

The Hong Kong Chinese Christian Churches Union Logos Academy



Annual School Report 2020-21

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1. Our School

The Hong Kong Chinese Christian Churches Union Logos Academy (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 effective 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 into 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 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 effective 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 a well-qualified and highly professional team of staff who put their hearts into education, love children, adopt a pupil-centred philosophy, commit themselves strongly to professional development and have an international mindset.

Founded in 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. Our through-train system establishes a long-term teacher and student relationship, which minimizes the adjustments and adaptation that most Hong Kong students have to face in the transition from primary to secondary education, especially in different schools. The Logos curriculum consists of three stages – the Foundation Stage (2 years), i.e. junior-primary; the Development Stage (5 years), i.e. senior-primary and junior-secondary; and the Mastery Stage (4 years), i.e. senior-secondary. Each stage has its unique and complementary characteristics and goals.

The Foundation Stage (FS1-FS2) 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 thinking, expressive, creative and organisational capacities. In addition to the subject-based learning in traditional curriculum, the school also adopts thematic learning activities to cultivate 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 are conducted. The assessments provide timely evaluation as well as informative feedback to students and parents. With this approach, undesirable psychological stress due to traditional tests and dictations is reduced.

For some special subjects such as Family Life Education, there are no complete set of teaching materials available in the market. Instead, carefully selected appropriate and interesting materials are used. The school has fully utilized information technology in learning, teaching and administration. Using broadband internet connections, parents can also download recorded video footages of their children's learning activities and know how their children are studying at school. In addition to conventional writing exercises, students learn to complete assignments online. Students also access related reference materials in both Chinese and English. They use Putonghua and English as they participate in different learning sessions and activities. In addition to the rich Chinese culture in school, we systematically facilitate multicultural encounters for our students so as to increase their exposure to different cultures.

The Development Stage (DS1-DS5) is a significant five-year stage in the eleven-year curriculum. The main purpose is to foster and strengthen students' abilities, knowledge and skills 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 include: Languages, Mathematics, Natural Sciences, Social Sciences, Information Technology, Art, Music, Media, Family Life Education, Religious Studies and Physical / Health Education. Students grasp related knowledge, cultivate different skills, acquire broad perspectives and establish the right value systems through all-rounded curriculum materials. Learning and teaching also take place outside classrooms. Field trips, overseas study trips and visits during non-school days are open for students to participate. The amount of study is substantially richer at this stage. Learning and teaching materials are kept and managed electronically for students' easy access, downloading and exchange. Learning through project work across different subjects and assignments helps students handle pressure and practice time-management skills. Group-based studies and projects require students to collaborate with teammates, and to report their progress to teachers at various stages. Native speakers are employed to teach English, Putonghua and other languages so as to maximize students' exposure in these language environments. The school also provides opportunities for students to engage in various types of performance in public. Through their participation in debates, public speaking, choral speaking, dancing, musical performances and theatrical performances, students acquire the abilities to cope with stress and build up their confidence to perform well in front of audience. Besides, the school encourages students to take part in various public contests.

The Mastery Stage (MS1-MS4) is a four-year stage. With rigorous training leading to this stage, students are expected to possess the ability to consolidate and integrate what they have learned and prepare themselves for competitive university entrance examinations.

Concurrently, students have plenty opportunities to further develop their leadership skills in becoming executive members in clubs, societies or student union. In the first two years of this stage, students 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 continue to follow the HKDSE curriculum. Others enroll in the highly recognized IB Diploma Programme and prepare to participate in the IBDP examination. Both HKDSE and IBDP could lead to a qualification that fulfill the requirement for entering local and overseas universities of their choices.

1.4 Our Campuses

Logos Academy is made up of two school campuses that span over a total of 14,000 sq. m. An additional 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 sciences, visual arts, music, information technology, geography, etc.), studio, conference rooms, digital piano practice room, counseling rooms, etc. Moreover, there are an indoor swimming pool, air-conditioned basketball courts, covered playgrounds, gardens, multi-purpose rooms, Campus TV rooms, assembly halls and libraries, etc.

1.5 Members of the School Management Committee (SMC)

Service Period	<u>1/6/2020 to 31/5/2021</u>	<u>1/6/2021 to 31/5/2022</u>
Chairman	Rev. Chan Tak Cheong	Rev. Chan Tak Cheong
Vice Chairman	Rev. Chung Kin Kai	Rev. Yeung Yiu Chung
School Supervisor	Rev. Chung Ka Lok	Rev. Chung Ka Lok
Treasurer	Rev. Ma Peter King Tai	Rev. Ma Peter King Tai
Secretary	Dr. Cho Hee Chuen, Paul (Principal)	Dr. Cho Hee Chuen, Paul (Principal)
Managers	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)	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming, Rev. Chu Woo Ping, Rev. Chung Kin Kai, Prof. Kwan Yui Huen, Ms. Kwong Ka Yin, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Rev. Pong Kin Sun, Kinson, Mr. Pong Yuen Sun, Louis, Rev. Yu Ying Ngok, Mr. Lee Kwok Wai (Parent Manager), Mr. Chan Mung Hung (Teacher Manager)

2. Achievements and Reflection on School Major Concerns

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

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

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

2.4 Summary and Reflections

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

A wider repertoire of teaching strategies, including e-Learning and experiential learning, were employed to cater for learner diversity and peer interaction in the school environment. With the implementation of e-Learning across all grade levels and the enhanced Wi-Fi structure and upgraded equipment, high readiness and confidence were seen among teachers in the use of various e-Learning platforms in daily teaching as well as the sharing of teaching materials. Teachers attended different courses on e-Learning and other pedagogies during the year. They have cultivated a habit of sharing good practices through collaborative lesson planning and presentations at staff meetings. Workshops conducted within individual departments served to support teachers who lacked experience and confidence in the use of e-Learning tools. The enhanced experiential learning opportunities offered a platform for students to work together and share their knowledge, allowing them to gain rewarding exposure and more importantly to become life-long friends.

(i) Learning and Teaching

e-Learning platforms have been one of the important tools to sustain skills development and allow teachers to enhance students' learning effectiveness during school closure. Many departments echoed the need of the 'new routine' under the COVID-19 in their daily learning and teaching by applying flipped classrooms and having online lessons every day. A comprehensive e-Learning platform was set up to encourage students to maximise the use of e-Learning for self-learning to help them consolidate and learn effectively at home. Due to the COVID-19, different self-learning materials, recorded videos and lesson worksheets were selected and distributed to students through e-Learning platforms. e-Learning tools such as Google Classroom, Teams, Quizzes, BrainPop, Fun and Friends, Kahoot, Padlet, OneNote, Forms were widely used by different subject departments to facilitate the learning of students during the school suspension period. Each subject is encouraged to showcase their students' good work on the e-Learning platforms for peer learning. Teachers were more conscious of their questioning techniques and ensured that different levels of questions were used to challenge students and enhance their critical thinking skills.

FS1-MS3 students had an online summative assessment in January 2021. Both examinations and marking were performed online. From the survey results, nearly 75% of students agreed that the online summative assessment could reflect their learning progress.

Reflection:

Different teaching strategies were employed to cater for learner diversity and peer interaction in the classroom. From the survey results, around 70% of parents and 80% of students agreed that the students had made an effort in their online learning. With diversified assessments available in the online platforms, accommodations to cater for learner diversity and student participation were also improved as reflected in the parents' and students' survey responses. This good practice can be incorporated as routine for teachers especially for coping with the "new normal" in teaching to maintain the learning effectiveness.

(ii) One-Student-One-iPad policy

The One-Student-One-iPad (1-Student-1-iPad) policy for DS4 and DS5 students opens up more channels for teaching and learning. The incredibly immersive and active learning environment the iPad engenders, and the unprecedented opportunities helped develop personalized and student-centred learning. Over 100 iPads were purchased for every teacher in the secondary division to allow them to try out the 1-student-1-iPad mode of teaching and learning strategy. With the help of the IT/AV Team, many education apps had been installed in the iPads, teachers could employ them to enhance their teaching and facilitate students' learning. Some teachers used iPads to collect and mark students' assignments so that instant feedback could be provided. The use of iPads in class under the 1-student-1-iPad policy and the use of the education apps not only encourages more student-centred activities to be adopted, but also helps break down classroom walls to increase e-Learning. Students could be more engaged in class and this can greatly increase the opportunities for self-directed learning. The data showed that 99% of DS4 and DS5 students had experienced the use of the iPads in doing homework and note-taking in this academic year and over 70% of them agreed that the iPad could enhance their learning. A gradual paradigm shift in learning and teaching was observed during the year. Various approaches were employed for the effectiveness of teaching and learning, including the self-directed learning, flipped classroom, the investigative approach; task-based approach and project-based learning approach. Besides a stepped-up effort in addressing students' learning difficulties, the school would also help students realise their potential by offering more challenging tasks in the learning platforms through e-Learning. It is also expected that a Learning Management System containing diversified e-Learning materials could be offered to promote flexible and self-directed learning.

e-Learning Team played a crucial role in the success of the implementation of the 1-student-1-iPad policy. To enhance the professionalism of teachers in using the latest educational apps and to help teachers explore new teaching pedagogies, training sessions on iPads were organized. With the assistance of the Professional Development Team, 10 workshops and sharing sessions for teachers, 5 workshops for students and 2 training workshops for parents on e-Learning were arranged. 8 teachers shared their experiences of using the iPad in various learning and teaching

activities.

Reflection:

From a survey conducted in January 2021, about 50% of DS4 and DS5 teachers had heavily used iPads in their daily lessons. From the results of the evaluation of the teaching packages developed by respective subjects and departments, 70% of them agreed that the use of iPads in teaching and learning could enhance the interaction between teachers and students, as well as among students. It demonstrated that the objective of engaging teachers in experiencing e-Learning had been fully achieved. With the ideas and strategies contributed by all teachers, a wide variety of new learning and teaching experiences had been created. The policy had a paradigm shift among teachers and helped extend learning and teaching beyond the classroom. As a big step toward e-Learning, the policy has made a successful start in its first year of implementation.

The introduction of the 1-Student-1-iPad policy also required some adjustments in implementation, especially in the first few months. Some teachers and parents complained that the students were easily distracted from their learning as the iPads were used heavily for entertainment or social networking. The IT/AV Team, e-Learning Team and Campus Life hence worked together to find ways to address the issues and the school guideline was modified with more restrictions on students' use of their iPads.

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 with a sharper focus on the use of e-Learning to cater for learner diversity through self-directed learning. Some teachers expressed that they were not confident in applying the skills after a few workshops. In response to these requests, the e-Learning Team will organise some revision workshops focused on the application of skills in lessons for teachers who need extra help in the next academic year. Peer sharing is the most effective means for stimulating teachers on the practical use of iPads; therefore, more peer sharing sessions will be arranged in the coming years. This policy would not be a success without the support of a good WiFi system, hence, the school initiated an upgrade of WiFi facilities in August. Further evaluation of the effectiveness will be done in the next academic year.

(iii) Experiential learning

In the process of experiential learning, students can make meaning of their own, first-hand experiences in real contexts, and authentic settings to achieve goals that are more difficult to attain through traditional classroom learning. Inter-disciplinary curriculum was inaugurated, by capturing the essence of meeting the demands of 21st century learning and constantly exploring how to improve the provision of enriching learning opportunities for the students. English, Chinese, Math, ICT, Science and Humanities had a collaboration with the experiential learning teams, using modified curricula to develop students' generic skills as well as to acquire subject knowledge in their projects. Therefore, during the online experiential learning days in both campuses, students found it much easier to apply the acquired knowledge and skills. Over 70% of teachers agreed that their students had gained the prior knowledge and skills from different subjects such as language skills, research skills, note-taking skills in Term 3 and Term 4. The new arrangement could help both teachers and students to implement the projects smoothly. The External School Review (ESR) Team highly appreciated and affirmed the approach of this inter-disciplinary approach, especially on how the English department taught students comparison writing for DS4 and DS5 with three tiers of writing assignments. This strategy killed two birds with one stone.

Keeping up with current issues played an important role in broadening learning experience and in enabling students to gain wider understanding of a diverse range of topics related to current affairs in Hong Kong. Experiential learning provided a hands-on approach to enable students to explore the genuine needs of Hong Kong. This was one of the opportunities provided by the school to enhance their social awareness and broaden their knowledge base. FS1 to MS1 students showcased their ideas in the Virtual Showcase Website while MS1 students shared their projects with the organizations in Hong Kong during the Virtual Pitching Day. The total number of on-site visitors for the Virtual Pitching Day was 250 whilst the total numbers of 'views' and 'unique visitors' (with unique IP) for the Virtual Showcase Website were 28,995 and 4,067 respectively.

To better cater for the specific learning needs of students in the non-academic domain, the MS1 experiential learning was revamped to accommodate a broader scope of interests with the support from the organizations and experts in various disciplines. The enhanced learning experience from MS1 included interviews with the NGO representatives. The learning tasks required students to present their proposals and ideas to the leaders of the organizations. The feedback from the organizations was very positive and encouraging. The leaders were interested in students' innovative ideas. The cooperative initiative provided real-life experiences, creative opportunities and extensive insight into the organizations. Students were given great autonomy in their learning through differentiated learning tasks and final products or services. In fact, more than 70% of the students agreed that they preferred to plan their own learning process and take responsibility for their own learning, conforming to the results from the Student Stakeholder Survey. Students also valued the experience of working on an authentic task through this collaborative relationship associated with the organizations. Students showed enthusiasms during the process. Teachers made good use of students' online responses to identify their learning difficulties and gave them timely feedback. Besides, the recording of students'

learning performance using iPads had effectively facilitated peer feedback and students' self-reflection. The initiatives of this new changes to the experiential learning have been well received and will be incorporated as routines.

With the support and guidance of teachers, students participated in various Science, Mathematics, Engineering, Arts and Technology (STEAM) related competitions and programmes, and achieved outstanding results. Some MS1 students applied their knowledge in STEAM to design a walking app and won the Best Entrepreneurship Award from the InnoMind Competition 2020-21 organized by Young Entrepreneur Development Council and The Jockey Club. Meanwhile, ICT students from both campuses have won a number of awards, namely Gold and Bronze Awards in The Microsoft Office Specialist Championship Hong Kong 2021, Gold and Bronze Awards in the Robofest HK 2021 BottleSumo, and Gold, Silver and Bronze Awards in the International Coding Challenge.

Reflection:

All MS1 students are expected to engage more in community service, finding ways to improve the community in a sustainable way in the next academic year. During the year, some teachers attended teacher-mentoring courses such as Pitching Skills and Mentoring Skills from DreamStarter and Rebooting Curiosity from CATALYST Education Lab. In the delivery of the projects, the expertise of the teachers was shown. To enhance both teachers' and students' skills, the school should have assigned interested teachers to accompany their students to attend conferences and visit the organizations if the situation permits. The school continues to seek collaboration with external organizations to organize more social service or collaboration opportunities for students. All teachers helped to supervise students in conducting the project. Though the online experiential learning materials such as guidebooks, process journals and activity sets were developed to enable the teachers to lead the learning process, however, the project time was insufficient. Therefore, longer duration and several targets of upgrading skills can be adopted to enhance the learning effectiveness in the next school year. The use of appropriate technical skills will resolve this issue in the near future.

(iv) Professional development

Staff development is always the key element for the success of a school. Seminars, workshops and online courses on positive education and character strengths were organized by the CATALYST Education Lab, Jockey Club Positive Education "Ascend and Radiate" Project and other schools in Hong Kong to enhance teachers' capacity in optimizing students' character strengths on the Staff Development Days during the year. Teachers were invited to complete an evaluation form after the programme. The survey indicated that teachers had an overall high satisfaction with the programme. About 80% of participants were satisfied with the Staff Development Days, with comments that it could help them understand more about Positive Education. The survey also revealed that the sharing sessions were very well-received by teachers, who treasured the opportunity of sharing among colleagues from different departments.

Professional learning communities establish a schoolwide culture that develops teacher leadership explicitly, focusing on building and sustaining school improvement efforts. It helps bridge the gap between education theory, policy and practice, creating spaces for addressing practical issues and connecting pedagogical practice with subject content knowledge and personal growth. To foster collaborative learning among teachers, professional learning communities were formed. Besides students, the school's thoughts were on its dedicated team of teachers. To ease the situation and to promote teachers' well-being, the Professional Learning Communities arranged an array of programmes this year, including the Art Jam, Stretching Class, Introduction to Neuroscience, Weight Control Workshop, etc on a voluntary basis. These activities provided the staff with a timely refreshing and energizing moment, and were welcomed by many of them. There was evidence in the surveys that 90% of teachers showed affirmation to the statement that the school promoted teachers' well-being through various programmes.

To help equip teachers with relevant knowledge and skills in the implementation of self-directed learning as one of the next three-year school goals, a few staff development days were also organized by the Professional Development Team. Seminars, workshops, online courses and peer sharing sessions on self-directed learning were conducted during the year. From the teacher survey, around 90% of teachers agreed that the staff development days had enriched their understanding of the strategies and they found the workshops useful. They agreed that the contents of the workshop were relevant to their professional and practical needs. The overall feedback given by teachers was positive and valuable suggestions for further improvement were made.

Reflection:

The staff development activities received very positive responses from teachers. They found the talks and workshops useful and relevant to their professional needs. They felt they had received ideas which could enhance their effectiveness in teaching as well as in the pastoral care of students. The active participation and contribution of teachers in the activities reflected their dedication and commitment towards building and enhancing their professional capacity. All in all, the staff development programmes proved to be very worthwhile for teachers in terms of professionalism and the sharing of ideas. The feedback provided in the teacher surveys were useful in identifying their professional needs and planning future staff development programmes. More resources can be allocated to the Professional Learning Communities in order to sustain the habits of professional sharing.

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

A comprehensive whole-school approach

Despite the on-going pandemic situation, the school was able to turn challenges into opportunities to nurture students' good characters, habits and attitude in this school year. One of the primary efforts from the school was the launch of Logosian Core Values, which manifest the school's mission and vision, with a tailored whole-school approach for all students from FS1 to MS4. The purpose of this initiative is to cultivate good attitudes and perception towards mental and emotional well-being among students. Logosian Core Values posters were displayed in the two campuses. The ability to actualize the Logosian Core Values among students was cultivated through this approach, as well as the incorporation of the core values into the diverse curricula. Students' good characters, habits and attitude were cultivated through the hidden curriculum through virtual morning devotions, assemblies, Home Room Teachers Periods, school functions, Christian Value activities, other student activities, and the likes. Shared school expectation on the importance of the core values was established in the beginning of the school year, in particular, through leadership training, experiential learning and various competitions. Furthermore, the weekly virtual Home Room Teacher Periods were aimed to support students' personal growth and allow classmates to communicate with each other. For smoother transition from kindergarten to primary and primary to secondary, the school allocated two Home Room Teachers for FS1(Primary One) and DS4-DS5(Secondary One and Secondary Two) classes. It had been effective for teachers to provide more individual help to students and cater for their diverse needs. Teachers also communicated with parents during Parents' Day on academic and non-academic matters. The school identified students' personal needs for developmental support and was fully cognizant of their attitude, behavioural and intellectual development.

The school adopted a comprehensive whole-school approach involving religious and moral education, the Home Room Period, counselling provided by In-house Social Workers, school-based Educational Psychologist Team, Counselling and Values Education Team, SENCOs, Campus Life Team, Careers and Life Planning Team, Christian Ministry and Student Activities. They worked together to promote the mental and emotional well-being of the students. Programmes such as interactive activities and small group discussions were held to ensure that students received appropriate timely support, and guidance was offered to help them discover their potential. It was reviewed that with concerted efforts, functional programmes were designed and implemented to bring out synergies and effectiveness.

The Education Bureau (EDB) reckoned that schools should promote values education through nurturing in their students the nine priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity" , "Care for Others", "Law-abidingness" and "Empathy". Since National Identity became a priority in this school year, the school had a series of legal talks and moral activities introducing the concept of social harmony and national identity which could instill the positive values and attitudes to the students. A committee of National Education was formed to promote National Education and National Identity at school level. Chinese History was delivered as an independent

subject in the Secondary Division to help students understand the culture and national development. In addition, the school continued to offer spiritual nurturing to students through the morning devotions and assemblies. Nevertheless, Humanity Week about positive attitudes was held in April 2021. Apart from the sharing of celebrities' positive attitudes in the assemblies and devotions, souvenirs with positive messages were distributed to students as well. An exhibition was held to provide a platform for students to showcase their creativity and ideas about positive attitudes. A lot of creative work was submitted and displayed. Over 90% of teachers agreed that these activities could bring positive messages and emotional support to students.

In order to nurture students' reading habit and enable them to become life-long learners, the school offered the Drop-Everything-And-Read (DEAR) programme, reading award schemes, extensive reading schemes and good book sharing sessions for all primary and secondary students. Besides, book exhibitions and reading activities were held in the libraries of both campuses regularly. Class visits during DEAR time were conducted by principals, as the reading role models for students. The role models could influence students by demonstrating their enthusiasms for reading, and help students discover new and diverse forms of literature.

(i) Student Support

To inculcate positive values and attitudes in students, the Social Workers, Education Psychologist Team, Counselling and Values Education Team, SENCOs and Christian Ministry jointly offered a series of online programmes and activities to promote the well-being of students. The programmes including dramas, theme talks, 4-cell comic drawing competition, storytelling competitions and BBS Program. Through these online programmes and activities, students remained connected to each other, to their teachers and to the school. The pandemic was indeed a challenging time for some students in learning, however, the school continued its work on instilling positive values and attitudes in our students. With uncertainties caused by the pandemic, such practices are expected to continue in the near future.

The DS4 Orientation Programme and Adventure Day Camp helped students to familiarize themselves with a new environment. These whole-grade events aimed to cultivate well-being and a higher happiness quotient among DS4 students. Various games were set up to help students identify their strengths, discover their interests and abilities to help them derive joy from pursuing things in life that matter to them. Through the above programmes, students were also able to strengthen mutual trust and skills in teamwork and leadership. The orientation events helped students get a better understanding of the school system, and know their teachers as well as their classmates more deeply. They also could learn how to communicate respectfully and effectively with their classmates. Data of the APASO echoed students' improvements in the "social integration and teacher-student relationships".

Online Parents Talks on the Sex Education, the Enhancement of Children Learning Efficiency and How to Help Their Children to Adapt Secondary School were organized by the Counselling and Values Education Team, social workers and Education Psychologist Team. Parents could learn the ways to teach their children about proper attitudes and values towards sex, how to increase learning effectiveness and efficiency, and adaptation to the new environment. Over 90% of participants were satisfied with the contents and they found that the talks were very practical and useful.

(ii) Student Activities

During the school suspension periods and half-day school, while some scheduled face-to-face student activities to enhance personal development and leadership had to be put to a halt, students' skills to learn in the virtual space were developed. Making use of these newly acquired skills, the Students' Union and various teams held online activities for students to serve similar purposes. 38 online activities for MS2 and MS3 students were organized to enhance their aesthetic development. These activities aimed to create some sense of togetherness and provided opportunities for collective communication. Though under the threat of COVID-19, Students' Union and a few uniform teams from both campuses were still successfully established. The school had conducted the Student Union Elections through e-platform, and e-voting was thrivingly introduced and implemented. Nevertheless, the Students' Union and the Red Cross Team jointly organized an Emergency Fund Raising Event for the COVID-19 Pandemic in South Asia, all donations from teachers and students were sent to Red Cross Hong Kong.

In this academic year, the Campus TV team participated in 'The Development History of Hong Kong Christian Medical Service Video Documentary Project', initiated by The Hong Kong Chinese Christian Churches Union Press (HKCCCU) and co-organized by the Department of Journalism and Communication, Chu Hai College of Higher Education. This was an extended project to the original 2019 Christian holistic medical care services oral history project 「痾瘵在抱」. Together with students from four other schools, Heep Yunn School, Ying Wa College, Wa Ying College and ELCHK Lutheran Secondary School, students from the Campus TV team received a series of professional training workshops from Professor So Wing Kuen Wallace at the Chu Hai College of Higher Education. The aim of the project was to connect secondary school students with medical professionals. Together with church leaders in Hong Kong, students investigated and discussed the role and the contribution of local Christian Churches in Christian Holistic Medical Care Services and how the services were being implemented locally. Most importantly, apart from the actual documentary production process, through the interviews with Dr. Leung Chi Tat Anthony, the Medical Superintendent of the Haven of Hope Sister Annie Skau Holistic Care Centre, Logos students gained in-depth understanding about the philosophy behind Christian Holistic Care Services – the need to include Christian spiritual care to address fully the needs of clients, to provide care that goes beyond physical needs to the patients and their families. The video documentary was on YouTube under the HKCCCU Channel as well as various other social media online platforms.

(iii) Careers and Life Planning

By adopting the whole-school approach, the Careers and Life Planning (CLP)-related programmes had broadened students' horizons and enhanced their skills and awareness of CLP. The collaboration between the CLP team, the Home Room Teachers, subject departments, functional teams and the external parties was reinforced. With the dedicated efforts from all teachers, an effective life planning education was to facilitate students' self-understanding and reflective thinking effectively. Through the structured careers lessons at all grades, students were guided to understand their personal interests and aptitudes as well as to acquire practical information and life skills at different stages. Other programmes like Careers Expo, Interview skills workshop, Job Shadowing at Business Environmental Council, Innovation and Technology Future Skills and Careers School Talks, Savvy Planner workshop were promoted to widen students' exposure and enrich their experiences. The CLP Team continued to take the lead in strengthening the existing network of parents and community in providing careers guidance and related support to students. The Pilot Internship Programme held in summer for 15 MS3 students was successfully implemented this year. With the exposure to the workplace, students were inculcated with the proper notions of professionalism and work ethics, and were provided with inspiration for their future pathways. The feedback from students and companies was overwhelmingly positive.

Reflection

In alignment with the school's Christian context, regular activities were aptly provided to nurture students' well-being. On the whole, good achievements to nurture students' good characters, habits and attitude were obtained. All in all, a comprehensive whole-school approach to instill the Logosian Values Education to students was enforced, and students were well supported in different aspects. In response to the anxieties created by COVID-19, values education and positive education will be continued in the next 3-years' school development in order to enable students to develop resilience and a growth mindset for coping with diversity and adversity.

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

(i) School level

School self-evaluation is an important process by which teachers and staff reflect on their quality and effectiveness in their teaching or work and identify areas for action to strive for improvement on school development, students' learning and teachers' professional development. In addition to the annual School-based Major Concerns Evaluation Survey, the school coordinated the data collection and analysis of the Teacher, Student & Parent Stakeholders Survey and the APASO every year. The data of all surveys were presented to all staff during staff meetings. In November, in the School Development Meeting, the School Executive Committee took part in the Strength Weakness Opportunity & Threat (SWOT) analysis with heads of departments and functional teams, and consolidated their ideas and opinions to the formulation of the next 3-year School Development Plan and the School Major Concerns for 2021-24. Feedback from staff concerning other important issues was also collected periodically via different surveys and meetings in order to increase the communication between the school management team and teachers.

The school also highlighted the importance of systematic practice to the filing and documentation of the planning, implementation and evaluation (PIE) with evidence by subject departments and functional teams on their progress and achievements. Improving productivity and simplicity are the top priorities for the school to streamline the workflow of PIE cycles. Subject departments and functional teams submitted relevant information to school to facilitate the senior management to provide appropriate advice on annual plans and reports. The Survey and Evaluation Team was responsible for collecting quantitative and qualitative data. Only relevant and important documents of subject departments and functional teams were collected to reduce the administrative workload of teachers. The content and the format of the documents were revised by the Compliance Team with guidelines and relevant training. A new report template was proposed to all subject departments and functional teams to ensure the evaluation of the plans was carried out in a more comprehensive way. A sharing session on how to write a good report was given in the staff meetings. Expectations of the reports and samples of the success criteria were provided to teachers for reference.

To enhance administrative efficiency among the supporting staff, trimming workload and streamlining of the administrative procedures were implemented smoothly this year. The School General Administration and Human Resource Department accomplished a number of new administration initiatives. In the academic year 2020-21, the online staff health declaration forms, online conflict of interest declaration forms and online leave application system, which aimed to streamline the collection form procedures and reduce the use of paper, were launched. The clerical staff could now finish their routine work with a higher level of accuracy and efficiency. Routine work was done efficiently while data integrity and security were ensured. The revised appraisal system was introduced successfully this year. Teachers begun to use the new appraisal forms and became familiar with the new system. The Human Resource Department will continuously collect the feedback from teachers in order to understand their opinions about the new forms and evaluate the effectiveness and user-friendliness of the new system.

Reflection:

Throughout these 3 years, self-evaluation capacity in many departments and teams had been strengthened and incorporated into their routine practice. In evaluation of programs or measures, subject departments' and functional teams' addressing the related school major concerns and the effectiveness was seen. However, due to the COVID-19, much more administrative work was needed. Ways to simplify the administrative and managerial procedures can be explored in the next year.

(ii) Departmental/Functional Team level

The Survey and Evaluation Team successfully implemented a paperless survey policy. The new survey system was operated on an anonymous basis with respondents' attendance taken to facilitate the team for administrative purposes. To reduce the administrative burden of heads of subject departments, the school provided resources and support to assist them in data analysis. A Student Data Analysis System (SDAS) system from eClass was purchased to facilitate the heads to analyze the assessment results. All data collected were analysed in sufficient details and prepared in suitable formats for extraction of information. The HKDSE statistical reports and Mid-year online learning effectiveness surveys from teachers, students and parents were sent to heads of subject departments and functional teams for reference and perusal. They could make use of the data to do further evaluation and analysis. 90% of heads of subject departments and functional teams agreed that they could set their own annual self-evaluation survey questionnaires with good quality. They also agreed that they could produce satisfactory reflective reports using data collected and other evidence. From results of the survey, over 90% of subject department and functional team heads reflected that they could produce satisfactory reflective data-driven reports and around 95% of them contended that they could make forward planning based on collected data and evidence.

Reflection:

Surveys can bring out the major findings of different areas and they are a good source of information for the subject departments and functional teams for reflections and evaluation. The quality of the self-evaluation system was improved. It was suggested that the self-evaluation survey questions could be further enhanced in order to collect more insights and relevant data for evaluation.

(iii) Teacher level

Taking advantage of the 1-Student-1-iPad policy and the gradual paradigm shift in e-Learning, teachers were more able to review all the students' performance online in a timely way. Apart from the marker's reports on internal assessment, teachers could make use of the data from the online platforms to do the analysis in a more efficient and effective manner.

Reflection:

A working habit of using data-driven mechanisms to further enhance the learning and teaching effectiveness has been cultivated among teachers. The data-driven culture builds a healthy foundation for making improvement and formulating strategies for teaching in the next phase.

3. Learning and Teaching

3.1 Lesson Time Allocation

- (a) In 2020-2021, teaching days for FS1-DS3, DS4 and DS5, MS1 to MS3 and MS4 are 193.5, 194, 195.5 and 114 days respectively.
- (b) Percentages of lesson time for different subjects and levels (full-day timetable) are shown below:

Learning Domains	FS1-FS2	DS1-DS3	DS4-DS5	MS1	MS2	MS3-MS4
Chinese Language	26%	26%	18%	18%-24%	15%-16%	15%-26%
English Language	21%	21%	18%	18%-24%	15%-16%	15%-16%
Mathematics	12%	12%	14%	14%	12%-17%	12%-17%
Liberal Studies	--	--	--	6%	9%-10%	9%-10%
Natural Science	4%	4%	12%	24%	28%-30%	28%-30%
Technology	2%	4%	6%			
Personal, Social & Humanities	8%	10%	16%			
Arts	14%	10%	7%			
Physical Education	6%	6%	4%	4%	4%	4%
Others	8%	7.6%	5%	17%	12%-13%	12%-13%

Remarks:

FS1-DS3

Chinese Language Education includes Chinese Language, Putonghua, ½ self-learning period and ½ DEAR* period.

English Language Education includes English Language, ½ self-learning period and ½ DEAR* period.

Personal, Social & Humanities Education includes Social Studies, Religious Studies, and Family Life Education.

Technology Education includes Information Technology and Media Education.

Arts Education includes Visual Arts, Music, ½ Co-curricular Lesson and Multiple intelligence Lessons.

Physical Education includes Physical Education and ½ Co-curricular Lesson.

Others include morning assemblies, weekly assemblies and homeroom teacher periods.

DS4-DS5

Chinese Language Education includes Chinese Language, Putonghua and ½ DEAR* period.

English Language Education includes English Language and ½ DEAR* period.

Personal, Social & Humanities Education includes Social Studies, Chinese History, Religious Studies and Family Life Education.

Technology Education includes Information and Communication Technology and Project-based Learning.

Arts Education includes Visual Arts, Music and Project-based Learning.

Others include morning assemblies, weekly assemblies and homeroom teacher periods.

MS1-MS4

Chinese Language Education includes Chinese Language, Chinese Literature and ½ DEAR* period.

English Language Education includes English Language, Literature in English and ½ DEAR* period.

Science Education includes Biology, Chemistry and Physics.

Personal, Social & Humanities Education includes Geography, Economics, BAFS, History and Psychology.

Technology Education includes Information and Communication Technology and Computer Science.

Arts Education includes Visual Arts and Music.

Others include morning assemblies, weekly assemblies, homeroom teacher periods, Religious Education and Family Life Education.

Elective subjects: Since senior secondary students study different elective subjects, the percentage of each learning domain varies.

* DEAR, is known as Drop-Everything-And-Read, is a mandatory reading scheme programme for all students.

3.2 Our Students

(a) Class Structure

The table below shows the number of classes and students in each year level as at 31st August, 2021.

Class Level	No. of Class	No. of Boys	No. of Girls	Total
FS1	6	88	76	164
FS2	6	93	86	179
DS1	6	84	93	177
DS2	6	78	92	170
DS3	6	77	86	163
DS4	5	70	86	156
DS5	5	87	75	162
MS1	5	76	78	154
MS2	5	80	66	146
MS3	5	71	79	150
MS4	5	60	57	117
Total	60	864	874	1738

(b) Annual Attendance Rates

Class Level	Annual Attendance Rates
FS1	98.4%
FS2	98.6%
DS1	98.6%
DS2	98.5%
DS3	98.6%
DS4	99.0%
DS5	98.3%
MS1	97.0%
MS2	98.0%
MS3	97.3%
MS4	97.5%

3.3 Our Teachers

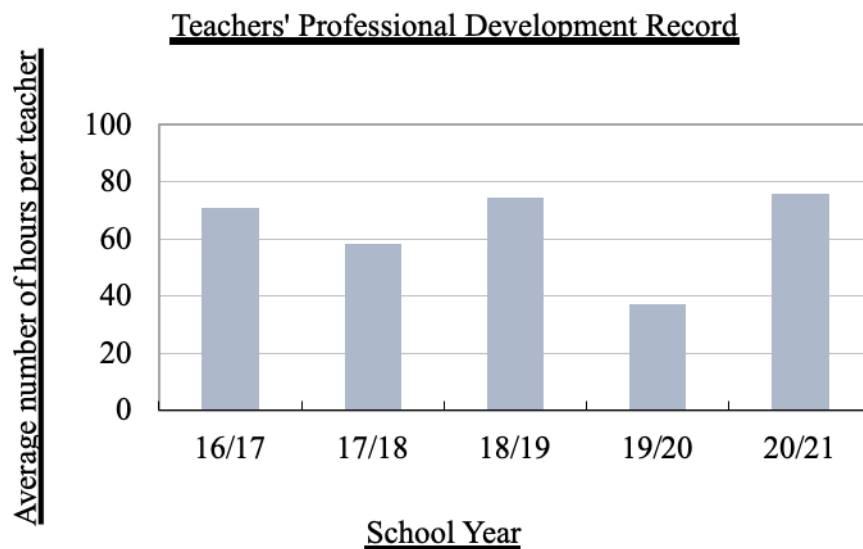
(a) No. of teachers
There were 166 teachers in the approved establishment.

(b) Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education	97.6%
Bachelor Degree	100%
Master / Doctorate Degree	61.4%
Special Education Training	18.7%

Working Experiences (% of Teachers)	
0 – 4 years	16.2%
5 – 9 years	18.1%
≥10 years	65.7%

(c) Continuous Professional Development



3.4 Learning, Teaching and Assessment Strategies

3.4.1 Learning and Teaching Strategies

Language development in Logos is perceived as a comprehensive development of a person's linguistic and literary competence in a 3-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 are proficient in English and Putonghua before the transition to the Secondary Division.

Inter-disciplinary strategies are used in our school to develop the generic skills of students. Experiential learning and STEAM activities in our curricula have elements of inquiry-based learning and engage our students to solve real-life 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.

3.4.2 Assessment Strategies

Assessment is for both informing learning and teaching (formative) as well as for recognizing the achievement of students (summative). Assessment is structured to align with the curriculum design, learning progression and specific learning objectives, and is treated as an integral part of the learning and teaching cycle in school. 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 whole-school summative assessments, one at the end of the Second Term and another at the end of the Fourth 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.

For senior secondary levels, the school purchases marked scripts in both HKDSE and IBDP examinations. Teachers are able to understand the strengths and weaknesses of students so as to improve their teaching effectiveness. Subject departments also review the reports of TSAs and Pre-S1 Attainment Test to know the performance of our students and teaching effectiveness.

4. 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 in growth and development. Classroom teachers and the various functional teams in the school always work hand-in-hand in concerted efforts to facilitate an all-round development of our students.

4.1 Systems Level Support

To develop students' potentials and to provide guidance to them in terms of personal growth and development, the school has implemented for some years a system of "dual-homeroom-teacher-support" in some grades to provide care and guidance to students in efforts to develop them as a whole person. The school has also arranged instructional support in smaller classes in the core subjects of Chinese, English and Mathematics for students in need of extra guidance. Working alongside the classroom teacher is a strong student support network, comprising the school's Campus Life Team, a team of guidance and counselling teachers, a team of four school social workers, a school-based Educational Psychologist Team, an Educational Counselor and a team of teaching assistants who under the supervision of the Educational Psychologist Team have built themselves into a strong team of learning support specialists. The Campus Life teachers, the social workers and counselling teachers focus more on supporting students' emotional development and school ethos; the Educational Psychologist Team offer support to students on a regular basis to meet their diverse learning needs.

In 2020/21, two new SEN coordinators (SENCOs) joined the Student Support Team. Continued efforts were 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. To strengthen the cooperation and coordination work on student support among various support teams, teams including the Campus Life Team, the Counseling and Values Education Team, the School Social Workers, the Educational Psychologist Team, and the SENCOs meet on a bi-weekly basis to coordinate support efforts on classroom and grade levels, to discuss individual student cases, and to oversee special tasks that require a more whole-school effort.

The various support teams in school, including the SENCOs, had worked closely with teachers, providing consultation to them on a regular basis to handle complex 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 to prepare materials for guidance lessons in homerooms and to deliver school-wide student guidance programs. In addition, teachers were also encouraged to attend in-house professional development workshops and other relevant courses offered by the EDB and other outside agencies on learning and teaching, supporting and managing the diverse needs of students in class as well as understanding of the various special educational needs.

4.2 Group Level Support

In 2020/21 support programs/activities were organized to help FS1 students in the Primary School Section to adapt to campus life smoothly. An Orientation Camp was organized to help DS4 students in the Secondary School Section to reduce the transition gap as they moved up from primary school to secondary school. Another programme, “Uncommon Summer”, was organized to provide emotional and learning support to help repeaters and students promoted on trial to regain confidence in learning. The Educational Psychologist Team also organized a special transition preparation programme entitled “Secondary Studies! Here I Go! (升中有備更輕鬆)” for DS3 students to help them make good use of the summer holidays to prepare for their learning in DS4 on the Secondary School Campus.

As in the past year, teachers also participated on voluntary basis in the 2020/21 Journey-mate Programme (同行者計劃) to provide care and support to students in their final year of studies at 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 Educational Psychologist Team 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 invited to attend these training sessions with a view that they would follow up on the training to students at home.

SEN students had been invited to participate in a self-regulatory learning and motivational programme entitled “Exam Made Easy with Good Planning”. Through the support from teachers and parents, these students learnt planning and organization skills and set clearer goals to prepare for their examinations. The Programme was welcome by students and parents as in addition to helping students develop planning and organization skills, it also helped them to better cope with the stress and demands from the examination.

Some SEN students who are weak in emotional regulation also received support during the summer holidays in a programme organized by the Educational Psychologist Team called “A Sunshine Journey of the Heart (心晴之旅計劃) ”.

4.3 Individual Level Support

On the individual level, students with special educational needs were given due consideration in terms of homework arrangements as well as extra writing time during examinations. For those 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 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 were 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. These students were included in the school's registry of the Gifted and Talented.

Individual support sessions were arranged over the online platforms of ZOOM and TEAMS for the SEN students with more severe difficulties by the Educational Psychologist Team. Students under such support 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.

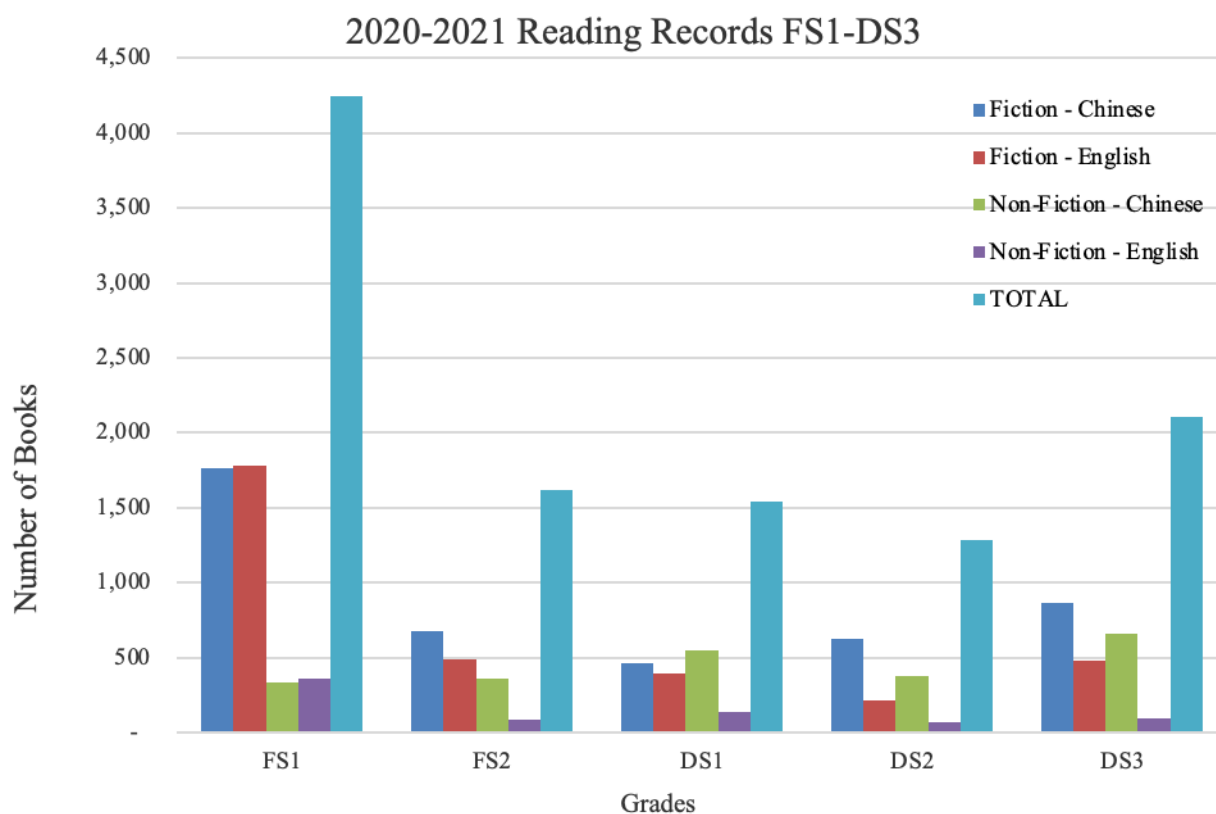
5. Students' Performance

5.1 Reading Habit

(a) Record of Borrowed Books

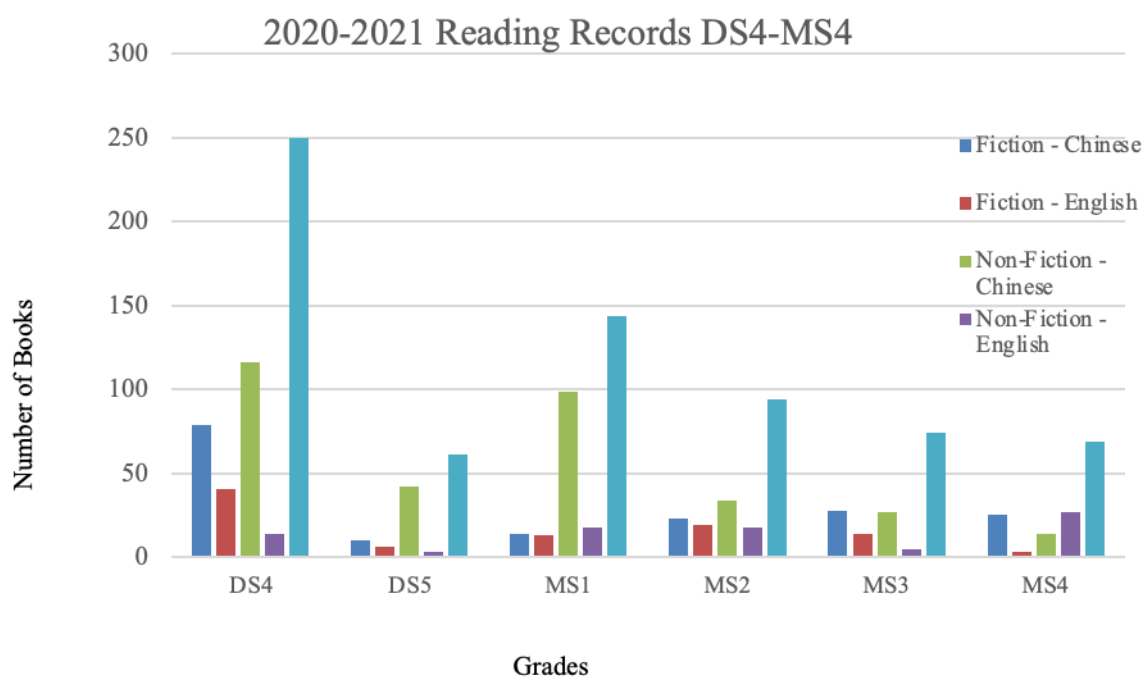
(i) Primary Division (1 Sept 2020 – 30 June 2021)

	FS1	FS2	DS1	DS2	DS3
Fiction - Chinese	1,764	676	460	626	868
Fiction - English	1,785	492	393	217	483
Non-Fiction - Chinese	335	363	548	376	657
Non-Fiction - English	364	91	140	68	97
TOTAL	4,248	1,622	1,541	1,287	2,105



(ii) Secondary Division (1 Sept 2020 – 30 June 2021)

	DS4	DS5	MS1	MS2	MS3	MS4
Fiction - Chinese	79	10	14	23	28	25
Fiction - English	41	6	13	19	14	3
Non-Fiction - Chinese	116	42	99	34	27	14
Non-Fiction - English	14	3	18	18	5	27
TOTAL	250	61	144	94	74	69



(b) Library Collection

(i) Primary Division (till 30 June 2021)

Item Type	No. of Item (volume/set)		Total	No. of Item (volume/set)		Total
	2019-2020			2020-2021		
	Chinese	English		Chinese	English	
Book	15,185	11,353	26,538	15,445	11,373	26,818
Serials	1,598	-	1,598	1,720	-	1,720
Media	754	-	754	754	-	754
Computer/E mat.	-	11	11	-	11	11
Kits (special books)	30	-	30	112	-	112
Attached item	627	-	627	841	-	841
TOTAL	18,194	11,364	29,558	18,872	11,384	30,256

(ii) Secondary Division (till 30 June 2021)

Item Type	No. of item (volume/set)			Total	No. of item (volume/set)			Total
	2019-2020				2020-2021			
	Chinese	English	Others (Online Resources, Kits, Visual materials, etc.)		Chinese	English	Others (Online Resources, Kits, Visual materials, etc.)	
Teacher Inventory	3,562	2,758	467	6,787	3,590	2,841	85	6,516
Teacher Reference	1,228	1,761	81	3,070	1,015	1,403	80	2,498
English Fiction	-	3,153	-	3,153				-
Past Papers (DSE, CE, A-level, IELTS, TSA, IGCSE, etc.)	319	1,345	1	1,665	318	1,358	1	1,677
IB Textbooks & IB Reference Books	154	1,139	-	1,293	154	1,176	-	1,330
Chinese Collection	11,499	-	-	11,499	11,755	-	-	11,755
English Collection	-	4,829	-	4,829	-	8,080	-	8,080
DVD & CD	497	807	-	1,304	507	828	-	1,335
Serials	3,171	1,140	-	4,311	3,329	1,357	-	4,686
Reference Collection	198	214	6	418	198	220	6	424
Tablet	-	-	38	38	-	-	38	38
Total	20,628	17,146	587	38,361	20,866	17,263	210	38,339

5.2 Academic Performance

(a) IBDP Examination Results, May 2021

The ninth group of our candidates (47 students) achieved good results in IBDP examination in May 2021. The overall passing rate was 100% and the average score was 40.6 (out of 45; the global average was 33 marks). Four candidates scored 45 full marks, eight candidates scored 44 marks and six candidates scored 43 marks. 33 students (70.2%) gained 40 marks or above. 100% of the candidates were awarded the Bilingual Diploma. All of the mentioned data were far above global results.

(b) HKDSE Results 2021

The highest score in the best 5 subjects was 29 marks. The overall passing rate (Level 2 or above) of the tenth group of our candidates was 97.0%; passing rates of all subjects were higher than the average results in Hong Kong. The percentage of Level 3 or above for each subject are shown below:

Subjects	%*	Subjects	%*
Chinese Language	55.1%	English Language	92.8%
Mathematics (Compulsory Part)	84.1%	Liberal Studies	73.9%
Biology	73.7%	Business, Accounting and Finance Studies (Accounting)	94.7%
Business, Accounting and Finance Studies (Business Management)	60.0%	Chemistry	100.0%
Chinese History	83.3%	Economics	90.3%
Geography	72.7%	History	100.0%
Information and Communication Technology	100.0%	Mathematics (Extended Part – Algebra and Calculus)	100.0%
Mathematics (Extended Part – Calculus and Statistics)	69.2%	Music	100.0%
Physics	75.0%	Visual Arts	100.0%

*The percentage of level 3 or above

(c) Continuous Education of Graduates

There were 116 graduates in 2021. The total percentage of graduates studying bachelor degree programs or higher offered by local and overseas universities was 71.6%. Some other graduates (23.3%) were admitted to local and overseas associate's degree / higher diploma / foundation programs. A few students (5.2%) chose other pathways.

5.3 APASO

According to the APASO data this year, the junior secondary (DS4-5 & MS1) students rated themselves in the area of ‘achievement, social integration and teacher-student relationships’ were higher than the Hong Kong norm. The senior secondary (MS2-MS4) figures were also higher than the whole 2010 norm student population of Hong Kong in achievement, opportunity, social integration and teacher-student relationships. The scores for ‘attitudes to school’ showed that Logosians were enjoying their school life in terms of achievements, social integration and opportunities given to them as well as close teacher-student relationship. Compared to last year, there was a general increment in the percentage of affirmative results and there were also signs of students shifting their perceptions towards these areas, illustrating the success of the school effort. The school has been especially blessed of having a group of passionate teachers who graciously devoted their time and heart to care for the emotional well-being of the students. Based on the survey findings, the orientation events and various programmes organized for the DS and MS students to help them develop supportive friendships, self-encouragement and leadership skills were able to address their personal needs satisfactorily. The APASO data validated the success of these programmes which cultivated students with good characters, habits and attitude. This could be attributed to a diversity of support and opportunities given to nurture students’ development in various aspects from the joint effort of the school.

This year was the final year of the 3-year development cycle. Following the PIE circle, the school went through the process of evaluating the current annual school plan and school development plan in order to develop the new ones. As the school moves into the next 3-year development cycle, supported by data from APASO surveys, stakeholders’ surveys, various self-evaluation process, and feedback from the ESR this year, the school will continue to update and refine strategies, and practices of teaching and learning so that students may cope with the uncertainty arising from the pandemic and seize the opportunities available in the fast-changing environment. The school will also enrich its student support resources and enhance school life through the new three major concerns: explore and implement self-directed learning strategies for developing the self-learning skills of students, Positive Education Strategies for developing positive attitude and well-being of students, and the moral and values education of Logosians.

5.4 Highlights of Other Students Achievements and Awards from Inter-school Activities and Competitions 2020-21

5.4.1 Scholarships

Future Stars – Upward Mobility Scholarship 2021

CHIN Yen Yue MS3V

Sir Edward Youde Memorial Fund

JACOBS Ryan MS4S LAM Pak Hei MS4T

5.4.2 Inter-school Activities and Competitions 2020-21

Language Arts

The 72nd Hong Kong Inter-schools Speech Festival Solo Verse Speaking

Champion

CHEN Leroy FS2R CHENG Ka Ying Christine DS5I

SAGE Elaine Lang-en DS1R LO Wing Sum MS1I

LUI Hoi Lam DS4V

1st runner-up

HO Chin In Hana FS2R TANG Lok Him DS2I

CHEN Pui Kwan DS1E CHEW Ching Lok DS3V

KWONG Man Hei Bella DS2I WONG Sarah Yee Tung DS5I

2nd runner-up

CHAN Darren FS2Y YU Jeffrey Chung Hei DS5I

WONG Andrew Chun Hei DS1E KWAN Cheuk Yu DS5V

CHUI Chun Hin DS1T

Certificate of Merit

LI Ngai Ching	FS1I	CHAN Tsz Yiu	DS1V
OEI Chin Yan	FS1R	TONG Suet Yiu Sherry	DS1V
SAGE Edgar Lang-de	FS1R	WANG Chanee	DS1V
HUI Long	FS1Y	WONG Ming Fung	DS1V
KWOK Yui Wang	FS2E	YEUNG Sum Yi Zoe	DS1V
TONG Wing Jyu Cynthia	FS2E	LAM Ding Yan Alaina	DS2E
NG Ashton Cheuk Hin	FS2I	LIU Yan Ching Lydia	DS2E
CAO Yee Ching Tanya	FS2R	WONG Ho Him	DS2E
TSUI Tsz Yau	FS2R	LUK Chun	DS2I
KWONG Hilary	FS2T	LEUNG Hiu Tung	DS2R
KAN Chi Hang Marcus	FS2Y	YIU Kaya	DS2V
CHAN Hoi Lam	DS1E	LEUNG Chak Long Willis	DS3I
CHEUNG Ka Chung	DS1E	CHOW Michael Chi Long	DS3R
LEUNG Chloe Sin Ting	DS1E	LEUNG Ching Sum Maegan	DS3R
TO Yung Yung	DS1E	KWAN Cheuk Kei	DS3T
KEUNG Yianna Yi Yan	DS1I	CHAU Yan Ching	DS3V
LAM Lok Yi	DS1I	AU Dorothy	DS3Y
LEUNG Yat Chi Megan	DS1R	CHAN Sze Yin	DS3Y
YIP Lok Ching Chloe	DS1R	CHAN Yik Lai	DS3Y
CHAN Pak Sen	DS1T	AU Yu Hin Edgar	DS4T
PANG Kuen Ying Vera	DS1T	WONG Hong Yiu Chloe	DS5I
CHAN Lok Hei	DS1V		

Certificate of Proficiency

FANG Ho Tin	DS1Y	AU YEUNG Yee Ching Kadence	DS4R
HO Wung Hay Hayden	DS3I		

Solo Prose Reading

Champion

SAGE Elaine Lang-en DS1R

1st runner-up

CHEN Pui Kwan DS1E LIU Yan Ching Lydia DS2E

2nd runner-up

WONG Andrew Chun Hei DS1E CHUI Chun Hin DS1T

Certificate of Merit

PANG Kuen Ying Vera DS1T

Certificate of Proficiency

FANG Ho Tin DS1Y

Shakespeare Monologue in English

Certificate of Honours (First)

WONG Sarah Yee Tung DS5I

第七十二屆香港學校朗誦節 散文獨誦（粵語） 冠軍

林洛宜 DS1I 盧芍津 DS4V

優良獎狀

林洛宜 DS1I 關綽淇 DS3T

良好獎狀

陳明德 FS2Y 唐雪瑤 DS1V

散文獨誦（普通話）

優良獎狀

黃梓博 FS1T 歐紓婷 DS3Y

曹邇晴 FS2R 鄭頌曦 DS5I

彭眷盈 DS1T

良好獎狀

周致朗 DS3R

詩詞獨誦（粵語）

冠軍

袁雋翹 FS2R 黃伊彤 DS5I

符蓉 DS1I

亞軍

郭睿泓 FS2E 鄭家瑩 DS5I

季軍

黃俊熹 DS1E 歐紓婷 DS3Y

優良獎狀

黃子諾 FS1I 林洛宜 DS1I

黎芊悠 FS1R 陳樂熙 DS1V

馬卓弘 FS2V 關綽淇 DS3Y

良好獎狀

盧綽昕 DS4Y 游皓程 DS1E

黃芊昕 FS1R 張耀之 DS1R

蘇悅榮 FS2E 劉逸謙 DS1Y

詩詞獨誦（普通話）

冠軍

謝朗德 FS1R

亞軍

陳珮君 DS1E 鄭家瑩 DS5I

季軍

黃誠晞 DS2R

優良獎狀

羅凱傑	FS1Y	黃喜時	DS1T
黃心堯	FS1Y	陳樂熙	DS1V
何曉怡	FS2I	江日嵐	DS1V
曹邇晴	FS2R	葉焯妍	DS1Y
周珀軒	FS2R	鄭敏晞	DS2I
徐子悠	FS2R	李文皓	DS2I
袁雋翹	FS2R	陸進	DS2I
林在晞	FS2Y	鄧樂謙	DS2I
劉沛翹	FS2Y	葉睿祈	DS2I
潘衍穎	FS2Y	卜律銘	DS2R
杜鎔鎔	DS1E	黃溥琪	DS2T
黃俊熹	DS1E	馮灝霆	DS3I
林洛宜	DS1I	周正樂	DS3V
梁逸之	DS1R	歐紓婷	DS3Y
謝朗恩	DS1R	盧芍津	DS4V
葉樂晴	DS1R	黃伊彤	DS5I

良好獎狀

黃芊昕	FS1R	梁澤朗	DS3I
唐雪瑤	DS1V	巢茵晴	DS3V

基督教經文朗誦（粵語）

良好獎狀

許塋	FS1Y	潘安悅	DS4I
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「小作家培訓計劃」

優異獎

余懿穎	MS3T		
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2020-2021 Hong Kong Secondary Schools Debating Competition

Division 1 Term 1 Round 1 - Winning Team

NG York Hay MS3I CHOW Wing Yan MS3V

HUANG Grace Tsz Wai MS3S

Division 1 Term 2 Round 1 - Winning Team

CHAU Sophie MS2R NG To Theodore MS2T

LO Charlene MS2T

Division 1 Term 2 Round 2 - Winning Team

CHAU Sophie MS2R YAU Yeuk Laam MS2V

KARUNAKARAN Vasudev MS2V

The 22nd HKPTU Debating Competition

EMI Form 3 - 4th Place

LAM Le Shi Jachin MS1R CHOW Sin Yan MS1Y

MAN Sheung Ching Ally MS1R

The HKFYG English Public Speaking Contest 2021

Senior Division, Grand Finals - 2nd Runner-up

YAU Yeuk Laam MS2V

全港即興創意寫作比賽 2020-2021

入圍優秀隊伍

鄭家瑩 DS5I 黃伊彤 DS5I

馮嘉裕 DS5I 陳敏喬 DS5T

The 25th Hong Kong School Chinese and English Penmanship Competition

Secondary Junior Sector (English) - Award of Nomination

LAI Chin Wai Charline DS4T TJUNG Yu Kiu Marcus DS5T

第四屆「華文盃」全港書法大賽 2021

硬筆書法組中學初級組 - 銅獎

譚納川 DS5V

硬筆書法組中學初級組 - 優異獎

洪思桁 DS4Y 黃康瑤 DS5I

鄭家瑩 DS5I

Math and Science

Asia International Mathematical Olympiad Open Contest Trial 2021

Bronze Honor

YEUNG Shing Hei DS4V

The 7th Hong Kong Primary Mathematics Challenge (Online)

Primary 5 Category Solo - Merit Award

CHENG Aden Jeff DS2I KWOK Yi Lok DS2R

LAI Lap Shun DS2I

Primary 6 Category Solo - Merit Award

POON Sum Yuet DS3I CHEN Siguo DS3R

WONG Hin Yan DS3I

Huaxiabei National Mathematics Olympic Invitation Competition 2021

Second Round - 3rd Class Honour

IP Chung Tsaan DS4V LAM In Ton DS5T

LIU Yu Ying DS4Y TANG Chi Bok MS1T

International Junior Science Olympiad 2021

Hong Kong Screening 2nd Honour

LEE Chun Shing Jason MS2V

Hong Kong Screening 3rd Honour

YEUNG Tsz Yuet MS2R YAU Yeuk Laam MS2V

Humanities

「歷史好知味」網上閱讀問答比賽

挑戰版嘉許獎

鄭家瑩	DS5I	黃柏熙	MS2T
莫思薺	DS5I	林志韜	MS3A
黃伊彤	DS5I	郭芷希	MS3R

挑戰版優異獎

楊意霖	DS5I	林志韜	MS3A
徐子康	DS5V	余懿穎	MS3T

普及版優異獎

鄭家瑩	DS5I	林志韜	MS3A
黃伊彤	DS5I	郭芷希	MS3R
楊意霖	DS5I	余懿穎	MS3T
林晞彤	DS5R		

普及版嘉許獎

張卓盈	DS5I	陳冠滔	DS5Y
周一凜	DS5I	王曉嵐	MS1E
古梓廷	DS5I	黃柏熙	MS2T
莫思薺	DS5I	陳汝翹	MS3A
徐子康	DS5V		

中國歷史人物全接觸舞台劇之《何者魯迅》：紀念盒及手辦公仔設計比賽

嘉許獎

馮安蕎	DS5I	林伊洛	DS5R
顧佩然	DS5I	陳敏喬	DS5T
蕭樂然	DS5I	劉可悠	DS5T
譚卓瑤	DS5I	李商硯	DS5T
黃伊彤	DS5I	陳日朗	DS5Y

Accounting and Business Management Case Competition 2020-21

Level 1 Competition - Certificate of Participation

MOK Tsz Hei Moses MS3A

Level 2 Competition – Merit Award

LAM Tin Lai MS3T NG Oi Yan MS3T

LAM Wing Tim MS3T

Social Enterprise Challenge 2021

Certificate of Achievement

CHUNG Man Yan MS3A WONG Tsz Tsun MS3E

MOK Tsz Hei Moses MS3A SARAI Sonija MS3R

Technology

Robofest HK 2021

BottleSumo Bronze Award

LEUNG Hiu Tung DS2R HSIEH Cheng Yu DS3R

LAM Caleb Tsunyan DS2V LI Ho Lam Forrest DS3R

CHOW Nok Hei DS3I

Exhibition Gold Award

CHAN Tsz Ho MS3R

Exhibition 2nd Runner-Up

NG York Hay MS3I

Master Code 2020

Merit Award

CHING Ian DS2I LO Lok Hang DS2I

LEE Man Ho DS2I LUK Chun DS2I

Hong Kong Primary Schools Olympiad in Informatics 2020/21

Merit Award

NGAI Wai So DS2Y

International Coding Elite Challenge 2021 (Hong Kong & Macau)

Gold Award

LI Hong Zephan MS3I

Silver Award

CHOW Nok Hei DS3I LI Ching Kei Christian DS3I

LEE Chasia Yuen-Ching DS3I

Bronze Award

LEUNG Lok Hay Hayden MS2V SIU Ngar Chung MS3V

CHAN Chung Yan MS3V

AiTLE + Microsoft : The Microsoft Office Specialist Championship Hong Kong 2021

Gold Award

HO Lok Bong MS2V HUI Hong MS3A

NG Cheuk Him Himson MS4I

Bronze Award

LEUNG In Rui MS3T

AiTLE x Microsoft : MOS Competition 2020

PowerPoint 2016 - Gold Award

CHAN Chung Yan MS3V

Excel 2016 - Bronze Award

SIU Ngar Chung MS3V

YDC SCP Program JC InnoMind® – InnoMind® Competition

Best Entrepreneurship Award

CHAN Lok Hei Jayden MS1I LUK Sherlock MS1I

HO Chi Yan MS1I LEUNG Wang Hei MS1T

Physical Education**2020-2021 年度全港學界精英羽毛球比賽 (中學組)**

男子單打第八名

凌逸熙 MS1E

屈臣氏集團香港學生運動員獎

小學組

中學組

王巧兒

DS3I

忻珈劭

MS3A

Music**GalaMusica·School Chamber Compositions 2021****Outstanding Composition Award****Performers' Adjudication Award**

LEE Ching

MS3E

LEE Ching

MS3E

International Global Music Talent Contest 2021**Junior Distinction Award Group II - 2nd Place**

KONG Yat Nam

DS1V

Piano-Examination Group Grade 5 - 3rd Place

CHAN Long Yi

DS2T

Piano-Preliminary - 2nd Place

TO Yung Yung

DS1E

Piano-Examination Group Grade 4 - 1st Place

CHENG Ying Yan

DS1Y

Piano-Preliminary - 3rd Place

YU Tin Sum

DS3T

Others**Hong Kong Plus Youth Leadership Training Programme 2020****Life Planning Leader(Group Leader) - Merit Award**

YE Jun Jun

MS2E

Life Planning Leader - Merit Award

LO Charlene

MS2T

LAM Yuen Lam

MS2V

6. Financial Report

Financial Summary for the 2019 / 2020 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)	69.3%	N.A.
School Fees	N.A.	29.4%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	1.3%
Total	69.3%	30.7%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	85.0%	
Operational Expenses (including those for Learning and Teaching)	7.0%	
Fee Remission / Scholarship ¹	3.0%	
Repairs and Maintenance	1.0%	
Depreciation	4.0%	
Total	100%	
Surplus/Deficit for the School Year #	0.82 month of the annual expenditure	
Accumulated Surplus/Deficit* in the Operating Reserve as at the End of the School Year *	8.39 months of the annual expenditure	
*excluding Net Book Value of New Annex Building – equals to 3.3 months of the annual expenditure # in terms of equivalent months of annual overall expenditure		

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

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

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

7. Feedback on Future Planning

This was the last year of the 3-year development cycle, the school will continue to focus on the students' learning and their well-being performance through curriculum development and teachers' professional development, nurturing good characters, habits and attitude of students, and fostering sustainable school development through self-evaluation. With the new school development cycle, the school will continue to embrace the elements of self-directed learning, positive education and values education as its school development goals in the next three years. e-Learning, Experiential Learning and STEAM education will be fine-tuned and further developed in the school in order to encourage and empower its students in their acquisition and application of 21st Century skills. The school will maintain a balance in the opportunities it offers to ensure students continue to receive the whole-person development outlined in the school mission statement.