the department could set proper and appropriate annual self-evaluation survey questions.
- (2) 66.7% of teachers agreed that HoD of the department could produce satisfactory reflective reports using data collected and other evidence.

Family Life Education

- (1) The FLE coordinator can set proper and appropriate annual self-evaluation survey questions and produce satisfactory reflective reports using data collected and other evidence.

ICT Subject

- (1) ALL ICT teachers agreed that the department head can set proper and appropriate annual self-evaluation survey questions.
- (2) We make good use of school-based evaluation results were discussed and used in the annual report and for future planning.

Media Education Subject

- (1) Media Education department decided to collect the following data and evidence for self-evaluation: (1) half-year / year-end online students' questionnaire on effectiveness of learning objectives and satisfaction of learning experience; (2) students' daily assignment for evaluation teaching effectiveness and students' learning attitude.

Music Subject

- (1) Suitable peer observation and annual self-evaluation survey arranged.

Physical Education

- (1) The department conducted students' self-evaluation for school teams as well as staff surveys for sports days for Primary and Secondary divisions.

Religious Education

- (1) The department followed the school's guideline and designed two evaluation forms: lesson observation form and teaching performance self-evaluation form. Evaluation criteria include planning and organization, catering to diversity, communication skills, classroom interaction, classroom management, subject knowledge, and students' learning performance.
- (2) In addition to Subject Coordinator's feedback during the appraisal period, subject members also observe one another and provide constructive evaluation and feedback.

Visual Arts Subject

- (1) No workshop on setting surveys was held this year, but the workshop conducted the year before was helpful.
- (2) All teachers contributed to the setting of the departmental survey, which will be based on different teaching contents and strategies.

Campus Life

- (1) Evaluation and reflection in regular meetings enhanced improvement on work done. Interim survey and year-end survey facilitated holistic feedback from students and teachers.

(ii) Reflection

Chinese Language Subject

- (1) Student surveys help teachers understand the situation of students. Conducting the survey in the middle of the year also helps teachers improve the teaching for the rest of the terms.
- (2) Teacher questionnaires can arouse teachers' reflection on teaching and the Head of Department can discuss with teachers on relevant reflections to improve teaching.
- (3) The Department can formulate the development and the direction of the subject group based on the data collected.
- (4) The Head of Department can also arrange internal training for teachers and discuss with teachers the direction of further studies based on the data collected.
- (5) It is suggested that schools should make an overall planning for self-evaluation and revision in order to avoid duplication and time-consuming.

English Language Subject

Primary Division

- (1) Some new measures will be carried out in 2020-2021. All new measures have been discussed in the panel meeting.
- (2) FS level High Frequency Words Spelling Program will be introduced to help students develop their self-learning ability and facilitate their reading and writing.
- (3) New writing cover page with clear and descriptive learning objectives and new writing rubric with focus descriptors and learning emphases are introduced to help students further develop the scope of assessment for learning alongside with the evaluation report.
- (4) The use of OneNote for recording speaking practice will be introduced to develop their self-learning ability and enhance their speaking ability.
- (5) New strategies on improving students' handwriting and cursive writing will

be adopted next year.

Secondary Division

- (1) Evaluation/Review meetings are held to evaluate matters related to the curriculum, students' learning performance, and the organization of ECAs. Necessary modifications are made.
- (2) Evaluation meetings could be held more frequently (e.g. after each Term) in order to provide timely intervention or effect timely changes.
- (3) Level coordinators could take more initiative to meet with level teachers to evaluate teaching and learning in their levels.

Mathematics Subject

- (1) Apart from school survey, we set additional survey questions to evaluate the action plan for each SMC and DMC to be successful or not. We also discuss the reflective report to all teammates and obtain collective ideas so that we may make the following year plan.

Humanities Subjects

Primary Division

- (1) Teachers' self-evaluation questionnaires can evoke teachers' reflection on teaching.
- (2) The Student Opinion Survey helps teachers understand the situation of students.

Secondary Division

- (1) Due to school suspension, annual survey on learning and teaching of the subject could be conducted.
- (2) Regular practice of compiling the quantitative analysis helped the teachers to have an over view on the performance of the students. Some teaching strategies to minimize the negative impacts of zoom lessons had been proved useful after the review.
- (3) More evaluation on teaching strategies were performed in class suspension period to improve teaching strategies and methods.
- (4) Still need sometimes in internalizing the self-evaluation as part of their working schedule.
- (5) Some reflection tools needed to be developed in helping teachers to conduct their self-evaluation.
- (6) Discussions on regular students' surveys on their learning effectiveness will be carried out.

Science Subjects

- (1) It's suggested that more proper and appropriate annual self-evaluation survey questions should be produced to collect data.

Family Life Education

- (1) In fact, this is not a result of the individual effort paid by the FLE coordinator. As a department of 3 members, it is the result of the collective effort of the team. Every member contributes her ability and effort to strengthen self-evaluation capacity of the department.

ICT Subject

- (1) School-based evaluation results should be released earlier in a better format for further analysis.

Music Subject

- (1) Music Department has met the success criteria set by the school.
- (2) Music teachers agree that the report can reflect the performance of themselves.
- (3) All teachers in the department agree that APASO, KPM and stakeholders surveys are useful and effective to reflect the real situation of learning and teaching among teacher and students.
- (4) 40% of teachers in the department do not agree that the surveys are 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.
- (5) Music Department has met the success criteria set by the school.
- (6) Music Department follows a P-I-E approach in each activity.
- (7) The department will keep on following a P-I-E approach in annual action plans.

Physical Education

- (1) The department conducted surveys through questionnaires, comment boxes, as well as meetings.

Religious Education

- (1) Lesson observation forms and teaching performance self-evaluation forms are helpful tools for assessing teaching and learning effectiveness.
- (2) The emphases of lesson observations have always been encouragement and mutual appreciation. This kind of positive team spirit is paramount to the work we do.
- (3) We recommend continuing lesson observations and self-evaluations next year.

Visual Arts Subject

- (1) The department coordinator can share the content of the previous year's survey-setting workshop with team members.
- (2) We will conduct an evaluation meeting after conducting the self-evaluation surveys.
- (3) We will continue to conduct at least one survey every year. To improve teaching effectiveness, teachers also need to write a survey reflection.
- (4) The survey findings will guide the department in decision-making and help us address issues as well as facilitate sustainable development.

Campus Life

- (1) Results of survey and informal feedback were adopted for modification of our work. However, some recommendations suggested by interim report could not implement due to school suspension.
- (2) Campus life duties difficult to conducted in school suspension period as meetings and communication with students and parents may not be appropriate by distant communication method.
- (3) Campaigns and trainings are cancelled due to social unrest and school suspension. Experience and skills to be equipped by students or student leaders were affected. Improvement of those activities should be considered as the influence of COVID-19 may be continued in next academic year.

- (b) To conduct holistic evaluation of learning effectiveness and quality of school life via

APASO, KPM and stakeholders surveys

(i) Evaluation

Chinese Language Subject

- (1) 65% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that the overall surveys had been conducted at appropriate times during the school year.
- (2) 55% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that all collected data had been analyzed in detail and prepared in a suitable format to extract information.
- (3) 65% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that the Survey and Evaluation Team had conducted key interviews with some students in order to find the reasons for the areas that led to poor performance.
- (4) 46% of teachers at the Secondary Division and 76% of teachers at the Primary Division agreed that the results of the stakeholder survey had been appropriately presented to all major stakeholders.
- (5) 55% of teachers at the Secondary Division and 76% of teachers at the Primary Division agreed that reflective evaluation was for forward planning.
- (6) 55% of teachers at the Secondary Division and 85% of teachers at the Primary Division agreed that reflective reports had been used to improve the effectiveness of learning and teaching.

English Language Subject

Primary Division

- (1) To enhance the learning and teaching, the majority of English Department has fully utilized the data collected via APASO, KPM and stakeholders surveys to make action plans.
- (2) Based on the findings of different surveys and focus group interviews, the following reforms and measures that address the student's motivation and learning and teaching have been carried out: 1. Central Reward Scheme with Stamps Collecting Booklet (for self-management, self-learning and self-reflection); 2. Tuesday and Saturday Remedial Class; 3. Split Class (Two classes three groups); 4. Challenging tasks with bonus stamp (creative writing in FS writings, challenging questions in DS grammar WS); 5. Same grammar book (Macmillan) has been used in DS3 and DS4 for bridging purpose.

Science Subjects

- (1) 77.8% of teachers agreed that all the holistic surveys (e.g. stakeholder and APASO surveys) were conducted at appropriate time during the school year.
- (2) 77.8% of teachers agreed that all data collected were analysed with sufficient details and prepared in suitable formats for extraction of information.
- (3) 77.8% of teachers agreed that the Survey and Evaluation Team had conducted focused interviews with some students to pursue the possible cause of low performance items or areas.
- (4) 66.7% of teachers agreed that the findings of stakeholder surveys were suitably presented to all major stakeholders.
- (5) 66.7% of teachers agreed that reflective evaluations were made for informed forward planning.
- (6) 66.7% of teachers agreed that reflective report had been used to enhance the

effectiveness of learning and teaching.

Family Life Education

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

ICT Subject

- (1) ALL ICT teachers agreed the holistic surveys are conducted at appropriate time.
- (2) Data collected are analysed with sufficient details and prepared in suitable formats for extraction of information.
- (3) 75% of ICT teachers agreed the findings of stakeholder surveys are suitably presented to all major stakeholders.
- (4) 50% of ICT teachers agreed the reflective report has been used to enhance the effectiveness of learning and teaching.

Visual Arts Subject

- (1) We plan to compile written reports and reflections about the survey results for each level.

Campus Life

- (1) Results of survey have been reviewed discussed in the general meetings and joint meetings with counselling team, education psychologist and social workers.

Counselling and Value Education

- (1) The data collected from APASO was discussed in the joint meeting.

(ii) Reflection

English Language Subject

Primary Division

- (1) The English Department will keep on employing holistic evaluation of learning effectiveness via APASO, KPM and stakeholders surveys and use the data for action plans on a P-I-M-E approach.

Secondary Division

- (1) The HoD is provided with results of necessary school-wide surveys in a timely manner.

Science Subjects

- (1) It's suggested more time should be given for teacher to discuss the school evaluation results in the future.

ICT Subject

- (1) Key findings should be concluded by the evaluation team.

Physical Education

- (1) It would be more ideal if the Chinese version of the surveys can be provided.
- (2) Since our department is smaller, the data cannot accurately represent our views when some colleagues did not complete the questionnaires.

Visual Arts Subject

- (1) We will conduct an evaluation meeting after conducting the self-evaluation surveys.
- (2) We will continue to conduct at least one survey every year. To improve teaching effectiveness, teachers also need to write a survey reflection.
- (3) Subject coordinator will also conduct annual review of members' self-reflections at the end of each year.

Campus Life

- (1) To further address student's needs, it is suggested to use data of APASO and stakeholders surveys to plan our work.

Counselling and Value Education

- (1) To further address students' needs, it was suggested to use APASO data to design and plan our counseling work in school.

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

(i) Evaluation

Chinese Language Subject

- (1) Self-evaluation and annual plan survey are conducted to help teachers reflect on teaching every year. Teachers are invited to express their opinions on various issues of the annual plan. However, these were not carried out owing to pandemic this year.
- (2) Student surveys are conducted to review the learning performance of students at all levels after the first summative assessment every year. Teachers agreed that the survey helps them understand the characteristics of the students. The questionnaire survey was originally scheduled to be conducted on 10-14 February this year. However, the questionnaire survey at the Primary Division was suspended due to the suspension of classes and the conduction of survey at the Secondary Division was postponed to July. 80% of the classes were able to complete the relevant questionnaires and the rest could not complete the questionnaires owing to the sudden suspension of classes.
- (3) Head of Department and Subject Coordinators had discussed and reviewed relevant data with subject teachers.
- (4) At the beginning of the academic year, the time of level meeting, teaching matters and various concerns were discussed. Class preparation meetings at all levels were held at the Primary Division. At least 15 times of video conferences were held, showing that teachers were able to make full use of the common lesson preparation time for discussing issues of teaching and learning. At Secondary Division, meetings were held to discuss teaching priorities and exchange teaching methods, as well as discuss and review the implementation of various teaching plans.
- (5) The Head of Department and Subject Coordinators have reviewed the effectiveness of learning and teaching from lesson observation, homework inspection and preparation of assessment papers, etc. All teachers met the requirements of the school this year. Teachers are also willing to learn and share with each other about their teachings.
- (6) After the summative assessment, meetings were held to review the effectiveness of learning and teaching and student performance, and follow-up suggestions were made.

- (7) 73% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Department had formulated a clear action plan for continuous improvement.
- (8) 55% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that the Department focused on the impact of student learning when setting tasks.
- (9) 64% of teachers at the Secondary Division and 100% of teachers at the Primary Division agreed that teachers work was assessed, which was directly related to the effectiveness of learning and teaching.
- (10) 73% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Department had solved the school's major problems according to the school's priorities.
- (11) 65% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Head of Department had devised appropriate methods to monitor the implementation of the annual plans.
- (12) 72% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Department had evaluated the work according to the success criteria in the plan.
- (13) 73% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Head of Department had worked hard to improve the use of data-driven mechanisms to enhance learning and teaching habits.
- (14) 65% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Department had used various evidences to evaluate the work.
- (15) 74% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Department had conducted reflective evaluation to make forward-looking plans.

English Language Subject

Primary Division

- (1) 100% of teachers recognised the using of P-I-M-E approach in the annual action plans of English Department.
- (2) Objectives, action plans and success criteria addressed the school's major concerns in alignment with the school's priorities that have been stated clearly in the annual plan with appropriate assessment methods.
- (3) Regular collection and analysis of dictation, term tests and a summative assessment will show the students' learning performance and thus teachers can use their professional judgement to make modifications or adjustments in their teaching.
- (4) Interim and end-of-term reports were written based on qualitative and quantitative survey results to evaluate different work throughout the year. Follow up work will be done based on data, reflections and suggestions for improvement.

Secondary Division

- (1) Over 85% of teachers agree that the Dept. has clear action plans with evaluation for the purpose of continuous improvement.
- (2) Over 90% of teachers agree that the Dept. sets tasks with a focus on the impact of student learning and can effectively and successfully carry out evaluation to inform forward planning.

Mathematics Subject

- (1) 92% teachers agree that departments and functional teams have clear action plans with evaluation for the purpose of continuous improvement.
- (2) 96% teachers agree that Math department set tasks with a focus on the impact of student learning.
- (3) 93% teachers agree that Math department evaluate their work in direct relation to learning and teaching effectiveness.
- (4) 91% teachers agree that Math department has addressed the school major concerns in alignment with the school priorities.
- (5) 91% teachers agree that Math department Head has designed appropriate means of monitoring the execution of departmental and school plans of major concerns.
- (6) 96% teachers agree that Math department has evaluated their work in alignment with the success criteria set out for the major concerns.
- (7) 87% teachers agree that Math department has made effort to promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (8) 96% teachers agree that Math department has made evaluation of their work using a variety of evidence.
- (9) 96% teachers agree that Math department can make reflective evaluation for informed forward planning.

Humanities Subjects

Primary Division

- (1) The head of the department and the coordinator of Social Studies examine the effectiveness of learning and teaching from the lesson observation and coursework examinations.
- (2) Peer lesson observation also conducted in both campuses. Each teacher has observed at least one lesson conducted by other Social Studies teacher.
- (3) After the summative assessment, Social Studies department held a review meeting to assess the effectiveness of learning and teaching. The review was on the basis of student performance and scoring reports, and follow-up suggestions were put forward.

Secondary Division

- (1) The department has worked out an annual plan based on the school major concerns. The suggestions in the year plan have allocated different teachers to implement based on the level of teaching.
- (2) 100% LS teachers participated in discussing the implementation of the assigned tasks in their level co-planning meetings to ensure the directives of the department had been properly carried out. Teachers would review the progress regularly in subject panel meeting. Four subject panel meetings of LS had been held in this academic year.
- (3) 75% of teachers have used student survey to collect data to evaluate their own learning and teaching effectiveness.
- (4) Teachers are more aware of the PIE model and to certain extent can insert it into their program plan.
- (5) Students' survey or students' reflection is collected and analyzed.
- (6) Regular meetings have been held for planning and evaluating of department plans and programs.
- (7) Peer lesson observation and discussion have been held for implementation and monitoring purposes.
- (8) Students performance is SA, tests, assignments have been used as the base of discussion and evaluation.

Science Subjects

- (1) 88.9% of teachers agreed that Science department had clear action plans with evaluation for the purpose of continuous improvement.
- (2) 88.9% of teachers agreed that Science department set tasks with a focus on the impact of student learning.
- (3) 88.9% of teachers agreed that Science department had evaluated its work in direct relation to learning and teaching effectiveness.
- (4) 88.9% of teachers agreed that Science department had addressed the school major concerns in alignment with the school priorities.
- (5) 88.9% of teachers agreed that the HoD of the department had designed appropriate means of monitoring the execution of departmental and school plans of major concerns.
- (6) 88.9% of teachers agreed that Science department had evaluated its work in alignment with the success criteria set out for the major concerns.
- (7) 66.7% of teachers agreed that the HoD of the department had made effort to promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (8) 77.8% of teachers agreed that Science department had made evaluation of its work using a variety of evidence.
- (9) 88.9% of teachers agreed that Science department could make reflective evaluation for informed forward planning.

Family Life Education

- (1) FLE department has clear action plans with evaluation for the purpose of continuous improvement in the department agenda.
- (2) FLE department has always set tasks with a focus on the impact of student learning.
- (3) Appropriate means of monitoring the execution of departmental and school plans of major concerns evaluates our work in direct relation to learning and teaching effectiveness where appropriate.
- (4) FLE department has always tried our best to address the school major concerns in alignment with the school priorities.
- (5) FLE department has used appropriate means of monitoring the execution of departmental and school plans of major concerns.
- (6) FLE department has evaluated our work in alignment with the success criteria set out for the major concerns where appropriate.
- (7) FLE department coordinator has made effort to promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (8) FLE department has made evaluation of their work using a variety of evidence including year-end student surveys, student responses in classroom and in homework, parent responses in homework, causal dialog and teacher observation.
- (9) Because summer holiday was brought forward in such a short notice in this school year, the FLE year-end student surveys of FS2, DS3 and DS5 were not carried out.
- (10) For the MS4 year-end student survey, more than 90% of the students responded positively to their FLE experiences.
- (11) FLE department can make reflective evaluation for informed forward planning.

ICT Subject

- (1) 75% of ICT teachers agreed that clear action plan of P-I-M-E has been issued.
- (2) 3 departmental major concerns are planned to target impact of students learning and well received by ICT teachers.
- (3) ALL teachers agreed the department evaluate their work in direct relation to learning and teaching effectiveness by lesson observation, assignment inspection, co-lesson preparation, etc.
- (4) The 3 departmental major concerns align with school major concerns, AFL, self-directed learning.
- (5) Variety of evidence like homework submission records, frequency of assignments and quiz, students' performance through SMark report, student's feedback are all used to evaluate the teaching effectiveness.

Media Education Subject

- (1) The main self-evaluation foci of Media Education department of this year are: (1) the effectiveness of achieving students' learning objectives (also known as "key teaching skills" as stated in the latest lesson plan template) (refer to Implementation Plan and Strategies 1.4); and (2) students' satisfaction of learning experience (and hence in infer students' positive learning attitude).
- (2) These main self-evaluation foci are directly related to school's major concerns: (1) To improve students' academic performance through curriculum development and teachers' professional development; and (2) To nurture good characters, habits and attitude of students.
- (3) The data collected are aimed to evaluate and hence to plan for improvement for the coming year(s) on: (1) how to increase the effectiveness of achieving students' learning objectives or implementing teachers' "key teaching skills"; and (2) how to improve students' learning experience and hence to better nurture students' positive learning attitude.

Music Subject

- (1) Department has followed a P-I-M-E approach in the annual action plans.

Physical Education

- (1) The department frequently conducts review sessions during departmental meetings.

Religious Education

- (1) The department has set clear goals and designed two evaluation forms for continuous self-reflection and self-evaluation.
- (2) To align with the school's needs, we have also stated clear goals, themes, learning objectives, teaching skills, and assessment activities in our lesson plans.

Visual Arts Subject

- (1) Annual survey of teaching and learning on each level will be carried out at the end of the academic year.
- (2) All the subject major concerns have aligned with the school major concerns.
- (3) We will also evaluate students' assignment records.

Campus Life

- (1) Program plan with clear success criteria and methods of evaluation has designed. General meetings were conducted every month, except in school

suspension period, to discuss detailed implementation and monitoring the progress of action plan. Evaluation and suggestion are also conducted in the meeting.

- (2) Survey for key items were conducted among students and teachers. Results from surveys were reviewed and discussed in general meetings and joint meetings.

(ii) Reflection

Chinese Language Subject

- (1) Student survey helps teachers understand the students' progress, especially for teachers who are new to school.
- (2) Teacher questionnaires can arouse teachers' reflection on teaching.
- (3) The Department can formulate the development of the subject group based on the data collected.
- (4) The Department can also arrange internal training for teachers and discuss with teachers about their development based on the data collected.
- (5) It is recommended that school should make an overall plan for self-evaluation and review those items in order to avoid duplication and time-consuming.

English Language Subject

Primary Division

- (1) The English Department will keep on employing the P-I-M-E approach in action planning to enhance our learning and teaching performance.

Secondary Division

- (1) It is evident that the Dept. pays close attention to evaluating the work it sets out to do and has appropriate means for carrying out evaluation.
- (2) As said above, evaluation should take place more frequently both for the whole Dept. and for each level.
- (3) More concrete success criteria should be devised for better evaluation.

Mathematics Subject

- (1) To lead teammates to keep step with SMC, department major activities and duties are assigned to each teacher in the past two years. They are E-learning Team, Invitational math Team, Sunshine Award Scheme, Math Competition Team, Enrichment Program Team.
- (2) Department Coordinator, Deputy head and head work closely to monitor Level meetings. So, the curriculum are rearranged and teaching strategies are always updated on using Teams/Zoom live lessons in school suspension period too.

Humanities Subjects

Primary Division

- (1) Social Studies Department can continue to carry out related practice in the coming year.

Secondary Division

- (1) Due to the unstable social condition and the spread of coronavirus, school suspension lasts for several months. Some of the items in the year plan could not be implemented.
- (2) Most of the meetings in second half term were conducted via zoom due to the coronavirus pandemic.

- (3) The survey results allow teachers to understand more about the teaching effectiveness in classroom, from students' perspective.
- (4) Teachers are encouraged to make use of the results to modify their teaching strategies to enhance the teaching effectiveness in classroom.
- (5) Many students also shared their difficulties in learning in the survey.
- (6) Trainings, workshops and sharing are needed among teachers, particularly on the methodology in conducting evaluation and how to analyze the results.
- (7) Members were aware of the P-I-M-E.

Science Subjects

- (1) It's suggested that there should be more frequent use of data to enhance learning and teaching in future.

Family Life Education

- (1) The FLE Student Year-end Survey conducted by FS2, DS3, DS5 and MS4 students according to the academic stages unique to Logos is a basic tool to carry out evaluation for the purpose of continuous improvement, in terms of lesson plans, teaching pedagogy and curriculum design.
- (2) Since moral, values and attitude education is the dominant component of FLE, a wider magnitude of data-driven mechanism needed to be explored and employed 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.
- (4) Even though the FLE year-end student surveys of FS2, DS3 and DS5 could not be carried out in this school year, regular year-end student surveys are still regarded as a useful and reliable tool for the department to take a P-I-M-E approach in our annual action plans.

ICT Subject

- (1) Frequent re-visit of the departmental plan is needed.
- (2) The action plan should be revised to be more practical and measurable.

Physical Education

- (1) Since only 4 out of 6 students completed the interim questionnaire, there is room for improvement in terms of how accurately the questionnaire results captures the reality.

Religious Education

- (1) Lesson observation forms and teaching performance self-evaluation forms are helpful tools for assessing teaching and learning effectiveness.
- (2) The department had a tradition of conducting student surveys in the past, but this practice was halted due to the school suspension. We will look into its arrangements after school is resumed.
- (3) We recommend continuing lesson observations, self-evaluations, and student surveys next year.

Visual Arts Subject

- (1) Self-evaluation and annual group evaluation meeting will take place after class resumption.
- (2) We plan to conduct more peer observations and hold evaluation meetings on teaching effectiveness after each term.

Campus Life

- (1) Opinions and feedback from teachers have collected and discussed in the general meetings. Further suggestions from teachers to be collected by level meetings. For example, continuous improvement of conduct collection system.
- (d) To promote a working habit of using data-driven mechanism to enhance the effectiveness of learning and teaching

(i) Evaluation

Chinese Language Subject

- (1) After the summative assessment, the Department analyze the performance of the students to find out their learning difficulties. It also helps reviewing teaching and making improvements.
- (2) 90% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Head of Department had developed the habit of using data-driven mechanisms to promote learning and teaching.
- (3) 82% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Head of Department had set up appropriate self-evaluation questions to teachers.
- (4) 82% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Head of Department had used the collected data and other evidence to generate a satisfactory reflection report.
- (5) 82% of teachers at the Secondary Division and 93% of teachers at the Primary Division agreed that the Head of Department had prepared plans based on data collected.

English Language Subject

Primary Division

- (1) The English Department adopts the P-I-M-E approach to enhance learning and teaching.
- (2) The department keeps evaluating and planning new work based on different data collected.
- (3) The participation rate of the use of e-learning platforms help plan our future e-learning strategies.
- (4) SA Markers Reports with students' performance data and evaluations provide supporting grounds for the adjustment of curriculum or assessments. The content and the level of difficulty of the assessment of DS1 have been adjusted due to abnormal high average score. The writing part and reading part in FS1 and FS2 Reading and Writing Paper need to be separated. High Frequency Home Spelling program has been adopted due to the poor performance in the spellings in the Listening Paper, etc.
- (5) Students selected for Saturday remedial classes are based on the Term Test scores and teachers observation.
- (6) Dictation data collection on students' performance among levels via WhatsApp helps teachers adjust their teaching strategies timely and instantly.
- (7) Dictation Book Inspection displays the average number of marking mistakes among level help teachers self-evaluate their marking performance.
- (8) Writing Folder Inspection demonstrates the general strengths and weaknesses among the levels that help improve the design of the learning materials for

learning and teaching.

Secondary Division

- (1) Over 90% of teachers agree that the HoD promotes a working habit of using data-driven mechanism to enhance learning and teaching.
- (2) Over 90% of teachers agree that the HoD can use data collected and other evidence to produce reflective reports and make forward planning.

Mathematics Subject

- (1) 91% teachers agree that department has will promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (2) 91% teachers agree that department head can set proper and appropriate annual self-evaluation survey questions.
- (3) 96% teachers agree that department head can produce satisfactory reflective reports using data collected and other evidences.
- (4) 87% teachers agree that department head would make forward planning based on data and evidence.

Humanities Subjects

Primary Division

- (1) Coordinator of Social Studies have worked closely with the Survey Team in setting appropriate self-evaluation survey questions.
- (2) School conducted a self-evaluation survey of teachers to help teachers reflect on their teaching effectiveness.
- (3) Department of Social Studies conducted a questionnaire survey of students in both Campus in the fourth semester to examine the learning performance of students at all levels and their opinions about Social Studies.
- (4) Social Studies teachers in believe that the survey help them understand the characteristics of the students after discussion of survey result in evaluation meeting at the end of school year.
- (5) Coordinator of Social Studies discuss the relevant survey data with the teachers and discuss the follow-up strategy with teachers at all levels.

Secondary Division

- (1) For the data-driven mechanism, the LS department had used two sets of statistical data each year to evaluate the learning and teaching of the subject:
1) Quantitative Summary of the CAs and SAs'; 2) Annual students' survey on learning and teaching of LS.
- (2) The findings from the data would be discussed in subject panel meeting and co-planning meetings of respective level to follow up.
- (3) Surveys on the learning effectiveness of zoom lessons were prepared and to be conducted in late April.
- (4) Reports based on discussion on the findings will be produced.

Science Subjects

- (1) 55.6% of teachers agreed that HoD of the department would promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (2) 77.8% of teachers agreed that HoD of the department could set proper and appropriate annual self-evaluation survey questions.
- (3) 77.8% of teachers agreed that HoD of the department could produce satisfactory reflective reports using data collected and other evidences.
- (4) 77.8% of teachers agreed that HoD of the department would make forward planning based on data and evidence.

Family Life Education

- (1) The working habit of using data-driven mechanism to enhance learning and teaching in the department is promoted.
- (2) The FLE coordinator can set proper and appropriate annual self-evaluation survey questions and produce satisfactory reflective reports using data collected and other evidence.

ICT Subject

- (1) ALL ICT teachers agreed the department had used appropriate survey and evaluation methods to reflect the learning and teaching effectiveness.
- (2) 75% of ICT teachers agreed the team head had set proper and appropriate annual self-evaluation survey questions.
- (3) We keep changing and trying new methodology or pedagogy according to the results of the previous trials.

Media Education Subject

- (1) Media Education department decided to use the data and evidence collected from students, including (1) half-year / year-end online students' and (2) students' daily assignment; together with qualitative data collected from teachers of our department in a formal year-end evaluation meeting in terms of their teaching experience and insights throughout the teaching year, to evaluate the effectiveness of learning and teaching.
- (2) Following by discussion of the possible ways to further enhance the effectiveness of learning and teaching in the coming year(s); especially referring to the attempt to promote (1) the effectiveness of achieving students' learning objectives and (2) students' satisfaction of learning experience.

Music Subject

- (1) Department head can produce satisfactory reflective reports using data collected and other evidence and has made effort to promote a working habit of using data-driven mechanism to enhance learning and teaching.

Physical Education

- (1) Some survey questionnaires are quite long and time-consuming

Religious Education

- (1) In the past, the department had a tradition of conducting student surveys to understand their interests and progress. Afterwards, adjustments were made according to the survey results.

(ii) Reflection

English Language Subject

Primary Division

- (1) The English Department will keep on employing data-driven mechanism to enhance the effectiveness of learning and teaching.

Secondary Division

- (1) Statistical data need to input for more items / more learning tasks to allow subsequent analysis.

Mathematics Subject

- (1) It is a good practice of using data-driven mechanism to enhance the effectiveness of learning and teaching in department. Student Performance Indicator tell us how the learning progress of different learning ability students according referred to class profile. We also monitor and review students' strength and weakness in learning stages by using items analysis of each important summative assessment.

Humanities Subjects

Primary Division

- (1) Teachers' self-evaluation questionnaires can evoke teachers' reflection on teaching.
- (2) The Student Opinion Survey helps teachers understand the situation of students.

Secondary Division

- (1) As for our practice, we would identify MS3 students who are weak in the subject and organize remedial lessons for them. Due to school suspension, the remedial course could not be conducted. Supplementary exercises were given to MS3 students via google classroom. Additional exercises book on exam skills had been bought for all MS3 students. Extra exercises helped students to polish up exam writing skills.
- (2) Usually, the annual survey on LS learning and teaching would be conducted at the midst of the academic year. However, due to the unstable social condition and the outbreak of coronavirus, school suspension lasted for several months. The annual survey on LS learning and teaching did not conduct this year.
- (3) Regular practice of compiling the quantitative analysis helped the teachers to have an overview on the academic performance of the students. Some teaching strategies to minimize the negative impacts of zoom lessons had been proved useful after the review.

Science Subjects

- (1) It's suggested that there should be more frequent use of data to enhance learning and teaching in future.

Family Life Education

- (1) It is the usual practice of the department to carry out regular year-end surveys for students in FS2, DS3, DS5 and MS4 at the end of each academic stage.
- (2) As a department of 3 members, it is the result of the collective effort of the team. Every member contributes her ability and effort to strengthen self-evaluation capacity of the department.

ICT Subject

- (1) Self-evaluation survey of each level should be carried out at least twice a year.
- (2) Department head should set a survey template for member to use and allow flexibility in modifying.
- (3) Above reports should be shared.

Physical Education

- (1) We believe that the accuracy of survey results requires confirmation through meetings and discussion, especially when colleagues are asked to complete

multiple surveys over a short period of time.

Religious Education

- (1) We plan to continue conducting student surveys to enhance teaching and learning effectiveness after school resumption. In the meantime, we will adjust our teaching strategies based on students' learning attitude and performance in assignments.
- (2) In light of the increased difficulty of real-time online lessons, we will refer to past survey results to actively adjust our lesson plans and teaching strategies.

7.4 Teacher Survey data on the implementation of School Major Concerns

Number of teachers in survey: 106

Major Concern 1: To improve students' academic performance through curriculum development and teachers' professional development		
		% Agree
1.1	To develop students' self-study skills through curriculum initiatives in subjects	
1.1a	The daily time-table structure of the Secondary Division has been modified to include regular time for extensive reading (DEAR)	67.0%
1.1b	An easily accessible e-platform has been introduced for all teachers in facilitating flipped classroom strategies	65.1%
1.1c	Training for all teachers has been conducted to use the new e-platform for flipped classroom strategies	67.9%
1.1d	Students in general have improved in the habit of reading	64.2%
1.1e	Students have improved their self-study skills.	51.9%
1.1f	I have provided opportunities to develop students' self-study skills in my lessons	89.6%
1.2	To introduce 21st Century skills in the school curriculum	
1.2a	Some of the 21st Century skills (generic skills) have been emphasized in Project-based Learning.	64.2%
1.2b	I have provided opportunities for students to demonstrate the generic skills acquired.	84.9%
1.2c	My subject department(s) have identified how to develop students' generic skills within our subjects. (answered by those who work in major departments; others choose 'neutral / irrelevant' option)	84.0%
1.2d	Students have acquired certain generic skills identified by my department(s).	86.8%
1.3	To explore and implement effective inter-disciplinary strategies such as project- based learning (PBL) and DreamStarter Program	
1.3a	Training workshops/ seminars on effective inter-disciplinary strategies have been given to teachers.	65.1%
1.3b	Basic mentoring-project training has been given to all teacher-mentors of the DreamStarter Program. (some did not participate in DreamStarter)	44.3%
1.3c	Students have acquired certain generic skills through inter-disciplinary strategies.	66.0%
1.4	To provide key teaching skills through professional sharing in departmental staff development sessions	
1.4a	New format of Lesson Planning form has been used to emphasize the "key teaching skills", namely assessment for learning, catering for diversity, questioning skills and skills and self-directed learning.	84.9%
1.4b	New Lesson Observation Forms have been constructed to emphasize the key teaching skills	84.9%
1.4c	The Professional Development Team has coordinated departmental workshops on "key learning and teaching skills".	69.8%
1.4d	My subject department(s) have held discussions on how to apply "key learning and teaching skills" in our subject areas.	84.9%

1.5	To improve lesson design and adopt effective teaching strategies to cater for learners' diversity	
1.5a	My subject department(s) have discussed about how to implement good lesson design in our subjects.	88.7%
1.5b	My subject department(s) have explored different effective teaching strategies to cater for learners' diversity in lessons.	84.0%
1.5c	Effective lesson design is important to the quality of teaching.	95.3%
1.5d	Good lesson design can improve the effectiveness of catering for diversity in lessons	92.5%
1.6	To use key learning and teaching skills and strategies in lessons such as Assessment For Learning (AFL)	
1.6a	My subject department(s) have held discussions on how to apply "assessment for learning in lessons" strategies in our subjects.	87.7%
1.6b	I have applied "assessment for learning" strategies in my lessons.	90.6%
1.7	To promote assessment for learning in daily L&T activities by making use of effective e-learning tools	
1.7a	I have attended workshops on the use of effective e-learning tools to implement assessment for learning.	84.0%
1.7b	I have applied "assessment for learning" strategies using e-learning tools in my lessons	84.9%

Major Concern 2: To nurture good characters, habits and attitude of students		
		% Agree
2.1	To adopt a whole-school approach in moral education	
2.1a	The senior management team has implemented the new framework on moral education (Logosians' Core Value framework).	81.1%
2.1b	New format of Lesson Planning form has been used to emphasize the nurturing of good values and attitude	72.6%
2.1c	The learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of all subjects and levels.	77.4%
2.1d	Discussions on how to meet the learning objectives in the domain of values and attitude are held in the co-planning of lessons in my department(s).	76.4%
2.1e	I make progress in meeting the learning objectives in the domain of values and attitude in the curriculum.	80.2%
2.1f	I can grasp appropriate opportunities to promote moral values in my lessons even without prior planning.	85.9%
2.1g*	Teachers in my academic department/ team have appropriately met the learning objectives in the domain of values and attitude in the curriculum	91.7%
2.2	To strengthen the roles of homeroom teachers and assistant homeroom teachers in moral education.	
2.2a	Clear expectations on the roles of homeroom teachers and assistant homeroom teachers in moral education have been communicated to all staff.	77.4%

2.2b	I, being a homeroom teacher/ an assistant homeroom teacher, am clear that I have a leading role to play in the moral education (e.g. cultivating core values of Logosians) of the students in my classes.	79.2%
2.2c	I, being a homeroom teacher/ an assistant homeroom teacher, am comfortable with the assigned leading roles (e.g cultivating Logosians' core values).	80.2%
2.3	To strengthen the effectiveness of homeroom teacher periods through central coordination and structured lesson	
2.3a	More time has been allocated to HRT periods to implement the new moral education framework (Logosians' core values framework).	77.4%
2.3b	More structured lessons have been constructed to implement moral education in the HRT periods.	78.3%
2.3c	I, being a homeroom teacher/ an assistant homeroom teacher, agree that the designated HRT periods have been effective in promoting moral education (e.g. nourishing Logosians' core values).	72.6%
2.4	To help students develop positive attitude and good learning habits.	
2.4a	Whole-school approach on extensive reading has been implemented to develop good learning habit.	85.9%
2.4b	Whole-school approach on homework policy has been implemented to develop good learning habits and attitude.	79.2%
2.4c	The senior management team has arranged whole-school staff development on positive education.	73.6%
2.4d	Some Departments and Functional Teams have piloted the introduction of positive education elements in their programs.	68.9%
2.4e	Students' attitude and learning habits have been improved in the school year.	60.4%
2.5	To help students develop self-discipline, leadership and organizational skills	
2.5a	My department(s)/ functional team(s) have explored our roles in developing students' self-discipline in our programs.	84.0%
2.5b	My department(s)/ functional team(s) will develop specifically self-management, self-learning and self-reflection of students.	84.9%
2.5c	Specific programs for training students' leadership and organizational skills have been conducted for some student leaders.	77.4%
2.6	To encourage students to take up the executive posts in student groups and attend leadership training programs	
2.6a	Departments and functional teams have encouraged more students to take up various roles of responsibilities.	80.2%
2.6b	Schemes for recognizing the contribution of students in student group have been designed and implemented.	79.3%
2.6c	Students who took up executive posts in student groups have positive attitude about their contribution to the student community.	76.4%
2.7	To strengthen the roles of student leaders, such as Prefects, Chairmen, Vice-chairmen and Executives of various student groups, etc.	
2.7a	A major theme of servant leadership has been introduced to students in the Secondary Division.	70.8%
2.7b	Functional teams in charge of student groups have explored deeply on how to develop the quality of student servant leaders	67.0%
2.7c	Student leaders have applied the leadership and organizational skills acquired in leadership training programs.	66.0%

Major Concern 3: To foster sustainable school development through self-evaluation		
		% Agree
3.1	To strengthen self-evaluation capacity in academic subject departments and functional teams	
3.1a	My subject department/ functional team head(s), can set proper and appropriate annual self-evaluation survey questions	83.0%
3.1b	My subject department/ functional team head(s), can produce satisfactory reflective reports using data collected and other evidences.	82.1%
3.2	To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys.	
3.2a*	All the holistic surveys (e.g. stakeholder and APASO surveys) are conducted at appropriate time during the school year.	72.2%
3.2b*	The findings of stakeholder surveys are suitably presented to all major stakeholders.	69.5%
3.3	To ensure all subject departments and functional teams to follow a P-I-M-E approach in their annual action plans	
3.3a	My department/ functional team head(s), have clear action plans with evaluation for the purpose of continuous improvement.	84.0%
3.3b	My subject department/ functional team head(s), set tasks with a focus on the impact of student learning.	84.0%
3.3c	My subject department/ functional team head(s), evaluate my work in direct relation to learning and teaching effectiveness.	90.6%
3.3d	My subject department/ functional team head(s), have addressed the school major concerns in alignment with the school priorities.	89.6%
3.3e	My subject department/ functional team head(s), have designed appropriate means of monitoring the execution of departmental and school plans of major concerns.	85.9%
3.3f	My subject department/ functional team head(s), have evaluated their work in alignment with the success criteria set out for the major concerns.	84.9%
3.3g*	I, as subject department/ functional team head, will promote a working habit of using data-driven mechanism to enhance learning and teaching.	85.9%
3.3h*	I, as subject department/ functional team head, have made evaluation of their work using a variety of evidence.	91.7%
3.4	To promote a working habit of using data-driven mechanism to enhance the effectiveness of learning and teaching.	
3.4a*	I, as subject department/ functional team head, would make forward planning based on data and evidence.	94.4%

“% Agree” in the last column of the above table refers to the total percentage of the ‘Strongly agree’ plus the ‘Agree’ options

* Survey questions answered by heads of subject departments and function teams only (N=36)

Due to the COVID-19 pandemic, the school has a long suspension period from February to May and an early start of the summer holidays in 2019-20. Some school activities were cancelled or postponed. The validity of some of the above survey measurement items was severely affected and teacher response rates of the two evaluation surveys were also lowered.