The Hong Kong Chinese Christian Churches Union Logos Academy

Annual School Plan
2022-23

	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 implementing new educational theories and ideas to ensure our continued progress in the direction of excellence. We also share our practices and experiences with other schools throughout the world to raise the quality of education.

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

Suggestions for 2022-23 Areas of Concern

Last year was the first year of this 3-year School Development Cycle. Various strategies were launched to achieve the targets of the three school major concerns. The school continues to focus on the facilitation of school major concerns, namely in the aspects of self-directed learning, positive education and values education. In this academic year, the school will make appropriate improvements based on the evaluation of the effectiveness of the work carried out in the last academic year, and implement the on-going plans for these school major concerns.

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

2. To explore and implement Positive Education Strategies for developing positive learning attitude and well-being of students and teachers

3. To explore the moral and values education of Logosians

**The HKCCCU Logos Academy
Annual School Plan
(2022-23)**

Major Concern 1

To explore and implement Self-Directed Learning Strategies for developing the self-learning skills of students

Implementation Plan and Strategies:

1.1) To equip teachers with professional knowledge and skills for embedding self-directed learning in daily learning and teaching
- To further make effective use of e-Learning tools to encourage students' involvement and autonomy in learning
- To further utilize and improve the in-house Professional Development Website to collect and archive sharing of good practices extensively, including the promotion of effective teaching pedagogies, e-learning skills, effective use of student performance data for evaluation, self-directed learning experiences, positive education strategies, and any other strategies for the good sake of students
- To adopt a wider repertoire of teaching strategies to help students take greater responsibility for their learning
- To encourage sharing of good practices and provide training on active learning to help teachers transform into effective enablers and activators of learning
- To further support students' learning diversity by tiered assignment

1.2) To strengthen students' inquisitiveness and sustain their motivation and engage them in diversified learning opportunities
- To utilize project learning and cross-curricular projects to encourage student-centred learning
- To provide adequate curriculum information and counselling timely to help students to choose appropriate subject choices according to their abilities, interests, and aspired university programme choices
- To give students choices when learning in classroom and completing assignment
- To guide students to be aware of the core meaning of learning
- To increase the learning motivation in some generic skills via trans-disciplinary collaboration and project-based learning

1.3) To nurture students to become self-directed learners who strive for academic excellence
- To help students define their personalized learning goals in different stages

- To help students improve their self-directed learning goals via personalized reflections on their learning processes and learning outcomes
- To provide students their learning progress data timely to increase their awareness on their learning effectiveness
- To reinforce self-directed learning habit of students (a) developing students' notes-making skills, (b) promotion of self and peer assessment, (c) equipping students with life planning and performance goal setting and reflection skills
- To encourage students to be active learners during lessons and non-school learning hours
- To emphasize the importance of pre-lesson preparation by better designing the pre-lesson materials and monitoring the learning progress

1.4) To enhance students' cognitive development through formulation of structured frameworks for generic learning skills development
- To review the school-based curriculum materials of vertical curriculum to ensure that both knowledge and general skill learning are covered
- To create opportunities for peer learning within and outside classroom
- To guide students how to ask useful questions
- To demonstrate and teach students how to learn strategically
- To help students take ownership of their learning by developing their metacognition skills

1.5) To review and refine current curriculum and strategies for metacognitive learning to enhance development of self-directed learning
- To form internal teachers' learning circles by conducting review of curriculum materials, collaborative lesson preparation and peer lesson observation focused on active learning
- To review and refine the materials of vertical curriculum with an aim of enriching student learning experiences by reviewing the subject learning objectives to cater for a range of student competencies
- To adopt assessment strategies that enhance learning motivation

Targets	Strategies	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.1 To equip teachers with professional knowledge and skills for embedding self-directed learning in daily learning and teaching	• To further make effective use of e-Learning tools to encourage students' involvement and autonomy in learning • To further utilize and improve the in-house Professional Development Website to collect and archive sharing of good practices extensively, including the promotion of effective teaching pedagogies, e-learning skills, effective use of student performance data for evaluation, self-directed learning experiences, positive education strategies, and any other strategies for the good sake of students • To adopt a wider repertoire of teaching strategies to help students take greater responsibility for their learning • To encourage sharing of good practices and provide training on active learning to help teachers transform into effective enablers and activators of learning • To further support students' learning diversity by tiered assignment	• The in-house Professional Development Website to collect and archive sharing of good practices is extensively used by subject departments • 80% teachers attend at least two in-house workshops, which may be conducted online in this pandemic time • Over 70% teachers agree that the related training workshops are useful • Over 70% teachers have used the appropriate tools and platforms they learned from training for lesson preparation and their teaching inside the classrooms • 80% teachers participated in Gifted Education In-house workshops are more confident to support gifted students • Over 70% teachers adopted tiered assignment to cater for students' learning diversity	• Teacher survey • Focus group interview	Senior Management Team Heads of subject departments All teachers e-Learning coordinators Professional Development Team Gifted Education Team	Additional e-Learning resources: hardware and software to enhance e-Learning platform
1.2 To strengthen students' inquisitiveness and sustain their motivation and engage them in	• To utilize project learning and cross-curricular projects to encourage student-centred learning • To provide adequate curriculum information and counselling timely to help students to choose appropriate	• Over 70% of teachers agree that the House Point Reward System is able to increase students' motivation to learn • Over 65% of senior secondary students agree that they are able	• Teacher survey • Student survey	Heads of subject departments Careers and Life Planning Team Transdisciplinary	Additional hardware equipment

diversified learning opportunities	subject choices according to their abilities, interests, and aspired university programme choices • To give students choices when learning in classroom and completing assignment • To guide students be aware of the core meaning of learning • To increase the learning motivation on some generic skills via trans-disciplinary collaboration and project-based learning	to make informed choices about their tertiary study programme • Over 70% primary and junior secondary students agree that the transdisciplinary projects can increase their motivation to learn some generic skills • 80% primary students have read books of various themes taken from the theme-book trolley • Over 70% junior secondary students agree that they have shown appreciation to their peers and also learned the strengths from them • Showcase Day and Peer Evaluation are conducted in Term 5		Learning (Secondary) Team Library Services Team Educational Psychologist Team	
1.3 To nurture students to become self-directed learners who strive for academic excellence	• To help students define their personalized learning goals in different stages • To help students improve their self-directed learning goals via personalized reflections on their learning processes and learning outcomes • To provide students their learning progress data timely to increase their awareness on their learning effectiveness • To reinforce self-directed learning habit of students (a) developing students'	• Over 70% students have met their own reading targets • Over 75% teachers have given timely feedback to students about their performance • Over 70% students agree that the pre-lesson tasks or worksheets can enhance their learning effectiveness	• Student survey • Teacher survey	Heads of subject department Language teachers Drop-Everything-And-Read Coordination Team Reading Scheme Support (Primary) Team	

	notes-making skills, (b) promotion of self and peer assessment, (c) equipping students with life planning and performance goal setting and reflection skills ● To encourage students to be active learner during lessons and non-school learning hours ● To emphasize the importance of pre-lesson preparation by better designing the pre-lesson materials and monitoring the learning progress				
1.4 To enhance students' cognitive development through formulation of structured frameworks for generic learning skills development	● To review the school-based curriculum materials of vertical curriculum to ensure that both knowledge and general skill learning are covered ● To create opportunities for peer learning within and outside classroom ● To guide students how to ask useful questions ● To demonstrate and teach students how to learn strategically ● To help students take ownership of their learning by developing their metacognition skills	● A list of selected general skill learning goals is mapped to the vertical curriculum ● Over 70% junior secondary students agree that they have applied some generic skills through transdisciplinary projects	● Student survey ● Teacher survey ● Focus group interview	Heads of subject department Transdisciplinary Learning Team (Secondary) Transdisciplinary Learning Team (Primary) STEAM Team (Secondary) STEAM Team (Primary)	
1.5 To review and refine current curriculum and strategies for metacognitive	● To form internal teachers' learning circles by conducting review of curriculum materials, collaborative lesson preparation and peer lesson observation focused on active learning	● Curriculum materials are reviewed ● Peer lesson observations are carried out	● Meeting minutes	Heads of subject department Academic Policies and Practices Team	Marking schemes and scripts of public examinations

| learning to enhance development of self-directed learning | • To review and refine the materials of vertical curriculum with an aim of enriching student learning experiences by reviewing the subject learning objectives to cater for a range of student competencies
• To adopt assessment strategies that enhance learning motivation | • Regular subject department meetings or sharing are conducted throughout the year
• Public examination marking schemes and marked scripts are purchased
• Assessment plans are designed to allow students to perform and get feedback timely
• Different types of exercises / quizzes / assessment questions in science are designed to help students to aim at excellence | | Primary Division Committee Team | |

Major Concern 2:

To explore and implement Positive Education Strategies for developing positive learning attitude and well-being of students and teachers

Implementation Plan and Strategies:

2.1) To form a Positive Education Team to coordinate and drive Positive Education strategies in school
- Set up in-house Positive Education Team to coordinate different trials by different departments and major functional teams

2.2) To cultivate in students a sense of belonging to the school
- Enriching the school environment by posters, classroom boards and positive quotes of 24 character strengths
- Integrating Positive Education strategies in Religious Studies, Careers & Life Planning and Other Learning Experience Programs
- To help students and teachers strengthen their physical fitness through thematic activities, competitions and award schemes

2.3) To strengthen positive and supportive teacher-student and student-student relationships
- Applying Positive Education strategies in daily teaching
- Deepening students' understanding of Positive Education through religious activities and community services, etc
- To equip students with skills in developing positive relationships through class-based, form-based and whole-school activities, including sharing of peer experience on helpfulness of positive relationships and positive attitude

2.4) To create more opportunities for teachers and students to further enhance their self-confidence and develop positive attitudes
- To promote a growth mindset for students' self-improvement
- Training for all teachers about Positive Education rationale and strategies

2.5) To enable parents to understand how a growth mindset promotes the wellbeing of students
- To promote character strengths in a whole-school approach
- To reinforce positive thinking by encouraging students to serve the school and society
- To enrich teachers' and parents' understanding of positive education through talks, seminars and school visits so they could be effective agents of positive education to students

Targets	Strategies	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
2.1 To form a Positive Education Team to coordinate and drive Positive Education strategies in school	• Set up in-house Positive Education Team to coordinate different trials by different departments and major functional teams	• Regular subject department meetings or sharing are conducted throughout the year	• Meeting minutes	Principal Positive Education Team	
2.2 To cultivate in students a sense of belonging to the school	• Enriching the school environment by posters, classroom boards and positive quotes of 24 character strengths • Integrating Positive Education strategies in Religious Studies, Careers & Life Planning and Other Learning Experience Programs • To help students and teachers strengthen their physical fitness through thematic activities, competitions and award schemes	• Over 70% students agree that the Orientation Day, Big Brothers Big Sisters Programme, Love to Share Programme, Mentorship Programme are meaningful to them • Life planning workshops are developed for primary students • 65% secondary students agree that the life planning activities are able to motivate them to set goals and understand their own personal interests • 80% secondary students find the school environment enriched with more positive culture created by the decorations in school campus coordinated by the Positive Education Team • Leadership workshops are provided to chair or vice-chair students of interest clubs in secondary division • Over 90% secondary students have joined the physical fitness award scheme organized by PE Department	• Student survey • Teacher survey • PE physical fitness award scheme record	Campus Life Home room teachers Careers and Life Planning Team Positive Education Team Student Leadership Development Team PE teachers	

2.3 To strengthen positive and supportive teacher-student and student-student relationships	• Applying Positive Education strategies in daily teaching • Deepening students' understanding of Positive Education through religious activities and community services, etc • To equip students with skills in developing positive relationships through class-based, form-based and whole-school activities, including sharing of peer experience on helpfulness of positive relationships and positive attitude	• 70% of DS3 English teachers agree the reading novel "Wonder" to cultivate positive values among DS3 students • Over 70% of DS3 teachers agree the lesson plans which promote Reading Across Curriculum will facilitate positive teacher-student and student-student relationships • 5 students of each level from DS4 to MS4 are being interviewed to seek their opinions about the effectiveness from study groups among students, House Point Reward System, teacher sharing, student leadership programmes, and Christian activities to facilitate positive relationships and positive attitude • Over 70% of students agree that the recommendations and comments from teachers are supportive and constructive	• Teacher survey • Student survey • Focus group interview	Campus Life Team Home room teachers English teachers Humanities teachers Christian Ministry Team	
2.4 To create more opportunities for teachers and students to further enhance their self-confidence and develop positive attitudes	• To promote a growth mindset for students' self-improvement • Training for all teachers about Positive Education rationale and strategies	• Over 70% of students agree recommendations and comments from teachers are supportive and constructive • Over 70% students agree that the programmes organized by Counselling and Values Education Team or Student Leadership Development Team are meaningful to them • Adjustments on co-curricular learning programmes for students are made to meet the	• Student survey	All teachers Counselling and Values Team Students Activities Team Campus Life Team Positive Education	

		pandemic guidelines so that more activities can be offered to students to nurture their wellbeing and positive attitudes ● 60% secondary students demonstrate improvement on attitude after the completion of Self-Directed Scheme (自勵計劃) organized by Campus Life ● The Positive Education Team coordinates with Counselling Team and Gifted Education Team in secondary division to promote positive values ● The Positive Education Team forms a team of secondary student ambassadors to promote wellbeing		Team	
2.5 To enable parents to understand how a growth mindset promotes the wellbeing of students	● To promote character strengths in a whole-school approach ● To reinforce positive thinking by encouraging students to serve the school and society ● To enrich teachers' and parents' understanding of positive education through talks, seminars and school visits so they could be effective agents	● Over 70% of parents are satisfied with the parents talk or student programmes organized by Campus Life, social workers or counselling teachers for the development of students' wellbeing ● Over 70% of students agree that the student leadership programmes can facilitate them to develop positive thinking through serving school / society	● Student survey ● Parent survey	Campus Life Team Social Workers Counselling and Values Team Student Leadership Development Team	

	of positive education to students			

Major Concern 3

To explore the moral and values education of Logosians

Implementation Plan and Strategies:

3.1) To set up Teams to steer the direction and provide support for a Whole-School Approach to Values Education Framework
- Adopting a values education curriculum in the HRT Period with highlights on core values and attributes of the School Year
- Strengthening the student award systems relating to core values

3.2) To promote Christian Values Education
- To hold regular assemblies for promoting Christian Values

3.3) To promote Logosian's core values
- To recommend strategies for a Whole-School Approach to Values Education
- To review the goals of Logosian's core values in the corresponding curriculum materials at different learning stages
- Invite teachers, staff and parents as role models to demonstrate school's core values
- Invite speakers, teachers and students to share on the Values to inspire students and deepen their understanding of the Core Values
- To promote Values Education through formal and informal curriculum
- To create a suitable atmosphere and environment in the school to enable students to develop the habit of reflection for nurturing the Core Values
- To enhance key stakeholders' understanding of the school's values

3.4) To promote National Identity as a core value in the school system
- To have speeches relating to National Identity as a core value to be adopted

Targets	Strategies	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
3.1 To set up Teams to steer the direction and provide support for a Whole-School Approach to Values Education Framework	● Adopting a value education curriculum in the HRT Period with highlights on core values and attributes of the School Year ● Strengthening the student award systems relating to core values	● Positive feedback from teachers is received after using the tailor-made HRT lessons materials ● Over 70% of teachers agree that the House Point Reward System is able to help students develop core values	● Teacher survey	Home room teachers Subject teachers	
3.2 To promote Christian Values Education	● To hold regular assemblies for promoting Christian Values	● Over 75% of Christian teachers agree that they have promoted Christian values in the morning assemblies, Christian Education lessons and Christian activities ● Religious Education teachers promote gospels books to students in the Gospel Week	● Teacher survey	Christian teachers	
3.3 To promote Logosian's core values	● To recommend strategies for a Whole-School Approach to Values Education ● To review the goals of Logosian's core values in the corresponding curriculum materials at different learning stages ● Invite teachers, staff and parents as role models to demonstrate school's core values	● Goals of Logosian's core values are set in curriculum materials at different learning stages ● 80% of FS students complete Library Booklets about moral values through reading e-books ● Over 70% teachers agree that the House Points Rewards System is able to promote Logosian values ● Over 70% students agree that the curriculum would develop Logosian Core Values	● Teacher survey ● Student survey ● Meeting minutes	Language teachers Subject teachers Social Workers Christian Ministry Team Media Department Parent and Teachers Coordination and Support Team	Funding from "My Pledge to Act"

	• Invite speakers, teachers and students to share on the Values to inspire students and deepen their understanding of the Core Values • To promote Values Education through formal and informal curriculum • To create a suitable atmosphere and environment in the school to enable students to develop the habit of reflection for nurturing the Core Values • To enhance key stakeholders' understanding of the school's values	• Over 70% parents agree that the content of the talks conducted by social workers are useful • 90% secondary students participated in the "To love your neighbour" Programme by sending DIY cards and blessings to nearby hospital • Over 70% students agree that the activities in Values Education Lessons are meaningful to them • The funding from My Pledge to Act is used to improve students media literacy • Parents seminars are held to strengthen parents' ability in nurturing students' habit of introspection			
3.4 To promote National Identity as a core value in the school system	• To have speeches relating to National Identity as a core value to be adopted	• Over 70% teachers agree that the National Education Committee is able to promote National Identity or Chinese culture in the student activities organized by the National Education Committee • Over 78% Chinese and Chinese History teachers agree that the	• Teacher survey • Student survey	Chinese teachers Chinese History teachers Humanities teachers Religious Education teachers	Additional teaching materials relating to National Education Training budget for teachers on National Education

		reading materials are able to facilitate students to understand Chinese Culture or National Identity • Over 70% students participated at least one activity in developing National Identity organized by Humanities Department • Religious Education teachers remind students to become a law-abiding person		National Education Committee	