

The Hong Kong Chinese Christian Churches Union Logos Academy



Annual School Report 2022 - 23

	<u>Campus 1</u> (Primary Division)	<u>Campus 2</u> (Secondary Division)
Address:	5 Ling Kwong Street, Tseung Kwan O	1 Kan Hok Lane, Tseung Kwan O
Telephone:	2337 2126	2337 2123
Fax:	2337 2898	2337 6848
Email Address:	info@logosacademy.edu.hk	
School Website:	http://www.logosacademy.edu.hk	

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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

Logos Academy is founded on the Truth of the Bible and on a global education perspective. It adopts the “through-train” mode of primary and secondary education, takes advantage of the flexibility of the direct-subsidy scheme and enjoys well-equipped classrooms and buildings with high-tech learning facilities. With these, Logos Academy is in a privileged position to develop into a unique school of character, meeting world-class standards and comparing with high quality schools around the world.

1.2 Mission and Vision

We strongly believe that the heart of education is education of the heart. Logos Academy is committed to assist our students to pursue an abundant life built on truth, goodness and beauty. We aim at providing an all-round education leading to students’ spiritual, moral, cognitive, aesthetic, physical and social growth. The school also cultivates and enhances students’ ability to inquire, reason, self-learn, solve problems and to face the many challenges of life. We aim to cultivate a culture of learning whereby learning is an effective and pleasurable undertaking for students. In addition, we work to ensure that this culture will also be shared among school board members, the principal, teachers, and staff members as well as parents.

We trust that life kindles life. On this basis, Logos Academy will serve as a meeting point for talented local and overseas educators to work hand-in-hand in various positions throughout the school. We maintain a strong connection with external organizations, staying up-to-date with the latest educational and scientific research, and implementing new educational theories and ideas to ensure our continued progress in the direction of excellence. We also share our practices and experiences with other schools throughout the world to raise the quality of education.

The school invites parents to collaborate with management. We will set aside resources to enhance the professional growth of our teachers and to enrich their personal lives. Ongoing improvement and adjustments in the curriculum, teaching methods, and the design of learning activities, assessments and management will help the school set the right direction to provide quality education for the community.

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. lower primary; the Development Stage (5 years), i.e. upper primary and junior secondary; and the Mastery Stage (4 years), i.e. junior to 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. 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 noble Christian 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 international 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>25/6/2022 to 31/8/2022</u>	<u>1/9/2022 to 23/6/2023</u>	<u>24/6/2023 to 23/6/2024</u>
Chairman	Rev. Chan Tak Cheong	Rev. Chan Tak Cheong	Rev. Chung Kin Kai
Vice Chairman	Rev. Chung Kin Kai	Rev. Chung Kin Kai,	Rev. Yu Ying Ngok
School Supervisor	Rev. Chung Ka Lok	Rev. Chung Ka Lok	Rev. Chung Ka Lok
Treasurer	Rev. Ma Peter King Tai	Rev. Ma Peter King Tai	Rev. Chan Tak Cheong
Secretary	Dr. Cho Hee Chuen (Principal)	Dr. Lee Chak Hong (Principal)	Dr. Lee Chak Hong (Principal)
Managers	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming, Rev. Chu Woo Ping, Rev. Kwan Chun Wai, Prof. Kwan Yui Huen, Ms. Kwong Ka Yin, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Mr. Pong Yuen Sun, Louis, Rev. Yeung Yiu Chung, Rev. Yu Ying Ngok, Mr. Leung Hay Ting (Parent Manager), Yau Lik Hang Justen (Alumni Manager), Mr. Chan Mung Hung (Teacher Manager)	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming, Rev. Chu Woo Ping, Rev. Kwan Chun Wai, Prof. Kwan Yui Huen, Ms. Kwong Ka Yin, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Mr. Pong Yuen Sun, Louis, Rev. Yeung Yiu Chung, Rev. Yu Ying Ngok, Mr. Leung Hay Ting (Parent Manager), Yau Lik Hang Justen (Alumni Manager), Mr. Chan Mung Hung (Teacher Manager)	Mr. Au-yeung Chi Kong, Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming, Rev. Chu Woo Ping, Rev. Kwan Chun Wai, Prof. Kwan Yui Huen, Ms. Kwong Ka Yin, Prof. Law Wing Wah, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Mr. Pong Yuen Sun, Louis, Ms. Lam Christie (Parent Manager), Yau Lik Hang Justen (Alumni Manager), Mr. Chan Mung Hung (Teacher Manager)

2. Achievements and Reflection on School Major Concerns

The school is in the second year of the three-year school development cycle (2021-2024). In view of what had been achieved and reflected by the subject departments, functional teams and school management regarding the implementation of the school annual plan of the 2021-22 school year, suggestions for the 2022-23 school major concern items, implementation plans and strategies were made. A whole-school approach was adopted to address the major concerns but with flexibilities for various departments and teams to use different strategies according to their subject nature or specific functions. The three major concerns and implementation guidelines are as follow:

(a) **Major Concern 1: To explore and implement Self-Directed Learning Strategies for developing the self-learning skills of students**

- i) to equip teachers with professional knowledge and skills for embedding self-directed learning in daily learning and teaching
- ii) to strengthen students' inquisitiveness and sustain their motivation and engage them in diversified learning opportunities
- iii) to nurture students to become self-directed learners who strive for academic excellence
- iv) to enhance students' cognitive development through formulation of structured frameworks for generic learning skills development
- v) to review and refine current curriculum and strategies for metacognitive learning to enhance development of self-directed learning

(b) **Major Concern 2: To explore and implement Positive Education Strategies for developing positive learning attitude and well-being of students and teachers**

- i) to form a Positive Education Team to coordinate and drive Positive Education strategies in school
- ii) to cultivate in students a sense of belonging to the school
- iii) to strengthen positive and supportive teacher-student and student-student relationships
- iv) to create more opportunities for teachers and students to further enhance their self-confidence and develop positive attitudes
- v) to enable parents to understand how a growth mindset promotes the wellbeing of students

(c) **Major Concern 3: To explore the moral and values education of Logosians**

- i) to set up teams to steer the direction and provide support for a Whole-School Approach to Values Education Framework
- ii) to promote Christian Values Education
- iii) to promote Logosian's core values
- iv) to promote National Identity as a core value in the school system

Report on Implementation of School Major Concerns

2.1 Major Concern 1: To explore and implement Self-Directed Learning Strategies for developing the self-learning skills of students

Self-directed learning is an important strategy promoted by EDB since it connects many generic skills, especially self-management skills. Teachers should enculture students to become life-long learners who have the correct attitude and can master the necessary skills towards self-learning in the information age. Besides, an important major mission of our school is to develop students' self-management, self-learning and self-reflection skills that are crucial to sustainable self-development even after schooling stage in life.

(a) Building teachers' capacity

Summary

The school has been well aware of the need to equip teachers with professional knowledge and skills for embedding self-directed learning in daily learning and teaching. In-house professional training was delivered to teachers in the use of e-learning tools and platforms for lesson planning and lessons themselves. Workshops and seminars organized on self-directed learning strategies were held in various sections and departments of the school to update teachers' pedagogical knowledge.

For example, teachers were given in-house training in various e-learning tools (including Quizlet, Edpuzzle, Microsoft Teams etc.) in the beginning of the school year. Teachers in Campus 1 were also offered to attend workshops such as 3D Pens, Lego WeDo, and Microbit Smart Agricultural. New teachers were particularly encouraged to attend so that they could quickly fall in line with other experienced teachers in terms of regular use of learning tools systems in our school. Teachers used these e-learning tools to encourage students' involvement in self-directed learning and in class learning. An in-house workshop about Pedagogy of Play had also been organized for teachers.

The co-planning and sharing of good practices within subject departments also helped teachers transform into effective enablers and activators of learning. These sharing sessions were useful in helping to promote self-directed learning and positive learning attitude in daily learning and teaching.

The school Professional Development Website was further utilized to collect and archive sharing of good practices extensively, including the promotion of effective teaching pedagogies including self-directed learning.

Reflection

More than 90% of the participants of e-learning tools workshops were satisfied with the workshops. Teachers had used online platforms such as Google Classroom, Edpuzzle, Padlet and Quizlet to deliver learning materials including notes and assignment, and prepare quizzes and tests to students to cultivate good learning habit whereas most students could use appropriate learning materials for

their self-directed learning through e-platforms such as Edpuzzle, Padlet etc. Teachers reflected that training before the start of a new academic year was appropriate. They had been equipped with professional knowledge and skills to embed self-directed learning in teaching. From students' survey, students were also generally satisfied with the teaching and learning mode using e-learning tools.

On the whole, most in-house workshops were well received by colleagues. Yet, some workshops in the first two terms had to be rescheduled because of changes in timetable upon EDB policy changes due to Covid-19, resulting in clashes with lesson time, meetings and other activities. Nevertheless, teachers benefited from instant professional sharing. More in-house workshops will be organized and appropriate speakers will be invited to share their practice. Most programs will be recorded and uploaded to professional development website for record and self-learning purposes. Also, one of the themes of the teachers' professional development day in the next term will be about self-directed learning. Departments will be invited to share their existing practice in this area.

Time is limited for teachers and students; however, more comprehensive self-learning packages are still considered beneficial to students for the ownership of subject knowledge. Therefore it is still recommended that appealing and meaningful tasks be designed. Newer IT learning tools in facilitating students' learning such as the use of play-posit, roundme, eduventure and other multi-media tools could be explored.

(b) Learning Goals and Strategies

Summary

Students were shown the learning goals at the beginning of lessons. For some departments, sometimes students were even encouraged to set their own. They were encouraged to refine their learning plans to strive for academic excellence by teachers' timely feedback on their overall performance in each term. Gifted classes with individual learning goals were organized in the Primary Division.

In order to help students improve their self-directed learning goals, students were encouraged to conduct personalized reflections on their learning processes and learning outcomes. In English Language lessons, self and peer evaluation forms enable students to reflect on how well they have learnt the specific features and skills of each text type after every piece of writing and speaking assignments, monitored by the parents, develop students' self-learning skills.

The importance of pre-lesson preparation was emphasized to nurture students to be active learners during lessons and non-school learning hours. A good quality and useful pre-learning task could enhance student learning motivation and their readiness for lessons. Sometimes, teachers used different online learning platforms to promote self-directed learning before, during and after lessons.

Students were often provided their learning progress data timely to increase their awareness on their learning effectiveness by means of "Assessment for learning" strategies in the classroom. For example, teachers use different e-learning tools (including: Padlet, Nearpod, Kahoot, Microsoft forms, Wordwall, LoiloNote, Google Classroom, Plickers, My story, Quizlet, Talkr, Onenote, Pear

Deck, Nearpod) to instantly assess student learning and make timely feedback.

Self-directed learning habit of students, including pre-lesson tasks through Microsoft Forms and Word Wall etc., was developed in the framework of "Six Steps to Autonomous Learning" (自主學習六步曲). After the introduction of Self-directed Learning in FS1 and FS2 in the school year 2019-20, the strategies were extended to DS1 to DS3 in the next two years. All subjects in the Primary Division included the "Six Steps to Autonomous Learning" in their self-directed learning materials in this year. Pre-lesson preparation strategies also went through a progressive phase over these few years, changing from some small steps to start off the habit building process, then, an increase of quantity and then a refinement of improving the quality of lesson preparation based on diversity.

A wider range of teaching and learning strategies relating to self-directed learning such as cooperative learning, experiential learning, Jigsaw learning and group-based learning practices have been adopted. To better suit the needs of students, sessions focusing on examination skills were conducted by Learning Support Teaching Assistants. Good engagement was fostered when PowerPoint materials are interactive and active participation was achieved when involved reward scheme.

Efforts were also made to provide adequate curriculum information and counselling timely to help students choose appropriate subject choices according to their abilities, interests, and aspired university programme choices. School-based Life Planning Education (LPE) was tailor-made and incorporated into subjects through collaboration with different subject departments including Economics, Psychology and Visual Arts by different subject teachers. Different careers under business context were also introduced to students for future career life planning.

Reflection

All in all, teachers could appropriately unitize various continuous assessment to facilitate students to strive for academic excellence. Face-to-face gifted classes embedded in the timetable and otherwise in the Primary Division not only increased students' engagement but also provided a good opportunity for students to explore their potential in their gifted areas. Students reflected that all teachers had given constructive guidance in marking their work, which helped them make improvement.

100% of English teachers agreed that a variety of writing topics together with the extra free topics provided to students this year sustained students' motivation to express themselves in their monthly journal. The teaching of writing strategies helped students to understand their writing purpose and made reflection during the whole writing process, thus enhanced their ability of understanding the writing topics. Students usually do not think thoroughly before writing, leading to a loose structure and unclear ideas. Self-assessment can help them to develop their metacognition skills because they can reflect their learning through the guiding questions provided. Students agreed that reading and writing scheme helped arouse their interest in reading and writing and that online learning enhance their self-directed learning. Most of students and teachers agreed that the pre-lesson assignment and e-learning tools helped students to prepare for their lessons.

The completion of self-evaluation forms had proven useful for students for mastering the skills

needed to accomplish the tasks and reflect their own learning. The resumption of whole-day school timetable allowed more time for teachers and students to conduct self-evaluation and peer-evaluation in class. Looking forward, guidance can be provided to students to show how they can carry out good and effective reflection in self-assessment.

Teachers find that the e-learning tools could help to raise students' interests, as well as motivate students to actively involve in-class activities and out of lesson hours in self-directed learning. It was recommended that suitable e-learning tools should be used to carry out assessment for learning so that timely and quantitative feedback can provide to students and teachers easier. Those quantitative data can even be stored systematically and used for analysis to enhance learning and teaching performance later on.

“Six Steps to Autonomous Learning” were generally welcome by students. Various learning activities enhanced students' learning motivation and encouraged them to be active learners. The amount of the pre-lesson tasks should be appropriate to avoid excessive burden to their learning. Preparation of pre-lesson tasks should be based on the design of good quality pre-lesson tasks.

Through more effort on Life Planning Education (LPE), students know more about the potential career pathways in Hong Kong. Knowing one's personal goals would be helpful to students' attitude towards learning.

It is encouraging that the number of students able to participate in the gifted class has increased from 16 students in 2021 to 40 students in 2022. This allows more students to develop their artistic abilities from a young age.

(c) Motivating students to learn

Summary

Giving students choices when learning in classroom and completing assignment is one way of strengthening inquisitiveness and motivating students to learn. Students were given various types of learning materials and writing topics to satisfy their learning needs and sustain their motivation. Lessons were designed to cater for learning diversity. Bonus questions were provided for more able students in assignments.

High quality pre-lesson tasks including pre-lesson Quizlet assignments were provided to enhance their learning motivation and their readiness for their lessons. Various e-learning tools such as Microsoft OneNote and Teams were used to develop students' self-directed learning skills and to deliver learning materials, which help improve students' inquisitiveness.

Skills based assignment and projects could develop their generic and inquiry skills, collaboration, communication and creativity. Reading to Learn and reading across the curriculum (RAC) strategies also promoted a reading culture on campus and cultivate an open attitude to accept different opinions and values. RAC also helped students to improve their basic language skills required for communication, academic and intellectual development, as well as develop thinking skills in the process of understanding and interpreting reading content. Moreover, reading extensively according to personal interests and needs, cultivate multi-faceted interests, and enhance the quality of life.

The school utilized project learning and transdisciplinary learning to encourage student-centred learning as well as to increase students' learning motivation on some generic skills and provided various exposure to different topics through experiential learning. Transdisciplinary learning activities included 'Go Map', 'Let's Grow STEAM' and project-based programmes conducted in the Primary Division. Each class will read the Transdisciplinary Learning (TDL) book trolleys for 4 rounds, including Chinese books trolleys (CHI), DEAR (students bring their favorable books), three reading activities, such as "Theme Book Poster Competition"; Story Lane and Book Chat with others.

STEAM elite & competition successfully enhanced students' interest in learning and developed their knowledge, skills, and abilities in STEAM. Students' arts experiences were enhanced by strengthening and expanding arts provisions within the curriculum and extracurricular activities. Workshops and gifted classes were provided on both campuses. They improved students' skills in self-directed learning and also helped students to understand the close relation between STEAM and our daily life.

Students were encouraged to participate in various external competitions and gifted programs provided by external bodies. Self-directed learning was employed in these activities. For example, a few MS3 students had participated the HKBU Social Enterprise Challenge Competition and five students had successfully enrolled in the HKUST Dual Programme (for gifted students) in three different areas. The SDL in the form of competition did sustain the interest of the students to engage in the learning of China related topics. Students are gradually forming a habit of completing SDL tasks.

To better suit the needs of students, sessions focusing on examination skills were conducted by Learning Support Assistants. It focuses on the different strategies students (with learning difficulties) can use while approaching different types of questions in upcoming exams. Moreover, through the transdisciplinary collaboration, students worked together to prepare the MC scripts for a weekly assembly, design stall game, decorating the exhibition panels and designing the quiz form. The programmes helped to develop their communication skills, and integration skills, as well as organising skills.

Reflection

Giving free topics for writing journals and choices of learning materials were useful for fostering students' creativity. Students' mastering of their self-learning materials was reflected in their performance in monthly journals and summative assessments.

It was recommended that self-directed learning assignments with questions at different levels could be provided to students based on their own ability. This can further enhance their self-confidence and motivate them to learn with positive learning attitude. Pre-study and post-test can be used to identify their learning difficulties and facilitate teachers to improve in teaching.

Most students finished their pre-lesson tasks and cultivated good learning habits. Students agreed the RAC programmes (DEAR, Reading Battles etc.) were meaningful to them. These RAC lessons made it possible for students to read books recommended by Chinese Department, TDL themed

books and books of their own choice. This develops good reading habits. 「快樂學習中文字」 was implemented in FS1-2 to help students develop an interest in ancient Chinese words. The programme was well received.

Over 70% of teachers and students agree that transdisciplinary learning activities in the Primary Division increase students' motivation to learn. It can promote self-directed learning and self-reflection. Around 70-80% of students find those activities help them to improve their collaboration and communication skills. It is suggested that transdisciplinary learning should be continued and even start earlier in Term 3. Some strategies taken from IB PYP transdisciplinary learning and PBL transdisciplinary learning can be introduced. STEAM and transdisciplinary reading should be done in all levels. It is more achievable to have mini projects that cross fewer subjects.

For transdisciplinary lessons in Junior Secondary Levels (Technology Education and Community Innovator), around 95% of students and instructors liked to use project-based learning in their classroom. More than 95% instructors agreed the TDL programme could help the students engage in learning and enhanced the quality of education. The majority of DS4 and DS5 instructors advocated for increasing the number of lesson time to two doubled periods every week. With extra time, the lessons could be more impactful and improved the students' understanding. The program will continue in Terms 3 and 4.

Through participation in external competitions and gifted programs, students were more motivated to learn in the corresponding subjects. The House Point Reward System's extrinsic rewards could motivate students who lack intrinsic motivation. Applying the Pedagogy of Play could also enhance intrinsic motivation. Therefore, both the House Point Reward System and Pedagogy of Play were complementary and necessary.

The school could arrange a TA or a specific role for managing the STEAM materials, as well as joining in lessons to help. Conducting STEAM day after SA1 could avoid a packed schedule and heavy workload in Term 4, allowing for better preparation. Student ambassadors were beneficial for STEAM day, so inviting them to serve other students was recommended as it also helped enhance their learning experience.

(d) Learning Skills

Summary

Students have developed note-taking skills and generic skills for self-directed learning in some subjects.

Note-taking assignment and journal reading assignment have been assigned to MS2 and MS3 IB respectively to help students to develop their self-directed learning and internal assessment. Pre-lesson exercises and tasks had been built in as part of the assessment for learning in DS4 and DS5 Social Studies students, who had to complete the tasks set in various topics on a regular basis.

Student's notes-making skills and generic skills for self-directed learning were also developed in the Primary Division. Teaching tools like tailor-made notebook, graphical organizers and Revision

Mind-map were used. Padlets were widely used to submit assignments, giving peer-evaluation, teaching and giving feedback.

Language subjects made use of online learning programmes in which students completed regular online lessons targeting different language skills. Students could also make use of at least one online platform to submit homework.

Science Department provided students with different self-learning tasks besides worksheet and textbook questions to reinforce students' self-directed learning skills. Some pre-lesson reading tasks were supplemented with study journal assignment for students to reflect on their readings. Lessons involving Pedagogy of Play and Thinking Routines and enhancing peer learning had been adopted in MS3IB classes. Experiment activities and projects created peer learning opportunities for students to cooperate and shared their ideas among themselves. Students could appreciate each other's work and learned from one another, hence enhanced their determination to do better.

Approaches To Learning (ATL) Skills in the IB framework, such as Communication Skills, Social Skills, Self-Management Skills and Research Skills, were successfully developed among students in TDL programme.

Questioning skills can facilitate self-directed learning effectiveness. Read Right Extension worksheets gave English Language students the opportunity to form their own questions after reading different text types in order to give them a sense of ownership of their own learning. Teachers guided students with questions and made use of '5W+1H' questioning skills. By emphasizing on these questioning skills, students learned how to ask good questions that helped them reach the correct answers.

Video to introduce library resources, HyRead, LibraryCEO app, loan policy and the rules and regulations were prepared. Print leaflets for promotion. Teachers and parents were invited to share stories on the library website 'Down to the Story Lane 一起走進童書林'. Total of 20 stories have been uploaded. 10 student librarians had joined a "Little Store Manager Training Programme" held by Little Crown Media.

Outside authentic classroom learning activities through collaborating with external bodies in arranging experiential learning activities, such as visit, fieldtrip or day-tour, etc. were promoted. At least one outdoor experiential learning activity is conducted on each level, such as field trip, day tour or visitation. At least one experience of hydroponic cultivation of vegetables

A visit to HK Museum of Coastal Defence and a history field trip to Devil's Peak enabled students' better understanding about the city and to develop their self-directed learning skills.

Online platform "溫習快線" to all MS2 and MS3 DSE students was introduced. The contents of the online quiz games enable students to review on national education and Chinese culture during lessons and outside school hours.

Reflection

Chinese Department reflected that students note-taking helped students to do their revisions but

students were unable to keep their worksheets and teaching notes in order. Most teachers in the English Department agreed that the self-evaluation forms in Writing Booklets helped students reflect on how well they had mastered writing skills. Most MS3 teachers observed that most students could make summaries of the publications in the three journal reading assignments.

All students of DS4 and DS5 had done the note-taking work using the project-zero thinking routine “see, think & wonder”; however, the quality of their work varied a bit, partially because they have difficulties grasping the abstract concept of “wonder”. Older students in MS2 could do better reflective note-taking using the thinking routine. Most of the students had adopted the pre-lesson exercises and the note-taking as the learning routine. Cornell note-taking skills was first introduced to MS1 students in 2021-22. In Citizenship and Social Development (CSD), MS3 students could use Cornell note-taking skills and also the “see, think & wonder” routine to do note-taking. To tie in with the SDL initiative, a power-point instruction document and a worksheet on note-taking were prepared. Note-taking booklets using both see, think, wonder routine and the Cornell note-taking formats were printed for MS3, MS4 students to encourage them to keep good and effective note-taking habits. Cornell notes (“康奈爾筆記”) would be introduced in the next school year for Chinese Language. English Department used self-evaluation forms in Writing Booklets for mastering writing skills.

More than 90% of teachers and students agreed that ALT helped students to develop communication skills, social skills and self-management skills.

All teachers agreed that students had a higher intrinsic motivation in learning and they could discuss with their classmates and learn from each other. Transdisciplinary learning creates opportunities for peer learning inside and outside classroom.

Graphical organizers and Revision Mind-map can help students to learn, analyze and categorize information systematically.

The low usage rate (only 11%) indicated that HyRead reading platform was not widely accepted by the students and the promotion might not sufficient whereas ‘The Story Lane’ was welcomed by the lower forms students since they could listen to the stories at home. The feedback of the “Little Store Manager Training Programme” was very positive that students learnt how to look after a bookstore with several skills, such as book shelving, cashier, books display, promote and communicate with customers etc.

It is hoped that the loosening of social distancing regulations may open opportunities for fieldtrips aimed at MS1 and MS2 levels as well. Three hydroponic devices were purchased and were mainly put into use starting from the 2021-22 school year, to provide students with hands-on experience in growing vegetables using only water.

The frequency of using "溫習快線"online platform is low. Preparation to identify the related topics / tasks that were more linking with the CSD curriculum might help to make better use of the online platform.

(e) Curriculum and Assessment

Summary

The materials of vertical curriculum had been reviewed with an aim of enriching student learning experiences by reviewing the subject learning objectives to cater for a range of student competencies. For instance, inquiry-based lesson structure, experiment and project learning activities in Primary Science were refined to cater for a range of student competencies.

Articles in Classical Chinese recommended by the EDB was implemented in the curriculum of both primary and secondary sections. A list of selected general skill learning goals was mapped to the vertical curriculum through transdisciplinary projects.

Upon suggestions by the ESR team, appropriate learning hours were added to the Technology Education in the junior secondary, learning hours had been added to the DS4-MS1. The Transdisciplinary Team in the Secondary Division had successfully implemented the Technology Education programs at DS4 level, DS5 level and the Community Innovator programs at MS1 level based on the project-based and problem-based learning strategies. The curricula provided various exposure to different topics for students by experiential learning. Transdisciplinary learning usually began with lines of inquiry or challenging questions under the topic of transdisciplinary themes and thus could inspire students to study concepts, including planning, studying and making decisions, in a collaborative or individual style.

Bonus questions were set in the summative assessment to give more able students a chance to challenge themselves. Quizlet vocabulary study sets and revision notes were provided to students before assessments.

In order to provide more specific preparations for our DSE students to get familiar with the public examination system, examination skills and techniques, arrangements had been made for participation of various activities held by other external organizations. These arrangements included mock examinations run by outside bodies, talks and seminars about examination skills and practices. It gave students plenty of opportunities for self-directed learning. The school also bought examination scripts of our own students and used them to help teachers and students to identify common mistakes, weaknesses or misconceptions and implement more effective learning strategies on tackling public examination questions. For some subjects, challenging corners were created in the Google Classrooms for Online DSE MC questions practices. Students could take their own initiatives to do the exercises for revision according to their needs and schedules.

In primary section, home spelling booklets and Read Right Extension worksheets allowed students to improve their spelling skills of high frequency words to enable them to read and write more fluently. In addition, newly designed writing paper and self-evaluation, peer-evaluation and parent-evaluation forms encouraged students to evaluate own writings.

Support for gifted students was communicated among EP, SENCO, and Gifted Education Team. Gifted classes of students' interests were guaranteed for gifted SEN students. Psychoeducational assessment was conducted for students with potential giftedness by EP. Reports of gifted students were shared among the EP, SENCO, and Gifted Education Team.

Reflection

New primary science curriculum will be further developed to implement project learning from FS1 to DS3.

Teachers had attended seminars related to the assigned reading articles of Classical Chinese. It will help teachers to improve students' learning of such articles through more effective teaching. Drillings on speaking and learning for senior forms will be trimmed so as to focus more on the Classical Chinese translation.

In general, students were well engaged in Technology Education programs. Around 70-80% of students found that they had applied knowledge from different subjects in various context, as well as increase their motivation to learn on their own. Students enjoyed the lessons and expressed that they had learned some new skills from the program effectively and productively. Looking forward, outside professional service providers can be used to maintain the quality of learning in these programs.

More than 70% of students agreed that the mock exam by outside bodies could help them get familiar with the exam style. They could also compare their performance with the students outside our school.

Although Online DSE MC questions practices were helpful, some students had expressed that they would prefer to do the MC practice on paper. Different modes of practices would be more desirable.

77% of students agreed the home spelling booklets helped them to improve their spelling. 100% of teachers agreed the home spelling booklets helped them to improve their spelling. 78% of students scored higher in their post-test than in their placement test.

Feedback and Follow-up for Major Concern 1

The "Six Steps to Autonomous Learning" in the Primary Division had helped improve students' learning ability and motivation. Self-directed learning is an important generic skill related to life-long learning. But giving self-directed learning tasks to students alone is not enough to help students develop a passion to learn on their own. It must be accompanied with teachers' and parents' care and nourishment; more involvement with parents should be sought. Also, the preparation of pre-lesson tasks should be based on the design of good quality pre-lesson tasks.

Most DS4 and DS5 students had adopted the pre-lesson exercises and the note-taking as the learning routine. Cornell notes ("康奈爾筆記") should be introduced in other subjects.

Pre-lesson assignments, with the assistance of e-learning tools were found to be helpful for students to prepare for their lessons. All departments should systematically make good use of pre-lesson assignments. Students can also benefit in the area of information literacy.

Self-assessment with proper guiding questions should be further explored to help students reflect their learning. It will also develop students' metacognition skills.

Project learning and transdisciplinary learning were welcome by students in both campuses. STEAM-related competitions and transdisciplinary learning activities can encourage

student-centred learning as well as to increase students' learning motivation on some generic skills and provided various exposure to knowledge of different KLAs through experiential learning. In fact, 95% of teachers reported that STEAM activities and competitions sparked students' interest in STEAM and 100% of teachers reported that students were engaged in hands-on activities in the classroom.

Students agreed the RAC programmes (DEAR, Reading Battles etc.) were meaningful to them. These RAC lessons made it possible for students to read books recommended by the Chinese Department, TDL themed books and books of their own choice. This develops good reading habits as well as students' language skills. Further utilization of the RAC programme should be done. Other departments should also participate in the recommendation of good and interesting books for students.

In general, students were well engaged in Technology Education programs. Around 70-80% of students found that they had applied knowledge from different subjects and KLAs in various context, as well as increase their motivation to learn on their own. Students enjoyed the lessons and expressed that they had learned some new skills from the program effectively and productively. Looking forward, outside professional service providers can be used to maintain the quality of learning in these programs.

More effort should also be used to implement the following strategies more deeply:

- 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
- To help students define their personalized learning goals in different stages
- To guide students how to ask useful questions
- To demonstrate and teach students how to learn strategically

2.2 Major Concern 2: To explore and implement Positive Education Strategies for developing positive learning attitude and well-being of students and teachers

(a) Whole-school Approach

Summary

The Positive Education Team was formed to coordinate and promote positive education in Logos Academy. The team was given the mission of coordinating different departments and major functional teams to drive Positive Education strategies in school. A task force on positive education has also been formed in the Humanities Department.

In-house workshops were organized and made available for all colleagues from both campuses to learn about how to implement positive education in the school. An in-house workshop about "Compassionate System Framework" originally developed in MIT was conducted in Nov 2022. In this workshop, colleagues learned how to help students understand and respond mindfully and compassionately to the interconnected systemic challenges in our world.

Some departments organized workshops to educate and inspire colleagues about positive

education-related concepts, e.g. flow and positive engagement that concerned both staff and students.

Reflection

The School Positive Education Team had coordinated a number of tasks to promote positive education. It is planned that positive education will be the theme in the Humanities Week to be launched in April 2023.

More than 80% of participants found the “Compassionate System Framework” workshop useful to implement positive education in their classrooms. Although participants found this workshop useful, only a small number of colleagues enrolled in this workshop. It may limit the impact of this workshop in the school. A similar workshop may be conducted again next year to deepen colleagues’ understanding in this area. Departmental workshops were also well received.

(b) Positive Environment

Summary

To cultivate in students a sense of belonging to the school, the school environment including classroom boards was enriched with posters of positive quotes. This would also cultivate in students a sense of belonging to the school.

Various parts of the campuses, including open areas and rooms, had been renovated and decorated to create a positive atmosphere that allowed students to engage in well-being activities, seek support, or relax otherwise. Eye-catching notice boards had been set up to promote well-being activities on campus. These colorful posters, bulletin boards and quotes about character strengths etc. helped brighten the school surroundings. Meanwhile, to keep students informed of important updates and events, ECAs and functional teams were promoted in the forms of posters and TV displays. For classrooms, bulletin boards had been designed according to the theme of the school year. Class updates, good works by students and a list of Logosian values were displayed to enrich a positive atmosphere in the campuses.

By applying Positive Education strategies in our daily teaching, teacher-student and student-student relationships can be strengthened. Across disciplines, teachers at the Primary Division had been employing a number of strategies to facilitate student learning and develop rapport with students; examples ranged from providing constructive feedback to raising students’ curiosity and allowing positive class interaction. Likewise, some teachers at the Secondary Division elicited students’ positive emotions.

A variety of activities and schemes had been introduced on both the primary and secondary campuses with the concerted effort of several departments and teams. The Physical Education department at the Secondary Division launched a school-based fitness award scheme, under which students’ participation is recognized with prizes during assemblies. Adding to these were adventure activities (e.g. tire obstacle courses) and dancing lessons organized by the School Activity Teams across the campuses, through which students bolstered their physical fitness. Stretching sessions, as

well as a well-received. Love Reading Love Voting program were introduced to secondary and primary students respectively to help students improve their mood, develop closer friendships with peers, and develop a love for reading.

Experiential learning is conducive to a better school experience as well. For this reason, the Physics Department and the Visual Arts Department hosted the SIM Week (Sciences, ICT and Math) and displayed student works respectively, while a 3D artwork exhibition was set up on the secondary campus. In doing these, students had a chance to make use of classroom knowledge for their own enjoyment.

Another key focus was introducing students to Chinese culture in a positive manner. Various departments including Chinese, Music and Science hosted festive, promotional, sport, and craft-making activities throughout the school year such that students would develop a deeper positive appreciation for Chinese culture as well as a stronger awareness of their cultural identity.

Reflection

The school environment had been brightened up by colorful posters and displays. In general, both teachers and students welcome these changes. Going forward, more artworks can be displayed on campus such that more students would feel that their effort is indeed acknowledged.

Many measures were used to cultivate a positive learning environment in lessons. Students become more-confident learners as a result. They also responded positively to being recognized as teachers provided feedback and displayed their good works.

School-based fitness award scheme were well-received by students. Other fitness activities in both campuses were also welcome by students.

(c) Positive Education Strategies

Summary

Different departments and teams come together to reinforce a positive learning environment. The Campus Life Teams on both campuses, for example, equipped teaching staff with skills to preserve school order, trained students to be self-disciplined through such events as school-wide cleaning-up sessions, and conducted prefect recruitment and training exercises. Leadership training opportunities were provided for school librarians and leaders as well, including members of the Student Union.

Strategic planning is the backbone of effective education, and this vision is embraced by our teaching staff. From using literary works to teach students positive values (English Department) to introducing a reward system (Humanities Department), and from providing timely, constructive feedback to help students identify their strengths to holding workshops, extracurricular and school team training sessions, students across campuses are provided with plenty of opportunities to engage in learning, both in and outside of class. The effort is supported by the Campus Life Team, who provided guidelines for establishing classroom rules and promoting cohesion. Sharing sessions

were also organized to familiarize teaching staff with effective ways to approach students with special education needs.

On top of these, the school strongly believes in the fundamental role Christian values play in holistic character development. Both the Christian Ministry Team and Religious Education Department seek to provide a positive environment for students to grow in their relationship with God. An array of events was planned with the aims such as fostering spirituality and sense of celebrating accomplishment in students.

In the current school year, students were taught to build up one another in love and voice their needs to God in prayer with faith. Teachers were able to lead prayers, while students had interceded for others at least once every term. Meanwhile, more than 200 letters were written by FS1 to DS3 students throughout the span of “Letters to God”, an initiative carried out by the primary division’s Christian Ministry between September and December 2022. Members of Little Pioneers were also given the opportunity to serve as they read Bible verses, led hymns and prayed during weekly devotional periods and activities held by the campus ministry. Meanwhile, junior secondary students had been learning about the century-long history of the HKCCCU.

Likewise, Christian students at the Secondary Division served during morning devotions and Christian Education periods by reading Bible verses and leading worship. During fellowship gatherings, teachers and students shared their testimonies, developed friendships, and prayed for one another, thus improving their relationships. A Christmas-themed interdisciplinary quiz was carried out in December to promote positive learning among DS4 and DS5 students.

A vast variety of class-based activities had been planned for the year aiming to improve class cohesion. From designing class tees and name-tags to decorating classrooms and bulletin boards, emphasis was placed on instilling growth mindset in primary students. The students had been introduced to positive thinking and writing positive messages as well, while their effort was recognized with good works displayed in their classrooms. Incorporating elements of positive education into Life Education lessons also proved beneficial to MS4 students as they were preparing themselves mentally for public examinations. Extra support, in the form of mentorship and well-being programs, was provided for the same students.

At the same time, the FLE department organized a pre-Lunar New Year cleaning activity as FS1 to DS3 students cleaned their desks with hand wipes. Throughout the school year, the department co-taught MS4 students with the RE department, guiding students to reflect on what they had learned from the lessons and write thank you cards, which they would deliver to the ones they were grateful for during the graduation ceremony; photos had been taken to capture these special moments.

All DS4 and DS5 students had joined the House Point Reward System coordinated by House Point Team among many subject departments. Selected exercises and activities had been included in the House Point system to encourage students to have positive learning attitude in doing assignments and revision.

Reflection

Overall, with the prayerful environment on campus, students felt a stronger sense of belonging to the school and had grown in their love for their school, classmates and families. Besides getting involved in Christian activities, students became more connected to the school through taking part in these activities on campus. It is hoped that students can be given more opportunities to take up leading roles in worship and prayer in the future. Meanwhile, having learned about the history of the HKCCCU, junior secondary students will get to know more about this school and thus have a better positive connection to it.

It was suggested that for the second half of the school year, primary students, having experience on writing positive messages, should be able to make presents for their parents and bid farewell to graduates.

As more departments joined the House Point Reward System, students are constantly reminded to have positive learning attitude in daily school life.

(d) Growth mindset and Well-being

Summary

Departments and teams across Primary and Secondary Divisions had been orchestrating efforts to encourage students to seek self-improvement by promoting a growth mindset.

Self-directed learning tasks (Chinese Department), authentic experiential learning activities and programs (Geography Department) were introduced to encourage students to become self-motivated, positive, resilient problem-solvers. To help ensure disciplined and effective learning, the Campus Life Team organized talks to make students aware of the consequences of cyberbullying, introduced LA Challenge events each term to acknowledge students for their effort in self-management, and allowed students to make up for their misconduct by completing the Self-directed Scheme. These programmes were planned with the intention of developing the growth mindset of students.

Self-exploration is another key component in personal growth. Through workshops and therapy sessions, students were also equipped with social skills and emotional regulation tips to work with peers and solve problems in more effective ways. These platforms also allowed students to become more self-aware and express themselves in a judgment-free setting.

This year, teachers presented statistics to acknowledge students' progress, guided students to reflect on how they acquired knowledge, and provided constructive feedback. These strategies had generally empowered students as they were able to recognize their own strengths and had more confidence in their own abilities.

The effects of positive education and growth mindset were not just felt in normal lessons. Through special activities such as the Book Character Catwalk Competition and the Reading Battle, primary students got to demonstrate their understanding of the books they had read, developing self-confidence in the process. As learning extends beyond the classroom, engaging students in STEAM activities was yet another organic way to help students explore and develop their competencies.

At the same time, upper secondary students were challenged to think ahead for college applications and discovered their hidden potential through learning new skills in OLE+ lessons. With students' good works displayed on campus toward the end of the school year, both parents and teachers across departments had the opportunity to know more about the students' strengths outside of class and how they applied classroom knowledge to achieve success.

Growth mindset and positive thinking could also be reinforced by encouraging students to serve the school and the society. MS3 IB students exercised out-of-the-box thinking as they met and brainstormed ideas for their CAS project, which aimed to develop students' serving hearts. They had traded thoughts on how to creatively serve the community in the face of the pandemic.

Recruiting and training student librarians was yet another way to strengthen students' sense of belonging to the school. Student librarians, tasked with facilitating smooth operations of the library on the secondary campus, had shown satisfactory attendance this school year.

Spirituality is just as crucial to a learner's growth. By collaborating with two churches as well as several outside parties, students in the secondary division gradually saw the importance of serving their community, all the while observing the Great Commandment and the Great Commission -- to serve others with love and to testify the Gospel.

Some departments had also addressed the issues of character strengths with students. Positive feeling on character strengths such as Honesty, Fairness, Teamwork and Leadership not only could help students to have positive relationship with classmates, but it could also help them to succeed in their future.

For senior-level students, an expressive arts therapy workshop was organized, during which MS3 and MS4 students were introduced to new ways to release stress and taking care of the well-being of these students.

It is not just students who benefit from having a growth mindset. With help from the Parent-Teacher Association, events were held to introduce parents to ways to show support for their children in growing toward self-directedness. These included talks, workshops and parent-training sessions.

In addition, the tradition of recruiting parent volunteers for the school library continued this year, and with these volunteers, students were able to read and learn in a quiet and well-maintained environment.

Reflection

With more teacher training on using statistics in a positive way and better lesson planning, more students will thrive in the positive learning environment.

Student librarians and students doing CAS projects are expected to acquire skills and become more self-confident through their service. Equipped with necessary skills to serve the school, these students also felt a sense of belonging to the school and have grown in self-confidence as they carry out their duties.

Knowing one's own character strengths explicitly will benefit students in the long run. It is also a very good way for students to apply their knowledge in their daily life.

It is believed that extra administrative support would help bring such learning activities to new levels of success.

Feedback and Follow-up for Major Concern 2

Positive mindset of a person is essential to healthy lifestyle. With measures that helped cultivate a positive learning environment and in lessons, students had not only become more-confident learners, but had also developed better relationships with classmates. They also responded positively to being recognized as teachers provided feedback and displayed their good works. Teachers should always bear all these in mind in a systematic way in designing and delivering their lessons.

Primary students had been asked to write positive messages to patients in hospitals. Respecting people, caring about people are good attitude and values. More opportunities should be given to students to use such way to show their empathy. Moreover, they can write congratulation messages as a way of learning to create a positive atmosphere and live a healthy lifestyle.

School-based fitness award scheme were well-received by students. Other fitness activities in both campuses were well received by participating students, whose confidence had also somewhat improved. A good awareness of the need to be fit and healthy is also essential in life.

The expressive arts therapy workshop had provided a good chance for MS3 & 4 students to have fun while releasing their stress. Students found the workshop enlightening and good for their well-being.

The joint efforts of the different departments in the House Point Reward System had generated synergy to encourage students to have positive learning attitude in daily learning and teaching. More involvement of students and teachers in the House Point System can improve the positive attitude of students.

With the resumption of normal schooling, it was hoped that more facilities would be made available to students and teachers once again for extracurricular activities and other after-school events.

More effort should also be used to implement the following strategies more deeply:

- To promote a growth mindset for students' self-improvement
- Training for all teachers about Positive Education rationale and strategies

2.3 Major Concern 3: To explore the moral and values education of Logosians

(a) Logosian Core Values

Summary

The Logosian Values Framework is an important part of the holistic curriculum of Logos Academy. Under this framework, a whole-school approach is adopted to address values education in the school. There are altogether 10 Core Values ranging from “Love” to “Perseverance”. The 10 Core Values form the main themes for students of different stages of progression of learning expectations in acquiring the essential values of Logosian education, with “Servant Leadership” as the overarching ultimate aim. “Self-management”, “Self-learning” and “Self-reflection” are the three inter-connected habitual values and attitude that the school would like to develop in our students.

A suitable atmosphere for delivering values education is created through the campus environment. It serves as constant reminders for students to develop the habit of reflection for nurturing the Core Values. The campus was enriched with moral values slogans and sayings being displayed on the campuses and moral messages were shared with students during assemblies. Under the supervision of HRTs and with the support from the Class Cohesion Team (班級經營小組), the classroom display board in each classroom was designed to reflect the theme of the year for values education. Some classes even had students’ complete worksheets relating to reflection on the theme, which were then displayed on the board.

“Words of Comfort” (真道雋語) on the value theme of the year “cooperation”, contributed by teachers and students, were framed with acrylic boards and displayed along the corridors on each floor to inspire and motivate students.

The core value of being a servant leader was highlighted through stall games as part of the school’s 20th anniversary programme. Junior students were coached by core members of SU and NSHSS and worked on the design and production of the stall games. The process of cooperation and devoted service demonstrated the spirit of serving others.

Values education is an essential element of whole-person development. To foster values education, Logosian core values have been incorporated into the school curriculum of different subjects.

Extensive reading is a significant channel through which core values and attributes are fostered in students. During DEAR time, all FS1 and DS3 students read the books selected and recommended by the English Department (Primary) that aligned with the level themes and values of the overarching transdisciplinary curriculum.

To complement level readers, reader worksheets with questions designed around values education were provided for FS1-DS2 students. DS3 students read the well-known novel “Wonder” and learned different values in the story. Moreover, reading lessons are scheduled in FS levels to promote Logosian core values (e.g. respect, love and honesty) through reading books online via Tumble books, with all students completing Library Booklets about moral values through reading Tumble Books. In the Secondary Division, students did concrete tasks, such as creative writing, research, debate, etc. which allowed the development of moral values in students.

The annual “Logos Reading Day” carried out on 30 March 2023 at Campus 1 presented another exciting opportunity -- “Reading Battle” -- for students to read selected values-related books (a theme-based book was selected for each grade), inculcating a habit of reading in students at the same time.

Other subject departments also contributed vigorously to the development of core values students.

The curriculum of Religious Studies has been re-designed so that each level has been infused with the Logosian values corresponding to that value, according to the entire Logosian Values framework, e.g. love and honesty for FS; respect, responsibility, appreciation, empathy, and the regulation for DS; cooperation, commitment and perseverance for MS. Students learnt and understood the Logosian values embedded into the curriculum.

At Campus 1, the Social Studies curriculum is extensively infused with moral values, such as self-respect, responsibility, quality of life, interpersonal relationship and protection of environment, etc. Likewise at Campus 2, the Social Studies curriculum provides an important platform for values education. For MS students, Geography covers the topic of UN Sustainable Goals. Logosians core values are embedded into daily teaching and learning processes: students are required to reflect on what they can do to contribute to universal goals and values.

In this information era, media literacy is closely related to the development of positive values in students. With this in mind, a series of “網想家” talks were provided by Hong Kong Family Welfare Society for all levels at Campus 1, covering such topics as online addiction (FS1); cyber-bullying (FS2); online friendships (DS1); in-game purchases (DS2). During the TE lessons for DS4 and DS5 students, teachers always stressed on the Logosian Core Values while teaching them consumption habits.

Planning of a new curriculum for positive life education (正向生命教育) had been completed for all MS levels by the Family Life Education Department. The booklet 「天倫家書」 was published and given out to all FS1 students and transfer students at the start of the school year so that their parents could also learn about the principles of Family Life Education in Logos Academy. The book was also given to transfer students joining the school in January. OLE Plus lessons for MS2 students were planned with the Logosian Core Values of Cooperation, Perseverance and Commitment in mind.

Value Education lessons were reviewed and updated to ensure all areas of values education development. At Campus 2, at least one curriculum of each level (DS4-MS4) was improved. Different lesson plans with teaching materials were prepared for HRTs at all levels. At Campus 1, three Value Education lessons were conducted for each level, designed around the Logosian core values framework. Teaching materials and lesson plans were provided for HRTs. The majority of teachers at both campuses agreed that the lessons helped to nurture core values effectively in students.

Other than the formal school curriculum, values education was also reflected in school activities. Morning devotion time involved the principals and teachers sharing on the Logosian Core Values. The year theme at the Primary Division this year is 自己的事盡力做，未做到就再進步 (“Responsibility”); at the Secondary Division, the theme is 拍住上 (“Better Together”). Teachers at both campuses appeared in a series of live drama performances relating to the themes at the start of the school year. All FS2 students participated in the “One Person One Flower” activity, an opportunity to heighten their sense of responsibility.

On 10 Feb 23, a variety of activities were arranged by the Counselling Team to allow students to unwind and have fun at lunch time. The theme of the lunch funfair program was to teach the students how to relax and distress. Moreover, a zentangle drawing session was organised in the assembly time in February for DS5 students to teach them art therapy.

Teachers served as role models to students in demonstrating correct values in various aspects of school life. For example, in adventure games(小組歷奇) for primary students, teachers and parent volunteers demonstrated love and stamina to students.

Reflection

There should be a review of explicit progressive targets set for different stages of development in the Logos's curriculum framework, namely FS, DS and MS, in the three self-discipline goals, "Self-management", "Self-learning" and "Self-reflection". More future collaboration between Campus Life and Class Cohesion Team can take place in fostering values education. More scaffolding strategies can be provided for students of different stages to help them understand and reflect on values more easily.

Some DS students even expressed the wish to experience it when promoted to DS4. Moreover, while attempting reader worksheets, students could be given more scaffolding to help them understand the abstract values. The level of difficulty of questions/tasks can also be adjusted.

For library lessons next year, books will be picked from the current selection of stories, with moral values from the stories receiving continued emphasis. Other English learning activities, e.g. drama, will be carried out to promote values education while learning English.

It is advised to adopt textbooks endorsed by EDB for DS4 and DS5 Social Studies curriculum. It enables appropriate contents suggested by the government to be included in the curriculum.

The curriculum of Value Education and Religious Studies lessons for DS4 to MS4 needs to be reviewed.

The connection to everyday life should also be emphasized to facilitate the application of values. Teachers could collaborate with the Counselling Team or Class Cohesion Team to promote values education more holistically on campus.

It should be borne in mind that student involvement is crucial. Encouraging student involvement in drama performances and promotional work can increase engagement and provide valuable skill-building experiences.

Weekly assemblies and Homeroom Teacher (HRT) times had been well used to promote school's values to students. The lunchtime funfair organised by the Counselling Team was welcome by students. We can explore how to fit in more Lunch programmes to promote positive values.

(b) Christian Values Education

Summary

Apart from a designated period of Christian Education for each level in the formal school time-table, regular assemblies for promoting Christian Values were held in both campuses to promote Christian

Values Education.

The school's Christian Ministry played an instrumental role in implementing Christian values education at both campuses.

At Campus 1, a total of 32 Christian Education sessions were scheduled on Friday mornings, where members of the SMC, pastors, chaplains, and Christian teachers shared their faith on the topic of "Knowing God", mostly through interacting with students in an engaging way. In particular, a "Bible Q & A" session was held during one assembly and aroused much interest in students. Student leaders' participation was equally evident: members of DS3 "Little Pioneer" and Student Fellowship, as well as all Christian students, participated in weekly Bible readings, led the "Lord's Prayer," and sang hymns to encourage spiritual growth and service to others.

At Campus 2, a wide array of activities and events carried out throughout the year helped to promote and strengthen Christian values. Similar to Campus 1, a total of 29 "Christian Ministry" sessions were conducted, where members of the SMC, pastors, chaplains, and Christian teachers shared their faith. Student Fellowship and all Christian students also participated in weekly Bible readings, led the "Lord's Prayer," and sang hymns.

Moreover, during morning devotions (conducted through live broadcast), principals and teachers shared their faith and the Bible verse of the week.

Christian Education had been successfully implemented, with "The Characters of God" as the theme at the Primary Division and "A Great Crowd of Witnesses" as the theme at the Secondary Division. The success was made possible by the involvement of SMC members, church pastors, chaplains, and teachers, who were keen to share the Gospel with students. Students also served by reading the Bible and leading the "Lord's Prayer" every week.

Both the primary and secondary campuses had been visually enriched with English quotes and Bible verses to foster a Christian-rich environment. The learning of the teachings in the Bible was complemented by school-based worksheets. Activities with task sheets were completed by students in TEC lessons, allowing them to understand the meaning of Bible verses and remember them.

As the many Logosian Core Values are derived from Christian Values, there is a natural integration of Christian Education and Value Education in the school. For Primary Religious Studies lessons, the curriculum for each level had corresponding Logosian Core Values incorporated into it (e.g. Love and Honesty for FS Level; Respect, Responsibility, Appreciation, Empathy and Self-regulation for DS Level). The curriculum of Secondary Religious Studies also had corresponding Core Values of the school-based values education framework incorporated into each level from DS5 to MS3. Topics related to the values mapped to each level were added to Religious Studies lessons. Relevant Bible verses relating to the yearly themes of values education were selected and read by students at morning assemblies.

Two other one-off events were noteworthy: the Gospel Week (on 22 November) and the Gospel Camp. The Gospel Week featured a range of activities such as song dedications, book exhibitions and Bible games. A Gospel Camp were joined by four church leaders; 39 DS4-MS3 students participated in the Camp.

Student groups provided another channel for strengthening Christian values. The Student Fellowship includes 13 MS students in the committee, all of whom helped to conduct face-to-face gatherings every Tuesday during lunchtime, with around 22-24 students on average joining the activities. The committee students were responsible for hymn singing, Bible reading in morning devotions and the “Christian Education” periods. To give their peers a good opportunity to practice their love for God and neighbours, the Student Fellowship organised a “Necessities Drive Programme” in December for the homeless, who benefited from canned food and gift coupons. Furthermore, committee members had the opportunity to design student programmes in Terms 3-4 and put their ideas into action: they decorated the school campus with the theme "The comfort from God", featuring Bible verses that they felt most connected to. In Term 2, the committee learnt from staff at the Fellowship of Evangelical Students (FES) in Bible study skills; in Term 4, FES staff led Bible study activities to illustrate how to practise the Ten Commandments.

Another important student group is the New Believers’ Group. A total of 37 students joined follow-up support groups. They were grouped into different cell groups based on their classes. The group leaders of these follow-up support groups included teachers, chaplains, and church pastors. New believers agreed that the activities in the support groups helped them to learn more about Jesus

A worship team was established at Campus 2, providing more opportunities for Christian students to serve and live out their faith. The students are enthusiastic and passionate about these opportunities.

One project initiated by Religious Education Department involved students sending self-made photo frames that carried their blessings to patients at Tseung Kwan O Hospital after learning about their conditions. They learned to show care and concern to others as well as gratitude through their actions.

On the advanced academic front, an extended discussion and study of Christianity was introduced in Theory of Knowledge (TOK) for IB students.

Reflection

The “Christian Ministry” sessions conducted with members of the SMC, pastors, chaplains, and Christian teachers sharing their faith were welcome by students. 68% students agreed that these sessions helped them to learn and understand the Christian faith. 66% students agreed that morning devotion sessions conducted through live broadcast helped them to deepen their understanding of Christian values as well as this year's school theme (cooperation).

Overall, 72% of members of Student Fellowship found a sense of belonging to the Fellowship and 78% of them felt that the programmes help them to deepen their faith in Christianity.

New believers agreed that the activities in the follow-up support groups run by teachers, chaplains, and church pastors helped them to learn more about Jesus.

Students from different levels responded with great interest and active participation in the Gospel Week. They were particularly drawn to the sharing by Rev. Lau WC, alumni’s sharing and the book fair. 33 secondary students decided to believe in Jesus. Over 90% of participants in the Gospel

Camp felt that the camp helped them to know more about Christianity and Jesus. 7 students decided to believe in Jesus. The Gospel Camp could provide an environment where students felt comfortable exploring their beliefs. The fact that church leaders joined the camp helped to bring students closer to the church. It is recommended that the Camp continue next year.

The Christmas-themed photo frames activity was also fully enjoyed by students as the activity embodied the Christian values of concern for others and gratitude. In order to improve the overall quality of the photo frames created, it is recommended that more time be allocated for the design and making process, therefore encouraging students to put more thought and care into the production and making the whole experience more meaningful and rewarding for them.

The following recommendations could also be considered to further strengthen Christian values education and raise effectiveness:

- allowing students to take turns in leading the morning devotion to promote leadership skills and ownership of the programme;
- providing opportunities for students to showcase their musical talent by leading worship songs or playing instruments;
- encouraging students to submit their own reflections or devotional messages to be read during the morning devotion;
- incorporating a time for prayer requests and praises to encourage students to share and support one another;
- renewing decoration with Bible verses once or twice a year, since Bible verses can be a source of inspiration and guidance for students;
- inviting speakers who serve in nearby churches in Tseung Kwan O to share their faith and introduce their churches during the “Christian Education” sessions, in order to encourage our students to become involved in a church community;
- making more use of digital Bible games since they are popular with students.

(c) National Identity Education

Summary

All schools in Hong Kong are promoting National Identity as a core value in the school system. All teachers are better nurtured with the knowledge of Basic Law and Constitution through active participation of workshops organized by Education Bureau.

Flag-raising Ceremony is held regularly (every Monday at the Primary Division and every Tuesday at the Secondary Division), as well as on important days and special occasions, e.g. the first day of the school year and the first day of the new year. The Flag Raising Team also had new uniform and went through some formal training sessions so that the marching is properly executed in Chinese Style. The Principal also delivered speeches relating to National Identity as a core value. These speeches at both campuses helped to strengthen students' awareness of national identity and nurture patriotism. They aimed to inspire and motivate students to take an active role in shaping the country's future. Towards the end of the school year, some students were given the opportunities to give speeches on Chinese culture and national identity.

The EDB regularly organizes training courses related to national education for teachers. Teachers can attend them to understand the latest curricular developments. Elements of National security education (NSE) are added to the existing curricula of different subjects, e.g. Social Studies, Media Education and Transdisciplinary Learning (TDL) at the primary division.

Various subject departments such as the Chinese and Chinese History Departments contributed to Chinese culture and national identity education. In the Social Studies curriculum, subject content touched upon important concepts such as the constitutional relationship between HK and PRC and national security. The Chinese Department contributed by laying out an extensive reading list for FS1-DS3 that aimed to deepen students' knowledge of Chinese culture. Books on the list were purchased and made available to students in classroom libraries.

In Geography for MS1 and MS2, students learnt about China's national conditions: in particular, the recent achievements by the Chinese government in addressing environmental issues such as desertification and deforestation. Students also took part in online competitions on basic knowledge about China's development in geography and its environmental issues. A reading program about "Belt and Road" was provided for MS1 and MS2 Level students in BAFS. History students, in addition to developing their national identity when studying relevant topics (e.g. modernization and transformation of China; Chinese civil wars), went on a local tour "魔鬼山軍事遺跡景點逐個講" to learn about the security of Hong Kong and China.

Various activities and competitions are promoted to students to help them explore and learn about aspects of their national identity, e.g. "2022 National Day Online Quiz Competition" and "Annual Chinese Historical Figures Election 2022". Students are also encouraged to take part in activities that promote knowledge of the Basic Law, e.g. "Basic Law question and answer Contest", and "2023 Constitution and Basic Law Inter-school Quiz Contest". The school also made good use of the QEF project "我的行動承諾" to provide workshops to teachers, parents and students to promote all-round National Security, National Identity and related IT Literacy. China Tours and trips of students and teachers were also well received. The participation of Student Ambassador on Constitution also set a good example of national identity.

Students at the primary division are introduced to various Chinese literary classics through the "「星」級名著閱讀計劃". Students complete reading worksheets and their learning outcomes are displayed through showcases. Outside the classroom, a wide array of activities related to Chinese traditional cultures and Chinese festivals -- such as craft workshops, wearing of traditional costumes, are organized to allow students at all levels to learn about the multifaceted Chinese cultures, e.g. Mid-Autumn Festival and mooncakes, food and celebratory sayings related to Chinese New Year, the Chinese zodiac, etc.

Other than efforts made by schoolteachers, sharing and talks given by external guests and professionals proved another effective way to foster national identity education. On Logos Reading Day at Campus 1, Mr. Ken Tang (鄧子健) was invited to give a book talk on 香港傳統習俗故事. This helped to increase students' understanding of local traditions and customs. (3.3.4) Another occasion was the junior students' assembly at Campus 2 on 26 April 2023 where Executive Director of the Academy of Chinese Studies (中國文化研究院院長) was invited to share on the topic "我們的故宮: 科學、歷史、文化". The majority agreed that the sharing deepened their knowledge of Chinese History and culture, and that it raised their sense of national identity.

Reflection

During flag-raising ceremonies, the principal as well as school management staff conduct themselves with solemnity and demonstrate respect for the occasion to students. As more teachers and students are more familiarized with National Education, it will become a natural integration of the Values Education in Logos Academy.

Flag raising ceremonies served as an important opportunity for students to come together and show respect for the national flag, while also reinforcing important values such as patriotism, unity, and respect for authority. By participating in this ceremony, students could develop a deeper appreciation for their country and its values, and learn to become responsible and engaged citizens.

Geography students expressed that they were interested in the development of their home country as well as the whole world, and in knowing the current status of China compared to other parts of the world. Teachers will continue to include and increase case studies on China's development on environmental matters and stress the importance of geography in nation security issues. The reading scheme of “Belt and Road” for BAFS students had successfully implemented. Over 80% of students will participate in this program. The students could identify and understand more about the “Belt and Road” concepts.

Many students took part in online quizzes relating to National Day and National Security Education Day.

The arrangement for sharing sessions on Chinese culture during Morning Devotion were well received by students, especially in the Primary Division.

It is recommended that guests who are experts in Chinese culture should be invited to share with students on topics relating to Chinese traditional values and national education.

Visits to the Hong Kong Museum of Coastal Defence will be organised next year to allow students to know about the importance of the security of Hong Kong and China

Feedback and Follow-up for Major Concern 3

The curriculum of Value Education lessons for DS4 to MS4 should be fine-tuned with a whole-school approach in the next school year. The Religious Studies curriculum could be further enriched through incorporating different classroom activities, e.g. group discussion, case studies, role play, etc. to encourage more participation by students.

Weekly assemblies and Homeroom Teacher (HRT) times are important channels for transmitting the school's values to students and helping them form positive habits. They also provide opportunities for students to develop a sense of belonging. More systematic approach should be explored for utilizing this valuable time. Values such as perseverance, respect, honesty and caring could be emphasized more, especially in the Primary Division as advocated by the EDB.

Guest speakers from the community or experts in various fields could be invited to share their

experiences and insights with students. This can help to broaden students' perspectives and inspire them to pursue their passions and interests.

The lunchtime funfair organised by the Counselling Team was well received. Lunch programmes are good ways to promote positive values and enhance the supportive atmosphere at school.

To improve the delivery of Logos Values in OLE lessons, the instructors should be requested to make the linkage more explicitly; students can also be asked to write post-lesson reflections relating to the values.

More integration of Christian Values Education and Logos Core Values Education will be expected to take place in the future. One recommendation is to invite speakers who serve in the nearest churches in Tseung Kwan O to share their faith and introduce their churches in the “Christian Education” period.

Subject Departments should find out what would be required by the EDB regarding the implementation of National Security Education in the subject level. They should be made known to all teachers concerned.

Online quizzes relating to National Day and National Security Education Day could arouse students' awareness of national identity and national security. Over 70% of DS4 and DS5 students took part in online quizzes relating to National Day and National Security Education Day. More promotion of such activities should be done in the campus.

The arrangement for sharing sessions on Chinese culture during Morning Devotion were well received by students, especially in the Primary Division. These cultural activities should continue next year, building on the success and positive impact of this year's activities. This will provide ongoing opportunities for students to learn about and appreciate Chinese culture, and to develop a broader perspective on the world.

The school had a long tradition of having academic exchanges with schools across the border in Guangzhou and Shenzhen. They were unfortunately suspended due to the pandemic Covid-19 for the past few years but should be resumed next year. Moreover, the school should actively participate with the cross-border visits arranged by the Education Bureau when restrictions to Mainland are more relaxed. It is hoped that all these valuable cross-border exchanges can be resumed in due course.

More effort should also be used to implement the following strategies more deeply:

- 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 implement National Security Education in the subject level

2.4 Conclusion

As we are mid-way through the 3-year development cycle, the school will continue to focus on the three major concerns as well as carry on with the well-established practices of good pedagogy for the benefit of students in their learning. There had been many new initiatives on different ways of

implementing self-directed learning in the two campuses. Upon more reflection and sharing, teachers shall be in a good path of taking advantage of the positive effect of self-directed learning. Positive Education Strategies were also well received by teachers and students alike. In the long run, this will enculture Logos students to have a growth mindset to face challenges in life. The Logosain Core Values were also laid in a firm foundation as more concrete measure were used to integrate such values with Christian Values based on the vision and mission of our school. National Identity Education, though somewhat new to the school in words, is not entirely novel in our school culture. Different elements will slowly become natural in the school.

3. Learning and Teaching

3.1 Lesson Time Allocation

(a) In 2022-2023, teaching days for different levels are as follows:

FS1 to DS3	DS4-DS5	MS1 to MS3	MS4
191 days	191.5 days	192 days	114.5 days

(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	29%	27%	19%	18%-24%	16%-17%	16%-17%
English Language	21%	21%	19%	20%-26%	16%-17%	16%-17%
Mathematics	11%	11%	14%	14%	12%-18%	12%-18%
LS/CSD/NR	--	--	--	--	6%	6%
Natural Science	4%	4%	10%	27%-33 %	29 %-30 %	29 %-30 %
Technology	5 %	5 %	6%			
Personal, Social & Humanities	7 %	9%	16%			
Arts	11%	11%	7%			
Physical Education	5%	5%	4%	4%	4%	4%
Others	8%	8%	5%	11 %	11%-14%	11%-14%

Remarks:

FS1-DS3

Chinese Language Education includes Chinese Language, Putonghua and $\frac{1}{2}$ DEAR period.

English Language Education includes English Language and $\frac{1}{2}$ DEAR period.

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

Technology Education includes Information Technology and Media Education.

Arts Education includes Visual Arts, and Music.

Physical Education includes Physical Education.

Others include morning assembly, weekly assembly and homeroom teacher period.

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 Technology Education.

Arts Education includes Visual Arts and Music.

Others include morning assembly, weekly assembly, and homeroom teacher period.

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.

Technology Education includes Information and Communication Technology and Computer Science.

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

Arts Education includes Visual Arts and Music.

Others include morning assembly, weekly assembly and homeroom teacher period, Religious Education and Family Life Education.

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

3.2 Our Students

(a) Class Structure

The table below shows the number of classes and students in each year level as of 26 June 2023:

Class Level	No. of Class	No. of Boys	No. of Girls	Total
FS1	6	115	78	193
FS2	6	110	81	191
DS1	6	89	81	170
DS2	6	106	83	189
DS3	6	96	88	184
DS4	5	83	96	179
DS5	5	78	79	157
MS1	5	57	68	125
MS2	5	72	73	175
MS3	5	57	56	113
MS4	5	69	64	133
Total	60	932	847	1779

(b) Annual Attendance Rates

Class Level	Annual Attendance Rates
FS1	95.6%

FS2	96.2%
DS1	95.9%
DS2	96.0%
DS3	96.2%
DS4	96.0%
DS5	96.1%
MS1	95.6%
MS2	94.5%
MS3	95.2%
MS4	94.7%

3.3 Our Teachers

- (a) No. of teachers

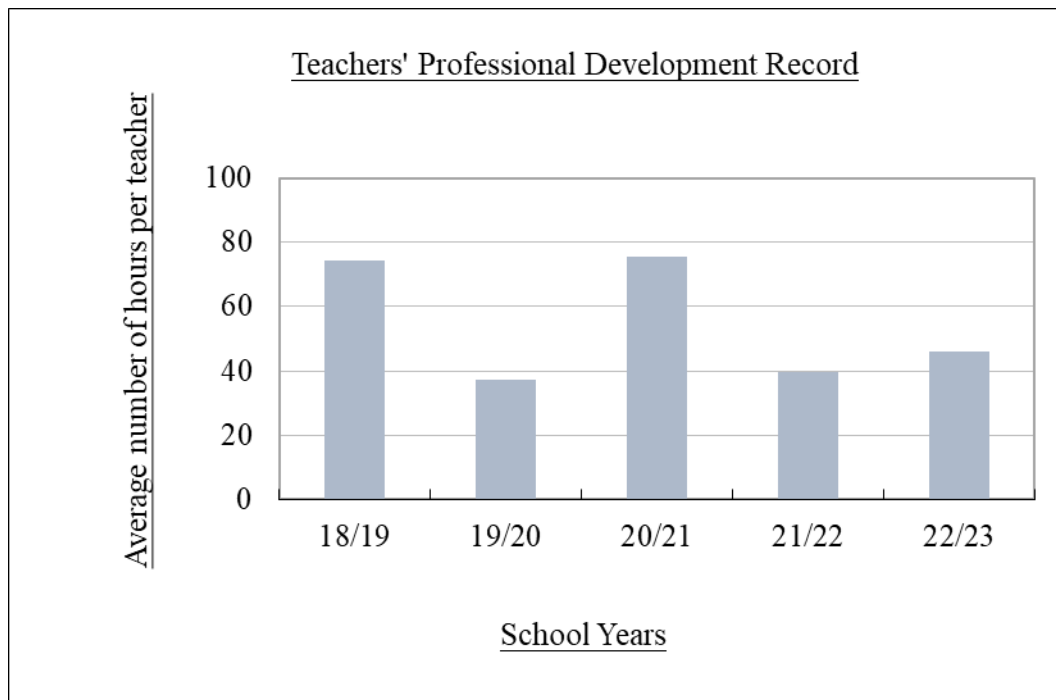
There were 161 teachers in the approved establishment.

- (b) Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education	90.0%
Bachelor Degree	100%
Master / Doctorate Degree	55.3%
Special Education Training	28.0%

Working Experiences (% of Teachers)	
0 – 4 years	26.1%
5 – 9 years	13.7%
≥10 years	60.2%

- (c) Continuous Professional Development



3.4 Learning, Teaching and Assessment Strategies

(a) 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.

(b) 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.

(c) Use of Internal and External Assessment Data to Inform Learning and Teaching

Teachers use internal and external assessment data to learn about the strengths and weaknesses of students so as to improve their teaching effectiveness. Internal data collected in the two Summative Assessment annually are systematically summarized in statistical modes. Qualitative markers reports are compiled to help teachers reflect on student performance. Subject departments also review the reports of TSAs and Pre-S1 Attainment Test and actual public examinations to learn the performance of our students and teaching effectiveness. The following table summarize how these data are used.

Item	Data	Use of Data	Subject / Stage
1.	Internal Summative Assessment Results (SA1 and SA2 or Mock for MS4)	<ul style="list-style-type: none"> Based on students' Summative Assessment marks, each class teacher has an overall summary of performance of individual students for analysis. Statistic data and charts for individual class, group and level were generated by the IT Team. Markers reports were done by subject departments for each assessment paper of all subjects to analyze the level of difficulty of each paper, the performance of students, common weaknesses and follow up actions and recommendation. A Brief Reflection Report has to be submitted by each subject department head after each Summative Assessments to summarize the overall performance of students in the subject, strength and weaknesses identified by front-line teachers as well as the follow-up actions to be done. 	All subjects for all levels from FS1 to MS4
2.	Primary TSA data	<ul style="list-style-type: none"> Statistical data released by HKEA are analyzed by all the core subject department. Through the performance for different papers (Reading Writing and Listening for Languages and the 4 Strands in Mathematics), the strength and weakness of students in different areas are analyzed. Curriculum adjustments, teaching approach modifications are discussed in respective departments. Cross-year analysis are also available to inform whether curriculum modifications were effective or 	Core subjects at DS1 Level

		<p>not.</p> <ul style="list-style-type: none"> • Results of analysis will also be used to inform summer enrichment courses for these core subjects. • These data also serve as benchmark information in comparison of other schools in Hong Kong. 	
3.	Pre-S1 data	<ul style="list-style-type: none"> • Performance of students are analyzed to find out students' strengths and weaknesses. • Teachers of core subjects in Campus 1 will study the analysis in detail to reflect how to inform better curriculum arrangement and teaching approaches. • Teachers of core subjects in Campus 2 will use them for bridging purposes at the beginning of DS4 (this is particularly important as our curriculum runs for 11-years instead of the usual 12-years in all other schools in Hong Kong). 	Core subjects at the end of DS3 Level
4.	Secondary TSA data	<ul style="list-style-type: none"> • Statistical data released by HKEA are analyzed by all the core subjects. • Through the performance in different papers (Reading Writing and Listening for Languages and the 4 Strands in Mathematics), the strengths and weakness of students in different areas are analyzed • Curriculum adjustments, teaching approach modifications are discussed in respective departments • Cross-year analysis are also available to inform whether curriculum modifications has been successful or not • These data also serve as benchmark information in comparison with other schools in Hong Kong • Due to our through-train mode, the Primary TSA, Pre-S1 and Secondary TSA data for the same cohort are also analyzed by the core subjects for better information about the progression of performance at these different stages of study. 	Core subjects at MS1 Level
5.	DSE/IB performance data	<ul style="list-style-type: none"> • HKEA reports and IB reports are fully utilized to conduct more detailed analysis to spot out students' weaknesses. • Reflection on these reports is useful for informing learning and teaching in the preparation stage of public examinations. • The effectiveness of resources allocation including extra tuition classes are reviewed. • Useful strategies can be formulated by performing comparison of Pre-Mock, Mock and actual public examination results of MS4 students. • Students' scripts are used to identify strengths weaknesses of students in actual public examinations and to inform teaching students of 	All subjects with public examinations at MS4 Level

		<p>later cohort effective ways of tackling questions in public examinations</p> <ul style="list-style-type: none"> • Trend of examination questions are also identified among teachers of public examination courses of the same subject • In-depth question-by-question analysis by teachers of public examination classes are performed to identify weaknesses of students and to inform modifications on curriculum and teaching approaches. 	
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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. The Student Support Team and teachers have worked closely together to facilitate all-round development of students.

4.1 Whole-School Approach

In accordance with adopting the Whole School Approach (WSA) to integrated education (IE), the school is committed to promoting inclusion through its culture, practices and policies based on the five underlying principles (i.e. early identification, early intervention, WSA, home-school cooperation, and cross-sector collaboration).

(a) Management and Organization Domain

Under supervision of the Principal, the school has a well-established Joint Student Support (JSS) Team coordinated by Assistant Principal (Student Support and School Ethos) to arrange support for students on individual, whole-class, whole-grade, and whole-school levels. The Campus Life team, Counseling Service and Values Education team, Social Worker Services, and School-based SEN Support (SSS) team work together to collaborate with other school functional teams and create a positive school ethos adhering to Christian and Logosian values and to support students' learning, emotional, and behavioural development.

To support students with Special Educational Needs (SEN), the Special Educational Needs Coordinators (SENCOs), Educational Psychologists (EPs), Educational Counselor (EC), Learning Support Teachers (LSTs) and Learning Support Assistants (LSAs) jointly support the academic, socioemotional and behavioural needs of SEN students while Social Worker Services provided personalised support for students diagnosed with mental illnesses. To strengthen the collaboration and coordinate support measures within the JSS Team, monthly joint meetings were held to review students' progress and to discuss upcoming support arrangements. Cross-division collaboration also took place whenever necessary.

To attain a whole-school consensus wherein teachers acknowledge the responsibility to cater for diverse needs, the school systematically arranged for teachers to receive systematic training courses offered by the EDB (i.e. Basic, Advanced, and Thematic (BAT) courses), school professionals, and other outside agencies on inclusive teaching and learning practices,

and managing the diverse needs of students. The school-based EPs also regularly held talks and workshops on diversity and inclusion, supporting SEN students and gifted students i.e. underachieving gifted students, and on catering for learner diversity in assignments and assessments in 2022-23.

(b) Learning and Teaching Domain

The JSS Team closely worked with the Academic Affairs (AA) and subject departments to evaluate and improve accommodations for the diverse learning needs of students step by step. WSA was adopted in Teaching and Learning (Tier 1) via subject-based regular lesson evaluation on pedagogical content knowledge, namely catering for learner diversity and adopting e-learning tools.

To optimize Tier 1 support in the Primary Division, the SEN Coordination Team carried out a pilot scheme to accommodate the diverse learning needs of students. The LSTs from the Chinese Language, English Language, Mathematics, Social Studies and Science departments used differentiated teaching strategies in their FS1 to DS3 classrooms. Peer lesson observation was conducted for LSTs to support and learn from each other. At the end of the school year, the LSTs had in-house sharing on the good practice of differentiated teaching in their subject departments to promote quality teaching. In addition, differentiated worksheet and subject-based remedial tutorials were provided for academically low achieving students from FS1 to DS3 in various subjects.

While in the Secondary Division, as a continuum of the 2021-22 pilot scheme introduced in the Chinese and English Language departments, further material adaptation was made in the English Language department in 2022-23 and such measures will continue in 2023-24. Due to a drastic manpower change in the Chinese Language department in 2022-23, the scheme was on hold and further liaison will be made under supervision of Academic Affairs in 2023-24. Since LSTs were newly introduced in 2022-23, more liaison and communication between the SSS Team and various subject departments took place in 2022-23. On the other hand, a pilot Buddy system at class level was introduced in 2022-23. SEN students with greater challenges in adjusting to classroom routine were assigned one to two classroom buddies.

Upon completion of External School Review in 2021, the school management recognised the importance of optimising inclusive practices in Teaching and Learning (Tier 1). Based on the current school climate, the issue will be initiated gradually and ways for such optimisation will be explored in 2023-24. In the current year, subject-based remedial tutorials were enriched for academically low achieving students in junior levels so as to consolidate students' academic foundation and better bridge them from DS3 to DS4 as well as between DS and MS levels.

(c) Student Support and School Ethos Domain

The SSS Team has continued to enrich the inclusive environment. A wider range of inclusive activities was organised in 2022-23.

In the Primary Division, the school-based educational psychologist held a whole-school student talk on celebrating diversity in 2022-23. In the Secondary Division, value-based sharing sessions were done by teachers of the Counselling Service and Value Education team and Christian Ministry and the school chaplain to raise students' awareness of respecting

individual differences. Complementally, inclusion promotion on campus was made through board displays, book sharing and exhibitions.

To strengthen the home-school cooperation in supporting the diverse needs of students, the EPs and SENCOs scheduled face-to-face meetings with parents and other stakeholders (e.g. Home Room Teachers) whenever necessary to co-plan individualised support, and evaluate the effectiveness and adjust the support for concerned SEN students.

Inclusive values and parenting education were done through parent-and-child activities organised by the Positive Education Coordination team, namely “Live Well” Project, in 2022-23. An inclusion movie viewing and sharing session i.e. Zero to Hero was held for Logosian families to understand the challenges that families with disabled members face thus to cultivate empathy and inclusiveness among Logosian families and members.

(d) Student Performance Domain

To promote students’ wellbeing, the school-based EP has conducted a whole-school talk on the importance of healthy sleep habits for students in FS1-DS3 levels. To enhance students’ learning attitude and efficiency, the school-based EP has conducted video sharing and talks on the power of growth mindset, study habits, and self-directed learning strategies for DS4 to MS3 students. To promote students’ wellbeing, various wellness activities were designed for selected students with greater potential mental health concerns in 2022-23. A series of student stretching sessions was done by a LST with professional training. A series of sensory art workshops, art buddy programme, and inclusion exhibition and publication were co-organised for selected DS4 and DS5 SEN students by SSS Team and “Live Well” Project coordinator.

4.2 Multi-Level Approach

The school has adopted a tiered approach to intervention, wherein the intensity and individualisation of support is catered to students’ individual needs.

(a) Systems Level Support (Tier 1)

To address students’ general developmental needs and transient difficulties, the JSS Team regularly provided consultation to Home Room and/or subject teachers on handling student cases. The school social workers and counseling personnel also worked with teachers to prepare materials for guidance lessons in homerooms, and to deliver school-wide student guidance programmes.

(b) Groups Level Support (Tier 2)

To support students with persistent learning and behavioural difficulties, the EPs, EC and LSAs liaised with external organisations to provide regular group interventions. For students with SEN, intervention goals include Chinese and English literacy skills, executive functioning skills, and social skills to target their persistent academic, socioemotional and behavioural difficulties. For twice-exceptional students, intervention goals include leadership experiences and creative problem-solving skills. Various modes of training were adopted, including strength-based experiential activities, play therapy, art and sensory workshops, lego-based training, and sports training.

To better facilitate the transition between DS3 and DS4 for students with SEN, a transition

programme is being jointly organised by the primary and secondary division for DS3 students with SEN who are promoted to DS4. MS2 student leaders of the Big Brothers and Sisters Scheme (BSS) and student helpers from DS4-MS1 are being trained by SENCOs and EPs to act as buddies for transitioning students. Under the guidance of SENCOs and EPs, these students served as student mentors to organise and lead activities and give learning skill-based sharing to prepare transitioning students for life in the Secondary Division. Pursuant to the Education Bureau's policy, the SENCOs and EPs in both divisions further aligned information transfer and bridging programmes between DS3 and DS4 for SEN students.

To further facilitate the transition across different academic and life stages, a pilot programme centred on educational and vocational counselling for MS1-MS3 students with SEN was newly introduced in 2022-23. The programme aimed to assist students with SEN to increase their self-understanding and to make informed and suitable choices about their studies and future career paths.

(c) **Individual Levels Support (Tier 3)**

On the individual level, students with special educational needs were given due consideration in terms of homework arrangements as well as special examination accommodations.

Individual support sessions were arranged for the SEN students with more severe difficulties by the EPs, EC and LSAs. 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 regulation. Students with executive function, social, communication and/or emotion regulation difficulties were given relevant training individually through evidence-based strategies targeted on their needs.

Assessments were also conducted by EPs to identify students' potential special educational needs.

4.3 Early Identification and Intervention

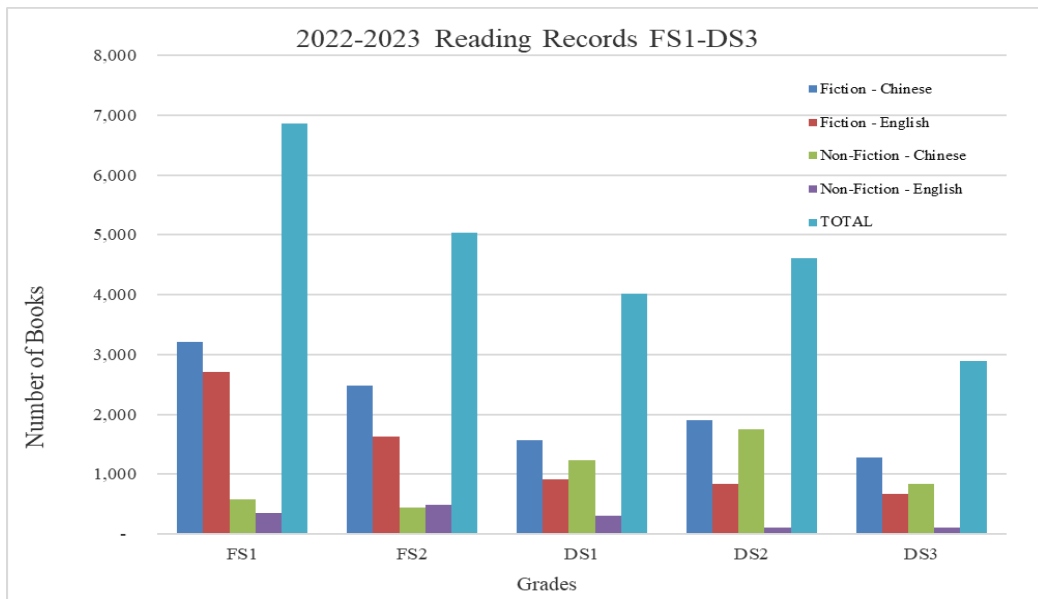
The Early Identification and Intervention Screening Exercise for FS1 students (EII) was implemented by the Educational Psychology Services for FS1 to FS2 students in 2022-2023. Homeroom teachers and the Educational Psychology Services cooperated together to identify and screen students to be at risk of special educational needs. In response to their needs, Chinese learning and behavioural training groups were provided by the Educational Psychology Services. At the end of the year, in accordance with the Education Bureau's requirements, Learning Achievement Measurement Kit (LAMK) was conducted for some FS1 to DS3 students with SEN and academic low achievers.

5. Students' Performance

5.1 Reading Habit

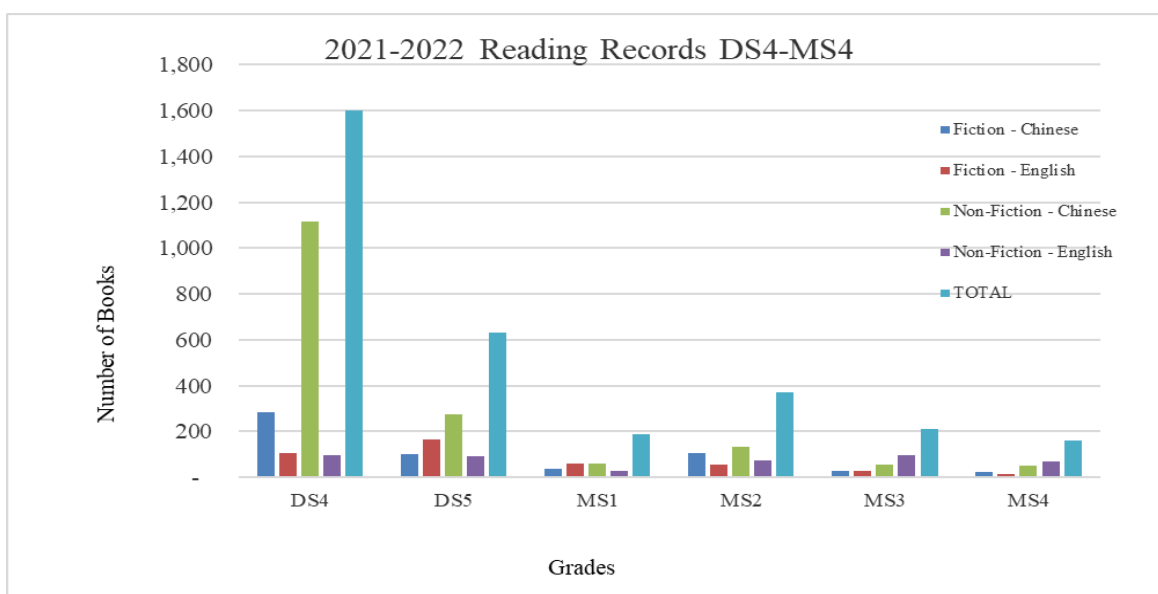
- (a) Record of Borrowed Books (1 Sept 2022 – 30 June 2023)
 - (i) Primary Division

	FS1	FS2	DS1	DS2	DS3
Fiction - Chinese	3,215	2,477	1,561	1,909	1,284
Fiction - English	2,707	1,629	920	839	674
Non-Fiction - Chinese	583	448	1,231	1,747	837
Non-Fiction - English	354	487	308	110	102
TOTAL	6,859	5,041	4,020	4,605	2,897



(ii) Secondary Division

	DS4	DS5	MS1	MS2	MS3	MS4
Fiction - Chinese	284	102	37	106	27	25
Fiction - English	107	166	60	57	29	13
Non-Fiction - Chinese	1,115	274	60	135	57	53
Non-Fiction - English	96	91	30	73	97	70
TOTAL	1,602	633	187	371	210	161



(b) Library Collection (till 30 June 2023)

(i) Primary Division

Item Type	No. of Item (volume/set)
Chinese Books	13,918
English Books	9,439
Serials	173
Media	431
TOTAL	23,961

(ii) Secondary Division

Item Type	No. of item (volume/set)		
	Chinese	English	Total
Chinese Collection	10,268		10,268
English Collection		9,357	9,357
Past Papers (DSE, CE, A-level, IELTS, TSA, IGCSE, etc.)	267	1,100	1,367
Serials	1,963	800	2,763
DVD & CD	415	851	1,266
Total	12,913	12,108	25,021

5.2 Academic Performance

(a) IBDP Examination Results, May 2023

The eleventh cohort of our candidates (42 students) achieved good results in IBDP

examination in May 2023. The passing rate was 100%. The average score was 37.9 (out of 45 marks; the global average was 30.2 marks). One student scored 44 points. Five students (14.3%) scored 43 points or above and 18 students (42.9%) attained 40 marks or above. 100% got the Bilingual Diploma. All of the mentioned data were far above global results.

(b) HKDSE Results 2023

The highest score in the best 5 subjects was 31 marks (two candidates). The overall passing rate (Level 2 or above) of the twelfth group of our candidates was 94.1%; passing rates of most 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	62.2%	English Language	95.6%
Mathematics (Compulsory Part)	81.1%	Liberal Studies	63.3%
Biology	72.5%	Business, Accounting and Finance Studies (Accounting)	80.0%
Business, Accounting and Finance Studies (Business Management)	80.0%	Chemistry	90.9%
Chinese History	80.0%	Geography	47.1%
Economics	96.8%	Information and Communication Technology	93.8%
History	57.1%	Mathematics (Extended Part – Calculus and Statistics)	94.1%
Mathematics (Extended Part – Algebra and Calculus)	100.0%	Physics	83.9%
Visual Arts	77.8%		

*The percentage of level 3 or above

(c) Continuous Education of Graduates

There were 131 graduates in 2023. The total percentage of graduates studying bachelor degree programs or higher offered by local and overseas universities was 74.6%. Some other graduates were admitted to local and overseas associate degree / higher diploma / foundation programs. A few students chose other pathways.

5.3 APASO

Primary Division

In 2022-23, there were 548 upper primary (DS1-3) students joining the APASO surveys concerning their attitudes to the school involving seven measurement items of ‘achievement’, ‘experience’, ‘general satisfaction’, ‘negative affect’, ‘opportunity’, ‘social integration’, and ‘teacher-student relationship’. The student samples represented 98.4% of the whole student population in the upper primary section.

On ‘achievement’ (concerning 6 items), there has been a decrease from 3.02 to 2.94 in student

perceptions from 2021-22 to 2022-23. In comparison with the whole Hong Kong 2010 norm student population, our primary students showed a difference of (+0.16) in 2022-23.

On ‘experience’ (concerning 5 items), there has been a decrease from 3.06 to 2.91 in student perceptions from 2021-22 to 2022-23. In comparison with the whole Hong Kong 2010 norm student population, our primary students showed a difference of (+0.09) in 2022-23.

On ‘general satisfaction’ (concerning 6 items), there has been a large decrease from 3.18 to 2.82 in our primary student perceptions from 2021-22 to 2022-23. In comparison with the whole Hong Kong 2010 norm student population, our students showed a difference of (-0.10) in 2022-23.

On ‘negative affect’ (concerning 7 items), there has been remained the same at a value of 1.64 in student perceptions from 2021-22 to 2022-23. In comparison with the whole Hong Kong 2010 norm student population, our primary students showed a difference of (-0.04) in 2022-23.

On ‘opportunity’ (concerning 7 items), there has been a decrease from 3.10 to 3.13 in student perceptions whilst there has been a decrease from 2021-22 to 2022-23. In comparison with the whole Hong Kong 2010 norm student population, our primary students showed a difference (-0.07) in 2022-23.

On ‘social integration’ (concerning 7 items), there has been a large decrease from 3.18 to 2.98 in student perceptions from 2021-22 to 2022-23 respectively. In comparison with the whole Hong Kong 2010 norm student population, our students showed a difference (+0.12) in 2022-23.

On ‘teacher-student relationship’ (concerning 7 items), there has been a decrease from 3.39 to 3.20 in student perceptions from 2021-22 to 2022-23. In comparison with the whole Hong Kong student population, our primary students showed no difference (0.00) in 2022-23.

To sum up, in comparison with the whole 2010 norm student population of Hong Kong, there were negligible differences towards six of the seven measurement items in our upper primary (DS1-3) students’ views. The mean value in ‘general satisfaction’ is lower but with a small effect size when compared with the whole 2010 norm student population in Hong Kong. Nevertheless, all seven measurement items showed negative trends when compared with our school data in the previous year.

Whether the prolonged period of suspension of face-to-face lessons due to the Covid pandemic had significantly contributed to this negative atmosphere is unclear. Nevertheless, active measures are required to remedy the general atmosphere of the school.

Secondary Division

In 2022-23, there were 464 lower secondary (DS4-5, MS1) students and 381 upper secondary (MS2-4) students joining the APASO surveys concerning their attitudes to the school involving seven measurement items of ‘achievement’, ‘experience’, ‘general satisfaction’, ‘negative affect’, ‘opportunity’, ‘social integration’, and ‘teacher-student relationship’. The student samples represented 96.6% of the whole student population in the secondary section.

On ‘achievement’ (concerning 6 items), there has been an increase from 2.62 to 2.65 in lower

secondary student perceptions, but there has been a decrease from 2.43 to 2.42 in upper secondary ones from 2021-22 to 2022-23 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed a difference of (+0.10), but upper secondary students showed no difference (0.00) in 2022-23.

On 'experience' (concerning 5 items), there has been a decrease from 2.62 to 2.60 in lower secondary student perceptions whilst there has been a decrease from 2.45 to 2.43 in upper secondary ones from 2021-22 to 2022-23 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed a difference of (+0.07), but upper secondary students showed no difference (0.00) in 2022-23.

On 'general satisfaction' (concerning 6 items), there has been a large decrease from 2.72 to 2.58 in lower secondary student perceptions whilst there has been a decrease from 2.49 to 2.43 in upper secondary ones from 2021-22 to 2022-23 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed a difference of (-0.02) whilst upper secondary students also showed a difference of (-0.05) in 2022-23.

On 'negative affect' (concerning 7 items), there has been an increase from 1.68 to 1.85 in lower secondary student perceptions whilst there has been a slight increase from 1.96 to 2.01 in upper secondary ones from 2021-22 to 2022-23 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed a difference of (+0.04) whilst upper secondary students also showed a difference (+0.07) in 2022-23.

On 'opportunity' (concerning 7 items), there has been a decrease from 3.01 to 2.94 in lower secondary student perceptions whilst there has been a decrease from 2.80 to 2.77 in upper secondary ones from 2021-22 to 2022-23 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed a difference of (-0.03), but upper secondary students showed no difference (0.00) in 2022-23.

On 'social integration' (concerning 7 items), there has been a decrease from 3.04 to 2.94 in lower secondary student perceptions, but there has been no change from 2.95 to 2.95 in upper secondary ones from 2021-22 to 2022-23 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed a difference of (+0.02) whereas upper secondary students also showed a difference of (+0.01) in 2022-23.

On 'teacher-student relationship' (concerning 7 items), there has been a decrease from 3.12 to 3.03 in lower secondary student perceptions whilst there has also been a decrease from 2.97 to 2.95 in upper secondary ones from 2021-22 to 2022-23 respectively. In comparison with the whole Hong Kong student population, lower secondary students showed a difference of (+0.05) but upper secondary students show a difference (-0.04) in 2022-23.

To sum up, in comparison with the whole 2010 norm student population of Hong Kong, there were negligible differences in all seven measurement items in both junior secondary (DS4-5 & MS1) and upper secondary (MS2-MS4) students' views.

Notably, lower secondary (DS4-5 & MS1) figures were higher than the whole 2010 norm student population of Hong Kong in achievement, experiences, negative affect, social integration and teacher-student relationships, but lower than the whole 2010 norm student population in general satisfaction and opportunity.

Upper secondary (MS2-MS4) figures were higher than the whole 2010 norm student

population of Hong Kong in negative affect, social integration and teacher-student relationships, but lower than the whole 2010 norm student population in general satisfaction and same as the whole 2010 norm student population in achievement, experiences and opportunity.

5.4 Highlights of Other Students Achievements and Awards from Inter-school Activities and Competitions 2022-23

(a) Inter-school Activities and Competitions 2022-23

LANGUAGE ARTS

The 74th Hong Kong Inter-schools Speech Festival

Solo Prose Reading in English - Certificate of Honors (First Place)

PANG Pui Yau Chester FS2I

Solo Verse Speaking in English - Certificate of Merit (First Place)

WONG Hei Shun FS1E YIP Lok Ching Chloe DS3V

Solo Verse Speaking in English - Certificate of Merit (Second Place)

MA Giselle Lok Yin FS1E WONG Andrew Chun Hei DS3V

LAI Chin Yo DS1V SAGE Elaine Lang-en DS3R

FOK Chloe DS1T

Solo Verse Speaking in English - Certificate of Merit (Third Place)

LEE Kolina FS1V LO Yat Ching DS2I

WONG Sum Yu FS1T

第七十四屆香港學校朗誦節

散文獨誦（粵語）- 亞軍

KWAN Cheuk Kei DS5I

散文獨誦（普通話）- 冠軍

AU Hillary FS1Y

散文獨誦（普通話）- 優良獎狀

SZETO Yuk Lam MS2V

詩詞獨誦（粵語）- 冠軍

LAM Cheuk Kiu DS2E

詩詞獨誦（粵語）- 亞軍

CHOW Evans FS1E CHU Shun Leong DS2E

TSANG Yi Lut	FS1R	LO Wing Sum	MS3S
詩詞獨誦 (粵語) - 季軍			
KONG Yin Pok	FS1V	LO Tsz Yee	FS2E
LAU Pak Hei Luther	FS1R	YUEN Chun Kiu	DS2I
LAU Pak Ngo	FS2E		
詩詞獨誦 (普通話) - 冠軍			
TANG Yat Long Ryan	DS4Y		
詩詞獨誦 (普通話) - 亞軍			
KWOK Kam Fai	FS2Y		
詩詞獨誦 (普通話) - 季軍			
CHAN Yuet Ho	FS1T	YIP Lok Ching Chloe	DS3V
AU Hillary	FS1Y		

Canadian English Writing Competition 2022-23 (Arch Cup)

Live Final Competition - Bronze Award

LIN Kai Wing	DS1V		
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2023 Asian English Usage Contest (Arch Cup)

Final Event - Gold

LIN Kai Wing	DS1V		
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Final Event - Silver

FUNG Pak Long	FS2R	JIN Yuen Ching Mia	DS3I
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ZHONG Hang Kin	DS1V		
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Final Event - Bronze

WONG Lucas Jun Yiu	FS1V	HUI Jupiter Sze Yat	FS2V
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TUNG Pak Shun	FS1E	CHAN Man Hong Pius	FS2E
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HUI Chung Yin Mile	FS1R		
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MATH & SCIENCE

Huaxiabei National Mathematics Olympic Invitation Competition

Final – 2nd Class Honour

2nd Round – 1st Class Honour

TO Ian MS1V

Final – 3rd Class Honour

2nd Round – 2nd Class Honour

LEUNG Jasper DS4T

2023 Asia International Mathematical Olympiad

Second Round - Gold

TO Ian MS1V

Second Round - Silver

YEUNG Shing Hei MS1R

Second Round - Bronze

LAM In Ton MS2Y KWOK Ho Yee MS3R

HUANG Yu Qing Monique MS3R

Hong Kong Primary Schools Rummikub Invitation Competition

Individual - Bronze Award

NG Hoi Ching DS3V YAU Ho Ching Adora DS3V

The 48th Hong Kong Primary Mathematics Contest

Third Prize

LIU Yu Tong DS3V LAU Yat Him DS3T

The Ninth Annual Hong Kong Primary Mathematics Challenge

Individual - Silver Award

WONG Ming Hin DS2I

Individual - Bronze Award

LAU Cheuk Long DS2T

Individual - Merit Award

LI Wan Yat Cavan DS3I

International Junior Science Olympiad (2023)

Hong Kong Screening - Third Class Honours

CHENG Chung Hei	MS2Y	NG Ching Yui	MS2Y
LAM In Ton	MS2Y		

Hong Kong Physics Olympiad 2023

Second Class Honours

KAO Ming	MS2Y
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HUMANITIES

New Sports Junior Anchor 2023

Individual Competition (Open Section) - Winner

LAI Chin Yo	DS1V
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PHYSICAL EDUCATION

Inter-School Swimming Competition 2022-2023 (Division Three Kowloon Two)

50m Breaststroke (Boys A Grade) - Champion

WONG Tsz Fung Justin	MS4V
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50m Butterfly (Boys A Grade) – 1st Runner-up

QUACH Christian	MS4I
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50m Breaststroke (Girls C Grade) - Champion

LAM Zoi Hei	DS5V
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100m Breaststroke (Boys A Grade) – 1st Runner-up

WONG Tsz Fung Justin	MS4V
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100m Backstroke (Boys A Grade) - Champion

LEONG Oscar Ludwig	MS3A
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100m Breaststroke (Girls C Grade) – Champion

LAM Zoi Hei	DS5V
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200m Breaststroke (Boys B Grade) - 1st Runner-up

WONG Po Shing Ivan	MS3S
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4x50m Medley Relay (Girls C Grade) – 1st Runner-up

KWONG Man Hei Bella	DS4T	LAO Sze Ue	MS1V
LAM Zoi Hei	DS5V	AU-YEUNG Ho Yan	MS1R
NG Suet Ting	DS5T	YIM Tsz Yan Janice	MS1A

4x50m Medley Relay (Boys A Grade) - Champion

LEONG Oscar Ludwig	MS3A	WONG Tsz Yu	MS4R
CHAN Cho Ching	MS3S	QUACH Christian	MS4I
WONG Tsz Fung Justin	MS4V		

4x50m Freestyle Relay (Girls B Grade) – 1st Runner-up

LUI Hiu Ching	MS2T	LI Hoi Ying	MS3E
LIU Whitney	MS2Y	NG Tsoi Yan Ava	MS3S

Sai Kung Area Inter-Primary Schools Athletics Competition 2022-2023**Long Jump (Girls C Grade) – 1st Runner-up**

POON Mei Ue	DS2Y
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High Jump (Girls B Grade) – Champion

TSANG Chung Yan	DS2Y
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Softball Throw (Girls B Grade) - Champion

CHAU Ching Sum	DS2R
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60m (Girls C Grade) - Champion

HUI Hau Yee	DS2E
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60m (Girls B Grade) – 2nd Runner-up

LI Hoi Ching	DS2T
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60m (Girls A Grade) – 1st Runner-up

KONG You	DS3R
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200m (Girls B Grade) – 3rd runner-up

LIN You Shan	DS3T
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200m (Boys B Grade) – Champion

CHENG Cheuk Him DS2I

All Hong Kong Inter-Primary Schools 5-a-side Football Competition 2022-2023**Girls Team – 3rd Runner-up**

HO O Nam	DS1T	SUN Hiu Yu	DS3I
SO Ha	DS1Y	CHAN Tsz Yiu	DS3Y
CHIU Ho Yan	DS2V	NGAI Prisca Joy	DS3Y
HUI Hau Yee	DS2E		

Sai Kung Area Inter-Primary Schools Football Competition 2022-2023**Girls – 2nd Runner-up**

LAU Hei Yu Valerie	FS2E	HUI Hau Yee	DS2E
PORTER Jasmine Robin	FS2Y	SUN Hiu Yu	DS3I
HO O Nam	DS1T	CHAN Tsz Yiu	DS3Y
SO Ha	DS1Y	NGAI Prisca Joy	DS3Y
CHIU Ho Yan	DS2V		

2022 Yuen Long Sports Festival – Hong Kong Primary and Secondary School Open Rope Skipping Championship – HK School Motoring Cup**30 seconds Single Rope Double Unders (Primary School Girls B Grade) – 1st Runner-up**

MAK Tsz Ching DS2I

30 seconds Single Rope Speed Spirit (Primary School Girls A Grade) – Champion

LO Yan Lam DS3Y

30 seconds Single Rope Speed Spirit (Secondary School Boys C Grade) – 1st Runner-up

WONG Cheuk Ho MS1R

30 seconds Single Rope Speed Spirit (Secondary School Boys B Grade) – 2nd Runner-up

WAI Lik Hang MS3R

30 seconds Single Rope Speed Spirit (Secondary School Girls C Grade) – Champion

WONG Hau Yee DS5R

30 seconds Single Rope Speed Spirit (Secondary School Girls B Grade) – 2nd Runner-up

WONG Cheuk Yin MS3R

1-minute Single Rope Speed Endurance (Secondary School Girls C Grade) - Champion

CHAN Yin Hei DS5R

3 minutes Single Rope Speed Endurance (Secondary School Girls B Grade) - 2nd Runner-up

LEE Celinda Vianne MS3R

Single Rope Pair Freestyle (Primary School Girls A Grade) - Champion

TO Yung Yung DS3V LO Yan Lam DS3Y

2 X 30 seconds Two People One Rope (Speed) (Secondary School Girls C Grade) - Champion

NG Hong Ching DS5E CHOI Hei Ting DS5I

2 X 30 seconds Double Dutch Two Feet Jump and Speed Relay (Secondary School Girls C Grade) – 1st Runner-up

CHAN Yin Hei DS5R LO Yan Nga MS1R

CHENG Amanda DS5R TSUI Yuen MS1A

LAI Hei Lam MS1R

2 X 30 seconds Double Dutch Two Feet Jump and Speed Relay (Secondary School Girls B Grade) – 1st Runner-up

MAK Tsz Ying MS2E CHENG Ka Ying Christine MS2Y

NGAI Sum Wai MS2E WONG Cheuk Yin MS3R

LUK Yau Yeung MS2T

2 X 30 seconds Double Dutch Two Feet Jump and Speed Relay (Primary School Girls A Grade) – 1st Runner-up

TANG Hei Nam Jovie DS3V CHENG Chun Hei DS3T

YIP Lok Ching Chloe DS3V KWOK Seen Heng DS3Y

CHAN Yan Kei DS3R

4 X 30 seconds Single Rope Speed Relay (Primary School Girls B Grade) – 1st Runner-up

TONG Tsz Ching DS1T KWAN Hau Yuet Arwen DS2E

WONG Tsz Sin DS1T MAK Tsz Ching DS2I

4 X 30 seconds Single Rope Speed Relay (Primary School Girls A Grade) – 2nd Runner-up

CHAN Yan Kei	DS3R	YIP Lok Ching Chloe	DS3V
CHENG Chun Hei	DS3T	LO Yan Lam	DS3Y
TO Yung Yung	DS3V		

4 X 30 seconds Single Rope Speed Relay (Secondary School Girls C Grade) – 1st Runner-up

LI Yu Tung Cassic	DS4E	CHENG Amanda	DS5R
CHAN Ching Yau	DS5E	CHENG Bianca	DS5V
WAI Sin Hang	DS5E		

4 X 30 seconds Single Rope Speed Relay (Secondary School Girls B Grade) – Champion

WAN Tsz Ching	MS2E	LEE Celinda Vianne	MS3R
CHAN Yan Ki Athena	MS2R	WONG Cheuk Yin	MS3R
CHENG Ka Ying Christine	MS2Y		

Kowloon City District Sports Association Cup – All Hong Kong Primary Schools Fencing Competition 2022-2023

Foil (Boys B Grade) – 1st runner-up

WONG Tsz Long	DS3E
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Inter-School Fencing Competition 2022-2023

Kowloon Area – Women’s Epee (Team) – 3rd Runner-up

CHAN Hei Ching	DS5Y	LI Yat Ching	DS5Y
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Foil (Girls A Grade) – 2nd Runner-up

LAM Yuen Lam	MS4E
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Hong Kong Taekwondo Jung Do Kwan Primary School Taekwondo Competition 2023

Men’s Color Belt B Group Poomsae 1 Group – 1st Runner-up

FUNG Lok Hin	DS2E
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Men’s Color Belt B Group Poomsae 6 Group – 1st runner-up

CHAN Pak Yu	FS2E
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Men’s Color Belt C Group Poomsae 1 Group - Champion

CHEUNG Ho Ming	FS2R	YIM Jing Ching	DS1E
KUNG Lok Kiu	DS1V		
Men's Four Direction Punch - Champion			
LAM Yui Him	FS2V	HO Pak Ting	DS1I
CHAN Mick	DS1I		
Women's Color Belt B Group Poomsae 1 Group - Champion			
HUI Hau Yee	DS2E	YEUNG Nok Tin	DS2I
Women's Color Belt B Group Poomsae 1 Group – 1st Runner-up			
WONG Sum Yue	DS3V		
Women's Color Belt B Group Poomsae 1 Group – 3rd Runner-up			
PANG Kuen Ying Vera	DS3Y		
Women's Color Belt B Group Poomsae 2 Group – 3rd Runner-up			
CHEUNG Sze Chit	DS2V		
Women's Color Belt C Group Poomsae 1 Group - Champion			
LIU Hei Yu	FS2I		
Women's Color Belt C Group Poomsae 1 Group – 3rd Runner-up			
CHAN Ian Neng	DS1R		
Women's Four Direction Punch - Champion			
CHAN Tsz Ching	DS1I	LAI Wing Yiu Yoyo	DS2R

Music

75th Hong Kong Schools Music Festival

Recorder Ensemble (Primary School) - Bronze Award

CHAN Shun Hei	DS3V	CHENG Ying Yan	DS3E
TSUI Tsz Hei	DS3V	CHAN Lok Hei	DS3Y

Recorder Ensemble (Secondary School) - Bronze Award

KWOK Ching	MS1V	YIP Man Hei	MS2E
LEUNG Hiu Tung	MS1V	CHAN Ka Yuet	MS2T

SZETO Wan Hay	MS1V	CHIU Chin Lok	MS2Y
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Hong Kong International Handbell Olympics 2023

Advanced Handbells Section - Gold Award

ZHANG Ho Hin	DS2T	CHAN Yan Ki Athena	MS2R
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CHAN Long Yi	DS4T	CHUI Suet Yi	MS2T
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KWONG Man Hei Bella	DS4T	LEUNG Wang Hei Heiden	MS2T
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HSIEH Cheng Yu	DS5R	CHAN Man Kiu	MS2Y
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LEE Hei Ching Helian	MS1V	LIU Whitney	MS2Y
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CHOW Carrie	MS1R	WONG Wing Tung	MS2Y
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LAM Cheuk Tung	MS1S	LAI Chun Kiu	MS3R
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OTHERS

Flag Raising Training Camp Competition (Secondary School)

1st Runner-up

LO Hoi Ming	MS2E	SHIU Lai Ching	MS3A
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KAM Hiu Ching	MS2R	WONG Po Shing Ivan	MS3S
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6. Financial Report

Financial Summary for the 2021 / 2022 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)	69.30%	N.A.
School Fees	N.A.	30.08%
Donations, if any	N.A.	0.00%
Other Income, if any	0.18%	0.44%
Total	69.48%	30.52%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	83.50%	
Operational Expenses (including those for Learning and Teaching)	8.59%	
Fee Remission / Scholarship ¹	3.01%	
Repairs and Maintenance	0.96%	
Depreciation	3.94%	
Total	100%	
Surplus/Deficit for the School Year [#]	-0.41 month of the annual expenditure	
Accumulated Surplus/Deficit* in the Operating Reserve as at the End of the School Year *	8.29 months of the annual expenditure	
<i>*excluding Net Book Value of New Annex Building – equals to 3.03 months of the annual expenditure</i>		
<i>[#] in terms of equivalent months of annual overall expenditure</i>		

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

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

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