The Hong Kong Chinese Christian Churches Union

Logos Academy

Annual School Plan
2015-16

	Campus 1 (Primary Section)	Campus 2 (Secondary Section)
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School Vision and Mission

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

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

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

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

Suggestions for 2015-16 Areas of Concern

In view of what have been achieved and reflected by the subject departments and functional teams regarding the major concerns of the 2014-15 school year, initial suggestions for the 2015-16 major concern items were made. A series of School Senior Management Team meetings, Subject Department Committee meetings and Staff meetings were held to discuss these suggestions. The findings spelt out in the recent ESR Report (2015) were also thoroughly discussed and considered in these meetings, especially in the areas essential to the continuous development of the school. The final major concerns for the school year 2015-16, agreed by the School Senior Management Team, subject teachers and members of the functional teams are given in the following section. The final version of the school annual plan based on the major concerns was then submitted to the School Management Committee for formal approval.

Major Concerns:

1. To enhance professional teaching skills for the improvement of learning effectiveness

2. To cater for learner diversity

3. To nurture good qualities of Logosians

4. To strengthen School-Self-Evaluation

Roles of the School Senior Management Team (Principal, DP, AP)

As the head of school, the Principal will oversee the implementation of all items of the Major Concerns in the school level. Consultation with other members of the School Senior Management Team (Principal, Deputy Principal and Assistant Principal) will be regularly conducted to monitor the implementation of the School Plan. As the Head of Academic Affairs, the Deputy Principal will oversee the implementation of all items in Major Concerns 1 and 2 in the departmental and teacher levels with the assistance of Heads and Coordinators of subject departments. The Assistant Principal in charge of Student Affairs will oversee the implementation of Major Concerns 3 in the committee level and teacher level. Major Concern 4 needs a whole-school approach and will be directed by the Principal with the assistance with the entire School Senior Management Team. Apart from these, other teachers and teams (including team heads) responsible for different items of the Major Concerns are specified in the table below.

The HKCCCU Logos Academy
Annual School Plan
(2015-16)

Major Concern 1
To enhance professional teaching skills for the improvement of learning effectiveness

Overall Intended Outcomes:

Teachers' teaching skills will be enhanced for the potential improvement of learning effectiveness

Implementation Plan and Strategies

1.1   Set up a school-based teacher competency framework (TCF) to guide the standard of professional teaching skills for teachers at different stage of professional development.

- Deputy Principal will lead the team of Curriculum Officers, Heads of subject departments to finalize the documentation of the Teacher Competency Framework. All the documentation should be completed by the end of Term 1.
- Departments will hold thorough discussions about the Teacher Competency Framework, in particular, the ways for enhancing teaching effectiveness. How it should be used to improve learning effectiveness should also be discussed.
- The school will lead teachers to reflect on their teaching and learning based on the Framework. Teachers will also be led to reflect on their professional development through-out the year.
- The school management, as well as the heads of subject departments, will lead teachers to have discussions on how the Teacher Competency Framework can help them improve on their teaching and identify factors related to the enhancement of teaching and learning.

1.2   Establish a learning community through peer lesson observation to enhance general teaching skills.

- Detailed arrangements of peer lesson observation will be discussed within subject departments and members agree on minimum number of sessions on observing and being observed. Heads of department will monitor the implementation of peer lesson observation and lead discussions on teaching effectiveness in subject meetings.
- All teachers are required to observe and/or to be observed by other teachers at least twice a year. Teachers are also encouraged to have lesson planning before the observation sessions through the subject meetings.
- Through the subject meetings, all departments are required to discuss the implementation details of peer lesson observation with their members. Feedback are given to relevant teachers through the peer lesson observation forms and post-lessons meetings.
- Questionnaires will be given to all teachers to collect relevant information regarding peer lesson observation.

1.3   Teachers attend workshops to update latest curriculum development and enhance their pedagogical content knowledge.

- Subject department heads should recommend their members to attend workshops related to curriculum and pedagogy in their subjects and organized by EDB, HKEAA or other institutions.
- All teachers are required to attend the workshops related to curriculum and pedagogy in their subject at least twice a year.
- After attending the workshop, teachers are required to share their learning in subject meetings and on how they are using them in their lessons.
- Questionnaires will be completed by all teachers to collect relevant information regarding their professional development through external workshops.

1.4   In-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons.

- All subject department heads will plan and design in-house professional development sessions for their members. They should also lead their members to co-plan lessons through subject meetings.
- All departments will have regular and frequent meetings to discuss matters on learning effectiveness in classroom teaching and learning.
- Questionnaires will be completed by all teachers to collect relevant information regarding the implementation of co-planning.

● All subject department heads will encourage their members to upload their teaching and learning materials into the POLY Drive and to share among their members. Department heads will also oversee the management of their departmental POLY Drive.

1.5   In-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills.

● The professional development team will organize workshops and seminars on classroom teaching skills such as collaborative-learning methods and questioning skills.
● All subject departments will arrange follow-up sessions on essential classroom teaching skills for their members, such as discussions and arranging demonstration sessions.
● Questionnaires will be completed by all teachers to collect their views on the in-house workshops/seminars, especially on the improvement of teaching and learning skills and their effectiveness.

1.6   In-house workshop on assessment for learning.

● The professional development team will organize workshops/seminars on assessment for learning with subject departments.
● All subject departments will arrange follow-up sessions on applying "assessment for learning" for their members, such as discussions and arranging demonstration sessions.
● Questionnaires will be completed by all teachers to collect their views on the in-house workshops/seminars, especially on the impact of "assessment for learning" in their lessons.

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.1 Set up a school-based teacher	➢ All the documentation of the Teacher Competency Framework completed. ➢ All department heads have used the Framework to lead	➢ Teacher Competency Framework	Principal, Deputy Principal, Curriculum Officers, Curriculum and	EDB Documents, Questionnaires, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
competency framework (TCF) to guide the standard of professional teaching skills for teachers at different stage of professional development.	discussions on how to improve teaching and learning effectiveness. ➢ Over 75% of teachers agree that the aims of the Framework are closely related to Learning and Teaching. ➢ Over 75% of teachers use the Framework to guide their professional development in teaching skills. ➢ Over 75% of teachers agree that the Framework can help the school to improve its teaching and learning effectiveness. ➢ Over 75% of department heads find that using the Framework is a positively contributing factor to the enhancement of teaching skills.	documents ➢ Staff and Department Meeting minutes ➢ Teachers' questionnaires ➢ Lesson observation ➢ Department Heads' Observation ➢ Appraisal records ➢ Self-evaluation form and individual improvement plan	Professional Development Team, Heads of subject departments, All teachers	
1.2 Establish a learning community through peer lesson observation to enhance general	➢ All departments have followed the school initiative on establishing a learning community through peer lesson observation. ➢ Over 90% of teachers have observed or been observed by other teachers at least twice per year. ➢ Over 75% teachers agree that department heads and peers can give constructive and useful feedback to teachers after lesson observation. ➢ Over 75% of teachers find sharing among peers is useful in	➢ Peer lesson observation schedule ➢ Lesson observation records	Principal, Deputy Principal, Curriculum Officers, Curriculum and Professional Development Team, Heads of subject departments, All teachers	Questionnaires, New Lesson Observation Forms, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
teaching skills.	enhancing teachers' professional teaching skills. ➢ Over 75% teachers agree that peer lesson observation is helpful to improve the learning effectiveness in their classes in the long run. ➢ Over 75% teachers feel that the learning community spirit has been raised as a result of peer lesson observation. ➢ Over 75% department heads find that peer lesson observation have enhanced the general teaching skills in the department.	➢ Department Meeting minutes ➢ Teachers' questionnaires ➢ Department Heads' observation ➢ Appraisal records ➢ Self-evaluation form		
1.3 Teachers attend workshops to update latest curriculum development and enhance their pedagogical content knowledge.	➢ All department heads have lead their subject teachers in searching for appropriate external programmes of curriculum and pedagogy in their subject area. ➢ Over 90% of teachers have attended workshops related to curriculum development or pedagogy in their subject area at least twice in the school year. ➢ Over 75% of teachers agree that these programmes will ultimately improve their professional skills for enhancing learning and teaching effectiveness. ➢ Over 75% of teachers have shared with other subject teachers on what have been newly learnt in workshops related to curriculum development or pedagogy in their subject. ➢ Over 75% of teachers apply what have been newly learnt in these workshops in their lessons. ➢ Over 75% of department heads find that teachers can apply what	➢ Department Meeting Minutes ➢ CDP records ➢ Record of workshop and course enrolment ➢ Certificate (if applicable) ➢ Teachers' questionnaires	Principal, Deputy Principal, Curriculum Officers, Curriculum and Professional Development Team, Heads of subject departments, All teachers	Questionnaires, Funding for enrolment of courses, New Lesson Observation Forms, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	have been newly learnt in these workshops effectively in their lessons.	➢ Lesson observation records ➢ Department Heads' Observation		
1.4 In-house sharing of newly-learnt teaching methods, teaching resources and conducting co-planning of lessons.	➢ All department heads have made administrative arrangement for in-house professional sharing sessions and co-planning of lessons. ➢ Regular and frequent departmental meetings are held on matters directly related to the learning effectiveness of classroom teaching. ➢ Over 75% of teachers agree that subject department heads made good effort of organizing effective in-house professional sharing sessions. ➢ Over 75% of teachers have shared with other teachers on what have been newly learnt in workshops. ➢ Over 75% teachers enjoy professional exchange of experience and knowledge on learning and teaching. ➢ Over 75% of teachers agree that the co-planning of lessons among subject teachers are conducted professionally. ➢ Over 75% of teachers find sharing sessions are useful in improving the quality of their lessons and student learning effectiveness. ➢ All department heads have encouraged and facilitated the sharing of resources using the school central server system, POLY Drive. ➢ Over 90% of teachers are willing to share some of their teaching	➢ In-house sharing records ➢ Co-planning records ➢ Lesson observation records ➢ Department Meeting minutes ➢ Teachers' questionnaires ➢ Department Heads' Observation	Curriculum Officers, Curriculum and Professional Development Team, Heads of subject departments, All teachers	Questionnaires, New Lesson Observation Forms, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	resources using the POLY Drive. ➢ Over 75% of teachers make use of teaching resources bank in the school central server system, POLY Drive. ➢ Over 75% of teachers find that the use of POLY Drive to share teaching resources can improve teaching and learning effectiveness.			
1.5 In-house training related to essential classroom teaching skills such as collaborative learning methods and questioning skills.	➢ The school has organized appropriate workshops/seminars on essential classroom teaching skills such as collaborative-learning methods and questioning skills. ➢ All departments have arranged follow-up sessions on essential classroom teaching skills after the in-house workshops/seminars. ➢ Over 75% teachers agree that the in-house workshops/seminars are well-organized. ➢ Over 75% teachers agree that the in-house workshops/seminars can enhance classroom teaching skills. ➢ Over 75% teachers apply the skills and knowledge learnt in these in-house workshops/seminars in their lessons. ➢ Over 75% teachers find the newly learnt skills and knowledge can improve their classroom teaching and learning effectiveness. ➢ Over 75% of department heads find that these in-house	➢ Staff Development Days Minutes ➢ Teachers' questionnaires ➢ Department Heads' observation ➢ Lesson observation records	Curriculum Officers, Curriculum and Professional Development Team, Heads of subject departments, All teachers	Questionnaires, New Lesson Observation Forms, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	workshops have a positive impact on the specific teaching skills of teachers in their department.			
1.6 In-house workshop on assessment for learning.	➤ The school has organized appropriate workshops/seminars on assessment for learning. ➤ All departments have arranged follow-up sessions on applying "assessment for learning" in their subject after the in-house workshops/seminars. ➤ Over 75% teachers agree that the in-house workshops/seminars are well-organized. ➤ Over 75% teachers agree that the in-house workshops/seminars can enhance classroom teaching skills. ➤ Over 75% teachers apply the skills and knowledge learnt in the in-house workshops/seminars. ➤ Over 75% teachers find the newly learnt skills and knowledge can improve their classroom teaching and learning effectiveness. ➤ Over 75% of department heads find that the "assessment for learning" workshops have made positive contribution to teaching and learning effectiveness in the classroom.	➤ Staff Development Days Minutes ➤ Teachers' questionnaires ➤ Department Heads' observation ➤ Lesson observation records	Curriculum Officers, Curriculum and Professional Development Team, Heads of subject departments, All teachers	Questionnaires, New Lesson Observation Forms, IT supporting platform for surveys

Major Concern 2

To cater for learner diversity

Overall Intended Outcomes:

Students with different learning abilities are catered for so that they can learn effectively

Implementation Plan and Strategies

2.1 Design assignments of different levels of difficulty.

- Subject department heads will lead discussions with their members and design the guidelines and relevant strategies on catering for diversity in the classroom for their subjects.
- Subject department heads will monitor the design of questions of different level of difficulty in worksheets and setting challenging questions in assessment papers.
- Questionnaires will be completed by all teachers to collect their views on the effectiveness of the strategies used for catering for diversity in classroom throughout the year.
- Questionnaires will be completed by students to collect their views on their learning.

2.2 Make use of good questioning skills to cater for learner diversity in the classroom.

- Subject department heads will lead discussions with their members on how to make good use of questioning techniques to cater for learners' diversity in classroom.
- Questionnaires will be completed by all teachers to collect their views on the effectiveness of using the questioning techniques used for catering for diversity in classroom.
- Questionnaires will be completed by students to collect their views on teachers' questioning in lessons.

● Subject department heads will collect teachers' views on the effectiveness of using the questioning techniques in department meetings.

2.3 Apply "assessment for learning" strategies to cater for diversity in the classroom.

● Subject department heads will lead discussions with their members on applying "assessment for learning" strategies to cater for diversity in the classroom in subject meetings.
● Subject department heads are required to monitor the implementation of the strategies to cater for diversity in the classroom.
● Questionnaires will be completed by students to collect their views on their learning.
● Subject department heads will collect teachers' views on the effectiveness of using "assessment for learning" strategies to cater for diversity in department meetings.

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
2.1 Design assignments of different levels of difficulty.	➢ All subject departments have clear guidelines on catering for diversity in the classroom for the subject. ➢ All subject departments conduct discussions on how to cater for diversity in the classroom. ➢ Over 75% teachers agree with departmental homework arrangements on catering for learner diversity ➢ Over 75% teachers use questions/assignments with different levels of difficulty to cater for diversity	➢ Book inspection records ➢ Assignment records ➢ Examination papers ➢ Teachers' mark-sheets ➢ Students' feedback	Curriculum Officers, Heads of subject departments, All teachers	Questionnaires, New Lesson Observation Forms, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	➢ Assignments with clear indications of different levels of difficulty.	➢ Assignments		
	➢ Some extra challenging questions for worksheets or classwork are used to cater for diversity.	➢ Worksheets and other learning resources		
	➢ Questions aiming to inspire students to think deeply are included in homework and class assignments.	➢ Teachers' questionnaires		
	➢ Over 60% of students feel more confident in answering questions and sharing what they have learned.	➢ Teachers' observations		
	➢ Over 60% of students make some improvement in their performance after completing these assignments.	➢ Department Heads' observation		
	➢ Over 75% of department heads find that the setting of assignments of different levels of difficulty has made positive contribution to general learning effectiveness.	➢ Lesson observation records		
2.2 Make use of good questioning skills to cater for learner diversity in the classroom.	➢ All subject departments conduct discussions on how to make good use of questing skills to cater for diversity in the classroom. ➢ Over 75% of teachers make progress on the use of good questioning skills to cater for learner diversity in the classroom. ➢ Over 75% of teachers use questions of high-order thinking in lessons.	➢ Students feedback ➢ Teachers' questionnaires ➢ Teachers' observations ➢ Department Heads'	Curriculum Officers, Heads of subject departments, All teachers	Questionnaires, New Lesson Observation Forms, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	➢ Over 60% of students are motivated in class by teachers' questioning skills. ➢ Over 60% of students are willing to respond to questions asked by teachers. ➢ Over 75% of department heads find that the use of good questioning skills to cater for learner diversity has made positive contribution to learning effectiveness.	observation ➢ Lesson observation records		
2.3 Apply "assessment for learning" strategies to cater for diversity in the classroom.	➢ All subject departments conduct discussions on how to apply "assessment for learning" strategies to cater for diversity in the classroom. ➢ Over 75% of teachers make progress on the use of "assessment for learning" strategies in the classroom to cater for diversity. ➢ Over 60% of students are motivated in class by teachers' questioning skills ➢ Over 60% of students are willing to respond to "assessment for learning" strategies in the classroom. ➢ Over 75% of department heads find that the use of "assessment for learning" strategies to cater for diversity has made positive contribution to learning effectiveness.	➢ Students' feedback ➢ Teachers' questionnaires ➢ Teachers' observations ➢ Department Heads' observation ➢ Lesson observation records	Curriculum Officers, Heads of subject departments, All teachers	Questionnaires, New Lesson Observation Forms, IT supporting platform for surveys

Major Concern 3:

To nurture good qualities of Logosians

Overall Intended Outcomes:

Students develop good personal qualities through moral values education

Implementation Plan and Strategies

3.1 Set up the framework of moral education for the implementation in classrooms.

- The Assistant Principal of Student Affairs Team will lead the functional teams to finalize the documentation of the Moral Education Framework. All the documentation should be completed by the end of Term 1.
- The Campus Life Team, as well as all teachers, are required to follow the Framework on developing the students.
- Questionnaires will be completed by all teachers to collect their views on the Framework, especially its relationship with the vision and mission of the school, and the effectiveness of developing student personal qualities.
- Questionnaires will be completed by students to collect their views on their personal development.

3.2 Plan lessons to meet the learning objectives in the domain of values and attitude in the curriculum.

- Subject department heads will lead discussions with their members on how to infuse "moral, values and attitude" education strategies in their lessons and department heads are responsible for the monitoring the implementation.
- Subject department heads will decide, with their members, on the learning objectives in the domain of values and attitude and ensure that these objectives are included in the School-based Curriculum Plans for teachers to follow.
- Department meetings are held to have discussions on how to meet the learning objectives in the domain of values and attitude while co-planning the lessons.
- Questionnaires will be completed by all teachers to collect their views on the learning objectives in the domain of values and attitude in the curriculum and the effectiveness of its implementation.

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
3.1 Set up the framework of moral education for the implementation in classrooms.	➤ All the documentation of the Moral Education Framework has been completed. ➤ Over 75% of teachers agree that the aims of the Framework are closely related to the moral education proposed in the vision and mission of the school. ➤ Over 75% of teachers find the Framework useful in guiding the implementation of moral education in school. ➤ Over 75% of teachers agree that the Framework can help the school to develop good personal qualities of students. ➤ Over 75% of teachers find that using the Framework is a positively contributing factor to the nurturing of good qualities of our students. ➤ Over 75% of teachers find that students' behaviour in specific areas has improved as a result of implementing the Framework. ➤ Over 75% of teachers find that students' behaviour in general has improved as a result of implementing the Framework. ➤ Over 75% of students find that the behaviour of their peers in specific areas has improved towards the end of the school year.	➤ Teachers' homework record ➤ Teachers' general observations ➤ Teachers' Survey ➤ Students' Survey ➤ Record of activities ➤ Lesson observation records ➤ Students' daily log and reflective journals	Principal, Assistant Principal (Student Affairs), Campus Life Team (Ethos), All teachers	Questionnaires, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	➢ Over 75% of students find that the behaviour of their peers in general has improved towards the end of the school year.			
3.2 Plan lessons to meet the learning objectives in the domain of values and attitude in the curriculum.	➢ All subject departments conduct discussions on how to infuse "moral, values and attitude" education strategies in their lessons. ➢ The learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of all subjects and levels. ➢ Discussions on how to meet the learning objectives in the domain of values and attitude are held in the co-planning of lessons in all departments. ➢ Over 75% of teachers make progress in meeting the learning objectives in the domain of values and attitude in the curriculum. ➢ Over 75% of teachers find that they can grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning. ➢ Over 75% of department heads find that teachers have appropriately met the learning objectives in the domain of values and attitude in the curriculum.	➢ Teachers' Questionnaires ➢ Level meeting minutes ➢ Teachers' observations ➢ Students' Survey ➢ Lesson observation records ➢ Teachers' observation. ➢ Feedback from the students	Principal, Deputy Principal, Heads of subject departments All teachers	Questionnaires, New Lesson Observation Forms, IT supporting platform for surveys

Major Concern 4

To strengthen School-Self-Evaluation

  Overall Intended Outcome:

 To adopt a whole-school approach to School-Self-Evaluation for enhancing the quality of education for our students

  Implementation Plan and Strategies

4.1   Strengthen self-evaluation capacity in academic subject departments and functional teams

- The school management will arrange training workshops for heads of departments and functional teams on setting self-evaluation questionnaires.
- Questionnaires will be completed by heads of departments and functional teams to collect their views on setting self-evaluation questionnaires, collecting relevant data for analysis and writing relevant reports.

4.2   Conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys

- The Survey Team will collect views from teachers, with various questionnaires, at appropriate time during the year.
- The Survey Team will collect and analyse the data collected and prepare relevant reports for the school management team.
- The Survey Team will prepare the reports addressing the effectiveness of learning and teaching, and providing suggestions for improvement. These reports are to be submitted to the relevant parties concerned.

4.3   Ensure all subject departments and functional teams to follow a P-I-E approach in their annual action plans

- All heads of subject department and functional teams will discuss with their members on putting down clear action plans with evaluation processes for the continuous improvement of their departments or teams.
- All subject department heads will set tasks focusing on the effectiveness on student learning. Evaluation methods should also be designed and put in their annual plan and discussed in the department meetings.
- All heads of subject department and functional teams will discuss with their members on the school major concerns and the school priorities before writing their annual plans. They should also design appropriate success criteria for the major concerns.
- At the end of the year, all subject departments and functional teams should carry out their evaluation work based on various evidences collected.
- All subject departments and functional teams will make reflective evaluation of their work based on evidences, report their findings and use these findings for forward planning.

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
4.1 Strengthen self-evaluation capacity in academic subject departments and functional teams	➢ Suitable training workshops are arranged for department and team heads on setting appropriate annual self-evaluation survey questions. ➢ Over 75% of workshop participants find the workshop useful for improving their self-evaluation capacity. ➢ Over 90% of department and team heads can set proper and appropriate annual self-evaluation survey questions. ➢ Over 90% of department and team heads can produce satisfactory reflective reports using data collected and other evidences.	➢ Workshop Schedule ➢ Workshop Survey ➢ Survey Questionnaires of departments and teams ➢ Interim Reports and Annual Reports of Teams and Departments	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team, Heads of departments and teams	Questionnaires, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
4.2 Conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys	➢ All the holistic surveys are conducted at appropriate time during the school year. ➢ All data collected are analysed with sufficient details and prepared in suitable formats for extraction of information ➢ The summary report compiled can bring out the major findings of the survey. ➢ The findings are suitably presented to all major stakeholders. ➢ Reflective evaluation are made for informed forward planning. ➢ Reflective report has been used to enhance the effectiveness of learning and teaching.	➢ Results of APASO, KPM and stakeholders surveys ➢ Summary reports of holistic surveys ➢ School Annual Plans and Reports	Principal; Deputy Principal; Assistant Principals; Survey and Evaluation Team; Compliance Team	Questionnaires, IT supporting platform for surveys
4.3 Ensure all subject departments and functional teams to follow a P-I-E approach in their annual action plans	➢ All departments and teams have clear action plans with evaluation for the purpose of continuous improvement. ➢ All subject departments set tasks with a focus on impact of student learning. ➢ All subject departments evaluate their work in direct relation to learning and teaching effectiveness. ➢ All subject departments and appropriate functional teams have	➢ Department and Team Annual Plans ➢ Interim Reports and Annual Reports of Teams and Departments ➢ School Annual Plan	Principal; Deputy Principal; Assistant Principals; Survey and Evaluation Team; Compliance Team; Heads of departments and teams	Questionnaires, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	addressed the school major concerns in alignment with the school priorities. ➢ All subject departments and appropriate functional teams have evaluated their work in alignment with the success criteria set out for the major concerns. ➢ All subject departments and functional teams have made evaluation of their work using a variety of evidences. ➢ All subject departments and functional teams can make reflective evaluation for informed forward planning.	➢ School Development Plan ➢ School Annual Report		