

# Comprehensive Review Report

## The HKCCCU Logos Academy (Primary Section)

Address of School : 5 Ling Kwong Street, Tseung Kwan O,  
New Territories

Review Period : 14 March, 16, 21-25 April 2008

McGlynn-Ross Education (Hong Kong)



June 2008

## **Review Team**

### **Team Leader**

Mr. Archie McGlynn

### **Members**

Mr. William CHOY

Dr. TSE Ka Ho

Dr. LEE Kit Bing, Icy

Dr. TANG Kwok Chun

Mr. MA Hing Tong

Mr. LAM Kwoon Sun, Anthony

Dr. FUNG Siu Han, Anissa

Mrs. YU WU Yuet Wah, Ruth

Ms. CHENG Yan Kuen

Except for commercial purposes or in connection with a prospectus or advertisement, this report may be reproduced in whole or in part, provided that the source is acknowledged.

## Contents

		Page
1	Comprehensive Review Methodology	1
2	HKCCCU Logos Academy	3
3	Management and Organisation	6
4	Curriculum, Learning and Teaching	13
5	School Ethos and Student Support	19
6	Student Performance	25
7	Main Strengths	27
8	Main Points for Action	28
9	List of Appendices	29

## 1. Comprehensive Review (CR) Methodology

Under the Direct Subsidy Scheme (DSS) service agreement, a CR requires to be conducted to review the performance of a school after it has operated for five years. The CR of HKCCCU Logos Academy was conducted on 14 March and 16 April (preparatory visits) while the in-school review took place on 21 – 25 April 2008. The CR team of ten reviewers evaluated the school's performance in four domains of school work: Management and Organisation; Learning and Teaching; Student Support and School Ethos; and Student Performance.

Before conducting the Review, the CR team scrutinised documents provided by the school and relevant information available from various sources, including the school and EDB websites.

Preparatory visits were paid on 14 March and 16 April 2008 to explain the objective and operation of CR to the staff and respond to their questions about the CR process. A meeting was held with the School Management Committee (SMC) to listen to their views while the Principal was invited to brief the team on the strengths and development priorities of the school. A parents' meeting, attended by over eighty parents, was held in the same evening to give parents the opportunity to share their views on the school.

The CR team used the following methods to review the performance of the school:

- scrutiny of documents and data provided by the school before and during the school visit
- observation of various school activities, including the daily morning devotion, the daily morning staff briefing meeting, the reading time, lunchtime activities with musical performance and other co-curricular activities
- meetings and interviews with the Principal, Principal Executive Officers, members of the SMC, consultants to the school, panel heads, coordinators of functional teams, teachers, education psychologists, school social workers, support and janitor staff, and, most important of all, with students and parents
- scrutiny of samples of students' work and examination papers in 2007/08 school year and

- observation of lessons.

During the CR, 61 lessons taught by 61 teachers were observed. The following subjects under the eight *key learning areas* (KLA) were reviewed:

<b>KLA</b>	<b>Chi. Lang. Ed.</b>	<b>Eng. Lang. Ed.</b>	<b>Maths. Ed.</b>	<b>PSH. Ed.</b>	<b>Sci. Ed.</b>	<b>Tech. Ed.</b>	<b>Arts Ed.</b>	<b>PE</b>
Subjects reviewed	Chinese Language Putonghua	English Language	Maths.		Science Social Studies		Music Visual Arts Media Education	PE

- In addition, two lessons each in Religious Education, Family Life Education and Computer & Information Technology (CIT) were also observed to get a general impression of how these are taught but these lessons are not covered in this report.

The findings and evaluations presented in this report are derived from the corporate judgement of the CR team based on a scrutiny of the evidence and information collected through the above-mentioned methods during the review period.

## 2. HKCCCU Logos Academy

(original text provided by the school)

### ***School vision and mission***

HKCCCU Logos Academy, established by The Hong Kong Chinese Christian Churches Union, opened in September 2002 as the first *through-train* Direct Subsidy Scheme (DSS) school in Hong Kong. The founding and development of Logos Academy has realised the HKCCCU commitment to the pursuit of quality life and quality education, as well as the passion of the Christian mission to serve the community. HKCCCU Logos Academy, founded on the Truth of the Bible and with a global education perspective, believes it is a unique school of character, especially in terms of education philosophy and pedagogical practices. Adopting the *through-train mode* and taking advantage of the flexibility of the DSS status, Logos Academy has set out to meet world-class standards. The school, with its belief that the heart of education is *Education of the Heart*, is committed to providing an all-round education leading to students' spiritual, moral, cognitive, aesthetic, physical and social growth.

### ***Quality school-based curriculum***

Logos has adopted an innovative design for its school-based curriculum with an eleven year *through-train* programme. The different key stages in primary, junior, and senior secondary levels have been redefined to offer a 2+5+4 model to provide a broad and balanced curriculum which aims to maintain seamless continuity. The eleven-year programme consists of three stages, namely:

- Foundation Stage
- Development Stage
- Mastery Stage

Each stage has its particular characteristics. The Foundation Stage is a two-year programme designed to cultivate students' motivation and pleasure for learning. At this stage, the school seeks to help students form good study habits through *self-studying, self-managing and self-reflecting*. Moreover, learning activities are designed to encourage students to integrate learning and their own experiences. The Developmental Stage of five years is the core of the curriculum. At this stage, the main purpose is to foster and strengthen students' basic concepts and skills, values and attitudes. Through

the acquisition of knowledge in different *key learning areas*, the talents and life-long learning ability of the students are developed. In the final four years, the Mastery Stage, the school aims to prepare students for the International Baccalaureate Diploma (IB) examination, as well as the new Hong Kong Diploma in Secondary Education. The curriculum is conceived as a coherent, progressive and continuous process so that learning experiences can be connected and diversified, and preparations for competitive university entrance examinations can be made.

### ***Teams of professional teaching and administrative staff***

The well-experienced members of the administrative staff undertake the daily operation of the school, while the members of the teaching staff devote themselves to students' learning, teaching and the pastoral care of the students. This specialisation has been promoted to enhance the overall quality of education and administration in the school – teachers are free to focus on learning and teaching while administrative matters are handled by staff recruited for that purpose.

### ***Culture of learning and teaching and global perspectives***

In Logos Academy, the culture of learning and teaching is characterised by: *subject-specialists'* approach in which all the subjects and learning areas are undertaken by subject specialists with graduate or post-graduate qualifications; in-house consultancy and guidance provision, including teaching supervision, curriculum development and professional development of teachers; open class sessions provided for parents to foster a learning community through sharing and interaction to improve and enhance the effectiveness of learning and teaching. The school's global perspectives have led to the adoption of the following measures: adoption of biliteral and trilingual strategies with regard to the medium of instruction in order to equip students with communication skills in different languages; organisation of overseas cross-cultural and exchange programmes for the students during vacation time to broaden their horizons; provision of on-campus guest-house to receive visiting academics and scholars; encouragement of staff to pay educational visits and participate in seminars and workshops, both locally and internationally, to enable them to keep abreast of education developments in and beyond Hong Kong.

### ***The school campus***

Logos Academy, built to the standard Y2K school design, is made up of two school campuses that span over a total of 14,000 sq. m. The modern school buildings are fitted with split type air-conditioners and equipped with excellent teaching facilities. Facilities include: CAT 6 transmission cable, matching with 1GB transmission rate through broadband, which can

support tele-conferencing with schools worldwide in classrooms; classrooms equipped with interactive digital rear-projection display unit (DLP e-TV) and/or electronic interactive whiteboards; two multi-purpose halls each with a seating capacity of 500; a library with rich collections in both campuses; a reading room of over 300 sq. m.; a multi-purpose lecture theatre with a seating capacity of 350; two conference rooms; several rooms for counselling and interviews; six basketball courts; two covered playgrounds; two dance rooms; a video and audio studio; a nursery garden, pergolas and landscaping.

### ***Class structure and student enrolment***

Details about the class structure and student enrolment in the 2007/08 school year are as follows:

Level	FS1	FS2	DS1	DS2	DS3	Total
Number of classes/streams	7	7	7	7	7	35
Number of students	195	209	202	218	222	1046

Note: information about class structure and student enrolment from DS4 onwards has not been included as the Comprehensive Review covered levels from FS1 to DS3.

### ***Staff***

There are 57 full-time (including the Principal and 1 Native-speaking English Teacher) and 5 part-time members on the teaching staff. In addition to the 57 full-time teaching staff, 9 full-time members of staff serve both the teaching and administrative sides. There are 28 members on the support staff comprising 17 administrative/support staff members, 1 laboratory technician, 5 clerical staff and 5 janitors. There is support from a full-time school social worker and 4 part-time education psychologists (one of whom also works in the secondary section). The figures do not include staff working in the secondary section.



### 3. Management and Organisation

#### *Vision and mission*

Logos Academy, in common with many other young and developing organisations, is experiencing challenges and opportunities as it seeks to meet the vision and mission set out by HKCCCU in its DSS submission to the Education and Manpower Bureau (now Education Bureau) in 1997. In keeping with the origin and meaning of its name, the school's vision and mission is founded on the *Truth of the Bible*. Its vision of *education of the heart* is one of high aspirations.

#### *A culture of learning*

In its DSS service agreement with the Government, HKCCCU Logos Academy challenged itself to cultivate a culture in which enjoyment of learning and encouragement of flexibility in nurturing the life and work of the school are of paramount importance. The founder-Principal, with the full support of HKCCCU and the School Management Committee (SMC), has sought to meet the challenge by fostering a *free-flowing* and *open to new ideas* culture underpinned by the notion that *there is no one best way of doing things*. The approach, backed up by well-organised procedures for financial and administrative matters, is exemplified by:

- high degree of autonomy given to teachers in professional matters
- separation of professional and administrative tasks to allow teachers to focus on learning and teaching, while dedicated support staff look after matters such as home-school relations, student counselling on personal and behavioural aspects, organisation of the school bus service (thirty-two buses serve the school on a daily basis), and financial planning and budgeting
- adjustments in organisation and administration during the first six years to refine and improve the school's capacity to manage change
- value attached to encouraging self-discipline and mutual trust among students and the absence of detailed regulations on behaviour
- flexible dress code based on *smart casual* (that allows student to make choices, for example, on colour of tops/shorts), rather than a standardised uniform code

## ***Planning and administration***

The school supervisor is secretary of HKCCCU with the result that the links with SMC are strong. SMC has made a significant contribution to the formulation of the school mission and policies (particularly in financial planning) while giving the Principal the freedom and responsibility to direct and manage the school. Continuity in membership has ensured that the vision and mission are ever-present in the thinking of SMC and can be shared with new members in reviewing progress of the school on a regular basis. While the current membership of SMC benefits from the diversity of skills and experience in the ranks of HKCCCU, there is an opportunity, six years on, to add representation from staff and the flourishing Parents' Association. The evidence of the review suggests that SMC would welcome the insights of staff and parents as a way of strengthening communication within the Logos community.

The Principal has put in place effective arrangements to ensure that the daily operations associated with managing a large school run smoothly. Well-qualified, committed administrative and technical personnel complement the educational expertise and experience of the senior management. Financial planning and income and expenditure activities are managed in line with good business practice. A part-time business consultant advises the Principal on forward planning and is supported by work of a high standard in the finance unit. The Principal Executive Officer (General Affairs), with overall responsibility for support services and procedures to comply with legislation matters, has established a productive atmosphere in the general offices of both campuses.

## ***Subject panels***

The school's learning and teaching subject panels (led by a panel head) covering the *key learning areas* reflect educational policy in Hong Kong. The panels enjoy considerable freedom in managing learning and teaching as well as the opportunity to develop a school-based curriculum to meet the needs of Logos students while keeping faith with Hong Kong policy objectives. While there is variation in the way in which panels are led and managed, there is a shared understanding that the panel head is *first among equals* with more emphasis on professional expertise than position in the hierarchy. There are examples of emerging good practice across panels in terms of curriculum development.

In order to keep pace with the growth of the school (and, in particular, the increase in student numbers in the secondary section located in Campus 2), the school should put an increased emphasis on sharing of ideas between and

within panels. Improvements in panel co-operation would help to bring about a better understanding of the overall curriculum and its impact on the *through-train* mode of school education. The newly-formed Curriculum Committee will have a crucial role to play in encouraging a whole-school approach.

### ***Principal Executive Officer (PEO) Teams***

In line with the school's growth and its evolutionary approach to organisation, two more PEO teams, Research & Development (R&D) and Academic Affairs (previously part of Student Affairs), have been added to the original teams covering Student Affairs, External Affairs and General Affairs. With the exception of the newly-appointed R&D officer who has an industrial background, the officers have extensive teaching and management experience. Academic Affairs PEO takes the lead in learning, teaching and curriculum development, linking with the panel heads and supervising professional development of staff. External Affairs post reflects the mission of Logos Academy as an outward-looking school. The school has been dynamic in creating impressive (and growing) links with schools, national/local institutions and individuals in and beyond Hong Kong. The evidence suggests that the educational experiences of students and staff are enriched by the interaction with others. Student Affairs assumes responsibility for much of the school life covering, for example, student welfare, behaviour, and extra-curricular activities and including the highly successful *School Campus Life Group* programme fostering, for example, home-school liaison and *Family Life Education*. PEO General Affairs looks after support staff, enrolment and student records, transport, and maintenance and inventory of resources. The new PEO for R&D is expected to bring an added dimension to the organisation given his experience in industrial and electronic engineering.

The PEO teams have been successful in supporting a number of professional developments, including school-based curriculum planning, parental involvement in students' learning, and establishing well-founded administrative support services. With the new PEO structure in place, and the school at a critical stage in its development, priority should be given to clarifying the work of the five teams in order to: maximise their impact on learning and teaching, curriculum, and staff development; strengthen their interaction with subject panels; and, reduce the workload of the Principal.

### ***School development planning***

The school's development plan reflects the vision set out in its mission statement to support the DSS application. The plans have been updated and amended year-by-year drawing on past experiences and taking account of changes in education policy in Hong Kong. The annual plan is supplemented by a three-year forward look that highlights major development aspects such as: improvements to the school facilities, including the construction of a seven-storey building inside Campus 2; and preparations for the new senior secondary curriculum. In keeping with the informal style of management and emphasis on outcomes, best summed up in the Principal's words *we deal in people, not in paper*, the plans and annual reports are succinct.

The emphasis on outcomes rather than detailed description is to be commended but the evaluation process could be improved further by setting out guidelines covering: performance criteria; assessment criteria; staff responsible for delivering outcomes; resources required; and, timescale for each of the main tasks. The executive summary of the 2006/07 school plan (a more informative document than the 2007/08 plan) and the annual reports of subject panels, for example, English and Mathematics, provide a good starting point for the preparation of guidelines and criteria. A revised approach could lead to an informed debate within the Logos community and encourage greater input from staff and parents. A revised approach at school level, recommended above, should embrace discussion on how best to integrate school and panel plans to refine reporting and improve school self-evaluation.

### ***School self-evaluation***

School self-evaluation is based on annual reporting at school and panel levels as described above. The reports are complemented by informal gathering of views from different aspects of the school's activities. For example, panel heads and teachers refer to self-evaluation in terms of: peer evaluation to encourage sharing of learning and teaching practices; self-reflection on lesson evaluations by panel heads, senior staff and parents (via parents' open class days); response of students to lessons and teaching; and, regular feedback from a parent population that takes a keen interest in the life of the school. In the current school year, the school has moved to follow up some of the issues raised in a wide-ranging survey of the views of parents, students and teachers on key aspects of school life. The SMC and the Principal also value informal approaches to self-evaluation, quoting in particular the importance of listening to parents. They point to the success in attracting year by year a full complement of students based largely on *word of mouth* recommendations by parents and friends, backed up by the regular briefings for potential parents. The Principal's annual financial plans and reports on

school progress are evaluated by SMC. The main focus is on looking forward to improve the quality of education on offer by learning from the previous year's experience while anticipating the issues and concerns of tomorrow. A good example of how the school takes stock of its progress is to be found in the plan to begin work in 2008 on a seven-storey building on the site of Campus 2. The new building, made possible by shrewd financial management, will enhance the school's capability to support the growth in the school roll as well as its capacity to meet the changes taking place in learning and teaching in Hong Kong and globally.

The distinctive Logos way of self-evaluation has served the school well in its early years. There is now a platform on which to build a more systematic approach as the school becomes a bigger and more complex organisation.

### ***Leadership and staff management***

The Principal is a visionary and creative leader with firm beliefs and an unstinting commitment to fulfilling HKCCCU vision for the school. He has, with the support of SMC and the Logos community, nurtured and guided the school to a position of strength. He is conversant with curriculum reforms and has a good awareness of new ways of promoting learning and teaching. The Principal's communication with and among staff is fostered through the daily morning staff briefing meeting. He also takes care to meet staff regularly on an individual basis. The review found ample evidence to support the view of SMC that *the Principal is not only the leader of Logos Academy but also the engineer of the entire project.*

There is a need, however, to consider the very onerous workload that the Principal carries (partly) out of choice. The *through-train* school is moving at a fast pace with increasing complexity in terms of, for example: staffing matters; curriculum development (including International Baccalaureate); growth in scale and size of the overall campus; and expansion of external links. It will be important to empower senior staff – especially at PEO level – to take over some of the tasks undertaken by the Principal. Otherwise there could be a danger, as acknowledged by SMC and parents, that the Principal's health may suffer along with the school's ability to continue to manage change with success.

### ***Teaching staff and staff development***

Teaching staff possess good academic qualifications with over half holding Master's degrees or above, and virtually all holding a Bachelor's degree or equivalent. The way in which teaching duties are allocated is clear with discussion at panel level. There are good examples of teachers working together to prepare lessons. Teachers are assigned to teach three classes of the same level to economise on time spent on preparation and to make optimal use of staff expertise. Specialisation and adequate time for preparation, along with the policy of separating teaching and administration, have enhanced teachers' ability to improve their lessons and focus on teaching duties.

The school is very supportive of staff development including: a monthly staff development day; induction for teachers new to Logos and for inexperienced teachers; exchange visits to other schools, particularly in mainland China; opportunities to present papers at international conferences; and readiness to facilitate attendance at relevant courses during the school day. Typical of the Logos innovative way of doing things is the provision of a budget, equivalent to one month's salary, for every member of staff to enhance their professional knowledge and skills. At present, the uptake is less than expected, due partly to the time needed to come to terms with the job given that significant numbers of staff join the growing school each year. The school's *open class* initiative whereby teachers, except those who are in their first year of teaching, conduct a lesson before parents at set times is valued by teachers who feel that they benefit from the sharing with parents and colleagues. The school leadership is to be commended for making effective arrangements to support collaborative lesson planning by providing: attractive common rooms; convenient seating arrangements in staffrooms; and intranet to facilitate informed debate. Support staff enjoy being part of the Logos community and the encouragement to pursue personal development, albeit in a challenging environment. The fact that they are treated with the same respect and given the same rights as teaching staff contributes greatly to the positive atmosphere in the school.

The school has been enterprising in making use of the flexibility that comes with DSS to offer incentives to recruit and retain staff. However, the staff turnover rate has yet to settle down, particularly in the English Department. The school meets with teachers and support staff who have decided to resign and, as a result, it is able to categorise reasons for leaving. A large number of new staff is recruited each school year making it even more important to keep the turnover rate under review in order to help stabilise overall staffing.

### ***Staff appraisal***

Feedback on staff performance is provided through a variety of channels,

including those reported upon in the *school self-evaluation* paragraph above. The approach is essentially an informal one with little recourse to formal reviews of performance. The Principal's considered view is that the school's informal approach, drawing on everyday exchanges with staff in a wide range of situations, and evidence from school self-evaluation, together with the school's emphasis on outcomes, is a positive one in keeping with the school's mission of *education of the heart*. Teachers and support staff are praised and rewarded for good work while those who are experiencing difficulties are supported in discreet ways.

The Principal recognises that the approach that has worked for the school in its early years may have to be refined in line with the increase in staff complement and the growing maturity of the school. There is an opportunity to take account of the views of staff and clarify the school's policy to construct a more transparent system, without losing the strengths of the current practice.

## 4. Curriculum, Learning and Teaching

### *Learning and teaching resources*

The excellent physical environment comprising primary and secondary campuses allows the school to deploy learning and teaching resources flexibly and effectively. In addition to a total of sixty classrooms and ample special rooms on the two campuses, learning and teaching facilities are enhanced by an auditorium for music and film appreciation and a reception centre for international scholars and academics.

The school has high-tech learning facilities and well-equipped classrooms to support learning and teaching. The information technology (IT) infrastructure in the school is very good. Each classroom is equipped with IT facilities, and teachers can have easy access to SMART Boards (interactive white board combining the simplicity of a white board with the power of a computer) and large high-density TV sets to facilitate learning and teaching. The use of SMART Boards is proving to be a very effective learning approach to motivate students. For example, almost every lesson observed in Mathematics demonstrated the success of SMART Boards in supporting quality learning. Every teacher is provided with a notebook computer. Based on the sixty-one lessons observed, many teachers readily used IT and audio visual equipment (AV) to promote learning and teaching effectiveness. DS1-3 students also make good use of IT for project work. The school commitment to IT learning is witnessed in its collaboration with the Hong Kong University of Science and Technology to develop an e-learning platform entitled *Online Virtual University Platform*.

High-speed wireless LAN has been set up and extended to various parts of the school. The e-Class intranet provides a convenient platform for staff to share teaching resources, book AV aids and equipment as well as for communication and coordination. Resource lists have been drawn up by subject panels to facilitate ease of reference for teachers. Electronic versions of teaching resources in individual subject panels are stored in the school intranet. Funding to purchase learning and teaching resources is generally very good, though there is room for further improvement in some panels, including Music and Visual Arts.

The school has sought value for money in the procurement of library books and other resources. Many of the resources have been purchased through auctions, second-hand markets and hard bargaining with suppliers. The school recognises that while the provision and range of books and other learning aids meet its current needs, the stock will need to be increased to keep pace with the addition of classes at the secondary stage and changes in



the curriculum.

The school has a small, dedicated team to support IT developments and map out the related strategies to promote quality learning. There will be a need to review the staffing to keep pace with IT and curriculum developments. Challenges ahead include establishing e-portfolios for students, making use of e-Class to communicate with parents, setting up Campus TV and restructuring the web site to facilitate wider communication with stakeholders.

### ***Curriculum planning and management***

The school has a balanced and comprehensive school-based curriculum for each *key learning area* with the framework broadly in accord with the reform initiatives in Hong Kong. One of the most innovative aspects of the curriculum is its *through-train* education based on an eleven-year curriculum, instead of twelve, that is six for primary and six for secondary. The formal curriculum is supplemented by an informal curriculum that is geared towards helping students develop generic skills, positive values and attitudes. The informal curriculum is fostered through a variety of co-curricular activities including school visits, cultural exchanges, summer camps, and participation in international conferences. The evidence suggests that these activities help students' self-esteem and confidence, as well ensuring that they have a balanced education.

The Principal is looked upon as the curriculum leader. He makes use of opportunities like the monthly staff development seminars and the daily morning staff briefing meeting to share curriculum ideas and initiatives as a means of creating a common vision among the staff.

### ***Curriculum - the four key tasks***

The curriculum lays emphasis on the four key tasks associated with Hong Kong policy, that is: reading to learn, project learning, information technology (IT) for interactive learning, and moral and civic education. The school encourages a positive reading culture through implementation of reading programmes, for example, a passage a day, and promotion of reading at subject level, especially Chinese and English. There is a reading campaign for students who come to school early, and they are encouraged to bring their books and start reading until the first lesson begins. The school also puts a strong emphasis on project learning, which is implemented in different subjects, especially Social Studies. With the establishment of the new Curriculum Committee, it is envisaged that more cross-curricular projects will be implemented. Mention has been made of the very good IT facilities in classrooms while a range of IT resources is available for teachers' use

making it possible for students to learn and apply IT in the classroom. The school has strong moral, civic, family life and national education programmes, which are conducive to students' whole-person development.

Co-curricular activities, self-study periods and learning support programmes are provided within school hours so that students do not have to stay beyond the relatively long school day to take part. Co-curricular activities are well-received enabling students to gain access to a variety of cultural and artistic pursuits.

### ***Medium of instruction***

The school has a clear medium of instruction policy based on a biliterate and trilingual approach. Chinese is adopted as the medium of instruction from FS1 to DS3 (except for English at all levels). From DS4, the medium of instruction is mainly English. To ease the transition from Chinese to English and help students manage the switch, English is introduced as a medium of instruction for Science from DS2-DS3, and Mathematics and CIT from DS3. This policy is working well, though some students are coping better than others. From DS2, Putonghua is used as the language of instruction in Chinese lessons, whereas before DS2 teaching is delivered in Cantonese. On the whole, though some students find it difficult to learn initially in DS2 in the medium of Putonghua, they gradually adjust to the language as they move to higher year groups.

### ***Sharing among teachers and panels***

Within each *key learning area* teachers are assigned different responsibilities, such as, vetting examination papers and level coordination. Panel and level meetings are held regularly to enable teachers to share experience regarding curriculum matters, while the daily morning staff briefing meeting offers opportunities for whole-school sharing. Peer observation is conducted on a regular basis and teachers are used to having observers, including parents, in their classroom. The emphasis on classroom observation has helped to build teachers' confidence and expertise as well as giving an impetus to the evaluation of the curriculum and learning and teaching. The emerging assessment policy across all *key learning areas* is moving in the right directions. There is good work on analysing the results of summative assessment with progress towards identifying students' strengths and areas to improve.

### ***Curriculum integration***

While Logos has made commendable progress in the first six years of its life, curriculum integration needs to be improved and overlapping subject matters weeded out as part of the school's drive to maintain seamless continuity throughout the eleven years of schooling. Improved collaboration across *key learning areas* should be encouraged so that teachers are better able to incorporate the four key tasks to reinforce students' learning across subjects, and improve consistency in the development of school-based curricula. Given the school's emphasis on independent learning, more can be done to empower students and to involve them more actively in the assessment and learning process. Continuous staff development to enhance teachers' professional skills in curriculum and assessment should be pursued in a more systematic manner.

## ***Teaching***

Teachers are committed and enthusiastic in teaching. Almost all lessons observed were well planned and organised systematically with clear objectives. Teachers enjoy excellent relationships with students and the harmonious classroom atmosphere provides a caring, supportive learning environment for students. Almost all teachers have high expectations of their students' learning while the school's praise and reward ethos motivates most students to stay on task and participate in classroom activities.

In the lessons observed, teachers demonstrate a wide range of learning and teaching methods - including question and answer, paired work, group activities and discussion, role play and games - to extend students' multiple intelligences with an emphasis on enjoyment of learning. Most teachers display a mastery of subject knowledge, strong communication skills and good classroom management techniques, all of which help foster a positive learning attitude among students. In classes where English is the medium of instruction, teachers' command of the language ranges from very good to outstanding.

The overall learning and teaching culture in Logos leans towards a student-centred approach to encourage independent thought and *learning by doing*. The provision of quality IT facilities has given a boost to the school's encouragement of participative learning. In Mathematics, for example, almost all teachers observed, exploited the strengths of interactive SMART boards to introduce materials, worksheets and thought-provoking assignments, ingeniously developed, to: encourage students' conceptual and procedural knowledge; arouse students' curiosity and interest; cater for individual learning differences; and stimulate classroom interaction and group activities. Peer observation, allied to the *open class* days, is conducted on a regular basis and the evidence suggests that sharing of classroom

practice promotes teachers' confidence as well as their professional expertise.

In common with practice in school reviews in Hong Kong, a four point scale – *excellent*, *good*, *acceptable*, and *unsatisfactory* – with city-wide criteria was used to evaluate the quality of learning and teaching. Almost all of the sixty-one lessons observed were evaluated in the range *excellent to acceptable*, with the percentage of lessons classified as *excellent* and *good* of particular note in the corporate judgement of the review team. As a developing school, Logos is in a position to improve even further. Inexperienced teachers should be given additional support to improve classroom management and lesson planning skills. There is room for improvement in teachers' questioning techniques to enhance students' higher-order thinking. The high quality use of IT, in particular SMART boards, should be shared across subject panels through in-house workshops and co-operative teaching. The layout (and furniture) of some classrooms should be reviewed to facilitate, for example, paired work, group discussions, role play, and demonstrations.

### ***Student learning***

In group discussions with randomly-selected students, the conversation flowed as students expressed their points of view with confidence in English. The students, both in lessons observed and group discussions, demonstrated positive views about learning and teaching in Logos Academy. Their sharing was unrehearsed and frank. Many of them are keen on expressing themselves and participate enthusiastically in classroom activities. It is clear from observing students in classrooms and in communal areas that many of them like reading with some displaying an impressive range of reading interests. The more outward-looking students display outstanding communication skills and confidence in oral presentations.

The school promotes a pleasurable and respectful learning culture which encourages students to take responsibility for their own learning. Many of them are able to apply learning strategies such as note-taking, mind-mapping and critical thinking. Those students with experience of attending other schools displayed an insightful awareness of the school's strengths. They argued that Logos has a more flexible approach and relaxed atmosphere in which to enjoy learning compared with their experience elsewhere.

The school recognises that there is a diversity of interests, needs and achievement across its student population. More can be done to cater for different learning abilities, for example, via use of multi-level worksheets, teachers' flexible use of questions, and monitoring of enhancement classes in

some subjects. It needs to continue to be proactive in addressing the issues arising from this diversity to ensure that all students have access to learning support.

### ***Performance assessment***

The school has a clear assessment policy about homework, project work, tests and assessments to ensure consistency across all *key learning areas*. There are five continuous assessments, one in each term, and two summative assessments in each academic year, contributing 60% and 40% respectively to the total assessment score. Guidelines and marking schemes are provided for teachers to facilitate the design and marking of tests and examinations. Different modes of formative assessment are used, including self-assessment, teachers' observation and feedback.

A comprehensive assessment reporting system is in place, mainly through the use of daily logs, worksheets with parental involvement and feedback, parents' meetings and term reports. Parents are well informed of the progress of their children's performance.

Analysis reports of summative assessments, available for most *key learning areas*, highlight strengths of student learning as well as follow-up recommendations for teachers to adjust their teaching to improve teaching and learning.

While the arrangements are appropriate and working well in the first years of the school's life, more can be done to help students understand their strengths and to provide more student-friendly feedback to improve learning. Some worksheets and assignments should be reviewed to include more challenging questions as a way of raising expectations of both teachers and students with regard to higher-order and creative thinking.

## 5. School Ethos and Student Support

### *School ethos*

The evidence gathered in the course of the review is clear – teaching and support staff, students, parents and SMC have a strong *sense of belonging* to Logos Academy. Virtually all players in the school community are acquainted with the school’s vision and mission. The meetings with the members of the Logos community were conducted in a spirit of openness and a desire to share the experiences of the first years of the school’s life. This outward-looking approach is to be seen in the way in which parents are welcomed as an integral part of school life, and in the open class arrangements. Almost everyone is proud to be part of the school and seems to take joy in the way students, staff and parents have come together in a relatively short time to create a supportive school ethos with good team spirit. The caring approach is exhibited in the inviting toilets for students which are a match for the equally appealing staff toilets. Eye-catching displays of orchids, carefully nurtured by a support staff member, add colour and grace in a spotlessly-clean environment.

The school should apply the ideas that led to the creation of the superb toilets to providing a more colourful entrance to the school and more inviting foyer enriched by students’ art work and displays of the Logos community activities. Displays of student work and school activities should be extended to different parts of the campus to supplement the pleasing displays of art work on the third floor. Such a move would be in keeping with the spirit of Logos to create a student-oriented ethos in the best traditions of primary education.

Instead of setting stringent rules, much emphasis is placed on fostering students’ good character and setting high moral standards through pastoral care, family life and religious education. Students are taught to be self-disciplined so that they can co-operate with each other harmoniously. Time and again staff referred to the greater flexibility and professional autonomy in preparation of curriculum, lesson materials and ways of learning and teaching when compared with their experience in other organisations. It was particularly pleasing to see the importance attached to the work of support staff who feel part of the school, rather than an add-on.

The outward-looking ethos is witnessed in the school’s commitment to

fostering external links and exchange visits through its External Affairs Section. Since its establishment, the school has welcomed large numbers of visitors, including those from the education field, commerce, professors from local and overseas tertiary institutions, as well as staff and students of other schools. The school firmly believes that opening up to the outside community can bring in innovative ideas thereby helping Logos to think anew while questioning existing ways of doing things.

### ***Moral and civic education***

Moral and civic education is introduced in formal lessons and subsumed in the co-curricular activities. Morning assemblies for staff and students help to bring alive the community spirit in the school. Through the religious education curriculum and religious activities, including festive celebrations, students are helped to engage in spiritual issues by considering their own and others' beliefs and values. Students are encouraged to reflect and offer personal responses to religious beliefs in a liberal atmosphere.

*Family Life Education*, offered in the formal curriculum, is well planned and taught systematically by a team of experienced staff. Two members of this team are also members of the *School Campus Life Group* and *Parent Liaison Group*. This arrangement facilitates a strong link among the three areas, contributing appropriately to students' whole-person development.

The *School Campus Life Group* provides various activities throughout the year. Projects for *values education* focusing on aspects like joy, peace, and kindness are held across years. The morning assembly reading initiative, in the form of class competition, is designed to get students to think about self-regulation in reporting their own progress in reading of books of their own choice. It was quite uplifting, on balmy and sunny Hong Kong mornings during the review, to witness the composed and calm gathering of students in different parts of the playground as they worked together and individually to foster good reading habits and self-discipline in an ethos of shared understanding. As class by class leave the playground to go to the first period of the day, class groups take it in turn to sing songs of praise to the departing class as well as to the classes awaiting their turn in line.

### ***Home-school co-operation***

Three teachers have responsibility for parent-school cooperation matters. There are parent-school consultative meetings to collect parents' views. Parents show great appreciation and understanding of the work done by the school in educating their children. Their passion and sense of belonging is

strong as witnessed in the review team's consultation evening during which many parents in the audience talked with feeling and passion about the school's commitment to providing a quality education in a partnership with parents and students.

The Parents' Association is active and benefits from strong leadership and expertise in a variety of aspects relevant to the work of the school. Parents treasure their partnership role and are proactive in contributing support to enhance the school's endeavours. The parent-volunteers' team, with over one hundred and forty volunteers, is a significant player in the life of Logos. The Parents Concern Group assists the school in giving support to students with special needs as well as peer support to the parents concerned. The Parents Concern Group also provides volunteers to the school in terms of support for homework tutorials for students, roster duty for students' lunch and recess, library management, school picnics, and other large scale school functions. Parents with expertise in construction and finance are contributing to the planning and development of the new building on Campus 2.

An innovative and effective way of maintaining ongoing contact between parents and teachers is via the daily log and form teachers' individual *special* mobile phone numbers issued by the school. Parents can contact the form teacher via the special mobile phone number with direct inquiries during and beyond the school day. Parents, students and teachers confirmed that the daily log whereby parents can write down questions and raise issues is an effective communication channel. There are also the regular *open days* referred to earlier in the report whereby parents are welcome to observe lessons and comment on what they have seen. Parents expressed satisfaction with the prompt response of the school to their queries. Good communication and collaboration between parents and the school are brought to life in a variety of ways including: parents' night; parents' day; appreciation of teachers' action day; and, the parents' choir, with over one hundred members, conducted by the Principal.

The very good communications can be improved further by giving parents the opportunity to contact the school through *e-Class*. Parents believe that such a move would lead to greater efficiency in planning and preparing for meetings and receiving notification of changes in school procedures.



## *Support for students*

The *School Campus Life Group* is strong and well-organised with clearly-defined roles and duties of both the Group and its sub-groups. Core members comprise teachers assigned by the Principal, four (part-time) education psychologists and one full-time social worker. All form teachers are involved in tasks that cater for students' concerns and special needs in learning, behaviour, intra-personal and inter-personal communication. The school organises professional workshops to prepare teachers for the work. Collaboration among teachers on handling students' learning difficulties and discipline problems is effective.

Five teachers have been assigned to be co-ordinators for each of the five levels in the school. They have regular meetings with the form teachers to evaluate students' needs for supportive measures as well as to consider cases to be referred to the education psychologists and social worker. Most of the cases referred are concerned with how best to provide advice to students who are: experiencing sudden and unexpected changes in family matters; seeking measures to overcome their learning difficulties; and, seeking ways of improving their social behaviour skills. Disciplinary cases are few and far between.

The school has high expectations of students' moral standards. Behaviour policy has been updated and the guidelines on assessing students' conduct have been shared with parents as well as staff. Procedures on handling student misbehaviour are well prepared with exemplars.

Students with minor misbehaviours, for example, chasing in the corridors, are asked to attend the *Learning to be Good* (學乖乖) programme. They are invited to do some reading or write stories during recess and lunch time for a few days. When questioned, students said that the assignments are not regarded as punishment but as something to help improve their self-discipline while enhancing their reading and writing at the same time. The roles and duties of the class monitors and student prefects have been well prepared. Leadership training is provided for class monitors and prefects to enable them to assist teachers in handling and reporting student matters.

There are good arrangements for identifying and recording students with *Special Educational Needs (SEN)*. Teachers try to spot cases as early as possible to refer to the school's educational psychologists for discussion at form teachers' meetings. Parents are offered advice and support and feel that they are a part of the process of internal assessment and follow up by the school. The school has provided advice to teachers to help them support students with SEN. The Mathematics Department is engaged in research on

understanding dyslexic students in learning. Logos is also very much alert to the importance of supporting *Exceptionally Gifted Students* (EGS). The school has nominated seven EGS cases to the Government's *Exceptionally Gifted Students' Scheme*, and currently four students have been accepted to take part in the *Humanities Enhancement Programme*.

The school's flexible approach to behavioural issues, backed up by low-key guidelines, has served the school well to date. There are signs, however, that the growth in the school roll and the increasing diversity of the student population, may call for a tightening of current policy and practice. Also the school has a good number of new and inexperienced teachers who would benefit from increased advice on classroom management and how to handle behavioural issues. The new PEO Research and Development could be asked to report on the working of the flexible approach to behaviour and consider research on supporting SEN along the lines of the study of dyslexia in Mathematics.

### ***Co-curricular activities and external links***

Co-curricular activities are included in the school time-table and regarded as an integral part of the whole school-based curriculum. The activities include uniform groups, school contests, interest groups, academic activities, sports, art, music and social services. There are fifteen student clubs to foster leadership, team-building and inter-personal communication skills. Students have opportunities to join camps and exchange activities in the summer holidays, including the camp for FS students held within the school and the exchange programme to China for DS students and their parents.

Students take part in Hong Kong events such as the Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, Mathematics contests and other inter-school competitions. In Visual Arts, some competition projects are integrated into the curriculum to encourage students to produce high quality work. The school has set in motion an exciting on-line virtual platform with the Hong Kong University of Science and Technology. A newsletter *Towards a Better School Movement* promoting good learning and teaching practice has been planned in association with some local schools. The school's interest in educational research has led to invitations to some teachers to present papers at prestigious international conferences.

The school should consider how best to build on the good start, for example, by clarifying the purposes of co-curricular activities and bringing together topic specialists to plan and monitor the overall programme. The school might look at ways of bringing in external agencies to extend or improve activities on offer, as well as taking students to local museums and heritage

centres. The overseas programme, particularly to Mainland China, might be reviewed to broaden the coverage of subject matters as well as places to be visited.

## 6. Student Performance

### *Attitude and behaviour*

This chapter complements the detailed coverage of students' attitude, behaviour, participation and achievement in curricular and co-curricular activities under the headings of *Student Learning* in Chapter 4, and *School Ethos* and *Co-curricular and External Links* in Chapter 5.

Almost all students enjoy school and feel a sense of belonging. They show respect for their teachers and relate well to their classmates. Most students show enthusiasm for and confidence in, learning. Many are able to set learning goals and plan their time for learning. While there are variations across subjects, most students respond actively to teachers' questions in class, complete assignments seriously, and almost all like reading.

There are over one hundred student *leaders* to support the work of the staff in creating a positive school ethos. The *leaders*, and those aspiring to leadership, can improve their leadership, inter-personal and team-building skills in one or more of the fifteen co-curricular clubs devoted to leadership in the widest sense. Students have responded positively to the Logos flexible way of doing things. Few students have abused the freedom in terms of behaviour and dress codes. Evidence suggests that some of the students who transfer to Logos from other schools take time to adjust to a culture of self-discipline and independent learning, with less emphasis on stringent rules and procedures. Some teachers who resigned during the first five years also experienced difficulty in fitting in with a culture that is very demanding of teachers' time and commitment in return for considerable autonomy and flexibility in professional matters. The school has in place induction programmes for new teachers and a similar approach might be considered for students arriving from other schools.

### *Academic performance*

Internal assessment results show that students' performance and achievement are usually good to very good for different *key learning areas*. Many achieve satisfaction through high academic achievement. Student performance in Chinese and English tends to be better than in Mathematics at lower primary levels. Scrutiny of internal assessment results shows that there are variations in achievement within some *key learning areas*, particularly at DS2 and DS3, which require further scrutiny. Students' participation rates in various academic-related competitions are usually high with many successes. In English in the current academic year, for example, one hundred and forty-one

students took part in the Hong Kong Schools Speech Festival and achieved two championships and six second runner-up awards. Twenty-three certificates of proficiency and sixty-eight certificates of merit for solo verse were awarded to Logos students.

### *Non-academic performance*

Students' non-academic achievement is reflected in their participation in numerous activities, such as, speech and music festivals, inter-school sports competitions and art competitions. The prizes and awards gained by Logos students have been growing steadily both in number and level of achievement, for example, in basketball, table tennis and athletics. The school choir has won awards in the Hong Kong Schools Music Festival. Other successes include awards in verse-speaking in Putonghua, Thematic Web and Project Design Contest and Computer-assisted Project Design Contest.

## 7. Main Strengths

Logos Academy has succeeded in nurturing a positive school ethos and delivering a quality educational experience and student achievement commensurate with the mission and vision set out in its DSS submission to EMB (now EDB). The success of its drive to fulfil the high aspirations set out in its original proposal is exemplified by the following achievements:

- Strong commitment of HKCCCU and SMC complemented by leadership of founder-Principal
- *Through-train* mode of primary and secondary education well on track with quality buildings enjoying high-tech learning facilities and well-equipped classrooms
- Recruitment of highly-qualified staff with provision of resources to enhance their professional growth
- Self-disciplined, confident and friendly students with a sense of belonging to the school leading to enjoyment of learning and achievement in curricular and extra-curricular activities
- Teachers given time to focus on learning and teaching while administrative tasks are undertaken by staff with appropriate skills and knowledge
- Enthusiastic parents, who feel very much part of the Logos community, supported by a vigorous Parents' Association and an outstanding *School Campus Life Group*

A remarkable success rate in attracting, year on year, two hundred new students at entry level, especially at a time of falling school rolls

A visionary, motivated leader driven by a singleness of purpose – to cultivate an enterprising culture of high expectations and quality learning and teaching that fosters openness and mutual trust among its students, parents, staff, SMC, and HKCCCU

High quality learning and teaching enriched by a strong commitment to peer observation and open classroom days for parents

An innovative approach to in-school curriculum planning and development in tune with education reform in Hong Kong and globally

## 8. Main Points for Action

The school should review its way of managing and operating to meet the challenges of a growing and complex organisation that will include: a continuing rise in the school roll and staff complement as Campus 2 becomes fully operational; planning and commissioning of the new building on Campus 2; and, the coming of the International Baccalaureate (IB) and the new (Hong Kong) senior secondary curriculum. The review should examine the need to bring in a more systematic organisational style while retaining the strengths of the current and successful *Logos way of doing things*. The remit should include:

- the workload and priorities of the Principal
- role and responsibilities of the recently-enlarged Principal Executive Officer teams
- quality assurance and school self-evaluation
- staff appraisal strategies, including how best to create a sense of belonging among the large numbers of new staff who are recruited year by year in line with the school's growth and
- membership and composition of the SMC

Six years on, the school should revisit its staff development policy and practices to: consider how best to mutually support professional needs of individual staff and school needs; and, step up its induction and mentoring courses for new and inexperienced staff, particularly in classroom management, lesson planning and inter-personal skills for relating to parents.

The good work on school-based curriculum development and planning should be taken forward to: refine *assessment for learning* to include sharper feedback to enable all students to build on their strengths and identify aspects for improvement; empower the Curriculum Committee to enhance the links between *key learning areas* to further improve coherence and consistency; and, smooth the transition from primary to secondary.

## 9. List of Appendices

Appendix 1      School's Response

Appendix 2      Types of Prizes and Awards Won by Students outside the  
School in the Past Three Years



The school's response was received on 28 June 2008. The original text of the response is as follows:

**Response to the Comprehensive Review Report by  
McGlynn-Ross Education (Hong Kong)**

HKCCCU Logos Academy is greatly encouraged and uplifted by the independent review team's evaluation of the school's performance and achievements during the first five years of its young life. We are pleased, in particular, to read the ringing endorsement of our success in fulfilling the mission and vision set out in our DSS application to the Education Bureau. Our parents, students, staff and the whole Logos Academy community are delighted with the review's statement that learning and teaching in the school is of a very high standard and a main strength of the school's success. The SMC and school leadership have worked hard to involve all major stakeholders in the life and work of the school. Parents have rendered enthusiastic support and all staff members have made invaluable contributions. It is, therefore, very pleasing to see the recognition of our efforts in the report's evaluation that praises the fact that parents, students and staff all feel a strong sense of belonging to Logos Academy.

The school also welcomes and appreciates the positive and helpful advice given by the CR Team in the review, which reflects some of the areas in the various domains that need improvement and enhancement. Through the review, for instance, we are made even more aware of the need of more stringent cooperation among subject panels as well as more rigorous curriculum coordination and integration to maintain seamless continuity in the through-train mode in view of the rapid growth and expansion of the school. As the school becomes bigger and more complex in its organization, we fully agree that our school self-evaluation mechanism needs refinement and that a more systematic approach should be adopted. Staff development is yet another perennial investment. In particular, teachers who are green to the profession should be given additional support to improve classroom management and lesson planning skills.

The CR exercise has given the school an opportunity to reflect on its growth so far and to identify areas that require continuous improvement in order to keep abreast with the latest trends of development in education. As the review clearly points out, the school should consider carefully how to build on a good start, to sustain the very strong sense of belonging that parents, students and all staff already possess, to enrich the pleasurable and

reflective learning and teaching culture, to improve the infrastructure and organisational strengths as well as to nourish the outward-looking ethos that the school has developed so far. The concern on the Principal's workload mentioned in the review also hints that the school should move on to another stage of its life, a stage whereby a strong administrative team should work together to maintain and to further develop the school.

We have confidence that we will continue to be proactive in promoting a pleasurable and respectful learning culture that encourages students of different learning abilities to take responsibility for their own learning. While the school celebrates its success in its first five years, we believe that we should not rest on our laurels but should move forward from strength to strength to embrace the many challenges and opportunities of tomorrow.

**Types of Prizes and Awards Won by Students Outside the School in the Past Three Years**

Nature	2005/06	2006/07	2007/08
Chinese (Cantonese, Putonghua)	<ul style="list-style-type: none"> <li>• 57th Hong Kong Schools Speech Festival (Choral Speaking)               <ul style="list-style-type: none"> <li>○ (P1-P2) - Champion (1 Prize)</li> <li>○ (below age 8) - Champion (1 Prize)</li> <li>○ (Cantonese, Female Group) - Distinctions (3 Prizes)</li> <li>○ (Cantonese, Male Group) - Distinctions (4 Prizes)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 58th Hong Kong Schools Speech Festival (Choral Speaking)               <ul style="list-style-type: none"> <li>○ (P3) - Second runner-up (1 Prize)</li> <li>○ (P5) - Champion (1 Prize) - First runner-up (1 Prize) - Second runner-up (1 Prize)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 59th Hong Kong Schools Speech Festival (Choral Speaking)               <ul style="list-style-type: none"> <li>○ (P4) - Champion (1 Prize) - First runner-up (1 Prize) - Second runner-up (1 Prize)</li> <li>○ (F1, Female Group) - First runner-up (2 Prizes) - Second runner-up (1 Prize) - Distinctions (102 Prizes)</li> </ul> </li> <li>• Hong Kong Schools Putonghua Speech And Art Competition(2008)               <ul style="list-style-type: none"> <li>○ (P2) - Second runner-up (1 Prize)</li> </ul> </li> </ul>

Nature	2005/06	2006/07	2007/08
			Prize) - Distinctions (1 Prize)  <ul style="list-style-type: none"> <li>• The Dandelion 7th(2007)                Selective Activity For Youngster's                Outstanding Artistic Stars               <ul style="list-style-type: none"> <li>○ (P2)                    -Golden Award (1 Prize)</li> </ul> </li> </ul>
English	<ul style="list-style-type: none"> <li>• 57th Hong Kong Schools Speech Festival               <ul style="list-style-type: none"> <li>○ Solo Verse                    (Aged 8 Group)                    - Merit (1 Prize)</li> <li>○ Solo Verse                    Speaking (Primary 1-4)                    - Champion (5 Prizes)                    - 1st Runner-Up (3 Prizes)                    - 2nd Runner-Up (4 Prizes)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 58th Hong Kong Schools Speech Festival               <ul style="list-style-type: none"> <li>○ Solo Verse (Primary 3)                    - 2nd Runner-Up (1 Prize)</li> <li>○ Solo Verse (Primary 5)                    - 1st Runner-Up (1 Prize)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 59th Hong Kong Schools Speech Festival               <ul style="list-style-type: none"> <li>○ Solo Verse (Primary 1 &amp; 2)                    - Merit (14 Prizes)                    - Proficiency (8 Prizes)</li> <li>○ Solo Verse (Primary 3)                    - Champion (1 Prize)                    - 2nd Runner-Up (2 Prizes)                    - Merit (16 Prizes)                    - Proficiency (11 Prizes)</li> <li>○ Solo Verse (Primary 4)                    - Champion (1 Prize)                    - 2nd Runner-Up (3 Prizes)</li> </ul> </li> </ul>

Nature	2005/06	2006/07	2007/08
			<ul style="list-style-type: none"> <li>- Merit (21 Prizes)</li> <li>- Proficiency (4 Prizes)</li> <li>o Solo Verse (Primary 5)</li> <li>- 2nd Runner-Up (1 Prizes)</li> <li>- Merit (17 Prizes)</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Mathematics Challenge for Primary School Students 2006 <ul style="list-style-type: none"> <li>o Pairing Competition <ul style="list-style-type: none"> <li>- Best Performance Prize (1 Prize)</li> </ul> </li> <li>o Individual Competition (Primary 4 Level) <ul style="list-style-type: none"> <li>- Second Runner-Up (1 Prize)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Challenge for Primary School Students 2007 <ul style="list-style-type: none"> <li>o Pairing Competition (Primary 5 Level) <ul style="list-style-type: none"> <li>- Second Runner-Up (1 Prize)</li> <li>- Outstanding Award (3 Prizes)</li> </ul> </li> <li>o Individual Competition (Primary 4 &amp; 5 Level) <ul style="list-style-type: none"> <li>- Best Performance Prize (2 Prizes)</li> <li>- Creative Problem Solving Prize (1 Prize)</li> </ul> </li> <li>o School Achievement Grand Prize <ul style="list-style-type: none"> <li>- Best Performance Prize (1 Prize)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• World Class Arena (April 2007) <ul style="list-style-type: none"> <li>o Mathematics &amp; Problem Solving <ul style="list-style-type: none"> <li>-Outstanding Challenger (1 Prize)</li> </ul> </li> <li>o Mathematics (Aged 12-14) Primary 5 level <ul style="list-style-type: none"> <li>-Youngest Most Outstanding Candidate (1 Prize)</li> </ul> </li> <li>o Problem Solving (Primary) <ul style="list-style-type: none"> <li>- Distinction (1 Prize)</li> </ul> </li> <li>o Mathematics (Primary) <ul style="list-style-type: none"> <li>- Distinction (1 Prize)</li> </ul> </li> </ul> </li> <li>• 2008 Sai Kung District Primary School Mathematics Trail</li> </ul>

Nature	2005/06	2006/07	2007/08
		<ul style="list-style-type: none"> <li>• Hong Kong 18 Districts Primary School Mathematics Competition (Sai Kung District) <ul style="list-style-type: none"> <li>○ Team Competition <ul style="list-style-type: none"> <li>- First Prize (1 Prize)</li> <li>- Second Prize (1 Prize)</li> <li>- Overall third runner-up (1 Prize)</li> </ul> </li> <li>○ Mathematics Trail <ul style="list-style-type: none"> <li>- Champion (1 Prize)</li> </ul> </li> </ul> </li> <li>• 14th Hong Kong Primary School Mathematics Olympiad Competition <ul style="list-style-type: none"> <li>○ Primary 5 Level <ul style="list-style-type: none"> <li>- Gold Medal (1 Prize)</li> <li>- Copper Medal (4 Prizes)</li> </ul> </li> <li>○ Primary 6 Level <ul style="list-style-type: none"> <li>- Silver Medal (1 Prize)</li> </ul> </li> </ul> </li> </ul>	<p>Competition</p> <ul style="list-style-type: none"> <li>○ Mathematics Trail Competition <ul style="list-style-type: none"> <li>- Outstanding Award (4 Prizes)</li> </ul> </li> <li>• Hong Kong 18 Districts Primary School Mathematics Competition (Sai Kung District) <ul style="list-style-type: none"> <li>○ Paper 1 : 數學急轉彎 <ul style="list-style-type: none"> <li>- Champion (1 Prize)</li> </ul> </li> <li>○ Paper 3 : 數學智多星 <ul style="list-style-type: none"> <li>- First Runner-up (1 Prize)</li> </ul> </li> <li>○ Overall Result <ul style="list-style-type: none"> <li>- Champion (1 Prize)</li> </ul> </li> </ul> </li> <li>• Hong Kong 18 Districts Primary School Mathematics Competition <ul style="list-style-type: none"> <li>○ 數學智多星 <ul style="list-style-type: none"> <li>- Champion (1 Prize)</li> </ul> </li> <li>○ Overall Result <ul style="list-style-type: none"> <li>- Second Runner-up (1 Prize)</li> </ul> </li> </ul> </li> </ul>

Nature	2005/06	2006/07	2007/08
			Prize) <ul style="list-style-type: none"> <li>• The 25th Hong Kong Mathematical Olympiad               <ul style="list-style-type: none"> <li>○ Heat Event (Individual)                   <ul style="list-style-type: none"> <li>- Third-class Honour (2 Prizes)</li> </ul> </li> <li>○ Heat Event (Team)                   <ul style="list-style-type: none"> <li>- In 40 Finalists</li> </ul> </li> </ul> </li> </ul>
Sport	<ul style="list-style-type: none"> <li>• The 9th Inter-primary Schools Athletics Meet (Sai Kung District)               <ul style="list-style-type: none"> <li>○ Girls C Grade Overall                   <ul style="list-style-type: none"> <li>- Champion (1 Prize)</li> </ul> </li> <li>○ 100m (Girls B.)                   <ul style="list-style-type: none"> <li>- 1st runner-up (1 Prize)</li> </ul> </li> <li>○ Long Jump (Girls B.)                   <ul style="list-style-type: none"> <li>- Silver medal (1 Prize)</li> </ul> </li> <li>○ Long Jump (Girls C.)                   <ul style="list-style-type: none"> <li>- 1<sup>st</sup> runner-up (1 Prize)</li> </ul> </li> <li>○ 4x100m Relay (Girls C.)                   <ul style="list-style-type: none"> <li>- Champion (1 Prize)</li> <li>(Break record)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The 10<sup>th</sup> Inter-primary Schools Basketball Competition (Sai Kung District)               <ul style="list-style-type: none"> <li>○ Girls Group                   <ul style="list-style-type: none"> <li>- First runner-up (1 Prize)</li> </ul> </li> <li>○ Boys Group                   <ul style="list-style-type: none"> <li>- Second runner-up (1 Prize)</li> </ul> </li> </ul> </li> <li>• Hong Kong SQUASH Prince Hong Kong Junior Squash Closed Indoor Championships 2006               <ul style="list-style-type: none"> <li>○ Girls Age 11 and under</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The 11th Inter-primary Schools basketball competition (Sai Kung District)               <ul style="list-style-type: none"> <li>○ Boys Group                   <ul style="list-style-type: none"> <li>- Champion (1 Prize)</li> </ul> </li> <li>○ Girls Group                   <ul style="list-style-type: none"> <li>- Champion (1 Prize)</li> </ul> </li> </ul> </li> <li>• The 11<sup>th</sup> Inter-primary schools Table-tennis Competition (Sai Kung District)               <ul style="list-style-type: none"> <li>○ Girls Team                   <ul style="list-style-type: none"> <li>- Second runner-up (1 Prize)</li> </ul> </li> </ul> </li> </ul>

Nature	2005/06	2006/07	2007/08
		<p>- Champion (1 Prize)</p> <ul style="list-style-type: none"> <li>• The 10<sup>th</sup> Inter-primary schools Athletics Meet (Sai Kung District) <ul style="list-style-type: none"> <li>○ 60m (Boys B.) - Third runner-up (1 Prize)</li> <li>○ 60m (Boys C.) - Second runner-up (1 Prize)</li> <li>○ 200m (Boys C.) - Second runner-up (1 Prize)</li> <li>○ 60m (Girls A.) - First runner-up (1 Prize)</li> <li>○ 60m (Girls B.) - Second runner-up (1 Prize)</li> <li>○ 60m (Girls C.) - First runner-up (1 Prize)</li> <li>○ 100m (Girls A.) - Second runner-up (1 Prize)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• KTS Basketball Match Invitation <ul style="list-style-type: none"> <li>○ Boys Champion (1 Prize)</li> </ul> </li> <li>• The 11th Inter-primary schools Athletics Meet (Sai Kung District) <ul style="list-style-type: none"> <li>○ 200m (Girls Special Grade) -Champion (1 Prize)</li> <li>○ 400m (Boys A.) - Champion (1 Prize)</li> <li>○ 200m (Boys B.) - Champion (1 Prize) - Third runner-up (1 Prize)</li> <li>○ 100m (Boys C.) -First runner-up (1 Prize)</li> <li>○ 100m (Boys B.) - Second runner-up (1 Prize)</li> <li>○ 60m (Girls A.) - Champion (1 Prize) - Third runner-up (1 Prize)</li> </ul> </li> </ul>



Nature	2005/06	2006/07	2007/08
		Prize) <ul style="list-style-type: none"> <li>○ 100m (Girls B.) - First runner-up (1 Prize) - Third runner-up (1 Prize)</li> <li>○ 100m (Girls C.) - Second runner-up (1 Prize)</li> <li>○ 200m (Girls A.) - Champion (1 Prize) (Break record)</li> <li>○ Long Jump (Girls A.) - First runner-up (1 Prize)</li> <li>○ Long Jump (Girls B.) - Champion (1 Prize)</li> <li>○ Individual (Girl B.) - 1<sup>st</sup> runner-up</li> <li>○ 4x100m Relay (Boys B.) - Second runner-up (1 Prize)</li> <li>○ 4x100m Relay (Boys C.) - Champion (1 Prize)</li> </ul>	Prize) <ul style="list-style-type: none"> <li>○ 60m (Girls C.) - Third runner-up (1 Prize)</li> <li>○ 100m (Girls A.) - Champion (1 Prize) - First runner-up (1 Prize)</li> <li>○ 100m (Girl B.) - Second runner-up (1 Prize)</li> <li>○ 100m (Girls C.) - Second runner-up (1 Prize)</li> <li>○ 200m (Girls A.) - Second runner-up (1 Prize)</li> <li>○ 200m (Girls B.) - Champion (1 Prize)</li> <li>○ Long Jump (Girls A.) - Champion (1 Prize)</li> <li>○ Long Jump (Girls C.) - Third runner-up (1 Prize)</li> </ul>

Nature	2005/06	2006/07	2007/08
		<ul style="list-style-type: none"> <li>○ 4x100m Relay (Girls A.) - Second runner-up (1 Prize)</li> <li>○ 4x100m Relay (Girls C.) - Second runner-up (2 Prize)</li> </ul>	<ul style="list-style-type: none"> <li>○ High Jump (Girls A.) - Champion (1 Prize)</li> <li>○ High Jump (Girls B.) - First runner-up (1 Prize)</li> <li>○ High Jump (Boys C.) - First runner-up (1 Prize)</li> <li>○ Softball (Girls A.) - Third runner-up (1 Prize)</li> <li>○ Softball (Girls B.) - Third runner-up (1 Prize)</li> <li>○ Shot Put (Girls A.) - Third runner-up (1 Prize)</li> <li>○ 4x100m Relay (Girls A.) - Champion (1 Prize)</li> <li>○ 4x100m Relay (Girls B.) - Champion (1 Prize)</li> <li>○ 4x100m Relay (Girls C.) - First runner-up (1 Prize)</li> </ul>

Nature	2005/06	2006/07	2007/08
			Prize) <ul style="list-style-type: none"> <li>○ Individual (Girls A.) - First runner-up (1 Prize) - Third runner-up (1 Prize)</li> <li>○ Individual (Girls B.) - Second runner-up (1 Prize)</li> <li>○ Individual (Girls C.) - Second runner-up (1 Prize)</li> <li>○ Individual (Boy B.) - Second runner-up (1 Prize)</li> <li>○ Individual (Boy C.) - Second runner-up (1 Prize)</li> <li>○ Girls Team Overall (A.) - Champion (1 Prize)</li> <li>○ Girls Team Overall (B.) - Champion (1 Prize)</li> <li>○ Girls Team Overall (C.) - First runner-up (1 Prize)</li> </ul>

Nature	2005/06	2006/07	2007/08
			<ul style="list-style-type: none"> <li>○ Boys Team Overall (B.) - Second runner-up (1 Prize)</li> <li>○ Boys Team Overall (C.) - Second runner-up (1 Prize)</li> </ul>
Art		<ul style="list-style-type: none"> <li>• 社區共融之文化匯聚展和諧西貢區小學繪畫比賽 <ul style="list-style-type: none"> <li>○ 初級組 - 優異獎一項</li> </ul> </li> <li>• 第四屆少兒書畫耀香江 <ul style="list-style-type: none"> <li>○ 西畫組 - 銅獎一項</li> </ul> </li> <li>• 全港青年繪畫比賽 <ul style="list-style-type: none"> <li>○ 國畫 初小組 - 優異獎一項</li> </ul> </li> <li>• 2006年復活蛋設計比賽 <ul style="list-style-type: none"> <li>○ 優異獎兩項</li> </ul> </li> </ul>	

Nature	2005/06	2006/07	2007/08
		<ul style="list-style-type: none"> <li>• 2006-2007 Ming Pao Drawing Competition <ul style="list-style-type: none"> <li>- First Prize (1 Prize)</li> <li>- Second Prize (2 Prizes)</li> </ul> </li> <li>• Green Power Design Contest Posters (6-11 Years Old) <ul style="list-style-type: none"> <li>- Honorary Mentions</li> </ul> </li> <li>• Ming Pao The Genealogy of Family Design Competition <ul style="list-style-type: none"> <li>○ Senior Primary category <ul style="list-style-type: none"> <li>- Excellence (1 Prize)</li> <li>- Merit (2 Prizes)</li> </ul> </li> </ul> </li> </ul>	
Music	<ul style="list-style-type: none"> <li>• 58th Hong Kong Schools Music Festival Hymn Singing in English <ul style="list-style-type: none"> <li>○ 男子及/或女子中級組 - (Age 10 and under) <ul style="list-style-type: none"> <li>- Champion (1 prize)</li> <li>- Proficiency Certificate (75 prizes)</li> <li>- Merit Certificate (95 prizes)</li> <li>- Honours Certificate (2 prizes)</li> </ul> </li> <li>○ Hymn Singing in Chinese</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 59th Hong Kong Schools Music Festival Hymn Singing in English <ul style="list-style-type: none"> <li>- Proficiency Certificate (90 prizes)</li> <li>- Merit Certificate (95 prizes)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60th Hong Kong Schools Music Festival Hymn Singing in English <ul style="list-style-type: none"> <li>○ Primary School Choir - Intermediate (Age 10 and under) <ul style="list-style-type: none"> <li>- Champion (1 prize)</li> </ul> </li> </ul> </li> </ul>

Nature	2005/06	2006/07	2007/08
	<ul style="list-style-type: none"> <li>- Boys and /or Girls Intermediate - Age 10 and under</li> <li>- Second runner-up (1 Prize)</li> </ul>		
Computer	<ul style="list-style-type: none"> <li>• Thematic Web and Project Design Contest <ul style="list-style-type: none"> <li>○ Primary Form <ul style="list-style-type: none"> <li>- Second Runner-up (1 Prize)</li> <li>- Outstanding Report Award (1 Prize)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Computer-Assisted Project Design Contest <ul style="list-style-type: none"> <li>○ Junior Group <ul style="list-style-type: none"> <li>- Grand First Prize (1 Prize)</li> <li>- Outstanding Project Award &amp; Outstanding Project Report Award (1 Prize)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Beijing 2008 Thematic Web and Project Design Contest <ul style="list-style-type: none"> <li>○ Creativity Award (Senior Form)</li> </ul> </li> <li>• Beijing 2008 Thematic Web and Project Design Contest <ul style="list-style-type: none"> <li>○ Junior Form <ul style="list-style-type: none"> <li>- Active Participation Junior Form (1 Prize)</li> </ul> </li> </ul> </li> <li>• Dragon-Link <ul style="list-style-type: none"> <li>○ Special Creativity Group Award (1 Prize)</li> </ul> </li> </ul>
Others	<ul style="list-style-type: none"> <li>• 再生能源創意模型設計比賽 <ul style="list-style-type: none"> <li>○ 小學組 <ul style="list-style-type: none"> <li>- 冠軍一項</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 優秀太極養生及武術家大獎賽 <ul style="list-style-type: none"> <li>○ 集體五步拳 <ul style="list-style-type: none"> <li>- 嘉許狀一項</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Junior Ambassador in Beijing Olympic 2008 <ul style="list-style-type: none"> <li>○ Student Representative</li> </ul> </li> </ul>

Nature	2005/06	2006/07	2007/08
		<ul style="list-style-type: none"> <li>• 福口號及心意咭設計比賽               <ul style="list-style-type: none"> <li>○ 初小組                   <ul style="list-style-type: none"> <li>- 冠軍一項</li> <li>- 季軍一項</li> <li>- 優異獎一項</li> </ul> </li> </ul> </li>   <li>• 暑期上海文化體驗團               <ul style="list-style-type: none"> <li>○ 習作評選結果(拓階三)                   <ul style="list-style-type: none"> <li>-一等獎 一項</li> <li>-二等獎 一項</li> <li>-三等獎 一項</li> </ul> </li> </ul> </li> </ul>	<p>(1 Prize)</p> <ul style="list-style-type: none"> <li>• 創意家譜設計比賽               <ul style="list-style-type: none"> <li>○ 教得樂                   <ul style="list-style-type: none"> <li>- 傑出獎 一項</li> <li>- 優異獎 兩項</li> </ul> </li> </ul> </li> </ul>

