HKCCCU Logos Academy
School Development Plan

2015/16 - 2017/18

HKCCCU Logos Academy

1. School Vision & Mission

- 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.

- The school is committed to nurturing future leaders with global perspectives by providing an all-round education, leading to students' spiritual, moral, cognitive, aesthetic, physical and social development.

- For effective education, we trust that life kindles life. On this basis, Logos Academy will bring together talented local and overseas educators, through taking up various positions in the school, working together to provide education. The school will strengthen its connection with external organizations, introducing the research achievements on education and science, with the times, the pursuit of excellence.

- The school also cultivates and enhances our students' ability to inquire, reason, solve problems and to face lives' many challenges. It aims to nourish a culture of learning whereby learning is an effective and pleasurable undertaking for students.

- The school also promotes the learning culture, in order to work closely together, including school board members, the principal, teachers, staff, parents and students, are able to temper each other to achieve self-development and self-improvement realm.

- The school has maintained close cooperation with the education authorities and local and overseas universities to actively practice new ideas and explore new directions. The school will actively share experiences with other schools, learning from each other, so as to enhance the pursuit of quality education.

2. School Goals

- Logos Academy is committed to nurturing future leaders with global perspectives by providing an all-round education, leading to students' spiritual, moral, cognitive, aesthetic, physical and social development.

- Upholding an international educational philosophy, adopting a through-train primary and secondary education model and equipped with up-to-date teaching facilities, Logos Academy aims to develop as a school comparable to other recognized schools in the world.

3. School Motto

Pursue an abundant life built on truth, goodness and beauty.

4.   Core Values of Education

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

5. Holistic Review

Effectiveness of the previous School Development Plan (2010-2015)

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved (FA); Partly Achieved (PA); Not Achieved (NA)	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others
1. To strengthen the school's administration and management	a. Communication between SMC and Teachers (FA) b. Reorganize the staff establishment (FA) c. Establishment of Appraisal and Promotion System (FA) d. Establishment of Crisis Management Team (FA) e. Establishment of PTA (FA) f. Enhance teachers' professional development (PA) g. Setting up of staff recruitment policy, procurement policy and fee remission policy (FA) h. Strengthen the internal and external connections and communications (PA) i. Improve the school's facilities and environment (PA)	a. Should keep going and improving b. Amend if necessary c. Amend if necessary d. Amend if necessary e. Election of committee members every year f. Should continue to follow up especially on teaching skills and learning diversity in the next SDP g. Updating if necessary h. Should be continued i. As routine work
2. To strengthen the school's learning and teaching	a. Review and improve the eleven-year curriculum (PA) b. Raise the academic standard of the students and their results of external examinations e.g. TSA (PA) c. To develop the New Senior Secondary Curriculum Implementation Plan (FA) d. Take care of students' learning diversity (PA) e. To optimize the co-curricular and extra-curricular activities (PA)	a. Should follow up in the next SDP b. Should keep going and improving c. Not necessary d. Should follow up in the next SDP e. Should be incorporated as routine work

		f. To implement the school-self-evaluation (PA)	f. Should follow-up in the next SDP
		g. To develop the peer lesson observation (PA)	g. Should keep improving
		h. To enhance teachers' teaching effectiveness(PA)	h. Should continue in the next SDP
		i. To improve the students' language abilities (PA)	i. Should keep going in daily teaching
		j. To develop the students' self-learning ability (PA)	j. Should keep going in the daily teaching
3.	To strengthen the student support and develop the school's ethos	a. To strengthen the moral and civic education of the students (PA)	a. Should follow up in the next SDP
		b. To strengthen the national education (PA)	b. Should be incorporated as routine work
		c. To establish a healthy school environment (PA)	c. Should be incorporated as routine work
		d. To encourage students to participate in different voluntary and community services (FA)	d. Should be incorporated as routine work
		e. To develop students' APASO (FA)	e. Should be incorporated as routine work
		f. To support students with special needs and finance difficulty (PA)	f. Should be incorporated as routine work
		g. To maintain a harmonious relationship with parents (FA)	g. Should be continued
		h. To develop students with a global view (PA)	h. Should be continued

4.	To improve the academic and non-academic performance	a. Academic Performance:
		  i. Improvement in TSA and Pre-secondary One Attainment Test (PA)
		  ii. Use IT techniques in learning (PA)
		  iii. Develop students' logical mind, independent thinking, critical thinking ,etc. (PA)
		  iv. Student can grasp the knowledge of the 8 key learning areas and generic skills (PA)
		  v. Good results in DSE and IB examinations (PA)
		
		b. Non-academic Performance
		  i. Balance development in spiritual, moral, cognitive, aesthetic, physical and social development (PA)
			a. Academic Performance
			  i. Should continue to improve
			  ii. Should be encouraged to continue IT in learning
			  iii. Should continue to develop in daily teaching
			  iv. Should keep going in the daily teaching and learning
			  v. Should maintain good results in IB and improve the results of DSE
			
			b. Non-academic Performance
			  i. Should keep going in the daily teaching and learning

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	• The school management team is supportive and committed to continuous school improvement. • The school organization structure clearly sets out the line of reporting. • The school policies and working guidelines are clearly documented in the departmental and teams handbooks	• The school major concerns have to be set out in the current 3-year plan. • The roles of middle management team in leading curriculum development and enhancing the effectiveness of learning and teaching should be strengthened.
2. Professional Leadership	• The school encourages and provides opportunities to teachers for professional development. • A framework for enhancing teachers' professional development is established. • A formal and transparent appraisal system, with an appeal mechanism has been established.	• Impact on professional trainings on enhancing effectiveness of learning and teaching in classrooms should be enhanced. • The school helps teachers formulate their own PD plans and ensure the plans can be actualized. • Teachers should be encouraged and driven to maximize the impact of various PD programs.
3. Curriculum and Assessment	• A range of subject choices is offered to cater for students' needs. • The school has formulated a clear set of assessment policies, which comprises both summative and continuous assessments.	• Teachers should be enhanced to understand the latest curriculum developments and pedagogical knowledge. • The balance of lesson time needs to be reviewed. • Different subjects should have a holistic review on intended learning objectives to avoid overlapping. • Collaboration across different KLAs needs to be fostered. • Different modes of continuous assessments should be adopted.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	• Assessment guidelines and criteria for teachers and students have been set up in some KLAs. • Markers' reports have been prepared after summative assessments for analyzing students' performance. • Resources have been allocated to support catering for diversity, such as streaming and split classes.	• Teachers need to have better understanding of assessment for learning and how it can be applied in everyday learning and teaching. • Need more strategic measures on changing medium of instruction form Chinese to English. • Improvement is needed on lesson design and related teaching strategies such as scaffolding and questioning techniques. • Need more sharing of good practices and discussion on the strategies for both able and less able students.
5. Student Support	• The school organizes various programs and activities for students. • Students have ample opportunities to apply and develop their leadership skills in school. • The school has strong student supporting team such as educational psychologists, social workers and counseling teams.	• The evaluations of student programs should be more focused. • The link between evaluation and planning should be tightened. • Smooth transition from primary to secondary is needed. • Consensus should be made on how to use the homeroom teacher periods effectively.
6. Partnership	• The school has good relationships with parents and there are varieties of communication channels such as parents' meetings, school website and newsletters. • The school has good connections with overseas and mainland educational institutions and universities.	• Alumni connections should be strengthened. • More external resources will be explored and utilized to support school curricula and activities.

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behavior	• Students are energetic, cheerful and self-confident. • Students are keen to organize and participate in a broad range of academic and non-academic activities.	• A framework for nurturing Moral and Value Education is needed. • A caring and supportive culture should continue to be nurtured in the school.
8. Participation and Achievement	• Many students have participated in local and international competitions and gained honorable awards.	• Students should be encouraged to participate in more activities and competitions. • More opportunities should be provided for the students to experience success. • Public recognition of their achievement should be made.

7. SWOT Analysis

Our Strengths

- The school is a through-train direct subsidy school which enjoys a high degree of flexibility in its curriculum, finance and admission of students.
- The school has an abiding team of enthusiastic, professional and responsible teachers. Many of them have completed professional training in their subjects and are enlightened to sharing teaching ideas and materials.
- The students' abilities are above average and they are pure in nature, with sufficient parental support.
- The school management is well-qualified, experienced and committed to continuous school improvement.
- The School Sponsoring Body (SSB) and School Management Committee (SMC) are supportive to the development of the school.
- The school mission and vision resonate with those of the International Baccalaureate Organization (IBO).
- The school is financially sound.
- Parents are mostly professionals who are very concerned about their children's education, which can effectively tie in with the school's teaching

Our Weaknesses
- The effectiveness of middle management needs to be enhanced.
- Internal communication needs to be improved.
- The appraisal system is not entirely flawless.
- The Campus Life codes fail to be implemented homogeneously in the school.
- The self-evaluation culture still needs to be strengthened.
- A comprehensive review of the recommendations and inadequacies raised by the External School Review Report and AdvancEd Review Report needs a substantial review in the school.

Our Opportunities

- Parents trust and support the school.
- The home-school cooperation is ideal, but not intimate as before.
- The school staff has considerable autonomy.
- It is a through-train school, students with deep cognition, but the number of students with Special Educational Needs (SEN) is more than other schools.
- Under the trend of globalization, programs emphasizing on cultivating students' global perspectives and global thinking are to be favored.
- Parents in Hong Kong are increasingly acclaiming the IB programs：parents recognize the modern learning methods of the IB programs more in depth, and so trying to get children access to learning opportunities of these programs.
- More and more Hong Kong local schools, through adopting the IB programs or attaining international educational organizations accreditation (e.g. AdvancED, Ai in the USA, etc.）to raise international well-knownness and appreciation for the school curriculum.
- Local and overseas universities are in rising recognition of the IB qualifications. Overseas universities have taken the initiative to recruit Hong Kong students.
- The school will continue to have academic cultural exchanges with overseas and domestic educational organizations, broadening the horizons of teachers, absorbing more teaching information and methods.
- The SMC's confidence and encouragement to the Principal and teachers grant teachers more space in the development of educational researches and enhancing the quality of teaching.
- The ever increasing number of FS1 applications allows the school to select the most befitting students.

Our Threats

- The competition from other Direct Subsidy Scheme (DSS) schools is intense.
- The learners' diversity is obvious, but teachers need to be systematically trained in this aspect.
- Some students have low level of satisfaction from their academic performance.
- The school is facing with fierce competition from other local and international schools which have provided the IB programs.

8. **Major Concerns for a period of three school years**

1. To strive for academic excellence through curriculum leadership, catering for learning diversity and teachers' professional training

2. To nurture good qualities of Logosians

3. To foster sustainable school developments through self-evaluation

School Development Plan (2015-2018)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	**Year 2**	**Year 3**	
1. To strive for academic excellence through curriculum leadership, catering of learning diversity and teachers' professional training	• Teachers' teaching skills will be enhanced for the potential improvement of learning effectiveness	✓			• To set up a school-based Teacher Competency Framework (TCF) to guide the standard of professional teaching skills for teachers at different stage of professional development.
			✓	✓	• Using the school-based Teacher Competency Framework as the reference point, to develop individual professional development plan for the enhancement of learning and teaching effectiveness by teachers.
		✓	✓	✓	• To establish a learning community to enhance general teaching skills.
			✓	✓	• To strengthen and sustain peer lesson observation on specific teaching skills and strategies.
		✓	✓		• To encourage teachers to attend workshops to update latest curriculum development and enhance their pedagogical content knowledge.
		✓	✓	✓	• To organize in-house professional training on specific learning and teaching skills and strategies.

Goals	Targets	Y1	Y2	Y3	Strategies
		✓	✓		• To share of what have been learnt outside seminars and teaching resources.
		✓			• To conduct co-planning of lessons.
	• Students with different learning abilities are catered for so that they can learn effectively	✓	✓	✓	• To apply "assessment for learning" strategies to cater for diversity in the classrooms.
			✓	✓	• To design assignments of different levels of difficulty.
			✓	✓	• To make use of good questioning skills to cater for learner diversity in the classrooms.
	• Curricula will be reviewed and refined to suit the changing learning needs of students	✓	✓	✓	• To develop teachers' curriculum leadership through participation of workshops and seminars related to curriculum development.
			✓	✓	• To review the existing school-based curricula especially with reference to students' abilities and needs and the progressive development of knowledge, skills and attitude as per the school curriculum framework.
2. To nurture good qualities of Logosians	• Students develop good personal qualities through moral values education	✓			• To set up the framework of moral education for the implementation in classrooms.
		✓	✓		• To plan lessons to integrate values and attitude in different KLAs.

	• Students' leadership skills should be fostered	✓			• To encourage students to take up the executive posts and attend training programs.
		✓			• To recognize the roles of student leaders publicly in the campus through inauguration and oath-taking ceremonies.
			✓	✓	• To strengthen the roles of class executive members.
3. To foster sustainable school developments through self-evaluation	• Whole-school Approach to School-Self-Evaluation for enhancing the quality of education for our students	✓	✓		• To strengthen self-evaluation capacity in academic subject departments and functional teams.
		✓	✓	✓	• To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys.
		✓	✓	✓	• To ensure all subject departments and functional teams to follow a P-I-E approach in their annual action plans.
	• Subject departments and functional teams can make use of the collected relevant data to devise self-improvement pedagogical strategies from the feedback	✓	✓		• To launch suitable training workshops to help academic subject departments heads and functional teams heads to set appropriate annual self-evaluation survey questions and draft out reflective reports.
			✓	✓	• To promote a working habit of using data-driven mechanism to enhance learning and teaching.