

Comprehensive Review Report

The HKCCCU Logos Academy (Secondary Section)

Address of School : 1 Kan Hok Lane, Tseung Kwan O,
New Territories

Review Period : 24 February, 21-24 & 27-28 April 2009

McGlynn-Ross Education (Hong Kong)



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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 the HKCCCU Logos Academy (Secondary Section) was conducted on 24 February (preparatory visit) while the in-school review took place on 21 – 24 & 27 – 28 April 2009. The CR team of sixteen 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.

A preparatory visit was paid on 24 February 2009 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 forty 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, four Division Heads (School Development, Academic Affairs, Student Affairs and General Affairs), members of the SMC, consultants to the school, panel heads, coordinators of functional teams, teachers, education psychologists, school social worker, support and janitorial staff, and, most important of all, with students and parents
- scrutiny of samples of students' work and examination papers in 2008-2009 school year and

- observation of lessons.

During the CR, 59 lessons taught by 49 teachers were observed. The following subjects under the eight *key learning areas* (KLA) were reviewed:

KLA	Chi. Lang Ed.	Eng. Lang. Ed.	Maths. Ed.	P.S.H. Ed.	Sci. Ed.	Tech. Ed.	Arts Ed.	P.E.
Subjects reviewed	Chinese Language, Chinese Literature, Chinese Language & Culture, & Puthonghua	English Language & Use of English	Mathematics & Additional Mathematics	Chinese History, Geography, Economics, Government & Public Affairs, Social Studies, Religious Studies, & Family Life Education	Natural Science, Physics, Chemistry & Biology	Computer & Information Technology, & Principles of Accounts	Visual Arts, Media Education & Music	Physical Education

- In addition, two lessons (one each in Current Issues and Psychology) 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. The HKCCCU Logos Academy

(original text provided by the school)

School vision and mission

The 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. The 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 (HKDSE). 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 square metres. 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 square metres; 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

The class structure and the student enrolment in the 2008-2009 school year are as follows:

Level	DS4	DS5	S3	S4	S5	S6	Total
Number of classes/streams	6	6	2	3	2	1	20
Number of students	220	216	59	93	56	15	659

Note: information about the class structure and the student enrolment of FS1-FS2 and DS1-DS3 has not been included as this Comprehensive Review covers levels from DS4-DS5 and S3-S6 only.

Staff

There are 36 full-time and 7 part-time teaching staff serving the school without administrative duties. Another 10 full-time teaching staff members take up some kind of administrative duties. There are 19 administrative staff members serving the school without teaching duties including the Principal. One laboratory technician, 4 clerical staff and 6 janitors support the school along with 1 part-time school social worker as well as 1 part-time and 2 full-time education psychologists. These figures do not include staff working with the FS1, FS2, DS1, DS2 and DS3 Levels.

3. Management and Organisation

Vision and mission

The HKCCCU Logos Academy is a young organisation in its seventh year of life in 2008-2009. In common with many other young and developing organisations, it is experiencing opportunities and challenges as it seeks to meet the vision and mission set out by the HKCCCU in its DSS submission to the Education and Manpower Bureau (now Education Bureau) in 2000. 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, the HKCCCU challenged itself to cultivate a culture of learning for the Logos Academy community – students, staff, parents, SMC and sponsoring body – in which enjoyment of learning, self-reflection 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 the HKCCCU and the SMC, has sought to meet the HKCCCU challenge by fostering a culture based loosely on the notion that *there is no one best way of doing things*, especially in relation to learning and teaching and management and leadership. The free-flowing, *open to new ideas* approach, backed up by well-organised procedures for financial and administrative matters, is exemplified by:

- the high degree of autonomy given to teachers in professional matters such as learning and teaching and curriculum planning
- the separation, wherever possible, 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 student transport arrangements (thirty-seven buses serve the school on a daily basis), and financial planning and budgeting
- the several changes in organisation structure over the first seven years as the school seeks to refine the way it manages and organises in line with the growth of the school roll and staff complement

- the value attached to encouraging self-discipline, self-control and mutual trust among students and the absence of detailed rules and regulations on student behaviour
- the flexible dress code based on *smart casual* (that allows students to make choices, for example, on colour of tops/shorts), rather than a standardised uniform code more usually found in Hong Kong schools

Planning and administration

The school supervisor is secretary of the HKCCCU with the result that the link between sponsoring body and SMC is strong. SMC has made a significant contribution to the formulation of the school mission and policies (particularly in financial planning and budgeting) while giving the Principal the freedom and responsibility to direct and manage the school. The unstinting and enthusiastic commitment of SMC members, complemented by the determination of the HKCCCU to deliver on its promises, is exemplified in the forward thinking and planning that will see the start of construction work on a major extension to campus 2 before the end of 2009. The extension will further enhance the school facilities to meet the growth in the school roll and the demands of the new senior secondary (NSS) curriculum and IB curricula.

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 the HKCCCU, there is an opportunity, seven years on, to recognise the major contribution of dedicated staff and parents to the success of the school. We believe that SMC would welcome the insights of staff and parents as a way of strengthening communication within the Logos community while enhancing openness of decision making in line with the school's mission.

The Principal, with the support of SMC, has put in place effective arrangements to ensure that the daily operations associated with managing a large school run smoothly. Well-qualified, committed administrative, financial, and technical personnel complement the educational expertise and experience of the senior management. A part-time business consultant advises the Principal on forward financial planning in line with proposed educational developments. The accounting unit has been strengthened in the current year by the addition of an extra accountant. The Head of General Affairs Division with overall responsibility for an impressive range of support services and procedures to comply with legislation matters and crisis

management has established a friendly and productive atmosphere in the general offices of both campuses.

Subject panels

The school's structure of learning and teaching subject panels (led by a panel head) covering the key *learning areas* reflects educational policy in Hong Kong. The panels enjoy considerable freedom in managing and planning 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, for example, as a result of differences in size, there is a shared understanding that the panel head is *first among equals* with more emphasis on professional expertise than position in the hierarchy. Some panels are further ahead than others in their preparations for the NSS and IB, but all are benefiting from the professional expertise and support to the recently-strengthened Academic Affairs Division. Planning for both NSS and IB, along with the growth in student numbers and the opportunities presented by the *through-train* model, argue in favour of an increased emphasis on sharing of ideas and activities between Academic Affairs Division and panels, between panels and within panels. The new Curriculum Development Committee, led by the Head of Academic Affairs, brings together divisional and panel staff and is making progress towards setting out a curriculum that will integrate NSS and IB to meet the requirements of both curricula. Academic Affairs' good work in mapping out of the similarities and differences to identify common ground and avoid duplication between the two sets of curricula bodes well for the future. The next step is to continue the mapping by engaging closely with panels to ensure all are on course to meet the curriculum challenges. There is a lot of work to be done to bring all teachers into the discussions, not least to raise their confidence and minimise concerns about workload.

Four divisions

In line with its growth and evolutionary approach to management and organisation, Logos has restructured its senior management team several times in its young life. The management team of five divisions has given way to one based on four divisions, serving both campuses, in the current school session: Academic Affairs, General Affairs, Student Affairs, and School Development. Three of the Divisional Heads have extensive teaching and management experience, while the fourth – School Development Division Head – has an industrial background. The new structure seems to be working

well, for example, the transfer of the responsibilities of the former External Affairs Division to General Affairs and Academic Affairs is a sensible redistribution of duties as well as a cost-effective move. Further adjustments, discussed below, to be introduced in the new school year are a logical refinement of the new structure.

Academic Affairs has responsibility for: learning and teaching; curriculum design and development; assessment and data processing; quality assurance; education research; special educational needs, including gifted education; and, from 2009-2010, staff development which will be taken over from School Development Division (a sensible move given its major responsibilities in learning and teaching, curriculum and assessment). Logos has succeeded in attracting high quality people, including some part-time consultants, who have brought a wealth of experience and knowledge to the division. The Head of Division took over at the start of the 2008-2009 school year. His deep understanding and awareness of education reform in Hong Kong and internationally, added to strong inter-personal skills, have brought about a firm sense of direction and focus to the wide range of responsibilities undertaken by the division. He is aware of the need to draw on the expertise and enthusiasm of subject panels to a greater extent in preparing for NSS and IB and supporting learning and teaching.

Student Affairs assumes responsibility for much of the school life surrounding, for example: student welfare; behaviour; co-curricular and extra-curricular activities; student enrolment and records; and the highly successful *Campus Life Group*, Home-school Liaison and *Family Life Education* programmes. It works hard to support and encourage students to pursue activities in and beyond Hong Kong.

The School Development Division has responsibility currently for: staff development; digital platform; school projects; and publicity. The first two are to be transferred to the Academic Affairs Division in 2009-2010. School projects are likely to assume a higher profile with the planning and construction of the extension to campus 2 and discussions on a proposed future extension to campus 1. The intention appears to be to give publicity a sharper focus by placing it under one division to maximise the *Logos story*. The school's part-time consultant on financial planning has been allocated time to work with the divisional head on the two aspects of school projects and publicity.

The Divisional Head of General Affairs looks after aspects, such as: office administration and accounting; publications; external affairs (previously a division); transport; catering; crisis management; and maintenance and inventory of resources. The Division makes a major contribution to the

smooth running of both campuses on a day-to-day basis.

School development planning

The school's annual development plan, covering both campuses, reflects the vision set out in its mission statement to support the DSS application with major emphasis in the current year on *moral and civic education* and *learning to learn*, alongside *NSS* and the recommendations in the CR of campus 1 (primary section) in 2008. 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 building of the seven storey extension to campus 2; preparations for the coming together of *NSS and IB*; and enhancement of internal and external connections and communication. The 2008-2009 annual plan is an improvement over the 2007-2008 one, providing more detail and setting out, for example, criteria for success, methods of evaluation and resources required. There is room for further sharpening to give a greater degree of precision to the evaluation process, for example, in relation to accountability of staff in charge, and resources to be deployed. While planning and reporting at panel level vary in quality, overall there is evidence of sound planning and evaluation across the panels that could be used more to inform school planning (for example, in English, Mathematics, Geography and Science, objectives, targets, success criteria and staff accountable are set out clearly to support evaluation).

School self-evaluation

School self-evaluation is based on the annual reporting at school and panel levels as described above. The reports are complemented by informal gathering of views from different aspects of school activities. For example, panel heads and teachers refer to self-evaluation in terms of: peer evaluation to encourage joint evaluation; self-reflection on lesson evaluations by panel heads, senior staff from Academic Affairs Division 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 and work of the school. The Annual School Report (2008-2009) and the School Self-Assessment Report (2008-2009) are more informative than in previous years with a focus on major achievements and concerns with more space given to evaluative judgements and less on descriptive accounts. Both reports deserve to be more widely discussed in the school to stimulate a *self-evaluation culture*, through, for example, discussion in panels, the four divisions and staff meetings. The Annual School Report focuses on evaluating how well the school has performed on the objectives set out in the

School Development Plan. The School Self-Assessment Report is based largely on data gathered from the standard surveys recommended by EDB of staff, students and parents together with the Hong Kong wide survey known as Assessment Programme for Affective & Social Outcomes (APASO) of students' attitude, affective development and social development. In the current session, the school has moved to follow up some of the issues raised in the surveys and the CR of campus 1 in 2008. The layout and format of the two reports should be reviewed to: reduce overlap; place more emphasis on *hard* evaluation and less on description; and to bring about a *bullet-point* style to facilitate ease of reading the key messages.

The school is to be commended for its commitment to quality improvement as evidenced by its willingness to go through the external evaluation process of the Commission for International Trans-Regional Accreditation (CITA). It is now an accredited member and plans are advanced to host a CITA conference in Hong Kong. Logos has also shown willingness, referred to above, to self-evaluate based on the CR of campus 1 in 2008.

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 reporting 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 is to be found in the decision to build 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 to capitalise on 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 first seven years. There is now a platform on which to operate a more systematic approach, especially in student performance assessment, as the *through-train* journey continues towards its next landmark.

Leadership and staff management

The Principal is a visionary and creative leader with firm beliefs and an unstinting commitment to fulfilling the 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 at ease with curriculum, assessment

and learning and teaching matters, enjoying a very good awareness of new ways of promoting education of the whole person. The Principal's communication with and among staff is fostered through the daily morning staff assembly that brings together staff from campuses 1 and 2. He also takes care to meet staff regularly on an individual basis. Parents openly recognise his welcoming and motivating style and his commitment to supporting actively parental involvement through, for example, the Parents' Choir, which he rehearses weekly and conducts.

We 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*. The SMC values highly his leadership, appraising his performance through regular discussion in committee, regular reviews of the school's overall performance, and listening to the views of the Logos community. The CR of campus 1 expressed concern with regard to the very onerous workload that he carries (sometimes out of choice). The recruitment of an experienced and able Head of Academic Affairs has allowed him to delegate some key aspects of curriculum planning and learning and teaching to Academic Affairs. He has made good appointments to strengthen his office support which has taken over much of the day-to-day administration of his office as well as his forward planning of meetings and commitments. The result is a much more balanced workload. Our view is that the Principal should continue to empower divisional heads and subject leaders to take a greater share of the workload so allowing him more space for reflection and strategic forward planning given the challenges that lie ahead as the school reaches *maturity* coupled with the coming of NSS and IB.

Staff development

Teaching staff possess good academic qualifications with more than half holding Master's degree or above, and virtually all holding a Bachelor's degree or equivalent. Teachers of Chinese language with appropriate qualifications have been recruited from mainland China to teach Chinese. The principles and criteria for allocating teaching duties are clear allowing optimal use of staff expertise at both panel and school levels. Almost all teachers teach only one subject or *key learning area* according to their specialisation. The *Logos way* is designed to support specialised teaching and deepen teachers' pedagogical skills and professional expertise. Teachers are assigned to teach several classes of the same level to economise on time spent in preparation and encourage joint working in preparing lessons. The policy, complemented by adequate time to prepare lessons, finds favour among almost all staff, and is appreciated, in particular, by new and inexperienced teachers as it allows them to focus on teaching their subject at one level. The

school's *open class* initiative, whereby teachers, except those who are in their first year of teaching, conduct a lesson before parents and other teachers at set times during the year, is valued by teachers who feel that they benefit from the sharing with parents and colleagues. The *open class* has become part of the Logos tradition and should be encouraged further in the secondary section to match the high participation rate of teachers in the primary section reported in the CR of 2008. Furthermore, as mentioned above under *A Culture of Learning*, Logos practises separation of teaching and administration duties to allow teachers to focus on teaching while enhancing the efficiency of school administration by employing dedicated staff with suitable expertise. The school leadership is to be commended for making effective arrangements to support collaborative lesson planning and curriculum discussion by providing attractive staff workrooms for teachers of cognate subjects and panels.

The school is very supportive of staff development. The SMC makes provision for staff to spend a lump sum each school year, not exceeding one month's salary, for development purposes, for example, to attend conferences and seminars to upgrade and refresh their subject and teaching expertise. The uptake at present is less than expected, perhaps due partly to the time needed to come to terms with the *Logos way* of working which is very demanding of staff time. It would be sensible to review the scheme to gauge the views of staff. Other staff development practices include: a monthly staff development day; induction arrangements for staff new to Logos and inexperienced teachers; peer observation which is very much a part of life in Logos; exchange visits to other schools, particularly to mainland China; opportunities to take part in the many exchange visits by teachers to Logos; and participation in international conferences. While teaching and support staff are appreciative of the attention given to staff development, there is a feeling that there needs to be a better balance between times allocated to whole-school issues and individual professional issues. We feel that the leadership should listen further to staff views in reviewing practice in the coming year.

It is clear from our review that support staff enjoy being part of the Logos community and the encouragement to pursue personal development to extend their skills. The school has been fortunate to attract highly-qualified and committed employees, at all levels and covering all activities, to play an important part in the success of the school. They co-operate enthusiastically across campuses, sharing and collaborating to support the school's desire to provide a first class service to the whole school community. Time and again, we were told by various members of the support team of the positive atmosphere in the school and the mutual respect between teachers and support staff.

The school has been enterprising and innovative in making use of the flexibility that comes with DSS to offer incentives to recruit and retain staff, for example, the recent recruitment of quality and experienced staff to the Academic Affairs Division and administrative and accounting sections (including the Principal's office). Many staff are recruited each year as the school continues to grow with the result that the staff development programme (including induction) and turnover rate have to be monitored on a regular basis. The turnover rate in the early years has been relatively high for two main reasons: a good number of teachers moved to promoted posts in other schools and/or full-time study; and, a significant number of new recruits, used to a more stable environment, were unable to adjust to the challenging and changing demands that characterise the *Logos way*. The evidence suggests that the turnover rate has settled down.

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 based on, for example: classroom observation by senior staff in Academic Affairs Division and panel heads; and comments from parents and staff on *open class* observations. The Principal's view is that the school's informal approach, drawing on everyday exchanges with staff in a wide variety 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. Survey evidence, making use of the EDB standard questionnaire, suggests that many staff would like to see a more formal system. However, during the review, staff, at all levels, expressed strong support of the school overall and the favourable relations contributing to a very positive school ethos. The school has acted on a recommendation in the CR of campus 1 to construct a more transparent system, without losing the strengths of the current practice. SMC, working with the Principal, has set out the first steps towards a policy that seeks to combine the informal and the formal with the first round of appraisals taking place in the current school year.

4. Curriculum, Learning and Teaching

Provision and management of learning and teaching resources

The school's very good physical environment comprising primary and secondary campuses allows it to deploy learning and teaching resources flexibly and effectively. In addition to the ordinary classrooms and ample special rooms on both campuses, the school has converted a multi-purpose 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 and laboratories. The information technology (IT) infrastructure is in line with modern developments. Each classroom is equipped with IT facilities, and teachers can have convenient 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. Teachers are provided with a notebook computer. Based on the lessons observed, good use is made of IT and audio-visual (AV) aids but there is scope in the secondary campus to make greater use of the excellent provision to enhance student learning. In an innovative move, typical of the *Logos way* of doing things, every teacher has been given a (school) mobile phone to facilitate communication with parents, in and out of normal school hours. The number is available to parents who are encouraged to contact the appropriate staff member, for example, class teacher or member of school campus team, to discuss matters of concern or those of an urgent nature. Parents are enthusiastic about the facility which, according to the Parents' Association, is used sparingly and in a considered way.

High-speed wireless LAN has been extended to various parts of the school while the e-Class intranet provides a convenient platform for staff to share teaching resources, reserve AV aids and equipment as well as for communication and co-ordination in and across panels. Resource lists have been drawn up by subject panels to facilitate ease of reference by teachers while electronic versions of teaching resources in individual subject panels are stored in the school intranet. Facilities and equipment for subject panels are generally adequate but there is need for Music and some of the Science subjects to purchase more reference materials and equipment with the support of the school. School Development Division's project to establish a centralised student database resource is making good progress. When fully commissioned, the resource will build and store students' data and results of

performance assessment, including e-Portfolios, so that the data can conveniently be used to better inform learning and teaching. There has been an improvement in the staffing to support IT development over the past year but there is room for further progress through the work of the School Development Division.

The school secures value for money in the procurement of library books and other resources. It is aware of a continuing need to update and increase the stock of resources in the library to match the new demands arising from the coming of NSS and IB. The layout and organisation of the library could be reviewed to make better use of the generous space for study and reflection while enriching its appeal to an ever-increasing number of students.

Curriculum organisation

The school is committed to providing an all-round education leading to students' spiritual, moral, cognitive, aesthetic, physical and social growth, based on the vision of *education of the heart*. The school's *through-train* education is built around an innovative and unique school curriculum: a 2+5+4 eleven-year academic structure instead of the standard twelve years that applies in other schools. It offers a balanced and comprehensive curriculum, with the formal curriculum supplemented by an informal curriculum, including co-curricular activities, that is geared towards maximising students' learning experience and supporting their whole-person development. The secondary school, in its sixth year of operation continues to develop, refine and implement its school-based curriculum. Specifically, it is getting itself prepared to meet the challenge of providing a dual-track curriculum at the *mastery stage*, commencing for all students in 2009-2010 - that is, combining the best of the local NSS and IB. A detailed analysis has been carried out to compare and contrast the two curricula, thus identifying common ground and avoiding duplication.

The Principal takes a key interest in the curriculum and, along with the new head of Academic Affairs, is looked upon as the curriculum leader. Senior members of staff from Academic Affairs provide support and guidance to subject panels on curriculum issues through, for example, sharing ideas in the daily staff assembly, the monthly staff development seminar, and informal discussion with individual panels. The promising start in mapping out a dual-track curriculum should now be shared more fully with subject panels to ensure that the needs of all *key learning areas* are taken account of at an early stage of development. The more teachers become involved in the planning stages, the more confident they will be in implementing the challenging curriculum.

Curriculum implementation

Each subject department draws up an annual plan to guide its curriculum implementation. The *key learning areas'* annual plans provide a clear outline of themes, objectives, learning and teaching activities, and assessment activities. Curriculum implementation is overseen by the Academic Affairs Division. Collaboration between different *key learning areas* is implemented in some subjects, for example, Mathematics, Science and CIT, mainly through the initiative of subject heads. To benefit students' cross-curricular learning, the school can do more to foster stronger collaboration between different subject areas as well as between Academic Affairs and subject panels. The curriculum lays emphasis on the four key tasks, that is, reading to learn, project learning, IT, and moral and civic education. Project learning and IT are implemented mainly at the subject level, while moral and civic education is provided through initiatives like the class club, inter-class poster competition and prefect training. The school encourages extensive reading through the implementation of reading activities, such as book report competitions and book sharing. However, the students' survey shows that many students are not interested in the reading activities and sharing their reading experiences. More could be done to explore how reading to learn can be strengthened at both the subject and school levels.

English is used as the main medium of instruction at the secondary level, except for subjects that focus on the teaching of values, for example, Family Life Education, and those that address local issues as well as the subjects like Visual Arts, Music, PE and Media Education. For the Chinese subject, Putonghua is used as the teaching medium for DS4 and DS5 and Cantonese for S3 and above. The policy is to gradually implement Putonghua-medium instruction for the Chinese subject at all levels.

Currently, learning support programmes are in place for low-achievers for subjects like English and Mathematics. A new comprehensive support programme for S5 students, in the form of a personal tutor system, has been established to provide moral support and encouragement for students and advise them on their study skills and personal development. The school can continue to explore ways to strengthen the overall co-ordination, monitoring and evaluation of learning support that caters for learner diversity, not only after class but also within class time. Specifically, enrichment programmes can be developed for the more able learners in addition to learning support for at-risk students.

A range of extra-curricular activities is provided for students. There are currently over forty, including Dance Society and Mathematics Club, some of which are run by students themselves, with teachers acting as advisors. The school should review the place of the extra-curricular activities in the entire curriculum, and specifically how they relate to the formal curriculum. There is also a need to consider how co-curricular learning can be strengthened through better links with extra-curricular activities and the programmes running in the primary section.

Within each *key learning area*, teachers are assigned different responsibilities, for example, panel heads, level co-ordinators, and other responsibilities, such as vetting exam papers. Panel and level meetings are held regularly to enable teachers to share experience and concerns regarding curriculum matters. Staff communication is enhanced through e-mail. Peer observation is conducted on a regular basis, and teachers are used to having observers in their classroom (including parents) through the *open class* system. Curriculum leaders from Academic Affairs observe classes to provide feedback and support to teachers and, in addition, offer advice to parents on appropriate support strategies to help extend student learning at home. Staff in the quality assurance section bring considerable expertise to the job of observing and evaluating learning and their feedback is directly related to key aspects of good teaching and learning, such as, classroom management skills, lesson planning and time management. Panel heads and experienced teachers, through peer observation, supplement the input of the quality assurance staff by providing subject-specific feedback. The impact on learning can be increased by making time available to both parties, that is, the teachers observed and the observers. One way would be to seek, through timetable planning, to free panel members and/or groups of teachers at the same time during the school day to discuss feedback and the way forward to support learning and teaching – the number one priority in all schools.

Performance assessment

The school has a clear assessment policy and guidelines to ensure consistency across all *key learning areas*. Continuous assessment counts towards 60% of the total assessment score with 40% given to summative assessment and tests. The distribution of marks among the various assessment components, such as tests, project learning, homework, class participation, is clearly stipulated. Carefully thought out guidelines and marking schemes, provided for teachers, facilitate the design and marking of tests and examinations. In a sensible move to cater for diverse abilities, there is a policy that stipulates that half of the assessment items should be on core basic competency and others on extended learning and higher-order thinking. To ensure uniformity in

assessment, the distribution of marks across various assessment components is also stipulated. Each *key learning area* panel is given room to incorporate assessment components which are more relevant to the needs of their own subject or *key learning area*. There is a clear policy on homework to monitor students' study load and to ensure that there is a review and evaluation of student performance at the end of each term. Staff development workshops are conducted to enrich teachers' knowledge of test validity and reliability. Parents are regularly informed of their child's progress and express satisfaction with the school's arrangements.

As a positive step towards improving the assessment and reporting system and standardising the grading system, across all the departments, the school is developing a centralised student database (discussed above under *provision and management of learning and teaching resources*) to archive students' data and results of performance assessment. There will also be a new mark-grade conversion system to improve the scaling of marks for the purpose of summative assessment. Currently the school has a reporting system that reports mainly on students' academic performance. Consideration should be given to the adoption of a more detailed system that reports not only academic but also non-academic attainments. Each subject or *key learning area* can have its own report that reflects students' performance comprehensively with reference to the various learning domains stipulated in the curriculum framework, for example, students' mastery of generic skills.

The school should build on its good practices, including a review of the impact of continuous assessment on student learning, by exploring how feedback can be exploited more effectively to help students understand their strengths and areas in need of improvement and involve them more actively in the assessment and learning process. The school can do more to ensure a better alignment of intended learning outcomes with the curriculum design, process of learning and teaching, and assessment. Such a move would help to nurture further the *three self's* in the school's mission: self-motivation, self-management, and self-reflection.

Curriculum evaluation

To sustain teachers' efforts in curriculum development, implementation and evaluation, the school puts a great emphasis, referred to earlier, on staff development (see above in *staff development* section, Chapter 3) to enable teachers to share experiences to support evaluation of the curriculum. Each *key learning area* conducts an annual evaluation of the school-based curriculum, summarising the findings in a report. In its year-end review of curriculum implementation, recommendations are made to improve the

appropriateness and relevance of the curriculum to students' needs in order to improve teaching and learning. The depth and quality of the evaluations in subject departments' annual reports vary but overall there is clear evidence of a commitment to making use of evaluation findings to identify strengths and aspects worthy of improvement. The robust nature of some of the evaluative processes is noteworthy given that the school is still in its *developing* years. Teachers in Logos treasure the flexibility in curriculum and lesson planning and this feeling of ownership spurs many of them to evaluate critically curriculum outcomes. Academic Affairs, strengthened over the past year, oversees the curriculum while a school-wide evaluation is included in the school self-assessment report. In line with EDB policy, Logos conducts regular stakeholders' surveys with parents, teachers and students to seek their feedback on a host of issues, including their views on the curriculum. Such information, together with feedback gathered from the *open class*, helps the school evaluate the effectiveness of curriculum implementation. A continuing priority for the school is to keep under review the several and varied methods of evaluating the curriculum, drawing on teachers' experience and expertise right across the school.

Student learning and teaching

Most students are motivated and attentive in class and many are enthusiastic about learning. There is good to very good interaction in lessons with most students showing initiative and willingness to take an active part in question and answer and group activities. Students generally demonstrate a good grasp of communication and collaboration skills. Many students are able to express their ideas clearly in writing and talking and apply a range of learning strategies, such as mind-mapping, brainstorming and learning by doing in undertaking practical assignments in Media Education and Science subjects. The findings of the survey of students' views on reading, commented on above, suggest that there is a need to intensify efforts to encourage a reading habit in the student population. The Science Reading Programme is an example of good practice as it is developing students' reading needs as well as their interest in Science. There is good practice in encouraging students' skills in self-learning, for example, students keep continuous records of their art making and appreciation activities outside school in their *visual diary*. The Science department, for example, provides encouragement to students by displaying their work on the walls of the laboratories to celebrate their success and achievements in learning. Students are able to benefit from enhancement and tutorial programmes, for example, in Mathematics for DS3, DS4, DS5 and S4, and some students have achieved significant improvement. The majority of students express themselves well in English, and the more proficient students speak English with near-native competence.

The atmosphere in most lessons is conducive to supporting quality learning with good rapport between students and teacher, with notable examples in Social Studies, Geography, Visual Arts, Media Education and Family Life Education. While in a few classes, there is evidence of behavioural problems, classroom management overall is satisfactory, and students are able to stay on task to meet expectations of their teachers. Students' learning opportunities are enhanced by an exciting variety of extra- and co-curricular activities, for example, the Science Camp, Hong Kong Schools Speech and Music Festival, Field Trips in Biology, 'English Day', 'Science Week', many exchange visits to and from schools in mainland China, and fun events, like Singing Talent competitions, organised by the Student Union usually during lunch time.

There is overwhelming evidence that almost all teachers are dedicated to doing their utmost for Logos students, even although the demands on their time and the professional challenges are many and, at times, complex. They become quite animated in sharing their enthusiasm for life and work in the school when asked about the *Logos way* of doing things. They are respected by their students. Teachers are knowledgeable about their subject, and committed to continuing professional development and appreciative of the staff development time in Logos, although they would like to have a bigger say in the overall programme. Classroom observation by peers and senior staff plus the *open class* arrangement are a way of life in Logos and an integral part of continuing professional development. The time set aside for feedback to teachers should be reviewed to ensure that observation findings are followed up by action to improve learning and teaching. Teachers' learning and assessment materials are well-prepared and appropriate use is made of a range of learning and teaching methods ranging from: question and answer; group and paired work; mind-mapping and brainstorming; quizzes and competitions; use of IT and practical learning by doing experiments. Teachers are conscientious in assigning and marking homework with many examples of constructive advice to students. There is a need, however, to make more use of the excellent IT facilities, including SMART Board and visualisers, as a means of highlighting intended outcomes and motivating students. There is skilful use of graded worksheets and assignments in many classes as a means of meeting the diverse learning needs of students. In some classes, teachers need to raise their expectations of students' abilities and desire to succeed. There are examples of interdisciplinary activities, for example, Mathematics and Science inter-class competitions and book exhibitions and research projects. In classes where English is the medium of instruction, teachers' command of the language ranges from very good to outstanding.

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. All of the 59 lessons observed were judged 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. Not one lesson was graded as *unsatisfactory*. Logos Academy is in a position to improve further by putting increased emphasis on learning and asking every teacher to consider the following question at the close of a lesson: *what have our students taken away from today's lesson?*

5. School Ethos and Student Support

School ethos

The evidence gathered during 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 strong message coming through in all our discussions concerning school ethos and relationships can be summed up like this: *we know what we are about in Logos, and we know where we are going, and we know how we are going to get there.* There is an exceptional *strong desire to succeed* culture shared by all stakeholders. Almost everyone we talked with is proud to be part of Logos, a feeling that was echoed in meetings with students, front line teachers, senior teachers, support staff, parents and SMC, and reinforced by the findings in the surveys of staff, students and parents. In meetings with groups of students, selected at random, we asked them to sum up their views of the school in a word or phrase. The following answers are typical of the responses: *harmonious, happy, creative, interesting, comfortable, good learning atmosphere, freedom and few rules.* Parents said that: *the door is always open here and there is always someone to talk to and we are listened to.* Support staff comment on the strong bond with teachers and students, describing their feelings in the following ways: *the school is just like one big happy family, good job satisfaction here, opportunities to join school activities, our contributions are valued, I will send my children here.* Three teachers, reflecting on their first year in the school expressed their feelings in this way: *the school is a passionate innovator, students seem to be at the centre of this school, and there is never a dull day here.* Front-line teachers, selected at random, responded to our question about the school and its ethos in a similar yet different vein compared to students and support staff: *it is like a fitness centre here, it is where everything starts, an active school full of active students, organised chaos, innovative and energetic is Logos, it is about working towards a common goal.* Use of *fitness centre* to describe the school relates to the many demands on staff, both within and out with the normal school day – the teacher pointed out that *you have to be fit and healthy to keep pace with the demands of the job.* *Organised chaos* turned out to be a complimentary view of the school. Teachers said that while the informal way of doing things, the absence of detailed rules, the unexpected happenings, and the flexibility and freedom enjoyed by staff and students, might suggest a lack of organisation to the outsider, to the insider it is the *Logos way* and a way that permeates the

whole Logos community.

There is a culture of respect for diversity and respect for the views and feelings of others that have been nurtured over the past six years. Instead of stringent rules, much emphasis is placed on fostering students' good character and setting high standards through pastoral care, family life and religious education. Students are encouraged to be self-disciplined and, as put by a Student Union member: *we enjoy the comparative freedom here without lots of rules but we have to respect that freedom and know when to stop*. Staff at all levels work tirelessly to live up to the expectations and mission of the school community and there is much evidence of mutual trust and support. There are many examples of harmonious collaboration within and between subject panels and good teamwork. Staff at all levels should continue to monitor the workload of their colleagues to anticipate concerns over health and stress arising from over-enthusiastic commitment and willingness to take on new challenges. The school leadership to date has been adept at adding to the staff complement and identifying gaps in provision in line with the growth in the school roll as it reaches *maturity*. A recent example of this is the appointment of a careers teacher to work with the growing number of senior students.

During the in-school review, large posters of famous painters brightened up the entrances to the building. There is ample scope to display students' work in a more appealing way to further brighten the welcoming ethos in and around the main entrance as well as on higher floors. The Student Union might be invited to take a lead, particularly in turning the *green* area, to the side of the entrance to the office, into a more attractive and friendly environment for students and visitors to the school. The school should revamp and enliven its web site to share news of all kinds of interest to its community and prospective parents and students. At the moment, the school is *missing a trick* to share its achievements and successes with its community and others beyond the school gate.

Support for student development

The school Campus Life Unit is strong and well-organised with clearly-defined roles and duties. Core members comprise teachers assigned by the Principal, two full-time and one part-time education psychologists, as well as one part-time social worker on the secondary campus. 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 has a good history of organising professional workshops to prepare teachers for the work. Collaboration between teachers and the Campus Life

Unit on handling students' learning difficulties and behavioural problems is effective. Teachers have regular meetings with form teachers to examine students' needs for supportive measures as well as to consider cases to be referred to the educational psychologists and social worker. Parents are also brought into the loop and respond well to requests from Campus Life Unit and feel comfortable in contacting members of the group. The support to students is of a high order, both in terms of the breadth and quality of the counselling on offer and the school is to be commended for vision in creating a multi-skilled Campus Life Unit and positive Home-school Liaison Unit.

Discussions with students, along with evidence gained during observation of fifty-nine lessons, confirm that students, as shown above in the *school ethos* section, feel happy, comfortable and safe in Logos Academy. The findings in the large-scale survey of students' views are also very positive in reporting students' feelings on relationships, safety and general well-being. The vast majority feel at home in the school, enjoying the absence of many rules and regulations and inflexible stances on aspects like school uniform, while accepting that with freedom comes accountability. The school actively promotes moral and civic education in both formal and co-curricular activities. Morning assemblies help to sustain the community feeling in the school with students taking a central role in proceedings. Students are encouraged to reflect on moral and civic issues by considering their own and others' beliefs and values. Exploration of religious beliefs and personal responses are fostered in a liberal atmosphere. The school provides leadership training for some students to assume duties such as ambassador roles and presentation opportunities at morning assembly. The extra-curricular and co-curricular activities, covered below in the section on *Student Performance – non-academic performance*, provide students with many opportunities in support of the school aims for nurturing students' life-long learning while contributing to whole-person development in their final years.

The Campus Life Task Force, including the educational psychologists and the Parents' Association have established channels to provide support to students with special educational needs (SEN), for example, workshops, easy-to-follow guidelines with exemplars to show how to handle certain situations, and sharing experience in small groups. Support was provided in over ninety cases recorded in 2007-2008. Subject panels and individual teachers try to spot cases as early as possible to refer to the school's psychologists for consideration at teachers' meetings. The school has raised awareness of meeting the diverse needs of its students, for example, lesson observations show that many teachers are providing graded activities and exercises to cater for the needs of all students. Parents feel part of the process of assessment and follow up by the school. Typical of the working together spirit that permeates the Logos community, three Parent Concern Groups are active in

providing valuable assistance to SEN students in tandem with teachers as well as peer support to parents. The school lays on seminars and professional workshops for teachers to help them to provide the best possible support to SEN students. The Careers' team is beginning to join in, providing information on further studies, career options and SEN services.

Home-school co-operation

The relationships with parents are thriving and benefiting the school in many ways. The outcomes of the quantitative survey of parents' views in 2008-2009 reinforce the in-depth qualitative findings of the review. The parents are very happy with the opportunities to express their views to the school and the manner of response of the school. Parents appreciate the link with teachers via teachers' individual school mobile phone number and the Parents' Association advises parents to make use of it in a considered way. They feel that they are well-informed of major activities and developments and welcome the fact that they are invited to participate in major school events in an active capacity. Our discussions with parents and the Parents' Association were free-flowing covering many aspects of school life. Parents feel inspired by the way in which their children have taken to the *non-traditional* (parents' words) approach of Logos Academy. Almost all say they like the freedom given to their children to express their feelings without fear or favour, and many parents make favourable comparisons with the experience of a second child at a school with *traditional* (parents' words) rules and regulations. The Parents' Association is an enterprising one. It galvanises parents' interest and brings success, for example, there are almost two hundred parent-volunteers who help, for example, at lunch time, recess periods and library management. The Parent Concern Groups, referred to above, works with the Campus Life Unit to assist the school in giving support to SEN students including students with special talents as well as those with, for example, listening, reading and writing concerns. The Parents' Academy introduced in 2008 organises with school support seminars and workshops for parents providing specialist advice in areas of concern to parents, including sex education, self-esteem and learning skills. The Parents' Choir, inspired by the Principal, is another example of the *sense of belonging* that is evident in the Logos community. There are also informal networking through a lunch club and an internet link up. SMC should consider inviting a parents' representative to join the committee to bring an extra dimension to its deliberations. There is also scope to provide space for parents in a revamped and enlivened school web site.

Links with external organisations

The teacher who described the school as a bit like a *travel agency* referred to the frequent visits of educators, scholars and administrators from the mainland in particular, and Singapore, Taiwan, and Macau. Academic exchange programmes ensure that the traffic is two-way with groups of students and teachers making regular visits beyond Hong Kong. The links are strengthened by participation of Logos staff in seminars and conferences overseas, including presentations and papers for wider circulation. The learning and teaching programme is enriched by short-term consultancies and visits of leading educationalists from the mainland. Chinese language teachers with appropriate qualifications have been recruited from the mainland to add expertise to the Chinese language panel. The school's success in becoming accredited by the international organisation, CITA, has extended the links to North America with the school chosen to host a CITA conference in Hong Kong during the current school year. This follows on from the successful Gifted Education Conference that the school hosted in association with EDB and British Council. A total of seven local schools took part in exchange visits in 2007-2008 to exchange ideas on learning and teaching, and the school is active in supporting student-teachers from local tertiary institutions. As reported above, students are playing an ever-increasing part in local events and competitions with lots of spin-off in terms of generic skills. While the external links and partnership programmes are bringing many benefits to students and staff, it is perhaps time to review the input and output over the past three or four years, particularly in regard to the workload of staff in planning and organising the links and programmes.

6. Student Performance

Attitude and behaviour

Students, as reported above in the section *School Ethos*, are happy to be in Logos Academy and display a strong bond with the school with a strong *sense of belonging*. The overwhelming evidence is that the school has provided a safe environment conducive to study and nourishing of positive habits and outlook on life. Attendance and punctuality rates over the past three years have been very high. In small group discussions with randomly-selected students and conducted mainly in English, students responded politely, sensibly and positively. They enjoy the fact that the school has a minimum of school rules and procedures but point out that it is important to respect the trust put in them by the school. One lower form student said in a confident manner: *there are limits to the freedom and trust, it is up to the student to realise that there are limits*. During the review and confirmed in the APASO studies, students' actions show they feel that the school is: preparing them for the future; teaching them things that are important for adult life; helping them to learn how to cope with everyday life, relationships and stress; and assisting them to keep up with their work. APASO confirms that on affective development aspects, the vast majority of students have a positive affection which compares very favourably with the Hong Kong average.

Most students display a positive attitude to learning and are able to plan their learning, complete their assignments seriously and many take the initiative in class to lead discussion and interact with their peers. Nearly all students get along well with their classmates and enjoy participating in co-curricular and extra-curricular activities. The relationship with teachers is good with many examples of mutual respect and trust. The survey of students' views shows that over 84% of students perceive that they are trusted by people in the school. Moral and Civic Education is making a strong contribution, for example, enhancing students' national identity and citizenship through various channels including formal lessons on family education and current issues. The three year whole-school campaign *Precious Items of Logos* are helping to cultivate positive attitudes while supporting students' feelings on moral and life issues. In senior forms, composed of students who were recruited mainly in the school's opening year, there is a wide range of learning needs that require a lot of attention from teachers to encourage learning and good behaviour. The evidence of the CR of campus 1 plus the qualities displayed by junior form students in the secondary section, suggest that future cohorts in the senior forms are likely to seek more demanding

challenges to stretch their thinking and learning skills to achieve success in academic and non-academic demands.

Academic performance

In general, in internal assessment, students in the two DS years perform well, usually with a mode of performance level of six (very good) on a seven-level scale. For DS5, the achievements are better in English, Mathematics, Science and Social Sciences and PE, while for DS4, the achievements are better in English, Mathematics, Social Studies, Religious Studies and Musical Arts. While at each level, most students in DS4 and DS5 perform well, there are students with below average performance who merit attention to bring about improvements. For the S3 to S6 students, there is usually a wider spread of scores at both ends, except in Mathematics, S3 Putonghua, Science and Computer & Information Technology (CIT), in which students perform relatively better.

In HKCEE in 2008, the school entered its first cohort – those recruited mainly in its first year of operation – of seventy-seven S5 graduates. The percentage of students with fourteen points or more in the best six subjects was higher than the territory average. In comparison with schools with similar S1 intake, the school performed satisfactorily for the past year and the performance met the expected level. The school points out that it expects future results to be even more positive for two main reasons: firstly, recruitment of its first S1 cohort some six years ago was very rushed as the school was left with little time to polish its recruitment procedures; and, secondly, future cohorts will have benefited from the *through-train* mode of learning and undertaken the unique eleven-year Logos curriculum.

Students' participation rates in various academic-related competitions are usually high with many successes. In English, for example, in the current school year, forty-six students out of a total of fifty attained the Certificate of Merit in the Hong Kong Schools Speech Festival, and performance in the Hong Kong Schools Music Festival is encouraging.

Non-academic performance

Extra-curricular and co-curricular activities support the school mission to nurture whole-person development. Co-curricular activities, such as uniform and interest groups, art and music, are arranged in school hours as an integral part of the curriculum. There are currently over forty kinds of extra-curriculum activities, including sports, art, music, social services,

mathematics, and school contests. There are student clubs to foster leadership, team building and personal relations. All students participate in the school campaign *Precious Items of Logos*, a cycle of themes nurturing the nine virtues of life mentioned in the Bible. Apart from school functions, students welcome opportunities to join camps, excursions and exchange programmes, usually in the mainland in the summer holidays. Feedback from students and staff show that the activities help to enrich learning and complement the in-class timetable. An encouraging aspect is the leadership role given to students who run many of the clubs on a voluntary basis with a teacher in an advisory capacity. This aspect is best exemplified by the many activities run by the Student Union. Members are enthusiastic about its work and there has been a positive response to the annual call for office bearers. More students than places available come forward, thus creating an election during which candidates prepare their *manifesto* and argue their case in front of peers. However, it is disappointing that senior students are not represented as a result of concern over examination commitments. This practice should be reviewed to give the Union added strength and experience of senior students as well as giving senior students leadership opportunities. The constitution should be available in English as well as Chinese in line with school language policy. With the right support and encouragement of staff, the Student Union is in a good position to give voice to students' views to help make Logos an even better school.

7. Main Strengths

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

- Strong commitment of the HKCCCU and SMC
- *Through-train* primary and secondary education enjoying healthy enrolments and *high-tech* learning facilities
- Recruitment of well-qualified staff with an unstinting commitment to the *Logos way* of doing things
- A confident student population respectful of the freedom granted by the school and enjoying a *sense of belonging* to Logos Academy
- Teachers given time to focus on teaching while administrative and development aspects are undertaken by staff with appropriate skills
- Enthusiastic parents who feel very much part of the school, supported by an active Parents' Association, Parent Concern Group and Parent Academy
- A willingness to *look beyond the school gate* for inspiration and reflection, including the fostering of links in and beyond Hong Kong
- A readiness to keep abreast of emerging developments demonstrated in the decision to extend campus 2 to further enrich the education experience of students and staff

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 *mutual trust and support* in the Logos Academy community

High quality teaching and learning enriched by a strong commitment to classroom observation and evaluation through the work of the Quality Assurance Unit, peer observation, and the innovative *open class* observation days for parents and staff

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

Well-organised systematic day-to-day running of the school but flexible and responsive to ad hoc issues and changing circumstances

8. Main Points for Action

The school, while maintaining the strengths of the current and successful *Logos way of doing things*, should continue to review and refine its organisation to match the demands likely to grow as a result of, for example: growth in the school roll and staff complement; planning and implementation of its dual-curriculum - NSS and IB; and planning and commissioning of the extension to campus 2.

Priorities to be included in the ongoing review should include:

- ongoing monitoring of the four Divisions' impact on student learning together with a scrutiny of centrally-based posts to assess, in particular, whether staff resources might be redeployed to classroom teaching to reduce the workload of front-line teachers
- a school-wide sharing, building on the good start by SMC, on how best to bring about an approach to staff appraisal that takes account of the views of staff while retaining the best of the current arrangement
- how to make greater use of the evidence from lesson observations and availability of *high-tech* facilities to enrich the professional development of teachers in order to improve students' learning. In this connection, a review of the staff development policy should be initiated to capitalise on the school commitment to staff development by considering how the programmes can best meet both whole-school and individual staff needs
- a rigorous analysis of assessment and examination data, to evaluate students' strengths and aspects to improve, as part of a more systematic approach to school self-evaluation

Seven years on, SMC should review its constitution with a view to extending membership to representatives of staff and parents. Such a move would signal recognition of the unstinting contribution of staff and parents to the success of Logos Academy.

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 2 August 2009. The original text of the response is as follows:

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

The HKCCCU Logos Academy, the first through-train DSS school in Hong Kong, is totally encouraged and uplifted by the two Comprehensive Reports conducted successively by two review teams last year and this year. As a big family of over 5000 stakeholders, parents, students, staff and the SMC of Logos Academy are delighted with the review's statement that 'All of the 59 lessons observed were judged in the range *acceptable* to *excellent* with the percentage of lessons classified as *good* and *excellent* of particular note in the corporate judgement of the review team'. Our learning community is pleased to read the endorsement of our success in nurturing a positive and caring school ethos and delivering an education experience commensurate with the mission and vision set out in our DSS application to the Education Bureau.

The school also welcomes and appreciates the positive and helpful advice given by the two CR Teams in both reviews, which reflects some of the areas that need improvement and enhancement. The school, while maintaining the strengths of the current and successful *Logos way*, has confidence that we will continue to move on and be proactive in implementing the new measures from the coming 2009-2010 academic year and onwards. These include:

- The number of visitors to Logos has now exceeded 4000 since the start of the school in 2002. In the past few years, there has been a mild increase in the number of visitors - about 1000 visitors per year as shown in our records. We are expecting a sharp increase in the coming years because the school is becoming better known through our keen participation in many different nation-wide conferences held in mainland China. The learning and teaching programmes in Logos are enriched with consultancy services by leading educationalists from the mainland and overseas. We deliberately employ more new staff from mainland China to receive our guests in order to release the workload of the administrative staff in planning and organising the links and programmes.

- The cross-border or overseas cultural exchange programmes for the students during vacation time to be made mandatory - the school has already recruited new staff to organise such programmes for hundreds of students to enrol at least for three days with different schools in cities nearby.
- The school makes provision for staff to spend a lump sum each year, not exceeding one month's salary, for development purposes, to attend conferences and seminars to upgrade and refresh their subject knowledge and teaching expertise. The uptake is less than expected. This is partly due to the time clash with the teaching days. Another constraint is that working the *Logos way* is very demanding. The school has already employed extra manpower to support the teaching staff so that they can take turns during teaching days to join conferences outside the school.
- The most updated refinement of a new setting in the organisation structure will be introduced in the new school year. As regards the monitoring of the four Divisions' impact on student learning, the school adopts a redeployment exercise of staff so that some of them will be reallocated to classroom teaching. Logos has restructured its senior management team several times over the first seven years as the school seeks to refine the way it manages and organises in line with the growth of the school roll and staff complement.
- The Staff Development Unit under the School Development Division hosted the staff development programmes in the past. However, the programmes will, from now on be initiated by the Professional Training Unit (renamed) under the Academic Affairs Division. As we have merely one Saturday morning per month devoted to professional training, there is insufficient time even to deal timely with whole-school issues. In order to cater for the needs of individual staff with particular issues in mind, we are going to offer those staff members self-initiated meeting opportunities with which they can organise meetings with time and venue chosen by them. In this connection, on one hand we could support them and address their needs and on the other hand we could make better use of Saturday mornings to address the urgent needs of the majority. We plan to start the meeting with the regular school time 7:45 a.m. instead of 9:00 a.m. as was in the past.

- The school has set out the first step to construct a formal system of appraisal with the SMC. It may take years to find out whether the combination of formal and informal systems can co-exist without losing the strengths of the current practice. As staff at all levels enjoy the favourable relations contributing to a very positive school ethos at present, how to bring about an approach to staff appraisal that takes account of the views of staff while retaining the best of the current arrangement is really challenging in the years to come.
- Besides making greater use of the high-tech facilities such as the newly introduced ALA system to improve students' learning, there will be a new platform to provide a more accurate and detailed approach in evaluating student performances by conducting rigorous analysis of assessment and examination data with the help of a well-known powerful software as part of a more systematic approach to school self-evaluation.
- As a way of strengthening communication within the Logos community while enhancing openness of decision making in line with the school's mission, there is always an opportunity to recognise the major contribution of dedicated staff and parents to the success of the school. We believe that the SMC would welcome the insights of staff and parents and can share with new members in reviewing the progress of the school on a regular basis.

While the school celebrates its success in its first seven years, we believe that we should move forward from strength to strength to embrace the many challenges and opportunities of tomorrow. We will keep on cultivating an enterprising culture of high expectations and quality learning and teaching that fosters *mutual trust and support* in our Logos community. We will reinforce the innovative approach on in-school curriculum planning and development in tune with the education reform locally and globally. With the exceptional '*strong desire to succeed*' culture shared by all stakeholders that is a culture of respect for diversity and for the views and feelings of others, we are made even more aware of the practice of the well-organised systematic day-to-day running of the school but flexible and responsive to difficult ad hoc issues and changing circumstances.

The Comprehensive Review exercises have given the school opportunities to reflect on its growth so far and to identify areas that require continuous enhancement. We should keep abreast with the latest trends of

development in education worldwide. Founded on the *Truth of the Bible* and keeping the origin and meaning of the name *Logos* in mind, the school will continue to commit itself to nurture future leaders with global perspectives by providing an all-round education, leading to students' spiritual, moral, cognitive, aesthetic, physical and social development. The school will also be committed to assisting students to pursue an abundant life built on truth, goodness and beauty with the high aspiration of its vision *the heart of education is education of the heart*.

Appendix 2

Types of Prizes and Awards Won by Students Outside the School in the Past Three Years (2007-2009)

Nature	Items	Award/Prize details		
		2006/07	2007/08	2008/09
Sports	*Sai Kung District Primary School Basketball Competition		Group Boys Group Girls	Champion Champion
	KTS Basketball Invitational Competition		Group Boys	Champion
	*Sai Kung District Primary School Table Tennis Competition		Group Girls	3 rd
	Inter-School Athletics Championships (Division 3)		<ul style="list-style-type: none"> ● Champion ● 3rd (2units) 	Girl's C Grade 3 rd
	Inter School Swimming Championships Division 3(K2)	B grade: Boy 50m Back stroke Champion B grade: Boy 100m Free style 2 nd B grade: Boy 50m Free style 2 nd B grade: Boy 200m Overall 2 nd B grade: Boy 100m Breaststroke 2 nd C grade: Boy 100m Free style 2 nd C grade: Girls 4x50m Freestyle Relay 4 th (4units) B grade: Boy 4x50m Freestyle Relay 2 nd (4units) C grade: Boy 4x50m Freestyle Relay 4 th (4units) C grade: Boy Overall 3 rd	B grade: Boy 50m Back stroke Champion *C grade: Boy *100m Back stroke Champion C grade: Boy 50m Breaststroke Champion C grade: Boy 100m Breaststroke Champion B grade: Boy 50m Free style Champion *A grade: Girls *4x50m Freestyle Relay 4 th (4units) B grade: Girls 4x50m Freestyle Relay 3 rd (4units) B grade: Boy 4x50m Medley Relay 1 st (4units) B grade: Boy Overall 3 rd	B grade Boys 200m Individual Medley 2 nd B grade: Boy 100m Breaststroke 2 nd C grade: Boy 100m Breaststroke 2 nd C grade: Girls 50m Breaststroke 2 nd B grade: Boy 4x50m Freestyle Relay 3 rd C grade: Girls 4x50m Freestyle Relay 4 th A grade: Girls Overall 4 th
Inter-school Athletics Championship Division 3 (Area 4)	Boys B Grade 100m (3 rd) Girls B Grade 800m ● Champion ● 4 th Girls B Grade 1500m (2 nd) Boys B Grade Discus(4 th) Boys C Grade High Jump(4 th)	Boys C Grade 100m (3 rd) Boys B Grade High Jump (3 rd) Boys A Grade Discus (1 st)	A Grade Boys Discus (1 st) B grade Boys 200m 3 rd A Grade Boys 100m Hurdles ● Champion ● 2 nd A Grade Girls High Jump 3 rd C Grade Girls Shotput 2 nd C grade Girls 100m 3 rd C grade Girls 200m (2 nd),(4 th) C grade Girls 400m (2 nd),(4 th) C Grade Girls 100m Hurdles ● Champion ● 3 rd	

Nature	Items	Award/Prize details		
		2006/07	2007/08	2008/09
				C Grade Boys ● 4x400m Relay 3rd C Grade Girls ● 4x100m Relay Champion C Grade Girls ● 4x400m Relay Champion
	Inter-School Badminton Competition	Division 2(Kowloon) Boys A Grade (3 rd)	Division 2(Kowloon) Boys A Grade (2 nd)	
	Inter-School Table-Tennis Division 3 (KLN)			C Grade Girls (4 th)
	CMA Primary School Basketball Invitation Tournament			Boys Basketball ● Silver Cup 1st
	*Sai Kung District Primary School Athletics Championship		Girls Special Group 200m (Champion) Boys A Grade 400m (Champion) Girls A Grade ● 60m (1 st),(4 th) ● 100m (2 nd) ● 200m (2 nd),(3 rd) Long Jump Champion High Jump Champion Wood Ball Throw 3rd Shot Put 4th 4x100m relay Champion Girls A Individual (2 nd),(4 th) B grade :Single Men 3 rd B grade :Single Girl 3 rd C grade :Single Men 3 rd C grade :Single Girl 3 rd	
	Inter-School Basketball Competition Division 3(K2)		(K2) Girls B Grade (3 rd)	
	A.S. Watson Group Hong Kong Student Sports Awards		Student Sports Awards (2 items)	
Academic (Maths)	Hong Kong 18 Districts Primary School Mathematics Competition (Sai Kung District)	Team Competition ● First Prize ● Second Prize ● Overall Third runner-up Mathematics Trail ● Champion		
	*Mathematics Challenge for Primary School Students 2007	School Achievement Grand Prize ● Best Performance Prize Individual Competition (Primary 5 Level) ● Creative Problem Solving Prize ● Best Performance Prize Pairing Competition ● Second Runner-Up ● 3 Outstanding Awards		

Nature	Items	Award/Prize details		
		2006/07	2007/08	2008/09
Academic (Maths)		Individual Competition (Primary 4 Level) ● Best Performance Prize		
	*14th Hong Kong Primary School Mathematics Olympiad Competition	Primary 6 Level ● Silver Medal Primary 5 Level ● Gold Medal ● 4 Copper Medals		
	World Class Arena (April 2007)		Mathematics & Problem Solving ● Outstanding Challenger Mathematics (Aged 12-14) Primary 5 level ● Youngest Most Outstanding Candidate Mathematics (Secondary) ● Distinction Problem Solving (Secondary) ● Distinction	
	World Class Arena 2008 Elite Competition		Gold Awardees	
	*2008 Sai Kung District Primary School Mathematics Trail Competition		Mathematics Trail Competition ● 4 Outstanding Awards	
	*Hong Kong 18 Districts Primary School Mathematics Competition (Sai Kung District)		Paper 1 : 數學急轉彎 ● Champion Paper 3 : 數學智多星 ● First Runner-up Overall Result ● Champion	
	*Hong Kong 18 Districts Primary School Mathematics Competition		數學智多星 ● Champion Overall Result ● Overall Second Runner-up ● First Class Honour	
	The 25th Hong Kong Mathematical Olympiad		Heat Event (Individual) ● Third-class Honour Heat Event (Team) ● 40 Finalists	
	*33th Hong Kong Youth Competition 2008 Hong Kong Mathematics Talent Selection Competition (DS4)		*(Certificates) Final Performance ● 2nd Level (2) ● 3rd Level Calculation Competition ● 1st Level ● 2nd Level (3) ● 3rd Level Mathematics Competition ● 1st Level (2) ● 2nd Level (2) ● 3rd Level (2)	
	*15th Hong Kong Primary School Mathematics Olympiad Competition		Year 6 group ● Gold Certificate	
	*2008 China Primary School Mathematics		China Primary School Mathematics Olympiad Competition Final	

Nature	Items	Award/Prize details		
		2006/07	2007/08	2008/09
Academic	Olympiad Competition		● Hong Kong District Representative	
	*Hong Kong 18 Districts Primary School Mathematics Competition (DS4)			Paper 1 : 學急轉彎 ● 3 rd Runner-up Paper 3 : 數學智多星 ● 1 st Runner-up Overall Performance ● 3 rd Runner-up
	The 8th world-wide Chinese people primary student essay competition		Essay Competition 1st Prize	
	Fun With Learning	Beijing 2008 Thematic Web and Project Design Contest ● Creativity Award (Senior Form) Dragon-Link ● Special Creativity Group Award Beijing 2008 Thematic Web and Project Design Contest ● Active Participation (Junior Form)		
	Secondary Chinese Penmanship Competition	Secondary 1: Champion ● 1 st Runner-Up ● 2 nd Runner-Up Secondary 2 : Champion ● 1 st Runner-Up ● 2 nd Runner-Up Secondary 3: Champion ● 1 st Runner-Up ● 2 nd Runner-Up		
Academic (English)	Hong Kong Inter-schools Speech Festival	58th Solo Verse (Secondary 1) ● 4 Merit Certificates ● 2 Proficiency Certificates ● 1st Runner-Up Solo Verse (Secondary 2) ● 15 Merit Certificate ● 8 Proficiency Certificates ● 1st Runner-Up ● 2nd Runner-Up	59th Solo Verse (Secondary 1) ● 16 Merit Certificates ● 3 Proficiency Certificates ● 1st Runner-Up Solo Verse (Secondary 2) ● Merit Certificate ● Proficiency Certificate Solo Verse (Secondary 3) ● 7 Merit Certificates	60th Solo Verse (Secondary 1) ● 10 Merit Certificates ● 1 Proficiency Certificate ● 1 winner ● 1 1 st Runner-Up ● 1 2 nd Runner-Up Solo Verse (Secondary 2) ● 16 Merit Certificate ● 2 Proficiency Certificates ● 1 winner ● 1 1 st Runner-Up Solo Verse (Secondary 3) ● 4 Merit Certificates ● 1 2 nd Runner-Up Solo Verse (Secondary 4) ● 5 Merit Certificates ● 2 Proficiency Certificates Solo Verse (Secondary 6) ● 1 Merit Certificate
	12th Hong Kong Primary and Secondary English Calligraphy Competition		Junior Secondary Section ● 1 winner	

Nature	Items	Award/Prize details		
		2006/07	2007/08	2008/09
Interest	The 44 th School Dancing Festival		Chinese Dancing ● A Class Award (9 items) Jazz Dance ● Distinct Award	Chinese Dancing ● A Class Award Jazz Dance ● Distinct Award
	The 36 th Hong Kong Y- open dancing competition		Silver Award : (11 items)	
	The 36 th Kwun Tong District open dancing invitational Tournament		Jazz dancing competition ● Gold Prize (13 items)	
Music	Hong Kong Schools Music Festival	59 th Secondary School Senior Choir: Merit (2) ● 95 Merit Certificates ● 90 Proficiency Certificates	60 th ● Folk Church Music - Secondary School Choir - Age 14 or under : Proficiency ● Folk Church Music - Secondary School Choir - Age 18 or under : Merit ● Hymn Singing in English - Boys and/or Girls Primary School Choir - Junior - Age 8 or under : Merit (1 st place) ● Graded Piano Solo - Grade Six :Merit (2 Std : 1st place) ● Harmonica Solo – Junior :Merit (2 Std: 2nd place) ● Violin Solo - Grade Five :Honours (1 Std: Champion) ● Piano Duet – Intermediate: Merit (3rd place) ● Vocal Solo - Foreign Language - Soprano - Secondary School – Age 19 or under :Merit (3rd place) ● Vocal Solo - Foreign Language - Tenor - Secondary School – Age 19 or under :Merit ● Graded Piano Solo - Grade Two :Merit (2 Std) ● Graded Piano Solo - Grade Three :Merit (3 Std) ● Graded Piano Solo - Grade Four :Merit (5 Std) ● Graded Piano Solo - Grade Five :Merit (4 Std) ● Graded Piano Solo - Grade Six :Merit (4 students) ● Graded Piano Solo - Grade Seven :Merit ● Piano Solo - Chinese Composers – Junior :Merit ● Flute Solo - Secondary School – Intermediate :Merit ● Saxophone Solo -	61 st ● Folk Church Music - Secondary School Choir - Age 14 or under : Merit ● Hymn Singing in English - Boys and/or Girls Primary School Choir - Junior - Age 10 or under : Merit ● Singing in Chinese - Boys and/or Girls Primary School Choir - Junior – Age 8 or under : Merit

Nature	Items	Award/Prize details		
		2006/07	2007/08	2008/09
			Secondary School – Intermediate :Merit ● Zheng Solo – Senior :Merit ● Graded Piano Solo - Grade Three :Proficiency ● Graded Piano Solo - Grade Four :Proficiency ● Graded Piano Solo - Grade Five :Proficiency ● Graded Piano Solo - Grade Seven :Proficiency ● Violin Solo – Grade Three : Proficiency	
Verse – speaking	The 59 th Hong Kong school speech Festival		Secondary 1 Female students group Cantonese Solo Verse ● 3 rd Solo Verse (Secondary 1) ● Merit : 12 Recipients ● 1st Runner-Up ● Proficiency : 3 Recipients Solo Verse (Secondary 2) ● Merit : 6 Recipients ● Proficiency	
	The 56 th Hong Kong school speech Festival	Couplet competition ● Cash award and a Certificate of merit (3 items)		
Arts	Fun with Learning	● Best Participation award (Junior form) ● Remarkable project works ● Distinctions ● Junior Form- Champion , first runner-up ● Remarkable project awards ● Most favourite project awards ● Inter-school Champion ● Merits	Olympics-Beijing 2008: Thematic Webpage & Project Design Competition ● Higher form-Most creative awards (3 items) Dragon Links-Lunar Year Celebration of Beijing 2008 (Hong Kong) ● Most creative award (team work) Olympics Youth Ambassador 2008 ● 2 student representatives	Youth IT Ambassador Awards Scheme ● Silver Medal (2 persons) ● Bronze Medal (2 persons) Beijing 2008-Photos Exhibition-From Global Youth volunteers' Perspectives: Honourable certificates ● Lower form: 4 students; ● Higher form: 6 students
	Egypt in the Eyes of the World Children Art Competition 2006 organized by Egypt Foreign Cultural Relations, Ministry of Culture	● Silver medal (2 items) ● Cert. of Merit		

Nature	Items	Award/Prize details		
		2006/07	2007/08	2008/09
	Children drawing competition organized by Ming Pao News	<ul style="list-style-type: none"> ● 1st prize ● Merit award (2 items) 		
	Visa Olympics of the Imagination Art Competition		Outstanding Award	
	Exhibition of Secondary School Students' Creative Visual Arts work		Outstanding Award	
	Exhibition of Primary School Students' Creative Visual Arts work		Outstanding Award	
	"Warm & Friendly Family" Comics Ending creation Competition		Champion	
	2007 Comics Character Design Competition		Outstanding Award	
	Portraits of Marine Life Art Competition Primary-Senior Group organized by Agriculture, Fisheries and Conservation Dept. HKSAR			1 st prize
	Healthy and safety city drawing competition organized by MTR Corp. Ltd.			<ul style="list-style-type: none"> ● 1st prize ● 3rd prize (2 items) ● Merit award (2 items)
	Family friendly ending cartoon drawing competition		Champion	
Others	Support measures for the exceptionally gifted students	Merit		