

HKCCCU Logos Academy School Development Plan

2021/22 - 2023/24

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 (DSS) 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. Mission and Vision

- Based on the Truth of the Bible, Logos Academy is committed to assisting our students to pursue lives built on truth, goodness and beauty.
- 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.
- 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.
- 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.
- We aim to foster a culture of learning in which our teachers not only assist students to learn effectively, but also cultivate them in becoming eager learners who dare to innovate and take on demanding responsibilities.
- 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.

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

5. Holistic Review

Effectiveness of the previous School Development Plan (2018-2021)

Major Concerns	Extent of targets achieved	Follow-up action
<p>1. To improve student academic performance through curriculum development and teachers' professional development.</p> <p>A. Students acquire key generic skills in the school curriculum.</p> <p>B. Students have genuine interests in studying through inter-disciplinary approaches in teaching and learning.</p> <p>C. Students benefit directly in terms of academic performance as a result of the strengthening of key professional teaching skills.</p>	Mostly Achieved	<ul style="list-style-type: none"> ● Further promote students' self-directed learning via e-Learning and reading habits. ● Provide workshops to students on goal setting and self-reflection. ● Continue to help teachers explore appropriate pedagogies in order to develop and strengthen students' self-learning habits. ● The new school-based Community Innovator helps students develop good problem-solving skills, creativity and team work with a broader scope of interesting topics.
<p>2. To nurture good characters, habits and attitude of students.</p> <p>A. Students develop good habits and attitude through moral values education.</p> <p>B. Improvement in students' self-discipline and leadership skills.</p>	Mostly Achieved	<ul style="list-style-type: none"> ● Continue to be a major target in the next School Development Plan, including a new focus on the National Education. ● Continue to explore the ways to instill the Logosian Core Values to students under both academic and non-academic areas. ● Aim to develop students' positive attitudes in life.
<p>3. To foster sustainable school developments through self-evaluation.</p> <p>A. The quality of education for our students is enhanced with a whole-school approach to School-Self-Evaluation.</p> <p>B. Subject departments and major functional teams can make use of the collected relevant data to devise self-improvement pedagogical strategies.</p>	Fully Achieved	<ul style="list-style-type: none"> ● Subject departments and teams have extensively incorporated SSE into their routine work practice. ● Subject departments continue to extend the use of assessment data to evaluate and diagnose the students' learning and personal development needs across school.

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ● The school's mission is stated in all school promotion materials and website. In particular, it is explained to new teachers in the New Teacher Induction Scheme each year. ● Classes of some key grade levels have two HRTs to look after students' wellbeing. ● The senior management is one team, which is responsible to oversee primary and secondary as a whole to ensure smooth transition from primary to secondary. ● The three-year School Development Plan and Annual Plans set a clear common direction. Teachers and teams continuously review the implementation progress of the planned strategies. ● The Survey and Evaluation Team is responsible for coordinating surveys and assisting the data analysis and, therefore, monitors the quality and effectiveness of programmes. ● Teachers and staff are used to evaluating the effectiveness of programmes through self-evaluation tools such as surveys and interviews. Good practice and areas for improvement are identified to formulate follow-up actions in the next planning cycle. 	<ul style="list-style-type: none"> ● Explore ways to further streamline the administrative and managerial procedures in the next school development cycle. ● Further empower the functional teams by deploying manpower and resources strategically. ● Review the implementation of School Vision and Mission to adapt to the fast-changing external environment.
2. Professional Leadership	<ul style="list-style-type: none"> ● The school's senior management and middle management are highly experienced in school context as well as their own capacities. They are also committed administrators and teachers. ● The school's senior and middle management collaborate with the dedicated Professional Development Team to arrange local and overseas training opportunities which are in line with the school's development and staff aspirations for teachers and staff. 	<ul style="list-style-type: none"> ● Allocate more resources to the Professional Learning Community to sustain the habits of professional sharing.
3. Curriculum and Assessment	<ul style="list-style-type: none"> ● The through-train school-based primary and secondary curriculum is a continuum. This school-based curriculum enables students to take either the Hong Kong Diploma of Secondary Education Examination or International Baccalaureate Diploma Examination in their final year. The School strategically designs different programme themes to students, under both formal and informal curriculum, in order to cater for their abilities, interests and needs. 	<ul style="list-style-type: none"> ● Initiate more collaborations among departments to promote reading across the curriculum so that the reading effectiveness can be enhanced.

	<p>Their learning experiences, generic skills, positive attitudes, moral values, Christian values, life planning skills are enriched and enhanced through experiential learning and STEAM projects.</p> <ul style="list-style-type: none"> ● In addition to the usual subjects, the school-based primary curriculum has science and media education. ● Formative and summative assessments are designed to align with curriculum requirements and the diploma examinations. Teachers constantly give feedback to students and parents on students' performance. Two Parents' Days are arranged every year to let teachers and parents discuss students' learning attitudes, habits and progress. 	
4. Student Learning and Teaching	<ul style="list-style-type: none"> ● Teachers adopt effective IT technologies on delivering online lessons and sharing of teaching resources. ● Teachers design their teaching materials to cater for different learning styles and pace. Teachers encourage students to learn and provide timely advice on their learning progress. ● The timetable has a few dedicated lessons every week in all grades on cultivating students' habit of reading. Teachers also recommend their favourite books on various topics such as moral standards and life-long skills. 	<ul style="list-style-type: none"> ● Some senior secondary students are not confident to perform the diploma examination well due to the uncertainties in the pandemic situation. It is important to nurture students with resilience and positive attitude to cope with adversities. ● Teachers are provided with more in-depth workshops focusing on self-directed learning skills for students.
5. Student Support	<ul style="list-style-type: none"> ● The school hosts diversified activities and programmes with the assistance from the external service providers in both campuses, to equip students with good learning habits, attitudes, values, team work, communication, physical fitness, and leadership. ● The Careers and Life Planning Team connects the school with parents and community to offer workshops, training sessions and seminars on life planning. ● The diversified and well-coordinated extra-curricular activities, uniform groups, clubs and societies provide opportunities for students to develop their interpersonal skills, self-management skills, leadership skills and positive attitudes. ● The Educational Psychologist Team, Social Worker Team, Counselling Team and Campus Life Team are coordinated by a 	<ul style="list-style-type: none"> ● Promote positive education in coping with stress and adversity.

	highly qualified and experienced Assistant Principal to help students on their learning with personal needs or difficulties.	
6. Partnership	<ul style="list-style-type: none"> ● The school has built up a tradition of good relationship with parents from a diverse range of professions to provide support for various school functions and activities, for example, the Parent-Teacher Association, Parents' Fellowship, Parent Volunteers Scheme, parents seminars and parents meetings. ● The school has partnered with both local and overseas universities in organizing the university admission talks and gifted programs for students. 	<ul style="list-style-type: none"> ● The school is strengthening our alumni network.
7. Attitude and Behavior	<ul style="list-style-type: none"> ● Students are cheerful and good-natured. Students appreciate and are receptive to teachers' guidance and support. Teachers and students have a harmonious relationship. Many teachers like to help students develop good attitudes and behaviour on a day-to-day basis. ● Students also have good relationships with their parents. 	<ul style="list-style-type: none"> ● Further enhance the whole-school approach to nurturing students' positives values and attitudes.
8. Participation and Achievement	<ul style="list-style-type: none"> ● The Academic Team and Careers and Life Planning Team offer timely advice to students and parents on the selection of elective subjects in senior secondary to help them path their ways to university according to their interests, abilities and life planning goals. ● Many students achieve excellent results both academically and in extracurricular activities such as sports and music. 	<ul style="list-style-type: none"> ● Continue to provide personalized advice to students to attain higher achievements in many competitions and gifted programs.

7. SWOT Analysis

Our Strengths

- 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 a through-train direct subsidy school which enjoys a flexibility in its curricula, finance and admission of students.
- The school has an abiding team of enthusiastic, professional and committed teachers. They are equipped with the required attributes and qualities to meet the expectations of the school.
- There is a strong and resourceful team of numerous teachers to look after students' wellbeing, attitude and behaviour in each grade.
- The school is financially robust with ample resources to for school development and student development.
- The school offers a wide variety of activities and programmes to help students at all grade levels to develop their personal, social and leadership skills. Students are given a lot of opportunities to take part in life-wide learning, such as overseas study tours.
- There is a dedicated team of experienced teachers to provide students guidance, advice and support in careers and life planning.
- Teachers and staff appreciate the use of PIE cycles. There is a dedicated Survey and Evaluation Team to facilitate the use of data for evaluation.
- The school has strong IT infrastructure, good IT facilities and support from a professional team.
- Parents are mostly professionals who care about their children's education, which can effectively tie in with the school's mission, curriculum and teaching approaches.
- Parental support has always been strong. Many parents are willing to serve as volunteers.

Our Weaknesses

- Problems that students encountered nowadays are more complex. More teacher trainings are needed to handle the increasing learning diversity and to help students develop positive values and attitudes to cope with additional anxieties under adverse situations.
- Some parents have diversified views on some school's decisions, especially when the school makes decisions under uncertainties during this pandemic situation.
- The availability on the venues may affect the quantity and scale of student activities and programmes in the long run.

Our Opportunities

- The SMC's confidence in the school senior administration and frontline teachers has granted them the ownership to involve and participate in the development of the school and enhancement in the quality of teaching.
- The school is ready to initiate more academic and cultural exchanges with domestic and overseas educational organizations, to broaden the horizons of our teachers and enhance their professional skills.
- Over the years, the outward looking culture of the school has helped secure some good networks with organizations of education and different tertiary institutions from overseas.
- Under the trend of globalisation, the IBDP program, which emphasizes on cultivating students' global perspectives and global thinking, is to be favored.
- The wide-spread recognition of the IB qualifications in good local and overseas universities has enabled the students to secure good offers from local universities and renowned overseas universities.
- The good reputation in home-school cooperation is attractive to many parents in Hong Kong.
- The number of FS1 (Primary One) applications has been steady over the years, reflecting the increasing reputation of the school.
- The low economy causes instability of family income. Parents from international schools may consider schools offering non-local curriculum with lower tuition fee.

Our Threats

- Changes in government policy in education may result in the narrowing down of the advantages of DSS schools over traditional subsidized schools in areas such as teachers' remuneration packages.
- There are more teaching vacancies available in the market. Experienced teachers or new graduates have more choices which may affect teacher recruitment of the school.
- Lower birth rate in Hong Kong and changes in immigration policy, resulting in the dwindling number of students of appropriate school-age, may lead to a reduction of number of applicants to the school.
- The reduction in face-to-face lesson time in the pandemic situation suspends some face-to-face learning-related activities and causes anxieties to some students.
- There are more DSS schools who also offer non-local curriculum as another diploma option for university applications.

School Major Concerns (2021-2024)

- 1 To explore and implement Self-Directed Learning Strategies for developing the self-learning skills of students
 - 1.1. To equip teachers with professional knowledge and skills for embedding self-directed learning in daily learning and teaching
 - 1.2. To strengthen students' inquisitiveness and sustain their motivation and engage them in diversified learning opportunities
 - 1.3. To nurture students to become self-directed learners who strive for academic excellence
 - 1.4. To enhance students' cognitive development through formulation of structured frameworks for generic learning skills development
 - 1.5. To review and refine current curriculum and strategies for metacognitive learning to enhance development of self-directed learning

2. To explore and implement Positive Education Strategies for developing positive learning attitude and wellbeing of students and teachers
 - 2.1. To form a Positive Education Team to coordinate and drive Positive Education strategies in school
 - 2.2. To cultivate in students a sense of belonging to the school
 - 2.3. To strengthen positive and supportive teacher-student and student-student relationships
 - 2.4. To create more opportunities for teachers and students to further enhance their self-confidence and develop positive attitudes
 - 2.5. To enable parents to understand how a growth mindset promotes the wellbeing of students

3. To explore the moral and values education of Logosians
 - 3.1. To set up Teams to steer the direction and provide support for a Whole-School Approach to Values Education Framework
 - 3.2. To promote Christian Values Education
 - 3.3. To promote Logosian's core values
 - 3.4. To promote National Identity as a core value in the school system

School Development Plan (2021-2024)

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	Year 2	Year 3	
1. To explore and implement Self-Directed Learning Strategies for developing the self-learning skills of students	1.1. To equip teachers with professional knowledge and skills for embedding self-directed learning in daily learning and teaching	✓	✓	✓	<ul style="list-style-type: none"> To further make effective use of e-learning tools to encourage students' involvement and autonomy in learning
		✓	✓	✓	<ul style="list-style-type: none"> To further utilize and improve the in-house Professional Development Website to collect and archive sharing of good practices extensively, including the promotion of effective teaching pedagogies, e-learning skills, effective use of student performance data for evaluation, self-directed learning experiences, positive education strategies, and any other strategies for the good sake of students
		✓	✓	✓	<ul style="list-style-type: none"> To adopt a wider repertoire of teaching strategies to help students take greater responsibility for their learning
		✓	✓	✓	<ul style="list-style-type: none"> To encourage sharing of good practices and provide training on active learning to help teachers transform into effective enablers and activators of learning
		✓	✓	✓	<ul style="list-style-type: none"> To further support students' learning diversity by tiered assignment
	1.2. To strengthen students' inquisitiveness and sustain their motivation and engage them in diversified learning opportunities	✓	✓		<ul style="list-style-type: none"> To utilize project learning and cross-curricular projects to encourage student-centred learning
		✓	✓		<ul style="list-style-type: none"> To provide adequate curriculum information and counselling timely to help students to choose appropriate subject choices according to their abilities, interests, and aspired university programme choices
		✓	✓		<ul style="list-style-type: none"> To give students choices when learning in classroom and completing assignment
		✓	✓		<ul style="list-style-type: none"> To guide students to be aware of the core meaning of learning

		✓	✓	✓	<ul style="list-style-type: none"> To increase the learning motivation in some generic skills via trans-disciplinary collaboration and project-based learning
1.3. To nurture students to become self-directed learners who strive for academic excellence		✓	✓	✓	<ul style="list-style-type: none"> To help students define their personalized learning goals in different stages
		✓	✓	✓	<ul style="list-style-type: none"> To help students improve their self-directed learning goals via personalized reflections on their learning processes and learning outcomes
		✓	✓	✓	<ul style="list-style-type: none"> To provide students their learning progress data timely to increase their awareness on their learning effectiveness
		✓	✓	✓	<ul style="list-style-type: none"> To reinforce self-directed learning habit of students (a) developing students' notes-making skills, (b) promotion of self and peer assessment, (c) equipping students with life planning and performance goal setting and reflection skills
		✓	✓	✓	<ul style="list-style-type: none"> To encourage students to be active learners during lessons and non-school learning hours
		✓	✓	✓	<ul style="list-style-type: none"> To emphasize the importance of pre-lesson preparation by better designing the pre-lesson materials and monitoring the learning progress
1.4. To enhance students' cognitive development through formulation of structured frameworks for generic learning skills development		✓	✓	✓	<ul style="list-style-type: none"> To review the school-based curriculum materials of vertical curriculum to ensure that both knowledge and general skill learning are covered
		✓	✓	✓	<ul style="list-style-type: none"> To create opportunities for peer learning within and outside classroom
		✓	✓	✓	<ul style="list-style-type: none"> To guide students how to ask useful questions
		✓	✓	✓	<ul style="list-style-type: none"> To demonstrate and teach students how to learn strategically
		✓	✓	✓	<ul style="list-style-type: none"> To help students take ownership of their learning by developing their metacognition skills

	1.5. To review and refine current curriculum and strategies for metacognitive learning to enhance development of self-directed learning	✓	✓	✓	<ul style="list-style-type: none"> To form internal teachers' learning circles by conducting review of curriculum materials, collaborative lesson preparation and peer lesson observation focused on active learning
		✓	✓	✓	<ul style="list-style-type: none"> To review and refine the materials of vertical curriculum with an aim of enriching student learning experiences by reviewing the subject learning objectives to cater for a range of student competencies
		✓	✓	✓	<ul style="list-style-type: none"> To adopt assessment strategies that enhance learning motivation
2. To explore and implement Positive Education Strategies for developing positive learning attitude and wellbeing of students and teachers	2.1. To form a Positive Education Team to coordinate and drive Positive Education strategies in school	✓			<ul style="list-style-type: none"> Set up in-house Positive Education Team to coordinate different trials by different departments and major functional teams
	2.2. To cultivate in students a sense of belonging to the school	✓	✓		<ul style="list-style-type: none"> Enriching the school environment by posters, classroom boards and positive quotes of 24 character strengths
		✓	✓		<ul style="list-style-type: none"> Integrating Positive Education strategies in Religious Studies, Careers & Life Planning and Other Learning Experience Programs
		✓	✓	✓	<ul style="list-style-type: none"> To help students and teachers strengthen their physical fitness through thematic activities, competitions and award schemes
	2.3. To strengthen positive and supportive teacher-student and student-student relationships	✓	✓	✓	<ul style="list-style-type: none"> Applying Positive Education strategies in daily teaching
		✓	✓	✓	<ul style="list-style-type: none"> Deepening students' understanding of Positive Education through religious activities and community services, etc
		✓	✓	✓	<ul style="list-style-type: none"> To equip students with skills in developing positive relationships through class-based, form-based and whole-school activities, including sharing of peer

					experience on helpfulness of positive relationships and positive attitude
	2.4. To create more opportunities for teachers and students to further enhance their self-confidence and develop positive attitudes	✓	✓	✓	• To promote a growth mindset for students' self-improvement
		✓	✓	✓	• Training for all teachers about Positive Education rationale and strategies
	2.5. To enable parents to understand how a growth mindset promotes the wellbeing of students	✓	✓	✓	• To promote character strengths in a whole-school approach
		✓	✓	✓	• To reinforce positive thinking by encouraging students to serve the school and society
		✓	✓	✓	• To enrich teachers' and parents' understanding of positive education through talks, seminars and school visits so they could be effective agents of positive education to students
3. To explore the moral and values education of Logosians	3.1. To set up Teams to steer the direction and provide support for a Whole-School Approach to Values Education Framework	✓			• Adopting a values education curriculum in the HRT Period with highlights on core values and attributes of the School Year
		✓			• Strengthening the student award systems relating to core values
	3.2. To promote Christian Values Education	✓	✓	✓	• To hold regular assemblies for promoting Christian Values
	3.3. To promote Logosian's core values	✓	✓	✓	• To recommend strategies for a Whole-School Approach to Values Education
		✓	✓	✓	• To review the goals of Logosian's core values in the corresponding curriculum materials at different learning stages

		✓	✓	✓	• Invite teachers, staff and parents as role models to demonstrate school's core values
		✓	✓	✓	• Invite speakers, teachers and students to share on the Values to inspire students and deepen their understanding of the Core Values
		✓	✓	✓	• To promote Values Education through formal and informal curriculum
		✓	✓	✓	• To create a suitable atmosphere and environment in the school to enable students to develop the habit of reflection for nurturing the Core Values
		✓	✓	✓	• To enhance key stakeholders' understanding of the school's values
	3.4. To promote National Identity as a core value in the school system	✓	✓	✓	• To have speeches relating to National Identity as a core value to be adopted